

**Programme for ‘Spotlight on Teaching at Otago: Sharing Innovation, Best Practice and Research’
November 13, 2006, St David St Lecture Theatre Complex**

Sponsored by the Research Committee and HEDC, University of Otago

Time	Session I: St David Lecture Theatre		
9.00 – 9.25 Session I	Welcome and Plenary Research-informed Teaching , Prof Gareth Jones, DVC(Academic and International)		
9.30-10.30 Session II	Iia Research-Informed Teaching St David Lecture Theatre	Iib Supervision St David Seminar 1	Iic Workshops St David Seminars 5 and 6 (upstairs)
	<p>Research-led Teaching in Ecology, <u>Philip Seddon</u> (Zoology), <u>Kath Dickinson</u> (Botany), & <u>Tony Harland</u> (Higher Education Development Centre)</p> <p>Strengthening Teaching and Research Links – Teaching through Inquiry in Physical Geography, <u>Mike Hilton</u> (Geography) & <u>Rachel Spronken-Smith</u> (Higher Education Development Centre)</p> <p>Statistics Training to Support Research Students at University and to Prepare them for their Future Employment, <u>John Harraway</u> (Mathematics & Statistics)</p>	<p>Students’ and Supervisors’ Perspectives on Postgraduate Research Supervision, <u>Tamar Murachver</u> & Anna Janssen, (Psychology)</p> <p>Undertaking the Journey Together: The Importance of Peer Groups for Successful and Enjoyable PhD Study, <u>Elke Stracke</u> (Linguistics Programme, English)</p> <p>Creating a Structured Environment for Postgraduate Studies, <u>Thomas Rades</u> & <u>Sarah Hook</u> (School of Pharmacy)</p>	<p>Seminar Room 5: The Philosophy and Components of a Highly Regarded Small Group, Case-Based Learning Programme, <u>Peter Schwartz</u> (Pathology) <i>Maximum 12</i> (sign-up sheet on door to seminar room 5 – first 12 in)</p> <p>OR</p> <p>Seminar Room 6: Using High-fidelity Simulations to Learn about Safe and Effective Clinical Outcomes: The SECO Clinic, Martyn Williamson (General Practice) & <u>Anthony Egan</u>, (Department of the Dean, Dunedin School of Medicine) <i>Maximum 15</i> (sign-up sheet on door to seminar room 6 – first 15 in)</p>

10.30-10.50	Morning Tea St David Foyer		
10.50-12.30 Session III	IIIa e-Learning and Distance Teaching (I) St David Lecture Theatre	IIIb Designing Curricula for Engagement (I) St David Seminar 1	IIIc Clinical Teaching (Papers and workshop) St David Seminar 5 (upstairs)
	<p>Te Whanake Online – An Interactive Resource for Māori Language Learning, <u>Jenny McDonald</u> (Higher Education Development Centre), <u>John Moorfield</u> & <u>Tania Ka'ai</u> (Te Tumu, School of Māori, Pacific & Indigenous Studies)</p> <p>Online Teaching: Teaching Presence, Social Presence, and Cognitive Presence, <u>Kwok-Wing Lai</u> & <u>Keryn Pratt</u> (Faculty of Education)</p> <p>Multiple Perspectives – A Discussion on the eLearning Application “Behaving Scientifically”, <u>Rob Wass</u> & <u>Karen Ludwig</u> (Zoology) & <u>Jenny McDonald</u> & <u>Michael Crawford</u> (Higher Education Development Centre) (<i>Panel discussion</i>)</p>	<p>Accounting and the Unfamiliar: The New Zealand Public Sector, <u>Elena Poletti</u> (Accountancy & Business Law)</p> <p>Critical Learning and Tape Recorded Journals: An Exploratory Study, <u>Robert Aitken</u> & <u>Lynley Deaker</u> (Marketing)</p> <p>Using Media to Enhance Experiential Learning of Negotiation, <u>Ian McAndrew</u> (Management)</p> <p>Mindset and Tools, <u>Thomas Bley</u> (Design)</p> <p>Developing e-Learning in Problem-Based Distance Social Work Education, <u>Pat Shannon</u> (Social Work & Community Development)</p>	<p>Threads: When Course Material is not Stand-alone, <u>Helen Moriarty</u> (Primary Care & GP, WSMHS)</p> <p>How Can I Help You? Enhancing Physiotherapy Musculoskeletal Clinical Education In A Hospital Setting, <u>Gillian Johnson</u> (Physiotherapy)</p> <p>Workshop (1 hour): Understanding Clinical Reasoning: Strategies for Teaching, <u>Paul Hendrick</u> (Physiotherapy) & <u>Carol Bond</u> (Higher Education Development Centre)</p>
12.30-13.30	Lunch in St David Foyer		

<p>13.30-15.10 Session IV</p>	<p>IVa e-Learning and Distance Teaching (II) St David Lecture Theatre</p>	<p>IVb Teaching Large Classes St David Seminar 1</p>	<p>IVc Workshop St David Seminar 5 (upstairs)</p>
	<p>Teaching Postgraduate Ophthalmology on the Internet, <u>Gordon Sanderson</u> (Ophthalmology, OMS)</p> <p>Digital Technologies in Language Learning, <u>Antonie Alm</u> (Languages & Cultures)</p> <p>Integrating Online and Offline Design Education: Trans-Tasman Collaboration, Communication and Reflective Practice, <u>Noel Waite</u> (Design Studies)</p> <p>Bridging Mathematics for Clothing and Textile Sciences, <u>Debra Carr</u> (Clothing & Textile Science) & John Shanks (Mathematics & Statistics)</p> <p>Can We Be Lecturers Without Lecturing? <u>Janine Hayward</u> & <u>Chris Rudd</u> (Political Studies)</p>	<p>The Extinction of BIOL111 at Otago – Perspectives on a Selection of Large First Year Biology Classes from around the Globe, <u>Phil Bishop</u> (Zoology)</p> <p>Development and Delivery of a New Course in Epidemiology for Health Science First Year (HSFY) Students, <u>John Dockerty</u> (Preventive & Social Medicine)</p> <p>“Now That I Have Your Attention”– The Joys of Teaching Chemistry to First Year Health Science Students, <u>Lyall Hanton</u> (Chemistry)</p> <p>Small Groups in a Large Group Setting, <u>Lyn Dowsett</u> (Biochemistry)</p> <p>Feed Them and They Will Come: Nourishing the Teacher – Peer Tutor-Student Learning Chain, <u>Donna Buckingham</u> (Faculty of Law)</p>	<p>The Research-Teaching Nexus, <u>Thomas Rades</u> & <u>Pauline Norris</u> (School of Pharmacy)</p>
<p>15.10-15.30</p>	<p>Afternoon tea St David Foyer</p>		

<p>15.30-17.10 Session V</p>	<p>Va Empowering Learners St David Lecture Theatre</p>	<p>Vb Designing Curricula for Engagement (II) St David Seminar 1</p>	<p>Vc Workshop St David Seminars 5 and 6 (upstairs)</p>
	<p>Examples, Blackboard Notes and Focus Breaks: First-year Students' Perceptions of Helpfulness, <u>Jacques van der Meer</u> (Higher Education Development Centre)</p> <p>Building Academic Skills through Active Learner Participation: A Case Study, <u>Lesley Procter</u> (Sociology Programme, Anthropology)</p> <p>Some Options for Improving Students' Exam-Taking Technique, <u>Selene Mize</u> (Law)</p> <p>Closing the Loop or Creating More Tangles? <u>Angela McLean</u> (Anatomy & Structural Biology)</p> <p>Sustainable Design Education, <u>Nicola Bould</u> (Design Studies)</p>	<p>Learning about Health-related Behaviour Change through Personal Experience, <u>Pauline Norris</u> & James Green (School of Pharmacy)</p> <p>Epiphany and Evolution: The Evolution of a Health Informatics Course, David Abernethy, Rachel Esson & <u>Mary Newman</u> (Wellington School of Medicine & Health Sciences)</p> <p>Postgraduate Training in the use of Veterinary and Human Medicines for Research, Testing and Teaching, <u>John Schofield</u> (Animal Welfare Office)</p> <p>Consideration of Teaching Approaches used in Practical Papers of the Physical Education Degree, <u>Chris Button</u> (School of Physical Education)</p> <p>“Suddenly they all clicked” - Towards Interactive Learning, <u>Maryam Purvis</u> & <u>Tony Savarimuthu</u> (Information Science)</p>	<p>Seminar Room 5: On Line Microscopy: Use of the Internet to Deliver Advanced Microscopy to Third Year Anatomy Students, <u>Ruth Napper</u>, <u>Richard Easingwood</u> & <u>Andrew McNaughton</u>, (Anatomy & Structural Biology)</p> <p>OR</p> <p>Seminar Room 6: Field courses: Teaching, Philosophy and Politics, <u>Tony Harland</u> (Higher Education Development Centre)</p>

17.10-18.00
Session VI

VI Poster Wine and Cheese Session – Mezzanine (or First) Floor

- Internet-based Videoconferencing for Distance Teaching and Professional Development**, Carina Bossu¹, [Sarah Stein](#)², Robyn Smyth¹ & Peter Shanahan¹, (¹University of New England, Australia, ²Higher Education Development Centre)
- Stars'n Stripes Meet the Silver Fern: How Similar are our Millennial Students?** [Nell Buissink-Smith](#), Gabrielle Grigg & Rachel Spronken-Smith (Higher Education Development Centre)
- An Exploration of the Influencing Factors that Might Encourage Successful Learners**, Catherine Fowler (Communication Studies)
- Understanding Learning Moments in the University Context**, [Simon Hart](#) (Central Library)
- Does Simulation Training Improve Junior Doctors' Ability to Deal with the Acutely Unwell Patient on the Ward?** John Thwaites^{1,2}, [Phil Hider](#)², Steve Smith¹ & Dale Sheehan¹
¹ Medical Education and Training Unit, Canterbury District Health Board, Christchurch
² Christchurch School of Medicine and Health Sciences, University of Otago.
- Mission Critical: Improving Learning Outcomes in a First Year Information Science Course using Digital Game-based Learning**, [Andrew Long](#) & [Lance Elder](#) (Information Science)
- Dogs Don't Eat Fruit**, [Alison Meldrum](#) & Jules Kieser (School of Dentistry) & Tony Harland (Higher Education Development Centre)
- The Junior Doctor Experience**, Joy Rudland (Medical Educational Group) & [Kelby Smith](#) (Medicine)
- Experimental Work in the Undergraduate Pharmacy Curriculum: In Vitro Drug Release from Verapamil Hydrochloride Tablets**, [Dorothy Saville](#) (School of Pharmacy)
- Experimental Work in the Undergraduate Pharmacy Curriculum: Drug Release from Enteric Coated Tablets**, [Dorothy Saville](#) (School of Pharmacy)
- Experimental Work in the Undergraduate Pharmacy Curriculum: Effect of Ointment or Cream Base on the Effect of Methyl Nicotinate**, [Dorothy Saville](#) (School of Pharmacy)
- Learning in the Zone**, [Rob Wass](#) (Zoology), Tony Harland (Higher Education Development Centre) & Alison Mercer (Zoology)