

# NEW ZEALAND NATIONAL TERTIARY LEARNING AND TEACHING CONFERENCE

## Spaces and Pedagogies

2 - 3 October, 2017

Auckland, New Zealand



**AOTEAROA**  
NATIONAL CENTRE FOR  
TERTIARY TEACHING  
EXCELLENCE





Thanks to our Conference Sponsor...



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Te Noho Kotahitanga Marae, Unitec Institute of Technology, Mt Albert Campus

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### Our IT Helpers:

Ashlee Hope-Wishnowsky | Ken Liu | Nomes Lorimer | Geraldine Morgan | Lisa Simperingham | Liz Takai

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# Waiata

## E Te Iwi

### *He waiata tautoko*

E te iwi

Kua rauika mai

Kō te Whare Wānanga

o Wairaka

e tū nei

Tēnā Koutou Katoa

Attention everyone

Who has gathered here today

We are representatives of Te Whare

Wānanga o Wairaka

Greetings to one and all



# Welcome

Kia ora tatou katoa

Welcome to the 2017 National Tertiary Learning and Teaching Conference, hosted by Unitec Institute of Technology in Auckland.

The theme of this year's Conference is **Spaces and Pedagogies**, looking at how the spaces we teach in – whether virtual or face-to-face, workplace, social or cultural – can contribute to students' success. Over the course of the conference, we'll explore how our learning environments and learning practices can be best-aligned to our students' lives and experiences, cater for students' diverse realities and traditions, and for the future needs of employers and communities.

Given the theme, it's entirely fitting that the Conference is hosted in Unitec's new *Te Puna* Student Space on our Mt Albert Campus. The conference will begin in our beautiful wharenuī *Ngākau Mahaki*, and many of the conference sessions will take place in our new, high-tech, collaborative learning environments. Each of these spaces are responses to one of the key challenges facing the tertiary education sector today – creating learning experiences that are flexible, relevant and contemporary – to ensure student success in the 21<sup>st</sup> Century. This Conference will offer many opportunities to grapple with this issue and to share your experiences with colleagues.

Unitec's aspiration is to be a world leader in contemporary applied learning and an agent of positive economic and social change. To achieve that, we need to bring learning **spaces** and contemporary **pedagogies** together in the best possible ways.

We are excited about the theme of this Conference and we hope you will share our excitement.

We welcome you to Unitec and to Auckland.

**Dr Rick Ede**  
**Chief Executive**  
**Unitec Institute of Technology**



# Dancers

Day 1: “Activate” | Monday 2 October @ 5:00pm | Te Puna

Year 3, Bachelor of Performing and Screen Arts (Contemporary Dance)



Photo by Amanda Billing

The Contemporary Dance programme at Unitec is the most established, full-time contemporary dance programme in New Zealand, and continues to develop a community of dance artists who contribute innovative choreography and performance excellence to the industry. Unitec's dance graduates are seen in all major productions throughout New Zealand.

Our Conference event includes a live performance from students in Year Three of the Contemporary Dance Programme, followed by a question and answer session with the dancers, tutors and conference delegates.

**TUTOR:** Katie Burton

**DANCERS:** Oliver Carruthers | Michaela Downey-Macbeth | Raisedinland Iose | Rochelle Lloyd | Lyncia Muller | Keana Ngaata | Ana Ngatai | Jhawan Raika-Morgan | Cory-Toalei Roycroft | Fenjay Sapon | Charly Thomas | Payton Woodmass



# Welcome from the Project Team

Kia ora tatou katoa

The 2017 Conference Project Team would like to extend a very warm welcome to all delegates. We hope you will enjoy your visit and experience the best that our campus at Unitec Institute of Technology, and Auckland City of Sails, has to offer.

This year's Conference follows on traditions now well-established for the National Tertiary Teaching & Learning Conference. It is a fantastic blend of the applied, vocational and scholarly. It promises fun, and entertainment, and opportunities for connections with colleagues across the tertiary sector, including at our dinner at Soljans Estate Winery. The programme is full of interesting and inspiring keynotes, presentations, workshops and posters, and there will be many opportunities for gaining valuable new insights.

The theme of this year's conference is **Spaces and Pedagogies**. As highlighted in Rick Ede's Introduction to the Programme, by 'spaces' we mean all those environments – virtual, face-to-face, cultural, social, and otherwise – that support student success. It's fitting therefore, that our conference is hosted in our newly opened beautiful, bright Te Puna student space.

The Conference will also showcase the work of our Year 3 Performing & Screen Arts Dance students, with a performance and Q&A for delegates. Congratulations to all those who will be presenting, and particularly to those who will also be submitting papers for the full conference proceedings. You are just in time for PBRF!

This event is the culmination of a great deal of hard work by many people. Thank you to everyone who has contributed to making this event a success. If you have any queries or require assistance, please don't hesitate to make contact with the team at the Registration Desk in Te Puna.

Ngā mihi nui,  
The Conference Project Team

Conference Project Team Members:



Lucy Patston



Simon Nash



Laura Ewens-Volynkina



Kelly Handley



Ken Liu



James Oldfield

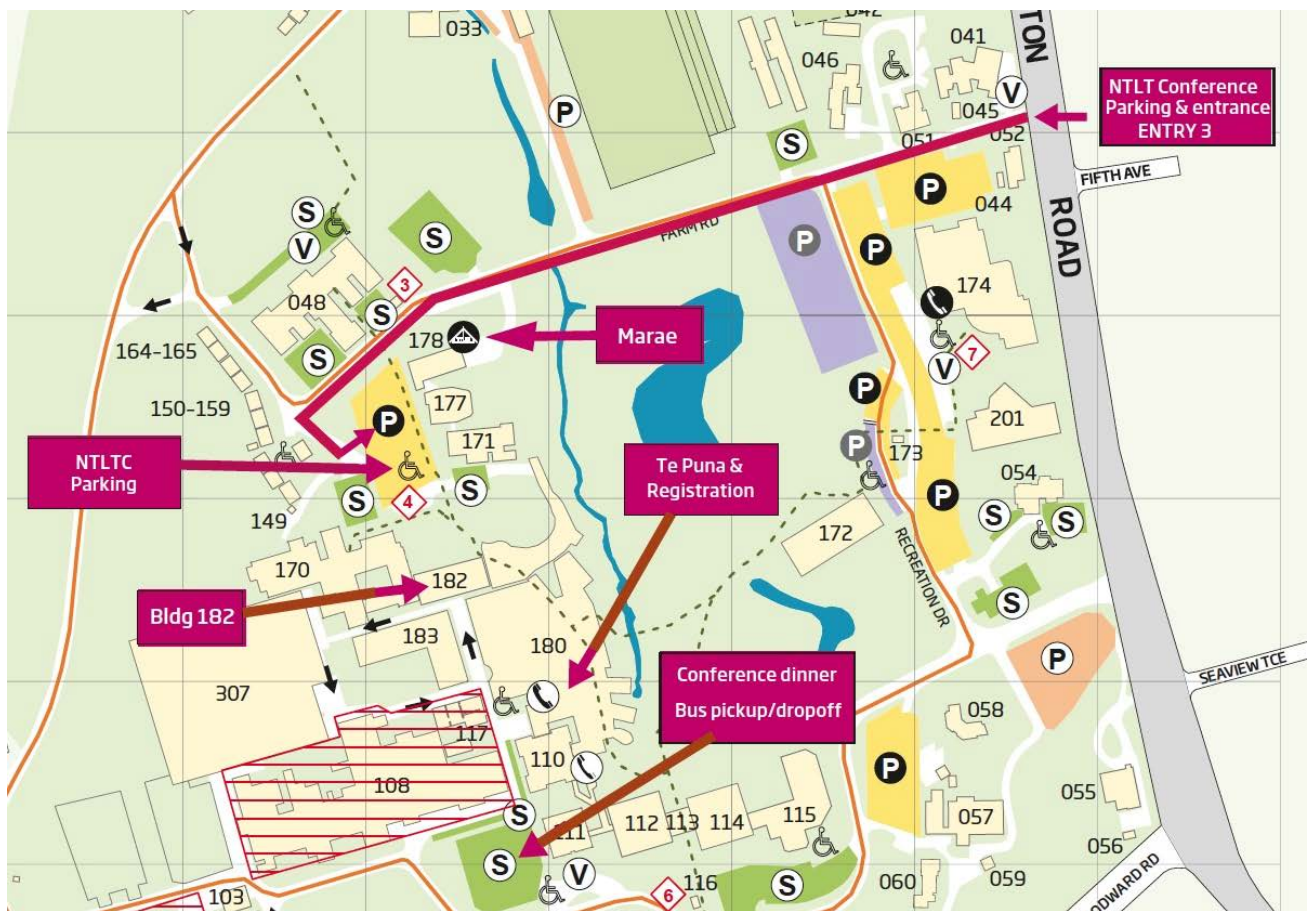


JJ Purton Jones



Bettina Schwenger

# Map of Mt Albert campus



# General Information

## Parking

NLT Conference parking is located via Entry 3 off Carrington Road, just behind the Unitec Maraë. This will be clearly signposted when you arrive. Please take Entry 3 as this is the easiest route.

## Maraë – Te Noho Kotahitanga

The conference pōwhiri is at 9am at Te Noho Kotahitanga, please be prompt. Gather outside the front of the Maraë, just down from Entry 3.

## Registration desk – Te Puna Bldg 180

Monday 2 October 8.00am - 12.00pm

Tuesday 3 October 8.00am - 12.00pm

You can register from 8.00am. This will give you ample time before the pōwhiri starts at 9.00am.

## Lanyards/Name tags

Please ensure you collect your lanyard and goodie bag before the pōwhiri at 9.00am. This will hold all the conference information you will need.

Please wear name tags at all times for security reasons and admission into sessions and catering breaks. At the end of the conference, if you'd like to recycle your lanyard, please put it in the box provided at the Red Lecture Theatre entry/exit.

## Refreshments

Morning tea, lunch and afternoon tea will be held in Te Puna conference space near Long Black Café.

## Pre-Dinner drinks and nibbles

Drinks and nibbles will be served in Te Puna conference space on Day 1 of the conference.

## Dietary requirements

Delegates who have advised us of their dietary requirements will be served on a special table.

## No Smoking Policy

Unitec is a smoke free campus. Smoking is prohibited on Unitec grounds.

## Mobile phones

Please be considerate to presenters and other delegates by keeping phones and devices off, or switched to silent mode, during all presentations.

## Getting to Unitec

**Bike:** Take the cycleway that links central Auckland to Henderson. Unitec exit is on Carrington Road. Conference entrance is Entry 3.

**Bus:** Catch any services via Pt Chevalier or Mt Albert. The Outer Link bus runs every 15 minutes in a loop from the city. Get off at Entry 3 bus stop.

**Train:** Catch the Western train line from Britomart to Mt Albert (Unitec). Get off at the Mt Albert train station, followed by a 10min walk to Unitec from the Mt Albert train station.

**Car:** If driving, take the northwestern motorway and exit at Western Springs or Waterview.

**Taxis:** Auckland Co-op Taxis – (09) 300 3000

## Water bottles

Water will be provided in your goodie bag. To cut down on waste, please refill your bottles at the filtered drinking fountains around our campus.

## Coffee keep cups

All delegates will be given a coffee keep cup with their goodie bag. Please use these when possible for your tea and coffee refills.

## Security

Unitec has onsite security 24/7. Should you require assistance, please see one of our conference staff with the pink lanyards who will be able to assist you.

## Emergency services

(Fire/Police/Ambulance): Dial 111

Auckland City Hospital: (09) 367 0000

White Cross Healthcare: (09) 828 8912. Provides out-of-hours general practice, accident and urgent medical care between 8.00am–10.00pm. Seven days a week. Address: 2140 Great North Road, Avondale, Auckland.

## Unitec Wifi Login Details

Wireless Network Name: **NLTConference**  
Password: **Learning17**

# Keynote Speakers

Day 1: Keynote #1 | Monday 2 October @ 10:15am | Wharenui

Associate Professor Suzanne Pitama, MA(Auck) PhD(Otago) PGDipEdPsych(Massey)

*Associate Dean Māori, Director of MIHI (Māori/Indigenous Health Institute)  
University of Otago, Christchurch, NZ*



Suzanne Pitama is a child psychologist and has been involved in Māori health research for more than 18 years. Suzanne is on the LIME (Leaders in Indigenous Medical Education) reference group, which has representatives from each of the Australasian medical schools. The MIHI team has won a number of awards for their indigenous health curriculum. Suzanne has a special interest in medical and health education, and her PhD in medical education focused on the design, implementation and impact of indigenous health curricula within medical schools across four countries.

Day 2: Keynote #2 | Tuesday 3 October @ 3:30pm | 180-B001 “Red LT”

Joyce Seitzinger

*Director of Academic Tribe  
Learning Experience Architect, RMIT Online, Australia*



Joyce Seitzinger is a director of Academic Tribe and a frequent speaker at education and learning events. Joyce has been a learning designer since 1999 working in Europe, New Zealand and Australia. For the last two years her focus has been on exploring and adapting user experience and service design tools and strategies to improve learning experiences. With Academic Tribe, she works on innovative and strategic educational projects, that can benefit from this new hybrid design approach. They recently ran the first fully online LX Conference with over 200 participants. You can often find Joyce on Twitter as @catspyjamasnz.

# Plenary Speakers Ako Aotearoa

Day 1: Session 4 | Monday 2 October @ 4:00pm | 180-B001 “Red LT”

## Erik Brogt

Erik Brogt is a senior lecturer in academic development at the University of Canterbury. His research interests are in science education and the psychology of the tertiary learning environment. He has been working in close collaboration with the Disaster Risk and Resilience programme at the University of Canterbury for the last seven years to design, implement, and evaluate curricular innovations.



## Joanne Baxter

Associate Professor Joanne Baxter (Ngai Tahu, Ngāti Apa ki te Rā Tō) is the Associate Dean Māori for the Division of Health Sciences and the Dunedin School of Medicine. Joanne is a Public Health Medicine Physician and is the Director of Kōhatu, Centre for Hauora Māori and the Māori Health Workforce Development Unit at the University of Otago. Joanne’s research interests include Māori mental health, ethnic inequalities in health, medical education and indigenous health and Māori Health Workforce Development.



## Zoë Bristowe

Zoë Bristowe (Ngāpuhi, Ngāti Porou) is the Programme Manager for the Māori Health Workforce Development Unit at the University of Otago. Zoë manages a range of programmes designed to increase Māori student recruitment, retention and achievement into-and-through Health Sciences study. Zoë is also a doctoral student investigating the impact of an equity-targeted intervention upon academic outcomes for Māori Health Sciences First Year students. Her research interests include Māori / Indigenous education, indigenous health workforce development, higher education and equity and programme design and evaluation.





# Day One



Te Puna, Unitec Institute of Technology, Mt Albert Campus

## Monday 2 October

## Timetable | Day One

|               |   |
|---------------|---|
| 8:00 – 12:00  | <b>Registration</b>   Te Puna: 180 Atrium   |
| 9:00 – 9:40   | <b>Pōwhiri</b>   Te Noho Kotahitanga Marae, Wharenui  |
| 9:40 – 9:50   | <b>Introductions</b>   Wharenui: <b>Merran Davis</b>  |
| 9:50 – 10:15  | <b>Morning Tea</b>   Wharekai   |
| 10:15 – 11:00 | <b>Keynote Speaker #1</b>   Wharenui: <b>Associate Professor Suzanne Pitama</b><br><i>“Shake it up baby now*...”: How earthquakes changed my perspective on teaching.</i> |
| 11:15 – 12:45 | <b>Session 1: Parallel Sessions</b>   Te Puna: 180 and Building 182   |

|                                  |  |
|----------------------------------|--|
| Strand 1<br><b>Session Chair</b> | Responsive Spaces   Te Puna: 180-2043<br><b>Andrea Thumath</b>   |
| Speaker 1                        | Sujatha Gomathinayagam<br><i>Collaborative approaches in the practice of te reo Māori in New Zealand Early Childhood Services - exploring student teacher narratives</i> |
| Speaker 2                        | Simone Poi. Karina Terekia & Zella Toia-Preston<br><i>From Tupac to Tane Mahuta</i>  |
| Speaker 3                        | Tui Matelau, Stephanie Sheehan & Anne Kayes<br><i>Co-constructing Learning Spaces Through Creativity</i>   |
| Strand 2<br><b>Session Chair</b> | Mixed Strand Session   Te Puna: 180-2044<br><b>Sylvia Hach</b>   |
| Speaker 1                        | Herbert Thomas & Karen Baker<br><i>Evaluating teacher leadership of digital and collaborative learning</i>   |
| Speaker 2                        | Laura Harvey<br><i>Veterinary Nursing in the Pacific</i>   |
| Speaker 3                        | Jenny Mandieta<br><i>Blended Language Learning in a Colombian Tertiary Context: A Narrative Inquiry of Teacher Change and Curriculum Innovation</i>                      |
| Strand 3<br><b>Session Chair</b> | Virtual Learning & High-tech Spaces   Te Puna: 180-2045<br><b>Wes Verhoeff</b>   |
| Speaker 1                        | Jeni Fountain<br><i>Your place or mine? Is our online classroom a public or private space?</i>   |
| Speaker 2                        | Maryann Lee & Robyn Gandell<br><i>Social Media for Learning and Teaching</i>   |
| Speaker 3                        | Jolanda Lemow<br><i>Assessing the impact of a cloud-based learning platform on student motivation and ownership of learning</i>  |
| Strand 5<br><b>Session Chair</b> | Workshops – Responsive Strand   182-1002<br><b>Gerard Duignan</b>  |
| Speaker 1                        | Marni Stevenson<br><i>‘Mind your Mindset’ for Learning (Educators and Learners)</i>  |
| Speaker 2                        | Susan Stevenson & Akshay Shukla<br><i>Whare Tapa Rima: Leading Inclusive and Holistic Learner Support Systems</i>  |



12:45 – 1:30 | **Lunch** | Te Puna: 180 Atrium

1:30 – 3:00 | **Session 2: Parallel Sessions** | Te Puna: 180 and Building 182

|                                   |  |
|-----------------------------------|--|
| <b>Strand 1<br/>Session Chair</b> | Responsive Spaces   Te Puna: 180-2043<br><b>Marni Stevenson</b>  |
| Speaker 1                         | Niranjan Singh & Jone Tawaketini<br><i>Reforming Trade Programmes to Meet Entrepreneurial Practices</i>  |
| Speaker 2                         | Ivor Heijnen<br><i>Place-responsive education: a case study of an extended environmental science journey</i>   |
| Speaker 3                         | Annabel Pretty<br><i>Urban spaces via the lens of architecture</i>   |
| <b>Strand 3<br/>Session Chair</b> | Virtual Learning & High-Tech Spaces   Te Puna: 180-2045<br><b>Anne McKay</b>   |
| Speaker 1                         | Andrew Mock<br><i>A comparison of business students' motivation to learn using online platforms versus social media</i>  |
| Speaker 2                         | Natalia Nehring<br><i>Moodle Quizzes as a way to keep students study focus on Computer Science Course: A User Study</i>  |
| Speaker 3                         | Norasieh Amin & Babar Mahmood<br><i>Online tutorial Libwizard fosters information literacy skills among civil engineering students at Unitec</i>   |
| <b>Strand 4<br/>Session Chair</b> | Collaborative Spaces   182-1001<br><b>Jane Taylor</b>  |
| Speaker 1                         | Jenny Wraight<br><i>Preparing nurses for the future: Dedicated Education Unit (DEU) collaborative clinical learning spaces</i>   |
| Speaker 2                         | Karen Haines<br><i>More than pushing the right buttons: Professional development for teachers in new collaborative learning spaces</i>   |
| Speaker 3                         | Ann Simpson<br><i>Things, People, &amp; Classrooms: A Study of Dialogue and Blended Learning in a Vocational Tertiary Setting</i>  |
| <b>Strand 5<br/>Session Chair</b> | Workshops – Workplaces Strand   182-1002<br><b>Jane Terrell</b>  |
| Speaker 1                         | Gerard Duignan, Scott Casley, Deb Stewart, Agustilia Rodrigues, Beverly Taylor, John Hitchcock, Anne Webster & Kate Ross<br><i>Embedding ways to enhance employability skills in teaching practice</i> |
| Speaker 2                         | Mark Smith, Sarah Kirk & Maura Kempin<br><i>Mapping the Graduate Profile: how graduate attributes are covered in the curriculum</i>  |

- 3:00 – 3:30 | **Afternoon Tea** | Te Puna: 180 Atrium
- 3:15 – 4:00 | **Unitec Building Tour** (assemble at Registration Desk)
- 3:30 – 4:00 | **Session 3: Poster Session** | Te Puna: 180-2044

|          |   |
|----------|---|
| Poster 1 | Felicity Malloy<br><i>In place of space: A somatic response to student resistance to a mixed mode formative assessment</i>                        |
| Poster 2 | Maree Gibson<br><i>The digital world and 'being inside': Administering the Literacy and Numeracy Adult Assessment Tool in prison</i>              |
| Poster 3 | Beverly Taylor<br><i>Working Together – Mahi tahi</i>   |
| Poster 4 | James Oldfield, JJ Purton Jones & Ken Liu<br><i>Echoing staff needs: Developing a model to support teachers using an active learning platform</i> |
| Poster 5 | Lucy Patston & Nikki Hurst<br><i>Standing to learn and teach: An investigation of standing versus sitting on cognitive performance</i>            |

- 4:00 – 5:00 | **Session 4: Ako Aotearoa Plenary Speakers** | Red Lecture Theatre: 180-B001

|           |   |
|-----------|---|
| Speaker 1 | Erik Brogt<br><i>Preparing students to communicate science to non-scientists during natural hazard crisis events</i>                                  |
| Speaker 2 | Joanne Baxter & Zoë Bristowe<br><i>Weaving Our Worlds: Achieving equitable outcomes for Māori Health Sciences students at the University of Otago</i> |

- 5:00 – 6:00 | **Dance Performance, Drinks & Nibbles** | Te Puna: 180 Atrium
- 6:00 – 6:30 | **Buses to Conference Dinner** (assemble at Building 111 car park)
- 6:30 – 9:00 | **Conference Dinner** | Soljans Estate Winery | 366 SH 16, Kumeu

# Day Two



Tuesday 3 October

## Timetable | Day Two

8:00 – 12:00 | **Registration** | Te Puna: 180 Atrium

9:00 – 10:30 | **Session 5: Parallel Sessions** | Te Puna: 180 and Building 182

|                                  |  |
|----------------------------------|--|
| Strand 1<br><b>Session Chair</b> | Responsive Spaces   Te Puna: 180-2043<br><b>Simone Poi</b>   |
| Speaker 1                        | Sue Palfreyman, Tim Friedlander & Jayne Mercier<br><i>A Proposed Model for Flexible and Responsive Pre-Admission Criteria</i>                            |
| Speaker 2                        | Madeline Carroll & Deryn Hardie Boys<br><i>Listening to Learners: learners' perceptions of benefits from an English language training course</i>         |
| Strand 2<br><b>Session Chair</b> | Workplaces   Te Puna: 180-2044<br><b>John Stansfield</b>   |
| Speaker 1                        | Alexandra Bowmar<br><i>Interprofessional learning in a new, purpose-built health clinic: an ethnographic study of place and space</i>                    |
| Speaker 2                        | Leanne Pool & Deb Leuchars<br><i>Creating safe spaces for undergraduate nursing students in a Dedicated Education Unit: Communities of Practice</i>      |
| Speaker 3                        | Stephanie Kelly & Joey Domdom<br><i>Responsive spaces, Workplaces, Collaborative Spaces</i>  |
| Strand 3<br><b>Session Chair</b> | Virtual Learning & High-tech Spaces   Te Puna: 180-2045<br><b>Robyn Gandell</b>  |
| Speaker 1                        | Kamuka Pati, Alan Warburton, Leni Fifita & Joseph Pitovao<br><i>Closing the gap: Using Virtual Reality to implement a high-tech learning environment</i> |
| Speaker 2                        | Lee Baglow & Christover Lovegrove<br><i>Student perspectives, virtual welders and their effectiveness in developing welding skills</i>                   |
| Speaker 3                        | Sharon Sitters<br><i>Using simulation to prepare medical imaging students for practice</i>   |
| Strand 5<br><b>Session Chair</b> | Workshops – Mixed Stream Session   182-1002<br><b>Katie Bruffy</b>   |
| Speaker 1                        | Josh Burrell<br><i>Experiencing G Suite in an Applied Technology Context</i>   |

10:30 – 11:00 | **Morning Tea** | Te Puna: 180 Atrium

11:00 – 12:30 | **Session 6: Parallel Sessions** | Te Puna: 180 and Building 182

|                                   |   |
|-----------------------------------|---|
| <b>Strand 1<br/>Session Chair</b> | Responsive Spaces   Te Puna: 180-2043<br><b>Christina Gera</b>  |
| Speaker 1                         | Ron Nicholls<br><i>Spaces of transformation: Learning on country as transformative educational practice</i>   |
| Speaker 2                         | Simon Bedford & Glennys O'Brien<br><i>Curriculum Transformation - Creating an alternative pathway in first year chemistry</i>   |
| Speaker 3                         | Bettina Schwenger<br><i>A student-centred blended learning design to support first-year undergraduate assessment</i>  |
| <b>Strand 3<br/>Session Chair</b> | Virtual Learning & High-tech Spaces   Te Puna: 180-2045<br><b>Victor Grbic</b>  |
| Speaker 1                         | Jonathan Lynch<br><i>Hack Education - Crowdsourcing the Future of Education in New Zealand</i>  |
| Speaker 2                         | Hugh Wilson<br><i>The use of regular short quizzes in a flipped learning class</i>  |
| Speaker 3                         | Jing Shen<br><i>Flipping the classroom for information literacy instruction: considerations towards personalisation and collaborative learning</i>  |
| <b>Strand 4<br/>Session Chair</b> | Collaborative Spaces   182-1001<br><b>Josie Keelan</b>  |
| Speaker 1                         | Annabel Pretty<br><i>The Gordian Knot of Architectural Studio Praxis</i>  |
| Speaker 2                         | Susie Kung<br><i>The nature of effective teaching-learning spaces: Through the lens of the lecturers</i>  |
| Speaker 3                         | Tanya White, Losamalia Rose Penn, Yvonne Rongo Culbreath & Rangituohu Nathan<br><i>Reo O Nga Atua - RONA: A collaboration of wahine drawing upon the energies of RONA to deliver a presentation within the field of early childhood education</i> |
| <b>Strand 5<br/>Session Chair</b> | Workshops – Collaborative Strand   180-2048 (Computer Lab) -> 180-2044<br><b>Karen Haines</b>   |
| Speaker 1                         | Orla Seymour & Rob Charlesworth   180-2048 (Computer Lab)<br><i>Using Facebook to get onto students' wavelength</i>   |
| Speaker 2                         | Amanda Gilbert   180-2044<br><i>Making the most of lecture spaces</i>   |

12:30 – 1:30 | **Lunch** | Te Puna: 180 Atrium

12:45 – 1:30 | **Unitec Building Tour** (assemble at Registration Desk)

1:30 – 3:00 | **Session 7: Parallel Sessions** | Te Puna: 180 and Building 182

|                                   |   |
|-----------------------------------|---|
| <b>Strand 2<br/>Session Chair</b> | Workplaces   Te Puna: 180-2044<br><b>Leanne Pool</b>  |
| Speaker 1                         | Lisa Maurice-Takerei<br><i>Designs for Learning: A pedagogical space for tertiary and vocational teaching in Aotearoa New Zealand</i>   |
| Speaker 2                         | John Stansfield<br><i>Looks like a classroom to us!</i>   |
| Speaker 3                         | Simon Bedford<br><i>Assuring health and safety learning outcomes for Science, Medicine, and Health Faculty stakeholders by using a hybrid learning and hurdle assessment pedagogy</i> |
| <b>Strand 3<br/>Session Chair</b> | Virtual Learning & High-tech Spaces   Te Puna: 180-2045<br><b>Marcus Williams</b>   |
| Speaker 1                         | Truman Pham<br><i>'Tried and True' or 'Bold and New' - Why Students Choose Video Assessment</i>   |
| Speaker 2                         | Victor Grbic<br><i>Virtualising the Stories of Ngākau Māhaki</i>  |
| Speaker 3                         | Bahram Pishravi<br><i>The possible effects of smart cities on students' learning space in the future</i>  |
| <b>Strand 4<br/>Session Chair</b> | Collaborative Spaces   182-1001<br><b>Amanda Gilbert</b>  |
| Speaker 1                         | Trish McCluskey<br><i>The Hive - creating a buzz about digital, design and discourse</i>  |
| Speaker 2                         | Kwong Nui Sim<br><i>The Use of Digital Notebooks for Learning and Knowledge Sharing in Group Projects</i>   |
| Speaker 3                         | Tanya Evans<br><i>Enhancing generic problem-solving and thinking skills of tertiary STEM students through puzzle-based learning</i>   |
| <b>Strand 5<br/>Session Chair</b> | Workshops – Collaborative Strand   182-1002<br><b>Maura Kempin</b>  |
| Speaker 1                         | Sharleen Howison<br><i>What does a model of success look like for Chinese students studying in a tertiary institution in New Zealand? Case study Otago Polytechnic</i>                |
| Speaker 2                         | Susan Stevenson & Eliot Henderson<br><i>Leading an Authentic Stakeholder Informed Curriculum Design Process to Meet Learner Needs</i>   |

3:00 – 3:30 | **Afternoon Tea** | Te Puna: 180 Atrium

3:30 – 4:15 | **Keynote Speaker #2** | Red Lecture Theatre: 180-B001: **Joyce Seitzinger**  
*Leading the design of learning experiences for the LearningOS*

4:15 - 4:30 | **Closing Remarks** | Red Lecture Theatre: 180-B001: **Merran Davis**

# Abstracts

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# Abstracts: Keynote Speakers

**“Shake it up baby now\*...”:**

**How earthquakes changed my perspective  
on teaching**

Suzanne Pitama

University of Otago, Christchurch

The purpose, places and roles of tertiary education have changed dramatically over the last 30 years, but the learning spaces have not changed. So how do you apply teaching pedagogies that are focused on transformative learning, in teaching spaces that were designed only for information dissemination?

This korero will illustrate how the MIHI (Maori/Indigenous Health Institute) teaching team has navigated such challenges within our institution, including the influence of teaching courses through over 20,000 earthquakes.

\*Words from famous Beatles song.

**Leading the design of learning experiences  
for the LearningOS**

Joyce Seitzinger

RMIT Online

Many institutions are coming to the conclusion that one size does not fit all when it comes to their LMS. We are seeing the rise of the Next Generation Digital Learning Environment, flexible, extendable and tailored to suit different disciplines and approaches to learning, lately morphing into a Learning Operating System or LearningOS.

However, these new learning ecosystems also require that we think differently about how we design learning experiences. How do we design for more complex learner journeys? How do we design for great user experience across different platforms? What kind of team do you need to work on projects like this? And how do you lead the design of these new learning experiences?

The challenges are there but the opportunities are huge.



# Abstracts: Plenary Speakers

## **Weaving Our Worlds: Achieving equitable outcomes for Māori Health Sciences students at the University of Otago**

Joanne Baxter and Zoë Bristowe  
University of Otago

Since 2011 there has been a significant increase in the number of Māori students successfully completing Health Sciences First Year (HSFY) at the University of Otago. HSFY is a challenging academic course providing a pathway for successful students to enter into Otago's 'restricted entry' health professional programmes (such as medicine, dentistry, physiotherapy and pharmacy).

In 2013 we identified that although a recently introduced Māori health science student success programme led to large improvements in Māori learner outcomes, these outcomes were not evenly distributed. Māori HSFY students from areas of higher deprivation (NZDep2013) and /or lower decile secondary schools, were less likely to enjoy academic success.

Weaving Our Worlds was developed in 2013 as a National Project Fund supported by Ako Aotearoa in partnership with the University of Otago. The project aimed to assess whether enhancements to the existing strengths-based Māori HSFY student support programme would improve academic outcomes for all Māori HSFY students, including those from lower socio-economic backgrounds. Nine years of HSFY data from 2008-2016 were analysed. Additional qualitative data were also gathered from HSFY Māori students involved in the enhanced programme (2014 and 2015).

Results show the enhanced HSFY support programme directly contributed to improved academic outcomes and an improved experience for Māori HSFY students, including those from lower socio-economic backgrounds and lower decile schools.

This presentation describes the Weaving Our Worlds project and the strengths plus evidence-based intervention. We explore qualitative and quantitative research findings from the project and

discuss key learnings. The presentation discusses how more equitable outcomes for under-represented groups might be achieved by incorporating a strengths plus evidence-informed approach to support tertiary learners.

## **Preparing students to communicate science to non-scientists during natural hazard crisis events**

Erik Brogt

University of Canterbury

During a natural hazard crisis, timely and high-quality science and emergency management communication is critical. In this I talk will present results on a variety of science education and communication initiatives at or led by the University of Canterbury. With a team of scientists, hazard management academics, and educational researchers, we investigated how we can design and evaluate curricular innovations to prepare students in science and engineering, as well as professionals in the field, for their role as science educators and communicators in high-stress, scientifically uncertain natural hazard scenarios. Results show that the interventions increased students' communication confidence, self-reported competence, and their outlook on science communication shifted more toward those of experts.

# Abstracts: Workshops

## **Embedding ways to enhance employability skills in teaching practice**

Gerard Duignan<sup>1,2</sup>, John Hitchcock<sup>1,2</sup>, Carmel Haggerty<sup>1,2</sup>, Agustilia Rodrigues<sup>2</sup>, Cath Fraser<sup>4</sup>, Brian Dillon<sup>4</sup>, Malcolm Hardy<sup>4</sup>, Deb Stewart<sup>5</sup>, Scott Casley<sup>5</sup>, Kate Ross<sup>6</sup>, Beverly Taylor<sup>1</sup>, Anne Webster<sup>1</sup> and Stephen Hannam<sup>7</sup>.

<sup>1</sup>Wellington Institute of Technology; <sup>2</sup>Whitireia New Zealand; <sup>3</sup>Universal College of Learning; <sup>4</sup>Toi Ohomai Institute of Technology; <sup>5</sup>Eastern Institute of Technology; <sup>6</sup>Nelson Marlborough Institute of Technology; <sup>7</sup>Taratahi Agricultural Training Centre

This interactive workshop will explore an Ako Aotearoa Regional Hub funded collaborative research project undertaken by a dozen educational developers from eight Institutes of Technology and Polytechnics (ITPs). The project team sought to identify where and how teachers embed ways of enhancing their learners' skills for employability, life-long learning and contributing to society. The Tertiary Education Commission (TEC) and other stakeholders seek evidence of the effectiveness of programmes of study in preparing graduates for industry. Inspired by keynote speaker Shelly Kinash at the 2016 NTLT conference, who described Australian research on university preparation for employability, the project team wondered how it might assist teachers in ITPs to design teaching and learning strategies for embedding skills that enhance employability. Literature revealed a concern about employability skills gaps by teachers, institutions and industry, but very little about how this is being addressed in teaching practice. The research describes a number of case studies arising from classroom observations and interviews of a range of effective teachers, across various institutions, subject areas and NQF levels. The team referred to the Employability Skills Framework released in 2017, which New Zealand and international employers say are essential for getting and keeping a job, such as positive attitude, communication, teamwork, self-management, willingness to learn, thinking skills, resilience, plus other employability attributes.

The outcome of the research is a toolkit of commonly used practices titled Guidelines for Good-practice in Embedding Employability Skills. These are easy to embed into teaching practice and likely to be effective for learners in diverse contexts.

## **Experiencing G Suite in an applied technology context**

Josh Burrell and Dan Taylor  
Toi Ohomai Institute of Technology

This workshop is a follow up to the presentation, Exploring Key Benefits of G Suite in Teaching & Learning, and uses Applied Technology as its context, although anyone can attend.

Participants will be taken through the Google Classroom workflow and experience from a student *and* teacher perspective how this software can be used as a teaching and learning tool. G Suite provides teachers with excellent tools for increasing the visibility of student work throughout the learning process, therefore giving them the ability to provide targeted and timely intervention and feedback to assist with student achievement. Participants will be guided through a typical learning activity in the applied technology area, starting from evidence being collected in the field using a mobile device, uploading to cloud storage, creating a presentation document and the assignment submission and feedback flow.

## **Making the most of lecture spaces**

Amanda Gilbert

Victoria University of Wellington

Although authors have been predicting the demise of the lecture for many years, the spaces in which this 'outdated' form of teaching has been conducted are often an integral part of the architecture of most tertiary campuses. More often than not lecture rooms are tiered and have rows of fixed seating, facing towards a lectern and one or two screens. Though many teachers use these spaces as they always have done, maybe switching from OHTs to PowerPoint or to document cameras over the years, a growing number are working to turn these spaces into active learning environments. In so doing they must battle the affordances of the rooms themselves, persuade students to engage in active learning exercises and to face one another rather than direct their attention to the front of the room.

This workshop is based on observations of lectures in a study carried out in the USA, Canada, UK, Slovenia, Hong Kong and New Zealand in which I attended lectures in different universities to gain understanding of the ways in which these large teaching rooms were utilised. These observations formed part of an ethnographic study of lectures and lecturing in which I also conducted interviews with teachers in a variety of disciplines. Using examples taken from these observations and interviews, I will encourage participants to explore their own uses of these large group teaching spaces and to consider how courses and teaching might make better use of the learning opportunities afforded by them.

## **Using Facebook to get onto students' wavelength**

Orla Seymour and Rob Charlesworth

NZMA

This 45-minute interactive workshop explores how Facebook can be used to your advantage by engaging students and creating an authentic learning environment that reflects students' way of thinking. Attendees will examine how this medium caters to students' needs for continual interaction online and the facilitators will explain how Facebook can be used to help learners remain engaged. Other uses of Facebook include creating a sense of group belonging, being able to deliver resources without students being present, being able to see when something is delivered and seen and how Facebook can even be used for private discussions about lived experiences.

As learning spaces are increasingly moving online, tutors must look for ways of designing learning environments that meet the needs of 21<sup>st</sup> century adult learners. Facebook is something that is both free, accessible, authentic and everyone does it. In terms of authentic learning spaces, there can be few as pervasive, fun and interactive, making this workshop a valuable look at 21<sup>st</sup> Century 'learning spaces' for the benefit of young learners.

## Mapping the graduate profile: How graduate attributes are covered in the curriculum

Mark Smith, Sarah Kirk and Maura Kempin  
Unitec Institute of Technology

The 'space' where all students and teachers meet is the curriculum. In designing the curriculum, we want to create spaces which make for better learning. As part of its extensive design and redevelopment of courses and programmes (largely under the MRoQ umbrella), Unitec has been making informed decisions by analysing data collected on individual courses to gain a picture of the programme as a whole. Some of this work has helped to check the alignment of courses, teaching and assessment to the graduate profile of the programme.

The process has three steps, based on similar work done at La Trobe University in Australia.

1. Teaching staff report, on an eight-point scale, the extent to which graduate attributes are addressed in their course(s). This provides a profile of the graduate attributes across the programme.
2. Teaching staff report on whether an attribute is assessed or not, permitting a measure of alignment.
3. Academic advising staff report on the extent to which they see a graduate attribute evidenced in the documented curriculum and online resources.

The resulting report provides a heat map as an overview of a programme's graduate attributes coverage. The information from the process helps to provide direction for curriculum review and redesign, and will form some of the evidence to be submitted for NZQA consistency reviews.

This workshop will briefly demonstrate the data gathering and reporting process and ask participants to consider how they might use this information in programme review and development.

## 'Mind your mindset' for learning (educators and learners)

Marni Stevenson  
ACG - Tertiary and Careers Group

As *mindful* educators in the vocational tertiary education 'space', we are confronted with diverse groups of learners, some of whom are 're-engaging' with learning after not prospering during their schooling, second-chance learners who have not felt the pleasure of feeling a sense of belonging before, learners who are balancing family, work with further study and those who want to begin to re-imagine a future self. Our learners can be challenged by poverty, by learning issues and mindsets which do not always assist them in their learning journey. But they are not alone. We, too, are affected by such mindsets. Depending on the extent of our agency as educators, we may not even be aware of them. Mindful educators not only understand the limitations of fixed mindsets in their learners, but they use their 'observational brains' to work to diminish their own.

This workshop will explore mindsets for learning for students and educators. We will look at the value of productive struggle for students, perseverance when the stakes are high, how do we foster a learning environment that supports exploration and normalizes mistakes and how do we encourage resilience and perseverance to ensure students do not get caught up on the short-term struggles and can engage for the long-haul? We will explore collaboratively educator actions that support a growth mindset in our learners as well as ensure we remain vigilant about our own fixed mindset persona which may come out to play when we engage in new learning, change, or other such high-stake experiences. At the heart of this exploration is the mindful educator who is prepared to be vulnerably themselves in pursuit of better outcomes for their learners.

## **Leading an authentic stakeholder informed curriculum design process to meet learner needs**

Susan F. Stevenson and Eliot Henderson  
New Zealand Curriculum Design Institute

In 2016 the UNESCO Director of the Bureau for Education in a report on 'what makes a quality curriculum' stated the

complexity of curriculum development [design] processes and the range of issues informing the 'what' and the 'how' of teaching, learning and assessment present major challenges for policymakers and curriculum developers. Since curriculum development processes are influenced both by local needs and by broader, transnational trends, a comprehensive international perspective on curriculum issues, trends and approaches is critical.

The report goes on to advocate for inclusive and comprehensive consultation with a broad range of stakeholders when designing curricula. The desire and capacity of tertiary education institutions to respond effectively to such guidance presents challenges. Learner needs are diverse, and effective authentic consultation with stakeholders requires sincere engagement and relationships. The session facilitators will conduct a consultative research process designed to support the creation of an authentically stakeholder-informed curriculum design. The process will also support the eventual programme quality level. The approach outlined has recently been used to support the design of a suite of postgraduate programmes in New Zealand. In this workshop the facilitators will outline their authentic stakeholder-informed curriculum design approach. They will then facilitate practical activities where participants can experience micro examples of the curriculum design approach utilised and reflect on its value in their own institutional contexts.

## **Whare Tapa Rima: Leading inclusive and holistic learner support systems**

Susan F. Stevenson and Akshay Shukla  
FREEDOM Institute of Higher Education

Learning support and faculty in tertiary education institutions in New Zealand are now faced with supporting learners who are diverse in terms of ethnicity, culture, gender, age, religion, behaviour, socio-economic backgrounds and aspirations. In 2010 a team of largely Pasifika and Māori staff at a private Institute in South Auckland started to experiment with Mason Durie's (1994) holistic Whaioira Model to support their higher-tertiary education level learners. Over time the team renamed the model Whare Tapa Rima which reflects its five dimensions: spiritual, social, intellectual-emotional, physical and ethnic-cultural. While the team dispersed, two team members continued to apply and hone the model and its dimension descriptors. Now some six years on, as a result of continuous improvement processes, the model has undergone a range of philosophical, theoretical and practical developments, adaptations and applications. All changes have been designed to improve the model's capacity to more effectively build staff understandings and support tertiary level learners. The action research process undertaken by the presenters has been one of ongoing self-assessment, review and triangulation of evaluations from different sources. The presenters have now re-drawn the model and expanded explanations of the dimensions portrayed to assist staff and learner understandings with a view to optimising and accelerating learning for all tertiary level learners. A range of institutions and their staff teams have been introduced to and commenced use of the model. In this workshop the presenters will overview the model and provide those attending with an opportunity to build their understandings of the model and its dimensions in order to support their practice of the model in teaching and learning contexts.

# Abstracts: Presentations

## **Online tutorial Libwizard fosters information literacy skills among civil engineering students at Unitec**

Norasieh Amin and Babar Mahmood  
Unitec Institute of Technology

An online information literacy tutorial for final year Civil Engineering students at Unitec was designed and implemented in early 2017. Previously, there have been issues with hands-on sessions due to large class sizes, low attendance and space issues. There was a need to improve practices, hence the author and co-author discussed and created an online tutorial Libwizard. This online tool, a Springshare add-on, allows users to create online forms, surveys, quizzes and tutorials. The advantages of Libwizard are: a live website can be embedded, design features are not difficult to navigate, and results are downloadable for assessment. The online tutorial was designed to complement hands-on sessions, i.e. a flipped-learning strategy. The aim was to help students to decide areas for their project, use the engineering subject guide and various Library resources, practice developing research questions and search using keywords and filters, refresh knowledge about referencing and consider referencing software use. After trialing by library staff, 33 out of 64 students participated, one week before the hands-on session. The results showed that most students had some skills including catalogue searching and using the subject guide. However, some students avoided using the referencing tool. In the conference, the authors will share their experience of designing and using the online tutorial Libwizard and their reflections on the experience. Feedback from conference participants could improve the practice as they plan a longitudinal study for the project.

## **Student perspectives, virtual welders and their effectiveness in developing welding skills**

Lee Baglow and Christopher Lovegrove  
Unitec Institute of Technology

Unitec Institute of Technology has possessed five virtual welding machines for several years. While it was appreciated that these machines had novelty appeal, their potential significance to learning was never fully investigated.

The use of the machines to promote learning was based solely on assumptions and informal observations. Therefore, there existed a requirement to determine how to better utilise virtual welding in a high-technology learning environment.

The initial qualitative study comprised two groups of learners from the Certificate in Automotive and Mechanical Engineering Level 3 who undertook a blend of virtual and real machine welding. In Stage One, 6 learners from each group were invited to a focus group exploring their initial experiences of the virtual welders and how the students considered the technology compared to real welding machines. In Stage Two, 3 students from each group talked through their welded test pieces and reflected on their own performance. They were also asked to comment on their views of the value of the virtual welders as they gained additional practical experience.

The first cycle of this research identified that learners did value virtual welding technology, and that they found it to be extremely useful at the beginning of their welding experiences. However, as they gained in confidence and improved skill levels, learners preferred to use real welding machines, indicating the changing dynamics of their constructive alignment.

The research team will present our initial findings and open a discussion on the effective use of virtual reality technology in building welding skills.

## Curriculum transformation - Creating an alternative pathway in first year chemistry

Simon Bedford and Glennys O'Brien  
University of Wollongong

**Problem:** With increasing numbers and diversity amongst student cohorts and no additional resources, we have had to look at ways to develop our curriculum so it can better meet the needs of all students and teaching staff.

**Plan:** Over the past 10 years we have transformed the first year Chemistry curriculum to a dual stream pathway featuring hybrid learning, collaborative learning environments and embedded assessment literacy. These changes have been based on proven pedagogy and a student-centred approach with an action research cycle where each iteration has built upon the previous. The transformed curriculum is the culmination of several major and minor projects over a decade of Scholarship of Teaching and Learning. The new curriculum takes into account growing student numbers, but delivers 1) distinctiveness, coherence and clarity of purpose, 2) addressing equity and diversity 3) influence on student learning and student engagement.

**Impact:** The impact of these curriculum reforms has been evidenced in many ways. But perhaps most significant are those showing the outstanding results for students who enter without a HSC background in chemistry, but who complete this first year and then go on to be successful in the second year of their science course. This clearly demonstrates that we have generated an appropriate alternative pathway. In this presentation, we will highlight some of the curriculum changes we have introduced and why they have been effective, as well as some that have not.

**Reflection:** We are greatly encouraged by increasing numbers of students committing to completion of the full three semester foundation stream, even when it is not necessary for their program. Finally, we both appreciate that this significant body of work has been recognised by the University of Wollongong with the overall Vice Chancellor's Award for Outstanding Contribution to Teaching and Learning in 2017.

## Assuring health and safety learning outcomes for Science, Medicine, and Health Faculty stakeholders by using a hybrid learning and hurdle assessment pedagogy

Simon Bedford and Roza Dimeska  
University of Wollongong

**Background:** At the University of Wollongong those responsible for workplace health and safety understand the challenges involved in securing staff and student engagement when health and safety practices and induction efforts are widely seen as tedious.

**Aims:** The primary aim was to get staff and students to a WHS threshold using a hybrid learning methodology that made the best use of face-to-face time. All learners covered the requisite knowledge and skills beforehand via an online module, including a 'hurdle' assessment that ensured they had met the minimum and threshold learning outcomes.

**Design and practices:** This project used different designs to provide a range of engaging health and safety programmes including:

1. Laboratory inductions for large numbers of undergraduate students (using gamification)
2. Postgraduate students undertaking specialist equipment inductions
3. General WHS inductions for all Faculty staff
4. Specific inductions for Faculty staff

Different practices were employed depending upon the target audience, but in all modules the key underlying pedagogy was to promote self-efficacy among learners to find out about health and safety for themselves rather than have it delivered to them.

**Results:** We present evidence that each module made the most of any face-to-face interaction, and we assessed that the threshold WHS outcomes had been met and recorded. This resulted in a significant net saving of staff time.

**Conclusions:** This work has promoted engagement in the topic and better long term retention of health and safety requirements.

## **Interprofessional learning in a new, purpose-built health clinic: An ethnographic study of place and space**

Alexandra Bowmar, Sue McNaughton, Brenda Flood, Ailsa Haxell and Jane Morgan  
Auckland University of Technology

Interprofessional learning (IPL) occurs when two or more health disciplines come together in a patient-centred-care (PCC) manner to learn with, from and about each other (Centre for the Advancement of Interprofessional Education [CAIPE], 2002). Studies examining the influence of the built healthcare environment on IPL have identified both favourable and unfavourable environments for IPL. Researchers have reported on the use of previously established spaces, mostly for one point in time, or post-occupancy.

This study uses an ethnographic approach informed by Actor Network Theory (ANT) (Latour, 2005) to explore the evolution of occupancy use of a purpose-built university integrated healthcare clinic (AUT Health) by students and clinical educators with respect to IPL. An analysis of documentation, movement maps and plans will complement a longitudinal collection of user interview data. These interviews aim to capture the perceived, conceived and lived experience of AUT Health, according to Lefebvre's spatial theory (Lefebvre, 1991). AUT staff who consulted with the designer will provide the perceived use of space. Conceived and lived experience will be gathered through observations and interviews of staff and students prior to the move in July 2017, during the initial weeks of settling in, and again after four months' occupancy. This research will provide a unique perspective to inform future planning of healthcare facilities to promote effective IPL and practice.

We will present the background, study design and initial findings of this study, including interview data, photos and movement maps at AUT Health, a purpose-built university integrated healthcare clinic.

## **Listening to learners: Learners' perceptions of benefits from an English language training course**

Madeline Carroll and Deryn Hardie Boys  
Nelson Marlborough Institute of Technology

The English Language Training for Officials (ELTO) programme, funded by the New Zealand Aid Programme, aims to build capacity in the government sector in Southeast Asian nations. The training focuses on professional content and uses learner-centred, task-based approaches. Research has demonstrated the potential effectiveness of task-based learning approaches (Wills, 1996, 2006 and Ellis, 2003) and of the importance of encouraging autonomous learners (Benson, 2011).

Additionally, the course themes and delivery modes have been refined through feedback and discussion with stakeholders: NZ Ministry of Foreign Affairs and Trade and key ministries from participating countries.

ELTO Timor-Leste alumni were interviewed to investigate the long term impacts of their study in New Zealand and to identify aspects of the course that were most beneficial. The interviews were with, firstly, a group who had just finished the programme and, secondly, with a group who had completed the programme within the previous three years and were working in their home country.

The study investigated three possible areas of impact:

1. Improved English language skills
2. Expanded professional knowledge and capabilities
3. Increased intercultural awareness of other participants and New Zealanders

The face-to-face interviews provided alumni with an opportunity to reflect on the impact of the programme on their professional lives and to identify aspects of the training which they felt contributed to their improved professional capacity.

Listening to learners has value for us all. The presentation will summarise their perceptions of their gains and suggest reasons for these benefits.



## **A shared space: A pioneering approach to interprofessional education in New Zealand**

Ruth Crawford, Maria Ulloa, Stephanie Kelly  
and Joey Domdom  
Whitireia New Zealand

Health and social service delivery is increasingly required to be more collaborative and interdisciplinary. An integrative and interprofessional approach to meet the challenges faced by professionals navigating the complexities of health and social service practice environments is essential. Terms such as multidisciplinary practice, interprofessional collaboration, interprofessional education and transprofessional practice are commonly used across a range of social services and health providers.

In Aotearoa New Zealand, one example of an interprofessional collaborative approach to curriculum design and delivery in health and social service is the development of an innovative Masters of Professional Practice programme. This qualification is the result of a strategic partnership between two tertiary institutions – Whitireia New Zealand (NZ) and the Wellington Institute of Technology (Weltec) in Wellington. Teachers and students in the programme come from a diverse range of cultural, professional and personal backgrounds and are using a blended learning approach incorporating the values and pedagogies of interprofessional education. Students are actively engaged in professional practice while undertaking the programme.

This presentation describes the themes of exploratory qualitative formative observations of engagement in class and online, student assessments, student research projects, as well as qualitative interviews with the programme teaching staff. These formative findings reveal the development of critical practice skills around the common themes of the programme: research and evidence-based practice, education, leadership, working with diversity and advancing critical reflection of professional identities and interprofessional practice.

This presentation will provide evidence of enhanced learning experiences in higher education and learning in multi-disciplinary contexts.

## **Assessing the impact of a cloud-based learning platform on student motivation and ownership of learning**

Gudrun Dannenfeldt, Jolanda Lemow, Kevin Stewart, Kay Syminton and Ricci Wesselink  
Waikato Institute of Technology

Has the KuraCloud learning platform increased student motivation and ownership of their learning? Cloud-based educational technologies are used with the expectation that they will assist students to become life-long learners. These technologies give students more control over their learning and this has been shown to motivate them to work harder (Yurco, 2014). This research examines the impact of a recently implemented cloud-based learning platform (KuraCloud) on student motivation and ownership of their learning. All students enrolled in the undergraduate Bachelor of Nursing programme at Wintec will be invited to participate in an online survey. Areas that will be explored to assess motivation include whether students feel more motivated, whether they feel encouraged to seek extra information about topics, and whether their participation is influenced by particular aspects and exercises within the KuraCloud lessons. Areas that will be explored to assess ownership of learning include whether the KuraCloud lessons helped them to learn independently, to problem-solve, and to understand the topic content and the lesson concepts. The research has not been completed yet, but the results will be presented at the conference. It is expected that the results will inform future planning to enhance student motivation and ownership of learning using this technology.

## Enhancing generic problem-solving and thinking skills of tertiary STEM students through puzzle-based learning

Tanya Evans and Sergiy Klymchuk  
University of Auckland

In this session we will give an overview of a project aimed at incorporating non-routine problem-solving into university courses by introducing collaborative small team problem-solving activities during traditional lectures. The non-routine problems that were used included puzzles, paradoxes and sophisms (PPS). The impact of the regular use of non-routine problems was evaluated as a pedagogical strategy to enhance generic problem-solving and thinking skills of tertiary STEM (Science, Technology, Engineering and Mathematics) students. A significant number of tertiary STEM students drop out from their study during the first-year not because the courses are too difficult but because, in their words, they 'are too dry and boring'. Terms such as *emotional disengagement* and *academic disinterest* have even been associated with STEM courses. The intention of using PPS in teaching/learning is to engage students' emotions, creativity and curiosity and also enhance their critical thinking skills and lateral thinking 'outside the box'. The theoretical considerations of the project were based on the *Puzzle-Based Learning* concept that has become increasingly popular worldwide. The impact of this pedagogical strategy was evaluated via comprehensive questionnaires, interviews and class observations involving 137 STEM students from four groups at AUT and the University of Auckland. The vast majority of the participants reported that the regular use of PPS helped them to enhance their problem-solving skills (91%) and generic thinking skills (92%). Moreover, 82% of the participants commented on other benefits of this pedagogical strategy. After analysing the observed overwhelmingly positive students' attitudes we suggest that there is a need for further and more rigorous investigation of the suggested pedagogical strategy.

## Your place or mine? Is our online classroom a public or private space?

Jeni Fountain  
Toi Ohomai Institute of Technology

One student undressed, another one was having a whiskey and then there was the student who smoked throughout class whilst their child sat on their lap!

This behaviour would never happen in a face-to-face classroom but these incidents and more have happened in live-streaming online tutorials leaving tutors wondering - is this your place or mine?

For the past five years, the Legal Studies team at Toi Ohomai Institute of Technology (formerly The Bay of Plenty Polytechnic, New Zealand) has engaged in delivering programmes in an online environment. In the last four years, class tutorials have evolved from basic semi-interactive chat spaces to multi-faceted interactive tutorials incorporating webcams, headset microphones, small group break-out rooms, recording capabilities and students streaming in domestically and from different time-zones internationally.

The team has engaged in numerous water-cooler conversations about classroom etiquette, expectations and how to manage the online classroom in order to keep staff and students safe. The recurring questions arise as to what are the tutors' and students' rights and responsibilities in a shared online teaching space, and how can we effectively define whether the space is public or private?

This presentation will share anecdotes of unexpected student behaviour in live-streaming online tutorials, although no identifying features will be included to protect their privacy. It will then discuss the challenges of creating safe shared online teaching spaces when participants are physically located in the privacy of their own home or workplace, a topic which will become increasingly important as the number of tertiary programmes offered through synchronous video-conferencing continues to rise.

**Collaborative approaches in  
the practice of te reo Māori  
in New Zealand early childhood services:  
Exploring student teacher narratives**

Sujatha Gomathinayagam  
Whitireia Polytechnic

In Aotearoa New Zealand, *Te Whāriki* (Ministry of Education, 1996), the childhood curriculum document, asserts that all early childhood settings should be committed to promote te reo Māori (the Māori language) and affirm its value for all children. This presentation is based on the results of an action research (Masters Thesis) which explored student teachers' experiences about the attitudinal, pedagogical and contextual factors which impact the teaching and learning of te reo Māori. This research adopted a qualitative Kaupapa research methodology (a Māori way) and interpretive approach to gather the narratives of six student teachers through semi-structured interviews. Rose Pere's Te Wheke (octopus) health model, adapted to education, informed the thematic analysis. Four out of the eight tentacles of the wheke, namely wairua (spirituality), whanaungatanga (family relationships), mana ake (identity of individuals), and whatumanawa (open and healthy expression of emotions) were used to interpret the findings (Pere, 1991).

The findings of the research revealed that language learning is fostered in social contexts through collaborative approaches. For student teachers, the connections made between their identity and te reo Māori, their relationship with other teachers and the links they established with parents and community emerged as powerful influences on their practice of the language. Engaging student teachers in reflective practices which nurture their spiritual dimension and empowering them to be strong in te ao Māori concepts so that they articulate them in the very language that they are in is a powerful way forward in the practice of te reo Māori.

**Virtualising the stories of Ngākau Māhaki**

Victor Grbic  
Unitec Institute of Technology

This presentation shares a recent research project that investigated how mātauranga Māori, recorded histories and events associated with Unitec's Te Noho Kotahitanga marae can be shared within a digital space. The challenge was to model a digital repository that could meet the needs of Unitec's diverse and changing learning community, while upholding the cultural integrity of Māori partners. Key questions explored were: what are the implications for storing taonga and mātauranga Māori within digital spaces, and how might Māori processes of engagement with and on marae be transposed to a digital space? Kaupapa Māori approaches framed the research methodology and, because of this, Māori knowledge and interests in the design of the prototype website 'Te Rua' were privileged. The Māori research partners' recommendations were supported by research into current digital media platforms and tools associated with indigenous content and cultural heritage projects.

The iterative and collaborative research approach concluded that taonga and mātauranga Māori can be successfully transposed to digital spaces. The 'Te Rua' website will thus be presented as a virtual learning environment in which Māori partners and content owners have an ongoing role in the design process to ensure student access and engagement with taonga aligns with tikanga Māori.

## **More than pushing the right buttons: Professional development for teachers in new collaborative learning spaces**

Karen Haines

Unitec Institute of Technology

Higher education institutions across the world are developing new classroom spaces that allow for more flexible active learning, often using technology. However, such spaces are only as good as the teaching and learning that occurs in them (Lippincott, 2009). This session briefly outlines how we have supported teachers to use new collaborative learning spaces recently built at Unitec. Teacher users are from multiple programmes and pathways across campus. Layout in these new classrooms encourages group work using Computers on Wheels and whiteboard, with software to support interaction between learners and teacher.

Professional development for teacher users has centred around pedagogical and technology support for using the new spaces, with a focus on the engagement of students in collaborative activities to support learning. The Concerns-Based Adoption Model (George, Hall & Steigelbauer, 2006) is examined in relation to professional development opportunities we created, including hands-on induction sessions, the establishment of a community of practice and multiple resources developed to support teacher users over the period of the first 18 months of new learning spaces at Unitec. The value of using this model to frame staff development for collaborative learning spaces is discussed, with a suggestion for how it can be extended to better understand how teaching and learning can be supported in new spaces.

## **Veterinary nursing in the Pacific**

Laura Harvey

Unitec Institute of Technology

Authentic real-world learning situations provide students opportunities to learn and practice practical skills.

Each year, Unitec organises an animal vaccination and desexing clinic in Tonga in collaboration with South Pacific Animal Welfare. This credit-bearing experience provides veterinary nursing students with the opportunity to apply the theory and skills they have learnt to a high-pressure real world situation, alongside veterinarians and qualified veterinary nurses. The week-long clinic involves students dealing with primarily companion animals (cats and dogs), although the odd pig and horse has been treated, averaging almost 200 surgeries over the week.

Over the past four years, 48 students have participated in the field trip, with another 14 students enrolling this year. Results from an online post-trip survey (conducting at the end of each trip) evaluating the students' experiences (n=24) showed that more than half (67%) of the participants surveyed gained confidence in themselves and their abilities. Ninety-six percent reported that they had learned skills that they believe to be vital to their future success as veterinary nurses, including intubation of anaesthetised animals, placement of IV catheters and calculation of drug doses, as well as 'soft skills' like improved communication and time management.

This field trip has shown how students may benefit both personally and professionally from their participation in an authentic work-based learning situation.

## **Place-responsive education: A case study of an extended environmental science journey**

Ivor Heijnen

Ara Institute of Canterbury

The role of space and *place* in teaching and learning is currently receiving critical attention across education sectors. In higher education the consideration of authentic learning places are integral to situated learning. Moving beyond notions of learning spaces devoid of or awaiting meaning, a focus on place allows educators to engage students in understanding how humans live, experience, and relate to particular locations on earth. Place-responsive pedagogies recognise that the histories and physical characteristics of a place are central to the learning experience.

This presentation will explore the role of place-responsiveness in learning design through the use of a case study. Second year students of the Bachelor of Sustainability and Outdoor Education at Ara Institute of Canterbury complete a 10-day journey across Harper Pass in Arthur's Pass National Park. During this journey, students explore concepts relating to environmental science, biculturalism, identity and place through peer presentations, journaling, informal and formal teaching sessions and reflective solos. The experience is often described as a seminal learning moment by students, both professionally and personally.

Grounded in literature underpinning place-responsive pedagogy, this presentation will critically discuss learning design strategies and assessments used to engage students with place. Students' experiences which were captured through written reflections and photo material will be shared.

## **What does a model of success look like for Chinese students studying in a tertiary institution in New Zealand? Case study Otago Polytechnic**

Dr Sharleen Howison<sup>1</sup> and Sandy Zhou<sup>2</sup>

<sup>1</sup>Otago Polytechnic - College Enterprise and Development; <sup>2</sup>Qingdao University of Science and Technology, Shandong Shen, China

The number of Chinese international students studying in New Zealand is increasing annually. Tertiary institutions in New Zealand are committed to providing a high quality experience and ensuring that these international students receive the best possible education while here. There are multiple factors that contribute to overall success for these students and this research project focuses on a range of these including learning environment, cross cultural communication and acculturation.

In 2016, an online survey was distributed to the Chinese international students from Otago Polytechnic. The purpose of this survey was to explore and examine their journey and then develop a potential model of success that could be incorporated into the overall Chinese student study experience. The research project findings indicate the need for a multi-faceted strategy that is interactive and holistic in its approach. The proposed model for success illustrates the need for interaction and participation by Chinese students in reference to their learning environment, communication whilst at the tertiary institution and also active participation to enhance acculturation. Future research projects could include a larger Chinese student cohort along with a wider range of stakeholders and tertiary education institutions within New Zealand.

## **The nature of effective teaching-learning spaces: Through the lens of the lecturers**

Susie Kung  
Manukau Institute of Technology

This presentation is based on a research inquiry which adopted a phenomenological research approach, using appreciative questions, to explore lecturers' best teaching-learning experiences. The participants in this research were academic lecturers currently teaching in a particular undergraduate Early Childhood teacher education programme in New Zealand. This research builds on previous research which focused on students' experiences of the same topic (Kung & Giles, 2014). The findings of this research reveal the significant importance of lecturers' deliberate preparation of a place and space for learning, the value of experiential and narrative pedagogies, and finally the priority of narratives and stories as foundational to teaching and learning. This research indicates the importance of experiential and narrative pedagogies for effective and meaningful collaborative learning. The earlier research, which captured the students' voice of the same topic, concurs with this key finding. The findings from both research projects have provided insights into the best tertiary teaching-learning experiences from both the main actors, the lecturers and the students. It is proposed that as teacher educators prepare student teachers to teach for the future world, there is a strong signal that the student-lecturer relationship and the dialogue that happens in community is the mortar that holds effective tertiary teaching-learning spaces together.

The presenter will provide a brief backdrop to the current research and then compare the key findings for both the projects. The floor will then be invited to dialogue on the implications of the findings to all involved in tertiary teaching.

## **Co-constructing learning spaces through creativity**

Tui Matelau, Anne Kayes and  
Stephanie Sheehan  
Unitec Institute of Technology

Following MRoQ, the introduction of the New Zealand Certificate of Study & Career Level 3 preparation posed the challenge to design a learning environment that reflects our diverse students' lived experiences - on the cusp between their whanau, the world of study and their future career as teachers. In Bridging Education at Unitec, we sought to co-construct a space, the Children's Literature course, where students could be at the centre of their own education.

The course aims to widen learners' experience and knowledge of children's literature as they transition into education degrees. Through research, academic discussion, sharing on social media and creative projects, learners interact with and create a diverse repertoire of nursery rhymes, stories and illustrations to take with them into further study and practicums in education settings. The course enables a deeper knowledge of and interaction with Māori and Pasifika literature and language and other cultures represented in Aotearoa today.

For Māori and Pacific learners, creative projects give them the opportunity to share their cultural values with their peers and their lecturers. This is significant because "genealogy and spiritual influences are important, and opportunities need to be provided for these values to be expressed through mediums such as art, song or dance" (Mackley-Crump, 2010, p, 58).

In this presentation, the facilitators will outline their inclusive design approach, share samples of students' work and their feedback to illustrate how this course creates a learning space which was co-constructed through teacher and student stories, shared in a creative way.

## Designs for learning: A pedagogical space for tertiary and vocational teaching in Aotearoa New Zealand

Lisa Maurice-Takerei  
Unitec Institute of Technology

In Skills for Work and Life (2015) UNESCO identified vocational education and training as a key global priority for 21st century education. For New Zealand, as part of the global TVET environment and one of UNESCO's member states, their vision for vocational education and training impacts significantly on the nature of teaching and education in this sector.

The importance of TVET to the development of a knowledgeable, skilled, adaptable and flexible workforce that engages in continuous learning is further outlined in 'Unleashing the Potential: Transforming Technical Vocational Education and Training' (UNESCO, 2015). Indeed, the development of a workforce such as that outlined is a lofty goal for educators and technical and vocational education organisations.

In order that graduates of TVET can take their place in the 21st century workforce outlined by UNESCO, some thought to the progress of the TVET workforce is required. Tasked with providing the opportunities that support the transformation of TVET and TVET graduates, the workforce requires an opportunity to revision and transform its own work.

This presentation considers the opportunities provided by the recent [Targeted Review of Qualifications](#) and the resulting review of Adult and Tertiary Teaching qualifications to reconsider the provision of VET teacher education as a site for teacher transformation and revision. Opportunities for this area of teacher education to be broadened and problematized rather than being seen as a site for the transfer of skills are outlined.

Teaching in TVET is envisioned as a cycle of activities wrought through wise decision making based on relevant experience, learning and evidence. The session is based on a newly released text, *Designs for Learning: Teaching in Adult, Tertiary and Vocational Education*, a text designed to go alongside the new New Zealand Adult and Tertiary Teaching qualifications and promoted by Ako Aotearoa in a series of national workshops.

## The Hive - Creating a buzz about digital, design and discourse

Trish McCluskey and Stefan Schutt  
Victoria University, Melbourne

This presentation focuses on The Hive, a new collaborative learning and teaching space at Victoria University, Melbourne (VU) that aims to support educators at a time of fundamental change in the way the university delivers its courses.

Universities worldwide are increasingly designing new kinds of learning environments in response to changes in society and policy that include the rise of information technologies and, correspondingly, a recognition of learning spaces as "sites of intersecting networks of relations, technologies and practices in which space-time relations are constantly remade" (Blackmore et al., 2011).

A wide range of learning space models exist. Many recognise the importance of the social aspects of learning (Fischer, 2005) by positioning themselves as sites of collaboration between students and educators (Miller, 2015). However, few spaces explicitly identify educators as a distinct group with specific needs for peer learning. For instance, rapid technology change has long been a challenge for teachers, with recommended strategies including opportunities to experiment, share knowledge and gain confidence via supportive settings (Ertmer and Ottenbreit-Leftwich, 2010).

The Hive aims to support the needs of teachers, both in terms of making the most of new technologies, and responding to VU's recent adoption of a 'block unit' (Helfand, 2016) delivery model for first year courses. This paper/presentation outlines how The Hive is using research-informed approaches including co-designing activities and spaces, facilitating cross-pollination of ideas, practices and discourses, involving students as staff, and establishing itself as a visible, attractive and welcoming space for teachers to play, share and learn.

## **Blended language learning in a Colombian tertiary context: A narrative inquiry of teacher change and curriculum innovation**

Jenny Mendieta  
University of Auckland

This study, from a narrative epistemological and methodological perspective, explored curricular innovation and teacher change by examining how a blended learning program was put into action in a language teaching department of a Colombian tertiary institution. In particular, the study aimed to identify and interpret the experiences lived out by a group of eight ELT teachers, each of whom held different positions within their community, as they grappled with and managed the changes brought about by their involvement in the implementation of the program. It also sought to establish how these personal and collective experiences were influenced by broader organizational and institutional contexts of reform. Data were gathered in a natural setting for a period of sixteen weeks through regular contact with teachers, leaders, administrators and students. Data included narrative interviews, field notes from classroom observation, student questionnaires and official documents.

Findings indicate that switching to blended learning is a complex enterprise that goes far beyond getting the mix right as many individual and context-specific situations come to shape the implementation experience. Depending on the extent to which their aspirations, beliefs and actions were consistent with the reality of their professional context, aligned to the expectations of influential others (Kennedy, 2013) and influenced by external factors, participants in this study found it more or less difficult to develop ownership of their practice, feel emotional congruence and perform stable professional identities. In this presentation, I therefore discuss the ways in which tensions can be minimized so as to help language teachers and leaders deal more effectively with the contradictions and tensions arising in their practice as a result of the change to blended learning.

## **Moodle quizzes as a way to keep students study focus on computer science course: A user study**

Natalia Nehring, Simon Dacey and  
Nilufar Baghaei  
Unitec Institute of Technology

Weekly feedback on assessments is a good way to improve students' study habits. Moodle quizzes are a way to help students focus on their workload every week and help provide encouragement to students to attend tutorial sessions regularly. Regular feedback can help increase student motivation and can ensure that students are on track with the course material. The aim of this study is to determine the effect of providing regular feedback on students' academic achievement. The sample group included 92 students from semester 2 2016, 57 students from semester 1 2017 level 5, the first-year, 33 students from semester 2 2016 and 22 students from semester 1 2017 level 7 Bachelor Computer Science students at Unitec Institute of Technology, New Zealand. Weekly quizzes were introduced in 2017 with the aim of providing early regular feedback to students. The introduction of quizzes did not significantly improve the average mark on the formal assessment, however students value quizzes as time well spent and as formal feedback from their weekly work. Quiz completion significantly improved students' attendance during the morning tutorial session on the level 5 course. It is suggested that more study is needed to investigate how Moodle as a Learning Management System can guide, motivate and support students.



**Spaces of transformation:  
Learning on country as transformative  
educational practice**

Ron Nicholls and Peter Walker  
University of South Australia

This paper explores the notion of 'learning on country' as a unique pedagogical approach through educational engagement with Aboriginal communities. Experiential learning provides a methodology of educational praxis whereby skills and knowledges are acquired through processes of participation, the co-emergence of learner and setting, and the transformative nature of reflection. Since 2013, Master of Sustainable Design students have been involved in field trips to Camp Coorong and Raukkan ("ancient meeting place"). Situated on the shores of Lake Alexandrina, the Ngarrindjeri Community at Raukkan in South Australia has an approximate population of 190 people and core principles include the development and maintenance of sustainable and mutually beneficial relationships. A holistic and interconnected perspective underpins the physical, social, financial, emotional, intellectual and spiritual growth of individuals and the community and all initiatives and activities are developed with regard to long-term sustainability and responsible use of resources. Students engage with Ngarrindjeri worldviews, beliefs and values, participate in cultural activities and share design ideas and perspectives with Ngarrindjeri elders. Interactions between students and elders strengthen an understanding of Ngarrindjeri relationships to country, further enhancing a knowledge of the socio-cultural environment of Aboriginal people. The methodology utilises an Open Brief pedagogy defined as creative thinking in empathetic theory, and ecological design thinking processes are embedded in a non-prescriptive sustainable design framework. Transferrable to other disciplines and contexts, we maintain that an acknowledgement and understanding of differing perspectives combined with a transformative pedagogical approach provides a more meaningful matrix for new and alternative design ideas to unfold.

**A proposed model for flexible and  
responsive pre-admission criteria**

Sue Palfreyman, Tim Friedlander and  
Jayne Mercier  
Unitec Institute of Technology

Tertiary students are a diverse population bringing a range of skills and experiences to their study. However, most programmes of study assess suitability through set pre-admission requirements, which is usually based on the number and type of NCEA credits. The assumption is that this will support academic preparedness for tertiary study and therefore success.

Based on the results of a sequential mixed methods study undertaken in the Health and Community Pathway at Unitec that explored the relationship between pre-admission qualifications and performance within the Osteopathy Programme, this presentation proposes a new model of setting pre-admission criteria. This model is more responsive to the diverse skills and experiences that polytechnic students bring and may be more reflective of factors that impact student success identified in this study and in the literature.

The presentation will outline the model and how it may be applied in health related programmes, where both academic and people skills are required. It aligns with the responsive spaces strand of the conference, as it suggests a more flexible and responsive approach to assessing the diverse skills of students before they begin study.

## **Hack Education - Crowdsourcing the future of education in New Zealand**

David Parsons, Jonathan Lynch, Binglan Han  
and Rochelle Thorn

Unitec Institute of Technology - The Mind Lab

Crowdsourcing is a 21st century phenomenon that relies on Web 2.0 technologies to enable the public to contribute to data gathering by organisations. It offers us new ways of researching emerging topics that leverage the wisdom of crowds. This presentation reports on a crowdsourcing project called 'Hack Education' that was used to gather ideas about the future of education in New Zealand. A dedicated website was made available for public responses. We received a total of 888 valid submissions relating to the trigger statements "In the future education will be...", "In the future education will not have..." and "I wish education..." The data that was gathered was analysed by a large group of teachers in two phases. First, the data was coded by identifying repeating ideas in the public responses. This led to 13 key concepts being identified. Since all of these concepts were representative of the domain 'future education', the second phase of analysis was to identify relationships between them. This allowed the creation of a unified domain model that comprised concepts and various types of relationships. This model captures three core concerns: the individual learner, the role of technology, and the contemporary world, linked together through concepts of equality and collaboration. In this presentation, we compare the key elements of our domain model with three other views of the future of education. Our results suggest that our crowdsourced approach provides new insights into the heart of contemporary educational values, freed from infrastructural, political or administrative concerns.

## **Closing the gap: Using virtual reality to implement a high-tech learning environment**

Kamuka Pati, Alan Warburton, Leni Fifita  
and Joseph Pitovao

Unitec Institute of Technology

This presentation examines the way in which the use of Virtual Reality tools enables learners to inhabit a 360-degree space that otherwise they would not be able to access. Feedback from building construction students has shown that many have previously been unable to develop a holistic understanding of the authentic workspace environment and construction techniques without being able to see them in reality.

In order to explore students' reactions to this virtual world, existing models and footage were imported into VR software, allowing the students to engage in the virtual world through the use of headsets. This process was available either in the classroom or via self-directed leaning, and their responses subsequently obtained through interviews. The feedback showed that students engaged strongly with the high-tech environment, which initially captured their attention due to the novelty of the tool, but subsequently lead them to gain a better appreciation of the workplace and building processes. This has allowed learners from a variety of backgrounds to appreciate the complexities of flow patterns in building work.

The presentation will include the experience of VR headsets, and suggest ways that the use of these innovative tools can be used with alternative stakeholders within the wider construction community.

## **Reo O Nga Atua – RONA:**

### **A collaboration of wāhine drawing upon the energies of RONA to deliver a presentation within the field of early childhood education**

Tanya White, Losamalia Rose Penn, Yvonne Rongo Culbreath and Rangituohu Nathan  
Unitec Institute of Technology

Kupu, words, weave their way through time and space like the twining tendrils of the Tahaa (gourd plant), descending upon this place, to settle upon this community of practice, *kia mauri tau*. Sealing the imprint of our DNA, MOKOPUNA.

Papatūānuku grounds us, reminding us of our mission to transform the institutional space known as “teaching and learning”. Sacred shared understandings of relational space or reverence of the relationship – *Teu le Vaa* is the cornerstone of “who we are” as wāhine.

Rona proposes that through the principles of *te Ao Māori* and *te reo Māori* that our lived experience and delivery is framed by *Wānanga/Talanoa*. This creates “safe” spaces for the wellbeing of ourselves as *kaiako* in the Bachelor of Early Childhood Education program.

Our ancestral knowledge cannot be separated from the professional space. Connections to the *whenua* and the *wai*, ground us in who we are, our identity, our place. We will share our stories of how we teach and navigate in this place, whilst maintaining the *mana* of our *Reo*. Re-conceptualising and remembering our inter-relationships as *tangata whenua* and people of the *Moana nui a Kiwa*, through our connection with *Papatuanuku*, who is our “teaching space”. *Rona*, casting her light and *maramatanga*, guides this process.

## **The possible effects of smart cities on students’ learning space in the future**

Bahram Pishravi  
Toi Ohomai Institute of Technology

The concepts of smart cities and efficient urban design are being embraced around the world and many countries around the world have implemented a limited version of the smart cities concept.

Information technology, efficacy, integrated data management, automation, digital economy, facilitating all services and so on are some of the many different characteristics of smart cities. Smart city developments in different regions are also occurring at many different levels, for instance city water systems, smart transport and smart tourism. Urban expansion is also seeing the expansion of smart cities features.

Another facet of smart cities is smart education. Back end aspects of smart education are described in the limited literature on this topic, although as yet there are no reports on any fully implemented smart education projects. In this presentation the smart cities concept will be explained and its possible relationship with the education system as smart education will be discussed. The possibilities of smart education implementation within smart cities, its impact on students learning capabilities and its impact on teaching techniques will be the core concept of this presentation.

This is a conceptual paper and it is based on a concept which is still under research and development. The methodology for this research is based on extracting concepts from thought-provoking literatures and comparing those to currently implemented smart cities. A possible cognitive model will then be developed into a model of smart education.

## **Social media for learning and teaching**

Inna Piven, Maryann Lee and Robyn Gandell  
Unitec Institute of Technology

With the advancement of Internet technologies, learning is no longer limited to educational online systems, but now extends to social media sites such as Facebook and Twitter. Social media platforms are often the communication tools of choice for students, enabling learners to connect with much wider audiences within global online communities of learners. Whilst there is a shift to the use of social media in tertiary education, the research in this field of learning and teaching is still emerging. Our presentation highlights a qualitative research project and provides a snapshot of the state of social media in learning and teaching in tertiary education. We have gathered data from learning designers and lecturers into the ways they use social media in both course design and learning and teaching practice. A key component of our research method was the use of a closed Facebook group that reflected online learning practices to support a community of learners. The presentation will benefit educators who are interested in exploring ways and developing new tools in which to enhance their current practice by introducing social media into their learning and teaching. We will also discuss the opportunities and challenges for using social media in tertiary education settings.

## **From Tupac to Tane Mahuta**

Simone Poi, Karina Terekia, Alyssa Maynard-  
Wilson and Zella Toia-Preston  
Matapuna Training Centre

This integrated project based learning initiative was developed by YG Staff; designed specifically for our youth guarantee students who are strongly influenced by black American gang culture and give no value to their own.

The importance of our work is to inspire learners and staff to embrace their cultural identity, using and valuing Māori Literacy practices, responsive spaces and pedagogies that uplift self-identity, and value being Māori and Pasifika. The practical issue we hope to solve through our project was the revitalisation of our learners and staff's Mana by illustrating the beauty of the Maori and Pasifika cultures. We visited local marae within the boundaries of Turanganui-A-Kiwa, along with significant historical and cultural landmarks, where korero and whakapapa were shared by local Kaumatua and whanau. Our Rangatahi (participants) were aged 15 – 21, predominantly Maori and Pasifika, with no formal qualifications, drug and alcohol dependencies, from low socio economic backgrounds, with many involved in the Justice System and Mental Health Services (CAMHS). Noticeable changes we found with our learners and staff, were an increase in attitudes towards collaborative learning, stronger sense of whakapapa and belonging, strong sense of whakawhanaungatanga (building relationships) and Tino Rangatiratanga (self-determination). Knowing one's culture is integral to Maori and Pasifika learners. Our findings illustrated that when our learners found out who they were and where they came from, they were able to confidently set about determining their own futures. We believe that our Ko Au project may be of use for others working with high risk learners who have disengaged from education.

## **Creating safe spaces for undergraduate nursing students in a Dedicated Education Unit (DEU): Communities of Practice**

Leanne Pool<sup>1</sup>, Deb Leuchars<sup>2</sup>, Ruth Crawford<sup>1</sup>,  
Kathy Trezise<sup>3</sup>, Alexandra Wordsworth<sup>1</sup>,  
Anjana Naidu<sup>3</sup>, Laura Tosswill<sup>3</sup> and  
Adelaide Jason-Smith<sup>3</sup>

<sup>1</sup>Whitireia New Zealand; <sup>2</sup>Massey University Wellington; <sup>3</sup>Capital and Coast District Health Board

This presentation reports on a collaborative research project developed to support clinical learning experiences for three undergraduate nursing programmes from Massey University Wellington and Whitireia New Zealand Tertiary Education Providers (TEPs) working with Capital and Coast District Health Board (DHB). The DEU was proposed by the DHB as the most suitable tried and proven option to support student learning by developing a community of practice approach. Both TEPs agreed to work in a collaborative partnership to implement and evaluate the DEU model.

A mixed method approach was used to gather data for this study initially using a staff and student survey and focus groups involving the Registered Nurses, Clinical Liaison Nurses (CLN), Academic Liaison Nurses (ALN) and students.

A key finding was the development of a learning partnership between the CLN, ALN and preceptors with the students at the centre. Students felt part of the team and engaged in learning partnerships with their preceptors and CLNs. After an initial settling in period, students were described by staff as contributing and being part of the team. The students felt valued and staff appreciated the partnership community of practice model. Communities of practice were also enhanced with students learning together from different tertiary education programmes and staff from the TEPs and DHB working collaboratively developing the project model.

This presentation is unique as it will explore in detail how the communities of practice developed in response to the diverse learning needs of students from the Bachelor of Nursing (BN) and BN Pacific Programmes as they worked together over the third year pre-graduate clinical placement.

## **The Gordian knot of architectural studio praxis**

Annabel Pretty

Unitec Institute of Technology

In Reyner Banham's essay (1996) *A Black Box: The Secret Profession of Architecture*, he discusses the proposition of architectural students' necessity to be socialised into their profession. The manifestation of this is via the "Architectural Studio," a place dissimilar to that in any other teaching paradigm in the Western world, more akin to an anthropologist's view of a tribal longhouse.

This studio context, or rather innovation in architectural teaching, follows a bifurcated path; that of innovation of materials and technology, and innovation of practice regarding teaching. Is it possible to inculcate both of these paths to students when teaching a studio programme and how can this manifest?

This presentation aims to explore the innovation of teaching praxis within the studio context as well as drawing on threads on innovation concerning the materiality of the built form. Is it possible for both of these to coincide, tacitly being the Gordian knot; innovation of studio teaching and innovation of materiality, or is this aim too lofty to achieve? The presentation will reflect on five years' worth of prefabrication live projects within the context of a second-year Bachelor of Architectural Studies programme; four years of live-projects within the context of FESTA (Festival of Transitional Architecture) in Christchurch, and two years of Glow@Artweek Auckland, spanning the years 2012-2016.

## **Urban spaces via the lens of architecture**

Annabel Pretty

Unitec Institute of Technology

Often as not the photographic image is carefully crafted and curated, showing only the most aspirational elements of the thresholds of the city and human interaction of buildings. Should one instead focus on the totality of the picture of user/consumer of the building and viewer/photographer, or conversely focus on the un-curated left over spaces in the urban environment? How is it possible to draw on the deep empathetic threads which should connect the viewer and consumer of the building to the actual building itself? Is it possible to show this in a sympathetic sense?

This presentation aims to make a visual critique, or aperçu, of both the empathetic and unsympathetic of these thresholds and transitions via a case study, run as a student project, using undergraduate architectural students to record and analyse these spaces, via the photographic medium, within the context of Auckland's central business district. How can this analysis help architecture students better understand and empathize within their own design methodologies, and make for a more empathetic cityscape?

## **'Tried and True' or 'Bold and New' - Why students choose video assessment**

Lynley Schofield, Karen Baker, Darcy Vo,  
Truman Pham, Lucie Lindsay and Binglan Han  
Unitec Institute of Technology - The Mind Lab

As digital fluency is becoming an educational priority, contemporary educators are increasingly looking at innovative means of assessment as an alternative to more traditional approaches such as written essays or tests. Video-based assessment allows students to express themselves in different ways, brings the real world into assessment activities, and provides an opportunity to develop new digital and communication skills.

Since 2014, we have been using video assessment alongside other media such as essays, online presentations, e-portfolios, and reflective blogs in our practice, delivering a postgraduate programme to in-service teachers. Although research indicates that video assessment is beneficial, minimal research has been done that investigates the factors that impact why students choose video as a medium for assessment when given a choice. The initial assessments students are required to complete are a video and an essay. They are then able to choose which media they use for their following assessments. We sought to investigate factors that potentially influence student choice such as previous grades and student demographic data, following our anecdotal observation over time. We collected data from students' assessments during the programme to investigate the factors that influence these choices. The findings provide some insights into the factors that influence students' selection of their assessment media that may assist others in supporting and designing innovative means of assessment suitable for their students.

## **Flipping the classroom for information literacy instruction: Considerations towards personalisation and collaborative learning**

Jing Shen  
University of Auckland

This study is inspired by emerging research and practice on flipped teaching method, along with new expectations on personalised learning strategy. The possibility of enabling personalised, collaborative information literacy instruction in a flipped class module was examined. Two-stage interviews were conducted before and after an interactive PowerPoint was given, which was designed according to guiding principles of personalised learning and Online Collaborative Learning Theory. The study used a qualitative framework to gauge learners' perceptions regarding the effectiveness and feasibility of the design. Samples were taken from learners who have previously been involved in a flipped classroom. For the first stage interviews, all five participants spoke positively about the prospectus of a flipped, personalized and collaborative information literacy instruction. For the second stage interviews, three out of four participants offered feedback. Despite the three participants responding favourably to the contents of the interactive PowerPoint, they all exhibited a degree of hesitation when multiple options were presented to them. They were still expecting clear instructions instead of taking ownership of the process. This study discovered a gap between learners' positivity towards flipped, personalized and collaborative learning model, and the fact that learners are fundamentally accustomed to the traditional learning path. This implies there are hurdles to overcome for the flipped model to be able to deliver results, especially when learners are expected to take more control over their own learning. This study calls for more research to seek practical solutions with regard to altering learners' mind-sets and embracing the full potential of flipped learning. My presentation will mainly cover results from the two-stage interviews, which will be compared and further discussed in light of Giorgi's phenomenological interpretations of learning.

## **The use of digital notebooks for learning and knowledge sharing in group projects**

Kwong Nui Sim  
Victoria University of Wellington

This presentation proposes a group work strategy/practice through a technological collaborative space, namely the digital notebook (e.g., *OneNote* and *EverNote*). One of the key learning outcomes for our students is to develop their abilities to communicate what they have learnt in the course. A common way of such communication is through a group project and recent studies (e.g., Tsay and Brady, 2010) show its importance in today's higher education. This is because students learn by communicating their ideas to others and by learning from their peers (e.g., Boud, Cohen & Sampson, 2014). Nevertheless, while we tend to focus on the outcomes of the 'end-product' (i.e., the group project as written by students), most of us could have overlooked the support our students need in the process of completing the assigned group project. This is particularly the development of effective group interaction in working on a group project, which leads to vocational skills (e.g., digital literacy and project collaboration). By using a digital notebook in group projects, the transparency of the support could be achieved through the increased interaction between students and students as well as between students and teachers. This in a way demystifies the processes or the struggles of the students involved in a group project. In summary, a simple yet suitable technological collaborative space could allow a teacher to have insights into the activities of the student groups and for students, the space provides them the opportunities to collaborate with peers while receiving guidance from the teacher.

## **Things, people and classrooms: A study of dialogue and blended learning in a vocational tertiary setting**

Ann Simpson<sup>1</sup> and Tom Nicholson<sup>2</sup>

<sup>1</sup>Unitec Institute of Technology; <sup>2</sup>Massey University

Only 40-50 percent of students in vocational training institutions complete their coursework and graduate. Recent developments in blended learning may be a game changer in terms of increasing engagement and retention. Previous research has found that blended learning environments that combine face-to-face with online teaching are more effective than on their own. A blended learning environment enables students to use the tools available to them, both digital and physical. This study will use student voices through dialogue as a window to their learning experiences and throw light on those factors that contribute to successful or unsuccessful learning. The sample for the study will include 18 students and three instructors from three vocational courses. The research involves tracking their progress through the 14 weeks of their course training. The researcher will move among students during teaching sessions, collecting mini-interview audio data relating to their understanding of activities and tasks they are completing. When studying online, students will keep logbooks of their learning interactions. Students and instructors will be interviewed. The findings will help instructors understand better the learning experiences of their students and the findings will suggest ways to improve the learning experiences of students in vocational training programmes.

## **Reforming trade programmes to meet entrepreneurial practices**

Niranjan Singh and Jone Tawaketini

Unitec Institute of Technology

This presentation intends to explore whether the trades teaching curriculum focuses sufficiently on the entrepreneurial skills needed by present day vocational graduates, as evidence indicates that inclusion of entrepreneurial activities is limited or non-existent. According to Mok (2016), current degrees are failing to encourage employment, high earnings, and upward social mobility for graduates. This indicates that in addition to vocationally specific studies, graduates need to know how to operate within a commercial environment. In order to clarify this situation two data sources were analysed from the case study of a Bachelor of Applied Technology degree; firstly, learning outcomes that had direct entrepreneurship content, and secondly, related Assessment packages that lead to entrepreneurship. This analysis revealed that many courses lacked any business practice in their curriculum content or assessment. It became obvious that the programme did not satisfactorily meet the entrepreneurial needs of future employers. It is therefore recommended that, in order to equip students with effective entrepreneurial learning, more emphasis on business skills is required to add value to the industry they will work in. The presentation will examine the correlation between outcomes and assessment and recommend strategies for addressing the gaps identified.



## Using simulation to prepare medical imaging students for practice

Sharon Sitters, Charlotte Stott, Kate O'Callahan, Joanne Thorogood and Dale Sheehan

Unitec Institute of Technology

Unitec is one of three providers of Medical Imaging Technology (MIT) education in New Zealand. Clinical practice serves as the pivotal component that brings the knowledge of medical imaging and professional perspectives together to deliver work ready graduates.

Due to a series of policy decisions, Unitec students were no longer able to experience a first semester placement. Feedback from stakeholders was that students were ill-prepared for their first placement. To address this, we sought to use the Awhina skills and simulation centre and a nearby radiology room in an associate hospital in close proximity to Awhina to develop a multi-scenario simulation to improve preparedness of students for placement.

The 6 station simulation focussed on giving students the opportunity to develop a variety of technical and psychomotor skills, communication skills and professional attributes for successful transition into the clinical arena. We created a professional environment with students wearing uniforms and imposed a strict professional standard of behaviour to be maintained during the simulation.

To determine the effectiveness of this simulation students will be surveyed at three intermittent points: immediately post-simulation, midway through their first clinical placement, and at the end of the academic year. End of placement feedback will be collected from the clinical tutors and industry stakeholders via questionnaire.

This presentation will describe the multisite simulation and the present the research findings.

## Looks like a classroom to us

John Stansfield

Unitec Institute of Technology

"Looks like a classroom to us" is the strap line in a Unitec advertising campaign which promotes the Institute as a provider of unconventional and industry relevant education. The stunning Wharenui at Unitec's marae is an invitation to discuss the importance of architectural history. The curling waves of Piha's beach provide the perfect spot to learn exercise physiology and the surfboard the perfect tool to learn it with. In the Bachelor of Social Practice, a registerable qualification in social work and community development, students have almost 1000 hours of work-based practical learning in social work and community development agencies. Aside from this, opportunities to learn outside the classroom can be more difficult to manage. In this paper I discuss three case studies of students engaging in social action. A union picket, a protest march, and a policy breakfast all "look like a classroom to us". Creating relevant, real life learning experiences for future change-makers can be fraught, hard to control and potentially hard to resource, much less explain. The risks, logistics, and outcomes of these three cases are explored and critically evaluated using Freirean pedagogy. The presentation would be valuable with those challenged by creating authentic learning opportunities for change-makers in a neo-liberal tertiary environment.

## **A student-centred blended learning design to support first-year undergraduate assessment**

Bettina Schwenger

Unitec Institute of Technology

As tertiary institutions in New Zealand increasingly offer learning in both face-to-face and online spaces, teachers voice concerns about how to appropriately integrate these spaces in their teaching. Not only can there be a need for technical help when staff explore how tools, potentially new to themselves and their students, may enhance learning, teachers may need to review their pedagogical practices, including how to support online assessment (Moskal, Dziuban & Hartman, 2012).

My research explores how a student-centred blended learning design may support students' assessment through online affordances (Conole, 2013). In collaboration with two teachers, we identified the course and assessment demands and responded by developing an in(ter)vention with four online resources for students.

The presentation reports firstly on characteristics of student-centred blended learning design. It outlines, secondly, the iterative process of creating an embedded digital information literacy in(ter)vention aligned with the assessment in a first-year undergraduate course, as part of such a design. I will share opportunities and challenges of such a design with the participants and am interested to hear their experiences in integrating teaching in online and face-to-face spaces.

## **A comparison of business students' motivation to learn using online platforms versus social media**

Kawtar Tani, Elizabeth Dalzell, Andrew Mock,

Carin Wright and Anne Steele

Universal College of Learning

Little has been done to assess the benefits of using online platform tools versus using social media in a tertiary education context. The institution in which this study, currently in progress, is being conducted uses the online learning platform Moodle to deliver curriculum and facilitate student learning. Using Moodle has proved useful insofar as students nowadays expect the ability to access course material online. However, the effectiveness of Moodle as an interactive learning tool within the institution has been questioned; it has been reported that students are not motivated to use Moodle to interact with lecturers. Although interactive learning environments are believed to increase student success, the majority of studies have investigated the effectiveness of blended classrooms or online environments rather than social networking platforms that are commonly accepted and used by students, such as Facebook, Instagram and Twitter. This study, as such, explores the effect of Moodle and Facebook on business students' motivation to learn and hypothesises that students will be more motivated to use Facebook over Moodle as a learning platform in tertiary education. Participants were students enrolled in the first year of the Business programme, namely students taking the Accounting Principles course and the Communication Theory course. All participants were given access to both the Moodle online learning platform and Facebook, to use throughout the first semester of 2017, which lasts 16 weeks. Lecturers posted the same questions on Moodle and Facebook on a weekly basis to which participants were asked to provide responses. All questions were related to the weekly topics being taught and each question was open for one week on each platform. Participants self-selected which platform(s) to use to provide responses to the questions. Interim results show that all participants thus far are more motivated to use Facebook over Moodle, even though Moodle is the common platform used by the institution where the study was conducted.

## Evaluating teacher leadership of digital and collaborative learning

Herbert Thomas, David Parsons, Lynley Schofield, Darcy Vo, Karen Baker and Truman Pham

Unitec Institute of Technology - The Mind Lab

Literature on teacher professional development suggests that isolated initiatives are not effective in bringing about changes in teacher practices and beliefs. Literature suggests, furthermore, that changes in beliefs take place as a result of changes to practice that are perceived to improve student learning. The Leadership course of the Postgraduate Certificate in Applied Practice (Digital and Collaborative Learning) is designed to encourage students to apply that which they learn during weekly sessions on an ongoing basis in their daily practice. Learning takes place over a period of 16 weeks. The research question guiding our investigation is the following: how does successful completion of a Leadership in Digital and Collaborative Learning course influence teachers' practices and beliefs in leading digital and collaborative innovations in their work environments?

As a framework for analysis, we have adopted the definition of school-based digital leadership proposed by Sheninger (2014). He suggests the following seven pillars of digital leadership: communication; public relations; branding; student engagement and learning; professional growth and development; re-envisioning learning spaces and environments; and opportunity. We have adapted Sheninger's concepts into a set of themes, sub-themes and key questions. Interviews are being conducted with selected students who have completed the Leadership course during the preceding 12 months. We are seeking to identify common changes in leadership practices and beliefs that will then be evaluated against Sheninger's (2014) seven pillars of digital leadership. Findings of this exploratory study will inform a large-scale evaluation that might provide valuable insights into the design of teacher leadership courses.

## The use of regular short quizzes in a flipped learning class

Hugh Wilson

Unitec Institute of Technology

One of the issues that needs to be addressed in developing a flipped learning course is how to encourage all students to do the pre-class study required to enable the class sessions to be used to develop a better understanding of the nature and application of the topic. This research looked at using short mark-bearing tests at the start of each class session to address this issue.

Flipped learning is an approach that has students develop a basic understanding of a topic before it is presented in class to allow the class time to be spent on activities designed to build on that basic knowledge. However, it does not really work if the students do not do the pre-class work.

One approach to encouraging students to do the pre-class work is to have short tests at the start of each class session based on the pre-class work. This approach was trialled with a Level 6 course and a Level 7 course in a civil engineering program at a technical institute. The effect of this approach was assessed from:

- a survey was undertaken to determine students' reactions to this approach, how much pre-class work they did and whether they considered the approach benefitted their studies;
- an analysis of the Youtube and Moodle records of the online content to determine the amount of engagement between the students and the content before the class sessions; and
- a comparison of the exam results with previous classes to determine if there were any improvements in exam performance.

This research is ongoing but the results will be presented in the conference paper and presentation.

**Preparing nurses for the future:  
Dedicated Education Unit (DEU)  
collaborative clinical learning spaces**

Jenny Wraight and Chris Dunn  
Nelson Marlborough Institute of Technology

**Introduction:** Nursing Council of New Zealand (NCNZ) request that nursing schools increase the number of nursing students to meet the projection that an extra 966 nurses will be needed by 2035 to cover the demand of nurses retiring and the aging population (NCNZ, 2013). Dedicated Education Units (DEU) are recommended as the way of the future to enhance nursing students' clinical learning and experience. The philosophy that underpins the DEU is that it has the ability to not only provide an increased number of students in a clinical setting but also enhance student learning through collaborative support of both academic and clinical providers.

**Background:** The DEU pilot project commenced in 2016 to enhance and support student learning in clinical placement. The pilot DEU areas were evaluated at the end of 2016 to test the DEU philosophy hypothesis. Focus groups were conducted with nursing students, Clinical Liaison Nurses and Academic Liaison nurses giving feedback.

**Results:** Themes were extracted from the collaborative clinical and academic focus group discussions. Enhanced relationships between students and clinical nurses, acceptance, organisation and planning were identified as facilitating both nurses' and students' clinical experience. Student nurses commented on the positive relationships and partnership of clinical and academic nurses within the DEU collaborative environment.

**Recommendations:** That the DEU be introduced into more clinical areas to provide a successful collaborative clinical learning space, linking academic learning and clinical teaching. Enhanced communication and clear roles and responsibilities were identified as areas for improvement when developing new DEUs.

## Abstracts: Posters

### **The digital world and ‘being inside’: Administering the Literacy and Numeracy Adult Assessment Tool in prison**

Maree Gibson  
Department of Corrections

Like other providers of pre-degree courses in Aotearoa New Zealand, the Department of Corrections is required to administer the Literacy and Numeracy Adult Assessment Tool (LNAAT) to its learners. The LNAAT was primarily developed to assess the literacy and numeracy skills of adult learners enrolled in courses described as fitting on the National Vocational Qualifications framework (levels 1-3). However, unlike many of the adult learners’ ‘outside the wire’, the majority of learners in this country’s prisons have no internet access. As an education tutor that currently spends her days in one prison site this presents a raft of challenges when it comes to administering the LNAAT. For example, one particular concern is the amount of time taken to manually enter results. However, in the last two years, the Department of Corrections have introduced Secure Online Learning (SOL) suites into most prison sites in Aotearoa New Zealand. Prisoners are able to gain (albeit limited) access to a range of internet sites and MSOffice. Consequently, incarcerated learners sometimes have the option of completing LNAAT assessments in the SOL suites. Whilst the SOL roll-out has been small-scale, it has meant that it is now possible for learners to sit the LNAAT assessments in a computer suite. Historically, the paper-based assessment was the only option.

Underpinning this poster is a questioning of the theoretical assumptions about literacy that discursively frame the LNAAT. It draws extensively on Richard Darville’s (2011) notion of the “literacy regime”.

### **In place of space: A somatic response to student resistance to a mixed mode formative assessment**

Felicity Molloy  
Wellpark College of Natural Therapies

This poster illustrates pedagogical observations of a group of first year students’ transformative process. Somatic connections are made to a formative assessment event that was taught for the first time at Wellpark College of Natural Therapies in Mixed Mode. From my experience as a dance and natural therapies teacher in New Zealand universities, Polytechs and PTEs, students are initially resistant to formative assessment – activities that happen with uncertain connections to summative achievement. Reflecting through a somatic response to what became a successful outcome, face-to-face and distance naturopathy students co-presenting succinct and lovely work, catalyses an alternative way of teaching and thinking about emerging practitioner mode. Deep listening, awareness and support of the sensing feeling body in transition became an active resource for recognising the experientialism of an asynchronous, formative process. Drawn from a reflexive, practitioner mode, the illustrations address first year student resistance, and, once connected to somatic collaborative and experiential effects, mark the potential for recognising the richness of intermediary Mixed Mode spaces, and the enriching process of engaging self-awareness into more layers of natural therapies education.

**Echoing staff needs:  
Developing a model to support teachers  
using an active learning platform**

James Oldfield, JJ Purton Jones and Ken Liu  
Unitec Institute of Technology

The nature of many eLearning platforms is changing. More and more institutions are adopting multiple eLearning platforms and the requirements for staff capability are increasing. This paper investigates the development needs of teaching staff involved in a pilot of the new Echo360 Active Learning Platform. The Design Based Research (DBR) methodology is used to first identify the key considerations for professional development of such a platform. These needs are uncovered after conducting a focus group with the pilot members. The findings of the focus group are used to develop a model for the provision of future support and guidance. The use of the Community of Practice model is proposed to support future users of the platform. This will be iteratively monitored and adapted through the later stages of the DBR study and reported on in future papers.

**Standing to learn and teach:  
An investigation of standing versus sitting  
on cognitive performance**

Lucy Patston and Nikki Hurst  
Unitec Institute of Technology

Sedentary behaviour is extremely prevalent in Western societies and is significantly associated with an elevated risk of all-cause mortality that cannot be mitigated by physical activity. The introduction of standing desks into learning and teaching workplaces offers a solution to this inactivity, but there is limited investigation regarding the effects of standing on cognition. Cognitive effectiveness is, of course, a major consideration in the learning environment. In this study we aimed to provide an exploratory investigation on the effect of standing to work on cognitive performance. We tested 30 office-based adults on a battery of 19 cognitive tasks (tapping five cognitive domains) in a randomised, repeated-measures cross-over design study. Two conditions (standing versus sitting) were investigated over two 7.5-hour simulated “work” days including morning, midday and afternoon sessions. Effects were analysed using multivariate two-way repeated-measures ANOVAs. Overall, after correcting for multiple comparisons, there were no differences in performance between sitting and standing. At an uncorrected level, however, significant effects of condition (sitting vs standing) were found in three of the 19 tasks, with all demonstrating better performance while standing. Importantly, these results suggest that there is no detriment of standing on cognitive performance. They also provide an initial indication that there may be cognitive benefits of standing in the attention and working memory domains which are imperative for learning. This may be a promising avenue for future inquiry in the tertiary, but also school, sector.

## **Working together – Mahi tahi**

Beverly Taylor

Waikato Institute of Technology

Marketing Planning and Control is a compulsory level 6 module in the Marketing Major for the Bachelor of Applied Management Programme, at the Waikato Institute of Technology (Wintec). Enrolments in the module comprise mainly international students studying their first semester of tertiary study at Wintec and in New Zealand. The composition of the class presents a range of learning, cultural and social challenges for staff and students.

The poster identifies these challenges and provides an overview of the embedded partnership model, adopted to support staff and students. This model involves a Student Learning Services (SLS) staff member and business tutor working together on course and assessment development, team teaching, assessment workshops and study support for students.

The embedded partnership model is being evaluated and the findings and recommendations will be included in the poster. The preliminary findings indicate the desirability of adopting a similar model in other business modules.

# Conference Timetable

## Day One: Monday 2 October, 2017

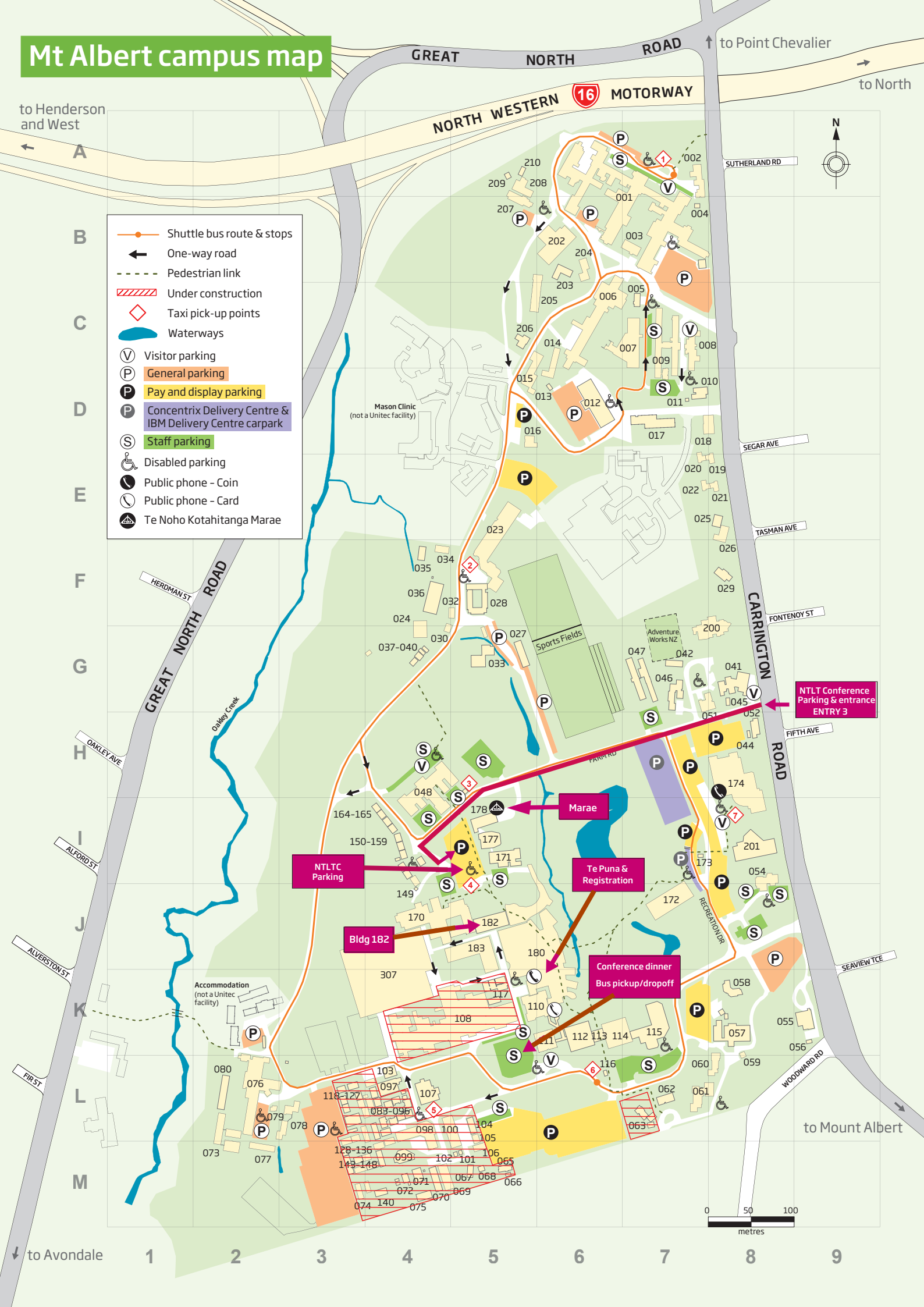
|               |  |
|---------------|--|
| 8:00 – 12:00  | <b>Registration</b>   Te Puna: 180 Atrium                              |
| 9:00 – 9:40   | <b>Pōwhiri</b>   Te Noho Kotahitanga Marae, Wharenui                   |
| 9:40 – 9:50   | <b>Introductions</b>   Wharenui: <b>Merran Davis</b>                   |
| 9:50 – 10:15  | <b>Morning Tea</b>   Wharekai  |
| 10:15 – 11:00 | <b>Keynote Speaker #1</b>   Wharenui: <b>Ass. Prof. Suzanne Pitama</b> |
| 11:15 – 12:45 | <b>Session 1: Parallel Sessions</b>   Te Puna: 180 & Building 182      |
| 12:45 – 1:30  | <b>Lunch</b>   Te Puna: 180 Atrium                                     |
| 1:30 – 3:00   | <b>Session 2: Parallel Sessions</b>   Te Puna: 180 & Building 182      |
| 3:00 – 3:30   | <b>Afternoon Tea</b>   Te Puna: 180 Atrium                             |
| 3:15 – 4:00   | <b>Unitec Building Tour</b> (assemble at Registration Desk)            |
| 3:30 – 4:00   | <b>Session 3: Poster Session</b>   Te Puna: 180-2044                   |
| 4:00 – 5:00   | <b>Session 4: Plenary Speakers</b>   Red Lecture Theatre: 180-B001     |
| 5:00 – 6:00   | <b>Dance Performance, Drinks &amp; Nibbles</b>   Te Puna: 180 Atrium   |
| 6:00 – 6:30   | <b>Buses to Conference Dinner</b> (assemble at Building 111 car park)  |
| 6:30 – 9:00   | <b>Conference Dinner</b>   Soljans Estate Winery   366 SH 16, Kumeu    |

## Day Two: Tuesday 3 October, 2017

|               |  |
|---------------|--|
| 8:00 – 12:00  | <b>Registration</b>   Te Puna: 180 Atrium  |
| 9:00 – 10:30  | <b>Session 5: Parallel Sessions</b>   Te Puna: 180 & Building 182                  |
| 10:30 – 11:00 | <b>Morning Tea</b>   Te Puna: 180 Atrium   |
| 11:00 – 12:30 | <b>Session 6: Parallel Sessions</b>   Te Puna: 180 & Building 182                  |
| 12:30 – 1:30  | <b>Lunch</b>   Te Puna: 180 Atrium   |
| 12:45 – 1:30  | <b>Unitec Building Tour</b> (assemble at Registration Desk)                        |
| 1:30 – 3:00   | <b>Session 7: Parallel Sessions</b>   Te Puna: 180 & Building 182                  |
| 3:00 – 3:30   | <b>Afternoon Tea</b>   Te Puna: 180 Atrium   |
| 3:30 – 4:15   | <b>Keynote Speaker #2</b>   Red Lecture Theatre: 180-B001: <b>Joyce Seitzinger</b> |
| 4:15 – 4:30   | <b>Closing Remarks</b>   Red Lecture Theatre: 180-B001: <b>Merran Davis</b>        |



# Mt Albert campus map



# Mt Albert campus map

- Shuttle bus route & stops
- One-way road
- Pedestrian link
- Under construction
- Taxi pick-up points
- Waterways
- Visitor parking
- General parking
- Pay and display parking
- Concentrix Delivery Centre & IBM Delivery Centre carpark
- Staff parking
- Disabled parking
- Public phone - Coin
- Public phone - Card
- Te Noho Kotahitanga Marae

**NLTC Parking**

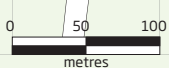
**Bldg 182**

**Marae**

**Te Puna & Registration**

**Conference dinner  
Bus pickup/dropoff**

**NLTC Conference  
Parking & entrance  
ENTRY 3**



# Mt Albert campus index

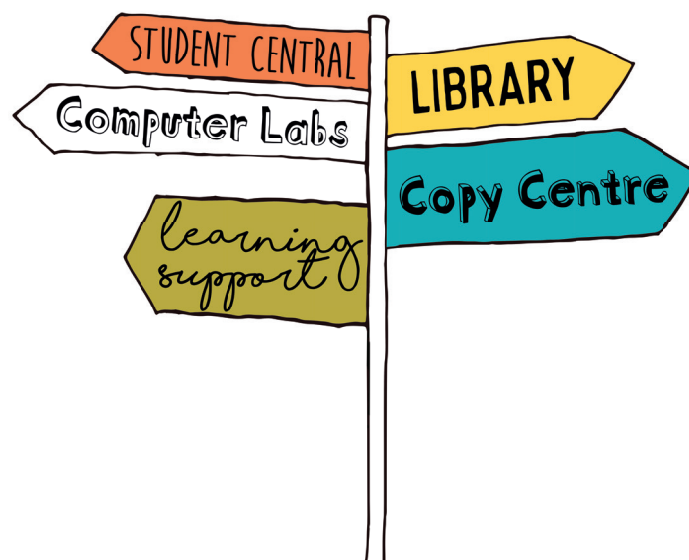
| Student Services                                | Bldg | Grid   | Corporate Services                               | Bldg | Grid |
|---|------|--------|--|------|------|
| Accommodation Services » Campus Living Village  | 078  | L3     | Academic Service Centre                          | 111  | K6   |
| Career Services (Level 2)                       | 180  | K6     | Accounts and Finance                             | 048  | H4   |
| Chaplaincy                                      | 028  | F5     | Assisted Learning                                | 158  | I4   |
| Computer Labs (Level 1 & Level 2)               | 180  | K6     | Building and Grounds Maintenance                 | 140  | M4   |
| Conciliator                                     | 113  | K6     | Business Intelligence                            | 028  | F5   |
| Copying and Printing                            | 117  | K5     | Corporate Office (Office of the Chief Executive) | 048  | H4   |
| Disability (Level 2)                            | 180  | K6     | Corporate Relations                              | 028  | F5   |
| Graduation Office                               | 060  | L8     | Facilities Management                            | 009  | C7   |
| Helpdesk » Ask Me (Level 1)                     | 180  | K6     | Goods and Transport                              | 017  | D7   |
| IELTS Test Centre                               | 170  | J4     | Health and Safety                                | 165  | I4   |
| International Student Support (Student Central) | 180  | K6     | Human Resources                                  | 165  | I4   |
| Learning and Achievement Services (Level 2)     | 180  | K6     | Information Management Services                  | 183  | J5   |
| Library » Architecture and Design               | 001  | A7     | Marketing  | 028  | F5   |
| » Main  | 180  | K6     | Payroll  | 165  | I4   |
| Maia Māori Centre                               | 171  | I5     | People and Culture                               | 151  | I4   |
| Medical Centre (Level 0)                        | 180  | F5     | Research Office and Postgraduate Centre          | 055  | K9   |
| Mental Health Services                          | 180  | K6     | Student Administration                           | 023  | E5   |
| Pacific Centre                                  | 112  | K6     | Student Engagement (Level 2)                     | 180  | K6   |
| Postal Services » Copy Centre                   | 112  | K6     | Te Puna Ako – Staff Development Offices          | 023  | F5   |
| Research Office and Postgraduate Centre         | 055  | K9     | Te Waka Urungi                                   | 023  | F5   |
| Security Centre                                 | 016  | D5     | Unitec Pathway College                           | 170  | J4   |
| Student Advocacy                                | 111  | K6     | Wairaka Land Company                             | 009  | C7   |
| Student Central – Te Pae Kōrero » B180, Level 1 | 180  | K6     |  |      |      |
| » Building 3                                    | 003  | B7     |  |      |      |
| Student Support Advisors (Level 2)              | 180  | K6     |  |      |      |
| The Hub / Te Puna                               | 180  | J5, K6 |  |      |      |
| Unitec Student Council                          | 111  | K6     |  |      |      |

| Campus Directory                                   | Bld      | Grid   |
|--|----------|--------|
| ASB » ATM  | 180      | K6     |
| Bar » Pumphouse                                    | 033      | G5     |
| Bookshop » University Book Shop                    | 001      | A6     |
| Childcare Centre » Whare Tui & Whare Pukeko        | 057, 058 | K8     |
| Concentrix Delivery Centre                         | 172      | J7     |
| Dairy » Uni Mart                                   | 112      | K6     |
| Ed. Collective                                     | 111      | K6     |
| Fale Tele  | 004      | B7     |
| Food Outlets » Long Black Café (Level 1)           | 180, 001 | K6, B7 |
| » Pumphouse  | 033      | G5     |
| » Subway   | 201      | I8     |
| » The Hub (multiple food retailers)                | 180      | K6     |
| » You're Welcome Coffee                            | 023      | F5     |
| Mataaho (Trade Skills Building)                    | 307      | J4, K4 |
| Osteopathy » Clinic 41                             | 041      | G8     |
| Pharmacy » Uni Mart                                | 112      | K6     |
| Puukenga   | 171      | I5     |
| Research » Research Office and Postgraduate Centre | 055      | K9     |
| Social Area » USC Student Space                    | 077      | TBC    |
| Spiritual » Chapel                                 | 159      | I4     |
| » Muslim Prayer Room                               | 158      | I4     |
| Sporting Venue » National Squash Centre            | 201      | I8     |
| » Unitec Sports Centre and Gym                     | 174      | H8     |
| » Unitec Sports Fields                             | -        | G6     |
| Talk Link  | 051      | G7     |
| Te Noho Kotahitanga Marae                          | 178      | I5     |
| Te Wharekai Manaaki                                | 177      | I5     |
| Theatre (Performing Arts Venue)                    | 006      | C6     |
| Vet » VetCare – Unitec Veterinary Clinic           | 046      | G7     |
| » Veterinary Specialist Group Hospital             | 200      | G8     |

## Need help?

Call **0800 10 95 10** or visit  
[www.unitec.ac.nz/maps](http://www.unitec.ac.nz/maps)



Notes:

Notes: