

# WORKING TOGETHER MAHI TAHI

“We work collaboratively within and outside our organisation. We form partnerships, openly communicate, share expertise and try new things.”  
Wintec Strategic Plan 2016-2018

- Forming useful partnerships with colleagues and other organisations
- Valuing the input of others
- Working towards Wintec’s goals
- Sharing expertise and ideas

## THE TEACHING TEAM

### BEVERLY TAYLOR

Senior Academic Staff Member (Tutor)  
Centre for Business, Information Technology and Enterprise (CBITE)  
Email: beverly.taylor@wintec.ac.nz

### ANTHEA NEWPORT

Academic Learning Advisor  
Student Learning Services (SLS)

### CAROLYN PAULSEN

Liaison Librarian  
Wintec Library

## BIBM651 MARKETING PLANNING AND CONTROL: LEVEL 6 DEGREE AND GRADUATE DIPLOMA MODULE

For the last two years, Beverly Taylor (Tutor), Anthea Newport (Academic Learning Advisor) and Carolyn Paulsen (Liaison Librarian) have worked together as a teaching team, having adopted an embedding model for this marketing module.

Previously, Student Learning Services (SLS) supported learners through a traditional model, described by Green, Hammer and Stephens (2005) as ‘centralised learning centres’ where learners come for mostly one-on-one assistance with their general literacy and numeracy, academic writing and study skills. With over 20,000 students at Wintec, in a number of locations, and only five equivalent full-time academic staff in SLS, there was a strong need to maximise both the efficiency and effectiveness of the service (Kreymborg, 2017).

In 2014, SLS moved towards using an embedded in-class learning model in selected programmes. The rationale was to:

- Enhance tutorial staff and academic support capabilities
- Work collaboratively, develop institutional support and build relationships across the campus
- Contextualise instruction

(Student Learning Services, 2014)

## MODEL OF EMBEDDING

- For most learners in the Marketing Planning and Control module, this is their first semester of study at the Waikato Institute of Technology (Wintec) and in New Zealand.
- Before the start of the semester, the teaching team meet to review outcomes and learner achievement from the previous semester. Working collaboratively, they plan module content, assessment activities and resources for the following semester.
- The Liaison Librarian and Learning Advisor have full editing/teacher access to the Moodle site, to access material and post messages and resources directly for the learners and tutor.
- In week 1, the team meet with learners and explain the embedding model.
- The Learning Advisor attends class one hour each week. This is planned to coincide with learners working on both practical and assessment activities and normally during group work time. Targeted support is provided during these sessions.
- Computer lab sessions are held in weeks 3, 4 and 5 (1 hour each), with learners working on a draft for Assessment One (Business and Market Analysis). The team attend these lab sessions to share their expertise, including subject content, research strategies, library resources, APA referencing and assessment writing. Roaming team members provide learners with individual help and support. In the third session, draft assessments are submitted electronically, through Moodle. This allows the team to assess progress and learners receive originality reports from Turnitin.
- Assessment drop-in sessions: Separate but co-ordinated sessions are run by the Tutor and Learning Advisor. Learners can also arrange individual or group appointments with Library staff.
- The team prepares learners for the final exam, through the use of a mock exam, with a focus on exam techniques.

## BENEFITS OF EMBEDDING MODEL

- The key objective is to assist learners to become capable and independent, taking responsibility for their own learning.
- Working collaboratively across Wintec breaks down silos, with the sharing of expertise and resources. The team provides each other with professional support, as discussed by Beasley and Pearson (1999).
- Teamwork and professionalism is modelled to our learners.
- Academic support is contextualised within the learners’ discipline of study (Andrade, 2006). Short, focused academic workshops within class time avoids the problem of non-attendance at voluntary workshops (Baird, as cited in Kreymborg, 2017).
- A learner-centred approach is adopted and soft skills more easily incorporated.
- Different learning styles and preferences are recognised and learners exposed to different perspectives and teaching styles.
- Learners are better informed of the support services at Wintec. Learners who are struggling can be more easily identified early in the semester and referred to support services. “...targeted, timely learning support for international students” makes a difference to their academic success” (Baird, 2012, p. 52).
- International students are sometimes reluctant to ask for help unless the staff member has entered their ‘circle of trust’. Through embedding, these connections are established by regular contact with learners in a more relaxed, informal way in the classroom environment.
- The success of the embedding model has been shared with colleagues in the Centre for Business, Information Technology and Enterprise, and the model is being adopted by other business tutors. As a result, a greater number of tutors are working collaboratively with SLS and Library staff.



In September 2017, Anthea Newport won the Wintec Staff Award for Working Together - Mahi Tahī.

## REVIEW OF EMBEDDING MODEL

- Informal feedback from the marketing class is positive about the team and embedding approach. More detailed learner feedback will be available from the SETMAP (formal Wintec survey) in October 2017.
- From student feedback there appears to have been an increase in the usage of SLS and Library support services. Further research is needed to ascertain the connection between embedding and the use of support services.
- Learners have indicated a preference for three, two-hour computer lab sessions (instead of one hour each) next semester.
- The team will continue to work together to reflect, review and improve on the embedding model currently being used, and share this model with other staff at Wintec.

“There are many benefits for adopting the embedding model of support. Learners can access support at their point of need, for example in a computer lab. With the previous model of learning support (more heavily focused on one-to-one appointments), we could be sitting in our office waiting for learners to come and make an appointment. Usually the highly motivated would come and see us rather than those who most needed the help. Now, we can get into the classrooms, to break down barriers and engage with learners who may never have visited Student Learning Services. They become familiar with having an Academic Learning Advisor in the classroom and are more likely to come and see us in the office for further support.”

Anthea Newport, Academic Learning Advisor, Wintec

“I’ve been able to gain a more comprehensive understanding of the module content and assessment requirements. The team approach is very effective in identifying the areas that learners are finding most challenging. Although we are covering different aspects of learning, we are then all on the ‘same page’. As a librarian, the more interaction we can have with the learner, the tutor and other support staff, the better and more integrated service we can provide to our learners at Wintec.”

Carolyn Paulsen, Liaison Librarian, Wintec

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