

Te Puna Ako – Centre for Tertiary Teaching and Learning



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Te Puna Aurei LearnFest

Higher Education Symposium

23-24 November 2022
Virtual Conference

In partnership with



Te Puna Aurei LearnFest 22

Session Abstracts

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About Te Puna Aurei LearnFest 22

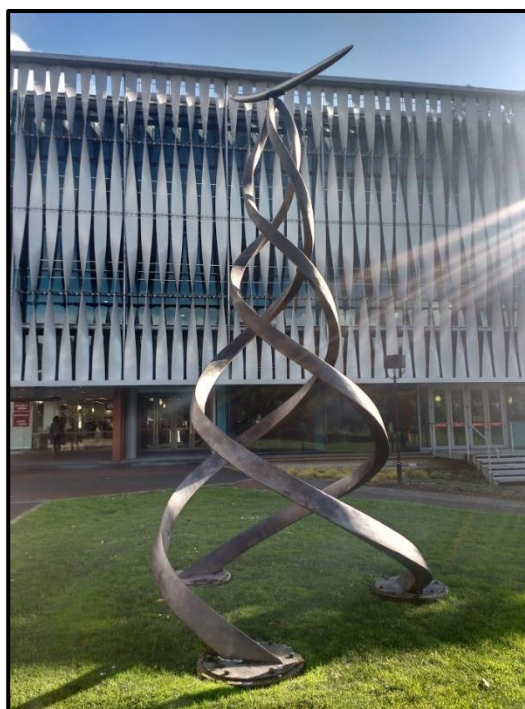
What does Te Puna Aurei mean?

Te Puna Aurei, the name gifted by Associate Professor Tom Roa, means a spring of intertwining knowledge. A *puna* is a spring of water and *aurei* is concept of threading things together. LearnFest is about threading together people, learning, research and current or emerging pedagogies.

This name also refers to the University's sculpture *Aurei* by Waikato Alumnus Rangi Kipa (pictured below). The sculpture sews together the past to the future aspirations. At a deeper level *Aurei* was inspired by a whakataukī (Māori proverbial saying) from the first Māori king, Kīngi Pōtatau:

Kotahi to kohao o te ngira e
kuhuna ai te miro mā, te miro
pango, te miro whero

(Meaning: there is but one eye
of the needle through which
the white thread, black thread
and red thread must pass).



The organisation of the conference

In 2022, Te Puna Aurei LearnFest 22 is a completely online conference.

There are three streams to the conference:

1. **Stream Nui (Big):** this is where the opening and closing ceremonies, and the keynote presentations, will be hosted
2. **Stream Tahī (One)**
3. **Stream Rua (Two)**

Common sessions: Nui

Opening keynote

09:00 - 10:00 NZT (23 Nov) / 20:00 - 21:00 GMT (22 Nov)

Zoom link: waikato.ac.nz/go/nui

Dr Nick Munn, University of Waikato: '(Re?)Kindling Students' Desire to Learn'

The pandemic has been draining for all of us. Whether in roles as teachers or learners, our time, effort and attention has been stretched thin by the state of the world, and by considerations other than our academic success. This has resulted in overworked teachers, disengaged learners, and, where these two problems overlap, unsatisfactory outcomes for all concerned. As the world collectively decides to ignore the ongoing nature of the pandemic, our task is now to renew, or in some cases to build for the first time, a passion and desire for learning in our students. But many of these students have no experience of the way things were, pre-pandemic. So, we cannot sell them on a 'return to normality'; we must instead convince them of the value of how we teach - whatever that looks like now. What, then, should it look like?

Māori language revitalisation

13:30 - 14:30 NZT (23 Nov) / 00:30 - 01:30 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/nui

Prof. Tom Roa, University of Waikato: ‘Petition Mō Te Reo Tau 50’

He whakaaturanga i te whakanuitanga o te Tau50 o muri mai o te kawenga e Ngā Tamatoa me Te Rōpū o Te Reo Māori o te Petihana Mō Te Reo Māori ki te Pāremata i te tau 1972, me ngā whakarauoranga o te Reo mai i taua tīmatatanga.

Please note that this presentation will be in te reo Māori.

Assoc. Prof. Sophie Nock, University of Waikato: ‘Te Tohu Paetahi: a Māori language revitalisation strategy’

This presentation is a look at the contribution that Te Pua Wānanga ki te Ao / The Faculty of Māori & Indigenous Studies here at the University of Waikato makes towards the revitalisation agenda of te reo Māori (the Māori language). In particular the unique programme offered by Te Pua Wānanga ki te Ao for over thirty years, namely Te Tohu Paetahi (The First Degree). In 1991, this programme was first offered and the University of Waikato has been the only mainstream university to offer such a programme. What makes this programme still popular since its inception, I would argue, is the curriculum and how it is delivered, it is the conducive whānau (family) learning environment, it is the teaching expertise provided and it is the support that the programme receives. This presentation will also briefly talk about some of the developments over the last three years, such as the Diploma in Te Tohu Paetahi, the new curriculum and the Te Tohu Paetahi scholarship for staff.

Closing keynote

10:30 - 11:30 NZT (24 Nov) / 21:30 - 22:30 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/nui

Dr Nigel Francis, Cardiff University: 'Perfecting* Practical Pandemic Pedagogy (*Possibly)'

#DryLabsRealScience is a community of practice established to support life science educators with the provision of laboratory-based classes in the face of the COVID-19 pandemic and restricted access to facilities. Four key approaches have emerged from the innovative work shared with the network: videos, simulations, virtual/augmented reality, and datasets, with each having strengths and weaknesses. Each strategy was used pre-COVID and has a sound theoretical underpinning; here, I explore how the pandemic has forced their adaptation and highlight novel utilisation to support student learning in the laboratory environment during the challenges faced by remote and blended teaching.

Stream 1: Tahī

Language revitalisation - 1

10:10 - 11:10 NZT (23 Nov) / 21:10 - 22:10 GMT (22 Nov)

Zoom link: waikato.ac.nz/go/tahi

Creating learner resources in a revitalisation context

Jonathan Morris, Iwan Wyn Rees, Leandro Beltrachini, Mara Cercignani, Andreas Papageorgiou, Ivor Simpson, Prifysgol Caerdydd / Cardiff University
Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

The Welsh Government has set the promotion of the Welsh language as a priority by launching the “*Cymraeg 2050*” strategy, which aims to increase the number of speakers to 1M by 2050. As well as increasing the transmission of Welsh in the home, a large part of this strategy relies on successfully teaching the language to adults in the post-secondary sector.

In this paper, we discuss a project which aimed to develop a pronunciation tool for Welsh learners by employing state-of-the-art magnetic resonance imaging (MRI). More concretely, we used MRI to generate videos of the anatomical vocal tract movement of Welsh speakers of different dialects while reading a specifically designed script. This information was presented on a website and is currently being evaluated by tutors and learners on Learn Welsh courses.

We discuss the project with reference to Welsh revitalisation on the one hand, and the intersection between neuroimaging and linguistics on the other hand.

Please note that this presentation will be in Welsh and translated in English.

Motivation among adult learners of Welsh

Jonathan Morris & Charlotte Brookfield, Prifysgol Caerdydd / Cardiff University
Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

This paper reports on an ongoing project designed to investigate the social and psychological factors which influence learning Welsh as an adult. The project aims to examine the following questions:

- 1) What motivates adults to (re)learn Welsh and continue to attend courses?
- 2) To what extent do social factors, such as where they were born or their age, influence learners’ perseverance and their Welsh outside of the classroom?
- 3) To what extent do psychological factors such as motivation, identity, and confidence influence their progress?

In order to answer these questions, staff from the Cardiff Q-Step Centre (School of Social Sciences) and the Language, Policy and Planning Research Unit (School of Welsh) worked with two undergraduate students from the School of Welsh and School of Psychology in this collaborative and interdisciplinary research project. We designed a questionnaire which was completed online by 836 adult learners of Welsh in Wales and internationally.

Firstly, we provide an overview of the research context and the project. Secondly, we reflect on the benefits of the collaboration between staff and undergraduate students. Thirdly, we give an indication of the initial results and discuss the results in light of current efforts to revitalise the Welsh language.

Language & pedagogy from a Welsh and Māori perspective

Angharad Naylor, Lowri Davies, Prifysgol Caerdydd / Cardiff University, and Sophie Nock, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

This presentation is a collaboration between three experienced staff from the University of Cardiff and the University of Waikato. We will provide insights from a Welsh and a Māori perspective on the importance of revitalisation and discuss pedagogy, teaching pedagogy, teaching experiences and what language revitalisation initiatives our respective universities offer. From a Welsh perspective how can we develop a workforce confident to use and teach the Welsh language, and how can we nurture the next generation of teachers and practitioners of the Welsh language. From a Māori perspective how can we maintain and sustain the Māori language initiatives offered here at the University of Waikato.

Language revitalisation - 2

10:10 - 11:10 NZT (23 Nov) / 21:10 - 22:10 GMT (22 Nov)

Zoom link: waikato.ac.nz/go/tahi

Indigenous Language Revitalisation: Māori, Mapuche, First Nations examples

Vicky Young, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will learn about colonisation and the damage done to indigenous peoples through the loss of their languages, and identity. They will see positive examples of language revitalisation in different indigenous communities, and show how Māori are leading in this important area.

Anishinaabe Revitalization Via Vision Quest

Rick McLean, Professor of Indigenous Studies, Mohawk College

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will learn about the Anishinaabe Vision Quest ceremony, and how it is the basis for community revitalization. Traditionally, this rite of passage to adulthood required the youth to fast for 4 days, face their fears, and consider their place of service in our communities. The teachings of this ceremony are effective now as COVID restrictions are easing. For communities to grow again, they too must consider a renewed vision for their Peoples but this can only be achieved with some self-discipline, elimination of old fears acquired during our isolation, and lending our gifts for the next generation.

Challenges in teaching Mapuzugun

Alina Namuncura Rodenkirchen, Catholic University of Temuco, Chile

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will learn about the current challenges in teaching Mapuzugun to children and what are possible approaches to solve these obstacles.

Cultural Consciousness in Education

14:40 - 15:40 NZT (23 Nov) / 01:40 - 02:40 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/tahi

Cultural conscious awareness for our well-being of taurira and kaimahi in education

Hua Dai & Daisy Bentley- Gray, Unitec/Te Pūkenga

Matapakinga a te pae - Panel discussion - (40 minutes panel presentation and discussion + 15 minutes audience questions)

Participants will hear the rationale and feedback from students and lecturers on the cultural perspectives of health decisions and the cultural concept of whānau at Unitec, which may inspire them in their teaching and learning; the audience will also hear the panel members' receptive cultural perspective on health decisions and the concept of whanau.

Picture books and pedagogy

15:50 - 16:50 NZT (23 Nov) / 02:50 - 03:50 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/tahi

Using picture books in a second year cultural perspectives course to draw on and highlight the knowledge of cultural insiders

Julie Barbour and Nicola Daly, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will learn about using picture books in tertiary settings to:

- 1) provide a glimpse into familiar and unfamiliar cultures;
- 2) create experts of students who are cultural insiders;
- 3) provide a finite experience of a complex situation, suitable for classroom discussion and analysis.

Navigating familiar territories in Children's Picture Books

Shailesh Lal, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Fiji recently embarked on a programme where children's books bearing local characters were produced. This exercise also helped bring to the forefront Pacific issues of climate change that were otherwise lingering in the peripheries.

Malaysian perspectives

17:00 - 18:00 NZT (23 Nov) / 04:00 - 05:00 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/tahi

Bold New Shift to Science and Technology Embrace in Educational Pedagogy

Collins Chong Yew Keat, Universiti Malaya

Kōrero - Discussion (20 minutes) - questions or stimulus for participant discussion

This presentation will focus on the new embrace and synergy between current and future needs and demands, in providing solutions to civilisational challenges from the domain of scientific innovations in producing new breakthroughs in climate, energy, resources and health spectrum, encompassing both traditional and non-traditional risks and conflicts.

Humanity in Action: Service Learning International

Vishalache Balakrishnan, Universiti Malaya

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

By the end of this sharing, participants who are focused on humanities would be keen to be part of Service Learning International.

Changing contexts

19:00 - 20:00 NZT (23 Nov) / 06:00 - 07:00 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/tahi

New trends for HE in Australasia: Learning to be agile

Prof. Michael Sankey, Charles Darwin University and ACODE

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will learn and reflect on some of the meta trends within the Australasian HE sector and look to contextualise these to their own institutions.

Programmatic Pākeha Paralysis

Dan Weijers, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

I will try to convince participants that while difficult, programmes full of pākeha have a responsibility to students to upskill themselves in kaupapa Māori teaching.

How do we revitalise our conceptions around what it means to be a graduate?

Prof. Andrew Roberts, Cardiff University

Kōrero - Discussion (20 minutes) - questions or stimulus for participant discussion

Employability is often regarded as a key aspect of higher education programmes. In the UK the funding system through tuition fees leads to an expectation that having a good job at the end of study represents payback on an investment. National metrics, to which institutions are held accountable, measure the proportion of students who are in graduate level employment

18 months post graduation. Universities New-Zealand in their paper Producing Employable Graduates [1] remind us that a university education also needs to prepare students for roles that may not yet exist - some years on, requiring additional skills development. Nevertheless, both of these views continue to propose a somewhat narrow view of the purpose of higher education that has developed over the past decades, giving less credence to students becoming global citizens, or developing as individuals. Some may argue that our understanding of the purpose of higher education has become stale. It is perhaps time to revitalise both institutions' and society's viewpoint on what it means to be a graduate.

The discourse around graduate attributes, may help in this respect, given its broader focus on Scholarship, Global Citizenship and Lifelong Learning [2][3]. These models attempt to tie together academic aspects of programmes, with skills that might otherwise be seen as a bolt on to the core curriculum. Taking this further, the presenter has developed a model of how we might describe and assess a curriculum as part of an attempt to rethink how graduate architects might meet the needs of their profession, based loosely on Barnett and Coate's domains of Knowing, Acting and Being [4]. This model could potentially be applied to both professional and non-vocational disciplines.

Participants will discuss how the model might usefully be applied to the disciplines of those attending. Could such a model be useful in discussions within and outside the university to revitalise our thinking in this area?

[1]

<https://www.universitiesnz.ac.nz/sites/default/files/UniversitiesNZ%20Producing%20employable%20graduates%20Nov2015%20FINAL.pdf>

[2] Barrie, C. Simon. 2007. "A conceptual framework for the teaching and learning of generic graduate attributes." *Studies in Higher Education* 32 (4):439-458.

[3] Bozalek, Vivienne. 2013. "Equity and graduate attributes." In *Human Development and Capabilities: Re-imagining the University of the Twenty First Century*, edited by A. Boni and M. Walker.

[4] Barnett, Ronald, and Coate, Kelly . 2005. *Engaging the Curriculum in Higher Education*. Maidenhead: Open University Press.

Sustainability and teaching

20:10 - 21:10 NZT (23 Nov) / 07:10 - 08:10 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/tahi

Culture, denial, recycling, tree-hugging: The many registers of learning about the environment

Edgar Burns, Waikato University

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Learning about the environment happens at many levels. Participants will gain ideas to support their ability to communicate appropriately to different audiences and levels of interest in the environment. Developing teaching and communicating smarts means picking up ideas from everyone – above you, below you, around you. The teacher is also the learner. A few ideas here may be new; others reflect the effort to think critically about what is said by many people over and over. How do we get across the seriousness of climate change yet also spur people to action not fatalism?

(Climate) Changing the Law: Mainstreaming Climate Change in the Law Curriculum

Jennifer Campion, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

In 2022, the University of Waikato introduced its Bachelor of Climate Change degree (BCC).

From 2023, Te Piringa-Faculty of Law will be contributing to the BCC. Consequently, the law curriculum will now need to support BCC students as well as students taking our established LLB and BA degrees. In support of this development, we are updating our law curriculum at Te Piringa to embed climate change throughout our law papers and our degree programmes. This presentation will update participants on our progress and invite discussion on mainstreaming climate change more generally.

ESD as a catalyst for a revitalised HE Student Experience

Julie Gwilliam, Cardiff University

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

How we can consider engaging with the UN Sustainable Development Goals to inspire Innovation and leadership in our students.

Staff development

21:20 - 22:20 NZT (23 Nov) / 08:20 - 09:20 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/tahi

Am I supposed to be here? Do I fit?: Developing inclusive ways of working to enable Teaching and Scholarship colleagues to flourish for the benefit of all?

Emmajane Milton and Kathryn Jones, Cardiff University

Kōrero - Discussion (20 minutes) - questions or stimulus for participant discussion

Some HEIs have Teaching and Scholarship pathways and whilst positive a lack of clarity persists in relation to the role and how it is enacted and valued. Developing shared and inclusive understandings around this pathway is essential to enable staff to flourish. It is also key to revitalising an intersectional HE sector that benefits from the alternate perspectives and experiences gained outside of traditional hierarchies that these colleagues bring to academic life and student experience. This interactive workshop explores perspectives and understandings related to this pathway and aims to identify successes and barriers to help inform the development of these roles across our sector.

Revitalising staff digital skills through digital nuggets

Katy Mann Benn, Rowena Fuluifaga and Hamish Cosford, Unitec/Te Pūkenga

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Providing support to our struggling learners at Unitec became even more complex and challenging with the added barriers from lockdowns, digital poverty and enforced online learning. Research during the COVID period demonstrated the continuing divides between ‘digital-rich’ and ‘digital-poor’ people in Aotearoa (Lips, 2015). The most digitally-excluded groups were identified as adults with disabilities, children with special needs, Pasifika, Māori, senior citizens, people from low socio-economic backgrounds. These groups make up our priority groups at Unitec.

In order to optimise our study support it became clear that our student support team (made up of disability support, subject librarians and learning advisors) needed to swiftly skill up to provide an interactive and rich blended experience. We needed to learn how to make Zoom sessions an interactive and stimulating, accessible environment and enable the team to use a wide range of teaching tools.

Expertise lay in silos in our team in digital tools such as Grammarly, Accessibility tools, Quizlet, Kahoot and Mentimeter as well as Tiktok and pinterest, Zotero and Zoom collaborative tools. We came up with a series of digital nugget sessions run over a 15 month period with 40 minute sessions where we taught each other how to use these digital gems and then applied them to our teaching of virtual workshops, one to one sessions. The sessions were well-attended and shared across ITPs and the evaluations were positive.

We will share our insights from this steep but fun learning curve and the backwash effects on our student support provision post pandemic. Co-creating with the participants a map of the tools that really worked.

[1] Lips, M. (2015, October 6). Digital Divides persist in New Zealand. Retrieved January 26, 2017, from School of Government, Victoria University of Wellington.

Studiosity: benefits for staff

Maryam Mariya, University of Waikato and David Farquar, Studiosity
Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

The University of Waikato partners with Studiosity to find ways to further improve student retention and academic success. Studiosity provides additional academic support for students’ assignment writing with 24/7 on demand online study help through their Writing Feedback service. The partnership between the university and Studiosity provides a mutual benefit to both organisations. How can lecturers benefit from Studiosity?

Covid in China

22:30 - 23:30 NZT (23 Nov) / 09:30 - 10:30 GMT (23 Nov)

Zoom link: waikato.ac.nz/qo/tahi

Teaching dispatches from China during Covid 19

Anthony Ryan and Nykki Lane, University of Waikato, and Patrick Johansson, Renmin University of China

Matapakinga a te pae - Panel discussion - (40 minutes panel presentation and discussion + 15 minutes audience questions)

This panel discussion, involving three teaching professionals working in China, will focus on the leadership, technology and the classroom, both during and after the Covid 19 pandemic.

The Lightning Talks

07:00 - 08:00 NZT (24 Nov) / 18:00 - 19:00 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/tahi

Reviving face-to-face learning: using face-to-face and online learning interactive activities to engage students in academic writing

Cindy Wee, Unitec/Te Pūkenga

Hiko - Lightning talk (5 mins) - a brief presentation on a specific example of teaching practice or pedagogy

This presentation is about how a combination of face-to-face and online interactive activities can benefit students' engagement, participation and interaction in learning how to write a technical report in an embedded workshop. It demonstrates the variety of interactive activities to meet the students' diverse learning styles and needs. It reflects how collaborating with the course lecturer in the class can enhance and motivate students to work on their assessments on report writing.

Bringing face-to-face pedagogies into the online environment

Gemma Piercy-Cameron and Clementine Annabell, Waikato University

Hiko - Lightning talk (5 mins) - a brief presentation on a specific example of teaching practice or pedagogy

Participants will be encouraged to consider the challenges and benefits attempting to build the same kinds of student teacher relationships possible in a face-to-face classroom.

Flipping the Foundations

Robert Wilson, Cardiff University

Hiko - Lightning talk (5 mins) - a brief presentation on a specific example of teaching practice or pedagogy

This presentation will discuss a reimagining of a large core UG mathematics module by implementing a flipped learning approach. The rationale behind the change, its impact on learners, and initial learning for the facilitators will be highlighted.

Favourite Moodle hacks

Stephanie Gibbons, Waikato University

Hiko - Lightning talk (5 mins) - a brief presentation on a specific example of teaching practice or pedagogy

I share a couple of Moodle's secrets that make my life easier on an everyday basis, especially for large classes.

H5P essay tasks

Katherine Gilliver-Brown, Waikato University

Hiko - Lightning talk (5 mins) - a brief presentation on a specific example of teaching practice or pedagogy

Participants will get the opportunity to experience a simple H5P essay task in action, and discuss how a machine-moderated open-field item can be used to elicit deeper interactions from the students.

Conversation Circles at the University of Waikato

Menaka Ediriweera, Waikato University

Hiko - Lightning talk (5 mins) - a brief presentation on a specific example of teaching practice or pedagogy

How conversation circles helped students located in different countries during lockdown.

Food as a facilitator - connecting over kai

Cate Prestidge, Wintec/Te Pūkenga

Hiko - Lightning talk (5 mins) - a brief presentation on a specific example of teaching practice or pedagogy

Learn how one educator in creative media used food to rebuild culture, in student projects, and as a way to revitalise spaces to support a learner-centred approach to teaching.

Space and place

08:10 - 09:10 NZT (24 Nov) / 19:10 - 20:10 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/tahi

Pedagogies of language and place names

Dr Dylan Foster Evans, School of Welsh, Cardiff University

Kōrero - Discussion (20 minutes) - questions or stimulus for participant discussion

This paper will consider pedagogic approaches to an emotive topic relating to a minoritized language. Place names in Wales are mostly in the Welsh language and are a repository of linguistic, historical and cultural information. But at present, discussions of place names in the public sphere in Wales tend to focus solely on the perception that Welsh place names are being 'lost' or replaced, often by newly coined English-language alternatives. This perception exists within wider discourses around tourism, second homes and the commodification of Welsh culture. Undergraduate students studying Welsh will often have strong opinions on these issues. This session will consider pedagogic approaches to this subject, and ways of deconstructing some deeply held assumptions about place names, without undermining the students' enthusiasm and advocacy for place names as a part of Wales's intangible heritage and the role of place names in linguistic and cultural revitalisation.

Aligning learning and space

Dr Hiral Patel, School of Architecture, Cardiff University

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will discuss and reflect on how alignment could be achieved between learning and space. Participants will learn about the Learning-space aligner tool.

Revitalizing Teaching-learning Space & Time

Suzette Dyer, Mary Simpson, and Monica Fa'asu, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

We present our teaching-learning experiences following our 2022 modifications to classroom practice, zoom management and use of Jamboard within a Flexi mode class. In 2021, we introduced Jamboard and Flexi mode for the first time to facilitate synchronized in-class and

online attendance, as well as asynchronized participation. The 2022 modifications were informed by our reflexive review of staff and student experiences. Participants will experience a mediated remote presentation using Jamboard.

Tertiary education: challenges

09:20 - 10:20 NZT (24 Nov) / 20:20 - 21:20 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/tahi

Trauma-informed practices for tertiary education: Considerations and Challenges

Bill Shaw, Waikato Institute of Technology

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will consider approaches for creating a learning environment that encourages trauma informed practices to support student learning.

Doing a DMA by Distance: Challenges and Opportunities

Liam Wooding, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

This presentation will explore the challenges and opportunities in doing a DMA (Doctor or Musical Arts) degree by distance. I hope to argue that doing the degree via distance learning presents several opportunities.

Supporting off-campus doctoral students

Katrina McChesney, University of Waikato

Kōrero - Discussion (20 minutes) - questions or stimulus for participant discussion

Through group discussion and reflection, participants will be invited to reconceptualise 'distance' doctoral student cohorts in the post-COVID climate, and consider principles and practices for effectively supporting doctoral students who are based off campus. The session will be informed by the facilitator and colleagues' 2022 international #DistanceDoctorates research project.

Stream 2: Rua

Online education

10:10 - 11:10 NZT (23 Nov) / 21:10 - 22:10 GMT (22 Nov)

Zoom link: waikato.ac.nz/go/rua

Developing online teaching in higher education

Dr Dianne Forbes, University of Waikato & Dr Richard Walker, University of York

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will reflect on approaches to continuing professional learning and development for tertiary faculty who teach online. We will share insights from our recently published edited book (Springer, 2022) about global perspectives on developing online teaching in higher education. We will discuss practices aimed at sustainable, continuing learning, and bring together a range of solutions and suggestions for revitalising online teaching.

Pre-degree International Students' Online Learning Experiences

Jieyan (Mera) Tan, The University of Waikato College

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

To explore pre-degree international students' experiences and perceptions of online learning, a study was conducted at an international college in New Zealand. This presentation focuses on findings, which revealed that this group of pre-degree international students experienced various challenges in their contexts, mainly related to emotional wellbeing, time zone differences, online technical problems, and academic learning barriers such as different tertiary teaching and learning styles. Despite challenges, students appreciated the collaboration in the online learning community. The findings reinforce the need to create robust online social networks and develop more collaborative and empowering systems to enhance international students' online learning experience. It is hoped that this presentation will stimulate /facilitate reflection on strategies of building connections among students and staff to enhance students' learning and wellbeing.

Automation and Artificial Intelligence

11:20 - 12:20 NZT (23 Nov) / 22:20 - 23:20 GMT (22 Nov)

Zoom link: waikato.ac.nz/go/rua

Shaping the future of digital testing

Dr Chelsea Blickem, University of Waikato; James Holden, Dr Sarah Goodwin, Dr Geoff LaFlair & others, Duolingo

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

In 2016, Duolingo launched the world's first digital high-stakes proficiency test, the Duolingo English Test (DET), powered by the latest assessment science, psychometrics, and human-in-the-loop AI, with automatic tools and theoretical frameworks integrated for an optimal test taking experience. This session will focus on how Duolingo has leveraged advances in artificial intelligence, applied linguistics, machine learning and computational psychometrics to create items, score items, administer them adaptively and proctor them asynchronously, and will encourage the audience to reflect on their current assessment practices while thinking ahead to future possibilities.

Robots are coming for your Students' Feedback

Eden Poihipi & Dr Rahat Hasan, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

The University of Waikato collects qualitative student feedback at the end of every trimester. This data can be rich in information, but communicating these results has historically been difficult due to the amount and their qualitative nature. To solve this issue, the evaluation team has been exploring 'out of the box' solutions. In this talk, we will demonstrate the use of ready-to-use AI and machine learning programs to automatically categorise students' feedback comments. After the talk, we invite the audience to discuss on further use cases for this technology.

Tools for student engagement

14:40 - 15:40 NZT (23 Nov) / 01:40 - 02:40 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/rua

Using Panopto to encourage deeper learning and reflection in a writing paper

Lucy Campbell & Brendan Sheridan, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

This presentation will track the various ways lecturer-created Panopto videos were used to encourage deeper student engagement with topics in a writing paper. Encouraging students to reflect on writing situations to allow lecturers to think forward and plan extension activities to fill gaps in student knowledge were the experiences gained through these activities.

Using Ziptet to engage students in large (and small) classes

Roy Larke, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

The presentation will demonstrate the use of Ziptet to engage with students remotely, provide various exit ticket and conversation starters, reflections and other points of discussion. I will demo the tool and discuss its use in large classes.

Pandemic pandemonium a ramping up of universal design for learning (UDL)

Rosario Iguin, Lisa Simpringham, Ruth Laing, Donna Cavell and Ash, Unitec/Te Pūkenga

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Figures suggest that 25% of New Zealanders stated they had a disability in the 2017 government survey. Disabled students perform lower than their counterparts and participate in postgraduate education less. Recent efforts from Te Pūkenga strive to redress this situation and Unitec and MIT have developed a disability strategy and action plan to create an inclusive environment for all. The strategy was developed by student experts and staff in 2021 and over 750 voices were captured in the vision.

Disabled students have been requesting staff to provide them with accessible materials and an inclusive learning environment for many decades but have largely remained the canaries in the coalmines. The lockdowns in 2020 and 2021 forced the hand of many lecturers who previously had rejected some of the principles of Universal Design for Learning, namely the recording of lectures providing materials in advance and allowing flexible, blended, inclusive modes of participation.

With this pressure from COVID to work in a different, ‘flipped’ mode practising the principles of Universal Design for Learning gave rise to large-scale requests for staff workshops on inclusive learning and teaching at Unitec and MIT. Staff were locked down but over 200 were keen to learn swiftly how to design and deliver inclusive teaching. A set of 4 hour blended workshops were designed and the workshops were run online by Zoom. Staff who participated in these workshops and have since implemented some UDL in their everyday practice.

This workshop will share the UDL checklist, training materials, reflections and case studies and consider how we are moving forward with our local and Te Pūkenga’s disability action plans 2022-2025 to build an inclusive learning environment in the tertiary sector to futureproof and enhance learning.

[1] <https://www.odt.govt.nz/home/about-disability/key-facts-about-disability-in-new-zealand/>

Digital games

15:50 - 16:50 NZT (23 Nov) / 02:50 - 03:50 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/rua

How employing Wordle embraces indigenous culture

Vida Botes, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

How educators can employ Wordle in their teaching to enlighten and embrace all about indigenous culture.

Localized Histories revitalized through Video Gaming: An Introduction into the representation of Medieval History through Multimodal Gameplay

Ben Redder, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will be introduced to some of the innerworkings around recent engagements in the medium of historical gameplay representation within digital games by looking at one of a number of local Medieval Czech histories portrayed in the game *Kingdom Come: Deliverance*, one of the game case studies used in Redder’s doctoral research. The overarching contribution or focus for this session is the advancement of scholarly research, scholarship, and teaching

of history through gameplay as a viable historical source alongside traditional sources (e.g. heritage sites, written documents and literature).

Peacemaker: using an online educational game on ME politics to teach complex causality in a MA Public Policy course

Anthony Richardson, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Teaching causality in complex adaptive systems can be challenging: this presentation discusses the use of an interactive digital game from Israel (designed to introduce the complexity of Israeli/Palestinian politics to high school students from both communities) within a Masters-level Public Policy course on policy evaluation at an Australian university.

Tabletop games

17:00 - 18:00 NZT (23 Nov) / 04:00 - 05:00 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/rua

Peace Project

Nykki Lane, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Peace Project is an Oral English semester-long, communicative, sustainability project conducted via a flipped classroom in contrast to the traditional Chinese classroom. The concept was created from a combination of inspiration based on John Hunter's Peace Game, the Model UN Organization, and the UN's 17 Sustainability Goals.

Marae-opoly: Serious games as a way to empower climate change adaptation

Jordan Luttrell and Alex Fear, National Institute of Water & Atmospheric Research Ltd (NIWA)

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Serious games are effective tools to facilitate long-term strategic thinking in individuals and groups because they create a safe place to experiment with navigating through complex and contested environmental issues. In short, a game allows complex environmental information from different sources (e.g., flood models sea level rise scenarios, alternative options, economic cost, social implications) to be combined in a simple way so players can choose a course of action and then experience the implications of their choices over time. For players, this creates an experience that reflects reality without generating decision paralysis through unnecessary detail.

Three tiers of games have been developed: tabletop ‘simple’ games, more complex scenario games played online, and bespoke games developed for a particular people in their place. An example of a third-tier game, *Marae-opoly*, was developed bespoke to its intended context - to support the creation of a mutually agreeable dynamic adaptive policy pathways (DAPP) for localized flood adaptation. Game material was generated by drawing together detailed local knowledge (i.e. hydrology, climate data, Mātauranga hapū) and situated adaptation options and accurate contextual data to create a credible gaming experience for the hapū of Tangoio Marae.

The games developed are the starting point, but alongside play we ensure there are resources that leave participants with an idea of their next steps – suggestions for taking action and resources for learning. We see serious games as a first step in a longer journey towards learning about adaptation pathways. We will speak about the development of serious games

and the supporting the journey of individuals and communities, and the benefits of using this approach as an experiential learning tool for climate change adaptation.

Affordances and Challenges in Tertiary Learning Usage of Tabletop Roleplaying Games

Michael Shoenberger, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Games and play have foundational roles in learning at all levels, but in tertiary learning instructors normally try to use the interplay between the structure of *ludus* and the freedom of *paidia* to allow moments of generative learning in what are - particularly in the era of Covid - highly stressed environments. This presentation will review some of the most suggestive usage of tabletop roleplaying games in tertiary classroom spaces and will consider unique qualities and challenges involved in implementing tabletop roleplaying-based learning spaces and classroom microcultures. It is hoped to develop constructivist classroom practices that enable renewal and recentering of the experiences of both instructors and learners.

Student experience

19:00 - 20:00 NZT (23 Nov) / 06:00 - 07:00 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/rua

Using student experiences to shape our future

Bryony Hawthorn & Kalehi Apete, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will learn about a recent library project which gathered information from a small group of new students as they began their journey at the Hamilton Campus in Trimester A. Participants will learn about where the students went, what they enjoyed the most, what they found frustrating and how they students felt during this journey. This data will be used to help revitalise the Library spaces and create more a user-friendly and welcoming environment.

A Deeper Shade of Blue: Improving the Reporting of Evaluations Data

Emma-Leigh Hodge, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will receive an overview of the work the Data Analytics team of the University of Waikato are doing in regard to monitoring (with a view to increase) the response rate to end-of-trimester student evaluations.

Cross-disciplinary e-learning initiative to boost students' learning

Annelore Spieker & Geeta Duppati, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Our research contributes to the body of prior knowledge in tertiary education settings during a time when the technological landscape is undergoing rapid change at an accelerating pace. We present research that is based on teaching techniques used in the classroom for two different disciplines. With the primary goal of determining strategies for increasing student engagement and boosting their comprehension of the content that is being delivered. This study is the result of collaborative teaching initiatives that was carried by two academics from finance and cultural studies. We are shedding light on our experiences from the teaching process in order to encourage further conversation, debate, and interaction from the participants.

Innovations in WIL

20:10 - 21:10 NZT (23 Nov) / 07:10 - 08:10 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/rua

The Impact Lab as a tool for revitalising communities of knowledge

Sandy Muller, Natasha Miller, Karsten Zegwaard, Gail Hutcheson, WILCU,
University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

The aim of the presentation is to inform the audience of the depth and breadth of the Impact Lab programme. We describe how multidisciplinary student teams aim to revitalize communities by focusing on sustainability and helping to solve wicked problems. Impact Lab teams are made up of third year students from all of the divisions across the university. Key to their experience is revitalising knowledge through outside classroom engagement, professional development and becoming work ready future leaders.

The audience will learn about Impact Lab, be given time to reflect on what 'community' means to them, and participate in thinking about a project that their communities would benefit from. We will use blended tools to facilitate collaborative and supportive interaction, learning and discussion.

Immersive simulations with the Wales Virtual Hospital

Owen Crawford, Cardiff University

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will learn about the Wales Virtual Hospital project, which during the pandemic developed a platform to allow educators and clinical staff to create their own online immersive simulations.

The key focus of the work was to have a way for students and healthcare practitioners from across Wales to undertake additional simulations when they were not on site, and as a supplement to face to face simulations. Other factors such as sustainability, flexibility, and accessibility will also be covered.

In terms of revitalisation this was a platform designed to remove the issues with many immersive / VR simulations and really focus on the learning that takes place. During the pandemic we needed students to be able to take part from wherever they were on any device they had, but as we come out of this situation, the focus is shifting to be more aligned with the pedagogy surrounding simulated-learning, providing safe spaces for students to fail, and scenarios that they can repeat at their own pace, or use to prepare for a face-to-face simulation assessment.

The project is now complete and the platform is in use and available to all Universities / NHS health boards in Wales at no cost - and for any other University / education provider as a regular licensed piece of software.

Authentic assessment in action

Jamie Emerson and Dr Leanna Brinkley, Cardiff University International Study Centre

Kōrero - Discussion (20 minutes) - questions or stimulus for participant discussion

Authentic assessments: their benefits and challenges and their design.

Cardiff teaching excellence

07:00 - 08:00 NZT (24 Nov) / 18:00 - 19:00 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/rua

This session comprises two presentations by recent *National Teaching Fellows* from Cardiff University.

What now for Learning and Teaching CPD in a post-lockdown world?

Steve Rutherford, Cardiff University

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

The catastrophic events of the Covid-19 pandemic, and the lockdowns that accompanied it, induced a sudden, radical shift in educational practices across all sectors. This change, aptly referred to by some as ‘Panicgogy’ (Baker, 2020; Vandeyar, 2021), was felt particularly in the HE sector, as traditional face-to-face teaching had to suddenly reinvent itself in an online context. Often this change was undertaken with academic staff and students who had little, or no experience of online or blended learning. The rate of change and adaptation was rapid, and had implications not only for teaching, but also for assessment, wellbeing and mental health, inclusion, and the establishment of effective learning communities.

The implications of this seismic change, for staff development in learning and teaching were considerable. The summer of 2020 involved hurried attempts to develop staff and student training for using online tools, and negotiating the online space. Yet out of this rapid conversion emerged a range of good practices in education, such as an increased use of blended learning strategies, considerations of aspects of educational inclusion that had previously gone largely unnoticed, and practices that encouraged deeper learning, such as the use of open book assessments. With the world returning to a ‘new normal’, the HE sector has drifted back to its previous state, but with subtle (often substantial) changes from what went before.

The establishment of new norms of practice in learning and teaching, adopting lessons learned and successful pedagogies devised, from the pandemic, has profound implications for how we develop our educators in the HE sector. This seminar will discuss some of these challenges, and what factors need to be considered in how we support our educators to better support our students. The session will invite ideas about how best to challenge established and outmoded practices that need to change, yet also preserving tried-and-tested methodologies that are effective means of engaging students. The seminar will focus both on established schemes for professional development, but also on localised and individual approaches to personal development in Learning and Teaching.

Prof. Steve Rutherford is Head of the Education Division in the School of Biosciences at Cardiff University, Wales, UK, and was recently the co-developer, and Academic Lead, for a new suite of ‘Education Fellowship Programmes’ aimed at providing training and development for staff and postgraduate students in educational practices. Steve also led the ‘Staff Development and Training’ work strand of the University’s ‘Digital Education’ project in the summer of 2020.

References:

Baker, K. J. 2020. “Panic-gogy: A Conversation with Sean Michael Morris.” *The National Teaching & Learning Forum* 29 (4): 1–3. doi:10.1002/ntlf.30239.

Vandeyar, S. (2021): Educational transmogrification: from panicgogy to pedagogy of compassion, *Teaching in Higher Education*, DOI: 10.1080/13562517.2021.1952568

Cardiff, Covid and Clinics (but not of the medical variety!)

Julie Price and Jason Tucker, Cardiff University

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

This session will explore tensions between scholarship/pedagogy, employability and social justice in the vocational subject of Law, through the lens of our Clinical Legal Education Portfolio, and how Covid forced a refocus.

Research shows that 79.1% of law students embarking on a law degree want to become practising lawyers, even though in reality the percentage eventually achieving that is lower. As a research-focused university, we see first-hand competing interests of research-led teaching and our need to provide students with both curricular and extra-curricular work experiences to enhance their employability in this competitive profession. That has been brought into sharp focus by the largest overhaul in legal education for more than 50 years, and the new recognition by the professional body of “qualifying work experience” attributed to students’ time in university law clinics.

This session will then look at how the University has approached embedding graduate attributes and work-based learning into the curriculum, and how Streetlaw (emanating from the US) has taken hold in the UK under a Public Legal Education banner, and give examples of Cardiff’s work with national charities to provide accessible legal information to vulnerable people, complicated by the fact that some areas of law are devolved to Wales instead of being UK-wide.

Finally, this presentation will follow up with a whistle-stop guide to our portfolio of opportunities for students, pre-Covid, which reached 23 separate schemes – some in-house, but others in partnership with law firms and charities. It will explain how and why things changed during the pandemic years, the struggle to engage students in that period, and the relaunch of our clinical offerings this year. It will also consider why our innocence project remains so attractive to our students despite huge structural obstacles in overturning convictions in the UK (Cardiff remains the only UK university to have overturned a conviction, and we have had 2 successes).

Strategies for revitalising teaching and learning 1

08:10 - 09:10 NZT (24 Nov) / 19:10 - 20:10 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/rua**Reenergising language learning through mentoring**

Claire Gorrara and Lucy Jenkins, Cardiff University

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will learn more about the ways in which a digital Welsh mentoring programme supported language learning between high school students and university students during the pandemic in Wales. Lessons learnt from such lock-down learning are feeding into how this programme is continuing to work to reenergise language learning in schools in Wales during a period of substantial curriculum reform in schools. Participants will be able to discuss and reflect on mentoring as a pedagogy and practice to inspire and motivate language learners in countries or jurisdictions with a commitment to bi- and multilingualism.

Revitalizing regular study groups and embedded workshops

Hua Dai, Unitec/Te Pūkenga

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

Participants will learn the types of academic support we provide to students apart from one-one appointments and drop-in sessions and reflect on their support. They may like to share with me what their support looks like so we learn from each other.

Flip works!: Revitalise teaching of writing through flipped classroom approach

Dr. Lo Yueh Yea (Janice), Universiti Malaya

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

The potential of flipped classroom approach to revitalise the teaching of writing/ways to enhance students' active involvement in the writing process and develop maturity in students' perspectives of themselves and their world.

Strategies for revitalising teaching and learning 2

09:20 - 10:20 NZT (24 Nov) / 20:20 - 21:20 GMT (23 Nov)

Zoom link: waikato.ac.nz/go/rua

Students using Perusall as a planning tool

Lucy Campbell & Brendan Sheridan, University of Waikato

Whakaaturanga - Presentation (15 minutes + 5 mins Q & A)

This presentation follows steps taken by student groups to negotiate and identify topics for presentations. It will report on the relative successes and failures students had with using the tool for this purpose and will also look at instructor feedback on the flexibility of Perusal for this purpose and ideas for similar uses in the future.

Virtual writing clinics - could an online writing doctor triage plagiarism and academic writing headaches?

Lisa Simpringham, Unitec/Te Pūkenga

Kōrero - Discussion (20 minutes) - questions or stimulus for participant discussion

COVID-19 forced educational institutes to transform from a predominantly face-to-face mode of teaching to virtual around the globe. This shift not only impacted institutional stakeholders, but also changed students' lives dramatically. Students at Unitec reported spending less time to study during the coronavirus outbreak. Furthermore, many learners reported experiencing mental health-related stress, anxiety, and depression problems. A large proportion of Unitec's student body suffered financial crisis, family disruptions, internet and technology related problems. The student success and achievement teams were keen to swiftly put in place measure to provide virtual, rich environments offering virtual skills support. Numerous assessments were adapted to the conditions created by the lockdowns and faculty and students were concerned about possible increases in plagiarism and collusion. These built on the work of Lawrence's (2005) framework for support transition and Taylor's seminal work in 2008, calling for early formative feedback as an essential factor in supporting academic literacy skills.

Students were faced with the prospect of undertaking their written assignments in a vacuum without the usual face to face support from academic literacy lecturers. Concerns around academic integrity rose considerably during the pandemic accessing quality resources and

conducting assessment for learning were severely limited. In order to meet this need the learning advisor and Te Puna Ako teams created a virtual writing doctor to enable students to:

1. Check their formative work for integrity issues and fix them before handing in.
2. Use Grammarly Premium to clear up style and typos/language infelicities.
3. Have a discussion with a literacy advisor around their report.

The Writing Doctor has been running since 2020 and data indicates it is used by students from all disciplines. Similarity reports suggest potential issues were considerable and that students were able to improve their work and increase the use for their own voice by checking their drafts in Turnitin and consequently having a Zoom discussion with a literacy advisor.

This initiative has not extra costs and runs automatically. In the session we would like to present our findings and share ideas around academic integrity with participants. We are very happy to share all resources and the simple process to set this support up.

[1] Lawrence, J. (2005). Reconceptualising attrition and retention: integrating theoretical, research and student perspectives. *Studies in Learning, Evaluation and Development*, 2, 3, 16–33.

[2] Taylor, J. A. (2008). Assessment in first year university: a model to manage transition. *Journal of University Teaching and Learning Practice*, 5, 1, 3. Retrieved December 11 2009, from <http://ro.uow.edu.au/jutlp/vol5/iss1/3>