Targeted Learning Sessions for first year students
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CAD on the move
this means being more collaborative to achieve sustainable organisational change and development. In this edition of aCADemix we highlight a range of collaborative projects.

Te Puni Wānanga and Fale Pasifika in CAD Student Learning have united as Te Fale Pouāwhina, an integrated learning space for Māori and Pasifika students (p. 6). The Faculty of Arts’ Targeted Learning Sessions (p. 5) brought support services together at a pivotal point for first year students, resulting in tangible, measurable benefits. The Learning and Development Network Group (p. 9) aims to increase communication, collegiality and share expertise to provide a more strategic and coherent approach to professional development. Likewise the CAD Faculty Fellowships (p. 8) for the PG Cert support the development of leadership capacity and academic citizenship across the University.

CAD also collaborates with staff across the University to grasp the opportunities technology offers to support learning, teaching and research (p. 12). Dr Eduardo Piñeros’ Spanish websites (p. 11) have inspired his colleagues to re-use his designs to develop their own websites in CourseBuilder. There are also practical and research-based insights into leveraging technology for skills development (p. 7) as our students become co-creators of knowledge as opposed to mere consumers.

Our cover showcases the books featured (along with journal articles) in aCADemix since it began. The PBRF process is underway again with our University seeking to maintain its top position. Such funding ensures that our work across the University is research-informed, and aligned with best international practice.

Lorraine Stefani
Director, CAD

In brief...

New name for CAD Student Learning
Over the coming months you may see the name Centre for Academic Development: Tā te Akonga (Student Learning) more and more often. This is not a new entity, just a new name that better reflects our role. This name change is hot off the press, so please excuse reference to the old name in articles in this issue of aCADemix and watch this space!

CourseBuilder support website
The new support website for CourseBuilder (CB) users has received very positive feedback. It provides clear guidelines including screenshots on getting started, CB basics, advanced features and detailed instructions on all the CB elements. In-site help has been modified to interact with the support website.

http://flexiblelearning.auckland.ac.nz/coursebuilder_support

New uses for CourseBuilder elements
Recently, we have been pleased to see elements being used to develop critical, reflective and conceptual thinking skills. Student Note, a comparatively new element, enables students to take private notes for later reference within their online learning environment. It was put through its paces for a well-received prototype aimed at developing legal reasoning skills (p. 7). It is also currently helping students develop critical thinking skills as they “unpack” readings on an English course. The students are then using the Comments element for lively conversation about the exercises.

The refined Image Hotspot recently facilitated quick development of a timeline, enabling students to see temporal relationships and contextual information.

Large classes
Do YOU know of any local heroes who seem to have developed superpowers in the battle against boredom, lethargy and apathy in large classes?

Development has begun on a collaborative resource where you can share secret ingredients and recipes for success - or collaborate with others to solve a particular problem. Some such ingredients arise from recent research into new substances and methodology, others may utilise one of grandma’s remedies innovatively to solve a current problem.

If you know of anyone who might fit this description, please contact Adam Blake: a.blake@auckland.ac.nz

Teaching & Learning Showcase: 25 and 26 October
Be there or be square!

aCADemix regularly features highlights from this two-day annual event, but you need to be there to get the full benefit of the presentations and opportunities to network with some of our outstanding teachers and share in a range of perspectives on effective teaching. This year’s theme is Active Teaching.

The Showcase aims to enhance the quality of teaching and learning by promoting research-based educational practice and collegial exchange across the disciplines.
A valediction: The strange space of academic development

In the university, academic development (AD) is a strange, seemingly “no-discipline” space. Those of us who work there forget its strangeness as we participate daily in a “real” space full of interesting projects and valued, productive connections with students and colleagues. We can see how our work makes a difference to them, and how it contributes directly to the University’s strategic aspirations. But from the institution’s perspective, although we feature in documents accounting for a commitment to “quality” or “excellence” in teaching and learning, our existence can seem much more dubious: while most of us are academics, we don’t belong to a faculty and we generate few EFTSs.

Historically, AD’s existence emerged from institutional concerns about student failure, although staff “failure” in teaching, supervision and research productivity is now perceived as a risk as well. In this model of supervision and research productivity is now perceived as a risk about student failure, although staff “failure” in teaching, climate – sometimes it has ample degrees of freedom to compose to considerable change in the wider social, political and economic

Looking back over more than 25 years in this work, the first ten spent working directly with students and the rest with academics, I think the role of the AD academic is to be both troublesome and credible. This is admittedly a tricky combination, but one I personally have found deeply enjoyable much of the time.

In what ways should AD be troublesome? For one, we need to remember that we are part of a much bigger project than that suggested by any particular workshop or interaction with students and colleagues, bigger even than particular vice-chancellor or government agendas. AD is not about saving students or academics, or saving students from academics or academics from students – although I admit to at times having felt such impulses. They don’t need saving. Rather, mostly they need to be challenged to find satisfying and meaningful ways to make the best of being in higher education (HE), to make the most of this difficult gift. To make that challenge honourably, we need to be trying to make the best of our own work-lives as students and academics. From a basis of shared struggle, we might also treat others with compassion, because it’s demanding work. And it’s much harder for some than others, but that’s an argument for another time.

We sometimes also need to speak back critically, as the loyal opposition, to individual, institutional and government agendas. From our own position as workers but also scholars and researchers in the field of HE, we need to keep reminding our university about the best of its educational goals. Herein lie considerable tensions. For one thing, we are in the thick of working with other adults in the uneasy space where they are refashioning themselves to be more successful in the institution’s terms and, just as importantly for many, in their own. Those terms don’t always mesh. For another, the institution is itself responding to considerable change in the wider social, political and economic climate – sometimes it has ample degrees of freedom to compose a response, sometimes it has almost none (although I reckon it almost always has more than it thinks).

So, if being troublesome entails not saving others and speaking out critically, how might AD be credible? Apart from the credibility emerging from our own endeavours to be successful, there is that emanating from our expertise. Here is my list of what AD expertise should be made up of:

- Wide reading about current events in HE
- A standpoint on the purposes (the “project”) of HE
- Knowledge of the research literature in areas of HE practice (teaching, learning, supervision, research, to name a few broad ones)
- Experience with some areas of HE practice at the chalk-face (ideally being replenished by ongoing contact there)
- An understanding of how the institution works, where possibilities for experimentation and change can be found
- A theoretical framework (or two) for analysing everyday life in HE
- Skills for teaching and facilitating events involving academics and students
- Experience at interpreting academic culture to others and helping them negotiate its complexities and contradictions
- Undertaking strong, origonal research
- A concern, a love even, for the project of HE: this is vital, holding all the rest together.

AD expertise needs to be represented not only in the places we teach (workshops, seminars, one-to-one tutorials and consultations) but also in key decision-making forums in the university – in committees and working groups, in the production of policies and guidelines. We have to be in the thick of this aspect of institutional life and, undefensive about our expertise, willing to speak up there.

From the standpoint of someone who is leaving CAD, I want to say two final things.

First, CAD brims with talent and good will. While I have focused here on the work done by those of us who are academics, the past six years of CAD’s life have shown how, when you put these people in proximity with other gifted staff who share the mission (photographers, television-makers, web developers), you get strong and creative results. More than before, especially with the advent and promotion of technology-mediated pedagogies, we need each other to do the best work we can.

Second, AD is an uneasy space, a contested one. Everywhere it is constantly being re-shaped, moved around, redefined, as institutions try to save money on the one hand and, on the other, complete this interminable work of achieving teaching and learning excellence once and for all. But it can be difficult for the
A valediction: The strange space of academic development
(Continued from Page 3)

institution to understand just what we do – many of those involved at senior levels have never, as students or staff, used our expertise. They may even carry a sneaking suspicion that those who come to us perhaps shouldn’t really be here. But if they think this, they are wrong. The work we do can unleash great success in individual students and staff alike; it can help revitalise courses and programmes across the disciplines; it can and does assist the institution achieve its strategic goals.

So I have this final advice: Find and make ways to flourish as individuals and together. Let old things go so that you can run with the new things that come along. Hold onto a vision of the project of HE that inspires you and offer it to those around you.

Ed: In mid-September Barbara is taking up a position as Associate Professor (Higher Education) in the School of Critical Studies in Education, Faculty of Education.

CAD on the move

Later this year CAD Administration, Academic Practice, Elearning, and Photography and TV staff will move from 76 Symonds Street to the Fisher Building. Other CAD groups are not affected.
First Year Experience: Targeted Learning Sessions score a hit

"Much hard work went into planning the Targeted Learning Sessions for two of our largest stage one courses. We’ve long known that year one students don’t take (enough) advantage of tutor office hours … and services designed to help them succeed academically. The First Year Experience (FYE) Programme has been working to change this dynamic, and we think we’ve hit on a great solution. Our Targeted Learning Sessions bring together librarians, Student Learning staff, tutors and FYE mentors under one roof to help students with a major assignment. This semester we ran six hours of sessions each for FTVMS 100 and Sociology 100 a few days out from a major essay deadline. Whether they were stuck getting started or just putting the finishing touches on references, students received the specific help they needed. The sessions were held in an open-plan area of the library, and the emphasis was on casual, easy-to-use friendly advice. It was a big hit with students! We estimate over 300 - or nearly three-quarters of the class - attended the FTVMS sessions alone. This is a huge increase on the number typically seeking individual help with an assignment. We think we struck the right balance in making students feel comfortable while providing serious academic help."

Excerpt from the “First Year Experience Programme News Volume 8, May 6 2011

The Targeted Learning Sessions are part of the Arts Faculty’s First Year Experience (FYE) programme, managed by Carol Cameron and pioneered by Margaret Henley, FilmTV & Media Studies (FTVMS). (See aCADemix Issue 9, p4.) Their leadership is reaping rewards with grade point average, retention, and completion ratio for the FYE cohort already showing improvement when compared to other students. FYE is based on a similar programme at Queensland University of Technology (QUT). In June, Carol and Margaret presented a paper on the growth of their programme at QUT’s First Year in Higher Education Conference in Fremantle.

Drs Hamish Cowan and Sean Sturm (CAD Student Learning (SL)) were so enthused by the sessions, they suggested aCADemix should spread the news to our own University. Their role was primarily to help students with the writing process; how to come up with arguments, begin their writing, keep note of references etc. They say that the sessions encouraged students to intervene in their own writing and thinking process early on, instead of panicking at the last minute. This is vital, since failing to hand in assignments is the biggest factor in students abandoning their studies. Students may be smart, but they also need to learn how to be effective. Research indicates that it is crucial that students develop organisational skills in their first year.

Creating a culture that normalises and encourages “help-seeking behaviour” in first year students is central to the First Year Experience Programme, with mentors playing a vital role in introducing students to support services and demystifying University bureaucracy. FYE mentors (Stage 2 & 3 students) greeted students at each session.

Sean and Hamish loved the opportunities afforded by the informality and flexibility of the “fly by” sessions. The number of people they saw at any one time fluctuated, with students coming and going as they chose. Shy students could - and did - just eavesdrop. Students who come to one-on-one sessions at SL often need to be quite courageous - or desperate - and they are also more likely to be female than male. Hamish and Sean noted that the gender profile at the fly bys was more balanced.

aCADemix also spoke to Linda George, the Library’s Arts Information Services Manager. Linda says, "A lot of first year students are nervous about using, or even entering, the library. These sessions made it comfortable for them to come in. They knew the session was specifically for them and that their whole course was coming so they didn’t need to walk in cold.”

As well as giving advice, the Librarians alerted students to options to the library routinely offers to answer questions: the inquiry desk on Level G, the online “Ask a librarian” service, and the library resource page for their course which they can work through at their own pace.

All agreed the combined staff student face was vital. Mentors provided a friendly face and helped students decide which service(s) they needed. This advice was also important logistically. The sessions were a great way to encourage students in to the library, but it’s quite a challenge to provide an informal setting for such a high volume of students and not disturb patrons wanting a quiet space to study or read. A combination of the mentors’ diagnoses and a system of question cards devised by the librarians helped focus the students.

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SL Te Puni Wānanga + Fale Pasifika = Te Fale Pouāwhina

Staff from Fale Pasifika and Te Puni Wānanga are combining forces as Te Fale Pouāwhina (Pillar of Support). Their mission is to help Māori and Pasifika students develop their academic learning and performance skills through research-informed teaching. It is committed to tikanga Māori and Pasifika.

Te Fale Pouāwhina is dedicated to:

• Developing academic excellence among Māori and Pasifika students
• Recognising the aspirations of Māori and Pasifika students to participate in their chosen discipline
• Engaging with university networks to support Māori and Pasifika students’ success
• Enhancing teaching through research and practices embedded in tikanga Māori and Pasifika principles
• Creating a learning environment that values, respects and encourages Māori and Pasifika students to achieve

Weekly seminars
Weekly Manu Ao seminars continue every Wednesday 12 – 1 pm. View them live from the AUT access grid, Wakefield St or from your office computer.

Please visit the Manu Ao website for the link to the seminar: www.manu-ao.ac.nz

Write on Site
Weekly Write on Site sessions will run every Tuesday (10 to 12 noon) at Old Government House. These will be hosted by Robyn Manuel or Kori Netana (PVC Māori Office). Bring your laptop for 2 hours of collegiality and writing. Coffee is kindly provided by the PVC Māori Office.

Writing retreats
The next writing retreat is at Aio Wira (Te Henga/Bethells Beach) from Mon 5 to Thursday 8 September. There will be one more before the end of this year.

To arrange individual three-night writing retreats, please contact Dr Robyn Manuel (extn: 85367).

Tamaki Science Summit
The PVC Māori Office and Ngāti Whatua will co-host the Tamaki Science Summit on Saturday 8 October. Please contact Kori Netana (extn: 82525) for further details.

First Year Experience: Targeted Learning Sessions score a hit

Linda is very pleased that other academics and students in the library remarked that it seemed an interesting and successful process.

One of the strengths of the initiative was to give students choices. The sessions were flexible. Sometimes you can feel trapped in a workshop. Here students could choose how long to stay. They could go from SL tutor, to librarian, to academic, or even work on their assignment before returning with more questions.

An added bonus for staff was being able to recommend appropriate sources for help that were immediately available. Often students need to make quite an effort to follow such recommendations, so it just doesn’t happen. Having all the relevant expertise available at the right time and the right place meant a minimal type of intervention could be very effective.

Students’ understanding of their options for support increased as they could see just how useful such help can be. Feedback from students and staff has been excellent. The Coordinators for Sociology 100 were particularly pleased to see that their DNS (Did Not Sit) rate fell by about half compared to the previous two semesters. They think the Targeted Learning Sessions were instrumental in this very positive result.

FYE have made a video of the day. Watch it on the FYE website at: www.arts.auckland.ac.nz/fye. Click on “Recent Events”.

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Leveraging technology for skills development

How can teachers make the best possible use of technology to meet own needs and student demand for technology integration while also considering their varying levels of skills and digital literacy?

A capacity for critical, conceptual and reflective thinking and an ability to make appropriate use of advanced information and communication technologies are general intellectual skills featured in our graduate profile. Many of today's students come equipped with digital skills to use technology in social contexts such as networking on Facebook or posting updates on Twitter. The challenge is: can we integrate technology into university teaching and learning to channel these skills for educational purposes?

As educators, we have a “moral and ethical obligation to … model use of digital media in a socially responsible way, and maintain a participatory and inclusive attitude in pedagogy and in learning environment design” (Alam & McLoughlin, 2010).

The power to transform pedagogy

Australian researchers McLoughlin & Lee (2010) claim that the evolving pedagogy (Pedagogy 2.0) shifts focus from knowledge acquisition to knowledge transformation and gives prominence to the “cultivation of digital competencies in ways that allow learners to develop their critical thinking, knowledge building and creative skills” (p. 60). Consistent with this is increased emphasis on embedding academic literacies (including digital and information literacy) into the curriculum to enable learners to develop their skills and abilities to search, retrieve, analyse, evaluate, organise, create and share information.

As educators we have a “moral and ethical obligation to … model use of digital media in a socially responsible way, and maintain a participatory and inclusive attitude in pedagogy and in learning environment design” (Alam & McLoughlin, 2010). Two current elearning projects at the University epitomise these concepts.

Personal Knowledge Management Skills in the Web 2.0 era

Researchers in media and technology such as Tony Bates contend that Web 2.0 tools alone do not teach or result in effective or meaningful learning. In addition to a clear rationale for their use, teacher support and guidance are crucial.

Dr. Trudi Aspden (School of Pharmacy) attended CAD WebQuest* workshop in 2010 with a vision to engineer an efficient, equitable assignment that was fun, stimulating, relevant and collaborative. This integrated assignment aims to help students develop a basic understanding of the sociological implications of chronic illnesses. For flexibility and convenience around the requirement for mid-semester collaboration, this was structured as a WebQuest with wikis for group work and social bookmarking for searching and sharing information (see figure 1). With a well scaffolded introduction to Web 2.0 tools, students are encouraged to develop collaborative and personal knowledge management skills that they will continue to develop and use throughout their BPharm programme and in their professional lives. An initial investigation into students’ experiences and perceptions of this mainly online group assignment showed that a majority of 78% thought the WebQuest added value to the assignment. More than half said they increased their technical skills and would confidently use collaborative technologies again. For more information see http://flexiblelearning.auckland.ac.nz/p101_integrated_assignment/1.html

*WebQuest is a structured enquiry-oriented activity where most of the resources are web-based. There are workshops offered through the IT Literacy Programme see www.cad.auckland.ac.nz/workshops

Computer-based problem solving

“New Approaches to Problem-Based Learning” (2011 book edited by Barrett and Moore) is seen as a way to revitalise practice in higher education. The literature shows that the skills of problem-based learning do not come easily to students and may require careful modelling and scaffolding, depending on the myriad of factors influencing the domain specific approaches. Skills do evolve through repeated and consistent engagement that can be mediated by flexibly integrated, self-paced, interactive computer-based problem solving opportunities.

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PostGraduate Certificate in Academic Practice (PG Cert)

New courses in elearning and in coordinating large courses - also available as Certificates of Proficiency

Would you like to explore the elearning environment at the University of Auckland with other academic staff in a safe and comfortable environment? Do you feel equipped to make informed choices about which types and uses of technology may be useful in your own professional practice?

Or perhaps you are responsible for coordinating courses and teaching programmes with large student enrolments and you would like to set aside time to learn from the latest evidence-based research on how to enhance your students’ experience?

If these questions sounds familiar then CAD may just have the course for you!

In semester one 2012, the Centre for Academic Development will be offering two brand new accredited postgraduate courses on “Managing Large Courses and Teaching Teams” and “Elearning in University Education”. The courses will not only provide current participants in the Postgraduate Certificate in Academic Practice with more selection but they will also be available to all UoA staff as Certificates of Proficiency (C.O.P).

If you are interested in enrolling or would like more information, please contact Tessa Sillifant at t.sillifant@auckland.ac.nz. Please note, cohorts for the new courses meet fortnightly on a Friday afternoon for one semester.

CAD Faculty Fellowships in Academic Practice

CAD takes pleasure in announcing the 2011/2012 recipients of the CAD Faculty Fellowship in Academic Practice.

This fellowship offers support and recognition to UoA staff enrolled in CAD’s Postgraduate Certificate in Academic Practice. Each fellow receives a $2500 grant-in-aid to assist with teaching relief, research assistance or similar expense to help lighten the recipient’s workload during the enrolment period.

This year the Faculty Fellows are:

• Angela Tsai (Medical Health Sciences)
• Elizaveta Sopina (Medical Health Sciences)
• Vas Ajello (Medical Health Sciences)
• Stephanie Reid (University Library)
• Brendan Dunphy (Science)
• Dawn Garbett (Education)
• Manuel Oyson (Business)
• Hong-Jae Park (Education) – 2012
• Szu-Wen Kung (Arts) – 2012
• Andrew McCormick (Medical Health Sciences) – 2012
• Peter Jones (Medical Health Sciences) - 2012

As CAD can only support one fellow from each faculty, we would like to thank the Faculty of Medical Health Sciences and the Faculty of Education for offering fellowships to the additional staff members nominated within their faculty.

Leveraging technology for skills development

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Rob Batty (Commercial Law) consulted the Elearning Group with the broad remit of facilitating the development of legal reasoning skills in Commercial Law students. A computer-based module was produced using CourseBuilder, an in-house interactive web development tool. The website incorporates multimedia scenarios developed using GoAnimate software and the student notes feature of CourseBuilder to engage students in an authentic problem and a stepped process of solving the problem. The online module provides flexible access to independent problem solving that is a low risk way to encourage students to experiment with new skills (technical and critical thinking/problem solving).

For more on the current literature see:


For more details on the literature or anything else covered in this article, contact Ashwini Datt: a.datt@auckland.ac.nz ext 87613
At the invitation of Melanie Moorcroft, Staff and Leadership Development Manager at the HR/Staff and Organisational Development Unit (SODU) a number of Professional Development staff from different departments around the University got together to form a Learning and Development (L&D) Network Group. The aim of this group is to facilitate networking and support among all L&D providers whose work is university-wide.

Melanie envisaged a networking forum to increase communication, collegiality and sharing of expertise. In particular, the idea was to reduce the duplication of effort around learning and development projects and to highlight the importance of thinking strategically and of recording staff development so that it is easily retrievable for all concerned.

At regular meetings, the group collaborates on current and future projects and resourcing requirements such as software needs and training facilities, combining areas of knowledge, expertise, or interest in an effort to accomplish more together. The group has grown since it began meeting in July 2010 and currently has sixteen members. As well as those shown above, it includes Anne Cave (Centre for Continuing Education), Li Wang (Library Services), Darilyn Kane (Business), Pauline Cooper-Ioelu (FMHS), and Joe Derby and Tanya Gerrard (Student Information and Marketing Services).

CAD’s Helen Sosna, a foundation member, says she has already benefited in many ways, especially in building up positive working relationships with colleagues and receiving support in her application for a grant to develop online Microsoft training, something the whole L&D Network Group is really excited about. (See inset.)

Online Microsoft training pilot
Helen Sosna, CAD’s IT Literacy Coordinator, has received a grant from the Vice-Chancellor’s Strategic Development fund for a 12-month pilot programme for online Microsoft training for staff. The pilot will run in 2012. The online system will include interactive skills assessment and training, which Helen says will be a fantastic addition to CAD’s IT Literacy Programme for all staff and postgraduate students.

Word Styles and Thesis Formatting
We often have postgraduate students turning up in a panic two days before their thesis deadline, with a document that has excellent content but looks like a fright.

Due to popular demand, the IT Literacy Programme has designed a new workshop (Word Styles & Thesis Formatting) especially for those working on a thesis or dissertation. To be eligible to enrol, you must first attend the Word Long Documents workshop.

At the new workshop you will revisit “styles”, learn multi-level numbering including numbered headings, complicated page numbering, using the navigation pane, cross-referencing, captions, creating and formatting a table of contents, table of tables, table of figures, and table of equations. Read about it and enrol online at: www.cad.auckland.ac.nz/workshops (IT Literacy)
Doctoral resources

Doctoral Academic Career Module update

The Doctoral Academic Career Module (newly launched for 2011 by CAD in consultation with the School of Graduate Studies) continues to provide enriching and interactive seminars for its first cohort of 20 doctoral students, selected from a range of faculties across the University.

Following the semester break, a group of four seminars are now being held covering different aspects of Teaching for an Academic Career. The first of these seminars was run by Drs Mike Lee (Senior Lecturer, Marketing) and Maartje Abbenhuis (Senior Lecturer, History) and covered the topic “Teaching Performance”. Mike and Maartje led the students in discussions surrounding topics such as lecturing for the first time, preparing for lectures, negotiating teaching loads, remaining enthused when the same material must be covered each year, the details of teaching evaluations, and the links between teaching and research. Final messages from the speakers, in relation to teaching during your first academic position, were to enjoy the experience (and if necessary find a way to make it personally enjoyable), prepare thoroughly, be enthusiastic, avoid trying to please everyone and instead, do things because you enjoy them, be yourself and be honest about presenting material to a high-quality in your own way and finally, strike a good balance between being friendly and being respected.

aCADemix contacted Mike and Maartje after the session to discover what it was like meeting aspiring doctoral students. Mike observed: “Meeting with the doctoral students was a welcomed opportunity to reflect on the reasons why I personally find teaching such a rewarding experience, what I did well over the last decade, and what I could have done better. The fact that such reflection was also considered “useful advice” for young scholars was an added bonus!” Maartje added: “I thoroughly enjoyed the chance to meet with the Doctoral Academic Career Module participants and to talk about the thing that makes academia so enjoyable for me, namely teaching. I remember being in their shoes a decade ago facing the challenges of learning the ropes. In many ways, I envy this group for having a chance - through this module - to engage with what it is to be an academic before they get thrust in the midst of it.”

Dr Ian Brailsford, one of the two co-convenors of the module, also commented “One of the unintended consequences of the module has been bringing together academic staff from across the University who have never met before but have gelled wonderfully on the day when passing on their pearls of wisdom to the doctoral students. The module’s success to date has been largely down the enthusiasm of colleagues like Mike and Maartje when sharing their experiences.”

Doctoral forum

On July 15, almost 90 doctoral students from across campus gathered for another mid-year forum, this time with the theme of sameness and difference. Panels included Board of Graduate Studies members describing recent changes to the Statute; recent completers who also finished in shorter than average time; members describing recent changes to the outer limits of unconventionality in the written thesis. Things to be avoided and safeguards for defence in those borderlands were pointed out by academics with supervision experience. A light lunch was provided by the School of Graduate Studies which allowed time for doctoral students to network as a cohort.

Again, CAD facilitators are grateful for the academics who contributed to a lively sustaining community of research practice. Professors Anan Chaudhuri and John Boys, Emeritus Professor Les Tumoana Williams, Associate Professors Corinne Locke and Stephen Buetow, Drs Barry Brennan, Nicholas Rowe and Jennifer Curtin and Andrew Luxton-Reilly joined CAD’s Drs Susan Carter, Sean Sturm, Ian Brailsford, Hamish Cowan and Barbara Grant and Ashwini Datt and Helen Sosna in establishing a shared forum of research practice. In opening the day, Professor Stuart McCutcheon entertained the gathering when he described his own doctoral work and the vicissitudes amongst research colleagues who smoked around hay bales and lambing ewes. Most students were entirely pleased with the day, and anonymous evaluation included that they liked “everything and every word” and appreciated a “superb range of panellists”. Students found the editors’ session on publication particularly insightful and useful, with many wanting to publish, and keen to hear the back-room stories about the process and take tips for handling readers’ comments. The next doctoral forum in early November will be focus on academic careers.
Windows on a world of Spanish

Learning - and teaching - a foreign language in a geographically isolated place like New Zealand is challenging. Dr Eduardo Piñeros, Senior Lecturer in Spanish, has developed course websites that give his students windows onto the world of Spanish language through both online course materials and external resources. The media-rich websites encourage the students to continue their learning beyond the classroom and ensure that students in all streams have the same opportunities. In brief, the websites are a boon for both students and teachers.

Four hours per week of classroom contact doesn’t provide plenty of opportunities for oral interaction. It’s not enough time to become competent in a foreign language. There needs to be learning beyond the classroom as well. Technology offers numerous opportunities to encourage students to work and learn independently. It can also add life and variety to the learning.

Eduardo sees organisation as key to providing support that encourages students to study independently and his websites reflect that. Students can easily locate what they need when they need it. Relevant media and activities sit beside the materials presented in class. Students can select the type of aid they need either in anticipation of what is to come or in reviewing what has been covered; they can listen to audio, review video, check a vocabulary list, review grammar, go to review questions or just do general practice. A book can provide similar information, especially now that many texts come with audio-visual materials, but it is not nearly as easy to navigate and link between the different materials and formats.

In New Zealand, when are you going to be surrounded by people who speak Spanish all the time? To compensate for this, Eduardo provides links that allow students to enter the Spanish speaking world. There are YouTube music videos with associated exercises and, as well as reference materials, students can access links to Spanish radio and video from anywhere within the websites. These materials provide an opportunity for students to hear native speakers in real-world situations, to experience the language as a living functional entity.

Eduardo says, “To be truthful in our enterprise, we try to teach Spanish, not by talking about Spanish but by actually using Spanish. If you deliver Spanish classes in English, you’re effectively saying, “We’re learning Spanish but I choose English to communicate with you, so obviously Spanish doesn’t work to communicate.” I want to say, “We’re learning Spanish because it will allow us to communicate with more people. It’s quite a challenge but it’s a challenge that is manageable, even at the low levels, if you have the right tools to help.”

“Audio-visual resources are very important in achieving progression. A picture illuminates many things. You can simply use the language and present a whole story visually. The picture eliminates the need to translate everything. Audio-visual materials are essential to make the language live as a useful, effective tool of communication.”

And these tools are not only useful to the learner. We’re involved in a two-sided process where success depends on the involvement and contributions of both parties. Students need the tools to work to assimilate the language and teachers need the tools to deliver the material consistently in an interesting way.

Eduardo explains, “As a course convenor I am responsible for preparing all of the materials for the course. It is important when we have numerous streams of the same course that we have some homogeneity, that the same materials are available to everybody - both students and staff. The websites allow us to achieve this. Whether taking a tutorial or a lecture, we can navigate from the book to different sources of audio-visual material to diversify the type of activity available to us. We’re not dependent on the textbook, we can access more examples, more situations, more images. So it not only helps the learner, but also the teacher and tutors.”

Eduardo says “If all we do is have our noses sunk in the textbook, it’s terribly boring. There’s not going to be any spirit, any passion for the language.” So he is naturally very pleased when, in course evaluations, students say they love their course website.

Eduardo and WenChen Hal (CAD) first developed Spanish 105 in CourseBuilder (CAD’s in-house interactive web development tool). They then cloned that design and framework for the other course websites.
Video on demand: new horizons

With the popularity of YouTube and social networking, media on demand has become an integral part of our lives. Social networking sites like Twitter are seen as significant in achieving political change and creating news. Our students’ behaviour is changing, not only in the way they interact within their own small communities, but also in the way they access information and news. These days they’re more likely to turn to the web than their local paper. University websites now routinely feature media on demand and students are beginning to expect it in their course work too.

CAD’s television unit’s work is changing to reflect this. Of the 60 projects they have worked on this year, the vast majority will be accessible on demand (either as CDs or DVDs, on mobile devices or, most commonly, on the web). The rest are used in lectures or conferences. Some of the material is readily available on the University and other public websites, but most of it is made for learning and research and is accessed behind secure sign-in. This year the unit has worked with the School of Business, National Institute of Creative Arts & Industries (NICAI), Arts, Education, Engineering, Medical & Health Sciences and Science Faculties, and also central bodies such as Human Resources, the Equity Office and Schools Partnership Office.

Viewpads, iPads, xoom tablets, iPhones, android phones, computers and dvd players are some of the machines that can access video on demand. Confusing? We can be sure the list and power of such gadgetry will continue to grow. CAD TV and Photography works with CAD Elearning’s technical team to supply appropriate video for a variety of devices. Read on for details on some current projects involving media on demand.

RESEARCH

This year the unit has produced video for current CTRU (Clinical Trials Research Unit) research into the efficacy of a mobile (phone and internet) health exercise-based cardiac rehabilitation programme. People randomised to the m-health programme get a personalised automated package of text messages and access to an interactive website with text, picture and video messages to increase and maintain regular, exercise behaviour. Other participants will receive the usual care: encouragement to be physically active and an offer to join a local cardiac club. The programme will run over 24 weeks, with outcomes assessed at baseline and completion.

In another research project, the Faculty of Education worked with the unit, filming typical lessons for research aimed at developing new strategies to increase children’s expectations of learning.

PUBLICITY & MARKETING

NICAI is taking advantage of the opportunities of media on demand with its own channel on YouTube, www.youtube.com/user/nicainz. The channel provides a showcase for the faculty’s artistic endeavours and opportunities to profile aspects of the institute, its staff, students and alumni. For example, the image above comes from a clip on The University of Auckland Chamber Choir which recently toured England. Interviews are interspersed with performance footage. At the end of August the channel had recorded 4580 views.

Such projects are often ongoing. Vignettes continue to be shot for the award-winning Maths website where mathematicians talk about their specialisations. The number of business leaders featured in the School of Business Entrepreneurs’ series also continues to grow.

MODELLING COMPLEX SKILLS

Video is very effective for modelling complex skills. Students can familiarise themselves with equipment and/or watch as experts perform techniques - and they can watch it as often as they wish.

Working in collaboration with the Elearning Group and staff from Chemical and Materials Engineering led by Dr Darrell Patterson, the unit recently completed photography and video for three websites or “multimedia manuals” supporting seven Stage 2 Engineering laboratories. The multimedia on the website catered for a wider range of learning styles than a paper manual. A recent study of students’ use of the websites showed that their preparation, satisfaction and learning improved, they found it easier to perform the tasks and their lab reports demonstrated increased global understanding. An external Degree Accreditation team’s interviews with students in 2010 confirmed these benefits. The project was shortlisted in the international ALT-Epigeum Award for most effective use of video in an educational or training context.

Video can also successfully model inter-personal skills. Students said they found the video in the The Cancer Continuum project particularly effective in promoting emotionally-based understanding of interactions. (See aCADemix, Issue 8, pp. 4 - 5) More video is in development for a further series in the project.
In AD 79, Mount Vesuvius erupted, burying the cities of Pompeii and Herculaneum under ash and rock. *Herculaneum: Past and Future*, by Andrew Wallace-Hadrill, is the first comprehensive study of the town in more than forty years. It is richly illustrated and much of the photography is the work of CAD’s Brian Donovan.

Dr Marcus Wilson, Senior Lecturer, Classics and Ancient History, says, “The publication of this book is a momentous event in Roman archaeology. For the first time there is a readily available synthesis of the archaeological record of Herculaneum, which in many ways provides a better picture of ancient life than Pompeii.”

Brian’s large scale and panoramic photography features on seven gatefold pages and numerous double and full page spreads. The work helps bring the city to life, evoking the atmosphere of newly reopened tunnels, broad vistas, houses and streets.

Marcus says, “What makes the book uniquely valuable for both general and academic readers is the tight integration of the photographs with the text and the sheer quality of the photography and photographic reproduction. It is a model for publishers and authors of how this should be done. The book will be added to the reading list of every university course on Roman art and Roman archaeology.

Not only does the book advance our knowledge of Roman Italy, but it also has another aim, namely the preservation of cultural heritage. It illustrates the history of the excavations and the dangers that face the site from the elements, from modern neglect and from tourism. Brian’s photographic recording of the streets and houses of Herculaneum for the Herculaneum Conservation Project, already widely viewed via the internet, has with this book been integrated into the latest archaeological research. The book will change the way historians understand Herculaneum and raise public awareness of the need to take action to prevent further deterioration of this still only partially excavated city.”

If you would like to avail yourself of Brian’s expertise in photography, and panoramic and object movies, contact him at: b.donovan@auckland.ac.nz.
Book review: Mapping the Thesis by Barry White

The word “comprehensive” in the subtitle to Barry White’s Mapping the Thesis should be bolded: it signals an ambitious gathering of knowledge about knowledge. No other guide to thesis writing comes anywhere near this book in terms of the depth and breadth of coverage. Inclusiveness is the book’s impressive strength; it may also be a limitation for students wanting an easy “how-to” guide.

The first two chapters move swiftly from earliest theorists, Plato and Aristotle, to systematically map where many key pedagogy theorists and philosophers (Lacan, Gadamer, Derrida amongst them) sit in relation to each other. In its vigorous engagement with a history of thought, Mapping the Thesis differs from other guides to thesis production. The thesis of the twenty-first century, its rubric and generic requirements, and its disciplinary distinctions, are presented within a theatre of philosophy. Some readers will be deeply satisfied to get a sense of where research practice occurs in relation to ideas about humans and knowledge. Some will find that their own theoretical anchoring of research is confirmed in White’s contextualisation. The book makes a great contribution to the thesis guide genre in theorising the process of knowing as the theatre for the production of new knowledge.

However, the writing in the first two chapters is sometimes opaque, dense, and challenging to read for those who are not of a theoretical inclination; many readers will find easier access via the third chapter, where the foundation established in chapters one and two is put to more practical purpose to underpin the choices you must make in putting together a thesis. This is not to say that what follows is straightforward; the enquiring engagement that categorised ideas about knowledge production in the first two chapters underpins all that follows, which is a benefit this book provides. And those who take this short-cut entry-point at chapter three are likely to be willing to go back and attempt the more challenging sections, perhaps with some additional reading.

The inclusive nature of this book enriches its advice on the process quite enormously. Details about practice are also in depth, and here such depth provides crisp explanation for some of the possible ways of working. For example, Tufte (2001) on the presentation of quantitative data is recycled for a compressed account of the benefits and limitations of different types of graphs, tables and charts. Qualitative, mixed methods and interdisciplinary research are given the same detailed anatomisation. There are 279 works cited in total. The depth of engagement with the actual challenges of working in different ways ensures that this book is not merely philosophical or theoretical, but categorises minutiae within a comprehensive framework. White’s nine years of working in a postgraduate programme with students from across campus means that he is an author who is acutely aware of research’s various dilemmas. Few academics would have access to White’s breadth of understanding.

Furthermore, most supervisors (and thesis examiners) would benefit from considering more profoundly the underpinning philosophical assumptions behind the research paradigms in which they work with students. White assumes throughout this book that examiners know as much as he does. In my experience, this is seldom actually the case. Any academic wanting to gain better possession of the academe should read this book slowly and carefully, and have it on the shelf for reference.

White’s genuine interest in theory enables him to explain each aspect of thesis production at a fascinatingly deep level: many who have supervised students for decades will find this book illuminating, and many students will also feel more secure of their grounding in theory as a result of White’s explanation. And although some of the prose is hard going, there are oases throughout the book where quite deliciously diverse quotations add to the sense that this is an inclusive catalogue put together by a person who wanted to assemble all knowledge about knowledge.

Dr Barry White, is Senior Tutor, Research Development (Masters & Doctoral) at CAD Student Learning. He is pictured here with two students. Barry is currently on sabbatical.

From the archive

In 1971 Sir Neil Waters (left) and Emeritus Professor Con Cambie (right) were each awarded Chairs in Chemistry. The students organised a photo but thought since Con had a Chair in Organic Chemistry the other must be in Inorganic Chemistry. Whoops! The correction is much more fun!


(See opposite for review by Susan Carter)

Celebrating CAD success

Adam Blake One of the inaugural awards from The Daniel Drummond and Olga Archibald Medical Education Research Fund will fund Adam’s travel to the Pacific for his PhD research into constructing a sustainable partnership framework to use existing educational resources and elearning to address health and social needs in the Pacific.

Ashwini Datt has received an Asclite collaborative community mentoring award to work with Edith Cowan University on elearning professional development implementation strategies.

Dr Cathy Gunn has been awarded an ACODE Australasian Council for Open, Distance and eLearning (Grant) to broaden the focus of a NZ-wide study of factors that challenge and enable long term sustainability of elearning innovations. The research looks at key decision points that facilitate the transition from funded projects to sustainable elearning products and systems. The grant covers the costs of a qualified research assistant to conduct interviews and collaborate on data analysis.

Helen Sosna: Vice-Chancellor’s Development Award (p. 8).

Associate Professor Helen Sword (Academic Practice) recently received a substantial grant from the Faculty of Education Research and Development Fund in support of her book project, How Academics Write.

Brian Donovan’s large-format and panoramic photography features in a major new book on Herculaneum (see p. 13).

Kaye Hodge (PA to CAD’s Director) was one of only three finalists in the national AAPNZ (Association of Administrative Professionals NZ Inc) Drake Administrative Professional of the Year Award. This recognises the expertise and skills Kaye has developed working both here at the University and at the Auckland District Health Board.

Kaye is passionate about the fact that general staff are also professionals and that networking both within our institution and beyond can bring immense satisfaction and development opportunities. Two years ago, aCADemix reported that Kaye had taken a leaf out of her academic colleagues’ book and started sharing her professional experience in workshops and presentations. Since then, she has coordinated a networking breakfast and worked closely with Staff and Organisational Development Unit (SODU) to facilitate a series of workshops at this University. She also receives regular invitations to present and facilitate workshops at major conferences for senior administrative staff in Australia.

If you’ve ever worked with Kaye, you will know she loves a bargain, and it won’t surprise you that these invitations give positive reinforcement, not only to her professional pride, but also in the fact that the organisations are happy to pay her expenses.

Tessa Sillifant, tower of strength to CAD’s Academic Practice and Elearning Groups, recently graduated with a Diploma in Psychology from the Open Polytechnic.
# CAD staff and facilities

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*See also Our staff at: [www.cad.auckland.ac.nz](http://www.cad.auckland.ac.nz)*