

Vol. 1, Issue 5, JULY 2021

Te Puna Ako News

Updates on Learning and Teaching at Unitec



Events, resources and news

Events

- Ongoing - Teaching Competency Development workshops email jkling@unitec.ac.nz. [Visit our Moodle homepage here.](#)
- Aug 2 - Ako Aotearoa Professional Learning Workshop, [visit their webpage here for this and future dates.](#)
- Aug 31 - Sep 2 "Building for a Diverse Future". A Tertiary ICT conference which investigates the impact digital innovation and change are having on the New Zealand higher education sector. Brought to you by University of Otago and Otago Polytechnic. [Click here for more information and ticketing.](#)

Resources

- [Turnitin Webinars](#) - upcoming and archived. Check out e-cheating.
- [SPELD](#) (Specific Learning Difficulties) Resources and fact sheets - [click on this link.](#)

News

- We are saying 'Au revoir' to Treena Brand, who is taking a leave of absence for the rest of the year, and returning in 2022
- Rosario Iguin is now the liaison for Unitec Pathways College (UPC)

At a glance

- New badge launched
- Medical Imaging - Two birds with one Moodle stone
- Unitec values inform Computing pre-degree programme redevelopment
- Specific Learning Difficulties Workshop
- New Teacher Induction

Te Puna Ako News gives you a quick update of learning and teaching news, good practice at Unitec and practical ideas on how you can create better learning .

The TPA liaison for your school can be found on the Nest. Click on this link [here](#).

Launching a new badge

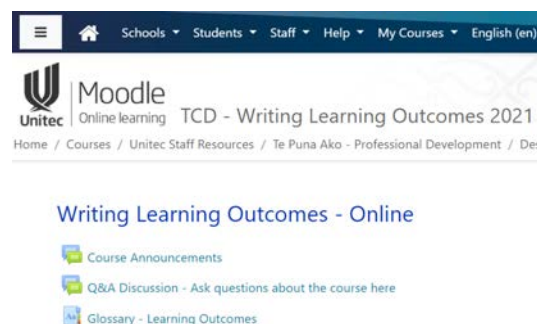
This month Te Puna Ako launches a new badge, Writing Learning Outcomes. This badge supports teachers in programme and course development and redevelopment. It provides a step by step guide to writing learning outcomes to align with graduate profiles, and NZQA requirements.

The badge development was a collaborative process between Te Puna Ako's advisors Jacqui Thornley, Abha Chitalia and Diana Ayling.

Diana says "the badge provides support and resources for teachers to develop their courses. It provides a step-by-step approach to making the changes and preparing the approval process documentation".

Writing Learning Outcomes is available to individual teachers and programme teams who are undertaking new programme development or programme/course redesign. The badge will be awarded through the Credly programme and can be attached to teachers' professional profiles.

[See the new badge here](#) or enrol in [your choice of badge here](#)



Preparation for your Moodle courses



It's not too late to go through these checks. At the start of each semester, there are several steps you can take to prepare your course for the next semester:

- Check that:
 - you are enrolled as an editing teacher
 - your students appear in the Users list (and are in right Groups, if you use Groups)
 - your course is not hidden
 - Moodle gradebook adds up to 100
 - correct Assessment schedule is uploaded
- Download any submissions from previous students in Turnitin - [see how here](#). Then, delete old links.
- Create new Turnitin (or Moodle Assignment) links with new due dates.

[Click here to read the full checklist.](#)

Contact your Te Puna Ako liaison for help - that's what we're here for

Medical Imaging update their Moodle and create evidence for a badge



The Medical Imaging team wanted to update the look and functionality of their Moodle courses. The OneTopic format that they had been using has tabs for navigation, is tricky to edit, and can be unstable.

The team booked a short series of three meetings with TPA, and Anne McKay and Maureen Perkins facilitated their discussions to find and set up a more user-friendly format. After workshopping a couple of alternatives, the team settled on the Grid format and began updating their courses for Semester 2.

Working together as a team was important so that changes were consistent and sustainable across the programme and were agreed to by everyone. These discussions also made it clear to the TPA advisors that the team had all increased their Moodle capabilities to the point where they could submit their work as evidence for the Moodle Standards Badge. As a result, the team has Moodle courses that are easier for students to navigate, that are easier for teachers to edit and maintain, and as a bonus they are more aesthetically pleasing.

Redeveloping Computing pre-degree programmes using Unitec values

Significant work to redevelop the NZ Certificate in Information Technology Essentials and NZ Diploma in Information Systems has resulted in more streamlined courses and therefore better learning and teaching for students and teachers. Abha Chitalia, TPA liaison and key player in the redevelopments, tells us how using the Unitec values provided a strong foundation for the work.

She says, "This work expresses rangatiratanga, mahi kotahitanga and ngākau māhaki in practice where each member worked collaboratively with others, respected each other's knowledge and experience, and were not put off by constructive criticism. It all led to the programmes being approved both internally and externally in a very short period of time."



Lecturers in collaboration with TPA and TKK

Both programmes had to be redeveloped to meet the new qualification requirements. This was not an easy task considering the need to work in alternative ways during the first Covid-19 lockdown last year. Timing was tight, so, realising the urgency, Gerard Lovell and Abha set up weekly meetings to work on course aims, learning outcomes, teaching and learning methods, assessment methods and learning hours. Once the foundation was set, Gerard then started meeting with the lecturers to ensure they were across this work and had an opportunity to provide feedback.

Gerard consistently demonstrated his dedication to the most important stakeholders - the ākonga, by engaging with them throughout the semester and also by facilitating whānau days where they could demonstrate the achievement not only to the teachers but also to their families.



Proud students receiving their award on Whānau Day

Specific Learning Disabilities Workshop

Disabled and neurodiverse learners is Unitec's newest priority group, so TPA staff, Lisa Simperingham, Karen Haines and Rosario Iguin were interested to find out more. They joined a workshop on Specific Learning Disabilities (SLD) delivered by Katy Mann Benn, Learning Advisor Team Leader. It was a very informative and highly engaging workshop, using group and individual activities, flipped learning and posters to takeaway. She included current statistics of incidence in New Zealand and information on successful international legislation ensuring neurodivergent learners are included in education.



Subject Librarians Dipti Vora and Susan Eady actively participating in the workshop

Karen Haines says, "I now have a better perspective on what neurodiversity looks like from a student perspective and how we can teach more inclusively. The highlight for me was looking at case studies and figuring out how best to support different students' learning."

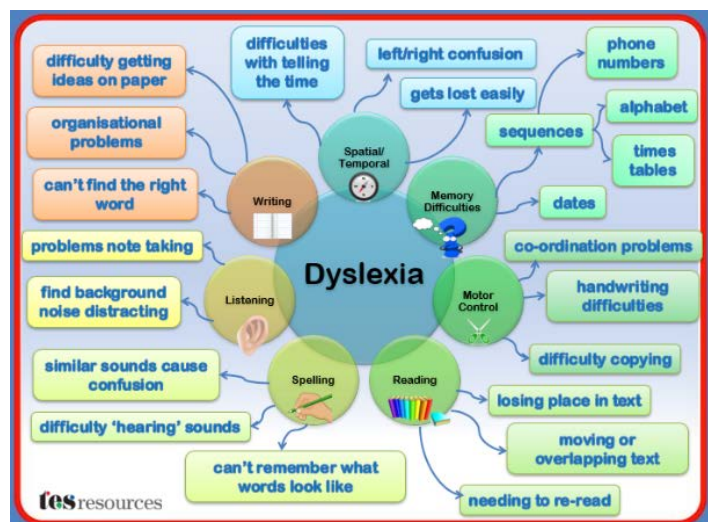
Donna Cavell, Team Lead of the Access4Success Disability Service was on hand during the workshop to explain her team's service, give tips and answer questions. She says that disability data shows that disabled people are more likely to have worse outcomes than non-disabled, in many aspects of life, including education. She adds, "With 15% of 16-39 year olds in NZ, identifying with having a disability, there are likely students in your classes that will benefit from more inclusive teaching."

TPA is supporting this work with Rosario Iguin being a member of the Disability Strategy Steering Group. They are working to develop a Unitec Disability Strategy by December 2021 to improve outcomes for disabled students.

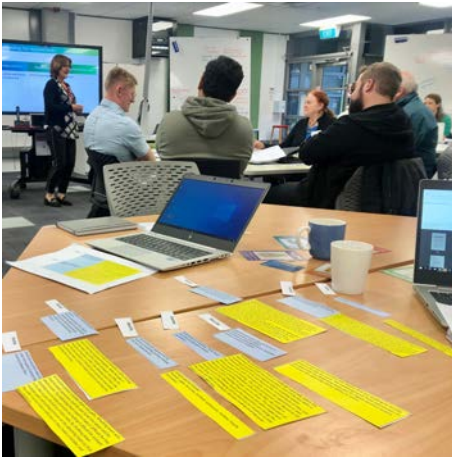
If you sense that a student could do with support in this area, contact the team from Access4Success for a confidential chat. Their details can be found on this page. [Please click here for the link.](#)

The plan is to offer the workshop to the rest of Unitec. Katy and Donna suggest to keep a lookout for upcoming dates or contact Meenakshi Arora (marora@unitec.ac.nz) for more information.

For now, you can self-enrol in the Inclusive Learning and Teaching Moodle page to access the resources that they have compiled on specific learning difficulties such as dyslexia and many others. [Please click here for the link.](#)



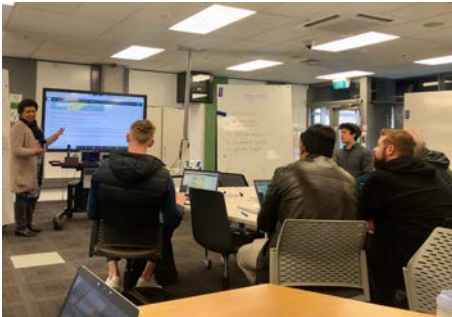
An example of a resource from Inclusive Learning and Teaching Moodle page.



New Teacher Induction, Mid-Year

The TPA team consisting of Anne McKay, Karen Haines, Sarah Kirk and Treena Brand delivered interactive workshops encapsulating what it is to be a dual professional to participants. The July 2021 cohort were all at different stages in their teaching journey - some are new to teaching and/or new to teaching at Unitec.

The participants were introduced to principles and approaches to designing, facilitating, assessing and evaluating learning using Unitec's frameworks. The learning environment was one where whakawhanaungatanga and awhi were very much alive. The participants also had opportunities to socialise with a wide range of academic and professional staff who can assist them to support their learners.



Nick Sheppard and Katie Bruffy were there on the first day to greet the participants. Nick shared the history, vision, and values of Unitec; the current strategies in place as we move towards MIT and Unitec alignment in preparation for becoming Te Pūkenga. Katie provided her perspective on learning and teaching of which her main message to staff was to listen to students and continue to learn.

Veraneeca Taiepa delivered the Living Te Noho Kotahitanga workshop. She explored how we can give expression to our values which are more than values themselves but a partnership document dating back to 2001.



Rokosiga Morrison from the Pacific Centre was also there to deliver her workshop on Teaching Pacific Learners. She explored ways of being culturally-responsive to learners, underpinned by pedagogy through a Pacific lens and activated in real-life classroom experience.

The participants had a lot of positive feedback. Alicia Savage, lecturer from the School of Community Studies says, "I cannot reiterate just how lucky I felt to have such wonderful support in Whāea Sarah and the team. With the wealth of knowledge, expertise and passion that they shared with us, I feel a lot more confident in my role in scaffolding and facilitating the teaching and learning of our O Wairaka taura. The Moodle tips to de-clutter and tidy up my course and evaluating my own teaching practice are my main takeaways."

The TPA team are thankful for the participants' engagement and grateful to our Student Support team members who were very generous with their time during the three-day induction.



If you are a new teacher or have new teachers in your programme please contact Judith King in TPA jking@unitec.ac.nz for the February 2022 workshop information.

What else can TPA help you with?

We provide the following key services:

- Leading and supporting Unitec's teaching policy and strategy
- Academic advice in all aspects of teaching and learning (general, literacy and eLearning)
- Professional development for teaching through a range of badges designed around the teaching competencies
- Direction and support for eLearning
- Advisory support for programme or course development or improvement

Academic Advisors provide a range of support including:

- Working one-to-one with teaching staff, teams or other support services on specific teaching/learning issues
- Supporting professional development of teachers– from New Teacher Induction to on-going development of teaching competence, including recognition through digital credentials (badges).
- Providing academic advice and some hands-on support for programme/course development or improvement
- Supporting individuals or teams in the Assessment of Prior Learning (APL) and the designing and delivery of Work-Based-Learning (WBL)
- Facilitating Small Group Instructional Diagnosis (SGIDs)

Digital Advisors work with staff on:

- Integrating learning technologies into programmes or courses. These include Moodle, Echo360, Turnitin, MyPortfolio and Zoom.
 - Using digital tools to support student engagement and interaction
 - Supporting teachers to develop capability in the use of eLearning tools
 - Induction, training and support in the use of collaborative teaching spaces
 - Supporting teachers to work with our attendance tracking app, SEAtS
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