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Te Puna Ako News

Updates on Learning and Teaching at Unitec



Events and resources

Te Puna Aurei/LearnFest: University of Waikato's one day conference with a learning/teaching focus. The theme for 2021 is 'Crossings'.

- When: Wed 24 Nov 10am - 3pm
- Where: Tauranga Campus and online via Zoom

More details (including proposal submission) [here](#)

Webinar – Supporting Neurodiverse Learners to demonstrate their intellect and capability

- When: Wed 8 Sept 3.30 -4.30 pm
- Who: Intended audience is the school sector
- What: Hear about core practices developed to enable neurodiverse learners to demonstrate their intellect and capability and the use of digital tools to support learner independence

More details available [here](#)

Echo360 Webinar on Supporting Wider Accessibility

- When: Wed 22 Sept at 1:00 PM NZST
- Who: Presenters from Australia/NZ, including our own TPA advisor Sarah Kirk, discuss the topic of supporting wider accessibility, as part of [a series on 5 key teaching elements](#) that persist as learning becomes hybrid

Resources

There are plenty of ideas for teaching online during lockdown on the [Staff Covid19 Remote Teaching Moodle](#).

Dave Cormier (University of Windsor) has an excellent video (7 mins) on how he uses breakout rooms, and he demonstrates the process with some of his students. He is using a different platform to Zoom, but his principles are easily adaptable to your class.

[Facilitating online breakout groups](#)

At a glance

- Students' perspectives on learning at Unitec after 2020 lockdown
- Teachers' good practice teaching online - use of tools and shifting an assessment online
- Academic Integrity - how you can support your students

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](#).

Get the latest Unitec Covid Info when you click on the banner below (on the Nest). Includes info about staff communications, forms and guidelines.



What students say about learning during lockdown...

Semester 1, 2020 Student Course Survey results across the whole of Unitec, after a semester largely spent in lockdown, showed that students clearly valued their teachers' support.

Care for learners

- Students appreciated whanaungatanga facilitated by teachers, as it supported their mental well-being and they felt less isolated.

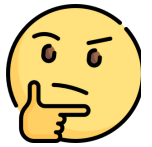
Their learning

- Students wanted stability and guidance for how to successfully complete the course. They wanted to be supported through each key concept of the learning and understand how it related to assessments and the overall course learning outcomes.
- Students appreciated being able to view (and review) the recordings at their own time and pace. They often engaged with this multiple times to further deepen their understanding.
- Students were highly engaged when the learning is directly linked to assessments and course learning outcomes.

Assessments

- Students felt confident when teachers demonstrated any new processes (and provided practice opportunities in the new online assessment format) for completing assessments.

Reflection



- How are you supporting your learners at the moment?
- What actions are you taking to facilitate their learning?
- How are you preparing them for assessments that are coming up?

For more ideas, have a look at these [Top tips for teaching online during Covid.](#)

There are specific suggestions for communicating with learners and planning lessons in online spaces.

...and how teachers respond online



Using an iPad as a replacement for a whiteboard in the online class room

Meet Jens, who teaches in Automotive Engineering. He needs to write up mathematical equations for his students in the online space. He can do this on a computer (using software such as LaTeX, MS Formula Editor) but that still requires time and he feels it disturbs the 'flow' of a Zoom session.

He is now using an Apple Pencil to input text onto his iPad and connect into his Zoom class. It's as simple as sharing your Powerpoint slides!

Tech tips: Jens says

- I use the fabulous app Notability on the iPad. This shows just the blank canvas to participants and your fiddling around with different virtual pens, lines, etc. is not shown to your participants.
- Although it is quite pricey, the Apple Pencil is worth every cent. There is the first generation which charges using the usual Lightning port, while the second generation charges inductively. Could be an essential item to be easily delivered during lockdown!

- On the computer running your Zoom session, use the 'Share Screen' option in your Zoom session. One of the options should be iPhone/iPad.
- On the iPad, the Zoom session appears as an AirPlay device (you might be familiar with mirroring your iPhone to your TV in case you use an AppleTV - it's exactly the same). Basically, you swipe down from the top right corner on your device and press 'Screen Mirroring'. There you will find something along the lines of "Person X's Zoom session"

Once connected to Zoom, you can draw/write/sketch/put formulae on your iPad. You see the results as an additional window on your host computer (PC/Mac) that you use for your Zoom session. And your participants see your screen as usual.

Shifting to an online assessment: Identifying good practice

Sharon Sitters in Medical Imaging wanted to adapt her in-class test to be online. Her concern was for her 41 first semester students' wellbeing and ensuring academic integrity. Sharon consulted with TPA advisors to help create the online assessment, and then sent it for approval to Unitec's ARC (Academic Recovery Committee).

Before: An in-class test (as identified in the course descriptor)

After: Timed assignment submitted through Turnitin with each student given a unique question.



Why is this good assessment practice?

- Alignment:** Sharon checked the course descriptor and learning outcomes aligned to the test and formulated questions so that the students were able to evaluate and assess (action verbs from the learning outcomes) the content knowledge in relation to patient wellbeing and care
- Time allowed:** Sharon made sure there was enough time for students to complete the assessment
- Exemplar:** She gave students an exemplar to show how an answer might be formulated

As a reflective practitioner, Sharon demonstrated her learner-centredness, as well as her concern for academic integrity.

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Focus on learners - reduce their stress

- The timing of the assessment allows for issues in working from home:
 - learners with young children
 - learners sharing access to devices
 - learners needing to find a quiet space from which to work.
- Sharon will be available at the beginning of the assessment to ensure students can access their question, in case of connectivity issues. However, reliance on connectivity is reduced as students can get their question online and then go offline to write their answer.

Adapt the task

- Students receive an individualised question to answer.
 - Questions focus more on applying the knowledge rather than recalling it. This means there is less opportunity to check on right answers with friends.
- Contact your TPA liaison to talk about assessments that work online.

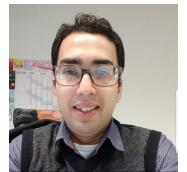
Anticipated reflection

Once the assessment has been completed, in line with good teaching practice, Sharon is curious to find out:

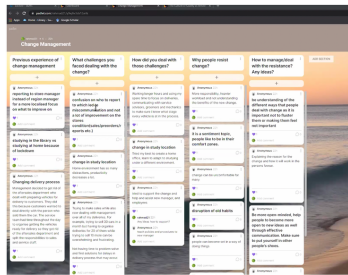
- What the students thought of the assessment and conditions? Was any student disadvantaged?
- Did the assessment capture the evidence of learning as outlined in the course descriptor learning outcomes?
- Did marking of this online assessment add to marking load?

Using Padlet to share ideas online

Padlet provides an easy way for students to add their ideas/comments to one board that is shared with the whole class. Rizwan, in the School of Applied Business, is using Padlet because he finds that quieter students will often contribute more on a Padlet board. He likes to use online activities to break up his Zoom classes, giving students time to go away and do something and then come back together on Zoom to reflect on the topic together.



To get students thinking, Rizwan asks students to read a case study and respond to it OR to share their experience on a choice of topics. Beforehand, he creates a Padlet board with the question at the top, and in class, he sends the link to students so they can respond. Students don't have to register with Padlet at all. They simply click on the board, and create their own 'message'. Their message can be anonymous or include their name. Students can respond to each other or vote for students' messages that they found useful.



Example of a Padlet board in Business

As well as writing a message, you can add images, videos and links. Rizwan comments on students' responses, nudging those who need to provide a bit more explanation. Students appreciate that he is monitoring their answers, and he gives them feedback.

The free version of Padlet allows you to have only three boards running at a time. To avoid cluttering up his account, Rizwan screenshots the board and saves/shares the screenshot if the class needs to refer to it in the future. That way he can keep three Padlet boards open ready for use. A Padlet board can easily be embedded into a Moodle page. However, Rizwan prefers to have a very 'clean' look in his Moodle course, so he made the decision **not** to embed Padlet boards in Moodle.

Whakawhanaungatanga

Jason from Social Practice shares an easy idea to develop whanaungatanga on Zoom.

Zoom Roomies: I divide the number of students in class by 2 and then make that many breakout rooms. I randomly assign participants to those rooms so that two people, who may not necessarily chat in class, end up having a korero. Depending on the size of the class and the time you have the other person in the room can introduce their buddy.

Surviving lockdown

In our roles as TPA liaisons, we see teachers putting so much energy and passion into supporting students through lockdown. We are always available for a chat, whether it's about ideas for teaching in Zoom or Moodle or just a quick catch up to see how you're going.

Keep up the good work.

Academic Integrity: Prevention better than cure

Lei Song, lecturer from Computing, heard about the Academic Integrity (AI) course for students, from his school's TPA Advisor Abha Chitalia. He decided helping students understand about Academic Integrity would be far better than them being punished for not observing it. Lei Song invited Lisa Simperingham to his class to explain what academic integrity means at Unitec, and outline the quick Moodle resource with the self-marking quiz.



Lei Song with William Green (one of his students)

Lei Song comments, "Lisa has introduced the AI course and quiz to three different classes now and I have noticed that similarity of assessments has dropped. As a bonus, students are more comfortable helping each other with assessments, now they realise that copying is not appropriate. The Moodle is good because it is entirely self-paced and doesn't require any particular input from me. It only takes about 30 minutes and it covers everything the students need to know, leaving us time to get on with taking computers apart which is what we really like to do in my course".

Here is the link to the [Academic Integrity Moodle course](#).

TPA also provides an [Integrity Statement](#) that you can add to an online assessment. It includes wording for different types of assessment: Turnitin, Moodle, interview, oral presentation or joint presentation. Contact your TPA advisor for more info.