Te Puna Ako News

Updates on Learning and Teaching at Unitec

Good teaching practices at Unitec

Keep students on board, on-line

During the Covid-19 pandemic, with a lockdown in place, students ended up in a remote education environment, which they had neither anticipated nor were prepared for.

Andrew David, a lecturer in School of Computing, Electrical and Applied Technology together with Te Puna Ako Liaison, Abha Chitalia, noticed student engagement was lacking in his online classes.

Problem: Student attendance slowly dropped, as they lost motivation to study and were struggling to actively participate in the online session. Andrew soon realised that his conventional way of teaching on campus could not be replicated in the online environment.

Solution: Andrew worked with Abha to develop strategies to increase online engagement. Over time, changes were made to make the online classes more interactive, and collaborative. He used Zoom breakout rooms with online shareable PowerPoint slides for

At a glance

- Profile – Howard Norton and Fiona Dalton – new advisors to TPA
- An update on badges and providing evidence
- Andrew David keeps students on board
- With what skills do our graduates leave us?
- Quick fire resources and an odd one

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.

Covid-19 Information

Covid-19
Updates, forms, information

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

synchronous collaboration that he could monitor while in the main room. He used Kahoot to activate students' prior knowledge. He found Kahoot useful for testing their knowledge after concepts have been taught. He also used virtual machines for demonstration and simulation activities to replicate computer lab-based sessions.

"....(his) conventional way of teaching on campus could not be replicated in the online environment."

Result: After implementing some of the changes Andrew observed a steady increase in the students' participation and confidence in voicing their questions and thoughts. For Andrew, these changes are very helpful as it became easier for him to recognise students who needed special attention and those who were at risk.

If you want to integrate different teaching methods to boost online engagement, contact your TPA Liaison.

Bring your background to the fore in Zoom

Here are two tutorials on using virtual backgrounds in Zoom.

Flipped Classroom Tutorials has a video (5 mins) on how to use PowerPoint slides as virtual background in Zoom. You can use this feature for engaging and fun online lessons.

PowerPoint slides as virtual Zoom background

Flipped Classroom Tutorials has a video (4.30 mins) on how to use an advance version of virtual backgrounds called immersive view in Zoom. It allows you to share a background with multiple attendees all sharing this virtual background. This helps with Zoom fatigue, makes lessons more fun and adds a touch of 'togetherness' during a virtual meeting or lesson.

How to use immersive view in Zoom

A new badge and alternative ways to earn one

Did you change your assessments during lockdowns?

We are launching a new badge in 2022 to recognise the hard work teachers put in to making changes to assessment in 2020 and 2021. We know you had to make significant changes to assessing work based learning, practical activities, and exams. This badge recognises your work and learning.

To achieve the badge, you need to present a before and after of your assessment(s). You are then asked to reflect on your work and plan for your further professional development.

It's a lot like the Moving to Emergency Remote Teaching badge in recognising your learning after the event. The badge will be up and running in term 2, so please take a look. It might just work for you.

If you have any questions or queries, please contact the badge facilitator, Diana Ayling dayling@unitec.ac.nz

Are you studying for a Teaching Qualification?

Did you know you can gain a Teaching Capability Badge for study in teaching and learning ?

If you have undertaken study, or any professional learning, that has changed your teaching practice you can present it for Recognition of Prior Learning (RPL).

RPL is a process that involves formal assessment of a learner's relevant and current knowledge and skills (gained through prior learning) to determine achievement of learning outcomes of a qualification. Te Puna Ako is using this process to recogonise knowledge and skills you've gained through formal learning for the purpose of awarding badges towards the Unitec teaching competencies.

If you think your recent PD meets the learning outcome for a badge, have a chat with your School Te Puna Ako liaison. They will guide you in the process of making an application for RPL.

Guaranteeing our graduates

How do we know if our graduates leave our programmes with the Graduate Profile that we've advertised in our documents?

NZQA requires us to report on this by analysing data from each graduating cohort to check if our graduates have the skills aligned with the Graduate Profile Outcomes.

Unitec has been advocating this over the years - not only for those programmes that have consistency reviews (all Level 1-6 NZ qualifications) but also Level 7 and above programmes.

The Quality Alignment Board and Programme Academic Quality Committees have taken a number of actions over the years to promote the collection of GPOs evidence.

This year, there have been improvements to the self-assessment of GPOs evidence in the End-of Year PEP sections KEQ2 and 6. One of the benefits of regular self-assessment of GPOs evidence is to identify and implement changes to the design and delivery of programmes to improve outcomes, for the benefit of our students and stakeholders.

NZQA processes

Analyse data for best results in Assuring Consistency reviews.

Assuring Consistency Reviews are based on the quality and coherence of the evidence. If you can provide an analysis of the feedback you have collected, it will be stronger than merely a collection of survey data.

Therefore, before submitting your self-assessment report, it is useful to analyse the data to better support your conclusions about the graduates' achievement of the graduate profile outcomes.

For example, where you have graduate feedback, ask yourself whether this represents graduates across the years, how many graduates, and any trends to demonstrate that the graduate outcomes are relevant and at the level required.

Also, include whether you have made any changes to your design or delivery of the programme to improve outcomes as a result of self-assessment. For more information, see Assuring national consistency of graduate outcomes of New Zealand qualifications.

Reminders

Assuring Consistency workshops

Check the 2021-2022 Assuring consistency schedule on the NZQA website for the next Assuring Consistency review dates.

When preparing for an Assuring Consistency review, it is important to have information about graduates from all the reporting years. To achieve this, gather this information after each cohort rather than just before the review meeting.

This allows you to collate and analyse the data to provide conclusions about whether your programme is producing graduates with the skills aligned with the graduate profile outcomes. Register for a NZQA Consistency review workshops.

A warm welcome to Fiona Dalton ....

Fiona is a new member of the TPA Advisory team and will be liaison to the School of Environmental and Animal Science.

Kia ora koutou katoa. He kaitohutohu mātauranga ahau ki Te Whare Wānanga o Wairaka. Nō Ōtautahi ahau. Ko Fiona tōku ingoa.

I have been in Auckland since 2010, and before that, I lived in Japan, India, Wellington and Christchurch. I come to Unitec with a language teaching and learning design background. My passions are language, culture, social justice, and of course – ako!

I enjoy working with teachers in their ongoing mission to find ways of engaging students in interesting and useful learning. My main aim is to support the creation of learner-centred environments which enable staff to effectively share their expertise and enable students to achieve learning outcomes and have a positive study experience.

To me, this means ensuring that learning is fully inclusive and accessible, assisting in the application of relevant digital tools, and helping to check that learning tasks, assessments and learning outcomes are aligned so that students can navigate their courses successfully.

I am really looking forward to meeting everyone and working with you.

Ngā mihi nui,
Fiona

... and also to Howard Norton

Howard Norton is one of Te Puna Ako's newly appointed Academic Advisors. He began his Unitec journey 20 years ago as a Lecturer in the School of English and Applied Linguistics (SEAL), which is now the Department of Language Studies.

He is an experienced educator who has taught in both the UK and Italy. At Unitec, he has taught and designed academic skills courses on the NZDipBus, BPSA and the BCons. In these courses academic and digital literacies were embedded in the visual, aural and written texts of the discipline.

He has also taught and designed diploma and degree courses for second language (L2) learners in Language Studies and led the department's long-standing offshore partnership with Shandong University of Finance and Economics in China, where he taught on three occasions.

Howard has a passion for the cultures and stories of our learners and his Masters' thesis focused on Digital Storytelling and the impact of students' culturally-bound stories on levels of

communication and engagement in both f2f and virtual environments. This duality was framed up as the peaceful, reflective Yin of the asynchronous environment in which the students recorded their stories and responded to their peers' questions, and the active, dynamic Yang of the classroom where students shared aspects of their culture with their peers. In terms of embedding mātauranga Māori in his courses, Howard designed a group Oral Presentation that required students to compare and contrast certain aspects of Māori culture (Manaakitanga, Whanaungatanga, Wairuatanga, and Kaitiakitanga) with the equivalent features in their own culture.

His principal strength is in task and assessment design underpinned by a constructivist pedagogy of collaboration and interaction that is supported and facilitated by appropriate eLearning tools. He is looking forward to working with colleagues in TPA and across the institution to support the implementation of ICTs that enhance the learning experience.

Howard lives on the Manukau Harbour with his family and is a cineaste who follows both Super Rugby's Chiefs and the NRL's Cronulla Sutherland Sharks.

What 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.

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 badges
- Providing academic advice and some hands-on support for programme/course development or improvement
- 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
- Supporting teachers with our attendance tracking app, SEAtS

'Last but not least' resources

Principles of good assessment and feedback.
A valuable resource which will be a very useful guide for all educators. Well researched and presented.

The Evolution of Learning Technologies.
For those who want to walk into the future with a firm eye on the past and how we got to where we are.

Which then leads nicely into ...A whole new world: Education meets the metaverse.
A useful report on the potential impact of the Metaverse in education, with some useful comment on learning in a technological world.

Recording of 'Designing authentic exam questions'(webinar held 4 May 2022)
With the sudden shift to online learning, many academics were faced with pivoting paper exams to an online format. Learning management systems (LMS) offer affordances that can help academics design authentic assessment tasks that are automatically marked.

And, because teaching and learning are not quite our whole world, here's a great graphic mapping monthly global temperature anomalies between the years 1880-2021.

Thanks to Richard Elliot for providing regular updates