Te Puna Ako News

Updates on Learning and Teaching at Unitec

Reminders re assessment procedures

We'd like to remind you of three key points about assessment and managing the "learner unwell/at home" scenario. These are not new procedures and principles, but "business as usual". Essentially, think to yourself, "What did we do pre-lockdowns?"

1.Conditions for Assessment
- Use your existing, approved assessments. They cannot be changed arbitrarily.
- Do not change the assessment mode e.g. from face to face, to an online assessment.
- There are no online exams, and if any invigilation is required for assessment, it must be done on campus.
- If a student is unable to complete an assessment, they must apply for an APC ("Affected Performance Circumstances") as per regular Unitec policy and procedures.
- There must be no hybrid arrangements for assessment, such as allowing some students to be assessed online.

2.Information about Assessments on Moodle
Some students are asking where to find information about their assessment/s.
- In Moodle, spell out exactly what learners require for their assessment, and what they should expect. See box on right.
- Find more help here on current Moodle Standards, Templates & Best Practice.

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At a glance

- Reminders re assessments
- Badge workshops available
- Focus on feedback
- Unitec teachers who support learners into better assessment
- Up-skilling in Zoom
- Talking about your teaching
- New Tertiary Educator Awards
- Quick fire resources

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.

All Moodle courses at Unitec should include a separate, prominent, and easily located section for assessments including:

- a clear, complete, unambiguous description of the task
- due dates and where/how to submit
- assessment criteria and rubric
- weighting/s
- other details relevant to your subject/programme.

3.Supporting Off-Campus Learners

You are not expected to manage "hybrid teaching" (some in class, some at home) and it is not practical, currently. If students must stay away due to illness or the need to isolate, you can:

- consider recording a class session where possible/feasible, and it makes sense to do so;
- keep your Moodle comprehensive and clear so students off campus can be self-directed and "catch up";
- offer the opportunity for brief online tutorials to go over key information.

Use the above key reminders to guide you; however, you can check in with your Te Puna Ako Liaison Adviser for support or guidance.

Lastly, as at 13th June, Te Korowai Kahurangi has advised that some many exam papers are overdue for submission to TKK (they were due 3rd June). Simon Tries requested urgent attention to this, during the week of 13th – 17th June, so TKK can properly assist with the conduct of exams. If you have any questions you can email exams@unitec.ac.nz.

FAQs about digital credentials (badging)

Here is the link to the document on Moodle that clarifies information about digital credentials (badging) for teaching staff.

July Workshops - book now

Teacher capability development workshops are planned in semester break. These workshops provide you with opportunities to up-skill outside classroom time and improve teaching practice. It will also help you to work towards the digital credentials (badging) requirements for 2022. Book here.

	4 July	5 July	6 July	7 July	8 July
9 am - 10.30 am	**Introduction to Summative Assessment** *Anne McKay* *182-1001*	**Academic Integrity** *Lisa Simperingham* *Online*	**Design Collaborative Learning** *Karen Haines* *182-1002*	**Moodle Standards** *Maureen Perkins* *Online*	**Introduction to Moodle** *Howard Norton* *Online*
11 am - 12.30 pm	**Active Learning** *Karen Haines* *182-1001*	**Teaching Pacific Learners** *Rokosiga Morrison* *182-1001*	**Improve Summative Assessment** *Mark Smith* *182-1002*	**Pacific Learners: Success & Retention** *Rokosiga Morrison* *182-1001*	
1 pm – 2.30 pm	**Teaching Under 25s** *Rosario Iguin* *Online*	**Evaluating changes to Assessment for remote learning** *Diana Ayling* *Online*	**Pre-moderate Assessment Materials** *Abha Chitalia* *182-1002*	**Echo 360** *Howard Norton* *182-1001*	

Register for the workshops through this link.

Good teaching practices at Unitec: Involving learners in assessment

Value of feedback

Feedback has been identified as one of the most significant levers to enhance student achievement (Hattie & Timperley, 2007).
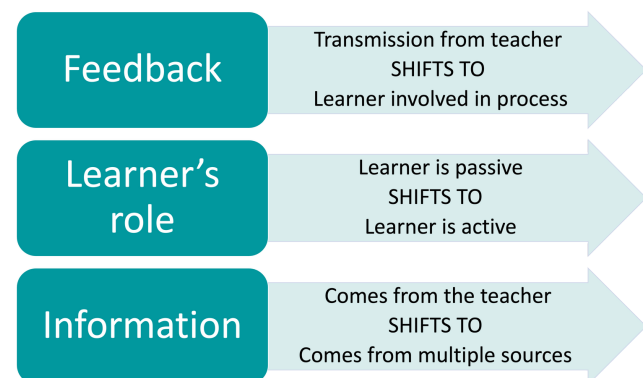
However, the research suggests that
- feedback processes are challenging and may not seem to be worth the time and effort (Carless & Boud, 2018).
- students report that they do not find feedback easily understandable, useful or in a form that allows them to take any action (Winstone et al., 2017).

We know that some Unitec students (based on their feedback in course surveys)
- have expressed concern over the way feedback is worded by lecturers, often seen as discouraging or condescending or unhelpful.
- have suggested they are unaware of the grading process.

Shifts in perception of feedback

Feedback is performance relevant information students can use to improve their learning. Henderson et al. (2019, p 17). Perceptions of effective feedback are shifting as in diagram below.

Feedback	Transmission from teacher SHIFTS TO Learner involved in process
Learner's role	Learner is passive SHIFTS TO Learner is active
Information	Comes from the teacher SHIFTS TO Comes from multiple sources

The process of involving students can start with facilitating assessment, as demonstrated by Amanda Collins in Nursing on the right. On the next page, Niranjan Singh in Applied Technology shares his process of developing learners' ability to self assess.

> "There was so much value in students talking about the assessment process with their peers."

Case Study: Facilitating assessments

Teacher: Amanda Collins
Course: Nursing Level 5
Learning outcome: Apply principles of effective communication to therapeutic and interpersonal relationships.
Assessment task: Students videoed themselves interacting with a patient, using a scenario that was given to them. Students were assessed on their ability to use therapeutic and interpersonal relationships.

Course design: Amanda included a specific opportunity for formative practice ie. completing the task before final submission, so that students could identify areas for improvement and have time to take action to improve.

Understanding the task and marking criteria: Students were introduced to the assessment task using a 2 W's and 2H's framework to support students understanding the purpose of the task, understanding what they needed to do, how they would do it and how it would be marked.

WHY am I doing this	Every course has learning outcomes. The learning outcomes determine what learning is important and how it will help you on your pathway to becoming a nurse
WHAT do I need to <u>do</u>	Outlines what you need to do for the assessment, in this case an interview but it could be a report, essay, test etc
HOW will I do it	Provides detail on what you need to include in your interview
HOW will it be marked?	Provides information on what markers are looking for

Self-evaluation: An important part of this process was to develop student confidence and skills in being able to self check their work
- Having the opportunity to discuss this with others and their teacher contributed to growing confidence on what was expected.
- A checklist was developed as below. Students were able to self check their practice scenario and to consider what they could do to improve.

Have you....	Yes/No	What went well? What could you improve?
..introduced yourself: to the person and set the scene for the appointment		
..listened and how have you shown you are listening **Attending skills**		
...built understanding and explored the 'client's' situation		
....reassured your person, built their resilience and acknowledged their capabilities		
...enabled the 'client' to find their own solution(s)		
...concluded: Summary, supports and what happens next for the 'client'		

Case study: Student-teacher collaboration for ongoing feedback and learning

Creating work ready graduates
Niranjan Singh teaches on the Automotive Professional Practice course - a second-year course in the Bachelor of Applied Technology. The aim of this paper is for students to better understand the industry environment but equally to take a learning leadership role for themselves and others in their group. For this course, as well as meeting the identified learning outcomes, Niranjan wanted students to

- better understand the industry environment they were going into
- observe and consider the attitudes they needed to develop to work in the industry
- recognise that involvement in the organisation was more than just the monetary reward
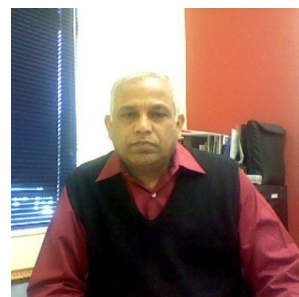
Professional capability development
The assessment for the paper is a 100% portfolio and involves students working in groups to negotiate their project purpose, and negotiate access to an industry partner.

Following a period of relationship and trust-building with the class, students were put into groups. The group members worked together to develop a shared understanding of what success would look like for their project, including outlining the attitudes needed to be a successful participant in the industry.

Niranjan wanted to capture what knowledge students were gaining over time. The shared development of success for the project was the basis of a journal and on-going reflection about where the students were at with their learning and what their next step in learning would be.

How do you support learners to understand the attitudes they need to develop to be work-ready?

Developing self-assessment
Niranjan taught his students 'how to reflect' and had one-on-one weekly meetings with each of them. In those meetings, Niranjan asked the students where they thought they were at, given their criteria for a successful project. The onus was on the students, with guidance, to be able to identify their success to date, what their knowledge gaps were and what they were going to action to address the gaps in their learning. As Niranjan put it, "I didn't want the learning to be a game of 'hide and seek'".

How do you develop your learners' ability to self-assess?

Upskilling in Zoom

Some how-to video links for backgrounds and use of annotation.
Even if you are not currently teaching on Zoom, you may want to do a recording where some of the tips below might be useful.

- Make your screen more individual by creating your own virtual background to use in a Zoom/Teams session Zoom Virtual Backgrounds – How to Use & Create Your Own! by Scott Friese (10:39 min)
- Remember that you can download Unitec backgrounds to use on Zoom and on Teams from Te Aka/The Nest... Services... Marketing under Office Templates for Word and Powerpoint
- When your whole screen is too small for students to read, you can enlarge (Control +) OR you can share just a portion of your screen through Zoom. An example of good practice might be sharing your expectations for the next assessment by just looking at the A+ column of the rubric. How to share only a portion of your screen in Zoom Robert McMillen (1:02 min)
- The Zoom whiteboard allows teachers to engage students on a whole new level. The teacher can annotate directly on their screen or allow students to contribute as a part of the Zoom session
  How to use the Zoom whiteboard & annotation Scott Friese (6:21 min)

Talking about your teaching...

The Power of Talk

Recently Lisa Simperingham and I shared thoughts about something she called 'The Power of Talk'. After the 1st June Ako Ahimura Learning & Teaching Committee hui where Lisa presented a report on Academic Integrity, she was approached by a number of people wanting to talk more about various things including sessions for teaching staff on Academic Integrity, referencing, marking, consistency, collaboration and group assessments. We have a lot of resources about these things packaged up in the TCD courses and digital credentials/badges, but 'chats' that crop up in the course of our work are a naturally-occurring and often preferred and effective way of learning!

Talking Teaching

In recognition of this fact, TPA Advisors Lisa and Karen Haines have been offering weekly chat sessions to Bridging Education/Community Studies this year. Initially a bright idea from Head of School, Katie Bruffy, online 'Talking Teaching' gatherings are informal chances for conversation with other teachers. Bring your lunch, and share what's going on in your teaching in relation to specific topics.

Lisa describes the latest development: "The Talking Teaching series is taking on a new life since Sue Emerson suggested 'Talking Teaching on Wheels' - where Karen and I come to your team meeting! A number of programmes have invited us to do a session for them in their scheduled meeting times," says Lisa.

The Power of Talk. Bravo Lisa and Karen! This is how we are getting things done and supporting connection and exchange in this fast-moving year.
Joce Williams, Manager of Te Puna Ako

Recognising good teachers

The previous 'Ako Aotearoa Tertiary Teaching Excellence Awards' have changed – they are now

Te Whatu Kairangi
Aotearoa Tertiary Educator Awards

Unitec's Ako Ahimura Learning & Teaching Committee welcomed the Ako Aotearoa Northern Regional Manager, Ruth Peterson, to its recent hui on 1st June to update us on the change – the rationale, the new categories and process. Read more on this powerpoint.

James Oldfield, as a 2016 recipient of An Ako Aoteroa Tertiary Teaching Excellence Award, is a member of the Ako Aotearoa Academy and well-positioned to support, advise and mentor potential candidates. James has formed a small working group from Ako Ahimura to discuss and plan the transition this year into the new Te Whatu Kairangi and look at how best to align our own Unitec Teaching Awards to it, especially around the timing (Te Whatu Kairangi is a mid-year deadline).

It's all about planning ahead! If you/your team would like to have an update from James on the changes and getting great teachers on the path to preparing a winning portfolio (evidence gathering can never start too soon) – get in touch with him!

**What does
a good teacher look like?**
See box below for identifiers...

The panel will be looking for evidence that nominees:
· Are strongly focused on evidence of sustained contribution to and impact on learner success, and the subsequent impact on whānau, communities, and employment outcomes.
· Are student-centred, meet the needs of students from different backgrounds and capabilities, encourage diversity, and reflect on the Aotearoa/New Zealand context as appropriate.
· Are proactive in their own professional development as educators and content specialists.
· Demonstrate leadership and have made a significant contribution to the educational practice of colleagues (internal and/or external), to relevant communities, and/or to their particular discipline/focus area.
· Inform their practice from sources such as course/outcome evaluations, research, self-reflection, appropriately informed colleagues, peer reviews, students, former students, and other relevant stakeholders.
· Support priority learners.

'Last but not least' resources

As we progress to a more deliberate blended approach to learning and teaching in these disrupted times, here are two quick resources from the University of Melbourne.

- [What is student engagement in online learning ... and how do I know when it is there?](#)

- [Seven ways to improve students' online learning experiences in your subject](#)

Ako Aotearoa deliver professional development on a range of topics. Their first self paced course on [Maori Cultural Capability](#) begins on the 1st of July.
- Participants examine four kōwae/modules of work related to the Māori concept of 'ako'
- Learning outcome: Gain a better understanding of and ability to apply Māori learning and teaching methodologies, especially those relating to 'ako'.
- Achieve an Ako Aotearoa digital badge on the successful completion of the minimum requirements and standards for the course

And, because teaching and learning are not quite our whole world, enjoy exploring these [visual presentations of data](#). Covid-19 and Russia dominate the ones most accessed.

NZ features on this one [Every Country is Beautiful at Something](#). Note that NZ paid a significant bribe for this accolade!*

*Joke only makes sense if you click on link above and check out NZ.