

Vol. 2, Issue 4, July/August 2022

Te Puna Ako News

Updates on Learning and Teaching at Unitec



Events

Tuia Te Ako 7-8 September 2022

Aotearoa's Māori Tertiary Education Hui

Registrations are now open!

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The overarching theme for the two-day programme is “Tuia te Reo me ngā Tikanga ki te Mātauranga” (Weaving Māori Language and Culture into Education).

More information on [website](#)

[Register now](#) (first day is free)

Te Puna Aurei LearnFest22 23-24 November

Virtual Higher Education Symposium (in association with Cardiff University)

Theme: Revitalisation

This may relate to the revitalisation of language, culture or pedagogical practices, or it may relate to tertiary teaching and learning in our Covid-affected world.

Click [here to register](#) your interest in presenting or add the date to your calendar to attend.

At a glance

- Events
- Premoderation at Unitec
 - Bridgepoint workshop
 - Construction team do premod together
 - Link to premod badge
- New Teacher Induction
- Resources for teachers from Faculty Focus
- Make Moodle better for learners
- TPA workshops available

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.

Good teaching practices at Unitec

Premoderation workshop

Using the Pre-moderation questions as a catalyst for learning conversations with Bridgepoint teachers about assessment.

The Bridgepoint team wanted to take an in-depth look at their assessment processes. Lisa Simperingham and Mark Smith, from Te Puna Ako, developed a half-day workshop that supported the teachers to look more closely at their assessments to identify what was working and what might need development.

The workshop allowed teachers to delve into the 7 pre-moderation statements (see below). Supported by the [pre-moderation infographic](#), they discussed what the prompts might mean and then applied their collective understanding, working in small groups, to pre-moderate each other's assessments. Teachers agreed that the process was useful.

While it was not the workshop's purpose to complete the badge, the added value to this process was that teachers were encouraged to provide evidence for the pre-moderation badge if they wanted to do so.

Robustly pre-moderating our assessments and so assuring their quality means we need to evaluate them carefully. The workshop provided insights into good assessment criteria and how to use them to evaluate assessments.

Mark Smith, TPA

During lockdown we were reminded of the need to carefully consider learning outcomes in the design of an assessment, and to not change or remove or add new learning outcomes. So we felt some robust discussion about changes to assessments was timely. The pre-mod workshop encouraged people to partake in robust discussion about assessments and to look at assessments from other disciplines which achieved the purpose for undertaking the workshop as a team.

Sue Tullett, APM
Bridgepoint

Pre-moderation questions

1. The assessment information matches the approved course descriptor.
2. The assessment task(s)/questions(s) are clear and easy to understand.
3. The assessment task(s)/questions(s) are appropriate to the level of the course.
4. The assessment is culturally responsive - the assessment includes no language, material or activity that is likely to cause offence.
5. The assessments cover all Outcomes/Evidence requirements to effectively measure the associated learning outcome(s).
6. The marking/judgement guide and associated mark allocations are appropriate.
7. Conditions of the assessment are fair.

What assessment information needs to match the approved course descriptor?

What makes an assessment task 'clear and easy to understand'?

What do we understand by 'culturally responsive'?

What do we mean by the word 'fair'?

Good teaching practices at Unitec

Doing pre-moderation collaboratively as a team



NZCCT teachers do pre-moderation together

Benefits from this approach are:

- Moderation is completed on time, with the load shared across the team
- New team members have found the sessions to be invaluable in supporting their development in assessment and moderation practices
- Ideas for improvement are shared, discussed and agreed in the sessions so everyone has the opportunity to contribute to the continuous improvement of the programme
- Closing the loop on moderation actions has been built into the practice whereas previously it was often a gap.

NZ Certificate in Construction Trade Skills Level 3

In the past 18 months, the NZCCT programme has had 6 new teachers join the team. With an expanding team, the experienced lecturers were looking for a way to support their new team members, ensure their assessment marking was consistent across cohorts and engage in continuous improvement in their assessment practice, all while still supporting students through lockdowns... and building houses!

Collaborative moderation seemed to be the answer and was a TKK-approved method of moderation.

With the help of Rhiannon, their Te Puna Ako advisor, the team devised a structure for the first session and decided to trial the collaborative approach. The first session went so well that the team decided to make it their preferred approach to moderation, and it is now BAU for this team.

Doing pre-moderation as a team meant that Construction staff shared the load and helped new teachers understand pre-moderation better.

Going ahead

Due to its success, the collaborative approach is now being used by other teaching teams in Trades and has been further expanded to cluster external moderations with partners from the ITP sector.



Pre-moderation Badge

This course helps teachers who act as moderators to review assessment materials and provide feedback that supports good assessment practice. Enrol [here](#).



Get Started Here...
(Course Enrolment Form)

New Teacher Induction

Every six months, Te Puna Ako run a 3-day workshop for new teachers to Unitec. In February we had 17 participants and in July, 9 new teachers.

**"New Teacher Induction was brilliant!
Learning myself has given me the
excitement to move into the semester. I've
got a bunch more tools in my belt."**

Input for new teachers is focussed round Design for Learning, Engaging Learners and Assessment and Feedback. As well, participants are introduced to our TNK values, find out what support services are available and have the opportunity for individual Moodle support.

If you're relatively new to Unitec and you haven't yet had the chance to attend New Teacher Induction, get in touch with jking@unitec.ac.nz and she will make sure you're invited to the next session 13-15 Feb 2023.

Don't miss out!

What do participants say about new teacher induction? (feedback 2021-2022)

"Timely, extremely worthwhile. Informative and enjoyable with collegial engagement"

"Excellent supportive environment and I love connecting with people from other schools"

"Wish I could have done this earlier. Variety of tasks is good. Supportive, friendly environment."

"Really great, loved the pace of it and the content was high quality. Also loved how engaged and ready to discuss the cohort was"

"Great way of supporting new teachers and great feel of community"

"Excellent. Presenting to 'new' lecturers of different experiences was an impressive feat."



New teachers meet the support services online July 2022



Faculty Focus free online resources

Looking for some inspiration in your teaching?

You can search for ideas on the [Faculty Focus website](#). Regular one page articles cover a huge range of topics for tertiary teaching. You can receive free notification of new articles if you subscribe by email. As well, Faculty Focus offers a 15 min [podcast](#), which is great to energise you on the way to work in the morning.



Active Learning

Take 5 mins to read ONE of the articles below from Faculty Focus

- [Three Active Learning Strategies That Push Students Beyond Memorization](#)
- [Active-Learning Ideas for Large Classes: Simple to Complex](#)
- [Active Learning: In Need of Deeper Exploration](#)
- [Deeper Thinking about Active Learning](#)
- [Class Discussion: From Blank Stares to True Engagement](#)
- [Three Active Learning Strategies You Can Do in 10 Minutes or Less](#)
- [Active-Learning Ideas for Large Classes: Simple to Complex](#)



Make study easier for your students by ensuring course materials are available on Moodle.

Does your Moodle course include all of the below?

- Course information
- Assessment information
- Weekly outlines
- Resources with explanation of why each one is important/useful
- Your contact details
- An image of you



Consider using a different activity type in Moodle to engage students when they are off-campus.

Digital Credentials (badging)



TPA ran thirteen workshops during the semester break, for 64 teachers at Unitec. Topics ranged from Teaching Priority Learners to Designing Learning, from Assessment to Moodle.

If you missed these sessions, similar workshops are planned for the mid-semester break. The TPA team also will support individual programmes with workshops/input at their request.

Still need to do a badge? Check our [FAQ document](#) for clarity, or contact your school's TPA Liaison for a chat as to what badges would be useful for you.

Explore badges available and enrol in your choice on the [Teaching Competencies Moodle](#) page.



Are you a Moodle Expert?

Which Moodle tool would you use with the activities described below?

1. Get learners giving their opinions and discussing in depth

2. List important words for your topic/course with definitions

3. Create an interactive task for self-study eg. drag and drop exercises

4. Set a practice test so learners have a better understanding of the expectations



Glossary



H5P



Quiz



Forum

Answers: 1 - Forum 2 - Glossary 3. H5P 4. Quiz