

Vol. 2, Issue 6, Oct 2022

Te Puna Ako News

Updates on Learning and Teaching at Unitec [Te Pūkenga]



Events

Utkarsh Sanjanwala, 2 & 9 Nov, Bldg 117-1002 at Unitec Mt Albert

Theme: Gamification and Game-based Learning PD

Contact: usanjanwala@unitec.ac.nz

Learning & Teaching Symposium, 4 Nov, Ōtara campus, MIT

Manukau Institute of Technology [Te Pūkenga]

Theme: What's ROVE got to do with it?

[Register here.](#)

Supporting Autistic Learners in Tertiary Ed, 10 Nov, Online

Ako Aotearoa with Altogether Autism

[Register here.](#)

Te Puna Aurei LearnFest, 23-24 Nov, Online

A Waikato University and Cardiff University Collaboration.

Theme: Revitalisation - Of languages, culture and/or pedagogical practices in tertiary learning and teaching.

[Call for presenters here.](#)

FABENZ discussion forum, 25 Nov, Online

Theme: Literacy & Numeracy: Contested, politicised and essential. So how should we teach it?

[Details and registration here.](#)

ASCILITE Conference, 4-7 Dec, Online & onsite

Australasian Society for Computers in Learning in Tertiary Education

Theme: Reconnecting relationships through technology.

[Register here.](#)

At a glance

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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.

[More information about TPA and your school liaison can be found on Te Aka, the Nest.](#)

Editorial: Joce Williams

Kia ora e te whānau!

Getting to grips with the big and bold scale of Te Pūkenga's approach to the work we know and love – serving the needs of learners/ākonga, their whānau and communities - is challenging. Things are shifting while the RoVE journey is being sketched out into the future as Te Pūkenga. The view of the whole has been hazy, but more of it is coming into view as we approach the end of 2022. We now find ourselves in a nation-sized, joined-up approach to vocational education. The whole map may still seem indistinct as we rush toward landing by January 1st, 2023.



However some important elements of how Te Pūkenga will work academically have become visible lately and these are somewhat of a guide. Even better, we have had the chance to give our feedback on these areas, and we hope and trust our thoughts are taken on board.

"We love being your navigators in this new space. We can work out the map/s and toolkits together! Thanks as ever to the wonderful TPA Liaison Advisors for all they do to support you"

One crucial landmark is the detailed academic regulatory framework, Te Kawa Maiororo, which was shared around the Te Pūkenga network in September. Simon Tries led a series of many consultation sessions across Unitec and MIT on this, resulting in a substantial submission to Te Pūkenga. We await news on that. Then in mid-October, we received the near-final version of the learning and teaching framework, now called Whiria Te Ako. I ran three consultation sessions on it last week involving over 60 kaimahi at Unitec which informed a submission also sent to Te Pūkenga on 1st November by DCE Academic Prof Martin Carroll.

For us in Te Puna Ako, Whiria Te Ako looks like more of a high-level navigation tool – a compass? - rather than a rulebook at this point. Either way, it is crucial for our work with you in learning and teaching. I have been glad of the in-depth work I had to do to develop the Unitec feedback submission, because I now know it rather well! Te Puna Ako will be in a good position to guide you and your teams.

Lastly, Whiria Te Ako is clearly oriented toward work-based learning, which Peter Winder (Acting Te Pūkenga CE) is saying will be a significant shift the organisation must and will make. So this week's L & T Symposium at MIT on WBL ("What's RoVE got to do with it?") is a welcome opportunity to hear more on workplace learning in the provider space, the potential impact of Ako Networks, and some of the key areas of the RoVE. And Te Puna Ako is increasingly focusing its work as a team on practical approaches to WBL, recognising that we already have a lot of knowledge and expertise at Unitec. The Unitec Learning and Teaching Symposium in mid-late February 2023 (date TBC) will develop on the WBL theme. Watch this space and plan to fill up your teaching toolkit.

See you next time...

Ngā mihi
Joce



Scan the QR code to see Whiria Te Ako

Update on Digital Learning Standards: James Oldfield

In the September newsletter, we introduced the Digital Learning Standards (DLS), and in this edition, we give an update.

The DLS, which comprise six components (Accessibility, Active Learning, Assessment, Communication, Mātauranga Māori, and Navigation) consist of two tables, which

- identify the expectations for the use of digital learning at three different levels - mauri oho/emerging, mauri tū/demonstrating and mauri ora/modelling. (The summary table).
- examine the specifics of any of the six components. The details table includes examples and templates to help teachers design or improve the digital aspects of their courses.

The DLS will be available in two formats - a traditional printer friendly version and an online interactive version.

Our new Moodle process for copying and rolling over courses provides an opportunity for teachers to self-evaluate their Moodle course each semester, by using the DLS, prior to making it visible to students. The DLS provide a framework to support teachers in this self-evaluation.

Here's a snippet of the Digital Learning Standards, expected to be published in the next few months.

	Rationale	Mauri Oho	Mauri Tū	Mauri Ora
Accessibility	All ākonga can use the same course materials if they are made accessible.	Text is formatted and structured in a way that makes it accessible to all ākonga.	Images are made accessible with <u>alt-text</u> and class materials are made available ahead of class time.	<u>Digital tools</u> are used to enhance the accessibility of the course, including the use of transcriptions and captions for class recordings.
Active Learning	Ākonga learn more if resources are accompanied by activities which make them think, process and apply the information.	Activities have clear instructions to help ākonga apply their learning to achieve course learning outcomes.	Activities promote engagement with learning and self-reflection.	Activities are part of an integrated learning experience. Where applicable, collaboration on tasks and reflection is supported by <u>digital tools</u> .
Assessment	Ākonga engage better with courses when details of all assessments are located together and	All assessment information and submission methods are clearly provided within one section.	<u>Digital tools</u> are used to give timely assessment feedback and support academic integrity.	A range of <u>digital tools</u> is used to gather authentic evidence of learning, give timely

Ākonga have provided strong feedback about the impact of the design and use of Moodle and other digital tools on their learning.

Contact James Oldfield at joldfield@unitec.ac.nz for more information.

No student left behind: Engineering and TPA collaborate to ensure all students have access to learning



Pictured: Dr Babar Mahmood inspects the Hydraulics and Fluid Mechanics lab equipment

Dr Babar Mahmood, Senior Lecturer in School of Building Construction had noticed that some of his students were missing out on seeing the practical demonstrations of Hydraulics and Fluid Mechanics before the actual lab sessions. These demonstrations are critical because they help students to understand the complex hydraulic principles and physically see how to take actual flow rate and head measurements in the lab-based experiments. He had noticed for a few years that some learners were either missing the classes because of circumstances they can't control or are struggling to understand the significance of hydraulic principles.

The key goals of these lab-based experiments are to:

- measure actual head vs flow rates for different kinds of weirs (i.e. flow-measuring devices);
- draw rating curves for those weirs and then compare the results;
- understand what is a hydraulic jump and its significance;
- create different types of flows conditions (i.e. supercritical and sub-critical flows) in an open channel.

Babar decided to approach Howard Norton in TPA to see if they could come up with a solution together. After some initial discussion to understand the situation, Howard suggested using a camera to record the demonstration, and then edit the video file into appropriate sections with screenshots of key course resources inserted into the video files. These video resources were then embedded in Babar's course using Echo360.

"It was great team work between two giant disciplines - Engineering and Technology" - Dr Babar Mahmood

The result was excellent, and student feedback indicated that the video clips helped them understand the key hydraulic principles better and complete the experiments successfully. Babar's observation was that students were engaged and asked the right questions and then completed the experiments, especially those students who had missed the lab demonstration sessions and may have failed the course. He hopes other lecturers in his school get inspired to try a similar approach to enhance student experience and success. Howard and Babar thoroughly enjoyed working together to help students succeed.

Contact Howard at hnorton@unitec.ac.nz if you want to explore how a similar process could work in your course.

Pedagogy of responsibility - A methodology practised by Pedro Ilgenfritz

Pedro Ilgenfritz, Senior Lecturer from Performing and Screen Arts submitted his narrative for [Teaching Under-25 Learners badge](#). With permission, we share his poignant reflection on transitioning Under-25 learners into tertiary study.

"Under-25s need special care, as with any learner group. They need to be guided into a pedagogy of responsibility. The tertiary institution context differs a lot from high school. In my experience, I can continuously improve my ability to connect with students' needs without minimising their responsibility. Some under-25 learners sometimes need help with how to understand, cultivate and develop their sense of responsibility as a learner, and I feel that my role is to provide opportunities for the students to 'learn how to learn.' Gaining responsibility as a learner takes time; they need to make mistakes to grow. My job is to allow the errors to happen and use them as a platform to build their ability to become a better learner."

"Students learning what doesn't work is much more important than the teacher telling the student what works" - Pedro Ilgenfritz

We were curious to find out more, and so we talked to Pedro about pedagogy of responsibility through via negativa (the negative way). Here are some extracts from our interview.

TPA: In your Under-25 teaching badge submission you mentioned pedagogy of responsibility. Can you tell us a bit more about it?

Pedro: It's a term that comes from Jacques Lecoq who was a well-known movement and theatre instructor. My introduction to theatre was through many people who worked with and were influenced by Jacques Lecoq school.

Teachers who adopt Lecoq's views or come from his lineage have a particular teaching style, which some educators might find a bit strange. For me, pedagogy of responsibility includes via negativa which is something that goes against more traditional teaching methods of knowledge transmission. It promotes students taking responsibility to discover their own learning through experiencing failures or obstacles and finding out what doesn't work. Hence, the term via negativa or the negative way. The focus is on the student, and, in the context of acting and theatre, their capacity for resilience, patience, courage and freedom.

TPA: So what does via negativa look like as you are teaching?

Pedro: Via negativa is a method developed by a Polish theatre director, Jerzy Grotowski, which was used by Jacques Lecoq. It is a way of teaching in which the teacher does not explain or give examples to the students. Students are given instructions, but they are very simple and very short. They have to improvise and try to figure out themselves how to resolve a problem or go through an exercise. If they try and don't get it, I don't tell them. Instead I say, 'Now you know that way doesn't work, so try it again.' It can be demanding because the responsibility is on the student to find out for themselves. But it's very effective because it is based on students making mistakes, failing and trying again.

TPA: I can see the positives of normalising making mistakes and failing as part of learning, but wouldn't it be frustrating for the teacher and students?

Pedro: Yes, but frustration is viewed as a very positive thing for the Lecoq methodology. It makes the students think, discover and learn through trial and error. Via negativa can at times be brutal for acting students because you can very quickly know if you are 'on' or if you are 'off'.

But that doesn't mean that the teacher becomes a tyrant, or that a practitioner will use this method against the learning process. In using via negativa, one has to be very patient. But if a student is not gonna respond to it, they need to realise that they need to change track.



Pictured: Pedro Ilgenfritz

TPA: So how do the students know if they've done something right or if they have failed?

Pedro: In our teaching context, all of those exercises are done in front of the class. And so we know an improvisation does not work because no one responds. The audience doesn't respond or they themselves stop improvising because something doesn't feel right. We can also think of this method as pedagogy of honesty. Because often, there is no way to cover up one's performance when put on the spot.

In a way, the feedback is immediate. In terms of self-regulating or self-monitoring, via negativa and pedagogy of responsibility aim to develop one's intuition, or one's instinct. So if you have a hunch about something, we allow students to take courage and trust themselves to go there, to improvise and to discover things spontaneously.

TPA: What feedback have you had from students?

Pedro: They really like it. But I know that they struggle. And so I create an environment where they understand that they will struggle, but it should not be seen negatively. Because sometimes, as teachers, we try to rush in to minimise the struggle, which is the struggle of learning. So in the end, struggle becomes a very important part of the creative and learning process. Because you get to know yourself. There's so much about the self that is reviewed in that process.

TPA: How do you prepare students for this type of pedagogy?

Pedro: There's no preparation, really. But of course, we don't do the hardest exercises first. There is a progression, so students can get a feel for the rhythm and tempo. And then I slowly raise the bar just a little above what they can do, to keep them struggling, learning, learning about themselves and how they learn.

TPA: What has the impact been on your course, or to your teaching colleagues?

Pedro: Inspiring, I think, because it really helps to set the tone of the kaupapa in other courses. And we also start to share the same language. And students use that language or apply the idea of being authentic and present, and to respect the struggle of learning in other areas like text analysis, voice or screen. In every learning situation, there is a shift in identity and change in identity is never conflict-free. Students learn to embrace this conflict, to learn the truth about themselves.

TPA: Can this methodology be transferred to other disciplines?

Pedro: Yes, but it has to be adapted. You can't just take it from one context to another, even within the discipline of theatre. There are many things to think about and to be cautious about especially regarding one's ego and intentions. Another thing to be aware of is that what serves me or what serves us as teachers may not serve our students at all.

In wrapping up, pedagogy of responsibility aims for change. The individual will learn something, and they will be changed by that. I want my students to be strong as their individual selves. And this strength can be gained when they discover something and they take ownership of the learning process because they have learning questions or problems that they tried to solve and tested, and they discovered their own answers.

Contact Pedro Ilgenfritz (pilgenfritz@unitec.ac.nz) to find out more about pedagogy of responsibility, via negativa and his approaches to teaching and learning. Also, feel free to contact your TPA Liaison if you'd like to find out more about teaching approaches or methods that could be adapted in your context or if you would like to share your principles, approaches and strategies. We would love to hear from you.

Contact Rosario Iguin (riguin@unitec.ac.nz) if you would like to do the Teaching Under-25s badge.

Faculty Focus: Self-compassion in your classes



Each month we highlight practical teaching ideas from Faculty Focus. This month is 'the power of modelling self-compassion.'

Search for more ideas and articles on the [Faculty Focus website](#). Receive free notification of new articles if you subscribe by email. As well, Faculty Focus offers a 15-minute [podcast](#), which is great to energise you on the way to work in the morning.



Take a few minutes to read the article '[The Power of Role Modeling Self-compassion Practices in Your Class](#)'.

Then, take some time to reflect on the following questions:

- Is self-compassion in the classroom a practice that you model in the classroom?
- Is it necessary to model self-compassion to our learners?
- What could be the benefits of modelling self-compassion to our learners?
- Could there be any constraints in modelling or practising self-compassion in a teaching and learning environment?
- How does the practice of self-compassion align with your personal and cultural values?
- How could self-compassion enrich our growth and development as educators?
- Do you know of any resources that better address self-compassion and resilience in education, learning and teaching?

We hope to inspire you to reflect on these questions and topic, and most importantly spark conversations in your teams, where great discussions happen. Please get in touch with your TPA Liaison if there's anything here that you want to discuss further or insights you would like to share.



Pictured: New fern shoots unfurling. (Photo credit: Canva)

TPA Out and About - "Out in the midday sun"



Here we are out in the midday sun at Kind Cafe in Morningside, an easy train trip from Mt Albert train station to Morningside station. It was a very enjoyable chance to share lunchtime together off campus, after a busy few months.

By the way, 'out in the midday sun' are in the lyrics for which song? HINT: it also refers to 'mad dogs and Englishmen'. If you knew the answer without googling, email it to your TPA advisor.

Pictured from left to right: Mark Smith, Karen Haines, Abha Chitalia, Lisa Simperingham, Judith King, Fiona Dalton, Joce Williams, Howard Norton, James Oldfield and William Lu. (Not pictured: Anne McKay, Diana Ayling, Rosario Iguin, Maureen Perkins, Rhiannon McNamara, Malcolm Hay.)