

Vol. 2, Issue 8, Nov/ Dec 2022

# Te Puna Ako News

Updates on Learning and Teaching at Unitec [Te Pūkenga]



## Events and important dates

### **End of year Break**

Campus will be closed from Monday 19 December and reopens Monday 9 January. Make sure you take a break from work.

### **Unitec Symposium**

We will be offering a half-day professional development opportunity open to all at Unitec, as well as our regional colleagues (MIT and Northtec) on Friday 17th February 2023. Look out for registration details in the New Year.



## At a glance

- Events
- Teaching online Micro-credentials
- What is Unification?
- Echo360 - Stories from staff
- End of year Moodle info

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.](#)



## Providing Online Microcredentials

BridgePoint's Liaison Interpreting team (Sarah Bampton, Dr Hongyu Gong, Anna Guo and Manu'a Poloi) have been working extra hard this year preparing for, and then delivering in semester 2, two fully online micro credentials fully (MCLI 6002 Theory and Practice and MCLI 6001 Liaison Interpreting Contexts: Social Systems, Culture, Ethics). The decision to deliver these courses online was prompted by student demand and endorsed by NZQA.

This was a challenging project, as interpreting requires students to interact with one another, and practice their interpreting skills using real-world scenarios. Exams were designed to be completed on Moodle and the Oral Interpreting Exam was conducted via Zoom involving LOTE (Language Other Than English) Assessors, English Facilitators and interpreting students alongside support staff from the department.

TPA staff conducted workshops and worked alongside the MCLI team with a range of tools such as H5P, echo360, Moodle quiz and forum to support the learning and teaching experience. We caught up with Hongyu, Anna and Sarah and asked them some questions about their experiences teaching a course that was fully online.

### What did you enjoy most about your experience designing and teaching an online course?

Hong Yu: Learning to do something I hadn't done before and meeting a new challenge. The apprehension of this is part of the excitement. Learning new things and solving new problems and in order to do that means you have to work collaboratively and very closely with colleagues in TPA. I enjoyed working with TPA on both academic and tech issues, and I learnt a lot.

Anna: I enjoyed both delivery methods (face to face and online) but I did feel the F2F classes were more fun. I thoroughly enjoyed designing the Moodle Mock Written exam, thanks to Howard and Lisa, as I learnt a lot of new skills.

Sarah: Designing – it was great to see how worksheets for video and vocabulary tasks could be more varied and engaging using interactive tools such as H5P.

### What was the biggest challenge?

Hong Yu: To make some of the online students do the work that was set. No matter how much effort you put into designing online activities, when you look at the analytics, a small number of students didn't do some of the learning activities (especially the pre-tutorial activities).

Anna: We had to make a number of changes to adapt to online delivery. I think online teaching requires more time, more planning before the delivery. As Hongyu mentioned, many online students did not do the self-study exercises.

Sarah: Finding time to (a) learn and fully understand the various options and constraints of the online tools available and (b) choose the best 'tool' to match the classroom activities' aims and (c) adapt each 'activity' to the 'tool' to achieve those aims.

### What has been the biggest lesson learned?

Hong Yu: You just need to be very meticulous in your preparation. You can't take anything for granted, when you and students are online. You have to make sure all the students are on the same page with what they have to do. You have to be very responsive (as we don't see them in-person), and find ways to respond to their questions. I also learnt needed maintain a healthy work-life balance (especially when students emailed during weekends).

Anna: Designing for online learning and teaching needs lots of time and planning and I feel that more resources and activities are required for this mode of delivery.

Sarah: What online learning actually means/looks like. We wasted far too much time trying to replicate classroom teaching based on our experience of Zoom teaching before it dawned on us that it was very different!!! By that time, we were scrambling time-wise to create good materials whilst trying to teach both on-site AND online courses!!!

### What will you differently for the next iteration?

Hong Yu: I would set up Moodle Gradebook differently so there was no confusion as to what was summative and what was formative, as some students did not do the non-assessed activities because they thought it would impact on their final mark. In terms of teaching, I've just analysed the results of the online students compared with the on-site students, and they did just as well as the on-site, so no need to change the teaching approach. Actually, I think in terms of the assessment, the online students were better prepared in terms of the tech, because they had been doing it throughout the course. We had prepared them well and given them tutorial time to practice the tech side.

Anna: I would like to introduce interactive activities and quizzes related to interpreting theory and make them summative, to extrinsically motivate students.

Sarah: Re-use the well-designed (often recent) materials again, and rework some of our earlier materials to 'fit' with the online context.

If you'd like support integrating tools into your courses feel free to contact the TPA team!

Lisa Simperingham (Turnitin)  
Fiona Dalton (H5P)  
Howard Norton (echo360)



# Te Pūkenga and Unification: What does it mean?

All Te Pūkenga qualifications will eventually have a single programme, regardless of where you are in the country, with some room for regional differences. Unification will be staged over the next few years and will not happen all at once. Unification will be either through a **transition** design process or a full **transformation**. Most Unitec programmes will not be unified in 2023 and you will teach your programme and courses as usual.

## The Unification Process - a brief summary

In most cases, the approach to unification will be by **transition**. This is the most common approach for Level 1-6 sub degree programmes. A **working group** made up of learning design partners (several TPA Academic Advisers are involved in this work), and subject matter experts from the programmes currently offering the qualification, will select a core/parent programme, based on criteria that include whether the programme

- - was developed in close partnership with industry, hapū, iwi and Pacific communities.
- - was recently updated (within the past 3 years).
- - will need only minor updates to align with the Te Pūkenga Charter.
- - enables multiple modes of delivery.

Making as few changes as possible, the working group reviews Graduate profiles and Learning outcomes and may alter these to meet current NZQA requirements as well as the needs of the teams who will be delivering the programme. These transitioned programmes will move through the **transformation** process when the next qualification review is triggered or skills standards are introduced.

Programmes selected for **Transformation** undergo a similar process, but in this case the working group creates a programme where changes are likely to be more profound and are intended to be lasting, although naturally there will still be a review process.

The following characteristics make it likely that a Transformational approach would be taken.

- - If multiple providers would need to make extensive type 2 changes
- - The qualification is at degree level
- - Changes are required by accrediting and/or regulatory bodies
- - Significant equity needs cannot be addressed by simply updating a current programme

Both unification approaches include opportunities for stakeholders (including kaiako) to comment on the programme document and course descriptors and provide feedback on at least 2 occasions. It is then sent to NZQA for approval before going back to the working group for further course and assessment design before it is delivered.

Information about moderation for Unified programmes is still being finalised. If you are not teaching on a Unified programme your moderation will continue as usual in 2023.

If you have any further queries speak to your Head Of School, your APM or your TPA Liaison.

# Echo360 at Unitec

In recent years, several lecturers at Unitec have been using echo360 to record classes. Some students have been unable to attend classes, due to the impact of COVID. Furthermore, some academic staff have chosen to record classes to give learners the opportunity to revisit (and revise) course content, thereby improving their chances of success. This correlates with the findings of the most recent NPS Survey (published November 16) in which students indicated an overwhelming preference for classes to be recorded. Some students wanted to be able to review classes to help them better understand course content. Others wanted lectures recorded to give them “a degree of flexibility” in their learning. Finally, recording classes was seen as a means to supporting those students who had ‘language issues’.

Some academic staff members have gone beyond using echo360 for just recording purposes, and have created interactive resources that allow students to check their understanding of concepts by completing a range of ‘polls’ (quizzes) embedded in the videos. These reusable ‘learning objects’ (Wiley, 2002) have been used by teachers at Unitec either as preparation for their ‘live’ classes, or as follow-up to consolidate students’ learning.

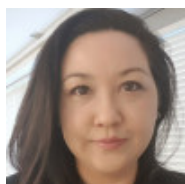
## Case Studies

We spoke to Malachy McGarrigle, lecturer in the School of Building Construction and Elaine Whitworth, Lecturer in School of Bridgepoint, about their experiences using echo360 with their students.

### Why do you use Echo360?



Malachy: I use Echo 360 because I find it really good at getting students engaged during the lecture sessions instead of them just sitting back and listening to a tutor talk about the material. It offers a chance to gauge participation by students and then discuss responses to the questions posed with potential for light relief when answers are a bit questionable. I also find it helps me to organise my delivery in a structured way and I can reuse my previous presentations and revise and update the content as necessary. It allows a chance to analyse metrics such as attendance and engagement with the activities and polls I use.



Elaine: I use Echo360 as an online revision material for our Human Biology Course BEHC 4403 for our first test "Protection and Survival". I use the Echo360 interactive PPT as an activity to encourage students to revise for the test, give them an idea on what areas to focus on and give me feedback on class understanding of each area/topic. I set an Echo360 interactive PPT activity for students to do on each topic covered by the test, after they had completed them we spent a 1 hour class session going over the interactive PPTS (like a revision class before the test). The great thing about this method was that we weren't just revising blind - I could see which areas the class was struggling with and was able to hone in on these areas in more detail. The students also came into the revision session having already covered all the main topics (flipped learning) so we weren't revising everything from scratch.

### How have the students' responded to it?



Malachy: From my own observations of the sessions my cohorts have responded very well, well the majority of students anyway and they take part pretty well in the activities although sometimes that is after a bit of encouragement from the tutors who can observe the numbers creeping up at the base of the activity poll window.



Elaine: The students reacted very positively to it and a couple wrote that they would have liked more of these for other tests in their end of semester evaluation

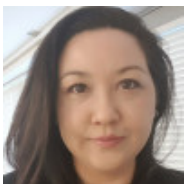
### Have you noticed any shift in engagement / achievement as a result of its use?



Malachy: This is a little trickier to answer completely due to the massive disruptions in recent years.

For engagement, a most definite upshift in engagement during the classes and as I say that is because we keep stressing how important it is to do so whilst mentioning it does provide a way of monitoring engagement.

I cannot give a definite answer regarding achievement as SCCs have been a bit up and down for various reasons recently but 5044 in semester 2 had an SCC of over 94% but I think that was down mainly to being on campus and more able to encourage engagement in class.



Elaine: I was able to see how many students engaged with the PPT (for one class it was almost all students). I was not able to determine whether it improved success in the test as class results vary from semester to semester depending on previous knowledge of students. However, it gave the students more clarity and, in my opinion, reduced anxiety about the test as they were clearer on what type of questions they would get and felt better having practiced them and gone over the answers (they got feedback on their attempts and felt they were improving in their answers).



# End of year Moodle info

## Internet Explorer

Often there are problems with Moodle where Teachers are using Internet Explorer, which does not work well with a number of applications. These problems are likely to increase in 2023. Please make sure you are using [Chrome](#) or [Firefox](#) for the best experience and ensure you keep them up to date.

## Course copy roll overs

Most courses have now transitioned to our new course copy and roll over system. This means that a new copy of your course is made 30 days before its next offering. These copies will be visible to any teachers of the course, but will be hidden from students until you are ready to make it visible. The copied version of the courses will include the semester and year at the end of the course name so that you and your students can tell them apart, for example if your course is titled ABCD1001 then the copy for next semester would be ABCD1001-S1-2023.

## Maintaining copies of assessments

NZQA requires us to keep copies of student assessments for a period of 12 months. If your assessments have been graded and stored within Moodle (including Turnitin) and your course is using the new copy rollover approach, then you do not need to download copies of the assessments as the old version of the course will remain on Moodle with the previous students intact.

There are still some exceptions to the new copy rollover approach and a minority of courses that are not being copied at this time. We are working through these and aim to have a confirmed list of exceptions made available to schools before the Christmas closedown period. If your course is not being copied, then please ensure that you download and store any assessments from Moodle well in advance of next semester to avoid losing access to them.

## Moodle upgrade

Each year we perform a Moodle upgrade to ensure that we stay on a recent secure version and it is now even more important so that we can stay compatible with other Moodles across Te Pūkenga. We plan to perform our next upgrade in January and will share exact dates as soon as possible. The new version of Moodle includes many improvements which we will share early in the new year.

