

# SPECTRUM

Centre for Academic Development, Victoria University

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## CAD News

CAD were pleased and excited to see another Victoria academic join our National Teaching Excellence Award winners with Dr Ocean Mercier from Te Kawa a Māui being recently awarded a 2012 Ako Aotearoa National Tertiary Teaching Excellence award for sustained excellence in a Kaupapa Māori context. More information on Ocean's award is inside.

A warm welcome also to Jillian Pawlyn, who joins us to help drive the Strategic Initiative for using digital technologies in learning and teaching. While Stephen Marshall works post-Ako Victoria on the strategic vision, Irina Elgort and Jillian are liaising with faculties to recruit local staff to support academic colleagues.

We have arranged with SLSS to 'borrow' two of their staff members to help build CAD web resources. Mary Roberts is currently on secondment with a focus on inclusivity in learning and teaching. In September, Mary is replaced by Deborah Lars, who will concentrate on resources to foster critical thinking in students. These align with ongoing thoughts about the future Victoria Graduate Attributes, following the Review of Undergraduate Education.

Other CAD guidelines are being updated and supplemented, including on Assessment (in line with the forthcoming Assessment Handbook), Groupwork, Sustainability and Informal feedback. Watch this space and the CAD website – your feedback, ideas and examples of good practice are always welcome, by e-mail or directly onto the website.

Stephen goes on RSL from 1 September to 30 June 2013 and will be temporarily replaced as Spectrum editor by Irina. CAD Director Barbara Dexter will act as CAD key contact for the Victoria Business School and Jillian for Science (with Amanda) and Engineering during this period.

## Staff Excellence Awards

Victoria University will be awarding up to six Teaching Excellence Awards in 2012. The awards are based on the premise that excellent teachers are knowledgeable, enthusiastic, and innovative, with a commitment to their subject and an ability to stimulate learners' thought and interest. The University encourages eligible staff members to apply for one of these awards.

Further information about the awards, the criteria, guidelines and a nomination form can be found at Victoria University Teaching Excellence Awards Guidelines and Criteria 2012 [http://www.cad.vuw.ac.nz/wiki/index.php/TEA\\_Guidelines\\_and\\_Criteria\\_2012](http://www.cad.vuw.ac.nz/wiki/index.php/TEA_Guidelines_and_Criteria_2012).

## Ocean Mercier - National Teaching Excellence Award Winner

*Dr Ocean Mercier has won the 2012 Ako Aotearoa Tertiary Teaching Excellence award for sustained excellence in a Kaupapa Māori context. Ocean is the 13th Victoria academic recognised nationally for excellence in teaching and the first winner of the Kaupapa Māori award.*

Ko Hikurangi te maunga

Ko Waiapu te awa

Ko Ngāti Porou te Iwi

Nei rā te mihi o te uri o te Whānau a  
Ruataupare ki a koutou

It's a bit of a cliché, to see oneself as a facilitator of learning rather than a "Teacher". But this cliché rings true for me. Perhaps I disown the label of "Teacher" because of my teenaged attitudes towards my favourite and least favourite teachers – for myself I want neither to be revered nor reviled by students! But I have always been hungry to learn new things, and from my first experience of teaching in Sunday School I discovered how great teaching was to cement my own learning. My background and change of discipline from physics to Māori Studies made me realise that I am always learning. This gives me permission not to know everything, nor to act as though I do. This puts me on a level playing field with taura. I am not the expert – just an informed person who can generate an environment conducive to taking on new knowledge and new ways of thinking. My background and approach challenges taura to always learn. I enjoy the new and innovative and look for ways to use these things in teaching. Maybe this is a ploy for deflecting attention from myself as the classroom facilitator, yet what it has done in my practice is to promote learning in all the diverse ways available, enriching and centering the student experience. For

example, I have led the introduction of cultural mapping assessments across courses in Te Kawa a Māui. Students seem to have appreciated this:

"The use of technology and the practical application of what we learnt in class was hugely insightful. Doing actual fieldwork with data and maps that we had created ourselves helped me to understand and comprehend exactly what cultural mapping was, is and could be in these times. MEAN!" CAD Course Feedback for MAOR210 2011

Also connected to learning all ways is the value of seeing issues from multiple perspectives and thereby promoting mātauranga Māori and Indigenous knowledge in the academy. With my Athabaskan colleague Dr Beth Leonard of the University of Alaska, Fairbanks, who instructs a graduate course on Recording Indigenous Knowledge, our students have compared and analysed Indigenous knowledges through a virtual exchange: using online Moodle discussions, videoconferencing and skype.

"I thought it was fantastic and invaluable to physically see the people I was communicating with on the forum, especially the Skype session where we were able to discuss our feelings and reflections on the papers Place-Based Education in our respective locations. It was not even hard to set up a convenient time to meet!" Feedback from UAF/ Victoria University of Wellington (VUW) Evaluation, MAOR317 2011



I've been at school for more than 30 years, so I'm an example of what education can offer to Māori, but there is much work to be done in providing great student learning experiences – and this is something that drives me. What I have learnt to offer as a teacher (whether in bible study, Māori studies or physics) is a humble, facilitative wairua and diverse learning methods. At its heart, it's the philosophy – Always Learning, Learning in All Ways – that embodies and drives my teaching.





Ako  
Victoria

2013  
*its coming!*

24th April 2013  
Keep it free...

## Introducing Jillian Pawlyn

*Jillian Pawlyn joined the CAD in July, expanding the E-Learning team to work on a range of projects arising from the Digital Vision and Strategy for Learning and Teaching. She'll be working with Irina and Stephen over the next three years.*



Kia Ora, thank you for welcoming me into your Whānau. I joined the team in the Centre for Academic Development last month, in the role of Lecturer in e-learning. The main focus of my role here is supporting the network of faculty-based digital teaching technology staff promoting the use of technology and supporting academics working with technology in their teaching.

My first passion in nursing, I qualified as a Registered Nurse in Learning Disabilities (RNLD) in 1994 and as a Specialist Practitioner in Community Learning Disabilities Nursing (SCLD) in 1999. I

enjoyed a varied and rewarding career working within Ridgeway Partnership NHS Trust [ <http://www.ridgeway.nhs.uk/> ] for 15 years.

During my years as a registered nurse I have developed a specialist interest in the health needs of people with a learning/ intellectual disability in particular those individuals who have Profound Intellectual and/or Multiple Disabilities (PIMD/ PMLD). I am a member of the Profound and Multiple Learning Disabilities (PMLD) core group Mencap (UK) [http://www.pmldnetwork.org/about\\_us/index.asp](http://www.pmldnetwork.org/about_us/index.asp)

I moved to Aotearoa/ New Zealand in January 2012. I spent my first six months here working for the Capital and Coast District Health Board as staff nurse in a secure forensic service for people with intellectual disabilities. So how did I become a lecture in e-learning?

My second passion is teaching and learning, as a senior nurse and manager of a community nursing team I was keen to inform the future skills and knowledge of nursing practice. My role within Ridgeway Partnership NHS Trust provided me with the opportunity to explore the e-learning opportunities available for clinical professional development. As a small and dispersed professional group RNLD's are often required to network at some distance with peers for professional supervision and development so e-learning was not too great a leap for many in my

discipline. I enjoyed the opportunity to work part time at Oxford Brookes University as a Lecturer Practitioner and later as Senior Lecturer in Learning Disability Nursing (2000 to 2011) (UK).

In 2003 I attained a Postgraduate Certificate in Teaching in Higher Education (PCTHE), where I took the opportunity to develop my skills in using digital technology in teaching and learning; and soon became an enthusiast promoting e-learning throughout the school. I achieved the nurse lecturer (TCH) qualification (awarded by the Nursing and Midwifery Council, UK) and completed a Master of Science in eLearning in Professional Education, 2010 awarded by Oxford Brookes University (UK) [ <http://www.brookes.ac.uk/> ].

Throughout my nursing career I have always been interested in supporting the learning and teaching of those I work with and find myself exploring and introducing learning technologies whenever the opportunity arises.

I am a self-confessed technology and e-learning enthusiast and I look forward to sharing my enthusiasm and experience with everyone here at the Victoria University of Wellington.

*Jillian's contact information and other details are available on her Cad Wiki page - [http://www.cad.vuw.ac.nz/wiki/index.php/Jillian\\_Pawlyn](http://www.cad.vuw.ac.nz/wiki/index.php/Jillian_Pawlyn)*

## HERDSA Fellowships

In the course of my working life I have had about five distinct careers, some overlapping, but each one contributing differently to the enrichment of my life experience and my personal growth. One significant learning experience was the initial Post Graduate Certificate in Higher Education Learning and Teaching (PHELT) course offered in 2007. The learning and teaching portfolio that students were required to complete, and in which they reflected on their teaching and learning, was one of the major assessment items.

Prof Tom Angelo, (the then Director of UTDC at VUW) encouraged me to submit my PHELT portfolio to HERDSA (the Higher Education Research Development Society of Australasia) for peer review. So



I signed up thinking that what I had done for the PHELT would put me well on my way. "Yeah, right!" as the Tui billboards say. Reflecting back on the process, I realised that the whole process had become part of my own constructivist learning experience.

So why did I do it, you may ask? The first time I applied for the HERDSA Fellowship I wanted peer guidance to inform the way that I read about and reflected on my own teaching and learning. We all want to become something that we know we can be but

that we are not yet. I had started on this journey because I want to be a better teacher. I wanted to build on what I was in order to be better at what I do. Now I want to help others in that discovery process.

So how has the HERDSA Fellowship helped? Through the ongoing reflective process, through mentoring a Fellowship candidate, and through continuing research and reflection, the outcomes of the HERDSA Fellowship have become a component of my work. The subsequent Fellowship renewal process involved working within a group of other Fellows who were in the same position. We learned a great deal from the experience and insights of each other. That reflective process then fed into a peer assessment process presided over by other Fellows. There are 28 Fellows altogether of which three are in NZ. If you are interested in understanding your own teaching and learning experiences and wish to enhance them by embarking on a process of guided reflection, you might aspire to the HERDSA Fellowship. If so, I'd be happy to speak to you.

## Tony Hooper

# PGCert in Higher Education Learning and Teaching (PHELT)

Over the past eight months, the PGCert in Higher Education Learning and Teaching (PHELT) has been undergoing a structural review and revision. Staff from the Centre for Academic Development, ably assisted by an advisory group made up of past PHELT students, Faculty staff and advisors from the University of Otago and the University of Plymouth, have developed the current programme so that from 2013 it will have a different look and feel. As a result, from next year it will be possible to enrol in either a 60-point Postgraduate Certificate, made up of two courses, or a 120-point Postgraduate Diploma with four courses. The first course in the new programmes, Foundations of learning and teaching in higher education, was offered in trimesters one and two, with a small but energetic group of participants working together as they reflected on student learning,

teaching practice and course design in relation to current educational theory and practice.

The PGCert HELT programme focuses on professionalism of teaching and learning support in higher education. The programme is designed to help tertiary-level teaching staff and other teaching-related staff to become more reflective and successful in practising and/or supporting research-based learning and teaching, within a research-based and structured programme. This programme has been designed to support new and experienced tertiary teaching staff who wish to develop their professional skills in the areas of learning, teaching and curriculum development.

The PGDipHELT programme focuses on researching effective learning and teaching in higher education and the scholarship of

learning and teaching. The programme is designed to help tertiary-level teaching staff and other teaching-related staff to become reflective practitioners, familiar with current educational theory and to actively research teaching and learning in their own disciplinary field. This programme is designed to support experienced tertiary teaching staff who wish to develop their professional skills in the areas of learning and teaching, and educational research skills with the aim of publishing higher education research.

If you would like to know more about either of these programmes, please contact Bernadette Knewstubb at the Centre for Academic Development

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## Images from *Ako Victoria* 2012

