

SPECTRUM

Centre for Academic Development, Victoria University

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February 2013

CAD Contact Details

Prof. Barbara Dexter	9696
CAD Director	
Linda Bowden	5306
Evaluations/Reviews Admin	
Dr Irina Elgort	5970
Lecturer	
Dr Amanda Gilbert	5205
Lecturer	
Meegan Hall	5793
Lecturer	
Bernadette Knewstubb	6413
Lecturer	
Dr Stephen Marshall	5205
Senior Lecturer (on RSL until July 2013)	
Anna Nguyen	9786
Administration Assistant	
Jillian Pawlyn	5641
Lecturer	

Centre for Academic Development News

CAD staff have been extremely busy in the last quarter of the year, across the whole spectrum of our work.

Policy-level activity has been high, with our involvement with many ongoing developments arising from the 2011 Review of Undergraduate Education. These include the Assessment Handbook, the Programme and Courses Design & Delivery Handbook (working title), the Student Charter, Graduate Attributes, and our Digital Technologies for Learning & Teaching Vision & Strategy. The handbooks will eventually belong to a suite of publications from the Academic Office to be brought out in 2013.

We have finished processing evaluations from trimester 2. Linda and Barbara were invited by the University of Otago to advise on aspects of their system and visited their Higher Education Development Centre in September. It's always interesting to see how others work and we came back with some fresh ideas for improvements to our own system, as well as being able to offer them some well-received suggestions. Linda is currently leading a project on exploring how using course completion data alongside the evaluations data might contribute to improve Maori and Pasifika student success.

CAD is leading the staff capability strand of the Victoria strategic initiative in using digital technology in teaching and learning. The main activities this year included creating a team of Faculty-based contacts for academic technology (CATs) and conducting needs analysis interviews. Next year will be about addressing the identified staff needs and providing individual and School-level support (read more on page 2).

Major projects for 2013 will include the development of our website – design and content - so we welcome feedback on the current site and any improvements you would like to see. Much of the content is being updated and there will be a focus on resources for staff, including on fostering graduate attributes, assessment, groupwork, peer assessment and intercultural teaching. Deb Laurs, on secondment to us from SLSS, has developed resources on critical and creative thinking. The wiki is open for you to contribute your own examples of good practice or to share faculty learning and teaching developments.

2013 is fast approaching and we are looking forward to another exciting and fruitful year. We send you all our festive season's greetings and look forward to working with you in the coming year.



Developing confidence and capability of staff using technology

Developing the confidence and capability of staff using technology is a key objective of the Victoria *Digital Technologies in Teaching and Learning* strategic initiative. This objective is being addressed by creating a network of faculty-based contacts for academic technologies (CATs). The CATs are a group of ten technology-savvy, part-time staff who are based within Faculties. This model has been used successfully at a number of institutions internationally.

Together the CATs share a variety of experiences engaging with digital technologies at home and overseas as students, tutors, researchers and general staff. To facilitate the work of the CATs and increase the overall impact of the project, a peer support network has been established involving the CATs, Centre for Academic Development, Faculty Associate Deans (Teaching and Learning / Academic), ITS and the Library. The group activities are

coordinated by CAD, in collaboration with the Faculties.

The CATs began their role in August this year. To date they have been getting to know people in their assigned Faculties, interviewing teaching staff to learn about their use of digital technologies for teaching activities and documenting support and professional development needs in the area of academic technologies. This valuable information will be analysed and presented to the Faculties early in the New Year.

Whenever possible the CATs have also provided support to staff engaging in technologies for teaching providing one-to-one support, facilitated discussions and also matching technologies with tasks. To provide greater opportunities for teaching staff within the Faculties to engage with technology for teaching and learning, it is anticipated that this supporting role will expand during the next phase of the project.

SELF-INTRODUCTIONS BY CATS

Meredith Crowe *Architecture and Design*

I am a Masters of design student, based at Te Aro campus. I majored in Media Design during my Undergraduate degree, so trust me when I say I have first-hand experience with how frustrating it can be, knowing there are software and technologies out there that could help me, but not having the knowledge or tools to use them.



Beth Smith *Education*

My background is in Manufacturing Engineering Management. For some of the smaller Manufacturing companies I have consulted for I also had to wear the 'hat' of IT Manager. This background gave me very practical skills in technology, and the integration of people and technology. I have been working for Victoria University Faculty of Education in a variety of roles since 2007. Currently, I am the Faculty Publishing Manager.

Matt Plummer

Humanities and Social Sciences

I currently work in the Art History programme as a teaching fellow, researcher and visual resources assistant. I have a range of research interests relating to art and visual culture, and completed my MA on relatively unknown New Zealand artist Malcolm Ross in 2010. I am particularly interested in advocating and facilitating the use of multi-media resources in academic teaching.





Lana Zaher

Humanities & Social Sciences

I have helped students and academics apply technology in my roles as teacher, testing coordinator, course developer, and programme administrator, since the 1990s. I have a Master's degree from the University of Washington and have lived in Wellington since March, 2011. Being part of the Digital Technologies Project team has been an excellent opportunity for me to continue to explore ways of enhancing and supporting tertiary education and student learning.

Coreena Xia

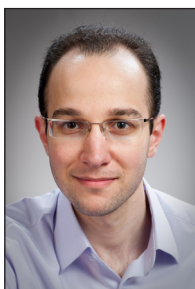
Humanities & Social Sciences

I moved from Beijing to NZ nearly four years ago and started working at Victoria in 2011, tutoring and lecturing Chinese language course, also helping to develop online learning support for the Chinese program. I got a PGDip in e-learning in Massey University. How people learn and how to facilitate an effective learning process has been the central interest of my career. I have undergone a fundamental transition from traditional to blended modes of teaching myself. This experience can help me to better understand what the faculty members are facing in this transitional process.

Alireza Nili

Victoria Business School and Law

I am a PhD student in Information Systems in the School of Information Management. I joined Victoria in July 2012 and started in my role with the CAD Digital Capabilities project in September. I have taught undergraduate courses in the area of e-commerce for two years and my research interests are in the area of e-CRM, e-learning infrastructure, and innovation management.



Ryan Kerr

Victoria Business School & Law

I am a long-time fan of Victoria University having completed my Bachelor of Laws and Commerce (Hons) here as well as nearly a year of doctoral work in the area of litigation and accounting. During this time I have seen an evolution of technology in the classroom and the educational benefits that have accompanied this first hand. I am currently tutoring 2nd year financial accounting as well as providing research services to the School of Accounting and Commercial Law. In these roles I have worked closely with faculty and students.

Lachlan McLaren (Lachie)

Victoria Business School & Law

I'm Lachie and I'm based in the School of Marketing and International Business (SMIB). I'm currently completing my PhD in Marketing. I'm involved in distance education at SMIB as well as tutoring our on-campus and blended papers. When people started coming to my tutorials with iPads it made me think about how we use technology in our teaching and how technology can allow us to do some really cool things in the classroom (or virtual classroom).

Jawad Mirza

Science

I am Jawad and I am a PhD student at the School of Engineering and Computer Science. My research is in the

field of wireless communication. I am also tutoring an undergraduate course at the School. I have previously obtained Master of Science in Communication Engineering from the University of Manchester, UK. Before commencing my PhD studies, I was involved in both research and teaching activities in Pakistan.

Muhammad Mahmood (Adeel)

Engineering & Science

I am Adeel, I am a PhD candidate in the School of Engineering and Computer Science and my research area is Network Engineering. I graduated from the University of Adelaide, Australia before coming to New Zealand. I have more than six years of university teaching experience, where, apart from teaching duties, I have always been actively involved in several IT based administrative positions.



To find out which CAT is supporting your school visit this page - www.cad.vuw.ac.nz/wiki/index.php/Contacts_for_Academic_Technology

If you would like to know more about the Developing confidence and capability strand of the Digital Vision and Strategy please contact: Irina.Elgort@vuw.ac.nz or Jillian.Pawlyn@vuw.ac.nz.



New book released

Developing Effective Part-time Teachers in Higher Education: New Approaches to Professional Development. Edited by Fran Beaton and Amanda Gilbert* (*CAD).

October 2012 saw the release of new book from the SEDA (Staff and Educational Development Association) Series published by Routledge. The book draws upon the experiences of academic developers in New Zealand, Australia and the UK to provide insights into the needs of part-time teachers and the challenges associated with providing professional development for this very diverse group.

The book explores the problems associated with identifying part-time teachers and their different motivations for being in part-time positions. It also looks at the development of policy and practice for supporting part-timers and the different kinds of programmes that are being used to enhance their professional development. One chapter, on the development of scholarly tutors, is written by Meegan Hall (CAD lecturer) and Kathryn Sutherland (Associate Dean in the Faculty of Humanities and Social Sciences).



Student feedback update

Processing of trimester two student feedback forms is now complete, with 52890 feedback forms processed.

This is for 613 individual lecturers who have sought student feedback in trimester two, 524 individual courses and 397 individual tutors.

The combined totals for trimesters one and two 2012 are:

- Number of forms processed: 111467
- Individual lecturers evaluated: 1290
- Individual courses evaluated: 1010
- Individual tutors evaluated: 762

The overall response rates are 63% for course feedback and 61% for teaching feedback.

New Postgraduate Diploma in Higher Education Learning and Teaching to be offered from 2013

Over the past twelve months, CAD, with the input of past students, Education Faculty members, and a lecturer from the University of Otago have been reviewing and revising the current Postgraduate Certificate in Higher Education Learning and Teaching (commonly known as PHELT). The result of this has been a restructuring of the 60-point Certificate programme to focus on research-informed reflective teaching practice, and the introduction of a 120-point Postgraduate Diploma, which extends from the Certificate to focus on the Scholarship of Learning and Teaching. The new programme was launched on November 20th by Professor Penny Boumelha at a lunchtime session hosted by CAD staff.

The redesigned programme aims to allow all full-time staff with teaching responsibilities at VUW to develop their understanding and practice in line with current research and models of H.E.

The PHELT Certificate and Diploma are structured as follows:

The Certificate is made up of two 30-point courses. The first course, HELT 501 (Foundations of higher education learning and teaching) – is a core 30-point course. On completion of HELT 501 you may choose to enrol in either HELT 502 or HELT 503. The Certificate is designed to allow it to be taken over two years, or completed in a single year, depending on the needs of each participant.

The Diploma is made up of four 30 point courses, including those taken during the Certificate. The Diploma is designed so that it can be completed (part-time) in between two and four years, as suits individual participants:

1. HELT 501 (30pts)
2. HELT 502 Or HELT 503 (30pts)
3. One of HELT 502-503, 505 (30pts)
4. One of HELT 502-505 OR Approved substitute (30pts)

While final course details will be determined in consultation, we expect that HELT 501 participants will meet for 2-4 hours weekly during the Trimester to discuss and critique readings on theory and research, try out innovative strategies, prepare and report on applications, and develop relevant course design and research skills. Other courses will have fortnightly meetings. In addition, participants are likely to spend 7-10 hours per week preparing, with some extra work during assignment periods.

At present, course fees are reimbursed for full-time Victoria academic staff enrolling in PHELT courses. We expect continued University support for PHELT participation.

*For more information: Bernadette.Knewstubb@vuw.ac.nz
<http://www.cad.vuw.ac.nz/wiki/index.php/PHELT>*

Merry Christmas from CAD - see you in 2013!