

UTDC Academic Development Workshops - Trimester One 2006

To enrol, or for updated information, go to <http://www.utdc.vuw.ac.nz/events/>

FEBRUARY

Improving Your Teaching Evaluations
Thursday 2nd February, 2.00pm - 3.30pm
Venue: Rm 201, Wai-te-ata Rd.
Facilitator: Tom Angelo

Course Design for Flexible Learning
Monday 13th February, 11.00am - 12.30pm
Venue: Rm 201, Wai-te-ata Rd.
Facilitator: Tom Angelo

Design of Online Learning Activities
Monday 13th February, 1.30pm-3.30pm
Venue: Rm 201, Wai-te-ata Rd.
Facilitator: Irina Elgort

Effective Assessment and Feedback
Tuesday 14th February, 11.00am - 12.30pm
Venue: Rm 201, Wai-te-ata Rd.
Facilitator: Tom Angelo

Online Assessment with Blackboard
Tuesday 14th February, 1.30pm-4.30pm
Venue: KK218
Facilitator: Irina Elgort

Familiarity with the basic features of Blackboard is required.

MARCH

Teaching Large Classes
Tuesday 14th March, 10.00am - 12.00noon
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitator: Tom Angelo

APRIL

Using Video and Feedback to Improve Your Teaching
Tuesday 11th April, 9.00am-12.00noon
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitator: Kathryn Sutherland

Copyright & The Modern University
Thursday 20th April, 2.00pm-5.00pm
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitator: Stephen Marshall

Giving Helpful Feedback
Friday 21st April, 10.00am-12.00noon
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitator: Tom Angelo

Online Journals as Learning and Assessment Tools
Wednesday 15th February, 1.30pm-3.30pm
Venue: KK218
Facilitator: Irina Elgort

Making the First Class Work for Your Students and for You
Friday 17th February, 10.00am-12noon
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitator: Kathryn Sutherland

Quick Start to Teaching with Blackboard
Monday 20th February, 1.00pm-4.00pm
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitator: Irina Elgort

Team Websites as Learning and Assessment Tools
Tuesday 21st February, 1.30pm-3.30pm
Venue: KK218
Facilitator: Irina Elgort

Avoiding Powerpoint Karaoke
Friday 17th March, 10.00am-12.00noon
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitator: Stephen Marshall
Please note this session is not a 'hands on' Powerpoint introduction

MAY

Managing Piles of Marking
Tues 16th May, 10.00am-12.00noon or Weds 31 May, 2.00-4.00pm
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitator: Kathryn Sutherland

Using StudyMate to Create Glossaries and Flashcards
Wednesday 22nd February, 1.30pm-3.30pm
Venue: KK218
Facilitator: Irina Elgort

Preparing Effective Lectures Efficiently
Wednesday 22nd February, 10.00am - 11.30am
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitator: Tom Angelo

Academic Integrity and Plagiarism
Thursday 23rd February, 2.00pm-4.30pm
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitators: Stephen Marshall and Tom Angelo

Energisers and Icebreakers for the First Day of Class
Friday 24th February, 2.00pm-3.30pm
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitator: Kathryn Sutherland

Moderating Online Discussions
Friday 17th March, 10.00am-1.00pm
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitator: Stephen Marshall

JUNE

Evidence of Good Teaching for Promotions and Awards
Tuesday 6th June, 2.00pm-4.00pm
Venue: Rm 201, 10 Wai-te-ata Rd.
Facilitator: Kathryn, Sutherland and VUW Teaching Award Winners

Please note that session times and venues may change. Please check our website for up-to-date information

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Postgraduate Higher Education Learning and Teaching (PHELT) Certificate

Launched by the UTDC in the First Trimester 2006. This is a 60-point, Master's level qualification aimed at professionalising research-led learning and teaching. If you are interested in knowing more about this new qualification, please read on, and feel free to contact Tom.Angelo@vuw.ac.nz or x7482.

Entry requirements:

- An Honours degree or equivalent,
- Current employment as VUW academic staff member (at lecturer or equivalent level or above) or academic support staff at an equivalent level
- Permission of the relevant Head of School/Director and PVC

- Permission of the PHELT Certificate Course Coordinator, Tom Angelo
- Participating in the PHELT Certificate will provide the following benefits:**
- A focused, critical exploration of the best, current theory and research on teaching and learning in higher education
 - Guidance and support in applying that research to improve courses design, teaching and assessment practice, learning outcomes, and professional success
 - Assistance in evaluating and documenting teaching effectiveness for professional advancement

- Support and supervision in designing and carrying out PBRF-eligible applied research on teaching and learning in one's academic discipline
- Opportunities to learn from and collaborate with like-minded staff from across the University
- Opportunities to enhance key academic leadership skills

The Office of the AVC Academic and the UTDC have agreed for 2006 to reimburse the course fees of those participants who pass Foundations this year. While this cannot be considered a precedent, we will continue to seek University support for PHELT participation.

For more information: Tom.Angelo@vuw.ac.nz

SPECTRUM

Volume 8, Issue 1, February 2006

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Learning and Teaching at Victoria

Jenny Harper

The beginning of another year, following the major Academic Audit of Victoria in 2005, provides a moment to reflect on what we have already achieved in the key areas of learning and teaching – and how we might build on those achievements in 2006 and beyond.

The overall goals of the Office of the Assistant Vice-Chancellor (Academic) and the University Teaching Development Centre (UTDC) are to improve the student and staff academic experience and enhance Victoria's reputation as a great place to study, learn, and teach. To achieve this, we are proposing a range of inter-related academic enhancement initiatives to be realised over the next two to three years.

Focus on Learning Outcomes -- Early in 2006, a University-wide Learning Outcomes Working Party will be established to advise on how best to design and realise a range of learning and teaching improvements. Acting Pro Vice-Chancellor (Sciences), David Crabbe, Party, in collaboration with staff and students to analyse the international context in which universities operate and to consider issues raised in the *Review of Undergraduate and Honours Degrees* presented to Academic Board in 2005. Specifically, this new Working Party will propose coherent and distinctive 'pathways' through different degrees and for fostering creative and critical thinking, and leadership. In light of and the recommendations of the 2005 Audit Panel, the Working Party will also identify appropriate key performance indicators for a range of academic initiatives.



Focus on the First Year – Enhancing first year courses and teaching have been identified as top academic priorities due to the importance of foundational, often large-enrolment 100-level 'gateway' courses to students' subsequent retention, learning, and success in university. (Obviously, improving retention is also a key way to improve our EFTS income, as the figures published in the last *Spectrum* indicate.) This project will involve the development of incentives, staff training, evaluation, and ongoing support for programmes which design and/or redesign courses according to research-based guidelines for effective and efficient teaching and learning – and which build in an explicit focus on VUW's three distinctive graduate attributes. The first year project will be aligned with the development of those graduate attributes, expanded tutor training, and other related academic enhancement initiatives.

Focus on Course and Programme Design – To facilitate course and programme design and redesign initiatives in the First Year and beyond, an enhanced process for proposing and approving new courses and programmes was developed in 2005. This improved process will be implemented incrementally throughout 2006. A new section of the Office of the AVC (Academic) website will be launched shortly to assist staff in this area.

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Comments and feedback on any article published in Spectrum are welcomed and should be directed to the editor: Kathryn.Sutherland@vuw.ac.nz

Learning and Teaching at Victoria (cont.)

Focus on Distance and Flexible Learning and Teaching

-- The *VUW Strategic Plan 2005-2015* notes that the demographic shift in the future student population will result in increased need for courses which are flexible and cater to students' needs to study while fully employed. In addition, recent research shows that more and more retired people are engaging in University-level study. A report on *Distance and Flexible Learning and Teaching* (DFLT) commissioned last year recommends that Victoria develop and provide distance education in a small number of areas where we can establish a market advantage, in accordance with our University-level Strategic Plan. The report focuses on investment in building sustainability and excellence in DFLT at Victoria. It also highlights the importance of responding efficiently and effectively to the demands of growth, maintaining a reputation for delivery of high-quality programmes, minimising the impact of DFLT on staff workload and improving the student experience – as well as building long-term relationships with graduates wishing to improve and develop new skills. Extra funds have been committed in 2006 to prioritized projects in this area.

Focus on Assessment – Thanks to a working party led by Dr Colin Jeffcoat in 2005, a revised *Assessment Handbook* will become available to all University staff at the beginning of Trimester One. Assessment plays a fundamental role in achieving the University's core mission of excellence in teaching and research. It is not simply a process of comparing performance against standards, but also allows students an

opportunity to demonstrate the knowledge and skills they have acquired and to refine and deepen their knowledge through analysis and feedback provided by staff.

The assessment process also allows academic staff to improve the quality of their teaching by providing insight into what teaching practices and methods have worked. It is only through a continuing process of setting transparent but aspirational standards of achievement and learning from assessment that students, that academic staff and the University can achieve excellence in learning and teaching.

Focus on Academic Integrity – Just as the principles of validity, reliability, and fairness underpin our assessment and ensure the credibility of our degrees, academic integrity is also key to the reputation of the University and its teaching and research activities. A range of highly publicised and damaging instances of plagiarism and interference with research results have occurred elsewhere recently, most recently in Australia and Korea.

During 2005 a consultative process has resulted in the development of new Procedures for dealing with student plagiarism which, together with an Academic Misconduct Register created already by ITS for testing, will be in place for use from Trimester One in 2006. The obligation on the University to conduct education and training on academic integrity and plagiarism for all students is highlighted within the procedures, a new website has been established, and staff workshops are being run by UTDC. Revisions have been made to the *Statute on Student Conduct* and a new *Policy on*

Academic Integrity (for staff and students) is being drafted and will be discussed this year. While this is and will remain a difficult and contentious area, Schools and individual staff across the University must be supported in promoting academic integrity and dealing consistently and effectively with plagiarism and other forms of cheating.

Focus on Evaluation – The UTDC has been administering student evaluations of courses and teaching at Victoria University since 1979. It is also responsible for several other forms of academic evaluation that rely on student feedback, and assists staff in gaining informal feedback on teaching and learning. In 2005, this Office and UTDC jointly commissioned a *Review of the Evaluations of Teaching Quality* to consider the coherence, effectiveness, efficiency and transparency of Victoria's policies and practices of evaluation by students. A draft of the review's final report will be peer-reviewed by an Australian expert prior to our collectively debating and implementing its recommendations throughout 2006 and 2007.

Recognising the Multiple Benefits of Enhancing Learning and Teaching

– Finally, in an era of tight budgets, it is important to remind ourselves of the crucial bottom-line value, actual and potential, that learning and teaching represents. Every VUW student, as well as every staff member, stands to gain by improvements in learning and teaching as we develop ourselves and the scholars of the future. I wish you all well in 2006 and encourage you to work with your colleagues and the UTDC to achieve even greater success and fulfilment.

advised on learning and teaching matters for more than a dozen VUW Schools.

Integrity–The UTDC staff played key roles in helping to develop the University's new academic integrity policies and in providing related training and support to staff in promoting honesty and discouraging plagiarism and cheating.

Journal articles and conference papers–All four UTDC academic staff and Irina Elgort published refereed journal articles and/or conference papers.

Kala Retna–UTDC lecturer and Tutor Training Coordinator, Kala was awarded her PhD from VUW's School of Management in April 2005.

The UTDC in 2005 - An ABCDarium of Highlights (cont.)

Leadership–Kathryn Sutherland served as Vice President for New Zealand in the Higher Education Research & Development Society of Australasia (HERDSA).

Ministry of Education & Tertiary Education Commission–Tom Angelo and Stephen Marshall advised these entities on several proposed initiatives.

New Staff–Terese Mcleod joined in April as UTDC Administration Assistant; Andrew Tarr in November as the Blackboard Client Support/Help Desk Officer; and Warren Sellers as Research Assistant that same month.

Orientation 2005–51 new academic staff participated in the UTDC's Orientation to Academic Life in February.

Promotions–Both Dr. Stephen Marshall and Dr. Kathryn Sutherland were awarded academic promotions.

Quality–Prof. Tom Angelo represented VUW in several national and international meetings and conferences on evaluation and enhancement of teaching and learning quality.

Research-Led Learning & Teaching (RLT)–At the Vice-Chancellor's request, Tom Angelo & Dr Christine Asmar (Research Office) prepared a draft discussion document on RLT, subsequently discussed in Faculties and



The UTDC Team: Ready & willing to assist in 2006!

Schools. They also researched conceptions and practice of RLT among VUW staff and students. (see VicNews)

Surveys–UTDC staff carried out surveys on tutor training, distance and flexible learning, teaching and course evaluations, and other related topics.

Tutors–In addition to providing training and support for VUW tutors, Dr Kala Retna organised a highly successful, first-ever VUW Tutors' Conference in November.

University service–UTDC staff served on the Academic Board, the Research Development Subcommittee, and the VPEP Board of Studies and other VUW bodies.

VicNews–ran a series of brief profiles of VUW academic staff who are engaged in good practice in research-led learning and teaching, based on the Asmar-Angelo RLT research project.

Workshop attendance–1,761 attendees took part in 118 UTDC workshops and events. 882 individuals accounted for that attendance, including 395 VUW academic staff and 323 VUW tutors.

X-Rated – Greig Cleland and Stephen Marshall advised the University on policies regarding the use of sexually explicit materials for teaching purposes.

Year-to-Come – See the back page for a list of upcoming UTDC workshops.

Zeal & Zest – Characteristics of UTDC staff attitudes toward 2006!

The UTDC in 2005 - An ABCDarium of Highlights from the University Teaching Development centre

Academic Audit–The UTDC earned plaudits from the visiting Academic Audit panel, whose August 2005 report commended "... the effectiveness of the University Teaching Development Centre in encouraging and supporting reflective practice in learning and teaching."

Blackboard–In addition to providing support to an ever-increasing number of Blackboard users, Irina Elgort and Greig Cleland designed and began implementing a major upgrade of VUW's Blackboard system, with assistance from Andrew Swaine.

Conferences–UTDC Academic Staff presented papers and invited keynotes at conferences in New Zealand, Australia, Canada, the US, and Ireland.

DFLT (Distance and Flexible Learning and Teaching)– At SMT's request, Stephen Marshall and John Good researched and wrote a report recommending sweeping changes in VUW's DFLT policy and practice.

Evaluations–Evaluations Administrator Christine Whaanga successfully managed the increasing volume of evaluations and Penny Fenwick chaired a *Review of Student Evaluations of Teaching*, commissioned by the UTDC and Office of the AVC Academic.

Grants–Stephen Marshall was awarded a \$89,210 TeLRF grant and Tom Angelo was part of a team awarded a \$400K TLRI grant.

Heads of School–UTDC provided custom-designed workshops, led staff retreats, and

Inspiration for Learning

Matthew Trundle

This article is the first in a new series from VUW's award winning teachers. Matthew Trundle, a senior lecturer in Classics, is a 2005 VUW Teaching Excellence award winner.

The inspiration of the mind, the dissemination of knowledge, and the creation of debate are fundamental to teaching and scholarship and our role in it. Most genuine academic disciplines cannot be acquired with a passing knowledge of the world in which we live. They must be learned and the methods and evidence for their study carefully weighed, considered, debated and presented. Distance in time and space from subject matter means students must grapple with a world that is unfamiliar and with subject matter that requires only objectivity and sober interpretation. In the case of Classics, the dialogue between students, teachers and scholars is a 3000 year old conversation. Into this conversation we all enter with both excitement and awe.

My goal is to make the ancient world accessible to as many people as possible whether they are postgraduate students with some experience of academic studies, first years with no experience whatsoever or the wider Wellington community. As an

educator the best tools to give students are those that enable them to study subjects for and by themselves. Two questions lay the foundation for understanding any subject, though ancient history in particular: How do we know what we know? Why do we think the way we do about what we know? The former is about evidence, the latter concerns the on-going debate about it. Both are fundamental problems.

That means introducing students to the evidence, the building bases of a subject, and then showing them the techniques of interpreting that evidence, be that reading the first historian Herodotus or sifting through archaeological material from Roman shipwrecks or Greek Dark Age burial sites. Everything is about debate and questions. Socrates was right to question everything and everyone. A maxim of all my classes is "there is no such thing as a stupid question!" Lectures are therefore opportunities for singular discussion of the evidence and the current debates, while seminars and tutorials are perfect opportunities for detailed and reciprocated discussions of important issues. In either format, questions are always invited, solicited and welcomed.

My philosophy is one of inquiry: a constant round of questions asked in a search for answers based firmly in the ancient evidence. Students embarking on academic careers are the same as academics with years of experience in that they seek for knowledge and answers to questions. They require the same respect if they are earnest and honest in their approach. Students need to realise the infinity of the unknown and the beauty of research that unlocks answers to questions. Often these simply lead to further questions in a constant process of learning for its own sake. Eventually good students understand that the more they know the more they realise what they do not know. Students profit from one-to-one interaction in lectures and seminars. They need to be tested by Socratic processes and encouraged to stretch their minds in that dialogue. Academics sharing their enthusiasm and knowledge will encourage further learning for the next generation. Academic subjects must be learned through inquiry. Those who study it at whatever level are worthy ambassadors for the university and outside world. Inspire people with an interest and a passion and they will learn to learn themselves.