



**TEACHING & LEARNING
RESEARCH INITIATIVE**
NĀU I WHATU TE KĀKAHU, HE TĀNIKO TAKU



AOTEAROA
NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE

Colloquium
Tertiary Research in Progress
7th and 8th September 2009

Stamford Plaza Hotel
Auckland

Welcome to the Ako Aotearoa/TLRI Colloquium: Tertiary Education Research in Practice

Tēnā tātau i ō tātau tini mate. Ko rātau ērā i para ai i te huarahi mō ngā uri whakaheke. Nā reira, āpiti hono, tātai hono rātau ki a rātau. Āpiti hono, tātai hono, tātau te hunga ora e kaha nei, tihei mauriora!

Welcome to the inaugural colloquium hosted by Ako Aotearoa and The Teaching and Learning Research Initiative (TLRI). This is an exciting event for us and we are looking forward to hearing more about your work and how it is developing. More importantly, we are delighted to be able to create an opportunity through which you can connect with colleagues. Our aim for this colloquium is to support you as researchers to share your projects with other interested project teams, as well as identify early synergies between the work that is in progress.

It is our view that connecting research teams up during the early stages of their work will optimise the learnings gained from each project. In addition to staying up to date with similar work in the field, we hope that by showcasing the range of projects currently underway or recently completed we will enhance the coherence of this developing knowledge base. We hope that you find the colloquium beneficial to your work, and we are delighted that you are involved.

Thank you for making the time to come to this colloquium,

With best wishes



Dr Peter Coolbear
Director, Ako Aotearoa



Robyn Baker,
Director, NZCER

EVENT INFORMATION

Venue

Stamford Plaza Hotel
22 Lower Albert Street
Auckland
P 09 309 8888
F: 09 912 7052

Flow Events Ltd

Amy Fitzgerald
Event Manager
P 021 948 801
amy@flowevents.co.nz
www.flowevents.co.nz



Conference Rooms

There will be two rooms in use throughout the colloquium. The Stamford Room (ground floor) will host all presentations. The Raffles Room, located just a few steps from the Stamford Room is where the day's catering is served from. The pre-function space will host the registration desk both days.

Session Chairs

A representative of Ako Aotearoa or TLRI will Chair sessions throughout the colloquium. The role of the chair is to briefly introduce the presentations and assist with timekeeping to ensure the timely flow of presentations. Please refer to the PROGRAMME pages for more details.

Who will Introduce the Presenters?

The Chair will briefly introduce the presentation and project team collectively, but it is the responsibility of each presenter to first briefly introduce themselves to the group. Please keep this time to a minimum.

Access to Colloquium Presentations

With permission of presenters and project teams the power point presentations made at the colloquium will be made available after the event. Details of how and where to access them will be sent to you.

Internet Access at the Venue

Wireless internet access vouchers can be purchased at the reception desk of the hotel lobby. Please note that wireless access is not available within the conference rooms but is accessible in the entire lobby of the hotel and in the pre-function space outside the Raffles Room, where all catering is served. Charges are \$12.95 per hour or \$24.95 per 24 hours.

Parking at the Venue

There is valet parking available to colloquium delegates at the rate of \$30 per day. There is a Wilson's public car park located across the street from the hotel with an early bird rate (before 10am) of \$20 per day.

PROJECT INFORMATION

Best Practice in Supervisor Feedback to Thesis Writers in NZ

Funded by Ako Aotearoa. Duration is 18 months.

Presenter: Helen Basturkmen (University of Auckland)
h.basturkmen@auckland.ac.nz

Assessing Hauora Māori in Medical Students in Clinical Settings

Funded by Ako Aotearoa. Duration is 18 months.

Presenter: Dr Rhys Jones (University of Auckland)
rg.jones@auckland.ac.nz

Te Kāwai Kumara – A Pilot for the Synchronous Delivery of a Common Postgraduate Programme in Te Reo Māori across Multiple Sites

Funded by Ako Aotearoa. Duration is 18 months.

Presenter/s: Prof Tania Ka'ai (AUT University) and Haani Huata (CPIT)

tania.kaai@aut.ac.nz, huatah@cpit.ac.nz

Shifting Conceptualisations of Knowledge and Learning in the Integration of the New NZ Curriculum in Initial and Continuing Teacher Education

Funded by TLRI. Duration is 3 years.

Presenters/s: Dr Vanessa Andreotti, Dr Jane Abbiss and Dr Kathleen Quinlivan

vanessa.andreotti@canterbury.ac.nz

Unlocking Student Learning: The Impact of Teaching and Learning Enhancement Initiatives (TLEIs) on First Year University Students

Funded by TLRI. Duration is 3 years.

Presenter/s: Kogi Naidoo (Massey University), Neil Haigh (AUT University), Alison Holmes (Canterbury University) and Sam Richardson (Massey University)

kogilam@naidoo@adelaide.edu.au, nhaigh@aut.ac.nz, s.a.richardson@massey.ac.nz, alison.holmes@canterbury.ac.nz

An Exploration of Field Based Early Childhood Teacher in Education in Aotearoa

Funded by TLRI. Duration is 20 months.

Presenter/s: Liz Everiss and Dr Margaret Brennan (Open Polytechnic)

liz.everiss@openpolytechnic.ac.nz, margaret.brennan@openpolytechnic.ac.nz

Exploring e-Learning Practices across the Disciplines in a University Environment

Funded by TLRI. Duration is 2 years.

Presenter/s: Associate Prof Roger Moltzen (University of Waikato) and Nicola Westbury, (WMIER)

rim@waikato.ac.nz

Success for All: How Tertiary Teaching can help Māori and Pasifika student Access

Funded by TLRI. Duration is 2 years.

Presenter/s: Dr Airini and Dr Elana Curtis (University of Auckland)

airini@auckland.ac.nz, e.curtis@auckland.ac.nz

Transition from Secondary to Tertiary Education in Maths

Funded by TLRI. Duration is 2 years.

Presenter/s: Associate Professor Sergiy Klymchuck and Peter Watson (AUT Uni)

sergiy.klymchuck@aut.ac.nz, peter.watson@aut.ac.nz

Teaching and Learning in the Supervision of Māori Doctoral Students

Funded by TLRI. Duration is 2 years.

Presenter: Dr Barbara Grant (University of Auckland)

bm.grant@auckland.ac.nz

Learning Environments and Student Engagement with their Learning in Tertiary Settings

Funded by TLRI. Duration is 2 years.

Presenter/s: Nick Zepke (Massey University), Linda Leach (Massey University) and Helen Anderson (MIT)

n.zepke@massey.ac.nz, l.j.leach@massey.ac.nz, helen.anderson@manukau.ac.nz

Engaging Learners Effectively in Science, Technology and Engineering: The Pathway from Secondary to University Education

Funded by Ako Aotearoa. Duration is 18 months.

Presenter: Marg Gilling (Massey University)

m.gilling@massey.ac.nz

ITO Workplace Assessment Structure

Funded by Ako Aotearoa. Duration is 18 months.

Presenter/s: Nicholas Huntington (ITF) and Dr Karen Vaughan (NZCER)

nicholas@itf.org.nz, karen.vaughan@nzcer.org.nz

Māori Learning Māori: What Works for Māori Adults Learning Māori as a Second Language?

Funded by Ako Aotearoa. Duration is 18 months.

Presenter: Matiu Ratima (University of Auckland)

m.ratima@auckland.ac.nz

Dedicated Education Unit: Enhancing Clinical Teaching and Learning

Funded by Ako Aotearoa. Duration is 18 months.

Presenters/s: Dr Willem Fourie (MIT), Bev McClelland (Counties Manukau DHB), Sheona Watson (MIT) and Kusum Narayan (MIT)

willem.fourie@manukau.ac.nz, bmcclelland@middlemore.co.nz, sheona.watson@manukau.ac.nz

Te Kupenga Ako: A Marae-Based Community Learning Project

Funded by Ako Aotearoa. Duration is 18 months.

Presenter/s: Kataraina Houia-Rongonui (Ngāti Porou/ Taranaki) and Will Edwards (Massey University)

khrongonui@gmail.com

Tātou Tātou / Success for All: Improving Māori Student Success in Health Profession Degree-Level Programmes

Funded by Ako Aotearoa. Duration is 18 months.

Presenter: Dr Elana Curtis (University of Auckland)

e.curtis@auckland.ac.nz

PROGRAMME – MONDAY 7 SEPT 2009

08.00 – 09.00 **Registration and Tea & Coffee**

09.00 – 09.15 **Mihi Whakatau**

Ngahiwi Apanui, Kaihautu Māori, Ako Aotearoa

Introductions and Welcome

Dr Peter Coolbear, Executive Director, Ako Aotearoa and Robyn Baker, Director, NZCER

SESSION 1

09.15 – 10.45

Chair: Dr Kirsty Weir, Ako Aotearoa

09.15 – 09.45 **Best Practice in Supervisor Feedback to Thesis Writers in NZ**

Presenter: Helen Basturkmen (University of Auckland)

09.45 – 10.15 **Assessing Hauora Māori in Medical Students in Clinical Settings**

Presenter: Dr Rhys Jones (University of Auckland)

10.15 – 10.45 **Te Kāwai Kumara – A Pilot for the Synchronous Delivery of a Common Postgraduate Programme in Te Reo Māori across Multiple Sites**

Presenter/s: Prof Tania Ka`ai (AUT University) and Haani Huata (CPIT)

10.45 – 11.15 **MORNING TEA**

SESSION 2

11.15 – 1.15

Chair: Robyn Baker, TLRI

11.15 – 11.45 **Shifting Conceptualisations of Knowledge and Learning in the Integration of the New NZ Curriculum in Initial and Continuing Teacher Education**

Presenters/s: Dr Vanessa Andreotti, Dr Jane Abbiss and Dr Kathleen Quinlivan

11.45 – 12.15 **Unlocking Student Learning: The Impact of Teaching and Learning Enhancement Initiatives (TLEI s) on First Year University Students**

Presenter/s: Kogi Naidoo (Massey University), Neil Haigh (AUT University), and Sam Richardson (Massey University)

12.15 – 12.45 **An Exploration of Field Based Early Childhood Teacher in Education in Aotearoa**

Presenter/s: Liz Everiss and Dr Margaret Brennan (Open Polytechnic)

12.45 – 1.15 **Exploring e-Learning Practices across the Disciplines in a University Environment**

Presenter/s: Associate Prof Roger Moltzen (University of Waikato) and Nicola Westbury, (WMIER)

1.15 - 2.00 **LUNCH**

SESSION 3

2.00 – 4.00

Chair: Marie Cameron, TLRI

2.00 – 2.30 **Success for All: Improving Māori and Pasifika**

Presenter/s: Dr Airini and Dr Elana Curtis (University of Auckland)

2.30 – 3.00 **Transition from Secondary to Tertiary Education in Maths**

Presenter/s: Associate Professor Sergiy Klymchuck and Peter Watson (AUT Uni)

3.00 **Working AFTERNOON TEA**

3.00 – 3.30 **Teaching and Learning in the Supervision of Māori Doctoral Students**

Presenter: Dr Barbara Grant (University of Auckland)

3.30 – 4.00 **Learning Environments and Student Engagement with their Learning in Tertiary Settings**

Presenter/s: Nick Zepke (Massey University), Linda Leach (Massey University) and Helen Anderson (MIT)

04.00 – 04.15 **Reflections on Day 1**

Robyn Baker, (TLRI)

4.15 – 5.30 **Drinks and Nibbles**

08.00 – 09.00 **Registration and Tea & Coffee**

SESSION 4

09.00 – 10.15

Chair: Ngahiwi Apanui, Ako Aotearoa

- 09.00 – 09.30 **Engaging Learners Effectively in Science, Technology and Engineering: The Pathway from Secondary to University Education**
Presenter: Marg Gilling (Massey University)
- 09.30 – 10.00 **ITO Workplace Assessment Structure**
Presenter/s: Nyk Huntington (ITF) and Dr Karen Vaughan (NZCER)
- 10.00 – 10.15 **Māori Learning Māori: What Works for Māori Adults Learning Māori as a Second Language?**
Presenter: Matiu Ratima (University of Auckland)
Matiu is a PHD Student and will give a short overview of his project.

10.15 – 10.45 **MORNING TEA**

SESSION 5

10.45 – 12.45

Chair: Dr Kirsty Weir, Ako Aotearoa

- 10.45 – 11.15 **Dedicated Education Unit: Enhancing Clinical Teaching and Learning**
Presenters/s: Dr Willem Fourie (MIT), Bev McClelland (Counties Manukau DHB), Sheona Watson (MIT) and Kusum Narayan (MIT)
- 11.15 – 11.45 **Te Kupenga Ako: A Marae-Based Community Learning Project**
Presenter/s: Kataraina Houia-Rongonui (Ngāti Porou/Taranaki) and Ngahuia Washer
- 11.45 – 12.15 **Tātou Tātou / Success for All: Improving Māori Student Success in Health Profession Degree-Level Programmes**
Presenter: Dr Elana Curtis (University of Auckland)
- 12.15 – 12.45 **Wrap-Up, Reflections on the Colloquium**
Dr Peter Coolbear
Close of Colloquium
Ngahiwi Apanui

12.45 - 2.00 **LUNCH and Farewells**

Presenter: Helen Basturkmen, University of Auckland

The presentation is organised into three parts. The first part provides information about the research and research support teams and the context of the research in terms of the institutions involved. The second part gives an overview of the aims and development of the project, including the methodology. The third part reports the work undertaken thus far and the next steps in the research.

The project is funded by Ako Aotearoa, the National Centre for Tertiary Teaching Excellence. The research team includes Professor John Bitchener, AUT University (principal researcher) and Drs Helen Basturkmen and Martin East from the University of Auckland. The team is supported by research assistant, Heather Meyer (AUT University PhD student) and a coordinator at each university involved in the study: Sue Walter (University of Auckland), Dr Marcia Johnson (Waikato University), Dr Gillian Skyrme (Massey University), Dr Irina Elgort (Victoria University of Wellington) and Dr Anne Feryok (Otago University).

The aim of the project is to investigate best practice in supervisor feedback to thesis students in three discipline areas (Applied Linguistics, Marketing and Mathematics or Statistics) at six universities in New Zealand from both supervisor and student perspectives. Subsidiary aims focus on the type of feedback supervisors provide and the reasons for their choice; whether there are differences in the provision and perception of the effectiveness of feedback (1) across and within discipline areas and (2) between native and non-native writers of English; and which feedback practices students find helpful. To date literature in the area has identified issues that students writing theses encounter (Bitchener & Basturkmen, 2006; Basturkmen & Bitchener, 2005; Casanave & Hubbard, 1992; Cooley & Lewkowicz, 1997; Dong, 1998). This project aims to address these issues in a positive way - by identifying what supervisors and students perceive as effective feedback practices. It is envisaged that findings will be used in the development of guidelines and recommendations of potential interest to supervisors, new supervisors and advisors.

A number of steps in the research have been completed thus far. The methodology and data elicitation instruments have been developed and piloted, ethics approval gained and the coordination at the six participating universities has been set up. The methodology for the study involves questionnaires, interviews and document analysis. In the presentation sample question items will be used to illustrate. Data collection at the two universities in Auckland has commenced.

The next step in the project will be the collection of the full data set followed by data analysis. The full data set is expected to comprise questionnaires from 30 students and 9 supervisors from three disciplines at each university (total of 210 students and 63 supervisors) and interviews with most supervisors and three of the ten students from each discipline at each university.

References

- Basturkmen, H., & Bitchener, J (2005). *The text and beyond: Exploring the expectations of the academic community for the discussion of results section of Masters theses*. *New Zealand Studies in Applied Linguistics*, 11(1): 1-20.
- Bitchener, J., & Basturkmen, H. (2006). *Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section*. *Journal of English for Academic Purposes*, 5, 4-18.
- Casanave, C., & Hubbard, P. (1992). *The writing assignments and writing problems of doctoral students: Faculty perceptions, pedagogical issues, and needed research*. *English for Specific Purposes*, 11, 33-49.
- Cooley, L., & Lewkowicz, J. (1997). *Developing awareness of the rhetorical and linguistic conventions of writing a thesis in English: Addressing the needs of ESL/EFL postgraduate students*, in A. Duszak (Ed.) *Culture and styles of academic discourse* (Berlin: Mouton de Gruyter), 113-140.
- Dong, Y. (1998). *Non-native graduate students' thesis/dissertation writing in science: self-reports by students and their advisors from two US institutions*. *English for Specific Purposes*, 17, 369-390.

Presenting Author: Dr Rhys Jones

Project Team: Dr Rhys Jones, Dr Mark Barrow; Associate Professor Phillippa Poole; Associate Professor Papaarangi Reid; Dr Sue Crengle (University of Auckland)

Research Assistant: Krystal Wojnowski

Abstract

This presentation will provide an overview of the research and implementation project *Assessing Hauora Māori in Medical Students in Clinical Settings*, summarise progress and identify emerging issues/challenges.

Background

The educational goals of professional programmes encompass more than intellectual and skill development: graduates are expected to embody the knowledge and skills in a manner that enables them to meet the standards expected of a practitioner of the profession. In this context cultural competence and a commitment to equity are important goals of medical education. Given that teaching and learning in this area involves higher order learning outcomes such as attitudinal change and critical self-reflection, assessment is a particular challenge. The aim of this project is to develop and evaluate assessment tools and methods, and associated staff development processes, for assessing Hauora Māori (Māori health) in workplace-based medical education.

Overview of the Project

The project consists of two phases: the first phase is designed so that researchers, educators and students work together to develop new approaches to assessing Hauora Māori in clinical settings. The second phase involves piloting, implementation and evaluation of the new forms of assessment in a clinical attachment using staff and learner feedback. A significant focus of the project will be working with clinical teachers to build staff capacity in the assessment of Hauora Māori and cultural competence.

Key Outcomes

The project will help to identify more valid, reliable and consistent approaches to assessing Hauora Māori in clinical settings, with an emphasis on acceptability (for both assessors and students), efficiency and sustainability. It will contribute to the development of a more coherent knowledge base for teaching and learning, with outcomes including theoretical development (e.g. development of assessment tasks) and practical knowledge (e.g. informing implementation such as staff development requirements). These findings will be applicable in professional education across a broad range of disciplines.

Te Kāwai Kūmara: A Pilot for the Synchronous Delivery of a Common Postgraduate Programme in Te Reo Māori across Multiple Sites



Presenting Authors: Professor Tania Ka 'ai (AUT University) & Haani Huata (Christchurch Polytechnic Institute of Technology)

Project Team:

Professor Tania Ka 'ai (Project Leader), AUT University
Te Ripowai Higgins, Victoria University of Wellington and Te Ātaarangi National Trust
Dr Tīnoti Kāretu, Te Panekiretanga o te Reo, Te Wānanga o Aotearoa
Dr Katerina Mataira, Te Ātaarangi National Trust
Dr Wharehuia Milroy, Te Panekiretanga o te Reo, Te Wānanga o Aotearoa
Professor John Moorfield, AUT University
Hana O'Regan, Christchurch Polytechnic Institute of Technology
Dr Huirangi Waikerepuru, esteemed kaumātua

Summary of Presentation:

Te Kāwai Kūmara <http://ako.aotearoa.ac.nz/projects/te-kawai-kumara> is a pilot project for the synchronous delivery of a common postgraduate programme in the Māori language across multiple sites funded by Ako Aotearoa as a National Funded Māori Initiative Project. Te Kāwai Kūmara literally means the creeping runners of the kūmara plant. The kūmara was the most valued and tapu¹ crop of Māori in traditional times, as reflected in the many whakataukī (aphorisms) and ritual related to it and its cultivation. Its cultivation required care, skill and attention. Rongo-marae-roa is the atua (ancestral being of continual influence) who has domain over the kūmara and cultivated foods. Rongo is also the atua of peace. Thus the importance of the kūmara can be likened to the importance of the Māori language (as a minority language) and culture and, the skills, knowledge and the use of technology central to this project.

The aim of this project is to build the research capability and capacity of Māori scholars to advance their skills in teaching and learning through research in the Māori language and supported by advanced digital technologies. Included in this concept is the longer term need to support new and emerging scholars to become supervisors of theses, particularly at the PhD level and those written in the Māori language. The numbers of staff currently in the tertiary sector who have supervised PhDs in the Māori language to completion are perhaps no more than two and they are aging and due to retire in the foreseeable future. Both estimates are concerning and this project attempts to address this issue in a comprehensive and collaborative way. It is a strategic attempt to focus TEIs on collaborating to build Māori postgraduate scholarship.

A unique feature of the project is the development of digital technologies for the learning and teaching of the Māori language at the postgraduate level. By so doing, the aim will be to also enhance the digital literacy of learners of the Māori language and Māori language educators. Significantly the project will encourage collaboration amongst TEIs. Importantly, it will also bring about strategic change in the way centres of excellence can be brought together using digital technologies.

1 Tapu in this context means valued.

Shifting Conceptualisations of Knowledge and Learning in the Integration of the New NZ Curriculum in Initial and Continuing Teacher Education (TLRI)



Investigators: Dr Vanessa Andreotti (PI); Dr Jane Abbiss; Dr Kathleen Quinlivan

Practitioner-Researchers: Jae Major; Alison Ayrton; Amosa Fa'afoi, Judy Bruce; Juliet Fry; Helen Moore; Kerri Fitzgerald; Neville Myers; Wayne Freeth; Margaret Giroux.

This research emerges in a context of major educational reform in New Zealand. A 'new' New Zealand Curriculum (NZC) was published in 2007 offering a different vision, principles, values and pedagogy based on 'knowledge society' discourses which emphasise the need for a re-conceptualisation of knowledge and learning in education.

Teacher education, both initial and continuing, is perceived as key to the successful realisation of the opportunities of the new NZC. This project examines shifts in the conceptualisation of knowledge and learning in learning outcomes and course design in the implementation of the new NZC in initial and in-service teacher education.

This research project addresses three research questions:

1. How are the shifts in conceptualisation of knowledge and learning interpreted within the different knowledge domains of the practitioner-researchers (teacher educators) in this research? How do these shifts affect the way the NZC is interpreted and implemented?
2. What are the characteristics of effective initiatives for shifting student teachers' and teachers' conceptualisations of knowledge and learning?
3. How do shifts in the conceptualisation of knowledge and learning affect student teachers' and teachers' interpretations of the NZC?

Each practitioner-researcher, supported by one of the investigators in a research cluster, is developing a case study on the implementation of the NZC in their subject areas. They are collecting data about their own professional learning process, their practice and the learning process of the participants in their courses in 2009. A meta-analysis of case studies will be carried out by the investigators in 2010.

The first part of this presentation will offer a brief overview of the theoretical/conceptual and methodological frameworks of the project. In the second part, investigators will talk briefly about emerging issues and challenges in each research cluster. In the third part, a video of research practitioners talking about their research will be presented.

Unlocking Student Learning: The Impact of Teaching and Learning Enhancement Initiatives (TLEIs) on First Year University Students



TEACHING & LEARNING
RESEARCH INITIATIVE
HĀU I WHĀTU TE KĀKĀHU, HE TĀKĀKO TAKU

Presenting Authors: Kogi Naidoo, Neil Haigh, Alison Holmes, Sam Richardson

Project Team:

Project Leader: Kogi Naidoo (Massey University/Adelaide University)

University of Auckland: **Simon Holdaway**, Lorraine Stefani

AUT University: **Lindsay Neill**, Neil Haigh, Alison Kirkness, Lorraine Parker, Jim Lester

Massey University: **Sam Richardson**, Gordon Suddaby

Victoria University: **Val Hooper, Simon Park, Allan Sylvester**, Kathryn Sutherland

University of Canterbury: **Richard Scragg**, Alison Holmes, Billy O'Steen,

Lincoln University: **Clare Churcher**, Alison Kuiper

Otago University: **Terry Scott, Paul Yates**, Sarah Stein

Teacher team members (**Bold**)

Presentation Summary

Overview: We will present the rationale for the project, outline its main 'design' features, identify the research questions we addressed, comment on our blend of a multi-institutional and institution-specific approach, and summarise the current project findings and outputs.

Progress: As all data gathering has been completed and we have almost finished compiling all of the core outputs, we will focus on the main findings and insights that we have gained from undertaking the project as a whole. These include insights for the teachers, the academic developers and the researchers who were involved. We will also review important insights that were gained from one of the institutional case studies that have implications for the extensive impact ('ripple effects') that such projects may have.

Next steps: In conclusion, we will mention the major outputs from the project, which include publications and conference presentations over the duration of the project and the impact on team members in their institutions. We are currently finalising the findings and conclusions of the project as a whole.

The presentation and discussion will also focus on some of the emerging issues of the project over the three years as the project progressed, the challenges we faced to keep the focus and momentum of team members, and how we dealt with these.

An Exploration of Field Based Early Childhood Teacher Education in Aotearoa/New Zealand



Presenting Author(s) - Liz Everiss and Margaret Brennan

Research Team Partnerships

There are two core relationship layers for this project – these are the relationships between researchers in the project team, who are drawn from different institutions, and those between the researchers and the participant teacher education provider - their lecturers and students.

Project Team

The members of the research team are Dr Margaret Brennan (Open Polytechnic), Liz Everiss (Open Polytechnic) and Dr Diane Mara (Eastern Institute of Technology).

Research Design

This study is a small scale single site exploratory study that uses an ethnographic research approach. It seeks to capture the reality of field-based initial teacher education (ITE) using interactions in the classroom between all participants in the teaching and learning process as a way to begin to understand the nature and form of field-based ITE. The classroom as a site of study allows for an intense focus on students and lecturers 'doing field-based early childhood teacher education' and allows for exploration of new understandings that sit apart from traditional pre-service initial teacher education models.

Project Rationale

Field-based initial teacher education programmes have been key players in the implementation of the strategic plan for early childhood education, *Pathways to the Future: Nga Huarahi Arataki*, and assisting the Government to meet its goal of ensuring that by 2012 all regulated staff working in teacher-led early childhood services are registered teachers. Despite the high numbers of students enrolled in field-based ITE programmes it remains an area about which little is widely known.

Zeichner (1999) argues that there is a lack of research attention to the processes of teacher education as they occur (in contrast to pre and post studies) and the experiences of pre-service teachers is related to "the knowledge hierarchies and social prejudices that have [historically] plagued teacher education". We would add that this view perhaps also contributes to the apparent lack of interest by researchers in exploring what occurs in the early childhood field-based ITE context. Zeichner challenges teacher educators to engage with what he calls the "new scholarship" in teacher education which has the potential to open up new lines of inquiry by drawing on a broader range of theoretical and methodological approaches than in previous approaches to research in teacher education.

Research Focus

"What is the nature and form of field-based early childhood initial teacher education?"

Progress to Date

- We have met with the participant teaching team and spent some time on their campus prior to data collection
- Ethical approval has been sought and granted by the Open Polytechnic of New Zealand Ethics Committee and also the participating institution's ethics committee.
- Participants have signed consent forms.
- We have begun data collection and analysis having completed 12 of the intended 30 hours.

Next Steps

- Data collection completed by 30 September
- At this stage we aim to have data analysis completed by 30 November.

Initial Challenges

Our experience suggests that the negotiation of access to other organisations is more complex for research in the tertiary sector than when looking at partnerships with schools or early childhood services. Tertiary institutions have the research capacity to undertake similar projects, are placed in the position of exposing their practices to peer scrutiny and external imperatives such as PBRF ratings for their own staff apply. This places challenges in the way of potential tertiary partnerships in that the benefits to the partner are not immediately apparent due to their similar skill and competency base.

Exploring E-learning Practices across the Disciplines in a University Environment, Teaching and Learning Research Initiative Project, 2009-2010.



Presenters: Associate Professor Roger Moltzen, School of Education, University of Waikato
Ms Nicola Westberry, Wilf Malcolm Institute for Educational Research (WMIER), School of Education, University of Waikato

Details of the Project Team, Including the Names of Institutions/Organizations

Dr E. Marcia Johnson, Principal investigator, Waikato Pathways College, University of Waikato
Associate Professor Bronwen Cowie, Co-principal investigator, Wilf Malcolm Institute for Educational Research (WMIER), School of Education, University of Waikato
Dr Willem de Lange, School of Science and Engineering (Earth & Ocean Sciences), University of Waikato
Dr Garry Falloon, School of Education, University of Waikato
Dr Craig Hight, Faculty of Arts & Social Sciences (Screen & Media Studies), University of Waikato
Mr Nigel Robertson, Waikato Centre for eLearning, University of Waikato
Ms Patricia Strang, Waikato Pathways College, University of Waikato
Ms Nicola Westberry, Wilf Malcolm Institute for Educational Research (WMIER), School of Education, University of Waikato.

Overview of your Project

This project is exploring ICT/ eLearning practice across several disciplines and with students from diverse backgrounds at tertiary level in New Zealand. Of note is that it brings together a multi-disciplinary team of researchers, practitioners, and students from different Schools across the university to investigate and enhance pedagogical practices within blended and virtual learning environments. During this first year four case studies are running, three of which use a blended learning (Earth Sciences, Screen and Media Studies, and Academic Literacy), while the fourth (Education) is fully online. The project is guided by one overall guiding research question that asks "How are different lecturers/groups exploiting the potential of ICT/eLearning to support tertiary-level student learning?" The research has been designed to address issues of tertiary-level pedagogy, e-pedagogy, and research with the goal of building eLearning capacity, leveraging pedagogical change, and closing participatory gaps for students and lecturers. Guided and informed by an activity theory framework, the project focuses on the interactions of people, tasks, and mediating tools, rather than on individual behaviours, performance, or mental models. Such an approach is particularly suited to the activity of complex organizations as it can help identify and explicate multiple perspectives.

Progress

Student reflections about their ICT practices within education (as opposed to how they use technology for their own personal activities) are being collected through a common online survey. In addition, lecturer reflections are being collected through key informant interviews while selected student and tutor feedback is being collected through facilitated focus group discussions. Software tools being used include Google Earth (Earth Sciences), GNU Image Manipulation Program (Screen & Media), Adobe Connect (Education – virtual classroom), and online workshops in Moodle (Academic Literacy with bridging Maori students). Possible case study participants for year 2 have been identified. Research knowledge mobilization is being pursued through our own institutional context (presentations, publications) and internationally (upcoming conference presentations, lectures (Canada), and publications). Current case studies will be completed by October 2009.

Next Steps

Data analysis of the first year case studies will be completed, and four additional case study participants will be selected by the end of 2009 for participation in Year 2 of the project. Writing, presentations, and publications will continue (NZARE Symposium, WCeL Fest).

Emerging Issues

Two key issues have emerged: one is how to collect, organize, and manage the range and volume of data being generated by the cases, while the second is how to facilitate communication around the design, planning, and on-going research questions of the different team members and then extend this conversation to others both within and beyond our context.

Challenges

Although all of the researchers are experienced computer-users, the degree of up-skilling involved in preparing for teaching and in using research tools for the project itself have been non-trivial. Each researcher has had to test the software tools, adapt to their constraints, or address their development (for example, determine what is new in Google Earth), rather than taking these aspects for granted when designing pedagogy.

Success for All: Improving Māori and Pasifika Student Success in Degree-Level Studies (TLRI-Funded Project)



Project Presenters: Dr Airini, Dr Elana Curtis, The University of Auckland

(Correspondence: airini@auckland.ac.nz)

Project Team:

The University of Auckland:

- Careers Centre: Fred Luatua, Gillian Reynolds, Angie Smith
- Centre for Academic Development: Mona O'Shea, Matt Tarawa
- Faculty of Education: Dr Airini
- Faculty of Medical and Health Sciences: Dr Elana Curtis, Tanya Savage, Sonia Townsend
- National Institute of Creative Arts and Industries: Dr Deidre Brown, Dr Te Oti Rakena

Independent education consultants:

- Odie Johnson, Pale Sauni, To'aiga Su'a Huirua, Meryl Ulugia-Pua

Presentation Summary

Overview of Project

'Success' in preparing for or completing degree-level study degree level studies is yet to be understood from the perspective of Māori and Pasifika learners. Without this we cannot be sure that our teaching approaches are delivering success for our students. 'Success for All' is a TLRI-funded University of Auckland multi-academic and service centre research project that is attempting to resolve these issues, based on extensive interviews with Māori and Pasifika students (using the critical incident technique), teaching and other interventions in non-lecture settings based on the Phase 1 interview findings, and a second set of interviews to evaluate the impact of the interventions.

While evidence has been gathered about lecture-based learning in higher education, little is known about non-lecture teaching activities that complement traditional en masse teaching & their impact on Māori and Pasifika learners. This three-phase project aimed to describe good (and hindering practice), implement and evaluate change based on student perspectives of what makes a difference.

Results from interviews with 92 Māori and Pasifika students are discussed, along with an analysis of more than 1500 stories of times Māori and Pasifika students say teaching in non-lecture settings has helped or hindered success in degree-level studies. A toolkit of promising practices for Quality Tertiary Teaching (the QTTe Toolkit) will be described.

Progress

We are in the final weeks of this 2007-2009 project. All data has been gathered and final analysis completed in almost all areas. The final reports have been drafted and are about to go out to our advisory group for comment. Final editing will happen during September for submission later that month.

Next steps

Completion of analysis and report writing. Consultation with advisory group. Final editing/ writing. Submission in September 2009.

Challenges and Opportunities

- the development and use of evidence for improving teaching and learning practices in universities : (a) agreed principles; (b) recording qualitativ research; (c) deriving categories/ themes from interview data; (d) how do you get trustworthy qualitative research?
- undertaking Māori and Pasifika research: (a) clear methodologies and kaupapa; (b) agreed protocols (e.g. the 'Give Way' rule).
- Dissemination and publication: (a) agreed principles and protocols; (b) developing a plan/ recording the events; (c) Project publication advisory group.

Presenting Author: Peter Watson, Auckland University of Technology

Project Team

Principal researchers

1. Associate Professor Sergiy Klymchuk – the proposer, AUT University
2. Associate Professor Mike Thomas – the proposer, The University of Auckland

Associate researchers

3. Dr Ye Yoon Hong, The University of Auckland
4. Priscilla Murphy, Manukau Institute of Technology
5. Peter Watson, AUT University

Teacher-researchers

6. Suzanne Kerr, Auckland Girls' Grammar School
7. Anna McHardy, Mt Albert Grammar School
8. Dr Sue Spencer, Epsom Girls Grammar School

Overview of the Project

This project investigates secondary and tertiary mathematics education and provides evidence of whether key differences exist, and if so to describe their qualitative nature. It examines the influence of a number of key factors in the transition from secondary to tertiary mathematics education, and considers how to smooth this transition. It identifies and analyses the reasons for any differences in education at the two levels and explore ways to enrich mathematics teaching and learning, employing ideas from both school teachers and tertiary lecturers. It develops recommendations to make the transition from school to tertiary mathematics more beneficial for students and educators.

Progress

The project started in January 2008 and will finish in January 2010. It was supported by a \$178,000 TLRI grant of the New Zealand Council for Educational Research. To date we collected the data (questionnaires, interviews and lesson observations) with 3 groups: 76 first-year university students, 178 school teachers and 25 university lecturers – from all over New Zealand. We analysed most of the data. We published 3 papers in 3 international conferences proceedings with one more coming this December. One paper has been accepted for publication in the prestigious International Journal on Mathematics Education in Science and Technology.

Next Steps

We plan to establish an ongoing dialogue, partnership and collaboration between the two parties on the issue of the transition from school to tertiary mathematics that will last long after the project will be completed (in particular, via an online discussion forum on the website of the New Zealand Association of Mathematics Teachers). We will present some finding from the project at the biannual conference of New Zealand Association of Mathematics Teachers this September. We plan to publish at least 3 more papers in national and/or international journals and conference proceedings.

Presenting Author

Dr Barbara Grant, The University of Auckland

Research Team

Principal Investigators

- Associate Professor Elizabeth McKinley, The University of Auckland
- Dr Barbara Grant, The University of Auckland

Associate Investigators

- Professor Sue Middleton, Waikato University
- Dr Kathie Irwin, Te Puni Kokiri
- Emeritus Professor Les Tumoana Williams, Ngā Pae o te Māramatanga/The National Research Institute of Māori Research and Development

Advisory Panel

- Associate Professor Pare Keiha, Auckland University of Technology
- Dr Adreanne Ormond, Ngā Pae o te Māramatanga/The National Research Institute of Māori Research and Development
- Matiu Ratima, The University of Auckland

Summary

Our research team interviewed 38 Māori doctoral students and 20 Māori and non-Māori supervisors to investigate aspects of teaching and learning in the supervision process. This presentation foregrounds the main findings of importance, especially those for supervisors. It will also describe a range of outputs we are producing for the various academic practitioners (supervisors, students, administrators, academic advisors, researchers/scholars) involved in this significant area of higher education. Finally, it will address some of the institutional and structural challenges that our research highlights.

Presenting Authors: Nick Zepke, Linda Leach, Helen Anderson.

Details of the Project Team

Nick Zepke (Massey University), Linda Leach (Massey University), Helen Anderson (Manukau Institute of Technology), Alison Ayrton (Canterbury University), Philippa Butler (Massey University), Judy Henderson (Canterbury University), Jerry Hoffman (Southern Institute of Technology), Peter Isaacs (Literacy Aotearoa), Jill Moseley (Canterbury University), Catherine Ross (The Open Polytechnic), Barbara Russell (Massey University), Gloria Slater (Massey University), Kiri Solomon (Solomon Group), Stewart Wilson (Wellington Institute of Technology) Adelle Wiseley (Te Wānanga o Aotearoa).

Overview of Project

This research investigates student engagement with learning across the full range of providers in tertiary settings and gauges the importance and nature of environmental influences, institutional and non-institutional, on that engagement. It differs from the Australasian Survey of Student Engagement (AUSSE) in that student participants come from all sub-sectors of the tertiary landscape, not only universities. Unique features of this proposal are its interest in gauging the effects of non-institutional factors on engagement and following up qualitatively on student survey findings. Moreover, the research will survey how teachers' practices enhance student engagement, and triangulate these findings with student data. The project is being conducted in four phases:

- It identifies and describes international and national research literature that can inform the project.
- It builds on existing international survey instruments on learning climate and student engagement to the New Zealand context in order to survey students who have returned to study in university, Wananga, polytechnic, private training and community settings.
- It interviews selected students in order to follow up key findings identified in the student survey.
- It surveys tertiary teachers in these settings to identify their approaches to achieving student engagement.

Progress

Stages 1, 2 and 3 have been completed. A number of papers drawing on results from data gathered from these stages have been accepted for publication in both international and national journals and conferences while nine case studies reporting on the results for each of the participating institutions are under way. Stage 4 is not yet complete. Reporting time in March 2010 is likely to be met.

Next steps

Data gathering for Step 4 needs to be completed, analysed both for comparative and case study purposes.

Engaging Learners Effectively in Science, Technology and Engineering: The Pathway from Secondary to University Education



Presenting Author: Marg Gilling

Team members

Professor Tim Parkinson- IVABS

Gordon Suddaby- Director, Centre for Academic Development and E-learning [CADEL]

Bill MacIntyre- College of Education

Helen Hughes- researcher

Dianne Gardner- School of Psychology

Marg Gilling- College of Education

Overview

This project is being undertaken by a multidisciplinary team from Massey University, under the leadership of Professor Tim Parkinson, and within the College of Science.

The project is designed to help universities understand how better to engage learners in the sciences. The intention was to achieve this by firstly identifying gaps between the learning environment for science at the senior high-school and university levels and then by providing a framework that will allow development of a pathway to facilitate learners' transition between these sectors.

The project was envisaged as containing three main phases; data gathering (from the literature and by direct interactions with participants as listed below), analysis and dissemination of its findings/ conclusions into the secondary and tertiary education sectors, then recommendations.

Progress

We are in the middle of data gathering and thus far are delighted with the response. Questionnaires have been completed from a large number of Year 12 science students and staff in a range of schools [three so far] primarily in the lower North Island, and from science academics in Massey University in the three campuses- Albany, Palmerston North and Wellington. There has been a return rate of over 60%.

Team members in various pairs have run focus groups in a number of schools with separate groups of students and staff. Data has yet to be analysed but what is apparent is the importance of the relationship established people i.e. between teacher and student.

Next Stage

After we have completed gathering the data and analyzing this, we will interpret and marry the literature with the field data, identify gaps which we may need to fill, then write the next report, and see what tracks we need, and able, to follow.

Project Team: Nicholas Huntington, Industry Training Federation
Dr Karen Vaughan, NZCER
Dr Neil Béchervaise, Retail Institute
Dr Dominic Madell, ETITO
Mary Kingsbury, Competenz
Ian Shepherd, Creative Trades ITO
Liz Stephenson, Careerforce

Industry Training Organisations (ITOs) are a major part of New Zealand's tertiary education system, with over 195,000 people engaging in formalised training through ITOs in 2008.¹ A particularly distinctive element of the industry training model of tertiary education is the significant use of 'on-job' learning – learning that occurs and is assessed in the workplace. Research by the Industry Training Federation suggests that almost half of an average ITO's programmes will involve a mix of on-job and off-job (i.e. classroom-based) learning, and in over 40% learning will occur solely on-job.

In this model, workplace assessors – the people responsible for assessing a trainee's competence against established standards – play a key role in the learning that takes place through industry training. As well as ensuring a trainee possesses the skills and knowledge to be competent against a particular standard, assessors often have additional roles and – particularly in smaller enterprises – can be responsible for mentoring, peer education, and similar training activities.

This project focuses on the structures and processes that ITOs use to support and manage workplace assessment and assessors – not the actual process of assessment itself, but the system that supports effective workplace assessment. The project began with a scan of existing literature on workplace assessment – resulting in the report *Assessment of Learning in the Workplace: A Background Paper*. This was followed by a census survey of ITOs' assessment structures, and now a series of focus groups are beginning with groups of workplace assessors and ITO staff involved in the assessment process (including those who manage assessors, those responsible for moderating and quality assuring the assessment process etc.). The third phase will involve working with senior ITO staff (including Chief Executives and Senior Managers) to work the project findings into a 'plain english' guide that outlines good practice for ITOs in developing and maintaining effective workplace assessment structures.

This presentation will begin with an overview of the project context, including a brief discussion of New Zealand's industry training system and its evolution, and the rationale for the project. Findings of the project to date will then be presented, and the next steps discussed.

1 Data supplied by TEC

Presenting Author(s): Willem Fourie, Bev McClelland; Sheona Watson & Kusum Narayan.

Sheona and Kusum will participate in answering questions while Willem and Bev will do the presentation.

Details of the Project Team:

- Dr Willem Fourie (Project Leader), Manukau Institute of Technology
- Beverley McClelland (Project Leader), Counties Manukau District Health Board
- Denise Kivell, Counties Manukau District Health Board
- Debbie Penlington, Manukau Institute of Technology
- Doreen Mak, Counties Manukau District Health Board
- Lyn Cooper, Counties Manukau District Health Board
- Karen Alden, Counties Manukau District Health Board
- Allison Lovelock, Manukau Institute of Technology
- Sheona Watson, Manukau Institute of Technology

Overview of the Project

DEUs have been pioneered in Australia and have been the primary model for clinical nursing experience in Adelaide since 1999. This DEU project is about initiating a culture change amongst clinicians in relation to student education. Both Manukau Institute of Technology (MIT) and Counties Manukau District Health Board (CMDHB) are committed to improving student learning and will continue to work together to ensure the best possible outcomes by establishing more DEUs following this project. For this project Wards 6 and 24 at Middlemore Hospital were selected as DEUs based on their capacity and commitment to support the clinical learning of nursing students.

The objectives for the project are to document the process of implementing the DEUs; evaluate the model's potential ability to support undergraduate nursing students within CMDHB; make recommendations to the CNDU on completion of the project as to the model's suitability for use as an ongoing undergraduate nursing clinical education; build research capacity through team research between MIT and CMDHB. Action research (Kemmis & McTaggart 1988) is being used to ensure a scientific and robust process for the implementation of the DEUs. The project is being externally evaluated by Rose Whittle at CPIT.

Progress to Date

The first cycle of the research has been completed. Data were collected from the following sources: student interviews; staff interview; Action Group interview; journals; minutes; midway questionnaires; end point questionnaires. Research to date suggests that the project has been very successful. A research report was generated and is available on the AKO Aotearoa website. The report contains recommendations that were accepted for implementation in cycle 2. To date CPIT made 3 visits to the DEUs to evaluate progress.

Next Steps

The second cycle has commenced and Wards 6 and 24 have new students participating in the DEUs. During this cycle the same process will be followed to collect data and to evaluate the implementation.

Emerging Issues

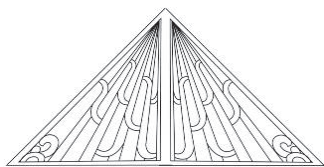
A community DEU, sponsored by ProCare has been added to the project. Members of this DEU and ProCare will join the Governance Group and the Action Group. For the project it means more focus groups and a larger sample of students, which would be manageable by the project team.

Challenges

Due to the complexity and size of the project a number of staff have left the project and had to be replaced. The Governance Group identified the need to ensure that all new members to the DEUs and the project must be well oriented to understand the development, where we got to and what still needs to happen. The Governance Group will soon face the challenge of identifying and resourcing more DEU's for 2010, however the current model appears to be sustainable.

Presented by Kataraina Houia-Rongonui & Will Edwards

Aim: Exploring How Marae or Māori Community Courses Contribute to Community Aspirations for Development of Taranaki Māori Practises and Regional Cohesion



Te Kupenga Mātauranga o Taranaki Tōpū

Te Kupenga Mentors and Kaumātua:

Huirangi Waikerepuru – Ngāti Ruanui

Dennis Patuwairua – Ngāti Maru

Kui Pirikahu – Ngā Rauru

- Ahorangi, WITT

- Lecturer, TWoR

- Pouwhakataki, MOE

Avisory Committee:

Ruakere Hond – Taranaki

Will Edwards – Taranaki

- Academic Director, Te Ataarangi

- Doctoral Research Fellow, Massey Uni

Project Team:

Deleraine Puhara – Ngāti Awa, Ngati Porou

Kataraina Houia-Rongonui – Ngāti Porou/Taranaki

Ngahuia Washer – Ngāti Ruanui, Ngaruahine

Makere Edwards – Nga Ruahinerangi

- Operations Manager, Te Kupenga

- Projects Manager

- Ace Project Administrator

- Kaupapa Māori Literature Review Author

Te Kupenga Mātauranga o Taranaki is a pan-iwi body aimed at providing a united voice on Tertiary Education issues for Taranaki Māori. Te Kupenga is carrying out this as an 18-month project to promote community development and on-going education opportunities throughout Taranaki Whānui and contribute to the strategic plan of Te Reo o Taranaki to revitalise the unique Taranaki dialect.

This project is an implementation project. It examines the potential of Mātauranga Māori-based programmes to contribute to the awareness, acquisition, application and or archiving of reo, tikanga and Mātauranga Māori at marae and Māori Community centres.

In line with Kaupapa Māori research philosophy the implementation project draws on the experiences and views of participants — both taura and kaiako — engaged in courses throughout 2009, together with aspirations from leading representatives of the wider Taranaki Māori community. The data gathered will contribute to formulating strategies to overcome any barriers identified and influence Te Kupenga Mātauranga o Taranaki's recommendations for future Māori community-driven programmes in Taranaki.

Presenting Author: *Dr Elana Curtis*

Project Team:

Mentors: *Dr Papaarangi Reid; Dr Mark Barrow; Dr Judith Mckimm, Dr Airini,*
Research Educators: *Dr Debbie Rowe; Dr Fiona Kelly; Dr Phillipa Poole; Dr Myra Ruka; Dr Janet Clinton; Sereana Patterson; Tanya Savage. RA: Krystal Wojnowski*

Abstract

This presentation will provide an overview of the research project *Tātou Tātou*, summarise progress and identify any emerging issues/challenges. The overall project includes the following information:

Background

It is widely recognised that detailed research is needed to uncover the complexities of teaching and learning in university settings.¹ While some evidence has been gathered about lecture-based learning in universities, little is known about non-lecture teaching activities that complement traditional en masse teaching.

Purpose

This 18 month evidence-based project targets Māori student success in degree-level tertiary education. The focus is on the ways in which non-lecture teaching and learning helps or hinders Māori student success. Good practice will be identified.

Research Methodology/Method/Population

Tātou Tātou is a qualitative research study, utilising Kaupapa Māori research methodology using the Critical Incident Technique (Flanagan, 1954) with up to 40 Māori students currently enrolled in or recently graduated from the Bachelor of Medicine, Bachelor of Nursing, Bachelor of Pharmacy, Bachelor of Health Sciences at the Faculty of Medical and Health Sciences, University of Auckland.

Intervention

This project will consist of three phases: (1) the production of critical incidents narratives (10 participants per programme, up to a total of 40) via in-depth interviews of 40 minutes duration; (2) the production of up to four informal focus groups (up to 10 participants) of approximately 60 minutes duration and (3) the development of a Quality Tertiary Teaching Profile that can be applied in health professional and clinical teaching and learning contexts.

Key Outcomes

- (a) Identify international best practice in non-lecture teaching and learning in tertiary settings.
- (b) Deliver high quality research on the nature of non-lecture teaching and learning practices that help or hinder Māori students studying in degree-level programmes within the Faculty of Medical and Health Sciences (FMHS).
- (c) Identify factors in non-lecture teaching and learning that help and hinder Māori student success within the FMHS.
- (d) Produce practical programmes for tertiary institutions on how to identify what helps and hinders Māori student success in completing degree-level studies, and how to develop effective programmes to harness the strengths and address barriers. Particular emphasis will be placed on the successful development of partnerships between educators, students, and their communities.

¹ Scott, D., Smart, W. (2005). What factors make a difference to getting a degree in New Zealand? Wellington, New Zealand: Ministry of Education



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