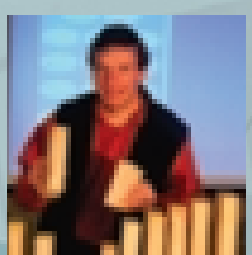
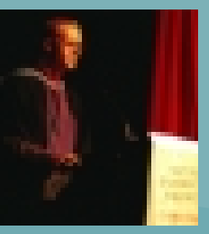




Tertiary Teaching Excellence Awards 2002

SUPPORTING EXCELLENCE IN TERTIARY EDUCATION





Tertiary Teaching Excellence Awards 2002

SUPPORTING EXCELLENCE IN TERTIARY EDUCATION

Introduction

The Government has established annual awards for outstanding tertiary teachers. These awards aim to recognise and encourage excellence in tertiary teaching and provide an opportunity for teachers to further their careers and share good practice with others.

The selection process is undertaken by a Tertiary Teaching Awards Committee, appointed by the Associate Minister of Education (Tertiary Education), Steve Maharey, and is supported by the New Zealand Qualifications Authority.

The first of these annual awards were announced in June 2002. The awards were presented at a formal ceremony held at the Grand Hall in Parliament. The ceremony provided an opportunity to celebrate the success of the awardees and to promote excellence in teaching in the tertiary sector.

The awards were considered in three categories. There were nine awards of $20,000 each and a supreme award, the Prime Minister's Award, of $30,000. The number of awards and the three categories described below indicate the Committee's aim to encompass the diversity of teachers and providers across all levels of tertiary education and training.

In 2002, there was an additional award of $20,000, the Teaching Award in Foundation Skills, presented with the support of SkillNZ. This award specifically acknowledged excellence within private training establishments.

The three categories of the 2002 awards were as follows:

Category One: Sustained Excellence

Awarded to teachers who demonstrate continuing excellence in their teaching over a period of at least six years.

Category Two: Excellence in Innovation

Awarded to teachers who demonstrate innovation in their teaching methods, curriculum design or materials that encourage and enhance learning.

Category Three: Excellence in Collaboration

Awarded to groups or teams who demonstrate clearly that they have worked collaboratively within or between institutions, to improve learning.

An additional award was presented by Minister Maharey at the Tertiary Teaching Excellence Awards 2002. The Teaching Award in Foundation Skills specifically acknowledged the evidence of teaching excellence within private training establishments.

This booklet profiles the good practice of each of the 2002 awardees. They were successfully selected as excellent tertiary teachers due to their commitment to their subject, knowledge, enthusiasm and ability to stimulate learners' thought and interest.

Contents

Chairman's Comment

Graeme Fraser

Chair Tertiary Teaching Awards Committee

Ehara te pae i te tawhiti rawa ki ngā mea kei te reri
No horizon is too far for those properly prepared.

This booklet celebrates those who contribute decisively to that preparation for their students. It is the first time a booklet of this sort has been published to present and share good practice of teacher excellence in the tertiary sector of New Zealand.

If I was to reflect on the qualities of outstanding teachers, the people who have the most profound effect on our learning, it is highly likely that it is their enthusiasm that would stand out. Indeed, more than enthusiasm, it would be a passion and commitment to their subject; an ability to stimulate their students' thought and interest; and to do so irrespective of the varying abilities of those students.

In April of this year, along with my colleagues on the Tertiary Teaching Awards Committee, I began the task of reading the portfolios of the 44 nominations we had received. It was daunting, but richly rewarding. I came to see that each portfolio was meritorious; that each, through careful preparation and reflection, revealed the multi-faceted nature of the teaching-learning process in the diverse institutions that comprise our tertiary education system.

Later when the Committee met to begin the process of collectively assessing the portfolios that sense of excellence was powerfully reinforced. Slowly, through a careful winnowing, the finalists emerged, as did the winner of the Supreme Award.

Welby Ings, the Supreme Awardee, is a truly reflective practitioner who unashamedly states that, 'a vital principle on which my teaching is founded is passion.' He is an example of a teacher prepared to take risks to engage his students, and willing to use the unexpected to extend their vision.

'Average', a student says, 'isn't good enough for him and this was a valuable lesson to learn as a student because average doesn't make you the best you can be.'

It is these examples of tertiary teaching excellence that will prove to be a critical resource in the knowledge society and good models of practice for teachers to emulate.

Minister's Foreword

Steve Maharey

Associate Minister of Education (Tertiary Education)

As a nation we have for some time recognised and rewarded excellent teachers in primary and secondary education. We have acknowledged excellent tertiary research. But until this year we have had no formal, national mechanism for identifying and applauding our very best tertiary teachers.

The Tertiary Teaching Excellence Awards recognise excellence in those who are at a crucial interface of New Zealand's development as a knowledge economy.

Behind our best scientists, engineers, technicians, teachers, doctors, farmers and social workers are tertiary teachers who have inspired people to reach their full potential.

The awards are an important element of the government's tertiary education strategy to provide clear strategic direction for the entire post-secondary education and training system. They recognise those who are excellent already, and inspire others to meet those national goals.

In turn I encourage institutions to play their part in fostering the ongoing development of outstanding teachers and to share their insights and methods with others in the sector, and above all invest in and reward their efforts.

Successful tertiary education in New Zealand will take many forms in the coming years, fostering excellence in teachers and trainers will be a critical factor in the success of all of those endeavours.

The awards are one way of enhancing the careers and capabilities of tertiary teachers and encouraging them to share good practice with others. This booklet shares examples of excellence from deserving excellent tertiary teachers. It is evidence that excellence is alive and well in among our tertiary institutions and providers.

I would like to thank the Tertiary Teaching Awards Committee who had the difficult task of choosing the awardees from the many outstanding entries received.

Prime Minister's Supreme Award

Welby Ings

Principal Lecturer ■ School of Art and Design ■ Auckland University of Technology

Welby Ings is a leading design educator with outstanding commitment, integrity, creativity and love for teaching. His commitment to excellence and his particular gift to communicate that commitment to those around him is held in the highest regard by both his students and colleagues. Welby's teaching is based on five basic principles – assessment, reflection, co-operative planning and reflective appraisal, research, and passion. (The quality of Welby's teaching has been previously recognised. In 1999 he was a recipient of one of the AUT inaugural University Distinguished Teaching awards). Welby's engagement with reflective teaching is expressed in these closing remarks of his portfolio.

In my studio at home I have a wee quote by Oscar Wilde. It sits between photographs of students spanning 27 years of teaching. It is growing old now and the paper has begun to yellow a little. In times when teaching reform and experiment have met with opposition or misunderstanding, I have sat quietly in front of it. I think it is tied to a kind of vision based on glimpses of the extraordinary limits people can take themselves if they believe in themselves and feel supported. Wilde's quote acts as a kind of arm around my shoulder… *A dreamer is one who can only find his way by the moonlight and his punishment is that he sees the dawn before the rest of the world.*

This is not easy to write. I do not claim to walk on water or to carry some divine formula for effective teaching. A lot of the ideas below are not my own, I learned them across years of working with the young men and women in my classes.

As an educator I need to be constantly reminded of the frustration and exhilaration involved in breaking new, creative ground. As a result I continue to 'make work'. This exercises my creative thinking and reinforces the empathy that feeds both the enthusiasm and commiseration that is part of supporting the growth of creative thinkers. It also keeps me current in terms of new media (both digital and malleable) and puts my work 'out there' in front of students so that they can see the truthful position I adopt as an illustrator and designer without theoretical overtalk. The quality of this work therefore enables them to assess the pertinence of my advice in terms of their own journeys as visual communicators.

In essence there are the five basic positions from which my learning and teaching operates.

Assessment for Learning – not Assessment of Learning

The measure of performance is not the measure of learning. The idea is fundamentally flawed. Learning goes well beyond performance, it is an integrated and subtle transition, best truly measured by the learners themselves.

To this end and with the assistance of my students, I design assessment formats that generally provide three layers of reflection.

- A personal critique by the learner.
- A peer group critique of the work.
- A consideration and synthesis of both by the tutor.

Generally the students submit a critical evaluation of the process and outcomes of their work. They then become part of a group of peers who critically appraise other students' work in the class. Finally all of the student's work and assessment forms are left with the tutor to review and comment upon. These assessments are formative, carry no marks, but give a very full and analysed evaluation of work for the student's consideration.

Written feedback is always very extensive and personalised, and reflects back upon the student's personal evaluation of their work. This takes many hours of writing and is sometimes seen as a bit excessive by some of my colleagues. I find that students rarely get this kind of personalised, detailed consideration of their work in relation to their own vision of themselves and the result of this feedback is often more risk taking and commitment because students know how thoroughly their work will be considered. In general, I try to avoid marks or working for grades. While these eventually become a formality, they are very poor substitutes for assessment, no matter how many explanations of criteria you give.

Most assignments are accompanied by small group or individual tutorials that allow students to test ideas on somebody who will ask them questions to help clarify their thinking. This enables on-going evaluation rather than just a simple summative 'prize giving' at the end of the assignment.

Reflection

I try never to criticise.

This may seem a little unusual for someone who values critical thinking but it has been my experience that 'constructive criticism' is a much over-rated phenomenon. It is the teacher giving advice rather than drawing out a critical analysis from the student. Often when we are criticised we magnanimously thank the critic but in our heart we think that they didn't understand. This idea is not my own. Dale Carnegie was writing about it in the '30s. Questioning rigorously and constantly reflecting back what has been said actually works. Generally when a piece of work is being assessed I ask the student, 'What is effective and why?' and 'If you had half the time again, what would you change and why?' This kind of questioning avoids both the self-flagellation response and waffling around in the 'feel good' zone. The rigour of the questioning gives a clear insight into the nature of the student's critical analysis.

In the long run, it is this criticality that they will walk out of the education system with. Without it students will be constantly forced to seek external evaluation of what they create. In that position, students only take creative risks if they are told what they are allowed to do.

Co-operative Planning and Reflective Appraisal

The third principle behind my practice is based on co-operative planning and evaluation of the learning experience. Within the flexible guidelines of modules, courses are co-shaped. At the end of every module the students and I collectively redesign the programme for

the next year, retaining aspects that have worked and modifying or deleting those that haven't. This has meant that we have modified time allocations and resources and developed a whole series of spiral curricula which gather skills and complexities as they wind through the year and develop expectations that constantly push standards to higher levels of rigor.

To enable this notion of collaboration, I utilise three kinds of appraisal system. The first type uses formal faculty appraisal forms. These target specific core student experiences like effectiveness of feedback, clarity of delivery and understanding. When using these forms, I talk with the group of students and explain why I am seeking feedback. Generally I use this appraisal system when I am analysing the outcomes of educational experiments. In 1998 and 1999, these experiments centred on methods of heightening sensory stimulation from visual texts. In 1996 and 1997, I used feedback to monitor student reaction to the establishment of the 'professional state', a learning environment where formal structures around time management, deadline obligations, collaborative processing of ideas, assessment and clear communication mirrored current professional practice. A colleague facilitated the appraisal process and the feedback was debriefed in a joint analysis of the data.

Two other methods of teaching appraisal are also helpful. The first involves the use of peers who sit in on my lessons (in return for my doing the same). Generally these have been colleagues whose own practices I respect even if they are not similar to my own. In this area of evaluation I am particularly indebted to Peter Gilderdale and Lesley Kaiser.

This system of appraisal has allowed me to pick up on issues like questioning patterns, pace, clarity of answering and exploitation of resources. Discussions following these observed lessons are generally fairly involved and have given rise to changes like adjusting formats for aurally impaired students and the development of multi- layered image, sound and text resources.

The third appraisal method built on this notion of collaborative development of learning comes from close personal relationships. I find this the most effective method. I talk and listen a great deal to the people with whom I work. I try to be clear, not only about what we are learning and why, but also about how I am intending to facilitate the learning. I tell them the educational experiments I am seeking to trial. This means that very honest relationships and reflections on process emerge because the strategies are monitored and critiqued by both the learners and myself. As a result the learning becomes co-designed, rather than just the educational experiment of a lecturer. From lecture programmes to small group tutorials, the process has enabled an annual sifting of approaches so that all aspects of my teaching can be redesigned from the position of learner needs.

A dreamer is one who can only find his way by the moonlight and his punishment is that he sees the dawn before the rest of the world.

At postgraduate level, this approach has led to a system of 'tailor-made' supervision styles that vary hugely in nature, from 10.00pm coffee sessions in the back of students' flats, to hours pouring over exegesis drafts with tape recorders and note pads in the corner of my office. From Saturday morning critiques in my home up in the bush to long afternoons close reading advertising campaigns on a studio floor with a video player and a frame pause handpiece.

For many student designers working at levels seven and eight, critical appraisal has to be carefully underpinned with support and reassurance. A personalised approach helps to return people to the ground on which they feel secure so that their thinking does not get hi-jacked by fashionable, ideology adopted because of failing confidence.

Passion

I take risks because I believe that learning is a passionate act. In the beige world of curriculum implementation it is too easy to become afraid of failing and for me that single fear gives birth to mediocrity. In the past I know that I have failed sometimes, but I am not ashamed of that because I know that I have learned from it. It has caused me to listen carefully to the students with whom I work and to develop learning and teaching strategies that enable us to reach well beyond preconceived horizons. I work to create richness and intensity in learning experiences which run the gamut from delivering lectures on the influence of the Vienna Secession, dressed as an Edwardian gentleman, to shampooing my hair with raw egg, dish washing detergent and polypropylene glycol to illustrate the concept of marketing identical product bases by the use of simulated constructions. I facilitate ethics workshops where people unwittingly expose the deceptions they create in games of chance and take students to retirement villages to contextualise and challenge the comfortable assumptions they hold as designers of information. I do this because I believe that knowledge is not the rational articulation of ideas; it is an emotional and reflective response and learning sourced in this has a more meaningful application.

My life is not divided into a public and a private zone. I help assess peoples' work and also go to their weddings. I eat tea with them and help them unpick the structures of their dissertations. To me these things are connected. I work intensively with small groups, helping them to critique each other's work in progress and I spend a lot of late nights in one-to-one tutorials.

Once, many years ago, one of my students gave me the works of Lao Tse to read.

In the book was written,

The greatest teacher is he whose pupils say, 'I learned this myself'.

I aspire to this. I use it as the most critical measure of my teaching and yet, all too often, fail. For me there is a dangerous line between the inspirational educator and the performing God. Passion is useless if all it leads to is a love affair with a personality. Discipleship is a dangerous and seductive phenomenon; it strokes the ego of the charismatic but is ultimately hugely disempowering of the learner. I try hard to keep my ego out of my teaching and yet still make the learning experience passionate and exciting.

This is a hard thing to do. Even now I have to stand back and look critically at the way I construct learning systems. The commitment behind the practice is absolute, as is my joy and delight in teaching as an occupation.

It is an undertaking that I consider my life's 'calling'.





Excellence Award:
Sustained Excellence

Nick Ashill

Senior Lecturer ■ School of Marketing and International Business ■ Victoria University of Wellington

Nick Ashill's teaching abilities have been previously recognised when in 1999 and 2001 he was a recipient of the Victoria University Award for Special Academic Achievement – Excellence in Teaching. He has successfully developed interactive teaching tools for strategic marketing planning and used web-based technologies to develop a decision-support tool for marketing decision-making. Nick embraces 'teaching as an opportunity to inspire and empower'. His philosophy of 'transformative learning' involves understanding the diversity of learning styles and student experiences key to student engagement and success.

Transformative Learning

A teacher must care for the students first and foremost for the subject and for the entire learning process. My approach to undergraduate and postgraduate teaching is highly infectious, structured, participative and technology driven. I embrace teaching as an opportunity to inspire and empower. As a teacher, it is my goal to enhance student learning as a transformative experience. Ideally, I want students to feel personally changed by their participation in a marketing course I am teaching. Transformative learning is most likely to occur when students become personally engaged with the material and perceive the subject matter to be directly relevant to their own lives. Understanding the diversity of learning styles and student experiences is the key to enhancing this engagement. I always seek to provide students with 'real world' messages in what they learn. I am always bringing in current marketing thought so that students can link marketing theory with the world around them.

Learning is a life-long endeavour. My goal is to prepare students for this by providing them with a base of information on which they can build and by encouraging in them attitudes and techniques for continued learning.

Student Engagement

While my teaching objectives vary, depending upon the course level and content, my philosophy serves to inform my practice. In designing course format and evaluation requirements, I strive to optimise student engagement and success. At the undergraduate and postgraduate levels, class format is varied and generally includes PowerPoint presentations, class discussion, video material, class problem analysis, multi-media video clips, report-back sessions and guest speakers.

In any teaching context, I work to promote student responsibility for learning by asking each individual what they will contribute to the class and how each person can participate in creating a classroom environment that is stimulating and respectful of diverse views and experiences. In addition, I work to influence learning that occurs outside the classroom by supplementing class time with a diverse range of teaching/learning activities including discussion forums via the Internet, workshops and revision sessions.

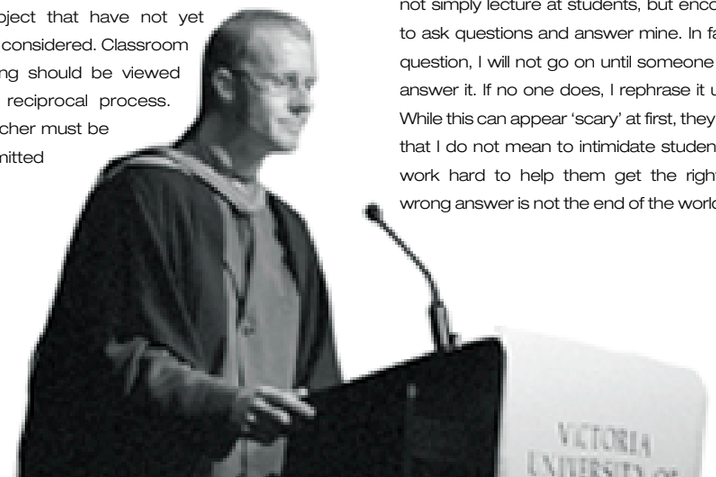
Understanding the Subject

A teacher must have a great understanding of the subject matter being taught as well as of the underlying pedagogical theory. My responsibility is to stay current in a field, engage in research and participate in classes, conferences, workshops and/or mentoring that can improve subject matter knowledge. A teacher must be able to make good selections about what to teach and how to structure and organise the material. At the same time it is important to stay abreast of current theory and research in the field of teaching and pedagogy. A teacher must know what to teach as well as the best way to teach it. I regularly strive to improve my teaching by seeking student feedback, talking with peers, attending and leading Teaching Development Centre seminars, reading and experimenting with new delivery methods. In 2002 I published a *Strategic Marketing Management Case Book* (McGraw-Hill, 2002) to illustrate marketing management concepts using 11 exemplar New Zealand companies. This New Zealand material is proving invaluable in aiding student learning in 2002.

Student-Centred Learning

To be effective, teachers must know their students. Maintaining a regular presence in class tutorials allows me to build rapport with students quickly. I must always be aware of what students know when they come into the classroom as well as how to tap into that knowledge and build on it. In any course, a teacher should attempt to guide students through subject matter and facilitate new discoveries. Students should take away new insights, explanations and skills.

A teacher is also responsible for building a relationship with students. A teacher must respect students believing that all students are capable and have some thing to contribute. Students may bring new insights to a subject or raise questions about a subject that have not yet been considered. Classroom learning should be viewed as a reciprocal process. A teacher must be committed to student success and is responsible for making subject matter accessible to those who do not yet know it. To achieve this, I always strive to provide formative as well as summative feedback. In addition, I try to ensure wide participation. As a teacher, I am accessible to all students, making sure that I talk to individual students during class and that I am available to students after class during office hours. Moreover, one of the most rewarding aspects of teaching is the opportunity to learn from the students. I am continually learning from their questions, observations and challenges, just as they learn from me through my lectures and assignments.



In my teaching, I embrace the diverse backgrounds and experiences students bring to the classroom and view this kind of knowledge as fundamental to learning. I thoroughly enjoy facilitating discussion and critical thinking exchanges about marketing management practice between New Zealand students and international students.

Developing Effective Teaching Skills

Effective teaching skills can be developed. Teacher training and instructional development, therefore, must be viewed as primary responsibilities. A teacher must know what skills make for effective teaching. These skills must be crafted, honed and personalised. Being an effective teacher is a difficult task, but a teacher who accepts teaching as a challenge and as a responsibility will also find that it can provide rewards that are well worth the effort.

All too often, students regard teachers and the material they present as the final authority on any and all lecture material and information. Students should be encouraged to question course material, to turn it over in their minds and to question its validity. Marketing Management is all about questioning. I do not simply lecture at students, but encourage them to ask questions and answer mine. In fact, if I ask a question, I will not go on until someone attempts to answer it. If no one does, I rephrase it until they do. While this can appear 'scary' at first, they soon realise that I do not mean to intimidate students and that I work hard to help them get the right answer. A wrong answer is not the end of the world and carries

no stigma. All too often, students come into a classroom and simply respond by memory to what the instructor is teaching. The best classrooms are those where both the teacher and the students learn from each other.

'Opening Hearts and Minds'

Teaching is a privileged position that demands humility as much as respect. It is crucial that a teacher recognises the power inherent in their role and is self-reflective about their actions. Transformative learning is about 'opening hearts and minds…' and changing lives for all those involved in the process. I know I am successful in my teaching when students tell me that they have learned 'to see the social world through a new lens' and 'to think more strategically'. This is extremely gratifying.

A teacher is someone who is passionate about a subject or topic and equally passionate about communicating this subject or topic to others. If I cannot keep an audience of students interested in the subject that is my personal passion, then I am not doing my job. It is a characteristic of young people today to explore their world. They have high levels of energy and are naturally inquisitive. When I think about what students want, I know that classes that deliver the same old message 'sit down, shut up, and listen so that you can memorise facts to dump on to an examination answer sheet' are probably not going to motivate them. Students are not necessarily unmotivated or unwilling learners, they are simply uninvolved in a depersonalised traditional classroom. They are willing to learn; they simply may not be able to endure the way they are taught. If I really want to see motivation in my students, I have to be motivated to rethink what it is I am doing with them. Learning should be fun. This does not necessarily mean frivolous, but fun. If a teacher can ascribe a sense of fun in the classroom, I believe the benefits are great.

Effective teaching not only involves being passionate about a subject, but being able to convey it to students in such a way that they will understand and think critically about it. I try to maintain a very lively and interactive classroom. Teaching is not about lecturing to students, it is about presenting theories, concepts and empirical material to students in a way that they can integrate this information into their own life experience. I try to accomplish this not only in my presentations and lectures, but also in the questions that structure classroom discussion and writing assignments. In each of my classes, I emphasise critical thinking and real-world applications of the marketing management concepts we study.

Teachers should recognise individuality in their students. Every student has a life, a story, thoughts and feelings that they bring to the classroom and the learning process. Being fair as a teacher means being able to understand what students are going through as individuals and as students. It means treating students with an impartial attitude, not an uncaring attitude. Students want a teacher who is a 'real person', who recognises them as human beings, someone who cares about them, not just their test performance. They want to be challenged, not cut down. They want a caretaker who checks on them regularly, who supports their individual learning, who informs them individually of their progress and who assigns a variety of tasks that give them the opportunity to learn in modes that fit their individual styles and that are designed to meet their levels of learning. They also want clear, complete explanations and concrete examples, thorough but brief explanations of difficult concepts, and opportunities to have their questions answered. This is my challenge as a university teacher and I remain passionate about ensuring that I set the highest standards in achieving them.

Excellence Award:
Sustained Excellence

Dr Tim Bell

Senior Lecturer and Head of Department ■ Department of Computer Science ■ University of Canterbury

Tim Bell is not daunted by the challenge of teaching complex material. The 'Computer Science Unplugged' project is an example of Tim's innovative approach for developing novel teaching methods. He teaches 'real' computer science principles through trying to avoid the distraction of technology when teaching non-technical audiences by introducing thought-provoking and usually humorous diversions in lectures. Tim has been previously recognised as a recipient of the 1995 Science Communicator Merit Award, and the 1999 Science Communicator Award. A colleague states, 'What makes Tim rise above every teacher I have ever encountered are his personal values and qualities. He knows who he is and why he is teaching. Tim has a deep desire for his students to not only understand the material, but to love the learning of it as much as he loves the teaching.'

In making these comments on my teaching, I have to acknowledge that all the ideas come from a context of working with colleagues who have challenged, debated, suggested, cajoled and otherwise helped me to develop and refine my teaching. Bear in mind that I am a computer scientist teaching in a university environment. Chances are that you are not, but some of my experiences may be familiar.

Motivating Learners

The goal for a student is to do better than their teacher. An obvious consequence of this is that self-importance is detrimental to being a good teacher. A teacher must also be a learner. For these reasons, students should be treated as peers, or at least as people who we expect to become peers in the next few years. The nice thing about being a lecturer is that you are the best-paid student in the class!

No topic is boring but it can be made boring with little effort. Likewise, a topic need not be hard but it can be made difficult by making incorrect assumptions on what students know. Students have a different model of the world from the teacher and the teacher needs to try and understand their model (get into their shoes).

Teaching is easier if I can give students the motivation for studying a given topic. It is essential to identify what makes it interesting. Sometimes this approach requires a level of honesty that not all lecturers might be comfortable with.

With 'hard' topics, the challenge is to work out what makes them hard and to deal with that before presenting the topic. Do some fundamental underpinnings need to be shored up? Does the topic need to be broken up into components? Can we start with concrete examples, and then move to abstract descriptions? I have taken the latter

approach to an extreme and used it to present 'hard' topics (e.g. error-correcting codes, NP-completeness, divide-and-conquer sorting, public-key cryptography) to primary school children. Not surprisingly, these demonstrations turn out to be valuable for teaching tertiary students as well.

For many key ideas, I prefer the students to work them out for themselves by providing them with the ingredients, and asking what the conclusion is, a step at a time. Not only does this increase their understanding, but it builds their confidence that they can develop new ideas themselves.

Teaching and Learning Styles

I prefer to use a variety of communication modes in a lecture (auditory, visual, kinaesthetic) not just because of the different learning styles among students, but to provide variety to maintain attention. This includes taking a break in the middle of each lecture for a couple of minutes to look at some related, but non-examinable, topic to provoke curiosity and interest.

Visualisation is important particularly with the animation of algorithms, or semi-animated examples using software like PowerPoint. This can be a good way to provide a gut feeling for how a system works and is far better than abstract explanations for what is often visually a very simple concept.

Humour is also invaluable for engaging students. Just 'telling jokes' is not particularly useful, but using humour to communicate the concepts being taught can make them more approachable and more memorable. The main forms of humour (e.g. reversal, exaggeration, substitution) occur naturally in computer science. A cheap home computer once beat the fastest supercomputer in an international chess competition (reversal); an exponential time algorithm can take billions of years to complete (exaggeration); and metaphors such as the 'desktop' are common (substitution).

When I was a student, I had a lecturer who used two-minute 'diversions'. I found these invaluable for increased interest and concentration. I introduced these 'diversions' in my undergraduate lectures, and they invariably draw a lot of favourable comment from students. They usually involve bringing a seemingly unrelated item and demonstrating some computer science principle with it.

Examples include using the binary number system to reduce the number of candles required on a birthday cake, using a spray can as an ink jet printer to illustrate image encoding and finding out if two people in the class share the same birthday to illustrate probability in hash tables. I have now developed a collection of perhaps 70 of these thought-provoking and usually humorous diversions and have begun to collect them in a book for wider dissemination. I collect them simply by keeping an eye out for unusual illustrations or phenomena that relate to computer science.

I prefer a lecturing style that makes use of a wide variety of media, and often switching in a single lecture between Microsoft PowerPoint, Adobe Acrobat, overhead projector, videotape, whiteboard, and live demonstrations with physical artefacts. This kind of 'true multimedia' helps to keep students' attention much better than just, say, a series of PowerPoint slides with a commentary. The lecture is a valuable tool for teaching, not necessarily for teaching detail, but for conveying enthusiasm, providing an overview and giving demonstrations. If 200 people give up an hour each to be at a lecture, then the 200 hours given on their part deserves at least about six hours preparation on my part.

I try to avoid giving out overly detailed handouts in lectures. If a student receives a detailed handout, the information is channelled through the photocopier rather than the student's brain.

Tutorials, labs and assignments provide the opportunity for students to look at concepts in detail and understand the nuances having already been given the big picture in lectures. Labs provide hands-on experience with the computer. Lab work needs to be designed to encourage students to think about what they are doing rather than just following the lab instructions. For this reason, I do not give every instruction detail but generally provide a broad description with hints. With assignments, students have an opportunity to practise the methodologies they have used. I try to set assignments that give students the experience of achieving something that they would not have thought possible before taking the class. This gives them a sense of achievement and confidence as well as hands-on experience with a new concept.

Teaching a Changing Curriculum

Computer science is a subject where change is normal and curriculum development is essential. One of the largest changes I have seen is in our introductory course, COSC110, which I have been involved with since it was first offered in 1991. In the early years of this course, few students had any significant computing experience. Now, in 2002, there are only a few students out of the 670 students enrolled with no significant previous experience. This change has provided a challenge and the means to address the challenge came to me around 1996 when I taught a Human-Computer Interaction (HCI) class at 200-level for a colleague on leave. HCI provides the theory that explains the problems that users have with computers and, by introducing this to COSC110, we were able to provide a framework for critical thinking for existing computer users and simultaneously empower those who were new to computers.

Critical Thinking

The 'critical thinking' approach has become central to my teaching. Even in the most introductory course, such as COSC110, it is important for students to learn to think and not just learn facts by rote.

Another development in COSC110 came out of frustration with the 'monkey-see, monkey-do' laboratory books for teaching the use of computer software. I observed that few students developed a deep understanding and most were simply trying to complete the list of keystrokes in the book to get the lab finished. I was unable to find any books with a better approach, so I spent a summer writing one and this has now become the lab manual for COSC110. It was later integrated with the HCI approach mentioned above to provide a challenging but satisfying offering for a range of students.

Communication Skills

Complaints from employers about the poor communication skills of computer science graduates prompted me to address this issue. I established an oral communication assessment for our main 200-level class. With almost 200 students in it, the challenge of assessing this many students had previously put people off trying it. I tried an approach where students provided 'mini-seminars' of about six minutes on a topic of their choice within guidelines. These mini-seminars turned out to achieve most of what a full one-hour lecture would. Graduates have since commented that these talks were good preparation for the 'real world'.

Computer Science Unplugged

One of my most radical curriculum development efforts is the 'Computer Science Unplugged' project. No subject needs to be boring. A teacher should not be daunted by the challenge of teaching complex material to unmotivated learners. In this case I have taken it to an extreme, teaching university level material (up to fourth year classes) to primary school children.

My interest in this began around 1990, when I became involved in presenting computer science in a local science centre. Soon after that I was

asked to give a talk about computers to my then five-year-old son's class. I decided to teach some 'real' computer science principles and, to avoid the distraction of technology, I went 'Unplugged'... armed only with cards, crayons, magnets, string, and the like. I developed the activities by going through general computer science books and trying to work out a puzzle or game that illustrated each of the key ideas in these books in a way that would be accessible to a five-year old. This grew into the 'Unplugged' project which is now used all over the world by people who share my frustrations with children being distracted by computers and in countries where using a computer is not an option.

The 'Unplugged' work has now developed into various formats, including a fast-paced show which disguises education as entertainment, a book with resources for teachers and parents, science festival presentations, teacher training days and, of course, a web-site (www.unplugged.canterbury.ac.nz).

The 'Unplugged' work addresses many issues, including gender-bias in computer science and accessibility from under-represented groups. One unexpected benefit found that the material is also useful at tertiary level. Although 'Unplugged' is aimed at primary and secondary school children, it can often be used to provide an accessible introduction to advanced topics.

An initiative related to the 'Unplugged' project is the Maths and Computer Science garden (see www.bridges.canterbury.ac.nz). The garden is sponsored by local industry and through a sister-city relationship. It contains life-sized computer science problems, and is useful as an adjunct activity for visits from school classes.

Design for Learning

Being aware of learners' current level of understanding is crucial.

This involves encouraging learners to develop an inquiring approach to learning. This is achieved at entry levels by providing pointers to resources for students. At advanced levels students are expected to take the initiative more and more. Sometimes teachers assume that students know how to do research, however my experience suggests otherwise. I introduced an explicit teaching technique for research such as the 'survival course' for fourth year students.

It is important to encourage curiosity at all levels. Students should be used to answering questions themselves so that there is no major distinction between learning introductory material in class, and discovering cutting-edge ideas previously unknown. One way to foster competent and confident learners is to be ready to accept criticism from students. This models the ability to admit mistakes and to discard wrong ideas. It also helps students to realise that knowledge (or 'science') is not a fixed, complete collection of facts but a set of theories that need to be refined. Of course, being wrong too often can reduce student confidence. I find that I make enough mistakes without trying to make deliberate errors very often!

Being aware of learners' current level of understanding is crucial

Teaching is rewarding. I find it far more satisfying to teach an idea to 50 people and have them use it than to keep the one idea to myself and only achieve one-fiftieth of what could have been. If this booklet has helped 50 teachers, then we achieve the sort of exponential gain that appeals to the computer scientist in me.

Excellence Award: Sustained Excellence

Dr Delwyn Clark

Associate Professor ■ Department of Strategic Management and Leadership ■ University of Waikato

Dr Delwyn Clark has been instrumental in re-shaping, enhancing and extending the Strategic Management teaching programme at Waikato Management School. She drove a major curriculum review that led to the re-design of the content, teaching method and assessment for a third year core strategy paper that now focuses on integrative strategy case studies. Delwyn introduced an innovative competition, the Waikato Management School Case Competition. This event showcases student skills while building links with companies and the community. Delwyn believes that 'fundamental to the student's engagement... is the enthusiasm, commitment, reputation and personality of the teacher/educator'.

Since 1994, I have initiated and implemented a series of teaching/learning innovations including course design, showcasing strategic analysis by students in a public forum, creating an original web-format for case studies and developing a unique online undergraduate paper.

Integrative Strategy Case Studies

Following the tradition of leading international business schools, such as Harvard, Wharton and INSEAD, I led the redesign of the 391 Strategic Management course to focus on integrative strategy case studies. Case studies are ideal for this paper as they capture and describe the issues involved with a specific decision in an organisation. They can be used to illustrate, integrate and evaluate different theories and practices. In addition, case studies provide the basis for developing skills in strategic analysis, decision-making, communication and teamwork. By capturing the stories of key people in organisations, cases stimulate interest and bring 'reality' into the learning environment.

The Waikato Management School Case Competition

In 1996, I designed and orchestrated the Waikato Management School Case Competition which showcases the students' skills while building links with companies and the community. Four of the teams are chosen from the class to present their strategies and answer questions from a panel of five judges from industry in a unique 'town and gown' event which occurs each semester. With friends, family, staff and members of the business community listening intently, each finalist team presents and defends their recommended strategy for the case company. At the end of the evening, all of the finalists receive a special certificate in recognition of their outstanding achievement, and one team wins a plaque and a sponsored prize of $1,500. Finalists are challenged, trained and supported to be able to handle the pressure on the night and they grow in confidence from this highly professional, public presentation.

Original cases on New Zealand companies are researched and written for each Case Competition

and company executives attend the event. Companies featured in this event include Lion Nathan, The Warehouse, Geddes Dental, Michael Hill, HortResearch and the New Zealand Game Industry Board. The Case Competition very quickly became a distinctive feature of the Waikato BMS experience.

Web-Format Case Studies

At a time when tertiary educators are beginning to recognise the need for new approaches because of the increasingly transient nature of content knowledge, web-format cases provide a novel learning medium for the development of process skills and capabilities. New technologies offer potential for new and innovative case studies with many different formats and a variety of extra features. The addition of graphics, hyperlinks and interactive web functions to cases significantly increases the dynamism involved and provides students with a range of different learning experiences. This approach enables students to study companies and their activities live – 'as they are happening'.

An initial series of eight web-format cases was developed for the new core Strategy paper for the Bachelor of Electronic Commerce (BECom) degree in 2001. As one of their course work options, students were able to design and build a web case. This fun and challenging assignment requires students to understand the theory in the course, conduct their own research on companies and be able to communicate the case story and issues effectively as well as design and build an effective website. The student assignments created a valuable resource for the Department – a set of new web cases that can be used, with some editing and revision, for course work in this paper in future.

Net Ready: Navigating the Competitive Landscape

By leveraging expertise in case writing and experience gained developing prototype web-format case studies, I designed a unique new online paper for our BMS and BCom students. This is an innovative second-year course focusing on the dynamic context of business that will be offered online from 2003 – a paper called '0340.222 Net Ready: Navigating the Competitive Landscape'. The new e-delivered paper will use interactive, electronic case studies and exercises to develop a set of core management skills and abilities. This paper has been designed as a series of five major modules, each with a number of different exercises and cases. The web templates developed as the architecture for this course are expected to be able to be adapted quite readily for further e-delivered papers in future thereby providing a prototype format for developing management skills and understanding of the context of business.

Curriculum and Teaching Materials Development

I led the design and development of five new undergraduate papers and two new postgraduate papers for the Department of Strategic Management and Leadership's strategy programme between 1996 and 2001. Each of these new papers covers distinct content and includes a range of teaching modes, learning styles, classroom activities and assessment. The new papers complement existing course offerings and enable students to major in the subject of Strategic Management. As most business schools offer only one or two strategy papers, this teaching programme is rare. The Department now has the largest team of specialist Strategic Management academic staff in the Asia Pacific region.

To provide integrative strategy case studies of New Zealand organisations for the Waikato Management Case Competition, I initiated a case research and writing project in 1997. This project has provided invaluable teaching materials for the Strategic Management papers offered in the Department and the Waikato Management School's Executive Education programmes. These cases enable our students to develop skills in strategic analysis by studying innovative New Zealand companies in their competitive environment. The project is also important for the Department and School in establishing strong links with key executives and their companies. Further, these cases provide the focal company with an excellent, independent overview of the strategy and operations of their business. Upon completion, they are generally requested for immediate distribution to all senior executives and Board members. Some of these cases are also distributed by the companies to hundreds of students and others interested in studying the companies each year (such as The Warehouse Group and the New Zealand Game Industry Board).

The value and influence of these case studies has been extended by publishing them for use in New Zealand and international programmes. Three of the Case Competition cases have been published in the *Case Research Journal* which is the leading international refereed journal for research-based teaching cases (Lion Nathan China, Geddes Dental Group and HortResearch). I published a book of Strategic Management Cases (Pearson Education) with an accompanying Instructor's Manual in 2001. As these integrative Harvard-style strategy cases are rare, they have been requested for inclusion in four international textbooks. This year, the Lion Nathan China case was also used for a Case Competition in the MBA programme at Ohio State University. To share insights from case research, writing and teaching experiences, I have made a series of seminar and conference presentations since 1997.

Responding to the need identified by the Ministry of Economic Development for case studies on ICT adoption in small and medium enterprises in New Zealand, I used case research expertise to supervise 19 students in a postgraduate paper in 2001. Each student studied one company in detail and prepared a written case summary for the Government's E-Commerce Action Team website, as well as an assessed report and presentation for their course work. Teaching this paper in this format provided the students with an excellent learning experience on the topic, as well as practical guidance on research methods (developing human capital). Simultaneously producing reports for managers and a monograph for the Ministry of Economic Development was very effective for knowledge transfer and provides a template for creating value from postgraduate papers in future.

Student-Centred Learning

I have had a lifelong interest in student-centred learning. The engagement of learners is achieved by creating a series of challenges of increasing complexity and an environment in which students feel safe to experiment. While preferred teaching methods vary depending on the topics, objectives and to some extent the size of the class, all my classes are interactive and structured to ensure active participation. Students form study teams at the beginning of the semester and these are used for exercises in class and for their group assessments.

Strategic Management is a discipline that focuses on the overall strategic positioning and performance of organisations. Course content includes seminal, current and emerging theories of strategy and case studies for illustration, analysis and integration of concepts. As it is imperative to consider theory and practice together, cases of varying sizes and types are included in every class. Cases illustrate contexts and concepts while providing the basis for developing skills in strategic analysis, decision-making and communication.

Strategic Management students have opportunities to step straight from university into key management roles in organisations of all sizes. To make this giant leap, they need depth of knowledge of key theories, analytical acuity, effective communication and inter-personal skills combined with judgement and self-confidence. The teaching/learning format adopted within the Strategic Management programme enables our graduates to make this transition with ease.

Excellence Award:
Sustained Excellence

Liz Fitchett

Food Safety Co-ordinator/Lecturer ■ Waiariki Institute of Technology

Liz Fitchett teaches food handlers and food safety trainers. She combines experiential learning styles and accelerated learning techniques to encourage active participation. Liz has worked closely with the food industry and her programmes use teaching methods that encourage students to apply what they have learnt to their own work situation. Liz believes that 'the ability to listen and to hear others' views is critical and, above all, the individual is to be valued and trusted.' A past student states that Liz 'is an exceptional teacher and, I believe, is one of the lucky few to possess the "WOW factor"!'

When I first began teaching, I did so very reluctantly. I certainly am not what could be described as a 'born teacher'. It has taken many years of self-criticism and reflection to develop teaching methods and assessment practices which seem to suit most of the people I work with in the hospitality and food industry.

Recognising the Learner

Although I believe it is unhelpful for people to be placed into categories, I do recognise that each learner brings with them a unique set of life experiences and contexts. Whilst considering and validating these differences, I endeavour to create an equitable learning environment. All students' contributions are valued. Creative and whimsical ideas and thoughts are as important as the rational and objective. Any so called 'objective' learning practices are enhanced by encouraging a 'subjective' approach in tandem. Encouragement is given to investigation and inquisitiveness. Problem solving is valued. The ability to listen and to hear others is critical and, above all, the individuals are to be valued and their opinions trusted. Students learn best when they are having fun, they do not feel threatened and they clearly understand the aim and agree it is important.

When students value and can see the importance of critical thinking, when they can make sense of what they are learning and relate it to their particular situation or job, then learning results in a positive change for both the individual and the industry they are working for.

Reflection and the Results

Although I have only recently identified what I have been doing over the years as 'reflection', I now realise I have been carrying out this fascinating occupation for some time. Those who know me well tell me I am a tenacious and determined 'reflector' who does not give up on an area of concern or a learner until a way has been found which effectively addresses that concern.

An example of this is the progression food safety training has taken over the last 20 years. When I first started my aim was to develop methods that would result in a positive learning experience for individuals. Many learners completing food safety training were made to come and many had had negative learning experiences in the past. They arrived fuming and resentful. My goal was to have them leave feeling more positive about food safety and learning than when they arrived. I took what learners considered complex scientific concepts and, with the use of interactive, accelerated learning techniques and some 'shock treatment', broke these concepts down into experiments which were easily understood and which resulted in some great times together and some very humorous incidents.

Changing Behaviour

After this initial success I began to consider more directly what industry, local authorities and individuals were actually wanting from food safety training. I decided after discussion with all concerned and some considerable thought, that they were usually after a change in behaviour.

It was not good enough that individuals felt positive about the food safety training they had completed and knew what caused and how to prevent food poisoning, it was important they could apply and consistently carry out what they had learnt in their work situation. A survey carried out by the Ministry of Health at this time confirmed that little long-term application was occurring despite a number of food businesses having people employed who had completed food safety training.

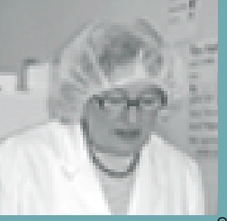
Observation of chef tutors indicated that their role modelling and support for learners had far more impact on students' behaviour than any food safety tutor might have. It then seemed obvious that the best people to deliver training were co-workers who would be working alongside a learner and who could offer ongoing support similar to that of a chef tutor. This resulted in the development of a facilitator package used to train people from industry so that they could deliver food safety training to their own staff. I delivered this training to industry nominated facilitators and set up systems to provide support for them and their students. On completing the course, all participants were required to evaluate the training they had received and to suggest improvements. Suggestions provided were all considered and formed the basis for ongoing reflection and improvement. To date approximately 450 people have completed facilitator training and over 15,000 students have participated as learners. There has been no advertising of this programme with all participants coming as a result of what they have heard or seen from others who have used the programme in their workplaces.

After six years following this path, I began to wonder whether all this work was really achieving what I had imagined it would – a change in behaviour. Could the training programme be improved so the likelihood of behaviour change was further enhanced? Were there other factors besides training which might need to be considered? This lead to the instigation of a four-year action research project.

Action Research

I started and completed this project because I wanted ideas and answers about how, together, learners and facilitators might progress. Action research now seems to have been a safe and effective way to achieve this. It resulted in answers emerging after in-depth observation and analysis of practice rather than theory alone.

In retrospect the project was rather large and my understanding of action research far too limited, but despite this, it has had a major influence on my teaching. The project looked at food safety practices in the workplace, then identified and implemented strategies that workers within the food industry felt would work better to encourage more effective long-term behaviour change. Thirty-five sites were involved, all of which had been using the food safety training package I had developed. As a result others now have more involvement with training and application. The action research project results identified the need for direct and effective support from people in supervisory positions within the workplace. It identified the importance for these people to have 'mana' to be effective role models and communicators. It also required that these people be enthusiastic about safe food practice, be able to provide positive feedback to staff and coach where necessary. If these factors were not present, food safety application was unlikely to eventuate no matter how much training the individual received from either within the food business or from outside. As a result of this work, almost 75% of my time is now spent assisting food businesses to set up systems which results in food safety practice being



established from the minute staff are employed and not something they learn from a 'one-off' short training programme.

Support

As a result of the research project my job has evolved from one that required teaching and teaching others and providing them with support to include one of supporting and encouraging environmental change. This involves understanding the culture, pressures and constraints under which people work. I now aim to visit all the sites where learners and facilitators are implementing risk management food safety initiatives I am involved with. The aim is to listen and develop an understanding of the complete picture so that the support I provide is focused and meaningful. I am constantly amazed at how much I learn from these visits and how inappropriate the support I originally thought I was able to provide often turns out to be.

Assessment

The way assessment is carried out is fundamental to the success of any teaching programme. It is only a very small part of the learning process and needs to remain so. For many students I work with it seems to have been a nightmare and is the reason they do not want to attend training. Any assessment should be used as a guide to help students and teachers identify clearly how far both have come and how much further both would like to go. The feedback given to students must assist and promote learning and increase confidence. Students must emerge feeling positive about themselves and their learning and with a strong belief they are capable. The learning experience must result in a continued love of learning.

I am passionate about ensuring assessment does not get in the way of learning. The rule I work by is that if a person can demonstrate application of knowledge to a practical situation at any level then they have truly achieved. The rise in confidence seen in students as a result of this approach has been a privilege to encounter. I asked a young student who was unable to meet the NZQA requirement for an assessment what she wanted from the assessment. She replied that she wanted acknowledgement for what she could do, a letter outlining the skills achieved and a certificate because she had never managed one in the past. This was easy to provide and she went away feeling very contented as did her workmates who were very focused on providing her with support to achieve.

Passion and Enthusiasm

I am told by the people I work with that I am passionate about the subjects I teach and enthusiastic about promoting an effective, safe learning environment. This involves setting a scene where individual learners are encouraged to support one another, learn from each other and where the emphasis is on learners taking control. I gain most pleasure from my teaching when students comment about the positive way everyone interacted within the group and how much they have gained from discussion and debate, how they felt the group participants listened to each other and how motivated and enthusiastic they feel as a result. This indicates to me that the group and the individual learners in the group have taken over and this is exactly what I aim to do. The learners are actively engaged in the learning process and are given support to access their own learning processes. It is important to me that the teacher does not remain the focus of the learning or has a need to be in control.

Industry Relationships

I have established what I consider to be effective working relationships with the Hospitality Industry Training Organisation, the food businesses I work with and all the chefs who will implement food safety practice. This is very important to me because it means I am not working in isolation and it helps to keep my feet on the ground. If my ideas become too idealistic it is the industries, the food businesses and the chefs I work with who remind me that other things besides food safety are also important. I listen to them and actively seek feedback from them with any new venture. They are the ones who have forced me to be very practical and who promote the work I do. Over the years I have thoroughly enjoyed this contact and the support given to me by this sector.

My aim with all the teaching I do is to empower others and I will do anything to assist this process. I use any skills I do have to bring out the potential and watch others take flight.

Excellence Award:
Sustained Excellence

Jill Smith

Principal Lecturer ■ Centre for the Arts ■ Auckland College of Education

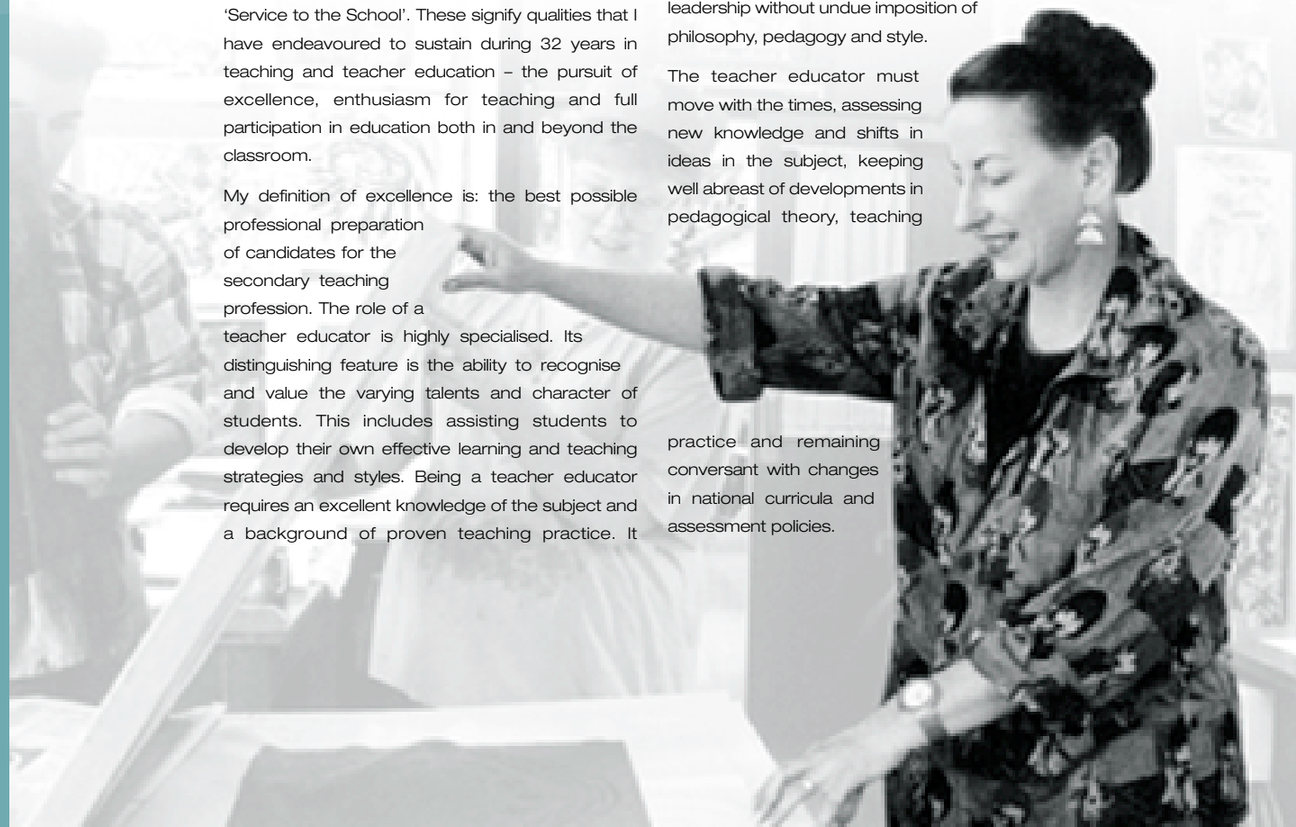
Jill Smith is a successful teacher educator. She defines excellence as the best possible professional preparation of candidates for the secondary teaching profession. Excellence includes '... the ability to recognise and value the varying talents and character of students and assist them to develop their own effective learning and teaching strategies and styles.' Jill has been involved at a national level since the 1980s in the design of art/art history curriculum and assessment and the preparation of materials for teacher professional development. Jill's students state that her '... pattern of self-evaluation is seen as essential and non-threatening and is adopted as a methodology by her past and present trainees.'

The Role of the Teacher Educator

At the prize-giving in my final year of secondary school, I received, along with the Senior Art prize, two special awards: 'All-round Excellence' and 'Service to the School'. These signify qualities that I have endeavoured to sustain during 32 years in teaching and teacher education – the pursuit of excellence, enthusiasm for teaching and full participation in education both in and beyond the classroom.

My definition of excellence is: the best possible professional preparation of candidates for the secondary teaching profession. The role of a teacher educator is highly specialised. Its distinguishing feature is the ability to recognise and value the varying talents and character of students. This includes assisting students to develop their own effective learning and teaching strategies and styles. Being a teacher educator requires an excellent knowledge of the subject and a background of proven teaching practice. It requires an understanding of the needs and aspirations of adult learners, recognition of their differing strengths and areas needing development. Strategies should provide motivation and leadership without undue imposition of philosophy, pedagogy and style.

The teacher educator must move with the times, assessing new knowledge and shifts in ideas in the subject, keeping well abreast of developments in pedagogical theory, teaching practice and remaining conversant with changes in national curricula and assessment policies.



Jill Smith

Tertiary Teaching Excellence Awards 2002

Each subject of the school curriculum has its particular methodologies. These cannot be subsumed under a generalised professional practice programme. The accusation is sometimes made that secondary teachers focus upon subjects rather than students. I reject this and am adamant that each specialist teacher has a professional responsibility to contribute to the whole education and welfare of each student and to the life and ethos of a school.

For me, excellence is setting a pathway for beginning teachers to explore, providing them with sound and up-to-date knowledge of educational theory and teaching pedagogy. This needs to include many and varied exemplars of good practice, with access to a wide range of teaching resources, considered feedback and careful assessment of college and school-based experience. The provision of continuing support for students when they become art teachers provides me in turn with collegial companionship and professional co-operation. I am very proud of so many of them.

Curriculum Development

Since entering teacher education in 1980, I have taken every opportunity to increase my professional growth and development in order to enhance and give credibility to my teaching. I have been fortunate that my teaching career has been in a climate of substantial curriculum development. This has involved the membership of professional associations, national and regional committees, and advisory groups. My professional development has also involved participation in conferences, consultancies, reviews and national examination and moderation positions. These have all enabled me to stay in touch with secondary school art/art history teaching whilst working in the tertiary sector.

I consider, however, that the critical factor in my professional development has been the evaluation of experience and the ability to apply and test it in the context of teaching programmes. This has meant consistent revision of programmes to meet changing needs, to improve approaches, and to respond to changes in the nature of student intake.

Contribution to Teaching

Critical to my role and practice as a teacher educator has been the expansion of knowledge and understanding of the subject. There is a paucity of research in art education in New Zealand, particularly in the territory of pre-adolescent and adolescent art education which has received little attention from theorists, philosophers, researchers and art educators worldwide. I have researched topics that include the ill-explored territory of adolescent art education and how the visual arts curriculum in The Arts in the New Zealand Curriculum can be implemented in post-modern terms. General investigations into constructions of education, and issues and methods in educational research, have culminated in papers on art education. Research has provided me with a reflective opportunity. It has substantially assisted me in the clarification, development and appraisal of ideas and practice. The broader fields of art education research are tied to well-structured and accessible professional practice and to curriculum and assessment programmes for beginning and experienced art teachers.

I have been particularly conscious of my responsibility to provide students, both Māori and non-Māori, with a curriculum that demonstrates a bicultural responsibility and inclusiveness. A long-standing interest in taonga and contemporary Māori art led me to complete a MEd thesis on the topic, *Biculturalism: the relationship between education policy and art education practice in secondary schools in Aotearoa New Zealand.*

Influence on Colleagues

A teacher educator inevitably influences students. This occurs with students' understanding of policies, curricula and pedagogy, competence to develop and use resources, management, planning and organisational skills, leadership styles, lesson and programme delivery and their quality of pastoral care. Within the one-year graduate programme, the student's process of learning and development can, at best, hope to lay a foundation of practice and professionalism. The measure of the teacher educator's worth will properly be evident in the performance of students when they take up their roles as teachers.

The sudden shift which students, who have been preoccupied with their own art practice, have to make into the 'pedagogical' climate of teacher education, can be challenging. A large part of student success is attributed to the teachers' ability to meld an understanding of art practice with art teaching methodology. A climate of sharing and co-operation promotes formative and summative feedback within groups that are very disparate in experience, specialisation and age. This creates honest oral and written comments from students on course work, assignments, progress and performance on practicum. A willingness to act on suggestions made by students in course evaluations creates a safe environment for the exchange of ideas and expression of views. The feeling of preparedness and confidence is then retained when students enter the teaching environment.

The role in sustaining secondary art/art history colleagues in the field is very important to me. Over 21 years many students have attended my programmes and are now widely dispersed throughout New Zealand and overseas. One of the rewards has been to see them develop their careers, to become heads of art departments, to occupy roles in the Ministry of Education and advisory services, or to be significant leaders in tertiary art education. I have developed and maintain a strong network of art educators. Many still seek support and advice, many work with me on national and local projects and contracts, and a great number enrich my professional life. This is what sustains me in my work.

From an early age I was fortunate to have the benign influence of a number of teachers who encouraged me to pursue studies in art and, later, to become an art and art history teacher. I remember them with affection and gratitude. Now I have the opportunity to encourage and influence others who can open up a world of art to many students. I do consider it a serious responsibility though remain aware of the temptation of pride – to know all and be all to one's students. I repeat the conviction that excellence in large part consists in being able to recognise, value and enhance the talents and qualities of all those I have worked with.

Excellence Award:
Sustained Excellence

Tim Wilkinson

Associate Professor ■ Christchurch School of Medicine and Health Sciences ■ Otago University

Tim Wilkinson teaches Health Care of the Elderly courses for fourth-year medical students. He believes that '... learning occurs best within a safe and supportive environment with clear expectations and good support.' Tim's philosophy is to provide a flexible, rich and encouraging learning environment where teaching methods are designed to meet the needs of students and offer opportunities for interaction. Tim is now a leader in medical education in New Zealand as chair of the Faculty of Medicine Undergraduate Curriculum Committee and as chair of the continuing education committee for the Royal Australasian College of Physicians. A past student states, 'Tim inspired me with enthusiasm, professionalism and close attendance to the requirements of the students, both as a group and as individuals.'

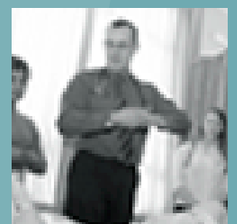
The Teacher's Roles

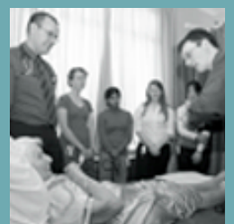
Memorable teachers are often effective information providers, role models and facilitators. Equally important, however, is to create a learning environment where the 'teacher' and information provider almost becomes unnecessary but the subject remains memorable. In the absence of distractions, most students are motivated, capable and willing to do their own learning. My role is to create the environment that best promotes this independence in learning. To do this requires attention to creating clear goals, appropriate incentives and provision of the right amount of time and space.

Ron Harden, a prominent medical educator, has crystallised this by identifying 12 roles that a teacher may take: mentor, learning facilitator, on-the-job role model, teaching role model, lecturer, clinical or practical teacher, resource material creator, study guide producer, course organiser, curriculum planner, curriculum evaluator and student assessor.

In 1994, when I first started teaching medical students, my role was only that of information provider. Although I had been involved in teaching during my training, I soon realised that content expertise in my field of interest was not enough to equip me as an effective teacher. I therefore studied to obtain a Certificate in Clinical Teaching and, more latterly, a Master of Clinical Education. The changing practice of medicine means our medical teaching programme needs to emphasise life-long 'future-proofed' skills, communication skills and attitudes. Our graduates need to be able to assimilate new knowledge and to continue in life-long learning, self-monitoring and adapting to changing practice. These factors have driven my teaching direction towards leadership in curriculum development because many of the problems require systemic solutions.

I continue to practise as a geriatrician as patient care still gives me as much pleasure as teaching. There are some parallels between my work as a physician and my work as a teacher. The effective practice of geriatric medicine is contingent on collaboration, teamwork and collegiality. Any illness needs to be considered within a person's social and environmental context. Promoting independence for an older person is a prime goal. I bring a similar philosophy to my teaching. Good teaching and achieving major education changes require collaboration, teamwork and collegiality. Effective learning must also consider the social and environmental context. Promoting independence in learning is critical.





Another role of a teacher is not only to develop new teaching and learning methods but also to evaluate and disseminate this work. I am committed to documenting and sharing good practice by publishing in peer-reviewed journals.

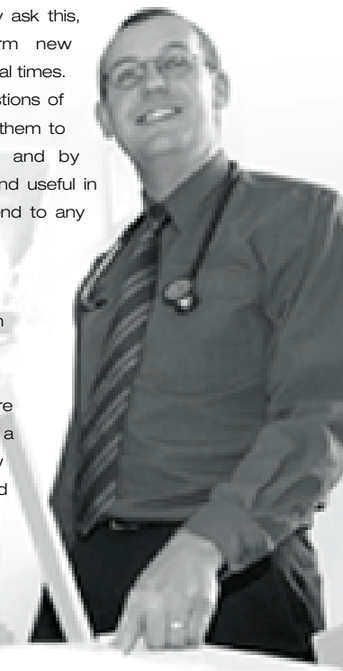
Medical Student Health Care of the Elderly Course

The main focus of my face-to-face teaching is the five-week course for medical students in the fourth year of their six-year curriculum. The course has 12 students at a time and runs six times per year. Students have opportunities to see patients in hospital, in outpatient settings and in the community. Interprofessional teamwork is an important life-long skill so we provide specific teaching on teamwork and provide formal opportunities for students to learn and understand the roles of other health professionals. Geriatric medicine is not widely perceived as a 'glamour specialty'. Yet I see it as a triumph that this is not only a popular course with students but also results in improved and sustained positive effects on student attitudes to older people. This is also due to the enormous contributions from my colleague, Dick Sainsbury.

My face-to-face teaching is almost entirely in small groups, interactive and related to students' experiences and clinical scenarios. I try to provide a structure for students' learning and to make links between areas so that experiences make sense and can be used effectively. I believe learning occurs best by facilitated discovery rather than by listening to 'answers'.

Teaching with a patient is enormously pleasurable. There are considerable challenges arising from the need to attend to the welfare of the patient, the welfare of the students, the acquisition of knowledge and skills by students and appropriate role modelling. In teaching psychomotor skills around a patient, I explain the rationale, demonstrate the technique, break it down into components and then allow each student to practise. I found that some students' attention might lapse while others are 'having their turn'. I have therefore introduced 'peer assessment' – after a student has tried the new techniques, I encourage self-assessment by asking the student to comment on what went well and what they found difficult. I then ask the student's colleagues to comment before offering my opinions. I like this method as it means all students are learning, not just the one who is practising at the time, and it reinforces the necessary lifelong practice skills of self and peer assessment.

In teaching diagnosis and interviewing skills, it is important for students to develop hypothetico-deductive thinking. I therefore model this by interrupting the student-patient interview and asking all students to generate a list of possible diagnoses. I then ask each student to suggest a single question that might differentiate these diagnoses. Following a facilitated discussion between the students, they decide which question is likely to be best. They ask this, consider the answer and form new hypotheses. This is repeated several times. I will guide this by offering suggestions of other diagnoses, by encouraging them to apply basic scientific principles and by suggesting interview skills that I find useful in practice. At the same time, I attend to any concerns of the patient.



Pastoral Care

One of my roles, as Associate Dean (undergraduate education), was to monitor student achievement and ensure that struggling students were picked up. I therefore implemented a process of student progress review built around formative feedback and longitudinal following of student learning.

The process is characterised by systematic collection and collation of feedback from all teachers across all years in our school, including information on knowledge, skills and attitudes. Because I could take a longitudinal view, I could identify any students in difficulty but could also choose to wait to see if some problems resolved by themselves or if they needed intervention. To help borderline students, I spoke with the relevant course convenor, and helped each student develop his or her own plan of remediation. During the meeting with the student I deliberately encouraged self-assessment, followed by outlining their tutor's assessment before I offered my opinion or solutions. Any documentation was always in the form of a letter addressed to the student. By facilitating this approach I found nearly all students took ownership of any problems and were able to remedy them before the end of the course. As a result, the numbers of failing students have declined. In addition, any students who do fail are now being detected earlier. This system reliably detects problems even in the difficult areas of attitudes and skills.

Student Experiences

The hidden curriculum, institutional factors and student welfare can all impact on learning. To explore this area further, I helped a final year student develop a questionnaire-based survey of medical student experiences during time at medical school. We are particularly interested in the effect of staff attitudes, positive and negative learning experiences, and the effect of student debt on learning. This work is an example of facilitating student-led research and part of it has already received widespread national interest.

Distance Learning Packages

For a number of years I have provided educational talks to rest home workers on matters relating to care of older people. Because this mode of education could only reach a limited audience within Christchurch, because my talks needed to be supplemented with written material and because I could not continue providing these talks, I joined a multidisciplinary group to produce a series of educational videos targeted at care workers of older people in institutional care. We supplemented these videos with a written workbook. The programme used a combination of identified learner needs based on the face-to-face sessions, evidence-based written material and piloting of the material on the target audience. The courses are now registered at levels 3 and 4 on the National Qualifications Framework and contribute to the National Certificate in Support of the Older Person.

Assessment in the Undergraduate Medical Curriculum

Valid and reliable assessment of clinical skills is a critical component to ensure our graduates are ready to practise. In organising our high-stakes clinical skills assessment, I have developed and documented methods to ensure it is of high quality and that standards are robust. Leading a review of assessment practices across the undergraduate medical curriculum was the first major project I undertook as chair of the Faculty of Medicine Curriculum Evaluation and Assessment Committee, when appointed in 1999. Once again, I was keen for the study environment to provide the right learning incentives. There were a number of assessments that were not clearly or systematically related to Faculty objectives. Furthermore, many assessments were testing superficial knowledge without adequate emphasis on deep learning, skills or attitudes. We felt there were insufficient opportunities for students to be assessed formatively. Following an extensive consultation exercise within the Faculty and exploration of systems used in other medical schools, we were able to develop a clear blueprint that matched all our objectives to efficient assessments and to a criterion referenced pass / fail / distinction system. I have also been working on creating clear links between undergraduate education and professional practice. Our undergraduate assessment blueprint identified an absence of assessments that reinforced reflection, self-directed learning or learning based on individual learning needs. We are, therefore, developing a learning portfolio for students, which links with my work on portfolio development for practising physicians. Evaluation of these changes is the subject of my ongoing PhD studies.

Excellence Award:
Sustained Excellence

Dr Tony Wright

Senior Lecturer ■ Chemistry, IFS ■ Massey University

Tony Wright uses alternative approaches to introduce students to chemistry, '... making the mathematical concepts a challenging addendum to the course rather than an often impossible hurdle.' These approaches include online learning, flexible delivery for the student and enhanced internal and extramural versions of the papers. Tony's students believe 'That every lecture delivered by him is energetic, stimulating and always relevant to his audience. He has a remarkable ability to find chemistry in day-to-day life.' Tony's philosophy mixes both the traditional setting of the lecture and the laboratory with new communication technologies, '... I believe the wise course is a steady integration of the new methods beside the old.' Tony has been the recipient of Massey's Distinguished Teaching Award for first-year chemistry for each year since 1998.

Approach to Teaching

I came to Massey University inspired with the idea of making the student (and not the chemistry) the primary focus for teaching. This came from a spell working with and observing teachers involved in integrating constructivist ideas into science teaching. While I think this change from the traditional focus of teaching chemistry has been the most useful insight that has guided my teaching, I am steadily adding to the range of ideas I use from different learning theories.

It seems to me that teaching chemistry is usefully informed by social semiotics. This theory captures both the social aspects of the construction of chemical knowledge by chemists and chemistry students and the diversity of images that we use in our current understanding of the subject. I have come to appreciate that both aspects of teaching are particularly well served by online learning, and provide a unique motive for the development of online resources in chemical education.

On the other hand adult learning theories also prise the chemistry teacher away from the traditional focus on the concepts and turn attention to motivation and the applications that will satisfy the student's demands for utility of their knowledge. The application of these ideas has greatly influenced my approach to curriculum design as well as the act of teaching.

Resource-Rich Courses

A primary goal of my recent work has been to provide students with a rich variety of resources to aid their learning. In science and especially chemistry, the key ideas are often abstract and complex, often being best understood through mathematical models. Appreciation of the ideas often comes from practising their application in a variety of contexts of particular interest. Giving students access to materials in print-based, web-based format, as well as the traditional lecture and laboratory, greatly increases the flexibility of the

delivery process and caters for the increasingly diverse student cohorts that are coming to university.

This has been an important step because it means that the chemical content of the curriculum is now defined so that the course can be taught on multiple campuses (Palmerston North and Albany) and in multiple modes (internal and extramural). At the same time we can alter the curriculum to reflect changes in our student group and the changing tertiary environment.

More recently we have authored online materials so that a colourful version of each study guide, containing interactive exercises, simulations and illustrations, is available online to students. This frees up the students so that they are no longer tied to the lecture as a source of information. It also frees up the lecturers because they can concentrate on the features that lecturers do best, such as motivation and integration of ideas.

A primary goal of my recent work has been to provide students with a rich variety of resources to aid their learning.

Enriching the Lecture

The demonstration lecture has a long history of success in chemistry dating back to the public lectures given by Sir Humphery Davy in the late 18th century. I believe that this type of lecture plays a very useful role in subjects that contain difficult and abstract ideas that are alien to our everyday experience. Demonstration lectures can introduce a topic while providing links to students' background knowledge. At the same time they can be used to motivate, by conveying the excitement, interest and utility of the topic. Lastly, demonstration lectures can be infused with humour and used to illustrate the human side of chemistry with anecdotes and stories.

I have spent a number of years refining my style of lecturing in an attempt to cover all of these features. I frequently pose questions in a lecture, leaving time for brief discussion between students if the point is of sufficient importance. A number of techniques such as voting on answers provide different ways of accessing student response without embarrassing individuals.

Demonstrating the relevance of the chemistry that students are learning is very important. This is best done by using the chemical ideas that form the substance of the lecture to inform events in the news or things of immediate relevance to students. The recent theft of hydrofluoric acid from a chemical firm in South Auckland formed a setting for the day's discussion of intermolecular forces. This leads naturally to an examination of the value of knowing about chemicals and their hazards.

In reflective moments, I enjoy examining the relationship between the chemistry lecture and a dramatic performance. An element of drama adds to the attention paid to the lecture by students but, if overdone, can replace learning by entertainment.

Learner-Centred Focus

Tutorials are much more problematic than lectures in many chemistry courses. This is a serious problem because the tutorial is a pedagogically vital part of the teaching programme. It is meant to be the place where students review their learning and elaborate their ideas of the basis of problems they solve.

Solutions to the problem in addition to the traditional face-to-face tutorial include the use of formative online mastery tests to cover basic concepts which students need to be able to address the chemical problems they are required to solve. In informal workshops based in chemical laboratories, students can work on problems and get individual assistance when needed. Interactive web-based tutorials on particular topics that have been identified as causing students particular difficulty, such as stereochemistry and reaction mechanisms in organic chemistry, are also useful.

Bringing Chemistry Down to Earth

The laboratory course is a very traditional part of chemical instruction for the good reason that chemistry is a practical subject that involves handling materials. To make sure students gain the maximum amount from the laboratories we are revising the courses to include a strong emphasis on increasing the amount of actual practical work the students perform. The first laboratory most students experience at Massey has been changed from a pencil and paper tutorial on basic chemical concepts to a practical investigation in which students extract an aspirin precursor from the bark of local willow trees. There is an increased usage of contexts for experiments that are relevant to students such as the synthesis of dyes and the analysis of household products. The courses now include a measure of investigative work and many of the experiments require collaborative group work. The system of laboratory reporting has changed to encourage the development of student report-writing skills. The laboratories have also been supplemented by computer-based exercises and a series of computer-based pre-laboratory exercises that help students prepare for some of the more difficult aspects of the labs.

Online Learning

The power of online learning is often not appreciated at first sight. The medium is not as personal as face-to-face contact and therefore it is unlikely to replace face-to-face teaching. But is does allow new and different forms of communication. A temptation is to compare it with other technological innovations such as the overhead projector, the television broadcast or, indeed, the book. But the online medium is different and much more flexible. We have explored some of the dimensions of the online medium and become aware of the power.

There is no sign yet that the online medium will replace conventional texts. You can take a book to bed and most people still express a preference to read extended passages on paper rather than on a screen. But the computer screen is a much more flexible way of delivering materials in other ways. In science, access to the scientific report is a key understanding and appreciation of the idea being reported. There is a strong onus on teachers to help students develop the discriminating mechanisms that allow them to make use of the plethora of free information that is available on the web, much of it very up-to-date and authoritative. At the same time student access to electronic versions of scientific journals through university libraries is increasing very rapidly and is readily built into online course resources.

While the traditional examination is not threatened by the online medium at the moment, most of the other forms of assessment are. We have taken

advantage of the instantaneous feedback element of online assessment. This transforms the formative assessment offered in our first-year chemistry papers and provides materials to help students prepare for the summative assessment with online resources.

Online learning provides a tool for freeing up the curriculum, making it possible to cater for diversity in the student body, while there is also a need for more personal initiatives. Personal contact is very important, particularly for cultural groups for whom the scientific approach is less well rehearsed.

Variety in Assessment

My earliest experience of educational research involved the examination of validity issues associated with nation-wide examinations. A straightforward conclusion from this work and other literature on assessment is that variety in assessment is a good thing and involves providing the student with a range of opportunities to demonstrate knowledge.

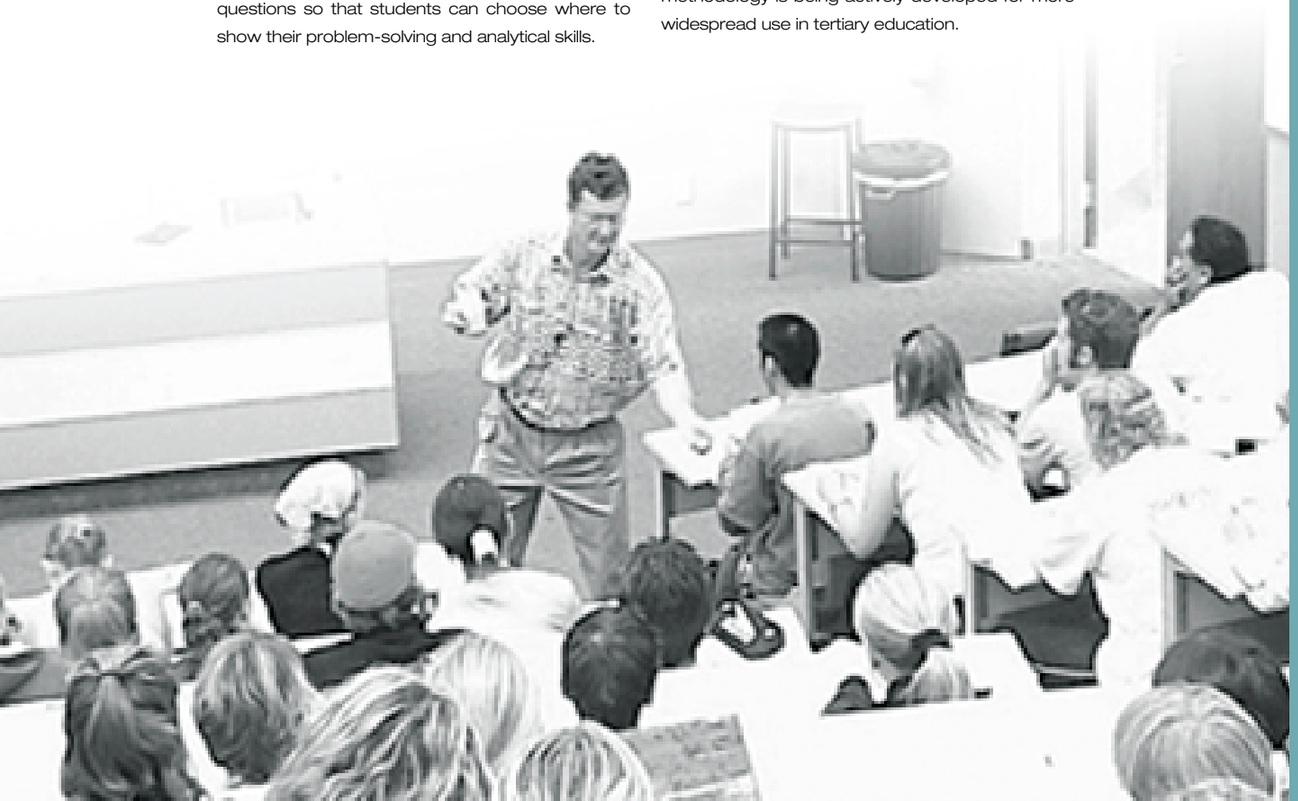
Translated into the setting of the chemistry courses at Massey University I have introduced a range of different types of assessment. Multiple choice and other computer-markable questions are used to provide prompt feedback on learning while a choice is given with extended answer examination questions so that students can choose where to show their problem-solving and analytical skills.

In 1999, a change in staffing meant that I had the opportunity to teach second-year quantum chemistry. Using a grant from the Massey University Fund for Innovation and Excellence in Teaching, a number of licences for a molecular modelling software programme were purchased and the course designed with a problem-based pedagogical approach. This approach gives students motivation to learn while making the mathematical concepts a challenging addendum to the course rather than an often impossible hurdle.

Evaluation

Evaluation of courses and course developments is critical when matching changes to student needs. Although the University provides the SECAT student evaluation instrument, this is an evaluation instrument that is aimed at the teacher rather than the course. For this reason I have developed less formal evaluations. These have been used to evaluate individual components of the courses and identify targets for review and development.

Evaluation of online learning is much less well developed. We started evaluating our efforts when we first bought commercial software to supplement courses in 1995. Since then we have an evaluation methodology for online learning based around the stimulated recall technique for data collection. This methodology is being actively developed for more widespread use in tertiary education.



Excellence Award:
Excellence in Innovation

Nola Campbell, Merilyn Taylor, Bill Ussher & Russell Yates

School of Education ■ University of Waikato

Nola, Merilyn, Bill and Russell are members of a team that initiated and developed the Mixed Media Programme. This enables students to complete a Bachelor of Teaching (Primary Teaching). This innovative programme has provided 'second-chance' education for more than 350 students from a range of communities and has provided support for them to successfully complete their studies and practical work in their local communities and schools. The development of study models for distance learning enabled students to be in a virtual classroom, the 'Class Forum'. A past student states, 'I marvel at the opportunity and self-esteem that I now have, because a group of people had a vision that has allowed so many people to train in their own communities.'

The Mixed Media Programme (MMP) enables students to complete a Bachelor of Teaching (Primary Teaching). While the programme has grown substantially since its inception in 1997 and now involves 42 staff and almost 200 students. The four award winners, Nola Campbell, Merilyn Taylor, Bill Ussher and Russell Yates, have played key roles in the programme.

MMP Innovations

The MMP is a degree level teacher education programme. It is innovative in its design and presentation, and has proven to be a significant and innovative way of providing quality teachers for many areas of the North Island, especially some of the more remote rural areas of Northland, Coromandel and East Cape. The MMP has provided 'second-chance' education for more than 350 students to date from a range of communities. It has provided support for them to successfully complete their studies and practical work.

One of the features of the composition of the MMP student body is the number of Māori students involved. The programme is a mainstream programme yet there are increasing numbers of Māori applying, being selected for and succeeding in the programme. In 2002, 51% of the students are Māori.

In 2002 the total intake is 85 students. Motivation for these students has been high and largely because of the support systems in place, the drop-out rate has been low. The retention rate has been considerably higher than average for a distance programme and, significantly, the Māori retention rate has matched that of other groups. The first intake of this programme graduated in 1999 with an overall retention rate of 89%.

The combination of interactive online learning, block courses on campus and supervised work in partnership schools marks it as significantly different from other distance and online programmes and its integrated nature has aroused considerable international interest. Because many of the students live in remote areas with unreliable phone connections, the programme has been forced to be

innovative in utilising low technology solutions to delivering material such as graphics and video to enhance course material. The project has largely been made possible by ongoing staff enthusiasm and commitment, and an emphasis on ICT as tools to support teaching and learning.

The programme has also been innovative in forging close partnerships with schools across the region as each student is required to spend one day each week working in a base school as well as completing block practicum requirements. Staff in these schools have not only provided support for the students but have also found the programme a valuable form of professional development for themselves as it puts them in touch with a range of university staff and also provides opportunities to develop further skills in the use of ICT to support teaching and learning.

The programme has been innovative in forging closer partnerships with schools across the region.

Designing the Programme

In 1995 many New Zealand primary schools faced a shortage of teachers. In rural areas the shortage of teachers was even more acute than in urban schools. Many rural schools had to resort to using unqualified people as teachers, a short-term measure, which was unsatisfactory for all concerned. At that time, many principals considered that there were people in their school communities who were 'likely to be suitable teachers' but who were unable to leave their communities for a range of reasons including family responsibilities and financial considerations. This meant that potential teachers were not recruited.

A small design team established by the Dean, Professor Alcorn, undertook an intensive development process to study models of distance learning. The team, which at that time included Professor Clive McGee, Russell Yates and Nola Campbell, investigated a number of overseas models of distance learning and devised the programme that currently exists. The ingredients of on-campus block courses, regular work in a local base school and computer interaction were decided upon as the basis for the programme.

Supporting Students

The MMP team expected that when the initial group of students commenced their programme in 1997, few would have had any experience in using a computer or of ICT in general. This assumption was proved correct. The design team had to work hard to ensure that the students could quickly become familiar with ICT and become able to operate in an online discussion environment with skill and purpose. A special paper was designed about online learning, and a video produced to help students learn about this. Teaching staff, themselves apprehensive about the new programme, were provided with support to help students. A video was produced to assist new staff and students, and, later, a CD was produced. While subsequent groups of MMP students have been more familiar with computers at selection and most have readily adapted to the online environment, the initial support is still important and appreciated.

The design team also realised that most students seeking entry to MMP would be second-chance learners. Their level of academic achievement at entry would vary. Thus the team designed the initial on-campus experience to build confidence and provide access to ongoing support.

The programme has developed with schools playing an important part in the innovative nature of the programme. Students attend their base school one day each week in semester time for the first two years of their programme. The schools provide an opportunity for students to work in a collaborative environment to the benefit of both parties.

Evaluation and Monitoring

Since the commencement of the programme there have been annual professional reviews with feedback from staff, from schools involved and from students. The reviews result in ongoing improvement. An independent researcher studied the experiences of students and schools involved in the programme (Barr, 2000) and produced a very positive report. His conclusion was that 'those interviewed in this survey of the School of Education's Mixed Media Programmes were generally positive about the way the programme operates.'

One of the continuing ways of evaluating the programme has been through regular visits to base schools. Twice each year a team of five university staff members visit students in their base schools. When this happens, the university staff members are able to talk with students about their programme and with principals and teachers about the programme and the way their teacher education students are faring in their schools.

Students in the programme have developed a culture of sharing information

A further aspect of evaluation has been the opportunity for staff to attend and present papers at national and international conferences as well as contributing to journals. This has enabled staff to engage in critical reflection and to have their work reviewed by peers. Much of this reflective practice has lead to significant review of practices within the MMP. Those nominated for this award have been active participants in these reviews and have taken leadership roles in working with other staff members.

MMP's Contributions to Learning and the Community

The MMP has made a significant contribution to individual student learning, to the learning of students as a group, to the wider community (notably in the local communities in which students live and work) and to the university community. The innovative nature of the programme has given students the opportunity to enter teacher education in ways that would not previously have been available to them. With that opportunity has come a focus on them in their local communities. Other students, student families, schools and the wider community have watched their progress, success and contribution to their community.

The graduates from the programme have made an impact in a number of communities in New Zealand. Graduates from the programme have been well regarded by schools and many students in the first cohort have now qualified for full registration as teachers. MMP contributes to student learning through the use of ICT. The use of online technology

as a learning tool had allowed mature and 'second-chance' students to gain academic and professional knowledge and skills.

With regard to the development of learning practice, students in the programme have developed a culture of sharing information. This has enabled them to develop professional relationships and an ability to reflect on information and practice to a degree that may be in advance of that of similar students on campus. With the advantage of regular contact in their base schools students in the MMP have been provided with an innovative opportunity to develop a strong theory-practice mix in their teacher education. With students of the MMP in schools so regularly, it is not surprising that spin-off to the schools has been noted. Teachers have commented that their interaction with students on a regular basis has been professionally stimulating, contributed to further curriculum development and has challenged them to examine their own practice.

MMP has contributed to student learning and the wider community in its effect on students' families. From the outset, students have needed and acknowledged the material, emotional and intellectual support from their families. The effect of this close support has been that those around them have become interested and aware of the nature and benefits of life-long learning.

MMP's Effect on University Teaching Practice

In addition to the impact on students and their communities, there has been a very clear influence on the teaching of the approaches of many staff at the School of Education, and indeed the wider university community. The innovative approach of teaching in a mixed media environment has lead many staff to examine their practice with resulting effect on their on-campus teaching.

There has also been an effect on the way that university has used its Normal Schools. As a result of discussion about the way MMP had developed its use of base schools, some university staff decided to examine the way teaching activities took place at these schools. As a result the time on-campus students spend in the Normal Schools there is now a regular and more integrated weekly block of time. There is anecdotal evidence that students and Normal Schools are finding this beneficial.

A further effect on the university staff because of the innovative nature of MMP has been in the development of ICT skills by staff members. The professional development mentioned earlier has assisted university staff to become more confident and proficient in their use of ICT. They have developed a greater diversity of workload and there has been significant sharing of teaching, knowledge and skills across a wider range of courses than has been previously noted.

The final effect on the School of Education has been the influence of MMP on selection and recruitment policies. While much of this could be 'unspoken', anecdotal evidence suggests that working with the wider range of applicants from a diverse range of communities has had an influence on selection.

The awardees, Nola Campbell, Merilyn Taylor, Bill Ussher and Russell Yates, are representatives of a team of teachers working in the MMP at the University of Waikato. 'We are committed to our work, seek excellence in all that we do, are innovative and continue to consistently serve the university and wider community.'

Excellence Award:
Excellence in Innovation

Oriel Kelly

Project Leader Learning Technology ■ Manukau Institute of Technology

Oriel Kelly investigated a series of e-learning platforms as part of Manukau Institute of Technology's ongoing commitment to provide education that suits the lifestyles and learning needs of its diverse student population. Oriel subsequently developed the use of Blackboard courseware (named eMIT within the institution), in ways ranging from the '... static "online filing cabinet" in support of face-to-face classes, through those using it to engender interaction and flexibility, to those making full use of the eMIT features available to support learners at a distance.' Oriel's manager states that she '... has transformed the learning and teaching experience for thousands of students and many staff at MIT.' There are presently 239 lecturers using eMIT and 3,700 students enrolled on the system with eMIT averaging 3,500 hits per day.

Manukau Institute of Technology (MIT) is a traditional trades-based polytechnic with a small but increasing number of degree programmes. The funding base is calculated on around 4,000 EFTS (equivalent full-time students) but the actual student population is 23,000 with a large percentage of mature, adult, part-time learners. Tony Bates (2000) contends that learning in the 21st century will be increasingly integrated with work and everyday life and organised in a way that suits the lifestyle and needs of individuals. In 2000 I led the introduction and implementation of the web course management system developed by Blackboard (named internally eMIT). This innovation is primarily targeted to give present students greater flexibility of time, place and approach to learning.

The Staff Developer's Role

The literature suggests that successful implementation of technology to support learning and teaching requires the weaving together of student, lecturer, course and institutional factors into a quality learning experience. As the Project Leader, Learning Technology within the Centre for Educational Development (CED), I am in a position to influence in-house staff training in teaching and course or programme development. The CED's 'students' are the teaching staff of the institute. A staff developer, therefore, can and does have an impact on learning across the institute as a whole.

Significance of the Innovation

The number of eMIT-supported courses continues to grow daily. The adoption has not been confined to just those areas which traditionally promote the use of IT in teaching – such as the information systems (computer) areas – but is being accepted by staff in all areas of the institute as a versatile and user-friendly platform. With guidance, staff find ways to use eMIT to meet the needs of part-time and full-time students and so, by degrees, are changing the approach to teaching and learning.

The use of eMIT ranges from staff who have taken a static 'online filing cabinet' approach to make lecture notes, handouts, examples and assessment results available to students through to those who have been encouraged to experiment with the more interactive and collaborative features of the courseware. By incorporating the appropriate use of the web, eMIT is enhancing the profile of our graduates in order to prepare them for a place in the world of the future.

I support teaching staff to assist them out of their comfort zone and equip them to function effectively in what is for many a foreign and often frightening environment. For the staff at the chalkface, the move to the web has sometimes not been of their own choosing, as student requests or Head of Department decisions have prompted the adoption as the use of eMIT gains momentum. Effort needs to be targeted at not only assisting lecturers to make the initial transition by planning with them how to appropriately weave in the technology for their courses, but also at providing on-going support as their endeavours get more complex. Students too need support if they are to function in a web supported learning environment, which while enhancing the flexibility and access of their learning provides a new set of problems.

eMIT *is enhancing the profile of our graduates*

The Process

Likely early adopters were identified from among the lecturing staff and fostered through one-on-one and group training sessions. These lecturers later developed into departmental 'mentors' who could champion the cause in their own areas, illustrating the practical uses of eMIT and provide on-the-spot technical and pedagogical support in their discipline.

I established a user group – METAL (MIT Electronic Teaching And Learning group), and led an eMIT course set up for all 'instructors', to facilitate the swapping of useful tips and strategies, and to jointly establish best practice.

Introductory group and departmental workshops were offered to illustrate what was possible and appropriate in an online learning environment. 'So You Want to Use eMIT?' courses were run in mixed mode (an initial session face to face then moving to flexible delivery) or completely online. These put staff into the role of eMIT students with specific 15-minute tasks to complete each day for a week in order for them to experience all the eMIT features from a student perspective before considering adding an online element to the course they were teaching. The tasks, such as putting a photo on your student homepage, searching for a cartoon on the web about the human-computer relationship and sending it to the 'teacher' via the digital drop box, or completing the online quiz about ergonomic safety around computers (which features posed photos of one of your fellow staff members – with her permission of course!) were slightly less challenging than the evaluation of an online article about online learning to be posted to the discussion board or presenting a group argument against or in defence of online learning. Most staff not only complete the tasks but find them sufficiently encouraging to make a start on designing the eMIT component for their own courses.

I model the lecturer/facilitator's role over the week, moderating the group discussions, commenting on the submitted 'assignments', monitoring the progress of the small groups as they worked on their tasks. Subsequent workshops covered the basics of driving the system from the instructor's point of view.

Driving eMIT requires only a low level of IT skill – almost only point, click, browse – skills most staff are developing to handle their email. However it often proves necessary to include file management tips and other general computer techniques when introducing users to eMIT.

Considerable time is also spent asking instructional design questions about the appropriateness of the use of eMIT, even at the online filing cabinet level. Decisions have to be made about what information is provided and where so that students are able to have similar experiences while taking part in different courses on the system. More ambitious use of the features is suggested gradually once the basics have been mastered and where a clear rationale has been given for their use. Care must be taken that the addition of eMIT does not unduly add to lecturer workload or to student expense. There are instances where the inclusion of the web is clearly not appropriate and these issues must be worked through.

A drop-in Learning Technology Suite for staff use was set up in the CED area in 2000. Here staff have ready access to help in the use of eMIT, can ask their 'dumb' questions, as well as access educational, graphic and web design assistance if required. I co-ordinate the more ambitious adaptation or development projects, working closely with the subject experts, offering instructional design and technical advice, and organising additional technical assistance when required.

As expertise in using eMIT grew, a series of best practice seminars was organised, the most successful being during the lunch time slot. Here some of the recently learned lessons and tips were shared with current and prospective eMIT users. Often early adopters were invited to feature as presenters in these sessions.

Best practice has suggested that on-campus students be introduced to eMIT, if it is to be used, by their own lecturer in a face-to-face session in a computer lab. If requested I assist the lecturer to introduce students to the online environment. As computer literacy improves these sessions way well prove unnecessary. All students, especially those off campus, are given a written, step-by-step user guide to get them started with the basic features of eMIT.

Appraising eMIT's Effectiveness

After eighteen months of operation I undertook to test the weaving of institutional support, course development, the teaching/learning process, course structure, student support, faculty support and evaluation and assessment. These had been identified in a report, *Quality on the Line* (2000), prepared by the Institute for Higher Education Policy, Washington D.C. as benchmarks for 'distance' learning, but which applied to flexible and technology supported learning as well. It was hoped that the use of their original questionnaire would identify where an aspect considered important for the success and quality of technology supported learning was not yet present at MIT. The research was conducted using eMIT itself, with respondents asked to log on and complete the online questionnaire. The results were then analysed and when the importance versus presence ratings were compared. It was pleasing to see that what was considered as important was also present, especially in terms of staff support. (The full results of this research were presented in a paper called 'Weaving a Web of Success', at the NZEALS conference in January 2002.)

The contribution of a staff developer is twofold. At one level there is the growth which can be observed in the actual staff member who seeks assistance. At a second is the flow-on effect to their own students. With the case of information technology and the use of eMIT it is difficult to separate the two. One of the early adopters won the MIT Innovative Teaching Award in 2001 for her use of eMIT with both face-to-

face and distance courses in advertising. Another lecturer, while continuing to live in Wanaka, successfully taught a nursing informatics course to MIT students in 2001 which we developed to make the most of the eMIT features.

Learning from Teaching

The staff developer is sometimes perceived as advising from a theoretical perspective alone, without having had the experience of the real situation. It was therefore important that I undertook both online learning as a student and teaching an actual class using the environment. It is through these means that theory can be tested, skills can be acquired and practised so that advice grounded in actual experience can be shared with those lecturers with whom I work.

It was important that I undertook both online learning as a student and teaching an actual class using the environment.

Successfully completing two courses of the University of British Columbia, Canada's online qualification, Certificate of Technology Based Distributed Learning over the last two years was an excellent way to actually experience online education, at the same time as studying the theory of it. The cohort of students was made up from countries as diverse as Hong Kong, Mexico, Mongolia, the USA, Australia, and the one New Zealander, and met only virtually. The approach was constructivist and the assignments were to be completed as a result of collaboration.

This experience has been invaluable, in both supporting the development of web-based learning at MIT as a whole and in designing and teaching a diploma course, Information Technology for Learning, in flexible mode utilising some face-to-face classes and extensive use of eMIT. Struggling with the demands of such a new environment myself prompted insights into the frustrations and pitfalls as well as the possibilities for success and highlighted the aspects which caused the most difficulty, allowing planning for implementation to be more targeted and varied.

With more and more departments and staff realising the advantages of the web, use of eMIT has snowballed to an extent that a more closely managed approach will now have to be introduced. This needs to be one which aligns with a departmentally planned implementation of eMIT features so that the limited support resources can be best used in order to have the most effect.

Teaching Award
in Foundation Skills

Tracey Poutama-Mackie

Contract Manager and Senior Tutor ■ People Potential Limited ■ Whangarei

Tracey Poutama-Mackie is an outstanding example of her own philosophies. She arrived in tertiary teaching six years ago and her thirst for knowledge, her drive for excellence, combined with her absolute commitment to the importance of creating a learning environment which values and fosters cultural diversity has had a profound influence on her students and her colleagues. Tracey is uncompromising in her belief in the potential of the individual and the importance of awakening intellectual curiosity and confidence in her learners. Tracey manages and tutors several courses, including the 'Fitting the Bill' course designed for those wishing to enter the police force. Tracey received a commendation from the New Zealand Police for her outstanding contribution to recruitment. When you ask Tracey what motivates her she may say:

Ko te manu kai i te miro, nōna te ngahere. Ko te manu kai i te mātauranga, nōna te ao.

The bird that feeds on the miro berries will assume knowledge and control the forest. The one that feeds on knowledge itself will have no limits placed on wisdom and understanding.

Ko Tongiriro, ko Manaia ōku maunga

Ko Taupō, ko Whangarei Terenga Paraoa ōku moana

**Ko Ngāti Tūwharetoa,
ko Ngāpuhi nui tonu ōku iwi**

**Ko Ngāti Karauna,
ko Patuharakeke ōku hapū**

**Ko Tokorangi,
ko Takahiwai ōku marae**

Ko Paehua Poutama rāua ko Kura Paurini ōku mātua tīpuna ki te taha o tōku matua

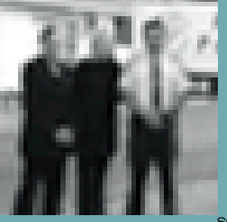
Ko Paeroa Honetana rāua ko Ramari Pitman ōku mātua tīpuna ki te taha o tōku whaea

Ko Te Karamu Poutama rāua ko Katarina Honetana ōku mātua

Ko Tracey Poutama-Mackie tāku ingoa

When I was working on the chain at the Beaudesert Freezing Works it never occurred to me that one day I would be a teacher. It never occurred to me that I would embrace intellectual exercise with enthusiasm and passion, or that I would go through such a large change in the perception of my own abilities. But that is how it is. My background is valued here where I work. My potential is nurtured and I know there are no limits to what I can achieve.

The greatest compliment paid to me is the belief that I am an academic giant, that I am a competent, capable, contributing individual. The students who come to our organisation too often believe they have little to offer. Too often they have a sense of lack, a

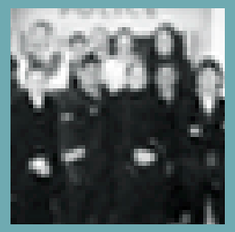


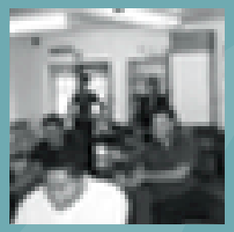
sense that they are limited in what they are capable of, limited in what they can offer. It seems to me the greatest gift a teacher can give a student is the picture of themselves as they can be. A glimpse of their own greatness that is life changing. A hundred success stories come into my mind when I think about that concept. A 45-year-old mother crying when she received her first certificate, a new nursing student at the polytechnic, a car full of new police officers, a youth returning from his first day at work, a student with a National Diploma, a 51-year-old returning to the workplace. There are no limits to the potential of the individual. Furthermore I am conscious always that if the individual does not make the unique contribution he or she can make to themselves, their whānau, their community and our country as a whole, we will all be the poorer for it.

So I accept the responsibility to be positive, success orientated and to provide an environment where people flourish. The consequences are far reaching. As one member of a family achieves success so the mana of the family changes and so the mana of the community changes. I have seen it happen so I know it is true.

Valuing the Individual

The call of the karanga drifts across the campus, as the new students are welcomed. The youth make up the kapa haka rōpu. Their passion is self-evident and their commitment to excellence is obvious. The new students come into the classroom to the rousing





haka and the kōrero begins. The speaking is sometimes stilted as a new speaker struts his stuff. One waiata is rousing while the next is thin because we have not quite learnt the words. But all of it is genuine. There is a commitment to making taha Māori an integral part of what happens. Not so much of a special occasion but a normal courtesy extended to the visitor to make them part of the whanau.

The learning environment we create supports the principles of the Treaty of Waitangi – kāwanatanga, tino rangatiratanga and ōritetanga. Fundamental to my teaching practices are the following principles:

- Te whakpono – faith – to assist, support and nurture the individual.
- Te tūmanako – hope – to give hope, meaning and quality to the lives of people which enhance the cultural traditional and historical value.
- Te aroha – love – to heal the breaches that sometimes occur through misunderstanding between different cultures – to sustain the strength of all people.

These principles are valid for all of my learners. They are as valid for the student giving her mihi in Gaelic as they are for the more than 70% of students who are Māori. For this is Northland and the learning environment must foster multiculturalism because that is the reality. Tikanga and te reo Māori are an important part of what goes on in the classroom, so is the idea reinforced that it is a source of pride to be Māori, a source of pride for all students to acknowledge their heritage and know about it.

I can hear some of you say, what about the non-Māori? Do they have to take part in reo and tikanga Māori? I would answer by saying that in some courses it is non-negotiable. A number of learning environments must reflect the diversity in society.

Direction and Purpose

Tama tū, tama ora

Tama noho, tama mate

They who work, prosper

They who sit around, waste away

It is my belief that before you go on in learning you must first come to terms with what you know already. You must validate your own background and skills to have a sense of achievement about where you are now. Time needs to be given to do an inventory of your abilities and strengths to recognise the small and large successes that are a part of your history. For many students this is a time for healing, forgiveness, hope and optimism. Then it is a time for finding success early and often as new skills and competencies are required.

Goal setting is clearly one of the most important tools that students use, not just for their student life but for their whole life.

It takes determination and perseverance to achieve the competencies of the courses offered. Goal setting is clearly one of the most important tools that students use, not just for their student life but for their whole life. It gives them the means to prioritise, measure progress and take responsibility for their own learning. Students know when they are ready to be assessed for a competency because they are tracking their own progress. This shifts the role of the tutor to one of facilitator. It is a role I am very comfortable with. As the students are never in any doubt about the results they must achieve they are self-motivated to reach them.

The student sets the goal, the tutor provides the resources, shares the collective knowledge of the class and the organisation, provides encouragement and support, facilitates the learning and the student measures the progress.

For a group of 'wannabe' police recruits this process is critical. There are a huge number of competencies to be achieved. These include strenuous fitness requirements, intellectual agility, maths, language and computer skills, driving skills etc. If a student miscalculates his or her readiness for the entrance test the consequences are far reaching. It can mean they have a year to wait before they resit the test. It can mean that they may never sit the test again at all. There is no problem with being on task in that class.

Tertiary Teaching Excellence Awards 2002

Continuing Education

I began studying for a Diploma in Tertiary Teaching as soon as I started work as an administration assistant at People Potential. The passion for further learning is contagious and the whole team is continually learning new skills. I am, therefore, always a student, and I am constantly thinking on how my learning influences and works for me. These lessons are critical to my success as a tutor. I excel when I am valued as a learner, when my individual needs are met, when my culture is respected and the skills I already possess are acknowledged. I learn well when it is assumed that I am intelligent and capable. It is no different for my students. They see me modelling life-long education. They see me modelling learning while working. They know it takes discipline and sometimes sacrifice but they also see me inspired and motivated and keen to take the next step.

In-house training is regular and thorough. Training sesssions are innovative and challenging and all members of the team contribute and participate. Best practice is shared and the important philosophies of the business are reinforced. There is a continual commitment to improvement and we are always reminding each other that our students have choices about where they receive their education. If we are not exceptional they will choose to go somewhere else.

My own learning is multi-dimensional. I learn from kaumātua, I learn at hui, I learn from the New Zealand Police, and I learn from my students. My understanding of education grows with my involvement in the Board of Trustees of Bream Bay College, and from taking reo Māori classes. It is my belief that to be a successful educator you must look to your own education and be constantly renewed with fresh ideas and challenging changes.

He moana kē tā mata whāiti

He moana kē tā mata whānui

There are many ways in which objectives can be achieved

You will know what is on the other side of the ocean if you are prepared to share knowledge with and from others

Whakawhānaungatanga in the Workplace

My success as a tutor depends on the success of the whole organisation and there are some underpinning philosophies at work here which make it an exciting place to be. There is a sense of kinship, of loyalty. If there is a problem or a challenge it is shared by the team. There is no isolation. We operate in a place where it is acceptable to find things difficult or to make mistakes. We share our ideas and our inspirations, and we mind each others' backs. There is no energy wasted on blaming or on looking backwards. Every team meeting begins with an examination of what is going right.

We are a whānau. The fact that I am a working mother is acknowledged and so if my children need me I am encouraged to be there for them. I am also supported when I am afraid of new and bigger challenges.

Picture this: I arrive back from Wellington after receiving the Teaching Award in Foundation Skills. The whole campus is at the airport. My daughter has been collected from school, my son from work and my Aunty Maree is there from Ruakaka. There are members of the community and the press. This is a celebration of our spirit.

Unuhia te rito o te harakeke

Kei hea te kōmako e kō

Whakatairangitia

Rere ki uta, rere ki tai

Nāu i kī mai

He aha te mea nui?

Māku e kī atu

He tāngata, he tāngata, he tāngata!

If you take out the heart of the flax

Where will the kōmako go for sustenance

If you strip the flax leaf

Pieces will fly

Some to the shore

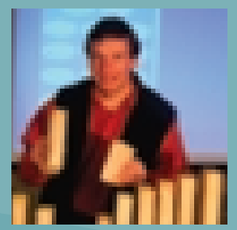
Some to the tide

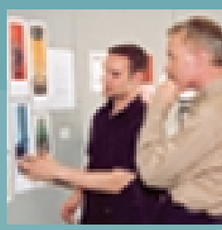
And you ask

What is the most important thing in the world?

I answer

It is people, it is people, it is people!

All public funded institutions and private training establishments (PTEs) involved in tertiary education are eligible to nominate teaching staff for the 2003 awards. The three categories of the 2003 awards are as follows:

Category One:
Sustained Excellence

Awarded to teachers who demonstrate continuing excellence in their teaching over a period of at least six years.

Category Two:
Excellence in Innovation

Awarded to teachers who demonstrate innovation in their teaching methods, curriculum design or materials that encourage and enhance learning.

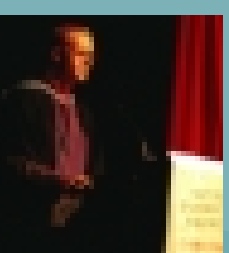
Category Three:
Excellence in Collaboration

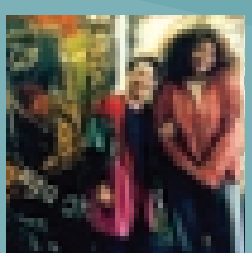
Awarded to groups or teams who demonstrate clearly that they have worked collaboratively within or between institutions, to improve learning.

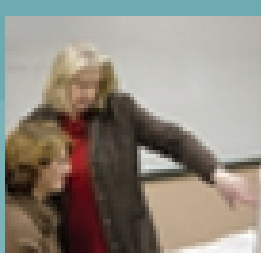
The awards are based on the premise that excellent teachers have commitment to their subject, knowledge, enthusiasm and the ability to stimulate learners' thought and interest. The portfolios will show that the nominees are organised and well prepared, with aims, outcomes and assessment criteria. Above all, it must be evident that the nominee/s are student focused and committed to advancing understanding of the subject they teach, and to life-long learning.

The criteria and nomination forms for the 2003 awards can be accessed online at www.nzqa.govt.nz/circulars/awards. Nominations should be received no later than 5pm on 31 March 2003.

Tertiary Teaching Excellence Awards 2002







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