

## 2020 UTD Grant Projects Snapshots

### 2020 Project Titles (Snapshots Below)

- **Intra-formal language learning with Netflix.** Dr Antonie Alm
- **A sustainable model of support for students with low numeracy.** Associate Professor Boris Baeumer
- **Training intuitive visual literacy in petrology.** Dr Marco Brenna
- **Challenging consultations – learning effective engagement from the patient perspective.** Dr Jonathan Kennedy
- **Enhancing co-supervision practices.** Associate Professor Vijay Mallan
- **He manu koia āu, embedding a Te Tiriti relationship in learning and teaching programmes at College of Education.** Dr Rachel Martin
- **Development of an eLearning environment for understanding statistical concepts and skills.** Associate Professor Katrina Sharples
- **Analysing the antecedents and impacts of demanding teaching experiences on health professional educators in higher education.** Dr Julie Timmermans
- **I do: I understand – engaging distance and campus students in sustainability through active learning.** Associate Professor Sarah Wakes
- **Building inclusivity through Pacific content in OBS curricula: does this lead to better learning outcomes?** Associate Professor Sara Walton

## 2020 UTD Grant Projects

<b>Title</b>	<b>Intra-formal language learning with Netflix</b>
<b>Project Team</b>	Dr Antonie Alm (PI), Dr Moira Fortin, Yuki Watanabe, Dept. of Languages and Culture
<b>Snapshot</b>	This project investigated the potential of Netflix as a resource for out-of-class language engagement for university language students. The project involved two language classes. Intermediate level students of German and Spanish were assigned to watch self-selected TV-series for seven weeks (coincidentally during lockdown), and to reflect on their viewing and learning experiences in personal blogs. The analysis of the data collected through questionnaires, focus group interviews and learner blogs provided a complex picture of viewing habits and strategy use of individual students. Only few students had engaged in self-initiated, informal second language (L2) viewing prior to the project. The intervention familiarised students with suitable TV-series (corresponding to interest in topic and cultural aspects as well as language proficiency), linguistic support features (e.g., captions, audio descriptions) and the use of an extension to view series with dual subtitles or at a slower speed. As students developed active viewing routines, they engaged affectively, socially and cognitively with their L2, reinforced through peer interaction and self-reflection through the blog activity. At the conclusion of the project, students had gained confidence to watch L2 programmes for pleasure.
<b>Title</b>	<b>A sustainable model of support for students with low numeracy</b>
<b>Project Team</b>	Professor Boris Baeumer (PI), Dept. of Mathematics & Statistics, Mrs Andrea Knowles, Dr Chris Linsell & Associate Professor Jacques Van der Meer, College of Education
<b>Snapshot</b>	We developed a pilot programme to support students with low numeracy competency identified through the University Numeracy Assessment Tool developed last year with CALT support. The pilot is a ten-week programme designed to develop conceptual understanding of basic numeracy concepts. This is achieved in an emotionally safe environment led by peers in small groups in order to minimise the debilitating effects of maths anxiety. The sessions are modelled weekly by a numeracy expert for the peer facilitators to ensure concepts are explored rather than procedure. While the original enrolled cohort of 114 dropped significantly, (mostly due to Covid), the feedback from the remaining students was thoroughly positive. We managed to secure additional funding to run the programme in the second semester as well and secured continued VCAG funding to run the programme throughout 2021. We have currently 140 students enrolled with an additional 122 on a waiting list.

## 2020 UTD Grant Projects

<b>Title</b>	<b>Training intuitive visual literacy in petrology</b>
<b>Project Team</b>	Dr Marco Brenna, Department of Geology
<b>Snapshot</b>	Earth materials are all around us and we are accustomed to seeing them in our every-day lives. However, students of geology are faced with the challenge of looking through these materials at the microscopic scale. They are therefore faced with observing combinations of shapes and colours that are not commonly seen and hence hard to recognize and describe. This project aimed to train the visual skills of geology students to facilitate their recognition of features and patterns in what they see. Image sets were generated where patterns in rock photomicrographs are paired with analogue images of different objects with overall similar shape and colour patterns. The students are challenged to justify their interpretation of what they see. Practical exercises revealed that recognizing regular patterns is of paramount importance in distinguishing crystalline from non-crystalline materials and hence interpreting rocks at a microscopic scale. Training recognition of regular patterns is therefore a useful tool in petrology.
<b>Title</b>	<b>Challenging consultations – learning effective engagement from the patient perspective</b>
<b>Project Team</b>	Dr Jonathan Kennedy (PI), Associate Professor Maria Stubbe, Dr Lesley Gray, Ms Rachel Tester, Ms Jo Hilder, Dept of Primary Health Care & General Practice, University of Otago Wellington (UOW)
<b>Snapshot</b>	Understanding the patient perspective in a clinical healthcare setting, particularly for conditions that are often stigmatized, is recognized as fundamental for countering health professional discrimination and improving patient outcomes. The aim of this project is to bridge an identified gap in health professional training by bringing the patient perspective to the fore via an evidence-based online educational resource covering a range of sensitive subject areas. This project constitutes Stage 1 of a larger project involving the modular development of an umbrella suite of resources, and explores substance misuse, addiction and recovery from the perspective of those with lived experience. It is being delivered to 4th year students in the Department of Primary Health Care & GP at UOW in 2021. Formal evaluation of Stage 1 is planned to take place following the first year of use and become part of an iterative process that informs the development of the next resource.

## 2020 UTD Grant Projects

<b>Title</b>	<b>Enhancing co-supervision practices</b>
<b>Research Team</b>	Associate Professor Vijay Mallan (PI), Dr Navé Wald, Dr Lara Sanderson, Higher Education Development Centre
<b>Snapshot</b>	This project sought to gain insights into success and challenges of doctoral co-supervision practices and use those insights to offer useful strategies for doctoral supervisory policies. <i>Methods</i> - There were three phases to this research project. 1) Insights from the graduate research survey. 2) semi-structured interviews with 14 senior academics and 6 doctoral candidates 3) A survey was conducted aimed at gaining information from academics about workloads, roles & responsibilities. <i>Key findings</i> - There is strong support for doctoral co-supervision with students appreciating the guidance of a team. There were concerns about the work-load model, expectations (in terms of order of reading drafts, authorship of joint publications, expectations around communications, pastoral care), confusing feedback, authorship and, time commitment from supervisors were also raised. <i>Outputs</i> - An article on a dialogic tool for co-supervisors is currently being drafted. Workshops on co-supervision are being offered.
<b>Title</b>	<b>He manu koia āu, embedding a Te Tiriti relationship in learning and teaching programmes at College of Education</b>
<b>Project Team</b>	Dr Rachel Martin (PI), Dr Sonya Gaches, Dr Beverley Clark, College of Education
<b>Snapshot</b>	According to a 2019 internal survey, staff members in the College of Education did not feel competent or confident in their te reo me ngā tikanga Māori knowledge or skills. In response to this survey and further staff requests, we developed a targeted professional learning and development (PLD) programme based on kaupapa Māori principles and a Te Tiriti framework. This new PLD involved pairing two non-Māori lecturers with two Māori lecturers to review te reo me te ao Māori perspectives in their courses. This pairing was created to ensure that a range of Māori and Pākehā perspectives were recognized. Preliminary thematic analysis of PLD session transcripts, critical reflexions and programme documents have indicated the importance of relational, personalised PLD; access to knowledge, skills, and resources; and safe spaces for risk-taking. Outcomes have included increased confidence and integration of te reo me ngā tikanga Māori throughout programmes.

## 2020 UTD Grant Projects

<b>Title</b>	<b>Development of an eLearning environment for understanding statistical concepts and skills</b>
<b>Project Team</b>	Professor Katrina Sharples (PI), Dr Lisa Avery, Dr Phil Wilcox and Ms Megan Drysdale, Dept. Mathematics and Statistics
<b>Snapshot</b>	This project involved the development of a user interface, and the development of a suite of applications for allowing students to interact with visualisations of statistical concepts to develop conceptual understanding. We have completed several objectives from this grant, but two factors have prevented completion as planned. The first is that planned focus group and in-course evaluations were impacted by COVID, and the second is that a change in leadership in the Statistics group meant plans for incorporation of these apps in first year teaching have not moved forward. We do however have a suite of apps that have proved to be extremely useful in lectures for demonstrating concepts to students in lectures.
<b>Title</b>	<b>Analysing the antecedents and impacts of demanding teaching experiences on health professional educators in higher education</b>
<b>Project Team</b>	Dr Julie Timmermans (PI), Higher Education Development Centre, Mr Anthony Ali & Professor Tim Wilkinson, Education Unit, University of Otago, Christchurch (UOC), Dr Megan Anakin, Education Unit, Dunedin School of Medicine, Dr Ciara Lee, Dept. of General Practice and Rural Health, Dunedin School of Medicine.
<b>Snapshot</b>	Demanding teaching experiences have received little attention in health professional education. Our project aimed to identify the types of teaching experiences characterised as demanding by health professional educators. We also sought to identify the factors influencing perceptions of experiences as demanding and document the impacts. One-on-one in-depth interviews with 16 health professional educators from six health professions revealed that an essential conundrum for health professional educators is the tension experienced when trying to bridge their clinical role of providing patient care and their teaching role of shaping future healthcare practitioners. Findings from the study will inform the design of faculty development initiatives which seek to normalise demanding teaching experiences and reassure educators they are not alone. Initiatives will support educators as they make sense of and develop strategies to cope with current and future demanding teaching experiences. Outputs to date include a submitted manuscript, conference presentation, and two conference proposals.

## 2020 UTD Grant Projects

<b>Title</b>	<b>I do: I understand – engaging distance and campus students in sustainability through active learning</b>
<b>Project Team</b>	Associate Professor Sarah Wakes (PI), Dr Linda Dunn, Dept. of Mathematics and Statistics
<b>Snapshot</b>	The project aim was to enhance the student-staff and student-student interaction and overall learning experience for distance and on-campus students taking the Summer School paper, MATS204 (Treasure or Trash: Sustainability of Materials). The quality and quantity of interaction and communication was improved through the production of resource videos, an interactive course book, a survey for peer marking with associated R code for collation of the data, and regular staff communication with students via Zoom and email. Students noted the helpfulness of the resources, that staff were approachable, and of feeling connected to staff and other students. A hands-on learning experience for distance students was facilitated, and student engagement with the course material and topic was enhanced. A community of practice was built around sustainability of materials through the connection of theory, active engagement in sustainable practice and hearing and reflecting on how both businesses and academics connect and apply sustainability principles.
<b>Title</b>	<b>Building inclusivity through Pacific content in OBS curricula: does this lead to better learning outcomes?</b>
<b>Project Team</b>	Associate Professor Sara Walton (PI) Associate Professor Diane Ruwhiu, Dept. of Management, Esmay Eteuati, Associate Dean Pacific Island, Commerce Division, Dr Sarah Carr, Ms Philippa Kearney, Otago Business School
<b>Snapshot</b>	The overall aim of this project was to develop Pacific content that is authentic, meaningful and impactful to not only speak to our Pacific students, but also expose all our students to a rich and productive approach to forms of organization and practice. The outcome we wish to see from developing this content is a more inclusive business school education recognising our place in the Pacific. The project involves not just developing the content but trying to understand the impact from the content development. However, due to COVID we were unable to travel to the Pacific to generate the material we required, and the funding was returned. We are, however, pivoting the study and after holding a school wide workshop using the Pacific Wayfinding approach with Faumuina Felolini Maria Tafuna'i from Flying Geese Pro we began looking at our local Pacific businesses to generate case study material.