



## 2017 UTD Grant Projects Snapshots

### 2017 Project Titles (Snapshots Below)

- **The art of deception: study habits, assessment and moral integrity in medical school.** Dr Angela Ballantyne
- **Counteracting the CSI Effect: Enhancing and Developing Forensic Biology Curriculum Content and Delivery.** Dr Angela Clark
- **How do game-based student response systems help with students' engagement, motivation and learning?** Dr Sherlock Licorish
- **Did students "think like a nurse?": Assessing the development of clinical judgement among postgraduate students across the Masters of Nursing Science.** Dr Chris Moir
- **Research and Evidence Approach to Dental Aid and Service: Using a Pilot Project in Cambodia.** Dr Kathryn Newsham-West
- **Environmental literacy, global perspective and social responsibility: key learning outcomes?** Professor Kerry Shephard
- **Developing a Pacific Health e-learning module for Otago Medical School.** Associate Professor Tai Sopoaga
- **Developing and piloting a Postgraduate Certificate in Researcher Development.** Professor Rachel Spronken-Smith
- **A fresh look at literacy learning through process drama.** Ms Trish Wells
- **Scaling and Development of Research Instrument to Measure the Efficacy of the Safe and Effective Clinical Outcomes (SECO) Clinic in Health Professional Education.** Dr Martyn Williamson

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<b>Title</b>	<b>The Art of Deception: Study habits, assessment and moral integrity in medical school.</b>
<b>Project Team</b>	Angela Ballantyne, Rachel Tester, Maria Stubbe, Peter Gallagher, Patrick O'Regan Student Advisory Team: Te Kāhui Tapsell, Emily Dwight and Zoe Lahood
<b>Snapshot</b>	Existing literature suggests 'cheating' is widespread in medical school. This innovative study was co-designed with medical students; and used a qualitative methodology to develop a deep understanding of students' study habits (including 'cheating') and views on assessment in an undergraduate medical school in New Zealand. 19 students and junior doctors participated (12 interviews and 2 focus groups). Six key themes emerged from the data: the nature and prevalence of behaviours that could constitute cheating; definitions of cheating; justifications for 'cheating'; permissive faculty culture; access to 'cheating' resources; and when and why 'cheating' can be problematic. Participants reported that reliance on these potential 'cheating' behaviours was inversely related to the quality of assessment. Participants identified a range of different ways that potential 'cheating' behaviours could be problematic, including: unfairness, inflation of faculty expectations, public perception, and impact on future professional practice. The results have been distributed internally within UOW and UO, prepared for publication, and will be presented at a UO bioethics seminar in 2019.
<b>Title</b>	<b>Counteracting the CSI Effect: Enhancing and Developing Forensic Biology Curriculum Content and Delivery.</b>
<b>Project Team</b>	Dr Angela Clark, Dr Elaine Webster, and Professor Richard Cannon Sir John Walsh Research Institute, Faculty of Dentistry, University of Otago Summer School and Continuing Education, University of Otago
<b>Snapshot</b>	In the last twenty years, forensic science has increased in popularity throughout the world. The glamorised portrayal of forensic scientists and perception of near-infallibility of forensic evidence promoted in crime television shows, such as CSI: Crime Scene Investigation has led to an inherent bias in forensic education, known as the "CSI-effect". Students have unrealistic expectations of

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	<p>the abilities of forensic evidence and investigation techniques. To counteract the “CSI effect” in forensic education, content and assessment strategies that allow students to critically analyse and evaluate forensic evidence are needed.</p> <p>In this research project, Forensic Biology Summer School students and expert forensic scientists were surveyed and interviewed for their perspectives on learning experiences, and the teaching of forensic science in New Zealand. Results show that both students and professionals believe that the biases created by CSI-type shows can be addressed through an increase in case study examples that complement practical components in teaching environments. Results of this project are being prepared for publication.</p>
<p><b>Title</b></p>	<p><b>How do game-based student response systems help with students’ engagement, motivation and learning?</b></p>
<p><b>Project Team</b></p>	<p>Sherlock A. Licorish (Lecturer in Information Science)</p>
<p><b>Snapshot</b></p>	<p>Technology is being increasingly integrated as part of teaching in view of enhancing students’ engagement and motivation. Game-based student response systems (GSRSs) in particular can motivate students’ engagement, enhance classroom dynamics and improve students’ learning experience. This project examined students’ experience using a GSRS, Kahoot!, in Information Science courses at University of Otago. Having employed various flavours of Kahoot! during lectures and for assessments, students were interviewed to learn about the extent to which Kahoot! influence classroom dynamics, motivation and the learning process. Key findings revealed that Kahoot! enriched the quality of student learning in the classroom, with the highest influence reported on classroom dynamics, engagement, motivation and improved learning experience. Findings also suggest that the use of educational games in the classroom is likely to minimise distractions, and thereby improve the quality of teaching and learning beyond what is provided in conventional classrooms. Furthermore, elevated attention and focus during Kahoot! use positively correlated with perceptions of increased learning and knowledge retention as a result of its use, though, this effect was reduced slightly for older students and those that spent more time studying. Notwithstanding the challenges associated with learning game technologies, creating appropriate content, and providing students with feedback, including game-play as a part of teaching seems to contribute to positive learning experiences.</p>

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<b>Title</b>	<b>Did students "think like a nurse?": Assessing the development of clinical judgement among postgraduate students across the Masters of Nursing Science.</b>
<b>Project Team</b>	Dr Chris Moir
<b>Snapshot</b>	<p>In 2017 the project planned to interview nurse preceptors of the Master of Nursing Science students in their Primary health placement. This was found to be impractical and an amendment to the study was sought and granted. In 2018 15 MNSc students were presented with a case study, undertook the teaching session using the videos made using Assoc. Prof. Philippa Seaton's previously acquired CALT grant and then presented with another case study. Both case studies used a Clinical Judgement rubric assessment by and expert nurse to assess the student's level of clinical judgement. Students also participated in an interview asking them about their learning from the video.</p> <p>Nine students completed all aspects of the study. Preliminary results indicated a move towards higher levels of clinical judgement in all cases. The study will be written with contributions by all authors, Chris Moir, Raewyn Lesa and Philippa Seaton. An abstract has been submitted for the Australasian Nurse Educators conference in Dunedin in November and a paper will be written for presentation to a Nurse Education Journal.</p> <p>The learning from this study will enhance the teaching of this course in future and encourage further research in this topic by these researchers.</p>
<b>Title</b>	<b>Research and Evidence Approach to Dental Aid and Service: Using a pilot project in Cambodia.</b>
<b>Project Team</b>	Dr Kate Newsham-West (Faculty of Dentistry, University of Otago, New Zealand) Dr Bethy Turton (University of Puthisastra, Cambodia)
<b>Snapshot</b>	<p><b>Aim:</b> This project was initiated primarily to evaluate the ways in which undergraduate dental students' ideas about service are constructed, negotiated and modified overtime.</p>

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	<p>A teaching programme that engages students in community aid projects should encourage them to learn about, and develop a more socially responsible attitude toward the provision of charitable dental care. Information gathered in this pilot study will go towards developing a framework of support for dentists that will help with the identification of need in the underserved groups within their local communities and guide the provision of socially responsible dental care.</p> <p><b>Key findings:</b></p> <p>Due to the limited number of participants and project length, the findings should be reviewed with caution, and evaluating the experiences of larger groups is recommended prior to any significant development in existing teaching programmes. However, the changing views and comments expressed by the students after engaging in a community project gives this pilot some interest and may contribute to future development of the teaching program at the University of Otago Faculty of Dentistry.</p> <p><b>Outcomes:</b></p> <p>The development of the evaluation tools and initiation of a programme for provision of care in a sustainable partnership that has resulted from this pilot study may provide a framework for development of the existing University of Otago faculty of Dentistry undergraduate dental outplacement programme.</p> <p>It has been instrumental in building relationships with key people in the University of Puthisastra and local health provider networks, such as the 'One to One' NGO, which will provide for future opportunities for research and training of students at both Dental Faculties, and facilitate a positive change in the provision of oral health care in Cambodia.</p>
<b>Title</b>	<b>Environmental literacy, global perspective and social responsibility: key learning outcomes?</b>
<b>Project Team</b>	<p>Professor Kerry Shephard HEDC; Associate Professor John Harraway Mathematics and Statistics; Dr Katharine Legun Sociology, Gender &amp; Social Work; Associate Professor Brent Lovelock Tourism; Dr. Miranda Miroso Food Science; Associate Professor Sheila Skeaff Human Nutrition; Professor Liz Slooten Zoology; Dr. Mick Strack Surveying; Dr Sean Connelly Geography; Tim Jowett Mathematics and Statistics; Dr Damien Mather Marketing; Dr Alexandra Macmillan Preventive and Social Medicine; Dr Tiffany Trotman Languages and Cultures; Dr Louise Mainvil Human Nutrition; Dr Dave Warren Chemistry; Dr Helen Roberts Accountancy and Finance; Kim Brown HEDC and College of Education</p>
<b>Snapshot</b>	<p>We aimed to support departments as they identify and overcome challenges in teaching and assessing three graduate attributes: Aspects of Ethics concerned with social responsibility; Global perspective; Environmental literacy. We documented the situation in</p>

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	<p>each participating department; interviewed teachers to understand how they conceptualised these attributes and the processes of teaching them; explored student perspectives via individual and group interviews and written responses to verbal questions in groups; held project-based and departmental discussions to help us understand the diversity of perspectives and processes extant in this institution; and developed resources to support future academic engagement with the issues that have arisen in this research. We identified a diverse range of departmental engagement styles with these attributes and diversity in the ways in which university teachers conceptualise their roles in this context. The project group expresses concern about potential mismatch between what this institution's strategic documentation aspires to and how departments and their teachers are managing these expectations.</p>
<b>Title</b>	<b>Developing a Pacific Health e-learning module for Otago Medical School.</b>
<b>Research Team</b>	Faumuina Associate Professor Faafetai Sopoaga, Dr Steve Gallagher, Dr Susan Jack, Dr Rose Richards, Dr Marie Inder, Talai Mapusua, Michael Lameta, Sarah Jutel.
<b>Snapshot</b>	<p>The project aimed to develop an e-learning module for teaching Pacific Health across the Otago Medical School and other programmes and health professional courses. After a period of preliminary resource development by the Pacific Health curriculum team, further refinement was informed by focus groups with students, staff, and Pacific community members. The e-learning resource was iteratively reviewed and modified in response to this feedback. Analysis of focus group data confirmed the perceived importance of this resource for Pacific Health teaching and gave suggestions for enhancing content and context. The resource has been trialled in blended teaching for Medicine (Years 2 &amp; 4), Physiotherapy (Year 2) and Pharmacy (Year 2). The resource will continue to be used and evaluated throughout 2018, with preliminary evaluations suggesting students think it is useful. Teaching practices incorporating the module will continue to evolve rapidly, with staff viewing this as a core resource for the curriculum.</p>

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<b>Title</b>	<b>Developing and piloting a Postgraduate Certificate in Researcher Development.</b>
<b>Research Team</b>	Professor Rachel Spronken-Smith & Kim Brown (Graduate Research School and Higher Education Development Centre) Vijay Mallan (Higher Education Development Centre) Yvonne Gaut and Jackie Dean (Careers Development Centre)
<b>Snapshot</b>	The aim of this two-year project is to develop, pilot, and evaluate a new qualification that explicitly focuses on the development of advanced research and transferable skills in doctoral candidates. In 2017, we conducted a literature search and then ran focus groups with stakeholders (PhD candidates and supervisors), to determine support for a formal or informal programme focused on the research and professional development of PhD candidates. We also conducted a survey of PhD alumni and employers. Feedback was overall supportive of offering a postgraduate certificate that is optional for PhD candidates, but also for including embedded requirements regarding professional development planning, and research ethics and integrity for all PhD candidates. In conjunction with HEDC, we are now designing a programme involving micro-credentials, with a pilot planned in 2018.
<b>Title</b>	<b>A fresh look at literacy learning through process drama.</b>
<b>Project Team</b>	Trish Wells and Susan Sandretto (researchers) Evelyn Mann (drama consultant) and Ashlieigh McClenagan (classroom teacher), Carisbrook School, Otago Media Team.
<b>Snapshot</b>	We found a dearth of research-informed professional learning resources supporting teacher educators' work with preservice teachers to explore the relationship between process drama and literacy. The aim of the project was to use the CALT funds to create and evaluate a high-quality video teaching and learning resource to address this absence. Building on our previous research, we constructed a resource illustrating research-informed drama teaching with children in New Zealand school classrooms, where links to deep learning in literacy are highlighted and explored in depth. The completed resource features a video exemplar filmed

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	<p>by the Media Production Team, and a workbook. The resource is now available through NZCER Press- <a href="http://www.nzcer.org.nz/nzcerpress/using-process-drama">http://www.nzcer.org.nz/nzcerpress/using-process-drama</a></p> <p>Initial teacher education students from the Bachelor of Teaching (Primary); Masters of Teaching and Learning (Primary and Secondary) programmes evaluated the resource through three online surveys where they highlighted the strengths of the resource to illustrate exemplary practice.</p>
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<b>Title</b>	<b>Scaling and Development of Research Instrument to Measure the Efficacy of the Safe and Effective Clinical Outcomes (SECO) Clinic in Health Professional Education.</b>
<b>Project Team</b>	Dr Martyn Williamson, Dr Jim Ross, Ms Jessica Young, Mr Tony Egan, Mrs Kirsty Murrell-McMillan.
<b>Snapshot</b>	<p>The 2017 project built upon the 2016 Delphi study which examined the nature of students' learning from the Safe and Effective Clinical Outcomes (SECO) Clinic simulation. We constructed a questionnaire based upon the seven themes identified by the Delphi process and linked these with the original data from student essays. By December 2017 we had constructed a 42 item questionnaire and piloted this on a new group of students. The results were positive in that the majority of the questions were ones with which most students could identify as representing their learning experiences. The feedback received allowed further refinement of the questionnaire tool. This is being deployed in 2018 to gain enough responses to allow a full statistical analysis. Altogether 15 new SECO cases have been developed. In addition, 5 new SECO cases were trialled during professional development for rural nurses on the West Coast. These received favourable feedback.</p>