HEDC Celebrating Higher Education Symposium
November 14-15, 2018

Proposals
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Do we teach our students to care and share?</td>
</tr>
<tr>
<td>102a</td>
<td>Students’ encounters with their lived experiences in higher education</td>
</tr>
<tr>
<td>102b</td>
<td>Responding to the academic needs of mature students returning to university</td>
</tr>
<tr>
<td>103a</td>
<td>Supporting medical education research at Otago Medical School:</td>
</tr>
<tr>
<td>103b</td>
<td>Applying a contextual model of curriculum change</td>
</tr>
<tr>
<td>Panel 1</td>
<td>40 Years of Higher Education</td>
</tr>
<tr>
<td>201</td>
<td>Voice and presence for engaging teaching</td>
</tr>
<tr>
<td>202a</td>
<td>Challenging dominant models of doctoral education – is there a better way?</td>
</tr>
<tr>
<td>202b</td>
<td>Employment pathways of PhD graduates and preparation for careers:</td>
</tr>
<tr>
<td>203a</td>
<td>How can we introduce Personally Arranged Learning Session (PeArLs) to a novice audience?</td>
</tr>
<tr>
<td>203b</td>
<td>The development of dental clinical educators’ teaching practice</td>
</tr>
<tr>
<td>Panel 2</td>
<td>Places, spaces and time for learning</td>
</tr>
<tr>
<td>301</td>
<td>University lecturers’ implementation of blended learning and their learning outcomes</td>
</tr>
<tr>
<td>302</td>
<td>Supporting tutors through peer mentoring and video observation</td>
</tr>
<tr>
<td>303</td>
<td>Refining medical students’ risk assessment skills: Lifecycle scenarios</td>
</tr>
<tr>
<td>Panel 3</td>
<td>Current higher education policies and practices</td>
</tr>
<tr>
<td>401</td>
<td>The value of optimising academic self-efficacy for students and its impact on curricula development</td>
</tr>
<tr>
<td>402a</td>
<td>Higher Education: What it means and why it matters to women’s careers</td>
</tr>
<tr>
<td>402b</td>
<td>“Oh, you are a native speaker”: Identities of native English speaking academics in Japan</td>
</tr>
<tr>
<td>403a</td>
<td>More than a figure of speech: Metaphor as a tool for education</td>
</tr>
<tr>
<td>403b</td>
<td>Using augmented reality in nursing education: The hologram in the classroom</td>
</tr>
<tr>
<td>Panel 4</td>
<td>Imagining higher education futures</td>
</tr>
<tr>
<td>501</td>
<td>Teaching failures, blunders, and catastrophes: Learning from our mistakes</td>
</tr>
<tr>
<td>502a</td>
<td>Can we use work analysis methods to yield new contributions from Dunedin academia?</td>
</tr>
<tr>
<td>502b</td>
<td>Aiming for philosophic practice? The outlook of tourism taught Master’s programmes</td>
</tr>
<tr>
<td>503a</td>
<td>Best-Worst Self-Efficacy Scale: A diagnostic tool</td>
</tr>
<tr>
<td>503b</td>
<td>Non-attendance at lectures: An investigation into the profiling of students by attendance</td>
</tr>
<tr>
<td>Panel 4</td>
<td>Imagining higher education futures</td>
</tr>
</tbody>
</table>
Do we teach our students to care and share?

PANEL SESSION

**Panellists:** Kerry Shephard, Helen Roberts, and Shela Skeaff

**Convenor:** Kerry Shephard

We explored how academic departments, university teachers and students in one research-led university in New Zealand identified and addressed challenges in achieving three particular graduate attributes. These attributes (global perspective, environmental literacy and those aspect of ethics that involve personal social responsibility) are distinctive in that they may encompass values, attitudes and future behaviours, in addition to knowledge and skills. We documented formal processes in each participating department; interviewed university 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 how the diversity of perspectives and processes extant in this institution were understood; and developed resources to explore and support future academic engagement with the issues that have arisen in this research. In this panel discussion we focus on three different ways that university teachers in our institution conceptualise these three graduate attributes and how they should be taught, or fostered. Discussions will address potential mismatch between what this institution’s strategic documentation aspires to and how departments and their teachers are managing these expectations. We aim to link this concern to the international academic discourse on roles, responsibilities and capabilities of higher education.

[Back to Table of Contents]
For some medical, allied health or social work students, aspects of academic learning also reflect their own life experiences. Academic study in these fields can overlap with illness, caregiving or involvement from social care services (1-7) or aspects of a student’s identity (8, 9). Students may face challenges in studying personally relevant content due to stigma from peers and teachers (2, 10, 11), their own emotional response (7) and negotiating how they share or do not share their experiences (2, 12, 13). However, students who bring personal experience to their study also see this experience as a source of knowledge and as a driver for becoming a caring and capable professional (6, 7, 9, 14).

This session will present the results of three pilot interviews from a doctoral study involving students who have studied content that overlaps significantly with their life experiences. These experiences included long-term physical and mental health conditions, institutional racism and traumatic experiences. Students also experienced their socioeconomic background and ethnicity being taught as topics of study. In addition to the challenges noted in the existing literature, interviewees identified other challenges, including institutional racism, overly simplified representations of their realities, having discussion of their lived experiences ignored or silenced, and having aspects of their experiences presented for ‘shock value’. Sources of support that the students identified included specific personal coping strategies, friendships, formal university services, and teaching practices that acknowledged the spiritual and emotional aspects of students’ experience. In order to create higher education environments that affirm students’ lived experiences, we need to recognise and examine how teaching practices and aspects of higher education culture represent aspects of people’s lives.

References:
2. Wheeler JM. How do social work students develop their professional identity? : University of Plymouth; 2017
Responding to the academic needs of mature students returning to university for postgraduate professional qualifications

PRESENTATION

Carole Acheson

In recent years New Zealand has seen increasing numbers of early and mid-career graduate professionals returning to university for further qualifications. Institutions have tended to assume that these postgraduates would arrive with appropriate learning skills, given their previous degree, maturity, motivation and professional experience, but these expectations have often proved to be unrealistic.

The majority of postgraduates at the Christchurch School of Medicine (CSM) are working health professionals who have not studied for years, even decades. The more advanced study skills now required, limited transferability of professional experience, plus time-consuming work and family commitments, can be major barriers to success. Many students struggle with an alien academic language, understanding what assignments require, and managing what they see as nit-picking academic conventions. Following student complaints about the lack of academic skills support at the CSM, the HEDC created a dedicated teaching position in 2008. It rapidly became clear, though, that the usual programme of generic workshops and one-to-one consultations would not suit this particular cohort, as the students are not only at work, but come from all over the South Island.

Accordingly, learning development workshops are necessarily incorporated into the course teaching blocks, and liaison with the teaching staff means the workshops can be tailored to focus on specific course requirements, significantly increasing student engagement. An important result of this approach has been the development of structured techniques to help students manage key areas like essay planning, critical analysis and writing, literature reviews, and inadvertent plagiarism.

This interactive session discusses the learning development offered to postgraduates at the CSM, with reflection on what has worked, or not. Overall, as the university introduces new postgraduate degrees and credit courses, and student learning needs change, a flexible teaching approach is essential to respond to the needs of this growing student sector.
103a Supporting medical education research at Otago Medical School: Exploring opportunities and challenges

PRESENTATION

Kelby Smith-Han

In 2017, a position was created to support medical education research at Otago Medical School (OMS).

The primary function of this position is to lead, foster and coordinate medical education research activities within OMS, across all schools and campuses.

In celebrating HEDC’s 40 years of commitment to the advancement of Higher Education, this talk will review what has been going on in this newly developed position to support medical education research at Otago Medical School. Apart from sharing information about what has been happening in this space, the challenges presented to OMS will also be highlighted and discussed.

Back to Table of Contents
Applying a contextual model of curriculum change to analyse the implementation of interprofessional learning

PRESENTATION

Megan Anakin, Ewan Kennedy, and Daniel Wright

Integrating interprofessional learning opportunities into established programmes is a priority in the Division of Health Sciences at the University of Otago (O’Brien, Pullon, & Skinner, 2015). The supportive nature of this policy actively encourages teachers and departments to design learning events that allow students in different programmes to “learn about, from, and with others” (CAIPE, 1997, p. 19). To date, no one has analysed the implementation of interprofessional learning from a curriculum change perspective.

One model of curriculum change suggests that there are six factors that influence the change process (Anakin et al., 2017). In an interprofessional learning context, these factors might be perceived as: ownership of the interprofessional teaching activities, resources provided to support interprofessional learning, staff members identifying themselves as interprofessional teachers, staff members providing leadership in interprofessional learning policy and practice, an understanding of how students may engage with interprofessional learning, and appreciating how quality assurance processes may afford or constrain the implementation of interprofessional learning opportunities. These six factors are theorised to operate at three levels of social organisation: lecturer, departmental, and institutional.

In this presentation, we will provide a conceptual analysis of how each factor is addressed by teachers, programmes and departments in the Division of Health Sciences at the University of Otago. These factors will be described by examples from practice that are perceived as enabling and inhibiting forces. We will also describe the challenges of implementing interprofessional learning and make suggestions about how might be overcome. Suggestions will include ideas for future interprofessional learning activities, policy changes, evaluation strategies, and research possibilities. Educators and researchers in other fields will find the conceptual framework and examples from practice useful to stimulate their thinking about how they can integrate interprofessional learning opportunities into their programmes.

References:


Panel 1: 40 Years of Higher Education

Panellists: Mike Colombo, Gerry Closs, Pat Langhorne
Convenor: Tony Harland

This panel will look to the past few decades of higher education in New Zealand and Otago and reflect on the massive changes that have occurred since the major reforms of the early 90s. Are there any educational values that have been lost or marginalised that the present day higher education community should be aware of? if so, could these be better protected or even be re-introduced?

Back to Table of Contents
When we teach we are professional communicators, and our voice and our body are two vital tools for effective and engaging communication. If we use our voice and our body well, we can speak confidently and students are interested. But sometimes we speak too fast or too quietly, or we lose confidence and energy, and find it difficult to engage with our students. In this workshop we will explore how we need to use our whole body in communication, exploring the importance of physical alignment, breath support and release of tension. Also how the tone, colour and variety of the voice is important for engaging students. I will use the concept of the Three Circles of Energy developed by Patsy Rodenburg to explore how to engage with others and how to be more present in your teaching.
Traditionally, PhD education involved mentoring students through a substantive research project and into academia. Although approximately half of PhD graduates no longer enter academic positions, the apprenticeship model has continued to dominate in many countries. In this model, the main assessment continues to focus on a thesis and sometimes includes an oral defense of the thesis. In this presentation I will firstly critique the dominant models of PhD education by using the lens of ‘success’, and secondly consider an alternative model of PhD education. Indicators of success in a PhD programme might include high employment rates by graduates, high satisfaction with types of employment, and graduates who are well equipped for being in the world – in work and in society. Using these indicators, it is apparent that more traditional models may be failing many students. However, an alternative model based on ‘constructive alignment’, with bespoke programmes, might lead to greater success. This alternative model still uses an apprenticeship approach, but tailors learning experiences to the individual and their desired career pathway, so that alongside and through their research, they can develop a holistic set of graduate attributes – for ‘doctorateness’, for possible careers, and for global citizenship. Universities may need to reconsider the range of learning opportunities for PhD students, particularly regarding professional development and career planning. The assessment for the PhD also needs a rethink, to consider not only doctorateness, but also transferable and other skills. The assessment could involve a portfolio or micro-credentialing approach to allow PhD graduates to demonstrate the depth and breadth of knowledge and skills they have acquired through doctoral study, and better equip them for their chosen career pathway, and as global citizens.
Given about half of PhD graduates globally enter careers beyond academia, it is surprising that little is known about how well prepared PhD graduates are for the careers they now enter. Even for those entering academic careers, research has shown they are not necessarily well prepared for this work. Our research was motivated by a desire to determine how PhD graduates felt they were prepared (or not) for their career, to ensure we are giving them the best possible support while at university. The study involved a comparative case study between the US and NZ to determine career pathways after completing a PhD, and how well prepared PhD graduates are for employment. The cases were PhD programmes at the University of Otago, NZ, and two of the University of California institutions. First we administered an online survey to PhD alumni cohorts from humanities, social science and science disciplines who graduated from 2011/12 and 2016/17. The survey asked about career pathways and the range of graduate attributes acquired during doctoral study, as well as the application of these attributes in their workplace. We then interviewed alumni from each institution. Preliminary findings indicate that graduates from both countries enter a range of careers, but there were different career profiles between the universities. While there was broadly similar development of transferable skills sets, some differences occurred in the development of affective attributes. Despite PhD graduates being generally happy with their doctoral education, they did want to know about broader career options and wanted more training in transferable skills. They felt strongly that career and professional development planning should be embedded in doctoral programmes. Finally it was clear they needed bespoke development of transferable skills given existing skill sets, and the various careers that they were pursuing.
How can we introduce Personally Arranged Learning Session (PeArLs) to a novice audience?

PRESENTATION

Kelby Smith-Han, Daniela Aldabe, and Hemakumar Devan

The Pain@Otago research theme will host an exciting one day event for Early Career Researchers (ECR) who are interested in the field of pain research in November 2018. The event aims to provide a safe space for sharing ideas and foster peer learning for ECRs. Further, the event will be a networking opportunity for ECRs to establish a core group of pain researchers and clinicians.

To support the aims of sharing ideas and fostering peer learning at the event, one of the activities is a Personally Arranged Learning Session (PeArLs) by ECRs. PeArLs were developed by members of the Australian and New Zealand Association of Health Professional Educators and are designed to create an environment to explore ideas within a group dynamic (Schwartz & Heath, 1985). PeArLs can be used to share, discuss, and gain insight into the presenter’s ideas (in research, theory, or practice) by tapping into the thoughts and experiences of others.

The organisers were looking for a method to move away from a traditional presentation format, to support more engagement of senior academics/clinicians with ECRs and contribute to idea development for the ECR presenter. When PeArLs was suggested, there were some reservations about introducing this method to an audience of novice individuals.

This presentation will take the form of a mini PeArLs in which we will introduce the method of a PeArLs in order to engage the audience to help address this reservation by discussing these questions:

1. What are possible reservations that may exist in using PeArLs to a group of people who are unfamiliar with the method?
2. What could we do to support a PeArLs at a symposium where it may not be the norm?
3. What could we do to support presenters/conference organisers/delegates involved in a PeArLs session for the first time?

Back to Table of Contents
The development of dental clinical educators' teaching practice

Lee Smith, Lee Adam, and Alison Meldrum

Although many Dental Clinical Tutors/Professional Practice Fellows (henceforth clinical educators) have vast experience in clinical dental practice many come into tertiary education with no formal teacher training [1-6]. Clinical expertise is assumed as marking a dental professional as a good clinical educator, but this is not necessarily the case [3]. For instance, students have reported that self-identifying dental 'experts' are frequently unable to disseminate their knowledge [7]. Instead, students rate good clinical educators as those who can define complex concepts, motivate students, maintain rapport, show enthusiasm, and are organised and caring [1, 3, 7].

Previous research with clinical tutors at the University of Otago’s Faculty of Dentistry (henceforth, Dental School) identified a number of barriers to the retention of tutors [6]. These included: perceived lack of opportunities for career and pay progression, little support for teaching, few opportunities for undertaking research, and lower pay-rates than if they were employed as a practitioner outside of the University. Approximately two thirds of participants (n=47) said that they thought a formal teaching qualification should be mandatory for this role.

In 2018 we began researching the value that a cohort of clinical educators placed on formal teaching training, how they rated their own teaching ability, and how they thought the Dental School could support them with their teaching. Our overarching objective was to investigate challenges the clinical educators experienced in their teaching. The results of this research will inform professional development opportunities provided by the Dental School going forward.

In this presentation, initial results of the mixed method study (survey and individual interviews) will be presented, and the wider implications for clinical educators employed in the Health Sciences at the University of Otago will be discussed. This presentation focuses on an under-researched group in higher education and is research in process.

References

Back to Table of Contents
Panel 2  Places, spaces and time for learning

_Panellists:_ Sarah Stein, Rose Richards, Senorita John, and Sze-En Watts  
_Convenor:_ Vivienne Anderson

The panellists have been asked to reflect on what gives the university a sense of place; the role of the university beyond institutional walls; how educational technologies challenge our understandings of place, time and space in academic work and study; and how the university can engender students’ sense of belonging.
Panel 3: Current higher education policies and practices

**Panellists:** Paul Hansen, Liz Slooten, Navé Wald, and Kerry Shephard

**Convenor:** Kerry Shephard

Panellists aim to stimulate discussion about higher education policies and practices here and internationally, including ‘who pays and who benefits’, ‘the national and international relevance of NZ’s higher education’ and ‘the values and identities that current policies and practices reveal’.

[Back to Table of Contents]
Blended learning is defined as a combination of classroom and online learning (Masie, 2006). Yet, what constitutes “blending” is sometimes unclear (Bernard, Borokhovski, Schmid, Tamim, & Abrami, 2014; Nortvig, Petersen, & Balle, 2018). Twigg (2003) describes a replacement blend where face-to-face classes are substituted with online learning and a buffet blend that provides students with choices of learning pathways, both online and face-to-face. Bernard et al.’s meta-study set at least 50% face-to-face contact time as a standard for blended learning. E-learning strategies such as Twigg’s supplemental and emporium models where online components are added without the replacement of face-to-face contact hours do not fit within these definitions of blended learning. A classic dilemma is faced with flipped learning or inverted learning where online work are used for pre-study without change in classroom hours. Nevertheless, meta-studies have found blended learning to be superior to classroom instruction in terms of student achievement (Bernard et al., 2014; Vo, Zhu, & Diep, 2017) but it is hard to translate these findings to practice. This is because many studies make comparisons between what is loosely termed as “blended” and “traditional” but why particular “blends” may be effective are not often clearly defined (Bernard et al).

This presentation attempts to define blended learning from the actual blended learning strategies implemented by lecturers in higher education institutions. It presents the results of a systematic review of 72 papers of blended learning strategies implemented in higher education courses and their learning outcomes attained. The presentation will describe the five blended strategies derived and their learning outcomes attained. The implications for translating these blended strategies for university teaching are discussed.

References


Tutors have an important teaching role, particularly in undergraduate courses; however, they often lack the support or development opportunities of full-time, permanent staff. The most common training provided to tutors is through workshops, which although efficient, do not provide tutors with context-specific feedback or on-going support.

In this presentation, we discuss how peer mentoring and video observation can enhance tutors’ teaching. The project is unique in that it spans multiple divisions within the University of Otago and covers a range of teaching situations – laboratories, teaching in residential colleges, one-to-one tutorials, and departmental tutorials. Six tutor mentors and 12 mentees took part in the project. After an initial meeting with their mentor to identify areas for improvement, the mentees video recorded and annotated short video segments (5-10 minutes) of their tutorials. These videos became the basis of a reflection/recall interview and provided opportunities for the mentors to provide advice on strategies for improving teaching.

Both mentors and mentees benefited from participating in the programme. The mentees felt that the video provided insight and feedback on their teaching by 'seeing the tutorial through the eyes of students'; whereas the mentors helped identify areas for enhancement and provided confidence to try new teaching approaches. Similarly, the mentors gained insights into their own teaching through the video observations and collegial conversations with peer tutors.

We suggest that peer mentoring combined with annotated video observations provide tutors with an effective and supportive environment to reflect on, and enhance their teaching. Given that tutors play an important role in teaching and students’ learning at university, department leaders may wish to explore peer mentoring as a valuable academic development opportunity for tutors in any higher education institution.
Objective: To describe lifecycle scenarios based learning as an aid to improve medical students' risk assessment of psychiatric patients. Feedback from medical students indicates that they would like more opportunities to learn and practice the skills required to interview and assess patients at risk of suicide. We have identified this as a core skill in our learning objectives.

Method: Actor led scenarios of suicide risk in adolescence, middle age and the elderly were used to empower medical students' skills and confidence in interviewing at-risk patients. Students' relatively young age necessitates a lifecycle approach to enable practice of interviewing actors their own age, their parents age and older adults – due to varying countertransferential issues. The scenarios enacted were: a university student presenting with suicidal thoughts and self-harm behaviours; a middle-aged woman who presents with depression with suicidal ideation and a plan and an elderly man who has become depressed and withdrawn and has made a suicide attempt.

The Quality Advancement Unit students' feedback questionnaire was used to evaluate students' feedback. Ratings for each question were on a Likert-like scale ranging from 1 “to a very small extent” to 5 “to a very large extent.”

Results: Twenty 4th year medical students' assessments were analysed and compared to their responses to a case-based teaching about schizophrenia. The highest scored questions were: “did the actors contribute to your learning in this area?” (3.8/5.0) and “were the risk assessment and simulation sessions well organized?” (3.7/5.0). Students rated the scenarios higher than case based learning on contribution to learning goals, stimulating their learning and the value of class discussions.

Conclusions: Actor led scenarios learning of risk assessment is favourably rated by medical students. We tentatively suggest that lifecycle scenarios should be considered and discussed as a teaching method across the health sciences spectrum at the university.
Academic self-efficacy is the belief that one can accomplish the tasks set for achieving educational goals. Students with high self-efficacy have the confidence to handle the tasks to attain academic excellence. On the contrary, those with low self-efficacy lack the confidence to handle the tasks. For such students, university life is stressful. To cope with the stress, they lower their academic performance expectation, which reduces their effort and consequently drops their grade. Self-efficacy being a belief can be modified by intervention. Enhancing self-efficacy improves students’ persistence, performance, academic decision making and satisfaction rating. Thus, efforts to strengthen self-efficacy have value for both the students and educational programmes.

Failure at the early stages of the learning process lowers self-efficacy. Therefore, intervention needs to be positioned at the entry level. Many higher education institutions support students’ transition from secondary education to tertiary education. Basing such transition programmes on the self-efficacy theory would not only help with the transition process but also give students the confidence to advance through their academic years. Likewise, including activities at the start of a course that focuses on enhancing self-efficacy could improve student engagement and experiences in the class.

This panel discussion will be led by Professor Jeffery Smith (College of Education). The panellists include Dr David Berg (College of Education), Dr Mathew Parackal (Otago Business School), Dr Megan Anakin (Otago Medical School) and Ms Brigid Casey (Otago Business School) who are researching academic self-efficacy in their disciplines. We will first introduce the notion of academic self-efficacy and discuss its implications for students and staff. The following questions will guide the discussion:

1. What is the role of self-efficacy in students’ academic progression?
2. How to develop a curriculum that supports students with low self-efficacy?
3. What are the effects of students’ low self-efficacy on the teaching staff?
4. Does the University have a moral obligation to intervene in low self-efficacy of students?

The discussion will start with the panellists briefly explaining their position on academic self-efficacy. Following this, the convenor will address the four questions to the panellists. Each question, after the panellists have responded, will be opened to the audience for discussion, moderated by the convenor. The session will conclude with the convenor summarising the discussion.

References:
Higher Education: What it means and why it matters to women’s careers

PRESENTATION

Salmah Kassim

The participation rates of women in higher education have expanded substantially in developing countries over the last three decades. Yet, in some contexts, concerns remain about the outcomes of international higher education opportunities for women (Relyea, Cocchiara & Studdard, 2008). Research suggests that students who are exposed to cultural diversity and overseas educational experiences improve their “worldmindedness” (p. 58), and have better career success and organisational effectiveness (Douglas & Jones-Rikkers, 2001). For women, the opportunity to study abroad may provide a means to enhance their “human capital, and to improve their employment prospects” (Ono & Piper, 2004, p.101).

Historically, the Malaysian Government has invested significant funding in study abroad opportunities, through programmes such as the Twinned In-Service Teacher Education Programme (TISTEP). More than 60% of the participants in this programme were women. However, only a small percentage of these women were appointed to senior positions following their return to Malaysia. According to Kauser & Tlaiss (2011), factors which may limit women’s access to senior positions include culture-based gender roles, status, and patriarchal and male-dominated hierarchies which have a conservative orientation towards women.

In this study, I utilised narrative inquiry (Bold, 2012; Clandinin & Connelly, 2004) as a framework for understanding the Malaysia-based career experiences of 14 women educators who participated in the TISTEP programme, and who studied in New Zealand, from 1995 to 1998. The study aimed to better understand the impact of an international education on women’s careers, and how this impact changed over time. I conducted the interviews using photo-elicitation (Margolis & Pauwels, 2011), and used narrative analysis (Cortazzi, 2014; Riessman, 1993, 2005) to explore how TISTEP women educators discussed and made sense of their international education experiences and career pathways.

In this presentation I outline the study background and methodology, and I highlight the key study findings. I conclude by identifying some implications from the study for policy and practice in Malaysia, and in other ‘developing’ countries that invest in women’s higher education abroad.

References:

This paper reports on a doctoral study examining the experiences of native English speaking academics who work for Japanese universities. Although this study focuses on the internationalisation of HE in Japan specifically, it reiterates a need to critically consider the power of English and Anglo/American forms of English, in internationalisation policies and practices more broadly. The promotion of the internationalisation of higher education in Japan has led to the recruitment of an increased number of foreign academics. These foreign academics include native English speakers who are from the ‘Inner Circle’ countries, such as the US, the UK, Australia and New Zealand. In existing literature, native English speaking academics in Japan are represented in two contrasting ways: either as privileged employees exercising the power of Anglo English in a non-English speaking context, or as vulnerable foreign workers in an exclusive society. This paper explores how native English speaking academics negotiate their identities within empowering and constraining social and policy structures. The data analysed in this study were from two sources. The first was interviews with 25 native English speaking academics about their everyday work in Japan. The second was a set of policy documents related to the internationalisation of universities in Japan. I used discourse analysis to consider the interplay of the power, identities and social practice. The participants highlighted their experiences as having been positioned both favourably and unfavourably in Japanese universities, due to their English language skills, nativeness, and in some cases whiteness. The participants contested simplistic assumptions which uncritically value the English language skills, nativeness, and whiteness of the native English speakers, and attempted to negotiate alternative identities based on their skills, expertise and experiences. I suggest that the internationalisation policy and practice of HE need to consider foreign academics’ expertise, rather than values attached to Anglo English.
What are metaphors and why are they important to Higher Education? Metaphors are when something is thought to be the same as something else: e.g. cancer is war. You may be surprised how commonly metaphors are used in teaching and how powerful they are at driving teaching and learning. This paper seeks to stimulate you to think about what metaphors you use, and how you use them, to define not only your teaching but also your professional self. Metaphors have the potential to form professional identity and drive professional behaviour. Examples will be provided from a variety of academic disciplines. I will also discuss the concept of metaphor as a threshold concept, ‘…a portal…[to] a transformed internal view of subject matter, subject landscape, or even world view’, and what this may mean for you.

References:


Using augmented reality in nursing education: The hologram in the classroom

PRESENTATION

Liz Ditzel and Emma Collins

Whilst simulation using high fidelity manikins is well-established in nursing education, Augmented Reality (AR) offering the possibility to interact with a holographic patient, can greatly enhance the classroom learning experience (Foronda, et al., 2017). This year, as one of six international institutions in the Early Adopter Programme, we trialled using Pearson designed HoloPatient and HoloHuman AR apps in conjunction with the HoloLens wearable headset that superimposes a holographic image on the user’s surrounding real-life environment (e.g. the classroom) creating a mixed-reality learning experience.

The HoloPatient app contains 10 mixed-media medical scenarios, e.g., a person having a stroke. Learners wearing the headset can see and hear a life-sized patient directly in front of them in the classroom. They can also ‘air click’ commands on a holographic keyboard to view vital signs and adjust the patient’s position, e.g., to sit up or down. The HoloHuman app allows students to similarly view the human body, anatomical structures and to explore how systems function, e.g., cardiovascular. Students take turns to wear the headsets and others can view the holographic images and participate through using a classroom projector.

In this presentation we share our experience and research findings of using the HoloPatient ‘anaphylactic shock’ scenario to foster the development of clinical reasoning skills in a first-year nursing class (N=93). Clinical reasoning, the process by which nurses make decisions is depicted as a learning cycle comprising eight sequential steps (Levett-Jones, et al. 2010). The value of using the classroom hologram to assist students to develop these skills is that they are safely exposed to learning experiences not replicable outside of clinical or real-world contexts. Our findings confer that using a holographic patient that displays various symptoms and behaviours is an exciting new teaching and learning technology applicable to other educational settings.

References


Back to Table of Contents
We all make mistakes when we teach but we rarely talk about them. We may even think of failures as a mark of a bad teacher, even though we can't enhance or improve our teaching, or try out innovative practices, without making teaching mistakes. In this highly interactive session, three award-winning teachers will share experiences of their teaching failures, blunders and train wrecks. Participants will discuss these experiences and what they tell us about teaching and learning. This will be a fun and stimulating session where we can talk about our failures and how to deal with them. Our aim is to collaboratively develop a kinder approach to teaching, where we acknowledge mistakes as necessary to our process of professional learning.
502a Can we use work analysis methods to yield new contributions, from Dunedin academia, for building the nation’s skilled workforce?

PRESENTATION

Steve Atkins

Presentation addresses several aspects of this 40th Anniversary Symposium, but most disturbingly addresses: “Who is…. excluded in higher education….?” Our intensely-academic Dunedin economy is engaged in a pair of inter-related exclusions. For fairly obvious reasons (e.g., extremely well-educated spouses following celebrated scientists into permanent residence in Dunedin via their celebrated spouses’ hire at U.Otago), Dunedin has an abundance of under-employed postgraduate-degreed spouses (…the so-called ‘captive-spouse’ phenomenon).

This is paired with the exclusion of New Zealand school-leavers preferring to have their undergraduate years in Dunedin, but put-off by the lack of many popular sub-disciplines or majors here (e.g., most sub-disciplines of engineering).

A portion of Work Adjustment Theory (WAT in work psychology; Dawis & Lofquist, 2004) can be applied to addressing this connected pair of exclusions. Work psychology can be applied with a SWOT (Strengths, Weaknesses, Opportunities & Threats) analysis as applied to academic institutions (Karra & Papadopoulos (2008; but also see Sitanirmalakumaraswamy & Chitale, 2012).

For example, an informal talent-inventory consistent with work psychology practices revealed that Dunedin is well-resourced, talent-wise, to deliver several new majors addressing likely growth areas in the nation’s economy. Examples include affordable majors in: Sustainable Product/Production-Ops Design, Adventure-based Juvenile Corrections, Spacecraft/Space-systems Strategy, Security/Forensics for Financial IT Systems, Forensic Accounting, and Wildlife Rehabilitation/Range Management. Some might work better as paired qualifications (e.g., a U.Otago Dip.Grad. or honours qualification sequenced, in an integrated fashion, alongside an Otago Polytechnic undergraduate degree, or conversely, and Otago Polytechnic Grad.Dip. paired with a U.Otago degree, etc.).

This presentation briefly mentions these examples, but focuses predominantly on philosophies/basic protocols assessing emerging talent needs in national economies (…at detailed work-activity/task-competency levels), and emerging data-sources that feed these, and the way Dunedin’s academic talent-base can be more thoroughly assessed. Thus, also addressed are two other HEDC criteria: 1) What can we offer that’s unique/important and timely? …and 2) What’s needed for our future?

REFERENCES:


Back to Table of Contents
Tourism education can contribute to a better (tourism) world, in which business and societal needs are evenly prioritised (Tribe, 2002). One way that tourism education can do this is by producing graduates who are able to work effectively in tourism whilst also taking responsibility for tourism’s socio-cultural and environmental impacts (Tribe, 2002). Given that the (tourism) world faces a myriad of issues as a result of these impacts, producing such graduates is important. In particular, the popularity of tourism taught Masters (TTM) programmes (King, 2009) combined with a focus on high-level professional responsibilities (Whitelaw et al., 2016) means that future decision-making for and about tourism may increasingly rest with the graduates that emerge from these programmes. However, neoliberal policies have increasingly encouraged institutions to focus on vocational education over liberal education (Ayikoru, Tribe and Airey, 2009). This may hinder the development of what Tribe (2002) refers to as Philosophic Practitioners, those graduates who are capable of contributing to a better (tourism) world. Therefore it is vital that we understand the outlook of TTM programmes and their potential.

The aim of my PhD is to explore the outlook of and for TTM education in developing Philosophic Practitioners and thereby having the potential to contribute to a better (tourism) world after graduation. As part of my wider PhD project, this session specifically reports on the preliminary findings from one aspect of my research; an exploratory investigation into the aims, objectives and content of TTM programmes. Initial findings show that TTM education has a strong vocational orientation. In the context of Philosophic Practice, however, there are encouraging signs, albeit to a lesser extent, that a liberal education addressing the broader needs of society is also being emphasised. Throughout the session I will highlight the relevance of my research to other disciplines. Session participants will also be encouraged to think about the graduates they want to produce and the sort of curriculum that may be required to produce such graduates.
Self-efficacy is the belief in one's ability to accomplish the tasks for achieving the goals set. Academic self-efficacy came to the forefront in the 1970s in the context of high school education\(^1\). More recently low self-efficacy is observed for students entering university.

University students are juggling work and family responsibilities along with their studies. Consequently, they are increasingly under stress\(^2\), which is affecting their lecture attendance and performance\(^3\). While students are making year-to-year progress, they do so with considerable knowledge gaps and an underdeveloped skill-set. Such progress is negatively affecting their self-efficacy\(^4\). This research focused on developing a diagnostic tool for identifying areas that need improving to enhance self-efficacy in university students.

While a number of deconstructions of academic self-efficacy exist, the one by Zimmerman et al was relevant to higher education as it focused on self-regulated learning, a process of applying one’s confidence to perform academic tasks (e.g. Participate in class discussions), and academic skill-set (e.g. English writing skills)\(^5\). The scale piloted on a sample of final year Marketing students (n=174) produced a Cronbach's alpha of 0.83. The mean score was five out of a maximum of seven points, suggesting a reasonably satisfactory level of self-efficacy. The measurement observed could be because of social desirability bias\(^6\). The concern the scale may not detect any further improvement in self-efficacy called for an adaptation.

The adaptation comprised of reducing the original 20 items to 12 and formatting them into a best-worst scale. A balanced design consisting of 13 blocks, presented four items at a time. Students compared the items in each block to indicate which one they performed the best (+1 score) and which they performed the worst (-1 score). The balanced design included each item in four separate blocks, thus receiving a score between -4 and +4. The scale rank-ordered the items from best to worst to reveal the strengths and weaknesses of students. The scale was successfully used to identify the weaknesses to personalise intervention to improve students’ self-efficacy.

References


Non-attendance at lectures: An investigation into the profiling of students by attendance at the University of Otago

PRESENTATION

Damien Mather, Mathew Parackal, Lisa McNeill, Rob Wass, Brigid Casey, Andrea Insch, Tony Zaharic and Tony Garry

Students are coming under stress earlier in their university years. The sources of stress include academic, financial and social life. One area that stress is significantly affecting is attendance at lectures. Studies have shown that lecture-attendance is related to students’ final grades. This research investigated whether this relationship existed for University of Otago Business School students in New Zealand.

The study was carried out on students enrolled in two final year undergraduate Marketing courses (n=159). Both the courses are elective and used similar teaching methods (lectures and tutorials) and assessment methods (group and individual assignments). By using cluster analysis, the students were grouped into clusters, based on their attendance patterns. Hierarchical cluster analysis was performed first to determine the optimum number of clusters to extract. The number of clusters was determined by examining the marginal improvement in the ratio of the variance between cluster centroids and the average variance within each cluster, which is an accepted heuristic for determining the optimal cluster number. As there is no closed form distribution for cluster number, this heuristic was used instead of a p-value. A three-cluster solution was identified as the optimum. Non-hierarchical cluster analysis was then performed to produce the best three-cluster solution for each class. The clustering profile was remarkably similar for both the classes.

In both classes, the first cluster was characterised by near-perfect attendance, the second cluster, on average ‘arrived late’ after the term started and ‘left early’. Low attendance marked the third cluster. ANOVA analysis performed on the final grades and the cluster groups showed substantial evidence (p-value<0.05) that the clusters were substantially different in their average final grades. Thus we provide both strong motivation and a validated targeting method for increasing the efficiency of our future intervention efforts.

References
Panel 4: Imagining higher education futures

Panellists: Ruth Fitzgerald, Kerry Shephard, David Thomson and Mariana Te Pou
Convenor: Rachel Spronken-Smith

In this panel discussion we will consider future higher education – what will it look like, who will participate, how equitable will it be? Out panellists come from across the University to bring a range of perspectives on this topic. David Thomson is the Director of Planning and Funding, plugged into government thinking and what universities need to be considering for the future. Mariana Te Pou, a recent Master’s graduate, is now working as Kaiārahi Sciences, and is an academic in Anatomy, and is passionate about encouraging and supporting indigenous participation in higher education. Ruth Fitzgerald is a professor in Anthropology with particular interests in diversity and equity. Kerry Shephard is a professor in Higher Education and will focus on higher education futures involving regulation and competition. The panel will be chaired by Professor Rachel Spronken-Smith, Dean of the Graduate Research School.

Back to Table of Contents