



UNIVERSITY OF
AUCKLAND
Waipapa Taumata Rau
NEW ZEALAND

Signature Pedagogical Practices

Transforming learning and teaching delivery and transition pedagogy at Waipapa Taumata Rau | University of Auckland into an experience that reflects the values of Taumata Teitei

Foreword

The University of Auckland's Vision and Strategy, Taumata Teitei, affirms the belief and commitment to excellence in teaching as a means of engendering transformation. It envisages an education experience that is student-centric, accessible, equitable and impactful with each student being a valued member of the University community. This document sets out a suite of transformational pedagogical practices and learner experiences that reflect the aspirations expressed in Taumata Teitei, bring forward aspects of the Taumata in terms of our practice, complement the hallmark elements of the Curriculum Framework Transformation, and supports the Graduate Profile. Additionally, many aspects of transition pedagogy will be realised through our approach to teaching and learning design, to support our students as they transition into an academic way of being. The suite is built around three educational ideas, or what we refer to as 'anchor points'; these include, relational learning, technology-enhanced learning, and assessment for learning. While represented individually, in practice, there will be many instances where they will intersect, and reinforce each other, the value therefore comes from seeing the opportunities in the intersections. This introductory guide is structured as follows. Each anchor point is briefly described drawing from relevant scholarship. We then provide a few examples to illustrate what this might look like in practice, including existing good practice within the university. We then pose several propositions and examples of practices that align with the kinds of learning experiences and environments that seek to strengthen the student experience through what we believe will be a qualitatively distinctive Waipapa Taumata Rau experience.

How to use

As noted above, the initial guide has been designed to provide a high-level overview of our three anchor points with a range of ways in which these might be embedded in programmes and courses, appropriate to the range of disciplinary contexts. In the initial phase of implementation, this guide is designed to support conversations and decision-making at the faculty level, and with programme teams. Over time there will be further opportunities for our course leaders to align with each of the three anchor points and to innovate where needed. The timeline in Appendix A, illustrates the areas of changes to the student experience that we aspire to, and we ask that these are front of mind as faculties, programme teams and course leaders navigate areas where change might be needed.

How we'll support

Work is currently underway to ensure that programme teams have access to tools and support to determine what work is required. Additionally, Ranga Auaha Ako has established a dedicated project team to create self-access professional learning resources for each of the three areas, built around existing models of good practice. These will be available on a rolling basis throughout the latter part of 2022 with a full complement available February 1st, 2023. This will coincide with the launch of TeachWell, a digital portal to support all colleagues in teaching and learning. Colleagues can also look forward to a programme of professional learning opportunities that will be available across the University from 2023. These will be designed to deepen our understanding of each of the areas of practice, to showcase exemplary practice so that we might learn and share, and to develop further insights into what staff might need.



Relational Learning

Enriched learning experiences through effective relationships between students, staff, communities, and place.

What do we mean?

Taumata Teitei refers to students as ‘active participants’ in an educational environment which ‘privileges human connections’. Relationality is a central driver of Taumata Teitei and is at the heart of Waipapa Toitū where it underpins the transformed learning experiences of students, both digitally and *kanohi ki te kanohi* (face to face). Learning is an endeavour that is enhanced by the relationships between students, teachers, our communities and environment. At its core, relational learning places reciprocal relationships at the centre of teaching and learning at Waipapa Taumata Rau | University of Auckland. Relational learning can create a sense of belonging for students, staff and communities, build cohorts of learning amongst students, allow for learning environments where staff and students can bring their whole self, and actively connect learning to place. At Waipapa Taumata Rau | University of Auckland, our relationships are defined and enriched by place: our place in Tāmaki Makaurau | Auckland, in Te Moananui-ā-Kiwa | the Pacific region and in the world. These place-based relationships are augmented by students, staff and our communities valuing and feeling connected to our vibrant campuses and our in-person and online relational spaces of learning.

The concept of relational learning has deep pedagogical roots. Relational learning is central to Indigenous pedagogies which promote a holistic view of learning that envisions people and place as intrinsically and reciprocally interrelated. Fundamental to Indigenous pedagogies is the nature of the relation that underpins the learning, where relational learning is values based and respects diverse ways of knowing, being and doing. Similarly, relational learning also has a long history in Western pedagogies where the learning process is imagined in a social context particularly in terms of active learning. Common to both Indigenous and Western approaches is that ‘learning occurs in relationships’ (Aspelin, 2010, 2011), between students, staff, our communities, and places, and in all modes of teaching and learning. Significantly, relational learning can be conceptualised across a spectrum of practices, but core features include opportunities for learners and teachers to enter a dialogue about the learning experience, and practices that emphasise interactivity, interaction, connection, and care. Building on research into student learning success Felten and Lambert, (2020) capture a range of practices to ensure every student experiences genuine welcome and care, where relationships with teachers and peers supports more meaningful and deeper learning experiences, and where they are supported to create a network of significant relationships.



What might this relational learning look like in practice?

There are a range of features that support relationship rich learning:

- At a whole of programme or year level, creating opportunities for cohort building within or across programmes
- Collaborative practices that maximise students' opportunities to engage with and learn from their peers
- Learning environments where students and staff are relationally and actively engaged
- Place-based learning with environments and communities
- Māori staff practicing Indigenous pedagogies such as kaupapa Māori pedagogies
- Pacific staff practicing Indigenous pedagogies that centre Pacific values and knowledge systems, such as ako (which means both to learn and to teach) as a process that involves learning and reflecting (Morrison & Vaioloti, 2011), where both the learner and teacher benefit from the sharing of knowledge (Tomoana & Zealand, 2012)
- Values based approaches to in person and online learning
- Learning environments where students can bring their cultures and their 'whole self', and that builds on students' strengths
- Establishing links with work contexts
- Quality blended learning designs that embrace connectivity and participation

What might need to change?

There are several key questions that are helpful as we consider how we create the learning environments and experiences which will build and sustain these relationships. For example, how do different teaching approaches enable students to build connection with their discipline, with us, with their peers, with place and with their evolving sense of themselves? How do the choices we make as educators contribute to the sense of belonging and meaning needed for student success?

- Rethink the model of delivery, including but not limited to:
 - a move away from timetabled lectures where size might work against relational learning and that opens opportunities for different kinds of learning
 - in person on campus learning that is high value, and high impact
 - create a significant experience for students to feel part of a cohort through which to build meaningful connections and what would that mean for the timetable, and how might we scale those experiences
 - reduce the delivery of instructional content, particularly in larger lectures, through enriched asynchronous material and activities
- Prioritise the type of relation that is being fostered in the learning, with an emphasis on reciprocity and longevity, including between student/students, student/teachers, and teacher/teacher, for example teaching teams
- Enhanced support for Māori pedagogies and Pacific pedagogies
- Strengthening the use of technology to explore and engage with new and emerging relational practice, rather than transactional practices
- Project or anticipate the need for different kinds of spaces to facilitate greater relationality
- Faculty-based models for class size and learning environment that optimise relational learning

Assessment for Learning

Building on existing University of Auckland Assessment Principles, 'a way of thinking' about our assessment practices that supports learning beyond the educational context.

What do we mean?

Assessment for learning affirms a central proposition of higher education as providing a foundation for a lifetime of learning and work in which there is little formal assessment (Boud and Falchicov, 2006). As Montgomery and McDowell argue 'it is a broad concept that recasts assessment as learning rather than end-point testing' (2008, p.3), and within that, encourages a range of associated practices, from encouraging greater authenticity of task, to advocating for a shift away from summative assessment as the main driver of learning and to supporter greater opportunities for formative assessment, and informal and formal feedback. Certification of achievement is important and assessment design needs to enable us to make judgements about students' ability to meet learning outcomes in situations where they will be applied. However, the value of assessment comes from the confidence students gain in their ability to apply what they have learnt to complex, ill-defined or messy situations, to be increasingly self-regulated, and to make good judgements about their own work.

Building on the work of Boud (2007, 2010), there are several educational features central to a view of assessment that intentionally, emphasize learning for the longer term, these include:

- Assessment should develop informed judgement, that is develop students' ability to make judgements about what constitutes good work
- Assessment should be sustainable, that is, it needs to take a view of what is to be learned, and how this knowledge/ learning/experience feeds into future learning and practice
- Assessment should support reflexiveness and self-regulation, that is fostering the ability to 'look again', to gauge one's own performance, to see one's own learning in the context in which it is deployed and to respond with awareness to the exigencies of the task in which one is engaged. Both are key elements in constructing active learners.
- Assessment needs to form the becoming practitioner [whatever that might be], that is, it must position students as active learners, and 'it must engage students in the process of seeing themselves as people who will contribute to practice' (2010, p.30)



What might this look like in practice?

There are numerous examples of assessment practices that focus on learning for the longer term, including:

- Work based and simulation-based learning assessments, often collaborative. For example in clinics students are videoed so that they can play back their sessions and reflect on their performance etc.
- Progress tests – individualised dashboard feedback with links to learning resources
- MiniCEX – workplace based learning assessment. Examiner watches an authentic interaction with a patient, marks against a rubric and immediately discusses their marks and areas for future learning with the student
- Personal and Professional Skills portfolio – students provide reflective learning events, linked to domain themes. Students identify their learning as part of the reflective process
- Students communicating their ‘answers’ to a panel of external experts, or for law students, rehearsing arguments before a judge
- Open book exam in which students have 24 hours to produce a brief for a client
- Having students keep a record of their learning and observations across a wide range of activities in learning portfolios or journals
- Collaborative projects that are connected to industry/ community competitions, e.g. Engineers without Borders
- Having students provide feedback to their peers in the context of agreed standards
- Building in assessment opportunities to support the development of academic literacy

What might need to change?

- Reducing the overall volume of assessment across a programme of study to create space for greater authenticity of task, and ensure sustainable workloads for staff and students
- Building in at a programme level fewer, but more, strategic positioned high stake controlled assessments
- Designing integrative assessments (an assessment that covers more than one course, a whole semester, or an end of stage)
- Creating more opportunities for students to make mistakes through the inclusion of formative assessment
- Engaging in assessment design to ensure a focus on learning for the longer term
- Creating more opportunities for students to learn through formative assessment including opportunities for greater peer feedback
- Where assessment is largely individual, looking for opportunities to build in more collaborative work
- Rethinking the nature of the assessment task where controlled conditions are required

Technology Enhanced Learning or ‘best of both’

Designing and using technology that fosters relational learning and create opportunities for increased flexibility and personalisation.

What do we mean?

Technology Enhanced Learning (TEL) is an umbrella term and for all types of teaching and learning delivery, including blended, flexible, multimodal, online and face-to-face learning. TEL can foster rich on-campus experiences, as well as providing new settings for learning, and help educate students for the present and empower them for life-long learning. Through TEL all physical campuses, digital, community or industry environments can and should become valid locations for learning and teaching. TEL and modes of learning and teaching delivery can combine to play a key role in providing more accessible, equitable and lifelong higher education opportunities to Waipapa Taumata Rau’s students.

Quality blended learning design involves thoughtful, online learning experiences combined with in person learning experiences. Blended learning is often used to describe students’ engagement with learning that takes place partly in a digital environment (either onsite or remotely), through Canvas, and partly in person, which in this case refers both on our campuses and in the communities in which students (and staff) live and work. Blended pedagogy is also associated with models of delivery which require students to engage with timetabled onsite learning activities across the academic year, in addition to engaging with digital learning activities between these times. Blended learning aligns well with Taumata Teitei, particularly where the ‘blend’ is defined as primarily campus based, with the increased flexibility and richness afforded by technology. This approach plays to our strength - the place/campus-based experience - and the affordances digital technologies offer to support greater relationality. It affords maximum flexibility in learning design, and in the delivery of learning and teaching, with the blend of online learning and in person learning, enhancing each other. The resulting ‘blend’ will vary from programme to programme and course to course drawing from research-informed designs and practices to promote the optimum use of technology as an enhancement, in context.

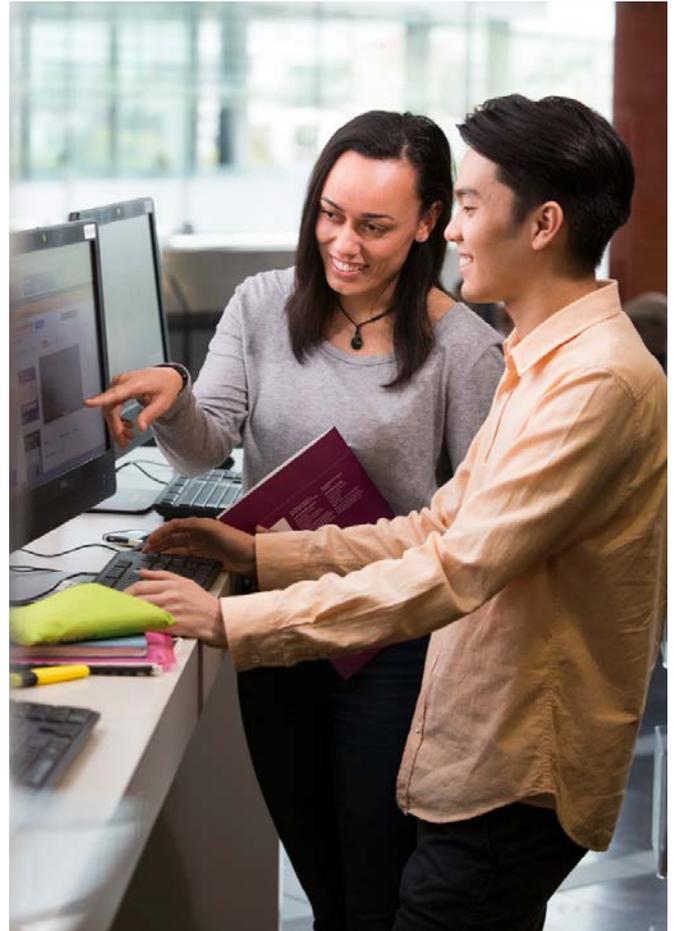
What might this look like in practice?

Our experience of Covid 19, through emergency remote, online, to now with some teaching activities back on campus, means that we are already working in a blended mode. Going forward there is an impetus to lift the standard of provision and strengthen the learning experience by engaging in a more deliberate, reflective, and evolving design that ensures the best of both in person teaching enriched with asynchronous materials/activities.

- Reduction in lectures that are more plenary style, for example: reconceptualising the ‘lecture’ as a series of short video segments available online, with increased timetabled opportunities for more interactive learning
- Use of Miro online collaborative platform, Trello or Padlet, to support in person, on campus team/project-based learning
- Supporting greater student engagement with course readings through the use of collaborative, social reading tools such as Perusall
- Encouraging the production of creative and high-quality digital presentations via tools like Panopto assignment submissions or Adobe’s Creative Cloud tools

What might have to change?

- Individual Canvas Courses adhere to a minimum set of baseline standards to support a more consistent student experience
- A more deliberate curated blend of experiences that involve decisions about what technology to use, and how to integrate that technology with established models of learning and pedagogical practice, that maximise the learning potential
- Consider opportunities to model professional/work practices through digital resources that replicate scholarly, or workplace practices associated with a profession or vocation
- Create interactive, online activities using H5P to support formative learning, particularly when the learning activities focus on threshold concepts or core content that students traditionally struggle to master.
- Develop rich and engaging peer-to-peer engagement to extend learning opportunities beyond the scheduled lecture and tutorial times through online, asynchronous discussions via Canvas Discussion or Piazza.
- Exploring the integration of specialist web applications, e.g. AcaWriter [University of Sydney] to support formative feedback, or the use of audio feedback to personalize formative feedback





THE UNIVERSITY
OF AUCKLAND

CITY CAMPUS

Student Commons

ACCESS TO
Information
Commons



ALFRED ST

Acknowledgements

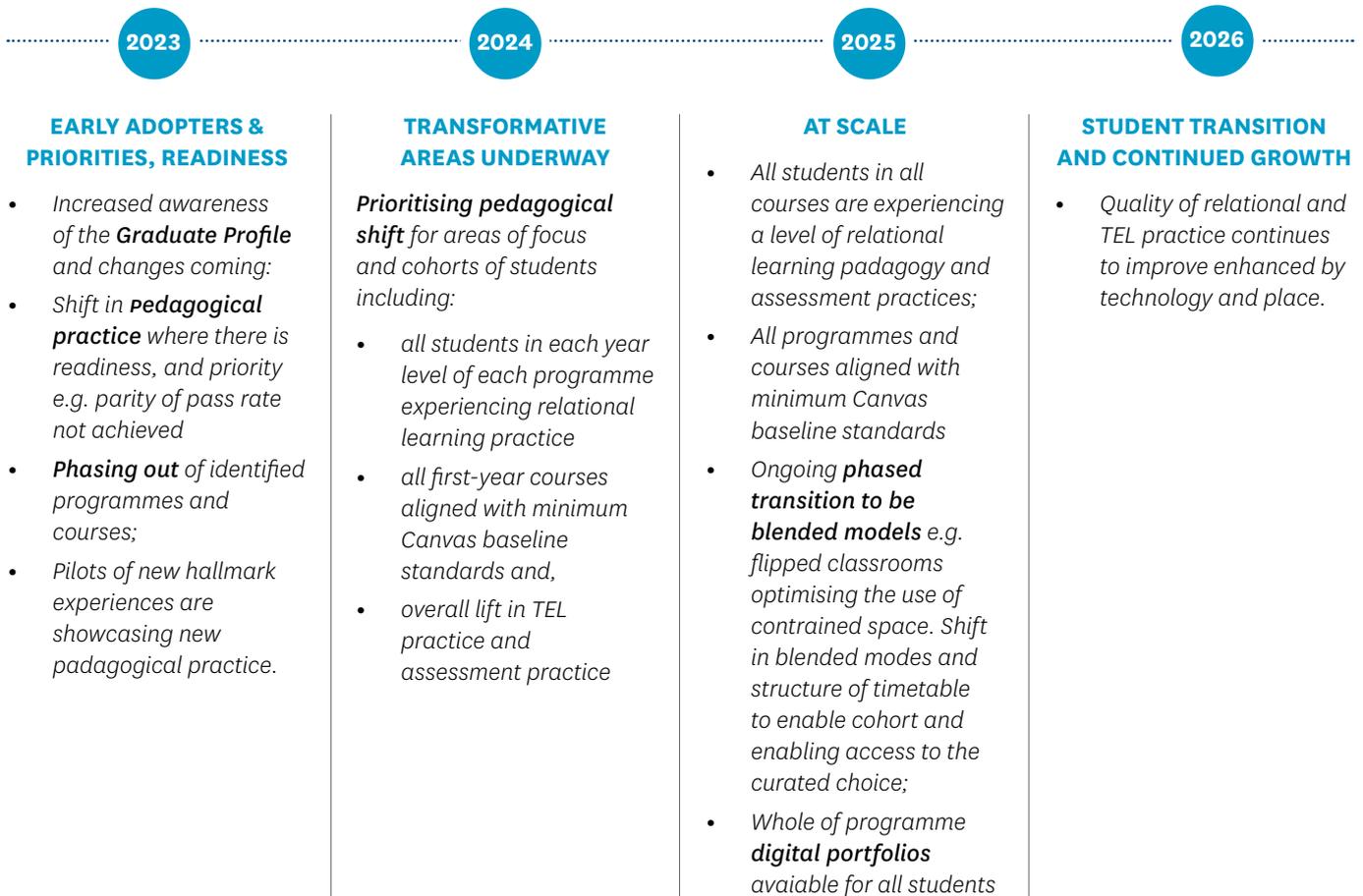
With acknowledgement to previous work undertaken by the LTD Working Group 2021 (Julia Novak, David Lines, Rob Batty, Patrick Girard, Lisa Uperesa, Deborah Walker-Morrison, Doug Carrie, Mark McConnell, Alys Longley, Lawrence May, Claudia Rozas Gomez, Gail Ledger, Cameron Walker, Rachelle Singleton, Liam Anderson, Oriel Kelly, Jeroen Schillewaert, Kaitlin Beare, Murray Ford, Chris Moselen, Steve Leichtweis, Rennie Atfield-Douglas, Sahan Jayatissa, Alan Shaker) from which this has been build. And with much appreciation to Mel Wall for her guidance and contribution to Relational Learning.

References

- Aspelin, J. (2020). Teaching as a way of bonding: a contribution to the relational theory of teaching. *Educational Philosophy and Theory*, 53(6), 588-596.
- Aspelin, J. (2010). What really matters is 'between': understanding the focal point of education from an inter-human perspective. *Educational Inquiry*, 1(2), 127-136. <https://doi.org/10.3402/edui.v1i2.21937>
- Aspelin, J. (2011). Co-existence and co-operation: The two-dimensional conception of education, *Education*, 1(1), 6-11. <http://article.sapub.org/10.5923.j.edu.20110101.02.html>
- Boud, D. and Associates (2010). *Assessment 2020: Seven propositions for assessment reform in higher education*, Sydney, Australian Learning and Teaching Council.
- Boud, D. (2000). Sustainable assessment: rethinking assessment for the learning society. *Studies in Continuing Education*, 22(2), 151-167.
- Boud, D. and Falchikov, N. (2006). Aligning assessment with long-term learning, *Assessment and Evaluation in Higher Education*, 31(4), 399-413.
- Boud, D. (2007). Reframing assessment as if learning were important. In D. Boud & N. Falchikov (Eds.), *Rethinking Assessment for Higher Education: Learning for the Longer Term* pp. 14-25. Routledge.
- Boud, D. and Falchikov, N. (2007). Developing assessment for informing judgement, in D. Boud & N. Falchikov (Eds.), *Rethinking Assessment for Higher Education: Learning for the Longer Term* pp. 181-197. Routledge.
- Boud, D. & R. Soler (2015). Sustainable assessment revisited. *Assessment and Evaluation in Higher Education*, 41(3), 400 – 413.
- Felten, P., and Lambert, L. M. (2020). Relationship-Rich Education: *How Human Connections Drive Success in College*, Johns Hopkins University Press.
- Guilder, J., Bastiaens, T & Kirschner, P. (2004). A five-dimensional framework for authentic assessment, *Educational Technology Research and Development*, 52(67).
- Morrison, S. L., & Vaiutoletti, T. M. (2011). Ako- a traditional learning concept for Māori and Pacific youth, and its relationship to lifelong learning. *Bildung Und Erziehung*, 64(4), 395-408. <https://doi.org/10.7788/bue.2011.64.4.395>
- Tomoana, R., & Zealand, W. N. (2012). *Sharing successful teaching and learning strategies for Māori, Pacific, and youth learners*. Ako Aotearoa. <https://ako.ac.nz/knowledge-centre/effective-teaching-maori-pacific-youth/successful-strategies-for-maori-pacific-and-youth-learners/>

Appendix A

Draft timeline of students experience



Key consideration for faculty programme redesign include academic workload and creating space for innovation. Partnered with support for academic development capability, investment in enabling systems and processes and fostering greater cross-university connection through networks.

Specific elements of students' experience 2023-2026 are reliant on a number of interdependent considerations, which is why this timeline may be subject to change.



The University of Auckland

Private Bag 92019

Auckland 1142

New Zealand

cft@auckland.ac.nz

WAIPAPA TAUMATA RAU | UNIVERSITY OF AUCKLAND

Signature Pedagogical Practices

Prepared by the Specialist Lead Team: Gayle Morris¹ (Specialist Lead), David Lines, Murray Ford, Te Oti Rakena, Barbara Staniforth, Alan Shaker, Rachelle Singleton, Tim Baice, Kaitlin Beare

¹With acknowledgement to previous work undertaken by the LTD Working Group 2021 (Julia Novak, David Lines, Rob Batty, Patrick Girard, Lisa Uperesa, Deborah Walker-Morrison, Doug Carrie, Mark McConnell, Alys Longley, Lawrence May, Claudia Rozas Gomez, Gail Ledger, Cameron Walker, Rachelle Singleton, Liam Anderson, Oriel Kelly, Jeroen Schillewaert, Kaitlin Beare, Murray Ford, Chris Moselen, Steve Leichtweis, Rennie Atfield-Douglas, Sahan Jayatissa, Alan Shaker) from which this has been build. And with much appreciation to Mel Wall for her guidance and contribution to Relational Learning.