Te Pae Tawhiti 2020 Conference Booklet

17-18 September 2020

Eastern Institute of Technology, Napier

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Introduction by Macie Rudoff, Dr David Skelton & Deb Stewart

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We are delighted to bring you the proceedings of EIT's Te Pae Tawhiti 2020 Teaching and Learning Conference. The conference was held at Te Ūranga Waka at the Eastern Institute of Technology, Hawkes Bay.

The theme of the Te Pae Tawhiti 2020 conference, (Re)Building Communities, reflects on our experiences from COVID-19 lockdown and calls on our new strategies and skillsets to work together as we move forward. The whakataukī *Whiria te tāngata* means "Weave the people together". It evokes ideas and imagery about our many strands of connection and how we are all stronger when we work together.

Workshops and panels have been curated to provide multiple lenses on how we can strengthen ourselves, our communities and our relationships, as well as how we can make the most of online teaching and learning. There are multiple opportunities to explore how we can move from "emergency communications and teaching" to more sustainable models of practice that don't rely as heavily on face-to-face connections.

Presenters were offered the opportunity to write associated abstracts for peer review which gave an opportunity for teachers and staff to achieve a quality assured research output, given the difficulties of publishing during 2020.

The conference was launched with a Pōwhiri, tour of Wharenui, then a keynote panel on 'Resilience – Your Gift to a thriving community'. The many interactive sessions included a wide range of teaching and learning topics including online simulations, work integrated learning, project based learning and experiences during the Covid-19 lockdown period, before closing with a student panel.

Overall, the conference provided an excellent insight into the diverse contributions that Eastern Institute of Technology staff make to excellence in the teaching and learning environment. We would like to thank all those who participated and contributed to the conference.

Quality Assured Presentation Abstracts

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Why Young People Find It Hard to Make Career Decisions

In over 25 years of undertaking career interviews with young people at the point of transitioning from school, the worst question you can ask them is "What do you want to do when you leave school?" They say they hate the question because it fills them with uncertainty, confusion and anxiety.

Neuroscience tells us that the brain takes much longer to mature than we first thought; for many this is the mid-20s or older. So neurologically what is happening at aged 16-18 and how does this impact on a young person's ability to make 'good' career decisions?

Through understanding the literature of this emerging science, I have changed my approach and techniques in career interviews. Now, after 2 years of 'field testing' my new approach I have a clearer understanding about why many teenagers are uncertain and confused when making career decisions.

As educators we also need to consider the impact of what the neuroscience literature is telling us about the young brain to ensure our systems and policies are effective around this important transition point. More so from a moral and ethical duty, but also to ensure the systems, processes and Government policy are appropriate and adaptive.

The presentation will outline what is happening in a young person's brain at the ages of 16-18 and outline possible solutions and changes to systems and policies to ensure the transition from school to tertiary is an adaptive system which will enhance industry and learner outcomes. It will also outline what ongoing research and collaboration is possible to investigate my own observations.

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Building Back Better: Learning from Lockdown How to Strengthen Learning Communities

Strong and effective learning communities comprising tauira/students, kaiako/tutors and learning advisors are critical to student success. Just how critical they are became apparent when a state of national emergency was declared in Aotearoa New Zealand on March 25 and the entire country went into a state of lockdown from midnight. In the period of rāhui that was in place until mid-May, New Zealanders experienced what were, by world standards, very stringent with controls on their physical movement. For tertiary educators and students, this involved a sudden shift to remote teaching and learning heavily dependent on the digital literacy of all of the participants in a learning community. It quickly became clear that, despite growing use of digital technologies prior to this rāhui, there is a long continuum of activity from 'emergency remote teaching' to quality online learning. In addition, pre-existing societal socio-economic inequalities that are mirrored in education compounded the challenges in utilising digital tools, resources and sources for learning and assessment.

At EIT, learning support was rapidly moved to an online and remote service primarily using Skype, Zoom, email, and smartphone communications. Whilst there were many hurdles to overcome, this proved to be very successful and highlighted the importance of collaboration between tutors and learning advisors to address students' digital literacy. Drawing on a rich pātaka of experiences, tutors and learning advisors who have worked in a new Level 5 Diploma offered for the first time in 2020, and students in Māori and Pasifika Trades Training present insights and innovations on strategies for optimising students' use of digital tools and resources before, during and after levels 4 and 3 alerts in March-May 2020. With these insights we aim to 'build back better' in optimising use of EIT's digital learning tools and resources.

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The Hidden Burden of Family Responsibility – Implications for Education

This workshop springs from a 2019/2020 research project. Focus group interviews and thematic analysis were used to explore the needs and challenges facing tertiary students at EIT who are or were previously young carers (under the age of 24 years) and the particular obstacles they faced in undertaking tertiary education.

Young carers (YCs) are 'a hard to reach group' who often experience social isolation and adverse outcomes due to their responsibilities to provide ongoing care and or emotional support to a relative. This form of caring is often hidden and covert and can take place within family situations affected by addiction, ill health and violence. One of the further consequences of being a young carer is disruption to adolescence, including education.

The vulnerability of young carers is exacerbated in New Zealand (NZ) by the relative professional silence surrounding their status and circumstances.

Consequently, the early identification of YCs' responsibilities and their wider needs as young people is vital to highlight and address the issues that they often face.

A thematic analysis of the data identified a number of themes, including loneliness, guilt and disruption to their personal lives, alongside determination and perseverance to achieve their goals. Research of this nature, involving connections and collaboration between tertiary applied researchers and students is essential to raise awareness of this invisible population, to help remove barriers to tertiary education, improving outcomes for students who are young carers. The research participants identified a number of supportive mechanisms already in place at EIT, and made suggestions about how they could be further assisted.

The workshop will introduce participants to the impact that extra caring responsibilities can have on this population of students. We aim to provide a forum for discussion about ways they can be supported during their study at EIT.

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Strategies to Support the Auckland Campus International Students during the COVID-19 Pandemic Level 4 Lockdown

On Wednesday 29th March 2020 at 11.59pm New Zealand went into level 4 lockdown due to the community transmission rates of the CoVID19 pandemic. The Auckland campus had started teaching the first term of the academic year just two days prior on Monday 23rd March. As the notice of lockdown was announced on Monday 23rd March the campus was cleared out that day and immediately all courses were to be delivered online. This gave the academic staff just 24 hours to ensure their courses were redesigned for online delivery. It also meant the student support staff had two days to set up networks and strategies to support the 2020 cohort of students. The Auckland based administration staff had to ensure all student arrived safely, were enrolled correctly and fees paid.

The Auckland campus of EIT offers post graduate programs in Health Science, Applied Management and Information Technology. There were over 150 international students, many of whom had arrived in New Zealand within the past week and were in self - isolation.

The Auckland based student pastoral care staff set up a number of strategies to support students during this four-week period and beyond. They immediately contacted all students firstly via skype then phone calls. Students were struggling with accommodation issues, they couldn't self-isolate in their homestays so they were staying in hotels which became too expensive. Many had not been able to set up bank accounts because of the self-isolation so were without funds. Because of the isolation homesickness was also more prevalent. Weekly pictures, newsletters and Zoom meetings were held with competitions, coffee and chat meetings, and support for all student issues. Academic staff also provided their own support for students in their courses and the Auckland based Registry staff had further support strategies to help the students as for example not all course selections for their programs had been completed.

These strategies will be presented with the student and staff comments on the concerns and benefits of what was put in place to support our international students in Auckland.

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Scaffolding Work Integrated Learning

Issue: A common theme from students who struggle through this course is they feel inadequately prepared to conduct a project/internship in a professional environment, this is also consistent with industry feedback that some students are just not ready to be placed in to a WIL environment. WIL requires the development of sustainable relationships with industry and the local community. There-fore it is essential for a successful and sustainable programme that the tertiary provider is able to present adequately prepared students to industry. One way that this can be done is to scaffold the student towards their WIL experience so they have the pre-requisite skills and knowledge to succeed in WIL. The EIT School of Business currently embeds WIL through industry engagement, various marketing courses require the students to work directly with industry as marketing consultants, conducting field visits, course work is based on the industry stakeholder and finally the students present their findings and recommendations directly to industry. This industry engagement facilitates professional networks, professionalism, self-awareness, confidence and opportunity awareness.

The importance of embedding WIL experiences throughout the curriculum is emphasised by Rowe and Zegwaard (2017) so they are supported by effective andragogical strategies and, quality assessment to support employability outcomes. In order for WIL to be effective it needs to be embedded throughout the curriculum.

Discussion: Career Development Learning (CDL) is a common theme from institutions that report successful WIL placement. "It would appear prudent that WIL programs in higher education should include CDL as part of the formal curriculum and assessment processes." (Reddan, 2017, p. 9). The SOAR model outlined by Kumar (2007) allows the student to develop their employability in the following four areas: self-awareness, opportunity awareness, aspirations and results.

Conclusion: Effective scaffolding can be done through a variety of techniques. The SOAR model is an excellent framework for effective scaffolding for example Self-awareness; encouraging the student to gain a better insight into their own strengths and weaknesses and how this relates to career opportunities. Opportunity awareness;

providing education on various career roles and professional opportunities. Aspirations; provide networking and alumni events, industry visits. Results; students to build a professional portfolio of work done, a professional CV, cover letter writing skills.

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So That's What Blended Teaching and Learning Looks Like – Lessons Catalysed by Lockdown

The move to a Level 4 lockdown earlier this year required a shift to online teaching and learning. While challenging at times, the forced shift meant an opportunity to put into practice a range of approaches and strategies that might otherwise have been pushed to one side in favour of what is familiar. Implementing these provided a rich focus for reflecting on my own teaching. This presentation explores a number of the ideas I worked with and how I made sense of them as I implemented them across several classes. The first was the development of a more accurate understanding of the concept of a blended approach that more accurately reflected the idea of 'blending'. A second idea was the adoption of a flipped classroom approach in which activities aimed at content and skill learning were provided asynchronously and supported by a more tutorial style synchronous gathering (equivalent to a face to face class) facilitated using Zoom. A strategy that received an unexpectedly positive response from students was the development of PowerPoint slideshows with a voice over as a way of providing access to key conceptual ideas. Engagement and interest were high and there were numerous questions and comments that showed good depth of thought. As most of my courses have a practical element, there was a need to enable this to be transferred into students' bubbles so that they could still benefit from that aspect of the courses. A small amount of creative thinking enabled this to be done effectively in most cases, including some simple practical chemistry and a virtual field trip. Maintaining a focus on clearly identifying intended learning and designing learning activities specifically to support the intended learning were both key to a successful shift to fully online teaching and learning. This was clearly evident both in the way that students engaged with the course and in the comments they made during and after the lockdown. The approaches adopted have acted as a springboard to better teaching and learning now that students are back on campus.

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Agile Approaches to Course Development and Building Connections through Course Design

This presentation is for educators who would like to consider different ways of using their online courses to build connections among learners, staff, and external stakeholders, in a pragmatic, achievable way. It is important to remember*: "He aha te mea nui o te ao. He tāngata, he tāngata, he tāngata. What is the most important thing in the world? It is people, it is people, it is people."* An online course is a great way to build connections between staff, students, the community, and industry. First, activity-based learning can involve group reflection and feedback. Similarly, social learning allows for observation and instructor-student interaction, and student-student interaction. Other important connections are between faculty, between campuses, with the wider community, with industry and employers, and within and across diverse cultures.

Clear contact information and Moodle appointment schedulers help students connect with their instructor as needed. Forum interactions between students help scaffold assignments, can encourage reticent students to interact, and encourage students to act as critical friends. Study groups can have online collaborative spaces to work together and get to know each other. Program-wide course sites help build wider connections and communities. These are further enhanced through social media groups on LinkedIn and Facebook which also allow interactions with industry and employers. These and other examples of connection-building approaches by the presenters and other attendees will be shown.

However, competing time pressures demand a pragmatic approach to course design. Educators can incorporate these sorts of changes to their online courses in small, achievable, and yet powerful changes using strategies drawn from agile software development methods, including focusing on impactful changes, implementing them incrementally and over several iterations, and responding to online student activity and feedback.

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Strategies for Teaching International Students

The aim of this research is to contribute to the growing discourse among academic staff at New Zealand tertiary education institutions about effective strategies around culturally relevant pedagogy and teaching resources for international students.

There is a broad range of literature examining the experience of international learners, among it some New Zealand based studies. It is widely recognized that in addition to the intellectual, social and financial challenges of tertiary education, many new international students must also deal with culture shock and language problems which can negatively impact on their capacity to engage in their work. Further, the learning context and teaching approaches may be radically different to what students have previously experienced.

A lot of focus has also been on providing support through language and academic support programs. However, little is known how lecturers in New Zealand address the needs of international students. From an international students' point of view though, support through their lecturer is important in helping them in their learning and participation in disciplinary practise.

The authors have already conducted a pilot study conducting in-depth interviews with some senior ITP academics. They would like to share those insights and gain further valuable understanding of different approaches from other lecturers. In this session, we would like to encourage lecturers to reflect on their own practises considering the following questions:

How do we as lecturers challenge and examine pre-conceived ideas of international students as 'reluctant to talk in class, having a preference for rote learning and an apparent lack of critical thinking skills' (Arkoudis, 2011) as these might close off rather than open up the possibilities for conversation?

How do lecturers engage international students in their learning and develop students' personal and intellectual confidence so they progress towards the goal of independent learning?

What approaches to teaching, learning, assessment and course design can we share that give practical guidance to other academics so they can adapt or adopt these strategies?

References

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COVID-19 Impact: International Postgraduate Health Science and Nursing Students Demonstrate their Resilience

As New Zealand faced the devastation of the Covid-19 pandemic and the Level 4 lockdown, we considered the impact this had on international postgraduate (PG) students enrolled in the Health Science and Nursing programs, at the Eastern Institute of Technology (EIT), Taradale Campus. These students had recently arrived to New Zealand and were therefore already experiencing 'culture shock'. Moreover, they were separated from their families left in their home countries, who under normal circumstances would have been allowed to join them. Over the lockdown periods students were sent home to observe social distancing and continue with their study online.

These PG students were asked to complete a questioner to ascertain their feelings, challenges and how they coped over this Covid-19 lockdown period. Students commented on the dramatic change on their lifestyles, with most of the stress they were feeling related to missing their families, many of them were mothers separated from young children. Other significant areas of stress were linked to work. Being health professionals, these students were essential workers at hospitals, aged care facilities, and pharmacies. Therefore, they faced the challenge of balancing level 8-9 academic study with their high-pressure jobs. Other areas that contributed to students' stress and anxiety were financial concerns, fear for family's health, feelings of hopelessness and uncertainty about studying online.

In spite of these challenging situations, students portrayed positive and effective coping techniques. Most importantly of these was connecting with family abroad via social media. Students also commented that they felt extremely supported by EIT in terms of their academic study, and mental wellbeing. The Zoom sessions with course tutors and mentors were described as "uplifting and encouraging". "The international student support team was exceptional, and provided an EIT Covid-19 Hardship Fund, scheduled meetings for fun-talk, games and even prizes". The most significant outcome was succeeding in the courses they undertook which demonstrated great resilience.

Despite the seemingly negative experiences, with the right support from their education provider (EIT), families and friends, our international postgraduate students demonstrated admirable resilience and adaptability during the Covid-19 lockdown. Thus, although they seemed stressed, they were also resilient.

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The "Chocolate Fish Method" that Hooked Students into Online Learning

This paper describes The Chocolate Fish method, designed to 'hook' tertiary students into engaging with on-line teaching and learning materials, which was successfully trialled during lockdown 2020.

During the lockdown the Eastern Institute of Technology (EIT) moved to 100% on-line teaching and learning, supplemented with Zoom lectures. To facilitate students' sudden move to compulsory online engagement, a lecturer from the School of Business re-designed the on-line site for an 8-week term-based business course (Audit and Assurance Services) so the site became the main hub of the course and, to assist with student's adjustment, provide a learning framework for the students to follow. Originally set up as a receptacle for information (such as power-points, readings, and legislation) to supplement face-to-face classroom-based teaching, the on-line site was re-designed with the main feature of each module being a detailed learning plan (learning trail). The learning plan contained step-by-step guidance, including instructions on how to access and complete varied on-line activities which often segued into other activities. Located in every learning plan there was a 'trail and hook' which, if students followed and completed a trail of sequential activities, rewarded students with a post-lockdown chocolate fish. The 'trail and hook' was in a different place in each module's learning plan and each contained different activities. Students were not aware of where the chocolate fish was until they 'hooked' it.

In a feedback opportunity over 25% of students commented they often found themselves going into the site 'just' to see if they could find the chocolate fish, but found themselves undertaking other course work because they were 'drawn into it' and became interested.

The lecturer also enabled the Moodle 'activity completion' feature on every item and activity on the on-line site, which meant she was able to follow students' engagement with the site. This provided insight into how often students were engaging with the course, the sequence of their activity engagement, plus surprising insight into what types of activities the students were engaging with most. This led to the lecturer being able to make informed modifications to upcoming modules of the course.

The success of this trialled approach during lockdown has led to the lecturer to maintain this on-line site format for face-to-face teaching, and to incorporate this approach into other business and accounting courses.

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Kanohi ki te Kanohi in the Face of COVID-19

The Covid-19 pandemic of 2020 resulted in some significant changes in tertiary education. In a Situation Report, "Tauira strength and resilience to Covid-19: a Situation Report on Social Work students in Tairāwhiti and Hawke's Bay" produced as a result of the nation-wide lockdown, we identified the current situation, issues and challenges for a cohort of social work degree tauira (students) at the Eastern Institute of Technology.

The report highlights the aumangea (strength) and resilience of the tauira in these challenging times. It proposes that this can be a transformative time, a way forward for future learning that supports tikanga and the diverse needs and realities of tauira. One of the more pertinent findings from our research was from a demographic analysis of where the students lived in relation to the New Zealand Social Deprivation Index. Within this student cohort, 74.3 percent of BSW tauira live in areas measured by the Government to have a high level of deprivation. The dimensions of deprivation in these areas include lack of access to the internet at home, lack of adequate technology to study (e.g. laptops) financial hardship, rental housing, single parent families, and people living in overcrowded and damp homes.

This workshop will explore the experiential, "hand-on" learning experienced by both the students and teachers as we all adapted to the challenges of maintaining kanohi ki te kanohi (face-to-face) in an environment of online learning. The use of a range of on-line collaborative learning platforms and tools will be used to provide ideas that enable tauira to engage with, and experience, the same quality of learning they would expect in a classroom. Through the use of these resources, we have learned that teaching and learning has enabled a different tikanga to be established, and for teaching and learning to be flexible and diverse in a way that enhances the capacities of all tauira to achieve their full potential.

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Building Resilience: Working Together to Tackle Life Challenges

A wānanga ita/learning circle is used for organising group work and has a highly interactive, participatory structure. The goal is to build, share, and express knowledge through a process of open dialogue and deep reflection around issues or problems with a focus on a shared outcome.

This session explores the outcomes of integrating senior academics in social work and mental health inside wānanga ita external to EIT during 2019. Each wānanga ita comprises six to seven practitioners from a variety of disciplines across Hawke's Bay organisations who work with vulnerable children as part of the Ngātahi initiative to develop skills and capacity across the worlforce.

Wānanga ita were introduced to the Ngātahi professional development programme from 2019 and co-named wānanga ita (as in firm, fixed and secure). Ngātahi aims to grow the professional skills of practitioners who work with children who have signficant health, social and learning challenges as well as to improve intersectoral collaboration between the organisations working with these children and their families/whānau. Researchers from EIT were commissioned to evaluate Ngātahi, a national pilot project.

Part of the evaluation was to report on the ways in which the wānanga ita have or have not influenced the implementation of new knowledge from the professional development workshops and the ways in which they have or have not influenced enhanced peer support and intersectoral relationships.

A unique approach was undertaken whereby evaluation team members were assigned a 'knowledgeable insider'/ participant observer role within wānanga ita with the full knowledge of all involved.

We reported on what was working well, not working so well and made recommendations for improving the efficacy of the wānanga ita. We also reported on changes in practice with vulnerable children and families, cultural safety of wānanga ita particpiants, attendance at wānanga ita and manager perspectives on wānanga ita.

What we learned from adopting the 'knowledgable insider' approach was that having senior professional and academic expertise within the evaluation team, especially in the areas of mental health, trauma, and cultural competence, enhanced the conducting of interviews and analyses of training curriculum and wānanga ita. The result was strong group dynamics within the wānanga ita of which they were part led to rich interview data on the influence of training on practice and intersectoral collaboration.

An additional benefit was that the evaluator colleagues established important professional relationships across the sector and now draw upon the wider expertise of their group for teaching students in the allied EIT programmes.

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Staff and Student Panel: Online Simulations in Teaching and Learning

Abstract: This paper relates to a business simulation game in a graduate level course with two types of assessments (individual- and group-based). The groups were diverse in terms of domestic/international, gender, work-experiences. The game is based on a bicycle industry with two forms including 'Solo-Mikes-Bikes (SMB)' and 'Group-Mike'. The purpose of this paper is to collate students' feedback using a set of four questions to understand various aspects of their experiences with the feature of the game and how they can be enhanced.

Game: Students made a range of decisions including designing and launching a bike into the market, using a mix of advertising/marketing strategies, playing against the computer as competitors, creating shareholder-value (SHV) and profits for their companies. At the end of three rollovers of the game, the students were asked four questions including: (a) what was the hardest thing about SMB? (b) What was the easiest thing about SMB? (c) Overall, you found being successful with SMB to be? (d) Have you used SMB before?

Findings: (a) Students have expressed mixed feelings about the game. While some found the game easy, enjoyable, and useful to develop decision-making skills for running real-life business, others found it very challenging, unpredictable, time consuming, and complex in terms of coming up with the right combination of data to fill into the decision templates. Most students felt that they could not keep track of details and everything that was happening in the simulation, which is much like real-life business where they will be exploring the ways to address similar issues. (b) Course feedback indicated that teaching resources presented during the course significantly extended beyond the materials covered in the prerequisite courses, hence, it was a very valuable learning experience, particularly in having to apply the knowledge to a comprehensive case study and the simulation game. Several students enjoyed the course in spite of the heavier workload. However, it was noted that for some students this realisation did not eventuate until the course was over!

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"What was it you do again?"

Working collaboratively and effectively across diverse disciplines is an integral part of professional competency, regardless of the organisational setting. This workshop draws on a 2019/2020 research which sought to understand how students, in the first and second fieldwork placement, of the Bachelor of Social Work (BSW) programme, at the Eastern Institute of Technology, experienced the positioning of social work within an interdisciplinary team (IDT) at a District Health Board (DHB). These students, on the brink of entering the profession, had a high interest in the ways their chosen profession is perceived by other professionals.

The qualitative study involved semi-structured interviews with six students, across the third and fourth year of the BSW Degree. Thematic analysis generated broad themes which are supported by both national and international literature.

The findings from this study reveal that effective IDTs increase interprofessional collaboration and expose other disciplines to the unique knowledge-base and skills that social work brings to complex patient-care. In addition, these findings highlight ongoing challenges, which require the profession to position itself strategically, as an integral discipline within the IDT, in order to contribute to service provision within the health system. This research highlights the importance of practitioners knowing and articulating their roles and responsibilities, within the team, and advocating for the contribution that social work can make to the healthcare of patients. Further education is needed to promote the value of working to each profession's strengths within IDTs.

Research participants identified that healthcare teams work best when different professions have a complex understanding of each other's roles and contributions, rather than working with in "professional silos" and from limited assumptions about professional roles. This workshop will highlight the importance of ongoing collaboration to promote the value of understanding and working to each profession's strengths and explore ways more cross-disciplinary understanding and interaction could be facilitated during students' education at EIT.

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Using Online Activities to Increase Student Engagement and Improve Results

The disruption to classroom teaching as a consequence of the unprecedented global COVID-19 pandemic has turned a spotlight on online teaching and learning. Faced with a sudden switch to virtual teaching educators were challenged to engage and motivate learners, especially those with a preference for classroom interaction, in an online environment.

The results of an exploratory study of the impact on student experience of online summative assessments in a hybrid-online introductory marketing course provides valuable insights for the development of online course assessments.

Student retention and successful course completions are a key concern for educators and improving these key performance indicators was the driver to innovating teaching and assessment practice. Guided by the OTARA (Objectives, Themes, Activities, Resources, Assessment) e-learning design framework, online summative assessment tasks were introduced to stimulate and maintain student engagement with learning. Flexible, accessible and relevant real world applied tasks were designed to promote student involvement, participation and collaborative learning opportunities. These aspects are considered instrumental to improving course outcomes.

The exploratory study comprised of a quantitative quasi-experimental design and student perception survey. The impact on actual student performance was examined by extracting before-after course results data from EIT's Aplus results system. To more strongly establish that cause-effect relationship an anonymous online questionnaire was implemented on SurveyMonkey. One hundred and thirty-seven students, a thirty-six percent response rate, participated in the online survey. Perceived learning was evaluated through quantitative rating questions, using a Likert-scale, with open-ended questions aimed to gain key student insights into their perception of the impact on their learning and motivation. The study data was analysed using descriptive and inferential statistics.

Feedback from students indicated that the online assessment played a significant role in enhancing their learning experience, with a perceived a beneficial impact on their engagement and motivation. The analysis of course results data confirmed, with statistical significance, that course completions and success rates were improved. By implementing the new assessment, the number of students "not completed" and "withdrawn" were significantly decreased. Further the data also suggested a shift from would be 'C' grade students to 'B' students, though this is less statistically robust.

This study provides valuable insights into the positive impact online assessment tools can have on student engagement, perceived and actual learning. The findings invite discussion in regards to the integration of online technology to meet the challenges of a changing educational environment.

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Te Aranga Ake – Connecting with Community through Project-Based Learning

This workshop showcases a project-based learning experience, in which EIT Sport and Exercise Science students connect with local primary schools to develop and deliver sport and exercise programmes. The presentation and interactive session will explore a community led project-based teaching methodology from both staff and student perspectives.

Eastern Institute of Technology (EIT) Bachelor of Sport and Exercise science students embarked on a community led coaching and leading programme for the first time in 2019. EIT students are assigned to one of two local primary schools in the region. Students then meet with key stakeholders – the school principals, school teachers and year 5-8 primary school students – to create a 4-6 week sport and exercise programme based on their consultation.

In 2019, 26 EIT students led 130 children through skill-based sessions focusing on leadership, collaboration and sport specific skill development to meet the stakeholder requirements. Ongoing feedback from EIT staff and reflective practice by the student groups refined the project activities over the sessions.

The 2020 EIT students are currently developing their coaching and leading practices, using the EIT Institute of Sport and Health (ISH) facilities in preparation for the project beginning in September.

Through experiential learning, EIT students develop group management strategies and skills, establish individual and group communication abilities, build relationships to support the programme delivery and expand their practical coaching and leading skills. Significant practical skill development outside of the classroom occurs and an introduction to real-world situations puts students on the path to being industry-ready upon graduation.

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Stories from the Archives – Connecting Past, Present, and Future

This discussion-based workshop sets out to describe key aspects surrounding the viability of utilising an archival records repository to support the development of Māori language acquisition and cultural revival in Māori adults through programmes delivered by the School of Māori Studies – Te Ūranga Waka. By using archival insights to teach about diverse and even contradictory perspectives, teachers can provide a more authentic and enriching learning experience.

The historical collections has brought together a team of multidisciplinary specialists (an historian, medical practitioner, senior lecturer in Anthropology and Mātauranga Māori Archivist) to dialogue and articulate practical and aspired uses for them.

The initial intention of the *Māori Archiving Project* was to create a database of primary records that provide first encounter information about the Hawke's Bay-based repudiation movement of the mid to late nineteenth century. It set out to describe key aspects around the viability of an iwi archives repository, in seeking to create equitable access to historic records primarily of and by tipuna of the Ikaroa Rāwhiti (East coast of the North Island) region. This would allow whānau to access local historical, genealogical, and cultural knowledge.

However, it soon became apparent to the project team that due to the sheer volume of primary data available, and the rich lexicon it provided, the records could be used as a major tool for language regeneration, thus leading to a bilingual (Māori-English) approach to cataloguing and describing the collection, and building specific bilingual language data sets.

All culture finds its roots in language, and language is vital to health, belonging, and cultural strength. However, due to past and present forms of colonisation, research has tied poor health outcomes to significant language and cultural loss. The Native Lands Act 1862, which dispossessed Māori of their lands, and the Native Schools Act 1858 (with amendments 1867), which bereaved Māori of their native tongue, are key examples of this.

As a result, generations of Māori adults who had limited or no interaction with their language and culture, now find themselves as the majority demographic enrolled within Te Ūranga Waka.

By utilising an integrative and expeditionary approach modelled on Kaupapa Māori methodologies, and underpinned by Mātauranga Māori principles, teachers can focus on using these primary records to develop critical thinking and analysis skills. This will see the development of a multidiscipline interactive learning experience using kanohi-ki-te-kanohi (face to face) engagement, and tuakana-teina (peer to peer) modelling to build on reconnecting intergenerational cultural disconnections. This enables teachers to help students mitigate first language interference and assists them to build and strengthen their knowledge of self as Māori learners.

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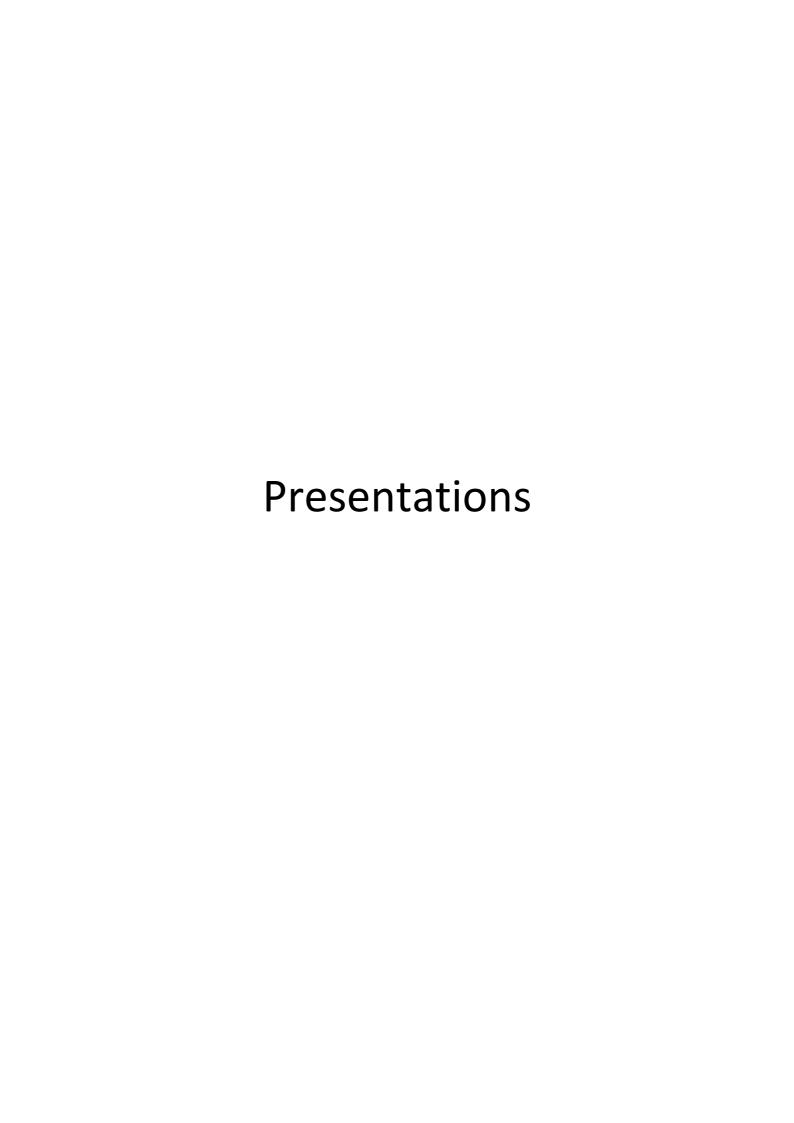
Relationships Count: Student Plus Maths does not Need to Equal Anxiety

This paper brings together ideas from three different research studies that have a focus on maths anxiety with children, student teachers, and classroom teachers. Maths anxiety may be a problem for both learners and teachers as it brings a negative response specific to the anticipation of, or the involvement with, mathematics that interferes with their mathematical performance.

As there is a paucity of published literature in relation to maths anxiety in New Zealand, the purpose of the research studies was to firstly review the international literature that was available in regards to maths anxiety and children, to consider the experiences of a cohort of student teachers as previous learners of mathematics in New Zealand, and to discover the personal histories and the impact of maths anxiety for primary teachers in New Zealand.

The two empirical research studies involved qualitative research with a sociocultural perspective, which sees development occurring through participation and social interaction in shared cultural actions. In the mathematics classroom, it is the participation by both the teacher and learner and the social interaction that occurs between the teacher and learner that can impact mathematics learning, and prompt the development of maths anxiety. An in-person verbal survey that involved open-ended questions was completed with 32 first year student teachers, while semi-structured interviews were completed with 12 primary teachers. The gathered data was analysed thematically. It was found that the teaching practice and teacher behaviours that these two groups of participants experienced impacted the relationships that participants had with their teachers, as well as mathematics itself.

From these three research studies, it is recommended that a greater awareness of maths anxiety must be developed by educators at all levels of the education system in New Zealand – early childhood, primary, secondary and tertiary. With this greater awareness, it is possible that teaching practice and teacher behaviours may be positively adapted and enhanced. Moreover, these changes may break the cyclical nature of maths anxiety, and therefore a new cycle that will produces less math anxious students for generations to come may begin.

Presentations

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Rehia Whaanga | EIT, Tairāwhiti
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Opening Staff Panel: Resilience – Your Gift to a Thriving Community

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Tiara R Williams | EIT, Hawke's Bay
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Joce Stewart | EIT, Hawke's Bay
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Weaving Whanaungatanga into Teaching and Learning

An interactive workshop for all staff exploring the importance of whanaungatanga, based on the experience of the first year Nursing teaching team.

Pippa McKelvie-Sebileau | EIT, Hawke's Bay
Project Coordinator, Research and Innovation Centre | pmckelvie-sebileau@eit.ac.nz

Group Model Building Workshop: Understanding and Improving Student Engagement at EIT (Two-Part Workshop)

Which factors increase or decrease student engagement at EIT? Use a collaborative systems-based group model building approach to identify the key elements of this complex question, focussing on what we could change if we worked together that we couldn't do alone. Come prepared to think laterally and share your ideas with cross-disciplinary colleagues.

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Kayla Jordan | EIT, Tairāwhiti
Student, School of Business

David Smale | EIT, Tairāwhiti
Student, School of Computing

Student Panel: The Other Side of Online Learning

Since the merger of EIT and Tairāwhiti Polytechnic, connecting effective teaching between two classes of learners via video conference has proven to be a challenge. This panel session will offer attendees an opportunity to meet students from the Tairāwhiti campus where they will discuss their experience of learning in small classes connecting to the larger classrooms in Taradale.

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Poutahu, Executive Director of Māori | tkeepa@eit.ac.nz

Tour of Wharenui

Come learn the story and meaning behind Te Ūranga Waka's new wharenui - for those who are unable to attend the tour earlier in the day (after the pōwhiri).

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Chris Malcolm | EIT, Hawke's Bay
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Better Rapport, Better Connections

This highly interactive workshop is designed for all EIT Staff, and explores the science and mechanics of developing rapport (the key to effective interpersonal communication). Participants will get first-hand experience with a variety of techniques and strategies to improve connections with their colleagues and students.

Gerard Henry | EIT, Hawke's Bay
Tutor, School of Primary Industries | ghenry@eit.ac.nz

Connect and Reflect

Take this opportunity to connect with nature and with other staff. Attendees will be immersed in the Glass House's natural beauty while they participate in facilitated discussions to connect, reflect and share their lockdown learnings.

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Staff Panel: Zoom Room Class-to-Class Video Conferencing Upgrade Project

The class-to-class video conference system that was set up during the 2010 merger of EIT and Tairāwhiti Polytechnic was upgraded in 2019 to "Zoom Rooms". This session will feature some of the academic staff involved in piloting the project, reflecting on the experience and sharing their insights. Participants will be invited to contribute questions for the panel.

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Owen McCaffrey | EIT, Auckland

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Using Moodle "Lessons" to Scaffold Online Learning – Setting up Advanced Moodle Activities

A well-scaffolded learning pathway is the foundation of an engaging and effective learning experience, irrespective of the mode of delivery. Do you want to create scaffolded learning paths on EIT Online that allow students to work at their own pace? In this fairly fast-paced, hands-on workshop, you will learn the basics of creating and using the "lesson" activity.

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The Game as the Teacher

This session will showcase how game-based learning allows learners to "learn by doing", and how this has been achieved in sports coaching. Participants will experience game-based learning approaches and be encouraged to develop their own teaching activities to help their students learn in a fun and interactive manner.

Pii-Tuulia Nikula | EIT, Hawke's Bay
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International Students' Self-Efficacy

This highly interactive session will explore new international students' academic acculturation. How confident do they feel about their ability to succeed in their studies at EIT? Based on recently published research, this session discusses the benefits of facilitating an academic preparation course to support international students' sense of academic self-efficacy.

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Rochelle Flavell | EIT, Hawke's Bay
Student, School of Primary Industries

Eden Davey | EIT, Hawke's Bay
Student, School of Animal Management and Vetinary Nursing

Mason Scanlan | EIT, Hawke's Bay
Student, School of Computing

Closing Student Panel: Wise Words – The Gift of Student Voices

Quality Assured
Poster Abstracts

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Hawke's Bay Tertiary Students have High Stress Levels: Young Students are Most at Risk

Introduction The majority of those studying in higher education report symptoms of stress or anxiety. Exams, deadlines and conflicts are examples of the many events that have the potential to lead to high levels of stress in students. Stress markedly impairs memory retrievals and may interfere with creating memories of new information. Exercising regularly can relieve anxiety, mild depression and stress. New Zealand has low levels of selenium and deficiency of this essential trace element has been linked to psychological stress. New Zealand also has a growing concern with increasing exposure to cadmium, one of the most neurotoxic pollutants in the world. There is good evidence that selenium offers protection against cadmium toxicity. Both elements are highly implicated in health and disease and may have relationships with psychological stress. We sort to examine the impact of selenium and cadmium along with exercise as factors for perceived stress in Hawkes Bay tertiary students and compared results with other Hawkes Bay residents.

Methods Participants completed a validated questionnaire for perceived stress, a non-validated question to estimate exercise levels and had nail clippings analysed for cadmium and selenium by the gold standard ICP Mass Spectroscopy method.

Results Students had higher (p=0.02) perceived stress compared with other participants (20.8 vs 16.9). Factors for increased stress are younger age, lower selenium concentrations and higher cadmium concentrations. Endurance style exercise activities and higher exercise frequency are associated with more profound reductions in perceived stress.

Conclusions Hawkes Bay tertiary students have higher stress than other residents and younger students are particularly at risk. Educators need to consider the stress levels in their students as barriers to learning. Students should be advised that regular endurance exercise appears to be a potent medicine against stress and that any exercise because it reduces stress has the potential to improve learning outcomes. Dietary selenium is an important consideration to reduce stress and potentially may also improve learning outcomes.

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Is There a Bright Side to the COVID-19 Lockdown? – A Review on Online Learning

This year a microscopic entity took over the world and forced its population into a state of isolation and uncertainty. This insecurity extended to the learning environment and rendered staff and students reticent and anxious about how to proceed with teaching and learning. Although this presented a significant challenge, it also brought with it an opportunity, namely the transfer of education to the internet.

The introduction of computers and the internet has significantly advanced distance learning and made programs more progressive and accessible. Online resources have and continue to evolve, providing us with us a multitude of innovative ways to connect with distance learners. The legitimacy of these methods can be substantiated by the considerable number of elite educational institutes now offering online educational experiences.

Online learning at EIT has been in play for a number of years, but the full potential of this powerful tool has in many cases not been fully explored. Following the outbreak of the COVID19 virus and the ensuing lockdown, a reshuffle of ideas and a hasty transfer of content and activities to an online environment was necessary. This immense task cascaded into a full review of how we deliver classes to our online learners and highlighted the measures necessary to facilitate these changes. Quality learning encompasses the idea of meeting the needs of all your learners in an environment that is inclusive and accessible to all, thereby facilitating the development of skills and knowledge which learners will be able to adapt to various situations in their future; so have we been neglecting the environment of our online learners?

The entire situation has obliged educators to think of new ways to engage with students in an online space. The change has been ruthless and has brought with it a lot of doubt and distress, however it has also provided an opportunity to rethink how we approach education, to utilise the available technologies at our disposal, to better meet the individual learning needs of all our leaners and in doing so to ensure the longevity and value of a course. Here I present the methods, challenges and outcomes of different online learning techniques utilised in my viticulture courses during the COVID19 lockdown.

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Factors that Influence Student Nurses' Attitudes towards Older Adults

As the ageing population increases across the globe, the number of older adults requiring nursing care is also increasing. Care of the elderly is not limited to residential care facilities but spreads across almost all clinical areas. Nurses play an integral role in the care delivered to elderly patients. However, there is an ongoing problem with health professionals displaying ageist attitudes, which impact on their interactions with, and treatment of, older adults (Ben-Harush et al. 2017). Nursing schools have the responsibility to ensure that students are provided with a holistic education, which should include addressing any underlying negative attitudes and behaviours that may impact on the quality of care delivered.

A longitudinal study investigating factors that influence student nurses' attitudes towards older adults, and factors that influence their attitudes towards working with older adults was initiated in early 2020. Baseline data were collected from 62 first year nursing students from two North Island campuses. Students were asked to complete the Student Attitudes towards Working with Older People survey and the Kogan's Attitudes Towards Older People scale prior to them receiving any gerontology education and prior to their first clinical placement. Demographic data were also collected. The students will be asked to complete the two surveys again once that have completed their age-care facility clinical placement. They will also complete them at the end of their second year and third year of their degree programme.

This aim of this research is to explore the attitudes of student nurses towards the elderly as they progress through their degree programme, and to try and identify factors that influence their attitudes. The outcome of this research could be used to inform the undergraduate curriculum to help students maintain or develop positive attitudes towards older adults. In addition, it is hoped that the research will increase understanding about students' perception of working with older adults, so any misconceptions can be addressed through education.

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Primary Health Simulation in Real Spaces

Simulation for nursing learning has occurred since the Second World War and includes role playing, utilising static manikins and clinical lab scenarios along with high-fidelity simulation utilising high technology simulation, monitors and computers.

Simulation promotes critical thinking skills, and prepares students to manage complex clinical situations they will likely experience in clinical practice (Walshe, O'Brien, Murphy, & Hartigan, 2013).

Effective therapeutic communication is the cornerstone to excellence in nursing practice and is missing in some manikin based scenarios in the educational setting. In particular the vagaries of home visiting in primary health nursing are hard to capture in a static setting and the more real the setting the greater the learning possibilities.

In 2020 a class of second year nursing students explored a scenario based home visit to a client and whānau experiencing depression. This was held at EIT's Otatara Outdoor space in the log cabin. The students walked to the site through summer oaks and native plantings of flax and commenced their visit. They were not sure of the client or their home environment and had to practice assessment, support and documentation skills whilst negotiating a new space that was unfamiliar to them and where they had to ensure that as guests they were respectful and able to give therapeutic support.

This venue and experience was positively reviewed by the student group and the lecturer.

This simulation offered opportunities for the primary health nursing student to learn about communication as well as incorporating the holistic dimensions of nursing including: whakawhānaungatanga, our natural environment, spirituality and hinengaro pivotal to excellent nursing practice.