Embedding interactivity successfully into courses

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Bettina Schwenger 00:10

Welcome everybody. Kia ora. Thank you for coming to this webinar and sharing your knowledge, your questions. And also, of course, an extra warm welcome to our four panelists who have agreed to share a bit of their thinking with a small presentation, a discussion piece. We'll just introduce them shortly.

We have chosen the format where everybody who is a panelist has a bit of time to present their thinking, it's about 10 minutes. There will be some time for question and answers after that. And after the four have finished, we'll have a general discussion. So that's about the structure that we suggest. If you have any questions in between, as Kristina already said, please feel free to put them in a chat. We'd love to see your questions and hear your questions, feel free to articulate them.

Now, we'll start in the following - we'll start with Sue Tickner. We've got a rough order. Sue will start us off. Then it is Hinerangi or Stephen, and Jacqui will be then the fourth person to present. So I'll just quickly introduce Sue, who works at Waipapa Taumata Rau. Oh, and because I had in the last few days quite a lot of technical issues, I have to currently work on two machines.

So to do Sue justice, I'll give her quick bio. Sue is a learning designer with Ranga Auaha Ako, which is the Teaching and Learning Design team at the University of Auckland - Waipapa Taumata Rau. She has a long history in the field, having been a student of Professor Peter Goodyear on the first intake of the groundbreaking Online Distance Master of IT Learning from Lancaster University in 1989. And I know I got that name wrong. So you might want to correct that [laughter]. She has over 30 years education design and professional development experience in the UK, mainly at the University of Stirling and University of Glasgow. And of course in New Zealand, where she currently works. She has tutored and reviewed courses for the UK Open University, and she has a large international research experience in the field. So welcome Sue and thank you so much for starting us off.

Sue Tickner 03:12

Thank you, Bettina. Yeah, so I was just going to say, despite my length of time in the field, it doesn't stop me being nervous. So excuse me if I stutter [laughter]. Okay, embedding interactivity successfully into courses. So I'm going to start by asking, 'What is interactivity?' It's one of those sort of tricksy cliche terms, and what does it mean? So maybe just give you a couple of minutes to

think about? What does it mean to you? Maybe just take a moment to jot your response, perhaps even put it in the chat. Hey, thank you, if anybody wants to share?

We've got some comments in the chat. Great: [Reads comments] Between students, content, interactivity, absolutely, active engagement, completely. What do you want to add anything else?

Okay, so I think that [inaudible] [chuckling]. And here's a couple I found earlier. So the Oxford Dictionary defines it "of two (or more) people working together and influencing each other." Apparently, in sociology, it's "a dynamic sequence of social actions between individuals or groups who modify their actions and reactions due to actions by their interaction partner(s)," which sounds a lot more dynamic [chuckling]. And this is not exactly about interaction. This is actually Peter Goodyear, which I thought is a similar sort of thing because it talks about tech - about connections.

So technology is used to create connections between learners, between teachers and learners, and between learning communities and its resources and possibly other communities, too. So there are at least three kinds of possible interactivities from that: for students and students; students - teaching staff; students and resources. So things like respond to input from students, and again, perhaps even communities.

I should say at this point, probably that I'm coming at this presentation slightly askew because embedding interactivity into courses jarred slightly with me. And it had, perhaps only for me, but I felt it had a bit of a connotation of implanting some technology to sort things out. And that helped me think about some of the things I'm concerned about recently. And, in some ways, the technological tools on the easy bit. We don't need fancy tools to create a community of learning, and interaction is best when it's people. So to be clear here, my focus is on a particular kind of primarily online course, which - where the aim is to foster a commitment to the collaborative learning and inquiry and joint action in the face of shared challenges.

I think I missed a slide; here we go [chuckle]. Of course, the desired kind of interactions all vary for the aims of the course and the kind of the courses. But in many cases, the aim is to develop a community of practice and that does require peer to peer communication and interaction.

Stephen Downes talks about "interaction depends on sharing." And it's a two way process. So we know from research that student engagement results in higher quality learning, and that engagement entails some kind of give and take or literally interactivity. It's a two way process. So we have to buy in, and that buying requires trust and belief that one's voice will be listened to. It's not a small thing [chuckle]. We can design affordances and supports for some of this.

So this is a diagram taken from Peter Goodyear - early years actually, which shows that we can design a physical context, we can design tools and artifacts and spaces for learning to take place. We can design social context with organisational forms, like groups or peer work and pair work

even. But it's up to the learner to create those communities of convivial relationships. What the learner does is a learning activity and the learn place they work in. We can't assume compliant learners.

I don't need to say much about that one. So what we can do, however, is think about how we can create presence in our teaching online. And I'm sure you're all familiar with these.

The community of inquiry: the three presences. So the social presence, the cognitive presence, and the teaching presence. And these are very well researched processes and strategies that help to support learners in online and create interactivity. The bottom line really is being responsive and being there. So what's my point? My point is at that moment, we have some very large current challenges. We had everybody suddenly go online in the pandemic, excuse me.

So let's step back a bit. The predominant mode for online learning pre pandemic was this kind of learning community based model. Then suddenly everybody went online, and we had a lot of different challenges. We did the best we could, we knew it wasn't ideal, and we had different ways of coping with that. And local students returned to campus, but the overseas students and others who are compromised or whatever couldn't come back. So we had to teach both in courses that were not designed for dual mode. And H5P and other highly interactive tools have been a godsend in that way. Don't get me wrong, but they're not a solution for the on-site - for the face-to-face tutorials that domestic students are getting And we can either treat those as two cohorts, as one single community, or we can treat them as a separate group. And unfortunately, if they're treated as a separate group, they're often given H5P or similar type activities to cover interactivity. And in some cases, there aren't the resources to give them the teacher-student interaction.

So we know from past research that the best possible conditions of learning are the one-to-one's Oxbridge model of tutorial. How can we best make these learning conditions possible?

We're scaling up is essential and Bill Anderson asks, 'Does size matter?' It does. We need to be able to scale up and be supporting individuality and interactions at the same time. So how do we do that? And that's not an easy answer. I'm seeing more and more - more and more courses and even programmes where students are unable to access any or much interaction with their tutors or peers. And these are sometimes using tools like H5P. As I say, I don't want you to think I hate H5P [laughing], I think it's really useful. But it's often used as a sort of low level 'check your understanding' or just 'refresh your memory'. And that's not a substitute for people interactions.

So - oh, yes, so I don't want to say that that's only thing, obviously, but I'm afraid that that's happening, and it's a leftover from the pandemic in some ways. So we do have some really good examples. And I'm sure that some of the other speakers will come back with some much better examples of it being successfully embedded. But I just want to mention a couple here, we have one locally, where Andrew Patterson from Business is rotating three cohorts in virtual reality

through - and that's - so he calls them cohorts, it's groups basically. So eight to 900, students split into three groups, and they work through three modules and rotate. So by the time four weeks is up, everybody teaching has seen those students go through all the modules, and they have all the - all the opportunities to tweak it for the next cycle. And the students benefit from the students' previous questions as well. And there is lots that's brilliant about that course [laughing].

Just leave it at that for now, in this context. That's Kristal Cain is using Perusall and getting in groups much richer comments and discussions about the readings. And I think that maybe there's a case for saying that, when these tools are used for collaboration and group work, they're really powerful. It's the student somewhere on - abroad who's sitting on their own doing H5P that I worry about [chuckle]. And of course, we mustn't forget the good old days asynchronous online discussions.

Okay, so back to one of the questions that was posed initially: Why do we care what students do? We know that the quality of learning is directly related to the depth of engagement, and that some of this involves talking to teachers, collaborating with other students, and discussing it with each other on online forums. So what students do does matter, and so does how they interact. And that really is down to us using those three presences to guide them, in my opinion. Thank you [laughing]. I think I cut that visual at the moment [laughing].

Bettina Schwenger 14:10
Thank you so much, Sue. I think definitely a lot to think about. And we appreciate your critical voice and bringing that to our attention because it can be easy [chuckle] to just put some activity online and call it into activity, and we know it's not.

Have we got any questions from our participants? Any questions for Sue? I have one question, Sue, and that goes back to you work with Professor Goodyear because I still find that work that he has been doing early on really influential, you know by looking at student engagement and interaction, and when I saw that in your bio, I thought, oh, that must have really impacted how you feel?

Sue Tickner 15:09
Well, that's why I've probably talked about those sorts of courses and how that online model for - that model for online learning is - it's transformational if you engage with it deeply enough. I think part of what I've left out unintentionally was I wanted to say, let's not forget, let's not throw out over 30 years of research into what makes interaction successful in courses online, and try and substitute new tools.

Bettina Schwenger 15:45

So true, and really glad you, you remind us of that. Tools are just tools and they can be replaced, but it is about the underpinning principles and ideas. Well, thank you very much, Sue.

Sue Tickner 15:58

Thank you.

Bettina Schwenger 15:59

I suggest we move on to our next speaker. And Kristina, would you like to introduce Hinerangi? Yeah?

Kristina Hoeppner 16:11

I'm happy to introduce Hinerangi. Kia ora. Kia ora koutou. It's my absolute pleasure to now give the - give space to Hinerangi Eruera Mānuera Murphy, who works at Te Whare Wānanga o Awanuiārangi in Whakatāne. And Hinerangi of course, also works in our space, but initially, I've met her I think at a MoodleMoot, many years ago, shortly after I arrived in Aotearoa. And since then, we've seen each other mainly at conferences, I must say, always something relating to learning management systems or portfolios, and so it's always been very good to catch up with her and her colleagues and see what they've been changing, what they've been up to, what they are exploring. And, of course, now that we haven't had two years of personal interactions, it's - I'm kind of really looking forward to getting to some of those events again, because it is a very different way of interacting when we can typically only see a face maybe a little bit what is in the background or not, but it is very different than actually having those personal conversations and being able to also have some dinner or lunch with somebody.

And so I think our topic today, kind of is of course, very timely, but it's also really good to see well, what might the future hold? And what have you explored over the last couple of years? Where his thinking changed? And so I'm really excited to hear how things are working out for Hinerangi and her colleagues and also students at te wānanga. So without any further ado, Hinerangi, please kick us off with your thoughts on the topic so that we can then formulate questions.

[technical issues]

Hinerangi Eruera Mānuera Murphy 18:16

While I'm doing this, I'm wondering, Stephen, are you ready?

Stephen Bright 18:22

Kia ora whānau.

Hinerangi Eruera Mānuera Murphy 18:23

Yeah, you just jump in because I can see I'm gonna need a restart now. [laughter] Okay, ka pai. I'll hand it over to Stephen and come back shortly. Kia ora.

Kristina Hoeppner 18:36

That is no problem at all, Hinerangi [chuckle], kind of we've - I think we've all been in exactly that same position and to dread that moment when the slides don't show up have an audio doesn't work or any of that. So, and since we are the association of flexible learning, so that should also make us the association of flexible speaker switching, and therefore it is now my pleasure to interimly introduce you to Stephen who will take it away in the second spot. And he has been an elearning designer for many, many years now at the University of Waikato in Hamilton. But prior to that he's worked at polytechnics and also private training establishments around the country.

And like Hinerangi, I think I met him shortly after I arrived in the country. So he's been part of my learning community for many, many years, and I've been definitely learning a lot from him because he's not just looking at - he is not just looking at the side of how to support learners but also how to support lecturers and tutors and looking at that side in order to make sure that everybody is supported. And of course right now, mainly at the University of Waikato. And there, he's been in CETL and many of you probably have participated in conferences or other events organised by his team. And so I look forward to learn from Stephen yet again, in this case what he wants to say about interactivity. Over to you, Stephen.

Stephen Bright 20:23

Kia ora Kristina, can you hear me okay? Oh, good. See the first slide? Yep. Excellent. So, kia ora everybody I see we've got a few of the old hands in this little gathering: Lisa Ransom, I know you're there, and Oriel Kelly - sort of heading back into the dim, dark past of elearning in New Zealand. And I can remember running my first online class, if you like, with a thing called NiceNet, which was a text only forum tool back in 1997.

So I've been doing this stuff for a while, but it doesn't mean that you get it right. And what I've learned is that there's always more to learn. So that's the fate of elearning designers, isn't it? That we're always kind of sort of running hard on the spot to try and keep up with what's going on.

But today, I thought I'd talk to you a little bit about designing for interactivity because it seems to me that facilitating is one thing, but actually interactivity in a programme or a course actually starts with design. And so we've got sort of the whole business of effective online courses there. We're talking about good assessment, good alignment between the different components, like Sue's really good diagram had a lot more detail on along that, good facilitation, but I guess what I'm going to focus on as good design. How do we design for interactivity in this environment?

And I think one of the things I'll say as a caveat straight away is that all the papers I teach are professional development papers for - mostly for staff at the University of Waikato, and they're all boutique. So I have the privilege of dealing with small numbers. And so some of the things I say, when people say, 'Oh, we had a class of 900,' I just sort of want to crawl under the table and go, no, no, I don't want to go there, you know, take me away back to my little group of 12. So that's with a bit of a caveat in terms of what I do.

And we've already had this pocket donkey once. But I think it is a good point to start with because often when I'm talking to staff about designing, they want to start with content and topics. And I think that's not always the right place to start because what you've got is you're teaching people, you're not teaching content and topics. So it's he tangata, he tangata, he tangata, who are your people? You know, and for that, one of the things I do is I have a pre course questionnaire. And the questions you've got there are examples from the course I'm teaching at the moment on blended and online learning. So what's your current experience? What's your digital competence? What are the key things you want to get out of this course? Because quite often we have a curriculum, that's a given. But actually, we can tweak the activities. We don't have to do particular activities to cover particular topics. And so knowing what the themes are that the students want to explore, means you can apply that lens to your paper and make it interactive and relevant to the students in terms of the kinds of themes that they wish to explore as part of the content. And in order to do that, you've got to find out before the course stance, what are the things they're looking for?

And I think that's a great characteristic of adult learners because I currently deal mostly with adult learners. And so once I've had the responses to those kinds of questions, I quite often put them into some kind of Wordle creator in order to give the students a kind of a visual map, if you like, of what they as a group are looking to explore as part of the course. And I think that's helpful because they then take a bit on board what the whole course wants, not just what they want.

So I'm going to talk a bit today about personas because I found this an absolutely brilliant tool to use in terms of design and anchoring design to the learners. And Kristina Hoeppner has taught me about personas. And so it's a big plus for me, Kristina, and this is something that you can put on your CV that Stephen actually taught your stuff - took your stuff about personas and applied it. So it's the golden standard of professional development, you got transfer. So well done, Kristina.

Yeah, so personas are they are not a stereotype, but they are an archetype. And I think that with a persona, ideally, they're based on research. So in that sense, it doesn't matter whether you've got 12 students or 1,200 students. You can do research, which gives you kind of broad characteristics, what the demographics are, like, what the age groups are, like, what the previous experiences are like. And on the basis of that information, you build your persona.

And so this is a persona template that Kristina gave me that I still use, which is sort of a little quick thumbnail sketch of what this archetypal student in my course looks like. And this is used as an anchorage point for me. So when I'm doing design, this kind of person, if you like, is the person that I'm thinking about.

And here's a quick example, this isn't one I've developed, but one I've just picked up off the net. So this kind of persona is the sort of thing that can be like an anchorage point for you, as you go through your design and making things interactive for people. And so the key question as I work through my design for a particular paper is and Gracie was the person we've just seen as the persona: would this work for Gracie? If we're going to have this kind of assessment, and it's going to be delivered at this time of the day or night or week, would this work progressing? If we're going to do this kind of forum discussion or this kind of video with H5P questions in it, would this work for Gracie? So coming back to Gracie and you may have more than one Gracie in the sense that if you've got distinct cohorts, for example, school leave, young undergraduates and then a group that's more like career-change adults, you might have a couple of personas, and you're constantly shuttling backwards and forwards between these personas as you do your design.

And personas are not used, by the way just in elearning design, they are also used in things like marketing and UX experience. So I think one of the things that this picture means of having a bit of trouble interpreting it is another principle I use with interactive design is if I do it, they do it. So I develop a quiz, and the students do the quiz, then at some point I'm going to try and build in that the students develop a quiz and other students do it. If I need a forum, and students participate in the forum, then at some point in the paper, students will develop a forum, and they'll lead other students in the forum. Because that's the principle of ako. That's the principle of reciprocity that we have - we learn from each other.

And so very much the kind of 'Nāu te rourou nāku te rourou ka ora ai te iwi': there with your basket and my basket, the people will be fed. It's not all up to you as the lecturer to sort of do everything, but actually, it's better if you don't do everything.

And so this is my finishing quote: "The best teachers are those who show you where to look, but don't tell you what to see." So my kind of principle of interactivity, as you - if you like is that it starts with design, designing interactivity in the course, but not just in a generic way, but in a way that's actually customised to the student group that are going to be participating. And that in itself helps buy in and engagement and helps you to be interactive. Kia ora koutou.

Kristina Hoeppner 30:18
Kia ora Stephen. Thank you so much for sharing your applied learning and transferring things that we do in software development a lot of times. And we had one question in the chat from Kirsten, I think. Just a second.

Bettina Schwenger 30:43
Kirsten Zemke.

Kristina Hoeppner 30:45
Kirsten Zemke, yes. And the question was, it is scrolling a bit too quickly for me to see, "Wouldn't this persona thing negate the work we want to do for diverse students?" And Nicoletta already answered some of that, so let me read that as well, and then Stephen, if you want to add some more to it, please feel free. And so we'll just take this one question before heading over to Hinerangi because I think it's really good to think more on that while we then prepare for the discussion. So Nicoletta says, "some good research on how to design personas with sensitivity to diversity. But it is something to be mindful of. You would never design to only one persona, but have a broad set." Anything else you'd like to add for that, Stephen?

Stephen Bright 31:39
Yeah, I think designing for diversity is a little bit tricky because we tend to not have multiple streams within one paper, in the sense of, we don't design six sets of material for six different groups of diverse students. It's just the workload is impossible. So we tend to design a one size fits all, and I guess what I'm saying that, acknowledging that it's a given that actually with personas at least you can think about the ways that you can cater for diversity within the one size fits all paradigm. Yeah, that sounded like [laughing] a real politician's answer [laughing]. Anyway.

Kristina Hoeppner 32:44
Well, on top of that, what we usually do, when we're looking at designing a new software feature or things like that is that we are not just having one persona, so really going to what Nicoletta also said, that you have a set of personas, and they are representations. And of course because they have representations, they are always going to be stereotypical. So we do need to be mindful about that. But what we can do in them is that we are giving them certain traits that we are not just having a pākēhā person there, but maybe the pākēhā person is disabled, who needs a wheelchair or needs a screen reader or has certain things that are required or is - somebody else is not just your regular 19-year old student, but as a mature student, so that we mix things up in those personas so that we are not looking at, okay, we're just assigning for a person. So it's a representative group in a way because we often need something that we can just work with initially, but need to make sure that it's not just one group that is the dominant group. Okay.

Bettina Schwenger 33:59

There's quite a lot that we could add here, but we better leave it and I think, move on to Hinerangi, and maybe we can come back to this into discussion later. Thank you so much, Stephen.

Kristina Hoeppner 34:12

And Nicoletta, thank you so much for sharing that [publication](#). We'll make sure that we will also add it to the resources for this webinar so that people can see that afterwards. But now let's give Hinerangi's computer another go and see if it wants to play nice right now so that we can hear from her at Te Whare Wānanga o Awanuiārangi. Kia ora, Hinerangi.

Hinerangi Eruera Mānuera Murphy 34:41

Kia ora tātou ano. Tēnei te mihi nui ki a koe, Stephen. Thank you so much for jumping in that slot. I love the word flexibility today, obviously, there. We think about the mārama and what's going on. This is exactly how it should be. So, again, thank you again e te whānau for waiting so that I could get my computer set up and ready to go. I'm going to share my screen again and then I'll change the looksy and feel.

All right, I just wanted to talk this morning, well this afternoon by first beginning with a mihi of myself and obviously some whakapapa. Whakapapa is generational knowledge, I guess, that makes the connection and we've heard that word, time and time today. So he uri ahau o Ngāti Awa. He uri ahau o Te Pahipoto. Ko au te instructional designer o Te Whare Wānanga o Awanuiārangi. He uri ahau o to tātou whenua ki te moutere ataahua rā ko te Ika a Māui. So what I've just shared with you, whānau, is that I am of this particular area for those who are not familiar with Whakatāne that I mentioned in the chat, that is in the North Island of the Bay of Plenty of Aotearoa, New Zealand. We're just a small community.

The slide you have up there, basically is the starting point of where we think back to the generational navigators. That is the point where the first marae was in Whakatāne, the top of the slide. The second slide there is one of our islands. We have Rurima, Moutohora, and many of you after the disaster that happened a couple of years ago, will now be familiar with Whakaari. It is important to that I recognise here our ocean Moananui ā Toi te Huatahi anō.

It is also the time of Matariki. So you would have noticed that I shared at the beginning whakawhatenua a Matariki. I did that purposely for the mere reason that when we think of and I work at an institution, Māori institution. When we think about interactive activity, if we're thinking about successful courses, then we're thinking about context and it was mentioned, I think Stephen also would have touched on learner centric design, how important that is, especially in our space.

Predominantly, we have probably 85% Māori who come to Awanuiārangi. Our courses have a very heavy component of mātauranga Māori, that's Māori knowledge. However, we have a range of

diverse students who also - includes our Asian, we have a couple of Chinese, you know, so we don't as much as we might think we are a Māori organisation, we have Māori values behind everything, we are universal, and we try to be universal in everything that we do. Matariki itself - in a couple of days time, we will all recognise Matariki, the first Māori New Year as a statutory holiday.

You can see and some of you may be able to see in that particular photo, Matariki that is out, obviously. We take a boat out onto the ocean. We talk - this is real interactive - we talk about a karakia that's important, the tikanga - karakia meaning the prayers as we move out on the boat just to ensure we have a safe journey. We talk about the ocean and obviously trying to give some knowledge for the people who may not be conversant in everything we do. We also talk about the stars in the positioning of Matariki at that particular time. Again, very interactive.

I just want to share with you while we're out there as well, in two days time we'll do the same again. We also share the moemoeā, we also consider the people who have passed, but also those from Whakaari. So we don't actually go close to the island, but there is a time just to acknowledge those people who have moved on. When we think of and again, interactivity, we also think about the whole, I mean, I'm thinking about the environment here and things happen and I know a lot of you will know they recall it tohu: symbols and things that happen, something beautiful happens. We have dolphins that definitely follow us, but we also have toroa, our birds who continue on the journey to and we celebrate that success.

In the interactivity it doesn't stop there though, te whānau. It also is integrated into our intergenerational futures. This is my mokopuna, who was a part of the journey, who obviously clicking and connecting all of those dots has afforded her the intrinsic motivation now to adapt it into your life.

So with the moons, maramataka, with Matariki, we think about and it's been touched on here, as well, we think about whanaunatanga, the coming together of our people. We think about the connections we make. We think about the environment around us, and I know this will be for many of you, including our Indigenous and others. We think about, I guess what we might be eating at that particular time. It's a real holistic view around everything.

And a lot of you all know the tapa whā model that Sir Mason Durie has brought forward and is used in a whole lot of context, but also in health context. And we align that to the moons. So at the moment, we are in the moons of what they call Tangaroa. Matariki is one of the high energy times where in our particular area, it's a time to regenerate, it's a time to reset, but it's also a time to reflect and that's coming forward through a lot of you, as you will know, commercially, but also yeah, on - right across and abroad. So for many of our uri, our people, who are still on Papatāānuku, our Earth, and lived before us, we know that communication and interactivity was achieved then through imagery, more so tohu, which I've talked about, symbols and the spoken

word. And a lot of you have mentioned those connections and obviously the whakawhanaungatanga that's most important. Whakawhanaungatanga is that bringing together of people, it's bringing together the students, it thinking about - we've talked - heard about personas today and making that real rich, real and relevant to the students, but we think of that, and that, too. So the way that was the way, and is the way, too, that we, I guess, as humans, as people, in my context as Māori, connect and often make sense of our world today.

So if we consider as kaimahi, that's our teachers, as kaiako as well, lecturers, and as tauira, our students, in online context, the ways that we communicate and integrate, much like our ancestors before have not changed. However, some of the tools we draw on to achieve or deliver such practices, such outcomes have, for example, mentioned a really whakawhanaungatanga, that coming together, bringing together, the design with the student first and foremost. I just want to mention at this point, when I saw that kupu kōrero, that means the topic, integrated - sorry, embedding interactivity successfully into courses, I decided, well, actually, I need to flip that.

For tauira to be successful, the interactivity is most important, the aligning of the interactivity is most important. So yep, I could have come up today with a whole lot of tools, and obviously, some are here that I've mentioned. But one in particular, I just want to mention over this quiet time in the last two years that has worked for many of our courses, even though it's a pick-up tool has been the Zoom.

Awanuiārangi has very specialised people te reo Māori and matauranga Māori, that's their craft. That's their knowledge. They're not familiar with how to get online. They're not familiar on teaching online. So there's a slight disparity between them getting to know how to do this really well. So what do they do? They pick up the tool that might, that resonates and obviously, at the time of COVID, and even now Zoom, Huitopa, has been the one.

Also wānanga, I just want to share a course that I mentioned that I took, I took myself as an interest paper and the way it was designed, whilst it was a Master's course, a lot of the content in there was more around bringing in motivational speakers. The content was there, but the motivational speaker motivated the students to even reflect more. The use of - obvious - and we all use the tool Zoom, but the interactivity, they used the breakout rooms, the guest speakers themselves, coming up with, obviously, some interactivity for the students within a timeframe. That worked exceedingly well: just in time learning. The wānanga, too. Tautohetohe, that's like, for example, we have whānau, who might, like a guest speaker, need to talk on a particular subject, a kauhau is talking about themselves.

Hui maramataka is about designing courses around the maramataka. So if it's a low energy time in our particular area, we actually put those - the learning slightly aside in terms of they have that time for reflection. Trying to design a course around an energy level time when you know you're not going to get that impact that would normally happen with a high energy time, hasn't quite

worked. And then the will is a challenge. For example, in the course I just shared, whilst the guest speakers were in there, the motivation was in there, the reflection was in there, but it was intrinsic. And then it was shared. There was also a negotiation: negotiation of timeframes, whilst a course starts here and finishes there, negotiation here, around when those assignments can be submitted. Now, you might think that's really strange. And you might think, 'Oh my goodness, that didn't work.' But you know what? It worked. Why? Because they were given the autonomy to come up, and then there was power sharing in that whole decision.

Yeah, that's pretty much me at this point in time, in terms of the mahi we do here at Awanuiārangi. Again, I'm mentioned Matariki ki te ao. Time to rest, reflect, but also to reset. So if you're looking at flipping or thinking about interactivity in your courses, I guess this is an ideal time to do that, e te whānau. Koinā. Āe. I'm finished. Thank you.

Kristina Hoeppner 47:49
Kia ora, Hinerangi, thank you so much. What I love in particular, is that we look - that you're looking at it from a holistic perspective. So that holistic learning and taking students, their personality, not just their personalities, but also the circumstances more and more into account and making sure that you work with the entire context with not just where they're coming from, but also what time of year it is, what is going on in their personal lives at the moment, what do you want to discuss or need to discuss kind of culturally wise, so that that is a very interesting perspective that I think we haven't seen much in other areas of learning yet.

Hinerangi Eruera Mānuera Murphy 48:40
I think just to add there, Kristina, it can be a challenge for many, but if you get that planning right, right at the beginning and again, Stephen's talked much about that, and our first speaker as well, you can't get it right in terms of providing that extra support around everything Kia ora.

Kristina Hoeppner 49:02
Bettina, do you want to introduce our last speaker and her kōrero?

Bettina Schwenger 49:07
Yes. So our last speaker is Jacqui Thornley. And Jacqui is currently a learning designer at Ranga Auaha Ako, the Teaching and Learning Design team. She's a colleague of Sue. She has over 30 years experience in higher education and has worked as IT lecturer, Instructional Designer, Educational Technologist and now Online Learning Designer, and that also shows how the terminology changes over the time. She has recently returned from Melbourne where she focused on designing for a variety of Australian universities courses that were 100% online. She is really focused on improving the online student experience through good design and how to establish

connection, create community, and supporting self agency in the online space. So Jacqui, if you're happy to stop then we'd love to hear what you have to say today. Thank you.

Jacqui Thornley 50:27
Thank you, Bettina. Thank you for that. I will just start sharing my screen. Hopefully, you can all see that. Thumbs up?

Kristina Hoeppner 50:46
It's coming. It's coming through. Yes.

Bettina Schwenger 50:49
[Laughing]

Jacqui Thornley 50:51
Yeah that's, that's the time of the year, huh? Yeah. Strange technology issues happening today for me as well. So tēnā koutou. Ko Manukau te moana. Ko Titirangi te maunga. Ko pākēhā te iwi. Ko Jacqui Thornley toku ingoa. Tēnā koutou, tēnā koutou, tēnā koutou, tēnā koutou katoa. In advance - my apologies for my re reo, it's a journey. I'm continuously working on that as is. But I'm - I just like to say that today is probably a little bit of a storytime because not many people probably know who I am or what I've done, and how I can contribute to this discussion. So I'm going to start just with a bit of a story.

So as Bettina mentioned, yeah, I've had a long journey in higher education. I started in the corporate sector in IT. So I have a real focus in technology. But I've started at Unitec as a Unix administrator for the student management system, then a database administrator, and then a lecturer in information technology. And then the Moodle administrator, where I met a few of you today at MoodleMoots. Then I went and did some instructional design work, using Articulate out of MIT. And then I joined the wonderful team at the Faculty of Education and Social Work as a learning designer. And that was like 2015 to 2018. Now, towards the end end of that role, I became really fascinated with the online space, and it was really interesting, because I thought, oh, you know, I would like to experience it, I'd like to be part of it, I'd like to find out all the the issues, the challenges, and the positives that online learning has.

So the opportunity to join the company in Melbourne came up. So Keypath Education is the equivalent to Online Education Services that do the online development for the University of Auckland. So, yeah, I went there at the end of 2018, and I became a Learning - Online Learning Designer. That was a dominant role, title there, and that's a wonderful team up top there. And there's a couple of New Zealanders in there. But the whole office, there was 31 different nationalities in that office. And it was an amazing experience with a lot of different people. The

officers were really modern. The opportunity that afforded me in that role was amazing. I have worked for a number of the universities, UNSW, James Cook, Southern Cross, and RMIT.

And for those that don't know Keypath Education offer an end to end online delivery model to students. So you can be a student anywhere in the world, and they marketed you, they enroll you into the university, they give you - they support you both pastoral care and all through your learning, and they had this team of learning designers that delivered an online experience. And mainly we were reskinning the learning management systems so that even though the students thought they were enrolling in UNSW say, we - the look and feel and the online experience was completely different to what Moodle or Blackboard or Canvas can afford.

So it was an amazing experience, I have to say. I was in a period of growth. There were some challenges and there were some wins. So, yeah, I realised that there is a market for online education. And but what I was finding as I was working in a team, and it was very - again, it was just all in virtual space, and there was very little - although there was a lot of interactivity so students were doing a lot of content, they were entering things into and getting some feedback, there was no sort of collaboration or connection. It was very self-directed learning. So I thought that, you know, there was a better way of doing this. So alongside of that growth period that I had with online development, I realised that the learning management system that a lot of the universities have, is not like the only space for learning and teaching. I think especially now as we get out of the acute part of the pandemic, we realise that there are a lot of good collaboration tools or good teaching tools that we can merge into the experience for the students.

So Sankey actually mentioned this in a recent journal paper, which I found really interesting, that these productivity tools and communication tools are really meeting those needs of connection and community and humanity I guess, for when you're in the online space. So yeah I think we all can do a bit of a reflection as we move out of the pandemic, as we look at the changes in education that not only is online education of allowing, anytime, anywhere, but it's also now anyway. So there's, there's a spreading of opportunity there for us to consider as learning designers, I think.

So a lot of my work in the online space has been underpinned by the work of Conrad and Donaldson and the engaging the online learner. And that was really around engagement and interactivity. And the five phases of that, and the first one is 'Connect', you might be familiar with these phases. The second one, 'Communicate', the third one, 'Collaborate', then 'Co-facilitate', and then 'Create', the ultimate goal. Just trying to get everybody on screen so that I can see my screen, move that out of the way.

So yeah, the books that I've got on the screen there by Conrad and Donaldson were really influential in my early work in the online space where the engagement really is the underpinning of the interactivity that I was designing online. So, Conrad and Donaldson suggest that if we don't

work through these phases, if we miss a phase, the engagement is lost. And that is written up in some of the journal pieces. They do also suggest that some of these phases can be amalgamated together like the connect and communicate. But it's really important that for engagement and therefore the underpinning of interactivity there is a procedure and it takes a lot of organisation and design and yeah, time and effort to make sure that these phases are covered. But it also leads to the student engagement and in the growth period, the empowerment where they can create and have a sense of self autonomy in their own learning and into the journey.

So COVID chased me home to Aotearoa New Zealand, which I was really thankful of, in some ways [laughing] and back to the University of Auckland, which was amazing, you know? I do think that the university has got some amazing things happening, and I think there's huge amount of opportunity on our doorsteps. There's this new Tamati vision, which is really, I think grounding and important. We've got the new curriculum framework consultation. That's in progress, nearly in progress. And we've got the venues that are - that I was really impressed with it that the team that I work with, also, were really, I think there's been a lot of growth since I left, which is fantastic in this way. And one of the main areas is looking at relationships and interactivity and interactions that we have with students. I think that recognise - the recognition is really powerful at this point. I'm really excited about the opportunity for relational learning and teaching. I think that speaks to engagement and interactivity.

And, yeah, the Ranga Auaha Ako team values that govern our work and commitments are really, yeah, really supportive and helpful. So what does that look like? So again, I, you know, I'll focus on the online design that I've been working with, and I think that the phase one that 'Connect' stage is really, really important. And I think, as some of our previous speakers mentioned, it's really important to have that humanity - humanitarian respect and create opportunities to connect and start a sense of belonging with students online.

And in tools, you know, like being available, I think, other speakers have mentioned this, being available, having office hours having virtual drop-ins, just having a presence that students can connect to, and also connect to others via discussion boards or keeping everybody up to date with announcements, you know, it takes, it doesn't take, it takes effort, but you know, it's a really important part, and then the engagement phase. So yeah, we've got - so working with Canvas at Auckland University, you know, we've got inboxes and all kinds of little functionality within the campus environment that we can use to create that connection, which is really important. The next phase is to communicate and you know, create opportunities where the students can communicate, using tools like discussion boards and Miro boards and Padlets. And again, it does take a little bit of effort and setup and monitoring and facilitating that, it can be quite engaging for the student aim, an opportunity to build confidence and to share experiences and start on that relationship journey.

The 'Collaborate' phase is where we build trust and - get that out of the way. And the teacher - this phase is really interesting because it's where the teacher becomes the learner and the student becomes the teacher. So again, previous participants in this panel mentioned that as well. So you know, there's opportunity where we can set up group work and although we facilitate that group work, students do have autonomy, what they're doing, what they're presenting, how they communicate, and presenting work together. So encouraging that collaboration and cooperation is a good space to start. Tools like Perusall, which is a social collaboration tool, which I think is really - so there's lots of teaching tools out there that we can build into our design that allow for better collaboration and productivity for students.

And the fourth phase 'Co-facilitate'. Now I think this is the actual biggest issue that some of our teachers might have out there is where the particular teacher actually becomes the team member. So yeah, it's supporting, offering resources, additional guidance, but letting the learner initiate the activity and the assessment. Yeah, activity assessment, all kinds of markers in their learning journey. So things like using things like ePortfolios, again, project work in Canvas. I think we haven't actually explored both of these tools in Canvas in the University of Auckland experience as well as we should and other tools like this. Yeah, it's a load of other tools. But there are opportunities for the student to be the initiator in their learning.

And the final phase is the ultimate phase where we hope the student is taking agency and leading their journey and the teacher actually helps them with self-reflection and evaluation. And yeah, it's a really nice, nice area to end up in, but yeah, it takes work and it takes good facilitation and design. So I think that is all I have today. Some of my resources. Thank you, everyone, for your time.

Bettina Schwenger 1:06:00
Thank you very much, Jacqui. I really appreciate that you took the time to explain your whakapapa and where you come from, and it does impact on us and our understanding. Yes, I think it was lucky for us that you came back [laughing].

Jacqui Thornley 1:06:20
I'm the lucky one. I'm the lucky one, Bettina. You know what, you know what the Australian environment's like, right? Coming back and seeing the growth here in Aotearoa New Zealand is refreshing. That's, that's wonderful. I'm the lucky one.

Bettina Schwenger 1:06:35
[Laughing] Yes. It's, yeah, let's not talk more about Australia [laughing]. But let's stick with with us in Aotearoa. Thank you also for sharing those five phases. It's a good reminder about the different

stages we need to consider, and yes, everything is, of course, in the context, and how to implement these ideas with different size courses, learners who might be in the first year, in the second year or the third year, you know, all those situational context factors that come in. It can make things more difficult, more complex, or easier. And we acknowledge it. But thank you for reminding us of these underpinning principles. Now I wonder if there are any questions.

Otherwise, we thought we could start the discussion with just having some general questions to all four panel members. I know there was an ongoing chat discussion, which is really good to see about personas. And thank you, Kirsten and Nicoletta and Gloria for continue to talk about that. If it's okay, we start with our discussion, and then if personas come back in, we can do that as well. Kristina, would you like to take us to the next stage?

Kristina Hoeppner 1:08:16
Sure, happy to. So of course, we have some questions prepared as Bettina mentioned, but before we go into them, seeing also that we have less than 15 minutes left into this session, I'd like to check first, if any one of you has any burning questions that you'd like to ask either Hinerangi, Jacqui, Stephen, or Sue. And please do feel free to unmute yourself or pop the question into the chat, whichever you prefer.

Sue Tickner 1:09:00
It's not a question, but I just want to say thank you, Jacqui. I'm not familiar with those books and those authors. So will look into that.

Jacqui Thornley 1:09:11
I'll bring them into the office, Sue [laughing].

Bettina Schwenger 1:09:15
Yes, please. Can I join the library team [laughing]?

Jacqui Thornley 1:09:18
You know that - the wonderful thing about those books is they've got some really practical solutions, well not solutions, suggestions from a variety of different university online designers so yeah, it's really - they're really quite helpful.

Stephen Bright 1:09:37
Yeah, I see one of your resources, Jacqui, was Mark Nichols. He's back in New Zealand now, too. So another wanderer has returned. So it's the wanderers are coming back.

Jacqui Thornley 1:09:50
I think there's a few of us for sure. Yeah.

Kristina Hoeppner 1:09:55
So maybe then one question that I hope kind of close on to what actually a lot of you have brought up in regards to that relationship building and making sure that you look at students as as whole persons and also look at teachers, lecturers, and tutors, is how has your community taken on maybe not necessarily that change but kind of that emphasis on people and emphasis on relationship building instead of only 'Okay, I need to get my tasks done.' So, so not being so much task oriented, but also looking at the people, looking at relationships, making sure that you do things around the people and not just the learning that kind of the subject matter. Jacqui, you are nodding. Do you want to start?

Jacqui Thornley 1:10:58
Yeah, I guess, you know, that comes into the fore where we work at Ranga Auaha Ako is that we build a relationship with the academics we're working with. So we - that's forefront is say we talk about the student experience and how their approach, the academic approach to online development might need to change a little bit. So well, not a little bit, quite a lot, actually. But yeah [chuckling]. But we build relationships with them, and then we - sorry, am I answering this right? Like we're introducing - yeah, the human aspect of keeping people forefront and in the design. Sue, can you support me there? I'm not sure that answered the question [laughing].

Sue Tickner 1:11:57
I think I don't know whether it was viewed, seen on the slides because I completely forgot to mention it, but the university is working towards this espoused relational teaching model. And I think it's a really good thing that we have those aims. And in some cases, it's always been the case, perhaps in some pockets. As you will have heard, my concern is pockets where it's not. And I think COVID has given us some models that people are not moving back from there easily. And we have to keep alert to that.

Stephen Bright 1:12:43
I guess at the University of Waikato, I would say, like most places that relationship focus is sort of not uncontested in places, that there's areas that it's pretty patchy in terms of some areas that are very much in favour of that approach and other areas where it's kind of very much contested and disputed it is - whether it's relevant or not. Yeah.

Kristina Hoeppner 1:13:23

Do you then, Stephen, maybe have - or what are your arguments for that, that you kind of bring out when certain people don't feel like it is important? Or do you have any tips of how to how to get started, how to approach it and make it more important?

Stephen Bright 1:13:44

I think the good place to start is to sort of explore people's frameworks, like what's their educational framework? How do they view knowledge? How do they view teaching and learning? That quite often frames up, you know, their approach. And I think also, I tend to sort of give a few - some of the people that push back on that kind of both barrels really, in the nicest possible way in terms of things like you teach who you are, the Parker Palmer sort of quote, that you can't separate who you are from your teaching, and that if you're a human being in your teaching human beings, then actually, there is a relational element to that, whether you want it or not. So, sometimes pushing back a bit on some of that stuff helps people rethink what they're doing and why they're doing it.

And also, I think the sort of one of the key things in some disciplines is the sole objectivity of knowledge stuff. You know, the idea that knowledge is somehow the subjective thing. It's the sort of lump of stuff, and my job is to put the lump into the heads of the students. And if we can sort of unpack that a bit, I think people, particularly the hard sciences, is my experience, they tend to kind of go with that kind of epistemology. And so sort of teasing that out a bit helps them. One of the things I do like about the scientists that I deal with, is that they are willing to kind of go the logical route around their beliefs. And so they're willing to do the unpacking.

Jacqui Thornley 1:15:52

Just like to add to what Stephen was saying there, I think the institutions have to take a bit of responsibility, too, for this change, and where we're at at now, and what we're asking teachers to do with their students or, you know. Just recent discussions I've been having with some staff, you know, they want to be creative, they want to be innovative, they want do change their activities, make more interactivity, but they don't have a lot of support, whether it's with time or yeah, just time and flexibility to change. So I think the institutions have to have take part in this whole change that we're looking at coming.

Hinerangi Eruera Mānuera Murphy 1:16:41

I just want to add, I think in terms of Awanuiārangi being a Māori institution, it's not uncommon for the relationships to be built full forefront. However, what I do know, is some of the very heavy content driven courses, so for example, our Bachelor in Health and Science, where that curriculum is quite heavy, it's more of a need to get those relationships and continue those relationships,

really, as they pathway through that content. But yeah, I think - it's sort of something that's ingrained in everything that we try and do here, right, from that induction, the wānanga that happens, we're all a part of that whole equation. So we build those relationships. Sometimes it's a lot of time, as you mentioned, Jacqui, but it's necessary time that has its payoffs in the end for a lot of what we do. Kia ora.

Jacqui Thornley 1:17:51
Kia ora.

Kristina Hoeppner 1:17:59
Gloria mentioned something really nice in the chat that I do want to bring into the conversation here. And she says that this conversation inspired her to think what we are kind of starting to bring in - to bring in some principles of early childhood education into tertiary education. So in ECE, we design for holistic engagement, and we take into account the child's background and developing skills, our speakers in one way or another are inspiring to her to establish this connection. And I think we've seen that many times that also in primary school, teaching and learning happens very differently than what we see in tertiary. Instead, it gets very compartmentalised and we are losing a lot of that holistic learning, and so bringing those things into our learning spaces will be good.

So we are kind of two and a half minutes or so short of the end of today's webinar. And that is now time for Bettina and me to thank our speakers again: Hinerangi, Jacqui, Sue, and Stephen for sharing the work that you have been doing over the last, not just a couple of years because there was time before COVID, but the many, many years that you have been in this area, that you have been pondering, that you have been experimenting, changing your own way of learning and teaching and always being lifelong learners. Hinerangi, for example, mentioned that she's participating or that she'd been participating in the course herself and learned from that. And so thank you so much for sharing your thoughts, your own reflections and also thank you everybody for participating in today's webinar, asking your own questions, and if you haven't asked your questions, thinking quietly, what you'd like to take away from today.

And this was a webinar organised by the events team from the Flexible Learning Association of New Zealand. If you aren't already a member, we welcome you to join our ranks. There will be a conference next year, and we are also planning more webinars for this year. If you'd like to discuss a particular topic or would like to present something, please do get in touch. You can do that, for example via the email events@flanz.org.nz, or, since there are so many from University of Auckland, you can also just email Bettina, or you can email me directly. And we will be following up with a recording of this webinar. So I'll made sure that there is an email address in there that you

can get in touch. So thank you so much for taking time out of your day today to join us, and we look forward to seeing you again at a future event, be that online or in person.

Bettina Schwenger 1:21:19
And please contact us as Kristina said, for any ideas of future events. We really appreciate it. Tēnā koutou katoa. Thank you to our speakers, and go well, and Matariki is nearly on us. Kia ora.

Sue Tickner 1:21:37
Thank you