

Summary of the successful Vic teach grants 2017

Anita Brady

This project will conduct exit interviews with attrition students from the Victoria BA. A survey of the literature on university attrition and retention indicates that there is a lack of publicly available data from such interviews. In addition, the SLT report on attrition and retention recommends that faculties consider conducting exit interviews.

Objective: To discover the reasons students are leaving the BA, to implement the most effective retention interventions. BA students are in many ways the most likely to obtain the benefits from such interventions across the University, as the attrition rate in FHSS is higher than the average attrition rate across the University; moreover, FHSS has the highest number of Maori and Pasifika students of any faculty at Victoria (and Maori and Pasifika students have significantly lower rates than other student groups).

Rhian Salmon and Stuart Brock

The application is to fund a VicTeach conference in 2017. This builds on the previous successful VicTeach UnConferences (co-organised with CAD) and the 2016 VicTeach research retreat on Karori campus before it closed. All these events have strengthened the sense of community in VicTeach.

The objective of the conference is to strengthen the VicTeach community

Laila Faisal and Beth Smith

One of the basic ideas for this project is being **digitally inclusive**. To develop students' digital capability, we need to understand where their current skills are, and what the digital expectations are for learning at Higher Education.

The project aims to:

- gain a better understanding of students' current digital capability. While there is support for academics in implementing technology in their teaching, support for students in using technology in their learning is very limited. If we are to develop students who meet all the six characteristics outlined in the Learning and Teaching Strategy 2017-2021 (page 5), we should also be able to support development of digital capability so that students are better skilled when they graduate.
- stocktake what academics expect students to be able to do in terms of their digital skills
- create a matrix that describes the different levels of expected digital capability so that students can self-assess their current capabilities and know where to access help. A draft was created as part of my EDUC509 research, but this has not been trialled or tested
- increase awareness by VUW teaching community of student capability where gaps can be acknowledged, and training/resources developed to meet students' needs.

Deb Laurs , Kirsten Reid and Xiaodan Gao

This project builds on the FYE literature review conducted by Emma Rowbotham on behalf of VicTeach in 2016. The review recognises that undergraduate to postgraduate transition is

one of the three levels of the university life-cycle, yet there is a lack of focus in literature on this level of transition. The review recommends a stocktake of current FYE initiatives at all levels of the institution, but this project will focus only on undergraduate to postgraduate transition. This project aims to:

1. Conduct a stocktake of initiatives/programmes/activities VUW offers to postgraduate students in terms of transition. Postgraduate students include students in honours, graduate diplomas, masters (by course work and thesis), PhDs
2. Survey of postgraduate students (2016-2017 intake) and relevant staff. The surveys will ask what people perceive are the needs (academic, social) for successful transition into postgraduate study and if those needs are met via existing transition programmes

Identify the gaps in existing offerings by applying Kift's FYE principles and recommend a strategy toward a more cohesive approach to help all students transition to postgraduate study

Fuapepe Rimoni, Robin Averill, Ali Glasgow

The aim of this study is to generate a set of indicators to show how specific Pacific values (respect, service, and leadership, as in the Ministry of Education's Pasifika Education Plan (2013-2017) can be demonstrated and nurtured in early childhood, primary, secondary and tertiary learning environments. Indicators for use by teacher educators, student teachers, and tertiary educators will be a focus. We do however also believe that the findings from this study will be of great interest and value to colleagues teaching in other programmes throughout the university.

Minette Hillyer, Kate Schick, Claire Timperley

To run a one-day **symposium on critical pedagogy**, an increasingly influential interdisciplinary approach to learning and teaching

This symposium will:

- **Support teaching practices that develop graduate attributes, and are inherently interdisciplinary.** Critical pedagogies encourage students to engage in critical and creative thinking; to understand and communicate complex ideas across disciplines; to develop habits that support intellectual autonomy and lifelong learning; to participate in society as ethical and engaged thinkers and actors.
- **Build further community among learners and teachers of critical theory at VUW.** The proposed symposium puts into action two key objectives that came out of the 2015-16 critical theory project: to strengthen the learning and teaching of critical theory at VUW, and to invite scholars working in the field to expand our networks and expertise as teachers of critical theory. Cultivating dialogue and community among critical theorists across disciplines at VUW also serves as progression towards another goal of the critical theory community – to establish an interdisciplinary critical theory minor.
- **Strengthen engagement with critical pedagogies** across the broader VicTeach community by bringing influential scholars of critical pedagogy from diverse disciplines to the campus.
- **Exercise leadership within tertiary education in Aotearoa New Zealand** by laying the foundation for further cross-university initiatives in critical pedagogy.