

# TDU Talk

ISSUE 1 • JULY 2008

RESEARCH & TEACHING

## RESEARCH & TEACHING

Using Research to Develop Your Teaching

The Research-Teaching Nexus

Strengthening Links between Teaching and Research

Extend, Enhance and Encourage: *an incremental program for creating a whole-of-school community of researchers*

Where can I access Scholarship on Teaching?

Teaching Practice and Innovation at Waikato



“...With research as the touchstone for education, both the educator and the learner can be informed, enriched and inspired...”

(Nancy Pachana, University of Queensland)

## TDU Talk

ISSUE 1: JULY 2008

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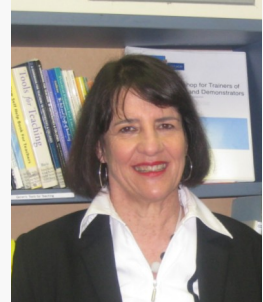
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Your feedback is welcome

## Tena koutou katoa

“ Welcome to the first edition of our new online magazine. We hope to use this magazine as a discussion forum about teaching and learning. Each month we will focus on a particular theme, but we also invite you to contribute your views or questions on any aspect of teaching and learning. This month we focus on the theme of research-led teaching, concentrating primarily on the idea of using research to enhance teaching, but also suggesting some tips for maximising discipline-specific research in your teaching.



Many staff members ask us about the current structure for teaching and learning support. Learning support is now located in the new Pathways College and is completely separate from Teaching Development. The Teaching Development Unit currently has three staff members. They are:

- *Dorothy Spiller: Teaching Developer*
- *Trudy Harris: Appraisals Administrator*
- *Preetha Pratapsingh: Administrator*

I would especially like to welcome Preetha ; we are delighted to have such a positive and efficient person to give a much needed boost to our team.

We hope that we can support you in all your teaching-related work.

Best wishes,

*Dorothy Spiller*

”



The TDU Team

## From the Appraisals Administrator



“ Hello everybody, this is Trudy Harris the Appraisals Administrator speaking. As I write these words, we are coming to the end of the 2008 Semester A appraisals. So far, everything has

gone well, and I would like to thank staff who have taken the time to ensure that the appraisals arrive properly filled out, sealed in their envelopes and with cover sheets filled in correctly.

However, there are still a few appraisals where the data has to be manually entered. To explain a little, all the questionnaires come from templates produced by the scanning software. The different templates are identified by codes. The codes are found on the top left and bottom right hand corners of the questionnaires. When the questionnaires are scanned the software reads the code and activates the relevant template, which acts as a filter for the data from the questionnaire. This data is then saved into relevant columns in an EXCEL folder. However, there are some instances where the codes will not activate templates, or save data. These are when you:

- ◆ Cut and paste old appraisals together. The code will activate a template, but the data pattern does not fit that of the template, so no data will be recorded in EXCEL.
- ◆ Use customised appraisals - if it says draft in the top left and bottom right hand corners then the software will not be able to activate a template. Please check that you are using the right versions before printing.
- ◆ Use faxed questionnaires. These are reduced in size from the traditional A4 paper size. In this case, the scanner will not recognise the code.
- ◆ Use appraisals printed from the TDU website. Please make sure that the paper code and teacher names are written in the boxes provided. Otherwise, the data is recorded in the EXCEL file but there are no teachers' name against the data.

Please just take a little time to ensure that the questionnaires are printed, filled in and photocopied correctly. This will allow for faster processing and the return of results to you.

While I am talking about appraisals, I thought I would let you know about a programme of research being undertaken by Dorothy Spiller and myself in collaboration with colleagues at the University of Otago. The research is centred on the tensions that exist between institutional and development uses of appraisal data, but specifically on how appraisals affect teachers' behaviour and whether the use of appraisals actually fosters or deters innovation in teaching.

The research programme will take a twofold approach. Initially a questionnaire will be sent to all permanent academic staff. The results from the questionnaire will allow us to determine how staff view and use the appraisal system. Once the themes have been identified we will then select a sample of staff for more in depth interviews and discussion.

The long term aim of this research is to provide evidence that will inform future institutional decisions about policies and practices regarding evaluations. The hope is that evaluations can be used to enhance teaching and consequently student learning. This research should start at the end of this year, so please look out for this questionnaire.

Thanks,

Trudy

”



## WCEL

The Waikato Centre for eLearning (WCEL) is a recent development at the University. We are currently a Centre of four staff providing a wide range of eLearning support. Technology is pervasive in our lives today and sometimes we can feel overwhelmed by the range of tools available to us. Sometimes we feel adventurous and want to explore new ways of engaging our students and enhancing their learning opportunities. Either way, WCEL can provide support to enable you to use technology effectively and in pedagogically robust ways with your learners. We also provide a voice for the University on sector, national and international developments in eLearning.

We are developing workshops on various aspects of eLearning including Moodle training. We are keen to work closely with Schools, Departments, programme teams and individuals to explore how we can best support your needs. We understand that learning in your own context is often the best way to make sense of how you can apply new techniques appropriately. Please contact us so we can discuss how we can support your use of eLearning.

Currently we:

- Support staff in using eLearning tools effectively
- Provide support for the setup and administration of eLearning Environments (such as Moodle & MyPapers...)
- Provide consultancy for the development of effective eLearning courses, materials, resources and innovative practice
- Assist in developing effective strategies for teaching in eLearning contexts
- Provide customised workshops for the development of specific eLearning skills
- Facilitate the sharing of eLearning knowledge between staff University and provide support in Schools for eLearning development planning
- Investigate and evaluate new and emerging technologies
- Facilitate research on eLearning technology, pedagogy and content in partnership with Faculties and Schools
- Provide leadership and the University of Waikato perspective on sector, national and international developments in eLearning

Thanks,

Derek, Dean, Teresa & Nigel.

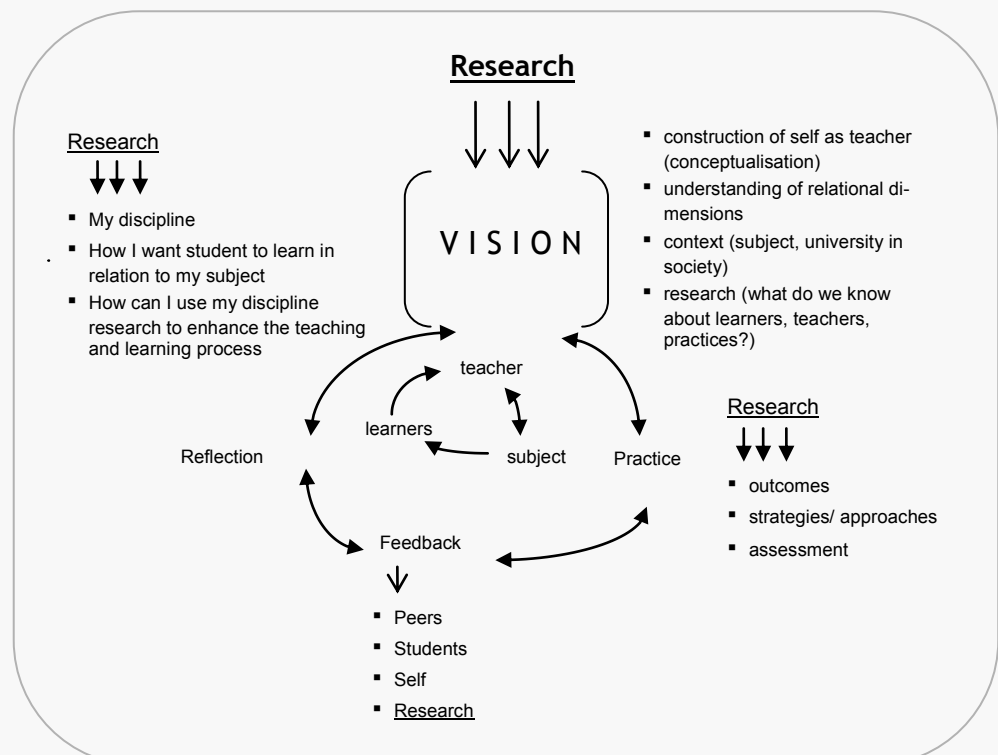
## Using research to develop your teaching

While most academic teachers give priority to discipline-based research, university teachers are less familiar with the idea of underpinning their pedagogy with systematic research-based evidence. This is partly because teaching has traditionally been undervalued in the university culture and rewards system and because most appointments to universities have been based on research achievements. Teaching has also been seen as a matter of acquiring certain basic skills. However, there is now an extensive body of scholarship on tertiary teaching which academic teachers can access to examine their teaching beliefs, design the curriculum and plan teaching and assessment strategies to optimise the potential for quality student learning. Furthermore, teachers can use research on teaching to reflect, evaluate and refine their practice. Underpinning our practice with research enables us to engage in an ongoing process of professional development and improvement. We may also want to conduct our own research investigations into aspects of our practice that are problematic or new approaches that we want to trial. Similarly, universities can conduct institutional research in order to base teaching and learning policy and process decisions on well-grounded evidence. Using research in all of these ways enables the university and individual academic practitioners to approach teaching with the same rigour and spirit of inquiry that we expect of ourselves and our students in relation to the learning of our academic disciplines.

In summary, we can use research in teaching to:

- Inform, critique, and evaluate our **thinking** about teaching (our construction of ourselves as teachers, our beliefs about ways of thinking and learning in our discipline, our understanding of learners, our social vision and ideas of teacher- learner relationships etc)
- Find out as much as possible about the nature of **student learning** so as to develop teaching approaches that are built on what we know about student learning
- Inform the choices we make about teaching design, classroom and assessment **practices**.
- Assist in the design and implementation of **innovative practice**
- Inform our review of and **reflection** on practice
- Inform **institutional policies** and practices in relation to teaching and learning
- Give **research-based rigour** to our practice.
- Develop our portfolio of **published research** on teaching and share our own findings
- Participate in the **research community** of academic teachers

“...teachers can use research on teaching to reflect, evaluate and refine their practice...”



## The research-teaching nexus

The assumed connection between discipline-based research and quality teaching is widely referred to in tertiary forums and in university documents such as mission statements and quality frameworks. Research-based findings indicate that this connection is in no way axiomatic and that for the full potential of research to be reflected in the quality of the students' learning experience, the connections have to be explicitly factored into the way courses are designed and taught and supported at the departmental and institutional level (Jenkins, Breen & Lindsay, 2003). Ultimately the most useful question to ask is whether and how the research-teaching connection is enhancing students' learning.

Jenkins, Breen and Lindsay (2003) develop a useful framework for linking research and teaching from a student learning perspective. They suggest that :

### *A Framework for Linking Student Learning and Staff Research from the Perspective of Student Learning*

Linking teaching and research is achieved when:

- Students learn how research within their discipline leads to knowledge creation.
- Students are introduced to current research in their disciplines.
- Students learn methods used to carry out research in their disciplines.
- Students are motivated to learn through knowledge of and direct involvement in research.
- Students carry out research.
- Students participate in research conducted by their lecturers.
- Students learn and are assessed by methods resembling research procedures in their discipline.
- Students learn how research is organised and funded.
- Students become members of a school or department and university culture within which learning, research and scholarship are integrated.
- Students' learning is supported by systems and structures at departmental, institutional, and national level that facilitate staff scholarship and research in the pedagogy of the disciplines as well as disciplinary scholarship and research. →



“...Underpinning our practice with research enables us to engage in an ongoing process of professional development and improvement...”

← Linking teaching and research is also achieved through:

- University staff at all levels basing practice and policy on knowledge and learning obtained through research (and reflections of practice).
- Academic staff using current pedagogic research findings when designing and delivering courses.
- Institutional managers and national policy makers basing policies including those on teaching-research relations – on the best available research and scholarly evidence.

Jenkins, A., Breen, R. & Lindsay, R. (2003)  
*Reshaping Teaching in Higher Education*. Great Britain: Kogan Page,  
p.61.



The PG Certificate provides an ideal opportunity to conduct a research investigation on an aspect of your practice and thereby improve your practice. In addition to gaining a qualification in teaching, you can get an added bonus of research that can be published.

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Rachel Spronken-Smith from the Higher Education Development Centre writes about integrating research with teaching to engage students in the learning process, develop critical thinking and 'generate the next crop of researchers'. This article has been reprinted with permission from *Akoranga, University of Otago (Issue 2: February 2008)*.

Spronken-Smith, R. (2008). *Strengthening Links between Teaching and Research*. Akoranga Issue 2, pp. 7-8.

## Strengthening Links between Teaching and Research

This article by Rachel Spronken-Smith from HEDC unpacks the links between teaching and research and makes a plea for lecturers to consider adopting 'research-based' teaching within their curricula.

One of Otago's strategic imperatives is 'achieving excellence in research-informed teaching' but what does this mean? Unfortunately the higher education literature on the research-teaching nexus suffers from a plethora of terms many of which have multiple meanings. So what is termed 'research-informed' by one author, may be equated with 'research-based' by another. This makes it very difficult to interpret the intent of statements about teaching-research links in institutions' mission statements or strategic imperatives. This article unpacks the links between teaching and research and makes a plea for lecturers to consider adopting 'research-based' teaching within their curricula.

One of the most commonly cited references about the links between teaching and research is that by Ron Griffiths (2004). He proposed four models of the teaching-research nexus:

- Teaching can be **research-led** in the sense that the curriculum is structured around subject

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“...the prime motivator is the achievement of higher order learning outcomes (critical thinking) and transferable skills expected of a higher education.”

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content, and the content selected is directly based on the specialist research interests of teaching staff; teaching is based on a traditional 'information transmission' model; the emphasis is on understanding research findings rather than research processes; little attempt is made to capture the two-way benefits of the research-teaching relationship.

- Teaching can be **research-orientated** in the sense that the curriculum places emphasis as much on understanding the processes by which knowledge is produced in the field as on learning the codified knowledge that has been achieved; careful attention is given to the teaching of inquiry skills and on acquiring a 'research ethos'; the research experiences of teaching staff are brought to bear in a more diffuse way.
- Teaching can be **research-based** in the sense that the curriculum is largely designed around inquiry-based activities, rather than on the acquisition of subject content; the experiences of staff in processes of inquiry are highly integrated into the student learning activities; the division of roles between teachers and student is minimised; the scope for two-way interactions between research and teaching is deliberately exploited.
- Teaching can be **research-informed** in the sense that it draws consciously on systematic inquiry into the teaching and learning process itself. (Griffith, 2004:722)

Note that Otago in its strategic imperative was certainly not wanting to promote, as the main form of the link, 'research-informed' teaching according to Griffith's schema! The working party examining this imperative discussed the teaching research nexus more broadly and made the following distinctions: teaching and learning **from** research (i.e. research-led); teaching and learning **about** research (i.e. research-orientated); and teaching and learning **through** research (i.e. research-based).

Mick Healey, who visited Otago in 2006, used Griffith's models of the teaching-research nexus and linked these to features of a curriculum (Figure 1). Healey (2005) argued that it was possible to design curricula which develop the research-teaching link according to whether:

- The emphasis is on research content or the research process and
- Students are treated as the audience (teacher-focused approach) or participants (students-focused).

He suggested that most traditional university teaching occurs in the bottom left (research-led) quadrant, although he recognized that some disciplines have relatively more activity in the other quadrants. He argued that higher education should place more emphasis on pedagogies in the top half of Figure 1, particularly on research-based teaching since this has the most benefit for student learning.

STUDENT-FOCUSED Students as Participants		EMPHASIS ON RESEARCH PROCESSES AND PROBLEMS
<i>Research-tutored</i> Curriculum emphasizes learning focused on students writing and discussing papers or essays	<i>Research-based</i> Curriculum emphasizes students undertaking inquiry-based learning	
EMPHASIS ON RESEARCH CONTENT	<i>Research-led</i> Curriculum is structured around teaching subject content	<i>Research-orientated</i> Curriculum emphasizes teaching processes of knowledge construction in the subject
TEACHER-FOCUSED Students as Audience		

Figure 1. The links between curriculum design and the research-teaching nexus (Healey, 2005)

Research by Jane Robertson (formerly of Canterbury University) and Carol Bond (HEDC) (2005) found disciplinary differences in the nature of the teaching-research relation, and hence in curriculum design. In hard science disciplines the focus of teaching at lower levels is often on the structure of knowledge, and once students accumulated sufficient foundational knowledge they can then undertake research. Thus research-based teaching may not occur until third year or even postgraduate study. In contrast, in softer disciplines where knowledge is socially constructed, teaching engages students in disciplinary conversations and thus research-based teaching occurs at lower levels. Despite these disciplinary differences, the hope is that by the final undergraduate year, teachers are using at least some research-based teaching so that students are fully engaged in the research process.

While the intent of research-based teaching may be partly to generate the next crop of researchers and academics, the prime motivator is the achievement of higher order learning outcomes (critical thinking) and transferable skills expected of a higher education.

Having set up a framework for the various links between teaching and research, consideration will now be given to practical ways to achieve these links (Table 1). Note that any attempt to integrate research into teaching is better than none at all! Underpinning all approaches is an intent to develop students' understandings of a topic and to raise awareness of the research culture within the department, but how this is achieved is variable. Also as you move down the table, the emphasis shifts from understanding the research outputs (i.e. the knowledge to the research process)

While it may be tempting, for pragmatic reasons, to leave research-based teaching until third year level, research suggests that there should be progressive development of inquiry skills throughout the curriculum. This raises a tricky issue for lecturers. How often do departments discuss and plan the whole degree programme? Usually the focus is on a particular course or perhaps a year's offerings, yet ideally the whole can be undertaken for the development of knowledge and skills in the particular degree.

Following a review in the late 1990s, the Ecology Programme' at Otago undertook such a planning exercise with the explicit intent to incorporate research-based teaching throughout the degree. Inquiry approaches were advocated for not only introducing students to research, but also to fulfil broader educational outcomes. The result, several years on, is a coherent programme that progressively builds up research skills in their students. At stage 1, as part of the laboratory programme is the core ecology course, students are taken into the field to address a question about invertebrate biodiversity in the Town Belt. Following gathering of field data, students are guided through a series of laboratory exercises and assisted in the development of a written report. In one of the core stage 2 papers, and again in the laboratory programme, students work in groups to explore aspects of an ecosystem (choice of ecosystems is closely tied to staff research interests) and must produce a scientific poster showing the relationships between components of their chosen ecosystem. Their ecosystem then suffers a disturbance (introduced by staff) and the students must produce a research proposal (using ORG format and peer reviewed) that details how they would investigate the impact of this disturbance on their ecosystem.

The 'capstone' course is a stage 3 field studies course in which students undertake a research project. The course has no lectures but rather a week-long residential field course during which students design a research project and collect data. Analysis and write-up occurs back on campus, and is supported by a series of optional workshops.

The Ecology example demonstrates how inquiry skills can be progressively built into a curricula.

To achieve this integration requires planning across the entire curriculum and a motivated teaching team, committed to the best possible student learning outcomes. Pedagogical research into this programme<sup>1</sup> shows that students certainly are developing higher order learning outcomes, value the experience, achieve well academically, and are inducted into a departmental research community. The results of this pedagogical research will be the focus of an article in the next issue of *Akoranga*.

	<i>Intention of curriculum and link</i>	<i>Types of learning activities</i>	<i>Typical assessment items</i>
<b>Research-led:</b> teaching and learning <i>from</i> research	To grasp a body of knowledge, to make explicit research in the topic	Lectures to cover research development in the topic. Making students aware of staff and postgraduate research (use explicit examples)	Emphasis on exams - often MCQ, short answers, some essays. May be an internal lab or tutorial component to cover particular knowledge areas.
<b>Research-orientated:</b> teaching and learning <i>about</i> research	To develop students' abilities to carry out research	Lectures on research methods. May be supported by labs or tutorials exploring methods of data collection and analyses. Use your own (or your postgraduates') data sets for analysis.	Emphasis on exams - often MCQ, short answers, some essays. May be an internal lab or tutorial component to cover development of specific research skills.
<b>Research-based:</b> teaching and learning <i>through</i> research	To give students practice in research. To develop research and communication skills	Activities which engage students in research; literature reviews, research proposals, research projects (individually or in groups). Few or no lectures, unusually group and/or independent work, field work, tutorials and seminars.	Emphasis on internal assessment. Research reports or papers, oral presentations, posters, learning logs.

Table 1: Curriculum features of different models of the research-teaching link

The Ecology Programme is being studied as part of a Ministry of Education funded research project that is exploring examples of inquiry-based learning at undergraduate level across four institutions: the universities of Otago (lead institution), Canterbury and Victoria, and the Christchurch Polytechnic Institute of Technology. Other courses being showcased from Otago are the third year medicine Endocrinology Module and a second year Political Communications in New Zealand course.

Griffith, R. (2004). *Knowledge production and the research-teaching nexus: the case of the built environment disciplines*. *Studies in Higher Education* 29, 709-726

Healey, M. (2005) *Being in University*. In Barnett, R. (Ed) *Reshaping the University: New Relationships between Research, Scholarship and Teaching*. Maidenhead, Berkshire: Society for Research into Higher Education & Open University Press.

Robertson, J. & Bond, C. (2005) *Being in the University*. In Barnett, R. (Ed) *Reshaping the University: New Relationships between Research Scholarship and Teaching*. Maidenhead, Berkshire: Society for Research into Higher Education & Open University Press

Rachel Spronken-Smith - HEDC

## Enhance, Extend, Encourage: an incremental program for creating a whole-of-School community of researchers.

*This abstract on the Research-Teaching Nexus was taken from a paper presented at the HERDSA Conference, July 1-4, 2008.*

### Abstract from HERDSA 2008

I outline a model for creating a whole-of-School community of researchers, and promoting the teaching/research nexus to students across the three years of the undergraduate curriculum, influenced by the Garnett and Holmes(1995) model of the benefits of research in teaching and learning, I have facilitated the development of an integrated and incremental program of activities across the three undergraduate years. I adopted a blended learning approach with face-to-face activities facilitated via a Web Portal. The program E3 (“Enhance, Extend, Encourage”) aims to:

- ◆ Enhance our students’ understanding of how research and researchers contribute to current knowledge and to society;
- ◆ Enhance the undergraduate experience through engaging students in debate about topical issues in science;
- ◆ Encourage our undergraduate students’ to think of themselves as current and future researchers
- ◆ Extend our undergraduate students participation in research activities.
- ◆ The program is voluntary, and open to all interested. Through the Reach into Research Web Portal:
- ◆ For first year students: we upload fortnightly topical research news items (e.g. Web links or papers) relevant to their current learning and usually showcasing Tasmanian/ Australian researchers;
- ◆ For 2nd/3rd year students: while we welcome our undergraduates at any seminar, we organise two “Reach into Research seminars” each semester. These seminars are followed by extended discussions restricted to the undergraduates, encouraging them to engage with the speaker. We bring in members of the local scientific community to give these seminars. Students are exposed to the wider implications of the science they are learning, and to potential career paths;
- ◆ The Zoology Student Volunteers program links researchers offering projects with 2nd/3rd year undergraduates wanting real research experiences. Volunteers choose from a range of field or laboratory based projects and gain authentic research experiences. Our 2007 Honours cohort included four students who had taken part in the Student Volunteers program.

These innovations are layered upon our formal undergraduate curriculum in which we increasingly provide students with opportunities to “think as scientists” and to reflect upon research activity in the School. These range from interactive discussions of ethics and research design at first year level, training in data interpretation, analysis and scientific reporting in second year, through to major group research projects in the majority of our third year units. In addition, the E3 program provides our Honours and postgraduate students with the opportunity to serve as role models and mentors through the Student Volunteer Program. They benefit from real assistance with their research, and gain valuable skills in directing and being responsible for team members. These are key generic skills for researchers, and feedback from surveys of the mentors suggests that this is an important outcome of the initiative. We surveyed our Honours and third year students to gauge the impact of the activities described above on their decisions to: (a) continued studying Zoology, or (b) to plan a career in research. Results were overwhelmingly positive.

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Australia

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## Where can I access the scholarship on teaching?

**Databases.** Go to the university library site and find the education databases. Useful databases for higher education include: ERIC; Proquest Education Journals.

### **Higher Education Journals**

There are numerous higher education journals. Some are generic while others promote higher education research in particular disciplines.

*Examples of generic higher education journals:*

- Active Learning in Higher Education
- American Journal of Distance Education
- Assessment and Evaluation in Higher Education
- Higher Education Research and Development
- The International Journal of Higher Education and Educational Planning
- Innovations in Education and Teaching International
- Innovative Education
- Journal of Higher Education
- Research in Higher Education
- Studies in Higher Education
- Teaching in Higher Education

*Examples of discipline-specific higher education journals*

- Advances in Health Science Education
- Business Education Forum
- Early Child Development and Care
- Early Childhood Education Journal
- Journal of Continuing Education in the Health Professions
- Journal of Management Education

### **Conference Proceedings**

Higher education conference proceedings provide a quick up to date overview of some of the current thinking and research in the higher education sector (for example, HERDSA Conference Proceedings, IUT Conference Proceedings)

### **Websites**

There are a number of websites of different national higher education organisations that enable you to access ideas, research, case studies, current debates and publications in higher education.

*Examples:*

- Ako Aotearoa: <http://ako.aotearoa.ac.nz>
- Higher Education Academy: <http://www.heacademy.ac.uk>
- The Carnegie Foundation: <http://www.carnegiefoundation.org>
- The Carrick Institute for Learning and Teaching in Higher Education Ltd: <http://www.altc.edu.au/carrick/go>

### **Books**

There is a wide range of books available to help you enhance your practice. Some of these are simply collections of strategies, some are primarily teacher guides that are implicitly or explicitly based on research, others are collections of research studies, while others are speculative or theoretical studies. Materials are available for loan from the Teaching Development library.

*Many of our staff have engaged in research on teaching.  
The following compilation shows the research  
conducted by University of Waikato staff.*

If you have had research on teaching published, please tell us about it! Contact: [tduadmin@waikato.ac.nz](mailto:tduadmin@waikato.ac.nz)

**Tim Anderson, Department of Engineering, School of Science and Engineering**

Anderson, T., Torrens, R., Lay, M., & Duke, M. (2007). *Experience with practical project based learning in a developing undergraduate engineering degree program*. Online Proceedings of the International Conference on Engineering Education - ICEE 2007. <http://icee2007.dei.uc.pt/index2.htm>,

**Chuda Basnet, Department of Management Systems, Waikato Management School**

Basnet C. and J.L. Scott, 2004, *A Spreadsheet Based Simulator for Experiential Learning in Production Management*, Australian Journal of Educational Technology, 20 (3), 275-294.

**Dianne Forbes, Department of Professional Studies, School of Education**

Forbes, D. (2005). *Formative interaction in online classes*. International Journal of Design Sciences and Technology (Revue des Science et Techniques de la Conception), Special issue: eLearning Challenge, 12(2), 83-93.

Forbes, D., & Ipsen, S. (2004). *'It's like something in my pencilcase': Student teachers learning through ICT with digital kids*. Computers in New Zealand Schools, 16(3), 49-53.

Forbes, D. (2004). *Leadership as capacity building in online teaching and learning: The obligation to collaborate*. New Zealand Journal of Educational Leadership, 19(2), 57-70.

Forbes, D. (2004). *Teacher education students listening to pupils online*. INET (International Networking for Educational Transformation), v1, online publication.

**Jenny Gibb, Department of Strategy and Human Resource Management, Waikato Management School**

Clark D.N., & Gibb, J.L. (2006). *Virtual Team Learning: An Introductory Group Exercise*. Journal of Management Education. 30(6), 765-787.

Corner, P., Bowden, S., Clark, D., Collins, E., Gibb, J., Kearins, K., & Pavlovich, K. (2006). *Grounded learning from a strategy case competition*. Journal of Management Education. 30(3), 431-454.

*David Giles, Department of Professional Studies, School of Education*

*Published articles, presented papers*

Giles, D. L. (2007 - peer reviewed). *The challenges of phenomenological research: Recovering the teacher-student relationship*. Paper presented to the Australian Association of Research in Education (AARE), Fremantle, November.

Giles, D. L. (2007). Humanising the researcher: The influence of phenomenological research on a teacher educator. *International Journal of Pedagogies and Learning*, 3(1), 6-12.

Giles, D. L. (2006 - peer reviewed). *Humanising teacher education: The influence of the findings of phenomenological research on the researcher*. Paper presented to the New Zealand Association of Research in Education conference, University of Waikato / Waiariki Institute of Technology, Rotorua, December.

Giles, D. L. (2005). Philosophy to ideological praxis: A component theory approach to developing an educational framework. *Journal of Christian Education*, 48(3), 25-33.

Giles, D. L. (2005 - peer reviewed). *Hermeneutical phenomenology in teacher education: Exploring the influence of the teacher-student relationship on the teaching-learning experience*. Paper presented to the New Zealand Association of Research in Education conference, University of Otago, Dunedin, December.

Giles, D. L. & Alderson, S. (2004). *Enabling dialogue: An appreciative inquiry into student's transformative learning experiences with a Family Literacy project*. Proceedings of the Fourth Conference on the New Zealand Association of Bridging Educators, AUT University, Auckland, September.

*Articles under review*

Chapman, L., & Giles, D. L. (2008). *Appraising the professional practice of a Midwife Lecturer: An Appreciative Inquiry within the context of a narrative curriculum*. - accepted for publication, after editing with the Studies in Continuing Education journal

*Presentations*

Giles, D. L. (2008). *Workplace reflection: The potentiality of Appreciative Inquiry and Heidegger's notion of meditative thinking*. Presentation to the Annual Symposium of the Auckland Branch of the New Zealand Dental Therapists Association, AUT University, February 28.

*Forthcoming Presentations*

Giles, D. L. (2008). *Filling the gaps or having a sense of 'life' in our practice: Revisiting the evidence of our practice*. Presentation to the National Conference of the New Zealand Dental Therapists Association, AUT University, April 28.

*Doctoral Research (in progress, completion 2008)*

Giles, D. L. (completed, 2008). *Exploring the teacher-student relationship in teacher education: A hermeneutic phenomenological inquiry*.

“...We feed our students with the enthusiasm that comes from collecting fresh and, to us, exciting information and this enriches the learning experience of our students...”

*(Regina Scheyvens, Massey University)*

**Clive Gilson, Department of Strategy and Human Resource Management, Waikato Management School**

Gilson, C.H.J. (2004) "The career task before us", *Management Communication Quarterly*, Vol.18, No. 2, 273-279.

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