

National Tertiary Learning and Teaching Conference
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Unitec Institute of Technology

Creating Connections Between Theory and Practice for Diverse Learners

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Human Development – In context

- 2013: Development of “the Common Semester” for delivery S1-2014
- Blended and flipped delivery also implemented

Welcome to Human Development HSDV5143

The navigation menu consists of three main modules and three utility icons, all contained within orange rounded rectangular frames.

- MODULE 1**
Core Concepts
- MODULE 2**
Human Capabilities
- MODULE 3**
Self & Society

Below the modules are three utility icons:

- Forums
- myPortfolio
- Resources

Blended, Flipped and Team-based learning

- Students can access their learning communities at any time, in any location
- Explore theory before class
- Face-to-face time used to
 - Explore & critically engage with ideas
 - Recap threshold concepts
 - Build relationships
 - Challenge beliefs and preconceptions
 - Apply theory to practice
 - Practice professional behaviour and thinking

The Early Days

Early Delivery Design

- Teams of 2.0FTE (4x0.5) teaching 220 – 450 students per course
- Predominantly online (activities)
- F2F (fortnightly drop-ins + monthly conference-like events)
- BbC – Q&A (weekly 1hr virtual classrooms)

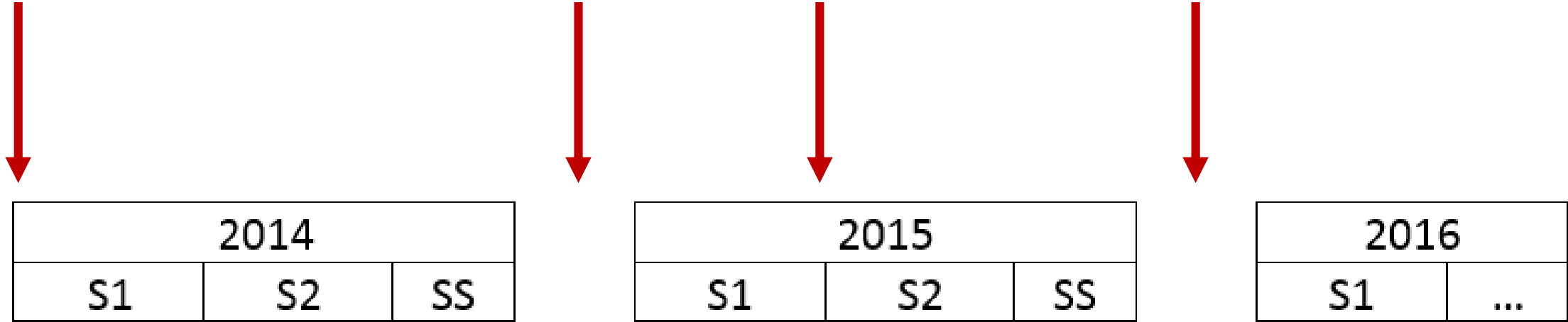
Six (of 8) programmes

1. Bachelor of Nursing (~130)
2. Medical Imaging (~40)
3. Osteopathy (~30)
4. Bachelor of Sport (~50)
5. Bachelor of Health and Social Development (~40)
6. Bachelor of Social Practice (~110)

Our Learners

- Vocationally focused
 - School leavers
 - Second chance learners
 - Career changers
 - External commitments
- How do we...
 - Maintain success and retention?
 - Make theoretical courses relevant?
 - Teach application of theory to real-life practice?
 - Develop professional thinking and behaviour?

Consultation with discipline staff and other stakeholders



Initial development

Structured F2F

Ass 2: Audio piece compulsory

Ass 2: complex case study - scaffolded by myPortfolio case studies

Ass 1: reflective visual piece
Theory/discipline additions & myPortfolio case study refinement

Student evaluation/feedback

Connecting Content to Pathway

"Its very interesting to learn this, I don't see how its relevant for [my profession]"



ACTIVITY:

Physical Maturation



This activity has been designed to help you investigate the timing of maturation, the events occurring during physical maturation and the social differences experienced by males and females in relation to being "early" and "late" maturing.

It is particularly important for **BHSD students studying Youth Development**, as this is a critical period in human development and these events and their timing can have significant impacts on the wellbeing of young people



Watch this video discussion by [Jayne Mercier](#) and [Louise Bouchier](#), lecturers in the Bachelor of Health and Social Development, who have a lot of experience working with adolescents. In this video they discuss several aspects of adolescence, including physical and sexual maturation, cognitive development and social and moral issues around adolescence. You may wish to bookmark this video so that you can refer back to it during the other topics on adolescence.

Connecting Assessment to Future Practice

“All my friends and groups just go online get the stuff and write it for assessments... At least with tests you have to learn and remember stuff”.

- *Previously:* gathering and reproduction of information
- *Need for:*
 - Vocationally relevant problems
 - Increased engagement in relevant theories
 - Application of theory to pathways
- Assignment 2
 - WAS
 - 4 of 8 essay options (1 for each topic covered in Modules 2 & 3)
 - Explaining specific theories in context of theory specific case studies
 - NOW
 - 1 of 4 options
 - 2 parts: written report & spoken client-based interaction
 - Broad case study
 - Bringing together multiple theories to explain situation and provide ‘real life’ advice

Connecting Assessment to Future Practice

“the students have [been] really creative

“You can hear these guys as future practitioners...”

“This approach allows students to include their lived experience...”

“You can see the value that they will bring to their future professions.”

Connecting Online Activities to Assessment

- Scaffolding the assignment approach through asynchronous online discussion forums
 - Controversial case studies
 - No right answer
 - 100 word limit
- Reduced staff reading load
 - Increased feedback capability
- Increased interest in each-others' contributions

“Thanks [name], I missed that... is a good point you make about...”

Activity 6: Cognitive development

Ben is on a play date with Alex's son Cody. At afternoon tea time, Alex makes them each an identical tall glass of milk and two cookies, one breaks as she puts it onto Cody's plate. Cody is upset because she had not used his favourite pink cup, so Alex pours his milk into the 'correct' cup. Cody then starts complaining that Alex has given Ben more milk than him. Meanwhile Ben notices that Cody has more cookies than he does, and asks whether he can have three cookies too.



Milk and cookies. Creative Commons Licence (BY SA). Flickr photograph by panafotkas: <https://flic.kr/p/4tZpB3>

What do you think?

What do you think? Remember to **read what other group members have written** and **use evidence to support your ideas**:

Think about and discuss on your myPortfolio page:

- What is going on here?
- **How old** do you think these children are? **What evidence** do you have to support your assertion?
- What **other errors** are these two boys likely to make at this age?
- Could Alex do anything to help the boys **correct their misunderstandings**?
- What would you recommend Alex do to **resolve the current situation**?

“Yeah the portfolio stuff it makes u understand a topic more then what u thought before”

Activity 10: Elderhood and Ageing

Antonia is part Maori, part Pakeha. At age 90 she is started to struggle with simple tasks around the home, which she has occupied alone for two months since her husband died. Antonia struggles with lifting her feet up high enough to get into the shower, she is wobbly on her feet, and has stopped sitting in certain chairs because getting up from those chairs is incredibly difficult. Not only that, but since her husband died, she has little outside contact as she finds it difficult to get out of the house to visit people.

Antonia's children, in their 50s and 60s themselves, are quite worried about her. They want her to either move in with one of them, or go into a rest home. They hate to see her lonely and physically struggling with day-to-day tasks. Antonia feels torn – her whole life is symbolically tied to her house, but she also knows that she needs some help.



Rita Pitka Blumenstein. Creative commons licence (BY NC ND). Flickr photograph by Laura Avellaneda-Cruz: <https://flic.kr/p/ajjMx9>

What do you think?

What do you think? Remember to **read what other group members have written** and **use evidence to support your ideas**:

Think about and discuss on your myPortfolio page:

1. What do you think **Antonia and her children** should do in this situation?
2. How could moving into a rest home positively or negatively **influence Antonia's wellbeing** in all four domains?
3. How might staying in her own home positively or negatively **affect Antonia's wellbeing** (in all four domains)?
4. Bearing in mind Antonia's **cultural background**, what factors might Antonia and her children need to consider when choosing the most appropriate place for her to live?
5. Are there **other possible solutions** that the family has not considered? What are some possible implications of those solutions?

Please limit each point that you make to a maximum of 100 words.

"It was really cool to see a different perspective ...

It just proves that we are all so different and need each others help"

Adrian, do you have

I agree with Sam's point that it is necessary for people to move through Kohlberg's morality stages as they age because it varies upon the environment the individual's live in. Robert Gates (n.d.) mentioned that majority of children are at pre-conventional mortality while most adults are at conventional stage. Unfortunately, 20% to 25% of adults have past the post-conventional phase. This movement from one stage to another is not naturally, but is something that needs to be learned by the individual.

Love your work guys. You explain things really well, which is great for me as I often, have to read and re read the information before I can understand it. But you guys are able to interpret it to layman's terms. Awesome. Thank you :)

Ethan I really liked how you and Dante would not only relate to biological concepts but also relate to biological concepts. Geena I specifically liked how you create a bigger fire. In your approach keep it up and great effort from you two.

or help! I think that communicating with the people with you. It shows why aggressive behaviour is not

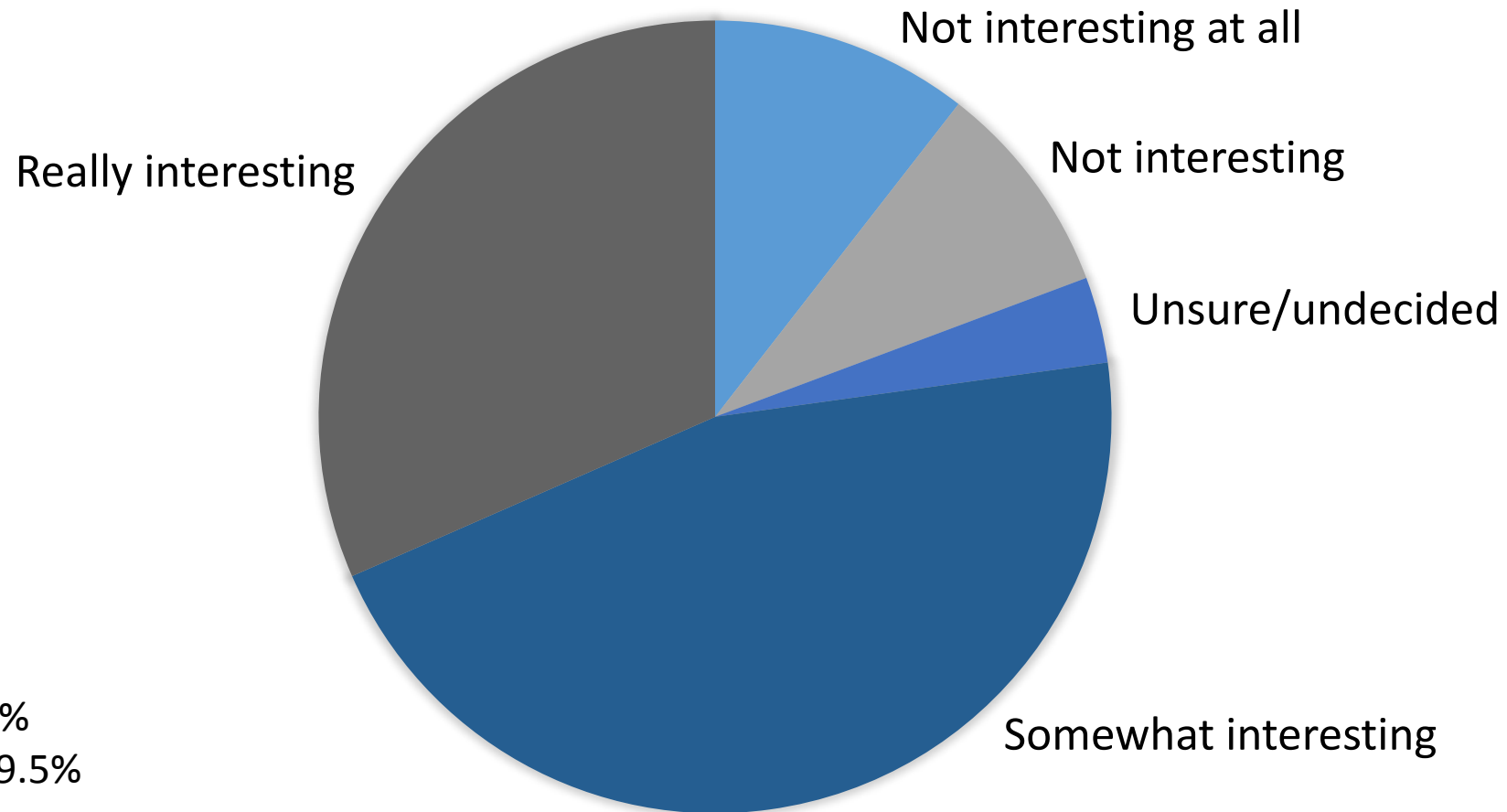
I agree with Sam's point that it is necessary for people to move through Kohlberg's morality stages as they age because it varies upon the environment the individual's live in. Robert Gates (n.d.) mentioned that majority of children are at pre-conventional mortality while most adults are at conventional stage. Unfortunately, 20% to 25% of adults have past the post-conventional phase. This movement from one stage to another is not naturally, but is something that needs to be learned by the individual.

Prit - It was really cool to see a different perspective in giving Andy involved in the situation is a good starting point and if more help clearly state that boys are more aggressive than girls. I do believe

in every way. I think that communicating with the people with you. It shows why aggressive behaviour is not

the goodness of fit. I reckon that did mention this as it can will eventually

How interesting & relevant do you think the myPortfolio activities are?



Positive responses: 77%
Negative responses: 19.5%
Undecided: 3.5%

Connecting with Disciplines and Culture



Connecting Assessment to Future Practice

- *Need for:* reflective practitioners & vocationally relevant theory
 - Assignment 1
 - WAS:
 - Pavlov, Skinner or Bandura
 - Essay
 - NOW
 - Te whare tapa wha
 - Visual representation
 - Reflection

“Hauora is neat... it makes a lot of sense to me”.

Connecting Online and Face-to-Face Learning

- Simply changing to more F2F did not meet student needs as classes now mimicked online activities

“A lot of classes are just based off what we have done online”

Connecting Online and Face-to-Face Learning

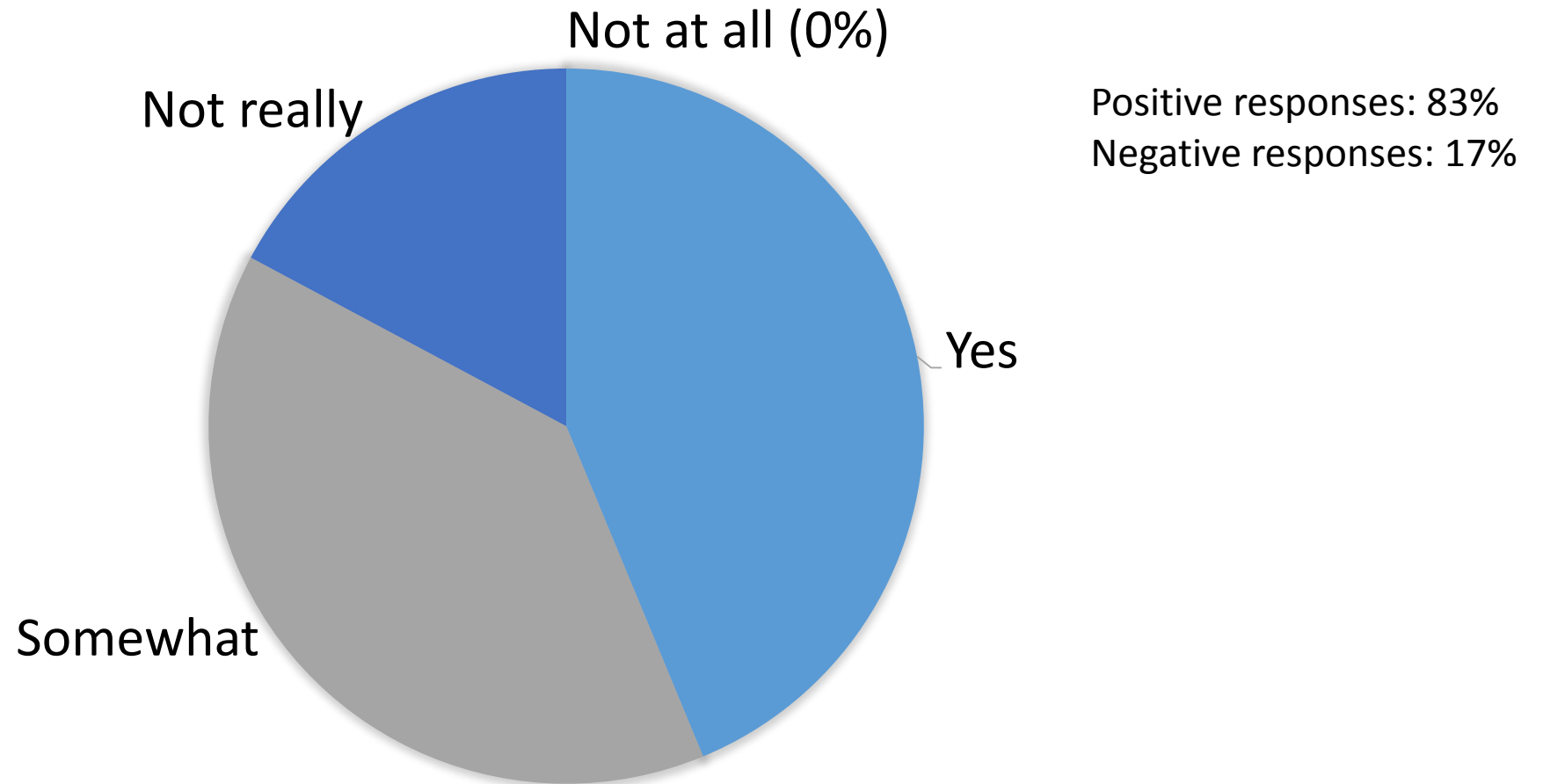
- TBL (using a Flipped Learning approach) introduced problem-solving in vocationally-relevant scenarios
 - Moodle quizzes were used to ascertain less understood areas before class
 - Group work in class prompted collaborative soft skills and more comprehensive content knowledge
 - Random selection for presentation (of group's conclusion) led to better participation

Quiz 3.4

To kick off today's class - please complete quiz 3.4 as soon as you arrive.

We are not concerned at how many you get correct and will not be asking anyone individually. We will simply be collating the overall results to see which area we will focus our learning on today.

Do you think that the style of teaching/learning today was more interesting than in previous lessons?



What advice would you give?

You meet Katia at a Christmas BBQ, where she introduces you to her 8 month old son Sean.

You smile and him and say "Hi Sean". He doesn't react. You think this is strange, but figure it may be that he is nervous of strangers.

You later notice that when Katia is talking to Sean, she has to touch him on the shoulder before he notices her. During the interaction, he is strangely quiet, not making any babbling noises or responding to what she is saying, despite looking intently at her face.

- What might be going on here?
- What advice would you give Katia?

Together as a group:

1: Decide on an answer

- Make sure everyone in the group has expressed an opinion
- Make sure everyone in the group agrees on the final answer

2: Outline the reasons for your answer

- Make sure everyone in the group can explain your group's reasoning

"I found the teaching these days more interesting"

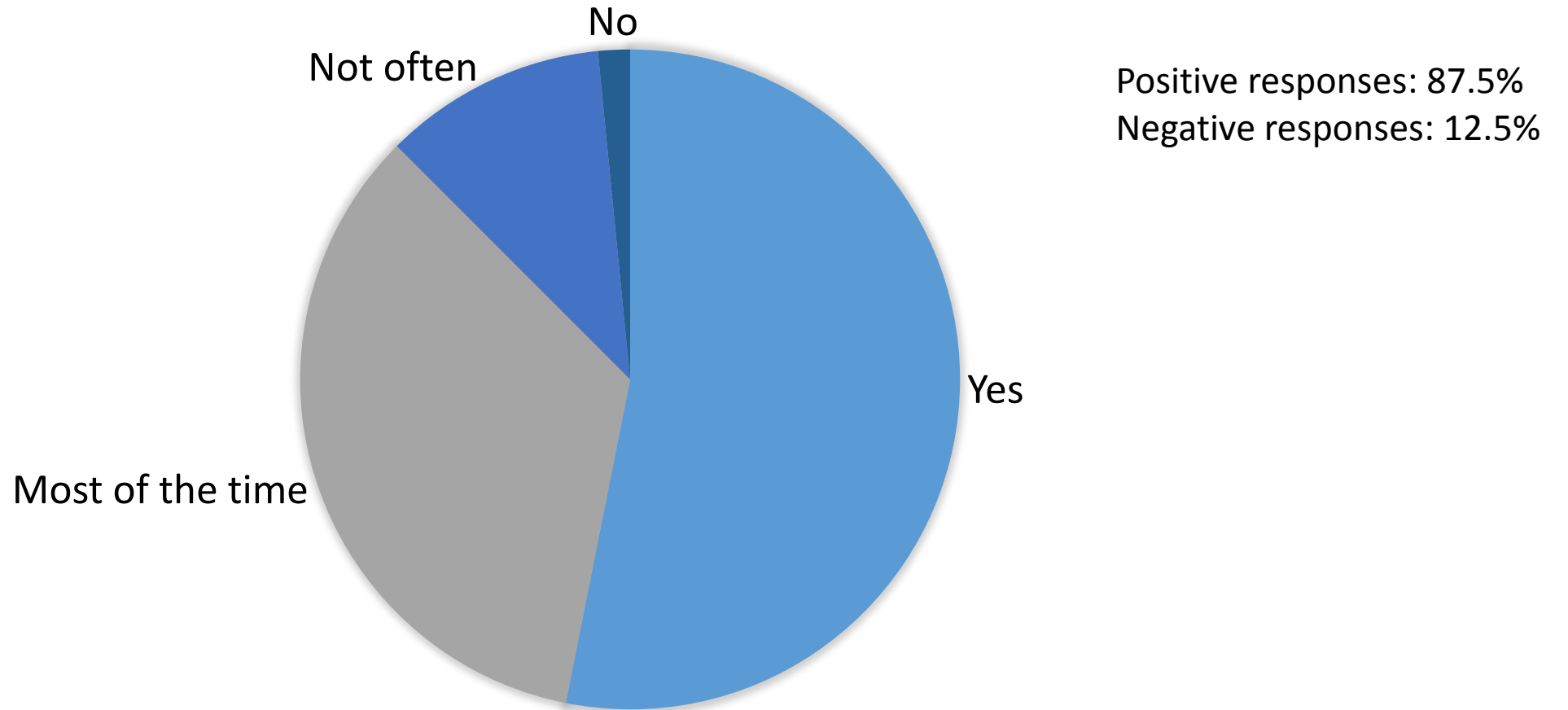
Discussion Question

Mere comes to see you as she is worried about her son Blake. Blake is 4 and seems to prefer to play with the girls at preschool rather than the boys. He also loves Disney princesses and prefers imaginative, role-play activities. What information could you share with her? What are the risks of telling Blake off or trying to discourage his interests? What are the risks of trying to fit him into a particular classification at his age? Who has the right to determine what Blake identifies as in terms of his gender?



"I like that there is interaction rather than mainly being spoken to"

Do the case study discussions help you to integrate the theory into real life examples you can see yourself in?



Conclusions and Future Directions

- *Videos*: short, precise, vocationally focused with engaging presenter
- *Literacies*: move from teacher-resourced to student-resourced
- *Assessment*: Improving clarity and ‘assessment for development’ (patchwork tasks leading to final presentation)
- *Content*: editing (course and a half syndrome)
- *Teaching*: Implementation of TBL more fully
- ***Truly thoughtful integration of face-to-face and online learning experiences requires an ongoing process of change***

Acknowledgements

- Lucy Patston – original writer and mentor
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- Unitec first year students in the Common Semester