



Distance Education Association of New Zealand Te Hunga Tatai i te Ako Pamamao

ISSN 2230-2190 Engaging with Open, Flexible and Distance Education in all Sectors of New Zealand

CULTURALLY SENSITIVE BLENDED LEARNING FOR FUTURE TEACHERS IN CHALLENGING TIMES

Anne-Marie Hunt, Julie Mackey, Nicki Dabner, Donna Morrow, Des Breeze, Lawrence Walker and Niki Davis from University of Canterbury College of Education describe a blended learning environment proving to stand up during shaky times



Learn has become a 'one stop shop' open 24 hours a day for students and staff

Blended and online learning and teaching benefits student learning and achievement and is rapidly growing practice in all sectors of education worldwide (Larreamendy-Joerns & Leinhardt, 2006; Means et al, 2009; Oosterhof, Conrad & Ely, 2008), including the school sector (Barbour, 2011; Davis & Ferdig, 2009), as well as education for adult learners with literacy and numeracy needs (Davis & Fletcher, 2010) and indigenous institutions such as wānanga (Greenwood, Te Aika & Davis, 2011). Teacher education institutions increasingly use online and blended programmes to reach more future teachers and also to extend support to students when they are off

campus and in schools (Davis, 2010). This short article briefly describes a programme that has evolved culturally sensitive blend that has proved to be resilient during the natural disasters that have recently hit the Canterbury region.

The University of Canterbury has evolved a three year undergraduate degree programme that is one of the largest in New Zealand to prepare teachers for primary schools in our bicultural nation of Aotearoa New Zealand using an approach that blends on campus and online learning. This article briefly describes our synergistic application of ICT in ways that challenge students and teacher

educators into new growth while digging deep into their underpinning beliefs about teaching and learning.

Our courses are offered in three modes: on campus in Christchurch, by a blended hybrid online programme in collaboration with partner schools across New Zealand, and in a carefully crafted hybrid blend with outreach campus for a few underserved regions of New Zealand including our regional option in partnership with Rotorua schools.

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DEANZ MAGAZINE

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Contributions for the next issue must reach the editor by 20th August 2011. They should be sent to Nick McGuigan and Thomas Kern at the above address.

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From the Editors

The DEANZ magazine providing you with up-to-date news on all things related to open, flexible and distance education.

The wait is finally over as this issue of the DEANZ magazine goes to press. This quarter proves for interesting and often challenging times as our cover story illustrates - providing us with an insight into the turbulent times the Canterbury region continues to experience and showcasing the success of the University of Canterbury's blended learning programme to ensure students stay online!

This issue we farewell Anna Weatherstone as a long standing member of the executive committee and welcome new members, Jen McCutcheon and Amanda O'Connell. Nick McGuigan leaves us as Treasurer to focus his energies on Co-editing the DEANZ magazine (see story p. 5) and we welcome Michael Campbell to the role of DEANZ Treasurer (see article on p. 13).

Niki Davis, DEANZ President, provides us with a resilient update on p. 6. A comprehensive update on active and innovative research happening around the country is featured including an AKO Aotearoa funded, DEANZ sponsored project with a 2016 trajectory (p.10), a number of innovative research projects originating from Massey University (p. 9) and a Canadian

conference update, proving interesting reading (p.10).

We have sourced a great number of upcoming conference events (p. 16) and discuss a number of recent DEANZ webinars (p. 12). Do not forget to check in to the DEANZ website www.deanz.org.nz to keep up-to-date with upcoming events and membership events including the recent updates on the DEANZ conference 2012.

We feature a new regular column this quarter with Derek Wenmoth's, DEANZ Vice President, blog updates discussing the promise of UFB (p. 14) and feature Mary Simpson from our executive committee.

As we begin to settle in Sydney, we plan to grow our readership and profile of the DEANZ magazine with the sustained hope of bringing you articles of interest from other parts of the world adding to the experience gained from the DEANZ magazine.

We would like to hear from you. If you know of something interesting happening at your campus, articles of interest, items to include or what you would like to see in the DEANZ magazine then let us know.

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Nick McGuigan and Thomas Kern



Keep in touch with news from DEANZ

www.deanz.org.nz

We would like to hear from you. If you have an idea of what you would like to see in our quarterly newsletter or would like to submit a contribution please get in touch us. Contact details to the left.

Culturally Sensitive Blended Learning for Future Teachers in Challenging Times

continued from page 1...

Early development started around 2002 with an approach called Primary Online Learning Option (POLO) under the leadership of Derek Wenmoth and it has evolved through distance offerings with on campus blocks that are called Flexible Learning Options so that FLO strategies now impact all versions of the programme including the face to face offering on the Christchurch campus. Collaboration and partnership with schools is an important aspect for all offerings. In 2010 over 700 future teachers were studying within this degree programme with over 250 in each of the three years of this degree programme.

Our application of ICTs to serve teacher education has at its centre a Learning Management System (LMS) called 'Learn', which is a version of the open source software Moodle implemented by the university. Learn has become a 'one stop shop' open 24 hours a day for students and staff that provides links to all aspects of each student's programme and is a place where they can find advice and support from peers, even when the university is closed for many reasons including earthquakes and overnight. Perhaps the most unusual aspect of our adoption of this LMS is that the college leadership has required that each course have one leader and only one Learn course site, regardless of the size and number of offerings of each course across the year. This decision was taken for reasons of both equity and quality, because large differences between on campus and off campus offerings were becoming apparent and there was a need to become more effective in our use of resources

given the funding cuts that have hit education worldwide. Course leaders collaborate with all the teachers in their course and many support staff including regional staff including those in Rotorua, librarians and e-learning experts in the university's central Electronic Learning Media service. We also have trained peer mentors for the first year students with their own in Learn.

Learn is also an important part of the shared social space and repository for such collaboration by teaching and support staff as well as students in the programme. Students have told us that the application of our LMS is a valuable aspect of their teacher education programme, so we know that we are successfully applying this ICT to serve teacher education (Hunt, 2007). We also know that primary and secondary schools in New Zealand are increasingly adopting LMS for similar purposes (Davis, 2010) and so the skills that our students gain with this LMS are likely to be called on during their teaching career.

Students are introduced to ICT in the first semester, most often in the first few sessions. The FLO students have a two week block on campus to start the programme. However, in February 2011 this was rudely interrupted by an earthquake so that alternative arrangements were made.

In 2010 the teaching of ICT skills and related pedagogies was redesigned and embedded within a course that also introduced visual and sound arts education, and that course was carefully designed so that ICT also enhanced pedagogy in those content areas. For example, one module within that course required the students to research an indigenous New Zealand artist and to develop some art in primary curriculum materials for later use on practice in a New

Zealand primary school. The resources and activities laid out in the LMS to prepare these future teachers to use ICT when teaching art in school. Art teacher educators Nicki Dabner and Gina Haines drew on their previous curriculum development during which they had found that this module is best taught online for all students, including those on campus, and that students benefit from collaboration across the whole year group regardless of the mode of offering. Thus the use of the LMS and other ICT is carefully designed so as to model practice that is transferable into a school context. At the same time the art activity brings alive the theory of Technology Pedagogic And Content Knowledge (see the TPACK Blog), which is covered by the ICT team of Donna Morrow, Julie Mackey and Lawrence Walker so that the activities develop students' ICT skills in authentic work while also starting to prepare these future teachers to teach similar ICT skills to primary students and assess them too. Peer teaching of ICT skills is facilitated by grouping students into interest or discipline specific groups so that the more skilled become teaching assistants and all students reflect on the teaching as well as learning processes.

The college has innovatively developed a larger computer lab that permits lab, group work and lecture in the same space for large lecture-sized classes, and this enables us to blend in the LMS more effectively. The range of other ICT tools carefully selected by course teams include ePortfolios using an open source interface called Mahara that originated in New Zealand and Wikis (Davis et al, 2010), but space limits further illustration here.

Article Continued on page 4.

Article continued from page 3.

The synergy of the three purposes of ICT in teacher education is powerful: “(1) preparing teachers to use ICTs in educationally effective ways; (2) preparing K-12 teachers to teach ICT related content; and (3) applying ICTs to serve teacher education” (Davis, 2010). However, it is not easy and we continue to strive to hold it within a programme that is challenged by the continuing evolution of digital technologies worldwide and of New Zealand education. One such threat during 2010 was the closure of our Rotorua campus due to changes in government funding. In order to raise awareness of what could be lost from our programme Niki Davis, as leader of the College’s Executive Sub Committee for Flexible Learning options, sought evidence and led a submission that highlighted the value and place of our Rotorua campus.

The Rotorua regional teacher education initiative is an example of a region’s self determination and capacity building approach (Macfarlane & Hunt, 2010). The culturally responsive blended teaching and learning mode of delivery that includes a once a week face to face class on a regional campus site. Since 2003 it has included e-learning modes of delivery that have proven to be a popular choice within a region with one of the highest percentages of Māori populations within Aotearoa New Zealand. The opportunity to stay within the home context with whanau (family) support has enabled the student teachers within this programme to practice in the schools where 93% on graduating have chosen to be employed. “Locally educated teachers [who know our children] and are committed to our ‘local schools’” was a need identified by principals in 1997 and it continues today (Hunt, 2007). The core message in response to the threat of closure

was that, in addition to serving schools with a high percentage of indigenous people in this region, the hybrid blended mode of teacher education was an important exemplar for our future, because the demographics of this special region will become the future demographics of many places in New Zealand.

Thankfully Rotorua was spared and we hope that its approach will also inform culturally responsive development for our Nelson campus and region. Given that Nelson schools are well connected to the Internet and now part of the National Electronic Network (NEN), we have high hopes that colleagues and partners in Nelson schools will be enthusiastic to develop their own blend of cultural sensitive pedagogy that permits future teachers to serve while they also prepare to teach. The university and its partner schools are also evolving to a new normal where blended learning is an important part of our resilience to natural disasters.

Acknowledgements

This development would not have been possible without the support of many people and a University Teaching Development Grant to revitalise FLO. In particular we’d like to thank Barry Brooker and the ELM service, especially Susan Tull.

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DEANZ Journal goes online, open access

2011 is a year of big changes for the Journal of Open, Flexible and Distance Learning (JOFDL). Volume 15, Issue 1 is the first issue to be published online and under a Creative Commons license. The new format is the result of much hard work by the journal co-editors, Mark Nichols and Ben Kehrwald. The journal is now being published with OJS (Open Journal System), an open source journal solution which is widely used in open publication. According to the editors, OJS has greatly improved the workflows associated with peer review, and has the potential to facilitate the entire editorial process. The instance of OJS used by the Journal of Open, Flexible and Distance Learning is hosted by Ako Aotearoa.

Notably, the journal's Editorial Board has also been revised, and includes a dedicated group of the world's leading distance and online education scholars with representatives from North America, the UK, Australia and NZ. The board meets twice annually and is in the process of working toward broad goals of increased readership, supporting emerging scholars in distance education and maintaining a balance between NZ and international content.

The latest issue of the journal has a strong New Zealand flavour, with articles addressing student motivation in online PBL, e-learning based LLN, reflective practice, online community, professional development, and e-learning policy. The online, open access format means that the articles are better placed for international researchers to benefit and are more convenient to share with interested colleagues. As with previous issues, great care has been taken to ensure a quality presentation of author's work. The efforts of Kate Hunt, technical editor, must once again be acknowledged.

The second issue for 2011 (Volume 15, Issue 2), due toward the end of the year, will be themed "Beyond Open Educational Resources: Open educational practices in formal education." Submissions are open until Aug 2011 and your participation is welcome. You can contact the issue editor Ben Kehrwald with any questions: ben.kehrwald@unisa.edu.au. As with all JOFDL submissions, prospective authors will need to register with JOFDL and make all submissions online: <http://journals.akoaooteaoroa.ac.nz/index.php/JOFDL/>. Members are encouraged to login to the journal Web site and create an account.

Mark Nichols and Ben Kehrwald

DEANZ
Journal now
Online!



DEANZ MAGAZINE EDITORS TAKE ON NEW CHALLENGES



The first half of 2011 has brought new challenges and opportunities for our DEANZ Magazine editors Nick McGuigan and Thomas Kern as they pack-up and set sail for the sunny Sydney harbourside.

After 6 years at Lincoln University (Nick) and close to 3 years at University of Canterbury (Thomas), in their respective accounting departments, they transition to the other side of the Tasman to take up lecturing positions in the Department of Accounting and Corporate Governance at Macquarie University.

After acting as the DEANZ Treasurer for the past 5 years Nick has handed the ledgers on to Michael Campbell (story p.12). He continues to serve the executive as Co-Editor for the DEANZ Magazine and hopes to bring an international perspective to the magazine by sourcing articles from this side of the Tasman.

Nick McGuigan and Thomas Kern



DEANZ President's Column: Increasing Resilience in Challenging Times

Niki Davis, University of Canterbury Professor of e-Learning

It has been a very challenging first six months for DEANZ with unexpected earthquakes continuing to rock the Christchurch where several members of the DEANZ Executive live, including the President, Vice President and Treasurer. You may have followed some of DEANZ Vice President Derek Wenmoth's more graphic Blog entries describing adaptations as they occurred in Christchurch. Bill Anderson told the DEANZ Exec of resilience in his support of the University of Otago's Christchurch Hub with the unearthing of pre-digital teleconference equipment.

The University of Canterbury and its Student Army's resilient actions capitalized on social networking and Facebook (Dabner, 2011 in press) [1] and the strength of our blended online programmes (cover article). Our DEANZ Treasurer, Michael Campbell, who is innovation manager in the New Zealand College of Early Childhood Education with premises in Christchurch CBD, recognized that recent moves online had enabled that college to continue in business while other establishments closed.

Canterbury had also become a focus of DEANZ future activity with the decision to host the DEANZ biannual conference in Christchurch in April 2012. Unfortunately the continuing earthquakes are likely to reverse that decision as we cannot expect members and those who are organizing our flagship event to put up with the mess and uncertainties that accompany unsettled ground. Announcements relating to our biannual conference will be coming before long and updates will be posted on the DEANZ web site too.

The DEANZ Executive has recently been strengthened with the recruitment of Michael Campbell as Treasurer and a change of membership representing Te Aho o Te Kura Pounamu / The Correspondence School to Jen McCutcheon. Jen is Manager of Authentic Learning

and of the Central North Region. In addition, although we are sad to have accepted the resignation of Anna Weatherstone as secretary after many years of superb service, I am very pleased that Andrew Higgins has stepped into that role. Otherwise the Executive membership is largely unchanged since the last issue of this magazine.

It has also been a very exciting six months with significant developments in relation to development and research. DEANZ research has grown with two funded projects. For the school sector, funding from the Ministry of Education and collaborators is supporting the production of multimedia illustrations for the Virtual Learning Network handbook Learning Communities Online, which was launched by CORE education at the Learning@School conference in February. Derek Wenmoth and I invited Dr Michael Barbour of Wayne State University in the USA, and a DEANZ member having keynotes for us in 2008, to collaborate with us on this DEANZ project. Michael visited many of the e-learning clusters of schools across New Zealand to gather material that will become accessible online shortly. Our goal is to inform a variety of practices to emerge so educators and learners will be able to adapt relevant effective strategies to suit their needs and circumstances and the diverse ecologies of this bi-cultural nation. An enormous amount of data was collected by Michael Barbour and much of it has been analyzed already into brief illustrations for the LCO handbook. Derek is in the lead, with Core undertaking further processing of the materials. I also collaborated and you can hear about it in one of the DEANZ webinars this month. We are on schedule to deliver to the Ministry of Education at the end of June.

**Niki Davis
updates us on
recent DEANZ
events**

Article continued on page 7.

Article continued from page 6.

For the tertiary sector, network funding from Ako Aotearoa and collaborators is supporting the production of the first sector-wide future scenarios for tertiary education in New Zealand, which will be available in draft form in early August after completion of interviews of leaders as the first set of data for analysis. Andrew Higgins, Bill Anderson, Gordon Suddaby, Mark Nichols and I make up the research. You can keep in touch with our project through its Blog on Ako Aotearoa's web site, see <http://ako.aotearoa.ac.nz/node/5509/group/blog>. Early dissemination through social networking aims to engage DEANZ members online in August. That will be followed by workshops from October onwards alongside the 2011 Horizon Report and the November eLearning conference. The Advisory Group for this project is the TeLRG. In June I attended a meeting last week (via Scopio/REANZ) and was able to report good progress on our Ako project to the group, who are also our advisory group. The TeLRG plan of work indicates that our project is key to its work because the word future in many of the actions.

At the June meeting of this national Tertiary eLearning Reference Group with shared leadership by Ako Aotearoa the Ministry of Education, the TeLRG discussed its plans including communications. I noted that the information flow was two-way and this was welcomed - we can disseminate relevant TeLRG activity and they can disseminate relevant DEANZ activity.

Through TeLRG and the VLN I have been raising awareness of the challenge of UFB rollout for preservice teacher education, which is in the tertiary sector, whereas the focus of the professional development and services is funded by the Ministry of Education and focused on schools. This is something that DEANZ will need to continue to push - I was pleased to have support from the UFB reference group of school principals when I raised it as one of their meetings. (Unfortunately I cannot report anything more on the UFB due to the terms of my membership of that Board). You may also wish to note that Michael Barbour joined me in teaching the University of Canterbury students about Virtual Schooling and together in our blended programme we addressed some of their misleading preconceptions. We are keen

to hear of other DEANZ members who teach and research in this area.

TeLRG continues to discuss the issue of distance students and data associated with the SDR. It is likely that the key time to respond is in August along with the research evidence being gathered by Mark Brown. Members views are very welcome and encouraged, so please share them with your DEANZ Exec who will bring them to the attention of the nation and policy makers. If you have not yet renewed your membership please don't delay - we need your support to have a strong voice to represent your interests.

I hosted two DEANZ webinars during June and the recordings can be accessed through the University of Canterbury, where our DEANZ sponsors Webqem have provided additional capacity as a gift to support students affected by earthquakes. Thanks from DEANZ and the University of Canterbury Webqem! A new section of the DEANZ web site will enable those links to be accessed by members. Other members of DEANZ are heartily welcome to volunteer to host and/or provide a webinar speaker. It is interesting to note that a couple of replies to the webinar announcements suggested that they prompted at least one membership renewal.

It has been a busy six months for your DEANZ Exec, as you can see, and this is likely to continue. We are grateful for your support and those in the Exec will welcome additional offers of service.

Best wishes from a shaken and increasingly resilient Canterbury region to DEANZ members nationwide and abroad!

Niki Davis
DEANZ President and University of Canterbury
Professor of e-Learning

[1] Dabner, N. (2011, in press). The Internet and Higher Education.



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The Institute is intended for individuals whose work currently involves the provision of leadership or support for staff in the application of learning technologies to improve university learning and teaching. It is expected that you will have significant experience in educational design, academic development, e-learning support or related fields. The Institute is not designed for entry level participants.

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The program is designed to broaden your perspectives and develop leadership skills and abilities enabling you to assume effective leadership roles in relation to teaching and learning with an emphasis on the use of learning technologies in universities and other institutes of higher education. It is also designed to encourage you to establish supportive networks that will continue beyond the Institute itself.



USQ Graphics v11-08

INNOVATIVE NEW RESEARCH UNDERWAY AT MASSEY UNIVERSITY

Mark Brown provides us with an update on a number of collaborative research projects being undertaken at Massey



The research has a strong phenomenological dimension collecting students stories through audio/video diaries

Two new collaborative research projects are underway at Massey University funded through DeHub.

The first is being led by Associate Professor Mark Brown and investigates the experiences of first-time distance learners. The study is entitled ‘In their own words: Experiences of first-time distance students’ and takes place against a backdrop of significant challenges facing distance education in which issues of retention and completion rates have come into sharp relief. The research has a strong phenomenological dimension and involves a number of case studies or learner stories collected through audio/video diaries over the initial stages of the study lifecycle—that is, from thinking about study to the first few weeks.

The intention is to go beyond the current literature, which is dominated by institution-centric studies by producing a set of research-led deliverables that will improve the supports and services available for first-time distance learners. More specifically, the major aims of this project are:

- To investigate the experiences of being a first time distance learner ‘in their own words’ from a student perspective;
- To develop a set of overarching principles for enhancing distance learner engagement and success;
- To develop a conceptual framework for identifying the most effective use of various intervention tools, supports and resources at early stages of the study lifecycle.

The second research project investigates models of leadership in blended, flexible and distance learning environments. This study is being led by Associate Professor Marilyn Childs from [Charles Sturt](#)

[University](#) in Australia and aims to build knowledge and understanding of the impact of distributive leadership approaches to transforming teaching and learning at both institutions. The project adopts a case study methodology and will produce a number of illustrative case examples of the reach and impact current initiatives have on affecting curriculum renewal through new blended and flexible approaches to delivery. More specifically the research will report stories of transformation at the institutional level (macro case studies), stories of redesign at the programme level (meso case studies) and stories from innovative educators at the keyface level (micro case studies).

Both projects are framed around a design-based research methodology and share a similar philosophy. They also share the same panel of experts on an International Advisory Group. The following link to a Youtube video describes more about the projects and research partnership between Massey and Charles Stuart. See...

<http://www.youtube.com/watch?v=9PcCYo9gWS0&>

Further collaborative research projects are planned between the two major university-level distance providers in Australasia. Further information about both projects is available @ http://wikiresearcher.org/DEHub_Research_Projects or from Mark Brown at m.e.brown@massey.ac.nz.

DEANZ AKO “2016 Scenario Guide to Effective Tertiary Education in New Zealand”

The DEANZ sponsored, Ako funded research into a vision for New Zealand’s tertiary education futures is proceeding as planned. DEANZ is researching and developing scenarios of effective tertiary education in 2016 to provide a system wide view across the whole tertiary sector. This system wide view of the tertiary education ecozone of New Zealand aims to provide an overview of the system involving universities, institutes of technology and polytechnics, wānanga, private tertiary education providers, adult and community education and workplaces (or the forms into which they may evolve by 2016). This project is creating the first of a number of possible nationwide scenarios, while also identifying and describing promising precursors of this tertiary education ecosystem that can be recognized in 2011.

This DEANZ project has a fast research trajectory to achieve our goal to signpost tertiary education in New Zealand towards a more effective future. It has been exciting to review data from the first leader interviews and see the first themes as they emerge. Sixteen leaders with expertise in tertiary education will be interviewed by one of our team of four researchers: Bill Anderson, Niki Davis, Andrew Higgins, and Gordon Suddaby.

One of the project’s mentors, Mark Nichols of the Open Polytechnic, will join us in the University of Canterbury e-Learning lab for our July retreat to analyze the data and draft the first set of scenarios. Other mentors include outstanding educational Bloggers Michael Barbour of Wayne State University and Scott McLeod who provide advice on social networking.

We are also identifying relevant literature in this area including a futures project funded by the European Commission, “2020 Forecast: Creating the Future of Learning” that is outlining what the

“world of learning could look like for learners, learning agents, and the learning system. Reflecting our latest understanding of the forces shaping the future of learning, with new examples of how they are

beginning to play out today, the update also highlights ways you can begin taking action now.

Key opportunities include expanding leadership, growing deep connections in place, exploring diverse learning agent roles, repositioning learning with your public, developing skills in education transition, and supporting new forms of assessment and alternative credentialing.”

Our DEANZ Ako “2016 scenario guide to effective tertiary education in New Zealand” project has the following steps and you will note that we aim to engage more strongly with DEANZ members in August and have planned a webinar as part of that activity:

- February: Project commenced as an Ako Aotearoa network project
- March: Detailed project plan submitted to funding agency
- April: Ethical approval and interview protocols
- May: Data collection commenced; Blog opened on project’s Ako web site
- July: Researchers workshop to draft first scenario set for 2016 Tertiary Education in New Zealand; develop and publish the first set on the web.
- August: Social networking starts with DEANZ members and others on the first set. This is to include a DEANZ webinar.
- September: Revise and review the scenario set
- October: Dissemination of the scenario set in association with Horizon report 2011 workshops and more social networking
- November: Start presentations at conferences, social networking continues!

To keep in touch with the project please visit our Blog at <http://ako.aotearoa.ac.nz/projects/2016-scenario-guide-effective-tertiary-education-new-zealand> We look forward to your support and to supporting you and New Zealand to identify better routes towards the future.

Niki Davis, Principal Investigator and Andrew Higgins
- Director of Flexible Learning AUT

CASCADES OF INNOVATION - ATTENDING THE CANADIAN NETWORK FOR INNOVATION IN EDUCATION CONFERENCE

Bill Anderson reports back



Going to an overseas conference gives a new perspective on the debates that we have in New Zealand. Does it really matter if we use Moodle or Blackboard, what counts as quality in distance education, are other jurisdictions concerned about the value of distance education, how important is social software in (distance) education, what's really happening about open educational resources? It also gives the opportunity to meet with people, sometimes serendipitously, to pick up new ideas, new resources, new ways of thinking and to make new alliances that will support research efforts. Some of those things happened when Mary Simpson and I were at the recent CNIE (Canadian Network for Innovation in Education) Conference at McMaster University in Hamilton, Ontario.

The CNIE is an organisation that grew out of a combination of the Canadian Association for Distance Education and another organisation whose name I can't remember. It has an annual conference that pulls in people from all over Canada. This year there was a low turnout – the conference was around the size of a DEANZ conference. Usually it's two or three times larger.

On this occasion I decided that I'd attend sessions of people I knew would be interesting. Highlights included Rory McGreal talking about the value of cloud computing as a way of integrating services to students, to achieve scale and efficiencies. Fine in theory but it turns out to be very difficult in practice. Not for technical reasons, but because every institution has a bit of turf to protect. The (inter-institutional) political problems are hard to overcome. No surprises here. Heather Kanuka and Liam Rourke discussed a study of distance doctoral students. I wasn't too sure about this particular study, but the ideas behind it led me to have a long talk with Liam and there is the

opportunity to follow up at a later date. I am interested in the reluctance to accept doctoral distance study and this looks like being one way to crack open that particular area.

Heather and Liam also presented on the second day, and since I like Heather's work I went along. Heather described how her mission has been to discover "what works and why" and to get a sense of a universal answer. She has now given up on that mission after realising that "what works" depends on the teaching philosophy and ideas about technology use that lecturers have. They are conducting some initial work on the kinds of assumptions that people build in to their writing and hope to use that analysis to derive some principles about technology use. They are using Elias and Merriam's ideas on teaching philosophy and Dahlberg's analysis of uses of technology. This seems like a useful avenue of research, and with Heather driving it there could well be excellent results.

Attending overseas conferences can provide a fresh perspective on old debates



Article continued on page 12.

continued from page 11.

Mark Bullen and collaborators gave a fine presentation that continues the de(con)struction of the wall between digital immigrants and digital natives. They were clear, precise, and confident in their work. It's time to get rid of this ghastly metaphor.

No Canadian conference would be complete without hearing from Terry Anderson, and so I trotted along to hear about Terry's work in the area of social software use in distance education. Terry and his collaborators are attempting to engage self-paced learners in the use of social software to provide a sense of 'cohesion' amongst the student body and to help prevent high rates of attrition. It's good work, but once again some institutional realities have made life difficult.

The best serendipitous moment came at the dinner. Sitting at the same table was Denise Nelson. Denise is an instructional designer, and more. She received an award at the dinner for her work in developing roleplays online. We had a really good chat, and what she is doing is well in advance of anything I have ever achieved.

Denise also recommends use of audio feedback to the instructors with whom she works – a current hobby-horse of mine – and so we had a great discussion about that too. Denise recommends Fablusi for roleplay for anyone who wants to get serious.

The keynotes were a bit disappointing to me. The first was from a journalist who talked about why we should be using technology more in education; the second was in French (spoken by about two-thirds of attendees) and although translated, was not well translated and thus hard to follow; the third was really an advertisement for a piece of technology.

Overall, despite the weather (cold and wet) it was a useful conference. The Conference dinner was held in a warplane museum where Mary Simpson was in control! With a flight in a Lancaster bomber costing \$1200.

For further information please see <http://www.cnie-rcie.ca/?q=node>.

Webinars for and by DEANZ Members

We have had three exciting webinars in 2011 and two of them have recordings that can be accessed by DEANZ members through its web sites (see below). Sponsorship for these webinars is provided by Adobe Connect and Webqem and we would like to express our thanks to them. They have also provided additional seats to the University of Canterbury as part of earthquake relief.

Members are very welcome to offer to provide and/or host

webinars as part of your outreach and service to education in New Zealand. Please do!

More webinars are in the planning stage including a webinar in early August launching the first system wide scenarios of tertiary education in the world as part of DEANZ Ako Aotearoa networking project (see Andrew's research column)

DEANZ 2011 webinar 3 (24/05/11) - Illustrating online distance learning in schools in New Zealand and North America

- a DEANZ Webinar in association with the University of Canterbury e-Learning Lab & Core Education.

[Click here to view the recording of this meeting](#) (You must login to view the recordings)

DEANZ 2011 webinar 2 (27/05/11) - Leadership of online distance learning in schools in New Zealand

- a DEANZ Webinar in association with the University of Canterbury e-Learning Lab.

[Click here to view the recording of this meeting](#) (You must login to view the recordings)

DEANZ Receives a New Treasurer for 2011

As Nick McGuigan moves to the other side of the Tasman to take up a new lecturing position at Macquarie University's Department of Accounting and Corporate Governance we welcome Michael Campbell as the incoming Treasurer for DEANZ.



Michael Campbell, Manager of Educational Innovation, New Zealand College of Early Childhood Education

Born in Northern Ireland, Michael Campbell has lived in Christchurch with his wife Mary (a midwife) for the past 18 years. Before migrating to New Zealand Michael had a business background working as a manager for Winemark and then importing wine for Guinness.

One of Guinness's agencies was Corbans Wines and Michael worked for them on arrival in New Zealand for 7 years. In 2000 Michael joined CPIT as business programme leader, piloting e-learning courses as well as developing 7 programmes of study including a paper in innovation and he became a qualified de Bono creative thinking tutor. Michael was also part of the development team for the Bachelor of Innovation and Entrepreneurship.

Since then Michael has been Deputy CEO for Addington Raceway and General Manager of Waipara Valley Winegrowers. Michael was Chairman of St Albans Educare Preschool for 7 years and has been a director of Canterbury United Football Club, Selling Innovation and Pearse and Delaney Wines.

In 2008 Michael took up the role of Innovation Manager at the New Zealand College of Early Childhood Education which had recently been taken over by ABC Developmental Learning Centres (NZ). The College now has 150 campus students and 250 field-based students. Michael's role is to help develop the curriculum especially for distance and e-learning. In 2009 he led the development of a new Diploma in Leadership (ECE) Level 7 which has a blended delivery method. Since the earthquake most of his

energies have been focussed on business recovery for the College however now that business is returning to "new" normal Michael continues to lead the development of a new Bachelor of Teaching and Leadership (ECE) at the College which will have significant blended components.

Michael is part of the Early Years Enquiry Group, a Christchurch based group of academics promoting research in ECE centres. Each year the group runs a conference called the Gathering. Michael provides financial guidance to this group and was also on the finance group of the Early Childhood Convention.

DEANZ looks to the future with electronic banking ...

Taking on the treasurer's role for DEANZ was not a difficult task initially for Michael however the recent earthquake in Christchurch meant it was impossible to access any of the DEANZ material. Despite that Michael, with the assistance of Derek Wenmoth, has set up DEANZ finances online. Michael has been asked to chair the organising committee of DEANZ which he is really looking forward to as it gives an opportunity to educational establishments to see blended and e-learning not only as an enhancement of students learning but as a significant tool in ensuring educational continuity for students.

Michael master's degree is in marketing management and he believes he can assist DEANZ in widening its membership into the private education sector and into other areas which may have an interest in blended and e-learning.

Michael is a keen cyclist and won the Bikewise Challenge in 2010. When not running his 3 boys around town he also enjoys a game of golf or come winter time, to hit the slopes!



Derek's Blog

Derek Wenmoth, DEANZ Vice President updates us on the promise of UFB ... through his blog “musings on the use and impact of technology in education, and of the future of education in general” <http://blog.core-ed.org/derek>

There's a great deal of talk around the country now that the government has finally [announced](#) the providers for the roll-out of ultra-fast broadband (UFB) in New Zealand. In the wake of this announcement there have been all sorts of speculation about what this will mean, from those who believe it is a waste of tax payers money at one end, to those who make [bolder claims](#) about revolutionising education and enhancing learning outcomes at the other.

Now while I believe strongly that we could do with a revolution in our education system, and that in 20 years I hope we can look back and see that the roll out of UFB played a significant role in that, I am unconvinced that laying a bit of fibre in the ground will achieve that on its own.

We need to get things in perspective. A week ago I was in Sydney for the [official launch](#) of the first mainland connection to the Australian National Broadband Network (NBN) at which Prime Minister, Julia Gillard announced, “*This is a transformative infrastructure for our nation's future!*” – a sentiment similar to those expressed by our own [Steven Joyce](#) at a conference I attended late last year.

When people ask me what will UFB deliver, I have a pragmatic response. I say that it will provide us with connectivity that provides for greater speed, capacity and reliability.

Now, if we have those things, we can really begin to ‘cook with gas’ on the many things we're currently trying to do on the (very limited) commodity internet connections that we have in our schools. Things like video conferencing, accessing multi-media resources, having multiple classes at a time accessing sites like Google Earth, utilising off-site storage and backup etc.

It's important to understand that the UFB itself is simply a part of the picture – an important and expensive part at that – but it only lays a foundation upon which a range of other things are required. I've put together the diagram at the top of this post in an effort to show this relationship very simply (click on it for a larger image). I'm hopeful that it might be useful to others as we engage in the process of explaining what sort of benefit we hope to achieve from getting ourselves connected to fibre – and there are a great many advantages in my view!

However, as to making a direct, causal link between being connected to fibre and improved outcomes for learners, particularly those currently under-served in our system, I simply can't buy it. Sure – the fibre will assist, but it will only assist where we have educators who are taking risks, exploring new pedagogical approaches, letting go of their traditional roles and engaging meaningfully with the sorts of imperatives outlined in the [NZ Curriculum Framework](#). Source: Sunday, May 29th, 2011



E-LEARNINGS A HISTORY OF ICT IN NZ EDUCATION



Over the past twelve months it's been my pleasure to work with my CORE colleague, Dr Vince Ham, to bring together the thoughts and reflections of more than 20 New Zealand educators who have been at the fore-front of the ICT revolution in this country into an edited edition that we've called [eLearnings: implementing a national strategy for ICT in Education, 1998-2010](#).

Few countries in the world have embarked on such an ambitious approach to a national ICT strategy for schools as New Zealand. This book archives the impact and implementation of the national ICT strategy in New Zealand, 1998-2010, from the perspectives of the people who effected that implementation. It is a story of both policy initiative from the 'top down' and local innovation 'from the bottom up', as seen through the eyes of some of the politicians, bureaucrats, industry partners, consultants, principals and teachers who lived the experience.

The book contains a collection of 'personal perspectives' from people who have been prominently and intimately involved in the implementation of the various Strategies over the last twelve years.

The book is now available [for sale via the CORE website](#). I encourage anyone with an interest in understanding more of the context of change in the NZ schools and early childhood centres to read this collection of accounts that provide an excellent historical overview as well as some indications of where we might be headed in the future.

Derek Wenmoth - CORE Education

PROFILING DEANZ EXECUTIVE



Mary Simpson

Mary's principal focus in her work has been to make opportunities available to adult learners who are unable to access tertiary-level formal education. With that focus to the fore she has worked mainly in distance education, designing innovative delivery options that recognize the flexibility adult students require. A strong commitment to equity has driven Mary's work and in particular she has sought to provide opportunities for women who wish to develop a teaching career or return to work. Since her appointment in 1986 as a lecturer in a College of Education Mary has developed reading and leadership programmes, supported the development and delivery of courses in Māori language, developed return-to-teaching courses, and developed a programme for teacher aides. She has held positions as Head of Continuing Education, Director of Teacher Education and is currently Associate Dean (Teacher Education) at the University of Otago.

Working in partnership with others is important to Mary and in 1996 she and a colleague developed a fully distance delivered pre-service teacher education programme. This programme, delivered nationally, has allowed people in remote areas to access primary teacher education, develop a new career and serve as teachers in communities that have traditionally been hard to staff. For this work Mary received a University Teaching Award for Excellence in the Creative Use of IT and the Web in Teaching. The initiative was further recognized with a DEANZ applied teaching award. The redesign of the programme 10 years later introduced the use of a blended delivery approach. That work also won a DEANZ award. She has also developed and taught post graduate university courses in distance and online education.

The theory and practice of adult education informs Mary's scholarship and she relished the opportunity to study the field formally when awarded an International Doctoral Fellowship from Massey University. Using this fellowship Mary earned a doctorate in adult education from The Pennsylvania State University. This qualification sits alongside her teaching qualifications, a Bachelors Degree in Education, a Masters in Educational Administration and a qualification in online teaching and learning from London University.

It is important to Mary that she helps others recognize the needs of adult learners and help them respect the motivation and experience they bring to education.

Mary's research and publications appear in national and international journals and she has written several book chapters. Those publications along with conference presentations have allowed her to promote the importance of giving adult students, in particular those adult learners whose access to face-to-face opportunities is limited, a means to gain formal qualifications. As Mary says: "It is the power that distance education has to offer opportunities and ensure equality of access" that motivates her.

Mary serves on the executive of DEANZ. For four years she co-edited the Journal of Distance Learning and continues to serve that journal as book review editor and a member of the editorial board. She regularly reviews for the journal and the bi-annual national conference.

Distance Education Snippets

Scouring the world wide web in order to bring you the latest news in distance education related events, conferences, seminars, workshops and book reviews.

Upcoming Events

ED-MEDIA 2011

World Conference on Educational Multimedia, Hypermedia and Telecommunications

27 June – 1 July 2011

Lisbon, Portugal

<http://www.aace.org/conf/edmedia/>

E-Learn 2011

World Conference on E-Learning in Corporate, Government, Healthcare and Higher Education

17 - 21 October 2011

Honolulu, HI, USA

<http://www.aace.org/conf/elearn/>

24th ICDE World Conference on Open and Distance Learning

2 – 5 October 2011

Universitas Terbuka, Bali, Indonesia

<http://www.ut.ac.id/icde2011/>

14th Cambridge International Conference on Open, Distance and e-Learning

Internationalisation and Social Justice: the role of open, distance and e-Learning.

25 – 28 September 2011

Madingley Hall, Cambridge, United Kingdom

<http://www2.open.ac.uk/r06/conference/>

18th International Conference on Learning

5 - 8 July 2011

University of Mauritius, Mauritius

www.LearningConference.com

World Planning Schools Congress 2011

4 - 8 July 2011

Perth, Western Australia

www.wpsc2011.com.au

9th International Conference on Education and Information Systems, Technologies and Applications

19 - 22 July 2011

Orlando, Florida, USA

www.2011iisconferences.org/eista

6th International Conference on e-Learning

27 - 28 June 2011

University of British Columbia, British Columbia, Canada

<http://academic-conferences.org/icel/icel2011/icel11-call-papers.htm>

Macquarie University Learning and Teaching Week 2011

19 - 23 September 2011

Sydney, NSW, Australia



Keeping
you
informed

HERDSA 2011

4 - 7 July 2011

Griffith University, Gold Coast, Queensland, Australia.

<http://conference.herdsa.org.au/2011/>

Eighth International Conference on Networked Learning

2 - 4 April 2012

The Open University of The Netherlands, Maastricht, The Netherlands.

<http://>

www.networkedlearningconference.org.uk/index.htm

4th Biennial Threshold Concepts Conference

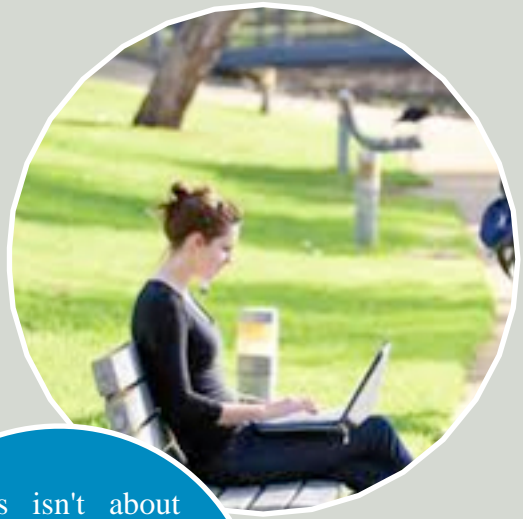
27 - 29 June 2012

University of Dublin, Trinity College, Dublin, Ireland.

[http://www.nairtl.ie/index.php?](http://www.nairtl.ie/index.php?pageID=27&eventID=310)

[pageID=27&eventID=310](http://www.nairtl.ie/index.php?pageID=27&eventID=310)

Part - time Students Unfairly Forced to Pay



"This isn't about removing a handout; it's about taking away an interim hand-up to those who really need it, and are more likely to pay it back sooner,"

Massey University students, many of whom study part-time, are angry that they can no longer borrow up to \$1000 course-related costs to continue their education.

Many part time students raise families and pay mortgages, and like full-time students, part time students rely on the course-related costs component of the student loan scheme to pay for books and transport to contact courses, some of which must be attended to pass their degree.

"Changes announced in the budget mean that part time students become second class students," President Ralph Springett says. "This budget reduces access for those trying for a second chance at education. For distance students this is a disaster."

"Many Massey distance papers have compulsory contact courses. If students don't attend, they risk failing their paper, meaning students will be forced to make study choices for economic, instead of educational reasons,"

Mr Springett says.

"Unlike full time students, part time students will have to spend money they have saved on the required textbooks and contact course costs. That is simply unfair."

The people hardest hit will be parents and those who left school to work and are now looking to advance themselves. "This is the wrong message," says Mr Springett.

"This group should be supported if the strategy is value for money and the flexibility to respond to demand."

This year, the Massey Extramural Students' Society has already seen capable students struggling to continue their study for financial reasons. Changes in this year's budget will exacerbate this. Not all

students are able to get bank loans to finance their study and rely on course related costs to pass their papers. Unlike student allowances, which most part time students are not eligible for, course related costs must be repaid.

"This isn't about removing a handout; it's about taking away an interim hand-up to those who really need it, and are more likely to pay it back sooner," Mr Springett says.

Press Release: Massey University Extramural Students Society
Friday, 20 May 2011, 1:57 pm

DEANZ MEMBERSHIP

As a member you will be joining a growing national and international distance and open learning community.

DEANZ provides you with three types of publications a year. These include: the Journal of Distance

Learning, an international, referred, high quality journal published annually; the DEANZ magazine, published quarterly, keeping you up-to-date with national and local activities and developments; and a biennial membership directory.

As a member you will be eligible to apply for the DEANZ Award, find out first about the DEANZ biennial

conference and attend various DEANZ seminars and workshops held annually.

So what are you waiting for, grab your nearest and dearest colleagues, friends, workmates, clients, and spread the word....

SIGN UP now @ www.deanz.org.nz