

# Te Komiti Ako | Learning and Teaching Committee



## NGĀ ĀMIKI/MINUTES

**Rā Date:** Friday, 24 February 2023  
**Wā Time:** 10.00 am  
**Wāhi Venue:** Council Chamber Level 6 Matariki and via Zoom

**Tangata i tae mai Present:** Professor C Moran (Chair) S 9(2)(a) OIA  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

**Tangata i tae mai In Attendance:** S 9(2)(a) OIA  
[Redacted]

**Whakapāha Apologies:** S 9(2)(a) OIA  
[Redacted]

**Welcome:** The Chair welcomed S 9(2)(a) OIA to the meeting. S 9(2)(a) OIA will be joining the committee in place of S 9(2)(a) OIA. The Chair thanked S for S significant contributions to this committee.

### 1. Minutes of the previous meeting

**Moved by the Chair:**

That the minutes of the LTC meeting held on 27 January were a true and accurate record.

*Carried*

### 2. Matters Arising

Distributed Leadership and Teaching Programme (DLTP) is now open for applications and all of the information for potential applicants is available on the UC website [here](#). S 9(2)(a) OIA is the main point of contact but S 9(2)(a) can also help. A message to staff should be communicated soon.

This is the fourth year that DLTP has run with funding available for five projects. For 2023 the approach is more targeted. There are a number of core themes that applications are encouraged to tackle:

- S 9(2)(b)(ii) OIA  
[Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

- S 9(2)(b)(ii) OIA [redacted]  
[redacted]

There is funding for a further three projects that address Ako ā-Mahi | Work Integrated Learning (WIL). These projects have the following core themes:

- S 9(2)(b)(ii) OIA [redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]

For questions specific to WIL, contact S 9(2)(a) OIA [redacted].

Applications are reviewed by an expert panel which considers the potential projects from the perspective of impact at faculty level, impact at institution level, and the appropriate spread of DLTP scholars between faculties. New panellists are required for the reviewing of application portfolios this year. Contact S [redacted] if you are interested in supporting the DLTP as a panel member. Members are asked to encourage their colleagues to apply.

A member suggested making a seat on faculty learning and teaching committees to be held by current or past DLTP scholars as an effective way of leveraging their expertise and sharing their learnings.

The Graduate Attribute Review is on-going. The review is part of the UC 2020-2030 Strategy because the attributes have not been considered since their introduction in 2016. Kā Waimaero | Office of Treaty Partnership are reviewing 'Bicultural Confidence and Competence' (BICC), the Sustainability Committee is reviewing 'Globally Aware' and an LTC working group has been convened to review 'Employable, Innovative and Entrepreneurial' (EIE). Pro-Vice-Chancellor Jan Evans-Freeman will be invited to provide an update on her work with the 'Globally Aware' attribute at a future LTC.

CNRE Engagement Initiatives: S 9(2)(a) OIA [redacted] provided members some information about a range of initiatives his department are introducing to encourage student engagement with their studies, the advertising for which is shown in Appendix 1 below. This includes monitoring lecture attendance at cohort level and rewarding those groups who meet 70%+ attendance as a group with cake. The focus is first and second year because habits are likely set by third year. A member suggested S 9(2) [redacted] look at ACE data as it will show how many students are watching the class online, too S 9(2) [redacted] will be tracking what these initiatives do to engagement and learner outcomes and will report back.

### 3. Chair's Report

#### Moved by the Chair:

That the minutes of the LTC meeting held on 25 November 2022 were a true and accurate record.  
*Carried*

Congratulations to S 9(2)(a) [redacted] from the department of S 9(2)(a) OIA [redacted], who has achieved Fellowship of the S 9(2)(a) OIA [redacted].

The Chair noted that the next meeting in March will include a substantive conversation on universal lecture capture policy because this needs to be firmed up following the November 2020

academic board decision to expand lecture capture. Data will be provided on patterns of use of recorded lectures.

#### 4. Faculty Learning and Teaching Plans

The Learning and Teaching Framework was approved at the end of last year, so this is a new initiative for the UC learning and teaching committee. Each faculty will be in a different place as new Executive Deans and Associate Deans settle in. The Chair noted that the discussions today are a starting point and that this is not an audit exercise. The framework is meant to provide a way of connecting faculty together and creating a thread between the institutional strategy, the work of LTC, and the specific work happening in faculties.

**S 9(2)(a) OIA** presented the Faculty of Business learning and teaching plan (this has been removed from the agenda papers on his request). It provides operational detail over five years including KPIs. The alignment with the framework is not perfect. This is because some parts of the framework are the responsibility of the whole institution, and other parts are covered off in other faculty plans. The plan is reviewed every September and updated. The plan was drafted by **S 9(2)** based on information gathered over about 18-months. **S 9(2)** recommended that other faculties work on these plans with their learning and teaching committee to ensure that they are co-created and don't feel like an edict from leadership. Faculty managers or Academic Service Managers could be useful resources for coordinating this work.

**S 9(2)(a) OIA** contextualised the document from the Faculty of Education. It is a high-level vision document that was the work of a small committee with an aim to define the identity of the faculty. Once drafted, input was sought from all corners of the faculty. The next stage is to develop a plan similar to what **S 9(2)** presented with specific actions and KPIs and the faculty LTC is responsible for this.

**S 9(2)(a) OIA** noted that the Library is working through the framework and aligning their plans where appropriate. The library plan will be shared with this committee when it is finalised.

The Chair thanked **S 9(2)** and **S** for presenting their work. She reminded members that the purpose of the framework, and aligning faculty plans to it, is to connect work that is happening in teaching and learning across campus. Schools and departments have to be connected within faculties, but faculties also have to be connected with each other and the overall institutional direction. The other benefit of the framework is that it is adaptable. Faculty can develop plans in line with their specific needs while using the framework as a tool. The Chair recommended linking the plan to the overall faculty plans, so a discussion at faculty boards may be a good idea. The Chair is happy to come and speak at your LTC to help start the discussion.

Members agreed for a regular agenda item to be set for this meeting over the coming months on this topic as faculty LTCs move through the early stages of this work. This will allow for short updates from each faculty.

#### 5. Peer Review Framework

This was designed at the request of the faculty of engineering LTC, and given that at the time the TQM working group was talking about additional sources of evidence for teaching quality, bringing it to the larger LTC for dissemination and discussion seemed like a logical thing to do. The next step is that **S 9(2)(a)** is designing a workshop on how to do peer observations of teaching, with a focus on face to face teaching. This will be piloted in March with colleagues who are currently mentors in the early career mentoring programme that is led by **S 9(2)(a) OIA** in People & Culture.

The framework provides a standardised format for providing feedback and links to promotions via other work being produced by the TQM working group which will be presented at this committee over the coming months. Members suggested that the TQM working group consider how the peer review framework can be meaningfully implemented with a reward system similar to a pedagogy academy (i.e. financial reward).

## 6. Moodle 4 Update

S [REDACTED] updated members on the recent upgrade to Moodle. Around 1300 courses have been transferred to the new format. The new format has been received well amongst students, and there have been a few niggles for staff. The time staff have invested in updating to the new templates is a one-off. Once the initial work is done, rollovers are mirrored year-to-year. Because of the new templates, roll-overs this year have been completed by S 9(2) team. This will not be continued because there is real value in teaching staff doing this themselves semester to semester and year to year – it encourages them to do updates based on information available to them such as the ACE dashboards which shows what resources students are and are not engaging with. Members are also to note that files were transferred over, but the files themselves were not updated (e.g. course outlines still need to be updated with the new dates for 2023). The transition for semester two begins next week and is planned to be finished in time to give teaching staff c6 weeks to look at courses before the start of second semester.

A question from a member about support levels for teaching staff started a longer discussion about Service Now. The member had waited more than 8 days for a response to a ticket in Service Now about an issue in LEARN. S 9(2)(a) OIA [REDACTED] will follow up on those wait times as they are clearly a problem. He will also suggest to his team that they look at a similar live chat function that the library use to allow staff to get immediate support. Another member raised that help is getting harder to find for staff that want to help themselves – such as ‘LEARN help for staff’ which used to be on the homepage but is no longer there. This page still exists but staff have to be enrolled S [REDACTED] will look in to getting all staff enrolled.

Members also discussed templates. A member used to use templates that are now no longer available. S 9(2) team of flexible leaning advisors can help with creating new templates, and have already created a template for the entire PSYCH programme. S 9(2)(a) OIA [REDACTED] is gathering feedback on the Moodle upgrade from around his faculty and will share this in due course.

## 7. Evaluation Tools

These tools are available for staff to use so that they can get real time feedback while teaching. Members are encouraged to share this resource with their colleagues, and further information will be made available to staff across this year as the TQM working group nears completion. Please note that these tools are not to replace the formal evaluation processes which still need to go through course and teacher evaluations.

## 8. Graduate Attributes – Summary Data

A member raised an issue with student awareness of the graduate attributes because, from their experience, students are unaware of the UC graduate profile. This review of the graduate attributes needs to consider how the attributes are communicated to students so they understand why their education from the UC is distinct and to enable graduates to be able to tell a good story about their UC education. S 9(2)(a) OIA [REDACTED] added that from his experience teachers never talk about the attributes in class which is a contributing factor to this issue. Members suggested making the graduate attributes a bigger part of induction/O-week activities. S [REDACTED] is going to speak

to **S 9(2)(a) OIA**, about incorporating this in to the THRIVE lectures and other induction materials.

A member noted that the data provided is high-level and lacks detail. More work is required to establish what the data on graduate attributes is saying. Graduate Attributes remain critical for new course development, planning teaching, programme reviews and academic development such as Taipapaki.

## 9. Teaching in an Artificial Intelligence World

The resources to support staff that were presented in an all staff session in mid-February are being compiled on [LEARN here](#). The slides presented contain four example statements that course coordinators can use about the use of tools such as ChatGPT. Any emerging issues in this area, or if you are particularly interested in exploring the issues further, contact **S 9(2)(a) OIA**

The remaining reports in Section B were received.

The meeting closed at 11.45 am.

Professor C Moran (Chair).....

Date.....

### Appendix 1: CNRE Advertising

**CNRE Lecture  
Attendance  
Challenge - 2nd  
year Students**

**Show Up, Level Up, & Eat Up!**

Are you ready as a cohort to achieve  
at least 70% regular in-person  
attendance? Earn your first reward in  
the first half of the semester.

**UC**  
UNIVERSITY OF  
CANTERBURY | **Civil & Natural Resources Engineering**  
**Pūhanga Metarahi me te Rawa Taiao**