Abstracts Mahara Hui 2017

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1   KEYNOTE 1: GROWING PAINS OR ARRESTED DEVELOPMENT – YOU DECIDE

Mark Northover, Auckland University of Technology (New Zealand)

Thursday, 6 April 2017, 9:45-10:45 in WA224B

The Mahara ePortfolio system is now ten years old. What prompted the birth of Mahara, how has it grown up, and how does it compare to its classmates? A lot of technology and the world we work in has changed in the last ten years – smart phones, social media, work/study patterns, Donald Trump... Will a scan over the past ten years allow us to envisage a future for Mahara?

About Mark Northover

Currently, Mark is the Acting Director of the Centre for Learning and Teaching at AUT, with an accompanying role as Learning Technologies Manager.

Mark was a member of the original steering group that supported the creation of Mahara at Massey University in 2006/7. Mahara has continued to be used widely at AUT since the very first pilot trials in the School of Education in 2007.

Mark is a member of the ASCILITE executive committee, is the AUT representative on ACODE, is the ASCILITE representative on the TeLRG (Tertiary e-Learning Reference Group) in New Zealand, and will take up the role as chair of the Ako Aotearoa Northern Hub. He is also a member of the Blackboard Ideas Exchange.

2 KEYNOTE 2: THE DEEP AND MEANINGFUL OF REQUIREMENTS GATHERING

Shane Nuessler, University of Canberra (Australia)

Friday, 7 April 2017, 9:10-10:10, in WA224B

During the course of my career I have sought to improve the teaching and learning experience for students and colleagues in Higher Education. Here in the opening line lies the wicked problem. What epistemologies enable us to identify experiences that don't currently exist? As a university student I was aware that my potential and my goals could have been better supported, but had someone asked what I needed I doubt I could have articulated exactly what. Asking people what they want is a challenge for many reasons.

Big data is proposed by many as the solution, useful when needing to analyse what is currently happening, for example how users are using an existing system or space. However it cannot provide data on what is on people's minds but not expressed, or on experiences that don't exist. For example, if smartphones didn't exist, would big data be able to tell us that it was a preferred device for shopping for example? In other words, if it doesn't exist, big data can't reveal it, but that doesn't mean a novel solution isn't needed; it doesn't reveal that we need a completely new way of doing something. Only humans have the bank of life experiences to know that they want a different experience, if only they had a way to articulate what it was.

We need another weapon in our requirements gathering arsenal because contrary to popular belief, people do know what they want; we just have to ask the right questions. Youn-Kyung Lim and William Odom propose we develop questions relating to the affective domain (feelings, values, attitudes, etc.) to elicit the more meaningful responses we are looking for. My keynote will discuss this approach and explore its potential as applied to two very different experience-centered design processes at the University of Canberra.

About Shane Nuessler

Shane's career in Higher Education began in 1999 at the Northern Territory University, Darwin, Australia (now Charles Darwin University – CDU). Since then he has worked in various institutions, roles and teams to support the work and advancement of learning, teaching, and research.

Professional roles include technology support officer, server administrator, educational technology programmer, project manager, teacher, co-convener, curriculum designer, and manager of scholarly technology platforms. His current role involves leading and managing the teaching, learning, and library management systems with a team of 16 for the University of Canberra, reporting to the Director Teaching and Learning.

Achievements include successfully concluding a procurement project involving 10 university-wide teaching, learning, and library systems. Leading large education transformations including a Unit Outline Repository and Mahara ePortfolio at the University of Canberra, and contributing to the development of the first digital lecture recording system at The Australian National University (ANU). Development projects include an Academic Needs Archive (ANU) and a faculty wide help desk system (CDU).

3 COMPETENCY-BASED PORTFOLIOS

3.1 Creating ePortfolios at Pacific TAFE at The University of the South Pacific: Creating spaces for students to demonstrate competencies in their profession

Irene Yee Chief, Mojito Jione and Rajneel Totaram, University of the South Pacific (Fiji)

Thursday, 6 April 2017, 13:20-13:50, in WA224B	primary theme: Beyond tertiary

Please view the presentation information in the section of the primary theme.

3.2 Evidencing course competencies alongside soft skills in ePortfolios to rethink professional identity and employability

Wendy Holley-Boen and Mandia Mentis, Massey University (New Zealand)

Thursday, 6 April 2017, 13:55-14:25, in WA224B	primary theme: Employability

Please view the presentation information in the section of the primary theme.

3.3 Using Mahara to capture vocational competency

Christine Nicholas, Gouldburn Ovens Institute of TAFE (Australia)

Thursday, 6 April 2017, 14:30-15:00, in WA224B	primary theme: Employability

Please view the presentation information in the section of the primary theme.

3.4 Using Mahara to demonstrate skills acquired in a hospitality workplace practicum

Mojito Jione and Parijata Moeava, University of the South Pacific (Fiji)

Thursday, 6 April 2017, 15:30-16:00, in WA224B	primary theme: Employability

Please view the presentation information in the section of the primary theme.

3.5 How smart is your portfolio assessment?

Kristina Hoeppner, Catalyst (New Zealand)

Thursday, 6 April 2017, 16:05-16:35, in WA224B	secondary theme: Teaching

In October 2016, the Mahara project introduced SmartEvidence to the wider community. It's the possibility to set up competency frameworks in Mahara for easier visualisation of completed standards in a portfolio.

In this presentation, we will demonstrate how SmartEvidence works and why it can be a useful tool in portfolio assessment. We will also show how frameworks can be shared amongst organisations and how easily they can be adapted.

About Kristina Hoeppner

Kristina is the project lead and community facilitator for the Mahara Project working out of Wellington at Catalyst. She supports community members and clients regularly with their queries around Mahara and is also mainly responsible for the Mahara user manual. She has been using Mahara since 2008 when version 1.1 was all the rage. Since version 1.3 she's been working as a member of the core development team at Catalyst.

4 EMPLOYABILITY AND WORK-INTEGRATED LEARNING

4.1 Evidencing course competencies alongside soft skills in ePortfolios to rethink professional identity and employability

Wendy Holley-Boen and Mandia Mentis, Massey University (New Zealand)

Thursday, 6 April 2017, 13:55-14:25, in WA224B	secondary theme: Competencies

Traditionally, it has been difficult to formally assess the 'soft skills' of practice and thus to recognise students' reputation/mana as professionals. Our session details one tertiary programme's approach to digitally badging interprofessional competencies such as whanaungatanga and manaakitanga, in order to acknowledge the intangible qualities of good practice and how students support the well-being and achievement of everyone within the learning community.

Digital badges are 'gifted' to students by students, to recognise the holistic 'non-course work' qualities and the positive contribution students make to the learning community.

This presentation will explore students' perspectives of the badging of interprofessional competencies. We will also demonstrate how, using Mahara's new SmartEvidence portfolio, we can support students to evidence a more holistic narrative of their academic, work-related, and personal growth. The presentation will show how course competencies are evidenced alongside the 'soft skills' using lecturer, peer, and self assessment. The implications of this will be discussed in terms of rethinking professional identity, excellence, and employability as well as cultural and professional capital.

About the presenters

Wendy Holley-Boen is a lecturer on the Specialist Teaching programming in the Institute of Education at Massey University. Prior to this, she worked as an educational psychologist in the US and New Zealand. Her research interests include strengths-based and ecological practices, as well as supporting the professional identity and well-being of postgraduate students.

Mandia Mentis is an Associate Professor in the Institute of Education at Massey University, where she coordinates the postgraduate Inclusive Education programme. She is co-director of the Equity through Education Research Centre and coordinator of an interprofessional programme for Specialist Teachers. She has practiced as a teacher and educational psychologist in primary, secondary, and tertiary settings. Her teaching and research interests include teaching for diversity and inquiring into the affordances of digital technologies to support life-long and life-wide learning.

4.2 Using Mahara to capture vocational competency

Christine Nicholas, Gouldburn Ovens Institute of TAFE (Australia)

Thursday, 6 April 2017, 14:30-15:00, in WA224B	secondary theme: Competencies

One of the key planks in our provision of quality education is the capability of our staff. The Australian Skills Quality Authority requires that all teaching staff are qualified and current in their industry area.

Gouldburn Ovens Institute of TAFE (GOTAFE) in Victoria received funding from the Vocational Education and Training (VET) Development Centre in 2016 to deliver a project with the purpose to up skill and implement Mahara ePortfolios to staff for capturing evidence of Vocational Education and Training experience and professional development:

- Have one system that would capture staff qualification, professional development, and VET experience;
- Enable staff to record work done outside the workplace and keep track of their professional development, memberships, activities, employment, and education, reflections and information on projects that they are working on;
- Assist mangers and staff doing work plans by making it easier to report on professional development completed during the year.

Some of the benefits to this project were to give teachers the confidence to introduce ePortfolios to their students by understanding the capability of using them.

The project involved training staff to use their Mahara ePortfolio with a template being created, and the staff were trained on how to copy the template and populate their own portfolio.

This presentation will demonstrate the procedure, showcase some examples of teachers work, and discuss the hurdles and benefits of implementing an ePortfolio for vocational competency.

About Christine Nicholas

Christine Nicholas is a Senior Educator at GOTAFE and is the eLearning Officer. Christine has been working in the VET sector for the last 17 years. Her current role involves coordinating eLearning and training staff in Moodle, Mahara, Alfresco, and Skype for Business as well as teaching in the Certificate IV in TAA and the Diploma of VET.

Christine's previous roles have included teaching, coordinating programmes in Information Technology, Project Management, Conservation and Land Management, and setting up and coordinating the Performing Arts programmes. She was awarded the Education Excellence Award for Innovative Training in 2005 with a project that involved many students from different areas working together to produce an event.

Christine is the chair for the eLearning Community of Practice at GOTAFE and is also on the organising committee of the Australian eLearning Community of Practice. Being very passionate about Mahara ePortfolios, she has been involved on the organising committee for the Moodle Mahara Meetup held in Adelaide in April 2015 and is involved in the Australian Mahara User Group. Christine is also a member of the Tafe Advisory Group at eWorks and is this year a member of the MoodleMoot Program Committee.

4.3 Using Mahara to demonstrate skills acquired in a hospitality workplace practicum

Mojito Jione and Parijata Moeava, University of the South Pacific (Fiji)

Thursday, 6 April 2017, 15:30-16:00, in WA224B	secondary theme: Competencies

In the final practicum for Certificate IV in the Hospitality Operations Programme, students are placed in various hotels around the 300 islands of Fiji. They are expected to complete weekly logs in a log book from their final placement. This – together with a summary report – is printed and handed in to course instructors to meet the assessment requirements of their programme and at the same time be in compliance with the standards of the Hospitality industry.

This presentation will highlight how, as part of a strategic research grant by the University of the South Pacific (USP), Mahara can be used by students to include rich media artefacts such as audio visual content to complement their printed logbooks and reports in the form of an ePortfolio. A template will be designed using collections and pages to align to the industry standards and the programme requirements. Students will be able to create a portfolio that can be shared with USP and interested industry partners.

About the presenters

Mojito Jione is an Educational Technologist at the Centre for Flexible Learning (CFL) in the University of the South Pacific (USP). He has been in this role for over five years. Recently, he took on an active role in instructional design. His interests are in eLearning and information systems in education. His role as an edtechy includes developing courses, training faculty in using USP's learning systems (Moodle, Mahara, Turnitin, Alfresco etc.), and providing support in a team to over 27,000 students across 12 member countries of USP.

Parijata Moeava is the Training Officer for Hospitality Operations at the Pacific TAFE in the University of the South Pacific. She has been in this role for over a year, and she provides specialised training in Event, Front Office, Food & Beverage, Sales & Marketing as well as on the Hospitality Industry Attachment. Her previous employments give her five years of experience in the Hospitality industry and a one-year stint with an international corporate organisation. Parijata currently works on using ePortfolios (Mahara) to demonstrate skills acquired in a hospitality workplace practicum.

4.4 Exploring ePortfolios to produce educated, employable graduates

Patricia Lucas, Auckland University of Technology (New Zealand)

Friday, 7 April 2017, 13:20-13:50, in WA224B

Locally and internationally, governments, parents, and students expect universities will prepare people, young and older (those returning for further education) for employment. That is, graduates who are able to 'hit the ground running' and can step straight into the workforce. Educators who feel uncomfortable about this momentum are looking for ways to not only produce students with high employability indexes – what industry wants – but students who are well educated with attributes that will set them up to manage the demands of a workplace of the future.

Mahara has the capacity to encourage student to look at their own preparation for employment, alongside their academic advancement, by collecting evidence of professional development in particular both hard and soft skills necessary for their future careers. This presentation explores the journey of how Mahara is being used to produce graduates who are both educated and employable.

About Patricia Lucas

Tricia is a senior lecturer in the Faculty of Health and Environmental Sciences at Auckland University of Technology. Her teaching and learning experience is situated within two discipline areas, these include; core human anatomy and physiology for all first year undergraduates across the Faculty and a final year cooperative education (a form of work-integrated learning) programme in the School of Sport and Recreation. She has a keen professional interest in understanding and fostering practices that enhance student centred learning.

Tricia holds a PhD in Education from Deakin University where she focused on understanding students' utilisation of critical reflection to enhance and support learning in a cooperative education context. She is keen to explore how a platform, such as Mahara, can be used to motivate and inspire student to become independent, life-long learners who are prepared to cope with the challenges they may face in the future.

5   IMPLEMENTATION STORIES

5.1   Managing privacy when using Mahara

Allison Miller, Digital Capability (Australia)

Thursday, 6 April 2017, 13:20-13:50, in WA224A

Mahara is an individually managed online space, which contains a lot of information about a person, as well as others who they have interacted with. This means that Mahara users need to know the impact of the types of information that they put into their ePortfolio as well as who they share that information with in relation to the privacy of this information.

This presentation will share the outcomes and recommendations of research undertaken into managing the privacy of people's information when using ePortfolios from a user's, educator's, and organisation's perspective.

About Allison Miller

Allison Miller is the Director and Lead E-learning/E-business Consultant of Digital Capability.

Allison has been involved in education and training for over twenty years as an educator, change manager, and e-learning leader and innovator. More recently, Allison has also been helping small businesses work smarter in a digital economy.

Allison's leadership skills include:
- Building digital e-business and e-learning capability
- Creative thinking and problem-solving
- Developing semi-autonomous teams from fragmented work units
- Leading and facilitating disruptive change
- Researching and implementing emerging learning and development strategies
- Strategic thinking and implementation

Allison also leads:
- ePortfolios Australia – a professional network which aims to support the use of ePortfolios in Australia and beyond through professional development activities and the sharing of resources, ideas, and practice
- Moodle-Mahara Meetup – a bi-annual event in Australia aimed at increasing learning and assessment options by using these online learning systems.

Allison's previous roles include:
- Higher Qualification Pathways Business Manager for the National VET E-learning Strategy.
- EPortfolios Business Manager, South Australian Innovations Coordinator and the Inclusive E-learning for Youth Project Manager for the Australian Flexible Learning Framework
- E-learning Development Coordinator and Business Services Facilitator for TAFE SA.
- Convenor of the national ePortfolios Australia Conference

Allison has a Master of Learning & Development (Organisation Capacity Development) from the University of Southern Queensland.

5.2   Bridging the gaps

Lisa Ransom and Shen Zhang, AUT University (New Zealand)

Thursday, 6 April 2017, 13:55-14:25, in WA224A

Lisa and Shen have shared their experience in supporting Mahara in past Mahara Hui. As more and more departments are seeing the value of Mahara, there has been increasing demand on the Learning and Teaching team for training and supporting student learning.

This presentation will snapshot the current usage of Mahara and how staff are pushing Mahara as a platform of change. It will also show how we are bridging the gaps – by building the relationships with other student services (such as Learning Advisors) – to assist students to realise the potential of Mahara, and how it can be used after they graduate from AUT.

About the presenters

Lisa and Shen work in the Learning Technologies Team at the Centre for Learning and Teaching (CfLAT) at AUT University. They have supported Mahara since its existence at AUT.

5.3   Reflections on Choosing an ePortfolio Solution

Jim Mullaney and Val Morey, Curtin University (Australia)

Friday, 7 April 2017, 10:15-10:45, in WA224A

At Curtin University School of Education, the Student Professional Portfolio Working Party has embarked on a journey to find and deliver an ePortfolio solution for the new Masters of Teaching course due to run in 2017. This presentation will take the audience through our decision-making process and focus on how we ended up deciding on Mahara.

Of particular interest to us was the inclusion of the new SmartEvidence feature, which we think will be invaluable for our students as they progress through the course and beyond. The Mahara/SmartEvidence solution will enable students to collect portfolio artefacts and align them against the Australian Institute for Teaching and School Leadership (AITSL) Standards Framework for Graduate Teachers. Academic staff are then able to confirm the alignment and offer feedback. We will give a demonstration of how we intend to use SmartEvidence in our evidence collection process.

The presentation will focus on the journey that led us to choosing Mahara as our ePortfolio and provide an opportunity to have a look at the SmartEvidence standards framework functionality, see it in action, and ask questions about its features and benefits.

About the presenters

Jim Mullaney is Digital Pedagogical Advisor in the School of Education at Curtin University in Perth, Australia.

Val Morey is Director, Learning & Teaching, in the School of Education at Curtin University, Western Australia. Val has extensive experience in unit and course design and in the provision of learning resources and supports for students completing their studies fully online. She led a team that designed and built a website for the online student community and has also led a project to enhance the way the School manages and presents units through the digital learning management system. Val is currently very involved with course redevelopment for Initial Teacher Education courses to ensure that they meet the detailed and stringent requirements of the Australian ITE course accreditation bodies. The creation and curation of digital professional portfolios will be key to meeting these requirements.

Val is also completing doctoral studies in the area of motivation and engagement of sessional academic staff who work in a fully online environment.

6   MAHARA AND COLLABORATION: BUILDING COMMUNITIES OF PRACTICE

Sue Smorti and Gwen Davitt, Te Rito Maioha Early Childhood New Zealand (New Zealand)

Friday, 7 April 2017, 13:55-14:25, in WA224B

This presentation focuses on how we have used Mahara as a group learning and teaching tool in an online environment for a postgraduate leadership course. Students studying the concept of 'Community of Practice' were assigned to small groups to complete a collaborative assessment using the Mahara platform. The task was to produce a poster, which was then shared in their own early childhood context to teach their teaching teams about a leadership theory/model.

Students were required to document their progress as a developing community of practice. This involved storing key documents and the literature used to inform their posters, and reflecting on their experiences of working as a community of practice. Student reflections suggest this was a very positive experience overall; however, some students found Mahara hard to navigate. Mahara was found to be an effective tool for online group work.

About the presenters

Sue Smorti is the Academic Leader in the Postgraduate Programme in Leadership (ECE) and Senior Lecturer at Te Rito Maioha Early Childhood New Zealand.

Gwen Davitt is a Senior Lecturer at Te Rito Maioha Early Childhood New Zealand who has an extensive background in early childhood and adult teaching. Gwen is relatively new to the pedagogy and application of online teaching and learning. She is currently working on integrating ePortfolios as a teaching, learning, and assessment tool within postgraduate leadership programmes.

7   PORTFOLIOS BEYOND TERTIARY

7.1   Creating ePortfolios at Pacific TAFE at The University of the South Pacific: Creating spaces for students to demonstrate competencies in their profession

Irene Yee Chief, Mojito Jione and Rajneel Totaram, University of the South Pacific (Fiji)

Thursday, 6 April 2017, 13:20-13:50, in WA224B   secondary theme: Competencies

Working with Pacific TAFE (Pacific Technical and Further Education) at The University of the South Pacific (USP) involves creating processes to facilitate learning and for future workforce development. Creating career pathways students at Pacific TAFE demonstrate evidence of efficacy at USP via Mahara. This evidence will complement the credentials of course grades where students illustrate their competencies to employers and peers. It will also serve as documentation for acceptance in future studies in the degree programmes or other pathways in their careers.

As part of the Strategic Research Theme grant, Coordinators of Pacific TAFE and Training Officers in Hospitality Operations are supported with the provision of skills, training, and practice by the research team to create ePortfolios for courses in the Certificate and Diploma programmes. Train for Trainers (TOT) workshops provide the flexibility for trainers to continually repurpose their courses and programmes and align the industry standards into the ePortfolio.

This involves initiating evidence based skills where industry contribute standards and provide input into the assessment of Pacific TAFE students.

TOT staff provide Pacific TAFE students with the tools and the direction to utilize virtual spaces to continue building evidence in their professional careers. Graduates will be able to showcase their skills in their ePortfolio and demonstrate their continuing acquisition of skills in the Pacific and globally.

About the presenters

Irene Yee Chief is an Instructional Designer who has worked over 10 years at USP. She is leading the ePortfolio Working Group. She has also worked at one of the campuses of the University of North Carolina System as a Distance Learning Coordinator for the College of Arts and Sciences as well as an Instructional Designer at a North Carolina Community College in the Trade Adjustment Assistance Community College Career Training (TAACCCT) grant in developing Open Educational Resources. She led two Strategic Research Grants in 2016. Her research interests are interactivity in virtual spaces, access to higher education, adult learning, and multicultural education.

Mojito Jione is an Educational Technologist at the Centre for Flexible Learning (CFL) at USP. He has been in this role for over five years. Recently, he took on an active role in instructional design. His interests are in eLearning and information systems in education. His role as an edtechy includes developing courses, training faculty in using USP's learning systems (Moodle, Mahara, Turnitin, Alfresco etc.) and providing support in a team to over 27,000 students across 12 member countries of USP.

Rajneel Totaram is a Learning Systems Developer at USP's Laucala Campus. He is part of the USP Learning Systems Team and carries out all the development and customisation work of USP's learning systems platform, which is based on Moodle and Mahara.

He took up his current role in September 2011. Prior to this, Rajneel worked as a Tutor in Computing Science and Information Systems at USP. After teaching for over five years, he decided to move into the software development field, and currently focuses in the design and development of eLearning systems. He is a fan of open source software and actively makes use of open source technologies in his software development work.

7.2 Struggling with design issues in ePortfolio content creation and curation

David Bell, Trinity-at-Waiake eLearning Centre (New Zealand)

Friday, 7 April 2017, 11:50-12:20, in WA224A

The presentation will answer the following two questions and look into using InDesign to create zines for embedding in the ePortfolio.

1.   How important is a design aesthetic for content creation and curation?

2.   Does Mahara offer more possibilities than say Facebook?

About David Bell

Now officially retired, David is the Director of a volunteer church outreach group: The group's website is a Mahara ePortfolio for lifelong learning, spirituality, and creating resources for the wider community.

7.3 Organisation-centric portfolios

Del Stevens, Catalyst (New Zealand)

Friday, 7 April 2017, 13:55-14:25, in WA224A

Pedagogically, everyone understands the benefit of portfolios. Reflective and constructed over time, portfolios support the user in incorporating authentic activity from their employment rather than an education-based facsimile of their real work; they provide a snapshot in time of the type of work individuals participate in and invite peer and management commentary on the value of their contribution.

In a corporate environment, however, the use of portfolios creates tension. Scrutiny is applied to the length of time it takes a user to learn how to use the capability; and although the benefits to the individual may be clear, the benefits to the company are less clear.

It is our assertion that the corporate value of Mahara is largely untapped. An ePortfolio can be 'packaged' in such a way that folio creation requirements are simplified, reducing 'time to learn', while still enabling the continuing personal / professional development of the individual. More importantly, the results of ePortfolio supported learning can expand the corporate knowledge base within a learning management system (LMS); providing a far richer picture of the core capabilities of an organisation than can possibly be achieved by an LMS alone.

We further believe that a Mahara ePortfolio provides opportunity to deliver:

•   A true picture of user capability within specific competences;

•   Outcomes-based assessment;

•   Support to the HR function in the areas of talent management and succession planning.

About Del Stevens

With more than 20 years experience in Learning and Development (L&D), Del's areas of specialisation are eLearning and learning management systems. With significant content development experience across a range of clients, from education and health to heavy engineering in oil and gas, Del has worked with hugely diverse audiences; from groups with minimal English language literacy to the most senior medical professionals.

In his role of eLearning Manager at Catalyst, Del's focus is the development of learning solutions that solve real world L&D problems. He aims to achieve this by leveraging the open source projects and tenets that are at the heart of our organisation and through the application of the extra-ordinary talent that exists within Catalyst.

8 STUDENTS AS PORTFOLIO CREATORS

8.1 Playing Mahara with the students in event management

Massimo Morellato and Shen Zhang, Auckland University of Technology (New Zealand)

Thursday, 6 April 2017, 15:30-16:00, in WA224A

Massimo is a lecturer in the School of Hospitality and Tourism, and Shen is part of the Learning Technologies team at Centre for Learning and Teaching. Together we would like to present our journey working together in the use of Mahara to promote and improve student learning.

Mahara has been used as a platform for three assessments in the Event Perspectives paper for the past six consecutive semesters. We will be sharing our experience in the following topics:

- Student centred rather than teacher centred;
- Being effective with limited exposition to technical training;
- Copyright and licensing;
- Integration with other platforms at AUT;
- Attempts to stimulate a collaborative approach.

Student reflections on what worked well and what didn't work so well will be shared during the presentation. Massimo will share his vision on an aggregation approach for Mahara.

About the presenters

Massimo Morellato is a Lecturer at the Department of Tourism and Events at Auckland University of Technology, New Zealand. Massimo has acquired extensive teaching experience at different levels of education. His involvement in digital and mobile learning initiatives is driven by the possibility to empower students as active creators of knowledge.

Shen Zhang has been supporting students at AUT in using ePortfolios and in particular Mahara for a number of years at the Centre for Learning and Teaching.

8.2 Using ePortfolios for integrated learning

Dilani Gedera, Stephen Bright, and Anthea Fester, University of Waikato (New Zealand)

Friday, 7 April 2017, 10:15-10:45, in WA224B

This is an example of a small case study which involves staff and students new to ePortfolios. They are exploring the affordances of ePortfolios in the subject discipline of English for Academic Purposes (EAP). The study focuses on the effect of ePortfolios on student collaboration and reflection. An important aspect of this is the cross-disciplinary connections students are able to make using the features of ePortfolios.

About the presenters

Dilani Gedera is an eLearning Designer at the University of Waikato. She has worked as a lecturer in New Zealand, Sri-Lanka, and Malaysia for 14 years. Her research focuses on educational technologies and the ways they can enhance learner engagement in blended and fully online learning environments.

Stephen Bright is an eLearning Designer at the University of Waikato.

Anthea Fester teaches in the General and Applied Linguistics programme at the University of Waikato. She has developed and taught courses in EAP and second language teaching at undergraduate and postgraduate level for a number of years. She enjoys using a range of technological tools in her teaching to empower learners in this rapidly changing digital world.

8.3 Scaling up: Supporting staff and student use of Mahara at the University of Canberra

Georgina Barden, University of Canberra (Australia)

Friday, 7 April 2017, 11:15-11:45, in WA224B

The University of Canberra (UC) piloted Mahara in one unit called "Learning with Technology" in the Faculty of Education in 2009. From these early beginnings, Mahara grew as a core learning and assessment tool at UC, with early adopters and champions in the Faculty of Education and Faculty of Health supported by Shane Nuessler. A community of practice evolved, and each success story (and not-so-successful story) contributed to the shared understanding at UC of the benefits and pitfalls of ePortfolio practice, and raised awareness and interest in Mahara.

In 2015, The unit "Foundations of Professional Planning", a common first year unit studied by almost every student at UC and convened by Teaching and Learning, adopted an assessment model relying heavily on the ePortfolio tool.

This has had a significant impact on the support requirements for Mahara at the University of Canberra, and this presentation will focus on the support model we have developed as a result, including:

- The 2016 Graduate Certificate in Tertiary Education (free for UC staff to study and convened by Teaching and Learning), includes one ePortfolio assessment item worth 100%;
- Staff support includes online resources, a support ticketing system, regular daily drop-in support and workshops as requested;
- Student support includes an online support module, and with ePortfolio help now the most commonly requested support by students, Study Skills support staff are now trained to support Mahara.

About Georgina Barden

Georgie is an Educational Designer and Technologist leading the team that supports academic staff in the use of all the components of the virtual learning environment at the University of Canberra.

8.4 Our Mahara Hikoi: Experiences from both sides of the fence

Jeremy Briggs and Mark Posa, Waikato Institute of Technology (New Zealand)

Friday, 7 April 2017, 11:50-12:20, in WA224B   secondary theme: Technology

Establishing Mahara as a core learning technology at Wintec has been a journey involving both teachers and technicians. This presentation will summarise the key aspects of this journey from an academic perspective (user training and teaching preparation) and a technical perspective (administration and systems integration).

The aim is to give those 'on the other side of the fence' some perspective of what it has meant for us along our journey, as well as representing how extensive a task implementing Mahara can be.

About the presenters

Jeremy Briggs is based in the Centre for Education and Foundation Pathways at Wintec and is involved with Wintec's new product development centre EDevelopment House. His multiple roles at Wintec centre around supporting modern, flexible and student centred teaching/learning approaches across the institution. He does this through taught classes, programme development projects and 'just-in-time' personal support and consultation.

Because he is equal parts academic and tech geek, Jeremy often gets to act as a 'bridge' between the technical and academic camps within the organisation. As such he has played a pioneering role in establishing Mahara as Wintec's ePortfolio system of choice. He has tested and used Mahara as a teacher himself, supported other teachers and students in their development and use of ePortfolios (Mahara and alternatives), and is constantly involved with Wintec's integration and upkeep of Mahara as a core learning technology (i.e. I support the ITS department). Jeremy is married with four children under 10.

8.5   Mahara on holiday

Georgina Christodoulou, Catalyst (Australia)

Friday, 7 April 2017, 13:20-13:50, in WA224A

How we used Mahara as a learning and student engagement tool whilst on holiday.

As part of an extended leave of absence from school, our children are required to provide a journal of their activities and experiences. We went to a number of European countries where they observed other cultures, saw significant historical sites, and of course had lots of fun.

We wanted to go beyond a written journal and provide a rich online dynamic environment where our children could create and share their journals, fun facts, photography, and videos. We also wanted to enable their teachers and fellow students to comment and add their own content.

To this effect, we've decided to use Mahara to facilitate the online journal and sharing of their experiences.

The presentation will cover the decision to go with Mahara over other online tools; the set up of pages and collections the children used; what content was added and how it was added; how the teachers and students interacted with the content; feedback from teachers and students.

About Georgina Christodoulou

Georgina has a learning and development background and has worked with open source eLearning tools since 2012. She has worked extensively to create engaging learning opportunities for staff and leveraging the power of open source eLearning tools to deliver, track, and manage learning. Georgina is excited about the opportunities that Mahara can bring to educational institutions and organisations and how it can be used in a myriad of ways to engage with people, create communities, and give people the opportunity to showcase their achievements. Georgina also sees immense value in integrating Mahara with eLearning platforms to gain a more holistic picture of a person's learning journey.

At Catalyst, Georgina works with clients to unlock their eLearning tools and maximise their potential to engage users and deliver learning outcomes. She is passionate about sharing her knowledge and empowering her clients to benefit from using tools like Mahara. She enjoys inventing and sharing creative solutions with her clients to solve their needs and empowering them with confidence to take full advantage of the features within their platforms. Georgina thought it would be fun to take Mahara on holiday to share her family's adventures.

8.6   Mahara in 2017: What's in it?

Kristina Hoeppner, Catalyst (New Zealand)

Friday, 7 April 2017, 14:30-15:00, in WA224B   primary theme: Teaching

Please view the presentation information in the section of the primary theme.

9 TEACHING WITH PORTFOLIOS

9.1 Developing a Mahara boot camp for educators

Jamie Fulcher, Monash University (Australia)

Thursday, 6 April 2017, 11:15-11:45, in WA224B

Where does one start when designing a professional development activity for academics who have varying understanding of the power that an ePortfolio can bring to their teaching practice?

This presentation will articulate the thinking and methodology applied when designing a four week Mahara boot camp. The rationale for a boot camp was to take the academics through a series of exercises that would help them explore and experience first-hand the practical application of evidence-based assessment approaches.

The boot camp comprised of a series of exercises; Warm-up, core development, cross training and cool down, intended to build the skills of the academics in a short period of time. I hope you will join me to find out more about the boot camp and how to apply something similar in your organisation.

About Jamie Fulcher

Jamie is a passionate educator, innovator, and project manager with more than ten years' experience in adult education settings. She has an excellent track record in enhancing staff capabilities and using digital technology to improve learning outcomes.

She is interested in several innovative learning models including:
- Gamification in eLearning programs;
- Learner experience design;
- Hybrid learning smashing of traditional and contemporary blended styles;
- ePortfolios as an evidence-based assessment approach.

Jamie is currently the Educational Designer in the Faculty of Information Technology where she works with academic staff to build robust learning and assessment material to engage learners of the digital age.

9.2 How smart is your portfolio assessment?

Kristina Hoeppner, Catalyst (New Zealand)

Thursday, 6 April 2017, 16:05-16:35, in WA224B   primary theme: Competencies

Please view the presentation information in the section of the primary theme.

9.3 To train or to support? Teacher's e-capability development in a tertiary education context

Ken Liu, Unitec (New Zealand)

Friday, 7 April 2017, 11:15-11:45, in WA224A

Mahara is used as one of the key asynchronous eLearning tools at Unitec across various disciplines. Ken will elaborate on the current practices adopted by some of the disciplines to show how Mahara could be used to cater for different pedagogical needs. Ken will also talk about how digital literacy and teachers' e-capability could be improved teaching with Mahara.

About Ken Liu

Ken Liu has been in the eLearning industry for over 10 years working as multimedia designer, instructional designer, eLearning courseware integrator, and project manager providing eLearning solutions for various industries across New Zealand and China. He is currently working as the Academic Advisor – eLearning at Unitec where Mahara is deeply integrated in the learning management system and the pedagogy. Ken and the eLearning team at Unitec are leading the transformation towards a balanced curriculum design among synchronous, asynchronous, and blended learning elements to create a dynamic experience that maximizes the opportunity for genuine learning to happen.

9.4   Mahara in 2017: What's in it?

Kristina Hoeppner, Catalyst (New Zealand)

Friday, 7 April 2017, 14:30-14:25, in WA224B   secondary theme: Students

The next release of Mahara, Mahara 17.04, will be made available later in April 2017. In this presentation, you will take an insight look into major new features and changes of this upcoming release.

About Kristina Hoeppner

Kristina is the project lead and community facilitator for the Mahara Project working out of Wellington at Catalyst. She supports community members and clients regularly with their queries around Mahara and is also mainly responsible for the Mahara user manual. She has been using Mahara since 2008 when version 1.1 was all the rage. Since version 1.3 she's been working as a member of the core development team at Catalyst.

10 THE TECHY SIDE OF MAHARA

10.1 Make the connection with your LMS

Robert Lyon, Catalyst (New Zealand)

Thursday, 6 April 2017, 11:50-12:20, in WA224B

Moodle and Mahara have been integrated for a long time to the extend that the term "Mahoodle" was formed. However, what do you do when your institution does not use Moodle?

That's where LTI (Learning Tools Interoperability) comes into play. It's your possibility to connect any LMS, including Moodle, to your Mahara site. In this presentation, we will preview the new LTI functionality that is in development for Mahara and show what is needed in order to use it. We will also share ideas for future enhancements.

About Robert Lyon

Robert Lyon is the Mahara tech lead having worked on Mahara for close to four years. He's been responsible for the implementation of many features and bug fixes in Mahara since then.

10.2 Our Mahara Hikoi: Experiences from both sides of the fence

Jeremy Briggs and Mark Posa, Waikato Institute of Technology (New Zealand)

Friday, 7 April 2017, 11:50-12:20, in WA224B   primary theme: Students

Please view the presentation information in the section of the primary theme.