

NZSE Research News



EXCITING EDUCATIONAL EXPERIENCES

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Message from the Managing Director



New Zealand School of Education actively supports high quality, applied research which underpins the delivery of level 7 diplomas, informs vocational practice, and establishes and enhances links with business and industry. NZSE is also committed to applied scholarship in order to refresh the curriculum and develop high quality vocation teaching and learning.

In late 2015 we formed the New Zealand Skills and Education Group

and acquired Seafield School of English and Advance Training Centres. This exciting development means that we have expanded our range of study provision to include more general and academic English programmes and military preparation programmes.

We are pleased to welcome Daniel Goudie, Director of Studies, Soraya Hogan and Rohan Willis, ESOL Teachers to Seafield. Daniel recently gained his TESOL Diploma during his time working for English First in China for 5 years. Rohan is currently working towards his PhD in Languages looking particular at biculturalism and bilingualism.



NZ China Vocational Education Conference

Education Pathways Manager, Allison Hislop, attended the NZ China Vocational and Training Model Programme Training in November.

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Staff Research

Read about NZSE staff research activities

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Indoor Wireless Propagation

by Burjiz Soorty



My last research paper in partnership with Dr. Nurul Sarkar, Associate Professor at Auckland University of Technology, was on conducting radio propagation measurements to study the performance of WiFi in terms of received signal strengths (RSS) in an obstructed office block.

The goal of our paper was to find the closest match between the results obtained from propagation measurements and theoretical models.

The RSS measurement results were compared with four selected propagation models (Free-space, Two-ray ground reflection, Shadowing path loss, and the overall Shadowing models).

These models were selected based on their popularity and relevance to our study.

Results obtained showed that the overall shadowing model was the best-fit followed by the path loss Shadowing. We found about 94% and 99% matching with RSS measurement results for non-LOS and NLOS conditions, respectively. The analysis and research findings reported in our paper provides some insight into the deployment of indoor wireless systems.

FOR MORE INFORMATION

If you would like to know more about any particular aspect please do not hesitate to ask me.
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Tertiary Education Research in New Zealand Conference

by Jimmy Saha

I attended the TERNZ 2015 Conference with other staff from NZSE. The conference provides a forum for enquiry into learning and teaching in the New Zealand tertiary sector. Although the discussions at the conference were predominantly in the context of universities, they stimulated several ideas. It was possible to adopt modified versions of their methodologies to help improve the student experience. As a result I was able to host a discussion with other tutors and support staff at NZSE and share some of the ideas that I had encountered.

There were four parallel sessions with six streams each. I attended the following streams:

Enhancing Tertiary Students' Blended Learning Experience through Digital Information Literacy Development

This session discussed how blended learning design can support Digital Information Literacy development, with an end goal of supporting student engagement and learning.

Identifying and Mitigating Common Student Problems with Assessments

The most relevant portions of this session discussed how to, strengthen academic support for students navigating their transition, assist teaching staff in designing assessment tasks that avoid or mitigate the most common student problems, help organisations improve its academic processes to help students be more successful.



Tertiary Education: Time to Refocus?

We discussed the following questions: How do we articulate clear educational aims that refocus from qualification gaining?

How can we and our colleagues become independent and liberated teachers?

How can we best promote the development of autonomous life-long learning skills?

Expanding the E In E-learning

This session is best summarized as follows – “Students were able to refer to the conventional e-learning website content before, during and as required during the paper delivery. Naturally this freed up time in face to face lessons for the tutor and students to engage with more in depth exploration of the subject application than would generally be the case. It is the extension of these delivery options that has enabled additional enhancements to the paper and the basis for this workshop.”

Upcoming Academic Conferences

New Zealand Association for Research in Education

17th - 20th November 2015, Whakatāne

TENZ National Conference

4th- 7th October 2015, Hamilton

TERNZ Conference

25th – 27th November 2015, Auckland

SPEAKERS AT THE CONFERENCE

Ruth Barnes

The Dean of Te Pakaro a Ihenga Faculty of Health, education and Humanities – Waiariki Institute of Technology Rotorua discussed the Train the Trainer project Waiariki has with Qingdao Technical College. The key focus of the project being to provide post-graduate training for staff in tertiary teaching to ensure they have the skills to support students studying part or all of New Zealand qualifications overseas.



Hui Zhang
The Vice Director of the teacher's learning and development of Qingdao Technical College, China

spoke about a reflective framework approach to improve teacher's ICT literacy in open, flexible networked learning.

Richard Finn



Programme Director of Whitirea's NZ'S Stage and Screen Arts course spoke on the study of happiness. People who are high in subjective well-being seem to be healthier and function more effectively compared to people chronically stressed, depressed or angry. Richard said happy students learn better. Student happiness should be a major aim of education. Most subjective happiness studies have taken place in the West, this collaboration makes for a unique comparison between two cultures and countries.

The New Zealand - China Vocational Education and Training Model Programme Conference

by Allison Hislop

Last year I was privileged to attend The New Zealand – China Vocational Education and Training Model Programme Conference, held at WINTEC Hamilton.

The purpose behind this conference was to progress the Strategic Education Partnership Arrangement as signed during the 2014 visit of John Key to China, providing a framework by which New Zealand ITPs and PTEs can engage with Chinese counterparts with government support. A key focus being the identification of common 'quality standards' New Zealand institutions and qualifications authorities could use during the development, implementation, delivery and evaluation of joint model programmes and their engagement with TVET institutions in China.

The forum was structured around four key themes, with structured workshops to identify generic standards in the four area.

Organisational and Operational: the practices used by New Zealand TVET institutions to first engage with and

secondly, measure and report on quality to their industry partners.

Teaching and Learning – how participants, learners and educators, acquire the knowledge, skills and confidence to participate and/or run successful TVET courses.

Design and Development – how curricula are approved, learning experiences designed and materials created to engage learners with industry accepted standards.

Research and Evaluation – what instruments and reporting frameworks are used in the investigation of TVET provision?

FOR MORE INFORMATION

If you would like to know more about any particular aspect please do not hesitate to ask me.

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PROFESSIONAL DEVELOPMENT