Connecting through integration: Blending Pacific approaches with online technologies

Judy Taligalu McFall-McCaffery, Stephanie Cook
Warm Pasifika Greetings

Kia ora koutou

Fakaalofa lahi atu

Halo olgeta

Malo e lelei

Kam na Mauri

Talofa lava

Kia orana

Ni sa bula vinaka Namaste

Ia orana

Talofa koutou

Malo ni
Purpose of Academic Information Literacy Integration project

• Why?
  o Raising the academic achievement of Pasifika, indigenous & minority tertiary students
  o Student engagement

• What are some of the issues?
  o Previous approaches ineffective i.e. extra curricula; lacked continuity
  o Pacific engagement equity issues: lack of culturally & linguistically relevant philosophies, values & pedagogies
Seeking solutions: our approach

- Project - integrate information and academic literacy (AIL) into the Pacific Studies undergraduate programme using a blended approach
- Utilising Pacific approaches: Talanoa/dialogue, Teu le va/relationships, Kakala/research framework
E-learning and Pacific students

- Koloto, Katoanga & Tatila (2006) report on critical factors for Pasifika student success: institutions to be responsive to students diverse learning needs
- Requires a context that acknowledges and uses Pacific approaches
- Blended approach works best
- Provides solid pedagogically sound Pasifika guidelines to develop further – needs implementation ‘how to strategies’

Our project seeks to do this...
Pacific approaches


Application by Judy McFall-McCaffery using Talanoa and Teu le va

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1Kakala is Tongan for garland of fragrant flowers that are specially woven together to mark a special occasion and gifting to a special person. There are significant values inherent in kakala making and arranging in Tongan culture as shown in each step.
Background Pacific learners
Government & tertiary research/strategic plans/guidelines


Gayton, J. M. (2002). *Pacific Island teens and school libraries: investigating Pacific Island high school students in their attitudes towards school libraries : submitted to the School of Communications and Information Management, Victoria University of Wellington in partial fulfilment of the requirements for the degree of Master of Library and Information Studies.*


Working with Pasifika

- Pacific students context over the years – Pacific Islands Early Childhood Education programme compulsory Library module, Advisory committee member, student Library usage/needs surveys
- ‘Beyond the reef’ - Built on-going relationships with lecturers, key support staff, etc...
AIL online resources

http://flexiblelearning.auckland.ac.nz/pacific_information_online/
Library student support services includes:

- Library clinics/flyers
- Office hours – open door
- Subject guides
- Subject specific workshops
- Listserv; email; talanoa; phone

http://www.library.auckland.ac.nz/guides/arts/pacific-studies
Publishing & research opportunities
Apply evidence based/best practice

- Research
- Collaborations
- Integration AIL research project
- Curriculum analysis and mapping
- Survey Yr 1 & 3 students
<table>
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<tr>
<th>Project Stages</th>
<th>Details</th>
<th>Timeframe</th>
<th>Developments</th>
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<tbody>
<tr>
<td>Stage One:</td>
<td>Curriculum analysis obtaining course information i.e. learning outcomes, assignments and assessments.</td>
<td>Late 2011 to early 2012</td>
<td>Completed</td>
</tr>
<tr>
<td>Stage Two:</td>
<td>Mapping the undergraduate programme curriculum against University Graduate Profile</td>
<td>Early 2012</td>
<td>Completed – focused on assignment essay questions and exam questions.</td>
</tr>
<tr>
<td>Stage Three:</td>
<td>Three year survey of year 1 and year 3 students on knowledge and skills in information literacy.</td>
<td>Ethics approval from 2012-2015</td>
<td>Pending - Analyse survey data and compare results to other formal feedback received (on course site and library workshops) and informal student feedback.</td>
</tr>
<tr>
<td>Stage Four:</td>
<td><strong>Collaboration</strong> - Integrate information and academic literacies across the curriculum 100 level to 300 level courses.</td>
<td><strong>Phase one Stage Four:</strong> Integrate AIL in 100 level courses. Evaluate then scaffold skills into 200 and 300 level courses – ongoing.</td>
<td><strong>Pending</strong> - Develop a skills development framework with marking rubrics. Outcomes/ correlation between skills development, assessment, academic achievement.</td>
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</tbody>
</table>
What works for Pasifika

- Relations – va & trust crucial
- Academic staff buy-in and support
- Part of course planning
- Teaching staff understanding of AIL, use and promotion
- Continuity
- Sustainability
- Collaborative approach and follow-up
- Examples & demonstrate
- Talanoa informal and formal – f-2-f; open door policy; being visible
Blended approaches

Face to face:

- Orientation
- Use of existing practices i.e. First Year Experience (FYE) Targeted Learning Session (TLS)
- Vaka Moana (informal tutorial) sessions at the Fale
- Assignment specific workshops
- Talanoa – formal and informal
- Library clinic at department
- Open door follow-ups
Blended approaches

Online:

- Online course site, embedded in LMS
- Online activities – quizzes, note taking, graphics
- Flipped classroom activities
- Online peer review using Turnitin PeerMark
- Reflections
WELCOME TO PACIFIC WORLDVIEWS

- How do Pacific peoples frame their world?
- How do they define their relationships with others?
- How do they interpret ideas and information about their world?
- How do they use their perceptions and belief systems to live their daily lives?

These are some basic of the questions we will be exploring in this course.

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Course Tutors, Library & Student Learning Support Staff & Services
Graphics

Move your mouse over each of the images in the diagram below to view more information on the research process.

The following sections of the Pacific Studies 105 website will take you through the steps to successful completion of your essay assignment.

**Step 2: Where to find information**
- Where do I start?
- What sources of information should I use?

- What does my research question really mean?
- How can I find the information I need?
- Where can I find quality information?
- How do I write and present my research?
Quizzes

### Activity

Identify the main keywords from the following topic:

_Pacific Islands peoples worldviews are partially shaped by their cultures and languages. Critically examine this statement using examples from at least three Pacific countries. Your reference list must include one primary source, and at least 4 secondary sources._

**Tip:** A helpful strategy is to rephrase the topic as a question and identify the main concepts or keywords in your question. Refer to the video above and to the link to definitions of instruction words. See the Checklist.

**What are the main keywords?**

- worldviews
- Pacific Islands
- languages
- cultures
- Critically examine

If you chose worldviews and **Pacific Islands** as the main keywords you are correct. (Other keywords are cultures and languages)
The other words (critically examine) are instruction words and indicate the approach needed to answer the question.

Submit
Drag and drop referencing activity

**Journal article reference**


[Check answer]

**Book chapter reference**


[Check answer]

Questions on how to reference? Ask here!
Drag and drop keywords

Choose **one** of the essay questions below and do the activity. Not all the questions will have a specific time period limitation.

i) Historical Transformation.

**ACTIVITY:** Identify the instruction terms, the key search words, phrases, and the limit words.

Drag these words to their appropriate boxes. Some words cannot be moved.

Pacific Islanders today live very different lives to those of their parents ancestors. In what ways have Pacific Islanders changed the most? Using the sources you have found to justify your selection, choose **three or four** of most important developments in the Pacific Islands during the nineteenth and twentieth century and explain why you think the developments you choose the most important ones.
Checklist

Use the checklist below to ensure you have met the requirements for your proposal and final essay:

Have you found a primary source of information?
○ Yes

Great, well done! Examples of primary sources include interviews, diaries, oral histories, poems, government reports. You need 1 primary source for your assignment.

Have you found secondary sources of information?
○ Yes

Have you found a relevant example of each to support your chosen essay topic?
○ Yes

Have you found at least two readings from your course reader (using the Readings and exams tab)?
○ Yes

Great! You can also find your course readings under the 'Lectures and Readings' tab in the Pacific 105 course site.

Have you found at least three other relevant sources on your own (using the Catalogue and Articles & more)?
○ Yes

Have you saved your search and relevant search results to 'My Library Account'?
○ Yes

Have you evaluated the relevant sources you have found?
○ Yes

Well done! It is important to evaluate sources for currency, relevance, purpose, accuracy and authority. Diagram in CB gives you a good summary on how you evaluate a source.

Do you know how to reference using Harvard?
○ Yes

Are you clear about what you need to do next?
○ Yes

Good on you! Make sure you have a clear plan of what you need to do. Allow yourself plenty of time to ensure you complete all the necessary requirements for your assignment. Plan and manage your time wisely.
Videos and note taking

Tutorial Activity

Questions

For tutorial this week we are going to explore what it means ‘to music’. Watch this short clip and take notes using the capture sheet in the Note Taking activity below.

Note Taking Activity
Flipped classroom

Pre-Library Workshop Activity

1. Write down in your own words what the essay question is asking you to do. If you are not sure, ask Kristian or Tarisi.

2. Choose a specific dance or art form you will use in your essay. If you wish to write about a topic that is not listed, you need to discuss and get approval from Kristian first.

Enter your answers in the box below and click 'Save'.

Save

Questions

1. What does the author mean 'to music'?

2. Identify three main points of this article?

3. What do you not really understand (or not understand at all) about this readings? Be as precise as you can be.

Enter your answers in the box below (remember to number your answers) and click 'Save'.

Save
Monitoring usage of the site
## Key Findings of integration from Phase 1 of Stage 4 in the first year

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<th>Courses</th>
<th>Complexities</th>
<th>Challenges</th>
<th>Major Feedback</th>
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<tr>
<td>Pac 100</td>
<td>Building skills onto next level. AIL not visible as part of assessment</td>
<td>Technical challenges with peer reviews online submissions</td>
<td>More application of Pacific approaches; referencing and evaluating resources</td>
</tr>
<tr>
<td>Pac 105</td>
<td>Perception of AIL, students do not see the link to assessment of AIL</td>
<td>First Year Experience timing impact on attendance</td>
<td>Evaluating resources. More active referral by tutors of students to use online course site</td>
</tr>
<tr>
<td>Pac 110</td>
<td>Staff have varying degrees of AIL understanding impacts on student use and referral</td>
<td>Continuity when staff changes happen during Semester</td>
<td>Positive about use of guiding questions</td>
</tr>
</tbody>
</table>
What worked well

• Holistic approach – f-2-f and online
• FYE/Targeted Learning Session – staggered; all support in one place; small groups; scheduled at point of need; directed activities.
• Vaka Moana – structured, informal, skills-based tutorials and workshops (tutors, library and learning advisors)
What worked well

• Scaffolded assignment – proposal > online peer review > final essay
• Online course site – in class, self directed learning
• Use of Pacific concepts, examples in activities and teaching
• Talanoa approaches
• Clear communications & follow-up
Student feedback

• “It was like a checklist for me. I used it to check whether I was on the right track and this really helped in terms of planning and getting my essay completed”.

• “I learnt new methods on how to find and locate sources for both assessments. Learnt things I didn’t know before”.

• “It provided skills that we can use throughout our years at university. It is also applicable to other courses besides Pacific studies”.

• “I am impressed by the examples in the coursebuilder which has allowed me to be confident in the usage of the library search”.
Staff feedback

• “... thanks for the amazing innovation that you have provided with coursebuilder. It was a great success and hope to continue working with you in the future.”

• “... thank you for all the work you did for the Pacific 100 website, both to get it to this point, and to integrate it with all those other university resources. I, and all of us here at Pacific Studies, are deeply appreciative of your work...”
Challenges

- Staff turnover, training/upskilling
- Promotion and use of the course site by tutors and students
- No ‘cohort’– scaffolding skills in 200 & 300 level courses
- Evaluating & measuring outcomes
- AIL integration not compulsory across faculties and programmes
Future developments: What next?

- Integration and blended approaches across all programme courses
- Training and training guide for teaching staff and tutors
- Utilise Pacific concepts and examples, research framework like Kakala, and Talanoa and Teu le va approaches.
- Research Skills framework, marking rubrics
Future developments: What next?

- Workshops for Libraries and Learning Services staff on Pasifika strategies/approaches
- Evaluation ongoing review – any correlation to academic success?
- Survey analysis & implications – relevance to other faculties?
- Cross faculty collaborations application of AIL project
Thank you/ Fa’afetai/
Meitaki maata /Fakaauue lahi atu/ Fakafetai/ Vinaka/ Malo `aupito/ Tank yu tumas !!

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