



PROCEEDINGS OF THE THIRD SINO - NZ TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING RESEARCH FORUM – HAMILTON, NEW ZEALAND.

November 25 -26, 2015

Overview

The New Zealand and Chinese Ministries of Education have signed a strategic educational partnership to strengthen the links between the two countries. They have agreed to host an annual symposium, showcasing best practice in the delivery of vocational teaching. This publication provides an overview of the presenters and presentations of the third Sino / NZ TVET Educational Research Forum held in Hamilton, New Zealand November, 25-26 2015

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Dr John Clayton (*Waikato Institute of Technology*)

Associate Editor

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INTRODUCTION AND WELCOME



John Clayton



Tony O'Brien

On behalf of the New Zealand – Sino Vocational and Professional Education and Training Programme we are pleased to welcome you to the Third TVET Research Forum held at Hamilton, New Zealand, November 25-26, 2015.

In 2013, the New Zealand and Chinese Ministries of Education signed a strategic educational partnership to strengthen the links between the two countries. Both countries agreed to host an annual symposium, showcasing best practice in the delivery of vocational teaching. This symposium demonstrates that shared a commitment to ensuring TVET practices, programme design and delivery, teaching and learning and evaluation in both countries are informed by applied research.

Vocational education and training focuses on the application and transfer of knowledge. The depth, breadth and scope of these Chinese and New Zealand presentations demonstrate how evaluation, reflection and research has been used to inform their practices. They illustrate how the vocational sector of our educational provision provides a fertile area for further in-depth evaluation and how that acquired knowledge can be shared to improve our common practice and inform the development of model programmes in both countries.

We encourage all attendees to reflect on their own practises and think of contributing a presentation to next year's conference to be held in People's Republic of China.

Dr John Clayton

Forum Chair

Tony O'Brien

Sino-NZ Project Manager

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OVERVIEW

CONTEXT

The New Zealand – China Vocational Education and Training Model Programme was agreed to as a commitment in the Strategic Education Partnership Arrangement, which was signed during Prime Minister Key’s visit to Beijing in 2013. An “Arrangement to Operationalise the Model Vocational Education Programme” was signed on 20 November, 2014 at the 8th Joint Working Group meeting in Wellington. The programme provides a framework by which New Zealand ITPs can engage with Chinese counterparts with clear government-level support. The arrangement noted that with the scope of the arrangement, a work plan

“will be developed by the designated bodies which will include elements relating to research projects and the sharing of expertise through symposia; institution – institution relationships including joint programmes and the delivery of quality New Zealand qualifications in China; professional development and training including academic and administrator shadowing programmes; and additional cooperation as may be determined as China continues its TVET reform, including in relation to the development of “applied universities and cooperation between institutions and enterprises between New Zealand and China.

A key focus of current activities is 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 China – NZ Modern Vocational Education Development Forum will provide an opportunity to provide a more granular view of the quality standards that should be considered. It will also investigate how these standards can be shared internally within New Zealand and externally with Chinese agencies and institutions. The findings and recommendations from this forum will be also used as a framework of discussion for a joint workshop between New Zealand TVET institutions and staff from the Central Institute of

Vocational and Technical Education (and potentially Chinese TVET institutions) in early February 2016.

OUTLINE

A. Purpose: The focus of the forum will be to;

- Identify and define the key quality standards New Zealand institutions need to consider – in particular the quality framework at the institutional level – when engaging with Chinese agencies and institutions
- Identify and discuss the minimum acceptable quality levels which will meet with approval by the Chinese and NZ regulators approving transnational education (TNE) delivered in People’s Republic of China and
- to use these as a framework of discussion for the delivery of Professional and Vocational Education and Training within the PRC and if possible
- to discuss mechanisms to expedite TNE programme approvals in PRC by New Zealand ITPs and ITO

B. Structure: The forum will structured around four key themes and facilitators will organise structured workshops to identify generic standards in the four areas.

- Organisational and Operational: The practices used by New Zealand TVET institutions to firstly 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, successfully TVET courses.
- Curriculum 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?

The identification of the standards will then provide the framework for more purposeful discussion with Chinese agencies and institutions to undertaken.

SEQUENCE

In order to ensure all TVET institutions and agencies in NZ and China are aware of activities and findings five formal occasions for dissemination have been planned for 2015-16.

1. China – NZ Vocational Education Cooperation Symposium with the China Annual Conference for International Exchange (CACIE) in Beijing, PRC in October 2015: During this conference an outline of the proposed research to be undertaken and the anticipated outcomes will be presented.

2. The China – NZ Modern Vocational Education Development Forum, Hamilton, NZ November, 2015: During this forum

- Case studies from New Zealand TVET institutions will be presented.
- Presentations will be made PRC China scholars on potential research projects that New Zealand researchers and teachers can be involved in.
- Workshops will be facilitated to identify quality assurance / structures that can be used as a framework of discussion for model programme development.

3. New Zealand-PRC CIVTE Workshop, NZ: February 2016: This workshop will be framed by the initial quality standards identified in the Hamilton forum. It will begin the process of formulating recommendations for the design, delivery and evaluation of model programme and institution to institution interaction.

4. New Zealand-PRC CIVTE Workshop, Beijing, PRC: June 2016: This workshop will expanded upon the standards identified and begin the formulation of recommendations for implementation of model programmes and institution to institution interaction.

5. Fourth TVET Research Forum, Qingdao PRC November, 2016: A series of presentations outlining; the key findings of the research undertaken, potential development and implementation strategies for model programmes and final recommendations of the project will be made.

FORUM COMMITTEE 2015

Forum Chair: Dr John Clayton

SINO-NZ Project Director: Tony O'Brien

Proceedings Reviewer: Richard Elliott

Academic Programme Committee

- Dr James Mackay
- William Zhang
- Cath Fraser
- Hui Zhang
- Yan Li
- Vasi Doncheva
- Yufei Gao
- YaMei
- Marc Doesburg
- Liu Guimei

Forum Management: Naomi Russell

Liaison: Shabai Liu

Event Management: Kay Ankersmit

Technical Assistance: Aiden Moore

INVITED SPEAKERS AND KEY NOTES

DR PETER COOLBEAR: AKO AOTEAROA



Peter Coolbear

Peter is the foundation director of Ako Aotearoa, the National Centre for Tertiary Teaching Excellence. He took up this role in July 2007, having previously been deputy chief executive at Manukau Institute of Technology.

Peter has a background as a teacher and researcher in plant science, and has considerable experience working with international students having worked at the MFAT-funded Seed Technology Centre at Massey University for nine years. From the mid-90's he held a series of management positions in the NZ polytechnic sector and in government. He is presently chair of NZCER (the New Zealand Council for Educational Research), a Council member of Tai Poutini Polytechnic, independent chair of the Combined Academic Board of Wellington Institute of Technology and Whitireia Community Polytechnic, and a member of the New Zealand's national Tertiary Teaching Excellence Awards selection panel.

Abstract: Talent cultivation – student-centric approaches

Effective vocational education is an investment in both the individual learner and the economic future of the nation. We want to prepare graduates (at whatever level of study) who are both ready to meet today's employment requirements, and able to contribute significantly to the changing requirements of work in the future. This requires educators to lift our line of sight and consider not just what students are learning, but how they learn and how we motivate them to become fully engaged in their vocation or profession as future skill-leaders.

Modern vocational education is much more than passing on skills and knowledge so that students are competent to do the work they are being trained for. It is also about building on the strengths students bring with them to the classroom, workshop or field site in order to expand their capabilities (cognitive, personal and interpersonal) so that they can best contribute to their trade or profession in a rapidly changing future. Inevitably, this means that 21st century vocational educators must pay more attention to individual student learning and less to programme content. It also impacts on the way we assess students. New technologies provide major opportunities for us to make this shift. They allow us to move our traditional teacher-centric models of training and education into a more student-centric learning model. Teachers' roles are transitioning from being primarily managers of content delivery to facilitators of learning. This can be challenging for teaching staff who may feel they are giving away some of their power and control, but the dividends are huge.

In this short presentation I will draw on some examples from the project work that Ako Aotearoa has supported over the last few years and also highlight some of the practices of our National Tertiary Teaching Excellence Award winners.

MARK FLOWERS WAIKATO INSTITUTE OF TECHNOLOGY



As a public sector Chief Executive/President for 15 years Mark has gained substantial skills and experience management, policy and planning, major projects. In the health sector, he has led major change programmes in hospital and health care services, including hospital construction projects, health service developments, and regional health planning. This includes the development of community based health care services and systems.

In recent years he has led a comprehensive modernisation programme of the Waikato Institute of Technology (Wintec). This has included setting a new direction for Wintec; comprising a major rebuilding programme, changing teaching philosophies, the introduction of new teaching technologies, commercial and research activities, strong linkages with employers, and modernisation of the organisation infrastructure.

He has led the internationalisation of Wintec, firstly by ensuring it has an international philosophy along with extensive development of overseas links to encourage students from China and other countries to study in New Zealand and at Wintec. More recently, he has led Wintec in developing the delivery of education programmes in China and also the Middle East. This is in the form of actual operation of teaching facilities, or partnerships with overseas institutions, and also consulting services.

Abstract: What are the Critical Success Factors for a modern TVET institution?

In a rapidly changing world, all Governments understand the importance of educating and upskilling their workforces to build and maintain competitive advantage. Faced with relentless technological and societal change, how does an institution respond and reinvent itself so as to not only remain relevant but competitive?

How does a modern Institute of Technology meet the changing needs and expectations of all its stakeholders? How does it respond to competitive threats, to the ubiquity of content, to the ever increasing mobility of students? How does it structure itself and create a culture of innovation, so that it prepares its customers – its students - develop not just a body of knowledge in their area of study but a lifelong passion to absorb new information, to innovate, to create and to collaborate and strive for success? How does an institution design curriculum and flexible delivery systems that can cope with the reality that many of its graduates will move on into roles and perhaps even industries that simply didn't exist when they started their education?

This presentation will explicate the critical success factors that have driven the emergence of Wintec as a modern world class tertiary vocational and professional education institution.

JOSH WILLIAMS INDUSTRY TRAINING FEDERATION



Josh Williams

Josh is Chief Executive of the Industry Training Federation (ITF), the national organisation for the New Zealand's Industry Training sector and Industry Training Organisations. Josh has worked in the Education Sector for 16 years, focused on skills, qualifications, and quality assurance issues in both the schooling and tertiary sectors. Prior to rejoining the ITF he was Senior Policy Manager in Tertiary Policy at the Ministry of Education, leading policy for vocational and foundational education, and secondary-tertiary transitions. Josh was programme manager for the implementation of Youth Guarantee initiatives, and led the development of Vocational Pathways, recognised as a successful example of government and industry partnerships. He was formerly Principal Policy Advisor at the Industry Training Federation, Senior Policy Analyst at NZQA, and Private Secretary to three Ministers of Education. Josh holds a Bachelor of Arts (Humanities) degree from Massey University.

Abstract: Industry Engagement

New Zealand's system for industry training and apprenticeships has some key and unique features – at the heart of which is direct involvement by industry to determine workforce skill needs and, then, to arrange education and training directly in workplaces, and in partnership with technical and vocational education and training providers.

New Zealand's Industry Training model is a form of public-private partnership, in which industry takes a leading role, and co-invests alongside government in workforce skills development. But we are also a nation of small, and very small, employers, and so our Industry Training Organisations (ITOs) have established ways to be effective intermediaries to

the businesses they work with – offering training infrastructure, quality assurance, and important “feedback loops” to employers on current and future workforce needs.

This presentation will focus on ways that New Zealand’s ITOs work alongside industry, TVET providers and government to develop and arrange high quality workplace training that ensures that our collective investment in skills delivers real benefits to our social and economic wellbeing.

MARGARET NOBLE WAIARIKI INSTITUTE OF TECHNOLOGY



Margaret Noble

Margaret Noble has been extensively involved in partnership and collaborative work for more than 20 years. She has established and managed a wide range of university and college networks in the UK and also led a consortium of 12 universities in setting up the Teaching and Learning Academy. She was the leader of the Aspire south east London widening participation network bringing together six universities, eight colleges and more than 80 schools in a government funded project to raise levels of engagement in tertiary education. Internationally Margaret has developed academic partnership and collaborative work for over 15 years. She has established collaborative projects in China, Vietnam Egypt, Malaysia, India, Greece, Cyprus, Ethiopia, Chile and Kurdistan (Iraq) with a wide range of public and private sector educational institutions together with work for national governments. She has been invited to speak at a number of policy dialogues and symposia including in India, Nigeria and Saudi Arabia.

Margaret has published widely in urban and regional studies, higher education policy and widening participation. Her current research interests include access and inclusion in tertiary education, partnership and collaboration and work-based learning.

Margaret is chair of NZITP the Chief Executive representing a group of regional institutes of technology and polytechnics in New Zealand. She is a member of the steering committee for the Sino VET project and has been a delegate on government visits to India and South America to discuss international education linkages.

Abstract: Opportunities and Challenges in Academic Partnership and Joint Programme Development

As transnational education has developed in international markets there has been a corresponding need for enhanced flexibility and innovation in modes and methods in joint programme development and delivery; these in turn present challenges for ensuring quality. Drawing on a range of comparative global perspectives the paper will look at the growth in the range and type of academic programme partnerships, review different approaches and the importance of understanding national contexts. It will propose the need for creative and innovative solutions to both meet the needs of partners and to ensure consistency of standards.

SUSAN SMART: NEW ZEALAND QUALIFICATIONS AUTHORITY



Susan Smart

Susan joined NZQA in July 2014 as Manager, ITP Quality Assurance and Sector Relationships in the Quality Assurance Division (QAD). In this role she is responsible for two teams, ITP and Degree Advisors and Sector Relationship Managers. The ITP and Degree Advisors evaluate

applications for approvals and accreditations from levels 2 – 10 in ITPs and levels 7- 10 in Wananga and PTEs.

The Sector Relationships team provides tailored support to non-university tertiary education organisations, working with them to help build their capability. Susan has a wealth of experience in the Education sector. Prior to joining NZQA she was working in Australia at the Tertiary Education Quality and Standards Agency (TEQSA) and prior to that held roles in New Zealand at the Tertiary Education Commission (TEC), the Education Council (previously the Teachers Council) and the Open Polytechnic of New Zealand.

Abstract: NZQA has a unique role as the guardian of New Zealand’s qualifications system.

The New Zealand Qualifications Framework (NZQF) is the definitive source for accurate and current information on quality assured qualifications in New Zealand. It covers senior secondary school qualifications and tertiary education qualifications.

The evaluative quality assurance framework has a major focus on the importance of quality education outcomes for students in education and training with New Zealand’s non-university tertiary educational organisations (TEOs).

The New Zealand tertiary education sector has implemented an evaluative approach to quality assurance. The approach seeks to support the development and enhancement of a quality culture in tertiary education organisations.

STRAND: ORGANISATIONAL AND OPERATIONAL

DR JAMES MACKAY: STRAND COORDINATOR



James Mackay

James Mackay is currently a principal academic staff member in the School of Engineering Technology, at WelTec. His research area is primarily physics and engineering education, but in the last few years has been investigating aspects vocational education and training mainly focused on the trades. He leads the WelTec part of the Language and trades project, a collaborative project with Victoria University (nationally funded by Ako Aotearoa) and he has published both in the field of vocational education as well as physics education.

Previous experience in education includes teaching physics at high school and as a lecturer in Physics at the Universities of Witwatersrand and Natal in South Africa. He has managed governmental and non-governmental educational projects in South Africa and completed research projects for the Federation of Tertiary institutions of the northern Metropole (FOTIM), and the Foundation for Engineering, Science and Technology (FEST) in South Africa. James has co-authored several textbooks and he obtained his PhD from the University of KwaZulu-Natal in 2012

ZHANG MINGHONG: INDUSTRY ENGAGEMENT IN THE DEVELOPMENT OF SINO-NZ MODEL PROGRAMMES IN TVET



William Zhang

William Zhang, with Chinese name Zhang Minghong, is at present a visiting scholar at Wintec. He is a teacher from Tourism School and his researching area is the Industry Engagement with Education.

Abstract: Industry engagement in the development of Sino-NZ Model Programmes in TVET

This research is focused on the question, how do educational institutions engage with industry? The presentation will explore how industry can be involved in

- The development of the curriculum,
- The design of assessment,
- The provision of workplace learning opportunities and
- The evaluation of outcomes of the process.

Through a comparison of programmes and industry engagement in TVET in China and New Zealand, the presentation will suggest we should try to create a common model that can be used as a framework for both industry and institutions in both countries.

中新合作高职示范专业企业参与度发展研究

[摘要]

本文首先提出问题：“怎样实现校企合作中的企业参与？”针对这一问题，本文重点讨论了如下方面：课程的开发、评估环节的设计、工作地点的实境学习和学习结果的评

估。然后，通过中新职业教育示范专业企业参与的比较，我们尝试创建一个校企合作的模式，以便能为企业和学校提供一定的借鉴。

RUTH BARNES: WAIARIKI INSTITUTE OF TECHNOLOGY, EDUCATION NZ AND QINGDAO TECHNICAL COLLEGE TRAIN THE TRAINER PROJECT



Ruth Barnes

Ruth Barnes is currently Dean Te Pakaro a Ihenga: Faculty of Health, Education and Humanities at Waiariki Institute of Technology. Ruth has an extensive background in academic and senior management roles within the Tertiary Education Sector. Ruth has also been on many advisory boards and external review panels, along with extensive experience as a monitor, external moderator and qualification developer. Ruth’s research interests include the provision of literacy in the classroom, quality teaching for international students, professional practice, leadership and mentoring.

Abstract: Waiariki Institute of Technology, Education NZ and Qingdao Technical College Train the Trainer Project

“培训培训者”项目旨在开发和提供面向特定教学人员的教师培训课程，这些教学人员来自海外国际合作院校，这些院校寻求帮助正在攻读按《章程》设置的国际合作课程的部分科目，或者在海外直接提供新西兰学历课程。

The Train the Trainer project focuses on developing and delivering a teacher training programme for staff in overseas international partner institutions seeking to support students who are either on split delivery programmes as part of articulation arrangements, or who are, or will in the future, deliver New Zealand education qualifications offshore.

该项目的重点是为高等学校的教学人员提供研究生水平的培训，以确保他们具备辅导攻读新西兰海外课程学生的技能，并为他们提供新西兰职业和专业教育培训领域最新的教学方法知识。这一培训可以在海外或新西兰进行，面授和网络开放教学相结合。

The key focus of the project is 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 and to provide them with up to date knowledge of New Zealand contemporary approaches to teaching and learning in professional and vocational education and training. Such training can take place overseas or in New Zealand and through a combination of face to face and on-online supported open learning

高等教师培训课程在高等职业教育领域备受欢迎，数所院校在观摩了“高等教学研究生证书”课程后，已经要求开发此课程，并使其适应国际市场，在新西兰和其它国家均能提供。

Tertiary teacher training programmes are highly valued in the vocational tertiary education sector and several institutions, having observed the Post Graduate Certificate in Tertiary Teaching, have asked that such an award be developed and adapted for the international market and be offered in-country as well as in New Zealand.

该个案研究的参与者为青岛职业技术学院和怀阿里奇理工学院的教师，他们正在合作开发在中国进行海外合作课程教学的瀑布模式，该合作课程为怀阿里奇理工学院应用专业学习（成人教学）研究生证书课程。

This case study takes place with staff at Qingdao Technical College and Waiariki Institute of Technology who are working in partnership to develop a cascade model of delivery off shore in China for the Waiariki Institute of Technology Post Graduate Certificate in Applied Professional Studies (Adult Teaching).

PHILIPPA CROMBIE & DONNA DINSDALE: STUDENT COMPETITION ENTRY AS A REAL WORLD PROCESS.



Donna Dinsdale



Philippa Crombie

Philippa is a research leader for two schools at the Bay of Plenty Polytechnic. She is also a PR Copy Writer, writing for websites, a variety of print media and managing social networking sites. She has a background in teaching English as a second language. Philippa is currently studying for her Masters in Education with a special interest in language change between old media and new media use, and the use of social networking sites in the tertiary environment.

Donna is the Head of Fashion for the Bachelor of Creative Industries at the Bay of Plenty Polytechnic and has many years of experience in the teaching and curriculum design of this subject. She has vast experience of entering and placing in fashion competitions and a keen interest in facilitating this for her own students. Donna won the Dean's Award for Excellence in postgraduate Study 2015 from Auckland University of Technology for her Masters work.

Abstract: Student competition entry as a real world process.

This study uses New Zealand's most recognised fashion and design competition – the World of Wearable Arts – as the vehicle to model the real world process of entry into design competitions. The tutor's own entry is used for students to gain industry exposure as part of their study experience.

This case study presents the teaching practice embedded in modelling the 'how to' of entering national and international design competitions, the enhancement of the skills and knowledge base for tutors in technical expertise and innovative practice, and the added value for students through exposure to authentic professional challenges. The context of this study is

Fashion and Design, but the key processes involved with competition entry, and the learning that results, is readily transferrable to other areas of learning. The impact competition entry has on classroom assessment, is a focus of the study. Gathering data throughout the year using interviews and surveys, has highlighted the importance students attach to this engagement. Tracking the emerging careers of recent graduates who had competition entry experiences as under-graduates, tells the story too. Preparing graduates for the challenges of the workplace and the skills industry needs is vital in today's competitive employment market.

學生實際參賽作品是進入時尚界最好的一個過程

本研究採用紐西蘭最知名的時尚設計大賽。The World of Wearable Arts-是一個典型的模範實例用此做為進入設計比賽的過程。導師利用個人參賽的作品讓學生可以獲得在業界的曝光度，也作為學生學習經驗的一部分。

這研究個案提出了教學實踐著重於“如何”進入全國和國際設計競賽中。基本上從導師的經驗和知識可以給予學生實際的真實例子，讓學生可以學習和增益技能。這項研究的本義是時尚和設計，但學生參與比賽的關鍵過程和學習的成果，可以很容易被用於在其他的學習領域上。而參賽作品影響課堂上的評估是學習的重點。利用訪談和調查收集一年數據的方式，對於學生是具有相當重要性的接觸。追蹤有參賽作品經驗而獲得工作的應屆畢業生，証實了參賽的重要性。幫助畢業生準備面臨工作職場上和企業所需的技能挑戰，是當今競爭激烈的就業市場上重要的關鍵。

学生实际参赛作品是进入时尚界最好的一个过程

本研究采用纽西兰最知名的时尚设计大赛。The World of wearable Arts-是一个典型的模范实例用此做为进入设计比赛的过程。导师利用个人参赛的作品让学生可以获得在业界的曝光度，也作为学生学习经验的一部分。

这研究个案提出了教学实践着重于“如何”进入全国和国际设计竞赛中。基本上从导师的经验和知识可以给予学生实际的真实例子，让学生可以学习和增益技能。这项

研究的本义是时尚和设计，但学生参与比赛的关键过程和学习的成果，可以很容易被用于在其他的学习领域上。而参赛作品影响课堂上的评估是学习的重点。利用访谈和调查收集一年数据的方式，对于学生是具有相当重要性的接触。追踪有参赛作品经验而获得工作的应届毕业生，证实了参赛的重要性。帮助毕业生准备面临工作职场上和企业所需的技能挑战，是当今竞争激烈的就业市场上重要的关键。

STRAND: TEACHING AND LEARNING

CATH FRASER: STRAND COORDINATOR



Cath Fraser

Cath Fraser currently combines roles as a Senior Academic Staff Member and Research Leader at the Bay of Plenty Polytechnic with independent research and writing contracts for organisations across the tertiary sector. Prior to this she was a Learning Advisor for 13 years. Cath's research interests include coaching and mentoring, collaborative and interdisciplinary research, and internationalisation. She is also co-facilitator of her institution's successful annual Writers' Retreat, developing colleagues' academic writing skills.

HUI ZHANG: A REFLECTIVE FRAMEWORK APPROACH TO IMPROVE TEACHER'S ICT LITERACY IN OPEN, FLEXIBLE AND NETWORKED LEARNING



Hui Zhang (Cathy)

Hui Zhang (Cathy), vice director of the teacher’s learning and development centre of Qingdao Technical College, Shandong province, China. She is engaged in facilitating teachers’ learning and professional development in TVET in China. Her research is focused more on consistent learning and improvement of both learners and teachers and exploring how they acquire the knowledge, skills and confidence to participate successfully in TVET activities.

Abstract: A Reflective Framework Approach to Improve Teacher’s ICT literacy in Open, Flexible and Networked Learning

To succeed in an e-learning world, teachers need to have knowledge and skills of a range of information and communication technology (ICT) now and in the future. Challenges always exist in teacher’s ICT literacy in fast developing digital world. In order to help teachers to reflect and assess their current ICT skills and competency, an authentic ICT Competency Assessment Tool (CAT) for TVET teachers will be created. When using CAT, tutors evaluate their current ICT skills and make their own personal professional development learning plans. In response to the development plans, relevant e-learning resources will be provided in association with a peer-communication platform on ICT improvement.

在开放、灵活、互通的环境下通过使用反思工具提升教师信息化教学水平

青岛职业技术学院 张慧

要想在现代信息化教学环境中立于不败之地，教师需要不断地更新与提升自己的信息技术教学水平。当前，信息技术快速更新，教师信息技术能力的提升与专业化发展遇到了多方面的挑战。为了帮助教师真实地反思和评价自身信息化教学能力，本研究将着力开发一个反思性能力评价工具（CAT）。通过使用 CAT，在自我反思与评价的基础上，教师制定自己提升信息技术教学能力的学习计划。为了方便教师进行学习，本研究还将开发相关的在线学习资源和信息化教学交流平台。

RICHARD NYHOF: DESIGNING FOR LEARNER SUCCESS; AN INSTITUTION WIDE INITIATIVE AT OTAGO POLYTECHNIC



Richard Nyhof

Richard has been seconded to Learning and Teaching for 2 years to help facilitate the D4LS process. In his previous 30 years at Otago Polytechnic he has taught maths based subjects in many schools on campus – Engineering, Science, Hospitality, Nursing, Midwifery, Occupational Therapy, Business, IT, Horticulture amongst others. Richard was at the forefront of online delivery, specifically engaging with rural secondary schools in the mid-90s and helped other staff develop online presences for their courses. His education includes tertiary qualifications in Maths, Physics, Philosophy, Education, Teaching, Ministry and a master’s degree in Planning.

[Abstract: Designing for Learner Success; an institution wide initiative at Otago Polytechnic](#)

At Otago Polytechnic we have undertaken a Design for Learner Success project with the aim: “To improve learner outcomes by establishing new, collaborative and centrally-led processes at Otago Polytechnic for programme and course design, development and delivery.”

在奥塔哥理工学院专门设计的“让学习成功”项目目的是：“通过把创新，协作，集中领导的特性充分利用到奥塔哥理工学院课程的设计，研发和授课当中来提高学生的学习成果“

The project is given context within Otago Polytechnic’s strategic frameworks: Maori, Sustainability, Learning and Teaching, and Research and Enterprise, being charged with identifiably integrating these into programmes and courses.

该项目在奥塔哥理工学院的战略框架内注重将：毛利文化；可持续发展；学习和教学；企业研究；这些思想充分利用到奥塔哥理工学院的课程和教学当中。

While the context is institutional the ultimate goal is student focused, to improve learner outcomes.

虽然这个框架是以学院为大背景而设定的，但最终的目的还是以学生为重点，提高教学成果为中心。

The objective is to achieve this not only through improved success and retention rates, but through educational experiences that will equip students to become personally effective, future focused and able to practice sustainably.

我们的目标是不仅要通过提高成功率和保持率来体现我们的进步，跟重要的是通过教学经验，让学生成为高效，面向未来，并能实践可持续发展的人才。

This presentation will outline the design and development processes we are building, and report on their implementation to date.

本报告将勾勒出我们正在设计和开发的过程，并就其执行情况迄今报告。

YAN LI: STUDENT CENTRED LEARNING: THE CHALLENGE OF CHANGE FOR TVET



Yan Li

Yan Li, associate professor at School of Biological and Chemical Engineering, Qingdao Technical College, Shandong Province, P. R. China; Professional teacher of Commodity Inspection Technology; Institutional teaching experts; Institutional advanced individual of

scientific research work; Scientific research committing to chemical products developing and market promoting; presiding 2 provincial and 3 municipal and 4 institutional research projects; applying for three national invention patents.

Abstract: Student Centred Learning: The Challenge of Change for TVET

For the new world with new tools and different students, if we teach today's student as we taught yesterday, we rob them of tomorrow. So both the teachers and students need to change to meet the challenge of change for TVET. This research is focus on the question how to meet the challenge of change for TVET teachers and students. The presentation will explore the strategies from teacher-centred learning to student-centered learning. By developing a rubric template to help TVET teachers and students to modify their current teaching approaches to accommodate more student-centred learning activities.

以学生为中心的学习

职业教育变革所面临的挑战

李艳

简介：

面对新的世界新的工具和不同的学生,如果我们再用昨天的方法教授今天的学生,我们就剥夺了他们的明天。因此职业院校的老师 and 学生都需要改变以迎接当今社会变化的挑战。本研究关注的问题是职业院校教师和学生如何应对变化的挑战。研究将探索从以教师为中心的学习到以学生为中心的学习策略。通过开发一个可量化的模板来帮助职业院校的教师和学生来调整当前的教学方法,以适应更多的以学生为中心的学习活动。

JULIA BRUCE-MAYNE & JANE. STEWART: ENGAGING WITH VOCATIONAL HIGH SCHOOL TEACHERS IN QINGDAO: A NEW ZEALAND PERSPECTIVE



Jayne Stewart



Julia Bruce-Mayne

Jane is currently a Principal Academic Staff Member in the Professional Development and Adult Learning (PDAL) team in the Centre for Teaching and Learning, Wintec. She began her teaching journey as a primary school teacher before starting in adult and community education, including six years as an educator with the Royal New Zealand College of General Practitioners. Jane holds specialist skills in adult learning, curriculum development, tertiary assessment strategies and academic staff development. She has been very research active in her time at Wintec; her current focus being curriculum development. Jane has a Master's degree in Education.

Julia started her tertiary teaching career twenty one years ago as a hairdressing tutor. Since that time she has worked in three private training enterprises and has been at Wintec for almost 14 years. Over this time she has completed undergraduate and Master's degree in tertiary teaching and has received a national teaching excellence award. She is currently working towards her Doctorate in Education. Julia now teaches and researches tertiary education for Wintec's School of Education and works as a consultant for Ako Aotearoa (New Zealand's centre for tertiary teaching excellence) facilitating workshops across the country for tertiary teachers.

[Abstract: Engaging with vocational high school teachers in Qingdao: A New Zealand Perspective](#)

In July/August 2015 two Wintec teachers from the School of Education travelled to Qingdao Technical College to facilitate a two week training programme for vocational high school

teachers. Based on the feedback from participants and the teachers' experience, this was an intense and valuable learning experience for both the New Zealand and Chinese teachers.

This case study will outline the structure of the programme which moved quickly from teacher led to student centred facilitation. The standards of practice that were used to design the programme were the same standards that the Chinese teachers were assessed against within the programme. The differences between the New Zealand teachers practice and that of the Chinese teachers that were identified by both parties will be described and discussed in terms of what this could mean for Chinese teachers adopting western teaching and learning practices and standards in a Chinese context.

STRAND: CURRICULUM DESIGN AND DEVELOPMENT

VASI DONCHEVA: STRAND COORDINATOR



Vasi Doncheva

Vasi Doncheva is passionate about learning and finding new ways to effectively use technologies to engage and inspire learners and create accessible and affordable learning opportunities for diverse and widely dispersed communities. In her current role of Quality Learning Director at Northtec she leads the curriculum development and continuous improvement of academic and institutional quality programmes, services, systems and processes including flexible and e-learning to ensure learners have access to world class education and excellent learning experiences. Prior to joining NorthTec in 2008 she has been involved in hospitality and management education and training in the tertiary education public and private sector, overseas and in New Zealand. Have over 10 years' experience in teaching from diploma to post graduate level and over a decade in management of which 7 years in education.

YAMEI: A JOINT CURRICULUM TEMPLATE FOR SINO-NZ COLLABORATION



YaMei

With the rapid development of economic globalization and information technology, transnational education has also developed very quickly. Because the transnational education itself is of the characteristics of complexity and diversity, more work needs to be done to evaluate to which degree it meets the compliance with quality standards and specifications.

A big challenge to education quality assurance systems is to develop applicable approaches to maximize the benefits of transnational education, and reduce the potential drawbacks. Take Qingdao Technical College (QTC) as an example. Since last year, QTC and Wintec have been exploring a co-operative education programme. The first step is to form a well-connected curriculum. A well-connected curriculum does not merely mean consistency and stability in courses. The ultimate goal is mutual recognition in curriculum quality and outcomes. Developing a joint curriculum template is a necessary approach to guarantee curricula quality.

This research focuses on developing a joint curriculum template for SINO-NZ Model Programme. After approval, the template can be widely used to create any specific programmes curricula. Thus, no matter which country the students are in and which major they are engaged in, as long as the curriculum is developed on the basis of this template, quality and equivalency can be guaranteed.

随着经济全球化以及信息技术的迅猛发展,跨境教育发展迅速。由于跨境教育本身所具有的复杂性和多样性等特点,我们需要在评价其是否符合中外质量标准 and 规范、能否

满足中国及国际学生学习预期等方面做出努力。教育质量保障体系面临的一大挑战是开发适当的程序和办法，使跨境教育的利益最大化并减少其潜在弊端。

以青岛职业技术学院为例。去年开始，青岛职业技术学院与新西兰怀卡托理工学院开始探索合作办学项目。首先是要构建一个衔接良好的课程体系。这个课程体系不仅要保证课程连续性和稳定性，更重要的是保证合作双方对课程质量及结果的认可。

本研究旨在开发一个中新双方合作下的示范项目课程模式。经过双方教育管理机构的论证和认可，这个模式可被用于开发任何专业课程。凡是按照这个模式开发的课程，无论学生在哪个国家学习，无论学习的是什么专业，他们的学习质量应该能够得到保障，学习的结果都能得到认可。

YUFEI GAO: AUTHENTIC ASSESSMENT IN TVET



Yufei Gao

Yufei Gao, at present a visiting researcher at WINTEC, is an associate professor at Qingdao Technical College (QTC), Shandong Province, P. R. China. Institutional Renowned Teacher; course teacher of Hospitality English; First Prize winner of Teaching Competition in Higher Education Institutions of Shandong Province, 2014; Team member of the Second Prize of the National Teaching Achievement Award, 2014; Key Team member of designing and perfecting of Competency Based Learning and Project Based Learning System at QTC from 2007-2015.

Abstract: Authentic Assessment in TVET

It has been evident that, at times, the assessments undertaken by students in college are often not aligned to industry needs. This presentation is focused on authentic assessment in

TVET to meet the competencies required by the Industry. The current assessments of project based learning in QTC, China and the institutions in TVET, New Zealand are discussed. These are used to form the foundation of discussion on the appropriate design and implementation of competency based courses assessments for both nations. The presentation notes industry engagement in the creation of course assessment and Sino-NZ institutional collaboration on authentic assessments is required. An example template of potential course assessment is provided as a reference.

高职教育体系下的真实性考核

青岛职业技术学院 高玉飞

鉴于有时高职院校学生考核结果与用人单位评价反馈不一致，本研究主要关注高职教育体系下与企业需求一致的真实性考核。通过分析青岛职业技术学院能力本位项目教学与新西兰高职教育体系中现行的考核方式，寻求中新两国能力本位课程考核设计与实施的可操作模式。通过该研究，希望引起中新双方更多院校与企业的关注，共同参与关于高职院校真实性考核的研究与实践。汇报中还提供了课程考核的模板以供参考。

JOHN CLAYTON: DESIGNING A MODEL CURRICULUM FOR THE MODERN WORKPLACE: POINTS TO PONDER



Dr John Clayton is a New Zealand educator with extensive knowledge of deploying, using and evaluating learning technologies in both educational and workplace environments. He is currently the Director of the Professional Vocational Education and Training research facility at the Waikato Institute of Technology. He is an active researcher and current research

interests include situated cognition and workplace learning, reflective frameworks and the personalisation of learning, the impact e-learning technologies have on learner achievement and the evaluation of workplace and educational environments using perceptual measures.

**Abstract: Designing a Model Curriculum for the Modern Workplace:
Points to Ponder**

Over the last three decades there has been growing recognition that learning is a continuous, life-long, un-constrained activity. There is increasing acceptance that learning is not confined to formal, externally delivered, institutional accredited, courses or defined by physical location. Recent educational initiatives have been focused on approaches encouraging and recognising ongoing individual capability building. These initiatives, placing the learner at the centre of the learning experience and authentic experiences as the core element of the learning environment requires educational institutions to critically review existing course delivery mechanisms, teaching strategies and conceptions of learning. There is an expectation model environments will be learner regulated. This means through the selective use of personal strategies learners are able to firstly, improve their ability to learn, secondly, can structure learning environments that suit them, and finally, play a significant role in selecting the form and amount of instruction they require.

These expectations provide a significant challenge for curriculum developers and this presentation will explore some of these issues.

STRAND: RESEARCH AND EVALUATION

MARC DOESBURG: STRAND COORDINATOR



Marc Doesburg

Marc Doesburg is the Director of Internationalisation at Otago Polytechnic. His responsibilities involve leading the institution’s international strategy and developing its global profile as a quality provider of hands on vocational learning.

Marc has had a number of roles at Otago Polytechnic, including head of school of foundation education. His training is in language teaching, and he has taught English as an alternative language for a number of years. He achieved his Master of Applied Linguistics (Macquarie) in 2001.

GUIMEI LIU: EVALUATION OF TVET LEARNING ENVIRONMENTS FROM STUDENT PERSPECTIVE



Guimei Liu

Liu Guimei is a lecturer in Qingdao Technical College, Shandong Province, P.R. China; She holds a Bachelor Degree of Literature in English and Business Administration, a Postgraduate diploma of Economics in Project Management. She has also Published 4 articles focusing on English language teaching, language assessment and student learning engagement. She obtained the third prize of Shandong Provincial Informational Teaching Competition in 2015, and the third prize of National Flipped Class Teaching Competition in 2015.

Abstract: Evaluation of TVET Learning Environments from Student Perspective

What can we do to improve our students' participation in their learning process? Can we design an effective, affordable and reliable process instrument to evaluate and monitor elements of learning process in tertiary education systems?

Students achieve better in their preferred environment. The fundamental concept addressed by this research is that how we can investigate the impact of learning environment upon learners' participation.

The research will follow the following five steps: (1) Identify the salient scales and identify key factors affecting students' participation and learning outcomes. (2) Design and specify the key items behind each scale and finish developing an evaluation instrument with specific questions. (3) Pilot the instrument with a limited audience and modify the instrument if necessary. (4) Use the survey instrument in authentic learning environment and do the

statistical analysis on the data gathered. (5) Report investigation findings and make recommendations for future educational changes.

Through this research, we will have a very powerful and dynamic evaluation instrument covering critical specific scales of the Moos three dimensions of TVET learning environments. With the implementation of the instrument, we can do Self-evaluation of our TVET learning environments. We can also compare two difference TVET learning environments. We can inform our specific teaching practice with data gathered through the instrument, we can also use it as a model for investigations targeting specific TVET disciplines and different educational levels.

基于学生参与度视角的职业教育学习环境评估

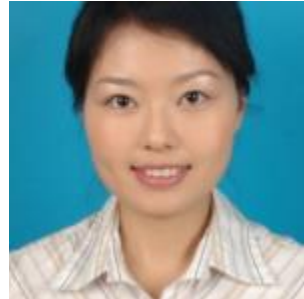
刘桂梅 青岛职业技术学院

我们如何来提高我们学习的学习环境？我们能否设计一个高效、操作性强的过程性评估工具来评估并监测高职学生的学习过程中的各个要素？在满意度高的学习环境中学习，学生会取得更好的成绩。此项研究聚焦于基于学生参与度视角的职业教育环境评估。

研究共分为如下 5 个步骤：（1）以学生参与度为视角，界定职业教育学习环境三个纬度（人际关系纬度、个人发展纬度、系统维护和改变纬度）每个纬度下影响学习者参与度和学习结果的关键衡量尺度及构成要素；（2）界定并设计每项关键衡量尺度下的具体测试问题，完成定量和定性相结合的评估工具的设计；（3）在小范围内测试所设计的职业教育学习环境评估工具，进一步完善评估工具；（4）运用评估工具测量真实的职业教育环境，收集数据并分析数据；（5）总结评估结果，形成评估报告，为如何改善学习环境，提高学生参与学习参与度提出针对性建议；

此项研究的目的在于以学生学习参与度为视角，设计一个定性和定量相结合的职业教育学习环境评估工具，并将该评估工具运用于真实的职业教育学习环境，既有助于我们自我评估我们学习环境是否有利于提高学生参与学习参与度，进行自我提高；也有助于我们比较不同的职业教育学习环境，相互借鉴学习，还会为职业教育具体领域的研究和不同教育机构学习环境研究提供参考。

GAO YANG: DON'T WORRY, BE HAPPY—A PILOT STUDY INTO STUDENT SUBJECTIVE HAPPINESS IN CHINA



Gao Yang

Gao Yang is director of Finance and Economic faculty in Tianjin City Vocational College, P.R. China. She holds a Bachelor Degree of Business Administration, a postgraduate diploma of Marketing. She has also published 6 articles focusing on Event management and vocational education. She obtained the first prize of National Informational Teaching Competition in 2014.

Abstract: Don't worry, be happy—a pilot study into student subjective happiness in China

For most people happiness is the feeling which is both abstract and concrete, and its standard is varies from person to person. In fact, the study of happiness can be traced back to the ancient Greek period. In the next few thousand years, scholars began to gradually learn scientific research method to carry on the positive exploration to happiness. Subjective happiness received extensive attention in various fields as an important psychological indicator weighing the individual quality of life and mental health level. Previous studies have found that subjective happiness is formed by the complex effects of many factors.

The progress of the students is the teacher's most concern. Previous studies have found that the level of people' subjective happiness can affect his/her future work, life and even success. Therefore, it is very important to study how students evaluate whether they are happy or not, why they make that evaluation, and what are the factors that impact the evaluation.

Different from previous research, we made a continuous survey in NZ and China, to investigate the pros and cons of creating a much larger and longer study of student subjective happiness. This research is done in Arts Faculty of Whitireia and in Finance and Economic Faculty of Tianjin City Vocational College. In China, there are 40 students involved in this research. The research was done 4 times during 8 weeks – once at the start, twice in the middle, and once at the end.

After this research, there are some thought I have. For example what is the level of the two countries' students' subjective happiness? If the subjective happiness is stable? What are the reasons for differences in subjective happiness among the two countries' students? In the future, we can study the means and measures to influence and improve the students' subjective happiness, to help students build up confidence and to live a better life.

RICHARD FINN: DON'T WORRY, BE HAPPY' – A PILOT STUDY INTO STUDENT SUBJECTIVE HAPPINESS



Richard Finn

Richard Finn is the Programme Director of WhitireiaNZ's Stage and Screen Arts course. He has worked for many years as a professional theatre director, and more recently as a script-writer, gaining his M.A. in Creative Writing in 2010. He is a passionate believer in the power of performing arts as a training medium, and collaboration as an educational process. In 2015 he began the Doctorate of Creative Arts, at USC, Australia.

Abstract: Don't Worry, Be Happy' – a pilot study into student subjective happiness

The study of subjective happiness is not new. Researchers have shown that people high in subjective well-being seem to be healthier and function more effectively compared to people who are chronically stressed, depressed, or angry. Thus, happiness does not just feel good, but it is good for people and for those around them. Research with adolescents has revealed the importance of happiness in school as well as in the home and community (Huebner, Gilman, & Suldo, 2006).

Noddings (2003) states poignantly that “happy students learn better than unhappy students.... and happy people are rarely mean, violent, or cruel” (p. 2). Noddings goes on to suggest that student happiness should be a major aim of education. This pilot study uses the ‘Subjective Happiness Scale’ (SHS) as developed by Lyubomirsky and Lepper(1999) -This is a 4-item scale of global subjective happiness. Two items ask respondents to characterize themselves using both absolute ratings and ratings relative to peers, whereas the other two items offer brief descriptions of happy and unhappy individuals and ask respondents the extent to which each characterization describes them. The SHS has been validated in 14 studies with a total of 2,732 participants. This survey was done 4 times over an eight week period. Data was analysed statistically to generate a graph of the findings.

Most subjective happiness studies have taken place in the Western world (notably America). This pilot study was conducted simultaneously in New Zealand and China. This collaboratively gathered data makes for a uniquely fascinating comparison to not only other studies, but between our two countries and cultures. In particular, of course, this longitudinal pilot study makes the case for and against larger-scaled future study.

WAYNE CARTWRIGHT: EMBEDDING SUSTAINABILITY PRINCIPLES AND GREEN SKILLS INTO MODERN TVET CURRICULA



Wayne Cartwright

Dr Wayne Cartwright is a contracted adviser to Wintec. His degrees are in agricultural science and economics, and most of his career has been as a Professor in the Graduate Business Schools at Massey University and University of Auckland. He has consulted widely and served as a director on the boards of public companies.

He has worked since 1992 in developing, teaching, managing, and advising in the field of sustainability, environmental care, and green skills. The main applications have been at the University of Auckland (embedding content in MBA and MCom programme); leadership of the team that managed the New Zealand contribution to the UNESCO Decade for Education in Sustainable Development; and, most recently, development services and advice for the pilot Education for Sustainability programme at Wintec

Abstract: Embedding Sustainability Principles and Green Skills into Modern TVET Curricula:

This presentation is based on a Pathways Model for introducing green skills and sustainability into TVET curricula. The comments and suggestions relate not only to current needs for TVET in this field but also to future needs, which will grow rapidly.

The model has three Pathways:

- Pathway to Awareness of Sustainability
- Pathway to Embedding Green Skills in Current Mainstream Programmes
- Pathway to Specialised Programmes in Green Skills

The presentation focusses on recent experience with development of a pilot Education for Sustainability programme at Wintec, which utilises the Awareness of Sustainability and Embedding pathways. Teaching and learning methods are discussed, confirming the strength of combining classroom teaching/discussion with application of electronic technology (Moodle). This technology has been used by students for preparation prior to class and for after-class reflective study, including application of on-line student forums in which class discussions have been extended.

Electronic links to selected video clips have stimulated student interest, and other links to website references has encouraged further study and have provided essential information for student assignment work. The presentation concludes with review of the standards and frameworks needed to assure quality.