

TERNZ Conference 2006 University of Canterbury
PARALLEL WORKSHOPS

Parallel Workshop I Thursday 9.30 – 10.30	Parallel Workshop II Thursday 1.30 – 2.30	Parallel Workshop III Friday 9.30 –10.30
The Challenge of Introducing a Teaching Innovation Veronica Cahyadi & Phil Butler University of Canterbury	Around the World in 12 Weeks: Fostering student engagement in Tourism Lectures Christian Schott & Kathryn Sutherland Victoria University of Wellington	Scholarship of Teaching and Learning (SoTL): What promotes, what prevents? Peter Gossman and Neil Haigh AUT University, Auckland.
Singing opera underwater: Engaging students in the practical components of an applied course Allan Sylvester, Val Hooper & Kathryn Sutherland Victoria University of Wellington	Beyond “Sit and Get”: Experiential Education Theory and Practice in Teacher Education & Professional Development Billy O’Steen University of Canterbury	How can essential knowledge in higher education teaching and learning courses be articulated? Sarah Stein, Rebecca Walker & Rachel Spronken-Smith University of Otago
Pastoral Care or Programme Advice? The Student Advising Process Rachel Spronken-Smith & Nell Buissink-Smith University of Otago	Towards and anatomy of academic development Neil Haigh and Lindsay Neill AUT University	Some gender issues in a post-experience taught management programme: An exploration of an online survey Tony Hooper Victoria University of Wellington
Double Gazing: Ontology and Compliance in Qualitative Research Tony Harland University of Otago	Transferring teaching expertise: What enables one person to succeed where another fails? Rebecca Walker, Sarah J. Stein, Rachel Spronken-Smith University of Otago	Contributing Student Pedagogy: What, Why and How? John Hamer University of Auckland
Stakeholder Perspectives on Using E-Learning Tools for Essay-Type Assessment Eva Heinrich, John Milne, Massey University	Is there any knowledge out there? Painting the perfect student Rob Wass & Tony Harland University of Otago	Is research-informed teaching a sufficient justification for professional education in a university? Alison Meldrum & Tony Harland University of Otago
Could we, would we, should we? Teaching Affective Outcomes in tertiary education Kerry Shephard University of Otago	Praxis-based research: learning stories as methodology Elaine Mayo Christchurch College of Education	The nexus is learning: Teaching and research in a knowledge ecology Stanley Frielick Northland Polytechnic