

## TEACHING FORUM 2024

### *Assessment for Learning*

11 April, 9:30am – 12:30pm

Owen Glenn G Building, Room 040 (260-040)

Time	Session	Speaker
9:10– 9:40	Registration	
9:40 – 10:00	Welcome and Overview	Douglas Carrie, Associate Dean (Teaching & Learning)
10:00 – 10:25	From Classroom to Career: AI-Powered Marketing Mavericks	Patrick Dodd (PTF), Inna Piven (PTF) and Dr Shahper Richter (Senior Lecturer), Marketing
10:25 – 10:50	The Kakala Classroom: taking a Pacific approach to programmatic assessment for an online course	Dr Sisikula Sisifa (Lecturer) and Dr Billie Lythberg (Senior Lecturer), Management & International Business
<b>10:50 – 11:10</b>	<b>Morning Tea</b>	
11:10 – 11:30	Strategize & Shine: Unleashing Potential with Practice-Based Assessments in Digital Strategy Planning	Lahiru Gunasekara (PhD Candidate and Graduate Teaching Assistant), Saima Qutab (Lecturer), and Khushbu Tilwawala (PTF), Information Systems & Operations Management
11:30– 11:45	Questions NOT Answers: Mark What Students Ask, NOT How They Regurgitate Notes	Dr Debasis Bandyopadhyay (Senior Lecturer), Economics
11:45 – 12:05	Rehearse, Present, Watch, and Reflect - again and again and again! How UOA MBAs Master Presentation skills and the art of storytelling	Wender Martins (PTF), Management & International Business
12:05 – 12:25	Increasing authentic student engagement through portfolio-based learning	Bram Van Wiele (Senior Lecturer), Commercial Law
<b>12:25- 12:30</b>	<b>Close and Thanks</b>	

## From Classroom to Career: AI-Powered Marketing Mavericks

*Patrick Dodd (PTF), Inna Piven (PTF) and Dr Shahper Richter (Senior Lecturer), Marketing*

In response to the digital marketing industry's fast-paced evolution, particularly with the advent of AI, integrating Artificial Intelligence into our curriculum was aimed at ensuring our students are well-equipped for the AI-driven marketing landscape. To achieve this, we introduced compulsory use of ChatGPT, taught students essential prompt engineering skills, and assessed their AI tool utilization through specific rubric criteria. This approach was motivated by the need to align educational content with the rapid advancements in marketing technologies, preparing students with the hands-on experience and critical skills necessary to thrive. While the full impact of these integrations is still being evaluated, preliminary observations suggest students are becoming adept at leveraging AI tools, demonstrating a significant step forward in bridging the gap between academic preparation and industry requirements.

### Biography

Patrick Dodd, a Professional Teaching Fellow at the University of Auckland, specializes in Digital Marketing with a strong focus on using technology to enhance student learning and teamwork. With extensive digital marketing experience in Ukraine and Great Britain, Patrick has successfully helped companies leverage technology to achieve their marketing goals. His practical experience and academic interests make him a valuable educator in marketing technology.

Inna Piven, a Digital Marketing Educator at the University of Auckland Business School, has been crafting and teaching forward-thinking digital marketing courses since 2011. Awarded for her contributions to industry-connected marketing education in 2022, her research spans social media and digital marketing, with a current focus on AI's role in marketing and branding transformations.

Dr Shahper Richter is a Senior Lecturer at the University of Auckland Business School, where her research intersects technology, information systems, and marketing. She examines the socio-technical dynamics of emerging technologies, including the Metaverse and AI tools like ChatGPT, focusing on their implications for work practices and organizational strategy development.

## The Kakala Classroom: taking a Pacific approach to programmatic assessment for an online course

*Dr Sisikula Sisifa (Lecturer) and Dr Billie Lythberg (Senior Lecturer), Management & International Business*

We wanted to design an authentic assessment for the online Postgraduate Diploma in Business (PGDipBus) for students with little or no tertiary experience.

We turned to the kakala framework that conventionalises the process of selecting, then threading and weaving fragrant flowers and leaves to create a *kahoa kakala* ceremonial garland. We innovated an instructional, interactive rubric for the course's major assignment, a business report with cover letter, memo, executive summary, reference list and appendices. We designed course components to deliver content as well as teach skills. As students follow our course, they develop the skills they need to prepare, piece by piece, the elements of their report. As skills are taught, parts of the interactive rubric are highlighted and unfold, showing students clearly how and where these skills will be assessed. Submission points for a draft reference list, appendices, and paragraphs allow early feedback and keep students on track for the final submission. Over three deliveries, students have fed back that this structure enhanced their learning, their confidence and their feeling of relationship with us as teachers of an online course.

### Biography

Dr Sisikula Sisifa is a Lecturer in MIB, a Tongan woman with over ten years of research, teaching and policy experience in the Pacific region. Dr Billie Lythberg is a Senior Lecturer in MIB, and a pākehā/palangi woman with over twenty years of experience working in codeveloped Māori and Pacific research and education. We are both members of the Organisation Studies DA.

### Strategize & Shine: Unleashing Potential with Practice-Based Assessments in Digital Strategy Planning

*Lahiru Gunasekara (PhD Candidate and Graduate Teaching Assistant), Saima Qutab (Lecturer), and Khushbu Tilwawala (PTF), Information Systems & Operations Management*

The purpose of INFOSYS 305 is to expose students to a set of concepts, models, processes, and frameworks to prepare a digital strategy plan for an organisation. A problem for such courses is the lack of opportunity for students to strategise for real-world businesses. The assessments in the course are designed to mimic real world tasks and challenges in preparing a digital strategy plan, and work in the digital transformation space. A mentorship and iterative assessment model was designed and implemented to achieve this resulting in improved course results, student satisfaction, and successful alumni in industry.

### Biography

Lahiru Gunasekara is a PhD Candidate and Graduate Teaching Assistant in the Department of Information Systems and Operations Management. Lahiru's research delves into Circular Economy and environmental sustainability within operations, logistics, and supply chain management. Teaching and learning have always been a passion for him, and he finds great fulfilment in sharing knowledge and facilitating the growth of others.

Saima Qutab is a Lecturer in the Department of Information Systems and Operations Management at the University of Auckland. Saima has teaching experience across multiple areas, including data analytics, digital transformation strategy, information systems, and information management in Pakistan, Saudi Arabia and New Zealand. Her research interests include value creation, user-created content, digital citizenry digital transformation and qualitative research design. She is passionate about supporting students to master knowledge and tools for data visualisation in the era of organisational innovation.

Khushbu Tilwawala is a Professional Teaching Fellow in the Department of Information Systems and Operations Management with over 15 years of teaching experience. Khushbu has taught information systems courses at all stages – stages 1, 2, 3 and postgraduate. Her research involves designing and creating tools to bring about positive changes in individuals, families, organisations, and ultimately society. As a teacher, she encourages students to be reflective, lifelong learners.

### Questions NOT Answers: Mark What Students Ask, NOT How They Regurgitate Notes

*Dr Debasis Bandyopadhyay (Senior Lecturer), Economics*

The arrival of ChatGPT and its later updates force us to re-examine the issue of assessing the essence of learning. I evaluated the questions students asked in response to a problem I presented. I wanted to determine if they could pull knowledge from different sources using their central nervous system (CNS) to ask the right question. Memorising information of various kinds, including examples of answers to old problem sets, fills up the memory cells and reduces the efficiency of the CNS to think independently and break down a new problem into a set of questions to be solved. Many liked it and wrote compliments on the Piazza platform and SET evaluations; some did not and complained.

### Biography

Dr Debasis Bandyopadhyay (<https://debasis.blogs.auckland.ac.nz/>): I teach macroeconomics at all levels. In the last few years, I have experimented with assessment at the intermediate level (Econ 211) with a class size of about 200 students. I have a Ph.D. from the University of Minnesota. I co-authored an introductory macroeconomics textbook focusing on the New Zealand economy with Harvard Professor N. G. Mankiw and a former NZEP editor, Paul Wooding of Otago University

### Rehearse, Present, Watch and Reflect - again and again and again! How UOA MBAs Master Presentation skills and the art of storytelling

*Wender Martins (PTF), Management & International Business*

In this session, we explore the Triple-Presentation Cycle, a method aimed at refining presentation skills among postgraduate business students. The efficacy of using video recording and self-reflection as tools for improving student's oral communication and presentation skills is well-documented in education research (e.g., Murphy & Barry, 2016; Ritchie, 2016; Tailab & Marsh, 2020). Our approach builds on this foundation, organizing the learning process into three distinct presentation rounds. Each stage is designed to progressively enhance students' abilities through practice, targeted feedback, and self-assessment. From initial ungraded presentations to a final performance before an external audience, we focus on practical skills like body language, eye contact, intonation, and the strategic use of visuals to enhance/emphasize key information. We will share the implementation journey, the challenges encountered, and the feedback received from students and the external audience.

### Biography

Wender Martins is a Professional Teaching Fellow at the University of Auckland Business School, where he focuses on teaching capstone consulting projects at the postgrad level and Innovation and entrepreneurship courses in our undergraduate programme. His interest in oral and visual communication grew from his BA in Social Communications and Advertising and was further developed through roles in marketing and communications in various organizations. With this blend of academic and industry experience, Wender applies a practical approach to teaching, and he values the role of self-reflection, feedback, and feed forward in helping students become more effective communicators.

### Increasing authentic student engagement through portfolio-based learning

*Bram Van Wiele (Senior Lecturer), Commercial Law*

A challenge in teaching law to non-law students is that they often struggle to connect to the materials and see the relevance to their future profession. To increase the relevance and relatability of the materials in COMLAW306, a marketing law course taught to business students, I introduced a portfolio-based assessment—an approach typically not associated with legal studies. Students are tasked to create a portfolio that illustrates their understanding of key legal concepts and issues covered during the course. They provide real-life artefacts in the form of photographs and screenshots, accompanied by an explanation linking the theory to their chosen artefact. By actively including the students in the learning process, this activity encourages students to internalise and practically apply knowledge, contributing to a deeper understanding of the law.

### Biography

Bram Van Wiele is a Senior Lecturer at the University of Auckland Business School and a research associate at the Intellectual Property Unit at the University of Cape Town. He is the Deputy Editor of New Zealand Business Law Quarterly (NZBLQ) and the Treasurer of the Asian Pacific Copyright Association (APCA). Within the Business School, Bram teaches marketing law and intellectual property law to non-law undergraduate and postgraduate students.