

scope

Contemporary Research Topics

learning & teaching 3:
November 2011-2017

Scope: Contemporary Research Topics (Learning and Teaching) is peer-reviewed and published periodically by Otago Polytechnic/Te Kura Matatini ki Otago, Dunedin, New Zealand.

Scope (Learning and Teaching) aims to engage discussion on contemporary research in learning and teaching for emerging scholars. It is concerned with views and critical debates surrounding learning theories and practices and seeks to address current and topical matters in education. Its focus is on building a sense of community amongst researchers from an array of New Zealand institutions with a goal of linking in, and stepping up to a wider international community.

An online version of the journal is available at <http://www.thescope.org/>

ISSN 1179-951X (Print), ISSN 1178-9528 (Online)

© 2017 the authors; © illustrations, the artists unless otherwise stated..

Submissions for Scope: Contemporary Research Topics (Learning and Teaching) are invited from academics, educators, professional practitioners, and industry. Submissions should be sent in hardcopy and electronic format by 30 April for review and potential inclusion in the annual issue to Samuel Mann (Editor) at Otago Polytechnic/Te Kura Matatini Ki Otago, Private Bag 1910, Dunedin, New Zealand and samuel.mann@op.ac.nz with a copy to scopedifference@op.ac.nz. Please consult the information for contributors below and hardcopy or online versions for examples. Peer review forms will be sent to all submitters in due course, with details concerning the possible reworking of documents where relevant. All submitters will be allowed up to two subsequent resubmissions of documents for peer approval. All final decisions concerning publication of submissions will reside with the Editors. Opinions published are those of the authors and not necessarily subscribed to by the Editors or Otago Polytechnic.

Formats include: theoretical frameworks of education practice; case studies of education practice; and perspectives.

Articles can be written in the first person. Case studies of education practice may include of a particular learner's journey. Submissions for the Case studies section should capture a sense of narrative, capturing the learner's journey and include the background and history where necessary to clearly outline both the problems and the solutions intended to address them. Perspectives aim to immerse the reader in new points of view from educators who are working on bold approaches to education practice and learning. These perspectives may take the form of personal accounts of frameworks of education practice could describe the context of approach, the genesis of the education practice, challenges faced in implementing and completion of the education practice framework, and a discussion of the overall success of the education practice framework including an effort to explain how this particular framework could be applicable on a larger scale. Perspectives may also take the form of editorials, reports on successful or promising approaches, or visions of how the future of Learning and Teaching might look.

Other types of articles may also be considered, though it is recommended that authors first submit a brief proposal to scopedifference@op.ac.nz. All research published in Scope: Learning and Teaching must have been considered under appropriate ethical review processes.

Articles should be written in an engaging, literary style that is accessible to non-experts. Ideally, authors will begin by posing a series of intriguing questions, creating a pleasing narrative tension that pulls the reader along to the conclusion.

High standards of writing, proofreading and adherence to consistency through referencing style appropriate to the author's discipline is accepted. A short biography of no more than 50 words; as well as title; details concerning institutional position and affiliation (where relevant); and contact information (postal, email and telephone number) should be provided on a cover sheet, with all such information withheld from the body of the submission. Low resolution images with full captions should be inserted into texts to indicate where they would be preferred; while high resolution images should be sent separately. Enquiries about future submission can be directed to scopedifference@op.ac.nz.

Printing: Dunedin Print Ltd.

Editorial Team

Dr Malcolm Macpherson

Prof Samuel Mann

Editorial assistant: Phoebe Eden-Mann scopedifference@op.ac.nz

For peer review and editorial advice and comment, the editors rely on a range of appropriate reviewers, but in the first instance on members of the **Editorial Board**:

Dr Martin Benedict Andrew, Victoria University Melbourne

Dr Sue Bidrose, Dunedin City Council

Dr Nell Buissink AUT University

Prof Carol Costley, Middlesex University London

Dr Stanley Frielick, Ako Aotearoa

Phil Ker, CEO, Otago Polytechnic,

Dr Geoffrey Scott – Western Sydney University,

With additional reviewing from members of Otago Polytechnic:

Dr Glenys Forsyth

Trish Franklin

Dr Glenys Ker

Dr Jo Kirkwood

Oonagh McGirr

Dr Malcom Macpherson

Prof Samuel Mann

Dr Jean Ross



Cover: Andy Thompson Photography NZ Ltd. *Cave Days:* As part of a sea kayaking expedition on the Diploma in Outdoor Leadership & Management Level 5 for the Otago Polytechnic. At our camp site for the night on the east coast, Dunedin.

CONTENTS

- | | | |
|----|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 8 | Liz Ditzel and Josie Crawley | What's in the box? A creative learning activity designed to develop critical thinking skills |
| 19 | Karole Hogarth | Bachelor of Nursing students in Year 2 of their study |
| 22 | Adrian Woodhouse | Off campus learning: Bachelor of Culinary Arts via Assessment of Prior Learning (APL) |
| 24 | Samuel Mann, Glenys Ker, Phoebe Eden-Mann and Ray O'Brien | Qualified to surf chaos: A self-determined degree |
| 39 | Emma Collins | Curriculum Mapping of Child Health Across the Bachelor of Nursing |
| 48 | Jean Ross | From Practice to Evidence and Evidence to Practice: Bachelor of Nursing Year 3 Education and Powerful Assessment |
| 55 | Lesley Brook | Assessing research impact beyond academia: a New Zealand introduction |
| 68 | Richard Humphrey, Peter Harris, Matthew King and Jennifer Rodgers | An assessment of learning opportunities created by a multidisciplinary student project using the model of knowledge creation. |

learning & teaching 3
November 2011-2017