

# Outline

## National Tertiary Education Funding

- National Council Education Research
  - Teaching and Learning Research Initiative
- Ako Aotearoa
  - National Project Fund
  - Regional Hub Fund
  - Good Practice Publication Grants
- Existing networks and partnerships
- Business Partnerships/Consultancy
- International opportunities



TLRI seeks to:

enhance the links between educational research and teaching practices  
improve outcomes for learners.

## Key elements

- Build knowledge drawing on existing evidence, learning from completed TLRI projects, other relevant NZ research initiatives.
- Partnerships between researchers and teachers that build research and teaching practice capability and capacity
- Impact not just outputs – impact on practice and learners (eg including generation of new teaching and learning tools)



## Improving application success and aligning with current/future teaching and learning priorities

### A range of background papers:

- Doing research that matters – review of 2 research projects in teaching and learning statistics
- 2011 TLRI Tertiary Review - cluster analysis of tertiary projects (AUT has been a partner of one TLRI project looking at engineering and science learning communities)
- Expression of interest: Appendix- Building knowledge about teaching and learning - Highlights areas for consideration and gives overview of completed and current projects

[www.tlri.org.nz](http://www.tlri.org.nz)



## Distributed over \$1.5 million in 2014

- Mix of new and existing projects  
in 2013 around \$700k of new projects were funded  
8 projects in total; 2x3y @\$450k; remainder 2y @\$110-200k
- Administered by NZCER

## Two types of research projects

### *Building knowledge about teaching and learning*

#### Two categories of projects:

- Category A are large-scale projects of three years.
- Maximum funding over three years \$450,000
  - Maximum funding in any one year \$150,000

Category B are projects of up to two years.

- Maximum funding over two years \$200,000
- Maximum funding in any one year \$100,000

### *Exploratory studies - are to be more innovative*

Projects are smaller scale projects

- Maximum funding over two years \$130,000
- Maximum funding in any one year \$65,000

Table 4 **Primary and secondary focus of projects in five clusters**

Cluster	Primary focus	Secondary focus
<b>Teaching and learning in a specific discipline</b>	<ol style="list-style-type: none"> <li>1. Mathematics</li> <li>2. Mathematics</li> <li>3. Sciences</li> <li>4. Sciences and engineering</li> </ol>	<p>Professional development for teachers</p> <p>Improving transition from 2<sup>o</sup> to 3<sup>o</sup> education</p> <p>Student success: retention in health courses</p> <p>Building capacity in learning communities.</p>
<b>Teacher education and its effects on learners.</b>	<ol style="list-style-type: none"> <li>1. Initial &amp; continuing ITE</li> <li>2. Initial Teacher Ed</li> </ol>	<p>Induction effects on beginning teachers</p> <p>Assessment feedback for ITE distance learners</p>
<b>Achieving student success</b>	<ol style="list-style-type: none"> <li>1. Retention</li> <li>2. Student engagement</li> <li>3. Teaching &amp; learning enhancements</li> </ol>	<p>Of first year tertiary students</p> <p>Of first time enrolled tertiary students</p> <p>Academic development and student success</p>
<b>Improving Māori and Pasifika success</b>	<ol style="list-style-type: none"> <li>1. Degree level success</li> <li>2. Doctoral supervision</li> <li>3. Beginning Māori teachers</li> </ol>	<p>Includes major focus on Pasifika success</p> <p>Improving outcomes</p> <p>Retention issues affecting new teachers</p>
<b>Teaching practice</b>	<ol style="list-style-type: none"> <li>1. Adult literacy</li> <li>2. Assessment</li> <li>3. Integrated learning</li> </ol>	<p>Literacy practitioners and practice</p> <p>Policies and strategies for learning outcomes</p> <p>Pedagogies for integrating knowledge and skills</p>

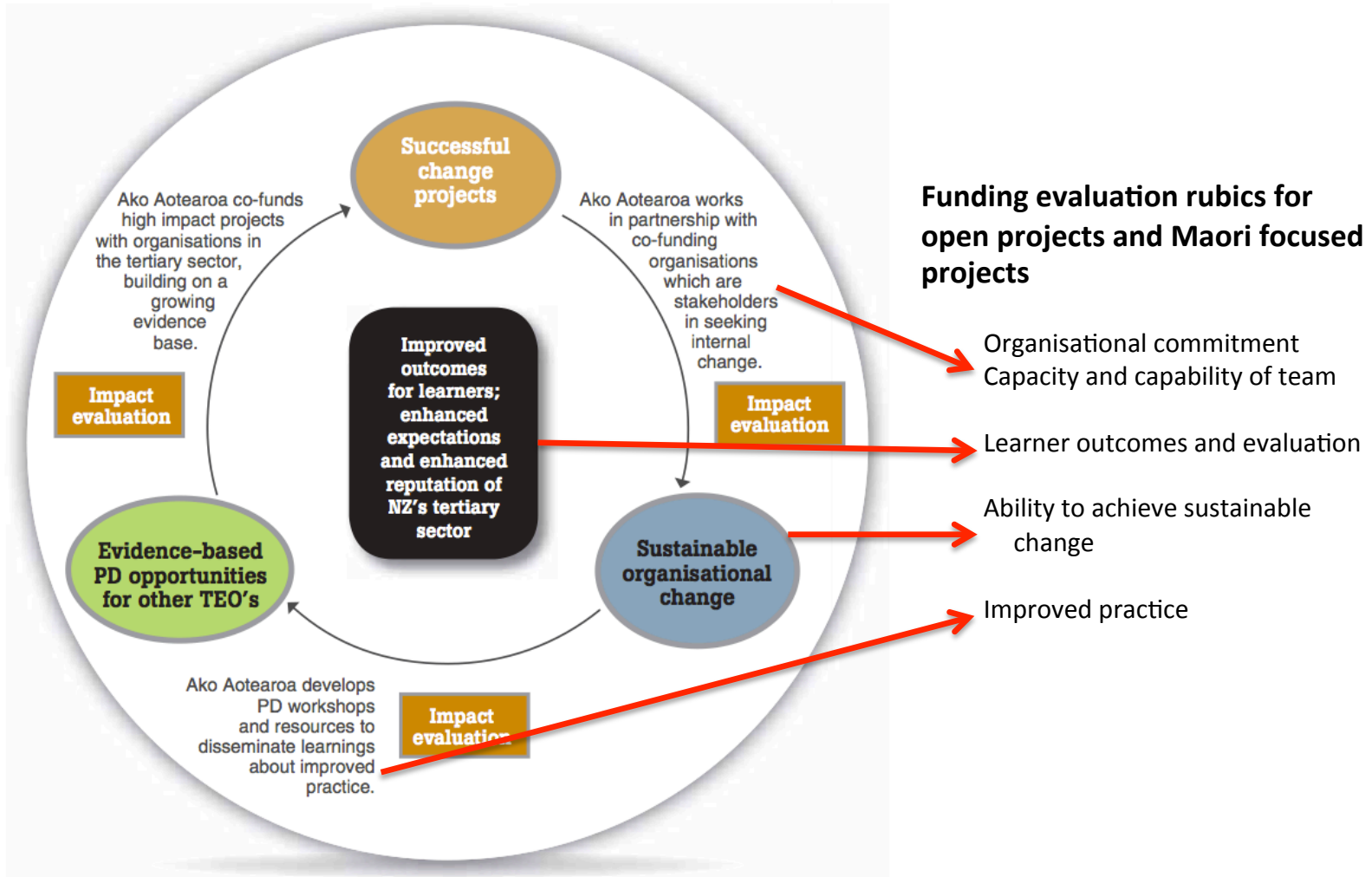


- There is one overarching objective for Ako Aotearoa funding:  
**Enhanced educational outcomes for learners**
  - Proposals must include measurement of learner benefit (learner impact)
- Their secondary objectives are that the work:
  - Contributes to a coherent knowledge base
  - Promotes collaboration
  - Builds research capability and capacity.
  - Proposals must link to existing work
  - Proposals must measure impact on teaching practice.
  - Outputs must reach across the sector
  - Proposals must support organisational investment plans

## Overarching principles of funding

1. Co-funding model – fund up to 50% of the total value of the project
2. The work must be clearly beyond Business as Usual
3. There is an organisational commitment to act on findings
4. Project teams commit to active dissemination
5. All projects will be involved in our Impact Evaluation Process

# Impact Evaluation Process



## What they don't fund

Do not support projects that:

- focus on business-as-usual activities
- do not have a clear demonstration of organisational commitment
- are inconsistent with Ako Aotearoa's strategic goals, values or principles (*e.g.* must be focussed on post-compulsory education)



# Funding options for 2014



- At least four projects up to \$300k across 2-3 years
- As a guide, one project will be focused on Māori learners, one focused on Pacific learners, and two will be open in focus
- Priority given to projects that:
  - Explicitly contribute to organisational investment plans and
  - Make progress towards the Tertiary Education Strategy 2010-2015
- A two stage process of application
- Co-funding model



- Projects normally up to \$20k for implementation/developmental projects 6-12 months in duration
  - Note website suggests \$10k
- No closing dates
- Co-funding model

## Good Practice Publication Grants Scheme

- Sharing and promoting good teaching and learning practice across the sector
- Demonstrated good practice not projects
- The grants
  - up to \$5k for multi-media publication
  - up to \$3k for written publication
  - Up to \$10k for organisational GPPGs
- Published in Ako Aotearoa e-book



## GPPG Priorities for 2014:

- Good practice that has been shown to benefit
  - Māori learners, their whānau, hapū, iwi and communities.
  - Pacific Learners and their communities.
  - younger learners in tertiary education.
- The scheme is open with no closing dates.

<http://akoatearoa.ac.nz/good-practice-publication-grants>

## More information – project funding

- Improving success:

*Creating sustainable change to improve outcomes for tertiary learners*

- NPF:

<http://akoatearoa.ac.nz/national-project-fund>

- RHPF and GPPG:

<http://akoatearoa.ac.nz/regional-hub-project-funding>

# Existing networks and partnerships

## COMET

### *Learning Auckland*

Business members are involved in achieving better learning outcomes for Auckland youth.

Existing social sustainability funds are being aligned to developing the interest of young people in scientific and technological professions.



### *Skills Auckland*

Digital inclusion project – IBM is key partner

### *STEM Alliance*

Members are developing a shared agenda regarding skills shortages in STEM

Joint research conducted by STARPATH – UoA research project (with specific Government funding) looking into the impacts of socio-economic status on educational achievement in New Zealand.

[Availability of NCEA Standards: Impact on Success Rate](#) An investigation into the effect of availability of achievement standards in schools on university entrance success rates in decile 1 to 5 schools.

# Business partnership and consultancy

## E-learning and the impact of digital technologies

### Microsoft research partnerships



#### [Automated Problem Generation for Education](#)

Intelligent Tutoring Systems (ITS) can significantly enhance the educational experience, both in the classroom and online. A key aspect of ITS is the ability to automatically generate problems of a certain difficulty level and that exercise use of certain concepts. This can help avoid copyright or plagiarism issues and help generate personalized workflows. This project develops technologies for problem generation in various subject domains including math, logic, and even language learning.

## National and international consultancy

A range of opportunities are found through VETNZ and GETS websites

Includes development of curriculum, teaching and learning and assessment materials, quality systems, teacher education

# International Fellowships

Examples include:

## Beeby Fellowship

- Biannual
- One only
- Value \$30,000
- Aims include:
  - Enhance classroom practice and student learning
  - Contribute to education system development eg technological change
  - Connect science, policy and people for a sustainable NZ and Pacific

<http://www.fulbright.org.nz>

## Fulbright New Zealand Scholar Awards

- Annual
- Small number
- Value US\$37,500
- 3-5 months lecturing or research in US university

<http://www.fulbright.org.nz>

# Summary

Its ALL about:

- the LEARNER
- Collaboration
- Development of research capability and capacity
- Supporting organisational direction and national education strategy
- Measurement and evaluation of IMPACT
- Starting early enough to align all the parts and make use of all the help available

Its NOT:

Business as Usual



