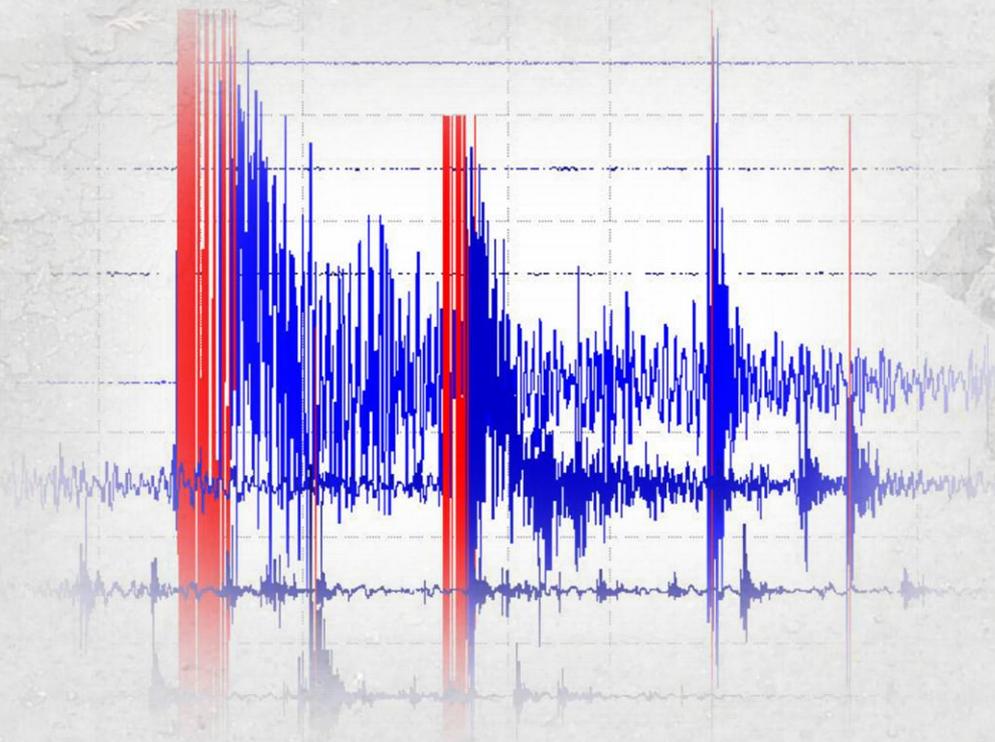


# Engagement at the Epicentre

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On February 22nd 2011 a major earthquake struck Christchurch forcing the evacuation and closure of Canterbury University. The institution was forced to suddenly confront significant damage and loss of physical teaching space and infrastructure on the second day of Semester One.



Source: Geonet Seisograph Drums - McQueens Valley (Banks Peninsula, Canterbury)  
<http://www.geonet.org.nz/earthquake/drums/mqz-drum.html>  
Accessed February 22, 2011

# CHRISTCHURCH QUAKE DISASTER

Know that your humanity is more powerful than any act of Mother Nature — Prime Minister John Key



## CHRISTCHURCH EARTHQUAKE DAY 2

23 AFTERSHOCKS since the big quake with a MAGNITUDE GREATER THAN 4

**75 DEAD** 55 have been identified  
20 remain unidentified

**300 MISSING**

More than 200 treated for serious injuries at Christchurch Hospital. Power out to 50% of homes

## SCENES OF DESPERATION

**Christchurch Cathedral** Built from 1864 to 1864. It is the seat of the Bishop of Christchurch and the New Zealand Bishops of the Anglican Church in Australia, New Zealand and Polynesia

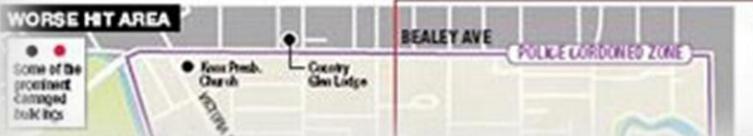
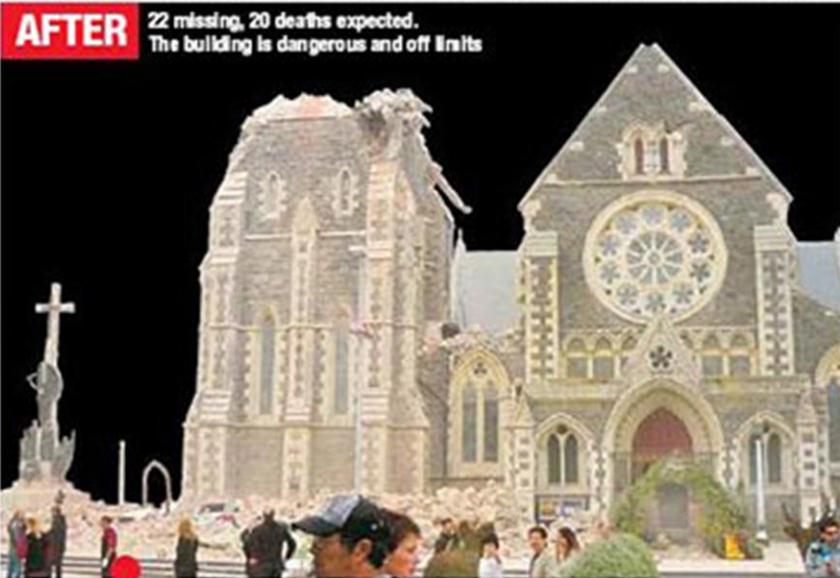


**BEFORE**

The cathedral spire reached 63m above Cathedral Square. It has been damaged by earthquakes on three occasions prior to this one: 1821, 1870, 1901

**AFTER**

22 missing, 20 deaths expected. The building is dangerous and off limits



**Pyne Gould Corporation** 34 rescued, 14 still inside

**BEFORE**

**AFTER**



### FROM AROUND THE WORLD



Our thoughts and prayers are with all those whose lives have been touched by this tragedy.

especially as they search for their loved ones and work to recover from this disaster. The US has agreed to deploy an International Development Disaster Assistance Response Team, including an Urban Search and Rescue Team. And we stand ready to provide more assistance as needed. As our New Zealand friends move forward, may they find some comfort and strength in knowing that they will have the enduring friendship and support of many partners around the world, including the United States.  
— US President Barack Obama



I believe I speak on behalf of everyone in our country when I say that we all stand with New Zealand at this moment, at this dark and difficult time.

— David Cameron, UK PM



Please convey my deep sympathy to the families and friends of those who have been killed.

My thoughts are with all those who have been affected by this dreadful event. My thoughts are also with the emergency services and everyone who is assisting in the rescue efforts.

## At a glance...

- 9 departments, 12 lecturers
- 12 weeks' snapshot
- Case study design
- Explored through lens of lecturers' reactions to situation and their perception of student engagement
- Best practice frameworks used to identify elements of engagement

Source: University of Canterbury



# How to start or restart course

- Course quality delivery versus student welfare
- How to recreate/replace face to face virtually?
- Staff/student isolation, loss of campus space

## *Interventions:*

- ✓ Extent of teacher experience made re-design easier
- ✓ Tents used but required adaptation of teaching style in flexible space
- ✓ Lecturer home as teaching space

Source: University of Canterbury



# How to engage students

- Most lecturers had not met the students in their course
- Only blended on-campus/distance courses ready to go... remainder needed redesign

## *Interventions*

- ✓ Shared personal experiences through Moodle communication tools
- ✓ Used Moodle News forums to communicate (up 88.4% on previous year) and express concern for student welfare
- ✓ Anticipation of student queries (Q&A)

Source: University of Canterbury





Source: University of Canterbury

# How to provide learning resources

- Lack of access to library textbooks
- Concern about student access to Internet
- Students overwhelmed with online resources

## *Interventions:*

- ✓ Lecturers already developing the use of online as a blended strategy were in better position
- ✓ Well-organised course sites provided structure and continuity

# How to provide learning resources

- ✓ Clear directions, outlines and summaries, modelling of tasks
- ✓ Course content multimodal – text, audio and video; Adobe Connect
- ✓ Audio and PPT preferred to video

# Engagement in online tutorials

- No physical space to meet for tutorials

## *Interventions:*

- ✓ Core of course became more tutorial focused
- ✓ Forum posts replaced face to face group work
- ✓ Feedback every week on forum discussions
- ✓ Created videos with PPT for demonstration of concepts



Source: University of Canterbury

# How to manage assessment

- Students unable to complete all planned work due to lack of resources and loss of face to face

## *Interventions:*

- ✓ Scheduled early-course on-campus assessment removed and alternatives chosen
- ✓ Take-home assessment, online quizzes
- ✓ Assessment of tutorial forum contributions, sometimes chosen by students
- ✓ Assessed tutorial responses rather than written examination

# Student feedback to lecturers

- ✓ Students positive about every second lecture used for discussion
- ✓ Students liked pace and content review features of online
- ✓ Students appreciated quick responses through forum communications

# Lecturers' perception and reflection

- ✓ Felt more of a connection with students
- ✓ Availability of course content online allowed late-enrolling students to catch up
- ✓ Blend of online and face to face seen as valuable
- ✓ Pedagogical intentions of traditional group work successfully replicated online

# Lecturers' perception and reflection

- ✓ Thought about what was/wasn't working
- ✓ Thought more about pedagogy and need for students to take responsibility for learning – reason for better online tutorial responses
- ✓ Course modifications encouraged reflection on teaching and need to reinvigorate teaching
- ✓ Earthquake as great laboratory – had to think about theory and practice

## Lecturers would retain:

- ✓ Forum discussions
- ✓ Adaptations to assessment
- ✓ Recording of lectures
- ✓ Use of audio with PPT to amplify/clarify points and encourage students to review and engage with their learning



Source: University of Canterbury

# Our perceptions as FLA's

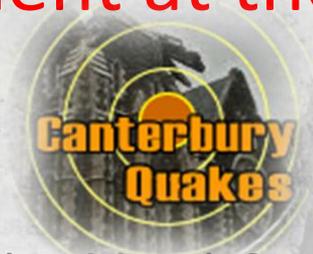
- ✓ Earthquake disruption helped lecturers to gain insights into course design/teaching strategies
- ✓ Risk-taking provided freedom to re-negotiate course's essential elements
- ✓ Crisis forced lecturers to consider how to engage students in the virtual space
- ✓ More reliance on Moodle communication tools

# Our perceptions as FLA's

- ✓ Re-working face to face tutorials for online, major catalyst for innovative changes
- ✓ Importance of establishing and maintaining student engagement as centrepiece of design
- ✓ Lecturers able to use technology to facilitate student engagement rather than physical space



# Thank you Engagement at the Epicentre



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