Overview of Cancelled Conference Conversations

Week	Date	Topic	Title	Speaker	Institution
1	7-Apr-21	Digital learning environments	Developing in digital worlds project	Stuart McNaughton s.mcnaughton@auckland.ac.nz	University of Auckland
2	21-Apr-21	Wellbeing in times of crisis	Covid-19, earthquakes, and a terrorist attack: Designing and implementing academic responses to tragedy scope	Billy Osteen billy.osteen@canterbury.ac.nz	University of Canterbury
			"The Elderly": A discriminatory term that is misunderstood	Diana Amundsen dianaamundsen@waikato.ac.nz	University of Waikato
3	28-Apr-21	Educational philosophy and policy: Death and public education	Philosophy, death and education	Peter Roberts peter.roberts@canterbury.ac.nz	University of Canterbury
			Public education unbounded	Ruth Boyask ruth.boyask@aut.ac.nz	Auckland University of Technology
4	5-May-21	Educational assessment: Does it really assess?	Is assessment for learning really assessment?	Gavin Brown gt.brown@auckland.ac.nz	University of Auckland
			Representing the structure of knowledge in assessment	Michael Johnston michael.johnston@vuw.ac.nz	Victoria University of Wellington
5	12-May-21	Curriculum considerations challenged	A transformative history curriculum for Aotearoa New Zealand	Mark Sheehan mark.sheehan@vuw.ac.nz	Victoria University of Wellington
			The Model of Curriculum Coherence Design for 21st century knowledge-rich schools	Elizabeth Rata e.rata@auckland.ac.nz	University of Auckland
6	19-May-21	Conceptualising online learning	Going online in a time of crisis: Exploring student experiences in online learning	Cheryl Brown cheryl.brown@canterbury.ac.nz	University of Canterbury
			Post-digital futures in the age of advanced computational thinking	Andrew Gibbons & Ricardo Sosa andrew.gibbons@aut.ac.nz	Auckland University of Technology
7	26-May-21	Curriculum progress and achievement: A New Zealand perspective	National Standards: The curriculum progress and achievement policy developments	Martin Thrupp martinthrupp@waikato.ac.nz	University of Waikato
			Monitoring progress and achievement: A New Zealand perspective of The National Monitoring Study of Student Achievement (NMSSA)	Alison Gilmore alison.gilmore@otago.ac.nz	University of Otago
8	2-Jun-21	Digital cultures and considerations	Making digital cultures	Stanley Frielick & Hohepa Spooner stanley.frielick@aut.ac.nz	Auckland University of Technology
			Copy, cut and paste: How does software shape what we know?	Elaine Khoo. Bronwen Cowie, Craig Hight, & Rob Torrens elainekhoo@waikato.ac.nz	University of Waikato

9	9-Jun-21	Exploring the possibilities of student voice	Children's rights in research: Why 'student voice' is not a panacea	Roseanna Bourke R.Bourke@massey.ac.nz	Massey University
			The MATTERING Project: An ethno dramatic approach to scrutinise data, disseminate lived experiences and activate the voices of students who truant	Delia Baskerville delia.baskerville@vuw.ac.nz	Victoria University of Wellington
10	16-Jun-21	Pandemic as a Provocation	What Socrates might have said about Covid-19	Nicholas Agar nicholas.agar@vuw.ac.nz	Victoria University of Wellington
			Teaching, crises, anthropocenes, and pandemics: What's next?	John Morgan john.morgan@auckland.ac.nz	University of Auckland
11	23-Jun-21	Origins, current status and new directions in Pacific/Pasifika education	Charting Pacific/Pasifika education policy, practice and research	Tanya Wendt Samu t.samu@auckland.ac.nz	University of Auckland
			Connections, relationships and Pacific education in the uncharted waters of a global pandemic	Cherie Chu-Fuluifaga cherie.chu-fuluifaga@vuw.ac.nz	Victoria University of Wellington
12	30-Jun-21	An inspiring prospect: Spaces, places and networks of learning	Innovative educational facilities' design: What can educators learn from architects?	Leon Benade leon.w.benade@aut.ac.nz	Auckland University of Technology
			Space matters: Framing the learning entanglement	Lucila Carvalho L.Carvalho@massey.ac.nz	Massey University
13	7-Jul-21	Connecting citizens through science contexts	Making sense of visual representations in science contexts	Maurice Cheng maurice.cheng@waikato.ac.nz	University of Waikato
			Weaving a web of connections through online citizen science	Cathal Doyle et al. cathal.doyle@vuw.ac.nz	Victoria University of Wellington
14	14-Jul-21	Discourse across contexts	Engaging Children in Inquiry through Dual Language Picturebooks	Nicola Daly nicola.daly@waikato.ac.nz	University of Waikato
			Saint Ashley: Discourses of gender, race and sexuality in the commercialisation of Ashley Bloomfield	Julia de Bres J.deBres@massey.ac.nz	Massey University
15	21-Jul-21	Talatalanoa ke hoko atu: Talatalanoa ke hoko atu: Ongoing complex conversations and negotiations of practice in higher education	Talanoa'i 'a e tapasā: Critical tapasā conversations	David Fa'avae david.faavae@waikato.ac.nz	University of Waikato
			Tālanga ha kaha'u monu'ia – complex contemporary talanoa within university learning spaces	Sonia Fonua s.fonua@auckland.ac.nz	University of Auckland
16	28-Jul-21	Curriculum for diverse and digital realities	The opportunities for cross curricular learning with mixed reality	Kathryn MacCallum kathryn.maccallum@canterbury.ac.nz	University of Canterbury

			Online pair programming to support skills development within the Digital Technologies curriculum areas	David Parsons david@themindlab.ac.nz	Mind Lab
17	4-Aug-21	Māori and indigenous understandings of being	Mātauranga Māori: An inquiry into what we don't know	Carl Mika carl.mika@waikato.ac.nz	University of Waikato
			Re-presenting Māori and Indigenous understandings of Being: Deconstructing the notion of Mental Illness	Kim Southey kim.southey@waikato.ac.nz	University of Waikato
18	11-Aug-21	Exploring mixed-methods research design	Problems and possibilities: Exploring paradigms for mixed methods research	Katrina McChesney k.mcchesney@waikato.ac.nz	University of Waikato
			Practical mixed-methods designs and the research questions associated with them	Peter Rawlins P.Rawlins@massey.ac.nz	Massey University
19	18-Aug-21	Thinking about funds of knowledge	The rich world of children's working theories	Sally Peters & Simon Archard sally.peters@waikato.ac.nz	University of Waikato
			From funds of knowledge to funds of identity: Shifts in emphases and methods	Helen Hedges h.hedges@auckland.ac.nz	University of Auckland
20	25-Aug-21	Thinking of methodology differently	The poetry of authorisation: Alternative Education policy in Aotearoa New Zealand	Adrian Schoone adrian.schoone@aut.ac.nz	Auckland University of Technology
			People place and photographs	Emma McFayden emma.mcfayden@aut.ac.nz	Auckland University of Technology
21	1-Sep-21	Creating openings for Māori	Creating an authentic research community: Engaging whānau in a national science challenge	Sonja Macfarlane sonja.macfarlane@canterbury.ac.nz	Ministry of Education & University of Canterbury
			Restoring Māori literacy narratives to create contemporary stories of success: Ko te kai a te rangatira, he kōrero - Discussion is the food of chiefs	Melissa Derby mderby@waikato.ac.nz	University of Waikato
22	8-Sep-21	Growing mathematics teachers and learners	Growing mathematics practitioners	Naomi Ingram naomi.ingram@otago.ac.nz	University of Otago
			Understanding students' use of mathematical processes during a digital escape experience	Megan Clune m.clune@auckland.ac.nz	University of Auckland
23	15-Sep-21	On-campus student experiences of	On-campus student experiences of online learning due to Covid-19	Jenny Clarke jenny.clarke@canterbury.ac.nz	University of Canterbury

			Best practices for supporting experiential learning in an online environment during the Covid-19 pandemic	Debbie Munro Debbie.Munro@canterbury.ac.nz	University of Canterbury
		online learning due to Covid-19	Best practices for supporting experiential learning in an online environment during the Covid-19 pandemic	Debbie Munro Debbie.Munro@canterbury.ac.nz	University of Canterbury
24	22-Sep-21	Developing connections for student learning in mathematics classrooms	Developing connections between schools and home for Pasifika students in mathematics classrooms	Jodie Hunter, John Tupouniua & Louise Fitzgerald J.Hunter1@massey.ac.nz	Massey University
			Interrogating the promise of online instructional programmes in mathematics	Lisa Darragh l.darragh@auckland.ac.nz	University of Auckland
25	29-Sep-21	Identity and context	Funds of identity: Applying a Vygotskian perspective on identity to enhance social justice in education	Linda Hogg linda.hogg@vuw.ac.nz	Victoria University of Wellington
			Partnering with Practitioners: Designing for context	Aaron Wilson & Rebecca Jesson aj.wilson@auckland.ac.nz	University of Auckland