Blended Learning
an agile response to a dynamic world

2013 Learning & Teaching Week | 26-30 August

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This program is current at 9 August 2013 and is subject to change. For the latest, check the USC web site at is.gd/LTWeek or the USC Portal, email LTWeek@usc.edu.au or visit the Connection HUB during 2013 LTWeek.
# PROGRAM OVERVIEW

**Faculty Breakfasts:** Friday, 23 August, 7.30-9am  
**FAB:** Innovation Centre  
**FoSHEE:** Innovation Centre

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<tr>
<th>Monday 26 August</th>
<th>Tuesday 27 August</th>
<th>Wednesday 28 August</th>
<th>Thursday 29 August</th>
<th>Friday 30 August</th>
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<tr>
<td><strong>MORNING</strong></td>
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| Masterclass workshop  
*If blended learning is the answer: what is the question?*  
Mike Keppell  
9.30am–12 30pm  
J3.11 | LTWeek Opening Address  
9.30–11.30am  
Morning tea  
Innovation Centre | Blended Learning Showcase  
9.30am–1pm  
J4.12 | Presentation Session 3  
9.30am–12.40pm  
Library Seminar Room | George Siemens available for consultations  
9.30–11am  
J4.12 |
| Lunch  
Interactive Workshops  
1.30pm Yellow Brick Road  
2.30pm Experiential learning in Planning  
J3.11 | Presentation Session 1  
2–4.30pm  
J3.11 | Presentation Session 2  
2–4.30pm  
Library Seminar Room | Presentation Session 4  
2–3.40pm  
Library Seminar Room | Workshop  
Activity and student-centred learning  
10am–12nn  
Library Seminar Room |
| **AFTERNOON**    |                   |                     |                    |                  |
| Lunch  
Interactive Workshops  
1.30–3.30pm  
J 3rd Floor |                  |                     |                    |                  |
| **EVENING**      |                   |                     |                    |                  |
|                  |                  |                     |                    | Drinks and nibbles  
Twilight Keynote:  
George Siemens  
Connecting learners: technology, change and higher education  
4.30–6.30pm  
Innovation Centre |
2013 LEARNING AND TEACHING WEEK THEME

Blended learning: an agile response to a dynamic world
The theme encompasses the following trends:
• Blended learning lets us weave together disparate strands to create rich learning networks across time, distance and culture.
• Blending tradition and technology for excellence in learning and teaching at USC.

Acknowledgements
We would like to thank the 2013 LTWeek Reference group and the C~SALT Convening Group for their time and effort preparing for 2013 LTWeek. We also acknowledge the help and support of many other sections of the university in staging this week of special activities.

LTWeek Reference Group
Michael Christie Clare Archer-Lean Irene O’Leary
Sam Edwards Retha Scheepers Rebecca O’Neil
Florin Oprescu Nick Stevens Christine Slade
Ulrike Keyssner Dean Ernst

LTWeek Convening Group
Caroline Cottman – Convenor Ian Wright Amy Paterson
Goksu Dines C~SALT staff Room Bookings
Facilities Management USC Theatre USC Singers

Details of prizes (rate each session you attend)
Overall People’s choice
Best presentation from FAB and FoSHEE

The LTWeek prizes will be awarded at the Twilight Keynote Address on Thursday 29 August.
Learning and teaching has always mattered a great deal at USC, and we have much to be proud of, to highlight and to talk about. LTWeek is an opportunity to celebrate and showcase the learning and teaching activities that occur in every discipline and at all levels across campus.

It is a chance to talk about what we do, to share and exchange our practice and affirm our ethos of prioritising teaching excellence. The theme this year, Blended learning, is a priority for the University’s Strategic Plan 2011–2015. Deliberately taking a blended learning approach strengthens our tradition of learning and teaching excellence, building on our collective knowledge about pedagogy and curriculum design to create the circumstances in which student learning is most likely to flourish.

This week is an opportunity to consider how we are using educational technologies to enrich the student experience and add value to learning.

Please join with me in a week of opportunity to collaborate, and to explore the possibilities of powerful blended learning experiences for our students.

Professor Greg Hill
Vice-Chancellor and President

I AM delighted to join with Professor Hill in welcoming everyone to this year’s Learning and Teaching Week events. This is an opportunity to showcase innovative approaches that demonstrate how creating a fusion of educational technologies with face-to-face teaching leads to enhanced student engagement and learning.

The activities this week highlight some of the ongoing successes that USC has enjoyed with learning and teaching; including the five-star rating for teaching quality, the significant number of staff earning excellent student feedback and the outstanding record of OLT achievements. Blended learning provides an opportunity to maintain and leverage our existing strengths, while using technology to extend our reach. I am particularly pleased to see the many ways that staff have engaged with the theme this year, Blended learning, which is central to our learning and teaching efforts. This does demand an agile response to a dynamic world.

I wish you all an inspiring week as you weave together various strands to create rich learning networks across time, space and culture.

B. Lohmann
Professor Birgit Lohmann
Deputy Vice-Chancellor

It IS a great pleasure to lead the team coordinating the fourth Learning and Teaching Week.

This week is an acknowledgement of the University’s deliberate move to embrace a more blended approach to learning with our students and to share the knowledge we have gained thus far in our efforts. During this week you will have opportunity to connect with your colleagues, learn about teaching and learning initiatives at USC, to engage with wonderful guest speakers, and experience presentations and interactive sessions that represent the spectrum of what blended learning is all about. There is so much on offer: a masterclass workshop, interactive sessions, informal table discussions and paper presentations- something to please and engage everyone.

I encourage you to get involved, experience more of what is possible with Blended learning and consider how you might adopt blended learning initiatives to enhance your students learning experience. Enjoy and learn lots during this fabulous week.

Kylie Readman, Director, Centre for Support and Advancement of Learning and Teaching (C-SALT)
FRIDAY 23 AUGUST

FACULTY BREAKFASTS: Innovation Centre

**Please note: Most activities in 2013 Learning and Teaching Week do not require registration. So that we can track participation, an attendance list will be circulated at each session. To help us all get to know colleagues, name tags will be available in each session.**

MONDAY 26 AUGUST

Location: Building J, Room J3.11, USC Campus

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9.30am–12.30pm</td>
<td>MASTERCLASS WORKSHOP - by invitation</td>
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<tr>
<td>Lunch available in J3</td>
<td>If Blended Learning is the answer: What is the Question?</td>
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<td></td>
<td>Mike Keppell, Executive Director, Australian Digital Futures Institute, University of Southern Queensland</td>
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<tr>
<td>1.30–3pm</td>
<td>Consultation times with Mike Keppell – by appointment only</td>
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<tr>
<td>1.30–2.30pm</td>
<td>Cutting loose on the Yellow Brick Road: the blended learning continuum's big day out</td>
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<tr>
<td>2.30–3.30pm</td>
<td>Workshop: Integration of blended learning approaches with experiential and active learning</td>
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<td></td>
<td>Claudia Baldwin, Johanna Rosier and Christine Slade</td>
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TUESDAY 27 AUGUST

OPENING: 9.30–11.30am Location: Innovation Centre Auditorium

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9.30am</td>
<td>Opening Remarks—Kylie Readman, Director, C-SALT—2013 Learning and Teaching Week theme and program details</td>
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<td>Official Welcome</td>
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<td>Welcome to Country—Lyndon Davis</td>
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<td>USC Theatre and USC Singers</td>
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<td></td>
<td>Opening Address—DVC Birgit Lohmann—Student Voxpop</td>
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<td></td>
<td>Response—Associate Professor Patrea Andersen</td>
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<tr>
<td>11–11.30am</td>
<td>Morning Tea</td>
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PRESENTATION SESSION 1: 2–4.30pm Location: Building J, Room J3.11 Chair: Irene O’Leary

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>2pm</td>
<td>1.1 Mobile data collection for feedback in Work Integrated Learning courses (Part 1) NOTE: Part 2 will be held on Thursday at 2.40pm.</td>
<td>Chris Dann, Beverley Lowe, Elizabeth Toohey</td>
</tr>
<tr>
<td>2.30pm</td>
<td>1.2 Anatomy for all—or just for some?</td>
<td>Rebecca Mellifont</td>
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<tr>
<td>3pm</td>
<td>1.3 Towards blended learning in the Tertiary Preparation Pathway (TPP)</td>
<td>Dave McKay, Kerry Rutter</td>
</tr>
<tr>
<td>3.30pm</td>
<td>1.4 Blending theory and practice on the world stage</td>
<td>Sarah Pye</td>
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<tr>
<td>4pm</td>
<td>1.5 The Scholarship of Teaching and Learning (SoTL) in a blended learning environment: Some key questions and suggested answers</td>
<td>Michael Christie</td>
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WEDNESDAY 28 AUGUST

BLENDING LEARNING SHOWCASE: 9.30am–1pm  Location: Building J, Room J4.12

The Showcase will give you the opportunity to see many innovative teaching practices and educational technologies in one spot. Come along and hear from your colleagues, be inspired and have some light refreshments.

Showcase market stalls will include:

<table>
<thead>
<tr>
<th>Presenters (times)</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>Maureen O'Neill, Eddie Scrafton</td>
<td>Get on board: The one stop online training and learning station for NVivo</td>
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<tr>
<td>Sam Edwards, Ann Framp, Penny Harrison, Janice Cope</td>
<td>What's your blend? Showcasing L &amp; T in the BNSc program</td>
</tr>
<tr>
<td>Rebecca Donkin, Jason Ford, Geoff Simon (12nn–1pm – J5.11)</td>
<td>Utilising virtual microscopy to teach haematology</td>
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<tr>
<td>Mary Kynn, Peter Dunn, Rachel Cole, Frank Muller, Sharn Donnison, Anne Roiko (Griffith University), Michael Bulmer (University of Queensland)</td>
<td>The island: Curriculum renewal incorporating blended learning using health-related tasks for epidemiological studies of a virtual population.</td>
</tr>
<tr>
<td>Susie Vergers (10.45–11.30am)</td>
<td>Collaborating with Collaborate: You don't have to be there to be there</td>
</tr>
<tr>
<td>C~SALT Blended learning staff</td>
<td>Getting blended: come and meet the C~SALT Blended learning staff</td>
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<tr>
<td>Theresa Ashford and Julieann Smith</td>
<td>Blackboard tools and making learning explicit the GA way</td>
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</table>

Informal table discussions

<table>
<thead>
<tr>
<th>Maxine Mitchell (10–10.30am)</th>
<th>Blended learning and professional development: Future-building academic work in higher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Taylor (11.30–12nn)</td>
<td>Flipping the classroom: Integration of educational technologies with face-to-face teaching</td>
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<tr>
<td>Ruth Greenaway (12–12.30pm)</td>
<td>USC Spaces</td>
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... and more

PRESENTATION SESSION 2: 2–4.30pm  Location: Library Seminar Room  Chair: Florin Oprescu

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenters</th>
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</thead>
<tbody>
<tr>
<td>2pm</td>
<td>2.1 Participative Action Learning Action Research (PALAR): Blended teaching and research</td>
<td>Leone Cameron</td>
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<tr>
<td>2.30pm</td>
<td>2.2 Testing the effectiveness of threshold concepts framework for students’ learning: a case study from the technology-dominated</td>
<td>Sanjeev Kumar Srivastava</td>
</tr>
<tr>
<td>3pm</td>
<td>2.3 Engagement and retention of first-year students- the DVC's commissioned grant project</td>
<td>Marion Gray, Anna Potter</td>
</tr>
<tr>
<td>3.30pm</td>
<td>2.4 Identification and definition of lexically ambiguous words in statistics by tutors and students</td>
<td>Peter Dunn, Alice Richardson</td>
</tr>
<tr>
<td>4pm</td>
<td>2.5 StatsCasts: supporting student learning of introductory statistics using screencasts</td>
<td>Peter Dunn, Christine McDonald, Birgit Loch and Vida Weiss</td>
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</table>
THURSDAY 29 AUGUST

PRESENTATION SESSION 3: 9.30am–12.40pm  Location: Library Seminar Room  Chair: Retha Scheepers

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>9.30am</td>
<td>3.1 USC ePortfolio Journey: Past, Present and Future</td>
<td>Christine Slade, Keith Murfin, Michelle Gray and Gillian Hacking</td>
</tr>
<tr>
<td>10.30am</td>
<td>3.2 Blended learning in creative writing</td>
<td>Paul Williams</td>
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<tr>
<td>10.40am</td>
<td>3.3 Blending and flipping the classroom with an off-the-shelf LMS: My Writing Lab (MWL) Global</td>
<td>Michael Carey</td>
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<tr>
<td>11.10am</td>
<td>3.4 Flipping the classroom – technological spin or pedagogic revolution?</td>
<td>Julie Hanson</td>
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<tr>
<td>11.40am</td>
<td>3.5 AsiaBound: An international study tour model for the application of practice-based and blended learning in creative advertising</td>
<td>Rod McCulloch</td>
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<tr>
<td>12.10pm</td>
<td>3.6 Assistive technology for students with disabilities</td>
<td>Jeff Souter</td>
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PRESENTATION SESSION 4: 2–3.40pm  Location: Library Seminar Room  Chair: Clare Archer–Lean

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<tbody>
<tr>
<td>2pm</td>
<td>4.1 Answer Garden: Online Propagation</td>
<td>Tim Strohfeldt</td>
</tr>
<tr>
<td>2.10pm</td>
<td>4.2 Mobile data collection for feedback in Work Integrated Learning (WIL) courses - Part 2 (NOTE: Part 1 is on Tuesday at 2pm)</td>
<td>Chris Dann, Beverley Lowe, Elizabeth Toohey</td>
</tr>
<tr>
<td>2.40pm</td>
<td>4.3 Blended learning enhances student preparedness</td>
<td>Eleanor Horton, Lucy Sargent, Bronwyn Doyle</td>
</tr>
<tr>
<td>3.10pm</td>
<td>4.4 Play while you learn spatial planning principles: the application of interactive multi-touch table technology</td>
<td>Nick Stevens, Ben Rolfe, Johanna Rosier, Christian Jones, Uwe Terton</td>
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TWILIGHT KEYNOTE ADDRESS: 4.30–6.30pm  Location: Innovation Centre Auditorium

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<th>Time</th>
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<tr>
<td>4.30–6.30pm</td>
<td>Drinks and savouries</td>
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<td></td>
<td>Opening Remarks</td>
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<td>TWILIGHT KEYNOTE ADDRESS—George Siemens—Connecting learners: technology, change and higher education</td>
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<td>Vote of Thanks—Kylie Readman, Director C–SALT</td>
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<td>2013 Learning and Teaching Week Awards—Greg Hill, Vice-Chancellor and Kylie Readman, Director C–SALT</td>
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FRIDAY 30 AUGUST

George Siemens will be available for individual/small group consultation and discussion on blended learning ideas and projects—by appointment only between 10am and 12.30pm

INTERACTIVE WORKSHOP: 10am–12nn  Location: Library Seminar Room

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<tr>
<td>Terry Lucke, Ulrike Keyssner</td>
<td>Activity and student–centred learning An interactive workshop based on the work of Eric Mazur</td>
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MONDAY 26 AUGUST

Masterclass Workshop: 9.30am–12.30pm Room: J3.11

If Blended Learning is the answer: What is the Question?

Professor Mike Keppell, Executive Director, Australian Digital Futures Institute, University of Southern Queensland

This workshop will focus on empowering academic staff to influence strategic change in higher education learning and teaching through blended learning. It will focus on digital literacies, student and teacher roles in higher education, redefining the learning space and design of blended learning interactions. Blended learning and teaching can occur at four levels of granularity: activity-level blending, subject-level blending, course-level blending and institutional-level blending (Graham, 2006). A blended learning design may also be enabling, incremental or transformative.

A central premise is that good leadership is foundational to good learning and teaching practice. Distributive leadership focuses on collaboration, shared purpose, responsibility and recognition of leadership irrespective of role or position within an organisation. Identified characteristics of distributive leadership include the building of trust, the creation of a learning culture and the sharing and dissemination of information (Brown & Littrich 2008).

A major trend that we are witnessing is that there are now diverse places of learning. Higher education learning is no longer typified by a singular place of learning but a range of places and spaces that we seamlessly move through (Keppell & Riddle, 2012). For example, a student may move through a variety of learning spaces on any given day. This may include working at home, reading journal articles on the train, sitting in a cafe and perusing some of the work on a learning management system. Spaces for knowledge generation may be physical, blended or virtual areas that enhance learning, motivate learners and promote authentic learning interactions. Students require literacies to adapt and personalise distributed learning spaces.

The workshop will focus on influence, literacies, roles, design, interactions and spaces.

Interactive workshop: 1.30–2.30pm Room: J3.11

Cutting loose on the Yellow Brick Road: Blended learning continuum’s big day out

C-SALT Blended learning staff

C-SALT blended learning staff have been working on an interactive model that represents blended learning continuum. This model will enable teaching staff to locate themselves on a scale representing their engagement with use of, and potential for, blended learning activity in their courses. This session will be the first public outing of the model and will be a fun opportunity to evaluate and influence further development of the model. There will be music, there will be movement and there will be colour and there will be learning!

Integration workshop: 2.30–3.30pm Room: J3.11

Integration of blended learning approaches with experiential and active learning

Claudia Baldwin, Johanna, and Christine Slade

Experiential learning (EL) has tremendous benefits for student learning and enhances the university community relationship. One form of EL is workplace-based learning, a requirement for professional degree programs through accreditation processes. Active learning (AL) is also known to be a valuable learning approach as students must engage and reflect on learning. Both EL and AL involve higher-order thinking tasks such as analysis, synthesis and evaluation, which are also required USC graduate attributes. Both EL and AL benefit from interaction and dialogue with peers, educators and workplace professionals. This workshop aims to stimulate discussion and generate ideas for integrating blended learning with EL and AL to take advantage of the mutual benefits of both. It includes participation/presentation from a number of programs of the University.
TUESDAY 27 AUGUST

Opening Address: Innovation Centre 9.30–11.30am

Professor Birgit Lohmann

Professor Birgit Lohmann commenced in the position of Deputy Vice-Chancellor on 14 February 2011. Professor Lohmann is a graduate of the University of Adelaide (BSc Honours - Physics) and Flinders University (PhD in Atomic Physics).

Her research interests are in experimental atomic physics, and she spent two years as a postdoctoral fellow at the Australian National University after graduating from Flinders University. In 1986 she took up a position as a lecturer at Murdoch University. In 1990 she moved to Griffith University, where she was a teaching and research academic in physics, and served in a number of leadership roles including Head of the School of Science and Director of the Centre for Quantum Dynamics.

In 2007 she took up the position of Pro Vice-Chancellor (Learning and Quality) at the University of Adelaide, providing leadership in the areas of learning and teaching and oversight of the University’s quality assurance processes, including the University’s AUQA audit. In this role she contributed to the strategic goals of the University, played a major role in policy development within the University and engaged significantly with national policy initiatives in the higher education sector.

She was Chair of numerous high level University committees and working parties, including the program approval committee, and was the University’s representative on state and national committees. Professor Lohmann is an internationally known researcher in atomic and molecular physics, and is the Australian representative on the Executive Committee of the International Conference on Photonic, Electronic and Atomic Collisions.

She is currently Interim Chair of the Regional Universities Network Deputy Vice-Chancellor (Academic) group, and a member of the Executive Group of the Universities Australia Deputy/ Pro Vice-Chancellor (Academic) group.

Response – Associate Professor Patrea Andersen

Visions of the future: a collage and example of different modalities and technologies that are currently being used internally or are under development for future use.

THURSDAY 29 AUGUST

Twilight Keynote Address: Innovation Centre 4.30–6.30pm

George Siemens, Athabasca University Canada

Connecting learners: technology, change and higher education

The internet, mobile technologies, and social media have opened new opportunities for educators to connect with learners. Essentially, today’s technologies have thinned the walls of classrooms and enable learners to engage globally with peers and educators. These changes impact the role of educators in universities, the model(s) of learning delivery, and even the roles of learners. This presentation will explore the changing world of education and consider how online and blended learning impacts control and responsibility in the learning process as well as the skills needed by learners to succeed.

George Siemens– Biography

George Siemens is an academic and researcher on learning, technology, networks, analytics, and openness in education. He is the author of Knowing Knowledge, an exploration of how the context and characteristics of knowledge have changed and what it means to organizations today, and the Handbook of Emerging Technologies for Learning. Knowing Knowledge has been translated into Mandarin, Spanish, Italian, Persian, and Hungarian. Dr. Siemens is the Associate Director of the Technology Enhanced Knowledge Research Institute at Athabasca University, and a faculty member in the School of Computing and Information Services and the Centre for Distance Education.

He has delivered keynote addresses in more than 30 countries on the influence of technology and media on education, organizations, and society. His work has been profiled in provincial, national, and international newspapers (including NY Times), radio, and television. His research has received numerous national and international awards, including an honorary doctorate from Universidad de San Martín de Porres for his pioneering work in learning, technology, and networks.

Dr Siemens is a founding member and President of the Society for Learning Analytics Research [www.solaresearch.org]. In 2008, he pioneered massive open online courses (sometimes referred to as MOOCs) that have included more than 25,000 participants. He blogs at www.elearnspace.org/blog/
ABSTRACTS – FOR PRESENTATION SESSIONS
Abstracts for all presentations included here in order presented.

TUESDAY 27 AUGUST
Presentation Session 1: 2–4.30pm - Room J3.11

PRESENTATION: 1.1
Mobile data collection for feedback in Work Integrated Learning (WIL) courses - PART 1*

Presenters: Chris Dann, Beverly Lowe and Elizabeth Toohey

Abstract: One of the most demanding tasks faced by teacher educators and mentors is providing ongoing, immediate and high-quality feedback for students during their professional learning (Debuse, Lawley and Shibli, 2008); this results in limited opportunities for formative assessment that benefits the students as they move through their practicum experience. This workshop is in two parts. Part 1 explores the opportunities and impact of a purpose-built website application that manages communication between pre-service teachers, university academics and site supervisors. The workshop will also show how users accessed the system when it was video enabled and discuss opportunities for further use of the system. Session two will take participants through a process that takes criteria for WIL course components and prepares them for the tracker tool. Participants who bring their course outlines and web enabled tablets or PC will be offered the opportunity to develop a (WIL) feedback tool for their students and supervisors.

* NOTE: Part 2 will be held on Thursday at 2.10pm

PRESENTATION: 1.2
Anatomy for all—or just for some?

Presenter: Dr Rebecca Mellifont

Abstract: Teaching the theory of Anatomy has traditionally been delivered in a didactic manner, with little interaction from the cohort attending. This style is fine for a learner that likes to read, view, or listen, but has limited appeal for those of us that like to learn more kinaesthetically. This presentation will indicate some alternate approaches for the delivery of the lecture theory content most often linked with Human Anatomy teaching, in order to explore the ways that our first year students engage with their learning, and the approaches they take in order to achieve within this large content based course. It is hoped that these blended learning opportunities enable students to be better prepared prior to coming to their oncampus classes, enabling them to be more active learners while in their laboratory classes.

PRESENTATION: 1.3
Towards Blended Learning in the Tertiary Preparation Pathway (TPP)

Presenters: Dr Dave McKay and Dr Kerry Rutter

Abstract: Our goal is to establish a high quality blended learning experience in the Tertiary Preparation Pathway (TPP) in line with the university learning and teaching plan. To this end we have embarked on a program, over the last two years, concentrating first on the courses, TPP103 Chemistry and TPP109 Biology. Once the basic principles and procedures have been established, in chemistry, in particular, this course will serve as a lighthouse course for delivery of the program in blended delivery mode. In terms of developing materials in TPP Chemistry, we have implemented mini-tutorials/mini-lectures. Each one is a conceptual vignette lasting between eight to twelve minutes in length. These vignettes are consistent with the well-established delivery modes used in highly successful MOOCs. In conjunction with these conceptual vignettes we have invested time to rearrange the Blackboard site and incorporate online formative assessment tools so students can assess their progress on a weekly basis. In this presentation we will explain the history of the development of TPP103 Chemistry and the rationale of our choices in course delivery and our overall plan to roll out the whole program.
PRESENTATION: 1.4

Blending theory and practice on the world stage

Presenter: Sarah Pye

Abstract: It is becoming more important for higher education to ensure graduates are able to handle real world challenges and provide immediate value for potential employers. In many disciplines this requires blending theory with practice and traditional communications method with digital ones.

USC offers several ways for students to engage with industry or non-profit organisations to further their skills. Kolb (1984) calls this Experiential Learning which is defined as “A holistic integrative perspective on learning that combines experience, perception, cognition and behaviour.” Experiential learning is blended learning, but not necessarily in a digital sense. Instead it blends theory and practice and it comes from the assumption that ideas and knowledge are not fixed, but formed and reformed through experience.

Whether internships or special projects, successful experiential learning opportunities require a learning-centred approach (Hunt and Chalmers 2012) and an awareness of industry relevance. At USC, courses like BUS 302 and 2IP1 have been created to allow course design flexibility.

The 2013 Cambodia Mekong River Expedition, led by Dr Gayle Mayes, and the upcoming Bornean Sun Bear Launch project in February 2014 (funded by DIICCSRTE and supported by USC GO) will be used to illustrate the challenges, possibilities and wide-reaching outcomes of blending theory, practice and digital communication effectively. They will illustrate how blended learning can make a difference on a world stage, at the same time as meeting graduate attributes and providing value to future employers.


PRESENTATION: 1.5

The scholarship of teaching and learning (SoTL) in a blended learning environment: Some key questions and suggested answers

Presenter: Dr Michael Christie

Abstract: In this interactive talk Associate Professor Michael Christie will raise some key questions related to what Boyer called ‘the scholarship of teaching and learning’ or SoTL. What does it mean really? Why should university researchers and educators be concerned with it? Will a commitment to SoTL take precious time away from one’s own research? Will it make a difference to one’s teaching performance? Will it really help student learning? Can it be of particular benefit in blended learning environments? Do online submissions, discussion and chat provide a source of valuable data that can be used to interrogate one’s SoTL. Can it advance one’s career as a lecturer, a researcher and a leader? Can it contribute to the public understanding of science? Could it help both teacher and students become better people, capable of thinking globally and acting locally, in order to improve our world? Christie will argue that the essence of scholarship is critical, reflective, analytical thinking. He will suggest some answers as to how such scholarship can be applied to teaching and learning. There will be a chance for some interaction during the talk so before coming to the lecture, participants are asked to think about their own SoTL – how do they define it, how important is it to them, have they any examples from their own teaching and learning of SoTL. In particular have they experience of SoTL in blended learning environments?
ABSTRACTS (continued)
Abstracts for all presentations included here in order presented.

WEDNESDAY 28 AUGUST
Blended Learning Showcase - Building J, Room J4.12

Utilising Virtual Microscopy to teach haematology
Presenters: Dr Rebecca Donkin, Dr Jason Ford and Mr Geoff Simon
Abstract: Virtual microscopy is now commonly used in large institutions for teaching anatomical sciences. This approach uses online technology to bring traditional glass slides from the light microscope to the computer. One major advantage of virtual microscopy is the ability for students and faculty to access the learning material anywhere and anytime. This is particularly important for training in laboratory haematology, which has a large visual learning component and requires considerable practice to competently identify cells. Computer-based learning also reduces the teaching load of academics by permitting self-study exercises and promoting small group, student-led cooperative learning. This workshop provides participants with the opportunity to see the virtual microscopy system being used at USC and to explore some of its features.

TIME: 12NOON IN J5.11

Get on board! The one-stop online training and learning station for NVivo
Presenters: Dr Maureen O’Neill and Eddie Scrafton
Abstract: NVivo is software that supports qualitative and mixed methods research. It lets you collect, organise and analyse content from interviews, focus group discussions, surveys, audio, social media, YouTube videos and web pages. This stall will demonstrate the usefulness of NVivo in the USC context. Come and see the video prepared by Dr Maureen O’Neill that demonstrates some of the uses to which NVivo can be put. You will also learn about the training resources available on the USC Train(ing) Station.

What’s your blend? Showcasing L&LT in the BNSc program
Presenters: Ms Sam Edwards, Ms Ann Framp, Ms Penny Harrison and Ms Janice Cope
Abstract: Innovative assessment items provide opportunities for undergraduate students to engage in an interesting blend, that aims to appeal to varied learning styles and provide many opportunities for students to gain success throughout their Bachelor of Nursing Science program. This workshop will provide a snapshot of examples of assessment items that seek to give a new blend to learning. An added bonus will be a personal introduction to George the Mannequin although we understand he’s reluctant to do signings.

The Island: Curriculum renewal incorporating blended learning using health related tasks for epidemiological studies of a virtual population
Presenters: Dr Mary Kynn, Dr Peter Dunn, Dr Rachel Cole, Mr Frank Muller, Dr Sharn Donnison, Associate Professor Anne Roiko (Griffith University), Dr Michael Bulmer (University of Queensland).
Abstract: Teaching students epidemiological concepts is difficult because actually conducting epidemiological studies with human populations is impractical for many reasons. A viable alternative is to use a virtual population. In this project, we explore using a virtual population (called The Island) as a means to giving students the opportunity to operationalise their epidemiological knowledge in PUB361 Epidemiology and Biostatistics. In the process, we will develop a number of new “tasks” for the Islanders to do which are directly relevant to the health promotion and environmental health students who are required to study PUB361. PUB361 will undergo complete curriculum renewal to incorporate The Island, including adoption of the news tasks. The Island is ideally suited to blended learning, and one outcome of this project is the potential for wider adoption across the higher education sector including for online courses. See a 5 minute video overview of The Island and explore this innovative resource with one of the team behind it.

Collaborating with Collaborate: You don’t have to be there to be there
Presenters: Ms Susie Vergers, C-SALT Blended learning
Abstract: Blackboard Collaborate is a ‘virtual classroom’. Classes can be conducted fully online and can include presentations, audio, video, text chat, breakout groups, and lots more. To discover more and for a demonstration come and talk to a C-SALT Blended Learning staff member during the Showcase.
A live Collaborate online session will be conducted during the Showcase at 11am. Best of all you don’t have to be there to be there. You can join from anywhere on Earth (or space) where an Internet connection is available. To register interest in the online session and receive the ‘getting started’ info package, email Susie Vergers, C-SALT Learning Designer, at svergers@usc.edu.au

TIME: 10.45AM IN J4.09

Getting blended: come and meet the C-SALT Blended learning staff
Presenters: C-SALT Blended learning staff
Abstract: Wondering what the fuss is all about? Reckon you can teach us a thing or two about blended learning? Don’t know where to start? Just curious? C-SALT has a number of staff members focused on assisting academic staff make use of blended learning strategies and practices to enrich their teaching for better student outcomes. Wander in anytime during the Showcase and talk to the friendly folk in C-SALT. Whether it’s about learning design, boosting student engagement, technologies that might help you and/or your students, the C-SALT crew would love to meet you and hear your questions, ideas and solutions.

Blackboard tools and making learning explicit the GA way
Presenters: Ms Theresa Ashford and Ms Julieann Smith
Abstract: Graduate Attributes is going BB. Two new and exciting tools are now part of your BB functionality. They will help you efficiently mark and connect students to their learning. The GOALS function allows you to link what attributes students are working with directly to each assignment in a helpful and transparent way and the new RUBRICS tool allows you mark within the BB environment and streamline your grading practice. Please drop in and a friendly C-SALT Academic Developer will be happy to show you around these health inspiring tools. Take Graduate Attributes – they are good for you!
Informal Table Discussion T.1 11.30am
Blended learning and professional development: Future building academic work in higher education
Table Leader: Maxine Mitchell
Abstract: Educators use digital technologies to enrich learning experiences in the classroom and use personal mobile devices to extend their work life and productivity beyond the four wall of the office. As learning becomes more mobile, social and informal, the blend of spaces, places and digital devices is transforming how people learn. Given the disruptive effect digital technologies is having on the foundations of education, knowledge, learning and academic work, this presentation considers the characteristics of blended learning and of professional development in the belief that potential learning continuities transcend the barriers educators experience in both domains. This informal table discussion takes a future focus perspective of academic work and contends that the inter-relationship between blended learning and professional development serves as a potential enabler to academic motivation and engagement in professional practice.

The presentation holds the central tenet of "educators are learners" and is fundamentally concerned with how educators learn and live in an ‘always on’ digital learning environment. To this end the informal table discussion will pose innovative approaches to professional learning generated from crowd-sourced evidence, curated in the public domain, and peer-reviewed by professional and social networks. The presentation will pose three provocative questions to provide a platform for participants to share openly and to simulate their personal and professional perceptions of how they learn and live in an ‘always on’ digital learning environment.

Informal Table Discussion T.2 10am
Flipping the classroom: Integration of educational technologies with face-to-face teaching
Table Leaders: Jane Taylor
Abstract: The effectiveness of the flipped classroom (FC) approach depends on the integration of educational technologies into course design and delivery. This approach adopts constructivist learning principles and is increasingly used in higher education to respond to the need for greater flexibility and use of technologies in the design and delivery of program and courses. The FC comprises weekly pre-class learning activities, face-to-face (F2F) workshops and tutorials, and extension online resources. Educational technologies are used to facilitate pre-class activities to engage students in course content prior to F2F interactions which then focus on further exploring concepts through group learning activities. Learning facilitators support student application of course concepts to assessment in tutorials and through extension resources. Each stage scaffolds students’ current understanding and increases cognition levels they are required to apply. The academicians trialled the FC in Semester 1 2013 with the support of the Instructional Designer. They focused on developing their knowledge and confidence in transitioning from a traditional to a flipped teaching approach, and developing their skills in a broader range of educational technologies such as lectures, quizzes, etc. The academicians are continuing to utilise the FC in their Semester 2, 2013 course and evaluating the impact of such an approach students engagement in learning. Critical reflection by the academicians on their teaching approach transition, including the enhanced use of technologies, has been both rewarding and challenging. We would like to share these learnings was well as the future possibilities with others considering a similar venture.

Informal Table Discussion T.3 12pm
USC Spaces
Table Leaders: Ruth Greenaway
Abstract: Pedagogical change is a key factor in engaging students and promoting a learner-centred environment. Such change is facilitated in spaces where both academicians and students optimise the perceived and actual affordances of the space. Affordances such as space to move, flexible furniture and technological resources contribute to pedagogical change. This discussion offers opportunities to gain knowledge of the affordances in new and refurbished spaces, to share how you have used space in various ways on campus and to hear how others are using space in innovative ways in their classrooms. Various classroom configurations will be explored using urban planning mapping tools and/or building blocks.
ABSTRACTS (continued)
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WEDNESDAY 28 AUGUST
Presentation Session 2: 2–4.30pm  Library Seminar Room

PRESENTATION: 2.1
Participative Action Learning Action Research (PALAR): Blending Teaching and Research
Presenters: Dr Leone Cameron
Abstract: In this presentation - I will be sharing my experiences of the use of Participative Action Learning and Action Research (PALAR). I have used PALAR with my third year students to assist them to develop skills that they will need to use in the workforce. This has been done by combining their learning and research skills using Professor Reg Revans’ action learning model. I will also demonstrate how PALAR has contributed to my own learning through teaching and research outcomes. Participatory Action Learning Action Research has provided the opportunity for the enhancement of student engagement and commitment (Cameron & Allen, 2012).

PRESENTATION: 2.2
Testing the effectiveness of Threshold Concepts Framework for students’ learning: a case study from the technology-dominated
Presenters: Sanjeev Kumar Srivastava
Abstract: In past few years, the Threshold Concepts Framework (TCF) has become a popular learning framework because it draws on a number of theoretical perspectives both from different learning theories and the ways students learn across a diverse range of disciplines. The initial phase of research on learning using the TCF emphasised on the identification of threshold concepts within disciplines. However, this emphasis is now increasingly shifting towards implementing TCF in learning activities; and subsequently measuring the effectiveness of TCF for students’ learning. This presentation will use a case study from an introductory course on geographical information systems (GIS) to showcase the implementation of TCF. GIS is an area which is broadly sub-divided into technological components mainly in the form of user-friendly software packages, a theoretical component that draws principles from a wide range of disciplines, and an application component. These facilitate GIS’s application to numerous disciplines. Therefore, testing of TCF within this discipline represents the potential for the application of TCF to a broad variety of technology-dominated disciplines. The introductory GIS course utilises the TCF to design activities that engage students for learning. Moreover, the TCF is implemented in the assessment-feedback regimes of the course. Such implementation provide opportunity to measure the effectiveness of TCF for students’ learning that can be evaluated by measuring the level of disciplinary discourse demonstrated by students in their assessment tasks as well as by measuring students’ meta-learning capacity. This presentation will discuss the methodological challenges associated with measuring effectiveness of TCF for students’ learning.

PRESENTATION: 2.3
Engagement and Retention of First-Year Students (DVC’s commissioned grant project)
Presenters: Professor Marion Gray and Dr Anna Potter
Abstract: Student retention is an important issue for the university: from the aspect of loss of income alone it is $17,000 per year for an international student and $8,000 for each domestic student (Adams, Banks, Davis Dickson 2010). Krause, Hartley, James and McInnis (2005) report that more than one in four first year students in Australian universities seriously consider dropping out in their first year, while students who make a comparatively smooth transition to tertiary education and enjoy a positive first year experience are likely to have a higher quality tertiary experience over all (McInnis, James McNaught 1995; Krause et al. 2005). In order to support a University-wide, more cohesive approach to improving student retention this project explores, implements and evaluates three different engagement and retention strategies: delivered across 22 first year first semester courses or discipline/program areas during Semester 1 2013. These strategies were: monitoring student engagement with Blackboard and tutorial attendance, discipline/program specific staff mentoring, and academic planning sessions for students failing an early assessment. The aim of the project was to enhance the first year student experience, build capacity in students, improve academic performance, and increase retention of first year students directly involved in this project. Other aims were to raise the status of first year support strategies among academic staff and to provide evidence to support the implementation of a model of engagement Data collection included analysis of SIAU enrolment data, student grades, workbook evaluations, student surveys, student focus groups and staff focus groups. Preliminary findings are to be advised in presentation.

PRESENTATION: 2.4
Identification and definition of lexically ambiguous words in statistics by tutors and students
Presenters: Dr Peter Dunn and Alice Richardson, University of Canberra
Abstract: Lexical ambiguity arises when a word from everyday English is used differently in a particular discipline. As an example, when the word “significant” is used in statistics and research, the meaning is not the definition that is usually used in everyday English. This paper begins by identifying tutors’ perceptions of words that are potentially lexically ambiguous to students, in two different ways. Students’ definitions of nine lexically ambiguous words are also collected at the beginning and end of a semester of introductory statistics study, in a complex design taking account of multiple tutors and multiple words in multiple contexts. Tutor perceptions and actual student difficulties at the beginning of semester are compared. The lexical ambiguity associated with the word ‘significance’ is shown to be evident in students even after completing an introductory statistics course, though student do show an acknowledgement that the word has a technical meaning. This conclusion has implications for teaching statistical concepts at introductory level. We plan to develop tools to enhance students’ understanding of these lexically ambiguous terms, using technology-based solution suitable for inclusion in one online USC course and one blended-learning USC course in 2014.
PRESENTATION: 2.5

StatsCasts: supporting student learning of introductory statistics using screencasts

Presenters: Dr Peter Dunn, Christine McDonald, University of Southern Queensland, Birgit Loch and Vida Weiss, Swinburne University

Abstract: USC, like many Australian universities, has many students with weak quantitative (statistical and mathematical) skills entering university. In addition, many USC students are accepted from non-traditional, non-academic backgrounds. These students need access to additional, online structures to support these skills. However, USC, unlike almost all other Australian universities, has no dedicated mathematics or statistical support centre.

To provide students with the flexibility to receive statistical explanations whenever they like and wherever they are, we have produced StatsCasts: short, screen video recordings of statistical problem solving with narration. StatsCasts enable students to watch, online, targeted screencasts that connect new concepts with material they already understand. The StatsCasts give students the flexibility to watch an expert explain how to approach and then solve a problem, while having the ability to pause the recording when needed.

During Semester 1 2013, fifteen StatsCasts were developed covering topics that students usually struggle with, and aligned SCI110 Science Research Methods. The StatsCasts were evaluated (among other methods) using a short (voluntary) survey. Of the 221 responses, 217 (98%) rated the StatsCasts as “Very helpful” (85%) or “A little helpful” (13%).

StatsCasts are open educational resources under the Creative Commons licence, are peer-reviewed to ensure quality, are available for free; and are short. While other similar resources are available to students, only StatsCasts offer all these features. In addition, our StatsCasts are of direct relevance to USC students. StatsCasts will be utilised in one online USC course and one blended-learning USC course in 2014.
ABSTRACTS (continued)
Abstracts for all presentations included here in order presented.

THURSDAY 29 AUGUST
Presentation Session 3: 9.30am–12:40pm

PRESENTATION: 3.1
USC ePortfolio journey: Past, Present and Future
Presenters: Christine Slade, Keith Murfin, Michelle Gray and Gillian Hacking
Abstract: ePortfolios are increasing seen as a pedagogical tool to meet the external and internal needs of a higher education institution. ePortfolios ‘are repositories of digital written, visual and auditory artifacts created, stored and shared at the discretion of the learners’ (Slade & Readman 2013). How to approach the embedding of eportfolios can be a challenge in a changing institutional environment. In late 2012 C-SALT undertook a six month feasibility study to determine whether the university community value using ePortfolios for student learning. The predominant response came from academic staff in professional degree programs needing ways to evidence student competencies to external accreditation authorities. A range of other uses expressed by academic and professional staff illustrate the adaptability of an ePortfolio. The study resulted in a supported Early Adopter Phase in 2013 with two programs implementing ePortfolios and, depending on funding, a larger staged implementation process over the next three years.

This presentation aims to provide an overview of USC’s journey with ePortfolios over the past year and into the future, as well as briefly demonstrate features of the PebblePad software involved and its use within the University by our early adopter programs. There will be opportunity for questions from the audience.


PRESENTATION: 3.2
Blended Learning in Creative Writing
Presenters: Dr Paul Williams
Abstract: Courses at USC offer face-to-face instruction for creative writing, but students have often spontaneously added an informal blended learning component to this by initiating online writing workshops, where they submit and critique each other’s creative work. I have facilitated this activity in each course I teach using Blackboard’s discussion board. Students in SETAC evaluations are now calling for a more active and class wide participation in this activity as part of their coursework as they say it benefits them in their assignments. In this short presentation I wish to show how students (used to Facebook, blogging etc.) take naturally in their assignments. In this short presentation I wish to show how students (used to Facebook, blogging etc.) take naturally in their assignments.

PRESENTATION: 3.3
Blending and flipping the classroom with an off-the-shelf LMS: My Writing Lab(MWL) Global
Presenters: Dr Michael Carey
Abstract: This presentation discusses the use of an off-the-shelf solution called My Writing Lab (MWL) to provide instruction in English grammar. MWL is a Blackboard- based LMS developed by Pearson Education. It provides the range and depth of grammar content I require to run a flipped (or blended) classroom, whereby students practice English grammar through online consolidation activities before (or after) the lecture, allowing lecture and tutorial time to be spent on more interactive activities and drilling deeper into content. MWL is built on a staged content and assessment framework of “viewing, recalling, and then applying” repeated exposure to points of language in contextualised activities, with feedback after the recall and apply stages. To test MWL, I ran a pilot blended learning program with N=36 pre-service teachers, consisting of 10 hours of interactive lectures and additional online activities in MWL. The pilot revealed many problems with the reliability of the program’s interface and the accuracy of the linguistic content. These problems were fed back to the Acquisitions Editor at Pearson Education and were corrected through a research and development contract with Pearson Education to review the grammar section. Later research with a larger cohort (N=54) in my course EDU307 The English Language, revealed a statistically significant improvement in the participants’ language knowledge (tested pre and post program) and several benefits (elicited from a survey and interviews). Problems with adopting an off- the-shelf solution are also discussed as a warning to others who dare to flip and blend with a third party.

PRESENTATION: 3.4
Flipping the classroom – technological spin or pedagogic revolution?
Presenters: Julie Hanson
Abstract: Virtual Learning Environments (VLEs) play an important role in today’s teaching and learning in nursing. VLEs that invite students to interact with key concepts online prior to contact with other students and educators can better prepare students for focused learning with educators. Educators can then concentrate on applying the content to practice. Rather than students waiting to learn when they meet each other in the classroom, this style of teaching and learning flips things around. Students learn prior to, during and then following classroom interaction.

The aim of this presentation is to explain how I trialled flipping the classroom in a second year undergraduate nursing course for drug therapy at the University of the Sunshine Coast. The trial was underpinned by: blended learning principles, use of high quality sound recordings of lectures (e-Lectures) on foundational concepts and which students viewed prior to class, application of learning to clinical practice, repositioning the student-teacher interaction as dialogical rather than transmissional, preparing power-points to scaffold learning taking students from low-stakes activities such as quizzes, and peer discussion to high stakes activities such as final assignments.

Questions for discussion
• What is the impact of low-stakes activities on nursing students’ thinking, engagement and confidence in own learning?
• How do other educators approach the challenge of enticing students to learn prior to, during and beyond classroom encounters?
PRESENTATION: 3.5

AsiaBound. An international study tour model for the application of practice-based and blended learning in creative advertising.

Presenters: Associate Professor Rod McCulloch

Abstract: As learning and teaching strategies change, one contemporary view is to prepare students for effective participation in professional practice. Within the School of Communication, the focus is on the blending of learning practices in the classroom, online and through engagement with the physical context in which professional practice occurs to help equip students with the skills, attributes and competencies for the real-world environment. One example is the 2013/14 AsiaBound International Advertising Industry Study Tour. Funded jointly by the USCI GO Program and the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE), the tour is predicated on the notions of ‘the world as a classroom’ and provides an opportunity for second year creative advertising students to travel to Singapore to engage with a number of the region’s most influential creative, strategic and digital advertising and marketing communication agencies. Based on the successful 2012 New York Advertising Industry Study Tour, AsiaBound requires students to apply competitively to participate. On their return they are required to develop a reflective journal of their experiences which is then made available on Blackboard, as well as a presentation to the University student cohort. The study tour is a credited course within the Bachelor of Communication. This paper examines the blended learning strategies employed in the preparation of graduates for the challenges of professional practice, seeking to identify the pedagogical practices that naturally connect learning to authentic activity, context and culture as employed in curriculum development, delivery and the evaluation of student learning.

PRESENTATION 3.6:

Assistive technology for students with disabilities

Presenters: Jeff Souter, Project Manager for the More Support for Students With Disabilities Assistive Technology Project being conducted by Education Queensland.

Abstract: This presentation will address the following

- Needs of students
- Challenges for students with needs
- Universal Design approach to learning
- Common needs for students enrolled in tertiary education
- Examples of technology that can be used to enhance the capacity for students to engage in blended learning.

THURSDAY 29 AUGUST

Presentation Session 4: 2pm–3.40pm Library Seminar Room

PRESENTATION: 4.1

‘AnswerGarden’: Online Propagation

Presenters: Tim Strohfeldt

Abstract: AnswerGarden (answergarden.ch) is a freely available website that generates collaborative word clouds. This presentation will introduce AnswerGarden and demonstrate two simple ways that it can be used during lectures or through Blackboard. The first engages critical thinking in students and delivers formative feedback to the lecturer or tutor. The second is a brainstorming activity that provides alternative benefits to traditional questioning methods.

PRESENTATION: 4.2

Mobile Data collection for feedback in Work Integrated Learning (WIL) courses PART 2*

Presenters: Chris Dann, Beverly Lowe and Elizabeth Toohey

Abstract: One of the most demanding tasks faced by teacher educators and mentors is providing on-going, immediate and high-quality feedback for students during their professional learning (Debuse, Lawley and Shibl, 2008). This results in limited opportunities for formative assessment that benefits the students as they move through their practicum experience. This workshop is in two parts. Part 1 explores the opportunities and impact of a purpose-built website application that manages communication between pre-service teachers, university academics and site supervisors. The workshop will also show how users accessed the system when it was video-enabled and discuss opportunities for further use of the system. Session two will take participants through a process that takes criteria for WIL course components and prepares them for the tracker tool. Participants who bring their course outlines and web enabled tablets or PC will be offered the opportunity to develop a WIL feedback tool for their students and supervisors.

* NOTE: Part 1 will be held on Tuesday at 2pm.

PRESENTATION: 4.3

Blended Learning enhances student preparedness

Presenters: Eleanor Horton, Lucy Sargent and Bronwyn Doyle

Abstract: At USC, funding made available by Health Workforce Australia, enabled a project to be developed and completed in 2012. Community engagement activities informed development of blended learning resources (vodcasts, online quiz and certificate) accessible by students before clinical placement, thereby facilitating student preparedness for real world experiences.

Many nursing degree programs maintain a Primary Health Care (PHC) element with community focus as part of a curriculum addressing the theoretical elements. At the University of the Sunshine Coast the nursing program incorporates a community focus combining theory with a practical placement. This approach exposes students to rewards and challenges in PHC, encouraging students to consider future professional positions in community settings. Recently, Federal Government policy has made a strong
commitment to PHC. However, supporting this at tertiary education level in the current neoliberal economic climate is challenging. Furthermore, research in teaching supports the implementation of authentic learning, underpinning student learning needs to be aligned to the reality of the experience they are currently being prepared for. This project enhanced student learning using blended learning tools informed by industry partners and supported community engagement with a focus towards student preparedness for professional practice. This was achieved by utilising blended learning tools which supported active learning techniques, prompt feedback, time on placement and communicated high expectations of clinical outcomes to students. An additional benefit of using blended learning resources was alignment of student experience with the University’s Graduate Attributes and Standards.

PRESENTATION: 4.4

Play while you learn spatial planning principles: the application of interactive multi-touch table technology

Presenters: Dr Nicholas Stevens; Mr Ben Rolfe; A/Professor Johanna Rosier; A/Professor Christian Jones; Dr Uwe Terton

Abstract: This 2013 Exploratory Learning and Teaching Grant project brings together two innovative and successful USC projects: the board game, ‘Design your ultimate suburb’ and the Engage Lab’s interactive mapping table. The resulting ‘serious’ game will provide prospective and current students with the skills and attributes to interpret and engage with the multidisciplinary nature of regional and urban planning. An interactive, multi-touch table allows teams of students to simultaneously collaborate on the application of spatial planning principles to deliver sustainable urban and regional communities. This process provides many opportunities for ‘deep learning’ around economic, environmental, and social parameters and interactions, which are central to the development of modern communities. This is the first ‘fit for purpose’ teaching and learning game for regional and urban planning.

ABSTRACTS (continued)
Abstracts for all presentations included here in order presented.

FRIDAY 30 AUGUST

Interactive workshop 10am–12nn Library Seminar Room

Activity and student-centred learning – welcome to a flipped classroom
An interactive workshop based on the work of Eric Mazur

Presenters: Terry Lucke and Ulrike Keyssner

We have been experimenting with the design and teaching aspects of a ‘flipped classroom’ approach, as have several other staff in FoSHEE last semester. Feedback from students’ expressed high levels of satisfaction with their learning experience in the flipped class. Lecturers say they will not return to their old method of teaching (based on the lecture), as their personal teaching experience was more engaging. The flipped classroom uses a blended approach to learning. Key content and concepts are delivered online before the scheduled class time. Class time is now available for students to engage in peer learning activities that are designed to help them develop their problem solving and meta-cognitive skills, beyond that feasible when studying independently. Students have many more opportunities to ask questions, experiment with their peers, and get it wrong without high-stakes consequences. This workshop approach to learning does not depend on technology for it to be implemented as it predominantly uses team and project-based approaches to problem-based learning, but there are technologies that enhance this interactivity. To illustrate this key component of the flipped approach, this presentation highlights an activity used in a recent presentation by Harvard Professor, Eric Mazur, who has been using the flipped approach for nearly twenty years. He focuses on active learning through peer instruction during class time and believes the success of online and in-class learning is the facilitation of instantaneous feedback, for both teacher and student (2013). Several technologies provide instant feedback to instructors but Mazur has developed a cloud-based program that also helps students to engage more effectively with their peers by using learning analytics. This presentation discusses the main aspects of the flipped classroom and recreates a version of Mazur’s workshop (delivered in June 2013) that shows how some of these new technologies (based on Wi-Fi access and mobile computing) can increase student learning and interactions. The combination of the flipped class approach, learning analytics, and mobile computing will increasingly dominate learning and teaching over the coming years (Horizon Report, 2013: Educause, 2013). These approaches centre the primary focus of learning on what the student does, not the teacher.