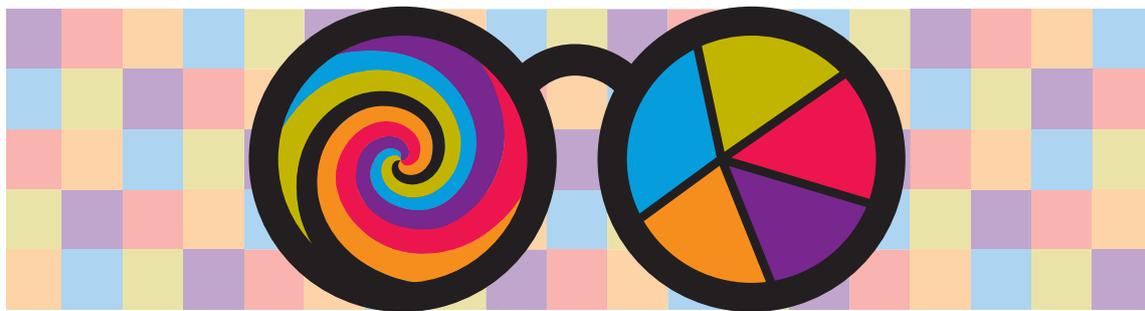# 2015 PROGRAM

Teaching Visions

See teaching in new ways

2015 Learning & Teaching Week 14 –18 Sep

Centre for Support and Advancement of Learning and Teaching (C~SALT)

Phone: +61 7 5456 5126 | email: ltweek@usc.edu.au

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University of the **Sunshine Coast**

PROGRAM OVERVIEW

	MONDAY 14 SEPTEMBER	TUESDAY 15 September	WEDNESDAY 16 September	THURSDAY 17 September	FRIDAY 18 September
MORNING	9:30am–12pm **Masterclass Workshop 1** **What's your vision? Getting the balance right in blended learning** Shirley Reushle, USQ Max Mitchell, USC ➔ E2.24-25	10am–12pm **Presentation Session 2** ➔ E2.24-25	10am–12pm **Presentation Session 4** ➔ E2.29	10am–12pm **Presentation Session 6** ➔ E2.24-25	9am–12:30pm **OLT Workshop** Assessment design for learning Romy Lawson, UoW ➔ E2.24-25
			Showcase Day Rotating Tours ➔ Vis Studio, ELH, H2		
			10am–3pm **Visualisation Colloquium** ➔ Vis Studio, ELH, H2		
			12-1pm **Executive All Staff Presentation** ➔ LT7		
LUNCH					
AFTERNOON	2–4.20pm **Presentation Session 1A** ➔ E2.24-25 2–4pm **Presentation Session 1B** ➔ E2.29	2–4pm **Presentation Session 3** ➔ E2.24-25	2–4pm **Presentation Session 5** ➔ E2.24-25	2–4pm **Masterclass Workshop 2** **Transforming learning and teaching: enacting a vision** Robyn Brandenburg, Federation University ➔ Collaboration Studio, ELH, H2	1–3:30pm **OLT Forum** Benchmarking for improved outcomes Retha de Villiers Scheepers, USC ➔ E2.24-25
EVENING				4pm **Teaching Visions Twilight Reception** ➔ Ground Floor, ELH, H2	

2015 Learning and Teaching Week Theme:

Teaching Visions

See teaching in new ways

LTWeek celebrates our quality learning and teaching practice, and fosters professional learning, inspiration and exploration through provocative presentations and discussions. The goal for the week is to offer a range of idea-focused formats to generate or extend the theme of 'Teaching Visions: see teaching in new ways'.

This theme encompasses teaching innovations like: visualisation and simulation, active learning and teaching, critical thinking and developing academic skills for learning, using technology in new ways- online collaboration tools, approaches like flipped classroom and utilising Bb+ elements to renew and revitalise course delivery.

'Teaching is creative, intellectually challenging and rewarding'

One of the best ways to get ideas and inspiration is to learn from others. LTWeek gives you the opportunity to share your good practice and learn from others who bring ideas into fruition.

ACKNOWLEDGEMENTS

We would like to thank the 2015 LTWeek Reference Group and the C~SALT Convening Group for their time and effort preparing for 2015 LTWeek. We also acknowledge the help and support of many other sections of the University in staging this week of special events.

LTWEEK REFERENCE GROUP

Fiona Pelly; Wayne Graham; Nicholas Stevens; Glyn Thomas; Cindy Davis; Graham Ashford; Michael Christie; Kelly Chambers; Kelley Burton; Sam Edwards; Florin Oprescu; Rebecca McNeil; Irene O'Leary; Margarietha Scheepers; Marguerite Westacott; Dyann Ross; Terry Lucke; Jane Taylor; Jennifer Rowe

LTWEEK CONVENING GROUP

Caroline Cottman, Amy Paterson, Charlotte Wormington, Goksu Dines, C~SALTers, Room Bookings, Facilities Management.

DETAILS OF PRIZES

- Overall People's Choice
- Best presentation from FAB and FoSHEE

The LTWeek prizes will be awarded at the **Teaching Visions Twilight Reception** on Thursday **17 September**.

Enjoy the week and we hope you create opportunities for many stimulating and productive conversations about teaching and learning. May 2015 LTWeek presentations and activities prompt you to consider how you might enhance our students learning experiences and add to your own journey as teachers and learners.

Kylie Readman and the C~SALT team

CONTENTS

MONDAY 14 SEPTEMBER

Masterclass Workshop 1:   9.30am–12pm   Location: E2.24-25

TIME	SESSION	
9.30am–12pm	What's your vision? Getting the balance right in blended learning	Shirley Reushle, Max Mitchell

Presentation Session 1A: 2–4.20pm   Location: E2.24-25

TIME	SESSION	PRESENTERS
2pm	Blended learning: A new vision for learning and teaching	Anita Hamilton, Dyann Ross, Irene Visser, Kelley Burton, Uwe Terton, Wayne Graham
2.20pm	Leading into the future: engaging with emerging academic leaders	Kylie Readman
2.30pm	CommUniTI - a shared vision for teaching and learning at Gympie campus	Michael Christie, Ruth Greenaway, Sharn Donnison, Rosemary Horn, Graham Young, Sorrel Penn-Edwards
3.10pm	Peer review - a vision for collaborative learning in Masters courses	Michael Christie
3.30pm	From vision to reality: 10 tips for activating learning	Stephanie Menzies, Kairen Call
3.50pm	Growing transdisciplinary connections: creating a learning resource for students in health and early childhood education programs	Ali Black, Margaret Barnes, Avril Rose, Penny Harrison and Goksu Dines
4.10pm	Impact of a flipped classroom (FC) approach in higher education on students' engagement in self-directed learning: A pilot study	Jane Taylor, Mary Kynn, Julie-Anne Foster, Kara Lilly

Presentation Session 1B: 2–4pm   Location: E2.29

TIME	SESSION	PRESENTERS
2.00pm	Visions of embedding Aboriginal and Torres Strait Islander knowledges and perspectives into the curriculum	David Hollinsworth (facilitator), Rachel Reed, Ann Robertson, Melanie Syron, Justine Grogan, Vinnie Kinchela
2.40pm	Foundations of technology for healthy living: development and implementation of an online unit	Stuart Smith, Matthew Schmidt
3:00pm	Influencing regional students' experiences in new ways	Karen Nelson, Kylie Readman

TUESDAY 15 SEPTEMBER

Presentation Session 2:   10am–12pm   Location: E2.24-25

TIME	SESSION	PRESENTERS
10am	PebblePad in practice - ePortfolio examples and experience	Christine Slade, Priscilla Trahar
10.20am	My very own lecture theatre: teaching a live lecture with online technology	Cindy Davis
10.30am	Experienced based learning through company consultancy projects	Florian Reidmueller
10.50am	The Moving Feast as an outdoor learning space	Judith Maher, Marie Bridgman, Hattie Wright

TUESDAY 15 SEPTEMBER (continued)

Presentation Session 2: 10am–12pm Location: E2.24-25

TIME	SESSION	PRESENTERS
11.10am	Enhancing the reflective practice of first year law students using blended learning simulations in the USC moot court	Kelley Burton, Florin Oprescu, Gwynn MacCarrick, Peter Grainger
11.20am	Immerse yourself - bringing field work into the classroom using immersive technology	Vikki Schaffer
11.30am	Trials and tribulations of students writing their own textbook	Helen Fairweather

Presentation Session 3: 2–4pm Location: E2.24-45

TIME	SESSION	PRESENTERS
2.00pm	Combining smartphone quizzes with software learning management systems	Florian Reidmueller
2.10pm	Using impact evaluation to evidence the achievement of nursing student capabilities for graduate practice	Amanda Henderson, Jennifer Rowe, Deborah Hitchen-Holmes, Eleanor Horton
2.30pm	The journey to become social workers – a community development approach to supporting international students' social well-being, learning outcomes and retention at USC	Tina Lathouras, Carey Shaw
3.10pm	Using Facebook: the parallel classroom	Paul Williams, Ginna Brock
3.30pm	What's climate change got to do with the courses I teach? Seeing the arts and science of climate change in USC classrooms	Noni Keys, Helen Fairweather, Claudia Baldwin and others

WEDNESDAY 16 SEPTEMBER

Visualisation for Learning and Teaching Colloquium: 10am–3pm
Location: Vis Studio Engineering Learning Hub (ELH), H2

Presentation Session 4: 10am–12pm Location: E2.29

TIME	SESSION	PRESENTERS
10.00am	Moving forward – more perspectives on integrative practice	Jane Taylor, Mary Kynn, Julie-Anne Foster, Hattie Wright
10.40am	Experiential entrepreneurship: a learning model to enhance graduates' career management skills	Retha de Villiers Scheepers, Renee Barnes
11.00am	TBA	TBA

Executive All Staff Presentation: 12-1pm Location: LT7

TIME	SESSION	PRESENTERS
12pm–1.00pm	The critical issue of student engagement	Karen Nelson - PVC (Students)

WEDNESDAY 16 SEPTEMBER (continued)

Presentation Session 5:   2–4pm   Location: E2.24-25

TIME	SESSION	
2.00pm	The seven NVivo steps that equip HDR students with the skills to achieve a timely and effective literature review	Maureen O'Neil, Florin Oprescu
2.20pm	Immersed in design: using the Immerse Lab to enhance comparative learning and visualise design solutions. **To move to Immerse Studio E1**	Lisa Chandler, Alistair Ward
2.40pm	Hands on history at USC	Marcus Bussey
3.00pm	Using Nominal Group Technique to improve paramedic curriculum	Nigel Barr, Matthew Lane, Bill Lord
3.20pm	Examples of quizzing and polling in an integrated classroom; looking through the lens of a student and what it means for you.	Mary Kynn
3.40pm	Using enterprise tools and technologies for teaching to create highly relevant business graduate attributes.	Robert Ogulin

THURSDAY 17 SEPTEMBER

Presentation Session 6:   10am–12pm   Location: E2.24-25

TIME	SESSION	PRESENTERS
10.00am	We have to make our own slides?	Michele Verdonck
10 .20am	The PopUp SQuAD - just in time support for first year science courses	Ann Parkinson
10.40am	"My Learning Journey": A whole program approach to using PebblePad to track learning & build evidence of competence for entry to practice	Anita Hamilton, Priscilla Trahar, Heidi Miller, Angela Hansen
11.20am	Tiered learning space - EG18: what the photos say	Michele Verdonck, Ruth Greenaway, Ann Kennedy-Behr
11.30am	Ballooning brain cells	Tamara De Regt
11.40am	Train and Sustain: A model of quality supervision in WIL	Fiona Pelly, Judith Tweedie
12pm	CRISIS? WHAT CRISIS? Enhancing the paramedic pedagogical toolkit through immersive simulation. **To move to Immerse Studio E1**	Julie-Anne Foster, Wendy Chalmers, Sondra Smit

Masterclass Workshop 2:   2–4pm   Location: Collaboration Studio, ELH, H2

TIME	SESSION	PRESENTERS
2- 4pm	Transforming learning and teaching: enacting a vision	Robyn Brandenburg

LTWeek Twilight Reception: 4–5.30pm   Location: Engineering Learning Hub, ELH, H2

FRIDAY 18 SEPTEMBER

OLT Sponsored Workshop and Forum: 9am–3.30   Location: E2.24-25

TIME	SESSION	PRESENTERS
9am – 12.30pm	WORKSHOP: Assessment design for learning	Romy Lawson, University of Wollongong
1 – 3.30pm	FORUM: Benchmarking for improved outcomes	Retha de Villiers Scheepers, USC and Romy Lawson, UoW

HIGHLIGHT EVENTS

MONDAY 14 SEPTEMBER

Masterclass Workshop 1
9:30am–12pm
Location: E2.24-25

What's your vision?
Getting the balance right in blended learning

Associate Professor Shirley Reushle, USQ and Maxine Mitchell, USC

Abstract: This masterclass takes a collaborative approach to explore teachers' visions about ways of finding the balance when designing for flexible, technology-mediated learning opportunities. Designing for deep engagement calls into question not only learners' motivations but the desires of teachers, all of which may act as enablers or inhibitors to promote meaningful learner-to-learner, learner-to-technology, and learner-to-teacher interactions. The masterclass will invite participants to share their expertise, consider good practice design principles, and explore current and future directions to construct your vision for getting the balance right.

Biographies: Associate Professor Shirley Reushle, Deputy Director of the Australian Digital Futures Institute, University of Southern Queensland.

Shirley's principal research interests are in digital communities, online pedagogy and technology enhanced learning spaces.

She has taught online in Higher Education for fifteen years and her doctoral research was in transformative approaches to professional development for online educators. Shirley has also held the positions of Senior Lecturer in Online Pedagogies in the USQ Faculty of Education and Principal Advisor, Learning and Teaching, with the USQ Division of ICT Services.

She regularly consults and conducts workshops in designing and facilitating online learning and has authored and co-authored articles on the future of Higher Education, transformative learning, online learning design and the creation and evaluation of learning spaces.
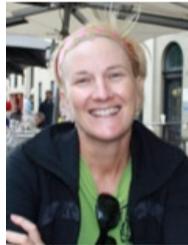
Maxine Mitchell is an Academic Developer with USC's Centre for Support and Advancement of Learning and Teaching (C-SALT).

Maxine has worked in the higher education sector for the past 16 years across a range of central units responsible for the strategic direction, management, development, implementation and evaluation of learning and teaching. Paralleling this time Maxine has taught in a range of higher education contexts from large first year undergraduate foundational courses to professional learning courses and workshops for academic and academic support staff.

Since 2006, Shirley and Maxine have worked together to create a range of collaborative and engaging context specific partnerships to optimise the affordances of digital technologies for a blend of learning experiences.

WEDNESDAY 16 SEPTEMBER

Visualisation for Learning and Teaching Colloquium
10am–3pm
Location: Vis Studio, ELH, H2

This is a special event of 2015 LTWeek aimed to establish an Australian community of academics and specialists who are interested in effectively using 3D and immersive visualisation in learning and teaching.

The Colloquium will feature key provocateurs:

Nathan Bailey, Director and Chief Simplifier, Simplify Solutions Associate Professor Michel Sankey, Director Learning Environments and Academic Services Division, University of Southern Queensland with focussed discussions on teaching and learning, educational design and supporting technologies.

HIGHLIGHT EVENTS

THURSDAY 17 SEPTEMBER

Masterclass Workshop 2
2–4pm
Location: Collaboration Studio, ELH, H2

Transforming learning and teaching: enacting a vision

Associate Professor Robyn Brandenburg , Federation University

Abstract: How do university educators transform learning and teaching and in what ways can a vision be enacted? In this interactive workshop, Robyn will present an overview of the current challenges that regional universities experience as new learning and teaching platforms and approaches become embedded in practice. Who are our students? Are they clients, consumers or customers? How do we successfully cater for all students' learning and teaching needs? This interactive workshop will focus on individual learning and teaching approaches and participants will be introduced to reflective strategies and feedback 'tools' (including Assumption Hunting, Visual Representation, Roundtable Reflective Inquiry, 'freewrites' and critical incident analysis). Robyn will also share a successful approach to enacting a vision based on the pursuit of quality learning and teaching in Higher Education. The book, *Pedagogies for the Future* (2013) was the result of a team of educators coming together to discuss ideas, innovations and possibilities for transforming learning across multiple disciplines. The process, participants and the product will be discussed, as will the challenges and rewards linked to the process of establishing a community of scholars in a University context.

Biography: Associate Professor Robyn Brandenburg (Faculty of Education, Federation University Ballarat)

Associate Professor Robyn Brandenburg is a teacher-educator researcher in the Faculty of Education, Federation University Ballarat, Victoria. For the past 15 years she has taught Mathematics Education and Professional Experience Courses in the Bachelor of Education and student and teacher learning are at the core of her work. Using Self-Study methodology to research her teaching practice, she has published widely and is nationally and internationally renowned for her work in reflective practice and student feedback and evaluation.

Her books, *Powerful Pedagogy* (2008) and P*edagogies for the Future* (2013) have been acclaimed by her peers. Robyn developed and integrates Roundtable Reflective Inquiry into her teaching - a reflective approach to learning based on the structured examination of experiences. She has led education research projects and used both qualitative and quantitative methodologies. She has received many awards for her teaching and research, including the Monash University Jeff Northfield Memorial Award for Excellence in Teacher Research (2010), a University of Ballarat Vice-Chancellor's Citation for Outstanding Contribution to Student Learning (2009), the Vice Chancellor's Award for Teaching Excellence (2011) and an ALTC National Citation for Outstanding Contributions to Student Learning (2010). In 2013 she was awarded an Office for Learning and Teaching National Teaching Excellence Award.

The Teaching Visions Twilight Reception follows this masterclass workshop
Location: Ground Floor, ELH, H2

OLT DAY - ASSURING LEARNING

FRIDAY 18 SEPTEMBER

OLT Workshop -Assessment design for learning
9-12:30pm
Location: E2.24-25

OLT Forum – Benchmarking for improved outcomes
1-3:30pm
Location: E2.24-25

Assuring learning – activities sponsored by the Office for Learning and Teaching OLT

Associate Professor Romy Lawson

Abstract: Following the success of the OLT Strategic Priority Project - *Hunters and Gatherers: Strategies for Curriculum Mapping and Data Collection for Assuring Learning* (see assuringlearning.com) – University of Wollongong, University of the Sunshine Coast & University of Technology Sydney have teamed up for an OLT Extension Project - *Gathering valid data for quality enhancement: assessing, reviewing, benchmarking & closing the loop for assurance of learning in regional universities* (see quality enhancement).

This hands on workshop will focus on designing assessments to assure degree level learning outcomes. It will provide an opportunity to examine your current practice; to discuss challenges and solutions; and to showcase good practice.

The workshops is ideal for those who coordinate degrees; has an academic leadership role in their faculty or for anyone with an interest in assessment design.

Biography: Associate Professor Romy Lawson, Director, Learning, Teaching and Curriculum, University of Wollongong

Romy has been involved in teaching and learning in higher education for over 20 years in both the UK and Australia. She led the National OLT Strategic Priority Project - Hunters & Gatherers: Strategies for Curriculum Mapping and Data Collection for Assurance of Learning, and was a team member for ALTC projects: Embedding Professionally Relevant Learning in Business Education; and Facilitating staff and student engagement with graduate attributes in Business Faculties. She is delighted to have this opportunity as a National OLT Teaching Fellow to continue her work in assurance of learning, examining practice from the academics perspective .

Benchmarking for improved outcomes

Facilitator: Dr Margarietha de Villiers Scheepers, School of Business, USC

Abstract: This forum provides the opportunity for course, program coordinators and academic leaders to share and learn benchmarking best practice for improved student outcomes. This forum will share assurance of learning findings and showcase good practice examples of benchmarking in higher education.

Audience: Academic Leaders, Program Leaders and Coordinators, Course Coordinators

Biography: Dr Retha de Villiers Scheepers teaches in entrepreneurship and innovation management at USC at the undergraduate and post-graduate level. She believes in teaching entrepreneurship in an experiential fashion and is passionate about the power of education to transform people's lives. The recent Multi-disciplinary experiential entrepreneurship model (MEEM) grant project, in collaboration with Renee Barnes and Uwe Terton at USC has spawned five start-ups, with four of these ventures being awarded in different entrepreneurship events.

Retha volunteers in the Sunshine Coast start-up community as a Startup Weekend organiser and #SiliconCoast facilitator, creating opportunities for entrepreneurial students to extend their network, share and grow their start-ups and meet like-minded individuals.

Retha's main research interests are related to the entrepreneurial experience within startups and existing organisations. She tackles research questions like: How are entrepreneurial communities formed? How do entrepreneurs make decisions to co-create the future with others? What factors trigger innovation and entrepreneurship within firms?

ABSTRACTS — FOR PRESENTATION SESSIONS

Monday 14 September

Presentation Session 1A
2-4.20pm
Location: E2.24-25
Chair: Graham Ashford

Blended learning:
A new vision for learning and teaching

Anita Hamilton, Dyann Ross, Irene Visser, Kelley Burton, Uwe Terton, Wayne Graham

Time: 2-2.20pm

Abstract: Blended learning has been defined as "the fusion of educational technologies and teaching in physical and virtual environments to enhance the student learning experience" (USC Blended Learning Strategic Plan 2014-2016). Two of the key strategic intentions that were formulated as part of the strategic planning process are (i) to demonstrate an increase in the adoption of blended learning as a core teaching approach at USC, and; (ii) to create greater consistency of student experience across courses and programs as a result of using blended learning [practices]. To enable this, a group of Blended Learning Academics was formed to represent each School at USC. Plans for each School were developed in association with Heads of School and are now in the process of being implemented. This presentation provides a review of progress to date and proposed next steps.

Leading into the future: engaging with emerging academic leaders

Kylie Readman

Time: 2.20-2.30pm   Pecha Kucha

Abstract: This presentation reports on an innovative approach to learning and teaching leadership development that tests and further develops Engestrom's (2001) expansive learning framework. Expansive learning is a contemporary learning framework designed to support participants in collectively solving complex problems that they define and resolve as they work together. The study that is reported utilised expansive learning as the basis of a formative intervention which involved 15 emerging leaders who worked in pairs or groups of three to lead a range of learning and teaching innovations within their local work context. Participants regularly came together for Leadership Laboratories to learn by sharing, analysing and expanding their existing activities and proposing new models to continue to develop their learning and teaching leadership in their specific work contexts. The project's outcomes have implications for the emerging leaders, other staff, the University and the sector in terms of the difference the project has made to the work of the emerging academic leaders and how the outcomes can inform future approaches to learning and teaching leadership development.

CommUniTI - a shared vision for teaching and learning at Gympie campus

Michael Christie, Ruth Greenaway, Sharn Donnison, Rosemary Horn, Graham Young, Sorrel Penn-Edwards (Griffith)

Time: 2.30–3.10pm   Discussion Session

Abstract: In our discussion we will canvass views of how to best recruit and retain students at USC, and in particular Gympie campus, by envisioning ways of truly supporting students in all phases of the university experience. Our focus for the discussion will be on the first year experience but welcome insights from other phases. We want you to tell us how you administer and teach, facilitate learning and provide support, so that your students gain the confidence needed to develop their capacity for learning and reach their true potential.

Considerable research has been undertaken on the First Year in Higher Education Experience (FYHE) over the past 40 years with a currently recognized emphasis on the "importance and centrality" of the transition experience to undergraduate student success in tertiary studies (Nelson, Smith & Clarke, 2012, p. 185). How this transition experience has been thought about and realized has evolved from first generation co-curricular approaches to second generation curricular approaches and finally to a third generation approach where transition strategies and support measures are deemed the responsibility of the whole-of-institution (Kift, Nelson, & Clarke, 2010). In our latest publication, we proposed a fourth generation approach to the FYHE where university-community partnerships, specifically, those involving the wider social/civic community, have an integral part in the student's transition (Penn-Edwards & Donnison, 2014).

This fourth generation approach is characterized and driven by a social and civic "Community of Practice" (CoP) (Wenger, 1998) that acknowledges, amongst other premises, that the first year undergraduate's transition is enhanced when the student is validated through an "enabling, confirming and supportive process initiated by in- and out-of-class agents that foster academic and interpersonal development" (Rendón, 1994, p. 44). Central to our fourth generation approach is a Community of Practice. A CoP consists of a group of people who engage in collective learning to develop a repertoire of practices about things that matter to them (Wenger, 1998).

It is characterised by three concepts: a domain of shared interest with community members having a commitment to the joint enterprise; a community where members develop relationships through engagement in shared activities, discussions, and information; and a practice where those involved in the community "develop a shared repertoire of resources:

ABSTRACTS — FOR PRESENTATION SESSIONS

Monday 14 September

Presentation Session 1A (continued)
2-4.20pm
Location: E2.24-25
Chair: Graham Ashford

experiences, stories, tools, ways of addressing recurring problems—in short a shared practice" (Wenger, 2011, p. 2).

While there are no particular established projects that replicate this proposed project there are previous projects that inform it. For example, the Teaching and Support of Students from Low SES Backgrounds project (Devlin, Kift, Nelson, Smith & Mckay, 2012) focused on providing teaching and support strategies for students from low SES backgrounds (similar to the student body at Gympie campus). They advise that institutions should actively foster opportunities for students' families and communities to engage with the institution. The project that forms the basis of this discussion forum for Teaching and Learning week, 2015, is lead by Dr Sharn Donnison. Member of the team include, Michael Christie, Ruth Greenway, Graham Young, Sorrel Penn Edwards and Rosemary Horn.

Peer review - a vision for collaborative learning in Masters courses

Michael Christie

Time: 3.10-3.30pm

Abstract: This presentation reports on a project that has run from the start of 2014 until July 2015. The aims of the project were perhaps over ambitious given the level of funding and the fact that it involved international collaboration. In the project proposal, we (Christie, Simon and Heck) sought to build on, formalize and research international cooperation between staff and students engaged in a similar suite of Master of Education research courses at the School of Education , FoSHEE, University of the Sunshine Coast (USC), Australia, and Fredonia College of Education, State University of New York (SUNY), USA. The project aimed to investigate, implement and evaluate the ways in which student learning and beginner researcher skills can be promoted via asynchronous, online feedback on project planning, data collection, analysis, presentation and written reports. A cohort of USC Master of Education students peer reviewed the drafts of reports submitted by students from SUNY, and vice versa.

The planned outcomes were an increase in students' ability to plan, implement, review and disseminate the results of a master's research project, an increase in international networking at student and staff levels; an increased awareness of the impact of cultural diversity on research; and the benchmarking and dissemination of best practice in Master's courses. The project was designed to assist students to not only become knowledgeable in planning research but also effective in undertaking ethically approved investigations and reporting on their draft results, both verbally and in writing, to a supportive group of international peers.

Following a visit to Fredonia in mid 2014 it was decided that the larger project be broken into three smaller ones. Christie focussed on the use of peer review in the feedback that was given to oral presentations; Simon focused on how peer review could improve leadership courses; and Heck made use of short online videos as a means of getting students to understand each others project and provide peer reviews online for them. Fredonia was never funded and unfortunately the international aspect of the project did not eventuate in the way we had hoped. Despite this the relationships have been strengthened and there is an exchange of undergraduate students planned and two Fredonia researchers have collaborated on publications, one of which is already accepted and one that is ready for submission.

Many of the key intended project outcomes have been achieved, namely:

1. The enhancement of student learning and motivation in the Master of Education research methods courses at USC.

2. Assuring quality in the Master of Education research and development projects undertaken by students at USC via peer review of final drafts of such projects and project proposals.

3. An exchange of knowledge and skills between USC and Fredonia scholars on the topic of online peer review.

4. An evaluation of the impact of Blended Learning pedagogy at both institutions.

5. A scholarly report that can be used as a basis for spreading new ways of envisioning learning in postgraduate courses at USC.

From vision to reality: 10 tips for activating learning

Stephanie Menzies, Kairen Call

Time: 3.30–3.50pm

Abstract: Kairen and Steph firmly believe that learning in a tertiary institution can be fun, engaging and stress-free, both for the student and for the teacher. They both like to establish a sense of 'equality' in their lectures, where the student's role as a learner and their role and responsibility as educators are valued equally. Kairen and Steph feel most comfortable working under a 'respects, rights and responsibilities' framework built from the Universal Declaration of Human Rights and naturally view higher education through this lens. Their approaches to Learning and Teaching reflects their commitment towards this philosophy

ABSTRACTS (continued)

Monday 14 September

Presentation Session 1A (continued)
2-4.20pm
Location: E2.24-25
Chair: Graham Ashford

They are both passionate about teaching and attribute their success as lectures and tutors to the relationships between themselves and their students. They work hard at keeping students feeling welcomed, included, valued and appreciated. Their lectures and tutorials are engaging, dynamic and rich in learning opportunities. They include direct instruction, discussion, kinaesthetic learning and collaborative learning to engage their students. They both believe that lecturers and tutors must 'walk the talk', linking their subject material with real life situations. They continually find themselves taking a 'step back', reflecting on the impact they are having on their student's learning experiences and adjusting their teaching practice to ensure their students are given the opportunity to reach their full potential.

Using the USC handbook, 'In at the Deep End' as a framework for their teaching and learning, they will provide practical ideas of how to enhance your teaching practice. They will demonstrate how the USC Graduate Attributes can be woven through the student's learning naturally and seamlessly.

Kairen and Steph will use a 'tag team' approach, to deliver 10, two minute teaching strategies that can be successfully implemented into any lecture or tutorial across any discipline. You will leave this session with a vision of how a lecture or tutorial can be planned and implemented in an innovative, creative, dynamic and lively way.

Growing transdisciplinary connections: creating a learning resource for students in health and early childhood education programs

Ali Black, Margaret Barnes, Avril Rose, Penny Harrison and Goksu Dines

Time: 3.50-4.10pm

Abstract: This presentation shares the work we are engaging in for our Exploratory Learning and Teaching grant focused on raising student awareness about the value of transdisciplinary links and connections. Holistic approaches to supporting the wellbeing of children, families and communities are important for professionals working in health and early childhood education. Exposing university students to authentic issues and transdisciplinary perspectives and collaboration is therefore important. This presentation follows the efforts of our team to connect to common values and ethical practices to create learning resources that support USC's blended learning approaches, the development of graduate attributes linked to ethical practice and ethics of caring, and student awareness about transdisciplinary links and roles for our professions.

Impact of a flipped classroom (FC) approach in higher education on students' engagement in self-directed learning: a pilot study

Jane Taylor and Mary Kynn, Julie-Anne Foster, Kara Lily

Time: 4.10-4.20pm   Pecha Kucha

Abstract: Project overview: The FC approach is gaining momentum and being adopted in higher education. The FC is designed to engage student's in foundation course content traditionally covered in the didactic environment prior to class time via small independent but engaging learning activities. Foundation learning is then further explored and applied in class through higher order and interactive group based learning activities. Over 2014 a team of public health and paramedic science academics at the University of the Sunshine Coast (USC) working together to flip some of their classes received a $10,000 Exploratory Learning and Teaching Grant through the Centre for Support and Advancement of Learning and Teaching (C-SALT) USC to progress and evaluate this work.

FC evaluation framework: The FC evaluation framework comprised process and impact evaluation dimensions. Process evaluation collected in-class qualitative feedback from students' on specific aspects of the FC process early and late in the semester. Impact evaluation collected quantitative data on student course level engagement constructs (motivation, active participation, performance, independent inquiry, and peer collaboration) via the FCSEQ and selected relevant items from the USC Student Evaluation of Teaching instruments.

Key pilot evaluation findings: The pilot evaluation was conducted in 8 Public Health, and 1 Paramedic Science and Occupational Therapy courses over 2014 (260 undergraduate and 40 post graduate students). Overall findings indicated that the majority of students (55.7% response rate) were engaged or very engaged in the FC. When compared with traditionally-delivered courses, about 1/3 reported being more or a lot more engaged. Student engagement was higher for structured workshop learning activities, than activities outside of class time. There was evidence that the FC may not appeal to all students hence consideration needs to be given to ensuring diverse student learning styles are catered for.

Monday 14 September

Presentation Session 1B
2–4pm
Location: E2.29
Chair: Tania Stevenson

Visions of embedding Aboriginal and Torres Strait Islander knowledges and perspectives into the curriculum

David Hollinsworth (facilitator), Rachel Reed, Ann Robertson, Melanie Syron, Justine Grogan, Vinnie Kinchela

Time: 2-2.40pm   Panel Discussion

Abstract: Our University acknowledges that respect for Aboriginal and Torres Strait Islander peoples, land, culture and history is critical to working together for better outcomes for all Australians and advancing human rights within a tolerant and inclusive society. To further these objectives, USC is committed to a suite of initiatives in a range of areas and particularly in teaching and learning. In this regard in late 2014, USC commenced a university-wide 'Embedding Aboriginal and Torres Strait Islander Knowledges and perspectives in Curriculum' initiative, focussing on enhancing curricula so that all USC students have the opportunity to encounter and engage with Aboriginal and Torres Strait Islander knowledges and perspectives as a part of their program of study. Central to this initiative is the recognition that a key foundation of effective teaching and learning is an appreciation of multiple ways of knowing and learning, and respect for ontological, epistemological, axiological, and methodological1 differences between and within Western and Indigenous knowledges.

This panel session presents some of the initial outcomes from the discovery phase of the initiative and aims to stimulate 'new visions' for the inclusion of Aboriginal and Torres Strait Islander knowledges and perspectives in course and program content and delivery across the university. Following an overview of the initiative and its current status, Dr Rachel Reed (School of Nursing and Midwifery) and Ms Ann Robertson (School of Communication) will each share their current vision and practice for inclusion, exemplifying discipline specific ways of embedding and also the diversity of approaches for embedding and its centrality and relevance across disciplines. Following their presentations, staff and student members of the Embedding Aboriginal and Torres Strait Islander Knowledge and Perspectives Working Party project team will share their lived experience of the USC curriculum and collaborate with the panel in generating discussion focussed on new visions for an enhanced curriculum.

Foundations of technology for healthy living: development and implementation of an online unit

Professor Stuart Smith (University of the Sunshine Coast) & Dr Matthew Schmidt (University of Tasmania)

Time: 2.40-3pm

Abstract: With the increased availability of consumer electronic tools for monitoring health-related behaviours, we developed a short (10 week) unit at the University of Tasmania to educate people on the background and use of these technologies. Unit content was 100% online using a variety of formats from Youtube videos, Facebook, Twitter as well as the University's own MyLO online content delivery solution.

The following links you to the Facebook Page established for the Unit:

https://www.facebook.com/FoundationsHealthyTech

Influencing regional students' experiences in new ways

Karen Nelson , Kylie Readman

Time: 3-3.40pm

Abstract: National data indicates that students enrolled at regional universities have less positive outcomes than those of their peers enrolled in capital city universities. Measures such as lower participation, less favourable progression and completion rates, higher levels of attrition and poorer graduate destination outcomes are often juxtaposed with positive scores in other measures such as sector-wide surveys of student satisfaction.

This OLT funded, eight institution project led by USC seeks to understand the 21st century student experience in the context of diverse undergraduate student populations attending regional universities and to identify how equitable outcomes for these students can be achieved in comparison to their urban counterparts.

The project proposes that there is more to the experience of students in regional universities a first pass through the data reveals. Our early interrogation of existing national data in light of Kahu's (2013, 2014) framing of student engagement is providing insight into the breadth of student experiences at regional universities and the data collection needed to more fully explore those experiences. This presentation will provide an update on the project so far, including some preliminary findings.

ABSTRACTS (continued)

TUESDAY 15 SEPTEMBER

Presentation Session 2
10am–12.00pm
Location: E2.24-25
Chair: Kelley Burton

PebblePad in practice - ePortfolio examples and experience

Christine Slade, Priscilla Trahar

Time: 10-10.20am

Abstract: PebblePad, the ePortfolio software platform was adopted by the University in early 2013 and utilised by one undergraduate and one postgraduate program as early adopters in the same year. In 2014 we began a two year university-wide implementation program. This semester 22 courses across 10 programs are using PebblePad in their curriculum. The flexibility and versatility of this platform means that students can create and keep evidence (assets) of their work over time, ranging from simple experiences or file uploads right through to scaffolded weekly tutorial workbooks, which then showcase their work over an entire semester.

Fieldwork reflections, competencies and journals are a few of the other elements that can be created. We now have many examples of how PebblePad is used in learning and teaching across the University. This presentation will showcase pedagogically-based resources developed by your colleagues inside the software to help you envisage the potential value of similar resources in your teaching practice. There will be an opportunity at the end of the presentation for questions.

My very own lecture theatre: teaching a live lecture with online technology

Cindy Davis

Time: 10.20-10.30am   Pecha Kucha

Abstract: Blended and online education is a new trend in higher education, which has significant implications for students and staff across the globe. The increasing ease of access to the internet are creating easy access for faculty and students to interact in an online learning environment. The purpose of this "show and tell" presentation is to demonstrate a new online tool to create your own lecture theatre within your Blackboard course site. This tool provides academics with the ability to host their lectures live to students and record their lectures for later viewing. It also provides a venue to host live tutorial sessions and office hours. This type of technology has significant possibilities for use within the T&L space at USC.

Experienced based learning through company consultancy projects

Florian Reidmueller

Time: 10.30-10.50am

Abstract: Experiential learning is a powerful teaching tool. While classroom lectures primarily address the cognitive domain, experiential learning involves the whole student: their cognitive, affective and physical domains (Oxendine, Robinson and Willson, 2004). The result is that students can relate to the subject matter in a way that is meaningful for their future professional career.

The Technische Hochschule Nuremberg (Germany) uses company consultancy projects as regular experienced based learning modules for its students at the School of Business. These modules are a key element in the overall curriculum and have quite flexible titles regarding the applied content such as "project work" (bachelor level) or "market development" (master level). Companies have the chance to define projects, which are relevant for their future business development, in coordination with the supervising professor. Students work on these real business tasks throughout one semester and develop proposals for solutions, equivalent to a junior consultant agency. The typical structure of such an applied project within one semester is: Introduction to the company and the project (week 1) – presentation of theoretical concepts and tools related to the project (weeks 2-4) – market research and analysis phase (weeks 5-7) – conceptual development phase (weeks 8-10) – internal review (week 11) – presentation to the company (week 12) – and reflection about experiences and learnings (week 13). The win-win-win situation for companies, students and the University are obvious: Companies have the chance to reflect on business development ideas without spending huge budgets for real consultants. Students get familiar with practical tasks and presentations in front of decision makers. The University gets closer connected with stakeholders in the surroundings and opens career entries for their graduates.

This presentation from Prof. Riedmueller at the USC 2015 Learning and Teaching Week will concentrate on success factors for conceptualising and running experienced based learning modules with the help of company consultancy projects. It is key to optimise the interaction of practical question, theoretical background, involved parties and required infrastructure. The presentation will also give insights about consultancy under his supervision from previous semesters with the Nuremberg Christmas market board, a local German beer company and a local football club.

TUESDAY 15 SEPTEMBER

Presentation Session 2 (continued)
10am–12.00pm
Location: E2.24-25
Chair: Kelley Burton

These three entities are also landmarks from the City of Nuremberg and provide a cultural profile of your partner University Technische Hochschule Nuremberg in Germany.

The Moving Feast as an outdoor learning space

Judith Maher, Marie Bridgman, Hattie Wright

Time: 10.50-11.10am

Abstract: The creation of The Moving Feast project was fuelled through a lack of supervised clinical placement sites for Work Integrated Learning (WIL) in some final year students from the School of Health and Sports Sciences. The aim was to develop a local work integrated placement opportunity that will benefit both USC and the local community. The overarching long term vision for The Moving Feast is to create a community supported and sustainable food system on campus and embed it into USC culture. Thereby addressing the 2011-2015 USC strategic plan to develop USC for a sustainable future. The project also works towards students developing the graduate attribute of sustainability-focused, responding to ecological, social and economic imperatives.

Approach: The project is based on key principles of public health and wellbeing, and provides students with a real world exemplar of how to apply theory to practice, work with a wide range of stakeholders, utilise collaborative approaches, apply strategic thinking and develop graduate attributes such as sustainability-focused, communication, and being engaged. The Moving Feast is currently embedded within the Nutrition & Dietetic as well as Occupational Therapy curriculum as WIL placement sites and draws on social, collaborative as well as experiential learning theories.

Outcomes: The project has grown to become a multidisciplinary initiative with staff and student volunteers representing a wide range of disciplines including sustainability, engineering, health, science and design. Volunteers have been exposed to an outdoor learning environment, engaging not just their head but also hands and heart - experiences that are relevant to life beyond university. Student honours and placement projects within Dietetics, Communication, Engineering and Occupational Therapy have contributed to the development of this project. This multidisciplinary approach is unique and has allowed students to see how they fit together with other professions. Examples from Occupational Therapy and Nutrition & Dietetics will be highlighted.

Conclusion: The Moving Feast project has provided a vehicle for development of high quality, sustainable student placements in a multidisciplinary environment that provides important opportunities for students and the consumers and communities they work with.

Future direction: It is envisioned that The Moving Feast will be used and recognised as an outdoor learning space at USC, produce of the garden be integrated into the campus food supply, and to strengthen partnerships with local community groups.

Enhancing the reflective practice of first year law students using blended learning simulations in the USC moot court

Kelley Burton, Florin Oprescu, Gwynn MacCarrick, Peter Grainger

Time: 11.10-11.20am   Pecha Kucha

Abstract: This presentation reflects on the journey of a project team working under the auspices of a recently successful USC Exploratory Grant. The project responds to the Australian Learning and Teaching Council's Bachelor of Laws threshold learning outcomes, which expect law graduates to be reflective. It also capitalises on the newly developed USC Law School's moot court and video recording facilities, which provide the perfect platform for law students to engage in blended learning simulations and optimise an early immersion into reflective practice in law.

A continuous improvement approach to the first year law courses requires reflective practice to be intentionally integrated and assessed. This project achieves this goal in LAW104 Criminal Law and Procedure B by developing a suite of innovative blended learning resources to support the formative and summative assessment of reflective practice in the context of moot court simulations.

Engaging first year law students in blended learning moot court simulations offers law students a richer experience. In particular, it encourages a deeper understanding of the role of the prosecutor, the defence and the judge; as well as, the procedures underpinning the criminal law. Further, blended learning moot court simulations enhance the authenticity of assessment and better prepare law students for the rigours of dynamic legal practice in the 21st century.

The primary aim of this project is to improve the reflective practice of first year law students. In addition, the project will build the capacity of teaching staff (especially sessional academics) to teach and assess reflective practice in an authentic blended learning moot court simulation experience.

ABSTRACTS (continued)

TUESDAY 15 SEPTEMBER

Presentation Session 2 (continued)
10am–12.00pm
Location: E2.24-25
Chair: Kelley Burton

Remarkably, teaching and assessing reflective practice have not been salient features of traditional legal education. Further, this project will evaluate the implementation of a criterion-referenced assessment rubric exemplar on reflective practice in law.

This project is a proof of concept and the trajectory of the project team is to develop a whole-of-curriculum approach to reflective practice in a law degree. This has been foreshadowed as a necessity by the current legal education literature, as well as, the higher education sector. It is hoped that this project will ultimately transcend the boundaries of law into other disciplines.

Immerse yourself - bringing field work into the classroom using immersive technology

Vikki Schaffer

Time: 11.20-11.30am   Pecha Kucha

Abstract: Tourism, Leisure and Events are all about experiential, interactive activities. Thus, I seek to include experiential learning positioned within social constructivism into the curriculum. The USC School of Business Tourism, Leisure and Event (TLE) Management course TSM223, Sustainable Tourism, Leisure and Events features a field trip to Fraser Island. The course has approx. 125 students but only 32 can take the field excursion. In addition, students have a variety of reasons for not attending a regional or international field work or project such as a disability, personal, family and work commitments or other course obligations.

To enable these experiences to be shared throughout the cohort, visualisation techniques using innovative approaches to filming and presenting within the USC immersion lab that facilitate and potentially increase student learning are being trialled and examined.

This exploratory work aims to increase our understanding of how to embed these approaches in the curriculum, investigate what the benefits to students may be and the impact this may have on student learning and satisfaction.

The overall purpose of this research is twofold:

1. to develop an understanding of the potential for visualisation techniques and the application of new and innovative approaches to enhance students learning and satisfaction; and

2. to generate methods to ensure whole of cohort equity where not all can participate in program (e.g. international tours) or course activities (e.g. WIL or field work).

Trials and tribulations of students writing their own textbook

Helen Fairweather

Time: 11.30-11.50am

Abstract: The RStudio package provides a vehicle for students to implement analyses relevant to hydrology. By using the "knitr" package, students can create a living and dynamic document that embed these analyses into a text editor. This text and relevant analyses and compiled to create a web page, pdf or word document. When underlying data changes, or the methods are updated, the student has at their finger-tips, analyses techniques that can be re-run. The representation of the 'text-book' is updated to this changed situation.

Several difficulties have been experienced implementing this project, with the major problem being the prior lack of exposure to the programming language approach. Development of this skill is critical for hydrology students, but, as evidenced by the results of early surveys in this project, this is often not clear to students.

Students are provided with templates with both text and analyses (called chunks) and they are required to add to the templates in the form of the notes they take. These notes can be entered directly into the text document during the class, or if hand-written notes are taken, the student can take a photo and embed the photo in the document they produce.

In the document supplied to the student, not all analyses are complete, and the students are expected to implement the missing parts. The templates provided to the students are broken up into modules, and to create the complete document they need to be 'knitted' together. This has proven to be a problematic step. One of the major hurdles faced is students do not seem to be familiar with how to change the pointers to the directories in the supplied templates. It is explained that it is important to change these directories to match the structure on their computer, but this step is often missed.

As RStudio is able to easily import relevant hydrology data from many sources, the ability to display these data in a variety of configurations should enhance the student's learning. But much like the problems faced above, it is difficult to get student's through the learning curve of implementing the code to conduct the analyses. To facilitate this, a combination of Excel and RStudio are used to explain the concepts. This works well, where two screens can be shown to the students at the same time, which is the case in the Immerse Lab and the Collaboration Studio in the Engineering Learning Hub.

TUESDAY 15 SEPTEMBER

Presentation Session 3
2–4pm
Location: E2.24-25
Chair: Kelly Chambers

Combining smartphone quizzes with software learning management systems

Florian Reidmeuller

Time: 2-2.10pm   Pecha Kucha

Abstract: Software learning management systems like Blackboard or Moodle are fantastic platforms to manage and engage students throughout the semester. The platform layouts have been optimised for smartphone usage in the last few years, so that students can register for courses or browse through the content while being on the run.

Quizzes are some of the most successful apps in the smartphone world: QuizClash and the 21 localised versions have reached more than 50 million downloads worldwide and generated an exciting hype about knowledge competitions (Soebke and Londong 2014). Playing interactive quizzes is a fantastic way to merge fun with education in the mobile world.

So why don't we transfer the idea of quiz apps into the learning management environment and have students compete against each other with their knowledge in the classroom? The tracking of their records through the personalised learning management account would even allow lecturers to make the results part of the assessment – or as a first step the chance to gain "bonuses" for the course rating, which would follow the real quiz game reward systems.

Prof. Riedmueller from the USC partner University "Technische Hochschule Nuremberg" in Germany will show in his Pecha Kucha presentation first insights from his own experiences with the integration of smartphone quizzes in his marketing courses. Students in his tutorials have to program an online quiz in addition to their content based presentation, using the software learning management system Moodle (equivalent to Blackboard). After the student content presentation, the participants in the audience have to answer the programmed questions with the help of their smartphones within 5 minutes. The results are tracked through the Moodle system and shared "live" at the end of the course. If the performance rate of all audience participants is between 70 and 90 percent, the presenting students receive bonus points for their presentation. If the performance is below 70%, we assume, that the content was not presented in an understandable way: if the performance is above 90%, we assume that the questions have been to easy... The result of all participating students throughout all quizzes within one semester are tracked by the lecturer and rewarded in a "race of champions" ceremony at the end of the semester.

Using impact evaluation to evidence the achievement of nursing student capabilities for graduate practice

Amanda Henderson, Jennifer Rowe, Deborah Hitchen-Holmes, Eleanor Horton

Time: 2.10-2.30pm

Abstract: Background: It is an important and challenging academic activity to examine how professional tertiary programs of study prepare students for practice. This project piloted the viability of an impact evaluation used to compare industry expectations of capability versus students' self-belief. An impact evaluation has a strong summative emphasis, occurs at the end of a program and considers overall program outcomes.

Aim: To assess the viability of an impact evaluation methodology to critically assess whether the Bachelor of Nursing Science curriculum empowers students to meet industry expectations.

Design: An impact evaluation methodology supported the assembly of evidence to examine the curriculum versus industry expectations of a graduate nurse.

Setting: A regional Australian university.

Participants: A convenience sample of BNSc program faculty and a purposive sample of students in their final semester of study in a Bachelor of Nursing Science degree program.

Approach: Document analysis of curriculum documents, workshops with faculty and semi-structured face-to-face interviews were conducted with students. University ethics approval was obtained for the student interviews. A palliative care context was chosen for the project as it requires complex care and is supported by documented graduate capabilities.

Project outcomes: Five project outcomes were achieved.

1. Industry capabilities were identified for palliative care and used as an illustrative case to test the appropriateness of a program impact evaluation methodology.

2. The BNSc program faculty engaged with the program evaluation processes and informed the evaluation approach.

3. Assembly of student evidence was completed using a qualitative research project to explore students' reflections on their self-efficacy to meet identified industry capabilities to care for patients in complex care cases.

ABSTRACTS (continued)

TUESDAY 15 SEPTEMBER

Presentation Session 3 (continued)
2–4pm
Location: E2.24-25
Chair: Kelly Chambers

4. The student was placed in a central position to consider how graduate capabilities (self-efficacy) aligned with industry requirements. Research showed that graduating nursing students might not be fully prepared for palliative care practice.

5. A process for using an impact evaluation methodology to evaluate program outcomes—including identification of industry capabilities, translating industry capabilities, engagement of the faculty to review the capabilities, assembling the student evidence, reviewing the evidence with faculty and recommendations—was piloted.

Conclusions: Impact evaluation embodies the principle of placing the learner in a central position and considers how graduate attributes are aligned to industry requirements. The findings of this project—from the illustrative case of palliative care—confirm that further education interventions are required to support the development of student self-efficacy.

These interventions need to:

1. Acknowledge accomplishment of skill performance;

2. Ensure that feedback on performance is given to students

3. Explicitly identify the importance of and promote vicarious role modelling in the clinical setting

4. Acknowledge the impact of emotional feelings on the development of self-efficacy.

The project findings—piloting the viability of a general impact evaluation—have supported a preferred impact evaluation methodology for reviewing graduate capabilities at a program level.

Acknowledgements: The University of the Sunshine Coast supported a Centre for the Support and Advancement of Learning and Teaching (C-SALT) Learning and Teaching Grant to conduct this project. The project reference group (Professor Margaret Barnes, A/Prof Patrea Anderson, Dr Kristina Malko-Nyhan, Ms Susie Vergers, Ms Sandie Pott and Mr Owen Bailey) are acknowledged for their project contributions

The journey to become social workers – a community development approach to supporting international students' social well-being, learning outcomes and retention at USC

Tina Lathouras, Carey Shaw

Time: 2.30-3.10pm   Discussion Session

Abstract: In Semester One 2013 the social work program saw an exponential increase in enrolments of international students into the Masters Qualifying program. The students were facing a range of challenges impacting on their educational goals and well-being. To more adequately respond to students' needs, in 2013 an action-research project based on community development methods.

The critical-relational methods and skills employed by the project have had outstanding results in advancing quality teaching and learning. The project's various iterations have: built a sense of community across diverse cultural groups within the university setting and beyond; influenced the organisational structure; increased critical pedagogical responses in the classroom; and developed responses within field education to better support students on placement.

The final iteration of the project during Semester 1 2015 has had support from a Learning and Teaching Exploratory grant. The social work research team is exploring how critical pedagogy enhances both domestic and international social work students' engagement with curricular and positively impacts on students' deep learning.

TUESDAY 15 SEPTEMBER

Presentation Session 3 (continued)
2–4pm
Location: E2.24-25
Chair: Kelly Chambers

Using Facebook: the parallel classroom

Paul Williams , Ginna Brock

Time: 3.10-3.30pm

Abstract: In many of our lectures, students 'multitask', i.e. they listen to lectures but their laptops are open and they are on Facebook, Snapchat, or Twitter. Hardly anyone uses our BB discussion page. So we decided to introduce a Facebook page for class discussion, posting announcements, for general feedback, FAQs and assignment peer help. So far this has only been trialled in two of our Creative Writing classes, but the results are phenomenal.

In this presentation we explore how this social medium has transformed our teaching and given depth to the dialogues and discussions of the tutorial and lecture, creating a parallel classroom. We also explore how the use of Facebook for our student run Creative Writing community, the USC Inklings, has created an intellectual, social and growing community, which both promotes social and university activities and furthers the objectives of our program.

The use of Facebook for teaching is nothing revolutionary, but has enhanced learning and engagement by including students who otherwise would not participate. We also look at ways we could further the use of social media in the classroom, and some of the problems associated with it.

What's climate change got to do with the courses I teach? Seeing the arts and science of climate change in USC classrooms

Noni Keys, Helen Fairweather, Claudia Baldwin

Time: 3.30-4.10pm   Discussion Session

Abstract: The impacts of climate change cross societal sectors, interests and ecological borders.

Consequently, the implications for teaching and learning cannot be contained in disciplinary silos. For these reasons, academics from seven Australian universities have launched 'Global Climate Change Week' and are calling on academics around the world to share ideas within and across disciplines and engage effectively with students about climate change (http://globalclimatechangeweek.com/). Their vision is for academics to play a greater role in catalysing ideas to faciliate action on climate change.

But can we do this when our courses are designed to deliver pedagogical outcomes specific to our programs and the needs of our graduates? What if climate change has no apparent connection with what we are teaching? Climate change is such a contentious issue - could academic engagement with climate change be construed as activism?

A panel of USC academics from across faculties will describe how climate change intersects with the courses they teach at USC and inspire us to reflect on the goal of Global Climate Change Week (19-23 Oct). Join us in this session to hear how they creatively share knowledge about the diverse implications of climate change and stimulate student engagement in working for innovative and responsible solutions.

ABSTRACTS (continued)

WEDNESDAY 16 SEPTEMBER

Presentation Session 4
10–12pm
Location: E2.29
Chair: Cindy Davis

Moving forward – more perspectives on integrative practice

Jane Taylor, Mary Kynn, Julie-Anne Foster, Hattie Wright

Time: 10-10.40am   Discussion Session

Abstract: Over 2013/14 a USC Exploratory Learning and Teaching Grant evaluated the impact of the flipped classroom (FC) on students' engagement in learning in FC courses. This exploratory work responded to the absence of standardised measures and instruments at a course level to evaluate the FC on student engagement in learning by developing and piloting an evaluation framework. Learnings informed a successful USC Extension Learning and Teaching Grant to implement the FC evaluation framework across a broader range of disciplines (26 courses from eight disciplines) and to explore some curriculum design challenges identified in this formative work.

Moving forward we are talking more now about integrative pedagogy, mapping the range of FC practice models among participating course coordinators (14 total), exploring strategies to strengthen pre-and in-class alignment, and better understanding how to accommodate different learning styles in the FC context.

Curriculum questions we are attempting to answer include the following:

- What FC practices are USC Course Coordinators using?

- What impact do various FC practices have on students' engagement in learning?

- What strategies can be used to strengthen alignment between pre and inclass activities in the flipped environment?

- How can the range of learning styles be catered for in the flipped environment?

- How effective are the use of quizzes as formative assesmsent in the flipped environment (with a focus on pre-class activities) in enabling students to critically evalaute their own level of knowledge and understanding?

This workshop will provide an opportunity for a conversation with others engaging in integrative learning and teaching practice about their experiences of these and other curriculum challenges.

Experiential entrepreneurship: a learning model to enhance graduates' career management skills

Margarietha Scheepers, Renee Barnes

Time: 10.40-11am

Abstract: Digital disruption, changes in the labour market and the shift from students as consumers to creators of knowledge are fundamentally changing the higher education landscape. While some voices still call for preparing employable graduates, there is a growing realisation that in a knowledge economy career ready graduates need to be proactive, entrepreneurial and resilient to self-manage their careers.

This paper presents an entrepreneurial learning model as a useful framework for higher education professionals. We argue that viewing entrepreneurship as a human problem-solving method, applicable across disciplinary boundaries, enables the design of innovative solutions to organisational, social and economic challenges as well as the creation of engaged and empowered graduates.

We use a qualitative research design, drawing on multiple data sources such as student perspectives, observation, researcher journals and field notes from a multi-disciplinary experiential entrepreneurship model (MEEM) at USC (2014-2015). These data sources were thematically analysed to determine how entrepreneurial principles were used in creating start-up ventures in the MEEM case and the student outcomes and skills developed. We find that five entrepreneurial principles were instrumental in the process, namely drawing on readily available resources of the students involved, adhering to a non-predictive learning mindset that favours experimentation above elaborate planning, risk minimisation through iterative design, co-creation with pre-committed stakeholders and leveraging contingencies, thus embedding resilience.

Student outcomes ranged from the creation of start-ups, to confident, empowered graduates finding their dream jobs. Future work skills such as novel and adaptive thinking, trans-disciplinarity, collaboration and a design mindset were cultivated. We demonstrate the transferability of this entrepreneurial learning model from business, journalism and design to other disciplines such as education, engineering and sport science. In conclusion an entrepreneurial approach is fundamental to enacting innovation and developing resilient graduates who can proactively self-manage their careers.

WEDNESDAY 16 SEPTEMBER

Presentation Session 5
2–4pm
Location: E2.24-25
Chair: Sam Edwards

The seven NVivo steps that equip HDR students with the skills to achieve a timely and effective literature review

Maureen O'Neil, Florin Oprescu

Time: 2-2.20pm

Abstract: HDR candidates stress over the gargantuan task of completing a literature review in their thesis. Success of completing this major milestone in their journey hinges on skills of organisation. Of essence is the necessity to provide such students with a time management strategy that generates quality of work and enhances their life/work balance. NVivo is a CADAS program manufactured by QSR international that allows the paperless storage and write up of many aspects of qualitative data. More importantly, to both quantitative and qualitative HDR candidates throughout many disciplines in universities it provides an efficient system to store (paperless) research for a literature review. NVivo has the advantage of functionalities that allow the student to visualise emerging themes of the literature pertaining to the research question The seven NVivo steps focuses on teaching HDR students' specific time efficient tools and skills that are available in NVivo to complete their literature review more efficiently. Each step provides timely and efficient searches, storage and analysis of literature reviews. The processes in each step are as follows:

- Step 1: Internals-create literature review folder
- Step 2: Data base searches
- Step 3: Ncapture
- Step 4: Import-Ncaptured data from cloud and Endnote
- Step 5: Create nodes, codes and classify
- Step 6: Analysis- queries and cluster analysis
- Step 7: Model and Matrix frameworks

Visualisations are possible at steps 5 – 7 enhancing the deep understanding for the student of emerging literature themes. By systematically following the processes in each of the seven NVivo steps students can equip themselves with time effective skills to complete a literature review.

Immersed in Design: using the Immerse Lab to enhance comparative learning and visualise design solutions

Lisa Chandler, Alistair Ward

Time: 2.20-2.40pm

Abstract: This presentation demonstrates a teaching project in which the Immerse Lab and custom-designed software were been used to visualise a range of student solutions to design problems in a space that facilitates effective comparisons between images. This assisted students in understanding that there can be multiple solutions to a design brief. As problem solving is relevant to many disciplines, our project involving the comparative display of solutions in the Immerse space, could be relevant in a range of disciplines.

Our software also transformed student designs, sparking discussion and imaginative solutions regarding applications for these new designs in professional contexts. This assisted students in understanding connections between course tasks and their real-world application. Survey results indicated that for the majority of students, the activity generated new ideas and encouraged them to think differently about their designs. In a broader sense we were also interested in examining how curricula might be designed to effectively utilise the Immerse space and the visual, spatial, comparative and transformative learning that it facilitates.

ABSTRACTS (continued)

WEDNESDAY 16 SEPTEMBER

Presentation Session 5 (continued)
2–4pm
Location: E2.24-25
Chair: Sam Edwards

Hands on History at USC

Marcus Bussey

Time: 2.40-3.00pm

Abstract: This work grows out of the world history course HIS140: Global Citizens and is a response to the sense students have that history is all about books. It challenges this assumption by approaching material culture historically and engaging students in the exploration of a historical cultural tradition such as weaving, shield making or stone napping. This talk draws on work done in both HIS140 where cultures of food were explored via recipes and reflections on cuisine and in HIS320 where students were given the opportunity to explore a material cultural practice in depth.

Rationale

Material culture is often absent from historical education yet it underpins everything that people in any time or culture experience (Grassby, 2005). Material culture offers us the opportunity to stretch the boundaries of history and bring in sensory and embodied experiences (Monaghan, 2012; Scheer, 2012). It also offers us the opportunity to shift the focus of the provision of history education from intellectual (scholarly) activity to holistic learning that captures the 'experiences' of people in the past in imaginative and creative ways (Agnew, 2012). This not only stretches the way history is delivered at universities but also how it is assessed.

Focus

Ultimately I am developing the Hands on History approach in order to create a new course in applied or experimental history. My teaching to date has been a kind of action research project in which 1. I expose students to varieties of stimulus to extend their learning (recipes and music from the past, DNA tests); 2. I invite students to go deeper in their historical research in an area of history that they are passionate about (HIS320).

Talk Format

This presentation will:

1. Outline the theoretical, practical and pedagogical issues involved

2. Point to a range of new developments in the History discipline that support a 'Hands on' approach

3. Document the student experience in both the first and third year courses

4. Engage in some 'Blue Sky' thinking in which USC develops a reputation as a leader in the field of Experiential History

Using Nominal Group Technique to improve paramedic curriculum

Nigel Barr, Matthew Lane, Bill Lord

Time: 3-3.20pm

Abstract:

Background: In 2015 the paramedic science staff assisted the Sunshine Coast University Paramedics Association to design a remote area practice workshop to be held at the University of the Sunshine Coast (USC) education centre at Fraser Island, Australia. We then evaluated the experience from both participant and facilitator's viewpoints using the Nominal Group Technique (NGT) which places emphasis on themes within the feedback obtained.

The pedagogy underlying the development of the workshop was based on social constructivism and experiential learning. The intention was to facilitate students in the process of making decisions and solving real world problems. We used high fidelity simulation to facilitate learning through emersion in real world events, and a feed-forward teaching philosophy based on collaboration and scaffolding so that students effectively construct their own knowledge. To select cases we purposefully used threshold concepts in which the learner faces initial difficulties from either a conceptual, emotional or psychomotor basis, but which once mastered are portals to deeper understandings. The purpose of this presentation is to explain how Nominal Group Technique can be used for curriculum improvement.

Methods: Participants in the workshop were third year students completing an advanced paramedicine course regarding injury in the community. The facilitators were qualified paramedics and academic staff from USC. The data collection took place at the end of the two-day workshop on Fraser Island. The researchers and participants met in an informal meeting area of the occupied venue. NGT was utilised as a data collection method to identify a consensus on problems, as well as to generate solutions and make decisions for curriculum development in the future. NGT involves a structured process which includes collaborative brainstorming as well as anonymous judgement elements. These steps discourage the domination of discussions by one or two participants and reduce the social pressure placed on individuals to comply with the group norms.

Results: Feedback indicated the exercise was valuable to the students learning and identified improvements which could be facilitated. The data indicated that the participants valued the challenging scenarios resembling real-world practices that also

WEDNESDAY 16 SEPTEMBER

Presentation Session 5 (continued)
2–4pm
Location: E2.24-25
Chair: Sam Edwards

included a mock communications centre. Furthermore the goals of an engaging exercise that built confidence was also realised in an exercise which allowed the development of soft skills. Nevertheless opportunities to improve were also expressed. Two themes dominated the feedback aimed at improving the exercise: increasing the length of the event and developing the scenario structure further.

Conclusion: The NGT method is an appropriate method to gain a consensus of opinions where critical feedback can be identified from the less critical feedback in a safe environment. In our application it allowed both the participant and facilitator feedback to be heard, discussed and weighted.

Examples of quizzing and polling in an integrated classroom; looking through the lens of a student and what it means for you

Mary Kynn

Time: 3.20-3.40pm

Abstract: There are many options for quizzing students on content on polling them on opinions both inside Blackboard and out; formative and summative. Quizzes are typically used only inside the Blackboard context, to link in with GradeCentre. Blackboard also offers surveys which can be used as polls, however many course coordinators use third party solutions such as GoSoapBox, Opinion Stage, Poll Daddy. Some of these have the option to be embedded inside Blackboard. Finally, for the advanced user it is possible to custom write your own quizzing and polling solution using modern web development technologies (such as AngularJS) for hosting inside Blackboard itself for a completely integrated learning environment. This presentation will demonstrate the various options as being used in blending learning on campus right now, how they impact the student experience and what it means for you (the course co-ordinator) to set-up and manage.

Using enterprise tools and technologies for teaching to create highly relevant business graduate attributes

Robert Ogulin

Time: 3.40-4.00pm

Abstract: The use of technology is ubiquitous in all types of businesses, yet it is not well integrated in our teaching. For example, the use of enterprise resource planning (ERP) systems is increasing the demands on business graduate students entering the job market. Therefore an understanding of ERP principles is now a requirement in many industries. The presentation introduces how an ERP system can be used for business case simulations in business programs, in particular in supply chain management teaching.

ABSTRACTS (continued)

THURSDAY 17 SEPTEMBER

Presentation Session 6
10am–12pm
Location: E2.24-25
Chair: Fiona Pelly

We have to make our own slides?

Michele Verdonck

Time: 10-10.20am

Abstract: According to the SMAR model technology has impacted learning and teaching. One way technology has impacted learning and teaching is through redefinition of tasks. Redefinition of workshops in OCC222 has been possible through the use of technology. In this class students are responsible for the learning materials, as opposed to a former pen and paper model.

This nuts and bolts presentation will show how 2nd year occupational therapy students collaborate within groups and between groups to create their own learning materials. This has been made possible through the use of several technologies including Blackboard adaptive release functions, using campuspack wiki's and facilitation of tasks in a tiered technology enabled class room (EG18). The technical steps used to set up each week's workshops will be demonstrated and discussed.

The PopUp SQuAD - just in time support for first year science courses

Ann Parkinson

Time: 10.20-10.40am

Abstract: Students in the first year science courses have limited time with tutors in tutorial and practical classes due to the low contact hours at USC, compared to many other universities in Australia. Many students starting at USC do not have sufficient background knowledge in science or have not studied science for many years. Access to tutors for assistance outside class is limited due to the large cohort courses being reliant on sessional tutors and budgets not extending to pay for additional consultation hours. The course coordinator, therefore, is left with the option of being swamped with multiple requests for student consultation, or worse still, students feel they have no options to seek further assistance with their specific studies in science and are left floundering.

The concept of the Pop-up shop in retail was devised to create a "buzz" which also used "empty spaces". From this idea the PopUp SQuAD was born. The PopUp SQuAD – Science Questions and Answers Drop-in - is an initiative to provide just-in-time support for students studying foundational science in large cohort courses. PopUp SQuAD provides a just-in-time opportunity for student consultation with tutors outside scheduled class hours.

Twice weekly drop-ins sessions of one hour duration per course are available at the PopUp tent. The PopUp tent is a portable popup gazebo furnished with camp style table and chairs. The tent is conveniently located in or around the grassed area near the Brasserie and sessions are timed around the lunch hour to maximise visibility. The Popup is staffed by current tutors and/or demonstrators in the first year courses Cell Biology, Introbioscience, Chemistry and Science Research Methods. Some tutors teach across courses thus maximising opportunity for students who seek help. As the PopUp SQuAD Coordinator I work with the course coordinators in the recruitment and employment of the team of PopUp SQuAD tutors.

PopUp SQuAD was first trialled in Semester 1 2014 where it offered 269 consultations between weeks 2 – 13. Since then it has also run in Sem 2 2014 and Sem 1 2015. Depending on the student's needs, PopUp SQuAD tutors offered assistance with assessment, theory and practical concepts particular to the science course. In addition, students can get advice on study techniques, referencing and time management. Not surprisingly the heaviest use of the PopUp SQuAD sessions coincided with major assessment due dates.

While the PopUp SQuAD compliments existing co-curricular support in the form of the Enabling and PASS programs and other USC drop-ins BUdi, HEIdi, and PASSdi, it is more specific and targeted towards the first year science courses. It employs actual tutors from the courses it supplements, and therefore assistance to students is current and in line with the assessment in the courses, rather than generic "one-size-fits-all" style co-curricular support.

"My learning journey": a whole program approach to using PebblePad to track learning & build evidence of competence for entry to practice

Anita Hamilton, Priscilla Trahar, Heidi Miller, Angela Hansen

Time: 10.40-11.20am   Discussion Session

Abstract: Portfolios originated as a collection of paper-based resources that represent one's knowledge and skills(1,2). In health care education and practice portfolios can be used to provide evidence of skill attainment, maintenance of competence for practice, and plans for professional growth(1,3–5).

The occupational therapy program here at USC started using PebblePad in 2013 after it was adopted as the University-wide electronic portfolio (ePortfolio) platform(6). Although initially the

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Presentation Session 6 (continued)
10am–12pm
Location: E2.24-25
Chair: Fiona Pelly

OT program had only been seeking a replacement for an existing paper-based portfolio system, it soon became apparent that PebblePad could be used as an adjunct learning management tool to track learning and showcase experience and skills.

The OT program at USC has now embedded PebblePad within all four years of the academic and practical curriculum and used it as a tool to:

1. Map the Australian Minimum Competency Standards for New Graduates (ACSOT) across the curriculum.

2. Tag competencies being addressed using digital workbooks for learning activities

3. Track the student learning journey in an online repository.

4. Guide students to develop reflective practice skills.

5. Showcase student experiences and skills as they prepare to enter practice.

Developing an ePortfolio that students can use for entry to practice was broken into two phases; the early education phase (focusing on tracking learning) and the transition to practice phase (focusing on translating learning to practice)(7). This presentation will examine how each of these phases are supported in PebblePad from an academic perspective as well as within practice education. This approach ensures OT students are able to understand and document their individual Learning Journey. Additionally, the presentation will highlight the kinds of technical support that facilitated success and ensured that academic staff felt competent to embed PebblePad in courses.

In this presentation attendees will:

1. Hear about the broader application of PebblePad as a learning management tool.

2. See examples of workbooks and reflection templates for academic and practice education curriculum.

3. Gain insight into the integration between Blackboard and PebblePad (and ATLAS – the Active Teaching Learning and Assessment Space within PebblePad)

4. Consider how PebblePad could be used to map, tag, track, guide, reflect and showcase competencies and/or threshold concepts in their own curriculum.

After the presentation of our learning journey, the session will continue as facilitated small-group discussions (think-pair-share strategy) aimed at identifying where attendees will consider the application of PebblePad in their own programs.

Tiered learning space - EG18: what the photos say

Michele Verdonck, Ruth Greenaway, Ann Kennedy-Behr

Time: 11.20-11.30am   Pecha Kucha

Abstract: This presentation will provide an update to an ongoing learning and teaching exploratory grant project entitled: Supporting Innovative Blended Learning – Exploring the experience of learning and teaching in a technology-enabled tiered lecture theatre. This study is formally investigating the experience of blended learning in EG18, a technology enabled tiered lecture theatre.

Students and academics have participated in an evaluation of their experience of learning in this innovative space. Evaluations thus far have focused on the student experience by exploring the effectiveness of the space for learning and teaching, the utilisation of the technology and the physical affordances of the space as well as the pedagogical practices.

Data has been collected using Photovoice, a participatory research method that involves placing cameras in the hands of community members (students in this case) so that they may visually represent and communicate to others their lived experience. Preliminary findings based on analysis of students' Photovoice reflections will be shared, including some photographs of learning and teaching in EG18.

This ongoing project also seeks the perspective of academic staff teaching in this space and we welcome any contributions. This snap shot will be a precursor to a workshop dedicated this project to be held later in the year.

Ballooning brain cells

Tamara De Regt

Time: 11.30-11.40am   Pecha Kucha

Abstract: Learning about the biological basis of psychology may initially sound like a lot of fun, but in reality it can be quite tedious for students. There is a lot of complicated terminology to learn in a short space of time, and many of the concepts are completely different to what they may have studied previously. Many students start the semester stating "but I want to be a counsellor or psychologist, why do I need to learn about brain cells!? And why do they all have such complicated names!?" This sentiment is shared by many, and it is consistently reported that biological psychology is a difficult course.

ABSTRACTS (continued)

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Location: E2.24-25
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In saying this, by using simple visual demonstrations during lectures, such as water balloons, abstract and microscopic concepts such as how cells work together to fire can become real. We teach students that novelty enhances the learning process, so why not apply this theory ourselves? The biological basis of how cells work together to fire, which is the underpinning of every action and reaction we have, is enhanced by the use of simple and fun visual aids such as water balloons.

Train and Sustain: A model of quality supervision in WIL

Fiona Pelly, Judith Tweedie

Time: 11.40-12pm

Abstract: This presentation will address the outcomes of a commissioned learning and teaching grant aimed at enhancing quality supervision for students undertaking work integrated learning (WIL) through the adaptation, delivery and evaluation of an online training module for all staff involved in supervision of USC students across the disciplines of Nutrition and Dietetics, Sport and Exercise Science and Occupational Therapy. The overarching objectives of this project were to:

- improve student learning outcomes while on WIL through empowering supervisors so that they can directly influence the quality of supervision of students

- enhance leadership skills of USC clinical educators and trainers in facilitating the training module, and build staff capability in WIL

- enhance collaboration between the university and placement sites with improved recognition of the importance of high quality supervision, mentoring and teaching of students during WIL

- result in a sustainable product (training module) that can be used as a benchmark for professional development of external WIL supervisors.

The presentation will showcase the training module developed specifically for this project, present the outcomes of discussions with supervisors and clinical educators, and discuss the feasibility of implementation to other disciplines across the university. This will lead to further collaboration through dialogue and interaction across faculties in regards to quality supervision in WIL.

CRISIS? WHAT CRISIS? Enhancing the paramedic pedagogical toolkit through immersive simulation.

Julie-Anne Foster, Wendy Chalmers, Sondra Smit

Time: 12-12.10pm   Pecha Kucha

Abstract: Throughout the University of the Sunshine Coast's Paramedic Clinical Practicum 2 (PAR203) course, students have the opportunity to consolidate, apply and provide evidence of their knowledge and skills developed in previous courses. This course aims to enhance clinical and operational knowledge with particular focus on clinical skills literacy, crisis resource management and multi-casualty incident management through the integration of innovative teaching strategies, including adopting a flipped classroom approach in conjunction with immersive simulation.

In February 2015, a University of the Sunshine Coast (USC) team embarked on a self-initiated, learning and teaching pilot project that intended to enhance paramedic pedagogical approaches to simulation. The team consisted of a USC learning design specialist, digital media services officer and paramedic academic who worked in a collaborative effort to develop, design and implement a sequence of immersive videos for use within the Paramedic Clinical Practicum 2 (PAR203) course.

To date, moving immersive videos, in combination of low and high fidelity simulation techniques had not previously been used as a learning and teaching tool at USC. Many lessons were learned about choice and provision of the equipment required, permit acquisitions and technical and logistical issues throughout the production of the immersive simulation videos. These two videos, which are the first of a suite of 12 videos, include a busy train station and a busy street scene.

This pilot project aimed to integrate further technology into the simulation process which explicitly linked real-world paramedic practice to the university learning environment using immersive media. The learning and teaching goal of the project was to create an enriched and authentic learning environment that would increase student engagement, be responsive to students learning needs and inclusive of the diversity of learners within the student paramedic cohort.

Informal anonymous feedback was sought from the students participating in the immersive simulation and included responses such as:

"Not a clinical environment, helped identify that this was the environment and made it more real"

"Made me think about stuff that I would never think about in a normal scenario"

"Gives another load of stimulus to think about'

"Aids in situational awareness, rather than just carpet and four walls'

"Much better than just having a description of a scene"

"Added to the realism of the learning"

"There is actually a whole environment around me'

"Sets the scene better"

"You can feel the adrenaline kick up a stage and that is something else you have to control with yourself"

"Unlimited learning tool"

"Ambient noise helps you be prepared for real life"

"Might even come out as better graduates having the ability to decipher between relevant and irrelevant information"

"You can get into it more because you don't have to imagine it"

Use of the Immerse Lab was paramount to the pilot's success. It is a six overlapping projector driven, sound and video enabled space with a 20 metre long wall and includes a control room with one way glass. After several trials, the project was successful in encompassing the full wall space i.e. stretched across all three available walls (270 degrees) of the Immerse Lab.

The PAR203 course was run in a flipped classroom approach where students were given pre-engagement materials (including these simulation cases) to review, reflect and plan for prior to attending the simulations. The actual class was arranged in three phases:

- Briefing of students for the situation - both patient care team and students observing

- Situation – actual role-play with immersive media

- Debriefing – with patient care team and students who were observing / appraising process

The assessment tasks within PAR203 are directly linked to paramedic practice and professional paramedic competencies. Students will attend 3 days of clinical intensive workshops prior to attending a clinical practicum and in each we will aim to develop their future clinical practice within the primary emergency healthcare setting.

This Pecha Kucha will include a snapshot of our project process of producing high quality videos entirely in-house and the considerations to take into account when capturing and deploying videos within the Immerse Lab. Many lessons were learned about choice and provision of the equipment required, permit acquisitions and technical and logistical issues.
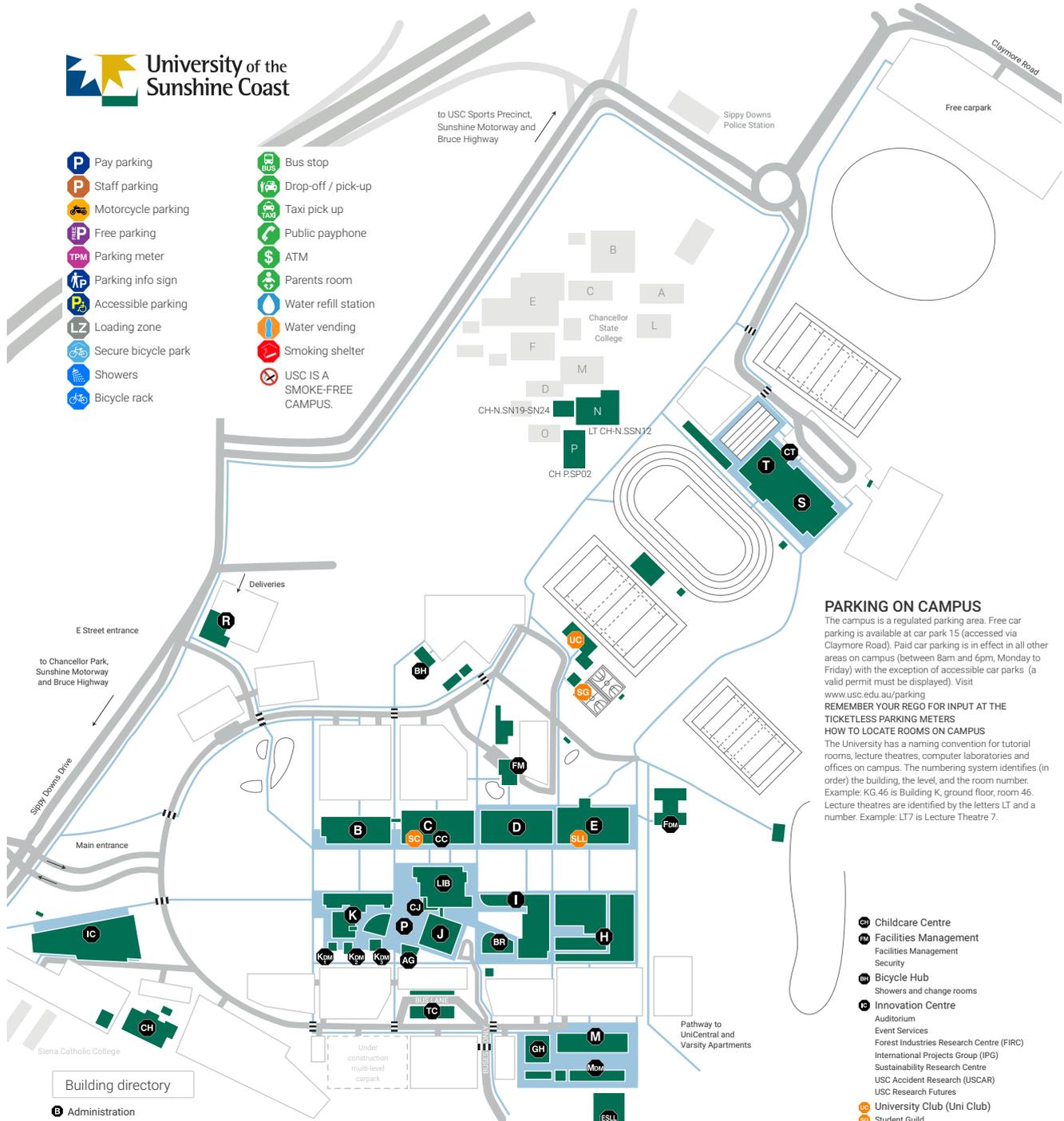
OPEN CLASSES

During 2015 LTWeek there is the opportunity to sit in on classes offered in various disciplines. This opportunity lets you see how others are teaching and how students are engaged in the learning process. Here are the available open classes for 2015 LTWeek. You might like to go along and then perhaps contact the teacher to talk through some of the ideas you have seen in practice. This encourages a culture of peer observation and collegial development of our teaching practice.

TUESDAY 15 September	WEDNESDAY 16 September	THURSDAY 17 September

8am
 	
CMN260
Lecture
 	
Novel ideas
Paul Williams
 	
➔ LT3
   Seats available: 20
	12pm
	
	LAW104
	Lecture
	
	Criminal law & Procedure B
	Kelley Burton
	
	➔ LT2
	   Seats available: 20
		8am
		
		ENG203
		Tutorial
		
		Programming for engineers
		Helen Fairweather
		
		➔ Collaboration Studio, ELH, H2
		   Seats available: 10

9am BUS104 Large Tutorial Management & organisational behaviour Wayne Graham ➔ Innovation Centre Seats available: 10		
6pm OCC222 Interactive Tutorial Neurological causes of dysfunction Michele Verdonck ➔ EG.18 Seats available: 4		

University of the Sunshine Coast

Legend

- **P** Pay parking
- **P** Staff parking
- **P** Motorcycle parking
- **P** Free parking
- **TPM** Parking meter
- **P** Parking info sign
- **P** Accessible parking
- **LZ** Loading zone
- Secure bicycle park
- Showers
- Bicycle rack

- **BUS** Bus stop
- Drop-off / pick-up
- **TAXI** Taxi pick up
- Public payphone
- **$** ATM
- Parents room
- Water refill station
- Water vending
- Smoking shelter
- USC IS A SMOKE-FREE CAMPUS.

Claymore Road

Free carpark

Sippy Downs Police Station

to USC Sports Precinct, Sunshine Motorway and Bruce Highway

Chancellor State College

CH-N.SN19-SN24
LT CH-N.SSN12
CH P.SP02

Deliveries

E Street entrance

to Chancellor Park, Sunshine Motorway and Bruce Highway

Sippy Downs Drive

Main entrance

Siena Catholic College

Under construction multi-level carpark

Pathway to UniCentral and Varsity Apartments

BUS LANE

PARKING ON CAMPUS

The campus is a regulated parking area. Free car parking is available at car park 15 (accessed via Claymore Road). Paid car parking is in effect in all other areas on campus (between 8am and 6pm, Monday to Friday) with the exception of accessible car parks (a valid permit must be displayed). Visit www.usc.edu.au/parking
REMEMBER YOUR REGO FOR INPUT AT THE TICKETLESS PARKING METERS
HOW TO LOCATE ROOMS ON CAMPUS
The University has a naming convention for tutorial rooms, lecture theatres, computer laboratories and offices on campus. The numbering system identifies (in order) the building, the level, and the room number. Example: KG.46 is Building K, ground floor, room 46. Lecture theatres are identified by the letters LT and a number. Example: LT7 is Lecture Theatre 7.

Building directory

B Administration
Alumni Relations
Development Office
Financial Services
Graduate Centre
Office of the Pro-Vice Chancellor (Corporate Services)
Office of the Pro-Vice Chancellor (Engagement)
Office of Research
Office of the Pro-Vice Chancellor (Research)
University of the Third Age (U3A)

C Chancellery
Office of the Vice-Chancellor and President
Office of the Deputy Vice-Chancellor
Office of the Pro-Vice Chancellor (International and Quality)
Executive Projects Unit
Strategic Information and Analysis Unit
SC Student Administration (Student Central)
CC Café C

D Faculty of Arts and Business
Faculty Student Centre and general enquiries
Faculty offices

E Sippy Downs Learning Hub
Adaptive Technologies room
Buranga Centre (Indigenous Services)
Centre for Support and Advancement of Learning and Teaching (C-SALT)
Engage Research Cluster
Nursing teaching wards/laboratories
Reflection room
Respite room
Sessional staff workspace
Student Commons
Student Development Studio

SLL Student Life and Learning
TAFE Queensland East Coast

H Faculty of Science, Health, Education and Engineering
Faculty Student Centre and general enquiries
Faculty offices
Nursing teaching wards/laboratories
Science wet laboratories
Sports science laboratories

I Faculty of Science, Health, Education and Engineering
Office of the Executive Dean (FOSHEE)
Faculty offices
Research laboratories

BR Brasserie

J Information and Communications Technology
Co-op Bookshop
Education Queensland
Information Technology Services
School of Law
USC International

CJ Café J

P Piazza

AG Art Gallery

K Faculty of Arts and Business
Office of the Executive Dean (FAB)
Faculty offices

Kpm Faculty of Arts and Business
Drama Studio
Creative Industries Studio

Kpm Faculty of Arts and Business
Faculty offices

Kpm Faculty of Arts and Business
Faculty offices

Kpm Faculty of Arts and Business
Faculty offices

LB Library
Information Commons
Information Services Branch

M Faculty of Science, Health, Education and Engineering
Science, Engineering and Paramedic teaching facilities

Mpm Faculty of Science, Health, Education and Engineering
Teaching laboratory
Research offices
ESLL Engineering Structured Learning Lab

R Resources
Human Resources
Information management services
Mail and Print Services
Marketing and Communications

GH Glasshouse

TC Transit Centre

CH Childcare Centre
FM Facilities Management
Facilities Management
Security
BH Bicycle Hub
Showers and change rooms
IC Innovation Centre
Auditorium
Event Services
Forest Industries Research Centre (FIRC)
International Projects Group (IPG)
Sustainability Research Centre
USC Accident Research (USCAR)
USC Research Futures
UC University Club (Uni Club)
SG Student Guild
Toilet and shower facilities
S Sports Stadium
USC Sport offices
T Health and Sport Centre
Faculty offices
Gym
USC Clinics
CT CT Café T
SP SP Swimming pool
SF1 SF1 Sports field 1 Rugby
SF2 SF2 Sports field 2 Rugby
SF3 SF3 Sports field 3 Soccer
SF4 SF4 Sports field 4 Cricket
OC OC Outdoor courts
Basketball, Netball, Tennis
AT AT Athletics track

Lecture theatres
LT1 Building K
LT2 Building K
LT3 Building I
LT5 Building I
LT6 Building K
LT7 Building C
LT8 Building K

Computer labs
Building D
Building H
Building J
Building K

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