Teaching Visions

2020 – What’s next?

2016 Learning & Teaching Week 31 Oct – 4 Nov

Program
# PROGRAM OVERVIEW

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<th>MONDAY 31 October</th>
<th>TUESDAY 1 November</th>
<th>WEDNESDAY 2 November</th>
<th>THURSDAY 3 November</th>
<th>FRIDAY 4 November</th>
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<td>MORNING</td>
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<tr>
<td>Publisher Showcase</td>
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<td>10–11am</td>
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<td>E, Ground floor</td>
<td>E.24-25</td>
<td>EG.18</td>
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<td>Presentation Session 1</td>
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<td>Presentation Session 3</td>
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<td>Presentation Session 5</td>
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<td>Professional conversation - C~SALT</td>
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<td>Professional conversation School of HSS</td>
<td>Professional conversation School of NMP</td>
<td>Professional conversation COR109</td>
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<td>Professional conversation</td>
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<td>1.30–4pm Masterclass workshop</td>
<td>1.30–4.30pm</td>
<td>2–4.10pm</td>
<td>1–3.30pm</td>
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<tr>
<td>Facilitator: Professor Maryellen Weimer</td>
<td>Presentation Session 2</td>
<td>Presentation Session 4</td>
<td>Presentation Session 6</td>
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<td>E.24-25</td>
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<td>H2 Visualisation Studio</td>
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<td>2–3.30pm First Year Experience</td>
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<td>Teaching Visions Twilight Reception and Keynote Address: Evidence-Based Teaching</td>
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<tr>
<td>Professor Maryellen Weimer (streamed live with James Cook University and Fraser Coast campus)</td>
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<td>LT3, I Block</td>
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- USC Campus Map ...................................inside back cover
Learning and Teaching Week (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: 2020 – What’s next?’.

This theme builds on the 2016 celebrations of the year that USC turns 20! We are looking forward to what the future will bring for learning and teaching innovations. The program includes multiple Presentation Sessions for the USC community to disseminate details of scholarship activities, including internal Commissioned grants. There are key activities facilitated by the guest presenter Professor Maryellen Weimer and focused sessions on ‘Bending the Blending’ and First Year Experience.

“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 2016 LTWeek Reference Group and the C~SALT Convening Group for their time and effort preparing for 2016 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**
Nicholas Stevens, Glyn Thomas, Cindy Davis, Graham Ashford, Kelly Chambers, Kelley Burton, Sam Edwards, Florin Oprescu, Margarietha Scheepers, Marguerite Westacott, Terry Lucke, Vikki Schaffer, Uwe Terton, Irene Visser, Alistair Ward; Ali Jaquet, Beth Crawter, Geoff Lovell, Gwynn McCarrick, Anita Hamilton, Helen Fairweather, Tim Strohfeldt, Amanda Henderson, Fiona Pelly

**LTWeek Convening Group**
Caroline Cottman, Amy Paterson, Charlotte Worthington, Carola Hobohm, Angela Hansen, C~SALTers, Room Bookings, Facilities Management

**DETAILS OF PRIZES**
- Overall People’s Choice
- Best presentation from FABL and FoSHEE

The LTWeek prizes will be awarded at the Twilight Keynote Address on Thursday 3 November. The prizes will be $500 for professional development and a key Maryellen Weimer publication.

The LTWeek formats include the following:
- Pecha kucha – 10 mins short and snappy
- Short paper - 20 mins presentation
- Discussion session - 30- 40 mins discussion
- Demonstration active class - 40 mins active session

**Attendance / Presentation incentives:** As a means to motivate higher attendance at LTWeek, there will be Collect Stamps and Win where attendance at each Presentation session/major event will be awarded 10 points. All points tally over 30 can be exchanged for handy EduTech tools. Details on MyUSC.
MONDAY 31 OCTOBER

Publisher’s Showcase: 10am–4pm Location: E Block, Ground floor
Opportunity to catch up with your publisher – to have a look at new and featured publications for your 2017 textbooks. Publishers that will be present include Cengage Learning, Pearson Australia and McGraw Hill Education.

Presentation Session 0: 9am–12.40pm Location: EG.18

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>presenters</th>
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<tbody>
<tr>
<td>9am</td>
<td>Discussion session: Curriculum Design Principles at USC</td>
<td>Kylie Readman</td>
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<tr>
<td>10am</td>
<td>Discussion session: Developing an entrepreneurial mindset: The solution to an uncertain, jobless future?</td>
<td>Margarietha Scheepers, Renee Barnes, Irene Visser, Helen Fairweather</td>
</tr>
<tr>
<td>10.40am</td>
<td>Demo active class: FYE capture and keep: two purposeful and sustainable strategies to improve synchronous and asynchronou student engagement with the course content and material</td>
<td>Nicole Masters, Ann Parkinson, Nicole Reinke, Theresa Ashford, Goksu Dines</td>
</tr>
<tr>
<td>11.20am</td>
<td>Short paper: Getting stuck in the cell membrane: Immersive 3D visualisations for enhanced teaching of a threshold concept in biology</td>
<td>Ann Parkinson, Nicole Reinke, Nicole Masters, Mary Kynn</td>
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<tr>
<td>11.40am</td>
<td>Discussion session: Outcomes of the Exploratory L&amp;T Grant: ‘The lifespan is for growing and developing’, using simulation and authentic assessment to study developmental psychology. How did our ‘garden’ grow?</td>
<td>Prudence Millear, Ruth Greenaway, Jessica Schmidt</td>
</tr>
<tr>
<td>12.20pm</td>
<td>Short paper: Enhancing graduate capabilities, employment and career opportunities through authentic WIL: a USC case study.</td>
<td>Jennifer Rowe and USC case study team</td>
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Masterclass Workshop: 1.30–4pm Location: EG.18

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<th>Time</th>
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<tbody>
<tr>
<td>1.30pm</td>
<td>What makes teaching learner-centred?</td>
<td>Professor Maryellen Weimer - The Teaching Professor</td>
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TUESDAY 1 NOVEMBER

Presentation Session 1: 9am–12pm Location: E2.24-25

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<th>Time</th>
<th>Session</th>
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<tr>
<td>9.10am</td>
<td>Short paper: Engaging child actors as simulated patients within Nursing and Midwifery higher education.</td>
<td>Natasha Budd, Patrea Anderson, Penny Harrison</td>
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<tr>
<td>9.30am</td>
<td>Short paper: Emergent Career opportunities in STEM</td>
<td>Anne Bowden, Daniel Meloncelli</td>
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<td>9.50am</td>
<td>Short paper: Leaders leading leaders through Professional Learning Conversations</td>
<td>Sue Simon</td>
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<tr>
<td>10.10am</td>
<td>Short paper: Creating accessible documents</td>
<td>Corey Collins</td>
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<tr>
<td>10.30am</td>
<td>Short paper: Ten simple rules to help students learn the language of statistics</td>
<td>Peter Dunn</td>
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<td>10.50am</td>
<td>Short paper: Universal design for Learning and disability services 101</td>
<td>Davin Lloyd, Jane Anderson</td>
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<tr>
<td>11.10am</td>
<td>Short paper: IOGs: embedding online learning and skills support into course curriculum and exploring future directions for blending learning and engagement</td>
<td>Johanna Einfalt, Val Mesh, Becky Heath, Janet Turley, Susie Vergers</td>
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<tr>
<td>11.30am</td>
<td>Perceived efficacy of assessment exemplars</td>
<td>Peter Grainger, Deborah Heck, Michael Carey</td>
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Presentation Session 2: 1.30–4.20pm  Location: E2.24-25

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<th>Time</th>
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<tr>
<td>1.30pm</td>
<td><strong>Pecha Kucha:</strong> Unipoll Watch and Work – integrated learning in journalism</td>
<td>Peter English</td>
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<td>1.40pm</td>
<td><strong>Pecha Kucha:</strong> A flipped classroom in online journalism</td>
<td>Peter English</td>
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<td>1.50–2.20pm</td>
<td><strong>Melbourne CUP:</strong> C~SALT Open area</td>
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<td>2.20pm</td>
<td><strong>Discussion session:</strong> COR109 team – envisioning student success through research informed and student-centred curriculum, staff mentoring and professional development, and collaboration with the wider university community</td>
<td>Gail Crimmins, Mary-Rose Adkins, Lee-anne Bye, Ann Robertson, Noni Keys, Janet Turley</td>
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<tr>
<td>3pm</td>
<td><strong>Short paper:</strong> To all First year calculus students: ‘Pleeease’ attend classes</td>
<td>Aaron Wiegand</td>
</tr>
<tr>
<td>3.20pm</td>
<td><strong>Short paper:</strong> Mapping and evaluating the flipped classroom at USC: Integrative learning and teaching</td>
<td>Jane Taylor and Mary Kynn, Wayne Graham, Hattie Wright, Julie-Anne Foster, Caroline Cottman, Michele Verdonck, Anita Hamilton, Michelle Costello, Julie Hansen, Kara Lilly, Jane-Louise Lampard, Rachel Cole</td>
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<tr>
<td>3.40pm</td>
<td><strong>Short paper:</strong> Developing a multi-site communication model; to support staff communication and engagement</td>
<td>Peter Baxter, Monte Wynder, Greg Laing, Michelle Joubert, Carola Hobohm, Val Mesh</td>
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<td>4pm</td>
<td><strong>Short paper:</strong> Engaging in Teaching and Learning in a Collaborative Learning Space.</td>
<td>Amanda Henderson, Penny Harrison, Margaret Barnes, Sam Edwards, Jennifer Rowe and Amanda Henderson (Griffith) and Simon Henderson (UNSW)</td>
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WEDNESDAY 2 NOVEMBER

Presentation Session 3: 9am–12pm  Location: E2.24-25

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<tr>
<td>9am</td>
<td><strong>Discussion session:</strong> Engaging in a conversation about navigating postgraduate online learning</td>
<td>Deborah Heck, Meredith Lawley, Jane Taylor</td>
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<tr>
<td>9.30am</td>
<td><strong>Demo active class:</strong> Using Blackboard to respond to learner needs, promote connection, and build capabilities for self-direction and success in learning</td>
<td>Ali Black</td>
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<td>10.10am</td>
<td><strong>Discussion session:</strong> Technology for teaching 101</td>
<td>Tamara de Regt</td>
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<td>10.50am</td>
<td><strong>Demo active class:</strong> Playful learning: incorporating games into the classroom</td>
<td>Sandie Elsom</td>
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<td>11.30am</td>
<td><strong>Pecha Kucha:</strong> Using video annotation technology to support reflective practice</td>
<td>Kelley Burton</td>
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<td>11.40am</td>
<td><strong>Short paper:</strong> Delivering employable graduates: A reflection on embedding experiential learning</td>
<td>Trudie Walters</td>
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<tr>
<td>12–2pm</td>
<td><strong>Bending the Blending Celebration:</strong> BL Showcase</td>
<td>School of Communication and Creative Industries</td>
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<td>2–3.30pm</td>
<td><strong>First Year Experience Focused Session</strong></td>
<td>Professor Karen Nelson, Graham Ashford, Greg Nasr</td>
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## Wednesday 2 November (Continued)

**Presentation Session 4:** 2–4.10pm  **Location:** E2.24-25

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<td>2pm</td>
<td>Demo active class: A recipe for developing active, student-centred learning experiences for second year Nutrition &amp; Dietetic students</td>
<td>Sarah Burkhart, Dana Craven</td>
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<td>2.40pm</td>
<td>Short paper: Applied Microbiology and Biotechnology teaching tailored towards regional needs and graduate employment</td>
<td>Ipek Kurtboke</td>
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<td>3pm</td>
<td>Pecha Kucha: Developing an online game to enhance higher order thinking</td>
<td>Hattie Wright, Uwe Terton</td>
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<td>3.10pm</td>
<td>Discussion session: Student partnerships in designing and infusing technology into contemporary classroom learning experiences</td>
<td>Amanda Henderson, Sam Edwards, Susie Vergers, Carola Hobohm</td>
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<td>3.50pm</td>
<td>Pecha Kucha: Enacting a vision: three current questions stimulating reflection on practice</td>
<td>Ann Robertson</td>
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<td>4pm</td>
<td>Pecha Kucha: Views and perceptions of students and academics on serious games in the classroom</td>
<td>Hattie Wright, Theresa Ashford</td>
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## Thursday 3 November

**Presentation Session 5:** 9am–12pm  **Location:** EG.18

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<tr>
<td>9am</td>
<td>Short paper: Leganto Course Reading Lists – a New Library Story</td>
<td>Meredith Mooi, Anita Hamilton, Janet Turley</td>
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<td>9.20am</td>
<td>Demo active class: A “Whole Program Approach” to using PebblePad – Our Learning Journey and Emerging Wisdom.</td>
<td>Anita Hamilton, Angela Hansen, Priscilla Trahar</td>
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<td>10am</td>
<td>Demo active class: Collaboration – live!!</td>
<td>Michele Verdonck</td>
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<td>10.40am</td>
<td>Discussion session: Let’s not lose sight of who we are as people when we teach: Personalising the profession</td>
<td>Ratna Paudyal, Gail Crimmins</td>
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<td>11.20am</td>
<td>Short paper: Innovations in Teaching, Learning and Assessing Science</td>
<td>Sarah Windsor</td>
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<td>11.40am</td>
<td>Pecha Kucha: Developing and deploying eLearning adaptive interactive case studies for Biomedical Sciences</td>
<td>Rebecca Donkin</td>
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**Presentation Session 6:** 1–3.30pm  **Location:** Visualisation Studio, H2

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<tr>
<td>1pm</td>
<td>Educational Technologies</td>
<td>Carola Hobohm</td>
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<td>1.30pm</td>
<td>Short paper: Immerse yourself! With time for CAVE demonstration</td>
<td>Vikki Schaffer, Julie-Anne Foster</td>
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<td>2.10pm</td>
<td>Demo active class: Use of visualisation techniques to represent alternate scenarios and their impact on urban planning course content With time for CAVE demonstration</td>
<td>Sanjeev Srivastava, Johanna Rosier</td>
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<td>3pm</td>
<td>Short paper: Opening up the USC CAVE With time for CAVE demonstration</td>
<td>Mark Utting, Jacquie Blake</td>
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**Teaching Visions Twilight Reception and Keynote Address:** 4–6pm  **Location:** LT3, I Block

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<tr>
<td>4pm</td>
<td>Teaching Visions Reception</td>
<td>Welcome to Country Professor Maryellen Weimer The Teaching Professor</td>
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<td>5pm</td>
<td>Teaching Visions Twilight Keynote: Evidence-based teaching</td>
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Professor Maryellen Weimer

Maryellen Weimer, Ph.D.
Professor Emerita of Teaching and Learning

**Biography:** Maryellen Weimer has edited *The Teaching Professor* newsletter since 1987 and writes *The Teaching Professor Blog.*

*The Teaching Professor Blog* features a new weekly post from Maryellen on such topics as: the scholarship of teaching and learning, classroom policies, active learning, assessment, generational differences, and student performance.

Maryellen is a Professor Emerita of Teaching and Learning at Penn State Berks and won Penn State’s Milton S. Eisenhower award for distinguished teaching in 2005. Dr. Weimer has a Ph.D. in Speech Communication from Penn State. Dr. Weimer has consulted with over 450 colleges and universities on instructional issues and regularly keynotes national meetings and regional conferences throughout the US and Canada.


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**MONDAY 31 OCTOBER**

**Masterclass Workshop**

**Time:** 1.30–4pm  
**Location:** EG.18

**What Makes Teaching Learner-Centered?**

**PRESENTER:** Maryellen Weimer

**Abstract:** Interest in learner-centred teaching continues to grow. More and more faculty are working to incorporate policies, practices, techniques and approaches that focus on learning. Is that what makes teaching learner-centred? Is there any difference between active learning, student engagement and learner-centred teaching? During this interactive session, we will explore characteristics that define learner-centred teaching and illustrate with examples that can be used with different kinds of content and to achieve different learning goals.

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**THURSDAY 3 NOVEMBER**

**Key Presentation 2**

**Time:** 4–6pm  
**Location:** LT3

**Teaching Visions Twilight Keynote Address – Evidence-Based Teaching.**

**PRESENTER:** Maryellen Weimer

**Abstract:** How do college teachers decide if a particular strategy or approach is working? Until recently, they’ve mostly relied on their own judgment, maybe buttressed with some feedback from students. Even though whole disciplines have been studying teaching and learning for decades, only now are faculty discovering and attending to evidence related to instructional approaches and learning outcomes. And for many consideration of the evidence raises any number of intriguing questions. How much evidence is needed to justify a change in practice? What if the evidence is mixed? What if some of it has been collected in laboratories and not in classrooms? Can evidence collected in one discipline be generalized to other fields? Do the findings apply equally to all learners? Can teachers collect evidence related to learning in their classrooms? Should that evidence guide instructional decision-making? During this keynote, we’ll explore the landscape of evidence-based teaching with a goal of using what we discover to enhance the effectiveness of our own teaching.

**Professional Conversations with ‘The Teaching Professor’**

Opportunity is available for course teams, program teams or discipline groups to meet and talk with Prof. Maryellen Weimer during 2016 LTWeek. These professional conversations can be focused on one of the following suggested topics (see below), or you might like to put forward a topic/teaching issue that your team is facing. You might like to have a look at recent posts in the Teaching Professor Blog for potential topics of interest.
Suggested topics:

1. Participation - Five Reasons Why and Five Ways to Make It Happen

Participation is one of the most widely used and endorsed instructional strategies. Despite this, it often fails to engage students. A lot of students won’t participate, others do so reluctantly, and a few participate too much. The extensive research and literature on participation validates its importance and offers a wide range of strategies that can that can get students involved and interacting in ways that promote learning. During this interactive workshop, we'll revisit this favourite instructional strategy, sharing ideas and information that can increase its effectiveness.

2. Teacher Identity - Who Am I When I Teach?

Here's the key question: “How do I make choices so that who I am as a teacher enables me to thrive, the students to learn, and the content to be communicated effectively?” We construct our teacher identity or "teaching persona" from the parts of our larger personal identity. It's a subconscious process for many teachers and this workshop explores how it can be created more purposefully. How do teachers thoughtfully construct an identity that genuinely expresses their personhood at the same time it fulfills their professional responsibilities? How do they ensure that who they are as teachers promotes learning? And finally there's the issue of who they are as teachers stood against who they could become.

3. The Keys to Successful Group Work - In Class and Online

Learning doesn't happen automatically just because you put students in groups and give them a task to complete. In fact the success of group work is largely dependent on a host of details associated with the design of group learning experiences. How do you form the groups? What kind of tasks work best when groups meet face-to-face and when they work together online? What if the group has members who don't contribute or members who contribute too much? How do you assess that learning that occurs in groups? Do you grade the product or the process or both? Do you give group grades, individual grades or some combination of both? Using group work online and in class is not without challenges. However, extensive research and the experiences of faculty in many fields offer a variety of answers and options which we'll explore during this workshop.

4. Assumptions that Foster Instructional Growth

Most college teachers begin their careers full of enthusiasm for teaching. But their idealistic goals and the realities of academic careers often collide, leaving teachers with tarnished goals and sometimes cynical perspectives. Beliefs about teaching directly impact practice in the classroom. Some increase instructional effectiveness and contribute to long term growth. What are those assumptions on which solid instructional practice can be set and what beliefs foster the growth and development of teachers? The goal of the session: propose ways of thinking about growth and change that can increase both the motivation to teach and effectiveness in the classroom.

5. Quizzes, Exams and Finals - Maximizing their Potential to Promote Learning

We test students’ knowledge for two reasons. We have a professional responsibility to certify their mastery of the material, and testing experiences promote learning. They encourage most students to study. That raises this question for faculty: how do we maximize the learning potential inherent in testing events? Are there policies and practices that result in more and better learning from testing events? We’ll consider a variety of options from study groups, to quizzing strategies, exam review sessions, innovative testing ideas to the debrief session—each with features and options that can enhance learning outcomes.
Entrepreneurial approaches are now being advocated in Australia, to enter the workforce with an entrepreneurial mindset. Science, technology, engineering and mathematics (STEM) fields require problem-solving skills. These conditions make it imperative that graduates will enter an uncertain world of work where meta-capabilities such as creativity, flexibility and innovative processes are required.

Historically, employers expected university graduates to be suitable for professional occupations, based on the content of degree programs, but today, where fewer jobs involve routine processes, graduates will enter an uncertain world of work where meta-capabilities such as creativity, flexibility and innovative problem-solving are required. These conditions make it imperative for not only business, or arts graduates, but also those in the science, technology, engineering and mathematics (STEM) fields to enter the workforce with an entrepreneurial mindset.

Entreprenureal approaches are now being advocated in Australia, following $9.7 billion commitment of the Federal budget for R&D investment and commercialisation, through the National Innovation and Science agenda (NISA, 2015). In Queensland an additional $405 million has been committed to make Queensland an innovation leader nationally. A report on Boosting High-Impact Entrepreneurship, from the Office of the Chief Scientist outline the critical role of universities in the process.

However, despite all this funding and rhetoric, a shared understanding of the theoretical and pedagogical principles of entrepreneurship is lacking in the higher education sector.

This presentation aims to address these gaps by clearly defining entrepreneurship, its theoretical principles relevant for educators and then outlining the approach followed in Startup LaunchLab, designed to enhance graduates’ career aspirations through cultivating an entrepreneurial mindset.

Startup LaunchLab embeds an authentic entrepreneurial educational experience into a credit bearing course for a multi-disciplinary cohort of students. Experiential entrepreneurship empowers graduates to be confident, innovative, proactive and ready to create the future in emerging sectors. Startup LaunchLab involves business, creative industry and engineering students and evaluates student outcomes.

Startup LaunchLab (SLL) is being assessed using a sequential mixed method approach, consisting of survey data collected at the start and completion of the course and interview data collected two months later. Preliminary findings demonstrate that the theoretical principles underpinning SLL, not only enabled students to create a new venture, but the skills acquired also provided a method for entrepreneurial problem-solving and innovating, which is valuable to students working inside or outside traditional organisations. This paper contributes theoretically by outlining five principles of entrepreneurial problem-solving and providing a teachable method that can be deployed through an effectual entrepreneurship pedagogy.

Abstract:

**DISCUSSION SESSION**

**Presenters:** Nicole Reinke, Theresa Ashford, Goksu Dines

**Time:** 10.40–11.20am

**Abstract:** Utilisation and adoption of learning enhancing technology is overshadowed by numerous misconceptions and realities. The literature is clear that students like the idea of recorded lectures (Drouin, 2013). Many researchers in tertiary education acknowledge that present day students have increased commitments in relation to both work and family (Albion et al., 2010), and this is one of the reasons cited for the increase in popularity of and expectation of access to lecture recordings (Preston et al., 2010). Students believe that access to lecture recordings has a positive impact on their learning and that they are able to learn just as well using recordings as attending face-to-face lectures (Sloan & Lewis, 2014). Importantly, from a student perspective, the provision of recorded lectures doesn’t necessarily equate to non-attendance (Drouin, 2013).
The literature confirms that, simply making recordings available, without additional strategies that support and encourage effective usage of those resources does not lead to positive student outcomes (Sloan & Lewis, 2014). We contend that it may be possible that students are simply not utilising the recordings because they are hard to navigate, but also because students may not find them that engaging.

The challenges of using lecture recordings is of particular concern for first year (FY) students transitioning into tertiary education and of particular concern at USC where a high proportion of students are first-in-family (ie LFS103: Sem 1, 2016 60 percent) and from a low socio-economic background, which have both been associated with lower rates of completion (Edwards and McMillan, 2015). Compounding our institutional context is the wider problems surrounding STEM. There is a difficulty engaging students with STEM courses particularly where traditional didactic teaching methods are employed, something synonymous with large FY courses (Gasiewski et al., 2012). The situation is compounded by the fact that foundational STEM courses are by nature complex and content heavy, and often the concepts are difficult to conceptualise and comprehend.

The overarching aim of this project is to develop a best practice lecture delivery toolbox that caters to both synchronous and asynchronous learners to improve FY STEM student engagement and ultimately success. Through action research the project will uncover the ‘when, why and how’ students interact with live lectures and lecture recordings, and uncover their views on course content delivery in large content heavy FY service courses.

Initially the project focused on two large FY first semester science service courses: Cell Biology (LFS100) and Introductory Biosciences (LFS103), but now includes Human Physiology (LFS112), Systemic Physiology I and II (LFS201, LFS202) and Genes and Diseases (BIM202).

This session will outline findings to-date from our 2015 Commissioned Learning and Teaching Grant: FYE, and step the audience through two purposeful and sustainable lecture delivery strategies that support the synchronous and asynchronous learner. The first is a lecture template that helps students package and align the lecture content with their notes and the additional course resources; such as textbook and revision exercises. The second is a demonstration on how to ‘chapterise’ the lecture recording to improve student use of this resource.

Getting stuck in the cell membrane: Immersive 3D visualisations for enhanced teaching of a threshold concept in biology

TIME: 11.20 – 11.40am

PRESENTER: Ann Parkinson, Nicole Reinke, Nicole Masters, Mary Kynn

SHORT PAPER

Abstract: Mastery of threshold concepts is paramount to the facilitation of higher order learning and is linked to student retention in science, technology, engineering and mathematics (STEM) disciplines. Conceptualising abstract processes in biology which are occurring at the microscopic level are inherently difficult for many students. One of the core principles of biology is that of the cell – all living organisms (animals, plants, fungi and bacteria) are composed of one or more cells. Everything we (as living organisms) are and do is possible because of the structure and function of our cells. In order to grasp the concept of ‘the cell’, an understanding of the cell membrane, the outer layer separating what is inside from what is outside, is essential. Student mastery of the concepts associated with cell membrane structure and function (osmosis, diffusion, active transport, concentration gradients, and channel function) has traditionally been shown difficult to achieve (Odom & Barrow, 1995). This project will use an action research approach to develop, deploy and evaluate a suite of visualisation resources in three consecutive service courses for biomedical science, allied health and associated STEM programs. The project will produce transferable resources that can be used and up-scaled into other STEM courses, diagnostic tools to evaluate threshold concepts, and technical guidelines for the production of other 3D immersive visualisations. Evaluation strategies will show if and how immersive stereoscopic 3D visualisation experiences (with associated suite of resources) improves student mastery of threshold concepts and excites interest in biology. This research will contribute to the development of state-of-the-art pedagogy in science.

In order to explore the threshold concept and develop the associated visual artefacts we will use diagnostic assessment tools. The Osmosis and Diffusion Conceptual Assessment (ODCA) is a diagnostic test developed and modified by Fisher et al. (2011) from an original diagnostic test, the Diffusion and Osmosis Diagnostic Test (DODT) by Odom and Barrow (1995). The ODCA relies on a student not only getting questions about the concept correct, but choosing a correct reason for their answer. Questions are asked in nine “item pairs” and choice of the incorrect reasoning items can elaborate on misconceptions (Fisher et al., 2011). Based on the format of the ODCA two more diagnostic assessment tools the Active Transporter Conceptual Assessment (ATCA) and the Channel Conceptual Assessment (CCA), will be developed and implemented within this project.

This presentation will report on our progress to date on a Commissioned Learning and Teaching Grant - Visualisation - which commenced in February 2016.

References:

Outcomes of the Exploratory L&T Grant: ‘The lifespan is for growing and developing’, using simulation and authentic assessment to study developmental psychology.

How did our ‘garden’ grow?

**TIME:** 11.40AM–12.20pm

**PRESENTERS:** Prudence Millear, Ruth Greenaway, Jessica Schmidt

**DISCUSSION SESSION**

**Abstract:** This presentation explores changes to PSY203 Introduction to Human Development. The curriculum was redesigned around the physical space of EG.18, to take advantage of the room’s technology (for peer-assisted learning and collaboration), and the arrangement of tables on the stepped tiers (to capture geographical locations in which development occurs). The curriculum was arranged, such that as the weeks passed, the lifespan continued to ‘grow’. Each week focused on just one lifestage (eg middle childhood), linking between the previous (ie, early childhood) and next (ie, adolescence) lifestages, and including developmental forces in urban and regional areas.

Students used a range of technologies to support their learning: Blackboard learning materials, PebblePad workbooks, and Padlet. Workbooks were developed in PebblePad for weekly activities and assessments, and individual Padlets were used for each tutorial group, as they watch the video vignettes. We have identified and will implement future revisions and refinements for these resources. The set-up of the Blackboard course site enabled a clear structure for each week’s Learning Materials and for the Assessments. A C–SALT evaluation found that this format was at the ‘Developed’ stage for Course structure and Collaboration, and ‘Outstanding’ for Learning Material and Assessment on the Blackboard+ Rubric.

In addition to structured activities about course content, students produced two video vignettes (and written reflections) to demonstrate their understanding of two lifestages – adolescence and old age. The video vignettes were presented in class and reflections were submitted at the end of the semester. We (PM and RG) made video vignettes about our own adolescence as examples and encouraged students to think about their own experiences. We are delighted and amazed at the innovative, creative, funny, and insightful video vignettes that students made, which extended far beyond our simple efforts. The second component of the assessment, to reflect on their own and their peers’ video vignettes, was interesting, as the students who embraced the vignettes demonstrated greater depth of understanding and insight. We will present a collage of the vignettes and snippets from the reflections that represent the range of ideas and theories of adolescence and older adulthood.

Curriculum renewal is an ongoing process. Whilst the feedback from SETAC, student focus groups and questionnaires has been largely positive, we have improved the curriculum to better frame the weekly activities (eg specific examples for each lifestage), and refined PebblePad to suit these new activities. The video vignettes were successful but can be improved first, by ensuring that students know they can not only use personal and family experiences, but can also base their video vignettes on celebrities or fictional characters. Second, we have now clearly linked making the video vignettes with writing about the lifestages in the reflections in the Course Outline. Third, we will include formative assessment of the vignettes, with a marking sheet for immediate peer feedback and more detailed, written feedback from staff provided in the following weeks.

The presentation will conclude with some guidelines for other courses and how these findings have been applied in PSY307 Adult Development and Ageing.

Enhancing graduate capabilities, employment and career opportunities through authentic WIL: a USC case study

**TIME:** 12.20–12.40pm

**PRESENTER:** Jennifer Rowe, Melissa Innes, Sam Edwards

**SHORT PAPER**

**Abstract:** USC seeks to build capacity in its educational endeavours by being a comprehensive university, and by providing high quality experience and improving student success, measured in student satisfaction and graduate outcomes. In this presentation we will discuss the findings of a case study conducted at USC as part of a larger OLT funded project which investigated the 21st Century Student Experience at Regional Universities (Project leaders Professor Karen Nelson and Ms Kylie Readman SP14-4206).

The USC case study focused on student engagement in work integrated learning (WIL) initiatives. WIL is an umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum1. WIL is recognised as authentic learning which provides students with the opportunity to engage with industry and professions in order to develop an understanding of the contexts, services, industries and practices associated with their field of learning or discipline.

The aim of the USC case study was to investigate characteristics, circumstances and conditions in USC work integrated learning (WIL) curricula and educational experience which inform student success and show potential for future sustainable development in WIL in tertiary studies. Using a case study method we interviewed undergraduate domestic students who were undertaking or recently had undertaken WIL in one of 4 courses offered in drama, law, entrepreneurship or tourism and event management and staff involved in each of these courses.

The findings of the USC case study present two approaches to WIL, described in two key themes, Learning Work and Learning Accomplishment. The first approach is characterised as group and project based WIL and emphasises learning work in which students apply theory to practice in novel situations, as well as innovate and develop creative practice. The second is characterised as an internship model and emphasises students’ development in the crafting of relevant skills and practice. The learning accomplishments included the development of a range of generic competencies, increased motivation and engagement with learning, other students and staff, and an increased understanding of identity and personal growth, expressed in a changing perspective from self to a multi-focused lens on learning and the future, and increased confidence.

These findings suggest that WIL succeeds as students engage with each other, local businesses and industries in ways which are capacity building, that is, that support the development of transferable knowledge, skills for personal growth, ongoing learning, employment and career development.

This case study is one of eight studies which contribute to a wider project:

**Shaping the 21st Century Student Experience at Regional Universities (SP14-4206) –** http://shapingtheregionalstudentexperience.com.au/

Emergent career opportunities in STEM

TIME: 9.30–9.50am
PRESENTERS: Anne Bowden, Daniel Meloncelli
SHORT PAPER

Abstract: We are currently in the midst of a Fourth Industrial Revolution, with developments in the fields of artificial intelligence, robotics, nanotechnology, 3D printing, genetics and biotechnology driving change. It is estimated that nearly two-thirds of Australian children starting primary school now will end up in jobs that have not yet been created. The recent Federal Government's Future focus, 2013 National Workforce Development Strategy has projected that there will be approximately six million new job openings in Australia in the next ten years; however, nearly 40 percent of current occupations are at risk from automation and computerisation in the next twenty years. Having a workforce with science, technology, engineering and mathematics (STEM) skills is critical to 'future-proof' Australia's economic prospects. There is also a need to increase women's participation in STEM to ensure Australia's future competitiveness. This presentation will provide the top five jobs in each STEM category, and discuss how these careers tie in with degrees offered at USC. As educators we need to provide our future workforce with the skills that are required in the age of technology. Some of these key skills are sensemaking, social intelligence, adaptive thinking, design mindset and virtual collaboration.

Leaders leading leaders through
Professional learning conversations

TIME: 9.50–10.10am
PRESENTERS: Sue Simon
SHORT PAPER

Abstract: Conversation can play a significant role in achieving conceptual change in the context of work-based learning (Readman and Rowe, 2016, p.1012). Barber, Whelan and Clarke (2010) assert that emerging leaders need to be ‘supported by other knowledgeable people if they are to become stronger leaders who make a difference to the lives of colleagues and students’ (p. 30). Caldwell, likewise, believes that interaction with fellow professionals can alleviate the challenges of leading in an isolated context in which leaders can often feel alone (Caldwell, 2006). In addition, Fluckiger, Lovett and Dempster (2014) encourage practice-centred and partnerships-powered strategies to enhance individual leaders’ capacity to lead their learning communities well. EDU705 Leadership for Learning Communities in the Master of Education Program at USC attracts aspiring and current leaders from a myriad of learning contexts. The characteristics cited as crucial to effective leadership development have been woven into the design of the course: collegial support; interaction with peers; practice-centred learning activities; and partnerships-powered approaches. The range of experience and level of leadership responsibility of collaborating students may be wide, with some being seasoned school principals with twenty years’ experience and some at the embarkation stage of their leadership journey. Each, however, brings a distinctively unique set of expertise and motivation which enables them to contribute meaningfully to class discussion and collegial activities. Whilst the course is designed to provide theoretical underpinnings, leadership frameworks...
and opportunities to analyse developing leadership capacity and formulate goals, the application of theory to unique context is essential. The vehicle for application of theory to practice is through the design and launch of a leadership project in situ during the semester of study. Throughout the project and during face-to-face interactions, students of this course ‘lead’ each other by providing, written feedback on the first task, and verbal feedback during a Professional Learning Conversation in the final week. Once feedback has been received, students reflect on their leadership project and their leadership development. They also, most importantly, reflect on the ways in which they have been able to provide feedback to their peers. Students who have given professional support to peers (and received it from their peers) through Professional Learning Conversations, have reported that not only was this beneficial to them in their own leadership development, but that they would be incorporating it as a strategy for others’ leadership development in their own contexts. A ‘Leaders Leading Leaders’ approach is proving to be both pedagogically-sound and professionally relevant for tomorrow’s leaders of learning communities.

References:

Creating accessible documents
TIME: 10.10 – 10.30am
PRESENTER: Corey Collins
SHORT PAPER
Abstract: By 2020, the technology environment may provide faster and more unique ways to access information but what I believe will not change, is the right for universal access to all information, for all types of student abilities.

A variety of tools, such as Microsoft Word, Adobe Acrobat and others, are available to author electronic documents to create learning material. When authoring documents it is important to use specific techniques to maintain accessibility and universality so all students can read the document effectively, especially students with a print disability. The principles for authoring a document are the same regardless of the tool used but the techniques can vary.

Using specific authoring tool techniques will assist in creating an accessible electronic document that lessens the chance of a ‘road block’ being generated for a print disability student. By providing authors with the correct techniques, we mitigate the risk of an electronic document being created that a print disability student cannot read, which would otherwise hinder their access and ability to learn. There is also a financial and risk management incentive for creating accessible documents, as it reduces the risk of possible litigation by students with a print disability against the University under the Disability and Discrimination Act 1992.

Understanding how a student with a print disability interacts with a piece of learning material is very important. Depending on the form and severity of the disability, students may utilise a number of technologies to read the material. Students with sensory disabilities, including vision and hearing loss, will utilise text-to-speech software, zooming and captions; students with physical disabilities will utilise speech-to-text software and keyboard/switch hardware; and students with cognitive and learning disabilities may use a combination of software mentioned to support their needs. The key issue arises when the technology is solely dependent on how the document is formatted, which impacts the access, usability and speed a student can read the learning material.

With reference to specific digital standards and guidelines, it is possible to create learning material that is universal and accessible to all students without involving extra effort on the part of the author. Not doing so actually creates more work, especially if learning material requires adjusting or reconstruction once a road block has been identified by a print disability student. In some examples, using the techniques can make the authoring process more efficient, such as utilising headings correctly, which consequently automates the process for creating a table of contents.

By implementing techniques that directly address how a student reads a document using text-to-speech, speech-to-text software and other devices, we create a document that is accessible to all that does not impact the context or visual appeal of the information. In many cases, it is not only print disability students that benefit from the techniques implemented, as all students may experience improved usability that can result in enhanced learning outcomes.

Ten simple rules to help students learn the language of statistics
TIME: 10.30 – 10.50am
PRESENTERS: Peter Dunn
SHORT PAPER
Abstract: The language used in statistics is confusingly frustrating. Learning any new subject brings with it the requirement to learn the language associated with that subject. Students also bring with them varying understandings about the relationship between statistics and mathematics. Many students expect the formality and precision of mathematics to transfer to statistics, and are baffled to discover this is not the case.

The first four rules will guide instructors and learners around the landscape of tricky terms, from general English to the English of mathematics, statistics and other disciplines. The remaining six rules will establish some signposts along the way to assisting students to overcome the challenges of the language of statistics. We acknowledge that there is no single route to enforce here, and that management of expectations, embracing ambiguity in terminology, and reinforcement of new language through writing and speaking all have a role to play in teaching and learning the language of statistics.
Universal design for learning and disability services 101

TIME: 10.50–11.10am
PRESENTER: Davin Lloyd, Jane Anderson

Abstract: Universal Design (UD) is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. An environment (or any building, product, or service in that environment) should be designed to meet the needs of all people who wish to use it. This is not a special requirement for the benefit of only a minority of the population. It is a fundamental condition of good design. If an environment is accessible, usable, convenient and a pleasure to use, everyone benefits. By considering the diverse needs and abilities of all throughout the design process, universal design creates products, services and environments that meet peoples’ needs. Simply put, universal design is good design. These principles can, and should be, applied to both built and digital environments in the university context.

Universal Design for learning is an area that is important due to its wide ranging positive impacts, such as deeper learning, engaged learners and increased student retention. The principles of UD for learning are based on providing students with multiple means of representation, expression and engagement. If academics provide options and opportunities to learners, so they can experience learning in ways that have meaning to them, there will be multiple benefits. Implementing UD for learning will benefit not only students with a disability, but also a wide range of other students with different language abilities and learning styles. Over 4 million people in Australia have some form of disability, including 16 percent affected by hearing loss, 10 percent with dyslexia, and over a lifetime 45 percent of the population will experience a mental health disorder.

In keeping with the theme of visions 20/20 – what’s next?, the vision of the team at Disability Services is that USC will be a leading Australian university in the area of UD. This discussion aims to increase the knowledge of USC academics of the principles of UD and how they can be applied in their teaching. Further beneficial information included in this presentation will be relating to processes for Disability Services here at USC. This is due to the growing number of USC students registering with Disability Services, and requests from academics to provide more information regarding our services and how to support students with a disability.

IOGs: Embedding online learning and skills support into course curriculum and exploring future directions for blending learning and engagement

TIME: 11.10–11.30am
PRESENTER: Johanna Einfalt, Val Mesh, Becky Heath, Janet Turley, Susie Vergers

Abstract: This presentation showcases and shares the journey of a team working under an Exploratory Learning and Teaching Grant in order to trial a blended learning initiative in 2015/16 focused on embedding online skill support and learning into USC’s largest first year communication course – COR109. This project is founded on principles established by the three-way collaborative support model (Einfalt & Turley, 2009a, 2009b, 2013). USC’s Blended Learning strategy (2014-2016) defines blended learning as ‘a fusion of educational technologies and teaching in physical and virtual environments to enhance the student learning experience’. In response to this, interactive learning objects emerging from our project have been designed with input from a Learning Designer, Librarian, Academic Skills Adviser, COR109 co-ordinator and teachers. These online learning objects have been collaboratively produced to provide a combination of targeted library, academic skill and course content support relevant to specific task assessments. The value of such online learning objects is that they can support a diverse range of students, some arriving at university without the literacy skills required for success. In addition, this project aims to improve access for students who are time poor and not often on campus, at learning hubs, or study part-time, to have resources that help develop skills needed to complete COR109 set tasks. 2028Storyboard Articulate was used to create a series of interactive learning guides, including the use of games, quizzes and screen captures, that were embedded into the Blackboard platform. This presentation will report on findings from this project based on evaluation and feedback from analytics, online surveys, focus groups, and staff opinion.

Perceived efficacy of assessment exemplars

TIME: 11.30–11.50am
PRESENTERS: Peter Grainger, Deborah Heck, Michael Carey

Abstract: Assessment exemplars are a tool to guide students to what is valued by assessors in a specific assessment task, in short, as examples which illustrate, typically, dimensions of quality. Often high quality exemplars are provided. We were interested in researching the perceived efficacy and impact of a variety of assessment exemplars, ranging from low to high quality, in teacher education courses at a regional university. We surveyed 72 students and found that students accessed exemplars regularly and found them useful in providing detailed guidance that went beyond the descriptions of assessment tasks found in course outlines and assessment rubrics. They valued various types of exemplars, a range of quality, and the inclusion of annotated and unannotated versions of exemplars.
After the successful implementation of the UniPollWatch project in a journalism course, this type of learning can be transferred to other USC journalism subjects. This includes covering other types of elections or major events across cultural, entertainment or sporting genres. This can help ensure graduates are more prepared and job-ready for the variety of tasks likely to await them as full-time journalists.

Melbourne CUP – in C~SALT Open area

**The COR109 Associate Lecturer team – envisioning student success through research informed and student-centred curriculum, staff mentoring and professional development, and collaboration with the wider University community**

**TIME:** 2.20–3pm

**PRESENTERS:** Gail Crimmins, Mary-Rose Adkins, Lee-anne Bye, Ann Robertson, Noni Keys, Janet Turley

**DISCUSSION SESSION**

**Abstract:** The COR109 Associate Lecturer team advances quality teaching by employing a whole of university approach to provide an inclusive and supportive transition experience for university students in their first semester of study. Through developing a student-centred curriculum, supporting sessional staff and collaborating with the wider University community, the team has supported over 12000 students through their transition experience. The curriculum, teaching approach, assessment and feedback practices have been designed to build on the differing social capital all students bring to their learning, enhancing student engagement and maximising student success on their journey to becoming a graduate of their discipline. The COR109 Associate Lecturer’s commitment to reflection, evaluation and research informed teaching practices recently led to the redesigning of learning activities and a marked improvement in students’ achievement. In order to support the sessional staff who nurture students through their first year transition, the COR109 team provides professional development and mentoring for up to 50 tutors and markers per semester. Feedback from tutors demonstrates that this practice boosts morale, helps to make tacit knowledge explicit, and embeds a student-centred culture within the full teaching team. Additionally, access points to institution-wide support facilities have been integrated into the COR109 curriculum. Members of the COR109 Associate Lecturer team collaborate with sections of the wider university such as Student Engagement and Services, Library, and Buranga Centre to ensure students on five campuses can meet their personal, social and academic needs for transitioning to university success.
To all first year calculus students: *pleeease* attend the classes!

**TIME:** 3–3.20pm

**PRESENTERS:** Aaron Wiegand
SHORT PAPER

**Abstract:** Although the ideas and content in first year Calculus courses are new to many students, attendance at classes (lectures and tutorials) is typically less than 60 percent and sometimes as low as 30 percent. This lack of guided, repeated exposure often translates to poor learning outcomes in individuals and, subsequently, fail rates that management regard as obstructing student progression, contributing to attrition and thus limiting university growth. Interestingly, in spite of the wealth of published evidence that suggests that attendance is a key predictor for success, attendance in itself is not seen to be an issue by management and is not considered to be a contributing factor to poor learning outcomes.

Instead, academics are encouraged to cater for “modern-age” students for whom “traditional modes of content delivery” (lectures and tutorials) are unsuitable, ostensibly because students now have different expectations about what university study should involve, or simply because they are “time poor” and should not be expected to attend campus for four hours per week. A focus on Student Centred Learning means that considerable effort is thus expended into providing additional pathways for exposure to course material, via opportunities provided by recorded lectures, blended learning and a broad variety of assessment types.

This approach may be extremely successful for students who take responsibility for their own learning, but for many young students who have not yet "learned to learn", direct instruction, repeated exposure and guided practice are key to learning new mathematics. Although they themselves are unaware of it, many first-year students fall into this category. So, what is a course coordinator to do to provide motivation for attending classes, repeated exposure, and regular practice? Link assessment tasks to physical presence at classes? Directed homework? Blended learning? Interventions? Peer-supported Q&A sessions? Begging?

In semester 1, 2015, all of these were implemented in a first-year Calculus course. Ultimately, the single greatest predictor of student performance was, unsurprisingly, physical attendance at tutorials and at lectures. In this presentation, I will discuss briefly the strategies employed in the course during that semester, and their respective impacts on attendance and student learning, within the context of the contemporary literature.

An outcome of this work is that additional strategies have since been implemented into first-year Calculus, which specifically aim to boost student attendance and general engagement and, of course, their learning.

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Mapping and evaluating the flipped classroom at USC: Integrative learning and teaching

**TIME:** 3.20–3.40pm

**PRESENTERS:** Jane Taylor and Mary Kynn, Wayne Graham, Hattie Wright, Julie-Anne Foster, Caroline Cottman, Michele Verdonck, Anita Hamilton, Michelle Costello, Julie Hansen, Kara Lilly, Jane-Louise Lampard, Rachel Cole
SHORT PAPER

**Abstract:** There has been increased emphasis in the higher education sector on the need for greater flexibility in the design and delivery of programs and courses to cater for students’ contemporary context and diverse learning needs. Universities are moving toward the use of blended learning approaches to cater for student diversity, which includes the enhanced use of educational technologies in curriculum design and delivery. Student engagement in learning is well established as being central to optimising the student tertiary experience and student learning outcomes. The flipped classroom (FC) approach is an approach to teaching and learning that integrates blended learning into teaching and has a focus on student engagement in learning.

The basic premise of the FC requires students to engage with the learning material prior to in-class time. Learning material can be delivered through a range of activities, including e-lectures, YouTube, TED videos, readings, quizzes, and website visits. The value of the FC is the conversion of more traditional didactic in-class time into interactive workshop activities where students can inquire about the learning content and concepts, apply their new knowledge, and interact with one another in hands-on activities. During workshops, lecturers and tutors become facilitators, encouraging students in individual inquiry and collaborative effort. The FC is consistent with the principles of a constructivist pedagogical approach to learning and teaching, including being student centred and the use of active learning strategies. Students construct their own knowledge and understanding about key course content and concepts, engagement in reflective practice, self-assessment and evaluation of their learning. The role of the academic(s) is to provide scaffolding, guidance, and facilitate the learning process and environment. The FC is intended to improve the quality of student learning through higher student engagement and opportunity on higher levels of learning, including analysis, synthesis and evaluation.

The purpose of this presentation is to present the formative findings of a USC Enhancement Learning and Teaching Grant (2014) that set out to: 1) evaluate the impact of the FC on USC students’ engagement in learning; 2) map the range of FC practices adopted by participating USC Course Coordinators; and 3) explore pedagogy and alignment strategies to cater for learning styles, using quizzes for formative assessment, and alignment between pre and in class learning activities in the flipped environment.
Developing a Multi-Site Communication Model to Support Staff Communication and Engagement

**TIME:** 3.40–4pm

**PRESENTERS:** Peter Baxter, Monte Wynder, Greg Laing, Michelle Joubert, Carola Hobohm, Val Mesh

**SHORT PAPER**

**Abstract:** This project is funded by a USC Commissioned Learning and Teaching Grant. It is aimed at enhancing the communication and engagement of staff involved in the delivery of USC programs across multiple teaching sites including Sippy Downs, Gympie, South Bank and Fraser Coast. The expansion of campus and study locations beyond small satellite facilities within driving distance from the main Sippy Downs campus requires an increase in 'staff capability for the deployment of digital technologies' and investment in 'emerging technologies to support innovation and efficiency.' Multi-site differs from small satellite campuses in that they comprise 'multiple geographically dispersed campuses, each with a substantial student load' (Scott et al. 2007, n.p.). Current literature about multi-site delivery assumes that this will be enacted predominantly through online methods; however, the School of Business programs at USC are different in that they will still be delivered face-to-face with online elements in a blended learning genre. Within programs designated to these campuses, staff will teach the same course content and are expected to maintain equal quality standards. This project will provide insights into how course co-ordinators engage with teaching teams across different locations using videoconferencing software options offered by USC. The key project deliverable will be a good practice guide, informed by pedagogical literature and primary research data collected from teaching staff through interviews and questionnaires.

The presentation will provide an outline of the work undertaken to date during 2016, as well as the proposed plan for the remainder of the project.

Engaging in Teaching and Learning in a Collaborative Learning Space

**TIME:** 4–4.20pm

**PRESENTERS:** Amanda Henderson, Penny Harrison, Margaret Barnes, Sam Edwards, Jennifer Rowe and Amanda Henderson (Griffith) and Simon Henderson (UNSW)

**SHORT PAPER**

**Abstract:** Recent Australian research highlights that graduating nursing students feel underprepared for graduate practice and cite clinical preparation as one of the primary deficits (Milton-Wildey et al, 2014; Watt & Pascoe, 2012). Buchanan et al confirm in a recent Australian clinical education scoping study that there is "little information on the detail of what clinical placements are actually like" (2014, p.10). Our project addressed the lack of a consistent learning process supporting clinical skill development across 221 different clinical learning spaces (clinical laboratories, simulation suites and industry clinical placements) within the clinical nursing programs at USC.

Continuity of the learning processes deployed across the different learning spaces is the underpinning element necessary for a quality learning experience. This also ensures that students are provided with equitable learning opportunities. Conversely, inconsistencies may detract from the experience. The aim of our project was to develop a generic learning process which would: 1) provide consistency in the learning approach used across all learning spaces, irrespective of the location of the space; 2) improve students' preparedness for clinically related courses; 3) enable flexibility in the facilitation models; and 4) support collaborative partnerships to enable growth in clinical placement hours.

The product from our project is the Check-in and Check-out (CICO) process. The CICO process supports high quality, engaging and relevant education in clinical practice spaces. The CICO process focuses on collaborative learning spaces where students engage as partners in their nursing laboratories, simulation suites and clinical practicum. The CICO elements complement the course content, skills assessed, and clinical practice within all clinical courses. This process will be translated into all clinical courses in the BNSc program from 2017. Our presentation will illustrate, discuss and present the pilot data from the implementation of the CICO process.

**Acknowledgements:** Project team members — Ms Jodie Russell, A/Professor Patrea Andersen, Dr Christine Slade, Ms May El Haddad and Ms Kathleen Hirst— are thanked for their contribution to this project.

**References:**

Buchanan, J., Jenkins, S., and Scott, L. (2014). *Student Clinical Education in Australia: A University of Sydney Scoping Study*, the University of Sydney, Sydney.


ABSTRACTS (CONTINUED).

WEDNESDAY 2 NOVEMBER

Presentation Session 3
9am–12pm
Location: E2.24-25
Chair: Alison Jaquet

Engaging in a conversation about navigating Postgraduate online learning

**TIME:** 9–9.30am
**PRESENTERS:** Deborah Heck, Meredith Lawley, Jane Taylor

**Abstract:** Adult learners are increasingly seeking out the ability to engage in continuing professional learning through online postgraduate study. Teaching online is not a simple process of replicating a face to face experience for online learners. The learners in an online space are often very different to the group of students who choose to undertake their study face to face. Many of these learners come to their postgraduate studies with a wide range of experiences and expectations of their continued learning journey at the postgraduate level. Learning and teaching online has many benefits including the ability to communicate and create flexible networks of learners from the local to the global scale. Postgraduate students are increasingly identifying the need to improve their content knowledge in particular areas as well as develop their digital literacy, communication and information literacy skills. Education, Business and Public Health at the University of the Sunshine Coast offer opportunities for postgraduate students to study courses and programs entirely online. The purpose of this session is to promote discussion about the opportunities and challenges academics experience in designing, delivering and administering both individual courses and whole programs of study. How will we as a postgraduate education provider meet the challenges identified by the New Media Consortium Horizons Report: 2016 Higher Education Edition? Join us to discuss the wicked challenges of balancing connected and unconnected lives and keeping education relevant in a context of competing models of education and connected and unconnected lives. How can we maximize our students’ learning experiences? A call for more personalized learning. Topics for discussion will delve into issues including the importance of facilitating non-task related conversations that engage postgraduate students in an online space and the implications of online learning for academic administration of courses. Students, academic staff, administrators, learning designers, librarians can all be involved in the conversations that will take forward online postgraduate learning environments and USC.

Using Blackboard to respond to learner needs, promote connection, and build capabilities for self-direction and success in learning

**TIME:** 9.30–10.10am
**PRESENTER:** Ali Black

**Abstract:** University can be a daunting experience and the Blackboard platform is a centrepiece for student learning at USC. In response to learner needs, Ali Black is using her Blackboard sites in comprehensive, integrated and coordinated ways so that students’ learning experiences are relevant and engaging, and connect them to ideas, other learners and their own capabilities. This presentation shows some of structures, tools and strategies Ali is using via Blackboard to enhance student engagement and maximise student success. She will share examples across her Bb sites, highlighting places of support and scaffolding, and places for students to connect with ideas and peers, scholarly and authoritative readings, resources and a range of media. These all serve to develop in learners a sense of capability and self-direction, encourage students to engage with each other and to pursue and explore ideas they find relevant and meaningful. Students leave Ali’s courses recognising their own contributions to knowledge construction and reflective practice, and having experienced deep learning. If you are interested in developing your Blackboard sites to encourage students’ self-directed learning this workshop will offer ideas and possibilities.

Technology for Teaching 101

**TIME:** 10.10–10.50am
**PRESENTERS:** Tamara de Regt

**Abstract:** Advances in technology occur so regularly that it’s hard for most of us to keep up. It’s even harder to keep up when you’re a busy academic with looming deadlines and multiple demands to juggle. While academics want the absolute best for their students, it’s often difficult to find the time to learn about a new tool to enhance student outcomes despite good intentions. This means that although we know that novelty increases student engagement and learning, unfortunately many ideas based on using new technology are placed in the “sure, that sounds great in theory, but I just don’t have the time” basket. This is all in the context of an ongoing need to provide formative and summative feedback to students to direct their learning. The concept of using GoSoapBox to tailor teaching methods, meet the learning needs of students, address their fears, and adapt teaching practices as the semester continues is explored. Importantly, this tool can also be used to provide formative feedback on a weekly basis in live time, with the results informing teaching that is tailored to the individual needs of the class. Students report a sense of relief when they see that they have, indeed, learnt something in class, and that they’re not alone in their anxiety about mastering difficult content. Learn how a simple tool, such as GoSoapBox, can be used to enhance teaching practices and provide both students and academics with valuable information to get the most out of a course. And I promise it’s easy to use!
Playful learning: incorporating games into the classroom

TIME: 10.50–11.30am
PRESENTERS: Sandi Elsom
DEMONSTRATION ACTIVE CLASS

Abstract: There is a growing recognition of, and interest in, the benefits of games to support learning and engagement. This is highlighted by the intense interest in “Pokémon Go”, a game designed to get players off the couch, meeting new people and exploring their neighbourhoods. However, game development requires a specialised skill set that can take years to develop. More than that, sophisticated games require a team of dedicated people who collaborate over a long period of time. While it seems obvious that educators should be taking advantage of games for learning, in practice it is not simple to achieve.

This interactive workshop demonstrates a number of simpler ways that educators can incorporate games into the bridging classroom. It proposes that there are several ways in which we can use games without requiring years of training and coding experience. We may be able to use existing games, both digital and non-digital. These games can be used “as is” or adapted to purpose. Many teachers already use engaging classroom activities, and these activities may require only a small amount of extra development or some tweaks to turn them into games. Finally, I suggest that we can use facilitated games, a shorter, simpler method of educational game design. These are games where the teacher takes the role of the instruction booklet and adapts the game as necessary as it is played. Each of these methods will be discussed and/or demonstrated and strategies and resources provided so that you can use playful learning in your own classrooms.

The activity to be demonstrated in full is the game “Tellybeans”, created for Startup Weekend 2016. Tellybeans acts as an icebreaker as well as a nonthreatening way of drawing background information from participants to inform a lesson and promote discussion.

Using video annotation technology to support reflective practice

TIME: 11.30–11.40am
PRESENTERS: Kelley Burton
PECHA KUCHA

Abstract: This presentation will discuss the learnings from a 2015 USC Exploratory Learning and Teaching Grant. The project leader is Kelley Burton and the project team members are Dominique Moritz, Simone Pearce, Gwynn MacCarrick, Susan Douglas, Peter Grainger, Florin Oprescu and Maureen O’Neill. The primary aim of this project is to develop the reflective practice skills of first year law students in order to prepare them for the rigours of law school, legal practice, a dynamic workforce and everyday life. A 30 percent summative reflective journal was introduced in semester 2 2015 and sustained in semester 2 2016, in a compulsory first year law course, LAW104 Criminal Law and Procedure B, to assess reflective practice. The students reflected on two experiences – observing criminal proceedings in a real, local Magistrates Court; and simulating the role of a police prosecutor or defence counsel in a five minute face-to-face bail application in the USC Moot Court. To support students’ reflections on their simulation performance in the USC Moot Court, video annotation technology was used.

The tutors used B-Line Medical (SimCapture) to add annotations about advocacy skills and bail application skills as the simulation was recorded in real time. The students were able to access a video annotated recording of their simulation online.

The use of video annotation technology to support reflective practice in legal education is innovative, and there is very limited literature in higher education evaluating the effectiveness of video annotation technology. This presentation will share some practical tips for using video annotation technology from the perspective of tutors, at the coalface. Further, this presentation will share some de-identified student views, sourced from student reflective journals, on the usefulness of video annotation technology to support their reflective practice.

The summative reflective journal was designed to provide a supportive experience for students by promoting reflective learning, experiential learning, active learning, authentic learning, simulation enhanced learning and technology enhanced learning. The reflective journal has positively influenced student learning, particularly understanding the professional legal identity, how to engage in reflective practice, the benefits of reflective practice, and how reflective practice could be used in the future.

The project team hopes that this presentation will inspire academics to uptake video annotation technology as a way to support the development of reflective practice skills in other disciplines.

Delivering employable graduates: A reflection on embedding experiential learning

TIME: 11.40–12pm
PRESENTERS: Trudee Walters
SHORT PAPER

Abstract: The past decade has seen increasing competition between graduates for jobs; indeed, universities are now frequently scrutinised and evaluated on their graduate employment success rates (Airey, Dredge & Gross, 2014; Dredge et al., 2012; Whitelaw & Wrathall, 2015). In Australia, the Office of Learning and Teaching (OLT) has had, in recent years, a strong focus on projects and fellowships that deal with enhancing graduate job-readiness in a number of discipline areas. For example, in 2015 the OLT funded more than a dozen projects or fellowships to work on improving graduate employability. Graduate employability is thus a recognised issue in higher education at a national level in Australia.

In mid-2015 a set of learning and teaching academic standards was published as part of the OLT Setting the standard: establishing Threshold Learning Outcomes for tourism, hospitality and events higher education in Australia project. Under the new standards which are focused on successful graduate outcomes including employability (Whitelaw, Benckendorff, Gross, Mair, & Jose, 2015), Bachelor degree graduates are required to demonstrate:
• The application of knowledge and skills to design and deliver event services and experiences;
• The application of cognitive skills to collect, analyse and synthesise information to develop solutions and evaluate outcomes for routine events problems; and
• Reflection on their own conduct and the performance of others to improve their own interpersonal skills and independent learning capabilities in routine events settings.

The application of theory to practice in routine events settings is thus a key driver in the new Threshold Learning Outcomes (TLOs) in the field of events studies in higher education in Australia, even at the undergraduate level.

The third year Event Management course at USC was recently overhauled to achieve the new TLOs. The redevelopment centred on the inclusion of experiential learning activities and assessment tasks; students now work in small groups to conceptualise, plan, execute and evaluate an event for the wider student body. The learning activities are designed to give students the opportunity to apply key theoretical concepts of events management to a real event experience, and to develop both their skills and their confidence - thereby enhancing their employability as graduates.

This paper presents some of the practicalities, challenges and key learnings of this approach which may be helpful to educators in other fields.

References:


First Year Experience Focus Session

Time:  2–3.30pm
Location:  EG.18

Strengthening the First Year Experience: the FY Curriculum Principles at USC

Presenters:  Professor Karen Nelson, Graham Ashford, Greg Nash

In 2005 Sally Kift and I presented a paper at the HERDSA Conference - Beyond Curriculum reform: embedding the transition experience (Kift & Nelson, 2005). In this paper we introduced the phrase 'Transition Pedagogy'. Our thinking was that Transition-In can be described by four nominal periods representing milestones in the continuum of students early experiences (acceptance of offer to enrolment, orientation to weeks 2 and 3, semester 1 including final exams, and semester 2 through to the beginning of year 2). Pedagogy, in the context of this article, meant that transition-enabling practices were embedded systematically across an institution through partnerships between academic and professional staff. Sally went on to explore the Transition Pedagogy through the lens of six first year curriculum principles (FYCP), as one of the first three Australian Learning and Teaching Council Senior Fellows. Several publications followed, among them a report on the outcomes and impact of the fellowship (Kift, 2010), a meta-analysis of 400 reports of practices and processes (Nelson et al, 2012; Nelson, 2015) and reflection on the impact of ten years of focus on the FYE (Kift 2016).

In this workshop Karen Nelson will explore the generational approach to the first year experience and dive into the FY curriculum principles as a set of tools to assist strengthen the experiences of USC's commencing students. Examples of the FYCP at work in curricula will be provided by Graham Ashford and Greg Nash. Workshop activities will include an opportunity to explore the FYCP resources and tools within the context of the first year of your program. The workshop will be of interest to both academic and professional staff but will be of particular relevance to academic and support staff who are focused on the first year as a foundation for later year success.

Presentation Session 4

Time:  2–4.10pm
Location:  E2.24-25
Chair:  Kelley Burton

A recipe for developing active, student centred learning experiences for second year Nutrition and Dietetic students

Presenters:  Sarah Burkhart, Dana Craven

DEMONSTRATION ACTIVE CLASS

Abstract: Student-centred learning experiences were used in two fundamental second year Nutrition and Dietetics courses (NUT201 Food Studies and NUT212 Principles of Nutrition) in 2016. Elements of a blended learning environment and the flipped classroom were used in these courses in order to facilitate engagement with content and learning.

This demonstration active class will explain how learning experiences for NUT201 and NUT212 are aligned with learning outcomes and assessment to foster student learning. This was consistent with best practice for encouraging deep learning and student engagement. This session will outline how these courses were designed following the structure of preparation, participate, and recap. Each week students were expected to independently prepare for participation in class activities designed to apply this knowledge in a practical sense. After class students were expected to independently recap on their week's learnings by completing revision activities.

Preparation: A task sheet which included a checklist was provided to outline the weekly learning outcomes, and pre, during and post-class activities. Preparation included self-directed activities which required completion prior to participation in class. These activities included tailor made short narrated PowerPoint presentations with associated questions. These presentations were based on the weekly learning outcomes and designed to provide students with a basic understanding of the subject matter.

Students were expected to complete these activities in order to facilitate participation in class.

Participate: In class activities were designed to accommodate a diverse range of learning preferences where practical. These included comprehensive notes, slides and readings for those with a read–write preference; videos, colouring and graphics for visual learners; tasks and case studies for kinaesthetic learners; and recordings and verbalisation tasks for aural learners.

Recap: Recap activities were designed to suit the requirements of each course. These included for example; the application of knowledge in a case study, completing short answer/multiple choice questions and additional readings.

Feedback from students (informal, SETAC and preliminary results from a validated student engagement questionnaire) classroom will also be presented. These demonstrate that activities used in these courses are useful in engaging students, developing a community of learners who encourage and motivate each other to learn, and instil confidence and a sense of belonging in the course/classroom.
ABSTRACTS (CONTINUED).

WEDNESDAY 2 NOVEMBER

Applied Microbiology and Biotechnology teaching tailored towards regional needs and graduate employment
TIME: 2.40–3pm
PRESENTERS: Ipek Kurtboke
SHORT PAPER

Abstract: Since its establishment the University of the Sunshine Coast (USC) has played a role as “urban catalyst” in one of the rapidly growing and transforming regions of Australia. Its foundational mission statement was “To be the major catalyst for the academic, cultural and economic advancement of the region: by leadership; by pursuit of international standards in teaching and research; and by responsiveness to the needs of students, staff, community and the environment.”

Microbiology stream was one of the first to be offered to the students at the USC and courses were designed to be in-line with the mission statement. Since 1999 microbiology has been an integral part of many different programs ranging from environmental science to biomedical science. In addition, the design pedagogies used during microbiology course development were targeted to encourage the students to transfer their theoretical knowledge into creation and application of innovative bio-technologies to provide solutions for the regional problems. This target-directed approach has also been in-line with the strategic directions defined for the region by the state and regional governments and councils (Kurtbӧke, 2016).

Teaching-Research Nexus: where research shapes and informs teaching, and teaching shapes and informs research was also embedded into the microbiology stream and has also been one of the focus points in the design of microbiology laboratory practicals. The discipline-based learning was intended to equip the students with hand-on skills to meet the needs of regional authorities and industries upon graduation. In this presentation delivery and contents of the lecture and laboratory practicals targeting to enhance graduate employability in the region will be communicated (Kurtbӧke, 2016).

References


Developing an online game to enhance higher order thinking
TIME: 3–3.10pm
PRESENTERS: Hattie Wright, Uwe Terton
PECHA KUCHA

Abstract: Clinical reasoning is a well-known concept in healthcare and refers to the process of information gathering, evaluation and interpretation of that information, come to an understanding of a patient problem or situation, prioritise, plan and implement interventions, evaluate outcomes, and reflect on and learn from the process. Clinical reasoning is a higher order thinking skill that draws on knowledge, experience, and reflection to identify the best possible outcome for a patient.

Health professionals with effective clinical reasoning skills have a positive impact on patient outcomes, while poor clinical reasoning skills can result in patient deterioration. Clinical reasoning is a complex process and is challenging for students to learn, ideally it should be taught in a clinical context such as a consulting room. Real-life simulation has been used to teach clinical reasoning skills in medicine and nursing. These resources are however, not always accessible for other allied health disciplines for student training. Developing an online serious game was identified as a technology rich immersive learning environment which could be utilised to enhance the clinical reasoning skills of student dietitians. This talk highlights the approach taken to develop an online serious game through the lens of an academic.

Student partnerships in designing and infusing technology into contemporary classroom learning experiences
TIME: 3.10–3.50pm
PRESENTERS: Amanda Henderson, Sam Edwards, Susie Vergus, Carola Hobohm
DISCUSSION SESSION

Abstract: Increased value has been placed on involving and empowering students as active participants in student-centred learning initiatives within contemporary higher education literature. (Bovill, 2014; Cook-Sathers, 2013; Carey, 2013).

Bovill, Cook-Sather and Felten (2011) contend that student voices are frequently overlooked in the design of teaching approaches, courses and curricula in higher education and students often lack agency within university educational structures. The notion of student participation is frequently limited to gathering student feedback to inform academic-led curricula design (Bovill, 2014). Cultural change is needed to ‘ensure that students are recognised as, and treated as, full partners in the process of ensuring and enhancing the quality of their learning experience’ (The Quality Assurance Agency for Higher Education, 2013, p.3). To address these issues, a team of two academics and two learning designers undertook a project to redesign an essential course within the Bachelor of Nursing Science program in 2014/15.

The project focus was to find a way to partner with students in order to achieve the goal of promoting a learner-centred culture in which the student voice has a valid place. Course redevelopment was undertaken in alignment with a blended learning approach (USC Blended Learning Strategy 2014-2016). The inclusion of technology into pedagogy is complex; it requires faculty to work in new contexts and spaces and rethink how they design and deliver courses. Our discussion will address two of the emergent issues in course redesign and delivery highlighted by the 2014/15 project: 1) the practice of establishing partnerships with students to design course curriculum, and 2) the role and value of student partnerships in designing and embedding technology and digital learning initiatives into curriculum.

References

Enacting a vision: three current questions stimulating reflection on practice

**TIME:** 3.50–4pm

**PRESENTERS:** Ann Robertson

**PECHA KUCHA**

**Abstract:** ‘Questions are more powerful than answers.’ I heard this many years ago from a Lecturer in Education at USC and it has stayed with me even as many other seemingly profound dicta have fallen away. In my teaching practice, there is no doubt that it is reflective questions that keep me engaged with teaching as a creative pursuit.

All my questions about learning and teaching are perhaps subordinate to one major question: how can I create a better learning experience for the students - and a more satisfying teaching experience for me? However, I notice that as my teaching practice evolves, each year there are shifts and changes in the questions I am asking, inviting me to look a little deeper, challenge my own assumptions, reframe the view.

The questions I want to share with you in the presentation relate to my favourite course that I coordinate and teach, LNG110 Languages and Linguistics. I always have a vision of students leaving the course just as excited as I am about the expanded opportunities that the study of languages and linguistics can offer to the modern world. Maybe that’s why, even though I’ve been teaching the same course for five years now, I’ve never taught it exactly the same way twice. And with each new iteration of the course and fresh set of interactions with students, new questions arise as to how I can move further towards that vision.

So, fresh from teaching this year’s version of the course, in this presentation I’d like to share three questions that are currently foremost in my mind, briefly explain my current practice that has given rise to those questions and invite in awareness of what else might be possible. These questions are:

- What am I doing/what else can I do that will assist students to engage with the course in ways which are personally meaningful and relevant?
- How do I encourage students’ voices and what’s my role in managing the polylogue?
- How do I further support students in ways that foster autonomy, not dependency?
LEARNING AND TEACHING WEEK 2016

ABSTRACTS (CONTINUED)

THURSDAY 3 NOVEMBER

Presentation Session 5

Time: 9am–12pm
Location: EG.18
Chair: Anita Hamilton

Leganto Course Reading Lists – a New Library Story
TIME: 9–9.20am
PRESENTERS: Meredith Mooi, Anita Hamilton, Janet Turley
SHORT PAPER

Abstract: USC Library implemented a new library system in late 2015. It offers extended course reading list functionality through Leganto which embeds into Blackboard providing a modern interface for course coordinators to create and manage their lists and for students to access the citations. Course coordinators simply submit the list via Leganto to the Library for processing – resource purchasing, access, and copyright management – with no need for online forms or duplicated data entry.

Vision and Goals
• Enhance the student learning experience through seamless access to resources via a modern interface
• Streamline and simplify the reading list creation and management process for academic staff and library staff
  - Enable library staff to work more collaboratively with course coordinators for the selection of resources and management of reading lists
• Improve University copyright compliance and reporting
  - Leganto integrates with the new library system and shares the same reading list database. Reading lists are created once by Course Coordinators or library staff, processed by library staff, then published and made available to students. Reading lists are associated with the relevant course in Blackboard and once logged into Blackboard, Course Coordinators and course students simply access the reading list via the navigation link.

Course Coordinators can add citations to Leganto via an embedded library Discover search (ie books and video), or directly from a database eg Science Direct via the CiteIt tool (ie journal articles, papers). Citations can also be added manually for any type of resource eg PDFs, images, PowerPoint presentations.

Notes can be added to the citations if required and Leganto also provides functionality for students to comment, rate and discuss specific citations in the list. Students can also make suggestions for other resource citations to be included. In this way Leganto can become a powerful tool for student engagement in learning.

The Leganto statistical report functionality will allow Course Coordinators to analyse and evaluate resource citations usage, further enhancing the teaching and learning experience.

During Semester 1, 2016 the Library has been exploring the new Leganto functionality, and as an early adopter of the system, feeding back ideas for its enhancement and development to the system vendor. A critical part of this exploration and testing has been a pilot of a small number of live courses.

A pilot of Leganto reading lists was conducted in Semester 2 with COR109 Communication and Thought, and OCC212 Evaluation of Occupational Performance. This presentation provides an overview of Leganto and outlines the experiences of course coordinators, Janet Turley and Anita Hamilton, creating and managing reading lists with Leganto – including benefits and challenges as well as ideas for its future development and release. Feedback from students will also be presented.

A “Whole Program Approach” to using PebblePad – Our Learning Journey and Emerging Wisdom
TIME: 9.20–10am
PRESENTERS: Anita Hamilton, Angela Hansen, Priscilla Trahar
DEMONSTRATION ACTIVE CLASS

Abstract: In 2013 the occupational therapy program at University of the Sunshine Coast started using PebblePad after it was adopted as the University-wide electronic portfolio (ePortfolio) platform. Although initially the occupational therapy program had only been seeking a replacement for its existing paper-based portfolio system, it soon became apparent that in addition to being a tool to showcase experience and skills, PebblePad could be used as an adjunct learning management tool and a competency-tracking tool.

The awareness of the potential uses of PebblePad led to the decision to apply for a Learning and Teaching Enhancement grant through C~SALT so that the occupational therapy program could take a “whole program approach” to using PebblePad from the beginning of 2015. An important decision at this stage of the journey was to undertake a comprehensive process of mapping the Australian Minimum Competency Standards for New Graduate Occupational Therapists (ACSOT guidelines) to provide a foundation for the competency mapping process and identify any gaps in the curriculum.

Fast forward to 2016 and the occupational therapy program has now completed the process of mapping ACSOT guidelines and integrated PebblePad across all four years of the academic and practical education curriculum. To date we have used PebblePad in the following ways in the occupational therapy curriculum:

1. Creation of a range of Multi-faceted workbooks for use in academic learning situations such as tutorials and workshops.
2. Establishment of a range of workbooks for use in practice education learning situations, with a focus on structured reflections.
3. Construction of structured assessment tasks which can be completed and graded within PebblePad.
4. Development of workbooks to guide our Student-Peer Mentoring Program.
5. Conception and creation of a unique and comprehensive workbook that maps the Australian Competency Standards for Graduate Occupational Therapists across the curriculum so students can track their progress towards completion of professional competencies across the four years of the program.
6. Guidance of students about the capacity to store and tag evidence of skills and experiences for inclusion in an ePortfolio.
7. Construction of templates for students to develop a simulated professional Continuing Professional Development (CPD) plan (designed to simulate the CPD plans used by the Occupational Therapy Board).
8. Creation of templates for students to record CPD activities that include hours and supportive evidence (designed to simulate the CPD activity records used by the Occupational Therapy Board).
9. Development of a curriculum vitae
d10. Compilation of ePortfolios that showcase student experiences, skills and demonstrated competence, ready to enter practice.

Across this four-year journey we have been gathering data at two points; firstly when students enter the program (Week 3 of Year 1) and then as they approach graduation (Week 10 of Year 4). We used an online survey to identify students’ perceptions of ePortfolios. In addition to the online surveys we have conducted focus group with students and staff across the past 12 months. The data will be analysed over the coming weeks and key findings from the questionnaires and focus groups will be presented.

References

Collaboration-Live!!
TIME: 10–10.40am
PRESENTERS: Michele Verdonck
DEMONSTRATION ACTIVE CLASS

Abstract: According to the SAMR model, technology has impacted learning and teaching including the redefinition of learning tasks (Schrock, 2013). Such redefinition has been possible through the use of technology in a 2nd year occupational therapy course. Students are responsible for the creation of their own learning materials in situ, in contrast to learning materials being provided by a lecturer prior to workshops.

This hands on workshop will provide participants with the experience of using the available digital technology in the tiered learning space, E.G.18. Participants will experience how it is possible for students to create collaborative digital learning materials. This blended learning approach encourages small groups of students to create digital learning materials, groups then share and merge between groups and to finally create a single collaborative artefact for the entire class. This process occurs in a technology enabled classroom and involves the use of a learning management system and wiki pages.
Innovations in Teaching, Learning and Assessing Science

TIME: 11.20–11.40am
PRESENTERS: Sarah Windsor

Abstract: In deciding what to teach in the reviewed and renewed University of the Sunshine Coast Bachelor of Science Program a rigorous analysis was conducted of: science definitions, global trends in tertiary science teaching, future scientific directions, national and regional scientific imperatives and the University of the Sunshine Coast’s research strengths.

The School of Science and Engineering blended learning strategy focused on videos of learning activities being uploaded to blackboard as supplemental learning materials to decrease attrition in large first year classes. Implementation of this intervention strategy was investigated in terms of: preparation for class, revision for assessment, replacement for missed classes and development of graduate attributes.

The final examination is a high stakes assessment task in most science courses. The Chemistry Major of the Bachelor of Science was implemented in 2013 and will continue in the renewed program. The final examinations of all the courses in the chemistry major were moderated for consistency and progression.

Developing and deploying eLearning adaptive interactive case studies for Biomedical Sciences

TIME: 11.40–11.50am
PRESENTERS: Rebecca Donkin

Abstract: A. Rationale: Curriculum changes encouraging eLearning is known to improve learning outcomes as it includes guided instructional formats and directive, customised feedback, increased student exposure to concepts, is engaging for the learner, allows the flexibility for students to practice in their own time, and allows interactivity and customised revision which can be student led. Albeit there remains to be gaps in knowledge in curriculum design for biomedical sciences and how eLearning can provide a pedagogical approach that blends academic and practical learning experiences which contributes to life-long learning in the biomedical profession.

B. Methodology: A literature review was conducted to ascertain the peer reviewed online adaptive learning tools and pedagogical development of eLearning lessons available in the biomedical/medical fields in the discipline of haematology (study of blood diseases). A search of databases between 2009 and 2014 yielded only 13 papers in total on the development of online interactive modules specific to the field of haematology.

Given the limited knowledge available, a newly designed template was created at USC for the use of eLearning adaptive case studies in haematology using the Smart Sparrow Adaptive eLearning software and a combination of haematology resource material from USC, UNSW and the Best Network. Over a two year period, in total 7 eLearning adaptive lessons in haematology have been created, trialled and deployed on a freely accessible website in a courseware catalogue for medical/biomedical Sciences (BEST network https://www.best.edu.au) for access by local, national and international universities to view, adapt and teach within relevant curriculum.

C. Results: Once developed, the eLearning adaptive case studies were trialled at USC in MLS110 Haematology and MLS210 Advanced Haematology, quantitative and qualitative feedback was provided by staff and students. Results suggest adaptive feedback, immediate responses to questions and choice of learning were favourably viewed when comparing a ‘standard’ paper based case study to an eLearning case study. Although exceeding the learner’s ability to engage was time dependant and it was recommended case studies should not exceed 30 minutes for completion to maintain engagement and knowledge content. Once feedback was sought and the lessons modified, they were made available on the Best network for sharing amongst the medical/biomedical community. As of September 2016, the 7 lessons have been viewed over 700 times, adapted in 25 courses outside of USC and endorsed by 14 academics from non-USC universities.

D. Conclusion: Student benefit was unanimous amongst the cohort, particularly with engagement and learning. It suggests an adaptive eLearning case study with a variety of different input methods and visual cues can target a diverse learning style and maintain student engagement. Academics can benefit by accessing the analytics of the lesson, viewing the responses and learning paths taken by the students however, developing the template was time consuming (approximately 120 hours). Training and support is required for developers of e-Learning modules.

Acknowledgement: Mrs Liz Askew
Presentation Session 6

<table>
<thead>
<tr>
<th>Time:</th>
<th>1 – 3.30pm</th>
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<tbody>
<tr>
<td>Location:</td>
<td>Visualisation Studio, H2</td>
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<td>Chair:</td>
<td>Margarietha Scheepers</td>
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Educational Technologies

**TIME:** 1 – 1.30pm

**PRESENTERS:**
Carola Hobohm

**DISCUSSION SESSION**

**Abstract:** USC teaching staff are invited to a showcase of technologies (new and existing) that you might not know about: Room with 180 degree view – C~SAL T’s wide angle camera (affectionately known as the ‘no hide’ camera during video conferencing); Pop-up videos – Record video messages from your mobile and publish to Blackboard in one go; and PowerPoints don’t have to be boring!! – Easy tools for high engagement, high visual impact and collaboration at a new level.

Immerse yourself!

**TIME:** 1.30 – 2.10pm

**PRESENTERS:**
Vikki Schaffer, Julie-Anne Foster

**SHORT PAPER and CAVE TIME**

**Abstract:** Strategic application of immersive visualisation and simulation can address these challenges and create a competitive advantage.

Equity in higher education is not only an economic imperative but a social one (Wells 2008). Regional universities create opportunities for diverse groups (low socio-economic, disabilities, special needs) to undertake higher education (Regional Universities Network 2015) and thus need to develop equitable, student focussed, authentic teaching that maintains academic standards within inclusive and stimulating learning environment.

Learning spaces that extend beyond the classroom engage people with different learning styles to provide opportunities for deep learning and connection with students’ respective professional communities (Isoardi 2010). Fostering the links between authentic learning, teaching and the real world creates meaning to existing and emerging concepts by drawing on previous learning, professional or personal experiences (Durham & Aidemn 2012; Hunt 2012). Clear connection to course concepts is imperative to piecing together critical constructs; this is where immersive simulation and visualisation may have the greatest impact (Bland, Topping & Wood 2010; Bradley 2006). The benefits of immersive experiences have not been extensively explored (Raja, et al. 2004). This project seeks to immerse students in a virtual or representative environment to create a sense of “presence” (Raja, et al. 2004) as immersion offers safe, repeatable and supportive learning environments, structured and planned to replicate real experiences to underpin program and course learning outcomes.

Engaged students are attracted to their work, persist despite challenges and obstacles, and have a sense of pride in their accomplishments (Schechty 1994). Authentic engagement provides results that have clear meaning and immediate value to students (Schechty 2000) and is an important precursor to student learning (Zyngier 2008).
Use of visualisation techniques to represent alternate scenarios and their impact on urban planning course content

TIME: 2.10–3pm

PRESENTERS: Sanjeev Srivastava, Johanna Rosier
SHORT PAPER and CAVE TIME

Abstract: Visualisation constructs the artificial environment, whether it is past, present, or future in a way that it feels like real. This enables creation of artificial world that can be manipulated unlike the real-world. This study utilises visualisation methods in geographical context to facilitate a spatial understanding of things, concepts, conditions, processes or events in the human world for the planning students. Visualisation of different scenarios are important across two main areas of planning. Firstly, visualisation techniques are used in generating data to understand current landscape changes and to generate future urban development options for a region or suburb (overall impression of development (density, scale, height and bulk of structures). Secondly, planners may use geo-visualisation tools and immersive experiences to illustrate the potential effects of a proposed development on the surrounding area. The use of visualisation media in teaching has dramatically transformed over last decade, and these developments are providing opportunities to create various digital learning resources. This study presents various methods of visualising urban planning scenarios across diverse media and the research design of measuring the effects of visualisation methods on student learning. The resources prepared for this study included various ways of geographic representations to create products that can be visualised in generic media such as fly-throughs in the form of movies, specialised media such as geographical information systems (GIS) tools, and advanced visualisation media such as large format displays (Immerse Lab) and 3d immersive visualisation (CAVE2). The themes used for this study were observing changes over several decades, visualisation of future and alternate scenarios. The learning resources were created with spatial databases comprising of archived historical aerial photographs (from 1960s onwards), Landsat image archive, GoogleEarth and Nearmap images. The products were created in the form of animations, interactive PDFs, and image layers that can be interacted within GoogleEarth. Various 3d geographic representations were used in visualisations, and a 3d view of a study area was created for the study area using GIS tools (ArcGIS software). Subsequently, the 3d views were navigated and recorded as movies. Moreover, it was possible to immerse users in the 3d view with the use of CAVE2 facility.

Students have provided feedback showing how use of visualisation techniques have improved their understanding of urban issues across a number of courses. But there are implications to be considered. Visualisation resources vary because projects differ from year to year with different communities and professional planners involved each year. A different virtual reality needs to be generated for each planning project, requiring more resources. There is a debate about the amount of technical knowledge that is needed in the planning program to use visualisation resources effectively in practice – an extension of the debate “Is Planning a Science or an Art?”.

Some students prefer a more organic approach to design and are intimidated by the technology. A typical planning project lasts about 12 weeks so there are tensions between getting technical planning details right and developing any visualisation tools. However, it is obvious that planning educators need to resolve these tensions as the use of visualisation media increases across all areas of planning.

Opening up the USC CAVE

TIME: 3–3.30pm

PRESENTERS: Mark Utting, Jacqui Blake
SHORT PAPER and CAVE TIME

Abstract: Our USC CAVE2 environment is a unique technology-supported learning environment that has the potential to enable new kinds of collaborative learning and teaching practices for many courses across the whole university. However, until recently it has been quite difficult to develop new teaching content for the CAVE because:

1. most kinds of presentations have required expert assistance and setup, and multiple trips to the CAVE to make sure that everything looks okay. This needs to be easier.
2. another obstacle to rich student engagement is that the typical mode of teaching is instructor-led – a lecturer/tutor controls the content, while all the students in the CAVE just view that content. This is fine for some styles of teaching, but is it also possible to make use of the massive screen area by allowing multiple students to interact with content at the same time, so that tutorials can be more interactive?

This talk describes how the CLT SLICE project (Student-Led In-CAVE Exploration) is working to make the CAVE2 facilities more accessible and more engaging by:

1. Making it easy for all lecturers to develop/adapt visual content for the CAVE2, so that they can use that content for tutorials and workshops in the CAVE, or in the Collaboration Studio. We have already developed simple templates and guidelines for using the CAVE, and have seen the MGT221 class of over 100 students use those tools to develop and deliver group presentations in the CAVE;
2. Improving student engagement in the CAVE, by making it more interactive –providing tools that allow multiple users to explore and interact with different kinds of visual data in the CAVE2 such as images, graphs, video and interactive web-based content.

Our vision for the future is that tutorial groups of students will be able to use the CAVE to view immersive panoramas, lecture slides, videos, and interactive content. As well as watching, they will be able to use their mobile phones and tablets to move, annotate and interact with the data and programs in the CAVE.

It is expected that this multi-user, multi-view environment will facilitate active learning in a constructivist framework, and that these tools will be useful in many courses at the University of Sunshine Coast.