2012 LEARNING AND TEACHING WEEK

CONNECTING THE PUZZLE PIECES

20–24 AUGUST

This program is current at 14 August, 2012 and is subject to change. For the latest, check the USC Portal, email LTWeek@usc.edu.au or visit the Connection HUB in C Block during 2012 LTWeek.
# Program Overview

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<td>12–1pm LUNCH</td>
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<td>Informal table discussions</td>
<td>Informal table discussions</td>
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<td>Simon Barrie</td>
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<td>Session 1</td>
<td>Session 3</td>
<td>2–4pm</td>
<td>1–3pm HG.51</td>
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<td>Library Seminar Room</td>
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<td><strong>EVENING</strong></td>
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<tr>
<td>Reception and Launch (by invitation)</td>
<td>Twilight Keynote Address/Awards</td>
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<tr>
<td>Innovation Centre</td>
<td>A/Prof Simon Barrie</td>
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<td>Innovation Centre</td>
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2012 LEARNING AND TEACHING WEEK THEME

The overarching theme ‘Connecting the Puzzle Pieces’ includes the following strands:

Curriculum Connections: Focus areas may include graduate attributes, capstone courses, curriculum mapping, learning outcomes, assessment and leadership.

Community Connections: Focus areas may include engagement, transitions, work integrated learning, diverse student cohorts, partnerships, virtual learning environments and transdisciplinary scholarship.

Acknowledgements

We would like to thank Associate Professor Deborah Heck, Peer Review Committee Chair and the Peer Review Committee members for their time and effort preparing for 2012 L&TWek. We also acknowledge the help and support of many other sections of the university in staging this week of special activities.

Details of prizes

Best presentation

All peer reviewed staff presentations are in the running to win three $1,000 prizes. Randomly selected audience members will evaluate presentations against the same criteria that peer reviewers considered at the abstract stage. The criteria are:

- Originality and implications for theory, practice and/or policy
- Relevance to 2012 L&T Week theme and intended audience
- Presentation

Informal Table Discussions

Participants will rate the discussion—an overall winner will be announced. The prizes will be awarded at the Twilight Keynote Address on Thursday 23 August.
From the Vice-Chancellor

Welcome to the third year of Learning and Teaching Week at USC. Learning and teaching has always mattered a great deal at USC. This week is a celebration and a showcase of the learning and teaching activities that occur in every discipline and at all levels across campus. We have plenty to be proud of, and plenty to highlight and talk about. We welcome the keynote speakers and invite both students and staff to share their perspectives on the pieces that make up the university learning and teaching environment. The theme of this year’s Learning and Teaching Week is ‘Connecting the puzzle pieces’ and we have many connections to focus on through developing courses and curriculum and designing opportunities to engage with disciplines, professions and the community. Please join me in a week of opportunity to collaborate, connect and celebrate learning and teaching.

Professor Greg Hill
Vice-Chancellor and President
From the Deputy Vice-Chancellor

I am delighted to join with Professor Hill in welcoming everyone to this year’s Learning and Teaching Week. The activities highlighted this week are a small sample of the ongoing success that USC has enjoyed with learning and teaching—our continued 5-star rating for teaching quality in the Good Universities Guide, large numbers of staff earning excellent Student Feedback results, academic staff creating dynamic and effective learning environments for students and professional staff focused on and responsive to student needs. These many learning and teaching initiatives are only possible when everyone connects and puts the pieces together in ways that build on strong foundations and commitment. I wish you all an inspiring week of connections and interactions to plan and strive towards further success in the future.

B. Lohmann
Deputy Vice-Chancellor

From the Director, Office of Learning & Teaching

It is a great pleasure to lead the team coordinating the third Learning and Teaching Week. During this week we hope that everyone will have opportunity to hear about learning and teaching initiatives, and a chance to talk and connect with students and staff on topics that interest them. The inclusion of informal table discussions during lunch offers a chance for greater interaction and dialogue between staff and students. The theme of 'connecting the puzzle pieces' aims to emphasize that there are many dimensions to learning and teaching at university, that it takes effort to create effective learning environments, and that combinations and linkages are core to the success of students and academic programs. Our focus on graduate attributes and making the connections more visible through the new course outline and curriculum renewal are ways that the pieces are networked in a more solid fashion. I encourage you to make connections with colleagues and students to support you in implementing what you learn. Enjoy the week!

Kylie Readman
Director, Office of Learning & Teaching
PROGRAM GUIDE

Monday 20 August

Location: Innovation Centre Foyer, USC Campus

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>4.30–6 PM</td>
<td>Learning &amp; Teaching Week Reception—by invitation only</td>
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<td></td>
<td>Report on previous Rotary Fellowship activity—Beverley Lowe and Chris Dann</td>
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<td>Announcement of 2012 Nambour Rotary Club Teaching Fellowship</td>
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<td>Launch of new name for learning &amp; teaching at USC</td>
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<td>Celebration Drinks &amp; Savouries</td>
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**Please note: Most activities in 2012 Learning & Teaching Week do not require registration. So that we can track participation, an attendance list will be circulated at each session. To help get to know colleagues, name tags will be available at the Connection HUB in C Block.**

Tuesday 21 August

Location: Innovation Centre Auditorium

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9.30 am</td>
<td>Opening Remarks—Kylie Readman, Director, Office of Learning &amp; Teaching</td>
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<tr>
<td></td>
<td>2012 Learning &amp; Teaching Week theme and program details</td>
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<td>Official Welcome—Professor Greg Hill, Vice-Chancellor and President, University of the Sunshine Coast</td>
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<td>Welcome to Country—Lyndon Davis</td>
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<tr>
<td>11–11.30 am</td>
<td>Morning Tea</td>
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Location: C Building, Ground floor–Lunch and Informal Table Discussions

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>noon–1 pm</td>
<td>T.1 Indigenous studies: Connecting curriculum design with community engagement to bring authentic learning into the flexible learning space.</td>
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<td></td>
<td>T.2 Non-maleficience—do no harm! The quality use of medicines</td>
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<td></td>
<td>T.3 What do learning outcomes mean to students? How can we be sure to connect the puzzle pieces</td>
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<tr>
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<td>Table Leaders</td>
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<tr>
<td></td>
<td>Kelly Chambers/Dave McKay</td>
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<td>Julie Hanson</td>
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<td>Caroline Cottman/Ruth Greenaway</td>
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Location: Library Seminar Room–Presentation Session 1

Chair: Ann Parkinson

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>2.00 pm</td>
<td>1.1 Convincing 1st year students of the importance of 1st year study</td>
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<td>Aaron Wiegand</td>
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<tr>
<td>2.20 pm</td>
<td>1.2 First feedback face-to-face: Connecting students to tutors to create a learning partnership</td>
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<td></td>
<td>Greg Nash/Marama Liebergreen/Gail Crimmins/Richard Bond/Janet Turley</td>
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<tr>
<td>2.40 pm</td>
<td>1.3 Tipping sacred cows: Constructive alignment, curriculum and first year transitions</td>
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<td>Sharn Donnison</td>
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<tr>
<td>3.00 pm</td>
<td>1.4 Perspectives of teaching staff on the production and value of first person point of view videos for clinical skills teaching and learning in paramedic science</td>
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<td></td>
<td>Florin Oprescu/Kathy Lynch/Nigel Barr</td>
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<tr>
<td>3.20 pm</td>
<td>1.5 Assessing existing experiential learning practice in Australian and New Zealand planning programs: a Partnership Between Universities and the Profession</td>
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<td></td>
<td>Christine Slade/Jo Rosier/Claudia Baldwin</td>
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<td>3.40 pm</td>
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## Wednesday 22 August

### Location: Library Seminar Room—Presentation Session 2

**Chair:** Rod McCulloch

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>10am</td>
<td>2.1 From Maroochydore to Madison Avenue: an international study tour approach to work-integrated learning</td>
<td>Rod McCulloch</td>
</tr>
<tr>
<td>10.20am</td>
<td>2.2 Global partnerships: building leadership in nursing education in Eastern Indonesia</td>
<td>Jen Rowe/Margaret Barnes</td>
</tr>
<tr>
<td>10.40am</td>
<td>2.3 Enhancing student reflection through the establishment of a community of enquiry through real and virtual worlds</td>
<td>Sharon Hogan/Elizabeth Toohey</td>
</tr>
<tr>
<td>11am</td>
<td>2.4 Graduate attributes and standards project</td>
<td>Ruth Greenaway/Kylie Readman/Maria Raciti/Jen Rowe/Theresa Ashford/Justin Debus/Matt Carter</td>
</tr>
<tr>
<td>11.20am</td>
<td>2.5 Improving your online assessment strategy: recommendations for constructing well designed, multiple-choice and other automatically marked questions.</td>
<td>Ulrike Keyssner</td>
</tr>
<tr>
<td>11.40am</td>
<td>2.6 Strengthening the connection between sessional staff and the university. What can an institution like USC do to create a more cohesive and integrated learning community of teachers?</td>
<td>Gail Crimmins</td>
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### Location: C Building, Ground floor—Lunch and Informal Table Discussions

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Table Leaders</th>
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<tbody>
<tr>
<td>12noon–1pm</td>
<td>W.1 What three things could I do to improve my blended learning course?</td>
<td>Maxine Mitchell</td>
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<td>W.2 Are eportfolios a useful tool for learning and teaching?</td>
<td>Christine Slade</td>
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<td>W.3 Student retention plans</td>
<td>Julie Hobbins/Dionne Amato Ali</td>
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<td></td>
<td>W.4 Curriculum renewal: addressing program and course learning outcomes in a Masters suite of programs.</td>
<td>Jane Craig</td>
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### Location: Library Seminar Room—Presentation Session 3

**Chair:** Margaret McAllister

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<tbody>
<tr>
<td>2.00pm</td>
<td>3.1 Enhancing occupational therapy students' learning through self-assessment and reflection: A case study</td>
<td>Marion Gray/Ailsa Gillen</td>
</tr>
<tr>
<td>2.20pm</td>
<td>3.2 StatsCasts: Annotated screencasts to support the teaching of statistics</td>
<td>Peter Dunn/Birgit Loch</td>
</tr>
<tr>
<td>2.40pm</td>
<td>3.3 Connecting the puzzle pieces for Indigenous curriculum in professional programs</td>
<td>David Hollinsworth/Michael Gardiner</td>
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<td>3pm</td>
<td>3.4 Flipping the classroom: A blended learning model demonstrated</td>
<td>Maxine Mitchell</td>
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<td>3.20pm</td>
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<td>3.40pm</td>
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**PROGRAM GUIDE**

**Thursday 23 August**

**Location: Library Seminar Room–Presentation Session 4**
Chair: Fiona Pelly

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<th>Presenters</th>
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<tbody>
<tr>
<td>10am</td>
<td>4.1 Some preliminary research findings about curriculum connections inSCS130 Introduction to Indigenous Australia</td>
<td>Lucinda Aberdeen/David Hollinsworth</td>
</tr>
<tr>
<td>10.20am</td>
<td>4.2 Using draft SafeAssign to allow students to take responsibility for reducing plagiarism</td>
<td>Ann Parkinson</td>
</tr>
<tr>
<td>10.40am</td>
<td>4.3 Thinking about curriculum for university based paramedic programs: linking theory and practice</td>
<td>Florin Oprescu/Nigel Barr/Bill Allen</td>
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<tr>
<td>11am</td>
<td>4.4 The contribution of clinical placement learning and teaching exposures to nutrition and dietetics competency development: A student perspective</td>
<td>Jude Maher/Lydia Sutakowsky/Fiona Pelly, Elizabeth Swanepoel/Claire Palermo/Roger Hughes</td>
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<td>11.20am</td>
<td>4.5</td>
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<td>11.40am</td>
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**Location: C Building, Ground floor–Lunch and Informal Table discussions**

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<tbody>
<tr>
<td>12noon–1pm</td>
<td>Th.1 Effectiveness of using a mobile device in a work integrated learning environment</td>
<td>Chris Dann/Beverley Lowe</td>
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<tr>
<td></td>
<td>Th.2. Researcher as architect: A metaphor to connect, illuminate and assist students' journeys through higher degree research studies</td>
<td>Jane Foster, Florin Oprescu, Margaret McAllister, William Allen</td>
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<td>Th.3 How to improve teaching and courses with peer partnerships</td>
<td>PATS group</td>
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**Location: HG.51 Leading Curriculum Renewal: Pitfalls and Possibilities**

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<th>Workshop Leader</th>
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<tr>
<td>1–3 pm</td>
<td>Leading Curriculum Renewal: Pitfalls and Possibilities –For Program Leaders and Course Coordinators</td>
<td>A/Prof Simon Barrie, Director of Teaching and Learning, Sydney University</td>
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**Location: Innovation Centre Auditorium**

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<tr>
<td>4–6pm</td>
<td>Opening Remarks–Chair of the 2012 LTWeek Peer Review Committee Dr Deborah Heck</td>
<td>Twilight Keynote Address–Associate Professor Simon Barrie, Director of Teaching and Learning, The University of Sydney</td>
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<td>Vote of Thanks–Dr Deborah Heck</td>
<td>2012 Learning &amp; Teaching Week Awards–Greg Hill, Vice-Chancellor and Kylie Readman, Director, Office of Learning &amp; Teaching</td>
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<td>Drinks &amp; Savouries</td>
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**Friday 24 August**

**Location: Innovation Centre Auditorium**

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<tr>
<td>8–10am</td>
<td>Faculty of Arts &amp; Business–Breakfast for staff</td>
<td>FAB Breakfast–contacts Kay Pozzebon, Jane Fynes-Clinton and Steven Boyd</td>
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**Location: Innovation Centre Auditorium**

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<tr>
<td>8–10am</td>
<td>Faculty of Science, Health, Education and Engineering–Breakfast for staff</td>
<td>FoSHEE Breakfast–contact Jen Rowe</td>
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OPENING ADDRESS

Professor Birgit Lohmann
Tuesday 21 August

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

Her research interests are in experimental atomic physics, and she spent two years as a postdoctoral fellow at the Australian National University after graduating from Flinders University. In 1986 she took up a position as a lecturer at Murdoch University. In 1990 she moved to Griffith University, where she was a teaching and research academic in physics, and served in a number of leadership roles including Head of the School of Science and Director of the Centre for Quantum Dynamics. In 2007 she took up the position of Pro Vice-Chancellor (Learning and Quality) at the University of Adelaide, providing leadership in the areas of learning and teaching and oversight of the University’s quality assurance processes, including the University’s AUQA audit. In this role she contributed to the strategic goals of the University, played a major role in policy development within the University and engaged significantly with national policy initiatives in the higher education sector.

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

In 2007 she took up the position of Pro Vice-Chancellor (Academic) group, and a member of the Executive Group of the Universities Australia Deputy/Pro Vice-Chancellor (Academic) group.

Title–Seeing the connections in learning and teaching

In this opening address, I will reflect on my own connections with learning and teaching (and the challenges) throughout my academic career and talk about future directions in learning and teaching at USC.

CONNECTING THE PUZZLE PIECES—STUDENT COMMENTS

Philip Taylor, Bachelor of Primary Education student and Glendon Malthouse, Bachelor of Human Services/Bachelor of Education (Early Childhood).

TWILIGHT KEYNOTE ADDRESS

Associate Professor Simon Barrie
Thursday 23 August

Simon is the Director of Teaching and Learning at The University of Sydney. He is a member of the University’s Education Portfolio which is led by the DVC-Education and he is responsible for leading the collaborative planning and formulation of strategy in Learning and Teaching within the Portfolio. He is responsible for the leadership of the Institute for Teaching and Learning (ITL) and, working with the Heads of the Learning Centre and the Maths Learning Centre, Simon oversees the strategic direction of all the three units.

His research explores the nature of student learning experiences and learning outcomes in universities; the academic experience of teaching, and the academic development processes associated with efforts to improve university teaching and learning. In particular his recent research has focused on the development of graduate attributes and the quality assurance of university teaching and learning. The conceptual model for graduate attributes which he developed has now informed policy and curriculum development at several universities in Australia and the UK and he is currently exploring the potential of this model to reshape academic communities as well as academic curricula. He is an international advisor and reference group member for several large scale projects on graduate attributes and assessment in Europe and Australia and leads national research projects on teaching quality assurance and on graduate attributes. He is a member of the Editorial Board of the journal Teaching in Higher Education.

Title–The curriculum renewal puzzle

Universities around the world are engaged in unprecedented levels of ‘outcomes-led’ curriculum renewal. In Australia this curriculum renewal is partly driven by a combination of increased competition, shrinking resources and emerging government regulatory frameworks which are placing an increased emphasis on assurance of teaching and learning, in particular on the assurance of ‘graduate learning outcomes’. This work raises significant questions as to how universities, and disciplines, articulate, develop and assure graduate learning outcomes. In particular it highlights some assumptions about the nature of generic learning outcomes and about the ways these are ‘taught’. It raises questions about the scope for current efforts to succeed, where some might say that many previous initiatives had failed. It is certainly recapitulating some familiar challenges to university teaching and assessment practices, however perhaps with more significant consequences than previously.

This address will consider three aspects of curriculum renewal against the backdrop of USC’s theme of ‘Connecting the Puzzle Pieces’; First it will draw on a previous national project (The National GAP) to consider some of the institutional ‘puzzle pieces’ that need to fit productively together if universities are to meaningfully engage in curriculum renewal to achieve graduate learning outcomes. Secondly it will draw on data from a current national project on Assessment and Assurance of Graduate Learning Outcomes (AAGLO) to identify productive discipline-based assessment and assurance strategies, which form a crucial piece of the institutional puzzle. Thirdly it will consider the challenge of moving beyond what many experience as the ‘bureaucracy’ of outcomes-led curriculum renewal to learning-led curriculum renewal. Drawing on work underway at the University of Sydney, it will suggest a pedagogical (rather than a structural) approach to curriculum renewal is needed. It will consider how, through curriculum renewal, a research-intensive university is seeking to build on its research-enriched and community-engaged learning and teaching strengths to create a curriculum of ‘engaged enquiry’ for staff and students.
ABSTRACTS
INFORMAL TABLE DISCUSSIONS

What is an informal table discussion?
The informal table discussions give you an opportunity to hear about innovative learning and teaching ideas, and a chance to exchange your thoughts with other staff and students in an informal setting. Each informal table discussion will have designated Table Leaders who will outline their ideas and prompt questions from the group, then open the floor for comments and questions.

We hope these ideas will prompt you to consider your practice and how you might incorporate the ideas or consider changing how you approach these issues in learning and teaching.

You can have lunch, a good conversation and make connections.

Tuesday 12 noon–C Block
INFORMAL TABLE DISCUSSION T.1

Title: Indigenous studies: Connecting curriculum design with community engagement to bring authentic learning into the flexible learning space.
Table Leaders: Kelly Chambers/Dave McKay, School of Science, Education & Engineering

Abstract:
This case study will examine the curriculum design of the TPP106 course, Introduction to Indigenous Societies and explore how the flexible learning space in HG.51 has provided a space for community engagement. The focus is on the community engagement practice that brought authentic Indigenous voices into the classroom as a practice of reconciliation and understanding of Indigenous perspectives, that is, in the words of Hattam and Atkinson to “embrace the public pedagogy of cultural politics” (2006, p. 685). By connecting classroom activities with presentations from indigenous community members, students had an opportunity to develop an understanding of the complex socio-historical issues surrounding contemporary Indigenous identity and politics.

The culminating activity in the course enabled the students to engage in active citizenry by producing, as a group, a reconciliation action plan that was submitted, reviewed and accepted by the nationally recognised website established by Reconciliation Australia.

In this presentation, which will be held in a workshop format, the key practices utilised in TPP106, particularly in relation to those practices resulting in the production of the reconciliation plan, will be modelled using audience participation. An additional outcome of this workshop will be that participants will be able to transpose some of the practices outlined to their own courses and to allow participants to develop their own practice.

INFORMAL TABLE DISCUSSION T.2

Title: Non-maleficiencie–do no harm! The quality use of medicines
Table Leader: Julie Hanson, School of Nursing & Midwifery

INFORMAL TABLE DISCUSSION T.3

Title: What do learning outcomes mean to students? How can we be sure to connect the puzzle pieces?
Table Leaders: Caroline Cottman/Ruth Greenaway, Office of Learning & Teaching

Abstract:
What do we need to do to engage students with learning outcomes?
Is it about the language?–Is it about the purpose and making learning outcomes meaningful?
If you have conversations about what is intended and how to get there does that make more sense and help students see the significance of these outcome statements?
The aim is to start this round table discussion, with students and staff, and open the dialogue to hear perspectives on the issue. There is a lot of importance placed on these learning outcome statements but do we make the reason for this clear to students. This will be an opportunity to voice your opinion and hear from others.

Wednesday 12 noon–C Block
INFORMAL TABLE DISCUSSION W.1

Title: What three things could I do to improve my blended learning course?
Table Leaders: Maxine Mitchell, Office of Learning & Teaching

Abstract:
The Commonwealth Government’s Transforming Australia’s Higher Education System (2009) policy has set the direction and tone for institutions to improve teaching quality and learning outcomes, increase the number of Australians completing undergraduate degrees, and increase the number of students from groups under-representing in higher education. Coupled with this is the fast-paced evolution of emerging technologies which is challenging the foundations of the traditional classroom (Horizon Report 2012). The competitive and deregulated higher education sector, the widening participation agenda and the pervasive nature and application of emerging technologies are having a significant impact on the way universities approach their core business of learning and teaching (Holley and Oliver 2010).

This informal roundtable is designed to be an action–oriented, active dialogue with staff on “What three things could I do to improve my blended learning course?” to enable staff to address the social inclusion and widening participation agendas through the effective integration of educational technologies with face-to-face teaching to enhance the student learning experience.

The purpose of the session is to:

Demystify the notion of blended learning;

Forefront curriculum mapping and the alignment between learning outcomes, graduate attributes, learning activities, assessment tasks and educational technologies;
Think about the phases of learning: pre-class, during-class, and post-class and the purposeful integration of technologies at each phase to provide a scaffolded and engaging student learning experience; and be practical in nature where participants can consider tools and approaches to make incremental changes to their course design from a teacher-oriented and content-focused conception to a student-focused and learning-oriented approach.

The outcome of this session is to discuss approaches to using educational technology tools to deliver blended learning experiences:
- To provide information to students [information transfer];
- For online communication [clarification of concepts];
- For engaging students [application of concepts]; and
- For knowledge construction [development of concepts].

**INFORMAL TABLE DISCUSSION W.2**

Title: Are ePortfolios a useful tool for learning and teaching?
Table Leaders: Christine Slade, Office of Learning & Teaching

Abstract:
EPortfolios are personalised online collections of artifacts gathered by individual users to demonstrate transformational learning processes that have occurred over time to selected audiences. This roundtable discussion will focus on student learning and teaching ePortfolio use in higher education, although it is acknowledged that there are many other purposes for ePortfolio use. As universities explore pathways of increased use of technology in pedagogical strategies such as blended learning, expand experiential and work integrated learning opportunities for their students and are required to meet external standards accountabilities, the use of ePortfolios gathers momentum and popularity. In recent years in Australia there have been two ePortfolios Australia Conferences (2010 and 2011) and several ALTc funded projects with connections to ePortfolios. The benefits of ePortfolios in literature relate to a number of aspects including the personal learning journey reflected by the student, the potential of creative and new assessment uses by teaching staff, and further to evidence graduate attribute attainment and accreditation, enhance employability, and provide an ongoing platform for continuing professional development. Based on this background, the roundtable provides an informal opportunity for various stakeholders to discuss the potential value and inhibitors of having ePortfolio options available for students, and potentially teachers, at the University of the Sunshine Coast.

**INFORMAL TABLE DISCUSSION W.3**

Title: Student retention Plans
Table Leaders: Dionne Amato Ali and Julie Hobbins

Abstract:
The review of the Australian Higher Education System has produced a new student-centred, demand driven, higher education system. The Commonwealth Government's Transforming Australia Education System (2009) policy stipulates widening participation and diversity targets:
- By 2025, 40% of Australian 25-34 year olds will have a bachelor level or above
- By 2020, 20% of higher education enrolments at undergraduate level should be from low socio-economic backgrounds
- Increased connectivity with and articulation from alternate pathways

However, increasing access does not come without challenges. Tinto (2006) stresses that access without support is not equitable. Evidence shows that students from disadvantaged backgrounds have equal chances of success to the general higher education population. These students, however, require higher levels of support to succeed including financial assistance and greater academic support, mentoring and counselling services (Kift, 2012).

The round table aims to discuss how to:
- Improve the range of amenities to support both domestic and international students;
- Better provide for particular needs of equity groups and indigenous students;
- Brainstorm and share early intervention strategies for ‘at risk’ students; and
- Better provide targeted personal development and emotional support.

The following outcomes are anticipated:
- Staff will have a more thorough and accurate understanding of the range of amenities supporting and engaging domestic and international students;
- Staff are more likely to initiate, participate in or improve various activities that support and engage students across the University;
- Areas for improvement and possible strategies are identified regarding:
  - Amenities to support both domestic and international students;
  - Provision for particular needs of equity groups and indigenous students; and
  - Early intervention strategies for ‘at risk’ students.

Coates (2007) states that feeling legitimated and supported by university learning communities promotes student engagement. Engagement increases a student’s possibility of succeeding (Tinto, 2005; 2012). The round table will enhance staff understanding of the breadth of student support needed to facilitate engagement and allow discussion around possible initiatives that could be implemented to enhance the student experience at USC. Student representatives from the Student Retention Committee will be co-facilitating the informal round table to ensure the student perspective is represented.

**INFORMAL TABLE DISCUSSION W.4**

Title: Curriculum renewal: addressing program and course learning outcomes in a Masters suite of programs.
Table Leader: Jane Craig

**THURSDAY 12 NOON—C BLOCK**

**INFORMAL TABLE DISCUSSION TH.1**

Title: Effectiveness of using a mobile video device in a Work Integrated Learning environment
Table Leaders: Chris Damm, Beverly Lowe, Christian Jones, Matthew Willis, Elizabeth Toohey, School of Science, Education & Engineering

Abstract:
This study reports on the effectiveness of a USC video capture application and companion website used by teacher mentors and preservice teachers during the assessment phase of a Work Integrated Learning (WIL) placement for an Education Program. The application was trialed during a six week integrated learning placement where the supervising teacher had access to assessment criteria on their mobile video capture device (iphone). It captured video that was available to students, supervisors and academic staff and linked these to the assessment criteria as evidence of performance. This project used a linked mixed methods design to provide qualitative and quantitative data. Moore, Fowler and Watson (2007) suggested that participatory technologies are rare and isolated. The results of the OLTGP trial indicate strong connections between learning outcomes, assessment procedures the students and their supervisors.

Kilten (2005) indicates a need to minimize the factors that lead to misinterpretation of student results. The use of video data by teachers and students was identified as valuable and enhanced the interpretation...
The University of the Sunshine Coast

of students learning process during WIL. Preliminary data from interviews indicate a collaborative approach to video review was evident and beneficial to student’s perceptions of learning against the WIL assessment criteria. Secondly, data indicated increased connections between assessment criteria for the WIL experience and the students’ progress and learning.

It is proposed that this project, with its use of innovative video capture software will be of significant benefit to the assessment and learning of students in work integrated learning across USC.


INFORMAL TABLE DISCUSSION TH.2

Title: Researcher as architect: A metaphor to connect, illuminate and assist students’ journeys through higher degree research studies

Table Leaders: Jane Foster, Florin Oprescu, Margaret McAllister, William Allen, School of Science, Education & Engineering

Abstract:
Entering the world of research for the first time can be challenging for many higher degree by research (HDR) students. Engaging with unfamiliar theory and terminology can unsettle even the most competent of students. The use of metaphors can provide a valuable learning tool for students and teaching tool for supervisors. It can facilitate associations between concepts that are familiar to students and those that are unknown, producing sophisticated insights and learning that is memorable. By connecting familiar terms and concepts with the unfamiliar ones pertaining to research theory and methods, students not only learn about the process for research inquiry but can appreciate the value that thinking metaphorically offers to the analytic challenge. Literature indicates that the use of metaphors is capable of motivating students; casting them as active participants in their own education. It can also facilitate the development of cognitive skills that are imperative for research students to develop if they are to provide original interpretations and contribute new knowledge within their chosen field. This presentation will discuss the metaphor of ‘researcher as architect’ to show how this tool assisted an HDR student and her supervisors to successfully navigate some complexities of the research journey.

INFORMAL TABLE DISCUSSION TH.3

Title:

Table Leaders:

Abstract:
ABSTRACTS PRESENTATION SESSIONS

Abstracts for all presentations included here in order presented.

Tuesday 22 August 10am–12noon
Presentation Session 1

PRESENTATION: 1.1

Title: Convincing 1st year students of the importance of 1st year study

Presenters: Aaron Wiegand, School of Science, Education & Engineering

Abstract:
In mathematics, science, engineering and related disciplines, only when students enter second and third year courses do they realise the detrimental effects of having surface-learned their first-year foundation content. As a result, many students perform poorly, change programs or leave university. When questioned why they don’t know their first year content, many students respond that they had not considered it to be important (not relevant to their degrees or chosen careers). When questioned why they are at university, the answer from first-year students is invariably “to get a degree”; they appear to be unaware that they are at university to become capable professionals with an innate set of knowledge and skills that will boost them into their chosen careers. Another contributing factor to poor academic performance is that many first-year students don’t know how, or are unwilling, to put together a study plan in order to “deep-learn” the material. In an attempt to address the sense of purpose, attitude and study preparations of first-year students, Dr Aaron Wiegand delivered a short presentation (several times) in week 10 of semester 1 2012, to which all FoSHE first-year students were invited. After a discussion regarding the nature and importance of “deep-learning”, it was explained that all university programs, courses and assessment are designed very carefully by expert academics and that all courses are relevant to their overall education, especially considering the goal of a good career. Survey feedback from the attendees was overwhelmingly positive with over 95% indicating that they would immediately adopt a more structured approach to their studies as the presentations had given them a better appreciation for the importance of deep-learning first-year content. This presentation describes the nature, difficulties, outcomes and feedback from this exercise and makes suggestions for future deliveries of its kind.

PRESENTATION: 1.2

Title: First feedback face-to-face: Connecting students to tutors to create a learning partnership

Presenters: Greg Nash/Marama Liebergreen/Gail Crimmins/Richard Bond, School of Communication and Janet Turley, Library

Abstract:
Research indicates that student’s sense of connectedness to their university, faculty and tutors is important for their transition to, and retention in, tertiary education. Students identify assessment as their major driver for this learning. However, many students do not know how to interpret the written assessment feedback they receive and fail to ask for clarification from their tutor. The First Feedback Face-to-face (FFF) project was initiated in COR109 Communication and Thought to explore the advantages of a co-constructed face-to-face feedback strategy and discover students’ perceptions of the purpose of feedback and their existing experiences of receiving feedback. A pilot study was conducted in Semester 2, 2011 and Semester 1, 2012 and involved 1068 students. Students were offered a ten minute face to face consultation with their tutor, after receiving written feedback and a grade for their first major written assessment submission. These students were invited to participate in two surveys. The first was conducted before they had completed their assessment and the second after the face-to-face feedback session. This presentation details the initial findings (from a representative sample of collected data) of the impact of this pilot feedback strategy which includes evidence that students are more likely to actively engage with and understand written assessment feedback and seek tutor consultations as a result of participating in FFF. FFF increases the possibility of students developing self-regulatory learning skills and academic efficacy which can contribute to a sense of connection with their academic environment and lead to improved student engagement.

PRESENTATION: 1.3

Title: Tipping sacred cows: Constructive alignment, curriculum and first year transitions

Presenters: Sharn Donnison, School of Science, Education & Engineering

Abstract:
Constructive alignment, as advocated by Biggs and Tang, (2009, 2011) is so widely accepted as THE curriculum planning model for Australian higher education that it has taken on the mantle of academic hegemony. Universities across Australia are industriously re-designing their curriculum to ensure that courses and programs establish intended learning outcomes demonstrable through assessment tasks and enacted in learning and teaching activities. This curriculum design approach is part of a suite of institutional strategies to achieve “hard outcomes like [student] retention, completion and employment” (Zeplek & Leach, 2010, p. 661) and to assist first year students’ transition into higher education. In this paper I caution against the wholesale adoption of curriculum frameworks based on their popularity or pervasiveness and advocate for carefully considered curriculum frameworks based on their appropriateness for the particular cohort of students, the educational context and the particular educational goals that one wants to achieve. I argue that in the first year curricula that focuses on “hard outcomes” may not be propitious for the student’s successful transition and that curricula should focus on “soft outcomes” (Zeplek & Leach, 2010) where the student’s academic success is measured by the distance travelled towards a goal rather than the completion and demonstration of an intended learning outcome.

PRESENTATION: 1.4

Title: Perspectives of teaching staff on the production and value of first person point of view videos for clinical skills teaching and learning in paramedic science

Presenters: Florin Oprescu, Nigel Barr, School of Health & Sports Sciences and Kathy Lynch, Office of Learning & Teaching

Abstract:
A central task and challenge for university educators is to design learning experiences that offer the greatest potential for improving teaching and learning practice. For more than two decades there have been calls and attempts to innovate teaching and learning using new technologies. Video has been used for many years to support student learning in a variety of settings. Real-life information converted into text format often suffers from over-simplification. Using video may lead to enhanced description by the lecturer and better visualisation, recognition and memorisation by the student (Shephard, 2003). Furthermore, videos produced from a first person point of view can provide real life or close to real life examples with which learners can identify when they attempt to replicate a clinical skill. In addition to showcasing some of the videos produced, this presentation will discuss the results extracted from three focus groups conducted with staff involved in the production of first
person point of view videos for clinical skills development in paramedic science students. Challenges and advantages of first person videos will be discussed including scripted vs non-scripted video production, blending of first person view videos with third person view videos and the important role this resource can play inside and outside the classroom.

**PRESENTATION: 1.5**

**Title:** Assessing Existing Experiential Learning Practice in Australian and New Zealand Planning Programs; a Partnership Between Universities and the Profession

**Presenters:** Christine Slade, Office of Learning & Teaching and Jo Rosier/Claudia Baldwin, School of Social Sciences

**Abstract:**
The University of the Sunshine Coast in partnership with La Trobe, Edith Cowan and Griffith Universities, the University of Tasmania and the Planning Institute of Australia (PIA) is undertaking a research project on the use of experiential learning in planning education. The project evolved during the development of the four year planning program at USC and a preliminary project was funded by an internal learning and teaching grant in 2009.

The current project is being funded by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Department of Industry, Innovation, Science, Research and Tertiary Education (DIISTRE). The two year project responds to three identified needs: to increase planner professionalism through matching skill gaps with training; to bring planning educators and practitioners closer together; and to increase collaboration between planning schools and the professional accrediting bodies–PIA and NZPI.

The paper aims to present the principles which have been developed to guide the improvement of experiential learning experiences used in planning education. The paper also reports on the preliminary findings from the initial stage of the project in which the researchers, using a survey, collected baseline data about existing experiential learning practices in tertiary planning schools across Australia and New Zealand.

**PRESENTATION: 1.6**

**Title:**

**Presenters:**

**Abstract:**

**Wednesday 22 August 10am–12 noon**

**Presentation Session 2**

**PRESENTATION: 2.1**

**Title:** From Maroochydore to Madison Avenue: an international study tour approach to work-integrated learning

**Presenters:** Rod McCulloch, School of Communication

**Abstract:**
Learning and teaching strategies are changing as one contemporary view of education is to prepare students for effective participation in professional practice. Within the School of Communication at the University of the Sunshine Coast the focus is on students learning by engaging with the physical context in which practice occurs to help equip them with the skills, attributes and competencies that can best be learned in the workplace.

One example is the Advertising Industry Study Tour to New York in November 2012. The tour is predicated on the notion of learning through engagement, providing an opportunity for second year Creative Advertising students to engage with the world’s most influential creative, strategic and digital media agencies in New York. For participating students the study tour will provide, first hand, unique and valuable insights into the evolving media communications arena. They will return to USC with a global perspective that will both help inform their on-going studies and provide them with a unique and differentiating basis for a career in advertising. For all USC students, the tour provides an opportunity to learn from and be inspired by the group’s experiences.

For the University, the tour represents a demonstrable commitment to the development of industry-ready graduates with a global perspective gained through international learning experiences. Finally, for the academy the tour will provide the opportunity to integrate learning outcomes into other WIL courses for the benefit of all USC students.

**PRESENTATION: 2.2**

**Title:** Global partnerships: building leadership in nursing education in Eastern Indonesia

**Presenters:** Jen Rowe/Margaret Barnes, School of Nursing & Midwifery

**Abstract:**
This paper describes a partnership between the International Projects Group and Nursing Faculty at USC with the Faculty of Health Sciences, Satya Wacana Kristen University (SWKU) in Central Java. The partnership aims to improve capacity in nursing education in universities in Indonesia by supporting the professional development of key faculty members. Advancing academic leadership supports quality workforce education in nursing which in the longer term, positively impacts sustainable development in health services. A pilot project was funded by the Australian Government, Australian Leadership Awards Fellowship Scheme. The pilot project involved an intensive professional development program run at USC for 6 key SWKU staff. A major component of the program was curriculum development and practice. It involved curriculum design and development, learning and teaching practice, assessment, e-learning design and clinical education. Curriculum planning was based on a three phase curriculum model (Wolf 2007) which involves:

1. **visioning**–health priorities, situation analysis and aspirations for graduates
2. **development**–current and future mapping of learning needs and courses
3. **implementation and evaluation**–considering alignment of learning outcomes, activities and assessment and available resources.

We will explore the ways in which this approach contributed to learning and development amongst the group, how the fellows applied new knowledge and skills in curriculum development projects, each of which addressed a locally relevant and meaningful health priority area and how they adapted their learning to their practice at SWKU. We also discuss how the initial program has led to a continuing and growing partnership.


**PRESENTATION: 2.3**

**Title:** Enhancing student reflection through the establishment of a community of enquiry through real and virtual worlds

**Presenters:** Sharon Hogan/Elizabeth Toohey, School of Science, Education & Engineering

**Abstract:**
Maintaining a strong and connected community of inquiry when students are located at over 30 professional learning sites poses significant learning and teaching challenges. This study uses practitioner and case study research methods to investigate how the problem of...
preparation, during and post assessment and learning tasks to establish and maintain connectivity between pre-service teachers, peers, tutors and the university learning environment. This revised structure provides multiple access points for students to engage with the key content, dialogue and participate in central debates and reflection through face to face, online and workplace learning strategies. Post course feedback and survey data revealed that over 80% of students valued and utilised the online learning community to connect with peers and to reflect on their experiences during placement. This tool provided feedback for tutors, the program leader and course co-ordinator to monitor student wellbeing and key issues that were emerging in a very timely and immediate way. This case study suggests that it is possible to build a stronger community of inquiry when students' move to multiple workplace learning sites through the use of interactive and engaging blended learning strategies and online reflection triggers.

There is further potential to strengthen the community of inquiry and connect the pieces of this complex jigsaw through the inclusion of more stakeholders such as Academic Liaisons and Mentor teachers in the online and real learning community.

**PRESENTATION: 2.4**

**Title:** Graduate attributes and standards project

**Presenters:** Ruth Greenaway/Kylie Readman, Office of Learning & Teaching and Maria Raci, School of Business, Jen Rowe, School of Nursing & Midwifery and Graduate Attributes Leaders–Theresa Ashford/Justin Debuse/Matt Carter

**Abstract:**

The Graduate Attributes and Standards Project epitomises the theme of Learning and Teaching week by assisting Program Leaders and Course coordinators "Connect the puzzle pieces" for curriculum renewal.

USC's Learning and Teaching academic policy (2011) requires all coursework programs to evidence all twelve graduate attributes. The new Graduate Attributes model of curriculum design asks us to view teaching and learning programatically enabling students to gain experience in all USC Graduate Attributes over the life of a program. The Graduate Attributes, program learning outcomes, course learning outcomes and assessment form the puzzle pieces required to successfully develop a program. This can be achieved by utilising constructive alignment to design both the program and each course. To assist with this process, USC has introduced a new student-friendly course outline that encourages and assists course coordinators to reflect on and renew current practice in light of the Graduate Attributes.

Developing program learning outcomes is a cooperative process that includes input from the whole team to place the puzzle pieces together and recognise the contextual nature of graduate attributes. Mapping of the graduate attributes and learning outcomes is also an important part of the renewal process.

The purpose of this session is to provide information and offer assistance to academic staff embarking on the necessary process of curriculum renewal. During the presentation you will be directed to the resources and tools such as the guidebook, tutorials and portal site that are available to help you. The Graduate Attributes and Standards Project is specifically designed to provide space for program teams to plan together to create dynamic, innovative, and connected learning journeys for their students. This session will provide opportunities to share resources.

**PRESENTATION: 2.5**

**Title:** Improving your online assessment strategy: recommendations for constructing well designed, multiple-choice and other automatically marked questions.

**Presenters:** Ulrike Keyssner, Faculty of Science, Health, Education & Engineering

**Abstract:**

The most ubiquitous form of online quiz is undoubtedly the multiple-choice, which is surprising due to their contentious reputation amongst students and staff. Students who have mastered surface learning techniques and test-taking strategies often prefer this question type. Students with a deeper understanding of the content can be confused by the design of the question. Staff question the content validity of the results. Given these concerns despite their increasing use in courses, I conducted a review of the assessment literature to determine what is considered best practice in multiple choice question (MCQ) design. Constructing better designed MCQs for online delivery is useful because the time efficiencies of using them in classes can be considerable for staff. There can be learning benefits for students in the provision of timely and informative feedback.

Designing well-constructed multiple-choice questions is not a quick process nor is it particularly easy. However, using multiple-choice and other 'selected response' question types is a worthwhile practice when used as part of a holistic assessment strategy, whether the questions are used for formative feedback or as summative evidence. To improve their validity as evidence of learning, this presentation seeks to increase awareness of issues that should be taken into account when designing MCQs to reduce test-taking strategies and improve question clarity. The MCQ is but one of several "selected response" question types that enables automatic marking online, and you may choose to incorporate some of these other questions into your online assessments as these reduce the dependence of a student on simply recognising or recalling the answer. This presentation also proposes a simple practice to ensure questions are linked to course learning outcomes, improving the connection between curriculum and assessment.

**PRESENTATION: 2.6**

**Title:** Strengthening the connection between sessional staff and university: Why and how to create a more cohesive and integrated learning community of teachers

**Presenters:** Gail Crimmins, School of Communication

**Abstract:**

The aim of this presentation is to explore the necessity and strategies for strengthening the connection between sessional staff and university. Academic staff on sessional contracts undertake most of the undergraduate teaching in Higher Education (HE) yet they have little voice in the main discourses of Learning and Teaching in HE and often feel positioned on the periphery of University life and culture. Their contribution to academic integrity and student retention has been problematised and a high percentage of sessional staff (SS) or part-time tenure is seen as a risk to all academics. Yet recent research undermines the notion that ‘Sessional Staffers’ pose a risk to academia or academic standards. Instead SS have reservoirs of untapped talent that could, if harnessed, support the development of a cohesive and scholarly culture of learning and teaching.

This presentation seeks to firstly offer a brief overview of the characteristics of sessional staff, identify their contribution to higher education institutions and explore why they are employed in ever-increasing numbers. Secondly, it will expose the lack of connectivity SS feel towards the institutions for which they work and identify their exclusion from professional participation in many aspects of university life. Thirdly, the presentation will focus on potential strategies to enhance SS connectivity to the university they serve and support a cohesive Learning & Teaching university culture.
Wednesday 22 August 2–4pm
Presentation Session 3

PRESENTATION: 3.1

Title: Enhancing occupational therapy students’ learning through self-assessment and reflection: A case study

Presenters: Marion Gray/Alisa Gillen, School of Health & Sports Sciences

Abstract:
Tertiary and higher education institutions are charged with producing occupational therapy graduates who are fit for the purposes of clinical practice. In addition, the occupational therapy profession requires particular graduate skills, notably that of professional reasoning. Professional reasoning requires self-reflection and evaluation and these particular skills are clearly identified as part of the Australian Minimum Competency Standards for New Graduate Occupational Therapists (OTAC 2010). The Occupational Therapy Discipline at the University of the Sunshine Coast is carrying out a pilot study to determine if the implementation of an exemplar marking activity and self-assessment enhances OT students’ reflective and reasoning skills. On one identified OT course, students have been required to carry out a pre-marking activity of the perceived and actual mark. Students who took part in this activity reflected on their learning needs which has been captured in focus group interviews. The data will be collated and analysed in relation to determining how this active participation in their own learning is a skill that students take with them in to practice. Findings from this pilot will be presented.

PRESENTATION: 3.2

Title: StatsCasts: Annotated screencasts to support the teaching of statistics

Presenters: Peter Dunn, School of Health & Sports Sciences and Birgit Loch–Swinburne University of Technology

Abstract:
USC, like many Australian universities, has many students with weak quantitative (statistical and mathematical) skills entering university. In addition, many USC students are accepted from non-traditional, non-academic backgrounds. These students need access to additional, more flexible structures that are not yet in place to support these skills.

In an effort to provide students with the flexibility to receive statistical explanations whenever they like and from wherever they are, Dr Peter Dunn of USC and the mathematics and statistics learning centres at Swinburne University of Technology (SUT) and the University of Southern Queensland (USQ) are producing StatsCasts: short, screen video recordings of statistical problem solving with narration. With StatsCasts, students can watch targeted screencasts that connect new concepts with material they already understand.

The StatsCasts cover the topics that students usually struggle with. The StatsCasts were created to give students the flexibility to watch an expert explain how to approach and then solve a problem, whilst having the ability to pause the recording when needed.

Screencasts produced in the companion MathsCasts project have been evaluated as useful for learning, by students and by staff. StatsCasts will be similarly evaluated. Furthermore, StatsCasts and MathsCasts will form part of an integrated Maths and StatsCasts Online Tutor portal (MaSCOT), in development by the authors and others.

StatsCasts are an open educational resource under the Creative Commons license, are peer-reviewed to ensure quality, are available for free; and are short. While other similar resources are available to students, these videos do not offer all the above features. In addition, targeted, short StatsCasts produced by the project team, are of direct relevance to USC students.

The USC contribution toward StatsCasts is funded by an OLTGP.

PRESENTATION: 3.3

Title: Connecting the puzzle pieces for Indigenous curriculum in professional programs

Presenters: David Hollinsworth/Michael Gardiner, School of Social Sciences

Abstract:
For many years universities have worked to develop Indigenous studies curriculum specifically to address the need for professions including teaching, nursing, medicine, social work, counselling and natural resource management for Indigenous cultural competency. Decades of experience and research have combined to support a process of curriculum mapping that progressively extends from introductory foundation courses through to advanced level, professionally-specific courses tied to placements. These standalone courses are complemented by embedding Indigenous content across the curriculum to connect all the pieces, but this method is not a substitute for standalone curriculum. These findings were confirmed in the 2011 Universities Australia (UA) National Best Practice Framework for Indigenous Cultural Competency in Australian Universities.

This presentation will outline the learning and teaching principles of incorporating Indigenous content with professional programs as captured in the UA National Best Practice Framework along with a review of the evidence on which the framework is based. These issues are especially relevant to USC given that most Queensland schools do not provide any Indigenous studies for our students.

The presentation will analyse key questions about the implications of the framework for curriculum and program development given that it is likely USC will be expected to progressively achieve Indigenous cultural competency for all graduates. Key issues include linkage to graduate attributes, mandatory or elective offerings, implications for staff professional development, and the need for critical reflection on one’s own culture and positionality. An example will demonstrate the difficulties when the pieces remain unconnected.

PRESENTATION: 3.4

Title: Flipping the classroom: A blended learning model demonstrated

Presenters: Maxine Mitchell, Office of Learning & Teaching

Abstract:
The fast-paced evolution of emerging technologies is responsible for the single, most significant impact on the way society learns, communicates, accesses information, connects with peers and colleagues, and socialises. The value of a flipped class is in the repurposing of class time into interactive workshops where students can discuss and critique lecture content, test their skills in applying course content and knowledge, and interact with one another in meaningful activities. This presentation will model a flipped classroom approach demonstrating ways educators may integrate educational technologies with face-to-face learning experiences to extend the learning environment beyond the four walls of the classroom. The presentation will explore the learning cycle of pre-, during- and post-class learning activities. The intention of pre-class activities is to integrate educational technologies with course content to provide opportunities for students to engage with concepts and learning outcomes prior to the in-class experience. This enables students to be prepared and cognisant with that week’s learning outcomes. Secondly, the presentation will demonstrate some ‘during-class’ technology enhanced teaching strategies to support a learning environment that promotes interaction, collaboration and active, peer learning partnerships. Finally,
the presentation will suggest ways of extending the students’ connection with the course content and their learning journey through post-class activities that scaffolds into opportunities for student preparedness and connection with the next cycle of learning. The flipped classroom offers students a blend of formal and informal learning opportunities to explore, critique, reflection, connect, challenge and negotiate their views of the world.


**PRESENTATION: 3.5**

Title: 

Presenters: 

Abstract: 

**PRESENTATION: 3.6**

Title: 

Presenters: 

Abstract: 

**Thursday 23 August 10am–12 noon**

Presentation Session 4

**PRESENTATION: 4.1**

Title: Some preliminary research findings about curriculum connections in SCS130 Introduction to Indigenous Australia

Presenters: Lucinda Aberdeen/David Hollinsworth, School of Social Sciences

Abstract: 

In contemporary Australia, issues about racism and intercultural relations are central. However, most pedagogical research about Indigenous Australians and other Culturally and Linguistically Diverse groups in Australia focus on attitudes and attitude change and strategies to foster improved communication and combat prejudice. Ways in which to most effectively equip undergraduates to work across differences remains under-researched. This is particularly evident in the absence of research into university courses designed to inform students about Indigenous issues and to promote positive attitudes.

To address this gap, the learning and teaching research project, Undergraduate Teaching and Learning about Indigenous Australia: Reconciliation in Action, was conducted from July 2010 to June 2012. It adopted a case study approach over four semesters investigating the effectiveness of the current learning and teaching content and strategies of SCS130 Introduction to Indigenous Australia. This presentation will focus on the preliminary findings from the exit and entry questionnaires administered to students during the research. In particular, it will explore the shifts in the attitudes of students studying SCS 130 and critically consider their connections with students’ commitment to reconciliation between Indigenous and non-Indigenous Australians and building their capacity as graduates to effectively and ethically engage with Indigenous people.

**PRESENTATION: 4.2**

Title: Using draft SafeAssign to allow students to take responsibility for reducing plagiarism

Presenters: Ann Parkinson, School of Health & Sports Sciences

Abstract: 

Plagiarised text in student assignments is a continuing issue in universities, especially in first year courses. Draft SafeAssign, embedded in Blackboard, allows students to submit their piece of writing to text matching software without penalty. Text is scanned for matching text but is not added to the institutional database.

In Semester 1 2012 Draft Safe assign was used as a formative assessment tool in two courses: the CSI assignment in 1st year course Cell Biology, LFS100 (enrolment 428) and the PC assignment in 2nd year course Systemic Physiology I, LFS201 (enrolment 212). Students were instructed to submit the text for their assignments no later than one week before the final due date. Instructions were given for students to retrieve and interpret the report in order to make any changes before the final assignment submission. Students then submitted the final assignment to SafeAssign. A nominal mark (2%) was attached to correct use of the tool.

The number of students identified by Draft SafeAssign as having suspect text and needing an interview was vastly reduced in both courses: 2011: 50 in LFS100 and 20 in LFS201 and 2012: 23 in LFS100 and 7 in LFS201. In the case of group assignments Draft SafeAssign allowed for easier identification of which student(s) wrote the ‘offending’ text in the final submission.

Efficient use of Draft SafeAssign allowed for students to take responsibility for correct paraphrasing of their academic writing, whilst reducing the workload of the course coordinator in the counselling of students with suspect text.

**PRESENTATION: 4.3**

Title: Thinking about curriculum for university based paramedic programs: linking theory and practice

Presenters: Florin Oprescu/Bill Allen, School of Science, Education & Engineering and Nigel Barr, School of Health & Sports Sciences

Abstract: 

Paramedic science is rapidly emerging as a separate profession, with professional registration a likely requirement in the near future. Historically, paramedic education has been situated in the VET sector and focused on competency-based education, reflecting in part Tyler’s (1949) objectives-based model of curriculum design. As paramedic education moves into the domain of university academia, it may be time to look beyond such models; hence we propose a new paradigm, where graduates are suitably equipped to lead this new profession in ways beyond skills competency. This presentation will outline the repositioning of one paramedic science curriculum, from a product model to a partnership of inquiry. The new strategy is informed by a combination of approaches: social constructivism, connectivism, experiential learning models, transformational learning and threshold concepts, all brought together with the intention of increasing collaboration and what Grundy (1987) calls ‘emancipation’. As Lidstone (2011) suggests, innovation in curriculum means being more critical, being open, being able to engage with greater complexity, and being able to learn from the past in order to manage the future. A critical approach to curriculum is a required foundation for person centred health care that supports the emancipation rather than the manipulation of patients which in turn can improve patient outcomes and clinician satisfaction (Delany and Molloy, 2006, p28). Similar to Cousin in Land et al (2008, p268) and Cousin (2010), the proposed approach to curriculum is neither student nor teacher centred but a partnership in inquiry into disciplinary concerns.
Title: The contribution of clinical placement learning and teaching exposures to nutrition and dietetics competency development: A student perspective

Presenters: Jude Maher/Lydia Sutakowsky/Fiona Pelly/Elizabeth Swanepoel, School of Health & Sports Sciences and Claire Palermo–Monash University/Roger Hughes –Bond University

Abstract:
Work-integrated-learning components of university dietetic education in Australia are recognised as an important process for nutrition and dietetic competency development. Research is needed to explore the student experience of placements to inform the development and improvement of work-integrated learning environments and to enhance the quality and efficiency of workforce preparation. The objective of this study was to explore the student perception of pre-placement preparation, the clinical placement learning environment, learning exposures and supervision, and the perceived impact of these factors on competency development. This qualitative investigation utilised semi-structured interviews amongst 25 students having recently completed their final clinical placement component, recruited purposively from 3 Australian universities. Thematic analysis of the interview transcripts was undertaken by the research team with triangular analysis of data by the research team. Students across all three universities generally felt they had adequate theoretical knowledge prior to placement but were less prepared for practical application of their skills in a clinical setting. The learning environment varied across placement sites. Common positive aspects included an open plan office setup, eating with the dietetics team during break times, friendly and approachable supervisor/dietetic team, and clear organisational structure and documentation. The quality of supervision varied considerably and emerged as a significant factor impacting on competency development. Positive experiences of supervision included appropriate supervision and support for stage of placement, constructive, positive feedback and supervisor interest in teaching and student learning. Results provide direction for enhancing the placement learning environment and identify potential areas for further research.
**LEARNING & TEACHING–INFORMATION STANDS**

During 2012 Learning & Teaching Week more information on the University initiatives relevant to learning & teaching will be available near the Connection HUB in C Block. These initiatives include:

### Learning & Teaching Week

Learning and Teaching Week is a major professional learning activity held each year, which has grown out of a one day Vice-Chancellor’s Colloquium (held in 2006, 2007 and 2009) into a full week of activities (held in 2010 and 2011). This is the third year that Learning & Teaching Week has been held with a range of activities and showcase events.

### Graduate Attributes and Standards Project

The Graduate Attributes and Standards Project aims to give students in all coursework programs opportunities to develop specific graduate attributes through their university learning experience. The University community, students and staff, shares responsibility for fostering and realising the graduate attributes in the context of programs; graduate attributes will be realised differently in each program. The project gives the university community an opportunity to describe the learning standards that students will attain—what students will know and be able to do, and at what level, on graduation.

Current project priorities include the development of a new Course Outline Template and Program Outline Template to reflect USC’s Graduate Attributes, production and dissemination of the Graduate Attributes and Standards Guidebook and the Graduate Attributes portal site. In faculties Graduate Attributes Leaders are working with program teams to renew existing programs in terms of the Graduate Attributes and, more recently, the AQF Guidelines.

### ePortfolio feasibility study

The intent of this project is to investigate options for obtaining an ePortfolio for student use at USC. An investigation phase is designed to ensure agreement of all impacted parties on requirements, to investigate possible technologies and to determine feasible solutions for obtaining and implementing an ePortfolio. There are clear links to projects such as the Graduate Attributes and Standards project.

### Learning Spaces

The new H1 Teaching Spaces were evaluated in Sem 1 2012 using photovoice methodologies and involved feedback from students and staff. Information is feeding into the furniture and fitout selections for the new USC learning spaces at Gympie and Sippy Downs. A staff survey will be conducted during LEF week to inform the purchase of furniture and examples of possible furniture choices will be available for viewing.

### Marks and Grades Project

The current recording of marks and grades process involves the generation from PeopleSoft of a Grade Roster (csv file) for each course approximately five weeks prior to the grades submission deadline (each Semester). Academics use either Blackboard’s Grade Centre or Excel to record assessment task marks and to determine the final mark and grade for students. The Marks and Grades Design and Development steering committee was formed to manage and deliver the interoperability between PeopleSoft and Blackboard for accurate and timely marks and grades. The Steering Committee agreed that the project be undertaken in two stages:

- **Stage 1–Export course enrolment data from PeopleSoft into Blackboard (completed)**
- **Stage 2–Finalising marks and grades, and then importing into PeopleSoft (being trialled in Sessions 6, 4 and 7 prior to rollout in Sem 2, 2012).**

### Blended learning

The eLearning and Flexible Delivery Advancement Project (eLEAP) is a learning and teaching initiative. In January 2010, eLEAP commenced operation as a three year project. The overall purpose of eLEAP is to enhance the USC student learning experience by supporting staff in the use of technology enhanced learning approaches and resources. In the USC context this is referred to as blended learning and teaching.

The goals of eLEAP are:

- To increase effective use of blended learning and teaching;
- To increase staff capability in the use of blended learning and teaching;
- To increase student learning capability in blended learning and teaching environments;
- To generate new leadership capability for blended learning and teaching;
- To showcase and promote effective blended learning and teaching practice within USC; and
- To position USC to win external recognition for effective use of blended learning and teaching.

Current eLEAP priorities include the production and dissemination of the Blended Learning Statement, the Blended Learning portal site and the Blended Learning Forum.

### Peer Assisted Teaching Scheme–PATS

USC is participating in a trial of the Peer Assisted Teaching Scheme (PATS) being funded through Council of Australian Directors of Academic Development. The PATS trial involves three pairs of mentor/mentee participating in a structured program of mentoring, workshops, reflection and if appropriate, observation of teaching. If the trial is successful, PATS will become available more widely in 2013.

### Sessional Staff Development

Sessional Staff are invited to attend Sessional Staff Development Days early in each semester. They are paid to attend one day per year. Typically the day is attended by between 50 and 120 staff members, the majority being experienced or returning sessionals. The program usually features a guest presenter and is themed. In 2012 the themes have been ‘Assessment for Learning’ and ‘Engaging with Student Diversity’.

### Communities of Practice

The faculties have a number of Communities of Practice supporting staff engaged in first year, teaching large courses and for Work Integrated Learning.

### Foundations of University Teaching

Foundations of University Teaching provides an introduction to teaching, learning and assessment in higher education. Through the course, participants enhance their knowledge of student learning and scholarly teaching, approaches to critical reflection and research in contemporary teaching and learning environments. There has been an annual cohort of 20-25 participants over summer, with bursaries supplied for sessional staff. FUT is being re-developed in 2013 and will be also offered in Blended mode in Sem 1 and 2.
Student Retention Action Plan

The Deputy Vice-Chancellor has established a steering committee to lead the development, implementation and review of academic and social engagement initiatives to improve student retention at USC, and support the Access and Engagement goal of 12,000 students by 2015. The committee is responsible for the implementation of the Student Retention Action Plan.

Commissioned Learning & Teaching Grants

The Deputy Vice-Chancellor may commission learning and teaching projects to address identified needs. Individuals may be invited to apply or a general call may be issued for applications. The funding available for Commissioned Grants may vary at the discretion of the Deputy Vice-Chancellor. The current round of Commissioned Learning and Teaching Grants (up to the value of $50,000 per project) relate to strategic initiatives for student retention, multi-site teaching and teaching outreach and engaging students from low SES and other under-represented backgrounds.

Open Learning & Teaching Grants

Open Learning and Teaching Grants are awarded on a competitive basis for projects that relate directly to the purpose of USC's internal Learning and Teaching Grant Scheme (LTGS) which is to provide staff with an opportunity to (1) participate in the scholarship of teaching; (2) develop and disseminate significant innovations in learning and teaching; and (3) develop their capacity to compete in national schemes such as OLT grants, awards and fellowships. Proposed OLTGP activities must go well beyond normal learning and teaching development and evaluation activities. Grants will be offered in discrete funding rounds for projects identified and proposed by teams or individuals, and may vary at the discretion of the Deputy Vice-Chancellor. From the November 2012 round, grants will be valued at $10,000 or $20,000.

Australian Awards for University Teaching

The Australian Awards for University Teaching (AAUT) program is an important part of the Australian Government’s commitment to promote and advance learning and teaching in Australian higher education. The program comprises five award types that recognise teaching excellence and outstanding contributions to student learning. The five awards are:

1. Citations for Outstanding Contributions to Student Learning
2. Awards for Programs that Enhance Learning
3. Awards for Teaching Excellence
4. Prime Minister’s Award for Australian University Teacher of the Year
5. Career Achievement Award.

USC is strongly committed to supporting staff participation in the AAUT program and has a comprehensive support timeline for applicants.

Australian Government Office for Learning and Teaching Grants

The aim of the national Grants program is to provide funding for academics and professional staff to investigate, develop and implement innovations in learning and teaching. The program supports research, development and innovation related to the enhancement of learning and teaching and builds leadership capacity in ways consistent with the promotion and enhancement of learning and teaching in contemporary higher education.

USC is strongly committed to supporting staff participation in the Australian Government OLT Grants program and has a comprehensive support timeline for applicants.