Teaching

Matters

2012

Sustaining Futures:

Considering sustainability across the learning and teaching divide

4th December, 2012

**School of Architecture and Design
Inveresk Campus
University of Tasmania**

Organising committee

Teaching Matters 2012 has been organised by the following Tasmanian Institute of Learning and Teaching staff:

Conference convenors: Melody West, Sandra Murray and Natalie Brown

Support staff: Rebecca Shaw, Sophie Lloyd and Emily Marshall

The organising committee wishes to thank all staff for their contribution to Teaching Matters 2012**.**

This conference program is printed on 100% recycled paper.

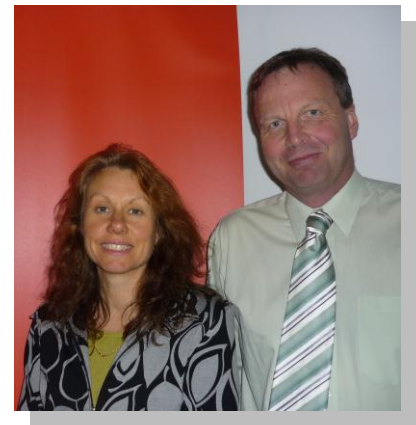# Contents

Welcome to 2012 Teaching Matters

Acknowledgement of Country

As a reflection of this institution's recognition of the deep history and culture of this island, the University of Tasmania wishes to acknowledge the Leterremairrener (pronounced Leter-rem-air-rener) People, the traditional owners and custodians of the land upon which this campus was built. We acknowledge the contemporary Tasmanian Aboriginal community, who have survived invasion and dispossession, and continue to maintain their identity, culture and indigenous rights. We also recognise the value of continuing Aboriginal knowledge and cultural practice, which informs our understandings of history, culture, science and the environment; the University's role in research and education, and in supporting the development of the Tasmanian community.

From the Tasmanian Institute of Learning and Teaching

Dear Colleagues

It is with great enthusiasm that we welcome you to *Teaching Matters,* the major showcase for learning and teaching at UTAS. Now in its 11th year, we hope this conference continues to provide excellent opportunities for all staff to share practice, showcase and discuss ideas and innovations, recognise success and engender enthusiasm for excellence in learning and teaching.

In 2012, *Teaching Matters* centres on the themes and activities associated with the work of two Tasmanian Institute of Learning and Teaching (TILT) Fellows and a very active and successful community of practice in the area of Education for Sustainability. Together, the fellows and the EfS CoP have helped to realise an increased commitment to embedding sustainability principles into higher education at UTAS as well as addressing the broader conceptual implications of sustainability in the learning and teaching domain.

Whilst the conference theme was selected with the aim of making explicit connections in understanding issues concerned with the social, economic and environmental responsibilities with learning and teaching, it also seeks to acknowledge that a focus on sustainability in higher education is occurring alongside a period of increasing rationalisation of the tertiary sector. These impacts have meant significant changes to the roles of universities and the expectations of staff and students. Notably, an increased emphasis on sustainability has distinct implications across the learning and teaching divide, as the presentations today will attest.

We hope you enjoy the dynamic (and undoubtedly entertaining) *Pecha Kucha* presentation format this year, as well as the programmed showcase and poster presentations.

Dr Natalie Brown and Dr Gary Williams

General Information

Statement of Sustainability

Best efforts have been made for a sustainable 2012 Teaching Matters conference. All printed resources are on 100% recycled paper, packaging for food is 100% eco-friendly, and no new resources or promotional items have been printed or produced. Blue Café Bar has provided food catering and all produce has been locally sourced, and is organic where possible. Tea and coffee is fair trade and the milk products are sourced from Ashgrove; these have been provided by the Tramsheds.

Name Tags

All delegates will receive a name tag on registration. The Tasmanian Institute of Learning and Teaching staff will have red dots on their name tags or will be identified by Teaching Matters t-shirts. Please feel free to ask them about the Tasmanian Institute of Learning and Teaching's activities.

Lunch and Refreshments

Morning tea and lunch will be provided in the studio space (towards the back of the building). All catering is provided free of charge to presenters and registrants.

Special Dietary Requirements

If you have advised the organisers of a special dietary requirement, this information has been forwarded to the caterers. Given the sustainability focus of this year's conference, all meals are vegetarian and made from locally sourced produce.

Toilets

The School of Architecture and Design toilets are located outside the lecture theatre on the ground floor, and opposite the lift on the upper floor.

Internet Access

The School of Architecture and Design building has full wireless access.

Program Overview

Session	Room	Title	Presenter/s
10:00am – 10:30am	Registration and morning tea		
10:30am	Lecture Theatre Room 108	Welcome, Dr Natalie Brown, Co-Head, Tasmanian Institute of Learning and Teaching	
10:40am		Welcome, Professor Stephen Loo, Head of School, Architecture and Design	
10:45am		Keynote: *Empowering and supporting academic staff to embed sustainability in university education programs* - Professor Geoff Rose	
11:20am		Pecha Kucha Keynote 1: Sustaining Curriculum – *Thinking about sustainability at university* - Graham Wood	
11:28am		Pecha Kucha Keynote 2: Sustaining Campus – *A view from Architecture and Design* - Ceridwen Owens	
11:36am		Pecha Kucha Keynote 3: Sustaining Community – *Bike Hub development through the Academic Operations Sustainability Integration Program (AOSIP)* - Corey Peterson	
11:44am		Pecha Kucha Keynote 4: Sustaining Culture – *Sustaining Learning and Teaching culture at UTAS: Lessons from the past and visions of the future* - Justin Walls	
11:52am		Panel discussion	
12:15pm – 12:45pm	Lunch and Poster display		
12:35pm - 12:45pm	Public Launch of *Pacioli: The Journal for Student Writing* - Professor Gary O'Donovan, Dean – Faculty of Business (in Poster display area)		
12:50pm – 2:00pm	Concurrent Sessions		

Session	Room		Title	Presenter/s
A1 – Sustaining Curriculum				
12:50pm	Lecture Theatre Room 108	PK	Aligning an Agricultural Science curriculum with the national science threshold learning outcomes	Tina Acuna, Peter Lane, Jo-Anne Kelder and Greg Hannan
12:58pm		PK	Sustainable assessment 'meets the needs of the present and prepares students to meet their own future learning needs' (David Boud, 2000). Is this what students want?	Rose Nash
1:06pm		PK	Fostering sustainable clinical skills development through peer teaching of clinical skills: An evaluation of the LCS student-led OSCE program	Anna Ridgers and David Ransley
1:14pm		SC	Photo-realistic 3D virtual models for Earth Sciences	Michael Roach
1:34pm		SC	Processes for identifying appropriate information for evidence-based improvement of teaching and learning	Rosemary Callingham, Kim Beswick and Helen Chick
1:54pm		Q&A Session		
A2 – Sustaining Campus				
12:50pm	Seminar Room 118	PK	Library spaces as learning spaces: A whole lot of re-thinking going on	Karmen Pemberton and Wendy Hoyle
12:58pm		PK	Treasure from trash: Inspiring students through authentic campus-based learning	Emma Pharo and Rowena Zwart

Session	Room		Title	Presenter/s
1:06pm	Seminar Room 118	PK	First year education students' time and space preferences: Accessing study materials online	Robbie Johnston, Andrew Fluck, Margaret Robertson and Seyum Tekeher
1:14pm		SC	Learning sustainability principles through the campus experience	Nick Towle
1:34pm		SC	Briefing on development and trial of mobile assessment and cloud-based electronic reporting	Marcus Bowles
1:54pm		Q&A Session		
A3 – Sustaining Community				
12:50pm	Seminar Room 231	PK	Obtaining sustainable community engagement – supporting consistency in OSCE scoring	Bunmi Malau-Aduli and Sue Mulcahy
12:58pm		PK	Sustaining the student, sustaining the profession, sustaining the community	Emma Warnecke and Marianne Catchpole
1:06pm		PK	Establishing a sustainable community: The no CRAP approach	Sharon Pittaway
1:14pm		SC	Sustaining and culture of quality in research in higher education: Starting a conversation	Kim Beswick
1:34pm		SC	Assessing participation and engagement in a teacher education course: Pre-service teachers' views on the use of self- and peer-assessment	Christopher Rayner
1:54pm		Q&A Session		

Session	Room		Title	Presenter/s
A4 – Sustaining Culture				
12:50pm	Seminar Room 230	PK	Foundation studies - enhancing the student experience	Ben Pocius
12:58pm		PK	Participating in the ShanghAI lectures: An experiment in global education	Christopher Lueg
1:06pm		PK	Intensive teaching: Effective pedagogy, effective research	Barbara Hartley
1:14pm		SC	More than an electronic shoebox – an ePortfolio to support reflective practice in Teaching	Janine Tarr
1:34pm		SC	The place of practices of gratitude in enhancing a culture of sustainability in the context of PhD supervision: A conceptual framework	Kerry Howells
1:54pm		Q&A Session		
2:00pm – 2:05pm	5 minute break			
2:05pm – 2:55pm	Concurrent Sessions			
B1 – Sustaining Curriculum				
2:05pm	Lecture Theatre 108	PK	Not just a game: Traversing cultural boundaries in the design studio	Ceridwen Owen
2:13pm		PK	Sustaining the fever	Colin Jones
2:21pm		PK	Can students cope with independent learning when confronted with it?	Greg Hannan

Session	Room		Title	Presenter/s
2:29pm	Lecture Theatre 108	SC	The role of the disciplines in education for sustainability at UTAS	Aidan Davison
2:49pm		Q&A Session		
B2 – Sustaining Curriculum				
2:05pm	Seminar Room 118	PK	E- and M-learning readiness of students within the School of Medicine	Jamie Chapman and Anne-Marie Williams
2:13pm		PK	Redesign of unit delivery: An opportunity for collaborative research to improve the student experience	Jo Osborne and Lindsay Smith
2:21pm		PK	Where in the world?: MOOCs and connectivism	Justin Walls, Ellen Ennever, Jo-Anne Kelder, Alison Canty, Carolyn King and Tony Carew
2:29pm		SC	The Associate Degree in Dementia Care: An innovative and holistic approach to course design and delivery	Alison Canty
2:49pm		Q&A Session		
B3 – Sustaining Community				
2:05pm	Seminar Room 231	PK	Opportunity knocks – creating pathways to UTAS for non-traditional students	Lynn Jarvis
2:13pm		PK	Naco-where? The Conservatorium's exchange program with Stephen F. Austin State University in Nacogdoches, Texas	Maria Grenfell
2:21pm		PK	Arts and sustainability: Some outcomes from a one-day professional learning event presented by UTAS	Sherridan Emery

Session	Room		Title	Presenter/s
2:29pm	Seminar Room 231	SC	SPECULATE: Building design communities	Helen Norrie
2:49pm		Q&A Session		
B4 – Sustaining Curriculum				
2:05pm	Seminar Room 230	PK	D2L facilitating timely and diverse feedback to UTAS students based in China	Leonie Ellis
2:13pm		PK	Implementing interprofessional education in the School of Medicine – successes and challenges	Marianne Catchpole, Judi Errey, Dale Edwards, Richard McMinn and Anne-Marie Williams
2:21pm		PK	Using digital game based resources to sustain student engagement in core Human Life Science units	Tracy Douglas and Susan Salter
2:29pm		SC	Exploring augmented reality for sustainable delivery of anatomy teaching and learning	Soonja Yeom, Andrew Fluck, Arthur Sale and Derek Choi-Lundberg
2:49pm		Q&A Session		
2:55pm – 3:00pm	5 minute break			
3:00pm – 3.45pm	Concurrent Sessions			
C1 – Sustaining Curriculum				
3:00pm	Lecture Theatre 108	SC	Using in-class "live" empirical analysis of data to examine contemporary issues in sustainability: An example of the use of the world values survey (1981-2007)	Elkana Ngwenya

Session	Room		Title	Presenter/s
3.20pm	Lecture Theatre 108	SC	Embedding education for sustainability into teacher education at UTAS: A systems approach	Allen Hill
3:40pm		Q&A Session		
C2 – Sustaining Curriculum				
3:00pm	Seminar Room 118	PK	How do we sustain a meaningful distance education practice? Contextualising pedagogy and practice within institutions, disciplines and community	Kristin Natalier and Robert Clarke
3.08pm		PK	Global Perspectives Program: Embedding cultural competence into learning and teaching	Juliet Sondermeyer and the Cultural Competence Project Team
3.16pm		PK	Overcoming various types of dread: Sustainable approaches for UTAS students with English as an additional language	Morag Porteous
3.24pm		PK	An evidence-based approach to the design of a learning program: Evaluating preliminary data sets	Andrea Carr and Jo-Anne Kelder
3.32pm		Q&A Session		
C3 – Sustaining Community				
3:00pm	Seminar Room 231	PK	Faculty of Business - Corporate Internship Program	Ingrid Apsitis
3.08pm		PK	How I Met Your Mentor: Career development and the UTAS Career Mentor Program	Jane Emery

Session	Room		Title	Presenter/s
3.16pm	Seminar Room 231	PK	Innovations in teaching: experimenting with JITT to encourage responsible learners	Simone Bingham and Sonia Shimeld
3.24pm		PK	Value-adding the student experience: Creating sustainable professional experience supervision	Carey Mather and Annette Marlow
3.32pm		Q&A Session		
C4 – Sustaining Curriculum				
3:00pm	Seminar Room 230	SC	Who will win the Man Booker prize? Using real-time engagement to sustain student interest in Literary Studies	Lisa Fletcher and Elizabeth Leane
3.20pm		SC	YouTube, you learn	Heather Monkhouse and Anne-Marie Forbes
3.40pm		Q&A Session		
3.45pm – 3.55pm	Break - Registrants move back to Lecture Theatre for closing remarks			
3.55pm	Closing remarks – Aidan Davison			
4.00pm	Closing remarks – Professor Geoff Rose			
4.30pm	Bus leaves for Hobart; car leaves for Cradle Coast			

PK = Pecha Kucha

SC = Show Case

Keynote Speaker

Professor Geoff Rose

Professor and Convenor, Education for Sustainability
Monash Sustainability Institute

Empowering and supporting academic staff to embed sustainability in university education programs

Geoff's presentation will examine forces that are both encouraging and resisting changes to embed sustainability in university education programs. A case study involving the first year Engineering program at Monash University is used to outline an approach that both empowered and supported academic staff to incorporate sustainability into the curriculum. Evaluation results are presented to assess the impacts of the initiative on student's self reported knowledge of sustainability and their perceptions of its importance. Reflections from the experience are used to identify implications for sustaining community, curriculum, campus and culture.

Speaker's Profile

Geoff Rose is Professor of Education for Sustainability at Monash University. He holds a joint appointment in the Monash Sustainability Institute (MSI) and the Institute of Transport Studies located in the Department of Civil Engineering. His professional background is in transport planning, specifically sustainable transport and travel behaviour. He has over 20 years of professional experience gained from positions he has held in academia, government and consulting.

Through his role in MSI, Geoff is working to shape the policies of the university for embedding sustainability in all education programs. His current research activities cover sustainable transport and applications of advanced technology in transport. He is leading an ARC Linkage Project on Powered-2-Wheel vehicles (electric bicycles, motor scooters and motorcycles) in the context of sustainable transport. He is supervising research evaluating the role of travel plans for new developments and the impacts of weather on cyclist travel behaviour.

Geoff is a member of the Australian Institute of Traffic Planning and Management, the Institute of Transportation Engineers and the Institution of Engineers, Australia. He currently serves on the Travel Demand Management Committee (ABE50) of the US Transportation Research Board and is a member of the Scientific Committee of the World Conference on Transport Research and the National Steering Committee for the Australasian Transport Research Forum.

UTAS Teaching Awards

The University of Tasmania has a number of teaching awards to recognise those staff making valuable contributions to learning and teaching excellence at the institution. Through a 'pathways' approach to recognition, the UTAS Teaching Award Program offers a number of opportunities for academic and professional staff to be acknowledged for their teaching contributions, and to be rewarded for their ongoing commitment to professional learning and practice in the learning and teaching domain.

Congratulations to the 2012 recipients of the: UTAS Commendations for Sustained Commitment to Teaching Excellence, Vice Chancellor's Award for Programs that Enhance Learning and Vice Chancellor's Citations for Outstanding Contribution to Student Learning.

Commendation for Sustained Commitment to Teaching Excellence

Name	School
Professor Sue Jones	Zoology

Award for Programs that Enhance Learning

Name	Faculty/Division	Title
Dr Brendan Gogarty Ms Anja Hilkemeijer	Law	Constitutional Law 2

Citations for Outstanding Contribution to Student Learning

Name	School	Title
Dr Michael Powell	History and Classics	For excellence in teaching, sustained commitment to student pastoral care and continued focus on developing quality learning that contributes to active scholarship and citizenship.
Dr Michelle Phillipov	English, Journalism and European Languages	For the development of curricula that equips students to make 'real life' connections between theory and practice in journalism, media and communications.

Mrs Tracy Douglas	Human Life Sciences	For sustained commitment to first year students in human life sciences, using active learning to engage students and support their transition into independent learners.
Associate Professor Leon Barmuta	Zoology	For inspiring students to 'think like working scientists' by developing a coherent understanding of the processes of science.
Dr Andrea Carr	Psychology	For an enthusiastic and personalised commitment to student-centred learning that motivates and inspires first year Psychology students to become life-long learners.
Dr Michael Gardiner	Chemistry	For leadership in developing sustainable student support strategies in large first year science programs entailing intervention approaches in contact teaching, assessment and unit coordination.
Associate Professor Mark Hovenden	Plant Science	For a decade of inspirational teaching of ecology, inspiring a deeper and lasting understanding of the processes that shape vegetation, both locally and globally.
Dr Hui Jiao	Engineering	For developing and implementing an innovative e-assessment system that enhances student engagement and fosters greater independent learning in engineering education.
Dr Nenagh Kemp	Psychology	For awakening students' interest in the wonder of human development and communication, and for inspiring and facilitating learning in these areas.
Dr Emma Pharo	Geography and Environmental Studies	For a sustained contribution to interdisciplinary scholarship that has empowered collegial collaboration and improved student engagement in environmental education.

All members of staff, both academic and general, are eligible to apply for a Citation for Outstanding Contribution to Student Learning, or to submit an application for an Award for Programs that Enhance Learning. All members of academic staff (including pro bono staff) are eligible to apply for a Commendation for Sustained Commitment to Teaching Excellence.

The Office for Learning and Teaching (OLT)
Australian Awards for University Learning and Teaching

The Australian Awards for University Teaching are designed to recognise quality teaching practice and outstanding contributions to student learning. It is intended that recipients, with the support of their institutions, will contribute to systemic change in learning and teaching through ongoing knowledge sharing and dissemination, for example, presentations within the learning and teaching community, collegial mentoring, pairing and networking, and involvement in university and higher education committees.

Congratulations to the following UTAS staff who won Citations for Outstanding Contributions to Student Learning, Awards for Programs that Enhance Learning and Awards for Teaching Excellence.

OLT Citations for Outstanding Contribution to Student Learning

Name	Title
Associate Professor Greg Dicinoski	For a sustained commitment to the introduction and use of flexible learning methodologies and improved research-derived undergraduate laboratory student experiences.
Dr Andrew Seen	For commitment to the development and delivery of programs that encourage interest, foster pathways and promote success in the study of science by regional students.
Associate Professor Justin Walls	For sustained leadership in the design and implementation of curricula and supporting instructional materials in the area of health science.

OLT Award for Programs that Enhance Learning

Names	Title
Mrs Jenny Barr (Program Coordinator) Dr Helen Dixon Dr Amanda Harman Mr Adam Hill Dr Winnie Ho Dr Andrew Hodson Dr Ali Kidmas Dr Beth Mulligan Dr Kathryn Ogden Dr Helen Parkes Associate Professor Jan Radford Associate Professor Kim Rooney Dr Maureen Ryan Dr Diane Seaton Dr Jane Strong Mrs Maria Unwin Dr Natasha Vavrek	The Patient Partner Program - P3

OLT Award for Teaching Excellence

Names	Title
Associate Professor Kim Beswick (Team Leader) Mrs Dianne Ashman Associate Professor Rosemary Callingham Associate Professor Helen Chick Mr Bruce Duncan Ms Virginia Kinnear Mr David McBain Dr Tracey Muir Dr Robyn Reaburn Mr Brett Stephenson Professor Emerita Jane Watson	Maths Education Team

MyLO

Delivering tomorrow's learning online today

The MyLO Project has a drop-in information area at Teaching Matters to help teaching staff move to new MyLO, overcome challenges and maximise the benefits of teaching online.

- Are you new to MyLO?

- Do you have a question about teaching online?

- Are you interested in discovering new tools and features?

- Would you like to enhance your unit's online presence?

Visit the MyLO team in the Architecture Lobby today and collect your showbag.

It's time to make the move to new MyLO

From **20 December 2012**, old MyLO will no longer be available for teaching purposes.

Act now - see the MyLO team in the Architecture Lobby **today**, or visit:

www.utas.edu.au/make-the-move

Presentation Abstracts Listed by session

The theme of Teaching Matters 2012 is *Sustaining Futures: Considering sustainability across the learning and teaching divide*.

A key task for Teaching Matters 2012 is to address the interwoven challenges associated with ideas about sustainability, specifically within the learning and teaching context. In doing so, we have invited UTAS staff to submit abstracts for presentations on how these challenges have been, or are being, addressed in practice. The presentations you will hear at this conference have been linked to at least one of these four sub-themes:

- Sustaining Community: Engagement strategies, innovations and practices with people internal and external to UTAS: professional staff, academics, students, business, industry and other community groups. This would include professional experience programs, work integrated learning, and community engagement.

- Sustaining Curriculum: Curriculum design and change to incorporate sustainability in its broadest sense; impacts upon generic graduate attributes; sustaining the transition of learning and teaching (for example, face-to-face to full online and flexible modes of delivery); sustaining curriculum to account for broader social, cultural, economic and environmental patterns and priorities.

- Sustaining Campus: Design, innovation and use of learning spaces; enhancing the student experience on campus; living laboratories and alternative teaching spaces; sustainable practices to enhance campus life.

- Sustaining Culture: Beliefs, values and cultural change in learning and teaching or across the institution; sustaining the role of learning and teaching within research intensive cultures; sustaining professional and academic roles in a changing tertiary sector; developing new and sustainable cultures.

A1 Sustaining Curriculum
Lecture Theatre 108

Aligning an Agricultural Science curriculum with the national science threshold learning outcomes

Tina Acuna, Peter Lane, Jo-Anne Kelder and Greg Hannan

Learning and Teaching Academic Standard Statements have recently been published across a number of disciplines, and have contributed to the national regulation and quality assurance framework currently being developed in the higher education sector. The Science Standards Statement (SSS) described the nature and extent of Science and articulated Threshold Learning Outcomes (TLOs) representing minimum levels of achievement expected of a bachelor level Science graduate. Our project was to adapt the SSS for the Agricultural Science discipline and to seek national consensus on Agricultural Science TLOs from the Australian Council of Deans of Agriculture, thus demonstrating that TLOs for Science can be adapted successfully for a specialist discipline. We report on the process and outcomes of developing TLOs and a statement on the nature and extent of Agricultural Science. The consultation method was to facilitate workshops with teaching staff, gathering qualitative feedback and to administer a survey more widely in the Tasmanian Institute of Agriculture and two interstate universities. Key findings are that a statement on the nature and extent of agricultural science needs to capture its multi-disciplinary nature and that TLOs should also incorporate minimum levels of achievement in vocational knowledge. Project outcomes will sustain the future renewal and revitalization of the Agricultural Science curriculum and contribute to reporting requirements, such as TEQSA. The process will serve as a model for wider dissemination of TLOs within UTAS and other universities. The next phase of the project is to define course-level learning outcomes more specifically for Agricultural Science degrees at UTAS as a first step towards aligning our curriculum and assessment with the new Agricultural Science TLOs.

Sustainable assessment 'meets the needs of the present and prepares students to meet their own future learning needs' (David Boud, 2000). Is this what students want?

Rose Nash

Most health professionals subscribe to a set of competency standards to ensure their practice is current and safe. Pharmacists use their competency standards to attain their ticket to practice and ensure they continue to review their practice for life.

Currently these competency standards are not formally integrated into the undergraduate curriculum for students in the Bachelor of Pharmacy.

In 2012, a flow chart and case study were included in all BPharm unit outlines. This was introduced to provide students and staff with a 'road map' and was done so in reaction to students reporting they felt lost and unsure of the relevance of their units.

The flow chart and case study have been embraced and integrated by staff and welcomed by our students.

On a School wide level it was then possible to map all the units in the BPharm degree to ascertain if the competency standards had been addressed.

A student satisfaction survey suggests that students do see the competency standards as important to their studies and either assumed they are already considered in the design of their curriculum or would like to see this occur.

Where to from here?

The course will be reviewed in line with the Competency Standards using a tool that will assist staff in the review and design of their units. It is hoped the process will facilitate increased discussion between staff, which in turn will lead to greater efficiencies in the delivery of the BPharm degree and a smarter sustainable teaching approach.

Fostering sustainable clinical skills development through peer teaching of clinical skills: An evaluation of the LCS student-led OSCE program

Anna Ridgers and David Ransley

The Launceston Clinical School caters to clinical teaching of 4th and 5th year medical students, with teaching delivered by clinicians in a philanthropic manner. This traditional apprenticeship model of medical training has led to a culture in medicine where the student is expected to become the teacher as they gain experience. Upholding this tradition, 5th year students at Launceston Clinical School have created a program of clinical teaching whereby small group sessions are conducted with 4th year students on topics relevant to their clinical development. The year 5 students also run a practice exam to prepare the 4th years for their summative end-of-year assessments.

We will present an evaluation of this teaching program and of the formative OSCE examination from the data collected by a survey examining the attitudes of roleplayers, examiners, candidates and clinical teachers involved with the program. We will present

our model of student-led clinical teaching and formative examination, together with future directions for the teaching program.

Finally, we will discuss what makes this program sustainable and its contribution to the professional development of both the 4th year students and their 5th year teachers.

Photo-realistic 3D virtual models for Earth Sciences

Michael Roach

Geological features at outcrop and hand specimen scales are inherently three dimensional and it is often very difficult to convey important geometric relationships in a classroom environment using conventional techniques such as diagrams and digital photography. We have investigated the use of interactive photo-realistic three dimensional virtual geological models for teaching in a second year Earth Sciences undergraduate unit. Three dimensional virtual models of important Tasmanian geological outcrops and some exemplar laboratory samples were created using a combination of photogrammetry and laser scanning. These new resources were used to augment existing lecture material and for new classroom exercises. This presentation will outline the process used to create the virtual models, how they were utilised as teaching resources and also describe initial student feedback.

Processes for identifying appropriate information for evidence-based improvement of teaching and learning

Rosemary Callingham, Kim Beswick and Helen Chick

Although tertiary educators are frequently exhorted to use data as a basis for course and unit improvement and to benchmark against other universities, differences between units and courses within a single institution and between universities make this goal difficult to achieve. An ALTC funded project, *Building the Culture of Evidence-based Practice in Teacher Preparation for Mathematics Teaching* (CEMENT), developed tools to identify essential knowledge and skills for teaching mathematics that could be applied across universities to provide benchmark information. During the instrument development process the rich conversations about the nature of the desirable outcomes from teacher education courses and how best to measure these, allowed participants to articulate the key understandings needed by prospective teachers. Although content knowledge was important, pedagogical content knowledge (PCK), knowing how best to develop mathematical understanding in school classrooms, was considered a key indicator of teacher quality.

Discussion about the privileging of certain knowledge types, and identification of appropriate content, were central to the instrument development and threw up many dilemmas as participants grappled with key concepts. PCK can be likened to a more general notion of "clinical acumen" as a desirable outcome for many professional courses, and the processes used during the CEMENT project provide a model for

thinking about the nature of professional knowledge, and approaches to developing this. This presentation will focus on these processes, illustrated by examples from the CEMENT project.

A2 Sustaining Campus
Seminar Room 118

Library spaces as learning spaces: A whole lot of re-thinking going on

Karmen Pemberton and Wendy Hoyle

In the 1990s, academic libraries began introducing the Learning Commons as a new type of student-centred learning space: a learning space with computers, wireless and data/power access, offering integrated access to the University's information resources and learning support services. With the continuous migration of print to electronic resources, libraries are now even less about physical buildings that house books. As they measure up to new challenges where information is everywhere, libraries are transforming from "quiet introverted buildings" to information providers and social interfaces for users to connect, exchange information and work together; the traditional library is evolving into a technological and collaborative information centre. The Library now fosters discovery, innovation, and scholarship, not just simply houses it. Library learning spaces need to continue to be rethought to support new teaching approaches, to enable students to work and learn together and to provide access to new generation library services. UTAS Library records over a million visits each year and research interstate, indicates that 60% of on-campus students visit the library every day. Redesigning library spaces to inspire and create an excitement about learning contributes significantly to student learning outcomes and the overall student experience on campus.

Treasure from trash: Inspiring students through authentic campus-based learning

Emma Pharo and Rowena Zwart

The Sustainability Unit within Commercial Services & Development has instigated an innovative program to provide active learning opportunities for students from multiple disciplines that also deliver operational outcomes for UTAS. AOSIP (Academic-Operations Sustainability Integration Program) projects are based on operational need and are clearly tailored to the interests and abilities of the students, whether individually or teams. We report on an AOSIP project around waste auditing on campus. Despite being required to sort through rubbish as the major task of this audit, students have been excited and high motivated by the real-world relevance of this work and have asked for more activities that align assessment with clients and 'real' projects.

The exercise is also fun to teach because it puts students and staff alongside each other as co-learners and collaborators.

First year education students' time and space preferences: Accessing study materials online

Robbie Johnston, Andrew Fluck, Margaret Robertson and Seyum Tekeher

Increasingly, institutions of higher education recognise the importance of education spaces in supporting student engagement and participation with learning. This focus on education spaces is seen to be all the more important with the changes to the conceptions of learning as well as with the move to blended modes of delivery. This paper reports findings from a study investigating teacher education students' time and place preferences for accessing study materials online. The research described in this paper was designed as part of ongoing research – in the initial phase of research first year students in the Bachelor of Education degree were invited to complete an online survey. Initial findings from the quantitative analysis of survey results suggest that student preferences are significant for planning teaching and learning in online or blended learning, and that these preferences are independent of rurality/urban student background experience. The findings indicated students learn 7 days a week in a quiet place at home mostly from 9am–4pm and 7pm–11pm with a preferred learning period of 2.5+ hours. The period when most students are studying (and therefore when it would be best to organise a synchronous event, such as a webinar) is starting at 8pm on Monday to Thursday, since this is when the greatest number of students are studying. Our future work will focus on preferred media and optimum duration of individual learning activities.

Learning sustainability principles through the campus experience

Nick Towle

This presentation reveals the journey of academic and professional staff who are striving to embed a culture of sustainability at the Rural Clinical School.

Early efforts of staff and students have led to the replacement of undercover car parking space with cycle racks, replacement of ornamental bushes with fruiting trees and herbs and becoming an early adopter for solar hot water on student accommodation. Several other initiatives such as a regular ride/walk to work breakfasts have evolved over the past three years, which reflect the endeavour to promote a genuine culture of sustainability.

More recently the focus has been directed to the sustainability content and insights derived through the curriculum. Reflection on improving the curriculum has revealed the importance of linking the explicit content delivered within the lecture theatres to the implicit messages gained outside them. In essence the campus experience of learners

may enhance or critically undermine the institutional and academic efforts to promote the understanding and practice of sustainability principles.

We argue that future curriculum development and support for a culture of sustainability needs to be guided by the philosophy of "What we say matters, what we do matters most".

Briefing on development and trial of mobile assessment and cloud-based electronic reporting

Marcus Bowles

This presentation will cover the development to proof of concept for a tablet based mobile assessment process, application and database. The project involves cooperation between the Australian Maritime College, University of Tasmania, Australian Training Management (ATM), a private mining industry training organisation and the University of Applied Science (Jade) in Germany. The National Centre for Ports and Shipping and ATM have commenced trials of the initial proof-of-concept testing for a 'cloud-based' mobile assessment and reporting solution. This solution will allow the assessor to complete summative assessments even in the remotest contexts. Results from the assessment can be sent live using an internet connected device or the assessment forms and evidence saved for later synchronisation when an internet connection is available or the assessor is 'back at base'. Once sent and saved to the vocational reporting system the assessment records can be sent electronically to multiple 'back-end' systems (student management system, learning management systems, vocational student systems, a student's lifelong record/e-portfolio, or regulatory and compliance systems).

A3 Sustaining Community
Seminar Room 231

Obtaining sustainable community engagement – supporting consistency in OSCE scoring

Bunmi Malau-Aduli and Sue Mulcahy

CONTEXT: Objective Structured Clinical Examinations (OSCEs) have emerged as the 'gold standard' in the assessment of clinical competence in healthcare education. However, the exam format, length of stations, scoring schedules and methods of setting passing scores vary between institutions. With increasing societal demands for

accountability in medical education, it is imperative to have comparable standards in medical teaching, learning and assessment.

OBJECTIVES: This presentation provides an overview of the development of a sustainable environment for Australian Medical examiners to improve consistency in scoring OSCEs.

METHODS: A community of geographically dispersed Australian Medical schools had been supported in the online environment by core UTAS technology platforms. Starting with a small cohort, participants' feedback has been used to inform each iteration of community development. As membership diversified numbers of non-UTAS participants increased and dependence on UTAS technology became less appropriate. Three environments were evaluated for their ability to sustain the needs of the community based on the skills and resources available to the participants. A new environment was selected and examiner responses to this process were evaluated by survey.

RESULTS: The community's development has been underpinned by measured improvements in outcomes and cross-institutional champions, resulting in increasing participation, engagement and scope of activities. Participant engagement has been encouraged both because of the outcomes, online facilitated discussions, using feedback to inform development and visits.

CONCLUSIONS: The newly established environment is successfully supporting the community's activities, including growth and diversity, resourced by community members.

Sustaining the student, sustaining the profession, sustaining the community

Emma Warnecke and Marianne Catchpole

Sustaining students in their learning and teaching environment has immediate benefits for the student. There is also a longer term flow on effect to the profession the student will enter and to the community as a whole. Ideas will be presented to spark discussion on various ways of sustaining students to be engaged with their learning and how to promote flow on effects to the community. This presentation uses health professional students as an example but has wider application, particularly in other professional disciplines.

Establishing a sustainable community: The no CRAP approach

Sharon Pittaway

In the face of competing institutional priorities, and time and resource pressures, how is it possible to develop a community with an environment of trust, openness, honesty, and safety? What might be the outcomes of such an approach? This presentation will share the processes underpinning the establishment of the Student Engagement

Community of Practice at UTAS, comprised of staff from the Schools of Education and Human Life Science. Formed in early 2012, this community has adopted a 'learning conversations' approach that actively resists the cynicism, resignation, anger, and procrastination that can so easily dominate our views about teaching, learning, students, and engagement in difficult times. We will discuss the ways that we have chosen 'grace over gravity', in working together to share, critique, challenge and extend our own and others' thinking about how and why we might seek to engage students in all aspects of their studies.

Sustaining and culture of quality in research in higher education: Starting a conversation

Kim Beswick

Academics, across a wide range of disciplines research their teaching and use the results to inform practice. Interest in educational research is certainly not confined to Faculties of Education and the like. In fact, in the 2010 and 2012 Excellence in Research for Australia exercises between 35 and 40% of outputs categorised as Education (Field of Research (FoR) 13) were produced by researchers outside of Faculties/Schools/Departments of education. Similarly approximately 35% of researchers in FoR13 were not housed in organisational units labelled Education.

Raising the quality and hence status of educational research in higher education is an important way of sustaining the role of learning and teaching within research intensive cultures that are becoming the norm. The diversity of disciplinary backgrounds of researchers in the area, their organisational dispersal across the university, and differing discipline cultures in relation to researching teaching and learning present particular challenges to establishing and maintaining a culture excellence in this work, but the potential benefits from sharing practice and expertise among disciplines and promoting institution wide quality in educational research warrant engagement in a conversation about the issues.

Several agendas make such a conversation timely;

1. Increased emphasis on research performance at organisational and individual levels,
2. Increased focus on scholarship in learning and teaching,
3. Growing social importance of university teaching and learning as a result of the expansion of higher education accompanied by increased public interest in and accountability.

This presentation represents the start of what is hoped will be an ongoing discussion.

Assessing participation and engagement in a teacher education course: Pre-service teachers' views on the use of self- and peer-assessment

Christopher Rayner

Students' level of engagement and sense of community impacts upon their overall experience of study in higher education; particularly for those studying online. This presentation reports on a study into the use of self- and peer-assessment regarding pre-service teachers' participation and engagement in a unit on inclusive education. At the beginning of the semester, a rubric defining standards for participation and engagement was provided and pre-service teachers were informed, via the Unit Outline, that this would account for 10% of the marks available for the unit overall. In the final week of semester, pre-service teachers worked with a peer to complete a self- and peer-assessment form, recommending a score summarizing their performance with participation and engagement across three criteria. Confirming the final score was the responsibility of the tutor. The purpose was to enhance the learning experience and professional preparation of pre-service teachers through developing a collaborative environment where contributions to the learning of others were valued and formally recognised. An online survey was developed to explore the perceptions of pre-service teachers on this assessment task. A total of 255 students completed the survey, representing 50% of the on-campus cohort and 60% of the distance/online cohort. The results are discussed in terms of: (1) the perceived effects of assessing participation and engagement, (2) the perceived reliability of self- and peer-assessment practices, and (3) considerations for future collaborative assessment practices in the context of on-campus and online delivery modes.

A4 Sustaining Culture
Seminar Room 230

Foundation studies - enhancing the student experience

Ben Pocius

Foundation Studies is a pre-tertiary pathway program which introduces international students to the academic culture of UTAS and provides them with the knowledge and skills necessary to improve their academic performance.

Throughout the 28-week program there is a strong focus on enhancing the student experience. Students are expected to engage in academic debate and research well beyond the traditional classroom setting using the latest in technology and social media.

One of the most engaging features of the program is the opportunity for students to learn in a collaborative and supportive environment, where facing challenges and taking risks are encouraged. Having a leadership role in tutorials, presenting research

findings to a group of peers and exploring creative abilities are all possibilities within the Foundation program.

Our goals are that by the time Foundation students enter their choice of faculty, they are already immersed in campus life and are:

- aware of the importance of academic integrity
- equipped with a wide range of academic skills
- content with their physical environment
- familiar with the unique Tasmanian social and cultural landscape
- globally connected with firmly established friendships
- active in clubs and societies
- linked to the wider community

Through focusing on enhancing their campus experience, we expect that Foundations students will be well prepared for the challenges ahead as they complete their tertiary studies.

Participating in the ShanghAI lectures: An experiment in global education

Christopher Lueg

For the past 3 years teams of our human computer interaction (HCI) students have participated in an annual student design challenge held at the premier Australian HCI conference OzCHI. The OzCHI student design competition starts a few weeks before the actual conference with a 24h design challenge which means teams have exactly 24h to address a design challenge set on the day. The teams providing the best design solutions are then invited to compete on site at the conference itself.

At OzCHI 2009 held in Brisbane the UTAS team won both the audience and the critics award. At OzCHI 2010 held in Melbourne the UTAS team came in 1st and at OzCHI 2011 held in Canberra they came in 2nd. The competition for OzCHI 2012 to be held in Melbourne is on-going. This time we have got not just one but two teams of UTAS students competing. All this happens with very little support (financial or other) apart from small conference stipends provided by the OzCHI conference organisers.

We believe that having students participate in such activities is both a contribution to the OzCHI community and to the university community. The objective of this **PechaKucha** is to share the competition enthusiasm and to explain how it benefits from, and contributes to, the Human Computer Interaction research and teaching program in the School of Computing & Information Systems. We also aim to distil and share 'best practices' as to how other schools can build up a similar level of enthusiasm for participating in competitions in their area.

Participants in the **PechaKucha** will be myself being the lecturer in Human Computer Interaction in the School of Computing & Information Systems and two students who have competed in the competitions. Since the competition unites undergraduate and postgraduate (honours, PhD) we will have one undergraduate or Honours and one PhD student on the panel.

Intensive teaching: Effective pedagogy, effective research

Barbara Hartley

Research outputs are a sector imperative. This paper will argue for intensive teaching as one means of enhancing research outputs while maintaining pedagogic standards.

Intensive teaching – also referred to as 'compressed' delivery –reduces the usual semester time for a unit of study by "compressing" this into either sequential days or, particularly in the case of students in full-time work, several weekends. Caution has been sounded about this mode of delivery and its impact on staff (Rowan 2010: Is Flexibility Sustainable?), particularly if poorly managed by the institution. Regarding the capacity of this mode of delivery to enhance learning, the literature is a diffuse. Nevertheless, a 2006 University of Melbourne working party concluded that "the research generally reports positive results associated with intensive teaching formats."

This paper will argue for intensive teaching as a means of enhancing selected learning outcomes for students while also creating a research supportive environment for staff. Drawing on student interviews, the paper will discuss how intensive learning can facilitate complex learning in areas such as critical analysis. The paper will also suggest how, with the provision of the necessary institutional support, intensive delivery in units that lend themselves pedagogically to this mode can create significant blocks of time in staff schedules. This time can be used to achieve quality research outcomes that are much more difficult to attain with traditional delivery modes.

More than an electronic shoebox – an ePortfolio to support reflective practice in Teaching

Janine Tarr

Whilst teaching portfolios have been around for many years, they have often consisted of rather messy 'shoeboxes' of papers that we sort through only when applying for an award or a grant.

This showcase will present an e-portfolio template in the Desire2Learn portfolio tool that can be used by teaching academics at UTAS for a variety of purposes, including performance management reviews. Further development, currently being undertaken, will allow learning and teaching (L&T) evidence to be categorised and compiled against Office of Learning and Teaching Awards criteria. The template is pre-populated with data drawn from the UTAS Academic Performance Expectations Framework (PEF) to enable L&T evidence to be compiled to report against performance criteria in each of the three domains: Excellence in i) student learning and teaching practice, ii) curriculum design and engagement, and iii) learning and teaching scholarship.

The template is fully customizable by individual users and is designed as a 'starting point' for collection, reflection and presentation of the evidence of professional L&T practice – in a way that is sustainable, eliminates the need for individuals to 'reinvent the wheel', and meets performance reporting requirements.

Portfolio presentations can be electronically shared with colleagues for peer review or performance management purposes and can also be shared outside the UTAS system, by exporting as a zipped file, enabling them to be used to support job applications and external grant and award applications.

An initial trial of the e-portfolio is underway and participation and feedback is invited from any interested UTAS colleagues.

The place of practices of gratitude in enhancing a culture of sustainability in the context of PhD supervision: A conceptual framework

Kerry Howells

This presentation aims to provide pedagogy that both enhances the relational aspects of PhD teaching and learning and contributes to a culture of sustainability. The purpose of the presentation is to offer a conceptual framework for the place of the practice of gratitude in PhD supervision, while demonstrating that such a focus can increase awareness of the giving and receiving relationship. In the context of the historical neglect of subjective dimensions of learning within higher education, we argue this attention to relations of reciprocity adds an important dimension to consciousness about sustainability. Addressing the relationship between candidates and supervisors, which recent studies have shown to be a significant factor in doctoral outcomes, the presentation draws on research demonstrating the potential of practices of gratitude to enhance relational wellbeing. Gratitude is broadly defined in this paper as "giving back out of appreciation for what has been received", though not necessarily involving a reciprocal relationship between the giver and receiver. The conceptual framework gives precedence to expressed gratitude in the form of 'gratitude practices', rather than prescribing a certain way of thinking or feeling, or recommending that one should aim to feel grateful all the time. A key underlying premise is that an attitude of gratitude can generate greater consciousness of what we receive from others and our environment, and increase our motivation to want to give back. The presentation also takes into account some of dilemmas that arise when considering the role of gratitude in the complex interaction of supervisor and student.

B1 Sustaining Curriculum

Lecture Theatre 108

Not just a game: Traversing cultural boundaries in the design studio

Ceridwen Owen

This presentation explores the pedagogical tactic of 'games' as a means to build inter-cultural competence and social and intellectual engagement between local and international students in the context of the design studio. Participatory design and global studios have seen something of a renaissance in recent years. Immersing students in 'real world' unfamiliar contexts provides a highly valuable educational experience, opening up the curriculum to scrutiny from outside, expanding the students' horizon of experience, and revealing the contradictions and messiness of everyday life. Nevertheless, due to the difficulties of access, safety and logistics, hypothetical projects remain a necessary reality for the majority of design studios.

Working with fourth year architecture students, we confronted the problem of how to expand the world of the design studio to the unfamiliar territory of informal settlements in Asia, while remaining physically grounded in Tasmania. A series of games were introduced that were designed to build empathy and understanding, question assumptions and stretch the imagination.

The process is not without its limitations - notably, the temptation to overinvest in the capacity of games to deliver culturally appropriate outcomes and the displacement of responsibility for design decisions. Nevertheless, the subsequent unsolicited adoption and further development of design games by the students indicates the perceived value of this educative initiative and resulted in a productive reflexive questioning of entrenched ideologies. A further unintended benefit of these games was the reinforcement of interactions between classmates - specifically the pervasive divide between local and international students.

Sustaining the fever

Colin Jones

Charles Saunders Peirce (1898) argued that the 'fever for learning that must consume the soul of the man who is to infect others with the same apparent malady' is the essential determinant of one's capacity to facilitate learning. If we accept that 'we teach who we are' (Palmer, 1998), then the issue of what drives us and subsequently informs our ever evolving teaching philosophies should concern us all. This presentation provides access to an introspective interpretation of the presenter's development across a ten-year period at UTAS. The aim of this presentation is to explain the relationship between one's underlying 'orientation to teaching' and its influence upon subsequent teaching practice and/or pedagogical content knowledge (Magnusson, Krajcik & Borko, 1999). What is it that sustains one's 'fever'? What is it that drives us forward continually focused on our students' learning? What resides deep within and ultimately influences our 'orientation to teaching'? This presentation provocatively reveals a personal explanation of the 'soul' that remains a driver of the innovative curriculum change associated with the presenter's teaching practice. The presentation aims to draw the audience into a space that while private and stimulating will also potentially be confronting. In summary, this presentation is designed to inspire the same form of introspection that is evidenced throughout this presentation. In true Pecha Kucha style, this presentation uses visual imaginary to gather and share the presenter's thoughts; to connect with the audience in very personal manner.

Can students cope with independent learning when confronted with it?

Greg Hannan

In a recent exercise to be innovative in teaching approach with a 3rd year small group of students in an elective unit, the writer presented students with options for developing the unit of study for themselves (within parameters) including designing assessment tasks to assess learning outcomes. The response from the students (quite a nervous and negative response) prompted the writer to think reflectively on the assumptions made that students seek independence in their learning and opportunities to tailor their learning experiences. Given that the response received from the students was nothing like the assumptions we collectively believe to be the case, there is a need to consider the experience from the perspectives of the students and information and observations made during the initial stages of this process and during the course of the semester when some shared position was reached.

The experience is considered in relation to student feedback at various points in this challenge, as well as SETL data collected at the end of the unit of study. Among the questions asked are: do students really want this level of independence; what has the practice of assessment rubrics done to our students approach in achievement situations such as the one examined; should we be rethinking some of practices in the light of the outcomes of the unit.

The role of the disciplines in education for sustainability at UTAS

Aidan Davison

This presentation reflects on a process of campus-wide consultation on opportunities and constraints for embedding education for sustainability (EfS) in the UTAS curriculum conducted in the first half of 2012. In Australia, most advances in implementing EfS have been made in two areas— the greening of university operations and specialist sustainability curriculum—although much remains to be done. Relatively little progress has been made, however, in embedding EfS across the curriculum so as to realise the ambition of establishing sustainability as an interdisciplinary competence, a generic attribute, of all graduates. This presentation addresses reasons for this lack of progress, drawing on discussions with colleagues in a wide variety of disciplines. The success of campus greening and specialist curriculum is linked to the influence of an instrumental approach to EfS that understands sustainability as a discrete body of objective knowledge with normative implications. Education is here viewed as an instrument to ensure dissemination of knowledge, which, it is assumed, will precipitate ethical action. This approach is resisted by many across the disciplines unconvinced of the relevance of EfS or concerned that it resembles politically-motivated indoctrination. It is argued that an intrinsic approach to EfS, which understands sustainability as a learning process, offers presently underdeveloped strategies for embedding EfS across the curriculum. This approach locates the normative impetus for EfS in higher education with critical inquiry rather than with specific knowledge claims. This approach also draws attention to the opportunities that EfS provides disciplines for renewed relevance in a dynamic world.

B2 Sustaining Curriculum
Seminar Room 118

E- and M-learning readiness of students within the School of Medicine

Jamie Chapman and Anne-Marie Williams

The drive to enhance curricula through the embracement of technology is one of the directives of the Open to Talent document. Just how capable, however, are our students to adopt innovations such as m-learning? We surveyed students within the School of Medicine (SoM) on which mobile computing devices (MCDs) they owned, how they used them and what their experiences were of their use within their course. We had a response rate of 35% (388 students) where 83% of respondents were aged 25 years or younger, with the majority being MBBS students (64%). In terms of MCDs, 78% of respondents owned a smartphone, 18% a tablet computer and 96% a laptop. In terms of daily use, text-messaging was the most common task of smartphones (95%), followed by social networking (81%) and viewing e-mails (71%). Tablet computers were

predominantly used for internet searches (75%) and viewing e-mails (71%), while laptops were used to access e-mail (87%), internet searches (80%) and accessing MyLO and social networking (78% each). While laptops were considered the most suitable for common university tasks, students thought smartphones and laptops were equally suitable for e-mailing, while tablet computers were considered best for use during practicals. While students embraced MCDs for their instant access to information, they also noted that they were a major distraction. These findings highlighted a different profile of use of MCDs by SoM students compared with other student surveys. It is important therefore to gather cohort-specific profiles when considering the renewal of curricula through the introduction of technology.

Redesign of unit delivery: An opportunity for collaborative research to improve the student experience

Jo Osborne and Lindsay Smith

The University of Tasmania has 12 years experience of using a learning management system as part of its learning environment. With some 2000 units utilising the Blackboard-based system in 2012 there is much we can learn from this background in rethinking learning delivery to capitalise on affordances of the new MyLO (Desire2Learn) system rolling out at UTAS. Researching student and staff experiences is aiming to:

- inform delivery choices to improve the student experience;
- encourage opportunities for the scholarship in teaching and learning in discipline areas by demonstrating possibilities for innovation, research and publication; and hence
- demonstrate development in teaching performance.

In this presentation a current study is outlined. Project Management for Health Professionals, a postgraduate unit available for health practitioners across the Faculty of Health Science, involves significant collaborative group work. Participants across Australia are all studying online at a distance and have varied appreciation of collaborative tasks and peer feedback. Through numerous eActivities, students present their project idea to fellow students in small online tutorial groups; collectively brainstorm; and critique fellow student's assessable work. The group work and brainstorming form an integral part of the assessment process.

Evaluation of the unit indicates these learning strategies enhance student capabilities yet a student understanding of this group work is largely unknown and not formally assessed. Evaluation of the student experience is underway, expecting to inform the best way of translating collaborative group work into the new MyLO setting. Some suggestions are made for matching online methods to satisfy expected outcomes.

Where in the world?: MOOCs and connectivism

Justin Walls, Ellen Ennever, Jo-Anne Kelder, Alison Canty, Carolyn King and Tony Carew

Higher education globally is coping with massive changes in scope and target student populations, with Massively Open Online Courses (MOOCs) on the increase through programs like OpenCourseware. The technology to provide tailored online educational opportunities is expanding in tandem with the rise of a new learning paradigm classed by some as "connectivism".

Connectivist theory postulates that high level knowledge may not be mastered in formal education settings in future, but more often may be sourced and valued through knowing where and how to find reliable information through formal and informal sources. With the half-life of novel information today estimated at 18 months, the ability of any formal education system yet devised to transmit and embed the volumes of knowledge now available is growing more tenuous with every passing month.

Is connectivsm the educational paradigm we want to foster in students? Are MOOCs a way of expanding their learning horizons? What will enable students to interact with formal and informal MOOCs to create life-long learning habits and critical thinking skills in an information rich world? What implications are there for UTAS?

The Associate Degree in Dementia Care: An innovative and holistic approach to course design and delivery

Sharon Andrews, Alison Canty, Tony Carew, Jo-anne Kelder, Carolyn King, Fran McInerney, Andrew Robinson, Jane Skalicky, James Vickers and Justin Walls

We present an ambitious new course that aims to drive change in dementia care practice. Market research identifies inadequate provision for a skilled and knowledgeable workforce now and in the future. The course is designed for online delivery, offered to student cohorts not previously targeted by the Higher Education Sector and has been marketed in close association with existing peak bodies to inspire confidence in the Aged Care marketplace. The course design is grounded in research of the student cohort via a Skills Survey and literacy analysis of personal statements. Analysis of cohort skills informed the design of four foundation units intended to support student success and the appointment of a dedicated Student Support Officer. An evaluation framework has been adopted to integrate with course design and delivery to ensure a continual evidence-based, scholarly approach to teaching practice. We will present an overview of the course design process including innovative teaching practices designed to engage students in learning in an online environment. For example the use of vignettes and longitudinal case studies that will be revisited in increasing depth throughout the course. This course is an example of a student-centred approach to sustainable curriculum and course design that incorporates baseline analysis of the student cohort, best practice pedagogy and designed evaluation and research.

Opportunity knocks – creating pathways to UTAS for non-traditional students

Lynn Jarvis

This presentation will explore how UTAS can attract and support a more inclusive, an ultimately sustainable, community of learners with particular reference to students from non-traditional backgrounds who take non-traditional routes to higher education. It will explain the thinking behind the newly introduced Diploma of University Studies and provide participants with a better understanding of what the Diploma is and how it works, including that:

- The Diploma was introduced at UTAS in 2012 in the disciplines of Arts, Education and Science.
- The Diploma is a collaboration between the Centre for University of Pathways and Partnerships, and the Faculties of Arts, Education and Science Engineering and Technology.
- It aims to broaden the pathways UTAS provides to non-traditional university entrants and to provide a scaffolded university experience incorporating both foundation and first year level experiences.

It aligns strongly with both national and UTAs objectives to support students from low SES and rural/remote backgrounds 0 groups which remain significantly under-represented in the modern university population.

Naco-where? The Conservatorium's exchange program with Stephen F. Austin State University in Nacogdoches, Texas

Maria Grenfell

In 2011, the Conservatorium of Music welcomed its first music student in a new exchange program between the University of Tasmania and Stephen F. Austin State University in Nacogdoches, Texas. The exchange was initiated by Dr Stephen Lias, Professor of Composition at SFASU. The first Texas student stayed for one year in 2011, the second student for Semester 1 in 2012, and the third student completes his UTAS semester in November 2012. How did the exchange come about? What have the students experienced at UTAS? How has their creative work changed? How have their lives changed since living abroad? What are the benefits to UTAS students to having international students involved in their studies? What are the differences between local students and those educated in a foreign environment? How do the music

compositions program differ? The exchange program between the Conservatorium of Music and Stephen F. Austin State University continues to thrive, with the possibility of future staff exchanges, one UTAS student currently studying in Texas, and three more very keen to study there in 2013. UTAS composer and Senior Lecturer Dr Maria Grenfell has been privileged to work with the three young composition students from Texas, and it continues to be a rewarding experience for both the American and the UTAS composition students.

Arts and sustainability: Some outcomes from a one-day professional learning event presented by UTAS

Sherridan Emery

This Pecha Kucha session will look back on the "Arts + Sustainability" professional learning event which was presented in July 2012 by members of the UTAS Faculty of Education in conjunction with visiting Fulbright Senior Scholar Arnold Aprill to explore integrated arts-rich approaches to education for sustainability. Hosted at the Newnham Campus, this professional learning event was designed for educators at all levels and was attended by more than 50 educators and UTAS Faculty of Education students from around Tasmania.

The PL event was developed by UTAS Master of Education student Sherridan Emery in partnership with the Creativity and the Arts Teaching and Research Group and the Sustainability, Wellbeing and Place Teaching and Research Group. Arnold Aprill (visiting Fulbright Senior Specialist from the Chicago Arts Partnership in Education), Dr Allen Hill and Dr Mary Ann Hunter from the UTAS Faculty of Education delivered keynote sessions which unpacked the principles for learning for Education for Sustainability (Australian Government, 2009) and discussed them in relation to the affordances of arts rich learning.

Educators spent the afternoon participating in hands-on artist led workshops where they experienced for themselves the power of the arts in opening up broadened ways of thinking about themes of sustainability.

The professional learning event has served as a platform for ongoing research and publication within the Faculty of Education. In addition to reviewing the professional learning event, this Pecha Kucha session will discuss the wider outcomes of the partnership that has developed between the 'Arts' and 'Sustainability' teaching and research groups within the Faculty of Education.

SPECULATE: Building design communities

Helen Norrie

Central to the sustainability of the built environment is a need to understand the interrelationship between buildings, urban space, services and systems, as well as social interaction. SPECULATE is a design research and internship project, which develops academic research and work integrated learning. Undergraduate, postgraduate and academic design research is integrated and channeled into exhibitions, publications and funded projects. This is supported by an internship programme with Office of the State Architect and the Hobart City Council, in which staff and students work collaboratively with government to develop specific research projects.

In particular, SPECULATE reviews the processes that underpin the development of cities, focusing on the relationship between various government, industry and community groups at national, state and local level. The development of cross-disciplinary partnerships and creation of a strong interconnection between disciplines - ranging from planning and development, to urban design and transport - is essential to this process. Drawing together different fields of expertise facilitates a holistic understanding of sustainability – social, cultural, economic and environmental. It involves processes of documentation, cross disciplinary practice, and an organizational structure that has provided social and political efficiency, spanning across local, regional and national levels of governance. SPECULATE aims to take the conversation out of the university and into the community, and to explore inter-relationships required to create a socially, economically and environmentally sustainable future.

B4 Sustaining Curriculum

Seminar Room 230

D2L facilitating timely and diverse feedback to UTAS students based in China

Leonie Ellis

Providing feedback to students that is meaningful and timely is challenging, particularly to students studying in distance mode. In the context of group work learning that combines formative and summative assessment, an additional consideration is workload in marking. The unit KXO321 is delivered remotely to 167 students in Shanghai, supported by two face-to-face teaching visits. The learning design uses group work as the primary learning vehicle. The unit is structured around ten learning modules: each student works in a group of 10 and takes the role of a leader for one module. Students work through 10 modules that contain learning objects (content to learn) and five tasks (applying knowledge) For each module, individual students are required to independently complete the first three tasks prior to their group meeting in which they are to complete the final two tasks. The module leader is responsible for

receiving the individual work, facilitating the group meeting and preparing a 'Leaders Report' for that particular module. The leader also includes a statement on the individual contributions of each of members of the group at the end of the report. In addition the leader must provide 'evidence of contribution' by the other members to the group tasks. The learning design ensures an effective process to ensure students complete the allocated work, individually and as a group. However the assessment load of ten leader reports each week creates the dilemma of how to provide timely informative feedback on a weekly basis without drowning in the task of marking. The solution is to use the new LMS – Desire2Learn. It provides range of simple and effective functionality that supports the marking process. In KXO321 the students received free text feedback, in-text comments on their submitted leader report, feedback relating to the CRA as well as a voice file to provide a timely overview of the compete work.

Implementing interprofessional education in the School of Medicine – successes and challenges

Marianne Catchpole, Judi Errey, Dale Edwards, Richard McMinn and Anne-Marie Williams

Interprofessional learning (IPL) experiences are becoming increasingly important for undergraduate courses in the Health Care professions (Greenstock, Brooks, Webb & Moran, 2012). Consequently, interprofessional education is a strategic direction for the Faculty of Health Science at UTAS. The IPL research group in the School of Medicine has evaluated four IPL activities involving medical and paramedic students in 2011-2012. Two of these activities were pre-existing events (Wilderness Weekend rural emergency medicine voluntary experiences for year two paramedic and year four medical students) and two were new events using Case-Based Learning as a tool to introduce IPL into the mainstream of the curriculum for both courses. The evaluation of each activity has focused on student attitudes to IPL before and after the event and feedback from faculty involved in presenting the educational activity. The group will outline the successes and challenges encountered in each activity and then discuss the logistics of implementation. Some of the challenges have been met successfully and others (such as IPL curriculum saturation in fast-tracked degrees) remain to be faced with innovative approaches to IPL. Our experiences have highlighted significant challenges in the sustainability of an IPL curriculum involving the MBBS and BParaPrac courses. There are implications for interprofessional education more generally within the Faculty of Health Science and the broader UTAS environment.

Using digital game based resources to sustain student engagement in core Human Life Science units

Tracy Douglas and Susan Salter

Students enrolled in Human Life Science (HLS) degrees are required to successfully complete a series of core units in first and second year. These units are interlinked and academics often find that students do not successfully transfer and link knowledge and skills from one unit to the next, and, ultimately into 3rd year. This results in academics re-teaching core foundation knowledge in 2nd and 3rd year units. To address this issue, we have developed and implemented a number of digital game based learning resources which are designed to engage students in recalling, linking and applying foundation knowledge to contiguous units in their course. These resources incorporate multiple choice questions in a game setting which is designed to provide an active and fun positive learning experience. Feedback from students and results from students' learning outcomes indicate that our resources effectively target a mixed cohort of students to retain, link and extend foundation knowledge. Through playing the games we have developed, students are able to sustain and extend their learning by successfully recalling and transferring unit content into new learning domains. We believe that digital game based learning resources may be utilized in a variety of disciplines to enhance student motivation to learning. Our *pecha kucha* presentation will include images from our digital game based learning resources and examples of student perceptions and student learning outcomes that support the incorporation of these resources into the HLS curriculum.

Exploring augmented reality for sustainable delivery of anatomy teaching and learning

Soonja Yeom, Andrew Fluck, Arthur Sale and Derek Choi-Lundberg

Anatomy is a crucial subject in medicine, nursing, paramedicine and health sciences. There are a variety of learning resources available for anatomy; however, they are not necessarily utilized effectively due to the different learning styles of learners. More powerful, cheaper computers may provide a platform for sustainable, virtual environments that provide flexible options for student learning.

This is an on-going Design Research project to assist students in learning anatomy in a multisensory manner through a haptic interface to observe and manipulate 3D virtual organs. Humans naturally work in multisensory surroundings, and we hypothesize a multisensory virtual learning environment will be effective in learning anatomy. The intention of the system is to provide an alternative, sustainable learning resource. A prototype with the haptic interface was tested twice by a group of our medicine students. Students found the interface useful, and reported low stress levels while using the prototype. Teaching Development Grant 2011.

C1 Sustaining Curriculum
Lecture Theatre 108

Using in-class "live" empirical analysis of data to examine contemporary issues in sustainability: An example of the use of the world values survey (1981-2007)

Elkana Ngwenya

The literature on teaching sustainability suggests a plethora of techniques that can be employed in order to deliver sustainability education effectively. The teaching of sustainability is often limited by students' understanding of their own position to contemporary issues on sustainability, as well as limitations in understanding the perspective of others locally and also globally. In that regard, it is important, therefore, to enrich students' learning experience by examining empirical data on contemporary issues on sustainability. The World Values Survey (1981-2007) captures perspectives on environmental and sustainability issues from over 200,000 individuals, from over forty countries. An in-class "live" analysis of the data from this instrument assists students view the global significance of environmental problems and also puts in perspective the likely struggles that must be overcome in any environmental advocacy. The in-class analyses of data also enable students to view the complex inter-disciplinary, intra-disciplinary and multi-disciplinary nature of contemporary issues in sustainability. In addition, the analyses of data and interpretation, thereof, showcase the likely relative contributions of soft sciences and hard sciences, and soft law and hard law. In the presentation, a framework for analyzing and interpreting data is presented. Examples of contemporary sustainability issues analysed using World Values Survey data are provided. This presentation highlights, also, the likely benefits of in-class live presentations, particularly through encouraging students to undertake local surveys that examine local environmental issues. The presentation has implications for an interdisciplinary delivery of global education, and the nurturing of a vibrant research community of sustainability practice.

Embedding education for sustainability into teacher education at UTAS: A systems approach

Allen Hill

Education for sustainability (EfS) has been championed for more than three decades since the UNESCO Tblisi Declaration in 1977. Its increasing importance is highlighted by the inclusion of sustainability as a cross-curricular priority in the new Australian National Curriculum. As a consequence, the need for a systemic, mainstreamed approach to EfS in teacher education has been identified by The Australian Research Institute in Education for Sustainability (ARIES). Up until recently teacher education in Tasmania, provided for mostly by UTAS, has had little or only ad hoc foci on EfS. This presentation highlights recent efforts to increase the place and profile of EfS within the Faculty of Education. In particular it shares findings, processes, and experiences from involvement in a national project funded by the Office of Learning and Teaching (OLT) titled, *A state systems approach to embedding the learning and teaching of sustainability in teacher education.* The purpose of this project was the expansion of a state network and the refinement of a systems-wide framework for embedding learning and teaching in Education for Sustainability (EfS) in teacher education. Specifically, this presentation discusses some of the experiences and initiatives that have occurred as a result of involvement in the project. These include: a) highlighting the importance of a systems approach to embedding EfS in teacher education, b)presenting a teacher education systems map for Tasmania, c) sharing examples of curriculum initiatives currently underway in the Faculty of Education, and d) outlining research projects that have emerged from involvement in this project.

C2 Sustaining Curriculum
Seminar Room 118

How do we sustain a meaningful distance education practice? Contextualising pedagogy and practice within institutions, disciplines and community

Kristin Natalier and Robert Clarke

Distance education contributes to an equitable and enriched tertiary education experience for a range of students, and particularly those who do not engage with university in 'traditional' ways. However, those writing and planning in the field emphasize the individual rather than the contextual in exploring the value and challenges of distance education. Further, the emphasis lies on how students rather than academics use this mode of learning and the associated technologies. This creates a necessary but one-sided account of the place of distance education in universities. In this paper we aim to broaden our understanding of the value and challenges of distance education. We present key themes that emerged in meetings of the Launceston-based

Distance Education Community of Practice and related focus group discussions. We emphasize the impact of academic context in shaping the use of distance education. Specifically, we describe the institutional, disciplinary, and personal contexts that inform the pedagogy and practice of distance education at University of Tasmania. We argue that academics' engagement with distance education must acknowledge the intersection of individual agency and broader social and cultural processes and structures. Building and sustaining an effective Distance Education program must necessarily be more than up-skilling individual staff, it must value and strengthen the situational and relational resources of working in the academy.

Global Perspectives Program: Embedding cultural competence into learning and teaching

Juliet Sondermeyer and the Cultural Competence Project Team

The Global Perspectives Program is a generic, future-oriented, learning and teaching initiative of the Cultural Competence Project - a collaborative endeavour of the Faculty of Health Science and the Division of Students & Education. It is embedded in a Year 1 unit and provides a solid foundation for extension, with progressively more depth and discipline-specific detail, into the subsequent years of a course. Through ongoing development of adaptable curriculum content and resources, the Program enables both students and academic staff to become more culturally competent in increasingly multicultural educational, work, and community settings. It bridges the gap "across the learning and teaching divide" by bringing learners and teachers together on a journey of discovery about their own worldview and the worldviews of people from other cultures; their attitude towards, and knowledge of, cultural differences; and their skills, in particular communication. In 2012, this Program, consisting of an online Quiz, a four-part Module, and pre- and post- Professional Experience Placement Workshop sessions, was delivered to more than 550 Nursing and Pharmacy students. In 2013, it will also be delivered to Medicine, Health Science, and on-campus Paramedic Practice students. An online version is being developed for off-campus Paramedic Practice students in different parts of Australia. Project leader, Juliet Sondermeyer, and others in the multi-disciplinary project team, will outline the Global Perspectives Program in 2012 and explain how a recent review is guiding its refinement for 2013 delivery. Two other Teaching Matters presentations will provide further insights into related aspects of the Program.

Overcoming various types of dread: sustainable approaches for UTAS students with English as an additional language

Morag Porteous

Concerns are often voiced - by staff, employers and students themselves - about the English language proficiency of UTAS students for whom English is an additional language. This presentation will provide a broad context for discussing the sustainable development of students' English language proficiency by reporting on key themes in the study of English as an international language.

In particular, I will look at the complexity of the ways in which English is now used around the world. Linguists talk about 'Englishes', drawing attention to the fact that there are many acceptable variants of the language, some of which have arisen outside the countries traditionally seen as the 'owners' of English. Thus we now see models of English language acquisition and proficiency which are based on intelligibility, rather than imitation of native-speaker norms. At the same time, successful communication in English across linguistic and cultural boundaries may require native speakers to be aware of and adapt their own uses of English, as well as their expectations about how the language is used by others.

I will argue that a sustainable approach to the development of English language proficiency of UTAS students needs to take these dimensions into account, and has a part to play in overcoming a monolingual mindset which may be uncomfortable with unfamiliar accents and usages. Some examples and opportunities for embedding development of English language proficiency in curricula will be considered, including the Global Perspectives Program and the work of the Student Learning and Academic Development Team.

An evidence-based approach to the design of a learning program: Evaluating preliminary data sets

Andrea Carr and Jo-Anne Kelder

In 2011 the Faculty of Health Science initiated a cultural competence project. The outcome was the Global Perspectives Program (GPP) which is designed to teach and assess the global perspectives generic graduate attribute and equip students for cultural competence and lifelong learning in a global society. A concurrent program of evaluation (quality of design) and research (impact and effectiveness) was designed in the context of the UTAS Learning and Teaching Strategic Plan along with national drivers for evidence-based practice. The GPP was implemented across two student cohorts in 2012. A range of data has been collected with two aims: 1) inform design of the GPP and 2) develop a tool to measure impact on student learning outcomes. The research question was, *How to construct an evidence base to demonstrate the impact and effectiveness of learning design?* In this exploratory stage several data sets were interrogated to determine their value in terms of providing a valid evidence-base for assessing the learning program. We developed a protocol for a systematic analysis of

each data set. Elements were analysed by data type (qualitative, quantitative) in terms of validity, ability to inform learning design, and ability to inform impact and effectiveness of the GPP. Results were used by the GPP development team to refine the design of the next iteration of the program. The results were also used to redesign the evaluation research plan for the GPP, in particular the design of a tool to measure cultural shift.

C3 Sustaining Community

Seminar Room 231

Faculty of Business - Corporate Internship Program

Ingrid Apsitis

Exceptional performances delivered by all participants in the Corporate Internship Program facilitate continuous, positive engagement between the Tasmanian business community and the Faculty of Business. Since its inception in 2007, the Program has offered semester-based, credit-bearing internship electives to more than 250 undergraduate students enrolled in degrees and/or combined degrees in the Faculty of Business. From 2013, this offer will be extended to postgraduates. All disciplines within the Faculty are represented each year. Former interns, having worked their way up the corporate ladder are now reinventing themselves as Mentors to new intakes of student interns, creating and sustaining a culture of learning, both within and external to the academy. Carefully constructed internship projects and related tasks, allow interns to acquire realistic understandings of a range of unique corporate environments. The corporate world benefits from engaging with students in a mutual exchange of ideas and recommendations offered by a pair of 'fresh eyes' to both ongoing and new, business challenges. Solicited and unsolicited feedback from all participants ensures the Faculty continues to offer a suite of relevant course offerings to students; developing their graduate attributes, whilst addressing the needs of a dynamic business environment.

How I Met Your Mentor: Career development and the UTAS Career Mentor Program

Jane Emery

The Career Mentor Program is a state-wide program that links UTAS students with local, interstate and overseas alumni, both face to face and by distance. Students gain useful career advice, through building an informal and supportive relationship with an experienced UTAS graduate. Mentors gain personal satisfaction through making a difference to the career development of a student, giving back to their university, and renewing a connection with their academic discipline. The program is a partnership

between Career Development & Employment and Alumni Relations, and aims to build and strengthen community connections – linking UTAS with the Tasmanian business community and government sector, forging new associations with business and industry interstate and overseas, and enabling UTAS students to build social capital and increased confidence with their transition into sustainable and rewarding careers.

Innovations in teaching: experimenting with JITT to encourage responsible learners

Simone Bingham and Sonia Shimeld

Business Law is the first unit in the Masters of Professional Accounting, and hence is the first time many international students have experienced the Australian higher education system. As the majority of students are Asian, they struggle with the different teaching environment, expectations and responsibilities as they move from a passive learning environment to an active learning environment. The traditional lecture/tutorial mode did not result in students understanding the level of learning and participation that was expected of them in the MPA course.

Just-In-Time Teaching techniques were trialled to encourage the students to participate right from their very first unit in the MPA and to take responsibility for their own learning. Students were encouraged to engage with the content outside class, so that class time could be used to engage with the lecturer and each other. This study discusses the issues with developing and using JITT and the effects on students and the lecturer.

Value-adding the student experience: Creating sustainable professional experience supervision

Carey Mather and Annette Marlow

During the last three years the School of Nursing and Midwifery (SNM) has explored the needs of organizations and nursing professionals that facilitate and mentor Bachelor of Nursing students in the workplace. In response to the findings, major changes have been implemented using systems and individualised approaches. In addition, the development and inclusion of sound transparent policy and stream-lined procedures for supporting and guiding students and professional experience supervisors has been realised. To support a high quality experiential curriculum there was also the development of a range of digital resources that are easily available for use by supervisors in practice. Additionally, by offering involvement in learning and teaching simulation experiences to mentors, the SNM has enabled supervisors to gain valuable insights into the world of the novice student. By offering a range of activities to suit different learning styles supervisors have been challenged to think differently about their role and function. Professional experience facilitators and preceptors are integral to the work integrated learning and teaching model used. The SNM is now supporting the development of a community of practice to model, guide and encourage

engagement of its professional experience supervisors with each other. It is anticipated that through this process experienced and new supervisors can share, support and mentor each other with the aim of promoting consistent delivery of high quality, learning and teaching experiences for students in a range of health care settings. This presentation will outline the processes that were undertaken to identify and develop sustainable strategies to support professional experience facilitators and supervisors in the future.

C4 Sustaining Curriculum
Seminar Room 230

Who will win the Man Booker prize? Using real-time engagement to sustain student interest in Literary Studies

Lisa Fletcher and Elizabeth Leane

Elaine Showalter, in her book *Teaching Literature*, advocates teaching texts which are new to staff *and* students: "Teaching new material works, because we are teaching a way of reading, and modeling the way a trained professional thinks about understanding and analyzing literary texts." This presentation outlines an innovative approach to refreshing and sustaining curriculum in the study of canonical English literature. In 2012 UTAS English delivered HEA217 "Literary Classics and the Canon" for the first time. This is a compulsory unit in the English major, offered both by distance and internally, with an enrolment of just over 100 students. When designing this unit, we began with the question: how can students best engage critically with the literary canon in the twenty-first century? The unit combines the study of historical texts (such as *Wuthering Heights* and *Huckleberry Finn*) with a module that focuses on the Man Booker Prize. The students follow the process in "real time" – the announcement of the longlist, shortlist and winner – studying not only the novels but also their marketing and reception. At the end of the unit the class as a whole "votes" on the winner, the day before the actual winner is announced in London. Abstract and complex questions around the notion of "literary value" are thus tied to a concrete and contemporary event. Students become highly invested in the competition and, as the shortlisted texts do not yet have the gravitas of "Great Books," they feel empowered to comment on and critique them. At the same time, the understanding they gain of literary culture enables them to historicize the valuation of the earlier texts studied, and to recognize that their canonization was not immediate, automatic or guaranteed. The timing of the module to coincide with the prize each year means that the curriculum will be refreshed every time it is taught and student interest sustained. The shortlisted texts are different every year, and bring with them new questions and debates. Student feedback this year shows that the module creates a unique sense of suspense, excitement and ownership of the learning process.

YouTube, you learn

Heather Monkhouse and Anne-Marie Forbes

Visual and aural recognition greatly aids the understanding of music performance practice issues: listening to recordings and scrutiny of video footage of both archival material and recent performances is an important research activity to understand historical and current performance practices and to develop skills to assist better (i.e., more authentic or aesthetically pleasing) personal performance. Until recently it has been difficult to obtain video aids for teaching performance practice and interpretation: there is a paucity of commercial visual resources, since masterclasses and concerts are not generally released on DVD. YouTube, however, is becoming an important repository for both professional and amateur musical performers to upload performances and increasingly archival footage of renowned performers of earlier eras is being made publically available. We received a 2012 Teaching Development Grant to explore the use of YouTube clips in the teaching process. This presentation will reflect upon the use of YouTube in two units in semester 2 and consider its efficacy and sustainability as a teaching tool. The clips used in each case were taken as discussion points to raise students' awareness of the effect of the individual persona on a given interpretation; to develop a higher level of understanding of what is needed, visually and aurally, to create a stylish and professionally credible performance; and to gain greater awareness and understanding of criteria used when assessing the performance of others. A database of the YouTube clips has been created which provides a sustainable and renewable resource for lecturers for teaching of performance practice issues in these units and in performance units in future years. The paper will also outline how assessment items were structured to use YouTube materials and evaluate the effect of this innovation on student learning.

Poster abstracts

Using icebreakers to break down barriers

Simone Bingham and Sonia Shimeld

In teaching units with a large proportion of Asian international students, the impact of their different culture and view of the role of the lecturer in their teaching was apparent. The perception was that the lecturer was unapproachable and therefore it was difficult to get students to participate in class or work with others especially if they were not from the same culture. Social gatherings were trialled but proved to be of limited success as students were not inclined to interact. Developing a community of learners from the beginning of their university course was the focus of introducing icebreakers in the first or second lecture. This study discusses the icebreakers used and the effect on the students. The lecturer became more approachable, and a less rigid teaching environment was developed in a non-threatening way. Students created networks that lasted well beyond their time at university.

Sustainable culture: Developing a process to sustain and improve lecturers' pedagogical content knowledge

Rosemary Callingham, Tracey Muir and Di Ashman

Within the discipline of education, the notion of pedagogical content knowledge (PCK) is now well established. It derives from Shulman's (1987) consideration of the essential knowledge and skills needed by teachers and is described as

> the blending of content and pedagogy into an understanding of how topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction. Pedagogical content knowledge is the category most likely to distinguish the understanding of the content specialist from that of the pedagogue (1987, p. 8).

Lecturers within the Faculty of Education have to go beyond having PCK in the subject knowledge domain, and need pedagogical content knowledge about PCK itself – PCK about PCK. A Teaching Development Grant has focussed the mathematics education team on the nature of tertiary educators' PCK, specifically on the essential knowledge and skills needed so that appropriate PCK in mathematics will be developed by pre-service teachers. Teaching strategies such as modelling, direct explication and experiential learning have been the object of consideration through peer observations of face-to-face and on-line teaching, and professional conversations around the focus of that observation. This presentation will focus on initial outcomes from the process and steps taken by team members to improve their teaching practice to enhance pre-service teachers' learning outcomes.

Research-Informed teaching: Does anybody care?

Rajaraman Eri

Research informed teaching (RIT) is a term usually referred to as Teaching-Research Nexus (TRN). It can be defined as the link between multiple discipline research and how it translates into teaching and learning. The idea of RIT not only involves high quality research in various disciplines but also drawing on those research areas to design curricula and increase student participation in research work. At UTAS, the new *Open to Talent* policy describes an aim to achieve 'top 10 university status and articulates the significance of research and teaching as two top priorities. This presentation proposes that to embed the aims of Open to Talent and to contribute to a renewed culture of scholarship and teaching at UTAS, a similar emphasis is given to RIT at UTAS. One central aspect for RIT at UTAS is RIT continuum where there is a steady seamless engagement between several research disciplines. Further, many methods will be discussed as to how we can implement RIT at UTAS in an effective way. For example, At the administrative level, there needs to be more funding and infrastructure made available for RIT, at the faculty level, there needs to be more engagement, at the staff academic level, there should be a better understanding of RIT and at the student level, more lateral thinking and research-based activities needed. This presentation aims to stimulate the interest in RIT and re-invigorate the debate around the importance of teaching-research nexus at UTAS.

Personalised digital habitats using Web 2.0 to bridge professional and geographic divides and enhance learning and teaching.

Debbie Fabian

Technology is pervasive in all aspects of professional and personal life and is closely linked to lifelong learning. Individuals differ from each other in their readiness and capacity to adopt technology in response to learning and workplace challenges, even given similar environments and demands. With this in mind, the notion of a "one size fits all" digital habitat is counter-intuitive. While intranets and portals have the capacity to bring a range of potential information and tools to students and staff, they are inadequate in responding to individual needs and preferences. Medical students at the Launceston Clinical School (LCS) and those who teach them, are faced with a variety of work and learning environments (within UTAS and external to it) where technologies have the potential to facilitate or improve current practice.

The School of Medicine Digital Habitat project focuses on process (actions) and identifying and using Web 2.0 technologies that facilitate undergraduate medical student and staff workflow activities like communicating, collaborating, teaching, learning, researching, networking and presenting. The establishment of personalised digital habitats for students and staff accompanied by training to develop competency in the use of these technologies (i.e. digital literacy) fills an existing gap. Becoming proficient in the use of a range of technologies to meet process needs enables application of similar technologies to meet varying workflow challenges into the future

and reduces technology apprehension, which are highly desirable attributes for present and future health professionals.

Communities of engagement: Strategies for collaborative design thinking

Helen Norrie

Breaking down silos and redefining fields of interaction is essential to sustainability, and this involves: multi-disciplinary engagement; Design Research; and interaction and collaboration between staff/students/community. These processes will be illustrated through a series of graphic diagrams the map research processes and demonstrate spheres of engagement and interaction. MULTI-DISCIPLINARY engagement is central to sustainability, and in particular the development of cities in which an understanding of the interrelationship between buildings, urban space, services and systems, as well as social interaction is essential. Diagrams illustrate different modes of engagement various government, industry and community groups at national, state and local level, drawing on international and local examples. DESIGN RESEARCH allows particular problems to be seen in a different light, and provides a process of iterative thinking and speculation, which facilitates innovative propositions that address the essential nature of the issues and focuses on design responses that are place-specific. It involves a tripartite process of Research **INTO – FOR – THROUGH** Design, as described by Christopher Frayling. This involves: analysis of precedents – both historical and theoretical; auditing, mapping, measuring and evaluation of best practice; research by speculation, which is enacted through testing design ideas. INTERACTION AND COLLABORATION is fostered through undergraduate and postgraduate design research, which supports academic research. This is channeled into exhibitions, publications and funded projects, and is supported by an internship programme with local and state governments that promotes work integrated learning, and also allows a direct collection between university research and local place-specific issues of future sustainability. Frayling, Christopher. 1993 *Research in Art and Design*, London, UK: Royal College of Art Research Papers series 1(1).

Establishing a community of practice and embedding education for sustainability at the University of Tasmania

Susan Salter, Fleur Fallon, Nick Towle, Aidan Davison and Sandra Murray

This paper explores the creation of an institution-wide community of practice to address education for sustainability at the University of Tasmania. This exploration is discussed within the context of engagement with the wider University of Tasmania community to raise awareness of, and participation in, Education for Sustainability initiatives, to collect and identify examples of best practice and to provide advice and guidance on the development of a framework for embedding Education for

Sustainability across the University of Tasmania curriculum. The paper outlines the opportunities and challenges encountered by community of practice members in sharing their passion and knowledge about education for sustainability. It recommends actions to establish greater collaboration across disciplinary boundaries, between academic and professional staff members, as well as engaging with students and the wider community to create continuing dialogue and adaptive actions to enhance the potential for sustainable livelihoods for future generations. The paper represents a successful trans-disciplinary collaboration between five colleagues from three separate campuses and four different curriculum areas. The paper also focuses on the role of institutions of higher education in the search for a more sustainable future through educating future generations.

Innovations in teaching: Addressing student accountability and oral communication

Sonia Shimeld and Simone Bingham

In Tax Law (a Masters of Professional Accounting unit) with large classes and a majority of international students, assisting students to learn at a professional university masters level is a constant challenge. Students have addressed the challenge by using their community to share past answers, study tips, lecture notes, assignments, tests, and anything else to minimise their workload. In individual assignments, students worked together in groups and the end result reflected little of the student's own work.

An added issue is the problem of encouraging oral communication, with English as a second language for most of these students; this was recognised by employers as a limitation to employment. Revised AQF Guidelines for Masters students also requires mastery of oral communication skills.

With help from the academic community, an assessment technique based on using individual interviews as the major assignment was devised. This study discusses the issues that led to the innovation, how the innovation was devised and how it was assessed.
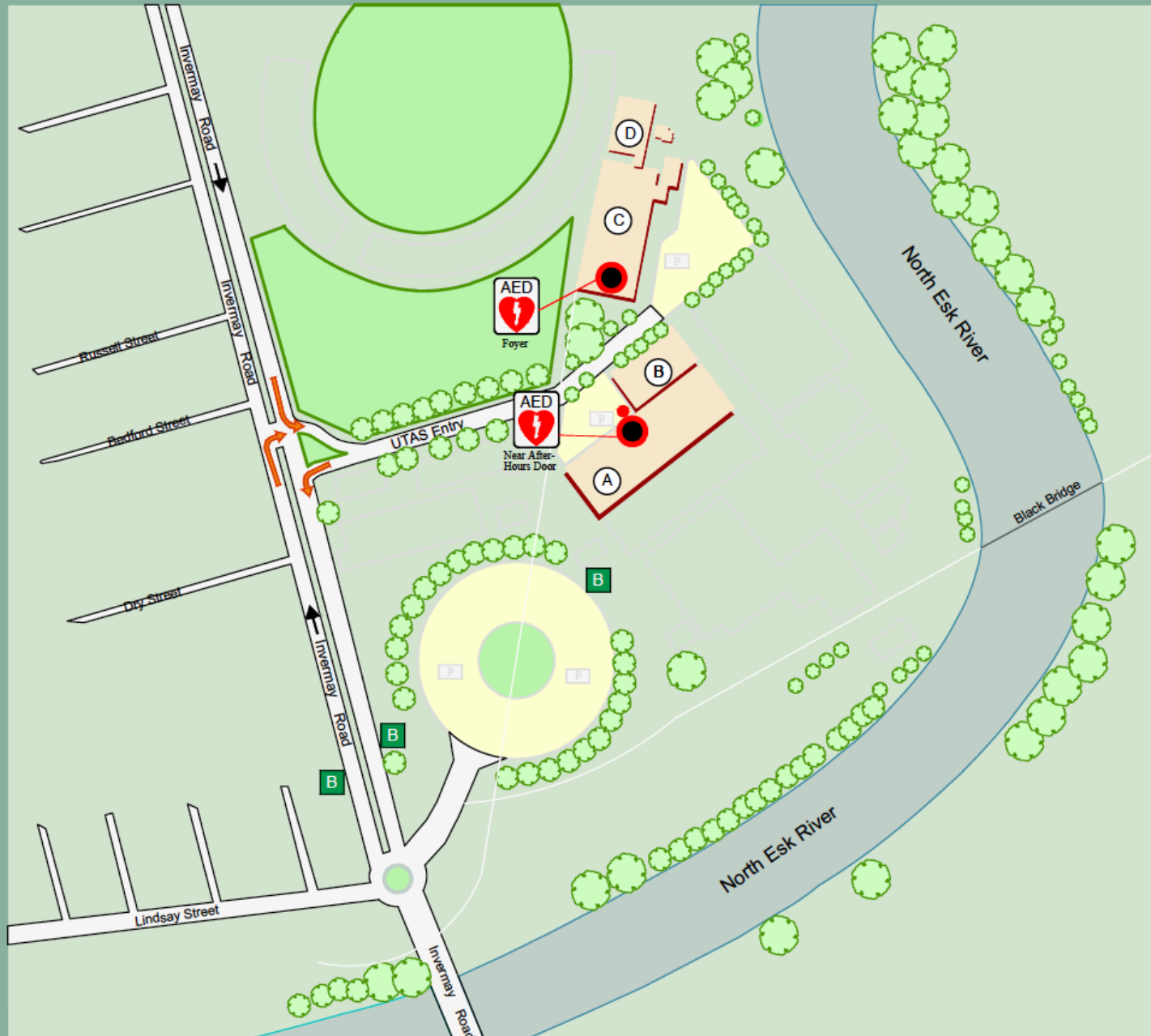
My Teaching Matters Program

Session	Room	Title	Presenter/s
10:00am – 10:30am	Registration and morning tea		
10:30am	Lecture Theatre 108	Welcome, Dr Natalie Brown (TILT) and Professor Stephen Loo (Architecture and Design)	
10:45am		Keynote: Professor Geoff Rose	
11:20am		Pecha Kucha keynotes - Graham Wood, Ceridwen Owens, Corey Peterson and Justin Walls	
11:52am		Panel discussion	
12:15pm – 12:45pm	Lunch and Poster display		
12:35pm - 12:45pm	Public Launch of *Pacioli: The Journal for Student Writing* - Professor Gary O'Donovan, Dean – Faculty of Business (In Poster display area)		
12:50pm – 2:00pm	Concurrent Session A No.: _____	Venue: _____	
2:00pm – 2:05pm	5 minute break		
2:05pm – 2:55pm	Concurrent Session B No.: _____	Venue: _____	
2:55pm – 3:00pm	5 minute break		
3:00pm – 3:45pm	Concurrent Session C No.: _____	Venue: _____	
3.45pm – 3.55pm	Registrants move back to Lecture Theatre for closing remarks		
3.55pm – 4.20pm	Closing remarks – Aidan Davison and Professor Geoff Rose		
4.30pm	Bus leaves for Hobart, car leaves for Cradle Coast		

Campus Map

Inveresk

UTAS

Building	Bldg. ID	Map ID
Stone Building	IR01	A
Theatre Annexe	IR02	B
School of Architecture	IR03	C
Fine Furniture	IR04	D

Function		Map ID
School of Visual & Performing Arts		A
Visual Arts		A
Performing Arts		B
School of Architecture & Design		C
Architecture		C
Interior Design		C
Landscape Architecture		C
Furniture Design		D

Other Buildings

University Buildings

Car Parking

Bus Stops

Emergency Phones

Information

North

24 hr Emergency Number
63243336

0 metres 25 50 75

University of Tasmania

Map labels

Invermay Road

Russell Street

Bedford Street

Dry Street

Lindsay Street

North Esk River

Black Bridge

UTAS Entry

AED Foyer

AED Near After-Hours Door

D

C

B

A