Welcome
Welcome to our first issue for semester two. I don’t you about you but the mid-semester break went too fast!

This edition is a tad light on. The Student newsletters will only work and be effective if you provide input. I know and appreciate that we are all busy in our own work areas so I do thank those who have provided articles for this edition.

I welcome your suggestions and stories.

If you could get ideas and articles to me by the end of November - for December edition. In this edition there is some important information about our post-graduate courses in light of current UTAS reform initiatives.

Previous editions of this newsletter can be found: http://www.utas.edu.au/education/research Graduate Research, Post Graduate Newsletter.

Congratulations!
We say goodbye to our graduates and wish them well for the next phase of their careers, be it RHD, teaching positions, or other exciting ventures.

Graduation August 2016

Graduate Certificate
There were 30 graduates

BEd (Prof Hons.)
There were 9 graduates

This is where I want to celebrate your achievements-see Alumni News-please give me some!!
So please keep me up-to-date with them 😊

Please let Darren know of these important celebratory events!!!
Know your staff

In this section some of your teaching staff tell you a little bit about themselves.

In this issue we hear from our colleagues in the Tasmanian Institute of Learning and Teaching (TILT). It is my hope that we form closer connections with TILT as we move forward, as we have so much to offer each other. Plus, we also hear from our own Dr Helen Yost and the Early Childhood (EC) offerings in the PG program.

As you will read we have some wonderfully talented individuals who are passionate about their subject areas and learning in general. For those of you looking ahead for supervisors for research projects remember to look at the Student newsletter for supervisors who have expertise and passion for your teaching or research areas.

A/Prof Natalie Brown began her career as a teacher of Science and Mathematics in schools across Tasmania. She then returned to study at the University of Tasmania, completing her PhD in Plant Science in 2000. After a short period of working as a junior research fellow in the School of Agricultural Science, Natalie commenced as a Lecturer in Science Education in the Faculty of Education in 2001. In 2003, she became Program Director of the Bachelor of Teaching program, with research interests in professional experience, and mathematics education. In 2006, Natalie moved to the Centre for the Advancement of Learning and Teaching as a Senior Lecturer, becoming co-Head in 2008. Natalie is now the Head, Tasmanian Institute of Learning and Teaching, Director of Curriculum and Quality and the Associate Dean, Learning and Teaching in the Division of Students and Education. Her role encompasses policy, strategy and professional development in the area of learning and teaching, and the promotion of Scholarship of Teaching and Learning. Natalie is an active supervisor of PhD students in the area of Higher Education Learning and Teaching. Natalie coordinates ELT507 Curriculum and Assessment Design in Higher Education.

Dr Andrea Adam has been teaching at university level for 20 years, first in Psychology, then later in Higher Education. Andrea earned her doctorate in psychophysiology at the University of Queensland before moving to the University of Tasmania to research and teach in psychology. In 2008, she moved into the Centre for the Advancement of Learning and Teaching, supporting student learning. Andrea is currently a lecturer in Learning and Teaching in TILT and coordinates ELT501 Foundations of University Learning and Teaching, the Higher Education stream of the Bachelor of Education with Professional Honours and the taught provision for the University’s Higher Education Academy fellowship scheme.

Dr Carina Bossu is a Lecturer (Learning and Teaching) with the Tasmanian Institute of Learning and Teaching (TILT) at UTAS. Her current work and research are primarily focused on Open Educational Resources (OER) and Open Educational Practices (OEP) in higher education, more specifically issues related to learning, teaching and professional development. Previously, she was a Research Fellow with the Distance Education Hub at the University of New England, NSW. In the past 15 years, Carina has worked in several capacities within higher education in Australia and in Brazil, her home country. She is currently the unit coordinator for ELT502 Enhancing Professional Practice in University Learning and Teaching. This year she received a Teaching Merit Certificate, as ELT502 was identified by the students as an Outstanding unit. Carina is also interested in issues related to academic staff development, higher and
distance education, educational change and policy development; which were some of the areas studied during her PhD.

**Dr Steve Drew** accepted a role at UTAS in 2016 as a Senior Lecturer in Tasmanian Institute for Learning and Teaching. In this role he leads the Awards, Grants and Fellowships programme and engages L&T leaders with the University’s Curriculum Consolidation and Renewal agenda. Steve has a PhD in Computer Science and a Masters in Higher Education by research with experience in a range of research approaches with qualitative and quantitative methodologies and interests in Information Systems and Higher Education. He is an active research supervisor in both fields with many successful completions.

In his previous role at Griffith University, Steve led strategic priority projects to embed peer assistance for teaching and unit quality across the university. He was invited to become Director of Learning and Teaching for the Griffith Sciences Group. In this role he had significant impact on improvements in teaching quality and student experience of learning at an organisational scale. He led a Group-wide network of academics in scholarship of learning and teaching, chaired the faculty’s L&T awards and grants programme, co-wrote the University’s L&T performance criteria and methods for its evaluation. Bringing this experience to bear, Steve is now the coordinator of ELT504 University Learning and Teaching Project, in the Bachelor of Education with Professional Honours.

**Dr Wendy Green** has been teaching in universities for 20 years, in the humanities (literary, media and film studies, cultural studies and international relations) and in higher education. While most of her teaching and research has been conducted in Brisbane universities (Griffith and UQ), she has also undertaken shorter stints of teaching in several universities overseas, including Università Cattolica del Sacro Cuore, Milan, Italy; the University of Applied Sciences, Amsterdam; and Bristol University, in the UK.

Academic life is Wendy’s second career – her first was social work. Having fallen in love with Tasmania while living in Tasmania as a younger woman, she finally fulfilled a long-held wish to move back here two years ago to take up a position in TILT. She now teaches two units in the Graduate Certificate University Learning and Teaching (ELT505 Scholarship of Teaching and Learning; and ELT508 The Internationalisation of Higher Education), and occasionally, the breadth unit, XBR104 Living and working with cultural diversity. Her research interests focus primarily on a range of issues relating to the internationalisation of higher education, with a secondary interest in continuing professional learning, particularly of academic staff.

**Ms Nell Rundle** has been teaching and training teachers for 17 years, initially in teaching English to Speakers of Other Languages (also known as ESL, EFL, and EAL/D), and more recently in Higher Education. She lived and worked for ten years in Asia, where she managed schools, wrote curricula, and trained teachers in Korea, Taiwan and China. It was during her time in China in particular, where Nell was drawn in by the huge potential of the online environment to provide support and resources for students and teachers to assist them in their learning and teaching. Nell has been working as an Educational/Academic Developer in TILT for the last 5 years, where she provides a range of professional development resources and workshops for UTAS academics to support them in their teaching practice. Nell is particularly proud of her rewriting of the Teaching and Learning website and the Guidelines for Good Assessment practice (3rd ed.) last year. Nell currently works with Andrea as a lecturer in ELT501 Foundations of
University Learning and Teaching, as well as being the Unit Coordinator of ELT506 Technology Enhanced Learning and Teaching.

Mr Stuart Schonell is the Senior Teaching Fellow for the Tasmanian School of Business and Economics. Stuart teaches in the areas of management, critical thinking and innovation and leadership. He also provides advice to the Faculty on curriculum development, change and compliance, and the development of lecturers’ teaching skills. Stuart has been with the University of Tasmania since late 2009 and previously spent 10 years in the VET sector where he worked as a senior trainer, training manager and CEO. Stuart has considerable experience as a manager and leader outside of VET/HE, working for Bacardi Rum as a regional manager and owning and managing several businesses in the hospitality and retail industries. Stuart researches in business education and is currently completing a higher research degree researching the transfer of learning from university to the workplace. Stuart coordinates ELT503 Innovation and Leadership in University Learning and Teaching.

Dr Helen Yost is a Lecturer in Early Childhood Education Foundation and Professional Studies, teaching across two early childhood programs, namely the Bachelor of Education and Graduate Certificate in Education programs. Before entering the tertiary sector in 2005 Helen taught in early childhood classrooms. Her undergraduate teaching focuses on early childhood, specifically curriculum and pedagogy. She co-supervises Honours and Masters Students and has a particular research interest in the areas of early childhood teacher work lives and pedagogy. Aside from her work, Helen enjoys spending time with family and bushwalking. “Living in this wonderful state, there are many wonderful outdoor spaces to visit and enjoy”.

PG Student Representative

PG Student voice

As a reminder Mr Ian Ayre is our post-graduate student representative. Ian provides student’s a voice at The Faculty of Education Learning & Teaching Committee (FELTC) which meets monthly to provide advice to the Associate Dean (Learning and Teaching) on:

- proposals for new courses and amendments for existing courses;
- entry requirements;
- academic assessment; and
- teaching and learning issues within the Faculty.

Please help us improve our courses by providing feedback to Ian and via unit eVALUates at the end of each semester.

Ian can provide your feedback to me or too FELT in an anonymous fashion if you so desire.

Ian can be contacted at: EDU.PostgradRep@utas.edu.au

Course News

One of the aspects that all programs in the Faculty of Education and the University will be required to undertake over the coming years is undertaking external peer review of course units. This is a vital step in ensuring that our courses and units meet the highest industry and professional learning standards. Staff will be using this external unit review process together with information that comes from you—our students—through personal and eVALUate feedback.

As some of you may have heard the Faculty of Education is currently reviewing what units we will be offering into the future and when they will be offered. Once this process has been
finalised our Faculty postgraduate course website will be updated to reflect these changes. In addition, the University Course and Unit Handbook will also be updated. One of the benefits of this process is that we are aiming to clearly indicate what year and semester a unit may be offered (subject to staffing and student numbers). This will allow you greater choice in planning when you study.

We are wanting to make the process of understanding what units you need to study more straightforward and clearer.

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**Administration**

**Faculty Officer updates for students and staff:**

This section provides general information that may assist you with your study.

- If you have a “Sanction” showing on your enrolment this is usually due to unpaid Student & Service Amenities Fees (SAAF).

A Sanction will prevent you from seeing your enrolment and results (Sem 1 released on 6th July) until outstanding fees are paid. The Finance tab in their eStudent Study Plan lists options for payments.

- You should start considering your options for enrolment in Semester 5 and 1.

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**Learning & Teaching matters**

Please let Darren know of any specific learning issues that you would like explained in more detail. Make sure you regularly visit our Faculty L&T webpage for important information on assessment, word count penalty changes, accessing Office 365 (free) and MyLO etc.


For specific help on academic writing and related study matters see


**MyLO support**

Having trouble with an aspect of MyLO such as accessing class notes, recordings or using ULTRA for web conferencing etc. then check out:


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**Courses in focus**

In the following section you will read about the wonderful offerings that are provided by TILT and our own EC program.

**University Learning and Teaching course**

This course has been designed for university teachers seeking a flexible, accredited program of professional learning in the discipline of university learning and teaching.

The Bachelor of Education with Professional Honours (Higher Education) is available on a Commonwealth Supported (CSP) basis for domestic students, with most UTAS staff eligible for a HECS-waiver for their studies. The Graduate Certificate in University Learning and Teaching provides a four-unit exit point from the larger course. The majority of units commence outside of the standard semesters and are taught in blended mode, with a short, intensive, on-campus component and online facilitation.

All ELT units are practice-focused: supporting staff to apply and extend their understandings of best practice in university learning.
and teaching, within their own teaching contexts.

**ELT501  Foundations of University Learning and Teaching**

Explore the discipline of university learning and teaching: its principles, practices and literature. Develop your ability to design constructively aligned learning experiences, and consider strategies to promote deep learning and integrate technology into the learning and teaching environment.

**ELT502  Enhancing Professional Practice in Uni. Learning & Teaching**

Develop a personal framework for continuous professional development of your university learning and teaching practice. Engage in peer review of teaching through supported critical reflection on your higher education teaching and assessment practice.

**ELT503  Innovation and Leadership in University Learning and Teaching**

Develop your understanding of contemporary innovation and leadership theories and practices in higher education. Identify opportunities for future change and organisational development that recognise the needs of your teaching and research discipline, institution, colleagues and students.

**ELT504  University Learning and Teaching Development Project**

Plan, implement and evaluate a supervised project on a strategic learning and teaching priority that is of benefit to you and your students and/or your School/the University.

**ELT505  Scholarship of Teaching and Learning**

Explore the principles, theories and practice of the scholarship of university teaching and learning. Add to your own scholarship of learning and teaching by designing, undertaking and writing up an inquiry into an aspect of learning and teaching.

**ELT506  Technology Enhanced Learning and Teaching**

Develop your skills in designing effective learning activities and assessments that are enhanced by the utilisation of online technologies. Explore your role as a teacher in the online environment and critically evaluate the pedagogical affordances current and emerging technologies.

**ELT507  Curriculum and Assessment Design in Higher Education**

This unit is for experienced university teachers who wish to advance their understanding of design, review and evaluation of curriculum and assessment across designed programs of study in higher education, such as a degree programs or majors.

Explore the theories, principles and practice of curriculum design, and the many internal and external requirements that influence current approaches to shaping programs that produce job-ready graduates, as well as the data that is available for decision support.

**ELT508  The Internationalisation of Higher Education**

Enhance your capacity to research and develop innovative practices that prepare higher education students for their future roles as global citizens and professionals operating in international and multicultural contexts. Explore of a range of issues influencing the design, delivery and experience of higher education within the changing global landscape, and critically reflect on the way our cultural roots influence our beliefs about, and approaches to teaching and learning.

**EC Course**

The Graduate Certificate in Education (Early Childhood) course was developed in response to national mandates which require all early childhood teachers to
hold a current early childhood teaching qualification. The course meets state and national professional qualifications, and is accredited by the Australian Children’s Education and Care Quality Authority (ACECQA). Course content includes four (12.5%) fully online units: Curriculum Pedagogy and Assessment in EC; Literacy, Mathematics and Science in EC; Leadership and Advocacy in EC; and Negotiated Study in EC; and three professional experience placements (60 days). Addressing the needs of working teachers, the Grad Cert Ed ECE is a part-time course, with a maximum completion time of two years. Successful graduates will be qualified to work with children from birth to 8 years. Upon application ‘credit’ for current employment may be sought. For more information please visit the Faculty of Education, post graduate coursework page [http://www.utas.edu.au/courses/edu/courses/e51-graduate-certificate-in-education-early-childhood](http://www.utas.edu.au/courses/edu/courses/e51-graduate-certificate-in-education-early-childhood). For administration queries, please contact Vanessa Donald (Vanessa.Donald@utas.edu.au), PG Course Support Officer, or for academic or study related queries please email Helen Yost (Helen.Yost@utas.edu.au)

**Post script** - In coming newsletters we will be highlighting other courses.

**PG News**

In this section I would like to share your ‘good news’ stories, conference presentations, promotion, new roles or moving to a new workplace. So please as they have been formally announced let me know so I can share the information here with some of our PG colleagues (staff and students) who may not be based at UTAS.

Qian (Amanda) Wu delivered a keynote speech in the 2016 Australian Higher Education Summit, which was organised in Melbourne, in the mid-July, 2016. Australian Minister of Education and Training, vice-chancellors, decision makers, and researchers from diverse Australian and British higher education institutions, converged on this Summit for exchanging ideas and exploring the future of best practice across key facets of the higher education sector. Amanda’s speech in the Summit was about “Exploring Chinese students’ decision-making to undertake regional Australian higher education”, which is part of her current Ph.D. research at UTAS, and some preliminary findings of her research were shared there. Her speech received warm responses and lots of feedbacks. Attendees were quite interested in her topic, and believed findings of this research was valuable in theoretical and practical terms. Some attendees reflected that findings of this study were something they really want to know, and those results also had reference significance in the context of their universities.

**Alumni News**

This is the section where I want to share stories from our graduates and potential graduates. So if you have any or know of any student who I should approach let me know.
Important dates

This is the section to keep in mind as the semester and year progresses for important dates and timelines.

- Semester 2 commences Monday July 11
- Semester 2 Census Date 10th August
- Semester 2 concludes Friday October 10
- Spring School 2016 dates refer to email dated 14 June from FO or see http://www.utas.edu.au/summer

Technology and learning

We are all learning to live and work in an ever increasing digital world. A recent email from a colleague about their use of Facebook and other social media in their UK social work course showed me exactly how much more I personally need to do.

Social networking is becoming an integral part of many students’ everyday experiences; how these social networking sites (SNS) can be used within teaching is still being explored. Using social media as a learning environment can help to mirror students’ real-life practices, and increase intake for a unit, and its relevance for workplace application.

For example, what better way to examine online behaviour and confidentiality issues surrounding social work than via the SNS that many students use in their personal lives? Dr Tarsem Cooner tested this theory by integrating Facebook into a recent Think Family and Whole Systems unit examining whether SNS are an appropriate medium to engage in social work activity.

Prior to redesign, there was no room within a congested curriculum to exclusively explore the implications of SNS on professional practice.

A creative rethink changed the teaching approach from one based primarily on didactic lectures to one that integrated enquiry-based blended learning and closed Facebook groups. The redesign provided students with opportunities to critically reflect on their everyday Facebook use, whilst retaining the original objectives of the module – to explore the limits between personal and public ‘space’ within SNS. The module had to ensure students did not perceive the use of Facebook as a ‘bolt on’, but as an important part of the learning process. A complex family case study was used as a test; online lectures and guided reading exposed students to the basic knowledge required to understand the case study. At the end of each lecture, students had to pass an online quiz and apply their learning in closed Facebook groups. Six MA and eight BA groups were created for each team. A hardcopy workbook provided a roadmap and milestones as well as enabling students to record their learning. Exercises encouraged students to reflect on the type of information publically available about them. Students considered a number of key boundary questions, such as would it be possible for case study
members to find you on Facebook, and what type of image does your Facebook profile convey? Results The module increased student confidence in articulating issues of personal privacy; outlining ethical issues of using Facebook for social work practice; and explaining potential positive and negative aspects of using social networks in professional practice. Engagement with Facebook triggered critical thought and discussion based on experiences of being in a life-like situation. This allowed students to explore how they could use Facebook to share information and maintain confidentiality. When things went wrong, they were able to use Facebook Group Docs to record, reflect and discuss these experiences collectively and analyse broader potential consequences for professionals and service users.

Feedback also suggested that using Facebook made the learning experiences personally meaningful for the majority of students. Two major points they took from the module centered on their practice of accepting friends and reviewing privacy settings on Facebook posts. As exercises progressed, ethical issues particularly in relation to ownership of information, the ease with which information could be copied and shared without consent, data protection, and confidentiality, were examined in greater detail. It was only by engaging in the exercises that they began to realise the practical, ethical and legal complexities of the issues involved. An on-going evaluation is planned to assess the impact of the module’s learning on students’ use of SNS in their first year of assessed practice.

A video outlining the learning design and student feedback can be accessed at storify.com/Akali65/combining-facebookand-enquiry-based-blended-learn.


Whilst Dr Cooper’s study was related to social work there are many implications that we can take into our own teacher education courses.

**Items for sale/swap or wanted**

In this section we can post ads for things we want or want to get rid of!

I have X1 copy of the following to give way for free (YES I can post them to you):

- Cognitive psychology and instruction by Bruning, Schraw & Norby
- Lifespan development by Hoffnung, Hoffnung, Seifert et. al.
- Gratitude in Education by Dr Kerry Howells

Please email me Darren.Pullen@utas.edu.au first in gets them 😊

**Marketing**

Many thanks to our former marketing officer Emma Williams for all of her hard work, enthusiasm and humor. Emma has taken a six-month secondment to the role of Project Marketing Officer supporting the Transformation Program. Emma has been replaced by Alisa Ward from the Faculty of Arts alisa.ward@utas.edu.au

**Thanks**

I would like to acknowledge that this newsletter is OUR PG Student newsletter. So thank-you to the many people who have helped with content and getting it off the ground.

Next copy due out BEGINING of December. So articles to me by November 20.

In compiling this issue I am reminded of the notion of **Gratitude** in being cognizant
of the efforts of the many we share our journey of learning.

When students are more motivated to give back out of gratitude for what they have received in gaining an education, and when teachers are able to be more open to what they receive from their students and express gratitude for this, a true healthy dynamic is being restored and we are one step closer to having awake students.

Dr Kerry Howells

For more on how thinking awakens our thinking see https://www.youtube.com/watch?v=gzfhP_B_NtVc