University of Tasmania
Annual Teaching Matters Conference

Sharing practice

10th Teaching Matters Annual Conference
22nd-23rd November,
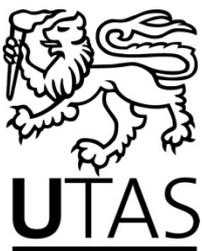Hobart, Tasmania

Organising committee

Teaching Matters 2011 has been organised by the following Centre for the Advancement of Learning and Teaching (CALT) staff:

Conference convenors: Dave Abbott, Jane Skalicky, and Gerry Kregor

Support staff: Rebecca Shaw, and Dona Leach

The organising committee wishes to thank all staff for their contribution to Teaching Matters 2011.

Contents

Welcome to 2011 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 Mouheener (pronounced Moo-he-nah) 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 environment; the University's role in research and education, and in supporting the development of the Tasmanian community.

From the Vice-Chancellor

Dear Colleagues

It is a great pleasure to welcome you to the 10th Teaching Matters Conference. Each year Teaching Matters provides the opportunity for us to focus on learning and teaching through engaging with colleagues from across the University. Teaching Matters provides the space for sharing ideas, conversations and synergies that ultimately help us shape the quality of the UTAS student experience.

The theme for the 10th conference is Sharing Practice. This broad theme emphasises inclusivity, and covers four sub-themes - authentic learning and assessment; technology-enhanced learning and teaching; engaging and supporting students; emerging themes and future directions.

There are several exciting innovations for this the 10th anniversary conference. Firstly, the conference is a full two days of interactive sessions and scholarly presentations.

Secondly, there will be an opportunity to discuss the Communities of Practice Initiative as a proposed model for enhancing the learning and teaching culture at UTAS. Currently, there are a number of funded strategic Communities of Practice that are actively progressing work in identified priority learning and teaching domains, with a number of grass roots communities of practice to be funded in 2012 under the Teaching Development Grant Scheme. The initiative seeks to engage UTAS staff in a dynamic and collegial way, towards a new way of thinking about who we are and what we do.

Thirdly, there will also be a Q and A style interactive panel session which I will chair. The theme is 'What is the role of UTAS in the future of Tasmania?'

Lastly, and most importantly, the Keynote Speaker is for the first time a current student. Jarrod Green is a PASS Mentor and national Outstanding Senior PASS Leader Award winner. Jarrod has been a high achiever throughout his study at UTAS and has secured several scholarships, numerous prizes and has been placed on the Deans Roll of Excellence in the Faculties of Science, Engineering and Technology and Arts. Jarrod is highly engaged in university life and in the support of student learning. He will provide a unique and informed perspective on learning and teaching.

I look forward to seeing you at the Conference.

Warm regards,

Professor Peter Rathjen
Vice-Chancellor

General Information

Name tags

All delegates will receive a name tag on registration. The Centre for the Advancement of Learning and Teaching (CALT) 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 CALT's activities.

Lunch and Refreshments

Morning tea, lunch and drinks on Day 1 will be provided in the University Centre foyer during the scheduled time. 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. Gluten free, vegetarian and vegan meals will be clearly identified and CALT staff will assist you with any other dietary requirements.

Toilets

The University Centre toilets are located downstairs from the Stanley Burbury Theatre, outside of the Flexible Learning Space and opposite the Classics Museum.

Email access

Computers in the Morris Miller Library are available to UTAS staff.

Refereed conference papers

In 2011, refereed conference papers from Teaching Matters will be made available in the Teaching Matters online publication. The online publication of Teaching Matters aims to provide a forum for educators to describe effective and innovative teaching practice in the higher education environment and to communicate their teaching and learning in a scholarly way.

The Teaching Matters conference proceedings are available at
http://www.utas.edu.au/teaching-matters/

Teaching Matters 2011
Day 1 - Tuesday, 22 November
Communities of Practice and Workshops

Session	Room	Title	Facilitator/s
10:00am – 11:00am	Registration and Morning Tea in the University Centre foyer		
11:00am – 11:10am	Stanley Burbury Lecture Theatre	Welcome, Dr Natalie Brown, Co-Head, Centre for the Advancement of Learning and Teaching	
11:10am – 11:25am		Update on the Communities of Practice initiative	Professor David Sadler, DVC (Students and Education)
Strategic Communities of Practice 11:30am -1:00pm	Studio Theatre	Education for Sustainability	Ms Sandra Murray, School of Human Life Sciences Dr Aidan Davison, School of Geography and Environmental Studies
	Flexible Learning Space	Open Educational Resources	Professor David Sadler, DVC (S&E) Professor Imelda Whelehan, Faculty of Arts
	Humanities Room 477A	Internationalisation	Dr Marion Myhill, School of Education
	Humanities Room 346	LTAS@UTAS Project Academic Standards	Professor Jonathan Holmes, Emeritus Professor Professor Sue Jones, School of Zoology Professor Brian Yates, School of Chemistry (ALTC Discipline Scholars)
1:00-1:45 pm	Lunch in the University Centre foyer		

Session	Room	Title	Facilitator/s
	University Centre Foyer	Communities of Practice Cafe	Hosted by Dr Jo-Anne Kelder, CALT
	Studio Theatre	Peer Professional Learning Program for Awards	Ms Melody West, Awards and Grants Dr Jane Skalicky, Centre for the Advancement of Learning and Teaching (CALT) Associate Professor Sharon Fraser, School of Education Associate Professor Justin Walls, School of Medicine Professor Sue Jones, School of Zoology Professor Brian Yates, School of Chemistry
Communities of Practice and Workshop sessions 1:45pm – 3:15pm	Flexible Learning Space	Peer Assisted Study Sessions (PASS) Program	Ms Julia Orpin, CALT Dr Jane Skalicky, CALT PASS Leaders
	Stanley Burbury Lecture Theatre	MyLO 2012	Ms Bronwyn Davies, Information Technology Resources Dr Doug Colbeck, CALT
3:15pm – 3:30pm	Short Break		
Q and A Panel Session 3:30pm – 4:30pm	Stanley Burbury Lecture Theatre	What is the role of UTAS in the future of Tasmania?	Hosted by the Vice Chancellor, Professor Peter Rathjen

Session	Room	Title	Facilitator/s
Q and A Panel Session 3:30pm – 4:30pm	Stanley Burbury Lecture Theatre	What is the role of UTAS in the future of Tasmania?	Panel members: Dr Natasha Cica, Director, Inglis Clark Centre for Civil Society Associate Professor Elaine Stratford, School of Geography and Environmental Studies Professor Holger Meinke, Tasmanian Institute of Agricultural Research Dr Natalie Brown, CALT
4.30pm-5:00pm	Drinks in Foyer		

Teaching Matters 2011
Day 2 – Wednesday, 23 November
Program overview

Session	Room	Presenter/s	Title
9:30 am – 10:00 am	Registration with Tea and Coffee available in the University Centre foyer		
10.00am-10.15am	Stanley Burbury Lecture Theatre	Dr Natalie Brown, Co-Head , CALT	Welcome to country and housekeeping
		Professor David Sadler, DVC (Students and Education)	Opening address/Welcome
10.15am-11:05am		Mr Jarrod Green	Keynote address: Student centred learning: A view from the centre

Session	Room	Presenter/s	Title
11:05-11:25am	Morning Tea in the University Centre foyer		
Session 1 11:25am-12:40pm	Stanley Burbury Lecture Theatre Session Chair: Jane Skalicky	Ms Melanie Greenwood, Ms Kathryn Terry and Professor Mary FitzGerald	Learning together through a collaborative and scholarly community of practice
		Dr Sue Stack and Dr Julie Davidson	An innovative approach to planning education for post-normal times: A case study involving enhanced bushfire risk in periurban areas
		Dr Lindsay Smith	Applying the bioecological theory of human development to learning: Enhancing student engagement in online learning
	Lecture Theatre 2 Session Chair: Sharon Thomas	Dr Nick Cooling & Ms Ellen Ennever	Internationalising the curriculum at the School of Medicine
		Ms Juliet Sondermeyer	Cultural competence for life-long learning and work in a global society
		Dr Donna Satterthwait	Reading the invisible: Making sense of online interactions
	Flexible Learning Space Session Chair: Cathy Hartigan	Dr Emma Warnecke	Student support matters
		Associate Professor Frances Martin	A discrimination training program to enhance understanding of feedback in first year psychology students
		Mr Brian Sweeney	Orientation and first year at UTAS
	Studio Theatre	Dr Denis Visentin and Dr Murray Adams	Student stimulation via human simulation
		Associate Professor Simon Ellingsen	Vectors: Get to the point

Session	Room	Presenter/s	Title
	Session Chair: Doug Colbeck	Dr Nicki Tarulevicz and Mr Scott Wylie	Xtranormal skills? Asian studies library scavenger hunt
Session 1 11:25am-12.40pm	Arts Lecture Theatre	Dr Fleur Fallon and Mr Chris Frankcombe	Authentic learning and assessment in a student learning laboratory: Letting students lead in the Mount Roland experience
		Ms Maree Bauld, Mr Mark Zasadny, Mrs Angela McKay and Dr Lisa Dalton	Achieving successful integration of simulation based learning in an undergraduate nursing program
	Session Chair: Sue Mulcahy	Mrs Rosy Green	The impact of space on student learning: Creating community spaces
12.40pm – 1.25pm	Interactive Poster Review Session with Lunch in the University Foyer		
	Stanley Burbury Lecture Theatre	Dr Sharon Pittaway	Engaging students, engaging staff: Developing an engagement framework in the Faculty of Education
		Ms Jane Emery and Mr Christian Ellston	The Vice-Chancellor's Leadership Award: Enhancing graduates' employability
Session 2 1.25pm-2.40pm	Session Chair: Wendy Fountain	Dr Julie Davidson and Dr Anna Lyth	Re-invigorating planning education quality, relevance and innovation via Education for Climate Change Adaptation
	Lecture Theatre 2	Professor Brian Yates and Professor Sue Jones	Implementing the nationally agreed Science Threshold Learning Outcomes
	Session Chair: Natalie Brown	Dr Robert Clarke and Dr Sharon Thomas	Digital narrative and the Humanities: An evaluation of the use of digital storytelling in an Australian Undergraduate Arts Program
		Dr Karen Stack	Supporting and enhancing basic skills of international students undertaking Foundation Studies Program Chemistry

Session	Room	Presenter/s	Title
	Flexible Learning Space	Professor Mary Fitzgerald	Clinical Placement Evaluations: Bachelor of Nursing undergraduate placements in four hospitals 2010
		Associate Professor Jan Radford	Residential Aged Care Facilities as work integrated learning clinical placements
	Session Chair: Andrea Adam	Ms Marnie Bower, Ms Annette Marlow, Associate Professor Kim Rooney and Professor Craig Zimitat	Managing risk on clinical placement
	Studio Theatre	Ms Carey Mather and Ms Annette Marlow	Embedding an ePortfolio into a work integrated learning environment: The School of Nursing and Midwifery Experience
Session 2 1.25pm-2.40pm	Session Chair: Sally Fugslang	Ms Christine Adams	Piloting ePortfolio as a reflective practice tool: Challenges and opportunities in managing a large cohort across campuses
		Dr Leonie Ellis and Dr Jo-Anne Kelder	Individualised marks for group work: Embedding an ePortfolio criteria in a Criterion Referenced Assessment (CRA) rubric for group-work assessment
		Professor Craig Zimitat	Improving the quality of assessment practices in the Bachelor of Medicine, Bachelor of Surgery (MBBS)
	Arts Lecture Theatre	Dr Bunmi Malau-Aduli, Associate Professor Justin Walls and Professor Craig Zimitat	Can we ensure the equivalence of Ordinary and Supplementary Examinations?
	Session Chair: Jo Osborne	Dr Fleur Fallon	Jumping hoops and developing logical loops for assessment: Examining the rationale for teaching activities and assessment tasks in an Organisational Behaviour Masters unit at Cradle Coast campus
2.40pm - 2.50pm	Short Break		

Session	Room	Presenter/s	Title
	Stanley Burbury Lecture Theatre	Mr Christopher Rayner and Dr Jeanne Maree Allen	Interview dialogues as an alternative to the traditional lecture format: Impacts upon pre-service teachers' learning and engagement
		Dr Colin Jones	Designing for failure to understand success
	Session Chair: Gary Williams	Ms Brigid Freeman, Dr Natalie Brown and Mr Mike Spurr	The role of collaborative policy development in progressing the UTAS WIL agenda
	Lecture Theatre 2	Ms Wendy Fleet, Mr Kevin Lyall, Ms Bev Goldfarb and Mr Ben Cleland	Accounting Communication Matters: Scaffolding student learning to enhance communication skills specifically for accounting students
		Dr Leonn Satterthwait	Object mediated teaching and learning: Learning materialised in an authentic context
	Session Chair: Peta Statham	Associate Professor Erica Bell and Professor Craig Zimitat	What works in translating teaching practice into research?: Lessons from an international rural medical education project
Session 3 2.50pm–4.00pm	Studio Theatre	Dr Lizzi Shires and Dr Brynley Parry	What can we learn from an iPad in teaching medicine?
		Dr Barbara Hartley	New technologies and language learning: Enhancing student engagement through assessment as participation
	Session Chair: Dr Jo-Anne Kelder	Ms Maria Moore	Web Accessibility: It's baaaaack! But it never went away…
	Flexible Learning Space	Ms Andrea Carr, Dr Nenagh Kemp and Mr Peter Tranent	An Evaluation of Criterion Referenced Assessment in KHA112 – Psychology B
	Session Chair: Melody West	Dr Hui Jiao	Developing an innovative assessment system to provide a distinctive learning experience for engineering undergraduate students

Session	Room	Presenter/s	Title
Session 3 2.50pm-4.00pm	Flexible Learning Space Session Chair: Melody West	Dr Bunmi Malau-Aduli, Mr Richard Wells, Dr Dwight Assenheimer, Dr Derek Choi-Lundberg and Professor Craig Zimitat	Improving the quality of Multiple Choice Questions (MCQ) assessment and feedback to staff and students
4.00pm-4.30pm	Stanley Burbury Lecture Theatre	Dr Gary Williams, Co-Head, CALT	Closing Address

Keynote speaker: Mr Jarrod Green

Student centred learning: A view from the centre

Every student graduating from university has a story to share of their journey through tertiary study. For each of us, key moments define our experience of higher education and shape our evolving conceptions of ourselves as learners and as teachers. Speaking as a student and a peer facilitator, this address presents my personal autobiography of learning and teaching as it unfolded at UTAS. My experience has been powerfully shaped by opportunities to engage with other students and facilitate collaborative peer learning environments. Placing students at the centre of learning and teaching is a practice that not only positions students as independent learners but also resonates with the participatory culture of the twenty first century. If university learning environments are to remain relevant and engaging, both students and teachers will need to play a role in charting the educational journeys of the future.

Speaker's Profile

Jarrod Green is a current UTAS student and has recently completed a Bachelor of Arts and Bachelor of Science degree with first class Honours. After studying Journalism, Media and Communications, English, Chemistry, and Biochemistry majors, Jarrod completed his honours year in organic chemistry, researching the development of potential drugs for the treatment of traumatic brain injury.

Jarrod was awarded a Premier of Tasmania National Undergraduate Scholarship and a University Club Honours Scholarship. Jarrod has received numerous prizes for academic achievement and has been placed on the Dean's role of excellence for the faculties of Arts and SET throughout his degree.

Beyond his personal studies, Jarrod has played an active role in teaching and learning at UTAS, joining the Peer Assisted Study Sessions (PASS) Program in 2008 as a Peer Leader in Chemistry. Since then Jarrod has worked as a senior PASS Mentor to provide ongoing support and training to interdisciplinary groups of Peer Leaders in the PASS Program. In 2009 Jarrod was awarded a National Outstanding Senior PASS Leader Award in recognition of excellence and contribution to student learning. In 2011 Jarrod also worked as a laboratory demonstrator in first year chemistry and was involved in the Young Tassie Scientists Program, joining other UTAS honours and PhD students presenting their research to primary and secondary schools around the state.

Jarrod is passionate about making a contribution to the field of science communication and education. Next year Jarrod will be joining the Shell Questacon Science Circus in Canberra and undertaking further study in science communication.

Notes

Citations and Awards

Congratulations to the recipients of the 2011 Vice-Chancellor's Awards for Outstanding Contributions to Teaching & Learning and the Australian Learning and Teaching Council's Citations for Outstanding Contributions to Student Learning Awards.

Vice-Chancellor's Awards for Outstanding Contributions to Teaching and Learning

The Vice-Chancellor's Awards for Outstanding Contributions to Teaching and Learning are awarded each year to staff who have made a major contribution to teaching and learning excellence at the University of Tasmania. There are 3 award categories available to academic and general staff.

Awards for Teaching Excellence

Name	School
Associate Professor Justin Walls	Medicine

Team	School
Mathematics Education Group Associate Professor Kim Beswick Associate Professor Rosemary Callingham Dr Tracey Muir Professor Jane Watson Mr David McBain Ms Ros Ashenden Mrs Dianne Ashman Mr Neville Barnard Mr Bruce Duncan Ms Diane Nailon Mrs Nicole Maher Mr Brett Stephenson	Education

Awards for Programs that Enhance Learning

Name	Faculty/Division	Title
Ms Ingrid Apsitis	Faculty of Business	Corporate Internship Program
Dr Sharon Thomas Dr Gary Williams Dr Natalie Brown Dr Robyn Lines	CALT	Graduate Certificate in University Learning & Teaching

Citations for Outstanding Contribution to Student Learning

Name	School	Title
Dr Bill Baker	Education	For sustained commitment to teaching and to learning support that influences, motivates and inspires pre-service teachers to use music in primary and early childhood education.
Associate Professor Greg Dicinoski	Chemistry	Recognising a decade of commitment to the introduction and use of flexible teaching methodologies and improved laboratory student experiences.
Dr Ashley Edwards	Zoology	For approaches to teaching and learning development which motivate and inspire students to learn and enable other teachers to enhance their approaches to learning.
Dr Colin Jones	Management	For the ongoing development of a truly student-centred learning curriculum through which student transformation to the concept of the reasonable adventurer is possible.
Dr Roslyn Malley	Medicine	For development of a pathology curriculum centred on supporting and encouraging engagement to prepare medical students for their later clinical years and their future profession.
Mr Lindsay Smith	Nursing & Midwifery	For development of innovative online learning materials and teaching strategies in health science units that meet student learning needs, motivate participation and enhance capability outcomes.
Dr Emma Warnecke	Medicine	For enthusiastic creation of a teaching and learning environment that inspires and engages medical students and encourages active and deep learning.
Mr John Vella	Art	For the development and implementation of Group Centred Learning strategies across diverse studio contexts.
Professor Brian Yates	Chemistry	For inspiring students to learn, assisting colleagues to enhance their teaching and providing national leadership in university science 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 an Award for Teaching Excellence.

Australian Learning and Teaching Council's Citations for Outstanding Contributions to Student Learning Awards

The following UTAS staff won Australian Learning and Teaching Council's Citations for Outstanding Contributions to Student Learning Awards. Citations recognise and reward the contribution made by individuals and teams from Australian universities to the quality of student learning.

Name	Title
The Unistart Team Dr Andrea Adam, Ms Cathy Hartigan Mrs Peta Statham, Mr Stephen Newman, Ms Sally Fuglsang, and Mr Jeremy O'Reilly	For enhancing the first year experience through a program nurturing confidence, critical thinking and independent study skills in commencing students.
Dr Anna Carew	For scholarship and leadership in the mapping and teaching of engineering-specific graduate attributes in undergraduate engineering.
Dr Ashley Edwards	For innovative approaches to teaching and learning design, evaluation and student support, and scholarly contributions which have influenced the teaching of others.
Dr Sharon Thomas	For sustained empowerment of both undergraduate and postgraduate education students to enhance their own learning and teaching practices.
Bluefin – Educating Engineers at Sea Associate Professor Giles Thomas, Mr Paul Furness, Dr Troy Gaston, Mr Chris Lambert, Mr Peter Schaeffer, and Mr John Virieux	For the design and implementation of an innovative multi-disciplinary program to foster students' complex problem solving skills through practical activities at sea.
Mr John Vella	For the implementation of Group Centred Learning (GCL) strategies across Fine Art studio contexts.
Professor Craig Zimitat	Recognising two decades of curriculum development and innovation in medical education.

Teaching Matters 2011
Day 1 - Tuesday, 22 November
Communities of Practice and Workshop Abstracts

Listed by session

The Communities of Practice Initiative is a proposed model for enhancing the learning and teaching culture at UTAS. Currently, there are a number of funded Strategic Communities of Practice that are actively progressing work in identified priority learning and teaching domains, with a number of Grass Roots Communities of Practice to be funded in 2012 under the Teaching Development Grant Scheme. The initiative seeks to engage UTAS staff in a dynamic and collegial way, for the purposes of:

- generating ideas for new directions/policy/thinking in learning and teaching;

- offering a new middle level change strategy;

- proposing a new way of thinking about who we are;

- intersecting discipline based silos and professional boundaries;

- opening the university to the broader community; and

- tapping into existing groups with a viable existence, and providing them with central funding to support their work.

The Communities of Practice Day at Teaching Matters 2011 offers you the chance to learn about current activities under the initiative, and also to inspire thinking about how a Community of Practice model might assist or deepen your own engagement in learning and teaching at UTAS, now and into the future.

**Session 1
Strategic Communities of Practice
11.30am-1.00pm. Concurrent sessions**

Studio Theatre

Education for Sustainability

Ms Sandra Murray and Dr Aidan Davison

If you have a passion, expertise or a general interest in Sustainability then you are invited to join in the conversation with the newly formed Education for Sustainability Community of Practice at Teaching Matters this year.

Our goal is to develop a framework for embedding EfS across the UTAS curriculum. Our intended learning and teaching outcomes include:

- Enabling CoP members to share their passion and knowledge about EfS, raising awareness of the group about the extent and diversity of existing EfS initiatives at UTAS.
- Enabling CoP members to build networks and establish greater understanding between different disciplines and between academic and professional perspectives.
- Consideration of ways in which the CoP can engage with the wider UTAS community to raise awareness of and participation in EfS initiatives.
- Contribution to the development of resources for staff beginning to integrate EfS into their teaching practice by initially collecting and identifying examples of good practice for case studies and networking purposes in the preliminary phase of project.
- Provision of advice and guidance to EfS CALT Fellows, particularly in relation to their objectives of: consulting widely with UTAS staff; producing a discussion paper about the merits of integrating EfS into the UTAS Generic Graduate Attributes (GGAs); and developing policy and policy implementation recommendations on embedding EfS into the UTAS curriculum.

We acknowledge that UTAS has an important role to play in educating for a sustainable future because of the significant influence it can exert on the development of the leaders and decision-makers of tomorrow. We also recognise that sustainability is not just another issue to be added to an overcrowded curriculum, but is a gateway to a different view of curriculum, of pedagogy, of organisation change, of policy and particularly of ethos (Sterling 2004).

A copy of our draft Terms of Reference are available upon request from Sandy Murray (CALT fellow) Sandra.murray@utas.edu.au

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Flexible Learning Space

Open Educational Resources

Professor David Sadler and Professor Imelda Whelehan

This session will explore how the community of practice approach has been successfully used in a differing national and systematic context to embed Open Educational Resources for the sharing and enhancement of teaching resources within subject/discipline communities. It will draw out the lessons from the UK OER project and offer resources and networks for attendees to explore. It then explains the new ALTC project on "Bridging the Gap", led by Prof Imelda Whelehan of UTAS, which seeks to share teaching resources and foster a community of scholars in Adaptations across four Australian institutions. This session is aimed at all who have a potential interest in the open agenda and in the sharing of teaching resources from a diversity of subject or professional backgrounds.

Internationalisation

Dr Marion Myhill

The Internationalisation of the Curriculum project was initiated by the University Internationalisation Committee in late 2010 with Dr Marion Myhill as the Academic Director. This project was designed specifically to address, on an ongoing basis, one of the university's key internationalisation strategies: UTAS will utilise an internationalised curriculum that is global in perspective and facilitates inter-cultural competence (Goal 2).

This workshop session will firstly review the achievements of the project's first year (2010-11) where the focus has been on: (a) assessing the current level of internationalisation in units across the university, (b) building and extending staff interest and capacity to undertake internationalisation of the curriculum through workshops with external experts, and (c) working with specific faculties, schools and 'IoC champions' to develop programs that enhance the internationalisation experience for students. Several case studies will be presented and discussed.

In the second part of the workshop, participants will be invited to explore and contribute to the further extension and development of the IoC project through a CoP approach (to be implemented in 2012).

Learning and Teaching Academic Standards (LTAS@UTAS)

Professor Jonathan Holmes, Professor Sue Jones and Professor Brian Yates

In accordance with the Learning and Teaching Strategic Plan, Professor David Sadler, Deputy Vice-Chancellor, Students and Education, has established the LTAS@UTAS project which aims to develop a comprehensive approach to intended learning outcomes across all faculties and degree programs.

In 2010/2011, Professors Jonathan Holmes, Sue Jones and Brian Yates worked with disciplinary colleagues across Australia to establish nationally agreed upon graduate learning outcomes as part of the Australian Learning and Teaching Council's Learning and Teaching Academic Standards (LTAS) project. The outcomes of the ALTC project provide a strong foundation for us as we begin the conversations around LTAS@UTAS

Following an introduction, which will provide a context for the LTAS@UTAS project, this workshop will give attendees the opportunity to explore three fundamental questions:

- What is a learning outcome?
- How does one demonstrate that a learning outcome has been achieved?

- What are the benefits of establishing agreed upon learning outcomes in courses and programs of study?

Participants will share understandings to gain a better appreciation of how a learning outcomes-focussed approach can enhance curriculum design and student learning.

Session 2
Communities of Practice and Workshop sessions
1.45-3.15pm. Concurrent sessions

University Centre Foyer

Communities of Practice Cafe

Hosted by Dr Jo-Anne Kelder

The CoP Café provides an informal networking space for staff to explore areas of shared interest in learning and teaching, and to extend conversations about Communities of Practice at UTAS. General resources about the Communities of Practice Initiative will be made available, and staff who are engaged in a Community of Practice or who have applied for a Grass Roots Community of Practice grant are welcome to disseminate relevant resources and early ideas in order to progress work in their potential areas of interest.

Studio Theatre

Peer Professional Learning Program for Awards

Ms Melody West, Dr Jane Skalicky and the 2012 PPLP Mentors

The Peer Professional Learning for Awards (PPLP for Awards) workshop will showcase a new professional learning program aimed towards promoting excellence in learning and teaching. The program will support staff to reflect upon and foster teaching excellence, in addition to establishing a quality evidence base for the development of teaching award applications. PPLP for Awards utilises the UTAS Peer Learning Framework (Skalicky & Brown 2009) as the basis for staff to engage in peer-based professional learning, whilst also providing access to peer leadership and mentoring opportunities in a group supported environment. The workshop will provide interested award applicants (past, current and future) with an opportunity to meet the 2012 mentors in a conversational setting, with the view to informing applicants of the skills and expertise of the mentors, and as a precursor to enabling the continuation of professional learning in peer groups around quality learning and teaching and applying for awards. The

PPLP for Awards and the awards pathway at UTAS will also be situated in the broader community of practice model for learning and teaching at UTAS.

Flexible Learning Space

Peer Assisted Study Sessions Program

Ms Julia Orpin, Dr Jane Skalicky and UTAS PASS Team

Peer Assisted Study Sessions (PASS) at the University of Tasmania has become a vibrant and living part of the UTAS student experience, providing weekly study sessions for over 1500 first year students each semester from across all faculties and all Tasmanian campuses. PASS was introduced at the University of Tasmania in 2007 in response to the university's desire to address issues of transition, retention and to support student learning within core first year subjects. In 2011, the program has supported 54 first year units. The growth of the program has been achieved through embedding sound quality assurance processes and research-informed teaching and learning practices into the program.

In this workshop PASS program staff will share the underlying learning principles that inform the program, the practices and structures which ensure the continual development of PASS Leaders and the quality of PASS sessions, and evaluative data about the impact of the program on student learning. PASS Leaders will facilitate example PASS session activities in small groups where staff can experience PASS in a range of discipline contexts. Unit coordinators who have had PASS supporting their units will share their experience of PASS in an open Q&A session with previous and current PASS Leaders.

In 2009 PASS at UTAS was awarded a Vice-Chancellor's Award for Outstanding Contribution to Student Learning and this year individual UTAS PASS Leaders received national Outstanding Leader Awards for the fourth year in a row since the awards were inaugurated in 2008.

Stanley Burbury Lecture Theatre

MyLO2012

Ms Bronwyn Davies and Dr Doug Colbeck

The MyLO 2012 LMS Project (the project) was established to implement the selected replacement Learning Management System (LMS) for the University of Tasmania (UTAS).

In stage one and of the project a comprehensive program of research, consultations and evaluations around three potential replacements led to the endorsement of Desire2Learn (D2L) as the replacement system by University Council.

In stage two, the implementation of our new LMS will support Technology Enhanced Learning and Teaching (TELT) by providing a core online learning and teaching environment that is robust, reliable and intuitive to use, and that integrates seamlessly with current services.

The aims of the MyLO 2012 workshop are based on the following activities:

1. Presentation of a chronological view of the project from inception to its current status;
2. Discussion of the projected timeline for the project;
3. The planned content migration strategy to be used;
4. A demonstration of the new MyLO 2012 interface(s);
5. Interactive discussion on content repurposing strategies and support available from MyLO 2012 project staff;
6. The academic processes used in both the current MyLO and MyLO 2012 and how they might differ;
7. Gathering of constructive audience feedback on how users might see their processes inform, or be influenced by, the new MyLO 2012; and finally
8. How can all UTAS staff maximize the affordances of our new LMS to ensure the best student experience in our online environment?

Presentation Abstracts

Paper presentations address current or recent work undertaken in the area of teaching and learning across various disciplines.

Session 1
11.25am-12.40pm. Concurrent presentations

Stanley Burbury Lecture Theatre

Learning together through a collaborative and scholarly community of practice

Ms Melanie Greenwood, Ms Kathryn Terry and Professor Mary FitzGerald

Traditional research and higher degrees place the PhD candidate/Supervisor relationship at the centre of the learning process. Self-supporting learning through a reading group promotes independent scholarly development through a process of active engagement, interaction and reciprocity. A group was formed between four PhD candidates and two supervisors to help candidates assimilate some of the thoughts and controversy around mixed methods and to help them understand the choices they needed to make regarding, philosophy, methodology, design and methods.

The group evolved from being Supervisor led to becoming a connected community of practice which provided a sense of identity and purpose. Group rules were agreed and enough structure chosen to ensure that the weekly meetings had a program of reading to promote active participation and maximise opportunities for learning. After one year of regular meetings an evaluation was conducted by the group using Guba and Lincoln's 4th generation evaluation whereby an exercise to clarify 'claims, concerns and issues' enabled the group to reconsider their direction and purpose.

This presentation will share the experiences of setting up and participating in a community of practice reading group formed to navigate the complexities of mixed methods research. Opportunities to share experiences, review each other's work, discuss and respond to feedback encouraged the defense of the research process thereby situating the postgraduate researcher to develop sound academic practice. To date, the experience has enabled and empowered the group by allowing them to progress their PhD in a student centred supportive environment. Outcomes of the process have been progress in PhD studies, two conference presentations and a paper for publication on mixed methods.

An innovative approach to planning education for post-normal times: A case study involving enhanced bushfire risk in periurban areas

Dr Sue Stack and Dr Julie Davidson

Climate change is described as a "super-wicked problem", inferring that it is a problem involving great complexity and deep uncertainties. Climate change is expected to exacerbate current levels of risk in the periurban areas of Australia's cities and so intensify the complexities of environmental planning and management. Such complex problems are making novel demands on environmental planners' and managers' capacities. This paper reports on use of an innovative WIKI platform to give environmental planning and management students the opportunity to (i) develop their capacities for addressing complex climate change problems; and (ii) undertake strategic approaches to environmental planning and management. The WIKI approach involved small teams working collaboratively to critically analyse existing strategies and develop strategic frameworks aimed at increasing social-ecological resilience in the study area. Subsequent review and reflection lead the authors to reframe their view of the requirements of planning education in equipping student planners to deal with wicked climate change problems. In this paper we canvass the implications for planning educators and planning students.

Applying the bioecological theory of human development to learning: Enhancing student engagement in online learning

Dr Lindsay Smith

This paper explores the application of the Bioecological Theory of Human Development to online learning and teaching. Bioecological theory advocates that by strengthening human relationships within supportive environments it is possible to increase the extent of development realised into positive outcomes.

Likewise through strengthening human connectedness in supportive online learning environments, it is possible to increase the extent of learning realised into positive outcomes.

Developing online learning environments that facilitate engagement is a key to strengthening learning outcomes. Through understanding the processes that inspire human development, our understanding of the processes that inspire online learning are advanced.

Lecture Theatre 2

Internationalising the curriculum at the School of Medicine

Dr Nick Cooling & Ms Ellen Ennever

In 2011 the School of Medicine began the process of internationalising its curriculum. This was undertaken in response to UTAS priorities, as laid out in the university's Internationalisation Plan, and also to lay the foundations for MBBS curriculum review, aiming to transform medical

graduates to be socially accountable, culturally competent and to equip them to become change agents in the wider community.

This session will outline the steps in the process to date, explaining why the School of Medicine decided this was a priority area for curriculum review and the initial scope of the task, including how a curriculum map informed the identification of existing strengths, opportunities and gaps in the MBBS course. In addition, the session will address why "critical culturism" and transformative pedagogies were chosen as key means to reform the curriculum.

The latter part of the session will be devoted to exploring what elements in the process of internationalisation were successful including: defining its meaning, using principles of distributive leadership, strategic structuring of the internationalisation portfolio, networking and linking with local, national and international bodies/institutions/communities, the dissemination process and deliverables of the program to the stakeholders.

Participants in the session will have the opportunity to benefit from the experience at the School of Medicine and explore how the School can be of assistance to other Faculties and Schools at UTAS as they engage with internationalisation priorities in the coming years.

Cultural competence for life-long learning and work in a global society

Ms Juliet Sondermeyer

The **cultural competence project** is a collaborative venture involving staff and students in the Faculty of Health Science and staff in the University's Division of Students & Education.

The broad aim is to plan and facilitate activities, for students and staff, which will promote cultural competence as essential for effective participation in a culturally diverse society and an increasingly interdependent world.

The project encompasses the development, implementation, and evaluation of:
- a diagnostic cultural competence assessment for all Year 1 students;
- a common "global perspectives" module for inclusion, initially in one Year 1 unit of every course offered by the Faculty, and ultimately in one unit of every subsequent year of that course; and
- cultural competence workshops for:
  - all students pre- and post- professional experience placements;
  - academics and professional experience placement facilitators (paid and pro bono).

The project had its beginnings in a very successful program developed in the School of Nursing & Midwifery, specifically to improve the quality of the learning experience for culturally and linguistically diverse students.

This year, in the course of extending the program to students and staff in other Schools of the Faculty, there was widespread agreement that the scope of the project should be broadened to include all students (domestic, international, and CALD) and all staff.

Project leader Juliet Sondermeyer will outline how a School-to-Faculty project, in collaboration with staff in the Division of S&E, is taking on new dimensions, and how it might evolve into a Faculty-to-University project.

Reading the Invisible: Making sense of online interactions

Dr Donna Satterthwait

Interactions, between students and teachers in face to face contexts, are natural as humans are highly social organisms that thrive on communication. Teachers know implicitly whether students are engaged in discussions through questioning, responses and facial expressions and other kinds of meta-linguistic communications. In contrast, the online teaching environment is a very new medium where two-way communication is not so evolved: online teachers cannot identify students' engagement level. I think we are only at the initial stages of understanding learning and teaching in this newer mode, especially when we are trying to reach out to the otherwise disengaged student.

In order to understand discussion board threads, roughly analogous to the tutorial class, one could employ an analytic tool that generates a graphic representation or map of interactions between the students and the teacher/facilitator of the online unit beyond the actual and literal writings of students. To interpret the patterns illustrated by these graphs, it is necessary to understand basic directed graph theory. Concepts such as density, connectivity, paths and subgraphs provide insight to the 'structure' of the online discussion postings. An example of a set of 9 discussion threads will be presented to demonstrate some of these concepts.

Further exploration and analysis of discussion threads are warranted. This is just the beginning of a quest to 'make sense' of how students learn in the online context.

Flexible Learning Space

Student support matters

Dr Emma Warnecke

The student teaching and learning environment is enhanced by providing support for students. The School of Medicine launched a self care and stress management package for medical students in 2011 based on a RCT performed in 2009 showing significant effect on medical student stress and anxiety published in 2011 in Medical Education. The experience of this package and options for other schools will be presented.

A randomised controlled trial was undertaken in 2009 to determine whether mindfulness practice can reduce the stress of senior medical students. The intervention was an audio CD of guided mindfulness practice designed and produced for the trial. The results found use of the intervention significantly reduced stress and anxiety in medical students. The results of this study have been published in the April edition of Medical Education. On the basis of this evidence the School of Medicine launched this CD as part of a self care package for medical students. With this evidence for usefulness in medical students and the understanding that the student teaching and learning environment is enhanced by providing support for students, this presentation will present the findings of the study and discuss this experience within the School of Medicine and options for use in other schools.

A discrimination training program to enhance understanding of feedback in first year psychology students

Associate Professor Frances Martin

Written communication skill remains the most critical attribute for success in higher education and universities invest considerable time and resources to the provision of instructions and feedback about student writing. For students in the sciences, the transition into university writing is made particularly difficult by the need to adopt a different "style", suitable for the scientific discipline being studied. It is also made difficult by the entry level literacy skills of students. One-hundred and forty six first year psychology students completed a verbal and numerical literacy test (maximum score 20) and also a good and poor writing discrimination exercise (maximum score 15). In this cohort, students verbal literacy levels (m=13.5) were lower than their numerical literacy levels (m=14.7) with an overall mean 13.7. Data indicated that the literacy levels of entering students are poorer than might be expected and a strong correlation between students' literacy levels and their discrimination ability (m=10.9) was found. Students were randomly assigned to a discrimination training program or to a grammar training program which ran during one two-hour practical class. At the conclusion of the training session, students completed a one page essay assignment which was then marked and subjected to Pietrobon analysis. Two weeks later all students were again involved in the training (those who had the discrimination training now completed the grammar training and vice versa) and completed a second essay. Essay marks and Pietrobon scores were higher for students who completed the discrimination training before the grammar training.

Orientation and first year at UTAS

Mr Brian Sweeney

In December 2010, UTAS established a coordination role for Orientation and the First Year & Transition Framework. This presentation will outline 2011 activities linked to this role with an emphasis on two key foundation elements - an institutional review of orientation and the establishment of an infrastructure for on-going communities of practice in the first year domain.

UTAS Review of Orientation

The review is nearing completion and has included:

(i)   benchmarking with 21 other Australian universities;
(ii) an audit of current orientation practice;
(iii) the development of an institutional definition of orientation and associated protocols that describe orientation as a process (rather than event) and seek to locate orientation clearly at the nexus between student pathways and a successful first year experience;
(iv) input from UTAS staff and students; and,
(v)   the establishment of a Key Stakeholder Network for Orientation to facilitate more effective coordination and innovation.

Communities of Practice in the First Year Domain

Work has commenced to establish an infrastructure for on-going communities of practice and create a point of reference for collaborative problem solving and innovation that will allow communities to emerge in a responsive and supported manner and for their life span to be determined by their immediate strategic/operational relevance.

The infrastructure will include:

(i)   a clearly defined first year practice domain;

(ii) identification of the broader UTAS First Year community; establishment of on-line tools for shared practice including spaces for dialogue; a repository of practice learning/research; and, a space for action, referral and innovation.

Studio Theatre

Student stimulation via human simulation

Dr Denis Visentin and Dr Murray Adams

Complex biological processes with multiple components and feedback systems provide considerable challenges for both educators and students. The number of interacting elements can be daunting, and an understanding of the elements does not necessarily provide a suitable understanding of the interacting system. Traditional teaching methods are often inadequate for such systems, presenting each element and process individually and explanation of the complex network being limited to a diagram showing elements and processes. Complex systems are also often difficult to analyse in a laboratory, with investigations being usually limited to controlling a single variable at a time. An approach that sits between the theoretical and experimental is computer simulation. A simulation approach allows students to investigate a complex system by varying multiple elements of the system and observing the outcome in a short period of time. Simulation allows students to understand the complexity of the system and the interactions between the system elements. We present the use of novel simulator environments in teaching and learning for the musculoskeletal system using OpenSimTM, and for blood coagulation using a simulator environment developed by the authors using MATLAB SimBiologyTM. These simulators provide unique environments for student investigation and opportunities for directed learning by educators.

Vectors: Get to the point

Associate Professor Simon Ellingsen

Vectors are a core competency in tertiary physics, but one that many students have limited operational experience with prior to coming to University. It is important that they quickly develop the skills to work with vectors so that they do not fall behind during first semester. We are developing specialised software utilising feedback loops and gamification to provide an additional avenue for those students who find this hard to rapidly obtain the necessary skills.

The mathematical manipulation of vectors is one of the core competencies in first year tertiary physics, engineering and other specialist areas, such as computer games engine design. Many students who enrol to study in these areas are familiar with the concept of a vector - a quantity with both a magnitude and a direction, but have little experience working with them formally. Those students who don't pick this skill up quickly are more likely to either drop out, or fail the unit. How can we best help these students to rapidly develop the necessary competencies to improve retention and performance?

I am developing a computer-assisted-learning approach which combines feedback loops to reinforce desirable behaviour and gamification to make the learning task more engaging. Although some aspects of this software are specific to a specialised area, the underlying philosophy and infrastructure has broad application to the efficient learning of base competencies in many fields. I will discuss some of the ideas behind feedback loops and gamification using the specific context of teaching first year students about vectors to illustrate the principles.

Xtranormal skills? Asian studies library scavenger hunt

Dr Nicki Tarulevicz and Mr Scott Wylie

One of the challenges for students in interdisciplinary programs, such as Asian Studies, is to navigate the wide range of resources that are a necessary part of study across disciplines. In order to help students build their research skills in diverse disciplines we introduced an assignment into HMA 102 (Asia: Transformation and Change) and the following year into HMA 211 (Australia and Asia) that challenged students to find material using specific databases, search techniques and to master a school standard of citation. The assessments were devised to be more complex at the 200 level and to help students build their skills in source evaluation techniques.

For many students this was a challenging assignment and after the first iteration it seemed like students needed some additional guidance and we embarked on collaboration with the library. Using the software Xtranormal, Scott Wylie, developed a series of short clips that used humour and hints to gently channel students towards research methods and techniques that helped them with their assignment, without over-determining their learning experience. In our presentation we will demonstrate some of the clips and outline the positive student feedback to both the assessment and the learning aids. As one student noted: "I would especially like to see Nicki's HMA102 scavenger hunt (a database research and reference exercise) extended to every UTAS first year unit and made compulsory. It both broadens and deepens students' research and referencing skills and would raise the standard of undergraduate work across the university."

Arts Lecture Theatre

Authentic learning and assessment in a student learning laboratory: Letting students lead in the Mount Roland experience

Dr Fleur Fallon and Mr Chris Frankcombe

An unscheduled activity became an opportunity for a deep learning journey when a group of students submitted a proposal for the Mount Roland-developing a destination consultancy project, December 2010. This meant working for a committee, representing 5 different stakeholders. A core of three Bachelor of Regional Resource Management (BRRM) students, plus two recent graduates (BRRM and B.Tourism), completed the main research. Desktop analysis preceded extensive community consultation, consisting of a community survey, discussions with key tourism stakeholders, special interest and governance organisations, a public forum and presentations to the working committee and to Kentish Council.

This (Teaching Matters) report highlights a significant learning moment and how this built the confidence of the team and encouraged high academic standards plus the commitment to complete the study and deliver a professional report. Ongoing feedback has been overwhelmingly positive and the three undergraduate students have been awarded credit for the unit KAA310, Emerging Issues. This unit investigates 'wicked problems', that is, complex problems involving multiple stakeholders and no easy solutions, and normally involves intensive studio and real case situations. The Mt Roland project presented a real 'wicked problem' and this report demonstrates that such authentic learning and integrated assessment in a 'live' student laboratory fast tracks students towards the generic graduate attributes*. A primary concern for the duration of the project was finding the balance to allow students to take the lead and manage their own learning process, to stretch beyond their comfort zone to enable deep learning to emerge.

*UTAS generic graduate attributes: **Knowledge and communication skills** to deal effectively with professional situations; **Problem-solving skills**, in particular independent reasoning capabilities; and business orientations that integrate a **global perspective and social responsibility**.

Achieving successful integration of simulation based learning in an undergraduate nursing program

Ms Maree Bauld, Mr Mark Zasadny, Mrs Angela McKay and Dr Lisa Dalton

Aim: To describe how the School of Nursing and Midwifery (SNM) at the University of Tasmania is working towards achieving successful integration of a best practice model of simulation based learning (SBL) in the undergraduate nursing course.

Background: 2009 saw the introduction of High Fidelity Simulation (HFS) into two second year units that prepare students for clinical and professional nursing practice. In 2010, student's experience of SBL in these units was evaluated to inform the seamless integration of HFS into the undergraduate nursing curriculum to support the learning outcomes and engage students in deep learning.

Methods: Using an overarching qualitative framework three focus groups were conducted with undergraduate nursing students who had participated in HFS within the second year practice based units. Using a coding, categorizing and theming analytical sequence three main themes were identified. Ethical approval was granted for this study by the University of Tasmania Human Ethics Committee.

Findings: The three themes were students' beliefs about simulation, students' behaviour in simulation and student views on the organisation of simulation. It was recognized that more time for simulation was required and separate laboratory sessions could be implemented in conjunction with the provision of learning resources in a timely fashion to allow students to better prepare for their participation in simulated learning scenarios.

Conclusion: The evaluation concludes that seamless integration of simulation based learning in undergraduate nursing practice based units relies on creating optimal conditions, is crucial for students to meet their learning outcomes and minimizing the inherent tensions of embedding HFS in existing undergraduate nursing units. Achieving integration within the SNM has been based on both learning and teaching factors driven by the implementation of a revised model informed by the student experience.

The impact of space on student learning creating community spaces

Mrs Rosy Green

This presentation explores the influence of space on student learning and critiques the impact of a new learning space. Space is postulated as a social construct, carrying inherent values and unspoken agendas (Bourdieu, 1989).

At UTAS, Nursing laboratories resembling hospital settings provide a safe and interactive learning environment. Coordinating a final year community and mental health practice unit, I find students who are struggling to gain competency rarely lack technical ability; commonly their problems lie with effective communication and understanding the broad context of nursing practice. As a result of these observations, I questioned if the laboratories reflected the range of settings nursing students encounter and if they unintentionally favoured skill acquisition at the expense of holistic understanding and engagement with clients. This study initially critiqued the use of space within the laboratories for undergraduate students in Launceston, and established three new 'community spaces' that mimicked home-like environments. Data was gathered using field observation, photographic documentation, brief interviews and focus groups of students and tutors. Thematic analysis was used to identify and explore themes and assess the impact of the community spaces on student learning.

The community spaces were well received with participants willing to interact and demonstrated possibilities for enriching student learning. Discussion yielded ideas for future development, possibly embedding their use in undergraduate curriculum across all UTAS campuses and beyond. The simple introduction of home-like spaces has potential to engender deeper understanding of community issues, encourage critical thinking and enhance experiential student learning.

> ## Session 2
> ### 1.25pm-2.40pm. Concurrent presentations

Stanley Burbury Lecture Theatre

Engaging students, engaging staff: Developing an engagement framework in the Faculty of Education

Dr Sharon Pittaway

Student engagement is emerging as a key focus in higher education, as engagement is increasingly understood as a key prerequisite for effective learning. Engagement has been linked to a range of positive behaviours and outcomes, including student satisfaction, persistence, and achievement. However, while engagement is recognised as being important, the challenge that remains is to formulate a practical understanding of student (and staff) engagement, in terms of what such engagement might involve. This paper reports on the development of a new engagement framework within the Faculty of Education, which determines how engagement can and might manifest within student learning and staff teaching and support practices. The engagement framework proposes five non-hierarchical elements,

which can be applied to any discipline, year level or course: personal engagement, academic engagement, intellectual engagement, social engagement, and professional engagement. As well as describing these elements, the paper also explores the theoretical foundations of the engagement framework, including recognition of the importance of conation as one of three faculties of the mind alongside cognition and affect. By adopting this framework, the Faculty aims to enhance unit design and development, teaching practice, and support for students across all courses, year groups and modes of delivery.

The Vice-Chancellor's Leadership Award: enhancing graduates' employability

Ms Jane Emery and Mr Christian Ellston

The Vice-Chancellor's Leadership Award (VCLA) is a year-long leadership program for undergraduate and postgraduate students in their final or penultimate years. It is a not-for-credit program that is offered to students from all courses and aims to develop leadership, communication, interpersonal and other employability skills through a series of six leadership seminars, eight self reflective tasks and forty hours of community volunteer work.

In November 2010 the VCLA graduated its first cohort of 64 students who had successfully completed the award and contributed 5,670 hours of volunteer service to local, national and international communities. Now in its second year, the program has developed a strong word-of-mouth reputation amongst students, and continues to demonstrate good evidence of enhanced employability for its student participants and a distinctive extra-curricular experience to complement their academic studies.

Re-invigorating planning education quality, relevance and innovation via education for climate change adaptation

Dr Julie Davidson and Dr Anna Lyth

The education of planners involves engagement of students in many 'wicked' planning problems including the 'wicked' problem of climate change. This paper demonstrates that by thinking about climate change problems for urban and regional places, educators are reminded about the importance of a variety of more generic but essential capabilities required of planners to be able to deal with a range of challenging problems. As educators, the processes of analysing and interpreting climate change for decision making and planning practice now and into the future and reflecting on the multi-faceted nature of climate change implications for social and ecological systems and built environments can prompt a valuable re-assessment of the importance and relevance of planning itself, and the content and approaches to planning education more generally.

Based on the experience of reviewing and 'renovating' the University of Tasmania's planning program to embed education for climate change adaptation, this paper: i) reflects on such a process; ii) evaluates the application of specific pedagogical values and approaches to the education of planners for climate change adaptation in the university's planning program; and iii) demonstrates how the application of these also facilitated improvement in education for other core planning capabilities. Among the pedagogical approaches embraced are: problem-based learning, adaptive learning and self-reflection, networked learning, critical thinking, linkage of theory and practice, and adaptation planning skills. The paper shares how these approaches have been trialled, implemented and evaluated in order to draw out key lessons for planning educators.

Implementing the nationally agreed Science Threshold Learning Outcomes

Professor Brian Yates and Professor Sue Jones

In our role as co-Discipline Scholars, we led the 2010/11 ALTC Learning and Teaching Academic Standards (LTAS) project for the science discipline. The key outcome of that project is an agreed set of threshold learning outcomes (TLOs) for graduates of bachelor level science degrees for Australia. These Science TLOs describe what a science graduate knows, understands and is able to do as a result of their learning. They are the result of a substantial consultative process that engaged academics, students and employers of science graduates across Australia.

The Science TLOs have now been endorsed by the Australian Council of Deans of Science (ACDS) as a set of high level learning outcomes for Australian science graduates. They are already being used as a focus for curriculum review and planning at several Australian universities. The challenge now is to build on the momentum gained during the LTAS Science project, and to continue our collaborative conversations about how we can improve science education at Australian universities.

In this presentation we will briefly report on the final outcomes of the ALTC LTAS project, describe current activities that we are undertaking related to the TLOs, and discuss with participants the breadth of teaching activities and assessment tasks required to allow students to achieve the Science TLOs taking into account different disciplines, degree programs, and sectoral diversity.

Digital narrative and the humanities: An evaluation of the use of digital storytelling in an Australian Undergraduate Arts Program

Dr Robert Clarke and Dr Sharon Thomas

In recent times a growing number of university academics, researchers, and administrators have argued for the embrace of multimedia and digital technologies as a necessary strategy for university educators. The promotion of this strategy is justified in two ways: first, to ensure the relevance of subject disciplines; and second, to engage with contemporary students to help meet their learning outcomes. Digital storytelling is one example of how some educators are utilising computing technologies to introduce innovative teaching methods within their discipline areas. In its broadest sense, the term 'digital storytelling' relates to the application of multimedia resources within learning environments for the production by students of multimedia narratives. This paper reports on the results of an evaluation of a trial introduction of digital narratives into an advanced undergraduate unit on contemporary Australian culture in one Australian university conducted over two years (2010 and 2011). The evaluation explored students' and teachers' experiences of using digital storytelling. In particular, the evaluation explored participants' satisfaction and anxieties about the use of digital narratives. It also considered the issues that the use of this methodology raised vis-à-vis the constructive alignment of such activities with the themes, aims, and objectives of the unit, as well as the level of technical training and support required to ensure students' meaningful employment of such

methods. The results of this evaluation will be of interest to those academics considering the use of multimedia technologies in their undergraduate classes.

Supporting and enhancing basic skills of international students undertaking Foundation Studies Program Chemistry

Dr Karen Stack

This paper evaluates a number of strategies that were introduced to support the learning of international students in the Foundation Studies Program Chemistry course. Evaluation of student end of semester 1 exam results along with a survey of student perceptions of the course and assessment tools were undertaken. The cohort of the 2011 class was found to fall into 2 main groups: a high achieving group, and a group who were failing. Online quizzes were developed with particular care to provide clear and useful feedback to promote learning. The number of students attempting the quizzes was disappointing. It appears that the timing of release of the quiz and the students' perception of its benefit to them are important factors in determining if they are used. High performing students were found to use the quiz but not the poorer performing students for whom it was developed for. To encourage the poorer performing students to use the online quizzes, a strategy was implemented to release the quiz prior to the summative assessment task. Introduction of retests for students to improve marks was also implemented with some of the lower ability students taking the opportunity to improve their learning.

Flexible Learning Space

Clinical Placement Evaluations: Bachelor of Nursing undergraduate placements in four hospitals 2010

Professor Mary FitzGerald

Current and predicted workforce shortages have resulted in greater numbers of undergraduate placements offered by educational institutions, including the University of Tasmania. Nurses in practice are being asked to increase support for undergraduate nursing students during their Professional Experience Placements, a core component of the undergraduate nursing degree. Little is known about how increased numbers of undergraduate placements impact on the quality of placements, or the correlation between nurse and student perceptions of the quality of the learning opportunity.

This paper provides information about the quality of Professional Experience Placements provided for undergraduate nursing students. Such information provides a report on the learning environment and may guide strategies that prepare and support staff to maintain and improve learning opportunities for undergraduate students.

Undergraduate nursing students [n=471] and supervising ward nurses working with these students [n=394] at the Royal Hobart Hospital, the Launceston General Hospital, the North-West Regional Hospital and the Mersey Community Hospital were surveyed, during 2010, on aspects of a quality clinical placement experience. Survey items were grouped under: (1)

'belongingness' or welcome and acceptance, (2) strategies to facilitate teaching and learning, (3) providing feedback and opportunity for critical reflection and (4) developing competence.

The results indicate that overall both undergraduate students and qualified nurses find Professional Experience Placements in these hospitals to be positive. This reflects the commitment and support offered by supervising ward nurses, clinical facilitators and staff to provide a successful learning environment. In turn, undergraduate nursing students embrace the opportunity to undertake clinical placement and to learn alongside experienced nurses.

Residential Aged Care Facilities as work integrated learning clinical placements

Associate Professor Jan Radford

In 2011 the concept of teaching nursing homes in two Tasmanian RACFs was realised under the leadership of the School of Nursing and Midwifery.

RACF have been traditionally viewed by nursing students as an undesirable clinical placement. Medical students have traditionally only visited RACFs for short periods under the direct supervision of a medical practitioner.

Final year medical students in Launceston participated in an innovative 5 day full-time program designed to meet their learning needs. Supervision was provided by medical, nursing and pharmacy clinicians. A description of the program and medical student evaluation of it as a learning opportunity will be presented.

Managing risk on clinical placements

Ms Marnie Bower, Ms Annette Marlow, Associate Professor Kim Rooney and

Professor Craig Zimitat

The placement of students in health care settings requires the navigation of a range of issues and management of complex range of competing interests and responsibilities. In 2010, Australia introduced national laws to regulate all health professions (the National Law) in the interest of public safety. The National Law provide for registration of students in the health professions and legislates specific obligations for education providers to ensure that there is minimal risk of harm to the public.

This showcase will outline the Health Science overall approach to managing safety in practice under the umbrella of the National Law. Case studies will be used to engage participants in making decisions about students on placement, in the interests of public safety.

Embedding an e-portfolio into a work integrated learning environment: The School of Nursing and Midwifery Experience

Ms Carey Mather and Ms Annette Marlow

Evaluation of the implementation of PebblePad within the professional experience placement or work integrated learning (WIL) component of a foundation unit of the Bachelor of Nursing program was undertaken in 2010 as part of an interdisciplinary project funded by a teaching development grant. The findings have provided valuable insights about how to successfully embed the use of an e-portfolio into the curriculum.

This evaluation has enabled opportunities for reflection and facilitated guidance about how to improve and continue to support students and staff while undertaking WIL. Participants were asked to electronically complete surveys prior to and post use of the e-portfolio. Pre-implementation surveys reflected results from other studies that indicate students were familiar with social networking (82%). However, few students indicated they used file sharing sites (15%) or possessed their own website (8%).

The lack of ubiquity about student information communication technology use provided insights into their perspective about access and use of learner support resources. Students indicated that the assessment task marking rubric and face to face tutorials were the most useful. They also reported that viewing and commenting on other student's blogs helped them feel connected to peers while on WIL. Additionally, writing in a blog assisted students to reflect and understand the role of a nurse. The evaluation of this process also captured the student perspective about the e-portfolio experience.

This presentation will provide insights into the L&T capacity of using an e-portfolio to engage students undertaking work integrated learning.

Piloting e-Portfolio as a reflective practice tool: Challenges and opportunities in managing a large cohort across campuses

Ms Christine Adams

This presentation considers both the opportunities presented and challenges faced in the pilot implementation of the e-Portfolio system PebblePad, to a large diverse cohort of under-graduate students enrolled in the common core unit, BMA111 Communications for Business Professionals.

Approximately 450 students were enrolled in BMA111 Communications for Business Professionals in Semester 1, 2011 in Hobart, Launceston, Cradle Coast and in distance mode with approximately 100 students enrolled in Semester 2. This created challenges and opportunities regarding facilitating learning through embedding a new technology. BMA111 covers, at an introductory level, a range of communication concepts, theories and strategies important in the development of effective management skills. These contribute to students building the skills they need to gain employment in a dynamic changing world, and to meeting the challenges of adopting new technologies.

The e-Portfolio system PebblePad was chosen as it facilitates collection and presentation of evidence, supported processes such as planning, synthesising, sharing, discussing and reflecting and enable collaboration, giving and receiving feedback and responding to feedback (Poot et. al., 2009, PebblePad, 2010). Furthermore the integration of PebblePad into the Unit acknowledges the vision of the University of Tasmania Strategic Plan for Learning and Teaching 2012-2014 and the importance of students being exposed to innovative technology that enhances learning and teaching.

Individualised marks for group work: Embedding an ePortfolio criteria in a Criterion Referenced Assessment (CRA) rubric for group-work assessment

Dr Leonie Ellis and Dr Jo-Anne Kelder

Technology Enhanced Learning and Teaching (TELT) is a ubiquitous feature of the learning and teaching landscape at the University of Tasmania (UTAS). ePortfolio technology is an important pedagogical tool in TELT practice, supporting students' critical self reflection and ability to demonstrate individual learning outcomes. This project reports on the outcomes for an undergraduate unit of using an ePortfolio within a group assessment task to enable allocating an individualised mark for group work. The advantage of evidence-based mark allocation based on individual contribution was countered by student feedback strongly disagreeing with the requirement to learn and use the PebblePad technology which is separate from the UTAS MyLO Learning Management System (LMS). The paper describes the design and delivery of the unit assessment and the problem of student perceptions of unreasonably learning load, effort versus benefit. It outlines a proposed research project to investigate student perceptions of ePortfolio software that is embedded within UTAS's new LMS (remaining branded as "MyLO") to be implemented in 2012. Outcomes will be compared to students' perception of group assessment tasks incorporating the PebblePad ePortfolio software that is accessed outside MyLO.

Arts Lecture Theatre

Improving the quality of assessment practices in the Bachelor of Medicine, Bachelor of Surgery (MBBS)

Professor Craig Zimitat

The hallmarks of a quality assessment system include documented policies, strategies and processes, adequate coverage of subject matter, a system for feedback and evaluation of the overall process (Fowell et al. 1999). Over the last three years the School of Medicine has focused on improving the quality of assessment in the MBBS across these four domains.

The School has developed Quality Assurance (QA) processes for the development of assessment items and preparation of examinations. Examination quality is enhanced through blueprinting to ensure adequate sample across domains, peer review of examination questions, templates for consistency of item formats and schedules and accountability matrixes. Automated systems have been for collation, analysis and reporting of assessment data for academic staff. This software incorporates error checking, anonymity and standard setting.

Conceptually new formats for providing feedback on clinical performance have been developed. All student feedback is generated with software and emailed to student accounts; with generally positive responses from students. Finally, systems for reporting the quality of assessment items and examinations are routinely produced for academic staff and internal review. Such systems have demonstrated the value of peer review and the equivalence of supplementary examinations. Evaluation of the overall system affords continuous refinement and improvement in our assessment system.

Can we ensure the equivalence of Ordinary and Supplementary Examinations?

Dr Bunmi Malau-Aduli, Associate Professor Justin Walls and Professor Craig Zimitat

The UTAS assessment policy adheres to principles of validity, reliability and fairness. Fairness is an overarching principle that means all students should have the opportunity to demonstrate achievement free of disadvantage. As a result staff prepare Ordinary Examination (OE), Deferred Ordinary (DO) and Supplementary Examinations (SE) that are all expected to be equivalent, however there is little evidence that supports this expectation. The School of Medicine developed a range of Quality Assurance (QA) processes that should ensure the equivalence of such examinations. In 2010 an administrative failure resulted in 76 students sitting both OE and SE examinations, allowing the school to test the value of its QA processes and the equivalence of the two examinations.

Assessment results for all the 76 participants who sat the two examinations were subjected to statistical and correlational analysis to compare results. Item analysis was conducted for each assessment by computing the difficulty index (DIF), discrimination index (DI) and Kuder-Richardson 20 (KR-20) reliability using classical test theory.

There two examinations were similar in terms of difficulty, MCQ quality and internal consistency of the assessment items. Comparison of student performances in both examinations revealed that there was no significant difference in mean scores. There was 82% correlation between individual total scores on both examinations. Two thirds of the students were ranked in the same decile order based on performance in each both examinations.

Under a regime of these QA processes, staff and students should have confidence that the Ordinary and Supplementary examinations are equivalent.

Jumping hoops and developing logical loops for assessment: Examining the rationale for teaching activities and assessment tasks in an Organisational Behaviour Masters unit at Cradle Coast campus

Dr Fleur Fallon

This paper discusses the tension about (positive) deviation from the norm of teaching an established unit with approved Intended Learning Outcomes, and a conventional structured format, and concluding with a formal exam. The rationale for the teaching approach is presented, with appeal to contemporary literature. The students in this class are mature-age with considerable work experience and the teaching involved 4 intensive face-to-face days, with flexible tutorial support. The classroom was set up to model an open-systems organisation. Teaching included a range of kinaesthetic learning activities, with limited formal lecture time. Three individual written assessment tasks were designed to enable students to closely link theory with their particular workplace 'text' and reflect on their own practice (organisational behaviour). Students reported that they liked the class-room activities. They felt challenged by the academic nature of their written work, yet engaged as they were dealing with real-world relevant problems, and encouraged to reflect, or even act in a different way. Some students

reported that they did take action that they had put off doing for a long time, or that there had been some positive outcomes in their workplace as a result of presenting the report to their workplace. As this semester concludes, the question of equivalence with other versions of BMA581- Organisational Behaviour is raised. Questions about the future direction of teaching and learning in BMA581 need to be addressed within the context of the Academic Standards Framework.

More detail on the classroom activity, assessment tasks and student feedback will be shared in the presentation.

Session 3
2.50pm-4.00pm. Concurrent presentations and workshops

Stanley Burbury Lecture Theatre

Interview dialogues as an alternative to the traditional lecture format: Impacts upon pre-service teachers' learning and engagement

Mr Christopher Rayner and Dr Jeanne Maree Allen

Pre-service teachers often perceive there to be a gap between theory and practice, and some have found difficulty with the shift from face-to-face to online delivery of unit content. Thus, the aim of the study reported in this paper was to evaluate the perceived benefit of video-recorded interviews as an alternative to the traditional lecture and recorded lecture format in a unit on inclusive education.

The unit cohort included pre-service teachers studying online and on-campus (Burnie, Launceston and Hobart), and across three degree programs within the University of Tasmania's Faculty of Education. In order to provide an alternative to the traditional lecture format, the developer of this unit held interviews with a number of professionals who had field experience relevant to key concepts of the unit on inclusive education. The interviews were recorded and subsequently uploaded into the online Learning Management System for student access during the semester.

Quantitative and qualitative data were collected from Student Evaluation of Teaching and Learning (SETL) questionnaires and from online surveys completed by pre-service teachers who were enrolled in the unit. Overall, the data suggest that the use of the video-recorded interviews was well received by respondents in terms of (1) promoting their engagement, (2) supporting their learning, and (3) facilitating their understanding of the connection between theory and practice. This paper provides a synthesis of the study's findings and explores their implications for the delivery of learning experiences in both the online and on-campus modes of study.

Designing for failure to understand success

Dr Colin Jones

This presentation will provide an overview of a range of games and learning activities that seek to provide my students with various opportunities to fail. Failure is a fundamental aspect of being entrepreneurial and therefore an important aspect of my students' learning. The presentation seeks to highlight the importance of developing relational trust (Bryk and Schneider, 2001) between all learning environment participants. Further, it seeks to advance the argument that the provision of authentic processes of group reflection is important in developing personal coping mechanism within each student.

Once failure is accepted as but one of several (learning activities) outcomes, the students are free to primarily focus on the processes related to each task they engage in; processes that are frequently assessed more so than the outcomes achieved. I will bring to life the voice of the student within the presentation where they will comment on the value of experiencing failure vis-a'-vis their capacity to develop higher-order learning skills. The presentation will conclude with reconciliation to the notion of the Reasonable Adventure, the type of graduate that the curriculum aims to facilitate the development of.

The entire presentation will be framed within the context of my endless pursuit of constructive alignment (Biggs, 1999) and the ongoing (practical challenges) I have faced as a conscientious educator.

The role of collaborative policy development in progressing the UTAS WIL agenda

Ms Brigid Freeman, Dr Natalie Brown and Mr Mike Spurr

The Work-Integrated Learning (WIL) Project was undertaken in 2010 to develop a new Work Integrated Learning (WIL) Policy using the staged University Policy Development Cycle. This cycle represents an adaptation of the stepped policy development process depicted in the Australian Policy Cycle (Althaus, Bridgman and Davis, 2007). The project involved a number of elements, including a WIL Project Manager, a WIL Working Party, a literature review, data collection, benchmarking as policy learning (Lundvall and Tomlinson, 2002; Paasi, 2005), WIL Discussion Forums, and an extensive series of interviews. The project dovetailed with the Centre for the Advancement of Learning and Teaching (CALT) WIL Provocations Symposium. Consultations and deliberations involved collegial governance structures. This paper reveals the diversity in work-related curriculum offerings and disciplinary approaches at Australian universities, and suggests that establishing clear definitions is an important step towards developing minimum academic standards or obligations. This paper reports tensions between University-wide umbrella policy provisions and requirements by local academic sections for a high degree of specificity. This paper suggests that the process of asking complex academic policy questions is self-perpetuating, as more questions are raised which demand policy responses. Finally, in developing a uniquely University of Tasmania approach to work integrated learning, the project confirmed the importance of ongoing dialogue and collegial governance to guide learning and teaching policy development.

Accounting Communication Matters: Scaffolding student learning to enhance communication skills specifically for accounting students

Ms Wendy Fleet, Mr Kevin Lyall, Ms Bev Goldfarb and Mr Ben Cleland

The accounting profession has a distinctive vocabulary, use of language and style of professional writing and referencing. This presentation is intended to showcase a website of resources and activities designed to enable accounting students to understand the language of the profession and to develop their written and oral communication skills with a view to making the students more able to meet the needs of the profession.

The website is the result of the collaboration between the School of Accounting and Corporate Governance, the Faculty of Business Flexible Learning Team the Centre for the Advancement of Learning & Teaching (CALT).

The website incorporates notes, activities and videos on writing and presenting for assessment in accounting units.

The website was developed in the new University Web Content Management System (UWCMS) Squiz Matrix. Interactive activities are developed with CSS and JavaScript. Videos on presentation skills for students were developed using Second Life virtual world software.

Object Mediated Teaching and Learning: Learning Materialised in an Authentic Context

Dr Leonn Satterthwait

For nearly two decades, I had a dual appointment to the academic staff of The University of Queensland and to the directorship of UQ's Anthropology Museum, a fully functioning museum and the principal Australian institution of its kind. Although this had some disadvantages, it also provided significant opportunities, especially regarding teaching. In particular, over many years I developed a Museum Anthropology unit. The unit had as major objectives not only the doing of anthropology in a museum context and learning about objects and their associated cultures, but also the effective integration of theory and practice and the giving of students maximum latitude to exercise their own initiative, take responsibility for their own learning, and define and pursue their own personal and collective learning goals. Generally, students selected items from the Museum's collection, researched them in depth, undertook a curatorial project relating to them and, finally, mounted a major exhibition featuring them. As the principal outcome, an exhibition viewed by thousands of people, was a real thing, it was a serious undertaking and literally a real-life experience for the students, not a simulation or on-paper exercise. Furthermore, the way in which pedagogy and content were mutually reinforcing in the unit required effective interplay of the intellectual, the embodied, and the social, which interplay created a truly rich and authentic learning experience for the students. Although UTAS presents a different set of circumstances, I have been able to adapt and apply elements of my approach in this unit to my teaching here.

What works in translating teaching practice into research? Lessons from an international rural medical education project

Associate Professor Erica Bell and Professor Craig Zimitat

Much has been said and written about the need for better translation of teaching practice into research. The barriers relate to motivating, upskilling and supporting educators to publish, as much as institutional barriers that relate to how research capacity building projects and research about practice are valued. However, there are very few successful models available for local and international lesson drawing. The presenters will describe the elements of a research (and teaching) capacity building project for medical educators that involved production of an edited book entitled Rural Medical Education for Nova Science, New York in 2011. This is the first international book to offer practical models of rural medical education for medical educators wanting information about 'what works' in rural medical education. It offers 18 papers from 38 medical educators and researchers in eight countries, including some of the world's most senior medical educators as well as emerging educators for rural practice. The presenters will detail lessons learnt from this project about the answers to the following research capacity building questions: How can medical educators be motivated to publish about teaching practice? What kinds of support do they require? Who is best equipped to provide this support, how? The presentation will conclude with discussion of institutional challenges to do with how research about teaching practice is valued, and how the project leaders also negotiated these barriers.

Studio Theatre

What can we learn from an ipad in teaching medicine

Dr Lizzi Shires and Dr Brynley Parry

Video presentation and discussion on the uses and applications for teaching and learning medicine

Video produced by RCS students and NWRH staff

This session will show a 5 minute video made by students showing physicians and students demonstrating how they use their ipads to enhance the teaching and learning environment.

- Demonstration of applications for medical knowledge
- Videos for skills
- Interactive use in patient education
- Bedside access to investigation and radiology results
- Shared record observation in General Practice

This will be followed by a group discussion about how we as a faculty/university should adopt new technologies when the students (and patients) are already using these and are more skilled and knowledgeable in these areas. How can we integrate this with our traditional teaching methods or do we need to change the way we teach?

New technologies and language learning: Enhancing student engagement through assessment as participation

Dr Barbara Hartley

The exponential technological advances of the past two decades present unlimited potential for language learning. You-tube clips can provide students with access to a range of language models that almost defy the imagination and create pedagogic possibilities that are a far cry from the single teacher authority supported by the odd audio-tape that was the learning experience of many in the past. In the area of textual production and reception, face-book and twitter provide fun and accessible means for students to engage in real-life written exchange with multiple language partners literally around the world. This paper will suggest that these new technologies provide an opportunity for a radical rethink of language assessment that accords much greater value to student participation and much less reliance on ranking student ability against a mythical standard of achievement. Specific examples will be provided from Japanese language units currently being devised as part of a degree restructure at the University of Tasmania.

Web Accessibility: It's baaaaack! But it never went away…

Ms Maria Moore

The Web Content Accessibility Guidelines from the World Wide Web Consortium have been around since 1999. In November 2009, the Federal Government endorsed the Web Content Accessibility Guidelines 2.0 (WCAG 2.0), requiring Australian, and state and territory government websites to conform to the guidelines, needing to meet WCAG 2.0 Level A by December 2012 and WCAG 2.0 Level AA standard by December 2014. What does this mean for UTAS? UTAS is part of the government by virtue of its funding under DEEWR. What could this mean for learning and teaching? Certainly, it may mean the acquisition of new working habits and skills for academics using the internet to deliver teaching. What are these skills, and what is available to help academics?

While making web materials accessible does require some thought, in reality putting it into practice is really just good authoring that your audience will find easy to use and search engines will love.

Flexible Learning Space

An Evaluation of Criterion Referenced Assessment in KHA112 – Psychology B

Ms Andrea Carr, Dr Nenagh Kemp and Mr Peter Tranent

The Guidelines for Good Assessment Practice at the University of Tasmania were first published in 2007 and revised in 2011. These Guidelines embody the principles of assessment which are underpinned by the view that assessment should be based on clearly articulated criteria. Thus, Criterion Referenced Assessment (CRA) has become a standard assessment practice across all disciplines at UTAS. The School of Psychology implemented CRA in 2006 in its first-year undergraduate units; however, a systematic evaluation of the practice had not been completed. The use of a newly developed assessment rubric designed to assess understanding

of fundamental psychological concepts and research report writing was implemented in an introductory level psychology unit (KHA112). The rubric was evaluated by students and marking staff. Preliminary results suggest that the majority of students considered the assessment rubric complemented their learning by helping them to understand the assignment requirements and assignment mark. However, many indicated that more focus on explaining the assessment criteria in class would have been helpful. Likewise, markers indicated that the rubric was useful, in that it allowed markers to understand the requirements of the assignment and develop marking skills including consistency in marking. This evaluative process has been undertaken with a view to engage students in their learning and has informed the development of the assessment rubric with some suggestions implemented to date. Further evaluation and development of the assessment rubric is planned.

Developing an innovative assessment system to provide distinctive learning experience for engineering undergraduate students

Dr Hui Jiao

Internal assessment tasks in engineering disciplines involve tutorials problems or assignments that are submitted by students using hardcopies for marking at a due date. There are some issues involved with this assessment method, such as plagiarism, delayed feedback to students and significant marking load to educators. Online submission of assignments seems to be a promising solution in addressing these problems. However, the types of questions supported by available software packages are limited to true/false, fill in the blank, matching pairs, multiple choice and short answers. The lack of flexibility and complexity in designing a customized engineering problem often discourage the extensive use of those tools for assessment purpose. In this study, an online assignment automatic marking system suitable for engineering units was developed. To eliminate plagiarism, the system generated a set of unique numbers for each student associated with the student's ID number. Assignments were submitted online and were marked automatically so that lecturer's marking load was reduced. Results showed that the program was successful in providing a distinctive learning experience to students, in promoting students' learning interests, in eliminating plagiarism, in helping achieving the intended learning outcomes of the units.

Improving the quality of assessment practices in the Bachelor of Medicine, Bachelor of Surgery (MBBS)

Dr Bunmi Malau-Aduli, Mr Richard Wells, Dr Dwight Assenheimer, Dr Derek Choi-Lundberg, and Professor Craig Zimitat

This study evaluated the benefit of feedback for students and teaching staff as well as the effectiveness of the feedback on learning outcomes for students. This was implemented by providing meaningful and customised feedback on multiple-choice questions (MCQs) to first year medical students and the teaching staff through the development of a computer-aided feedback system. In the context of Higher Education (HE), the findings of this study have confirmed that feedback is a complex multi-dimensional rather than a simple, straightforward phenomenon. This study has indicated that students' experiences and understanding of feedback are varied and despite the structural barriers to the 'effectiveness' of feedback, it still fosters improved learning outcomes. Feedback to teaching staff increases the content validity and reliability of test items. This study has facilitated the development of better quality MCQ examinations through structured peer-review, and the efficient provision of feedback to teaching staff on the quality of their test items. Also, the efficient provision of developmental and diagnostic automated individual feedback to students has resulted in improved student

satisfaction and learning outcomes via reduced turn-around times, with the convenience of receiving feedback in digital format and the provision of generic and transferable quality assurance (QA) and feedback programs that can be adapted for use in other faculties within UTAS, other universities in Australia and beyond.

Poster abstracts

Simulating classroom behaviour in a computer world

Dr Tracey Muir

Pre-service teachers often nominate classroom management as a major concern before undertaking Professional Experience placements and there is evidence in the literature to suggest that pre-service teachers are not being adequately prepared for the challenges of classroom teaching. As it is not always possible to provide pre-service teachers with authentic classroom management experiences, some universities have begun to use simulated professional experiences as precursors to actually being in classrooms. This poster presents the findings from a project, made possible through a Teaching Development Grant, that used a virtual classroom created in Second Life to enable pre-service teachers to take on the role of students with challenging behaviours. The poster describes the design processes for constructing the virtual classroom and highlights the relevance and applicability of the project in educating pre-service teachers about managing student diversity and challenging behaviours. Preliminary findings from the evaluation of the pre-service teachers' experiences with participating in virtual classroom scenarios are also provided.

Playing to their strengths: Improving student engagement and learning outcomes through flexible assessment

Dr Ashley Edwards and Dr Tina Acuna

The University of Tasmania is currently undergoing a shift to a stronger emphasis on student-centred learning, coupled with broad-scale changes to assessment practices (e.g. Criterion-Referenced Assessment as best practice (UTAS Guidelines for Good Assessment Practice, 2007). We seek to continue the momentum for innovation that these changes have created, and explore the benefits of flexible assessment formats. Flexible assessment can be interpreted as students choosing: which tasks to complete (Cook 2001), when to complete them, variable weightings for each task (Wood and Smith 1999), or even crafting their own assessment criteria (Caitlin et al 1999). This project will investigate whether students being able to play to their strengths by choosing from flexible assessment opportunities results in improved learning outcomes for university undergraduates in Science. We will use SETLS, paper surveys, cafe-style discussions, and work sample analysis to examine first the perceptions, the assessment choices and the reflections of students at 1st to 3rd yr level participating in two different degree programs: the highly proscribed Bachelor of Ag. Sci. and the less restrictive BSc. During 2012, flexible assessment strategies perceived by 2nd year students in Sem. 1 as having positive influences on engagement and motivation will be implemented and evaluated in Sem. 2. We believe these new strategies will be sustainable across the UTAS community because they will not involve extra work for staff, but rather a different and more student-centred way of achieving better outcomes for students. Please register your interest in receiving project results or participating in project-related workshops on flexible assessment strategies at the Teaching Matters meeting.

Peer Observation of Teaching: From the view of a new academic at UTAS

Dr Rajaraman Eri

Peer observation of teaching (POT) is a reciprocal process where a peer observes another's teaching (classroom, virtual, on-line or even teaching resources such as unit outlines and

assignments). It is a multifaceted process that would enable teaching development by critical reflection. POT has a number of benefits in enhancing teaching and learning. While it is an established practice in a number of universities, what is it in the view of a new academic? As a new academic at UTAS, this concept was introduced in graduate certificate course and here the process from the view of a new academic is described. From what seemed initially to be a scary thought, peer observation process turned out to be an eye opener in a number of ways. This reflective work will narrate the steps involved in the process, the pros and cons of approaches and future directions in this pathway. The main aim of this reflective approach is to inform new academics about the significance of POT and also to others who are a bit unsure to start utilizing this useful teaching practice.

Supporting student transition and retention in the creative arts

Mr Tony Woodward and Ms Linda Erceg

This overview describes the strategies that have been used to improve articulation and student transition between VET and Higher Education creative arts programs in Tasmania. This includes the creation of an articulation agreement between the Tasmanian Polytechnic, the Tasmanian School of Art (TSA) and the School of Visual and Performing Arts (SVPA) in 2010 and the provision of cross-institutional professional development workshops for staff to become familiar with cross-sectoral issues.

The co-location of Tasmanian Polytechnic and Tasmanian School of Art courses broadens the diversity of studio areas being offered on one campus. Initially this is being supported by the newly developed UTAS Diploma of Fine Art and Design, which offers a range of Level 100 units including 'shell units' of Introduction to Studio Art (technical) and Introduction to Contemporary Art (theory).

The Pathways Project is investigating other models for integrated programming between the Tasmanian Polytechnic and Tasmanian School of Art. Two pilot projects are underway:

- Furniture/Design in Wood: providing a direct interface between the Diploma of Art, Craft and Design and Years 2 and 3 of the Bachelor of Fine Art.
- Core Studies/Art and Design Theory: creating a structure whereby Polytechnic Diploma students can enrol into first year Art and Design Theory and Core Studies units.

Each of these strategies is designed to provide incentives for students to continue to participate in higher education.

Enhancing Digital Culture at the Tasmanian School of Art

Mr Tony Woodward and Ms Linda Erceg

The Tasmanian School of Art, through the Pathways Project and in partnership with the Tasmanian Polytechnic, is undertaking a capital works program that will transform its capacity to use digital technologies in creative arts practice. The capital works program will significantly enhance teaching and learning practice for both partner institutions.

The newly developed facility will feature a number of central computer labs as well as specialist facilities that include digital darkrooms, a digital print centre, a small cinema, a 'black box' exhibition space, computer lounges, a 'hackspace' and a fabrication Laboratory.

To assist the transformation of pedagogy across both institutions as well as the college sector, a significant professional development event will be held in December 2011. Convergence Lab

will bring together a number of the nation's leading digital arts practitioners for three days of immersion, provocation and play.

A further three days will focus upon pedagogy and curriculum development. This will involve UTAS staff and teachers from the college sector. This workshop will identify key teaching and learning principles for digital arts practice, to be used to inform the development of intended learning outcomes and assessment criteria. Teachers will be encouraged to develop innovative programs that can be trialled with students. A process for evaluating and sharing teaching practice will be developed as part of this workshop.

In addition to these activities, partnerships are being formed at postgraduate level through the Art, Science and Environment network to facilitate interdisciplinary collaborations, with digital technologies being integral to the projects being undertaken.

Creative arts pathways in Tasmanian Education (The Pathways Project)

Mr Tony Woodward and Ms Linda Erceg

The Diversity and Structural Adjustment (DASA) fund is supporting the reform, integration and co-location of creative arts education programs in Tasmania.

The Pathways Project has been funded to deliver a number of interrelated components that contribute to major educational reform in Tasmania. These components include:

- The mapping of existing creative arts pathways in Tasmanian education
- Co-location of VET and Higher Education programs
- The creation of a cross-sectoral and state-wide articulation agreement to better support student transition and retention
- Integration of programs and course delivery
- The development of Work Integrated Learning opportunities
- The development of a Centre for New Media Studies
- The presentation of three major conferences and forums

Subsequent to the Pathways Map being developed a process has begun to identify and fill gaps in course provision. Two obvious gaps in course provision were identified immediately:

- The lack of a pre-tertiary subject for Year 11 and 12 Design and Technology students
- The lack of a distinct degree program for Screen and Media Studies

In response to one of these gaps a state-wide UTAS College program in Object Design has been developed to provide a pre-tertiary pathway for students demonstrating excellent progress in Design and Technology. In addition, a comprehensive campaign to develop and market alternative creative arts units has been initiated with the aim of attracting a broader cross section of the community into higher education.

Work integrated learning in a creative arts environment

Mr Tony Woodward and Ms Linda Erceg

Developing effective work integrated learning programs for creative arts students acknowledges both the diversity of the various creative arts sub-disciplines and the scale and profile of the creative industries in Tasmania.

The Tasmanian School of Art, through the Pathways Project, is building upon some established programs to offer undergraduate and postgraduate students the opportunity to extend their professional practice skills.

The Fronting MONA unit, the ArtHouse and Artpreneurship (Introduction to Commercialisation) units have been designed to extend students experience and understanding of particular aspects of the creative arts industry including museum practice, small business and education/community and cultural development. The GAP (Graphics + Practice) initiative in an existing program in which third year Visual Communication students take on 'real world' projects for real world clients.

Members of the Pathways Project team have been involved in a national project to collate a number of case studies that reflect exemplary creative arts professional practice pedagogy. From this study a set of recommendations will be developed that articulate how to successfully develop effective professional practice and industry partnerships within a Creative Arts curriculum.

Supporting and engaging students from different disciplines in Chemistry: Using analogy to create posters

Dr Susan Turland and Mrs Moira Cordiner

When students from different disciplines are required to study common introductory subjects (service units), they often find it difficult to see the relevance between these units and the others in the degree they had chosen. Chemistry for Life Sciences is an introductory chemistry service unit for Health Science, Education and Aquaculture degrees, as well as being an elective for others, such as Economics and Arts. The coordinator reviewed the unit to improve the assessment balance by removing purely calculation-based assignments, and replacing these with a poster. To ensure authenticity, students had to design a poster that used an analogy from another unit to communicate one or more fundamental chemistry concepts. For example, using the water cycle to explain social structures; relating the categories of chemical bonding to those in business management. Through students interacting in tutorials, they shared their poster ideas and learned how to connect the different chemistry concepts to their other units. This innovative approach fosters student creativity in communicating concepts to others. The methodology to evaluate perceptions of the task by two cohorts of 100 students involved quantitative and qualitative analysis of data from open survey questions as well as SETLs. Results were overwhelming positive, especially about enjoyment and creativity, learning how to relate chemistry to other subjects, and preferring doing the poster to an essay. Future iterations will involve improving the balance between hours devoted to poster preparation and unit content. We recommend this type of assessment for any service units, especially in engaging first year students.

Cross faculty Communities of Practice: Biology meets Chemistry

Dr Susan Turland and Mrs Susan Salter

A cross faculty community of practice was initiated between the unit co-ordinators teaching Biology, School of Human Life Sciences (SHLS) and Chemistry, School of Chemistry(SC) to increase the learning outcomes for students undertaking co-requisite first year units. In 2009, Susan Salter, Biology lecturer in SHLS approached Susan Turland, Chemistry lecturer in SC and proposed an alignment of their individual units in terms of overall theme and application of the foundation knowledge. This innovative initiative was motivated because students were struggling to pass the Chemistry unit and were unable to see the relevance and alignment of

foundation knowledge in a broader perspective in both the Chemistry and Human Biology units.

By providing continuous connections throughout the semester between the units, the students engaged with the knowledge and were able to make links between the unit content, thus leading to deeper learning. Changes included continually referring to the common contextual biology/ chemistry theme, aligning scientific terminology, expanding upon material from one unit to the other, using each others' examples and allowing the students to explicitly show the links between units in a specific assessment task.

Our aim was to provide Chemistry and Biology students with a variety of interconnected learning and teaching opportunities to allow them to see the relevance of unit content from foundation to extended and applied knowledge across units.

PASS at UTAS: Fostering excellence in peer learning across the institution

Ms Julia Orpin, Ms Amy Willows, and Dr Jane Skalicky

PASS has become a vibrant and living part of the UTAS student experience. As an institution-wide program, PASS currently supports 54 first year units across all seven faculties and all Tasmanian campuses. In 2011, 48 PASS Leaders and 4 senior PASS Mentors worked with the Program Coordinator to provide quality peer learning sessions every week for over 1500 students. Leaders at UTAS are trained and supported in their role through a cross-disciplinary team approach supported by experienced PASS Mentors. The embedding of critical reflective practices for all members of the UTAS PASS team has resulted in the development of innovative training activities to support and challenge Leaders in their practice.

Comprehensive evaluation of the program over the past five years evidences the following key outcomes for students who attend PASS: increased average academic outcomes (final average marks 7-12% higher than students who do not attend any PASS sessions within the same unit); excellent retention rates (over 95% for regular PASS attendees); and enhanced campus community engagement. Students report that PASS assists their learning of the subject, particularly in relation to gaining an improved understanding of the course content. They indicate that PASS provides them with an opportunity to ask questions in a supportive learning environment in which they are encouraged to actively participate.

PASS has been recognised nationally and internationally for its quality and wide-ranging impact on student learning at UTAS. It has also developed into a vibrant community of emerging leaders of teaching and learning through the senior students taking on roles of PASS Leaders and Mentors. In 2009 PASS at UTAS was awarded a Vice-Chancellor's Award for Outstanding Contribution to Student Learning. Additionally, UTAS PASS Leaders have received national Outstanding Leader Awards every year since the awards were inaugurated in 2008.