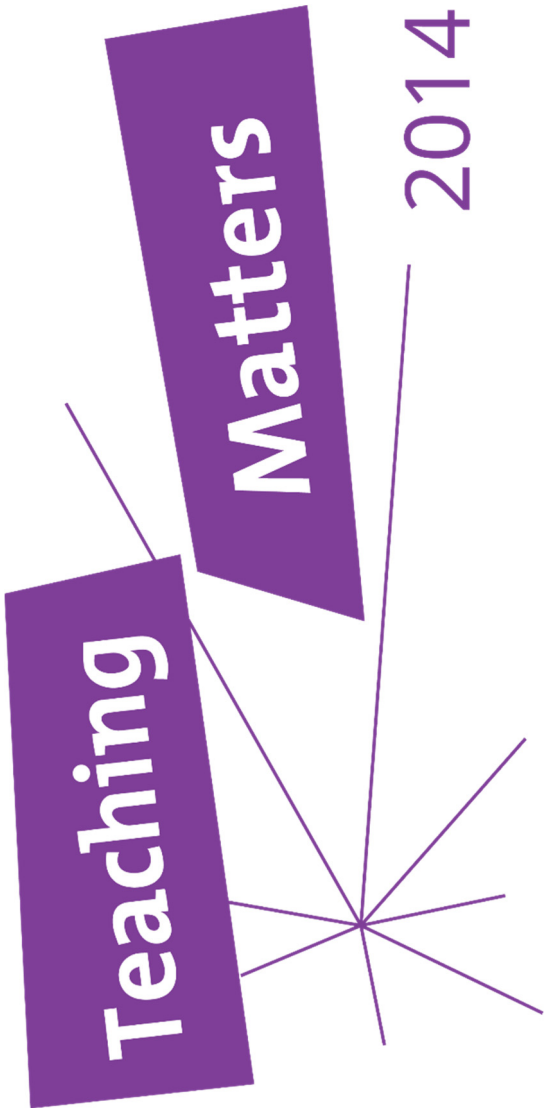

Places and Spaces

2-3 December, 2014

Sir Raymond Ferrall Centre
Newnham Campus
University of Tasmania

Organising committee

Teaching Matters 2014 has been organised by the following Tasmanian Institute of Learning and Teaching (TILT) staff:

Conference convenors: Jo Osborne and Ben Cleland

Support staff: Tamzen Jeanneret, Melissa Mace and Rebecca Shaw

The organising committee wishes to thank all staff for their contribution to Teaching Matters 2014**.**

UNIVERSITY *of* TASMANIA

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Contents

Welcome to 2014 Teaching Matters

"Places and Spaces"

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 Panninher or Leterrermairrener (pronounced Par-nin-her, Letter-ramare-run-nah) People, the traditional owners and custodians of this Place and 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 my great pleasure to welcome you to the 13th annual Teaching Matters Conference. Teaching certainly does matter!

The University of Tasmania has much to be proud of; we can say with confidence that we lead Australia with our teaching quality. Peer recognition through the Australian Government's Office of Learning and Teaching via the granting of national awards and grants is intensely competitive, and the University has performed with distinction across the last three years.

Good teaching is at the heart of what it means to be an academic not least because it demonstrates our care for our students. Good teaching is not, of course, an end in itself, but is defined by its core function – to ensure student learning that happens in ways that are appropriate to the challenges of living and working in the global society of the 21st Century.

Appropriately, the focus of the conference this year is "Places and Spaces". This theme is multi-faceted. The on-campus and off-campus experiences, campus infrastructure and design, situated and workplace learning, Open Educational Practice and MOOCs, pathways to study and importantly, pathways to professional development all speak to this theme.

I urge you all to take advantage of this opportunity to celebrate our successes and continue our conversation about why teaching matters.

Yours sincerely,

Professor Peter Rathjen

Vice-Chancellor

General Information

Name tags

All delegates will receive a name tag on registration. The Tasmanian Institute of Learning and Teaching (TILT) 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 TILT's activities.

Lunch and Refreshments

Morning tea, lunch, afternoon tea and drinks on Day 1 will be provided in the Sir Raymond Ferrall Centre foyer during the scheduled time. Morning Tea for Day 2 (Workshops) will be provided in the Sir Raymond Ferrall Centre foyer.

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 TILT staff will assist you with any other dietary requirements.

Toilets

Toilets are located off the foyer in the Sir Raymond Ferrall Centre.

Email access

Computers in the Sir Raymond Ferrall Centre foyer are available to Teaching Matters delegates.

Refereed conference papers

Fully refereed paper abstracts are symbolised in the abstract section with an asterisk (*). Refereed conference papers from Teaching Matters 2014 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 past Teaching Matters conference proceedings are available from: http://www.utas.edu.au/teachingmatters/index.html

Notes

Program Overview

Day 1 – Tuesday, 2 December

Conference Day, 9:30am – 5:30pm

SESSION	ROOM	PRESENTER/S	TITLE
9:30am – 10:00 am	*Registration and Morning Tea on arrival - Sir Raymond Ferrall Centre Foyer*		
10.00am-10.20am	Lecture Theatre 5	A/Prof Natalie Brown, Head, TILT	Housekeeping
		Aunty Phyllis Pitchford	Welcome to Country
		DVC, Students and Education Prof David Sadler	Opening address
10.20am-11:00am		Prof Gregor Kennedy	Keynote address: Making University Spaces Places for Education and Learning
11:00am-11:10am	*Move to Parallel Session One*		
Session 1 11:10am-12:10pm	Lecture Theatre 5	Ruairi Murphy, Elizabeth Seymour	All places are not equal: locating the Library's online tutorials to ensure optimum discoverability and authority
		Wendy Page, Morag Porteous	International medical students: Enhancing clinical communication in context
		Wendy Fleet, Louise Oxley	Scaffolding essay writing skills for accounting students: A collaboration
	Flexible Learning Space A	Carolyn King	Quality online spaces: Bringing MOOC technology to MyLO
		John Kertesz, Sharon Thomas	U-Map to close the loop
		Mark Dibben	Breadth units: Re-thinking place and space in the curriculum

Session 1 (Cont.) 11:10am-12:10pm	Flexible Learning Space B	Stephanie Zank	Process feedback to enhance learning
		Nenagh Kemp	This place vs any place: Student performance and preference in online vs face-to-face Psychology practical classes
		Richard Burnham	Learning-by-Making: High impact learning in Design*
	Seminar room L142	Lyndal Mellefont	Flipping Microbiology laboratory classes
		Dwight Assenheimer	Applying *Emoticons* as a fast on-going feedback on teaching
		Ashley Edwards	Developing an Inquiry-Oriented Learning approach in "this place"
12:10pm-12:15pm	*Move to Parallel Session Two*		
Session 2 12:15pm-12:55pm	Lecture Theatre 5	Carey Mather	Utilisation of Echo 360: A comparison between undergraduate nursing and maritime disciplines
		Shu-Ling Chen	Innovations in distance learning in maritime business education: Experiences from the Australian Maritime College*
	Flexible Learning Space A	Kathleen Burke	The Bachelor of Dementia Care MyLO Common Room Initiative
		Louise Oxley	Oral communication skills development for Pharmacy students: A shared space
	Flexible Learning Space B	Ralph Alexander	UTAS Video Communications Improvement Program
		Sam Todd	"New Generation Learning Spaces": Aligning the strategy, technology and facilities to ensure a whole-of-institution response to a changing learning environment
	Seminar Room L142	Rosie Nash	High Impact Learning: Illuminating the profession's competency standards to Bachelor of Pharmacy students using individualised 'Traffic Light' reports.
		Jane Stratton, Rob Lewis, Merran Rogers	Building a bridge AND getting over it: Improving the attitudes of pre-degree program students towards Mathematics.
12:55pm - 1:40pm	*Lunch – Sir Raymond Ferrall Centre foyer*		

Session 3 1:45pm-2:45pm	Lecture Theatre 5	Karen Hall	Starting in Place: A preliminary investigation of first year curriculum design in response to critical regionalism*
		Marie-Louise Bird, Chin-Liang Beh	This place or any place: Student preferences for lecture 'places' in a blended learning environment in Bioscience*
		Nick Arnott, Danielle Williams	Achieving a sense of 'place': Reflections from a satellite campus*
	Flexible Learning Space A	Lynette Goldberg	Evaluation of student learning in an online unit in the Bachelor of Dementia Care degree using computational linguistics software 'Leximancer'
		Abbie Grace	Employing targeted skills-based resources to supplement subject material in an online degree
		Vasiliki Betihavas	Evaluating the 'Comprehension of the Principles of Referencing (CPR)' quiz: Educating students about avoidance of plagiarism in the School of Health Sciences
	Flexible Learning Space B	Tina Acuna	AgLTAS: A network of practice that has defined national Learning and Teaching Academic Standards for Agriculture
		Juliet Sondermeyer	Factors that influence student engagement in learning and acquiring skills for a generic attribute: The case of the Global Perspectives Program
		Clair Andersen	Indigenising Universities: Comparing UTAS with others
	Seminar Room L142	Therese Toohey, Vasiliki Betihavas	Peer Learning Circles: Peer mentoring and evaluation of teaching within a Bachelor of Nursing program in Australia*
		Tracy Douglas	Any place to engage students in learning and teaching in Health: The role of social media
		Sally Fulgsang, Julia Carew, Jane Skalicky	Informing our peer led places
2:45pm-3:30pm	*Afternoon Tea @ Connections Café – round tables: Raj Eri (Flexible Learning Space A), Karmen Pemberton and Elizabeth Hellsing (Flexible Learning Space B)*		

CoP Short Presentations 3:35pm-4:15pm	Lecture Theatre 5	Belinda Williams	Gender Policy and Strategy Community of Practice
		Ben Pocius	The Foundation Studies Program PLC
		Nicole Crawford	Social Inclusion Community of Practice
		Lisa Fletcher	The Teaching of English in Tasmania Community of Practice: Building links between UTAS English and TCE English
		Neil Sefton	Embracing the possibilities in our changing inner space: Establishing a Simulated Patient Community of Practice
		Rosie Nash	Community of Practice finding common inner space through Quality Pursuit
		Martin Harris	A transition program for students from Culturally and Linguistically Diverse (CALD) backgrounds
		Kerry Howells	Book club as a space and place for communities of practice
		Rosie Nash, Christine Adams, Danielle Williams	Reading and reflecting together as a community of practice through participation in a book club
4:15pm-4:25pm		Prof David Sadler	Awards announcements
4:25pm-4:30pm		A/Prof Natalie Brown, Head, TILT	Conference close
4.30pm-5.30pm	*Interactive Poster Review Session and Drinks in the Sir Raymond Ferrall Centre foyer*		

Program Overview

Day 2 - Wednesday, 3 December

Workshop Day, 9:15am – 1:15pm

SESSION	ROOM	PRESENTER/S	TITLE
9:15am – 9:45am	*Registration and refreshments in the Sir Raymond Ferrall Centre foyer*		
9:45am-11:15am	Flexible Learning Space	Gregor Kennedy	Learning Analytics: How do I make sense of all this data!!
11:15am – 11.45am	*Morning tea in the Sir Raymond Ferrall Centre foyer*		
Concurrent workshops 11:45am -1:15pm	Seminar Room L142	David Kember and team	Strategies for helping students in developing employability skills in your online unit
	Flexible Learning Space A	Nell Rundle, Matt Hingston	Good practices for student retention in Blended Learning
	Flexible Learning Space B	Luke Padgett, Vanessa Warren and Carina Bossu	Sharing Learning Resources to meet Teaching Performance Expectations: An Institutional Significance Project

Keynote Speaker

Professor Gregor Kennedy

Speaker's Profile

Gregor Kennedy is the PVC (Educational Innovation) at the University of Melbourne and is Head of Learning Environments, the department responsible for virtual and physical learning spaces. He is also Professor in the Centre for the Study of Higher Education and his current work involves leading the University's strategy in technology-enhanced learning and teaching, undertaking research and supporting staff in the use of learning technologies.

Gregor has spent the last 15 years conducting and overseeing research and development in educational technology in higher education. His research interests include university staff and students' use of technology; interactivity, engagement and self-regulation in online learning environments; the use of 3D immersive simulation for learning; and the use of learning analytics in educational research and evaluation. He has published widely in these areas and is the co-lead editor the Australasian Journal of Educational Technology.

Making University Spaces Places for Education and Learning

Over the last two decades the ways in which students have sought to engage with universities and their programs of teaching and learning has changed. While the reasons behind this are multifaceted, in this presentation I will argue that these changes have disrupted our thinking about the design and use of educational space. I will make a distinction between learning spaces and learning places, and argue that we need to pay more careful attention to the factors that make "institutional" and "classroom" spaces – whether physical or virtual – meaningful places for education and learning.

UTAS Teaching Awards

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

Congratulations to the 2014 recipients of the: Vice Chancellor's Awards for Teaching Excellence, Vice Chancellor's Awards for Programs that Enhance Learning and Vice Chancellor's Citations for Outstanding Contribution to Student Learning.

Awards for Teaching Excellence

NAME	FACULTY AND SCHOOL/SECTION
Assoc Prof Natalie Brown	Tasmanian Institute of Learning and Teaching (TILT)

Awards for Programs that Enhance Learning

NAME	SCHOOL/SECTION	TITLE
Ms Juliet Sondermeyer	School of Health Sciences & School of Medicine in the Faculty of Health Student Centre in the Division of Students & Education	Global Perspectives Program (GPP)
Mr Matthew Hingston		
Mr Peter Komsta		
Dr Nick Cooling		
Dr Bunmi Malau-Aduli		
Mrs Sandra Holmes		
Ms Morag Porteous		
Ms Lucy Sun		
Dr Andrea Carr		
Dr Jo-Anne Kelder		
Ms Anne Rothwell		

Citations for Outstanding Contribution to Student Learning

NAME	SCHOOL/SECTION	CITATION
Ms Lucy Bleach (Individual)	Tasmanian College of the Arts	For the design and delivery of innovative learning opportunities that recognise Sculpture as an integral link within contemporary arts practice and the fine arts disciplines
Dr Glen Hodges (Individual)	Tasmanian College of the Arts	For generating an environment that encourages consistent, creative and enthusiastic engagement by music students
Dr Carolyn Philpott (Early Career)	Conservatorium of Music, Tasmanian College of the Arts	For excellence in the development and implementation of an innovative e-learning environment that enhances and supports student learning in the study of music research methodology
Ms Jillian Downing (Individual)	School of Education	For the scholarly activities and service innovations that have improved the design of online environments, enhanced student learning experience and fostered professional partnerships
Dr Tracey Muir (Individual)	School of Education	For sustained commitment to developing and enhancing pre-service teachers' experiences in teaching and learning mathematics through engagement in scholarly activities that link theory with practice
Dr Tina Acuna (Individual)	School of Land and Food	For leadership in assessment practice that enhances student learning outcomes and the development of national academic learning and teaching standards to inform curriculum design
Mrs Nicole Herbert (Individual)	School of Engineering and ICT	For sustained commitment to ICT curriculum development that enhances student learning and work readiness by incorporating in-demand industry skills
Mrs Rose Nash (Early Career)	Pharmacy, School of Medicine	For being an agent for QA of teaching and learning initiatives that assure graduates (future health professionals) are competent lifelong learners

Dr Carolyn King Mr Tony Carew Mr Ciaran O'Mara Mr Jeremy O'Reilly Mrs Netty Gibson Assoc Prof Fran McInerney Dr Jo-Anne Kelder Mr Luke Padgett Miss Jo Hanuszewicz (Team)	Wicking Dementia Research and Education Centre	For innovation in coordination, development, design and marketing of online learning and teaching through the delivery of UTAS's first massive open online course (MOOC), Understanding Dementia
Dr Alison Canty Dr Andrea Carr Dr Jo-Anne Kelder Mrs Helen Ceperkovic Mr Robert Ceperkovic Ms Kathleen Burke Mrs Amanda Harper (Team)	Wicking Dementia Research and Education Centre, School of Medicine and Student Centre	For creating a supportive and flexible environment for online learning that inspires and motivates student learning in a non-traditional student cohort

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

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

Congratulations to the following UTAS staff who won National Citations for Outstanding Contributions to Student Learning.

OLT Citations for Outstanding Contribution to Student Learning

NAME	SCHOOL/SECTION	CITATION
Dr Jamie Chapman	School of Medicine	For development of engaging technology enhanced resources for students of microscopic anatomy that allows greater connection with the content, with their peers and lecturers
Dr Julian Dermoudy	Faculty of Science, Engineering and Technology	For clear and responsive teaching approaches that have engaged and inspired large and diverse cohorts of ICT students for over twenty years

Presentation Abstracts

Listed by session

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

Session 1

11.10am-12.10pm. Concurrent presentations

SESSION 1

LECTURE THEATRE 5, SIR RAYMOND FERRALL CENTRE

All places are not equal: locating the Library's online tutorials to ensure optimum discoverability and authority

Ruairi Murphy, Elizabeth Seymour, Ashley Edwards, Katrina Dewis

This presentation explores the importance of place in the discoverability and authority of Library's online tutorials.

In 2013, having constructed the LIST (Library Information & Research Skills Tutorial)—a pedagogically sound, self-paced, self-directed online tutorial that presents specific Information and Research Skills (IRS) concepts—the Library considered what might be the ideal place to locate its new resource. Two factors were crucial in this decision: discoverability (in which place would students and staff receive the greatest exposure to the LIST?) and authority (in which place would students and staff ascribe the most authority to the LIST?).

According to Tuan (1977), what distinguishes one place from another is the extent to which human beings have given value to a specific area. At UTAS, the designated place of academic value is MyLO. Here students access their lecture content, tutorial readings, assignment details—all the 'core' material deemed necessary for them to complete their unit; it was hypothesised that MyLO is not only a place of high student and staff traffic, but it also a place that imbues its content with authority.

The Library decided to locate the LIST within MyLO as a non-award unit.

To help evaluate this decision, the Library collaborated with Ashley Edwards, a first year Biosciences coordinator. In Semester 1, 2014, Ashley integrated the LIST into KZA 161, requiring her students to complete a LIST assessment activity as well as formally evaluate the LIST via a questionnaire.

A total of 227 students completed the survey. Feedback indicated that while the majority of students successfully located the LIST, many expressed frustration because 'it wasn't in the Zoology MyLO page', suggesting an inequality of meaning in the places within MyLO. No student commented on the authority of the LIST, which was considered less the result of place and more the result of advocacy from a person in a position of authority, in this case Ashley.

These results have implications for future LIST location, design and advocacy decisions in the context of on-campus and online delivery modes. These implications will be discussed in the presentation.

Reference

Tuan, Y.-F. (1977). *Space and place: The perspective of experience.* Minneapolis: University of Minnesota Press.

International medical students: Enhancing clinical communication in context

Kwang Yee, Helen Lord, Morag Porteous, Wendy Page

In the MBBS course a cohort of students arrive from that place (IMU, Malaysia) to this place (UTAS School of Medicine) mid-way through their course. New to Australia, they are not familiar with socio-cultural-contextual and communication issues affecting teaching and learning within the Australian healthcare context, such as local accents, everyday Australian English and slang as well as the cultural rules and conventions that apply in Australian health settings, another cultural space. This cohort experiences challenges in communicative practices which have a direct impact on their performances during assessments. This project engages the user-centred design and action research approach to identify aspects of support that are useful and meaningful to students. This student-centred approach is a tool to understand socio-cultural and contextual issues in order to derive and implement interventions to assist students in their transition to this place. Through this process, the project aims to develop a conceptual model to better understand the sociocultural and contextual aspects of international medical students' UTAS experience. Thus the C4 project has two broad aims

- a research project to develop insights into socio-cultural and contextual factors associated with learning within the Australian healthcare setting
- a responsive student-centred support program addressing identified issues.

The support program includes peer support, opportunities for enhanced learning with the medical content of the degree, sessions with a drama professional and a series of parallel clinical communication workshops. The workshops are focussed on clinical communication with patients in an authentic hospital setting.

Collaboration between different spaces within and outside of the university is a key part of the C4 project. Internal collaborators include clinical teaching staff, central support staff and the students themselves, and external collaborators include RHH staff and patients.

This project adopts a multi-modal evaluation framework, addressing Kirkpatrick's four level learning evaluation objectives. The evaluation methods include:

- Focus groups
- Anonymous surveys
- Networking for informal information gathering
- Analysis of students' OSCE performance in summative assessment
- Input from other teaching staff
- Observation of students (e.g., in ward sessions)

Data analysis techniques utilised include descriptive statistics and qualitative data analysis adopting the principles of grounded theory.

The data collected thus far demonstrated good achievement for all four level of Kirkpatrick's evaluation framework. Satisfaction surveys showed that sessions were well received (level 1). Direct observation and feedback from colleagues demonstrated good learning of communication skills from workshops (level 2). Focus group and video recording have shown that students have applied the knowledge and skills learnt from their sessions into clinical practice as well as during assessments (level 3). Finally, students have performed better in their degree since this program was introduced, positing the possibility that strengthening confidence in clinical communication allows students to maximise their learning in the clinical context. Further data collection, especially longitudinal data will be helpful in order to understand the duration of impact of this program on student learning.

Scaffolding essay writing skills for accounting students: A collaboration

Wendy Fleet, Louise Oxley

Accounting courses have traditionally concentrated on teaching technical skills for the profession. Recently however, the design, content and delivery of accounting courses in Australia has undergone considerable change, especially with regard to expectations for graduates. AQF, ALTC, and CPA/ICAA accreditation requirements, as well as the University graduate attributes, all emphasise the importance of written communication skills for university graduates and the accounting profession. This presentation showcases the scaffolded writing skills support provided for students enrolled in the Masters in Professional Accounting (MPA) offered on-campus in Hobart.

Students entering the MPA are predominantly international (over 90%) and also have a first degree in a non-accounting discipline. The number of students in the course with English as an Additional Language (EAL) is unknown, but the proportion is likely to be very high. It is now generally accepted that students arriving in Australia immediately prior to the commencement of their course of study, with limited understanding of the nature of that study, and with little prior experience of Australian academic and business settings, are likely to experience significant challenges with both transition and assignment tasks. To maintain the quality of the accounting course, collaborative partnerships between discipline staff and Learning Skills Advisers can provide effective, equitable and scaffolded support that addresses the communicative demands of specific courses and therefore contributes to the achievement of successful academic and professional outcomes.

The scaffolding provided for the MPA students covers in-class activities, a website aimed specifically at writing skills for accounting students and, over the last four years, a collaborative initiative between the coordinator of BFA605 Financial and Corporate Accounting and a Learning Skills Adviser from the Student Learning team. The collaboration aims to embed writing skills development into the program in preparation for the major essay assignment. Each semester, supplementary workshops designed to develop key skills for addressing the task requirements are timetabled into the unit. The workshops are interactive, with small-group discussion centring on the writing process and essay presentation requirements, application of the accounting regulations to the particular real-world case, analysis of argument structure in model paragraphs, and a focus on grammar and vocabulary features which commonly occur in the essay context. Workshop content is continually revised in consideration of feedback from students and the unit co-ordinator.

Evaluation surveys are completed by workshop participants at the end of each workshop. Feedback has consistently been very positive. For example, this semester 60% of respondents rated the workshops as Extremely Useful, with the remaining 40% rating them as Useful. It is anticipated that the scaffolding of writing skills development for BFA605 students will continue and expand into other accounting units in the MPA course. The aim is to create a comprehensive embedded writing skills program across the MPA that enables accounting students to become successful communicators at University and in their professional lives.

SESSION 1

FLEXIBLE LEARNING SPACE A

Quality online spaces: Bringing MOOC technology to MyLO

Carolyn King, Tony Carew, Ciaran O'Mara, Jeremy O'Reilly, Aidan O'Mara, Netty Gibson, Christiane King, Adam Carvosso

The Understanding Dementia Massive Open Online Course (MOOC) has met multiple quality standards. In its first two deliveries, the course attracted 25,000 students from 96 countries, averaged a completion rate of 38% (compared with the international MOOC average of 7%) and received 5-star ratings across multiple international MOOC review websites. The course was also recognised at the beginning of the year in a

correspondence piece in the journal Nature as an example of how MOOCs can support non-traditional and disadvantaged learners.

The success of the Understanding Dementia MOOC was underpinned by a supportive and innovative approach to course structure and educational design. For example, the team responsible for developing and delivering the MOOC created a range of customisations to enhance and extend the functionality of the open platform. These included tools for registration, note-taking and collation, as well as personalised certificates of completion. One particular customisation was the development of a unique content-building template that could be used within the Desire2Learn platform.

We have now adapted the template for implementation within MyLO. The template enables unit developers to create an inviting and structured online space and facilitates student navigation. In addition to providing a structure for content layout, the template incorporates a set of complementary components that enable the development of engaging content activities. Despite being in the early stages of development, the template has been deployed in a range of courses across the Faculty of Health, with positive feedback from both staff and students.

We discuss how the template is being used to deliver quality online offerings at the University of Tasmania. By embedding evidence-based best practice into a content-building framework, the template takes the onus off teaching staff to become experts in online technology, allowing them instead to focus on curriculum development. The content-building template is an example of how the technical innovations applied to MOOC development can be extended to enhance accredited courses.

U-Map to close the loop

John Kertesz, Sharon Thomas

The U-Map to close the loop presentation reports on the development in the Faculty of Education of U-Map, a simple user-friendly tool that reveals and promotes the constructive alignment of units, systematically and progressively accumulates data for course accreditation, and facilitates ongoing critical review of teaching.

It is a truism that the contemporary educational environment is exerting multiple pressures on universities. On the one hand courses are confronted with demands for compliance with governmental and professional standards. Meanwhile, deregulation of undergraduate places and greater transferability is increasing competition and pressures for high quality learning experiences that enhance retention and promote enrolments.

In response to these challenges, Bachelor of Education (Applied Learning) (BEdAL) staff in the Faculty of Education initially adopted a proactive approach of addressing the reaccreditation requirement from the point of unit design. This compliance objective resulted in the construction of a simple Word table that aligned assessment tasks, standards, and threshold learning outcomes (TLO), and matched them with exemplars of student work. However, this process also was found to facilitate comprehensive unit revision beyond that prompted by student survey outcomes, and to support review processes being introduced in the University of Tasmania. The resultant transition from compliance to a teaching and learning focus generated an evolutionary expansion of the initial concept to a spreadsheet format that includes taxonomies of learning aligned intended learning outcomes (ILO), assessments, teaching and learning activities (TLA), and compliance standards. The new U-Map tool allows for a holistic critique of unit constructive alignment down from ILO to TLO and back again, exactly as intended by Biggs & Tang (2011). It also provides a dynamic scaffold for new staff in the backwards design of units, and an analytical framework to interpret eVALUate data.

Initial peer response to U-Map has been positive with collegial input prompting progression to a prototype web-database version. A key consideration for peers is that the final version of U-Map should save time and alleviate workload, particularly for recertification. Nonetheless, additional front end commitment may be required to upload existing units, and some staff may react unenthusiastically to additional preparation efforts beyond the unit outline. However, a Faculty of Education commitment to U-Map promises numerous

positives, such as mitigating the compliance burden, preventing curriculum drift, and improving teaching relevance for students.

By verifying constructive alignment from course learning outcomes through to each assessment and TLA, U-Map provides for discrimination between issues in unit design and teacher delivery, and acts as a diagnostic tool for comprehensive remediation. However, more significantly, U-Map establishes teaching staff at the front end of quality assurance by helping them unite all of the elements that we know contribute to high impact learning experiences. With U-Map as the foundation, eVALUate achieves greater benefits by informing a continual improvement procedure already established at the point of unit design.

Reference

Biggs, J., & Tang C. (2011). *Teaching for quality learning at university* (4th ed). Maidenhead, Berkshire, England: Open University Press/McGraw-Hill.

Breadth units: Re-thinking place and space in the curriculum

Mark Dibben, Rachael Phegan, Natalie Brown

Traditional approaches to curriculum development in Higher Education have put the focus a) on the place of Faculty-specific courses and units grounded entirely in individual disciplines, and b) on the predominantly physical space of the face-to-face approach to delivery; where distance has been incorporated it has largely been as an add-on to the existing classroom offering. The University of Tasmania has recently embarked on a radically different approach to the development of its curriculum through Breadth Units. These not only rethink the place of Faculty-specific education in the delivery of graduate attributes but also rethink the way in which physical and virtual space can best be used to deliver meaningful student experiences.

The world we live in faces many unavoidable but fascinating challenges. While benefiting from the contributions of individual disciplines such as the ones students choose to specialise in, these challenges can perhaps only be seen in their entirety through the lens of numerous disciplines all-at-once. Leading universities around the globe have each understood the need for graduates to have such a rounded perspective. The University of Tasmania, like its counterparts, is keen to provide all its students with the opportunity to view these broad global challenges in a genuinely inter-disciplinary way. To our knowledge no other University apart from ours, however, has yet sought to ensure a genuine choice of such breadth units. The University has taken this 'choice' approach so that students can build their inter-disciplinary knowledge in the way they wish to, in order that their studies within their chosen discipline specialty can be best informed by the breadth on offer.

This presentation will showcase the unique approach to breadth that the University is taking. It will explore: 1) explore the principles behind the breadth units; 2) the challenges that have been encountered in regards to traditional concepts of place and space; 3) what has been learnt – good and bad – through the first year of their implementation; and 4) the possibilities for the future development of breadth units in particular, and the concept of student-driven choice in more general terms. In this way the presentation will provide an opportunity to explore issues such as multidisciplinary design, staff collaboration and the teaching of complex topics placed in-between Faculties using a blended model that re-interprets the locus of teaching and learning as a genuine integration of both f2f and virtual spaces. New ideas for breadth units should emerge naturally from the discussion.

SESSION 1

FLEXIBLE LEARNING SPACE B

Process feedback to enhance learning

Sudhakaran Edathil, Christopher K.H. Chin, Stephanie Zank, Dev Ranmuthugala, Susan Salter

Assessment processes linked to timely feedback are widely recognised as an important part of the learning process. Providing 'real-time' feedback (integrating immediate feedback within activities) has the potential to improve the effectiveness of the assessments by using a self-directed learning approach and increasing the learner's responsibility for their own learning at their own pace. It further enhances the students' confidence in their individual capacity to learn. Integrating feedback within assessment tasks leads to a feed-forward process for summative assessments.

In the current learning environment, there are a number of examples of assessment and feedback tools with varying designs of integration but they have limited use in improving student-centred learning. Many of these tools are aimed at automated marking systems with 'product feedback' and where feedback is provided only at the end of a task. The assessment and feedback tools are increasingly being utilised in assessments in order to reduce marking time and plagiarism. Some of the online learning and assessment platforms incorporate 'Quiz' tool capabilities with feedback; however they lack the adaptability to provide integrated 'Learning' and 'Dynamic Assessment' tools. Thus, there is a need to have a common 'tool provider' that can be customised to meet the individual needs of various units and applications. This tool must also be able to integrate the functionality of learning and assessment into the University's Learning Management System. This has the capacity to increase consistency across the use of online assessment tools which are accessed by both learners and assessors.

The authors previously experimented with an iterative approach in assessment tasks to enable students to learn and apply concepts in problem-solving. This was done by providing an opportunity to practice and learn at their own pace and self-assess their own errors. Although students' performance levels improved, it was evident that the approach lacked the ability to locate the errors or to assist the students in addressing them.

This project has developed an adaptive learning and assessment application with a 'process feedback' functionality (formative feedback given during the process of learning and/or assessment) to further enhance student-centred learning outcomes. This was achieved by providing feedback during the process of solving a problem, such as a multiple choice question. This 'process feedback' functionality provides prompts which self-direct students along pre-defined 'way points' in the process of answering the question. This improves the students' understanding of the concept being tested. Real-time instantaneous feedback is provided iteratively to self-assess and guide students through their progression in learning rather than acting purely as an indicator of having correctly or incorrectly answering the question. The application was initially trialled and verified using engineering units involving problem-solving activities; however it will be extended to non-engineering units, such as the biological sciences in the future.

This place vs any place: Student performance and preference in online vs. face-to-face Psychology practical classes

Nenagh Kemp, Rachel Grieve

In step with a growing emphasis on flexible, self-directed learning in higher education, many practical classes in Psychology are moving from being exclusively face-to-face, to a combination of face-to-face and online. This research aimed to assess students' preference for, and academic performance in, learning activities presented in these two modalities. The study compares students' often conflicting opinions on learning experiences grounded in "This Place" – involving real interactions with peers and teachers – and learning which can be experienced in "Any Place" – bringing greater flexibility, but also a feeling of disconnectedness from others.

In Study 1, third-year students in Developmental Psychology (*n*=71) completed written exercises, class discussion, and a written test on two topics. The topics were counterbalanced so that half the students did the activities face-to-face for one topic, and online for the other topic, with the order reversed for the other half. Study 2 was a follow-up with 37 different students studying Psychology of Language. These students were asked to consider different aspects of the learning activities separately when rating their modality preferences.

From analysis, in Study 1 there was no significant difference in students' preference for doing practical classes online vs. face-to-face, nor in their marks in the two modalities. However, in written comments, students expressed a strong dislike of engaging in discussions online, preferring the personal and immediate feedback of face-to-face discussion. The results of Study 2 confirmed this satisfaction with online learning for written activities, and again revealed a strong preference for face-to-face classes when it came to group discussion. We also conducted a thematic analysis to identify the overall themes which emerged from the students' qualitative comments. When students preferred to complete learning activities in-class, the most common theme was the greater sense of engagement in face-to-face (compared to online) interaction. When students preferred to complete activities online, they most often noted the convenience of this modality, rather than focusing on pedagogical benefits.

Despite the increased flexibility offered by online learning, students' engagement in this modality seems to vary with the type of learning experience. Lecturers should therefore aim to structure class material so that even if written activities are completed online, students can benefit from the more personal and interactive experience of face-to-face discussions in-class. This balance between convenience and engagement is a potential benefit of this kind of blended learning.

Keywords: online learning, face-to-face learning, undergraduates

Learning-by-Making: High impact learning in Design*

Richard Burnham, Louise Wallis, Ian Clayton, Robin Green

The purpose of this paper is to describe the role High Impact Learning experiences can have in changing the way that students understand and practice design. At the School of Architecture & Design, the Learning-by-Making (LBM) program provides such an opportunity, where students collaboratively design, assemble and install small community projects in both 'This Place' and 'That Place'. Students engage in three distinct learning 'spaces': they evaluate, analyse and reflect as individuals, they collaborate, negotiate and take responsibility as a student group, and they engage with diverse world-views in a community space.

The paper reflects on the LBM learning and teaching model through the analytical lens of a Threshold concept. The act of collaborative making can be 'transformative' in that it results in irreversible conceptual links between the design idea, fabrication and practice. The conceptual space of the project is clearly 'bounded' by the brief, budget, technology and client requirements. LBM projects are 'integrative' in that they inevitably involve materials, structures, patterns of habitation and climate control. The learning is 'discursive' in that students are encouraged to articulate their opinions on design decisions, both within the student group and with community collaborators. Students' collated reflections and observations provide rich evidence of the reflective value of High Impact Learning and its transformative role in design education.

Keywords: threshold concept, design pedagogy, experiential learning

SESSION 1

SEMINAR ROOM L142

Flipping Microbiology laboratory classes

Lyndal Mellefont, Jiangang Fei

Integrating technology into the curriculum is widely used to engage "digital natives" and underpins a technology-driven initiative referred to as the "flipped classroom" (FC). FCs free class time from lectures by assigning students instructional content as homework prior to class. Laboratory settings, a cornerstone of the on-campus experience for students in science disciplines at UTAS, challenge technology integration, often for safety reasons, and largely rely on in-class instruction with recipe-like manuals. 'Flipping 'offers potential time saving and engaging solutions.

This Teaching Development Grant funded project investigated the utility of the FC model in a microbiology laboratory class (*N*=96). Lecture capture software (Echo360) was used to prepare a series of digital introductory lectures in advance of class. Data were collected from an online survey and Echo360 analytics (student usage statistics) to investigate effects on performance and to capture student perceptions. Effects on student performance were reported (Mellefont & Fei, accepted), with no correlation determined between students with a high level of engagement with 'flipped' lectures and their grade in the associated practical exam.

From 56 valid responses received, it was revealed that students usually accessed lectures once a week (91%), with most viewing them on the weekend (30%) or the day before class (46%). Viewing lectures at home (88%) was preferred and likely resulted in the majority of students viewing lectures by themselves (82%) rather than in a study group. Most respondents considered that the lectures assisted their preparation for classes (97%) and used them to revise for the exam (85%). The majority viewed the lectures on-line (70%) rather than downloading. Fifty seven per cent viewed lectures in a single session and the remainder paused when needed. Ninety five per cent of respondents agreed that removal of lectures freed in-class time to complete laboratory exercises. Thus, respondents concurred with literature reports that FCs increase student preparedness, provide continuous resources for revision, free class time to complete tasks and allow students convenient access to material at their own pace and in their own time.

Peer-to-peer collaboration is a proposed benefit of FCs and, anecdotally, lecturers concurred as they noted a higher level of peer-to-peer collaboration and interaction than previously. However, this was not always perceived as beneficial by students, with four noting that lack of preparation by lab partners or groups, i.e. those who had not viewed the lectures, hindered them in class. This highlights that lecturers must monitor and, if needed, intervene in these interactions to optimise the learning experience for all students.

We conclude that flipping a microbiology laboratory class can benefit students, particularly those willing to take more responsibility for their learning. Others, however, may need more support to adapt to this new learning culture. As adoption of any new pedagogy is an iterative process, the findings from this study enable future refinement of flipped microbiology laboratory classes.

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Mellefont, L., & Fei, J. (accepted). Using Echo360 Personal Capture software to create a 'flipped' classroom for Microbiology laboratory classes. Scheduled for ascilite Conference 2014, Dunedin, NZ.

Applying *Emoticons* as a fast on-going feedback on teaching

Dwight Assenheimer

It is now a common practice to request teaching feedback from students in most of the tertiary institutions around the world, particularly in Australia (Harvey, 2003). Of particular importance is that students perceive feedback as an important element of their learning (Poulos & Mahony, 2008), where timeliness occupies a crucial position, particularly for those embracing the university life for the first time. Students wish to

observe that their contribution is bringing the desired effect they expect once feedback is provided. In order to achieve those goals, teachers need to obtain feedback while the teaching program is delivered. Feedback obtained at the end of semester carries less importance to students once they have concluded a unit program (Bullock, 2003); therefore only a minority will contribute. Seeking feedback on a regular basis allows teachers to 'reflect in action' therefore remodelling the way they deliver the program (Kaufman, 2003).

In order to obtain a focused in-class feedback, a basic instrument was designed to capture the students' views on how well the teaching program was presented. It consisted of small cards showing Emoticon (Derks, Bos, & Grumbkow, 2008) characters rating levels of feelings modelled on the Likert Scale. Students were invited anonymously to rate their feelings about the lecture and state their reasons. The cards were distributed at the beginning of the lecture and collected at the end.

A spreadsheet with quantitative and qualitative data had been generated. It included graphs showing the students' rating on the lectures and their individual comments. The collected information became the basis for a critical review of following lectures as well as feedback on students' contribution to the delivery of following lectures.

Overall, the response was positive where students felt empowered and validated to express their opinion on the delivery of teaching material. The process allowed rapid, objective feedback while preserving the students' anonymity. It developed an open and frank atmosphere between lecturer and students, favouring an open communication. For the international students this was a unique opportunity, in some cases the first to express their opinion on the teacher. It also allowed modifications or variations on content delivery while the program was delivered. Finally, it provided the lecturer an opportunity for reflection during teaching.

Given its flexibility, this feedback model can be applied to on-line program delivery for example at the end of a teaching module, attached or not to student self-evaluation. It is a valuable instrument for the novice academic teacher, and through self-evaluation, contributing to the experience on learning and teaching.

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Keywords: teaching feedback, emoticon characters, levels of feelings, Likert scale.

Developing an Inquiry-Oriented Learning approach in "this place"

Ashley Edwards

Current thinking leans towards less structured, more informal and potentially more social learning opportunities with an increased emphasis on peer learning, flexibility of place, time and approach, and use of technologies. An enhanced ability to retain and apply information, improved problem-solving skills, more effective group work, increased confidence and opportunities to demonstrate leadership are just some of the potential benefits of such an approach.

Inquiry-Oriented Learning (IOL) is a type of authentic learning in which students determine the question, the approach and the answer(s) in a learning task. Inquiry-oriented learning allows students to learn from each other, to decide their own direction of exploration and to "problem-solve" their way to a solution. Most

importantly there is no single right question OR answer, and students determine the structure of the learning task.

This type of inquiry serves to revitalise use of existing teaching spaces, and value-add to face-to-face learning experiences by allowing students a safe environment in which to explore, discuss, develop valuable skills such as working effectively in groups, and express creativity and imagination: learning becomes less formal and more social. An IOL approach also accommodates the necessity of an awareness of animal ethics issues and the consequent need for oversight and supervision in large zoology classes. Dissections are not activities which can be undertaken "flexibly", but are highly valued by students.

An IOL strategy has been incrementally applied in KZA212 Functional Biology of Animals to transform a basic fish dissection into an exploration with minimal instruction from teaching staff. Traditionally, students were given a fish specimen, a set of notes and diagrams and told to follow instructions on what to do, when to do it, how it would appear when they did, and what to think about it at the end. This was a teacher-led inquiry.

This activity was subsequently modified: Students were given a fish specimen and an overarching question - "Is your fish a carnivore, an omnivore or a herbivore, and how can you tell?" This gave a reason for undertaking the activity, and emphasised the development of the ability to use evidence to support claims. Students were provide with written notes, not instructing how to conduct the dissection or interpret their observations, but were still told which fish characteristics to examine. The activity had become a guided inquiry.

In 2014, students were given a specimen and the same, overarching question, but no instructional notes. In small groups, students discussed which internal and external features might provide evidence to allow them to reach a supported conclusion, and how best to collect and record data. Following this discussion they reported back to the class, giving all the opportunity to modify their planned approach before beginning, based on sharing with peers. End-of-activity reflections on both content and process completed the circle. This was student-led inquiry.

The response from students has been extremely positive, with many students appreciating the freedom to be creative, and the safety of the "no wrong answer" approach. Students still benefited from substantial discussions with teaching staff, but they were now equal partners in these conversations, as quite often the opportunity to be imaginative and creative allowed students to develop approaches not previously considered by teaching staff.

Session 2

12.15pm-12.55pm. Concurrent presentations

SESSION 2

LECTURE THEATRE 5, SIR RAYMOND FERRALL CENTRE

Utilisation of Echo 360: A comparison between undergraduate nursing and maritime disciplines

Carey Mather, Christopher Chin, Livingston Caesar, Leah Chandler, Jiangang Fei

This trans-disciplinary study undertaken during 2013 investigated the transformative role of Echo360 lecture capture software on student learning behaviours within the disciplines of nursing, maritime management and engineering for on campus and distance students. Educational technology has led to a fundamental change in pedagogy and curriculum design, however, research on how educational technology influences class attendance of students is limited. Although there are many benefits associated with the use of Echo360 in learning and teaching, its acceptance is limited due to concerns about the supposedly negative impact on student attendance and classroom interaction. This University began using the Echo360 system in 2011, and by 2012, 419 units were using the system representing half of online units. There were 232 units using the system in one or more of the 30 enabled venues. The remaining 187 units were in non-enabled venues and used personal capture software or media-import. The aim of this study was to examine how students in nursing, maritime management and engineering used the system to enhance their learning.

In this cross-sectional study, an invitation was sent to 841 students enrolled in eight units across nursing, maritime engineering and management, eliciting a pooled response rate of 43%. A web-based survey using Likert scales and free text questions were used to explore how students used materials generated from the Echo360 platform alongside traditional lectures. Statistical analysis was undertaken to establish whether differences existed between the maritime and nursing cohorts. Research Ethics for this study was approved.

Gender, age and English as first language were different for the two cohorts of respondents. Of those who responded, there were more than twice as many females as males. The age profile was different where over 90% of respondents in nursing and only 10% in the maritime disciplines were over 31 years of age. In nursing, 80% of respondents indicated that English was their first language compared to 20% from the maritime disciplines.

There was no difference in the use of Echo360 with regard to missing lectures and for revision during study week for examination. There was a difference in the cohorts in their reliance on recorded class sessions to attending lectures. Nursing students were more likely to agree (68%) than maritime students (46%) that they relied on recorded videos of class sessions they might not have attended physically. Nursing students indicated it was relevant to have support from teaching staff on how to use Echo360 and that lack of support impacted negatively on their learning. Conversely students from the maritime disciplines indicated teaching or technical support was less relevant to their learning than the nursing cohort.

This study showed that student behaviour towards class attendance is similar regardless of discipline, age or English as first language and that the use of Echo360 did not necessarily reduce class attendance. The implications for learning and teaching show the need to be cognisant of generational difference and level of information communication technology skills when developing curriculum for on campus and distance students.

Innovations in distance learning in maritime business education: Experiences from the Australian Maritime College*

Hilary Pateman, Shu-Ling Chen, Stephen Cahoon

The paper explores the role of innovation in distance learning in maritime business education, using the Department of Maritime and Logistics Management (MLM) in the Australian Maritime College (AMC) as a case study. Besides reviewing the evolving literature on distance education, adult pedagogy, and learning and teaching online, this paper details MLM's experience of delivering distance education over the last 25 years to a world-wide undergraduate and postgraduate student cohort. In particular, the current learning and teaching approaches and the influence of technology on the learning environment are explained, as well as investigating future challenges in delivering distance education.

With students from every continent, distance education from MLM provides access to learning for these geographically remote students, with the unit coordinator located in a different place and often time zone from the student. Over time, the method of delivering distance education has evolved. Initially it was delivered by a traditional approach, with print materials being posted through the mail to learners. Nowadays electronic media is being more widely incorporated, such as individual and group communication via web conferencing and provision of supplementary resources including lecture materials, audio and video files to deliver e-Learning through the use of technology.

The paper concludes with an explanation of the lessons learnt from the blended learning experience and the current challenges facing both students and lecturing staff. MLM's future strategic direction towards innovative learning and teaching in delivering distance education is also discussed. In essence, the paper argues that the continual innovative use of technology will be necessary for the further development and enhancement of MLM's successful distance learning program.

Keywords: distance learning, technology, innovation

SESSION 2

FLEXIBLE LEARNING SPACE A

The Bachelor of Dementia Care MyLO Common Room Initiative

Kathleen Burke, Amanda Harper, Andrea Carr, Alison Canty

The Bachelor of Dementia Care (BDC) MyLO Common Room is a shared space designed to mitigate against the isolation of online learning. It replicates the corridor, the café and the library conversations which are available to on-campus students. It facilitates the human factor for online learners. This virtual meeting space is an initiative of the Student Support Team, co-located with the academic and professional staff involved in the development and delivery of the BDC. As a full year non-award MyLO unit, open to all current BDC students, the Common Room provides students enrolled in the BDC with a space to share, source important administrative information and access learning support materials.

The Bachelor of Dementia Care is delivered in a fully online format. While the enrolled cohort is diverse and heterogeneous, there is a significant percentage of our large enrolment from non-traditional backgrounds: first in family, mature age, CALD, female, lower remuneration/employment backgrounds and early school-leavers. Many students represent two or more of these groups. Online study presents challenges for many students enrolled in the BDC and the Common Room is one of the strategies we have developed to support, engage and encourage our students.

The success of the Common Room has been evident in both predicted and surprising ways. . 'The News' provides information and supportive banter provided by Student Support Staff. In 'Discussions' students 'speak' with each other, find 'study buddies' and engage in opportunities for peer leadership. 'Content' features accessible study support guides.

Oral Communication skills development for Pharmacy students: A shared space

Louise Oxley, Morag Porteous, Sandra Holmes

Pharmacy graduates need to have highly-developed oral communication skills in order to meet the competency requirements of the profession. This includes being able to provide clear, concise and relevant information pertaining to drug treatment, to prioritise information, and to select a communication style and vocabulary that is appropriate for the patient and situation. The Division of Pharmacy has introduced communication skills, including oral counselling assessments, into all years of the Bachelor of Pharmacy program, an important step in meeting the National Competency Standards Framework for Pharmacists in Australia (2010).

The failure of some students on work experience placements has been attributed to poor oral communication skills. Although Learning Skills Advisers (Student Learning Team) provide academic and English language skills support to all University of Tasmania students, uptake by Pharmacy students has historically been very low. Students sometimes expressed a view that the Learning Skills Advisers, being unfamiliar with the specific communication tasks and challenges within the Pharmacy course, would be unable to assist them.

This presentation reports on a collaborative project between Pharmacy academics and Learning Skills Advisers aimed at allowing both groups to develop their understanding of the challenges that students face in relation to the assessable oral communication components of the Bachelor of Pharmacy program, and to work together to design, deliver and evaluate a program to address these challenges. In 2013, Learning Skills Advisers gained an understanding of the role and nature of oral communication in pharmacy practice, and of oral assessment tasks within the course, through observation of classes and discussion with Pharmacy academics.

In Semester 1 2014 the advisers and Pharmacy academics worked together to embed a program of communication skills development into year 2 and 3 units in the Bachelor of Pharmacy. This involved aligning communication skills workshops with practical classes, conducting one-to-one patient counselling sessions concurrent with practical classes, and offering dedicated individual consultation times. This collaboration enabled students to learn vocabulary and strategies to improve their oral communication skills and to practise and receive feedback, at the same time as ensuring their discipline-specific content was correct and appropriate.

At the end of semester, an on-line survey was conducted to obtain feedback on the student experience. 82% of respondents reported that the collaborative program provided useful advice and had helped them improve their oral communication skills. Fifty-two percent of students had been able to identify some aspect of their oral communication that they needed to keep working on. Students suggested that more learning opportunities of this type would be valuable.

The result of this collaboration has been an increased awareness by both students and academic staff of the value of such development opportunities as well as the expertise the advisers provide. The number of Pharmacy students engaging with support to develop oral communication skills has dramatically increased. Advisers have enhanced their understanding of the requirements of pharmacy communication, and are developing a model for embedding communications skills development in other courses in collaboration with discipline staff.

SESSION 2

FLEXIBLE LEARNING SPACE B

UTAS Video Communications Improvement Program

Ralph Alexander

VCIP (Video Conference Improvement Program) is designed to enhance selected video conference facilities in addition to the provision of new and leading edge venues across all campuses.

The intention of this presentation is to provide an opportunity for staff to understand the developing nature of video conferencing for the University of Tasmania and how this medium can have a direct impact on "This Place, That Place and Any Place" sub themes for the conference.

Using photographs and room layouts, the opportunities for teaching enhancement will be discussed including the range of tools that may be expected in these venues.

Staff feedback outlining the benefits realised to date will be presented to encourage greater use of these world class facilities.

Emphasis will be made of the need for training and familiarity with this enhanced presentation tool so that its use becomes second nature, thus enabling the full benefits of high quality two way communication and content sharing. The availability of such training will be outlined and further supported by the chance to experience (in conference breaks) the full potential in the nearby X117 Video Conference room. The opportunity will exist for "hands-on" manipulation of the venue facilities without student or schedule pressures.

A handout with session slides and video conference room details will be distributed during the presentation. A Q & A session will conclude the presentation.

"New Generation Learning Spaces": Aligning the strategy, technology and facilities to ensure a whole-of-institution response to a changing learning environment

Sam Todd

With the focus more than ever on blended learning and the student experience, the expectations of both students and staff on teaching spaces is rapidly changing. As we move away from a "teacher-centric" and didactic approach, to a more flexible, collaborative and technological environment, current design practices will need to change. UTAS needs to consider how we design and provide spaces which support the evolving pedagogical approaches, and bridge the gap between the past, the present and the future of our learning spaces, ensuring that the needs and expectations, of both the students, and the academics delivering the courses, are not only met, but exceeded.

One of the challenges we face is aligning the different stakeholders to ensure that the spaces, and indeed the technology within them, are consistent with the overall strategy and the vision across UTAS. Further, with changes in the way courses are being delivered, there is increasing pressure on, not only the built footprint to adapt quickly enough to meet these new demands, but also on the institutional / staff capacity to deliver them effectively in these new technology-rich environments.

It is vital that we take a 'whole of campus' approach to the realignment and refurbishment of learning spaces. UTAS strategic campus planning seeks to meet the infrastructure and operational objectives of the UTAS Open to Talent Strategic Plan 2012 – Onwards and align with the principles established in the UTAS Campus Master Plans and associated strategies contained within the strategic asset management framework. This includes the redevelopment and reinvigoration of the campuses, an increase in operational efficiencies, improvement in fitness for purpose, functionality and condition and, of course, enhance the student experience.

Focussing on the conference sub theme "This Place – The on-campus experience, campus infrastructure and design", in this presentation we will look at:

- current, and future learning spaces
- social and informal learning spaces
- campus planning and the "sticky campus"
- most importantly – discussion on how can we work together more effectively to align our strategy and planning to meet the current and emerging needs of our students, and the staff who teach them?

SESSION 2

SEMINAR ROOM L142

High Impact Learning: Illuminating the profession's competency standards to Bachelor of Pharmacy students using individualised 'Traffic Light' reports

Rose E. Nash, Leanne Chalmers, Natalie Brown, Iva Stupans (University of New England)

Health professionals currently self-regulate their fitness to practice. Pharmacists sign a statutory declaration on an annual basis at the time of re-registration and are expected to self-assess against their professions' Competency Standards National Framework (CS). The CS can be defined as the knowledge, skills and attributes required to practice as a Pharmacist. Making a commitment to lifelong learning is simple but being capable of reflectivity, self- assessment and having enough knowledge of one's professional CS in order to be a true life-long learner may not be so easy.

What can be done in Pharmacy Education to address this issue?

The aim of this research is to investigate whether the use of the CS in an undergraduate pharmacy curriculum using individualised "Traffic Light" reports leads to understanding and acceptance of the CS by students and results in a practical higher impact learning experience.

Drawing on Participatory Action and Educational Design Research principles the project investigates student understanding of the Competency Standards (CS). The report's development required three phases;

1. Mapping assessment items to the CS and levels of Miller's Pyramid (1990)
2. Student self-assessment against the CS
3. Mapping results combined with the student's performance. Self-assessment results incorporated and included as a comparator.

A feedback survey evaluated students' understanding of the CS and their perceptions of the traffic light report. Prior to Semester 1, 2014 census date, 163 students were invited to participate, 103 consented, 69 completed the self- assessment.

Unfortunately, of the 72 students who completed the survey, only 28 responded to this section of the online survey. Of those who did respond and recalled receiving the final report, 68% (*n*=19) requested to receive the report again in Semester 2.

Early analysis based on student self-reports completed in the online student feedback survey showed that: 90% (*n*=25) of students who completed a self-assessment and recalled receiving their report referred to the report and compared the results; and of those students, 44% (*n*=11) felt their self-assessment corresponded with their actual assessment.

Of the 36 students who responded to the online survey and completed the CS self-assessment, 50% (*n*=18) felt the self-assessment was user friendly.

Preliminary analysis indicates that the traffic light report was associated with an increase in student understanding of the relevance of CS to pharmacy undergraduates during their degree. Students may require additional support in self-assessment but they are positive about continuing to map their progress using this tool. Further data analysis, repeated data collection and validation is planned for Semester 2, 2014.

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Building a bridge AND getting over it: Improving the attitudes of pre-degree program students towards Mathematics

Jane Stratton, Rob Lewis, Pragati Jain, Merran Rogers

Why would we need to improve the attitude of pre-degree students toward mathematics?

An understanding and ability to think critically about numerical concepts and information is important for students in all academic areas, not only the sciences (Gazit, 2012). The importance of mathematics is receiving attention both in Australia (Office of the Chief Scientist, 2012; Marginson, Tytler, Freeman, & Roberts, 2013) and worldwide (Breiner, Harkness, Johnson, & Koehler, 2012) as STEM (Science, Technology, Engineering and Mathematics) education is seen as essential to support the modern knowledge based economy (Abbott-Chapman, 2011). The pre-degree mathematics program at the University of Tasmania aims to provide a bridge between high school and university study, using engaging teaching methods and content to encourage students to consider mathematics as a way of thinking and communicating. The program aims to modify the attitudes of students towards mathematics by building confidence and developing logical thinking skills and numerical literacy.

Students enrolling in pre-degree maths units do so for a variety of reasons; (1) to gain prerequisites for entry to degree-level courses, (2) to advance mathematical knowledge following a gap in schooling, or (3) as a requirement of their course schedule. Negative attitudes to mathematics (such as anxiety) can lead to avoidance and feelings of dread.

The majority of students enrolling in the pre-degree maths programs have either not attempted or not done well in college mathematics. Reasons for this may include lack of interest, motivation, perceived relevance, ability, teaching techniques and prior negative experiences at school. A common theme occurring to the authors is student attitude to mathematics. We have found common sentiment that express feelings of low mathematical confidence, not being mathematically minded and not really liking maths. These student attitudes may lead the student to exhibit patterns of fear and avoidance. Research indicates that it is mathematical anxiety that contributes most to those student feelings (Harper & Daane, 1998; Hembree, 1990; Sloan, Daane, & Giesen., 2002; Zakaria & Nordin, 2008). The most common expression of these attitudes is that the student says that they “cannot do maths”. This presents a challenge to the lecturer; how to overcome this initial anxiety from preventing success in the unit.

Pre-degree maths units employ a number of strategies to support students in their learning: small tutorial groups, content and materials with examples relevant to student’s intended degree, scaffolded online learning sites and lecture and tutorial materials, integration of open learning resources to supplement and engage delivered materials, dedicated maths help sessions and supportive staff that focus holistically on the student rather than specifically on their mathematics ability.

This research will assess changes in student attitudes to maths during the course of study in a pre-degree mathematics unit. The study involves a pre- and post-test questionnaire to identify changes in attitude from week 1 to week 13 of the semester. Preliminary analysis of the first semester of data (n=119) found that students did exhibit affective feelings of ‘fear’ and ‘nervousness’ of maths in the first week but that feeling had diminished by week 13. We found that student’s perception that mathematics was important increased over the semester with a greater number of students indicating a willingness to take more than the required

amount of maths at university, concomitant with being less nervous about studying maths. There was also an over-arching theme that students acknowledged that maths assisted with problem solving in other areas.

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Session 3

1.45pm-2.45pm. Concurrent presentations

SESSION 3

LECTURE THEATRE 5, SIR RAYMOND FERRALL CENTRE

Starting in place: A preliminary investigation of first year curriculum design in response to critical regionalism*

Karen Hall

Negotiating between the demands of This Place, in the form of engaging and enriching learning experiences, and That Place, in the form of experiencing learning in a regional location, draws attention to issues of grounding and belonging in the transition to university. Situating students' experience in place has been a key driver of the first year curriculum in the core theory units within the Bachelor of Contemporary Arts. This study takes a reflective and qualitative approach to curriculum design, by exploring the concept of critical regionality (Mules, 2005) as framework for evaluating the strategies that place regional location at the heart of the first year experience. Critical regionality asserts that regional location, rather than always being at the periphery of a centre elsewhere, forms a powerful grounding for making a future. This emphasis on making taps into increasing interest in the conjunction of regionality and the creative industries.

In the first year theory units, learning activities and assessment tasks embed students in the local community through connections to sites, institutions, events and people, and require students to explicitly reflect on their negotiation of the flows between local and global in their developing creative practices. By reviewing the development of these units over the past three years, I will assess how use of the framework of critical regionalism enables students to effectively manage the transition into university study, to relate to challenging material and to identify pathways for career and professional development. I will also question the extent to which the centrality of place is necessarily regional by discussing possible improvements in the program, and its applicability outside this local context.

Reference

Mules, W. (1995). The edges of the earth: critical regionalism as an aesthetics of the singular. *Transformations, 12*.

This place or any place: Student preferences for lecture 'places' in a blended learning environment in Bioscience*

Sally Farrington, Janine Tarr, Tracy Douglas, Marie-Louise Bird, Jane Pittaway, Kylie Hoffman, Chin-Liang Beh

With advances in technology, students now have a choice of 'learning places' for lectures that enables them to "be connected to a community of learners anytime and anywhere without being time, place or situation bound" (Garrison & Kanuka, 2004). In our blended learning environment at UTAS, Bioscience students have the opportunity to choose their 'place' of lectures on an *ad hoc* basis – in the lecture theatre, online via synchronous web casts or asynchronous MyLO Media recordings or via podcasts – but the quality and equity of the learning experience across these modes is unclear. In this research we sought to understand why students make the choices they do about where they learn. Students enrolled in a first year bioscience unit across four geographically dispersed campuses responded to an anonymous online survey which included both qualitative and quantitative items. This paper reports demographic factors that, for the 124 respondents, are associated with mode usage and explores the thinking of students around their choice of lecture 'place', identifying key themes. The data indicate that the lecture theatre is the preferred 'place of learning' for most, with online modes viewed primarily as a supplement to, or occasional replacement for, the face-to-face experience. In their qualitative responses, students identified both pedagogical and pragmatic factors that influenced their choices. The findings provide a challenge to us to ensure that the

elements that students value most in the lecture theatre are enhanced and are also available to those who choose to engage via another mode, to meet the demands for increased choice and flexibility but also to ensure equity and quality in the learning 'places' that we provide.

Reference

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education, 7*(2), 95-105.

Keywords: blended learning, student preferences, lecture attendance, podcasts

Achieving a sense of 'place': Reflections from a satellite campus*

Danielle Williams, Nick Arnott

This paper will examine the gaps, barriers and facilitators of 'place' in the context of undergraduate nursing students completing a fast-track degree on a satellite university campus. Being a relatively new campus with a degree of isolation from other schools and broader university resources, we believe that a 'sense of place' is an important pre-condition for learning success, and also reflects many of the personal and inter-personal characteristics or attributes that we strive to achieve in our graduates.

Our contemporary understanding of health and health care is informed, in part, by a focus on the multifaceted relationships between sociocultural, environmental, economic and political determinants, and how these influence, for better or worse, the health and wellbeing of individuals and communities. A similar paradigm also plays out in health professional education. In the preparation of undergraduate nursing students, we have recognised that various social and environmental determinants can either enhance or impede learning and teaching success.

Creating a positive learning environment is an aspirational goal of learning and teaching. Our proposition is that while the tangibles of 'space' (built and natural environment, facilities and technology) are an important part of this, it is a sense of 'place' (identity, connection, relationship and belonging) that has the greatest potential to enhance learning experience and outcomes.

This paper will present the observations and reflections of a small community of practice from the first-year teaching team; and the results of a community needs assessment 'foot survey' undertaken by the students as part of the undergraduate curriculum. In our pursuit of a strong and vibrant sense of place for our entire campus community, the paper will include a discussion of strategies employed so far, and recommendations for ongoing dialogue, research and action.

Keywords: sense of place, student engagement, satellite campus, undergraduate nursing education

SESSION 3

FLEXIBLE LEARNING SPACE A

Evaluation of student learning in an online unit in the Bachelor of Dementia Care degree using computational linguistics software 'Leximancer'

Lynette Goldberg, Alison Canty

The rapidly increasing number of adults aged 65 years or older emphasises the need for society to be educated about issues in ageing, age-related diseases, and effective care for the ageing population. One strategy to address this need is to open higher education programs to people currently working in aged care through flexible online learning. This is an untapped student market with considerable potential for growth. Many of these adults are of mature age, have lower-level qualifications and fill lower-level positions with limited opportunities for advancement in the workplace. Studies show that those who want to learn are internally motivated, self-directed, and goal-oriented and need their learning to be relevant and beneficial to their professional, individual, and cultural contexts.

Initiative: The Wicking Dementia Research and Education Centre has designed and implemented an innovative, flexible, online three-year Bachelor of Dementia Care degree for these adult learners. This presentation gives an exploratory single-case study of the learning design of one second year unit and the learning experiences of 65 students in this unit.

The unit, CAD201: The Biology of Ageing and Dementia, featured narrated and closed captioned PowerPoint lectures with links to complementary open access YouTube videos, other web-based resources, and assigned journal readings. An optional weekly topic-centred asynchronous discussion board and synchronous learning opportunity also were offered. Learning was assessed through a short answer test (30%); comparative case study (40%); and narrated PowerPoint presentation (30%). Post-unit, students were asked: (1) What worked about this unit? (2) What could be better? (3) What did you learn from the case study? (4) How has your understanding of dementia changed as a result of completing the unit? and (5) How might the care you deliver to people with dementia change as a result of completing this unit? No word limit was placed on responses. Leximancer, a computational linguistics software program, was used to analyse the content of responses.

All students completed the unit successfully: four with a pass (50-59%), 16 with a credit (60-69%), 29 with a distinction (70-79), and 16 with a high distinction (> 80%). Leximancer analysis identified themes and concepts that showed increased depth of understanding of the different forms of dementia and the application of this knowledge in the healthcare setting. The content analysis also confirmed previously published work about what adults studying online need for successful learning, particularly the importance of assignments that enable students to apply and expand their own knowledge, shorter lectures, visual information presented in a simple form, structured rubrics for assessments, a workable submission time for assignments, and detailed and timely feedback. A limitation of the content analysis software used in this study is that the context of identified concepts can be ambiguous. However, the software is helpful in conducting an efficient initial analysis of narrative data, rather than relying on isolated anecdotal comments, and thus can be considered as one of a range of tools to evaluate students' comments as a measure of their educational progress.

Evaluating the 'Comprehension of Principles of Referencing (CPR)' quiz: Educating students about avoidance of plagiarism in the School of Health Sciences

Vasiliki Betihavas, Tracy Douglas, Kevin Lyall, Bob Wylie, James Arvanitakis (University of Western Sydney)

A number of students in the School of Health Sciences are disciplined for academic misconduct each year which may relate to a lack of understanding with respect to academic integrity and plagiarism related to referencing correctly. This presentation describes the use of a quiz to improve student comprehension of the principles.

The online learning experience of students is the focus of this study and relevant to the conference theme of "Any place."

A pilot study was undertaken in first semester within the School of Health Sciences. The participants were students enrolled in CNA227 Rozelle (N=88) and CXA171 Launceston (N=110). Students were invited to complete an online 10 question multiple choice quiz. Students had unlimited attempts at the quiz until a score of 100% was achieved. Following each response feedback in the form of a dialogue box was provided. This was irrespective of a correct or incorrect response. The purpose of the feedback was to provide information to the students to explain why the response was correct/incorrect.

This was a quantitative study using descriptive statistics: frequencies, means to analyse numerical data collected on the students' attempts at the quiz; referral for academic misconduct following marking of assessments in CNA227 and CXA171. This was compared with academic misconduct data from 2013. There was no identified plagiarism in the assessments that were submitted in 2014 and no referrals for academic misconduct in 2014 from these two assessments, n=0. Whereas, in 2013, there were 5 students within the

unit CXA171 (Launceston) who were referred for academic misconduct and 22 students in the unit CNA227 (Rozelle) who were referred with concerns for academic integrity.

Implementation of the quiz has shown an increase in the comprehension of the principles of referencing within the two cohorts. There has subsequently been a reduction in the referrals for teaching and learning support related to referencing as well as a reduction in referrals for academic misconduct from these two cohorts.

Employing targeted skills-based resources to supplement subject material in an online degree

Abbie Grace, Andrea Price, Andrea Carr

The Bachelor of Dementia Care (BDemCare) is delivered fully online and has attracted a non-traditional student cohort, specifically those working in the aged care sector. A significant percentage of students are mature age, work fulltime, have not studied since Year 10, are from linguistically diverse backgrounds, are geographically isolated, enter the course with poor computer literacy, and have limited experience and understanding of academic study. A range of foundation units in the course provides an introduction to studying at university and are designed to equip students with knowledge of requirements for academic writing. However, the translation of this knowledge into first-year level study has been difficult for some students, who have found the online learning environment and academic writing challenging. In particular, students struggled to maintain academic integrity with initial assessments in first-year units showing an unacceptably high plagiarism rate of nearly 60%. Targeted skills-based resources were developed as an adjunct to core subject material to support students' ongoing transition to first-year level standards.

Addressing plagiarism required prompt action. It was recognised that any response to this issue should be tailored to the unique characteristics of the student cohort. An effective response would require these features: equitable and easy student access; contextualised to student learning within the units; a familiar format to reinforce learning within the MyLO environment; and be a resource that enables multiple repeat visits. A set of discipline specific online academic skill development resources (ASDRs) was subsequently developed. The ASDRs include twelve separate topics such as critical analysis, writing short research summaries, using supporting material, and interpreting and applying feedback. The ASDRs are lectures integrated in the online learning environment and available equally in each of the core first-year units.

Research questions about the overall popularity, and changing popularity with varied placement within MyLO and format of resources were investigated by measuring total student views of each resource placement and type. The initial ASDR lecture, Academic sources and academic integrity, was released prior to students submitting their second assessment items in first year units. The plagiarism rate for these assessments was less than 3%, a significant reduction from the 60% plagiarism rate noted for the initial assessment. In the second iteration of the first year units, the plagiarism rate remained steady at less than 3%. Students were given access to lectures via an ASDR folder in MyLO, and where particularly relevant for upcoming assessment work, also via the central pages for completion during that module. Lecture videos released early in the semester and directly in the module pages were viewed by almost all students, with fewer views for lectures released only via the ASDR access-point and in busier parts of the semester. Accompanying printable notes pages represented the lecture slides and were downloaded in even higher numbers than the lectures were accessed.

The successful integration of these resources into the core first-year units in this unique degree has led to positive student learning outcomes for students and may be transferable to other contexts.

SESSION 3

FLEXIBLE LEARNING SPACE B

AgLTAS: A network of practice that has defined national Learning and Teaching Academic Standards for Agriculture

Tina Acuna, Phoebe Bobbi, Richard Doyle, Holger Meinke, Jo-Anne Kelder, Amanda J. Able (University of Adelaide), Glenn McDonald (University of Adelaide), Yann Guisard (Charles Sturt University), Bill Bellotti (University of Western Sydney) Paul Wormell (University of Western Sydney)

Learning and Teaching Academic Standards (LTAS) for the Higher Education sector in Australia have been established to facilitate and coordinate the definition and implementation of academic standards by discipline communities. These are intended to describe what pass-level graduates of each discipline will know, understand and be able to do upon graduation. LTAS statements were developed through wide consultation throughout the higher education sector and associated industry.

Science discipline academics and stakeholders collaborated and consulted to formulate statements defining key Threshold Learning Outcomes (TLOs) for five domains: knowledge, understanding, inquiry and problem solving, communication and personal and professional responsibility. The initial project contributed to the professional development of participants, sense of connection between academics that transcended institutional boundaries and the creation of networks to further the work.

In 2012, a pilot project undertaken by the University of Tasmania in collaboration with Charles Sturt University and the University of Adelaide demonstrated that the TLOs for Science could be adapted successfully to the specialist, Agricultural Science course.

The University of Tasmania, in collaboration with partners from Charles Sturt University, the University of Adelaide and the University of Western Sydney subsequently secured funding from the Australian Government's Office for Learning and Teaching (2013 – 2015) to develop a National Academic Standards Statement for Agriculture (AgLTAS), aligned with the Science Standards Statement, to encompass: 1) the nature and extent of the Agriculture discipline; 2) Threshold Learning Outcomes for Agriculture.

National consensus was achieved through consultation with academics, students and industry stakeholders. Project team members organised 19 consultation workshops within their own and other universities and with members of their professional networks, which were undertaken from September 2013 to March 2014. The workshop process was designed to ensure that the understanding of different parts of the draft AgLTAS statement and relationships between them was clear and facilitated the professional development of participants. Workshops were supplemented by an online survey that was available via the AgLTAS project website.

Bloom's Taxonomy of Cognition to provide a conceptual framework to guide the analysis of the aggregated participant responses to structure the process of drafting the AgLTAS statement. The evaluation process was a necessary benchmark prior to the activity of synthesising the data into the Statement on the Nature and Extent of the Discipline and Threshold Learning Outcomes, which were formally supported by the Australian Council of Deans of Agriculture on the 9 April 2014.

Participants have also engaged with the project through our AgLTAS newsletter, which was published in September 2013, December 2013 and April 2014 and which now has 209 subscribers from across Australia. This means for students around the country that their teachers have ready access to the project outcomes that can be applied in their own practice.

The next phase of the project is trialling the Standards Statement for Agriculture by benchmarking the academic standards achieved in four universities that teach Agriculture and related disciplines, using a Curriculum Mapping Tool, developed as a deliverable of the project. The tool is fully editable and can be used to map curriculum for what is taught and assessed against any set of standards statements.

Factors that influence student engagement in learning and acquiring skills for a generic attribute: The case of the Global Perspectives Program

Juliet Sondermeyer, Sandra Holmes, Nadine Wiggins, Andrea Carr, Jo-Anne Kelder

The Global Perspectives Program (GPP) is designed to teach and assess the generic attribute of "cultural competence" into all undergraduate disciplines in a Faculty of Health. Central to the design are four intended learning outcomes (ILOs), constructively aligned with teaching learning activities (TLAs) and assessment tasks (ATs) (Biggs & Tang, 2011). The principle of constructive alignment intends for learning outcome statements to operate as a reference against which TLA and AT learning design decisions are made. Constructive alignment of these is the foundation for evaluating the impact and effectiveness of the program. This paper presents the data and analysis of one year of delivery of the GPP, in four Level 100 undergraduate units across four disciplines by a core teaching team with casual tutoring support. The program was taught on four campuses, in a range of modes (face-to-face, blended, and fully online). Despite stable curriculum content, standardised delivery of TLAs with common assessment, the measured learning outcomes varied markedly by student cohort, making differential learning outcomes an equity and quality assurance concern. The paper discusses the results within Laurillard's (2012) Conversational Framework identifying factors that influence student engagement and learning. Additionally, teacher related factors include: preparation, engagement, motivation, employment status, and personal cultural competence skills. We conclude that constructive alignment does not guarantee consistent learning outcomes for complex teaching delivery programs involving multiple teachers and diverse cohorts. A critical component of quality assurance for curriculum delivery is an engaged community of practice that participates in active brokering of the rationale, principles, benefits of teaching and assessing the cultural competence generic attribute, and continues to develop new ways of teaching and learning.

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Indigenising Universities: Comparing UTAS with others

Clair Andersen

Evidence for Indigenous Australians and for other indigenous peoples around the world points to the pivotal role of cultural identity in shaping wellbeing.

The DEST 2007 report found the universities that:

- have a visible Indigenous presence on campus;
- involve the Indigenous community in governance;
- co-locate indigenous academics and Indigenous support services;
- encourage, support and have clear mechanisms to provide Indigenous staff and students with academic, organisational and personal role models/mentors;
- engage Indigenous staff in professional development;
- have the support of their Vice Chancellors to develop indigenous leadership; and
- actively support their Indigenous staff to complete post graduate qualifications,

are more likely to have strong Indigenous leadership; higher levels of Indigenous employment within the university; produce greater awareness of Indigenous perspectives; impact more positively on their students; and have better student outcomes overall.

This presentation will showcase how our universities including UTAS are travelling toward achieving these goals.

There will also be opportunity for some discussion of practical strategies for furthering implementation of the recommendations.

SESSION 3

SEMINAR ROOM L142

Peer Learning Circles: Peer mentoring and evaluation of teaching within a Bachelor of Nursing program in Australia*

Therese Toohey, Vasiliki Betihavas, Richard Say

The aim of this study is to report the experiences of new faculty's participation in a community of practice (CoP) at a satellite campus of a major Australian university. The purpose is to examine how the experience of building portfolios through this CoP contributed to the enhancement of teaching practices and collegiality among staff members. As this project was conducted at a satellite campus of the University of Tasmania, the sub theme of 'Inner Space' and 'That Place' is important to this project. How the staff at the satellite Campus perceive the larger main Campus can be articulated as 'That Place'. As the portfolio building program was largely guided by academics from the main Campus, the connection with 'That Space' was notable. As participants came together and a community of practice evolved, a growing identity as occupiers of 'This Place' was reported. By utilising a CoP as the vehicle to drive portfolio building amongst academics, this program resounds with the sub-theme of 'Inner Space'.

This is a descriptive study. The Peer Learning Circle (PLC) program occurred over an eight-week period through fortnightly video conference link-up between staff presenting in Tasmania and staff attending the program on the satellite Campus. Following completion of the program, self-evaluations were completed by the attendees. Thematic analysis was used to identify the experiences and attitudes of the participants within the program. In relation to the PLC, participants reported an experience of collegiality, teaching satisfaction and dynamism. An underlying theme that emerged was how this experience was shaped in the context of a satellite university campus. Dominant themes relating to portfolio building included professional development and career pathways.

This study has shown collegiality and ambition are highly valued on satellite campuses. PLCs can be very effective in addressing feelings of isolation and retrograde career movement common to satellite university campuses. Portfolio building is highly compatible with PLCs in that it requires collaboration and engenders a spirit of ambition and progression in expertise.

Keywords: Communities of Practice, portfolios, space, satellite campus

Any place to engage students in learning and teaching in Health: The role of social media

Carey Mather, Elizabeth Cummings, Linda Nichols, Tracy Douglas, Nick Dietis, Rachel Grieve, Derith Harris, Nenagh Kemp, Anne-Marie Williams

As students' engagement with social media evolves, its integration into learning and teaching research is an ongoing challenge facing educational institutions. Studies have identified relationships between the use of technology and student engagement in higher education. Integrating social media platforms into the learning process has implications for educating, connecting with, and researching students throughout their academic career (Shroeder, Minocha, & Schneider, 2010; Usher et al., 2014). Thus, knowledge of students' preferences and current use of social media is fundamental to informing the development of an enhanced course curriculum that engages with this medium.

The aim of this study was to examine the use of social media and media preferences for sourcing information in a cohort of first and final year health profession students. In 2013, all first and final year health profession students enrolled in the five schools within the Faculty of Health Science at the University of Tasmania were invited to complete a previously validated online survey, developed by Giordano and Giordano (2011). This questionnaire explored students' media preferences, their activity on social media sites, and whether these sites were used as a source of learning. Data were analysed using descriptive statistics.

A 47.4% (*n*=302) response rate was achieved, of which 43% (*n*=130) of participants were students from nursing and the remainder (*n*=172) represented other disciplines such as exercise science, medicine, pharmacy, psychology, social work and other allied health professions. Findings demonstrated that both first and final year health profession students engage regularly with, and have relevant skills in, a range of social media platforms for sourcing information. For example, 84.7% of final students and 84.1% of first year students use Facebook at least weekly to source information. The scope of disciplines canvassed can be attributed to the collaboration of the health science academics involved. This evidence of collegiality provides an opportunity for further collaborative curriculum development within the health sciences. "Any place" access to communication can be used to engage students by using social media in authentic learning experiences. The use of social media platforms within health education has the capacity to model the ongoing communication essential to prepare for the collegiality necessary within the health professions at the workplace.

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Informing our peer led places

Jane Skalicky, Sally Fuglsang, Julia Carew

The Student Centre's peer learning spaces and places, include a diverse range of student-led academic and engagement programs to support students through their studies. These programs have been developed through the use of frameworks such as the PASS Program and the Peer Learning Framework (Skalicky & Brown, 2009). A range of learning and leadership theories, including social constructivism (Vygotsky, 1978) and the Social Change Leadership Model (Dugan & Komives, 2007), further inform the frameworks and are explored in the training of peer leaders who work within the Student Centre's peer led spaces.

A number of units were introduced in Semester 1, 2014, to enable peer leaders and mentors across the university to engage more deeply with these theories, as well as contemporary literature surrounding retention and service delivery in the higher education sector (Tinto, 2003; Clarke, Stoodley, & Nelson, 2013; Zepke & Leach, 2010).

The aim of the units is to enable peer leaders to reflect more deeply on their practice, employing Brookfield's (1995) four lenses of reflection as a framework. Through a series of communities of practice, peer leaders enrolled in these units engage with relevant literature, apply this to their roles and share their practice. Peer Leaders are also encouraged to consider how the programs they engage with are informed by theory and align with current approaches in the higher education sector.

This session will showcase two Peer Learning and Leadership units XLL 200 and XLL 300. It will examine the development of these units, student involvement in the units, and their participation in refining the following iteration of the units. It will also consider how the units may enhance the peer learning activities that take place in these spaces and places, for the leaders and the participants.

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Communities of Practice Abstracts

Communities of Practice Initiative Presentations – a snapshot of activities at UTAS in 2014

The University of Tasmania's Communities of Practice Initiative (CoPI) was launched in 2011 by the Deputy Vice Chancellor (Students and Education) to provide collaborative professional learning opportunities for staff around priority and special interest areas in learning and teaching. The CoPI is supported with three funding streams, allocated to promote the development of emergent, evolving and broad-reaching CoPs. The presentations from this session will highlight examples from CoPs funded under each of the three streams including: Peer Learning Circles; Grass-Roots Communities of Practice; and Strategic Communities of Practice.

Peer Learning Circles (PLCs) are small CoPs, designed to spark collaborative, interdisciplinary professional learning opportunities for staff in shared interest areas in learning and teaching. PLCs work together to achieve a concrete outcome that will lead to further professional learning opportunities for all involved. PLCs are designed to cater to the professional learning needs of junior level staff, or staff 'dipping their toes' into in a new area of interest. Previously funded PLCs included the development of first Teaching Merit Certificate applications; peer review of teaching groups; and exploring flipped classroom approaches in different disciplinary settings.

Grass-roots CoPs are funded through the UTAS teaching development grant scheme and aim to provide opportunities for small groups of staff from across the University to come together around a shared area of interest in learning and teaching to develop resources, contribute to policy or contribute to scholarship. To be funded, groups must clearly indicate how they will collaborate as a community of learners and how they will use the funds to develop and share their practice between themselves and with the broader UTAS community. Previously funded Grass-roots CoPs have included: the *Building E-Learning CoP* that recently hosted the Technical Exposition in Launceston; and the *Building Research and Scholarship CoP* that hosted a series of workshops and seminars to enhance the research skills of teaching-only staff.

Strategic CoPs are funded through the larger TILT teaching fellowship scheme, where cross-institutional CoPs are established and supported by a TILT teaching fellow – a member of academic staff seconded to TILT for one day per week over one academic year. CoP/Fellowship focus areas are determined annually by the Office for the Deputy Vice-Chancellor (Students and Education). Three strategic CoP/fellowship priority areas for 2014 have been around *Breadth Units, Quality Enhancement* and *Student Experience/Engagement*. The Strategic CoP scheme is intended to support the uptake and embedding of strategic learning and teaching initiatives across the University through the provision of collaborative, interdisciplinary professional learning opportunities for staff engaged in these areas.

Peer Learning Circles

Gender Policy and Strategy Community of Practice

Megan Alessandrini, Belinda Williams

The Gender Policy and Strategy peer learning circle aimed to facilitate collaboration and mutual support across the institution in gender teaching, research and outreach. Our activities to date have been: a planning meeting; a skills audit of members; a briefing meeting with DPAC on 'Tasmanian Women and Girls Report'; and, a planned subsequent wrap-up meeting. The outcomes of these activities have been: 4 research applications in progress [1 internal, 3 external], 3+ collaborative conference papers, 2+ peer-reviewed book chapters, and 2+ peer reviewed journal articles. We are also teaching into each other's programs as topic

experts and cross-listing. TILT funding of this PLC has been a springboard to enable discussion and collaboration to be initiated, leading to long-standing research and teaching collaborations.

The Foundations Studies Program PLC

Ben Pocius

The Foundations Studies Program peer learning circle considered a number of proposed topics at the first meeting, but later decided to focus on: peer observations and feedback; student reflections on life and learning; and, constructive alignment of curriculum. These topics were chosen because of the positive impacts they could have on teaching and learning. To embed these new practices, sub-groups within the PLC worked collaboratively to undertake activities and to report back to the group once completed. Teachers reported that peer observations led to some immediate changes in the delivery of content and assessment methods which focussed on group work and creative collaboration. Student reflections also provided teachers with immediate feedback on content understanding and how they felt about their learning. A more uniform approach to writing Unit Outlines, developments in creative assessment and greater use of academic reflection, is now expected across the program in 2015 as a direct impact of the work undertaken in this PLC.

Grass-roots Communities of Practice

Social Inclusion Community of Practice

Nicole Crawford

The Social Inclusion Community of Practice (CoP) commenced in 2014, as a result of a Teaching Development Grant (Category C). The group formed organically and consists of academic and professional staff from seven UTAS campuses, most faculties, and a range of levels, as well as colleagues from TasTAFE. Our aim is to collaboratively learn, share, and reflect on social inclusion in Higher Education in order to inform and improve our teaching and support practice. This short presentation will cover the nuts and bolts of the CoP, particularly the topics we've covered in face-to-face and video conference meetings this year.

The Teaching of English in Tasmania Community of Practice: Building links between UTAS English and TCE English

Lisa Fletcher

The Teaching of English in Tasmania Community in Practice (TETCoP) was initiated by UTAS English in 2012. TETCoP aims to bring together TCE and UTAS English staff from across the state to build and share knowledge about the pathway between secondary and tertiary English classrooms. This initiative is the first of its kind in Australia and has attracted interest nationally as a model or "test-case" for larger projects in mainland jurisdictions. It was supported in 2013 by a Teaching Development Grant (Category C – Grass Roots Community of Practice Grant) and has opened vital channels of communication for the future. The 2013 TETCoP project culminated in two workshops which compared the design, delivery and assessment of Tasmanian pre-tertiary and tertiary English courses and asked two "big picture" questions:

- What are the biggest challenges of teaching English in Tasmania today?
- How is the discipline likely to change in the next decade?

This short presentation will report on the principal findings of these workshops and make the case that cross-sector communities of practice are of vital importance for building strong and resilient disciplinary networks in Tasmania.

Embracing the possibilities in our changing inner space: Establishing a Simulated Patient Community of Practice

Neil Sefton

Establishing a Community of Practice (CoP) pathway for our Simulated Patient (SP), and in particular the Specialised Simulated Patient - the Clinical Teaching Associates proved to have challenges and benefits to outcomes. The aim was to foster a supported CoP pathway to improve the sharing of knowledge and experience of our SPs engaged to support our simulated learning program.

SPs offer a range of learning and assessment opportunities to our students through formative and summative role-play scenarios. Our SPs are men and women from the community, trained and employed on a casual basis in a challenging, clinical teaching associate, quasi-partnership role with the University. They are employed and engaged for their ability to work closely with healthcare students to provide a unique, supportive, learning pathway for teaching sensitive examinations, a known difficult learning experience.

Although challenging to foster, a CoP offers benefits to SSPs, supports teaching and learning priorities, strengthens our University community partnerships, and adds to the future research agenda.

This presentation will outline both the challenges and benefits of fostering a CoP of Simulated Patients, and the ways this model supports teaching and learning priorities to support and build our community participants ability to engage in simulated learning situations.

Community of Practice finding common inner space through Quality Pursuit

Rosie Nash, Anthony Bill, Jo-Anne Kelder, Justin Walls, Nell Rundle, Leonie Ellis, Megan Quentin-Baxter, Ellen Ennever, Anne-Marie Williams, Eve De Silva, Mark Symes

Academic Standards in Higher Education are critical to the accreditation of courses and institutions nationally. An infrastructure gap hinders coherent and consistent embedding of Standards into curriculum such that quality enhancement (QE) activities are not always consistently prompted and reported. Therefore good practice in QE activities are not always available to the sector. Scarcity of resources, time and funding reinforces the need to share expertise.

Our strategic CoP 360 which grew from peer learning circle (PLC) roots and 18 months of dedication from its team members is committed to unearthing these pockets of good practice and facilitating the sharing of QE expertise across the sector. This presentation will outline the activities undertaken by the CoP in 2014 in preparation for developing our work into a national project. Activities have included undertaking a literature review, developing a national research collaboration, and applying for an Office for Learning and Teaching grant in the coming year.

The CoP utilized google forms to carry out a collaborative literature review using a pre-designed template. The literature review provides a solid evidence base and underpins the method for our proposed research project. This work will be further developed through the development and delivery of a sector wide survey around current QE issues and pilot studies of a six segment 'Quality Pursuit framework' that is a major deliverable of this work. The segments include: *Purpose* (e.g. internal QE or accreditation), *Intended Learning Outcomes*, *Curriculum Mapping*, *Collecting Evidence*, *Benchmarking and Review*, and *Closing the Loop* (actions to improve).

Strategic Communities of Practice – TILT Teaching Fellowship

A transition program for students from Culturally and Linguistically Diverse (CALD) backgrounds

Martin Harris, Peter Komsta, Sebastien Robin

For students from a culturally and linguistically diverse (CALD) background, the transition to tertiary study is often characterised by weak networks and interrupted educational programs. Traditional recruitment and retention programs rely on linear orientation, and crisis driven support. For students from CALD backgrounds, the transition is more acutely felt and retention rates have been disappointing. The Thriving Transition Cycle is a recurrent process of 4 stages (i.e. preparation, encounter, adjustment and reflection), and 16 components where three guiding principles hold true. Transitions have (1) recursive qualities with one stage leading to the next through a cycle; (2) disjunctive qualities/characteristics at each stage; (3) interdependent and dynamic antecedent qualities with the resolution of one stage defining the next.

At 19.8% attrition rates for students at the University of Tasmania (UTAS) are above the national average (16.5%). With the tertiary environment becoming increasingly complex as the Australian government policy targets for expansion and social inclusion are progressed an alternative approach to viewing the transition to university is timely. The experience of dislocation and disconnection has been shown to lead to poor academic performance and lower retention rates for tertiary students.

This model was applied by the University of Tasmania student support team to an enrolled cohort of CALD students. As an action-research process, the model was applied and reviewed through student participation and interview.

In its application, the model was instructive in regard to the timing and nature of interventions. Further it contributed to the assembly of culturally specific components within the model framework. The model approach, the stages and the culturally specific components are discussed.

The application of this model provides an innovative, staged and cyclic approach to CALD student transition and provides many more opportunities to identify issues of concern.

Book club as a space and place for communities of practice

Kerry Howells

As part of a 2014 TILT Fellowship, an innovation was introduced to selected change agents across a range of different faculties – both academic and professional staff – where a book club was initiated to provide a place and space for communities of practice. This has taken place on the Hobart campus with two book clubs, and one book club presently taking place on the Sydney campus. The particular book being explored is *Gratitude in Education: A Radical View*, with a focus on how greater awareness and practice of gratitude amongst staff can enhance the student experience and student engagement. Groups of up to twelve participants meet for two hours once a month for three months, where they read nominated chapters and share points of resonance or challenge, and are invited to engage in an action learning cycle between sessions, involving a gratitude practice and reflecting on the impact. This presentation will demonstrate how the process of a book club differs from other means of establishing communities of practice to embed Wenger's (1998) four components of social learning: meaning, practice, community and identity. Outcomes of participation in book club that were analysed through the lens of these components will be captured in the form of some of the representative moments and comments. Some of the principles of how to conduct a successful book club will be introduced with particular reference to creating a space and place for both inquiry and community of practice within an academic setting.

Reference

Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. London: Cambridge University Press

Reading and reflecting together as a community of practice through participation in a book club

Christine Adams, Kerry Howells, Rosie Nash, Danielle Williams

Each of the presenters have been participants in a community of practice through the process of a book club, led by a 2014 TILT Fellow. They will be sharing how their reading of the book *Gratitude in education: A radical view,* and associated practice and reflection, has changed their teaching practice and the possible consequent implications for student engagement. As the presenters each come from a different discipline, the outcomes will be contextualized within the fields of Business, Pharmacy and Health. This will include the perceived relevance to both on-campus and distance students. The presenters will also capture some of the differences experienced by reading and reflecting as a group, in contrast to doing so individually. As the process of book club aimed to enhance their sense of community around facing common challenges related to student engagement, the presenters will provide an objective evaluation as to whether of not it was an effective means to achieve this.

Poster Abstracts

If everything is online, why do we still need libraries?

Susan Bell

Most university libraries occupy a central location on campus, a physical embodiment of the centrality of the library to the learning and teaching mission of the university. But as library collections become increasingly available online, higher education pedagogies evolve, and courses offered by distance mean that some students rarely set foot on a university campus, does the library building retain its importance to university life?

At UTAS, the libraries are still among the most heavily used buildings on campus. Our gate counters record over a million visitors a year and our computer labs and study tables are often filled to capacity. What are all these students doing in the library, and why do they choose to do it here?

Data from the 2014 UTAS Library Client Survey and informal interviews with students using the Launceston Campus Library show that many students choose the library as their preferred study space. The reasons for this preference are varied, but all of them support sustained engagement with academic work. This poster uses a 'Hierarchy of learning space attributes' (Cunningham & Tabur, 2012) to classify the UTAS student survey responses under the headings of Access and Linkage, Uses and Activities, Sociability, and Comfort and Image to show that the library remains hard to beat as a space that encourages student engagement.

Reference

Cunningham, H. V., & Tabur, S. (2012). Learning space attributes: Reflections on academic library design and its use. *Journal of Learning Spaces, 1*(2).

The Wicking Dementia Research and Education Centre – Paving the way forward in online dementia education

Alison Canty, Andrea Carr, Kate-Ellen Elliott, Lynette Goldberg, Carolyn King, Matthew Kirkcaldie, Fran McInerney, Andrea Price, Andrew Robinson, Jane Tolman and James Vickers

Dementia has been described by the World Health Organisation as the public health issue of the 21st century. The Wicking Dementia Research and Education Centre (Wicking Centre), part of the Faculty of Health, has developed a Dementia Education Program integrating two fully online courses: the Understanding Dementia Massive Open Online Course (MOOC) and the Bachelor of Dementia Care (BDemCare). This unique program is designed for non-traditional students who often have low technical literacy and non-academic backgrounds. The BDemCare is the world's first fully online, Bachelor of Dementia Care. Launched in 2012, it now has more than 2000 students who are predominantly a non-traditional university cohort, and exemplifies an inclusive and supportive approach to online education that links the biological basis of dementia and related illnesses to symptoms and care. The MOOC is a free online course that was developed to address the international need for comprehensive, quality, evidence-based information about dementia. Launched in 2013, it is the world's first global initiative in dementia education, attracting more than 24,000 registrants from around the world, across two deliveries. In its first iteration, the 9-week course finished with one of the world's highest completion rates (King et al., 2014). A specialised entry pathway was created between the MOOC and BDemCare for students to gain formal university accreditation for their study, and to widen their knowledge base around understanding dementia. The Wicking Dementia Education Program demonstrates how technology-enhanced learning can be used to transform knowledge to address significant local, national and global needs.

Reference

King, C., Robinson, A., & Vickers, J. (2014). Online education: Targeted MOOC captivates students. *Nature, 505*(7481), 26. doi: 10.1038/505026a

Development of a benchmarking tool for pharmacy students using threshold learning outcomes

Leanne Chalmers, Rose E. Nash, Sandra Holmes, Luke Bereznicki, Rohan Rasiah, Joyce Cooper, Michelle Bellingan, Ian Heslop

Benchmarking is crucial for ensuring the quality of the learning experience offered by a curriculum. This project aimed to develop, refine and validate a tool based on the pharmacy threshold learning outcomes (TLOs) to facilitate benchmarking of students' performances in verbal 'capstone' assessments in Australian pharmacy programs. A pilot tool was developed and trialled by local and external examiners during the University of Tasmania (UTAS) 2013 Bachelor of Pharmacy Fourth Year verbal examinations. Usability and acceptability were assessed using a survey and the tool was evaluated for validity and inter- and intra-rater reliability using Pearson correlation coefficients (*r*). The tool was refined using these results, and a validation exercise is planned for late 2014. In the initial evaluation, agreement on TLO scoring was excellent between UTAS examiners (*r* values .73-.88; *n*=29 comparisons); and very good between the Tasmanian and external examiners for most TLOs (*r*=.59-.68; *n*=12). Agreement between allocated marks and TLO scores were also very good (*r*=.62-.85; *n*=29). Survey results recommended improving alignment of the TLOs with the assessment activity, simplifying the rating scales and providing training regarding the tool. Progress is underway towards the development of a relatively simple, flexible and validated benchmarking tool to facilitate high quality student outcomes across Australian pharmacy programs. Training in the use of the tool has been identified as a major enabler of its successful and consistent application, and a scenario-based training video is currently being produced. The tool and training video will be showcased in this poster presentation.

Using digital photography for teaching and learning health professionals: The ethical implications

Rachel Kornhaber, Vasiliki Betihavas

Photography within the healthcare setting has seen significant advances in technology over recent decades. Utilisation of digital photography has been a critical aspect in the management of patients with traumatic injuries and an effective teaching tool for those in the healthcare and academic setting. Avenues such as tele-health have enabled those in remote and rural Australia to access appropriate and timely treatment. However, modes of communication such as social media and mobile phone technology have made the inappropriate sharing of digital photography accessible and ubiquitous. Subsequently, this has raised significant ethical and legal concerns given the ease for which information is shared. Informed and documented consent for obtaining and utilising patients' photographic data is essential in order to protect patients' privacy. Furthermore, the storage of photographic data has ethical and medico legal implications that need careful consideration. Therefore, healthcare professionals must practice sound ethical decision making that complies with current policy and guidelines. Raising awareness to the ethical implications of digital photography to those in the healthcare and academic setting is essential. Policy and guidelines governing these practices therefore need to reflect the current technological environment.

The Tom Fink Studio @ AMC – Distributed places for integrated spaces

Christian Rattray, Stephen Linquist

The Tom Fink Studio is a unique, multi-purpose facility designed to provide you with flexibility in delivering your teaching and learning experiences across a range of media production models. Located on the AMC campus at UTAS, staff at the studio, an Education Developer and Education Technologist, will help you to explore the range of recording and broadcast options available, and provide aid with learning design and practice, script writing, and on-camera presentation skills.

From recording and delivery of material to MyMedia at the press of a button, or filming against green screen to “virtually” present lectures, the studio has been built to adapt to a range of teaching styles and outcomes across a variety of learning needs.

For example, use a Perspex screen for diagrammatical instruction; conduct interviews with experts, students, or colleagues; narrate to materials situated under a document camera; broadcast and record from your teaching space live via iPhone or iPad; present demonstrations via wi-fi enabled point-of-view camera; or bring your own recording equipment or devices and customise the space however you like.

In addition to the preconfigured options and mix of potential setups and affiliated services on offer, a range of equipment including cameras, microphones, and mobile devices are available to hire for use outside the studio to explore ways to achieve similar outcomes in your own teaching spaces and contexts.

Teaching Bites

Sharon Thomas

Professional development (PD) for Learning and Teaching (L&T) has gained ascendancy in tertiary institutions in recent decades, a direct result of a number of factors, including, inter alia, incentives (both financial and career-based), targeted funding, and the advent of central development units (CDUs) such as the Tasmanian Institute of Learning and Teaching.

While CDUs are characteristically the primary providers of L&T PD for academics, faculties also offer PD. Some of the challenges faced by faculties in offering L&T PD for their staff include: availability of time, perceived importance, and professional expertise in L&T.

In semester 2, 2014, in the Faculty of Education, a new innovation titled Teaching Bites has attempted to address many of these challenges. Put simply, ‘Teaching Bites’ is a weekly 30 minute ‘bite’ of time (approximately 15 minute presentation followed by 10 minutes of discussion) – short and sharp opportunities, with minimal preparation, for staff (academic and professional) to share examples of effective L&T practice with others.

These exchanges of knowledge and skill are extremely powerful. They build community, enhance expertise and increase motivation for L&T.

Eighty-two people have attended sessions in the first two months of Teaching Bites. Feedback includes: “Since they are offered by my colleagues whom I know and trust, it makes it somehow more ‘achievable’ in the context of my own practice (something like “if he/she can do it...well, I can too!”). Their short/sharp/snappy approach (only 30 minutes) makes me keen to attend!”

All faculties could benefit from implementing this simple, effective innovation.

ePortfolios – Leading from the front

Leonie Ellis, John Kertesz, Bronwyn Reynolds, Heidi Smith, Sharon Thomas

The TELT White Paper aims to provide all University of Tasmania students with high impact learning experiences that utilize technology to establish authentic educational connections to the real world. In recognizing its integration as a Level 5 MyLO capability, the White Paper acknowledges ePortfolios as a valuable technology for professional learning and development of reflective practice. However, ePortfolio uptake at the University of Tasmania has been limited, despite literature encouraging its benefits. There is anecdotal evidence of staff refusing to engage with or underutilising the previous PebblePad platform. Engagement also has been limited with the ePortfolio in the new D2L MyLO. Meanwhile, student representatives have reported confusion and concern at conflicting lecturer ePortfolio responses ranging from strong advocacy to complete denial.

Mandating ePortfolio use could encourage compliance behaviours and tokenism, and potentially undermine student learning. However, by using ePortfolios themselves in authentic ways, academic staff can appreciate

and model the technology, and design meaningful learning opportunities for students. The ePortfolio provides an ideal platform to define and evidence in diverse ways academic staff achievement of the University of Tasmania teaching performance and service expectations. The ePortfolio PLC is a cross-faculty grouping of academics at different career stages who have undertaken the construction of a professional ePortfolio to evidence their 2014 career performances, and to improve their MyLO capabilities. For some this has meant paralleling almost exactly the certification requirements of their graduates, extending lecturer professional as well as technological perspectives.

Feeding back – using linguistic analysis to train clinical supervisors to provide effective communication feedback to health science students on clinical placement

Kath Ogden

Good communication between patient and healthcare professional is crucial to patient satisfaction and outcomes. However developing these skills is challenging for students, particularly those for whom English is not a first language. Linguists can provide insights into the subtle and pragmatic aspects of communication which can facilitate an effective therapeutic relationship. The overarching aim of this project is to draw on expertise of applied linguists to provide clinical educators with training to provide students with feedback to facilitate effective communication. This poster reports on the development of an evidence base which will be used to develop the online resource.

Observational data have been analysed by MD and LY (applied linguists). Data includes video-taped consultations of medical students' and international medical graduates' consultation with patients with chronic illness, and the feedback provided to them by clinical educators – either in person (video-taped) or written. The doctor-patient data were analysed for the pragmatic strategies used by the doctors to conduct the consultation. A particular focus was how far these strategies enabled them to elicit information, examine the patient, and discuss patient management in a time efficient and yet patient-centred manner. The feedback from clinical educators as it related to communication issues was also analysed and compared with the pragmatic analysis of the doctor-patient interactions.

Results from the analysis will be presented and the contribution of pragmatic analysis to the accuracy and efficacy of feedback in medical training and the implications for medical communications training in a multicultural environment will be discussed.

CAPE TiSBE – the Class as Professional Experience Simulation

Stuart Schonell, Tommy Wong, Margaret Kling, Simone Bingham

How do we ensure that students develop the skills necessary to be an effective employee? Whether students are studying in Business, Science, Medicine or Humanities, nearly all will one day work for an organisation where they will be expected to work within the parameters of an organisational framework – policies, procedures, intranet, hierarchy, etc. Modern organisations operate at multiple levels requiring a mastery of skills that demand significant exposure and practice (interpersonal, teamwork, negotiating, and political skills), it is critical for effective higher education to be able to bring this workplace reality to the classroom.

The class as a professional experience (CAPE) teaching development grant recipients developed and trialled a simulated organisation intranet where students experienced an organisational environment as part of their studies. The approach is based on Cohen's (1976) class as organisation teaching strategy. Students experienced the concepts they are learning in an environment aligned to the career and workplace principles being taught (whether it be Law, Accounting, Management or even Science). Students experienced, explored, and applied concepts, theories, and methods within a simulated workplace environment. They dealt with their educational environment within an organisational setting mirroring what they were studying. The CAPE approach aligns with and addresses the UTAS Learning and Teaching Strategic Plan, objectives 1.2 and 1.3, dealing with an optimum learning environment and graduate attributes.

Ubiquitous Learning at the University of Tasmania? Mobile Device Usage in Faculty of Health Students

Jamie A. Chapman, Sue Mulcahy, Gerry Kregor and Anne-Marie Williams

The University of Tasmania (UTAS) is a leader of online learning with the numbers of external and multi-modal students increasing more than the national average. The UTAS Open to Talent and TELT White Paper call for the embracing of technology and a shift to more blended learning, but are our students able to accommodate this change? We extended our 2012 survey of student's use of mobile computing devices (MCDs) in the School of Medicine (Chapman & Williams, 2012) to the students within the Faculty of Health. More than half of the respondents were external or multi-modal students (33% and 20%, respectively). Nine out of ten students owned a smartphone (increasing from 76% in 2012) or a laptop, 54% owned a tablet computer (increasing from 18% in 2012), while 8 out of 10 students owned two devices and around half of the students owned all three MCDs. This level of ownership appears to be generally greater than that of the general Australian population. Despite the fact that ownership is high, only one in three students regularly bring their laptops to campus, while only slightly more bring their tablet computer; smartphones, then appear to be a student's 'true' mobile device, and around 1 in 10 free-form responses called for an improved UTAS app to improve their university experience. These findings support the strategic move towards ubiquitous student learning and development of high quality learning resources for mobile devices should particularly be encouraged.

The development of an innovative and adaptive working model for supported transnational pathways programs

Chia-Chin (Amy) Lin

This presentation is about a project funded by UTAS Teaching Development Grants that aims to enhance student experiences in an international context. The presentation addresses three of the five sub-themes of the Teaching Matters Conference, i.e. "This Place" (on-campus experience, international student experience), "Any Place" (off-campus delivery), and "Spaces between Places" (Pathways).

This project is a collaboration between the School of Land and Food (Discipline of Geography & Spatial Science) and the School of Engineering, Computing & Information Systems at UTAS. A model has been developed under this project that identifies the challenges related to transnational learning and teaching between UTAS and Shanghai Ocean University. This model aims to support the learning of the transnational pathways students by connecting undergraduate study, the pathways study and postgraduate study. The model also allows for extra resources to be provided to address challenges presented by the transnational pathways programs.

Surveys and interviews with teaching staff and transnational pathways students have been conducted in this project. It has also involved two workshops with teaching staff to discuss the challenges that have been encountered. The different opinions of teaching staff and students have been compared and discussed. Suggested responses to the challenges have been explored and some of them are being implemented in semester 5 2014. The final results will not be available until 2015.

Workshop Abstracts – Day Two

Wednesday 3rd December

Learning Analytics: How do I make sense of all this data!

Gregor Kennedy

In this workshop we will explore the way researchers and practitioners are able to make meaning from learning analytic data. After a brief overview of the terrain, participants will be asked to engage in an activity in which they determine what kind of messages and meanings can be gleaned from a range of common types of learning analytics data; and importantly, who would find those meanings useful. A short presentation on some fundamental concerns related to meaning- or sense-making will follow. This will outline three areas that present fundamental challenges to researchers, teachers and administrators when faced with learning analytic data sets. An iterative approach to sense-making will be proposed and explained, and concrete examples will be used to show how sense has been made from specific learning analytics data.

Strategies for helping students in developing employability skills in your online unit

David Kember and team

This workshop will be a round table discussion of lessons learnt from the cross-disciplinary action research project looking at how employability skills can be developed through online learning. Members of the project team will engage in critical discussion of strategies they have tried to implement through MyLO. The first part of the discussion will focus on ways of persuading students to be actively engaged online. Participants will be encouraged to consider how to channel that engagement into the practicing of the UTAS specified graduate attributes, with a particular focus on communication skills.

Sharing learning resources to meet Teaching Performance Expectations: An Institutional Significance Project

Luke Padgett, Vanessa Warren, Carina Bossu

Currently at UTAS, there are a number of strategies and policies that support the sharing and open use of resources, including Open Educational Resources (OER). One of them is the University's Teaching Performance Expectations (TPE's), which, amount other things, encourages the use and adoption of learning technologies and online resources to enhance learning and teaching. In this workshop, we will introduce an Institutional Significance project, which aims to facilitate sharing learning resources through the use of a UTAS Learning Object repository (LOR). We will also explore the potential of using, developing and sharing these learning resources to support your teaching, as well as to meet some of the TPE's.

Good practices for student retention in Blended Learning

Nell Rundle, Matt Hingston

After several semesters of experience with MyLO, we have learned a number of simple, key approaches that can improve a student's engagement with their studies, and allow teachers to better monitor student engagement and progress. This hands on workshop will cover: a brief context of data driven retention initiatives at UTAS; correct setup and use of the grades tool; granting extensions in Dropbox; implementing low stakes assessment; intervention strategies, including intelligent agents; and, setting release conditions or restrictions. Bring along your laptop and your unit to work on.

Notes

UNIVERSITY of TASMANIA

Newnham Campus

	Grid Ref.	No.
Accommodation Services	AW22	Z
Administration	BB22	B
AFRIDI (Furntech)	AN21	T30
AMC Search Ltd	AV29	A18
Arts, Faculty of	AZ19	L
Australian Maritime College (AMC)	AV29	A18
Tasmanian School of Business and Economics	BF24 & BA27	A & D
Cafeteria	AW22	Z
Campus Services	AW22	Z
Chemistry (School of Physical Sciences)	AO24	S
Childcare Centre	AO10	T16
Childcare Cottage	AO14	T6
Clubrooms	AH25	T43
Computing & Information Systems (School of Engineering & ICT)	AS23	V
CSAW (Centre for Sustainable Architecture with Wood)	AJ21	T40
Education, School of	BF24	A
English Language Centre	BB24	F
Events and Protocol	BB22	B
Financial Services	BB22	B
Geography & Environmental Studies (School of Land & Food)	AO24	S
Human Life Sciences (School of Health Sciences)	BA25	C
Human Movement	AZ22	G
Human Resources	BB22	B
Humanities, School of	AZ19	L
Information Technology Resources	BF24	A
Kerslake Hall (Accommodation Services)	AV25 & AU23	P
Leprena (Accommodation Services)	AW12	Q1-Q4
Library	BB22	B
Marine Conservation & Resource Sustainability	AV29	A18
Maritime Engineering & Hydrodynamics	AV29	A18
Newnham Apartments (Accommodation Services)	AE33	A4
Nursing & Midwifery (School of Health Sciences)	AX26, AZ25 & AY23	J, M & N
Ports and Shipping, National Centre for	AV29	A18
Psychology (School of Medicine)	AX23	O
Riawunna	AY18	K
Rural Health	AW22	Z
Saltz Cafe Restaurant	AP30	A9
Science, Engineering & Technology, Faculty of	AO24	S
Sir Raymond Ferrall Centre	BE21	X
Social Sciences, School of	AZ19	L
Student Centre	AX24	Y
Tasmania University Union (TUU)	AW22	Z
Tasmania Institute of Learning & Teaching (TILT)	BB22	B1-B2
Unigym	AS17	T9
Uniprint	AY23	N
Walk Cafe	AW22	Z

Aquaculture Centre	AT19	R
Cavitation Tunnel	AG30	A1
Communal Centre	AP30	A9
Connell Building	AR29	A14
Electro Technology Building	AP26	A8
Investigator Hall (Accommodation Services)	AL33	A4
Marine Environment Annexe	AN28	A6
Model Test Basin	AI31	A2
Newnham Hall & Stables (AMC SEARCH)	AQ34	A11
Norfolk Hall	AR32	A16
Simulator Building	AR30	A15
Survival Centre	AM32	A5
Swanston Building	AV29	A18
Thermo Dynamics Building	AR26	A13

North

24 hr Emergency Number

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0 metres 50 100 150

UNIVERSITY OF TASMANIA

This map was last updated 03.06.14
Commercial Services & Development
www.utas.edu.au/csd

Maps for other UTAS campuses are available at www.utas.edu.au/campuses/campus-maps