Transforming Practice through Innovation and Partnerships

7 December, 2016

Academy Gallery
Inveresk Campus
University of Tasmania
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Welcome to Teaching Matters 2016: Transforming Practice Through Innovation and Partnerships

Welcome from the Vice-Chancellor

Dear Colleagues

It is a great pleasure to welcome you to Teaching Matters 2016, Transforming Practice Through Innovation and Partnerships our 15th annual Teaching Matters conference. This conference provides us with the opportunity to focus on what inspires us as teachers.

The sub-themes of this year’s conference highlight the strengths of our learning and teaching environment: an inclusive culture, which welcomes students as partners; globally engaged learning and teaching; interdisciplinarity; work integrated learning; technology enhanced learning; and excellence in supervision pedagogy.

Teaching Matters provides an opportunity for the University to develop further as a high quality teaching institution; something for which we are recognised nationally.

I hope you are able to take full advantage of the opportunities this conference offers to celebrate our successes in teaching, and share good practice with colleagues.

Yours sincerely,
Professor Peter Rathjen

Welcome from the Co-convenors

We would like to thank the amazing organising team, and all of you, who have contributed to this program and record-breaking attendance at Teaching Matters 2016: Transforming Practice Through Innovation and Partnerships. We hope that you enjoy the conference and find opportunities to further enhance learning and teaching at the University of Tasmania, whether from the array of sessions on offer, or from chatting with others over lunch or at the reception. In addition to the main event we have partnered with local groups on the Inveresk campus to let you stretch your legs and enjoy your surroundings. We are grateful to the Academy of the Arts for hosting us in their beautiful space. Enjoy your day and travel safely.

Dr Cassandra Saunders
Phone: +61 3 6324 3153
cassandra.saunders@utas.edu.au

Dr Wendy Green
Phone: +61 03 6324 3252
w.j.green@utas.edu.au

Prof Megan Quentin-Baxter
Phone: +61 03 6324 3253
megan.quentin-baxter@utas.edu.au
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(Par-nin-her) and the Leterrermairrener Letter-ramare-ru-nah) People, the traditional owners and custodians of the land upon which this campus was built. We acknowledge the contemporary Tasmanian Aboriginal community, who have survived invasion and dispossession, and continue to maintain their identity, culture and Indigenous rights.

We also recognise the value of continuing Aboriginal knowledge and cultural practice, which informs our understandings of history, culture, science and environment; the University's role in research and education, and in supporting the development of the Tasmanian community.

General Information

Accessibility

The venue is fully accessible with workshop rooms on the mezzanine floor that are accessible via a lift located next to the Mac/IT Room.

Car Parking

Car parking for University of Tasmania cars and private vehicles displaying a valid University parking permit is available on a first-come basis in the small UTAS car park (beside the Academy Gallery and in front of the Annex Building). If you are travelling north along Invermay Road then you need to drive past the entrance to the Inveresk Precinct and turn right after the Tramsheds. Other parking on the Inveresk site is pay-and-display (see the map on page 56 for the location of the public car parks).

Community Engagement and Partners

Teaching Matters 2016 is proud to showcase the Launceston Tramway Museum and encourage you to take a free ride on ‘Tram 29’ during lunch, and/or visit the Tramway Museum which is located to the right/behind Blue Café (http://launcestontramwaymuseum.org.au/). These attractions are free to conference participants however a small donation would be welcome towards the upkeep of this part of our Tasmanian history.

Blue Café (http://www.bluecafebar.com.au/) is providing high quality coffee and tea this year if you would like to use your orange voucher to secure a free drink of your choice up to the value of $4.50.

Electronic program


Help - Contact Number and Name Badges

To contact the Conference Co-convenors during the conference please see staff at the registration desk. All delegates will receive a name badge on registration. Organising staff with red dots on their name badges will be able to assist you with any questions you may have about the conference.

Internet

The University’s wireless internet is available throughout the conference venues using eduroam.
Lunch and Refreshments

Morning tea and lunch will be provided in the Academy Gallery foyer during the scheduled times, followed by a wine reception after the conference close. If you have advised the organisers of a special dietary requirement, this information has been forwarded to the caterers. Special meals will be clearly identified and available on a reserved table (look for the dietary requirements sign).

Toilets

Toilets including an accessible facility are located on the ground floor next to the Lecture Room.

Photographs and Video

The morning plenary presentations will be Live Streamed and also photographs will be taken throughout the day for future publicity materials. If you prefer not to have your image reproduced for any reason, please notify the registration desk on arrival.

Social Media

Our social media journalist for the day, MBA student Min Zheng will be tweeting soundbytes and photographs to social media. If you are an ‘old hand’ please join in on #UTASTM16, and if you haven’t tried some of these before then check out https://twitter.com/hashtag/UTASTM16 and twtpoll.com
### Program Overview: Wednesday 7 December 2016

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<td>9:30 – 10:00</td>
<td>Registration and Morning Tea on arrival – Academy Gallery Foyer</td>
<td>Megan Quentin-Baxter, Faculty of Health and TILT</td>
<td>Welcome to the Teaching Matters 2016</td>
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<tr>
<td>Performing Theatre</td>
<td>10.00 - 10.10</td>
<td>Aunty Dawn Blazeley, Riaunna Centre</td>
<td>Welcome to country</td>
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<td></td>
<td>10.10 - 10.30</td>
<td>David Sadler, DVC(S&amp;E) &amp; Natalie Brown, Executive Director, Academic Quality and Innovation</td>
<td>Official launch of the curriculum renewal White Paper</td>
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<td>10.30 - 11.15</td>
<td>Sally Kift, DVC (Academic), James Cook University</td>
<td>The ABC (&amp; DE) of 21st Century curriculum renewal: What have we learnt? (page 15)</td>
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<td>11.15 - 11.25</td>
<td>Saraswathy Varatharajullu (Student)</td>
<td>21st Century student</td>
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<td>15:20 – 16:30</td>
<td>Final Session</td>
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<td>Performing Theatre</td>
<td>15:20 – 15:50</td>
<td>Janelle Allison with Stuart Crispin and Alistair Gracie</td>
<td>Associate Degrees and the University College</td>
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<td>15:50 – 16:00</td>
<td>Natalie Brown and Sally Kift</td>
<td>Summing up, presentation of awards and raffle prizes</td>
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<td>16:00 – 16:30</td>
<td>Wine Reception</td>
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<td>Academy Gallery</td>
<td>Locally and Globally Engaged Learning and Teaching</td>
<td>Clayton Hawkins</td>
<td>Unpacking critical moments in learning and teaching programs (page 16)</td>
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<td>Patricia Whannell</td>
<td>Promoting human relationships for successful online learning and engagement (page 16)</td>
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<td>Nazlee Siddiqui</td>
<td>Many brains make student learning lighter work: Investigating peer-to-peer synchronous engagement to engage the postgraduate online student (page 18)</td>
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<td>Students as Partners and Building an Inclusive Culture</td>
<td>Jane Skalicky</td>
<td>Student peers as partners in learning (page 20)</td>
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<td>Carmen Primo Perez</td>
<td>A win-win approach for students and sustainability (page 21)</td>
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<td>Gender Matters: ‘You can’t be what you can’t see’ addressing unconscious gender bias in teaching (page 22)</td>
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<td>UTAS Teaching for Togetherness: Utilising student and community partnerships to deliver the Clemente Program in Tasmania (page 23)</td>
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<td>Synergies and innovation for staff and students in the development and delivery of a Fermented Food and Drink breadth unit (page 24)</td>
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<td>Merete Schmidt and Melissa Finnen</td>
<td>Peripherality, place and possibilities (page 24)</td>
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<td>Meeting Room</td>
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<td>Engaging initial teacher education students with community: Embedding Work-integrated learning into an undergraduate unit (page 25)</td>
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<td>WIL in Science: Development of a generic unit for BSc students (page 26)</td>
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<td>Blended Learning</td>
<td>Barbara Holland, Susan Turland, Tracy Douglas, Simon Ellingsen and Sharon Fraser</td>
<td>Science in the blender (page 53)</td>
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<td>12:30 - 13:00</td>
<td>Lunch in Academy Gallery Foyer</td>
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<td>Kim Walker and Elizabeth Cummings</td>
<td>Partnership the key to a successful Professional Doctorate Program (page 36)</td>
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<td>Students as Partners and Building an Inclusive Culture</td>
<td>Marguerite Bramble, Grace Stankiewicz, Rochelle Einboden and Hazel Maxwell</td>
<td>Leadership development: Enhancing staff and student mentor capability to improve engagement and retention in a two-year ‘fast track’ degree program (page 37)</td>
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<td>Drawing Room</td>
<td>Breadth Units and Inter-disciplinarity</td>
<td>Kerryn Butler-Henderson, Derek Choi-Lundberg, Tracy Douglas, Wendy Green and Karen Hall</td>
<td>So what is SoTL, and how do I do it? A practical workshop on writing the Scholarship of Teaching and Learning (page 54)</td>
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Speakers

Keynote Speaker

Professor Sally Kift

**Professor Sally Kift is Deputy Vice-Chancellor (Academic) at James Cook University (JCU) and President of the Australian Learning and Teaching Fellows (ALTF). Prior to commencing at JCU in 2012, Sally was a Professor of Law at Queensland University of Technology (QUT), where she also served as Law Faculty Assistant Dean, Teaching & Learning (2001-2006) and QUT’s foundational Director, First Year Experience (2006-2007). Sally is a national Teaching Award winner (2003) and national Program Award winner (2007). She was awarded a Senior Fellowship by the Australian Learning and Teaching Council (ALTC) in 2006 to investigate the first year experience and is currently a Discipline Scholar in Law.**

Plenary Speakers

Professor Janelle Allison

**Professor Janelle Allison is the Principal of the newly established University College within the University of Tasmania and which will be headquartered at Inveresk Campus in Launceston. Prior to taking up this position, she was Pro Vice-Chancellor Community, Partnerships and Regional Development at the University of Tasmania. Before coming to the University of Tasmania, she was the Director of the Centre for Rural and Regional Innovation – Queensland (CRRI-Q) at the University of Queensland’s Gatton Campus.**

Professor Allison has a particular interest in the areas of participation and regional economic development. Her strategic and creative thinking has established new ways to approach lifelong learning. As The Principal of the University College she will provide the strategic leadership needed to develop new standalone associate degrees and preparation programs better suited to regional communities and regional workforce development. Professor Allison sits on the Joint Commonwealth Tasmania Economic Council, chaired by the Prime Minister, the Hon Malcolm Turnbull MP, and on the Tasmanian Development Board.

Associate Professor Natalie Brown

**Associate Professor Natalie Brown is the Head of the Tasmanian Institute of Learning and Teaching, and Leader of the Curriculum and Quality Theme: area in the Division of the DVC (Students & Education) at UTAS. Her role encompasses policy, strategy and professional development in the area of learning and teaching, and the promotion of Scholarship of Teaching and Learning. She has recently led the writing and implementation of the Technology Enhanced Learning and Teaching (TELT) White Paper, resulting in a Blended Learning Model being adopted across the Institution. A project is supporting the measurement of Teaching Performance Expectations for academic staff in the broader context of promoting quality teaching. Natalie is a previous winner of an OLT Teaching Excellence Award.**
Professor David Sadler

Professor David Sadler, Deputy Vice-Chancellor (Students & Education) heads up a large Division whose vision is to enable quality learning and student experiences at the University of Tasmania. The DVC (Students & Education) is responsible for the development and implementation of strategies aimed at achieving the Divisional and broader University of Tasmania vision and priorities as outlined in Open to Talent and a number of supporting strategic documents.

David joined the University of Tasmania in January 2011 from the UK where he was one of the Directors of the Higher Education Academy (HEA). The HEA has responsibility to develop excellence in learning and teaching and works to achieve the best student experience. David had responsibility for the UK subject centre network. He led many initiatives in the areas of student engagement; education for sustainable development; open education resources (OERs); technology enhanced learning and increased social inclusion in Higher Education. These remain his passions and will inform his approach to a student-centred focus to learning and teaching at the University of Tasmania.

Ms Saraswathy Varatharajullu

Saraswathy moved to Tasmania with her sister in 2012 to undertake her combined degree in law and business; from which she is graduating in 2016. She has been a part of various groups and organisations in her time at UTAS and was strongly committed to ensuring she received the full university experience. She lived on campus at the John Fisher College where she held the role of Social Officer, she was the Tasmania University Union (TUU) Campus President (Hobart), Social Officer for the Singapore Students’ Society and her sister and she started the Netball Club at UTAS in 2012. She is the President of the Student Legal Service (SLS), Secretary for the Young Professionals’ Forum for the Australia Institute of International Affairs (AIIA) and volunteers at Red Cross directly working on the ‘In Search of Safety’ program. She also received the Sandy Duncanson Bursary award with which she has initiated the ‘Young Leaders’ Program’; empowering High School students to tackle social justice issues. Furthermore, Saraswathy has worked for the University for the last 3 years as a Student Engagement Leader, assisting students in having a holistic University experience. She believes that fully utilising your time at UTAS is essential for every students’ growth and development.
Teaching Awards

Australian Teaching 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 University of Tasmania staff.

Citations for Outstanding Contributions to Student Learning

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<th>Name</th>
<th>School/Section</th>
<th>Citation</th>
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<tr>
<td>Dr Tina Acuna</td>
<td>Faculty of Science, Engineering and Technology</td>
<td>For leadership in assessment practice and the development of national academic learning and teaching standards, to inform curriculum design and enhance student learning outcomes.</td>
</tr>
<tr>
<td>Ms Susan Bartie</td>
<td>Faculty of Law</td>
<td>For creating well-crafted and imaginative resources that facilitate student-centred and highly interactive learning in law.</td>
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<tr>
<td>Dr Rajaraman Eri</td>
<td>Faculty of Health</td>
<td>For enabling learning through a sustained commitment to linking research and teaching with innovative methods that enhance and inspire independent thinking.</td>
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<tr>
<td>Dr Tracey Muir</td>
<td>Faculty of Education</td>
<td>For sustained commitment to enable pre-service teachers to connect their studies, professional practice and profession, through innovative and scholarly activities in mathematics education.</td>
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Awards for Programs that Enhance Learning

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<td>Dr Alison Canty, Professor Frances McInerney, Professor James Vickers, Professor Andrew Robinson, Professor Justin Walls, Dr Carolyn King, Dr Andrea Carr and Dr Lynette Goldberg</td>
<td>Wicking Dementia Research and Education Centre, Faculty of Health</td>
<td>For Dementia Education Program</td>
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University of Tasmania Teaching Awards

The University of Tasmania Teaching Award Program offers 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. This program is designed to offer a supportive pathway to the Australian Awards for University Teaching. Congratulations to the 2016 recipients of the Vice Chancellor's Awards.

Vice-Chancellor’s Award for Teaching Excellence

Ms Nicole Herbert (School of Engineering and Information and Communication Technology (ICT), Faculty of SET) was awarded the Vice-Chancellor’s Award for Teaching Excellence. Nicole’s teaching career spans sixteen years, with awards dating back to 2003. Nicole recently received three teaching merit certificates for her approaches to: student learning (2011); assessment practices (2013); and curriculum development (2014). In 2014 Nicole was also awarded the iAwards Tasmanian ICT Educator of the Year and a University of Tasmania Vice-Chancellor’s Citation for Outstanding Contribution to Student Learning.

From mid-2013 to 2016 Nicole has been the degree coordinator for both the Bachelor of Information and Communication Technology (BICT) and the Master of Information Technology and Systems (MITS) and all the other ICT degrees. Nicole provides effective and empathetic guidance and counselling to students to assist their progression through the degrees. Additionally, Nicole is currently the unit coordinator for five distinct units at all levels, including the award winning ICT capstone project units. Nicole teaches on both the Hobart and Launceston campuses using blended delivery and face-to-face teaching. Nicole is dedicated to giving her students the best learning experience by using her communication and interpersonal skills to stimulate their curiosity and inspire and motivate them to learn what it means to be an ICT professional. For the last four years Nicole has also been leading a comprehensive curricula design and implementation process that reflects a significant command of the ICT field.

Citations for Outstanding Contributions to Student Learning

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<tr>
<th>Name</th>
<th>School/Section</th>
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<tbody>
<tr>
<td>Dr Darren Pullen (individual award)</td>
<td>School of Education</td>
<td>For inspiring self-growth and professional learning through innovative and continuously evolving approaches to teaching that enable students to become the educators that they aspire to be</td>
</tr>
<tr>
<td>Ms Clair Andersen (individual award)</td>
<td>Tasmanian Institute of Learning and Teaching</td>
<td>For developing resources to enhance and support student learning of Aboriginal and Torres Strait Islander peoples, histories and cultures.</td>
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<tr>
<td>Ms Isabelle Bartkowiak-Theron (individual award)</td>
<td>School of Social Sciences</td>
<td>For state and national leadership in the professionalisation of policing, police education scholarship, and for innovation in teaching the policing of vulnerable people</td>
</tr>
<tr>
<td>Ms Christine Handley (individual award)</td>
<td>School of Health Sciences</td>
<td>For sustained leadership in and command (25 years+) of the fields of mental health nursing education and practice that influences, inspires and motivates student learning</td>
</tr>
<tr>
<td>Dr Corinne Mirkazemi (early career award)</td>
<td>School of Medicine</td>
<td>For developing and sustaining strategies that improve the student experience, that encourage purposeful learning, and that role-model the gold-standard person-centred approach to healthcare</td>
</tr>
<tr>
<td>Dr Alexander Bissember and Associate Professor Jason Smith (team award)</td>
<td>School of Physical Sciences, Faculty of SET</td>
<td>For the incorporation of cutting-edge research developments into the undergraduate Chemistry curriculum to enhance student learning and improve student engagement</td>
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Vice-Chancellor’s Award for Programs that Enhance Learning

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<tr>
<th>Name</th>
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<tr>
<td>Professor Fran McInerney</td>
<td>Dementia Program, Wicking Dementia Research and Education Centre, Faculty of Health, School of Health Sciences and the Division of the DVC (Students &amp; Education)</td>
<td>In 2012, the Wicking Centre established a range of online education programs in response to urgent International calls to build capacity for dementia care. The creation of a world first Understanding Dementia (UD) Massive Open Online Course (MOOC) and innovative Bachelor of Dementia Care (BDemCare) has opened opportunities for education to those previously unable to access it. The UD MOOC has now reached 70,604 participants in 147 different countries, with record breaking completion rates of 38%. In under four years the BDemCare has become the fourth largest course at the University of Tasmania, and incorporates the first ever articulation pathway for an accompanying MOOC. Both programs attract significant numbers of non-traditional students with the success of our targeted approach for students with low threshold capabilities recognised globally, resulting in awards and scholarly publications. The education programs enable widening participation through online education in dementia, an identified global public health priority.</td>
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<td>Professor Andrew Robinson</td>
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**Higher Education Academy Fellowships**

The University of Tasmania is one of four Australian universities to be accredited by the Higher Education Academy (UK) to award fellowship for teaching excellence. There are four pathways to recognition, two taught (ELT501 and the Graduate Certificate in University Learning and Teaching), and two ‘experienced’ (requiring the development of a reflective account of professional practice against the UK Professional Standards Framework, available at [https://www.heacademy.ac.uk/ukpsf](https://www.heacademy.ac.uk/ukpsf)).

Following a pilot throughout 2016 we now have thirty-four fellows meeting one of the four descriptors of the UKPSF (see separate document). The accredited program will continue in 2017 with an expansion of opportunities for candidates to participate. Further information is on the TILT website at [http://www.teaching-learning.utas.edu.au/awards-and-grants/fellowships](http://www.teaching-learning.utas.edu.au/awards-and-grants/fellowships).

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<th>Principal Fellows of the Higher Education Academy</th>
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<tr>
<td>Dr Sara Booth (PFHEA)*</td>
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<td>Prof Richard Hays (FHEA, PFHEA)*</td>
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<tr>
<td>Prof Megan Quentin-Baxter (PFHEA)</td>
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<td>Prof Craig Zimitat (PFHEA)*</td>
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<tr>
<td>A/Prof Mark Dibben (SFHEA)</td>
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<td>Ms Tracy Douglas (SFHEA)</td>
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<tr>
<td>A/Prof Guna Karupiah (SFHEA)</td>
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<td>Ms Jo Osborne (SFHEA) *</td>
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<th>Fellows of the Higher Education Academy</th>
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<tr>
<td>Dr Andrea Adam (FHEA)</td>
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<td>Prof Andrew Chan (FHEA)</td>
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<td>Dr Hossein Enshaei (FHEA)</td>
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<td>Dr Syed Fazal E Hasan (FHEA)</td>
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<td>Ms Carey Mather (FHEA) *</td>
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<td>Dr James Montgomery (FHEA) *</td>
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<td>Dr Julie Preston (AFHEA, FHEA) *</td>
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<td>Prof David Sadler (FHEA, NTF)</td>
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<td>Dr Erin Roehrer (FHEA)*</td>
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<th>Associate Fellows of the Higher Education Academy</th>
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<tr>
<td>Jeffrey Beckett (AFHEA)*</td>
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<td>Natalie Cooper (AFHEA)*</td>
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<td>Joseph Crawford (AFHEA)*</td>
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<td>Sarah Dawkins (AFHEA)*</td>
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<td>Justin Emery (AFHEA)*</td>
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<td>Cecilia Lawler (AFHEA)*</td>
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<td>Abbey MacDonald (AFHEA)*</td>
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<td>Hazel Maxwell (AFHEA)*</td>
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<td>Gemara Rajapakse (AFHEA)*</td>
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<td>Louise Richardson-Seif (AFHEA)*</td>
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<td>Stanislav Shabaka (AFHEA)*</td>
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<td>Allyson Smith (AFHEA)*</td>
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<td>Grazyna Stankiewicz (AFHEA)*</td>
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<td>Simone Zell (AFHEA)*</td>
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* = recognised in 2016.
Keynote Abstract

The ABC (& DE) of 21st Century curriculum renewal: What have we learnt?

Theme: Transforming Practice Through Innovation and Partnerships
Time: 10:00-11:25 Room: Performing Theatre

Authors
Professor Sally Kift, DVC (Academic), James Cook University

2016 seems to have been a particularly formative year for Australian Higher Education in so many ways. As UTAS charts its White Paper course towards a new curriculum model, it does so in a sector that has been buffeted by policy uncertainty and destabilised by endless and intractable disruption. As we look back to inform an uncertain future, perhaps it is time to ask again – how fit for purpose have our higher education practices, processes and pedagogies been? And, frustratingly, have we settled on what that purpose should be?

This presentation will explore the best of times and worst of times for our sector and ask a critical but fundamental question of Australian higher education as 2016 draws to a close: has the 21st century student experience of learning in Australian higher education got better? Particularly, and setting aside the rhetorical flourishes, is the Australian “world class educational system”, in which our government and the sector puts so much store, delivering on its educational promise? How does the scorecard for Team Australia HE read? While there is much to be positive about, there clearly remains a great deal to be done and much of it by determined and agile learning leadership, deployed at every level and opportunity.

Notes
(1) Unpacking critical moments in learning and teaching programs

Theme: Locally and Globally Engaged Learning and Teaching
Time: 11:30-12:30 Room: Academy Gallery Position: 1

Authors

Clayton Hawkins*, Institute for Regional Development.

Contact details: Dr Clayton Hawkins, Telephone: 03 6430 4982, Email: Clayton.Hawkins@utas.edu.au

Abstract

The Institute for Regional Development (IRD) was established in 2007. Since then IRD has tested numerous learning and teaching innovations such as blended learning, eportfolios, industry-based lecturers and practice-based learning to meet learning needs of its cohorts. It has intuitively evolved an approach to learning and teaching that is reflective of a co-development of knowledge (or ‘knowledge partnering’) and deeply embedded in ‘practice’. As is the case within many teaching teams, there exists an abundance of tacit and experiential knowledge within the IRD of the learning gained by its teachers. It is important for the teaching programs that this is formally captured, shared and interrogated for collegial learning and improvement. As a process of continuous improvement, a research project was conducted within the IRD during 2016 to collate and unpack this learning. This paper presents the process employed to capture the learning from team members and how the framework may be leveraged by other teaching teams.

Brookfield’s (1995) four ‘lenses’ are a way to critically reflect on learning and teaching. In this research project three of these lenses (theoretical literature, our colleagues’ experiences and autobiographical) were interfaced with a methodology from the community development field called the Critical Moments Reflection Methodology (CMRM). The CMRM is based on the identification of critical moments (or critical events) in time and reflecting on their meaning and learning. The application of the CMRM is a four step process of developing inquiry questions, identifying critical moments, establishing a visual timeline and analysing the data to tell stories. This process can assist to rescue knowledge, share and combine knowledge, and rethink meanings to extract lessons. In undertaking this process data has been collected and grouped. This had led to numerous research projects identified that can be undertaken and teaching improvements that can be made.

Reference


(2) Promoting human relationships for successful online learning and engagement

Theme: Locally and Globally Engaged Learning and Teaching
Time: 11:30-12:30 Room: Academy Gallery Position: 2

Authors

Patricia Whannell*, Wicking Dementia Research and Education Centre, Faculty of Health.

Contact details: Mrs Trish Whannell, Telephone: 0410 483 177, Email: Trish.Whannell@utas.edu.au
Abstract

Background: Online learning allows students access and equity. However, it also can be problematic in the engagement and retention of students, especially students new to higher education. Pertinent factors influencing student retention in online learning include the ‘promotion of human relationships, developing group cohesiveness and mutual work for a cause’ (Muilenburg and Berg, 2003, p. 32). Many years before the online learning dynamic was added into tertiary learning Badura (1989) stated ‘Self-beliefs of efficacy can enhance or impair performance through their effects on cognitive, affective, or motivational intervening processes. Zimmerman and Pons (1986) noted:

‘When compared to students’ gender and socioeconomic status indices in regression analyses, self-regulated learning measures proved to be the best predictor of standardized achievement test scores. The results were discussed in terms of a social learning view of self-regulated learning’.

Objective: This presentation will demonstrate the effectiveness of group work early in a semester to facilitate students’ independence, cohesiveness and engagement in a Foundation unit in the Bachelor of Dementia Care.

Methods: Prior to semester 2, 2016, CAD002 shared an assessment task, a live group oral presentation, with another Foundation unit. Feedback from eVAlUate surveys suggested the task be made unit-specific with multiple opportunities for group work starting early in the semester. The live oral presentation was thus uncoupled and scheduled following a period of active networking where students identified shared interests and self-enrolled into topic-specific groups, each with its own discussion board and collaborate room to facilitate communication and opportunities for practice. The second reason for uncoupling was the theme of the oral presentation, by previously being linked to CAD004 Basics of Neuroscience, this was now changed to a more appropriate subject for the unit.

Results: Currently, data from MyLO discussion boards show that 87% of the 179 students in CAD002 are regularly engaged in ongoing and valuable discussions, as illustrated by the following quote: “Personally this has been an amazing experience to do group work online for the first time, and I have been blessed to have such a wonderful group of ladies to collaborate with me.” The number of students who remained engaged throughout the semester, grades for their presentations, and further qualitative data will be analysed and shared at the conference.

Discussion: Semester-long data will facilitate a discussion of whether the stated objective was achieved to facilitate student engagement and retention.

Ethics approval for the current study was obtained from the Tasmanian Social Sciences Human Research Ethics Committee (HREC #H13822).

References and bibliography


(3) Many brains make student learning lighter work: Investigating peer-to-peer synchronous engagement to engage the postgraduate online student

Theme: Locally and Globally Engaged Learning and Teaching
Time: 11:30-12:30 Room: Academy Gallery Position: 3

Authors

Nazlee Siddiqui*, Australian Institute of Health Services Management; Tasmanian School of Business and Economics (TSBE); Kerryn Butler-Henderson, Australian Institute of Health Services Management; Tasmanian School of Business and Economics (TSBE); Kathy Eljiz, Australian Institute of Health Services Management; Tasmanian School of Business and Economics (TSBE); and David Greenfield, Australian Institute of Health Services Management; Tasmanian School of Business and Economics (TSBE).

Contact details: Dr Nazlee Siddiqui, Telephone: 0490 191 653, Email: Nazlee.Siddiqui@utas.edu.au

Abstract

Collaborative learning is known to be an important element for student’s engagement (Reese, 2014). In this presentation, the presenters will share insights about an online collaborative practice, that is, peer-to-peer synchronous engagement (PPSE). PPSE refers to engagement between students that is operated through online media (e.g. Collaborate Ultra at University of Tasmania), allowing students to work collaboratively in real-time, in one-to-one or small groups. The overall objective of the session is to analyse PPSE for its capacity to enhance student’s engagement in a blended postgraduate course. In this course, most students are working full-time whilst studying three units a semester.

The presentation will discuss the rationale of how specific factors such as the nature of task in a PPSE, right placement of PPSE in the curriculum and student’s characteristics may influence student’s engagement. These rationales will be explored from the perspective of academics versus the students, as drawn from one to one interviews with respective cohorts. Particular point of discussion will be, how online PPSE may address discipline specific interests (local engagement) and facilitate learning to create value beyond the context of the classroom (global engagement). Furthermore, in this session, the linkage between PPSE and student engagement will be examined with the literature of situated learning (Lave and Wenger, 1991) and social constructivism (Powell and Kalina, 2009). The purpose of which is to derive understanding of how PPSE may aim for student engagement, accommodating the varying learning capacity of students with diverse age, work experience, life cycle stages and funding arrangements.

Session Goals

• To explain the factors that may influence the linkage between PPSE and student engagement;
• To assess the role of PPSE in the development of locally and globally engaged students;
• To relate to the literature of situated learning and social constructivism and share understanding of how PPSE may accommodate the varying learning capacity of students.

References


(4) Building an online Scientific Communication Skills resource: Creating contentful engagement

Theme: Locally and Globally Engaged Learning and Teaching
Time: 11:30-12:30 Room: Academy Gallery Position: 4

Authors

Penny Rush*, Student Learning, Retention and Success, Division of the DVC (Students & Education); Robert Tarbath*, School of Engineering and ICT, Faculty of Science, Engineering and Technology; Ashley Edwards, School of Life Sciences, Faculty of Science, Engineering and Technology; Jon Osborn, School of Land and Food, Faculty of Science, Engineering and Technology; Brooke Sheldon, School of Medicine, Faculty of Health; Nazlee Siddiqui, Tasmanian School of Business and Economics (TSBE); Morag Porteous, Student Learning, Retention and Success, Division of the DVC (Students & Education); Louise Oxley, Student Learning, Retention and Success, Division of the DVC (Students & Education); Julian Dermoudy, School of Engineering and ICT, Faculty of Science, Engineering and Technology; and David Wood, School of Engineering and ICT, Faculty of Science, Engineering and Technology.

Contact details: Dr Penny Rush, Telephone: 03 6226 2484, Email: Penny.Rush@utas.edu.au

Abstract

Teaching and learning of communication skills requires explicit instruction and modelling using resources that are educationally sound and that are responsive to our students’ varied backgrounds and developmental needs as well as to the time and capacity constraints of teaching staff.

A cross-disciplinary team of university staff has collaborated to develop an online science communication skills resource that supports student learning of oral and written communication skills. The resource comprises modules to which students can be directed for independent, self-paced learning, or that staff can use in class teaching. The resource will be available via MyLO to all staff and students in the Faculty of SET from 2017.

In this presentation, we describe how current educational theories informed our design and development of the resource. This has included careful consideration of the ways in which students engage in learning, and the role of rich student-content interaction when the learning is required to be online and self-paced and so unable to rely on rich student-teacher or student-student interaction. Our focus on student-content interaction is not only because the primary intended use of our resource is ‘in isolation’, but also because of the varying applicability of pedagogical frameworks across quite different modes of teaching and learning.

A particular intention of our focus on student-content interaction was to ensure that, although communication skills may be regarded as a ‘generic attribute’ (global), the teaching of these skills benefits from alignment with our students’ disciplinary interests and their enrolment at this university (local). We will demonstrate how this was achieved in terms of the content used in the resource and the way in which it has been embedded into MyLO.

Our project included a survey of FSET teaching staff, seeking information about their current teaching of communication skills. This was conducted with ethics approval (H0015218).
(5) Student peers as partners in learning

Theme: Students as Partners and Building an Inclusive Culture
Time: 11:30-12:30 Room: Lecture Theatre Position: 1

Authors

Jane Skalicky*, Student Learning, Retention and Success, Division of the DVC (Students & Education); Andrea Carr, Student Learning, Retention and Success, Division of the DVC (Students & Education); Kristen Warr, Student Learning, Retention and Success, Division of the DVC (Students & Education); Sally Fuglsang, Student Learning, Retention and Success, Division of the DVC (Students & Education); and Harriet Speed, Student Learning, Retention and Success, Division of the DVC (Students & Education).

Contact details: Dr Jane Skalicky, Telephone: 03 6226 7696, Email: Jane.Skalicky@utas.edu.au

Abstract

Peer-based mentoring and learning are well-established, evidenced-based support strategies that can enhance the academic, social, personal and career outcomes of students (Glaser et al., 2006). The experience of mentoring and learning from peers develops a sense of collegiality among students who consequently feel more positive about their learning. Students also feel a sense of engagement with and connection to the university community. Peer mentoring and learning also provide valuable experiences for the student peers who reinforce their own learning and development through the process of instructing, guiding and supporting others. Student peer programs may also benefit the university with research showing that student peer-based programs contribute both directly and indirectly to the retention and success of students.

The concepts of student peer mentoring and learning are fundamental to a number of academic support programs for students at the University of Tasmania, for example:

- Student peer-led study and learning programs - such as the Peer-Assisted Study Sessions (PASS) and Student Learning Drop In;
- Student peer leader programs - including International Peer Leaders, Career Peers and Student Engagement Leaders; and
- Student peer-led programs to support students at risk of disengagement from the University - such as the Student Success Campaigns.

This presentation describes these and other peer mentoring and learning programs supporting students at the University of Tasmania and presents retention and performance data that reinforces the benefits of the programs for students and student peers, and for the University.

References


(6) A win-win approach for students and sustainability

Theme: Students as Partners and Building an Inclusive Culture
Time: 11:30-12:30 Room: Lecture Theatre Position: 2

Authors
Carmen Primo Perez*, Commercial Services and Development; Corey Peterson, Commercial Services and Development; Kim Beasy, Commercial Services and Development; Millie Rooney, Commercial Services and Development; and Kamal Singh, Commercial Services and Development.

Contact details: Dr Carmen Primo Perez, Telephone: 03 6324 3169, Email: Carmen.Primo@utas.edu.au

Abstract

The UTAS Sustainability Team is a small team (2.2FTE staff, plus occasional casual employees) which oversees all sustainability operations at the University including: energy, carbon emissions, waste, transport, water, procurement, natural and built environment. The team is tasked with the development, implementation, review, evaluation and promotion of whole of University sustainability projects and activities.

Collecting data for sustainability (and many other disciplines!) is a necessary but often onerous and time-consuming activity. Therefore, any assistance that the sustainability team can get will significantly facilitate their labour and contribute to achieving sustainability outcomes for UTAS. And what better way to do this than making it an active learning and real-life experience for students!

The University of Tasmania encourages learning and teaching strategies/plans that include active learning and leaving laboratory-type activities as an important element of the student experience. One of the goals of the University’s Strategic Plan is “to enhance our education programs by engaging with society and environment, thereby (...) providing real world experiences” (University of Tasmania, 2012a, p. 5). Additionally, the University’s Strategic Plan for Learning and Teaching states that learning is a student-centred and social concept, and recognises the importance of students engaging in their own learning, the importance of staff – students’ interactions being reciprocal, and the efficacy of experiential and participatory pedagogies (University of Tasmania, 2012b).

The Sustainability Integration Program for Students (SIPS – originally AOSIP) is designed to provide students with various opportunities for engaging with sustainability on campus and to support academic staff to integrate these opportunities into the curriculum. In this ‘spotlight on practice’ we focus on sustainable transport and present two interrelated SIPS projects to illustrate how SIPS works: sustainable transport data collection, and the development of a mobile app to facilitate and improve data collection. Ethical approval was not required for these projects.

References:

(7) Gender Matters: ‘You can’t be what you can’t see’ addressing unconscious gender bias in teaching

Theme: Students as Partners and Building an Inclusive Culture
Time: 11:30-12:30 Room: Lecture Theatre Position: 3

Authors

Nicolá Goc*, School of Social Sciences, Faculty of Arts.

Contact details: Dr Nicolá Goc, Telephone: 03 6226 2473, Email: Nicola.Goc@utas.edu.au

Abstract

Marian Wright Edelman’s philosophy “You can’t be what you can’t see” (1992) is at the core of this project which aims to make university graduates agents of change. Despite higher levels of educational attainment by women, and anti-discrimination policies in Australia, gender inequality is a persistent feature of employment in Australia (Charlesworth, 2010; French, 2014). Research indicates more egalitarian views have slowed or even reversed (van Egmond, Baxter, Buchler et al., 2010; Brewster and Padavic 2000; Inglehart and Norris 2003; Scott 2008; Screen Australia, 2012) and that women in the STEM fields face challenges in almost all career phases and functions (van den Brink and Stobbe, 2014).

The significant costs of gender inequity in industry workplaces risks the loss of significant talent and experience. The focus of this paper is the creation of the ‘Gender Equity at the University of Tasmania’ image bank which aims to counteract hidden bias in the university sector by creating graduates as agents of change through the creation of a visual teaching resource. Images have been sources from women working in non-traditional roles in Tasmania and beyond and will form an image-bank resource available to teaching staff at the University of Tasmania through a Flickr account.

The paper will outline issues such as copyright and image sharing in a global digital environment and will highlight the value of images as a teaching resource to normalise gender participation in the workforce. The creation of the image bank is not intended to highlight the exceptionalness of women working in non-traditional roles, but rather to illustrate lived experiences and to normalise women working in these roles. The project is part of 2016 Teaching Development Grant: ‘Producing Graduates as Agents of Change: Reducing the Gender Pay Gap’.

References


French, L. (2014). Gender then, gender now: surveying women’s participation in Australian film and television industries, Continuum, 28:2, pp. 188-200.

(8) UTAS Teaching for Togetherness: Utilising student & community partnerships to deliver the Clemente Program in Tasmania

Theme: Students as Partners and Building an Inclusive Culture
Time: 11:30-12:30 Room: Lecture Theatre Position: 4

Authors
Miriam Doi*, Faculty of Arts; Lorise Clark*, Faculty of Arts; Mitchell Rolls*, Faculty of Arts; and Elizabeth Freeman, Faculty of Arts.

Contact details: Ms Miriam Doi, Telephone: 03 6226 2878, Email: Miriam.Doi@utas.edu.au

Abstract
Clemente Australia (CA) is an innovative university-level program for Australians experiencing multiple disadvantage and social isolation. It is founded on Earl Shorris’s (2000) Clemente program in the USA and is an example of a community embedded, socially supported university education (CESS) model (Howard, et al., 2010, p6) that has been pioneered in Australia since 2003 by Australian Catholic University (ACU), in collaboration with not for profit agencies, other universities and the broader community. More than 500 Australians have enrolled in a localised CA program and many who have completed the program with a ‘certificate of liberal arts studies’ have continued to further education, employment and community participation since 2003. The CA program was the subject of an Australian Research Council Linkage Grant research project to examine the program’s social and economic impacts. (Howard et al., 2012).

ACU’s representative in Tasmania approached the Faculty of Arts in 2014 to consider whether we could deliver a suite of at least four units of study towards a certificate of liberal arts studies. Recognizing that the CA program aligns with key UTAS social inclusion and learning & teaching strategic plan goals, the Dean endorsed the Faculty of Arts’ participation in the program and four foundation-level, non-HECS liable units were developed for a small cohort of students in Southern Tasmania, commencing in Semester 2, 2015.

The process of adapting and delivering existing introductory level units as foundation-level units, designed specifically for a uniquely Tasmanian CA program cohort comprising a number of young male asylum seekers, required close collaboration among professional staff, profile academic staff, sessional staff, CA/ACU representatives and a large network of community and charitable support agencies throughout Tasmania. As a result, a cohort of around 20 students has participated in the program and about 10 are expected to complete at the end of 2016. The involvement of the Faculty has provided first-hand experience of the CESS model and the ability of the CA program to enable both ‘agency thinking’ and ‘pathway thinking’ that builds higher hopes (Snyder, 2002) and contributes to the enhancement of social capital.

References


(9) Synergies and innovation for staff and students in the development and delivery of a Fermented Food and Drink breadth unit

Theme: Breadth Units and Inter-disciplinarity
Time: 11:30-12:30 Room: Meeting Room Position: 1

Authors

Anna Carew*, School of Land and Food, Faculty of Science, Engineering and Technology; Simon James, School of Land and Food, Faculty of Science, Engineering and Technology; Gemma Lewis, Tasmanian School of Business and Economics (TSBE); Simone Bingham*, Tasmanian School of Business and Economics (TSBE); Kim Backhouse, Tasmanian School of Business and Economics (TSBE); Jo Jones, School of Land and Food, Faculty of Science, Engineering and Technology; and Rachael Phegan, Tasmanian Institute of Learning and Teaching (TILT), Curriculum & Quality, Division of the DVC (Students & Education)

Contact details: Dr Anna Carew, Telephone: 0411 894 997, Email: Anna.Carew@utas.edu.au

Abstract

The multi-disciplinary team who coalesced around development of the 200-level breadth unit XBR20X Fermented Food and Drink had limited insight into the wide-ranging learning that would result from our iterative, integrative approach to developing teaching materials and a teaching approach that was new for all of us. In this paper, the authors share insights (tips and pitfalls) into a multiplicity of learning-through-doing in curriculum development:

- Breadth unit development as a catalyst for teaching-research nexus (GL/AC);
- Effective team selection (GL/SB/AC/RP);
- Effective team processes (GL/SB/JJ);
- Upside down unit design (RP/SJ/KB);
- Global and local unit focus, and Work Integrated Learning (SB/AC/SJ);
- Students as partners/entrepreneurs (SJ/AC);
- Supervision as pedagogy in f-2-f teaching blocks (SJ/JJ).

While the primary intention of UTAS breadth units is to build UTAS graduate’s generic attributes (e.g. global focus, interdisciplinary integration, working with diversity), the experiences of this teaching team demonstrate that co-development of interdisciplinary teaching offerings that have social purpose may be a ‘wicked solution’ to multiple Higher Education challenges, including the need to build effective cross-faculty teams for interdisciplinary teaching and research, finding synergies for efficiency across teaching and research activity, and learning new approaches to curriculum design through doing.

(10) Peripherality, place and possibilities

Theme: Breadth Units and Inter-disciplinarity
Time: 11:30-12:30 Room: Meeting Room Position: 2

Authors

Merete Schmidt*, School of Social Sciences, Faculty of Arts; Melissa Finnen*, Pre-degree/Learning Support; Peter Brett, School of Education, Faculty of Education; and Sharon Dennis, Centre for Rural Health, Faculty of Health.

Contact details: Dr Merete Schmidt, Telephone: 0438 072 613, Email: Merete.Schmidt@utas.edu.au
Abstract

Staff on satellite campuses, such as the University of Tasmania’s Cradle Coast Campus, tend to have fewer opportunities to learn formally and informally through daily interactions with colleagues. The geographical isolation of rural campuses and the social isolation of staff from colleagues in their fields can contribute to a lack of opportunity to develop research and professional networks. In turn this may impact on opportunities for professional development for academics working on small campuses (Eversole, 2016: p92-93).

This disadvantage can also be a source of strength as academics on peripheral campuses may build networks across disciplinary boundaries and generate cross-boundary innovations from their position of liminality. The Cradle Coast Academic Community of Practice (CCACoP) emerged out of a Peer Learning Circle (PLC) activity, which identified a need to establish a space for staff to share information and experiences. Drawing on Wenger’s theory of Communities of Practice (1998, 2016), which emphasises knowledge sharing and working collaboratively, the CCACoP was formed early this year to strengthen cross-disciplinary networks among academics. To date it consists of 31 members and is growing.

The key objective of the CoP is to strengthen the teaching and research skills of its members through the exchange of ideas. The sharing of experiences have culminated in the group writing a book which identifies key themes in relation to the challenges and opportunities of teaching and working at a rural campus. To support this process CoP members have participated in various activities including a writers’ retreat, a weekly writers’ group and have shared research methodologies, writing and publishing strategies. The first book draft is due in December. Currently the group is communicating with publishers looking at a late 2017 publication.

We would like to share our journey from PLC to CoP, highlighting how we have built relationships and intellectual bridges to strengthen individual and campus aspirations.

References


(11) Engaging initial teacher education students with community: Embedding Work-integrated learning into an undergraduate unit

Abstract

Undergraduate Health and Physical Education (HPE) initial teacher education (ITE) students undergo 80 days of school-based Professional Experience throughout a four year degree. While Professional Experience in schools is imperative in the development of quality teachers, ITE students have limited opportunities to develop organisational, professional, and interpersonal skills in community settings. To address this gap, currently in the third year of the HPE course ITE students have the opportunity to collaborate and partner with a variety of
different community-based organisations through Work-Integrated Learning embedded within the unit ESP322 Organisation in Community Sport and Recreation. More specifically, in this unit ITE students are empowered to liaise with community-based organisations to plan, implement, and evaluate health-related programs and initiatives to target audiences.

Examples of Faculty of Education partnerships through this unit have been developed with organisations such as Risdon Prison, Hawthorn and North Melbourne Football Clubs, Active Tasmania, Ashley Youth Detention Centre, Pontville Detention Centre, early years care organisations, and aged care organisations. Through collaborating with various community organisations, ITE students gain valuable organisational, professional, and interpersonal skills further to those developed through the Professional Experience model in schools. Importantly, through this unit the ITE students develop a greater understanding towards the value of community, and gain practical skills that can be used beyond the school environment.

This presentation will highlight the pedagogical approach used to deliver this unit, which is based on empowering students to develop strategies and approaches to collaborate and engage with community. A rationale for the proposed outcomes intended for ITE students and partner community organisations framed on the Blueprint for an active Australia (Heart Foundation, 2014) will also be detailed. Furthermore, strengths and limitations of embedding Work-Integrated Learning into a unit will be identified, with recommendations from this made.

Reference

(12) WIL in Science: Development of a generic unit for BSc students

Theme: Work Integrated Learning
Time: 11:30-12:30 Room: Meeting Room Position: 4

Authors
Tina Acuna*, School of Land and Food, Faculty of Science, Engineering and Technology; Shane Powell, School of Land and Food, Faculty of Science, Engineering and Technology; Andrew Seen, Faculty of Science, Engineering and Technology; Nicole Herbert, School of Engineering and ICT, Faculty of Science, Engineering and Technology; Susie Haley, Faculty of Science, Engineering and Technology; and Robert Kingsley, Faculty of Science, Engineering and Technology.

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Abstract
Uptake of Work Integrated Learning (WIL) is far less in Science than other STEM disciplines at the University of Tasmania, many of which have a requirement for WIL for professional accreditation, including ICT, Engineering, surveying and agriculture. This disparity is consistent with national trends (Edwards et al., 2015). Despite these pockets of activity in specific disciplines, we currently lack a generic WIL program suited to broad implementation across the Faculty of Science, Engineering and Technology.

This is one of six ‘Lighthouse Projects’ co-funded by the Australian Council of Deans of Science, in the sub-theme of ‘Setting up Faculty WIL programs.’ Here we report on a student survey and focus group discussions with academics from 10 majors (disciplines) in the BSc (HREC H0015699). Questions aimed to elucidate the participants understanding of WIL and gather qualitative feedback on the planned unit.

Preliminary analysis of the data shows that staff differed in the breadth of activities they classify as WIL independent of disciplinary area. Types of WIL currently offered in the BSc varied from limited to none in Mathematics and Physics, to use of authentic experiences in practical units in disciplines such as GIS and Spatial Science or research projects in Chemistry, Plant Science and Zoology, typically in third year. Several
academics stated that students in their disciplines undertook voluntary or summer vacation work that may meet the professional work requirements of the proposed unit. Consistent with this, 46% of BSc students who responded to the survey (n = 76) preferred to undertake such a unit in the summer semester. Collated information was used to inform the development of learning outcomes, support, delivery and assessment of a generic WIL elective unit for the natural and physical sciences at the University of Tasmania. We will shortly interview selected employers for their perspective on the new unit.

Reference

(13) Video vignettes: Planning, creating, and delivering resources to a diverse student base

Theme: Blended Learning
Time: 14:20–15:20 Room: Academy Gallery Position: 1

Authors
Robert Ceperkovic*, Division of the DVC (Students & Education); Susan Bell, Division of the DVC (Students & Education); Anna Klebansky, Division of the DVC (Students & Education); and Lucy Sun, Division of the DVC (Students & Education).

Contact details: Mr Robert Ceperkovic, Telephone: 03 6324 3291, Email: Robert.Ceperkovic@utas.edu.au

Abstract
Providing open, supportive and student-centred resources is central to the Student Learning team’s aim in fostering independent learning. The flexibility required to deliver this has resulted in teaching efficiencies, through the use of extant technologies in a transformative manner, designed to lower ‘hurdles’ of access for students.

Since the team is responsible for the entire university cohort, materials need to be relevant from pre-degree to post-graduate. As advocates of equal access to digital technology and the flexibility it affords all students, including those entering university from non-traditional pathways, the decision to use in-house video resources designed with a future-focus for blended learning and student learning within a framework that encompasses new and emergent teaching delivery, is the focus of our teaching context and practice.

The session will highlight the following aspects; the rationale for a working document to come to some agreement about the ‘look’ of the video content produced by the team; the manageable length of time to ensure that students engage with material (Guo, 2013; Guo, Kim and Rubin, 2014); the style of presentation with the use of “talking head” at opportune moments; the speech rate and enthusiasm of presenters; the technical requirements including screen capture software; and agreed style of branding.

The transformative aspects of video vignettes are how they are delivered and in some instances, personalised. From individual consults to large lectures, these video vignettes are allowing greater student access and engagement.

References
(14) Using tablets to deliver mathematics learning and assessment tasks tailored to diverse student needs

Theme: Blended Learning

Authors
Jane Stratton*, Student Learning, Retention and Success, Division of the DVC (Students & Education); and David Vender*, Student Learning, Retention and Success.

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Abstract

Numeracy has been identified as one of the core skills that all students need in making a successful transition to degree-level study (Skalicky et al., 2010). In pre-degree programs, which serve a cohort of widely varying abilities, it is a considerable challenge to select learning activities that truly cater to all students needs simultaneously. In this project tablets are used in supervised mathematics skills building workshops to deliver differentiated instruction, designed to empower students to learn at their own pace, and exercise control over the complexity of the tasks assigned to them (Tomlinson, 2001).

Using a tiered instruction model (Suarez, 2007), the ‘Quizzes’ function within the existing MyLO platform is used to present students with multiple quizzes on the same concepts, differentiated by difficulty level (1 - ‘the basics’ to 4 - ‘challenging’). Each quiz consists of 5 maths questions drawn from randomised question sets, and feedback questions establishing students’ perception of difficulty. Students choose a starting level which they believe is most appropriate for them, complete the quiz, then reflect on their learning experience. Drawing on the ‘growth mindset’ model (Dweck, 2008), students attempt further quizzes to identify the level that is challenging enough to allow them to improve their skills, whilst being ‘enjoyable’ (i.e. not too easy or too hard). Automated marking and feedback within MyLO allows tutors to give targeted support as gaps in knowledge are identified in real time.

In this presentation the protocols and methodologies developed through the project are described, with an emphasis on adaptability and the efficient generation of appropriate question libraries at several levels of difficulty. The specific approaches to blended learning developed here enable reuse in related mathematics and numeracy units as well as other skills intensive units and learning modules.

References


Creating successful staff-student partnerships in an online learning environment

**Theme:** Students as Partners and Building an Inclusive Culture  
**Time:** 14:20–15:20 Room: Academy Gallery Position: 3

**Authors**  
Anthony Cook, Wicking Dementia Research and Education Centre, Faculty of Health; David Ward, Wicking Dementia Research and Education Centre, Faculty of Health; Alison Canty, Wicking Dementia Research and Education Centre, Faculty of Health; Anna King, Wicking Dementia Research and Education Centre, Faculty of Health; and Lyn Goldberg*, Wicking Dementia Research and Education Centre, Faculty of Health.

Contact details: Dr Lyn Goldberg, Telephone: 03 6226 6953, Email: Lyn.Goldberg@utas.edu.au

**Abstract**

Background: Our fully online Bachelor of Dementia Care program addresses the documented need to increase the knowledge and capacity of those who provide care to people with dementia. Many of the students within this course are carers and non-traditional students. To facilitate their success, their online learning needs to be based on principles that promote active, student-centred, problem-based, authentic, and work-related learning. The development of an inclusive culture with staff-student partnerships at all levels of the degree is integral to this unique program.

Objectives: This presentation features a “capstone” experience of final year students. It illustrates how staff-mentored, student-led research addressed the research-teaching nexus and built on and solidified an inclusive culture of staff-student partnerships in an online learning environment.

Methods: 65 students, mentored by academic staff, worked both individually and in small groups on 14 research projects for semester-long study. Each student’s research involved a literature review and oral presentation in an online, asynchronous symposium with responses to questions from other students. Students’ posts, as they developed their research topics and participated in the symposium, were analysed, as was their feedback from the unit eVALUate survey.

Results: Students made 700 posts in the 10 days allocated for selection and development of a research topic, and 500 posts related to the end-of-unit symposium. Analysis of posts documented students’ initial challenges in identifying a topic, constructing a measurable question, and searching the literature; then how these challenges were mitigated by staff support; and students’ immense satisfaction in presenting and explaining their work.

Discussion: Students’ comments on the eVALUate survey confirmed the success of their experience in these staff-student partnerships to plan, conduct, and learn about research. Students’ eVALUate comments also provided valuable feedback to strengthen this experiential partnership learning opportunity.

Ethics approval for the current study was obtained from the Tasmanian Social Sciences Human Research Ethics Committee (HREC #H13822).

**References**


(16) Bringing a sense of place to cyber space

Theme: Students as Partners and Building an Inclusive Culture

Authors
Janet Counsell*, Wicking Dementia Research and Education Centre, Faculty of Health; and Tanya Wadwell*, Wicking Dementia Research and Education Centre, Faculty of Health.

Contact details: Ms Janet Counsell, Telephone: 03 6226 6911, Email: Janet.Counsell@utas.edu.au

Abstract

Background: The Bachelor of Dementia Care is an on-line course with approximately 1500 students currently enrolled. There are no pre-requisites for entry. There are two full time student advisers. Part of the interface with the students is the Common Room, a space set up to emulate a real time, real space meeting place for students. All of our students are in cyberspace and it is important for them to feel part of a supported community.

Objectives: To evaluate strategies developed to personalise or humanise distance learning.

Methods: One strategy that has been developed is a series of interactive recorded videos, also known as vignettes, to explore learning concepts such as paraphrasing and summarising and ethical academic writing. Another strategy is the establishment of discussion boards, both monitored and unmonitored, to provide a personal connection to the course and fellow students. We are documenting the participation of students in the vignettes and discussion boards and evaluating students’ comments to measure the effectiveness of seeing, hearing and interacting with staff and colleagues in this digital format.

Results: Preliminary data, collected in August 2016, documents 5,608 visits to the MyLO common room during semester 2: 381 students have viewed the summarising vignette, 300 used the paraphrasing vignette and 292 used the vignette on academic integrity. Qualitative data from student posts are currently being analysed.

Discussion: Evidence suggests that a sense of individual identity and a sense of place frequently precedes a sense of being a member of an on-line learning community. Our data will contribute to this evidence base. Participants will have the opportunity to discuss the two implemented strategies, including comparing the impact of monitored and unmonitored discussion boards.

Implications: Successful on-line learning strategies highlight the social and informal dimensions of a more humanised cyber space.

References


(17) Practice and portfolios: Embedding WIL in Associate Degrees

Theme: Work Integrated Learning
Time: 14:20–15:20 Room: Lecture Theatre Position: 1

Authors

Clayton Hawkins*, Transformation Program: Associate Degrees Division; Mark Symes, Transformation Program: Associate Degrees Division; Melina Burbury, Transformation Program: Associate Degrees Division; Janelle Allison, Associate Degrees Division, University College; Dayna Broun, Transformation Program: Associate Degrees Division; and Ray Collins, School of Agriculture and Food Sciences, The University of Queensland.

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Abstract

Alongside the University of Tasmania’s Education Driven Revitalisation of Northern Tasmania, the University of Tasmania has commenced an ambitious program of curriculum renewal. A key component of this is the establishment of associate degrees with curriculum design heavily focussed on experiential and situated learning. In this light, 2017 will see the introduction of two new associate degrees – the Associate Degree in Applied Business and the Associate Degree in Agribusiness. These degrees have been created in response to demonstrated industry and market needs. To address these needs and the curriculum renewal vision, the degrees adopt an innovative approach to scaffolding discipline knowledge to experiential and situated knowledge through work integrated learning (WIL). The new associate degrees not only prepares students to become paraprofessionals with the ability to identify, interpret, apply, and transmit contemporary concepts and practices but create pathways to further education.

This paper examines the pedagogy behind the explicit integration of WIL into the new associate degrees and presents a model for the development of future courses in this space. The new associate degrees are structured around the concept of companion subjects where a Discipline subject and a Practice and Portfolio (P&P) subject are paired to create explicit theory and practice links. This affords students the opportunity to unpack, apply and test the discipline knowledge in work based type settings (real and simulated) and reflect on it to build a career portfolio. To reflect the wide array of WIL and to ensure a scaffolded approach, a range of WIL activities and approaches have been mapped and grouped to engage with the degree discipline subjects. This emphasis on practice creates a new and distinctively different offering to combine the practical with the academic.
(18) Professional placement: Prep for PEP

Theme: Work Integrated Learning

Authors
Maree Bauld*, School of Health Sciences, Faculty of Health; Annette Saunders*, School of Health Sciences, Faculty of Health; John Cooper*, School of Health Sciences, Faculty of Health; and Danielle Williams*, School of Health Sciences, Faculty of Health.

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Abstract
Pre Professional Experience Placement (PEP) preparation activities better help students understand how to navigate their own learning needs within PEP environment, thus contributing to quality and fulfilling PEP experience overall. Prep for PEP Workshops were developed and delivered to first year nursing students on three sites, Launceston, Hobart and Sydney. Whilst these type of activities had been recognised as valuable and delivered in various forms previously on individual sites this year the team collaborated to provide a structured and reciprocal session for all students. The collaboration involved Academics and Student Advisers for each campus.

These teaching and learning sessions were scheduled across all campuses in non-timetabled time, so students could attend on a voluntary basis. Two hundred students (one third of the first year cohort) discussed what they were most and least looking forward to, which yielded insights into the commonly held fears and feelings. Students indicated that they were most looking forward to the opportunity to put theory into action and meet new people, as well as confirming their chosen career path. In contrast, students also expressed their apprehension about making mistakes, working with negative preceptors and the uncertainty of what PEP entailed. This activity provided us with the opportunity to engage in dialogue with students, as well as then also sharing some of the points raised within the broader MyLO environment.

Finally, common scenarios were presented which closely aligned to the themes articulated by students. Students were engaged in small group discussion to explore strategies which could be implemented to manage these situations. Including scope of practice and developing professional relationships, feedback and developing the professional self and how to demonstrate knowledge.

References
(19) Measuring, and reporting, students’ experiential learning experiences: A consistent, sector-wide approach to enhance the quality of WIL

Theme: Work Integrated Learning

Authors
Cassandra Saunders*, Division of the DVC (Students & Education); and Annette Marlow*, Faculty of Health
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Abstract
This presentation will showcase the methodological approach used to develop and trial an online tool that can be utilised across disciplines to measure, and report on, students’ perceptions of their learning while undertaking WIL, including preparation prior to commencing WIL, engagement with active learning while on WIL and opportunities to develop a professional sense of self.

In an increasingly competitive global employment market, it is becoming more and more vital that universities produce graduates that are both competent and prepared for practice in order for them to succeed in their chosen profession (Edwards et al., 2004). Professional learning experiences are a key way to achieve this and are a core component of many undergraduate and postgraduate degrees, providing students with ‘real-life’ practice and work-integrated learning (WIL) that influences their professional development and attitudes (Papp, Markkanen and von Bonsdorff, 2003). Students are also becoming more demanding in terms of their desire for experiential learning opportunities and are a key driver for the growing number of degrees embedding some form of experiential learning into the course curriculum. Indeed, the recently released curriculum renewal White Paper positions the University of Tasmania’s commitment to include a range of authentic and experiential learning experiences scaffolded across all courses. At a national level, the increasing significance of the nature and quality of students’ professional learning experiences is incorporated into TEQSA’s Higher Education Standards Framework, which maintains the need for higher education providers to quality assure WIL (Higher Education Standards Framework, 2015). Despite this, there is a paucity in evaluative mechanisms to measure students’ WIL experiences consistently and systematically, both institutionally and across the HE sector.

The presentation will include a demonstration of the tool, which provides a practical method of evaluating students’ perceptions of the quality of their WIL experience and how they take responsibility for their own learning while on placement. This project has ethics approval: [H14623].

References


(20) Enhancing the sharing of learning and teaching resources at UTAS

Theme: Locally and Globally Engaged Learning and Teaching

Authors
Luke Padgett*, Tasmanian Institute of Learning and Teaching (TILT), Curriculum & Quality, Division of the DVC (Students & Education); and Carina Bossu*, Tasmanian Institute of Learning and Teaching (TILT), Curriculum & Quality, Division of the DVC (Students & Education).

Contact details: Dr Carina Bossu, Email: Carina.Bossu@utas.edu.au

Abstract
The 2013 TELT White Paper on Technology Enhanced Learning and Teaching endorsed by the University of Tasmania provides a five-year vision for the university. At its heart, is an examination of how UTAS can use technology to extend its influence and contributions to teaching and learning locally, nationally and internationally through the sharing of learning and teaching resources. Principle 5 of the White Paper recommends the development of a high quality learning object repository.

The project’s rationale was to establish a culture of sharing learning resources through community development and to develop a Learning Objective Repository (LOR). Sharing learning objects across the University provides for an economy of scale in the production of teaching resources, quality improvement and the opportunity for communities of teaching practice to develop. However, to make learning objects available to various user groups requires active management of object rights, as well as cultural change within the university to encourage the sharing of teaching resources.

This Spotlight presentation will explore the main activities, deliverables and challenges faced by this project that was funded by the University of Tasmania, Projects of Institutional Significance Funding Scheme (mid 2014 through to 2015). One of the main deliverables was a repository framework for sharing learning resources, which was developed in consultation with key stakeholders including Faculty, Library, and ITS. The repository supports digital resources of all kinds and can potentially assist teachers in providing high quality learning experiences to students. Additionally, an LOR is a powerful tool to make the work of academics more efficient and innovative. According to the project evaluation, Champions would like to have the repository as an ongoing resource for teaching and learning at UTAS. Sustainability has become a key challenge and planning is needed in order to maintain and continue development of such a repository.

(21) “Just Imagine that...”: A solution focused approach to Doctoral research supervision in health and social care

Theme: Supervision as Pedagogy
Time: 14:20–15:20 Room: Meeting Room Position: 1

Authors
Kenneth Walsh*, School of Health Sciences, Faculty of Health and Tasmanian Health Service, Hobart; Patrick Crookes, School of Nursing, Midwifery and Paramedicine, Australian Catholic University; Karen Ford, School of Health Sciences, Faculty of Health and Australia and Tasmanian Health Service; Kathleen Doherty, Wicking Dementia Research and Education Centre, Faculty of Health; Loretta Andersen, School of Health Sciences, Faculty of Health; Sharon Bingham, School of Health Sciences, Faculty of Health; Robert McSherry, School of Nursing, Teesside University; and Elizabeth Cummings*, School of Health Sciences, Faculty of Health.
Abstract

Effective supervision in doctoral research is critical to successful and timely completion. However, supervision is a complex undertaking with structural as well as relational challenges for both students and supervisors. This presentation describes an internationally applicable approach to supervision in the health and social care disciplines that offers structure, but is also dynamic and responsive to the needs of students and supervisors and aims to develop the research competency of students. Our approach called Solution Focused Research Supervision (SFRS) is based on solution focused approaches, adapted from Solution Focused Brief Therapy (Lethem, 2002; de Shazer, 1988) and questioning techniques derived from coaching. It is used to help people identify specific goals and preferred outcomes and find ways to achieve them (Grant, 2013).

Key strategies in SFRS include:

• Look for what works and do more of it;
• Highlight and build on strengths;
• Cease doing what doesn’t work;
• Use creativity and imagination to imagine a better future and work towards it (Grant, 2013).

Our experience in supervision is that there is a tendency to focus on deficits and what is not going well or not right – reflective of the problem-oriented approach for supervision (Hemer, 2012) which can demotivate students and have major impact upon progression.

Employing the SFRS approach has enabled our supervision teams to effectively develop focused research questions and decide on appropriate research methodologies and methods. In addition SFRS establishes a way of working that recognises and builds upon strengths, fosters engagement, openness to learning and trust between students and supervisors. The authors are supervisors and students who have developed the approach and will provide practical examples of its application.

References


(22) Helping Hands: Transforming practice through innovation in supervision

Theme: Supervision as Pedagogy

Authors

Carey Mather*, School of Health Sciences, Faculty of Health; Tony Barnett, Centre for Rural Health, Faculty of Health; Weidong Huang, School of Engineering and ICT, Faculty of Science, Engineering and Technology; Vlasti Broucek, Tasmanian Institute of Law Enforcement Studies; and Annette Saunders, School of Health Sciences, Faculty of Health.

Contact details: Ms Carey Mather, Telephone: 03 6224 3149, Email: Carey.Mather@utas.edu.au
Abstract

Development of knowledge and procedural skills takes time and practice. Clinical guidance can be resource intensive and time limited. Although it is important to guide and support students and registered health professionals when undertaking new or infrequent procedures, geographic distance or inability of expert practitioners to be present means direct supervision during work integrated learning can be problematic.

*Helping Hands* is a wearable, portable, hands-free, low cost tele-assistance system comprised of two networked laptops, a head-mounted display worn by the recipient and a display screen used remotely by the instructor. The technology supports unmediated remote gesture guidance by augmenting the object with the *Helping Hands* of the instructor.

This ethics approved study (H15041) using hand hygiene as the task to test the hypothesis, suggesting no difference between groups that received direct instruction and those who received remote guidance was undertaken. A field trial was also conducted to test whether the system was easy to learn and a useful for receiving guidance. A protocol to objectively test effectiveness of hand hygiene was developed to find whether the system was acceptable as a learning and teaching strategy.

The results of the laboratory-based study, (paired t-tests) found there was no difference in confidence of groups before (0.65, 13, p=0.53) or after receiving the instructions (0.40, 13, p=0.69). There also was no difference between groups in satisfactorily undertaking the procedure (objectively measured) before (p=0.09) or following instruction (p=0.35).

This study demonstrated the *Helping Hands* strategy does not compromise learning outcomes and enables remote learning and teaching supervision to be accessible to students and clinicians. This innovation has the potential to transform learning and promote partnerships during work integrated learning. This presentation will show how the project was undertaken with specific focus on demonstrating the potential of this innovation to transform learning and teaching remotely.

References


WHO (2016). Five moments for hand hygiene, viewed 24 October 2016, 

(23) Partnership the key to a successful Professional Doctorate Program

Theme: *Supervision as Pedagogy*


Authors

Kim Walker*, School of Health Sciences, Faculty of Health; and Elizabeth Cummings*, School of Health Sciences, Faculty of Health.

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Abstract

This presentation will describe the establishment of a Doctor of Health program through the collaboration and cooperation of St Vincent’s Private Hospital and the University of Tasmania.

Current and future healthcare leaders are tasked with addressing the increasingly complex challenges of providing safe, quality, effective, and efficient patient-centred care with limited resources. Whilst Australia generally has a well-qualified, high functioning healthcare workforce the imperative to ensure they are equipped to lead healthcare in the 21st Century is paramount. Doctoral education, based in the workplace and designed to improve healthcare while up skilling professionals in workplace-based research, has been identified as the appropriate means to achieve these goals. The development and sustainability of a successful professional doctorate degree requires strong partnerships between the university and healthcare sector partners, enhanced by mutual agreement, understanding of, and commitment to the integration of professional expertise and scholarly inquiry (Walker et al., 2016).

Rolfe and Davies (2009: p1265) identified that ‘Professional doctorates have arisen out of dissatisfaction with the traditional PhD which is perceived as too distant from practice; study at doctoral level is now increasingly relevant to those working outside academe’. Malloch & Cairns (2014) note the professional doctorate is both more appropriate and useful to healthcare practitioners and organisations as it delivers ‘researching professionals’ as opposed to ‘professional researchers’.

With the recent release of the Australian Council of Learned Academies (ACOLA) Report (McGagh et al., 2016) and its emphasis on the importance of improving the links between universities and industry the professional doctorate has become increasingly important as an industry development and engagement strategy for universities. For this to thrive requires that the critical balance of support in both organisations has been fostered and demonstrated in the relationship of mutual respect and learning in our partnership based professional doctorate program.

References


(24) Leadership development: Enhancing staff and student mentor capability to improve engagement and retention in a two-year ‘fast track’ degree program

Theme: Students as Partners and Building an Inclusive Culture
Time: 14:20–15:20 Room: Meeting Room Position: 4

Authors

Marguerite Bramble*, School of Health Sciences, Faculty of Health; Grace Stankiewicz*, School of Health Sciences, Faculty of Health; Rochelle Einboden*, School of Health Sciences, Faculty of Health; Hazel Maxwell*, School of Health Sciences, Faculty of Health; Richard Say, School of Health Sciences, Faculty of Health; Chin
Liang Beh, School of Health Sciences, Faculty of Health; Sally Farrington, School of Health Sciences, Faculty of Health; Graham Munro, School of Medicine, Faculty of Health; and Greg Rickard, Faculty of Health.

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Abstract

Background: The UTAS Rozelle campus offers ‘fast-track’ Nursing and Paramedicine courses. During its six years of operation, students and academics have experienced a sense of isolation from the main campuses in Tasmania, which may impact student and academic well-being. Additionally, the cohort has a high proportion of culturally and linguistically diverse (CALD) students, many of whom are mature-aged with family and work responsibilities. An existing student-to-student mentor program on campus, led by The Community and Friends Network Program (CFNP), aims to develop student identity, capacity and connectedness.

Purpose: Building on the CFNP, this participatory action research project aims to foster engagement, leadership and mentorship capability for students and academics through a three-month ‘partnership’ intervention.

Method: CFNP student mentors were invited to participate. Nine were recruited and randomly paired with an academic (also n=9) for the intervention. Qualitative data was collected from two audio recorded pre-intervention workshops, in which academic and student cohorts separately developed terms of engagement for the intervention. The process is guided by mentorship and leadership frameworks (Tabloski, 2016; Potter and Tolson, 2014; Posluszny, 2014). Additionally, data was collected from participant reflections and a post-intervention workshop, which identified the impact of the intervention on participants.

Results: The data set was analysed thematically using NVIVO 11. Themes from the academic workshops included: role-modelling, recognising diversity, reflective practice and creating space for voice. Themes from the student workshops included: maturing as a student in one’s area of practice, reflecting on core values and additional support for CALD students.

Conclusion: Results highlight significant focus areas for future strategies to foster engagement. Despite reflecting local issues, study results also offer insights into issues for contemporary fast-track course delivery with an increasingly diverse student population.

References


(1) A new interactive learning tool - MOLYPOLY2

Theme: Locally and Globally Engaged Learning and Teaching
Time: 12:30-13:20 Room: Foyer Position: 1

Authors
Susan Turland*, School of Physical Sciences, Faculty of Science, Engineering and Technology; and Winyu Chinthammit, HITLab AU, School of Engineering and ICT, Faculty of Science, Engineering and Technology.

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Abstract
Through the collaboration between the HITLab and Chemistry, a new interactive application, MolyPoly2, has been developed to build and interact with chemistry models using a LeapMotion controller. MolyPoly 2 enabled students to use their natural hand/finger gestures to select atoms, bond them and rotate the molecule thus giving the student a high impact learning experience. Many researchers have created or used new technologies to enhance the visuospatial ability and those using technologies that increase natural gestures and body movement have found it reduces the abstract relations thus decreasing the number of misconceptions conceived (Chinthammit et al., 2015).

Enabling continuous access throughout the semester and the exam period as well as having the application as one of the learning tools integrated within the scheduled learning sessions enabled the student to become familiar with the tool and easily use it for its purpose.

Feedback in 2015 from the usability survey showed that the majority of students enjoyed using the interactive tool in conjunction with other learning materials. They particularly liked the visualisation of the molecules in 3D and the change in shape of molecules due to the different types of bonds, “I found the best thing it did was show how the geometry changed when going from single to double bonds”. The ability to self-check their own work was also highly valued – 71% agreed or highly agreed. To the statement “Overall, MolyPoly helped improved my understanding of the molecular geometry of functional groups” 75% of students agreed or highly agreed.

Additional student outcomes for semester 2, 2016, including those from pre and post-tests from using the aligned MolyPoly application will be presented as well as the method to integrate a newly developed technology into an existing unit.

This study has ethics approval (No. H0015043).

Reference
(2) Remote Participation to Enrich the Learning Experience: Beaming a whole class to the other side of the planet

Theme: Locally and Globally Engaged Learning and Teaching
Time: 12:30-13:20 Room: Foyer Position: 2

Abstract
How people respond to technology is a topic Prof Lueg covers in his Social and Cultural Issues of Interactive Digital Media class. In May 2016 the organisers of the ACM CHI conference held in San Jose, California made available a small number of mobile remote presence robots, called Beam, to enable attendees who could not be physically present to (remotely) participate in conference activities. Beam robots afford real-time bi-directional video and audio communication, with sufficient speed to allow their "drivers" to dash between conference events. The experience is not meant to be immersive; this is about being physically present and being able to meet with other attendees.

Beam robots were allocated based on cases put forward by interested parties and Prof Lueg’s teaching scenario was one of those selected. We used the Beam remote presence robot to afford students in two classes to experience for themselves how people, in this case technology attuned HCI researchers and practitioners, would respond to ‘us’ being present via a robot. In a second class, the robot was used to demonstrate to Research Methods students how information about research is shared at academic conferences including paper sessions, poster & demo sessions and mingling over food and drink. To support the experience, students were often in control while the robot roamed the halls of the San Jose Convention Center (16h time difference) with the resulting audio/video feed being shared with the rest of the class via the video-conferencing equipment in Hobart and also in Launceston.

To the best of our knowledge, this was the first time that a remote presence robot was used in such a way within a learning and teaching context. The poster reports on experiences with the remote presence robot and ideas for ease of access to learning in Tasmania that we generated on the basis of this experience.

References


(3) Welcome to the new Scientific Communication Skills online resource – Scribbling and Babbling with the best!

Theme: Locally and Globally Engaged Learning and Teaching
Time: 12:30-13:20 Room: Foyer Position: 3

Authors

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Abstract

The UTAS priorities for online/distance/flexible delivery identify the importance of available and engaging self-paced resources tailored to UTAS students and available to all (including distance) students: resources to scaffold student learning of communication skills are clearly central to this intention.

Teaching and learning of communication skills requires explicit modelling and instruction, using resources that are educationally sound and that are responsive both to our students’ varied backgrounds and developmental needs as well as to the time and capacity constraints of teaching staff.

In consultation with staff across the university, and guided by the University of Tasmania Blended Learning Model, this project replaces an outdated oral presentation guide (Babble) with a rich, multimedia resource, and updates an already successful online scientific writing resource (Scribble) to ensure it continues to meet student needs.

The Scientific Communication Skills online resource provides modules to which students can be directed for independent, self-paced learning, or which staff can actively embed into units for constructive and interactive use during face to face learning opportunities. The new communication skills site include interactive activities, guidelines, suggestions and worked examples for students, and resources to assist staff in teaching and assessing communication skills, whether they are embedded in a teaching program, or used as self-paced, independent learning opportunities.

(4) Profiling Students in the Unique Online Bachelor of Dementia Care Program

Theme: Locally and Globally Engaged Learning and Teaching
Time: 12:30-13:20 Room: Foyer Position: 4

Authors

Lyn Goldberg*, Wicking Dementia Research and Education Centre, Faculty of Health; Alison Canty, Wicking Dementia Research and Education Centre, Faculty of Health; Anna King, Wicking Dementia Research and Education Centre, Faculty of Health; Anthony Cook, Wicking Dementia Research and Education Centre, Faculty of Health; Maree Farrow, Wicking Dementia Research and Education Centre, Faculty of Health; and Kathleen Doherty, Wicking Dementia Research and Education Centre, Faculty of Health.
Abstract

Background: The fully-online Bachelor of Dementia Care (BDC) program is designed to attract and support adults who provide direct care for people with dementia. The BDC offers a unique interdisciplinary approach to facilitate these non-traditional students’ understanding of the changes that occur in the brain, how these changes affect daily function and behaviour, and the need for evidence-based, person-centred care to optimise quality-of-life for people with dementia.

Objectives: This presentation documents the performance of non-traditional students who have successfully completed Diploma, Associate and Bachelor of Dementia Care degrees, and reasons for their engagement.

Methods: Quantitative and qualitative data were obtained from students’ grades and responses to surveys.

Results: In 2012, 192 students were enrolled. In 2016, ~1,500 students participate; 98% in Australia; 83% studying part-time; 92% ≥ 41 years of age; 93% female; 67% caring for people with dementia. Six students have graduated with a Bachelor degree with 109 set to graduate in 2016/17; 38 have exited with an Associate Degree, and 166 with a Diploma. There is a statistically significant (p < .05) difference between the Grade Point Average of Bachelor and Diploma students, but not between Bachelor/Associate Degree or Associate Degree/Diploma students. Students’ primary reason for study was to learn more about dementia and effective care for people with dementia (88%); 54% sought to obtain a qualification for career advancement; 28% to achieve more workplace recognition. 78% agreed/strongly agreed that their learning was relevant and applicable to their workplace. Students’ comments on discussion boards and reflective assignments document the impact of their learning in their translation of knowledge into evidence-based care.

Discussion: Data suggest non-traditional students are being supported to engage and succeed in tertiary education of relevance to their practice in dementia care. Investigation of relationships between student characteristics and success will continue.

Ethics approval for the current study was obtained from the Tasmanian Social Sciences Human Research Ethics Committee (HREC #H13822).

References


(5) Student perception of Teaching-research Nexus (TRN): Greater need for utility of research into curriculum

Theme: Locally and Globally Engaged Learning and Teaching
Time: 12:30-13:20 Room: Foyer Position: 5

Authors
Frances Fan*, School of Education, Faculty of Education; Susan Salter*, School of Health Sciences, Faculty of Health; and Rajaraman Eri*, School of Health Sciences, Faculty of Health

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Abstract

Research informed teaching (RIT) is a term usually referred to as Teaching-Research Nexus (TRN). It can be defined as the link between multiple discipline research and how it translates into learning and teaching (Brew, 2010; Visser-Wijnveen, Van Driel, Van der Rijst, Verloop and Visser, 2010; Williams 2013). The idea of RIT not only involves high quality research in various disciplines but also draws on research about curriculum design and increasing student participation in research work (Lingard and Renshaw, 2010; Gresty and Edwards-Jones, 2012). RIT at times is misunderstood to include only pure basic research that does not include educational research. In fact, RIT is an important aspect of pedagogical content knowledge as described by Boyd and Smith (2016). On the other hand, research work done by Pascarella and Terenzini (2005) based on student-surveys, indicated that research productivity and high quality teaching are at the opposing ends of the spectrum. We conducted a student survey at the UTAS Faculty of Education on TRN with questions related to understanding, perception, curriculum, learning experience, and value of research skills.

A survey was conducted with 78 students, majority of whom are students from undergraduate degrees and a few from Higher Degree Research students. Descriptive statistical tests, such as means and medians were calculated. Non-parametric tests, including Kruskal-Wallis tests, were also conducted to examine differences between the different participant groups. Key results include a better perception of lecturers’ research being appreciated by students in addition to a majority of students viewing research as an important aspect of their university learning experience. All the statistical and qualitative analyses of the survey will be presented along with the study’s potential impact on future learning and teaching.

References


(6) SMARTFARM learning hub: Next generation precision agriculture technologies for agricultural education

Theme: Locally and Globally Engaged Learning and Teaching

Authors

Mark Trotter*, University of New England; Amy Cosby, University of New England; Tieneke Trotter, University of New England; Sue Gregory, University of New England; Tina Acuna*, School of Land and Food, Faculty of Science, Engineering and Technology; and Wendy Fasso, Central Queensland University.

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Abstract

The industry demands on higher education of agricultural students are rapidly changing. New precision agriculture technologies are revolutionising the farming industry but the education sector is failing to keep pace (Rural Research and Development Council 2011). We report on the development of the SMARTfarm Learning Hub that will increase the skill base of students using a range of new agricultural technologies and innovations (Cosby and Trotter 2014). The Hub is funded by the Department of Education and Training (formerly the Office for Learning and Teaching) and is a world first; it links real local and global industry technologies with educator resources and student learning packages. This gives higher education providers and their student’s online access to data and systems from commercial scale smart-farms across Australia and the world.

The SMARTfarm Learning Hub project will integrate infrastructure (web site and industry tools) with the development of case study learning modules, methodologies and templates to enable project communication. This will be undertaken in an action research context providing both research outcomes and critical feedback to improve the learning modules, educator and student experience (HREC H0016116). Preliminary feedback from students indicate that 83% of students reported that they are likely to use the knowledge developed in the practical sessions in their future employment (n = 37). Further studies will be undertaken that determines employer perceptions of the value of skills gained by students through participation in SMARTfarm Learning Hub modules.

The SMARTfarm Learning Hub is based around a central landing page that provides links to cloud based technologies across Australia and the globe. Participating universities have farms with a diverse range of enterprises and environmental conditions from highly productive dairy systems in Tasmania to tropical beef production in North Queensland and the arid rangelands of New Mexico. This is real data from real agricultural landscapes, and is matched with learning materials developed to challenge student’s critical thinking and problem solving skills.

Reference


(7) Good practice guide: Threshold learning outcomes for agriculture

Theme: Breadth Units and Inter-disciplinarity

Authors

Tina Acuna*, School of Land and Food, Faculty of Science, Engineering and Technology; and Amanda Able, The University of Adelaide.

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Abstract

The Good Practice Guide: Threshold Learning Outcomes for Agriculture builds on the national Learning and Teaching Academic Standards Statement for Agriculture (AgLTAS), which was developed through an extensive consultation process among academics, students and industry personnel across Australia.

The AgLTAS facilitates the implementation of academic standards by the agriculture discipline community and informs curriculum design. It describes the nature and extent of agriculture and provides five key Threshold Learning Outcomes (TLOs) that describe what a pass-level graduate will know, understand and be able to do upon graduation from a bachelor-level degree in agriculture or a related discipline. The TLOs are:

- Understanding agriculture;
- Knowledge of agriculture;
- Inquiry and problem-solving;
- Communication;
- and Personal and professional responsibility (Botwright Acuña et al., 2014).

Having set the learning outcomes for agriculture, the next step was to demonstrate that students achieve these TLOs through assessment. The Good Practice Guide provides academics with strategies for teaching and 55 case studies of aligned assessment for each TLO (Botwright Acuña et al., 2016).

A key distinguishing feature of agriculture is its multidisciplinary nature and the contribution of disciplines other than science, such as economics and the social sciences. The integration of these disciplines in the context of agriculture is important for student achievement of the TLOs.

Two common themes appear throughout the Good Practice Guide: 1) the interdisciplinary nature of agriculture; and; 2) the emphasis on transferable and applied skills that will allow graduates to contribute to the successful practice of agriculture in a wide range of roles.

References


(8) Curriculum of the future: Sustainability a must!

Theme: *Breadth Units and Inter-disciplinarity*
Time: **12:30-13:20** Room: **Foyer** Position: **8**

Authors

**Kim Beasy**, Commercial Services and Development; **Corey Peterson**, Commercial Services and Development; and **Alex Tomlinson**, The Australian National University.

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Abstract

It is widely acknowledged that students of the 21st Century require new knowledge to be able to operate effectively in a changing world (Orr, 2004). Sustainability education (or Education for Sustainability) is becoming increasingly recognised across all education sectors as a crucial component of this new knowledge, evidenced at an International and National policy level (Commonwealth of Australia, 2009); (United Nations Educational, Scientific and Cultural Organisation, 2016). The following research questions were used to frame a research project to investigate experiences and perceptions of sustainability at the University of Tasmania: ‘How important is sustainability to the student cohort and how embedded is sustainability in courses?’

An online survey of the student population was undertaken that was informed by relevant institutional policy documents and delivered via survey monkey (ethics approved H0015525). The survey findings indicate that students recognize sustainability will be essential for the future and for gaining future employment. Additionally, while students recognize that sustainability is important to have in their courses at University (78%), they are currently unsatisfied with or unaware of sustainability in their courses (69%). This poster will make specific recommendations that include embedding sustainability into all courses and utilising existing programs, such as the Sustainability Integration Program, for embedding sustainability in the student experience.

References


(9) Blended learning, advancing perceptions and practice

Theme: *Blended Learning*
Time: **12:30-13:20** Room: **Foyer** Position: **9**

Authors

**Douglas Colbeck**, Tasmanian Institute of Learning and Teaching (TILT), Curriculum & Quality, Division of the DVC (Students & Education); **Beverly Goldfarb**, Faculty of Arts/Tasmanian School of Business and Economics (TSBE); and **Kevin Lyall**, Tasmanian School of Business and Economics (TSBE)/School of Health Sciences, Faculty of Health; with support from the other 35 members of the Building E-learning Community of Practice.

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Abstract

Blended learning has been a key pillar for the University of Tasmania since its adoption in 2013. This year, the UTAS Building E-learning Community of Practice (CoP) held a two-day workshop (funded by a Career Development Scholarship) to unpack the concepts supporting blended learning practice and to review how it is being implemented across UTAS and Australia. This poster explores an emerging framework of perceptions as maintained by the Building E-learning Community of Practice members in regards to the UTAS Blended Learning Model and their understanding of the concept of blended learning in general.

Significant activities conducted during the workshop underpinning this framework included:

• a keynote address on how blended learning is being approached by other Australian Universities;
• a "provocations-style" discussion in order to ascertain a current understanding of how the adoption of blended learning is developing within UTAS;
• a presentation on how blended learning is influencing the Australian higher education sector;
• discussions led by a Senior Teaching Fellow on how best to put a blended learning model into practice;
• a sharing of expertise and resources, such as case studies and activities supporting better practice, within a café-style discussion forum to gain a consensus of what does and does not work, and by so doing increase efficiencies and facilitate; and
• discussion around the semester 2 rollout of the new “Daylight” LMS interface and how the CoP and its members might best work together to support teaching and professional staff leading into 2017 and beyond.

This poster will appeal to two major groups within UTAS. Firstly, teaching staff who want to see what some of their colleagues have been doing within their blended units to enhance their teaching. Secondly, those support staff who wish to collaborate and share ideas on how best to support teaching staff and further develop pedagogical solutions for recognised problems within online or blended learning and teaching. (Ethics approval H0016199).

References


Exploring how Computer-Assisted Language Learning (CALL) supports English acquisition from the perspectives of international students with Asian backgrounds

Theme: *Blended Learning*
Time: **12:30-13:20** Room: **Foyer** Position: **10**

**Authors**

Megan Short*, School of Education, Faculty of Education; and Zhao Huang*, School of Education, Faculty of Education.

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**Abstract**

Computer Assisted Language Learning (CALL) is a widely used pedagogical tool for advancing language learning and teaching (Chapelle, 2003). The most dominant use of CALL is to aid language learning, since English is a ‘world’ language and the most prevalent second language in the world (Leung, Davison and Mohan, 2014; Pennycook, 2014; Strevens, 1992).

The purpose of this research was to gain insights into the advantages and challenges of using CALL in English language teaching and learning from Asian learners’ perspectives, and to explore the connection between students’ different languages, cultures and learning backgrounds and the way they utilise CALL when learning English.

Qualitative data were obtained from an online anonymous questionnaire. Twenty participants were recruited from level 7 and 6 students studying in the English Language Centre (ELC) at the University of Tasmania, a regional Australian University. Open coding was the major method of analysis. Ethical approval was obtained for this project (reference number H0015282).

The findings indicated Asian students generally held a positive attitude toward CALL as it was thought to offer convenience and flexibility for their study. However, there were some challenges for Asian students who utilised in CALL, especially in relation to improving their writing and speaking skills. From the learners’ perspective, the opportunities for communication and in time feedback and assistance were inadequate in their CALL experience. In addition, the learners found it hard to motivate themselves to employ CALL. These difficulties may be triggered by Asian students’ cultural and educational backgrounds. The students may also have insufficient computer skills, underdeveloped independent learning skills and potentially have low intrinsic motivation. All of these learning skills are critical in effectively employing CALL.

This findings suggested that for the Asian students who are in the process of transition from a traditional teacher centred approach to a student centred approach, more assistance and guidelines are needed for them to gradually develop their computer skills, independent learning skills and self-motivational skills to benefit from using CALL.

**References**


(11) 3Rs - Respect, Relationships Reconciliation: Digital online resource for students and staff

Theme: Students as Partners and Building an Inclusive Culture
Time: 12:30-13:20 Room: Foyer Position: 11

Authors

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Abstract

The 3R’s (Respect Relationships Reconciliation) tool is a rich resource for both teachers and students to access information to include in their teaching and learning to enhance understanding and contribute to the reconciliation process (http://rrr.edu.au/). This is an important area which is of value to UTAS and will be of interest to participants.

Session Goals

Participants will be able to explore the 3R’s resource and discuss how it may be incorporated into different curriculum areas.

The 3 R’s tool is an online resource which has been developed to assist educators, it provides learning and assessment resources for teacher educators and educators generally. For example:

- Module 1: Know yourself (know your world). Know yourself (know your world) provides concepts and resources to support you as a future teacher to understand your own unique identity and the perspectives you bring to learning and teaching about Aboriginal and Torres Strait Islander peoples and cultures;
- Module 2: Know your students. Know your students examines aspects of Australia’s shared history and the diversity of Aboriginal and Torres Strait Islander cultures, communities and perspectives, and the role schooling plays in improving educational outcomes for Indigenous students;
- Module 3 Know what you teach. Know what you teach provides concepts, learning activities and assessment tasks to support the Australian Professional Standards for Teachers.

The 3Rs project was guided and underpinned by the coordinator Dr Kaye Price PhD; MEd; BEd; Dip Teach; FACE. Ethical approval was sought and obtained by the respective universities involved in the project, University of South Australia, La Trobe University and the University of Southern Queensland.

The project was endorsed and supported by the Australian Council of Deans of Education (ACDE) and the Australian Institute for Teaching and School Leadership (AITSL).

References


(12) Using a survey following an assessment to encourage students’ self-assessment of, and preparedness to change, their approaches to study

Theme: Students as Partners and Building an Inclusive Culture
Time: 12:30-13:20 Room: Foyer Position: 12

Authors

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Abstract

It is well established that students beginning university studies, particularly those who have just left secondary education, can face a significant challenge. This is because students’ individual habits of learning are well established by the time they conclude their secondary education, and these may not suit the tertiary environment. Changes to learned and applied skills are unlikely to occur unless students critically examine their study practices and whether they work. Such insight could precede a willingness to embrace experimentation with new learning skills.

The present study consisted of a pilot project aimed at raising students’ awareness of whether their learning and study skills were working. It offered them the opportunity to reflect on their study skills in the light of their assessment results, and asked whether they thought they should change their approaches, whether they would look for other approaches, and whether they would like extra help or resources. Students differed in how confident they were initially that their skills were assisting their learning, and in whether the formative test positively reinforced this confidence or not. Confident students (in their skills, reinforced by their results) were particularly unlikely to feel that they should change their approaches. However, regardless of this, the majority of this group, and the students overall, were interested in extra help/resources and workshops.

The results of this small pilot study suggest that the medical students, regardless of their achievement level, need and/or are open to new learning approaches and could engage constructively with learning support services and resources to do so.

(13) Raising the bar: Quality oversight and support of peer programs

Theme: Students as Partners and Building an Inclusive Culture

Authors

Jane Skalicky*, Student Learning, Retention and Success, Division of the DVC (Students & Education); Sally Fuglsang, Student Learning, Retention and Success, Division of the DVC (Students & Education); and Kristen Warr, Student Learning, Retention and Success, Division of the DVC (Students & Education).

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Abstract

The University of Tasmania’s Student Experience portfolio deliver peer-led programs that support a variety of areas including academic development, early intervention, social networking, enrolment and administrative support, transition, and employability development. The range of peer programs are designed to complement
each other and provide students with opportunities to develop, realise and be resilient to change in their goals as they move towards post-graduation. The peer program approach is not unique to UTAS, however, the introduction of a new team, situated in Student Leadership, Career Development and Employment space, provides an opportunity to ensure consistent and equitable recruitment practices, quality training and induction, and evaluation of peer programs. This ensures learning remains central to the programs, and allows for the promotion of career development for student leaders and helps them to identify and articulate their employability skills developed through participation in peer-led programs (e.g., Heirdsfield et al., 2008). This presentation offers a visual summary of the peer-led programs at UTAS (e.g., PASS, Drop In, Career Peers, International Peer Leaders) and highlights key areas of student development targeted by each of the programs.

Reference


(14) Business simulations as a Work Integrated Learning methodology

Theme: Work Integrated Learning
Time: 12:30-13:20 Room: Foyer Position: 14

Authors

Stephen Allen*, Tasmanian School of Business and Economics (TSBE).

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Abstract

It is often the case that people from technical backgrounds (e.g. engineers, medical practitioners, nurses, fitters and turners, software programers, social workers) find them themselves promoted into management or senior executive positions in organisations. When these situations occur, the newly appointed leaders often indicate that two of the areas where their skills and knowledge are lacking are financial management skills as well of a knowledge of how the overall business of their organisation is conducted. Traditional ‘finance for non-finance managers’ programs (e.g. lecture followed by case study) often do not:

• ‘engage’ the learner/manager;
• cater for different learning styles; and
• do not engender ‘deep learning’ of financial and operational management skills and knowledge.

Game based business simulations which model the real world organisation, provide a learning methodology that is characterised by: ‘applied learning’; a work integrated learning approach; teamwork in business decision making; engagement with different learning styles (e.g. auditory, tactile, visual); and, it can be argued, ‘deep learning’ of financial and operational skills and knowledge.

(15) Supervision as pedagogy - the receiving end

Theme: Supervision as Pedagogy
Time: 12:30-13:20 Room: Foyer Position: 15

Authors

Indira Venkatraman*, University of Tasmania; Paul Shantapriyan, Tasmanian School of Business and Economics (TSBE); and Graham Gourlay*, Tasmanian School of Business and Economics (TSBE).
Abstract

Studies on research supervision witness a shift in focus from candidate related factors to recognising research teaching as a sophisticated skill (McCallin and Nayar, 2012). Traditional approaches to research education are evaluated against newer pedagogies. Universities are also increasingly becoming accountable to governing bodies regarding the socio-economic output of their research arm. Emphasis is changing from research for research’s sake to research contributing to society. Clearly this causes a state of pressure on faculties and their supervisors. And research candidates walk into this high pressure zone with or without warning, finding themselves on the receiving end.

There is agreement that fostering research supervision as pedagogy impacts supervision effectiveness (McCallin and Nayar, 2012). However, any evaluation on supervisory pedagogy needs to include a research candidate’s view point. The candidates’ perspective is important to understand how the ‘teaching’ of research (pedagogy) influences their world view (paradigm). This is especially true in an inter-disciplinary supervision setting (Hibbert et al., 2014). This research studies the pedagogical influences of research supervision in general, then focuses on the candidates’ perspectives. The primary research question will be ‘How do supervision pedagogies shape candidates’ expectations of their research program?’

This research uses a relationship approach (Smyth and Pryke, 2006) and bottom-up approach (Asif et al., 2013) to study the effects of pedagogy of supervision among candidates. Here the candidates are treated both as the client as well as a bottom tier within a faculty. Two of the authors reflect, in the traditions of an autoethnography, their journey through the web of knowledge, independence, resilience and emotions that shaped their emerging world view of research. The third author, an experienced supervisor, draws on his journey as a research candidate and how that journey framed his pedagogical approach to supervision.

References


(1) Science in the blender

Theme: Blended Learning
Time: 11:30-12:30 Room: Drawing Room

Authors

Barbara Holland*, School of Physical Sciences, Faculty of Science, Engineering and Technology; Susan Turland*, School of Physical Sciences, Faculty of Science, Engineering and Technology; Tracy Douglas*, School of Health Sciences, Faculty of Health; Simon Ellingsen*, School of Physical Sciences, Faculty of Science, Engineering and Technology; Chris Burke, IMAS; Andrew Seen, School of Physical Sciences, Faculty of Science, Engineering and Technology; and Sharon Fraser*, School of Education, Faculty of Education.

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Abstract

Over the last two years, academics from the Faculties of Education, SET, Health and the AMC have worked collaboratively to develop units in the BEd (Science and Mathematics). This is an initial teacher education course offered in blended mode, with majors available in Chemistry, Biology and Physics major and a Mathematics minor.

Traditionally STEM disciplines are taught using face to face pedagogies, incorporating tutorials, laboratories and field trips, but the BEd (Science and Mathematics) is delivered in a blended learning model. Academics working on the course have taken on the challenge of developing their units for this mode of delivery.

In the workshop we will take you on a journey exploring:

• The challenges we have faced in preparing units for blended delivery;
• Some innovative solutions which might be useful to those who wish to go down a similar pathway.

Workshop participants will interrogate some of their ideas about/plans for blended delivery, so bring along materials (units of work; design plan; twinkling of an idea) for consideration, and be prepared to:

• Discuss problematic issues/stumbling blocks to developing your own units for blended delivery;
• Actively explore innovative solutions to these perceived stumbling blocks with the project team.

The workshop team is very committed to sharing what they have learnt over the two years of developing the BEd course for the blended learning mode of delivery.

(2) WIL teaching and assessment barometer

Theme: Work Integrated Learning
Time: 13:20-14:20 Room: Tutorial Room

Authors

Margaret Kling*, Tasmanian School of Business and Economics (TSBE).

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Abstract

This workshop will provide practical information about the design, development, implementation, and evaluation of Work Integrated Learning teaching and assessment methodologies. It will also introduce specific information for the development of a ‘WIL barometer’. Participants will undertake activities that will inform the development of face-to-face WIL teaching methods, the development of e-WIL (online WIL) and WIL-a (WIL assessments), as well as the development of an adjustable WIL barometer tool that can be altered to a ‘fit for purpose’ practical application for specific disciplines. Using several templates participants will have the opportunity to apply and evaluate the WIL barometer as part of the workshop.

WIL teaching and assessment methods are often devised to provide for a range of linkages to occupation-specific knowledge and skills, education and qualification outcomes, and explicit academic underpinnings. WIL evaluations and WIL barometers measure the contiguity of teaching and assessment methods to specific occupations and their associated industry requirements. To consider the full benefit of a WIL teaching and assessment methodology, WIL barometers should include a measurement of the development of personal, technical and vocational skills, as well as academic outcomes.

Embedding WIL into a curriculum often involves scaffolding a range of activities across a course of study, often culminating in workplace placement. Important to the measure of WIL therefore, is a process or tool that can provide a multidimensional examination of the complexities and features of the full range of WIL activities. The WIL workshop will provide information for the development, application, evaluation and measure of contextualised WIL teaching and assessment.

(3) So what is SoTL, and how do I do it? A practical workshop on writing the Scholarship of Teaching and Learning

Theme: Breadth Units and Inter-disciplinarity
Time: 14:20–15:20 Room: Drawing Room

Authors

Kerryn Butler-Henderson*, Tasmanian School of Business and Economics (TSBE); Derek Choi-Lundberg*, School of Medicine, Faculty of Health; Tracy Douglas*, School of Health Sciences, Faculty of Health; Wendy Green*, Tasmanian Institute of Learning and Teaching (TILT), Curriculum & Quality, Division of the DVC (Students & Education); and Karen Hall, Tasmanian College of the Arts, Faculty of Arts.

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Abstract

A growing international and interdisciplinary movement, the Scholarship of Teaching and Learning (SoTL) refers to scholarly inquiry into a learning and teaching issue, which advances the practice of teaching by making its findings public (Shulman, 1999). The University of Tasmania’s strategic support for SoTL is reflected in our Teaching Performance Expectations.

Many staff are keen to investigate, and publish on issues related to their teaching learning context. Yet, beginning to research and publish SoTL can be daunting, especially for those in disciplines outside of the social sciences. Moving into a new disciplinary space is akin to moving between cultures in that it involves new ways of understanding, new practices, and new ways of communicating to new audiences (Elliot-Johns, 2011).

During 2016, the Community of Practice for Scholarship of Teaching and Learning Writers (SoTL Writers’ CoP) has supported the SoTL writing practices of its members by building an interdisciplinary culture of SoTL inquiry, developing a repository of SoTL writing resources, and fostering new interdisciplinary SoTL projects. Together, we have explored, practised and reflected on new writing tips and activities.
This workshop presented by members of the SoTL CoP will introduce participants to the concept of SoTL, and provide an opportunity to engage in some of the writing activities that we have found to be effective. The workshop will be highly practical and interactive, with discussion interspersed with short individual writing activities.

This workshop will provide participants with an opportunity to:

• Explore the concept of SoTL and how it could be developed in their own learning and teaching context;
• Identify a topic, which could be developed into a SoTL project and publication;
• Practice short bursts of SoTL writing using different writing exercises and techniques;
• Network with others who are interested in SoTL and learn about the SoTL Writers’ CoP.

References


(1) Developing student capacities to engage in online/blended experiential learning

Theme: Blended Learning  
Time: 13:20-14:20 Room: Meeting Room Position: 1

Table Hosts

Julie Davidson*, Discipline of Geography, School of Land and Food, Faculty of Science, Engineering and Technology; Andrew Harwood*, Discipline of Geography, School of Land and Food, Faculty of Science, Engineering and Technology; Vishnu Prahalad*, Discipline of Geography, School of Land and Food, Faculty of Science, Engineering and Technology; and Michael Lockwood*, Discipline of Geography, School of Land and Food, Faculty of Science, Engineering and Technology.

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Abstract

The move to online coursework delivery has emerged as a serious challenge in disciplines where field- and practice-based learning activities are central. Application of the hybrid pedagogy of online/blended experiential learning (EEL) often implicitly assumes that students:

i) can engage consistently in online learning;

ii) have a sense of agency and are independent learners;

iii) have the technical competence for online learning;

iv) come with developed interpersonal and communicative skills for working in teams online; and

v) will automatically develop a sense of belonging to a learning community.

During a 2-year trial application of EEL, we found that students’ grasp of the particular skills and abilities required was quite variable. This session seeks to initiate a discussion on students’ capacities for EEL and to investigate the scaffolding, that is, support and resources, needed to develop them. The discussion will focus on three classes of capacities relevant to EEL – (i) educational (e.g., critical thinking skills, adaptive learning, active learning, cooperative learning, collaborative problem-solving), (ii) social (e.g., team skills, communicative competence, group leadership, independent learners), and (iii) technical (IT competence and confidence) and will explore ways and pathways to equip diverse student cohorts with these capacities.

The session will be structured around the following questions:

• Do participants agree with our suggested student capacities for online/blended experiential learning?

• In participants’ experience, do students have these capacities?

• What kinds of support and resources (scaffolding) are needed to develop student capacities for engagement in online/blended experiential learning activities?

• Are colleagues interested in furthering the discussion and how?
(2) The First Year Experience at the University of Tasmania

Theme: Students as Partners and Building an Inclusive Culture

Table Hosts

Tracy Douglas*, School of Health Sciences, Faculty of Health; and Merran Rogers*, Pre-degree Programs, Student Learning, Retention and Success, Division of the DVC (Students & Education).

Contact details: Ms Tracy Douglas, Telephone: 03 6324 5481, Email: T.Douglas@utas.edu.au

Abstract

As student cohorts increase in diversity and size, the orientation and transition experience for all commencing students faces new challenges to better prepare and integrate students in their learning experiences and university culture. Our peer learning circle was established to improve network building for first year coordinators and, enable capacity building, resulting in enhanced first year experiences at the University of Tasmania. This involves discussing and reviewing a number of successful transition strategies as part of a transition pedagogy and collaborating with colleagues to share experiences and build on good practice. This will enable us to develop a first year coordination toolkit and champion good practices in first year support and transition at the University of Tasmania.

Questions to be addressed:
- How can we enhance student preparation prior to Orientation day?
- What are the key features of a successful orientation day for your students?
- How can the university enhance the transition of commencing students across a range of disciplines?
- What are the essential components of a first year coordination toolkit?

(3) Associate Degrees and the University College

Theme: Students as Partners and Building an Inclusive Culture
Time: 13:20-14:20 Room: Academy Gallery Position: 8

Table Host

Janelle Allison*, University College, University of Tasmania.

Contact details: Professor Janelle Allison, Telephone: 03 6430 4943, Email: Janelle.Allison@utas.edu.au

Abstract

The University of Tasmania has approved the establishment of the University College to support the development of new standalone Associate Degrees and preparation programs better suited to regional communities and regional workforce development. The University College will be headquartered in Inveresk Campus, Launceston. This World Café table will enable conference participants to discuss the latest developments in relation to the University College and the development of Associate Degrees.
(4) Are you developing Capability in your Graduates?

Theme: Work Integrated Learning  
Time: 13:20-14:20 Room: Academy Gallery Position: 3

Table Hosts

Patricia Bromley*, School of Health Sciences, Faculty of Health; Sharon Fraser, School of Education, Faculty of Education; and Doug Colbeck, Tasmanian Institute of Learning and Teaching (TILT), Curriculum & Quality, Division of the DVC (Students & Education).

Contact details: Ms Patricia Bromley, Telephone: 03 6226 4692, Email: Patricia.Bromley@utas.edu.au

Abstract

The University of Tasmania curriculum renewal White Paper sets out the vision for UTAS education over the next 10 years. A key focus in the White Paper is developing employable graduates who have developed:

“capabilities and agency needed to take on a dynamic and uncertain future” (University of Tasmania, 2016, p. 81).

The paper appreciates that we live in a rapidly changing world and that change in the workplace is inevitable. A 15-year-old today can expect to have upwards of 17 jobs in five different industries over the course of their working life (Owen, 2016). Higher Education is required to prepare graduates who are well equipped to work in complex and changing environments.

For most of the time, many of us work in familiar environments, using familiar solutions to solve familiar problems. Stephenson (1998) called this ‘Position Y’, and to perform well in this position requires degrees of technical aptitude and knowledge. However new graduates are required to work with less familiarity, in new work contexts, problem solving unfamiliar problems. Stephenson called this ‘Position Z’.

What distinguishes the Capable graduate, is the confidence that they will perform just as well in Position Z as in Position Y.

Although Capability is quite easily recognised, it is difficult to define and therefore difficult to develop a Capability curriculum.

Do you recognise capability in your discipline or profession? Are your students capable upon graduation? In the World Café you will consider what it means to be capable in your discipline, and the implications this has for your curriculum.

References

Owen, J. (2016). ‘Young People don’t have the skills for future jobs’, Sydney Morning Herald.


University of Tasmania (2016). The University of Tasmania curriculum renewal: White Paper, University of Tasmania.
(5) Work integrated learning

Theme: Work Integrated Learning

Table Host

Stuart Crispin*, Tasmanian School of Business and Economics (TSBE).

Contact details: Dr Stuart Crispin, Telephone: 03 6226 7476, Email: Stuart.Crispin@utas.edu.au

Abstract

The curriculum renewal White Paper has a focus on interdisciplinary work integrated learning (WIL), particularly forming part of a four-year Bachelors provision. This World Café table will allow participants to discuss the implications of the proposals for incorporating WIL.

(6) A framework for developing and supporting student leadership

Theme: Supervision as Pedagogy
Time: 13:20-14:20 Room: Academy Gallery Position: 4

Table Hosts

Jane Skalicky*, Student Learning, Retention and Success, Division of the DVC (Students & Education); Sally Fuglsang, Student Learning, Retention and Success, Division of the DVC (Students & Education); and Kristen Warr, Student Learning, Retention and Success, Division of the DVC (Students & Education)

Contact details: Dr Jane Skalicky, Telephone: 03 6226 7696, Email: Jane.Skalicky@utas.edu.au

Abstract

The Developing and Supporting Student Leadership (DaSSL) project provides a Framework to support peer learning program coordinators to better engage in evidence-based decision-making regarding student leadership development. The Framework is stabilised by the ‘5Ps’ which have been derived from international literature and represent the key domains of sound program design: Purpose, People, Positioning, Practice and Progress. This presentation offers a visual summary of the DaSSL Framework, outlining its core components (reflection tool, action plan, good practice guidelines, case studies, supporting resources) and highlighting its potential uses. As an innovative quality improvement tool, the Framework may be used to support the professional development of peer leaders and, in this way, it contributes to ensuring the excellence of peer learning programs.

(7) How can we avoid ‘lost in translation’ moments in cross-cultural supervision?

Theme: Supervision as Pedagogy

Table Hosts

Wendy Green*, Tasmanian Institute of Learning and Teaching (TILT), Curriculum & Quality, Division of the DVC (Students & Education); and Clair Andersen*, Tasmanian Institute of Learning and Teaching (TILT), Curriculum & Quality, Division of the DVC (Students & Education).
Abstract

Culture shapes ideas and expectations regarding teaching, learning and knowledge. In this interactive session, we will explore some of the challenges and possibilities of cross-cultural supervision. Participants will be invited to share issues they have encountered, and effective strategies they have developed in cross-cultural supervision teams.

Some of the questions we might explore are:

- What personal, cultural and linguistic challenges might international research students and their supervisors encounter?
- What are the advantages of cross-cultural supervision?
- What strategies can facilitate effective intercultural communication between culturally diverse supervisors and students?
- What are the similarities between advising domestic and international research students? What are some possible differences?
- How can supervisors best support the language needs of students whose first language is not English?
- What is the supervisor’s role and responsibility for pastoral support for international and Australian Indigenous students? Why is this important?

(8) Students as partners

Theme: Students as Partners and Building an Inclusive Culture

Table Host

Stuart Schonell*, Tasmanian School of Business and Economics (TSBE)

Contact details: Mr Stuart Schonell, Telephone: 03 6226 2409, Email: stuart.schonell@utas.edu.au

Abstract

Student as Partner is learning from, and with, each other in a mutually supportive environment. The Student as Partner group is a group of students and academics who gather for confidential sharing of experiences and challenges and who draw on the collective experience and wisdom of the group to further unit or course development and teaching/learning quality. Meetings focus on questioning, feedback and reflective conversations with an emphasis on learning and action.

While reflection can occur in conversation with ourselves, it is enhanced through conversations with others because the full realisation of the value of reflection “occurs only when others are involved” (Brookfield, 1995, p. 140). Benefits of reflective conversations, from a Student as Partner perspective, include seeing the world through the eyes of others, developing a sense of personal and professional authority, reducing isolation, reaffirmation of individual learning and teaching-related ideals, developing specific ways of working with learning and teaching “issues”, and learning to engage in critical conversations with students (Clarke, 2001, cited in Haigh, 2005, p. 10).

References


(9) Launch of the curriculum renewal White Paper

Theme: Locally and Globally Engaged Learning and Teaching

Table Hosts
Natalie Brown*, Tasmanian Institute of Learning and Teaching (TILT), Curriculum & Quality, Division of the DVC (Students & Education); and Saraswathy Varatharajulu, student.

Contact details: A/Professor Natalie Brown, Telephone: (03) 6226 1756; Email: Natalie.Brown@utas.edu.au

Abstract
The curriculum renewal White Paper (https://wikis.utas.edu.au/display/HLGCurriculum/Curriculum+Renewal+Group++Home) has been in development for a year and was formally approved by Senate in August 2016. It being formally launched with a new name during Teaching Matters 2016. This World Café table will give conference participants an opportunity to discuss the themes (for a summary mapped to the conference themes see http://www.utas.edu.au/teaching-matters/themes) and the detail presented in the White Paper.

(10) Curriculum renewal at the University of Tasmania

Theme: Locally and Globally Engaged Learning and Teaching

Table Hosts
Heather Monkhouse*, Faculty of the Arts; Tina Acuna*, School of Land and Food, Faculty of Science, Engineering and Technology; and Justin Walls (Faculty of Health)

Contact details: Dr Tina Acuna, Telephone: 03 6226 7507, Email: Tina.Acuna@utas.edu.au

Abstract
A vision for a new curriculum was introduced in the August 2016 White Paper that 'charts a path for the University of Tasmania for the next decade and beyond in respect of the educational programs we will offer. It is an integrated vision, set of ideas and proposals that is launched to coincide with the major program of transformation of the regional economy and society.' (https://wikis.utas.edu.au/display/HLGCurriculum/Curriculum+Renewal+Group++Home). There is a focus on outcome-based approaches to learning and teaching, which references the concept of a T-shaped student and has a basis in disciplinary breadth, the application of skills and multidisciplinary capacity. This world café aims to explore with participants how the various design elements of the renewed curriculum, including disciplinary expertise, core degree knowledge and experience and extension might be represented in a T-shaped student. Threshold, or minimum design elements, which are anticipated to be included in revised courses, will also be discussed.
(11) The ABC (& DE) of 21st Century curriculum renewal

Theme: Locally and Globally Engaged Learning and Teaching

Table Host

Sally Kift*, Deputy Vice-Chancellor (Academic), James Cook University.

Contact details: Professor Sally Kift

Abstract

Following her keynote Sally has kindly agreed to host a World Café table in order to engage in more detailed discussion about the conference theme "Transforming Practice Through Innovation and Partnerships" and the topics that she picked out during her keynote presentation. Sally has extensive knowledge of the state of Australian tertiary education and is able to speak on a wide range of issues.
Maps and Floor Plan

Figure 1. Map of the Inveresk campus. You may access the interactive map in order to obtain a more useful view: https://drive.google.com/open?id=1mtOSG5Y076B54zU_l2bfqt-F_mg&usp=sharing.
Figure 2. A wider view of the position of the campus in Launceston: https://drive.google.com/open?id=1mtOSG5Y076B54zU_I2bfql-F_mg&usp=sharing.
Figure 3. Teaching Matters 2016 will be using rooms in the main Academy of the Arts building and the Annex.
Organising committee and acknowledgements

Teaching Matters 2016 has been organised by the following Tasmanian Institute of Learning and Teaching staff:

Conference convenors: Professor Megan Quentin-Baxter, Dr Wendy Green and Dr Cassandra Saunders.

Administrative support: Tamzen Jeanneret (TILT), Rebecca Shaw, Halina Rybczyk and Lara Smart (Division of the DVC (Students & Education)).

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