



## Learning in 2021: Strengthening Connections

30 November – 2 December, 2020

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Online

University of Tasmania

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# Welcome to Teaching Matters 2020

## Learning in 2021: Strengthening Connections

### Acknowledgement to Country

The University of Tasmania recognises the Aboriginal history and culture of the land on which we meet for this conference. We pay our respects to the traditional owners and custodians of the land upon which all UTAS campuses stand.

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.

### Welcome from the Academic Executive Director

Dear Colleagues,

It is my pleasure to welcome you to the 19th Teaching Matters Conference. Teaching Matters provides a wonderful opportunity for colleagues across the University to come together with a shared purpose and enthusiasm for learning and teaching. The Teaching Matters Conference is a special space for those involved in the support of students' learning to share their successes and innovations and to learn together.

This year, the conference theme is *Learning in 2021: Strengthening Connections*. Connections are at the heart of learning and teaching; joining ideas, people, the institution and its community. Presenters will be exploring how place shapes our teaching, digital tools and approaches to facilitate learning, retaining students and staff, and connection to our community. As we look forward to 2021, we seek to strengthen connections that support the learning and wellbeing of students and staff. I thank you for joining me and the convening team at the 2020 Teaching Matters to celebrate our learning and teaching successes and opportunities for growth in 2021.

Kind regards,  
Professor Mitch Parsell

*Professor Mitch Parsell is the University's Academic Executive Director. Professor Parsell began his academic career in the University's Department of Philosophy, before moving to Sydney where he worked at the Macquarie University in a suite of roles, including Associate Dean, Learning and Teaching in the Faculty of Human Sciences, and Chair of the University Learning and Teaching Committee. Mitch is currently engaged in advancing the University's strategic priorities in learning and teaching, digital futures, and quality and standards.*

# General Information

## Conference program

An electronic program, in a mobile friendly format, is available at: [www.utas.edu.au/teaching-matters/program](http://www.utas.edu.au/teaching-matters/program)

(You will need to log in to access this.)

## Video

We encourage participants to have their video on during presentations so presenters can see who they are talking to.

## Audio

All participants will be muted on entry. Please ensure your microphone is muted during all presentations.

## Recording

All sessions during the Conference will be recorded. While we encourage participants to have their video on, you may attend with your camera off if you do not wish to be recorded. All out-of-session discussion will be deleted from the final recordings.

## Communication

The Twitter hashtag for Teaching Matters is **#utasTM**

Program Overview - Day 1					Zoom room
10.00	<b>Welcome, Acknowledgment of Country, and Housekeeping – Dr Andrea Adam and Professor Mitch Parsell</b>				<b>Plenary Room</b>
10.10	<b>Keynote presentation – Associate Professor Jason Lodge, University of Queensland</b>				
11.00	Break followed by parallel session 1: Showcase presentations				
	Room 1	Room 2	Room 3	Room 4	Room 5
11.10	Connecting with industry to deliver Work-Integrated Learning in partnership <i>Phoebe Griffin</i>	'Co-created Assessment' as a tool for enhancing student connectedness <i>Bronwyn Eager</i>	Species Hotels: Inspiring community connections <i>Louise Wallis, Tanya Bailey, Nel Smit</i>	Disembodied connection: Making theatre 'Live from the Cloud' <i>Jane Woollard, Asher Warren</i>	Resilient curriculum: Empowering the teaching team <i>Tina Acuna, Jo-Anne Kelder</i>
11.30	Break followed by parallel session 2: Lightning presentations				
	Room 1	Room 2	Room 3	Room 4	Room 5
11.35	Mobile Interactive Learning and Engagement (MILE): Reaching more Tasmanians <i>Mark Shelton, Jamie Mitchell</i>	Unexpected positive consequences of COVID-19: Enhanced nursing student connectedness <i>Kathy Tori, Carey Mather</i>	Moving place-based field trips online <i>Dave Kendal, Shasta Henry, Rob Anders</i>	Mitigating technology fear allows digital connections for successful assessment <i>Miguel A Iglesias</i>	Embracing digital tools in Higher Education to enhance the student experience, provide equivalency and strengthen connections: A case study <i>Christopher Mabin, Mark Thompson</i>
	Connecting students with industries during early COVID-19 times through virtual, synchronous engagement <i>Clayton J Hawkins</i>	Clinical reasoning: The connection between bioscience and clinical practice <i>Michele Dowlman</i>	Climbing kunanyi with online students <i>Duncan Sinclair</i>	Mitigating technical and interaction difficulties in the online learning environment <i>Soonja Yeom, Riseul Ryu</i>	Lessons learned from librarian support in a pandemic: Identifying how online discussion boards may augment digital connections <i>Tracy Douglas, Louise Earwaker</i>
	Singular connections: Enabling students to feel valued as individuals <i>Rob Lewis, Jenn Kemp Smith</i>	Interactive online oral examination in postgraduate Neonatal Nursing <i>Patricia Bromley</i>		MyLO MATE for academics <i>Kevin Lyall, Connor Deckers</i>	Connecting on their terms: Using student-preferred platforms to provide community during COVID-19 <i>Mikaela Seabourne, Nicholas Youl</i>
Lightning presentation Q&A					
12.00	Break followed by parallel session 3: Spotlight sessions				
	Room 1		Room 3	Room 4	
12.05	Zoom gives everyone a front row seat: Integrating on-campus and remote delivery <i>Brad Boron, Leonie Ellis</i>		Course and Unit Builder <i>Thomas Bosworth, Stephen Linquist</i>	In Conversation: Short Courses <i>Martin Grimmer, Sarah Jones, Kerryn Butler-Henderson</i>	
12.30	<b>Close Day 1</b>				

#### HOW TO JOIN A SESSION (VIA ZOOM)



1. Click on any room name on the online program: [utas.edu.au/teaching-matters/program](https://utas.edu.au/teaching-matters/program) or...
2. Click on the room link in the recent email if you know the time and room number.

Program Overview - Day 2					Zoom room
10.00	<b>Workshop: Learning and Teaching Scholarship and Ethics – Dr Jo-Anne Kelder and Dr Doug Colbeck</b>				Plenary Room
10.30	Break				
10.35	<b>Plenary: Day 2 Open and Announcement of Inclusive Practice Awards – Professor Dominic Geraghty, PVC Launceston</b>				
10.50	<b>Plenary: Student Connections Forum – Ms Tracy Douglas (Chair), Professor Natalie Brown, Chair of Academic Senate (Welcome)</b>				
11.30	Break followed by parallel session 4: Showcase presentations				
	Room 1	Room 2	Room 3	Room 4	Room 5
11.35	<i>My Career Essentials</i> : Connecting curriculum and graduate employability through an interactive, online learning experience <i>Kristin Warr</i>	Promoting online collaboration through assessment <i>Greg Oates</i>	Exploring high student agreement at a course level in a fully online Bachelor degree <i>Alison Canty</i>	Breaking the ice: Connecting with students and colleagues in a webinar program <i>Amelia Dowe, Jessie Armitage</i>	Retention via connectedness: Insights from using projective techniques <i>Clive R Boddy</i>
11.50	Break followed by parallel session 5: Showcase presentations				
11.55	Academic Integrity @ UTAS: Going to the next Level <i>Joel Scanlan, Angela Boyes</i>	Strengthening Higher Degree Research students' connections to their study and the research community <i>Greg Oates, Vesife Hatisaru</i>	Five lessons from students in Family History: Teaching older students online <i>Imogen Wegman</i>	Let's create authentic workplace competency through student-centred online learning <i>Jodie Lee, Cecilia Lawler</i>	Students as Partners: Lessons from student perspectives during COVID-19 <i>Matthew Knox, Clayton J Hawkins</i>
12.10	Break followed by parallel session 6: Showcase presentations				
12.15	Building an authentic online curriculum through industry connections <i>Carolyn King</i>	Connecting despite COVID-19 <i>Lyn Goldberg</i>	Evaluating course completion, appropriateness and burden in the Understanding Multiple Sclerosis Massive Open Online Course <i>Suzi B Clafin</i>	Virtual projects: A learning and teaching strategy for maintaining connections during and post COVID-19 <i>Sarah Prior, Pieter Van Dam</i>	Reflections on teaching cultural safety to healthcare students: Comparing online and face-to-face delivery <i>Robyn Moore, Natalie Maystorovich</i>
12.30	<b>Close Day 2</b>				

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2. Click on the room link in the recent email if you know the time and room number.

Program Overview - Day 3					Zoom room
10.00	<b>Plenary: Connections Roundtable</b>				<b>Plenary Room</b>
10.50	Break followed by parallel session 7: Showcase presentations				
	Room 1	Room 2	Room 3	Room 4	Room 5
11.00	Peer Learning Circle conversations about connections and representations <i>Vesife Hatisaru, Nicole Maher</i>	Does digital connection endanger student connectedness? Considering teaching and learning connection idiosyncrasies within police tertiary education <i>Kate Cashman, Isabelle Bartkowiak-Théron</i>	Connecting Tasmania through exercise and sport science <i>Courtney McGowan</i>	Maritime teaching and learning in the online space <i>Aditi Kataria</i>	Creative Country: Making with Country to reveal knowledges and strengthen connections <i>Janice Ross, Antonia Aitken</i>
11.15	Break followed by parallel session 8: Showcase presentations				
11.20	Coordinate and connect rather than divide and segregate! Academics' perspectives on STEM <i>Andrew Seen, Sharon Fraser</i>	Teaching face-to-face during COVID-19 in Higher Education: Student engagement, lecturer capability and fatigue during a pandemic <i>Umar Raza Khan</i>	Critical literacies and localities: Localising the practice through fairy tales <i>Nita Novianti</i>	Using Intelligent Agents to formulate digital connections <i>Jiangang 'Johnny' Fei</i>	Creating an international COVID-19 pandemic learning community <i>Joseph Crawford</i>
11.35	Break followed by parallel session 9: Lightning presentations				
	Room 1	Room 2	Room 3	Room 4	
11.40	Mathematically active online <i>Jane Stratton, David Vender</i>	Connecting through language: Introducing a language of virtues <i>Toby Newstead, Megan Short</i>	Riawunna's engagement outcomes during COVID-19 through the Murina Program: Strengthening digital connections of people and place <i>Jodi Haines</i>	Work Ready Toolkit: Developing job-seeking skills and promoting community involvement <i>Ana Lobo, Netty Gibson</i>	
	Design and build with no build <i>Peter Doe, Tim Gale</i>	Interpreting eVALUate Results: Seeing the big picture <i>Sonya Stanford, Vaughan Higgins</i>	Japanese tertiary student response to group activities in English learning <i>Emily Morgan</i>	Delivering hands-on training to Defence from afar, and how it will make our in-person training better <i>Damien Guihen</i>	
	Laboratory innovations: Delivering online science workshops during a global pandemic <i>Robin Barnes, Janelle Brown</i>	Connect to Country <i>Kristy Cooper</i>	Creating meaningful Short Course pathways to support lifelong learning <i>Martin Grimmer</i>		
	Lightning presentation Q&A				
12.05	Break				
12.10	<b>Plenary: Conference Reflections, Acknowledgement of Award recipients, and Close – Associate Professor Leonie Ellis</b>				<b>Plenary room</b>
12.30	<b>Close Day 3</b>				

#### HOW TO JOIN A SESSION (VIA ZOOM)



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## Keynote speaker

Associate Professor Jason Lodge



Jason Lodge, PhD is Associate Professor of Educational Psychology in the School of Education and Institute for Teaching and Learning Innovation at The University of Queensland. He is also Honorary Principal Research Fellow in the Melbourne Graduate School of Education, The University of Melbourne. Jason's research focusses on the cognitive, metacognitive, social and emotional mechanisms of concept learning and conceptual change. He also conducts research on the translation of the science of learning into practice in educational settings, particularly in digital learning environments and higher education.



# Learning in 2021: Strengthening Connections

Learning and teaching are about the formation of connections – between learners and ideas, students and teachers, students and the University, amongst teachers, across the curriculum, and into our community. This year we have faced, and continue to face, extraordinary challenges, that have the potential to reshape our approaches to teaching, curriculum, and ways of working; both with our students and with each other. As we look forward to 2021, we have a unique opportunity to embrace the challenges of physical and social isolation, and to build connections that support the learning and wellbeing of students and staff.

At this year's Teaching Matters, we invite you to consider different kinds of connections, how these have been developed, adjusted and adapted in response to COVID-19, and their various impacts on how students are learning, and how teachers are designing and delivering curriculum. How do we live well, teach well and learn well?

## Digital connections



In 2020, digital connections have been more important than ever; a lifeline connecting us in learning and teaching in a disrupted world. Our teachers and our students have achieved the extraordinary this year; using digital tools and technologies to grow learning communities.

What lessons can we learn from our experienced online educators and this year's emergency of rapid transition to teaching remotely that we can take into the future? What new avenues for inclusion and access have opened up to us and to our students? What added value, innovation and creativity have we discovered in our embrace of digital opportunities? How do we build, maintain and grow meaningful connections remotely? What digital tools can we use to strengthen the connections between students and their learning, students and each other, teachers and students, teachers and peers, into and with our communities and disciplines?

## Community connections



Connecting our students and curriculum to employers, industry, professional bodies and the wider community is essential for us to realise our goal of being a university for Tasmania. These connections can be formed through embedding employability skills in curriculum, experiential learning and placements in our courses, outreach and engagement of students with community, and working meaningfully with employers and professional bodies on graduate employability. Community connections can be nurtured within the curriculum as extension and co-curricular activities.

How can we support an enriched and connected student experience; preparing our future graduates to take their place as participants and shapers of the workforce, professions and community?

## Connected to place



The University of Tasmania has committed to making a difference for Tasmania and from Tasmania to the world. This begins with the need for a deepened understanding of lutruwita and respect for the knowledges of the Traditional Owners of this country. Our unique environment and population offers us distinctive opportunities for connection with the natural environment, and for our actions to effect meaningful change. In addressing the challenges faced by Tasmania and Tasmanians, we can offer keys to others in addressing their own.

How do we connect curriculum to place? What does place mean for us across a multi-campus University, and for our students learning in places across Australia? How do we strengthen the indigenisation of our curriculum? How does a sense of place, belonging and responsibility inspire our teaching?

## Connectedness



Students are at the centre of our teaching; strengthening connections to their learning, their program of study, to each other and to the University is of vital importance. Student retention matters because the lives of our students are changed by their engagement with learning. We can share our success in engaging (and retaining) students, in the design of our curricula and in supporting student interactions with each other and the University.

A sense of connectedness has also been tested by physical distancing, remote teaching and working off-campus. Adjusting to new ways of working and changed responsibilities within and outside work have placed pressure on our students and colleagues. As we adapt to the new normal, how do we support student and staff wellbeing for learning, foster resilience, and combat isolation with connection?

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## Parallel session 1 – Mon 11.10-11.30

### Showcase presentations

Zoom room	Presentation	Speakers
1	Connecting with industry to deliver Work-Integrated Learning in partnership	Phoebe Griffin
2	'Co-created Assessment' as a tool for enhancing student connectedness	Bronwyn Eager
3	Species Hotels: Inspiring community connections	Louise Wallis Tanya Bailey Nel Smit
4	Disembodied connection: Making theatre 'Live from the Cloud'	Jane Woollard Asher Warren
5	Resilient curriculum: Empowering the teaching team	Tina Acuna Jo-Anne Kelder

## Connecting with industry to deliver Work-Integrated Learning in partnership

Sub-theme: Community connections

### Authors and presenter\*

Phoebe Griffin, Tasmanian School of Medicine, CoHM\*

Sarah Prior, Tasmanian School of Medicine, CoHM

Pieter Van Dam, Tasmanian School of Medicine, CoHM

### Abstract

Work-Integrated Learning is a pedagogical approach that allows universities to provide context-responsive, fit-for-purpose education through industry partnerships. However, genuine experiential and workplace learning must also be actively supported by industry. The Graduate Certificate and Professional Honours (Clinical Redesign) courses are practically applied in the workplace; delivered in a blended learning model within healthcare organisations. As part of our courses, students actively participate in their own work setting by undertaking a health service improvement project. Projects have industry-based project sponsors and expert coaches, who provide organisational oversight and on-the-ground coaching. This practice ensures that industry partners are closely involved in many aspects of the course, such as feedback, project design, content development and assessment. A mixed-methods approach, comprising online surveys and semi-structured interviews, was used to explore the experiences of coaches and executive sponsors as key facilitators of workplace-based projects (Van Dam et al., 2020). Fifteen (54%) coaches and 37 (20%) sponsors completed the online survey. Ten coaches and six sponsors participated in interviews. The survey data revealed overall positive experiences for coaches and mixed experiences for sponsors. Interview participants expressed a sense of fulfillment that came from working with project teams to deliver successful project and educational outcomes. However, concerns were raised about the skills required to effectively coach and sponsor. Coaches and sponsors sometimes felt under-valued and may benefit from cohort-tailored and evidence-based professional development. There is an opportunity for UTAS to develop educational programs to further support partner organisations to deliver sustainable, best-practice Work-Integrated Learning.

## Reference

Van Dam, P. J., Griffin, P., Peterson, G. M., Reeves, N. S., Kirkwood, L., & Prior, S. J. (2020). Organizational support in healthcare redesign education: A mixed-methods exploratory study of expert coach and executive sponsor experiences. *International Journal of Environmental Research and Public Health*, 17(15), 5308. <https://doi.org/10.3390/ijerph17155308>

# 'Co-created Assessment' as a tool for enhancing student connectedness

Sub-theme: Connectedness

## Author and presenter

Bronwyn Eager, Entrepreneurship & Innovation, CoBE

## Abstract

While efforts have been made to enhance educational experience through student-centred initiatives e.g. students co-creating rubrics (Fraile, Panadero, & Pardo, 2017) and self-scoring (Panadero & Romero, 2014), prescribing assessment type and description (e.g. a 3000-word essay) remains largely the domain of educators. Students have little autonomy over the artefacts they are required to produce to evidence their acquisition and application of knowledge.

In a second-year undergraduate unit in the Bachelor of Business at The University of Tasmania, an in-class activity was trialled with the aim of enhancing student engagement through asking students to design their own assessments.

Co-created assessment was conducted based on several assumptions. Firstly, anecdotally, students may approach university subjects with the primary goal of completing assessments rather than knowledge acquisition. Secondly, complaints about assessment likely arise from a students' perceptions that assessments are not relevant to future work (Kivunja, 2015). Thirdly, assessment should contribute to developing work-ready skills for application beyond university (Ruge & McCormack, 2017).

The activity began with a discussion-led classroom-based enquiry into student perceptions of assessment. As a class, assessment was considered in 'real world' contexts (i.e., how entrepreneurs produce artefacts as evidence of their success), unpacking students' past experience and preference for assessment type, and finally, collaboratively building new assessment tasks.

The initiative resulted in three co-created assessments. These differed from the assessments in previous offerings of the unit such that they focused heavily on screen-based materials and multi-media production. Further work is needed to determine the impact of the initiative on student experience and knowledge acquisition.

## References

- Fraile, J., Panadero, E., & Pardo, R. (2017). Co-creating rubrics: The effects on self-regulated learning, self-efficacy and performance of establishing assessment criteria with students. *Studies in Educational Evaluation*, 53(1), 69-76.
- Kivunja, C. (2015). Teaching students to learn and to work well with 21st century skills: Unpacking the career and life skills domain of the new learning paradigm. *International Journal of Higher Education*, 4(1), 1-11.
- Panadero, E., & Romero, M. (2014). To rubric or not to rubric? The effects of self-assessment on self-regulation, performance and self-efficacy. *Assessment in Education: Principles, Policy & Practice*, 21(2), 133-148.

Ruge, G., & McCormack, C. (2017). Building and construction students' skills development for employability-reframing assessment for learning in discipline-specific context. *Architectural Engineering and Design Management*, 13(5), 365-383.

## Species Hotels: Inspiring community connections

Opportunities and challenges to sustaining an intergenerational, interdisciplinary, and "live" project.

Sub-theme: Connected to place

### Authors and presenters

Louise Wallis, STED, Architecture & Design, CoSE

Tanya Bailey, SNS/ Greening Australia

Nel Smit, Greening Australia

### Abstract

The Species Hotels (SH) project inspires first year students to design and make sculptural habitats along a river walk in Ross. The purpose is two-fold: to provide functioning habitat for specific animals as the young plantings develop around them, and to raise community awareness of the Tasmanian Island Ark (Greening Australia, 2020) through students' design of distinctive forms. Tasmanians are largely unaware that the Northern Midlands is identified as one of 15 Biodiversity Hot Spots in Australia with 32 nationally threatened species, and more than 180 plants and animals listed as threatened at the state level (Department of Agriculture, Water and Environment, n.d.). NGOs, UTAS and government are involved in this significant ecological restoration program. To achieve such positive outcomes will take generations of long-term support within the community. Place-based education provides an ideal vehicle to build ecological literacy and stewardship capacity, as it is inherently interdisciplinary, experiential, and connects place with self and community (Gruenewald & Smith, 2007; Ardoin, 2006).

The involvement of Architecture and Design occurred by chance but has since evolved to be an integral part of the curriculum (2016-). Over 400 participants have been engaged; including university students, schoolchildren, educators, scientists, artists, landowners, and community supporters. This presentation will outline how partnerships have flourished and become sustainable through different educational activities, events, and locations; as well as the challenges. It will also show how those involved have been inspired to learn, transform their thinking, and connect.

### References

Ardoin, N. M. (2006). Toward an interdisciplinary understanding of place: Lessons for environmental education. *Canadian Journal of Environmental Education (CJEE)*, 11, 112-126.

Department of Agriculture, Water, and the Environment. (n.d). *Australia's 15 national biodiversity hotspots*. <https://www.environment.gov.au/biodiversity/conservation/hotspots/national-biodiversity-hotspots>

Greening Australia (2020). *Tasmanian Island Ark*. <https://www.greeningaustralia.org.au/programs/tasmania-island-ark/>

Gruenewald, D. A., & Smith, G. A. (2007). *Place-based education in the global age: Local diversity*. Taylor & Francis Group.

# Disembodied connection: Making theatre ‘Live from the Cloud’

Sub-theme: Digital connections

## Authors and presenters

Jane Woollard, School of Creative Arts and Media, CALE  
Asher Warren, School of Creative Arts and Media, CALE

## Abstract

In our third-year theatre unit ‘Production Project’, students are given the opportunity to direct, design and produce their own short public performances. The subject is highly anticipated; as students take full creative control of projects, and present these works (and perform in them) to an audience of family, friends and the public. The 2020 unit began as per any other year; with students selecting texts, organising into production teams, and developing concepts, casting roles, and scheduling rehearsals.

The processes of rehearsal had only just begun when the COVID-19 restrictions were implemented, and we were thrust into the broken world of brady-bunch video conferencing, locked away from friends and family. We, and our students, were shell-shocked, isolated, distressed.

In this presentation, we will outline how we adapted to the challenges of COVID; altering our teaching to a collaborative mode akin to Haraway’s sympoiesis, “... a word for worlding-with, in company” (Haraway, 2016, p. 58). By ‘making-with’ our students, we replaced the embodied learning of the rehearsal room with a different kind of tele-presence - but still a presence as Shannon Rose Riley describes it: “constituted in the moment by means of attention to the processes of the organism and its relationship with its environment.” (Riley, 2004, p. 448). These changes challenged many assumptions students held about theatre; but through this ‘making-with’, we saw students employ lateral, high-level conceptual thinking about theatre making; demonstrable in the rich, creative and engaging performances made for the highly experimental online production: ‘Live from the Cloud’.

## References

- Haraway, D. J. (2016). *Staying with the trouble: Making kin in the Chthulucene*. Duke University Press.
- Riley, S. R. (2004). Embodied perceptual practices: Towards an embrained and embodied model of mind for use in actor training and rehearsal. *Theatre Topics*, 14(2), 445–471.

# Resilient curriculum: Empowering the teaching team

Sub-theme: Connectedness

## Authors and presenters

Tina Acuna, CoSE  
Jo-Anne Kelder, Tasmanian Institute of Learning and Teaching, Academic Division

## Abstract

Nationally, there is increasing demand for assurance of quality teaching and learning in Higher Education: teaching practice needs to be agile, and underpinned by robust assurance of learning. Federal government performance-based funding arrangements highlight the student experience, inclusive of teaching quality, and the *TEQSA Guidance Note: Scholarship* (2018) expects individual and institutional evidence that academics undertake scholarly informed teaching. However, resource allocation to teaching is under pressure and approaches to develop and assure new curriculum can be inconsistent; the roles of education-focused academics can be ill-defined; and, typically, scholarly approaches to teaching and learning are siloed at unit level, *ad-hoc* and key-person dependent. Recognising the ubiquity and complexity of this situation,

the Australian Council of Deans of Science (ACDS) inaugural Fellowship was awarded to promote the Curriculum Evaluation Research (CER) framework and resources (Kelder et al., 2020) in STEM disciplines. The CER is a way for learning and teaching leaders to conceptualise and organise how to implement a teaching team-based approach to scholarship that ensures evidence-based decisions for resilient curriculum. We present our method for connecting with academics nationally, and within CoSE, and reflect on the worldwide disruptive impacts of COVID-19, particularly rapid changes to curriculum, without time to think about evidence for or of 'quality'. We pose critical questions on what a resilient system for curriculum design, delivery and evaluation can look like. Beyond COVID-19, we propose that the CER framework will be instrumental in teaching teams working together to monitor and evaluate the impact of our new courses offered from 2021.

## References

- TEQSA (12 December 2018). "Guidance Note – Scholarship" Version 2.5. <https://www.teqsa.gov.au/latest-news/publications/teqsa-guidance-note-scholarship>
- Kelder, J-A., Acuna, T., & Cunningham, G., (2019). "CER-STEM". *Australian Council of Deans of Science Teaching and Learning Centre*. <http://www.acds-tlcc.edu.au/cer-stem/>

## Parallel session 2 – Mon 11.35-12.00

### Lightning presentations

Zoom room	Presentation	Speakers
1	Mobile Interactive Learning and Engagement (MILE): Reaching more Tasmanians	Mark Shelton Jamie Mitchell
	Connecting students with industries during early COVID-19 times through virtual, synchronous engagement	Clayton J Hawkins
	Singular connections: Enabling students to feel valued as individuals	Rob Lewis Jenn Kemp-Smith
2	Unexpected positive consequences of COVID-19: Enhanced nursing student connectedness	Kathy Tori Carey Mather
	Clinical reasoning: The connection between bioscience and clinical practice	Michele Dowlman
	Interactive online oral examination in postgraduate Neonatal Nursing	Patricia Bromley
3	Moving place-based field trips online	Dave Kendal Shasta Henry Rob Anders
	Climbing kunanyi with online students	Duncan Sinclair
4	Mitigating technology fear allows digital connections for successful assessment	Miguel A Iglesias
	Mitigating technical and interaction difficulties in the online learning environment	Soonja Yeom Riseul Ryu
	MyLO MATE for academics	Kevin Lyall Connor Deckers
5	Embracing digital tools in Higher Education to enhance the student experience, provide equivalency and strengthen connections: A case study	Christopher Mabin Mark Thompson
	Lessons learned from librarian support in a pandemic: Identifying how online discussion boards may augment digital connections	Tracy Douglas Louise Earwaker
	Connecting on their terms: Using student preferred platforms to provide community during COVID-19	Mikaela Seabourne Nicholas Youl



# Mobile Interactive Learning and Engagement (MILE): Reaching more Tasmanians

Sub-theme: Community connections

## Authors and presenters\*

Mark Shelton, University College\*  
Andrea Carr, Executive Team, University College  
Cherie Hawkins, University College  
Robin Barnes, University College  
Jamie Mitchell, University College\*

## Abstract

Characterised by a focus on accessibility, University College (UC) has a strong commitment to widen participation in Higher Education, with an emphasis on low SES, regional, rural, and remote students. We offer enabling and pathway programs with flexible, shorter course options, and have outreach and engagement initiatives that build connections with communities and industry. One of these initiatives, includes delivering locally relevant, practice-based, educational experiences using a Mobile Interactive Learning and Engagement (MILE) truck. The MILE truck is purposefully designed as an innovative, interactive learning environment, that may be set up in locations around Tasmania. It enables members of different communities to have meaningful interaction with our people, and exposure to educational experiences that may broaden their horizons. Research shows that such activities and experiences, in conjunction with exposure to role models, and the development of educational networks, can positively influence school and work decision-making (Baxter, Tate & Hatt, 2007; Wilks & Wilson, 2012; Fleming & Grace, 2014; Hawkins, 2014; Kilpatrick et al., 2018). This presentation therefore explores how the initiative connects us with communities, exposes Tasmanians to experiences using new technologies, and raises awareness of pathways and options. It discusses how these factors may influence decision-making and perceptions of university. Initial feedback from high school students (n=300) participating in the use of virtual reality, augmented reality, drone technology, robotics, and virtual welding over five consecutive days suggests the MILE truck enables meaningful connections, and increases awareness of the possibilities through engagement in various experiences.

## References

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# Connecting students with industries during early COVID-19 times through virtual, synchronous engagement

Sub-theme: Community connections

## Authors and presenter\*

Clayton J Hawkins, University College\*

Christine Angel, University College

Michael Brindley, University College

René Kling, University College

Cecilia Lawler, University College

Jodie Lee, University College

Ana Lobo, University College

Michael Stewart, University College

Naomi Walsh, University College

## Abstract

University College's Associate Degrees are constructed with the 'practitioner' at the centre of curriculum design. This requires meaningful interactions with industries for students to develop relevant and appropriate networks, capacity, and insight.

The rapid spread of COVID-19 in 2020 impacted learning and teaching at the University of Tasmania. This caused an expeditious shift of delivery to online platforms. The shift to online learning could have led to a disconnect between University College students and relevant industries. University College academics leading units (coded ZAA) in the Applied Business programs in Terms 2 and 3 in 2020 nimbly adapted to this dynamic environment through inviting industries into virtual classrooms. Across 14 units, 63 different industry 'players' from 15 different industry sectors participated in Zoom classroom activities across the two teaching terms. This assisted to maintain and build authentic and personable connections between students, staff, and industries.

This presentation examines the array of industries that visited the classrooms and the living rooms of academics and students through virtual, synchronous means. It elucidates the approaches undertaken by the team of academic staff to facilitate this. Insight gained is shared to assist academics to leverage the Applied Business approach to contextualisation of and connectedness with industries through virtual case studies, storytelling, and engagement.

# Singular connections: Enabling students to feel valued as individuals

Sub-theme: Connectedness

## Authors and presenters\*

Christine Angel, Experiential Education, University College  
Cherie Hawkins, Experiential Education, University College  
Jenn Kemp-Smith, Experiential Education, University College\*  
Ana Lobo, Experiential Education, University College  
Melissa Finnen, Experiential Education, University College  
Rob Lewis, Experiential Education, University College\*

## Abstract

At University College (UC), the student is at the centre of what we do. Every day we consider the student's wellbeing, and the standard of the learning and teaching we provide. We also aim to ensure that students are engaged, and that their enrolment and other processes run smoothly. This presentation showcases some of the practices undertaken by academic coaches in the UC Experiential Education Team to reach out to, and connect with students.

These were largely engagement practices that included individual telephone calls to students to welcome them to UC; offer advice with enrolment; ensure they had the correct links to register for orientations; confirm whether they were managing with their studies; ensure they had all the information and support they needed; and, to provide encouragement or mentoring if required. Insights shared are based on observations by academic coaches, program registrations to sessions, and informal feedback from telephone conversations.

Findings indicate that genuine singular connections are worthwhile; whether these are through telephone calls or during in-class focus groups or tutorials. The presentation discusses how contact with students on a personal level, followed by positive interaction and support, created a sense of belonging and connectedness, and a feeling of value. This was evidenced through receiving higher registrations for our orientation sessions after making individual telephone calls to welcome newly enrolled students. It was also evidenced, through the expressions of gratitude captured during calls offering support, information, and guidance. The presentation highlights how engagement practices increase the connection students have with us, and why this is so important.

# Unexpected positive consequences of COVID-19: Enhanced nursing student connectedness

Sub-theme: Connectedness

## Authors and presenters

Kathy Tori, School of Nursing, CoHM  
Carey Mather, School of Nursing, CoHM

## Abstract

The unexpected COVID-19 emergency created multifaceted learning and teaching challenges across the University. Disruption of learning required in preparation for undertaking professional experience was initially particularly problematic; affecting not only student progression but also the ability to undertake clinical practice in healthcare settings. The School of Nursing undergraduate Bachelor students were able to return to campus safely by capitalising on a team-based approach; underpinned by consistency of bi-

directional communication to ensure that staff, students and facilitators were kept informed. Ensuring equity of access, a return to campus protocol (University of Tasmania, 2020) was implemented across multiple campuses simultaneously to avoid geographical disadvantaging of students. Augmenting the on-campus experience was a rapid transition of the theoretical curricula to an online delivery (Mather et al., 2020). The flipped classroom approach proved successful and surpassed the expectations of all stakeholders. In simulation sessions, social distancing precautions coupled with reduced student to staff ratios, enabled student-centred teaching moments. Students experienced personalised one-on-one learning within dedicated simulation workshops that encouraged greater interactions between facilitator and student which were previously unavailable (Saunders et al., 2020). Frequent shorter sessions were held, and student feedback was positive regarding connectedness with peers and staff within the smaller teaching groupings. This presentation describes the enhanced student engagement, connectivity, and positive teaching experience for staff. Additionally, the unintended positive consequences for nursing students undertaking learning and teaching during 'COVID', will be explored.

## References

- Mather C., Guzys, D., Saunders, A., & Tori, K., (2020) Rapid transition to eLearning within a Bachelor of nursing program: Positive outcomes. *ANMJ*, 27(1), 55.
- Saunders, A, Tori, K, Mather, C, Guzys, D. (2020) Navigating the COVID-19 'new normal' return to campus within a Bachelor of nursing program. *ANMJ*, 27(1), 50.
- University of Tasmania (2020). *Response measures for the three stages of return to campus*. June (internal document).

## Clinical reasoning: The connection between bioscience and clinical practice

**Thinking like a nurse: Why are you seeing what you are seeing? Why are you doing what you are doing?**

**Sub-theme: Connectedness**

### Author and presenter

Michele Dowlman, School of Nursing, CoHM

### Abstract

Becoming a Registered Nurse requires students to learn to 'think like a nurse' (Levett-Jones et al., 2010). 'The Clinical Reasoning Cycle' tool (Levett-Jones, 2018), assists students to develop this attribute. Thinking like a nurse can be summed up in two questions; "Why are you seeing what you are seeing?" and "Why are you doing what you are doing?".

Many students struggle to effectively integrate bioscientific knowledge with clinical skills. Since 2016, bioscience has been taught with clinical skills in single units. However, the content has not been integrated. To achieve the integration of bioscience and nursing content, the Clinical Reasoning Cycle was embedded in workshop materials and assessment tasks; facilitating development of this attribute.

Scenarios were developed which follow patients from presentation, to nursing intervention, and evaluation of care. Students learn to use bioscience to explain the patient presentation and support nursing interventions with rationale. This contextualised the bioscience presented in each module, linking it to nursing interventions, which enhances relevance for students.

Clinical reasoning applies to all health professions. This structure, developed for nursing, has been adopted and adapted by Exercise Science to enhance student capacity. The structure, and its use in teaching and assessment, has application across a variety of health disciplines.

Feedback from students and colleagues in both nursing and exercise science has provided evidence that this approach has supported students to develop the understanding that health care practice must be underpinned by knowledge of the function and dysfunction of the human body.

This presentation will showcase the teaching and assessment materials developed. Feedback from students and colleagues will demonstrate the positive impact this approach has made.

### References

Levett-Jones, T., Sundin, D., Bagnall, M., Hague, K., Schumann, W., Taylor, C., & Wink, J. (2010). Learning to think like a nurse. *HNE: Handover for Nurses and Midwives*, 3(1), 15-21.

Levett-Jones, T. (Ed). (2018). *Clinical reasoning: Learning to think like a nurse* (2<sup>nd</sup> ed). Pearson.

## Interactive online oral examinations in postgraduate Neonatal Nursing

Sub-theme: Connectedness

### Author and presenter

Patricia Bromley, School of Nursing, CoHM

### Abstract

Students undertaking online postgraduate nursing studies can often feel disconnected from their student peers and their lecturer. It can also be challenging for the lecturer to evaluate application of knowledge into clinical practice within the online environment. A way of connecting in the online environment is through web room sessions. This presentation will discuss a novel interactive online oral examination (Akimov & Malin, 2020) utilised in the Postgraduate Certificate in Neonatal Nursing to assess neonatal nurses' clinical reasoning (Levett-Jones, 2013) and reflection *IN* practice (Knowles, Holton, & Swanson, 2005). The process is very similar to the face to face viva voce examination; using a structured professional instrument, supported by technology in the online learning platform.

### Assessment Activity:

Each student was asked to undertake a comprehensive newborn physical examination and to use clinical reasoning to document the process. After submitting the documented physical assessment, the student self-enrolled in an individual online 15-minute session to present their patient and answer questions from the assessor.

A total of 128 students were examined in the web room sessions over eight days.

### Advantages:

- An excellent way to get a clear idea of student's understanding.
- It was fabulous to *connect* with students (virtually) face-to-face.

### Disadvantages:

- Sessions took much longer than anticipated, easy to get side-tracked with clinical stories.
- Very tiring for one person doing this number of students.

### Recommendations:

- Use a recognised handover tool from clinical practice to keep to time.
- Allocate 30 minutes for each student (incorporates marking time).
- Involve the whole marking team.

## Intention for 2021:

- Formally research interactive online oral examinations with colleagues from other disciplines in the School of Nursing to widen the context.

## References

Akimov, A., & Malin, M. (2020). When old becomes new: a case study of oral examination as an online assessment tool. *Assessment & Evaluation in Higher Education*, 45(8), 1205-1221.

<https://doi.org/10.1080/02602938.2020.1730301>

Knowles, M., Holton, E., & Swanson, R. (2005). *The Adult Learner* (6th ed.). Elsevier.

Levett-Jones, T. (2013). *Clinical Reasoning: Learning to think like a nurse*. Pearson.

# Moving place-based field trips online

Sub-theme: Connected to place

## Authors and presenters\*

Dave Kendal, School of Technology, Environments and Design, CoSE

Shasta Henry, School of Technology, Environments and Design, CoSE

Robert Anders, School of Technology, Environments and Design, CoSE

## Abstract

Moving teaching online rapidly, in accordance with the University's response to the COVID-19 pandemic, was a major challenge for place-based teaching in disciplines such as Geography. Here we present two examples of how place-based field trips were moved online. In the first example (for KGA332; Conserving Nature in Landscapes) Shasta Henry and Dave Kendal used hand-held videos recorded on a mobile phone to achieve a sense of movement through the landscape for an urban ecology field trip. In the second example (for KGA172; Space, Place and Nature) more static recordings were made of Wellington Park Trust ranger Ben Masterman and Geography and Spatial Science's Aboriginal Education & Strategy Officer Rob Anders (although the changeable weather added some colour to the video). Consistent with previous studies (e.g. Friess et al., 2016), we believe the pedagogical value of the virtual experiences was lower than with previous In-Real-Life field trips. It remains a challenge for teaching staff to create deep learning opportunities through virtual field-trips; which were much more easily created in real life field trips and include important senses such as touch and smell. There are opportunities for Disciplines and UTAS in enabling better virtual place-based experiences.

## Reference

Friess, D., Oliver, G., Quak, M., & Lau, A. (2016). Incorporating "virtual" and "real world" field trips into introductory geography modules', *Journal of Geography in Higher Education*, 40(4), 546-564.

## Climbing kunanyi with online students

Sub-theme: Connected to place

### Authors and presenter\*

Duncan Sinclair, Wicking Dementia Research and Education Centre, CoHM\*

Alison Canty, Wicking Dementia Research and Education Centre, CoHM

### Abstract

Online undergraduate students often report feeling disconnected from their teachers, peers and institution. Initiatives which foster connectedness may improve online students' experiences; resulting in deeper learning and lower rates of attrition. At the Wicking Dementia Research and Education Centre we piloted a simple approach for increasing 'teacher presence', and strengthening students' connectedness to country and institution which was designed around the teaching team's personal interest in the outdoors. Online students in a foundation unit of our Bachelor of Dementia Care were encouraged to consider their neuroscience learning journey to be like climbing a mountain. As they did, we guided them on a virtual climb of kunanyi (Mt Wellington) across the semester. Short videos were integrated into the unit which had been shot on site at various locations across Hobart and Wellington Park; including from the summit of kunanyi. Feedback from students was very positive, with many deriving surprising levels of encouragement from this analogy. Our experience, albeit limited, suggests that simple strategies which reflect the passions of the teaching team and the unique character of Tasmania can be used effectively to increase a sense of connectedness among online students.

## Mitigating technology fear allows digital connections for successful assessment

### Blockers for online assessment

Sub-theme: Digital connections

### Authors and presenter\*

Miguel A. Iglesias, School of Health Sciences, CoHM\*

Michele Dowlman, School of Nursing, CoHM

### Abstract

The coronavirus pandemic forced teaching and assessments to be performed online. Oral exams, part of the requirements for accredited Nursing courses, were no exception. Digital connection between students and assessors via Zoom emerged as a viable option to examine 320 students using full audiovisual experience over the internet. Students were located in Sydney and Hobart; while examiners were in Sydney, Hobart, Launceston and Malaysia. The exam required a well-designed, fully supported process to allow student-examiner connection.

Fear of technology in both students and examiners appeared as the most significant block for this assessment; lack of trust in their own digital devices, their internet connection, or their abilities to use Zoom were quoted as reasons to apply for a deferred, face-to-face exam at an unknown date. Fear of technology was mitigated prior to the exam through: production of videos for the students simulating an online exam; videos for the examiners explaining the technology, its possibilities and limitations; and providing opportunities for both students and examiners to test the technology prior to the real assessment. On exam days, one coordinator was monitoring emails exclusively to support students and examiners experiencing problems connecting to the exam session. In the end, only 12 students deferred their exam for 1 week due to technological difficulties, 308 completed their exam.

In conclusion, digital connections for assessment are possible, provided that both parties are comfortable with the reliability of the technology and its use.

## Mitigating technical and interaction difficulties in the online learning environment

Sub-theme: Digital connections

### Authors and presenters

Soonja Yeom, School of Technology, Environments and Design, CoSE  
Riseul Ryu, School of Technology, Environments and Design, CoSE

### Abstract

KIT502 Web Development was originally designed for face-to-face teaching within a conversion Master program. The unit is focused on implementing a fully functional website requiring technical skills based on the client-server platform. The urgent transition to emergency remote teaching the online delivery mode, caused by the COVID-19 pandemic, has challenged usage of the local UTAS server in other countries due to an unstable network connection. To alleviate the challenge, we adopted an open server platform to provide a stable environment for offshore students with a concise manual provided. Demonstration videos for practical exercises were made to enhance the understanding of what the open server platform required.

It worked as a quick solution; however, we observed reduced student engagement and participation. It was difficult to encourage students to participate fully and interact with peer and teaching staff. We focused on providing the technical support, and neglected to attain engagement and participation so that students could learn and go beyond the given content. To encourage the students' interaction and participation in class, we plan to adopt pair programming instead of individual programming for practical exercises. It could enable a more interactive session, and the students could participate fully to broaden their knowledge and experience with the course material (Umapathy & Ritzhaupt, 2017). Pair programming allows students to collaborate in solving programming tasks so that they can better engage in the learning experience, and develop interpersonal and social skills (Salleh et al., 2011). Virtual pair programming can also be achieved through the University's Learning Management System by sharing of their ideas.

### References

- Salleh, N., Mendes, E., & Grundy, J. (2011). *The effects of openness to experience on pair programming in a higher education context*. 24th IEEE-CS Conference on Software Engineering Education and Training (CSEE&T), 22-24 May 2011. 149-158.
- Umapathy, K., & Ritzhaupt, A. D. (2017). A meta-analysis of pair-programming in computer programming courses: Implications for educational practice. *ACM Trans. Comput. Educ.*, 17, Article 16.



# MyLO MATE for academics

Sub-theme: Digital connections

## Authors and presenters

Kevin Lyall, Digital Futures, Academic Division

Connor Deckers, Digital Futures, Academic Division

## Abstract

The University's academic and support staff are spending more time online than ever before. Our innovation team has worked closely with staff to maintain and deliver a collection of features, known as [MyLO MATE](#), that augment and improve MyLO.

This tool is currently used by almost 1,500 academic and support staff within UTAS. One popular feature enhances digital connections between staff and students by making discussion content more accessible and improving the information displayed to staff.

With the features this tool offers, we aim to significantly improve how MyLO functions; and help academic and support staff accomplish more with their time with a simpler, more intuitive, and user-friendly experience.

This lightning presentation will discuss and demonstrate some high-impact features targeted at academic staff, as well as a few lesser-known quality-of-life tools. The development team are always keen to [receive feedback and feature ideas](#) for the tool.

# Embracing digital tools in Higher Education to enhance the student experience, provide equivalency and strengthen connections: A case study

Sub-theme: Digital connections

## Authors and presenter\*

Christopher Mabin, University College\*

Mark Thompson, University College\*

Robin Barnes, University College

Stephen Ives, University College

Cecilia Lawler, University College

Fiona Brodribb, University College

## Abstract

The digitally connected world has enabled Higher Education providers to deliver curriculum from and to anywhere in the world. Global online competition for market share in the Higher Education sector has increased significantly, and the recent global pandemic situation has emphasised the need to provide quality online learning experiences that achieve equivalence with face-to-face delivery modes. Furthermore, the University of Tasmania's approach to 'place-based' education need not be geographically limiting. Innovation in online delivery is central to increasing reach whilst providing equivalency, and enhancing the student experience and rapport with and between students, staff, and industry partners. This presentation documents the adaptation of a suite of face-to-face formative, discovery-type learning activities that introduced new students across multiple degrees at University College to their prospective industries. The inclusion of related units into Open Universities Australia (OUA) necessitated an integrated online solution, comprising Shorthand, Padlet and YouTube Live. The revamped activities included virtual and non-virtual site visits, and a live-recorded online industry Q&A panel session accompanied by an asynchronous online Q&A

development workshop in the prior weeks. These cross-disciplinary learning activities provided a rich experience and supported students to achieve Intended Learning Outcomes (ILOs) across multiple units. The application of these digital tools demonstrated how existing technological capabilities can be embraced to enhance the overall student experience in a mixed-mode and a fully online setting. The solutions provided an equivalent experience across all cohorts and facilitated rapport building and a sense of belonging in students, evidenced by positive student feedback and academic achievement.

## Lessons learned from librarian support in a pandemic: Identifying how online discussion boards may augment digital connections

Sub-theme: Digital connections

### Authors and presenters\*

Tracy Douglas, School of Health Sciences, CoHM\*

Carey Mather, School of Nursing, CoHM

Allison James, Australian Maritime College, CoSE

Louise Earwaker, University of Tasmania Library, Academic Division\*

Sandra Murray, School of Health Sciences, CoHM

### Abstract

The rapid transition from face-to-face tutorials to fully remote digital content delivery in response to the COVID-19 pandemic has presented challenges and opportunities for student engagement and high-quality learning and teaching experiences. Google Analytics data identified a 265% increase in access and use (number of sessions recorded) of the online *Guide to Discussion Boards* (Douglas et al., 2017); indicating increased digital tool use. A sub-set of Google Analytics data collected from March to August in 2019 and 2020 for the *Guide*, indicated 483 users in 2019 compared to 1134 users in 2020, and 88% of users in 2020 were identified as new users of the *Guide*. Concurrently, reflections by educators involved in updating the *Guide* found the demand for library research assistance increased and diversified during the pandemic. Rapid improvements in facilitation technology, such as Zoom, enabled students to meet librarians anywhere, anytime. A surge in requests for increased online support including synchronous presentations, recordings, and follow-up drop-ins was noted, and asynchronous discussions embedded within units increased in use. Small group face-to-face workshops became webinars attended by 100 or more students and a greater expectation for 1:1 student support was observed. In response to the identified need regarding librarian support and their involvement in specific unit discussion boards, a new chapter in the *Guide* will be developed. A section on partnerships with librarians is a logical step to support digital communication in online learning and teaching.

### Reference

Douglas, T., Earwaker, L., James, A., Mather, C., Murray, S., & Salter, S. (2017). *Guide to Online Discussion Boards*, online guide, <http://www.teaching-learning.utas.edu.au/communication/online-discussions>

# Connecting on their terms: Using student-preferred platforms to provide community during COVID-19

Sub-themes: Connectedness

## Authors and presenters

Mikaela Seabourne, University College

Nicholas Youl, University College

## Abstract

Restrictions introduced in response to COVID-19 have meant that the connectedness students felt when studying in person was lost as they were required to move online. Within Applied Technologies at the University College, wellbeing check-ins highlighted student desire to re-engage in 'after-class hallway conversations'; which presented opportunities to connect with teaching staff and peers, access support, and experience community.

The University College prides itself on its 'focus on the student experience and support' (University College, 2020), so staff engaged students to discover how they socialise and build communities online. Students suggested Discord; an online communication platform prevalent amongst video gaming communities which includes functionality for controlled spaces with text, voice, and video chat, as well as personal messaging.

Collaborating with students, the Applied Technologies team created a community Discord channel offering classroom text and voice channels together with social spaces for students and staff. The University Behaviour Policy (University of Tasmania, 2020) is used by staff in monitoring the space to ensure that it does not facilitate academic misconduct or inappropriate behaviour.

Students have used the Discord channel to attend consultations and events, and to discuss units. They have identified the space as a suitable alternative to content-driven discussions on MyLO, and a safe space to socialise. Staff have gained greater insight into their students, and the platform promotes real-time group communication not offered by emails. One staff member, however, noted the pressure posed by 'constant connectedness', and the need for boundaries. This co-designed space is helping to fill a critical gap in the teaching and learning ecosystem while fully online predominates.

## References

University College. (2020, September 24). Welcome to university done differently [Online].

<https://www.utas.edu.au/college>

University of Tasmania. (2020, September 25). University Behaviour Policy [Policy, Online].

[https://www.utas.edu.au/\\_data/assets/pdf\\_file/0006/1181985/University-Behaviour-Policy.pdf](https://www.utas.edu.au/_data/assets/pdf_file/0006/1181985/University-Behaviour-Policy.pdf)

## Parallel session 3 – Tue 12.05-12.30

### Spotlight sessions

Zoom room	Presentation	Speakers
1	Zoom gives everyone a front row seat: Integrating on-campus and remote delivery	Bradley Boron Leonie Ellis
Room change – <i>new room</i> 4	In Conversation: Short Courses	Martin Grimmer Sarah Jones Kerryn Butler-Henderson
3	Course and Unit Builder	Thomas Bosworth Stephen Linquist

## Zoom gives everyone a front row seat: Integrating on-campus and remote delivery

### Presenters

Bradley Boron, Division of the Chief Operating Officer  
Leonie Ellis, Tasmanian Institute of Learning and Teaching, Academic Division

A lot has changed in 2020, and Information Technology Services (ITS) have had to adapt quickly to continue the support of the University's teaching mission. With the fast track implementation of Zoom and expansion of online teaching, more emphasis has been put on the "remote audience".

This led to the development of our Remote Teaching Studio and new spaces that allow delivery to on-campus and remote students at the same time. These spaces put the online student first, by improving interactions and visibility of students and teacher, and providing tools for better collaboration and improved live demonstrations.

This spotlight session will be delivered from a brand-new space which enables integration of on-campus and remote delivery. The session will cover the usage of Zoom in this room type with a live demonstration. We will also discuss room design and teaching space innovation in the future - very much with a simple, less is more approach.

We have learnt "the old way isn't necessarily the best way".

## *In Conversation: Short Courses*

with Associate Professor Kerryn Butler-Henderson

### Presenters

Sarah Jones, Short Courses, Academic Division  
Martin Grimmer, Short Courses, Academic Division  
Kerryn Butler-Henderson, School of Health Sciences, CoHM

In 2018, the University's Executive Team (UET) sought to consolidate short course (non-award) activity by establishing a 'single shopfront' designed to showcase the breadth of the University's short course capability as well as provide a high-quality short course learner experience. The Short Course Program, whilst still in its infancy is currently delivering 26 active short courses with up to 4,000 learners undertaking study this year.

In 2020, Kerryn Butler-Henderson (Associate Professor in Digital Health) identified an emerging need to build professional capability in areas of digital health across the healthcare sector. In response to this need (which was exacerbated by COVID-19), Kerryn was able to draw on her experience coordinating the University's eHealth award programs to create a fully online Short Course series in 'Developing Digital Health Literacy'.

This *In Conversation* will discuss and gather insights on Kerryn's experience forming the Developing Digital Health Literacy Course Series. The discussion will highlight nuancing, enablers and/or challenges she encountered; from the concept creation, through to the course development/delivery, to inform future short course activity within the University.

## Course and Unit Builder

### Presenters

Thomas Bosworth, Tasmanian Institute of Learning and Teaching, Academic Division

Stephen Linquist, Tasmanian Institute of Learning and Teaching, Academic Division

The Course and Unit Builder (CUB) has been developed by the University of Tasmania to support the design and review of outcomes-based curriculum using learning design principles. The Course and Unit Builder is an online application:

- For academics to design and review curriculum using a series of learning design templates and processes.
- With a graphical workspace for self-paced and collaborative curriculum design featuring embedded pedagogical guidance and self-review questions.
- For creating schematic-like visualisations of your curriculum to solicit peer review and formal endorsement.
- With a replicable learning design process which does not require users to comply with a single lock-step workflow.

The Teaching Matters Spotlight session will cover the following:

- Overview of the Course and Unit Builder
- Demonstration of the following functionality:
  - **Assessment Design**- The Assessment Design functionality enables users to design, or amend/review units allowing for data to be entered into Akari for approval. This includes capturing ILOs, Assessment Tasks, Criteria, and obtaining feedback on the design from other staff members within the University.
  - **Delivery Planner**- Enabling the visualisation timeline across a number of weeks, modules or days. On this timeline, you can drag-and-drop cards representing delivery items such as assessment tasks and learning activities.
  - **CUB Export/MyLO Import**- The ability to export existing deliverable information from the delivery planner to create a structure within MyLO based on the number of weeks including information from Assessment Tasks, Learning Activities, and Feedback.
- Discuss upcoming CUB to Akari Unit integration capability
- Discuss upcoming Course Builder Release
- Questions

# Learning & Teaching Scholarship and Ethics Workshop – Tue 10.00-10.30

## Plenary session

### Facilitators

Jo-Ann Kelder, Tasmanian Institute Learning and Teaching, Academic Division

Doug Colbeck, Tasmania Social Sciences Human Research Ethics Committee (SSHREC) Chair, Tasmanian Institute of Learning and Teaching, Academic Division

The importance of a scholarly approach to teaching and development of a culture of scholarship in Australian Universities is made clear in the Higher Education Standards and by the Tertiary Education Quality and Standards Agency (TEQSA) in their guidance note on Scholarship. All Australian universities (and other bodies in receipt of ARC or NHMRC funding) are expected to adopt policies regarding evaluative practice/quality assurance activities (including *inter alia* evaluations of teaching and courses). Moreover, scholarship can give us a framework to evaluate and guide development of our practice and help us answer questions about our students' learning and experience. However, for teachers new to the field, there can be many questions about what constitutes SoTL, how to go about it, and what ethical clearance is required.

Many institutions have expedited review pathways for 'low risk' research and special pathways for research that has already been reviewed at another institution but very few institutions have special research ethics review arrangements for SoTL research, and most universities do not have policies or research ethics resources specific to SoTL researchers.

During this session we will explore accepted ethical practices in relation to SoTL research and what researchers should consider, particularly when planning to access student data. We will then look at how one College has approached the SoTL research paradigm by using a considered and well-executed strategy

# Student Connections Forum – Tue 10.50-11.30

## Plenary session

### Chair

Tracy Douglas, School of Health Sciences, CoHM\*

### Welcome

Natalie Brown, Chair of Academic Senate

### Presenters

Alex Walden-Baur, Peer Assisted Study Sessions (PASS) Leader

Olga Brodiuzha, Student Engagement Leader with UTASLife

Rohan Puri, incoming Tasmania University Union (TUU) Education President (Postgraduate)

Braydon Broad, Tasmania University Union (TUU) President

In this important forum, we will hear from students about their experiences of connection during their time at UTAS. Students from our representative and peer leadership groups will speak to participants about the actions and process that have supported, or hindered, their connections.

In small groups, discussants will consider the question of what would help strengthen student connections at UTAS - to learning, to UTAS, to each other, to the community, and to industry.

## Parallel session 4 – Tue 11.35-11.50

### Showcase presentations

Zoom room	Presentation	Speakers
1	<i>My Career Essentials</i> : Connecting curriculum and graduate employability through an interactive, online learning experience	Kristin Warr
2	Promoting online collaboration through assessment	Greg Oates
3	Exploring high student agreement at a course level in a fully online Bachelor degree	Alison Canty
4	Breaking the ice: Connecting with students and colleagues in a webinar program	Amelia Dowe Jessie Armitage
5	Retention via connectedness: Insights from using projective techniques	Clive R Boddy

## ***My Career Essentials: Connecting curriculum and graduate employability through an interactive, online learning experience***

Sub-themes: Community connections and Digital connections

### Authors and presenter\*

Kristin Warr Pedersen, Student Leadership, Career Development and Employment\*  
Sybylla Anderson, Student Leadership, Career Development and Employment  
Vicki Dodson, Student Leadership, Career Development and Employment  
Kate Lucas, Student Leadership, Career Development and Employment

### Abstract

*My Career Essentials* is a suite of interactive online modules designed to guide career learning and enhance graduate employability. The modules were developed by the UTAS Careers team in collaboration with Tasmanian industries, and are designed to develop students' self-awareness, career goals, job application skills and capacity to research industries relevant to their discipline. *My Career Essentials* features industry perspectives, videos and learning activities that build a student's confidence and ability to identify and gain employment.

The Careers team worked throughout 2020 to embed *My Career Essentials* across the student learning journey in unique ways which are bespoke to the disciplines we collaborated with. This included embedding content directly into MyLO units in Exercise Science; using modules to prepare students for an industry expo with employers in the AMC; using a blended learning model to prepare students for professional placements in Pharmacy and Engineering; and designing an extension program for a return to campus for the College of Business and Economics. The team is now working with colleagues in Fine Arts to embed *My Career Essentials* as a learning enrichment tool throughout a degree.

*My Career Essentials* is embedded in Career Connect; a UTAS-specific jobs portal that digitally connects our students with industry and provides 24/7 jobs support through a resume builder, mock interviews, and personalised job application feedback. This presentation will outline how teaching academics can use *My Career Essentials* to enhance their students' future employability by embedding a careers perspective throughout the UTAS student learning experience.

# Promoting online collaboration through assessment

Sub-theme: Connectedness

## Authors and presenter\*

Greg Oates, School of Education, CALE\*

Carol Murphy, School of Education, CALE

Nicole Maher, School of Education, CALE

## Abstract

COVID-19 has necessitated an entirely online approach; with subsequent opportunities to rethink our classroom pedagogies and re-examine the ways we have previously offered our online units. There have long been questions of how to encourage student engagement and peer collaboration in learning. Student engagement levels have always fluctuated, but fostering active learning has proved challenging in the online environment.

We know that assessment is a significant driver of student learning. Formative Assessment (or 'assessment for learning') can be used to not only inform students about their learning progress, but to also signal value to them with respect to the learning activity. Thus, formative assessment activities that can be conducted online to facilitate peer collaboration have become increasingly valuable.

This presentation will showcase two learning and assessment approaches which we have trialled in a blended learning environment in two mathematics education units which scaffold student learning through formative feedback, and contribute to final grades. The first is our attempt to adapt Team-Based-Learning (TBL, Michaelsen et al., 2002) for use online; with the challenge of asynchronous access. The second approach involves utilising the award-winning programme *PeerWise*, to explicitly encourage peer-to-peer learning online. We have used *PeerWise* as the focus of an assessment task which requires students to critically reflect on their own, and their peers', work.

This presentation will consider lessons we have learned from the COVID-19 response which we might use to further develop these approaches; and examples of student feedback and learning which support the quality and effectiveness of each initiative.

## References

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PeerWise. (2020). *PeerWise*. <https://peerwise.cs.auckland.ac.nz/>



# Exploring high student agreement at a course level in a fully online Bachelor degree

Sub-theme: Digital connections

## Authors and presenter\*

Alison Canty, Wicking Dementia Research and Education Centre, CoHM\*

Claire Eccleston, Wicking Dementia Research and Education Centre, CoHM

Lynette Goldberg, Wicking Dementia Research and Education Centre, CoHM

Hoang Nguyen, Wicking Dementia Research and Education Centre, CoHM

Alice Rota-Bartelink, Wicking Dementia Research and Education Centre, CoHM

## Abstract

**Context:** First offered in 2012, the Bachelor of Dementia Care is a fully online degree that attracts thousands of students nationwide. Front-loaded with skill building units to suit mature aged students who may not have been in formal learning for some time, this degree seeks to develop specialist knowledge of dementia to optimise care. At both the unit and Centre level, the online units in this degree are regularly highly ranked by students in terms of percentage agreement in eVALUate surveys.

**Initiative:** We sought to explore the critical factors that contribute to this high level of agreement in core units of the Bachelor of Dementia Care.

**Methods:** We analysed the percentage agreement scores from unit eVALUate surveys in 16 core units offered in Semester 1, 2019; performed a course-wide thematic analysis of anonymous student responses to the eVALUate question 'What are the most helpful aspects of this unit?' and compared this to the top three reasons given by academic and professional program staff for the high level of student agreement.

**Evidence:** Preliminary analysis identified an average agreement of 95% in 16 core units across four levels (foundation/100/200/300), with a noticeable agreement 'dip' of 5% as students undertake 200 level units, rising to 96% for students who continue in 300 level units. In a subset of eVALUate comments three themes of 'communication & support', 'content & design' and 'learning activities & resources' were identified as the most helpful aspects across the units, which is in agreement with identified staff themes.

# Breaking the ice: Connecting with students and colleagues in a webinar program

Sub-theme: Digital connections

## Authors and presenters\*

Morag Porteous, Student Retention and Success, Academic Division

Jessie Armitage, Student Wellbeing and Culture, Academic Division\*

Susan Bell, University Library, Academic Division

Amelia Dowe, Student Retention and Success, Academic Division\*

## Abstract

Students' ability to successfully connect with their university studies is multilayered; two important, interlinked factors are mental wellbeing (Orygen, 2017), and ongoing development of core academic practices for research and assessments. The Student Wellbeing and Student Learning teams offer webinars providing students with opportunities for growth in these areas. This program has faced several challenges:

design and delivery to engage and maintain relevance to diverse cohorts and disciplines; effective publicity; and the constraints on distance students juggling multiple responsibilities.

We redesigned our program and developed our use of digital tools, including Collaborate and CareerHub, to connect with students. These tools enabled a more inclusive approach; with recordings and follow-up materials sent to all registered students. The collaborative teaching and innovative program design created a welcoming online learning community; allowing for both variety of topics, and consistency in the interactivity and communication.

We were thus well placed for the move to fully online delivery; and for us and our students, 2020 has seen a deepened online engagement. We have learnt that students do need and value connection in online learning, and how to accommodate different preferences for this engagement. Collaborative teaching, both in program design and in delivery, fosters connection and engagement. We have strengthened our connections within and across our organisational teams; and this, together with the record student participation and positive feedback in evaluations, has been a heartening experience for all, resulting in a genuine learning community.

### Reference

Orygen (2017). *Under the radar. The mental health of Australian university students*. Orygen, The National Centre of Excellence in Youth Mental Health.

## Retention via connectedness: Insights from using projective techniques

Sub-theme: Connectedness

### Author and presenter

Clive R Boddy, School of Management, CoBE

### Abstract

The current generation of students sound poised, self-reliant and appear to be confident. However, appearances can be deceptive. Using a projective technique based on the thematic apperception test and involving the gathering of responses to a bubble drawing (Boddy, 2018), research illustrates just how isolated, disconnected, and strained undergraduates actually feel. Projective techniques facilitate the delivery of truthful responses via depersonalising the question; thus removing social desirability bias (AQR, 2020; Boddy, 2010). This enables the emergence of underlying feelings towards the university experience that are not well captured by the direct questioning typically used in student retention and attrition research. Projective techniques are little used in academia but when explained to academics they are deemed to be useful (Boddy, 2005b). They produce valid and insightful findings (Boddy, 2005a; Soley, 2010) and have been recommended for research into teaching (Boddy, 2004) and student retention (Boddy, 2010). Findings from recent research utilising a projective technique, indicate that all undergraduates consider leaving university; and that emotional considerations are foremost, regardless of the rational, socially biased answers that students give in typical surveys. Findings reveal that students feel emotionally disconnected from their friends, homes and families; and insufficiently connected to their undergraduate peers, universities and lecturers. A respected model of retention is Tinto's, and this has been validated in previous studies. Findings from recent research using a projective technique also support Tinto's model of student retention (Tinto, 1982; Tinto, 1988) but with greater emphasis on the social integration aspects of the model (Boddy, 2020).

## References

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## Parallel session 5 – Tue 11.55-12.10

### Showcase presentations

Zoom room	Presentation	Speakers
1	Academic Integrity @ UTAS: Going to the next level	Joel Scanlan Angela Boyes
2	Strengthening Higher Degree Research students' connections to their study and the research community	Greg Oates Vesife Hatisaru
3	Five lessons from students in Family History: Teaching older students online	Imogen Wegman
4	Let's create authentic workplace competency through student-centred online learning	Jodie Lee Cecilia Lawler
5	Students as Partners: Lessons from student perspectives during COVID-19	Matthew Knox Clayton J Hawkins

## Academic Integrity @ UTAS: Going to the next Level

Sub-theme: Community connections

### Authors and presenters\*

Joel Scanlan, Student Retention and Success, Academic Division\*

Angela Boyes, Curriculum and Quality, Academic Division\*

Simon Davidson, Curriculum and Quality, Academic Division

Jane Skalicky, Student Retention and Success, Academic Division

### Abstract

Academic integrity is defined as “a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. From these values flow principles of behaviour that enable academic communities to translate ideals to action” (Fishman, 2014). As such, it is central to the values UTAS seeks to promote among its students and staff; and is a key enabler of the preservation of the reputation and integrity of the degrees and diplomas awarded to graduates.

This year, two initiatives were implemented across the University: compulsory academic integrity training for all commencing students; and a new unified approach to overseeing the investigation and prosecution of alleged breaches committed by students.

These initiatives have raised the awareness of academic integrity at all levels of the University. To date, in excess of 20,000 students have completed the academic integrity module. The unified approach to investigating breaches has resulted in more investment and consistency across all Colleges and Schools; with the aim of ensuring fair, transparent, and equal treatment of all students under the Student Academic Integrity Ordinance.

Our progress this year has been dependent on the strengthening of connections between central units and Schools and Colleges, student advocates and, of course, students themselves.

This presentation will outline this progress; exploring the data and its implications for students; highlighting key successes and challenges; and introducing future directions planned for 2021.

## Reference

Fishman, T. (Ed.) (2014). *The fundamental values of academic integrity*. (2<sup>nd</sup> ed.) International Center for Academic Integrity, Clemson University.

# Strengthening Higher Degree Research students' connections to their study and the research community

Sub-theme: Connectedness

## Authors and presenters

Greg Oates, School of Education, CALE

Vesife Hatisaru, School of Education, CALE

## Abstract

Higher Degree Research (HDR) studies are central to our research, with some 50 research projects being conducted by HDR candidates in the School of Education. Some candidates have been working remotely already, but the COVID-19 pandemic has meant nearly all of our candidates are now working remotely; separated from their fellow HDR colleagues on campus. The importance of staying connected, thus, has been emphasised more than ever before. At the same time, we have recognised that many candidates face similar issues of isolation, and are grappling with the complexities of study design and developing their studies. The *Graduate Research Interactive Discussions* (GRIDs), initiated by the authors, aimed to help candidates feel connected and valued within our research community; and to strengthen and develop their studies through highlighting common challenges and showcasing elements of the educational research journey.

From May 2020, we have run five GRID sessions of one-hour duration, with close to 170 participants, including HDR candidates, supervisors, and members of the wider research community. A short presentation (20-30 minutes) was followed by discussion; with participants contributing to the collective understanding of research practices, and reflecting specifically upon their own research experiences.

Sessions have considered issues of ethics, research methodology and design with focus questions such as: *What does quality research mean to you?* The success of the initiative may be gauged by the high levels of engagement, with participants returning repeatedly each time; and comments in *Zoom Chat* windows, which provide frequent expressions of appreciation, and enthusiastic and perceptive contributions to the debate.

## Acknowledgements

We would like to thank all participants and supporters, especially the Education GRC team of Carol Murphy, Andrew Fluck and Helen Chick; co-organisers Nicoli Barnes and Sharon Fraser; and presenters Vesife Hatisaru, Doug Colbeck, Nicoli Barnes, and Debra Evans.

# Five lessons from students in Family History: Teaching older students online

Sub-theme: Digital connections

## Authors and presenter\*

Imogen Wegman, School of Humanities, CALE\*

Kate Bagnall, School of Humanities, CALE

## Abstract

As teaching teams look to the future, it is clear that learning online will become a norm for many students; and we need to build that into our pedagogical practices for all students. It is (perhaps falsely) assumed that younger students will be confident navigating online learning platforms; but as universities branch out into diplomas, short courses, and micro-accreditation, we see increasing numbers of the 40+ demographic entering university. The Diploma of Family History is targeted at precisely this group. Officially, our average student is a 40+ woman; in reality she is probably much older, and enjoying our subject as a post-retirement hobby. A lot of our students are not confident using computers to the level required for online learning.

Nonetheless, they enrol.

This presentation will share five lessons that we have learned about instilling confidence in our older learners, and about teaching them online. They are engaged learners; excited to be back in education. But for them to keep up we need to take smaller steps, explain the basics, and expect them to 'break' the technology. Despite the frustrations, this is rewarding work; as we see marked improvement in digital literacy and confidence, and our students reconnect into an ever more digital world.

# Let's create authentic workplace competency through student-centred online learning

Sub-themes: Connectedness and Digital connections

## Authors and presenters

Jodie Lee, University College

Cecilia Lawler, University College

## Abstract

The University College (UC) places students at the centre of its teaching through authentic, interesting, and active learning experiences (Kolb, 2014) in the new online environment. At UC, a strong focus is on learning linked to workplace practices. Key to this type of learning, is learning through doing and connecting with people (tutors, teachers, peers, industry professionals). With this focus, learning activities are designed for students to connect with each other, explore best practice, and engage with industry.

In this presentation we share examples of how to adapt online learning tools to meet the objective of strengthening connections (Carini et al., 2006) with students. We draw on observations of student participation in learning activities, insights gathered from eVALUate surveys and practical examples of how we have engaged students through synchronous and asynchronous approaches; to highlight how our online practices consolidated learning and created a sense of belonging and connectedness.

Digital tools are used not only for constructively aligned learning opportunities (Biggs & Tang, 2011) but also for mentoring, peer connectedness, student retention, and pastoral care purposes. Tools and approaches such as polls, breakout rooms, utilisation of team-teaching, study buddies, whiteboards, action-orientated activities, Padlet boards, Zoom bubbles, HILEs etc. are used to orchestrate and achieve learning outcomes.

These tools and approaches consolidate and link to Intended Learning Outcomes through scaffolded assessment and content.

Observations and insights from eVALUate indicated online strategies advanced learning; with students most engaged during practical tasks transposable to the workplace. In addition, mentoring students in a friendly, approachable, supportive manner; and providing timely and constructive feedback, strengthened connectedness.

## References

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# Students as Partners: Lessons from student perspectives during COVID-19

Sub-theme: Connectedness

## Authors and presenters\*

Matthew Knox, Academic Division\*

Clayton J Hawkins, University College\*

Samuel Wilson, Division of the Chief Operating Officer

## Abstract

Higher Education is in a state of flux. The heavily nuanced impacts of the novel coronavirus (COVID-19) pandemic threatens the quality of learning, teaching and research with many institutions responding with a rapid digitalisation of procedures (Butler-Henderson et al., 2020; Crawford et al., 2020). Academic leadership is currently crucial, and researchers across the world are collaborating online to present innovative ways to combat the challenges presented (Fernandez & Shaw, 2020). Preliminary research into the specific impacts on students calls for a targeted and considered response; although this response seems to be missing one crucial perspective, the students.

Collaborating less and socialising entirely online, this new student experience affects psychological wellbeing drastically; promoting the question as to how online studies impacts students (Elmer et al., 2020). So far, this impact has only been addressed once from the student perspective; measuring levels of anxiety in relation to social and economic factors (Cao et al., 2020). The aim of this presentation is to showcase student perspectives; and it draws upon current work addressing the current lack of student representation through collective self-ethnographies from students in Tasmania and Singapore, as well the collaborative processes behind the University of Tasmania's University College innovative assessment methods. We adopt the Students as Partners approach; a collaborative process that fosters reciprocal relationships wherein students and academics work together to address the processes they share (Mercer-Mapstone, 2020). The findings from our study provide a snapshot of how institutionalised responses impact students' motivations to learn, explore new opportunities, and flourish.

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## Parallel session 6 – Tue 12.15-12.30

### Showcase presentations

Zoom room	Presentation	Speakers
1	Building an authentic online curriculum through industry connections	Carolyn King
2	Connecting despite COVID-19	Lyn Goldberg
3	Evaluating course completion, appropriateness and burden in the Understanding Multiple Sclerosis Massive Open Online Course	Suzi B Claflin
4	Virtual projects: A learning and teaching strategy for maintaining connections during and post COVID-19	Sarah Prior Pieter Van Dam
5	Reflections on teaching cultural safety to healthcare students: Comparing online and face-to-face delivery	Robyn Moore Natalie Maystorovich

## Building an authentic online curriculum through industry connections

Sub-theme: Community connections

### Author and presenter

Carolyn King, University College

### Abstract

The Associate Degree in Applied Health and Community Support equips students to become ‘helping professionals’ who can support, manage and lead people in a broad range of contexts. The challenge of COVID-19 has been in providing opportunities for students to continue to develop the knowledge, skills and attributes required for working with people, in a fully online learning environment. With these challenges, however, have come opportunities to innovate.

One approach has involved partnering with a third-party organisation (Frontline Mind); purchasing and co-designing contemporary course materials to equip students with skills in problem-solving, decision-making, personal and professional resilience, working with complexity, sustainability and adapting to change; using COVID as an evolving case study. This approach allowed students, many of whom were already working in the sector, to explore, develop and apply contemporary and highly relevant principles and techniques to real-world contexts.

Another approach was to restructure our planned industry project unit; moving from a placement model to a consultancy model, where students effectively operated as consultants into organisations. By focusing on value-adding in areas of current organisational need, we were able to harness a genuine and significant appetite for industry collaboration, network building, and student talent identification; helping to bridge the gap between education and workforce needs.

By reimagining our connections with external organisations and industry, we have used the challenge of COVID to build a more authentic and contemporary curriculum.

# Connecting despite COVID-19

Sub-theme: Connectedness

## Author and presenter

Lyn Goldberg, Wicking Dementia Research and Education Centre, CoHM

## Abstract

CAD116: *Introduction to Therapeutic Approaches for Dementia* was a new unit in Semester 1, 2020. It is part of Year 1 in the award-winning and fully online Bachelor of Dementia Care (BDemCare). For many students this was their final unit to complete a Diploma of Dementia Care.

Typically, recorded video lectures for each week (or module) in BDemCare units are made available on Mondays at 9am. Discussion Boards (asynchronous) and regular or periodic Collaborate sessions (synchronous) provide complementary engagement opportunities throughout the semester. With student approval, and to facilitate supportive engagement during the emerging COVID-19 situation, weekly Collaborate sessions were scheduled in which lectures were presented live. As each lecture was delivered, students were able to ask questions, via Chat or verbally. Sessions were held on Wednesday evenings and recorded for students who could not participate. Slides and notes for each lecture were made available at 9am each preceding Monday.

Data on participating students; their questions, comments, grades, and end-of-semester eVALUate survey feedback, were collected and analysed.

22/178 (12%) of students participated regularly; enabling familiarity, informal conversations, and interactive discussions and support that are often difficult in online learning; eVALUate data from 55% (99/178) of the students were >95% on all criteria with positive comments from students who listened to the recordings. Is this a teaching and learning strategy to consider in a fully online program or a rueful reflection on seeing students regularly in face-to-face classes? How can we design a carefully controlled study to find out?

# Evaluating course completion, appropriateness and burden in the Understanding Multiple Sclerosis Massive Open Online Course

Sub-theme: Digital connections

## Authors and presenter\*

Suzi B Claflin, Menzies Institute for Medical Research, CoHM\*

Julie A Campbell, Menzies Institute for Medical Research, CoHM

Kathleen Doherty, Wicking Dementia Research and Education Centre, CoHM

Maree Farrow, Wicking Dementia Research and Education Centre, CoHM

Barnabas Bessing, Menzies Institute for Medical Research, CoHM

Bruce V Taylor, Menzies Institute for Medical Research, CoHM

## Abstract

**Background:** Massive Open Online Course (MOOC) research is an emerging field; to date, most research in this area has focused on participant engagement.

**Objective:** Here, we explore the impact of the Understanding MS MOOC; a potential source of connection, by evaluating participant engagement and measures of satisfaction, appropriateness and burden among a cohort of 3,518 international course participants.

**Methods:** We assessed the association of key outcomes with participant education level, MS status, caregiver status, sex, age, and disease duration using summary statistics, t-tests and chi square tests.

**Results:** Of the 3,518 study participants, 928 (31%) were people living with MS, 50% of which were within 5 years of diagnosis. Among the 2,590 participants not living with MS, 862 (41%) identified as formal or informal caregivers. Our key findings were: (1) the course completion rate among study participants was 67%; (2) the course was well received, with 97% of participants satisfied, with an appropriate pitch and low burden (a mean of 2.2 hours engagement per week); (3) people living with MS were less likely than those not living with MS to complete the course; (4) newly diagnosed people with MS, caregivers and participants without a university education were more likely to apply the material by course completion.

**Conclusions:** The Understanding MS MOOC is fit for purpose; it presents information in a way that is readily understood by course participants and is applicable in their lives. By increasing inclusivity and accessibility, the Understanding MS MOOC increases connections within the MS community; as it is particularly useful for under-resourced groups, including the newly diagnosed, carers, and those without a university degree.

## Virtual projects: A learning and teaching strategy for maintaining connections during and post COVID-19

Sub-theme: Digital connections

### Authors and presenters\*

Sarah Prior, Tasmanian School of Medicine, CoHM\*  
Phoebe Griffin, Tasmanian School of Medicine, CoHM  
Lauri O'Brien, Tasmanian School of Medicine, CoHM  
Pieter Van Dam, Tasmanian School of Medicine, CoHM\*

### Abstract

The Tasmanian School of Medicine Clinical Redesign courses are designed to deliver work-integrated learning in partnership with healthcare organisations to deliver workplace projects in real time. COVID-19 has disrupted teaching and learning in postgraduate health and medical education, and in work integrated learning more generally. Our students faced disruption both to their education and their workplace commitments. In response to these ongoing challenges a long-term strategy was developed for supporting students both professionally and academically. Based on the literature (Biasutti & El-Deghaidy, 2015) available in the area of on-line work integrated learning, a suite of virtual projects were developed for students unable to undertake a workplace project to complete the course requirements. These projects are set in a virtual "made-up" health service; designed to reflect current Australian health service provision; and provide a context in which students can develop problem-solving skills through data gathering and analysis, exercises and planning implementation of appropriate interventions. The characteristics of a problem-based learning approach, using problems as a stimulus and focus for student activity (Boud & Felitti, 1998), enable students to meet the course learning outcomes through real-world scenarios with data adapted from previous redesign projects. The virtual projects are sufficiently flexible that students can tailor them to their own needs, experiences and interests; with the teaching team facilitating this individualised learning approach. This provides an environment that encourages creativity and critical reflection, which can be adapted to a wide variety of learning styles (Fire & Casstevens, 2013). Once sufficient numbers of project completions are reached, an evaluation study will take place.

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Fire, N., & Casstevens, W. J. (2013). The use of cultural historical activity theory (CHAT) within a constructivist learning environment to develop core competencies in social work. *J. Teac. Soc. Work*, 33(1), 41-58.

## Reflections on teaching cultural safety to healthcare students: Comparing online and face-to-face delivery

Sub-theme: Digital connections

### Authors and presenters\*

Rachael Jones, School of Social Sciences, CALE

Robyn Moore, School of Social Sciences, CALE\*

Kim McLeod, School of Social Sciences, CALE

Natalie Maystorovich, School of Social Sciences, CALE\*

### Abstract

While substantial scholarship about online teaching exists; to date there has not been sustained engagement with how online classrooms mediate dimensions of cultural safety education, for students or teachers. In this presentation we report on a collaborative, mixed-methods research project which compares online and face-to-face delivery for cultural safety education. The aim of the project is to identify strengths and limitations of each format, and to support teachers who deliver this training.

We used collaborative team research to undertake the project. Tutors for units on cultural safety shared their written reflections about online teaching with other research participants, and participated in collaborative reflective conversations. Our method was not solely focused on data collection, but also aimed to cultivate a community of practice.

The collaborative reflective conversations were recorded, transcribed and analysed thematically. Preliminary findings explored student reluctance to use their cameras or, to a lesser extent, microphones. This led to tutors being unable to gauge student responses, while simultaneously feeling surveilled. It also inhibited the development of rapport, which tutors consider essential for effective teaching in this space. An unanticipated outcome was the presence of the 'digital divide' among university students.

The findings illustrate how the online space mediates teachers' and students' experiences of emotional labour, student resistance and co-learning, which are key dimensions of cultural safety education in shared physical spaces.

The presentation concludes by outlining the contribution the project makes to the development of knowledge about best practice in relation to cultural safety training.

# Connections Roundtable – Wed 10.00-10.50

## Plenary session

### Facilitator

Andrea Adam, Tasmania Institute Learning and Teaching, Academic Division

How do we live well, teach well and learn well?

In this session, participants will discuss the theme of the conference - how do we strengthen connections for learning in 2021? Organised around the sub-themes of digital and community connections, place and connectedness, participants will share insights from own experience and from the conference to build recommendations for the development of connection at the individual, college and institution level.

How do we build, maintain and grow meaningful connections remotely?

How can we support an enriched and connected student experience; preparing our future graduates to take their place as participants and shapers of the workforce, professions and community?

How does a sense of place, belonging and responsibility inspire our teaching? What does place mean for us across a multi-campus University, and for our students learning in places across Australia?

How do we support student and staff wellbeing for learning, foster resilience, and combat isolation with connection?

## Parallel session 7 – Wed 11.00-11.15

### Showcase presentations

<b>Zoom room</b>	<b>Presentation</b>	<b>Speakers</b>
1	Peer Learning Circle conversations about connections and representations	Vesife Hataru Nicole Maher
2	Does digital connection endanger student connectedness? Considering teaching and learning connection idiosyncrasies within police tertiary education	Kate Cashman Isabelle Bartkowiak-Théron
3	Connecting Tasmania through exercise and sport science	Courtney McGowan
4	Maritime teaching and learning in the online space	Aditi Kataria
5	Creative Country: Making with Country to reveal knowledges and strengthen connections	Janice Ross Antonia Aitken

# Peer Learning Circle conversations about connections and representations

Sub-theme: Community connections

## Authors and presenters\*

Vesife Hatisaru, School of Education, CALE\*

Nicole Maher, School of Education, CALE\*

Andrew Seen, School of Natural Sciences, CoSE

## Abstract

This presentation is underpinned by the assumption that making connections within and between mathematical and scientific concepts is crucial to building effective learning environments, and that representations (diagrams, graphs) are the tools that allow us to “see” these connections. This year our preservice teachers (PSTs) and teacher educators are navigating their way through changed learning environments due to the COVID-19 pandemic. Never before has it been more important to reflect on our practice in fine-grained ways. In this presentation, we report the progress of an interdisciplinary peer learning circle (PLC) to explore the use of representations in teaching and learning of mathematics and science; and share the reasons and evidence for the success of the PLC (Hatisaru et al., under review).

The common issue of interest for the PLC was the meaning of representational competence and its importance as a component of educator capacity. PLC members were interested in reflecting upon their own understanding of representational competence, and how it pertains to their discipline. The process would provide a springboard for exploring how this capacity could be enhanced in PSTs.

The group met four times between June 2019 and April 2020. In the fourth (virtual) meeting, the group explored making connections between science and mathematics that has become a focus of curricula at any level. They discussed ways of connecting mathematics to science, and applying mathematical modelling to solving problems in science. By chance, these last discussions took place during the pandemic; enabling the group to place the science and mathematics connection models within broader societal issues.

## Acknowledgements

The Peer Learning Circle reported here is funded by the University of Tasmania Community of Practice Initiative: Peer Learning Circles program. We acknowledge the contribution to the PLC of team members Greg Oates, Sharon Fraser, Carol Murphy, and Barbara Holland.

## Reference

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# Does digital connection endanger student connectedness?

## Considering teaching and learning connection idiosyncrasies within police tertiary education

Sub-themes: Connectedness

### Authors and presenters

Kate Cashman, Policing and Emergency Management/Law, CALE

Isabelle Bartkowiak-Théron, Tasmanian Institute of Law Enforcement Studies, CALE

### Abstract

The COVID-19 pandemic has precipitated new ways to teach and engage with tertiary students. This has certainly challenged, if not overhauled, the delivery of tertiary education. In the context of service teaching, or industry relationships, staff at UTAS have had to become creative in finding new ways of working; from smooth online-supported delivery, to awkward online ‘tinkering’ and *bricolage*. The public health-mandated need to depart from comfortable, known modes of face-to-face teaching and learning has had an undeniable impact on lecturers, students, and industry stakeholders. In this presentation, we analyse the experience of staff in the Policing and Emergency Management discipline, and that of police recruits and officers in transitioning to learning online.

We explore the challenges of online delivery of material to cohorts of students with a wide variety of backgrounds, learning profiles and tertiary education experiences. We argue that ‘connection’ and ‘connectedness’ have been impacted in new uncomfortable ways, especially when students become suddenly mobilised in the field. We also posit that the organisational and individual responses to what was an inconvenient but necessary context were undeniably admirable, yet marked with stoicism. We support our argument with examples of traditional curriculum delivery transferred to online learning; as well as student feedback on lessons, collected as part of the usual Tasmania Police education process.

The idiosyncrasies of teaching police officers, at the academy or in the field, have presented unique trials in terms of engagement, connectedness and translation of relationship dynamics in the fully online environment. At the macro-level, it has also presented staff with a further opportunity to 1) become creative in *RE*-connecting practitioners to the professionalisation-via-tertiary-education agenda, and 2) consider how to generalise these learnings to other industries.

## Connecting Tasmania through exercise and sport science

### Using multiple digital platforms to track and complete practicum experience in exercise and sport science

Sub-theme: Community connections

### Author and presenter

Courtney McGowan, School of Health Sciences, CoHM

### Abstract

The unit CXA327, Professional Experience in Exercise and Sport, provides a high-impact learning experience (Kuh, 2008). Placed in diverse industry settings throughout Tasmania and, over 13-weeks, students participate in the work of an exercise professional.

Since 2019, PebblePad has been used to streamline necessary assessment paperwork; enabling academics to live-track student progress, and students to document experiences for future reflection and representation. Positive feedback collected from 2019 students cemented the efficacy of the new PebblePad system, with minor improvements made for 2020. Students use logbook and reflection templates to record learning



experiences weekly. Creative control is then empowered with students utilising PebblePad to develop and, share for assessment, materials linked to multiple industry-related projects.

One such project, the UTAS Running Program, requires students to work in small groups (simulating a real-world exercise-clinic) over 6-weeks to conduct health/fitness assessments and produce reports, as well as develop and deliver individualised programs face-to-face and via Zoom (using smartphones) with real clients. Zoom sessions were added in response to the COVID-19 climate, enabling students to still gain experience facilitating an exercise program. Students' reflection entries and client feedback was used to evaluate the value of participating in this project.

Students use PebblePad artefacts as evidence of competency in accreditation applications to ESSA, and industry site-project artefacts become part of their work portfolio; providing lasting, tangible displays of their skillset. Alterations to the UTAS Running Program enabled students to experience delivering exercise services remotely; a now critical skill in the COVID-19 workplace these graduating students enter.

## Reference

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

# Maritime teaching and learning in the online space

Sub-theme: Digital connections

## Authors and presenter\*

Aditi Kataria, National Centre for Ports and Shipping, Australian Maritime College, CoSE\*

Gholam Reza Emad, National Centre for Ports and Shipping, Australian Maritime College, CoSE

Jiangang (Johnny) Fei, National Centre for Ports and Shipping, Australian Maritime College, CoSE

## Abstract

This presentation provides preliminary insights into the experiences of Maritime Education and Training (MET) faculty and ocean seafaring students with teaching and learning in the online space. The COVID-19 pandemic necessitated the rapid transition of teaching at the University to remote delivery. The process to impart blended learning was already in place at the University. The pandemic served as a catalyst to accelerate the move. MET was no exception to this shift. In 2020, all forty-four ocean seafaring units for the deck (24 units) and engine departments (20 units) were moved online, barring the practical components for which students were required to return to campus. The remote modality of maritime teaching and learning offers novel digital connections between the students, faculty, and the teaching-learning resources. Our research shows that online teaching and learning are considered advantageous by both students and faculty. It accords students the flexibility to pursue their studies while being gainfully employed. The availability of online resources (including lecture recordings) are beneficial to the students, as they can revisit the recordings multiple times to consolidate their learning. Student engagement in the online space differs from that in the physical face-to-face classroom environment due to technological affordances. Students increasingly engage with teachers through email and video and chat conferencing. Peer to peer engagement is facilitated through discussion boards. Although not free of challenges, remote learning in MET is here to stay. The affordances of remote teaching and learning modality need to be explored in-depth to support teaching delivery and student learning.

# Creative Country: Making with Country to reveal knowledges and strengthen connections

Sub-theme: Connected to place

## Authors and presenters

Janice Ross, Riawunna Centre for Aboriginal Education, Academic Division

Antonia Aitken, School of Creative Arts and Media, CALE

## Abstract

Creative Country was a shared knowledges workshop held in 2019 on Country in nipaluna / Hobart followed by a workshop in the School of Creative Arts and Media (CAM) Printmaking Studio. Funded by the Indigenous Student Success Initiative Program, this pilot program provided Aboriginal and Torres Strait Islander art students and community members a unique opportunity to explore creative responses to Country.

Developed collaboratively by Tasmanian Aboriginal artist and cultural facilitator Janice Ross, and artist and teacher Dr Antonia Aitken; this workshop aimed to explore potential teaching methodologies that entwine palawa Tasmanian Aboriginal culture, perspectives and knowledge with creative art curriculum.

The workshop built on successful initiatives being supported and delivered in the Printmaking Studio at CAM for the Tasmanian Aboriginal community. This included the delivery of Riawunna's Murina Program art units in 2017/18. From this work, important conversations emerged around how best to support students and community; by providing welcoming, safe and enriching learning environments and experiences. Creative Country asked, 'how could we establish shared teaching models that enable students to vibrantly connect with and protect Country and culture through art, within the institutional space?'

Creative Country revealed the importance of being and making on Country to nurture deep connection and creativity for students. It provided an important forum for participants to reflect upon and communicate their institutional experiences, and co-create potential teaching and learning approaches. The Program provided invaluable insights and exciting possibilities for future programs which strengthen and interweave Aboriginal and Torres Strait Islander pedagogies into creative arts curriculum.

## Parallel session 8 – Wed 11.20-11.35

### Showcase presentations

Zoom room	Presentation	Speakers
1	Coordinate and connect rather than divide and segregate! Academics' perspectives on STEM	Andrew Seen Sharon Fraser
2	Teaching face-to-face during COVID-19 in Higher Education: Student engagement, lecturer capability and fatigue during a pandemic	Umar Raza Khan
3	Critical literacies and localities: Localising the practice through fairy tales	Nita Novianti
4	Using Intelligent Agents to formulate digital connections	Jiangang (Johnny) Fei
5	Creating an international COVID-19 pandemic learning community	Joseph Crawford

## Coordinate and connect rather than divide and segregate! Academics' perspectives on STEM

Sub-theme: Community connections

### Authors and presenters\*

Vesife Hatisaru, School of Education, CALE

Sharon Fraser, School of Education, CALE\*

Andrew Seen, School of Natural Sciences, CoSE\*

### Abstract

STEM education is generally defined as the teaching and learning practices that connect the learning objectives of STEM subjects through open-ended, realistic, and interdisciplinary problems. Despite the prominent role that university academics have taken in progressing STEM initiatives, little is known of their understandings about STEM as a 'connecting rather than segregating' approach. The study reported here is part of the *Investigating Academics' Perspectives on STEM* project, which aims to explore the perspectives of academics at UTAS on STEM education. Participants comprised fifteen academics from across CALE and CoSE who attended one of two project workshops. Data were collected through *Draw a STEM Learning Environment* (D-STEM) instrument. We report on the academics' views drawn from their responses to: "STEM is ..." and "An educator of STEM knows ...".

The results suggest that some academics regard STEM as "an important part of understanding the world and making it better", and believe that educators of STEM know "about each of the big ideas in each discipline"; revealing a view of educators of STEM as experts; not only in one single subject but in multiple content areas. Several other participants defined STEM as simply the individual content areas of "science, technology, engineering, and mathematics", and indicated that educators of STEM know "the scientific method".

The study contributes to the discussions on how to best assist academics to view STEM as a way of forming connections in their teaching – e.g., connecting concepts and disciplines, disciplines and real-life issues, and professionals and industry/community members. The D-STEM instrument provides an engaging and non-threatening approach to initiating conversations about STEM. The rich discussion that emerges from the

comparison of each other's representations and the reasoning behind them, is a powerful first step in the reimagining of teaching pedagogies and student learning activities.

### Acknowledgements

The *Investigating Academics' Perspectives on STEM* project is funded by the University of Tasmania the College of Arts, Law and Education (CALE) Hothouse Research Enhancement Program. We acknowledge the contribution to the project of team member Noleine Fitzallen.

## Teaching face-to-face during COVID-19 in Higher Education: Student engagement, lecturer capability and fatigue during a pandemic

Sub-themes: Connectedness

### Author and presenter

Umar Raza Khan, Australian Maritime College, CoSE

### Abstract

COVID-19 has led to a Higher Education shift to online teaching leveraging learning management systems, multimedia tools, social media apps, and videoconferencing among others (Butler-Henderson & Crawford, 2020; Longhurst et al., 2020; Rajhans et al., 2020). These have offered temporary supplements for traditional practical education. At the Australian Maritime College (AMC), practical seafarer safety and survival short courses were delivered over 1-5-day face-to-face intensives. During the pandemic, these were continued with safety measures of physical distancing, hand hygiene measures, and mask usage implemented. This presentation reports on a synthesis from critical reflections and a literature review of managing on-campus practical learning during COVID-19.

In the reported case with modified face-to-face teaching delivery, student engagement decreased, affecting student-to-teacher and peer-to-peer interactions, and learning equipment usage. Physical distancing and hygiene practices affected students' ability to physically handle equipment, which affected student sensemaking. Pre-COVID-19, equipment rotations between students were common. Participant number limitations for practical activities also affected students' collaboration on their construction of knowledge. The lecturer's capability in delivering the course was affected by fatigue.

The literature on COVID-19 practical teaching is diverse (Butler-Henderson et al., 2020), with the majority of these reporting on digital learning (e.g. Quezada et al., 2020; Wang & DaLaquil, 2020). This presentation seeks to share learnings from teaching on-campus during the COVID-19 lockdowns. The focus is in seeking to understand how connections between student cohorts, who typically work together (e.g. border security staff), can be maintained during physically distanced classrooms.

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## Critical literacies and localities: Localising the practice through fairy tales

Sub-theme: Connected to place

### Author and presenter

Nita Novianti, School of Education, CALE

### Abstract

The practice of “critical literacy” should look, feel, and sound different in different contexts” (Vasquez et al., 2019, p. 300) and “be contingent on localised context and the material resources, including human, that exist in these contexts” (Alford & Jetnikoff, 2016, p. 111). These arguments highlight the importance of considering and using the local contexts where students live as the resources to design and teach critical literacy. Localities then become a key tenet in critical literacy practice, which is unfortunately scarcely explored. This presentation will report some of the key findings of participatory action research involving two Indonesian teacher educators with a focus on teaching EFL (English as a Foreign Language) pre-service teachers to design a localised critical literacy instruction using fairy tales for primary students. Data were collected from collaborative sessions with the teacher educators, pre-service teachers’ fairy tale-based unit plans, and researcher reflections. Using the place and the community where students live as one of the resources for the instruction has allowed the pre-service teachers to design an English unit infused with critical literacy skills. They connect the issue(s) raised in the fairy tale used as the main text of instruction to the local context. This connection at the same time facilitates intercultural understandings of the target culture represented in the text and students’ local culture. While admitting the many challenges encountered in localising the instruction, both teacher educators and pre-service teachers agree that localising their English instruction can make their teaching and learning more meaningful and empowering.

### References

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# Using Intelligent Agents to formulate digital connections

Sub-theme: Digital connections

## Author and presenter

Jiangang (Johnny) Fei, Australian Maritime College, CoSE

## Abstract

Formulating connections with students takes different forms and can sometimes be challenging, e.g., in a large class. It becomes even more challenging when there are no face-to-face interactions, and all learning occurs in an online environment. Using Intelligent Agents (IA), a tool in MyLO, I have seen successful formation of connections between myself and students; and students and their learning in my units in the last three years. Due to COVID-19, the benefits of using IA have been greater than before. I created 'personalised' messages for different purposes, with pre-determined release conditions for each message prior to the commencement of each semester. The purposes included reminding students of learning and assessment activities, congratulating high achievers, and motivating those who received low scores in their assessments. The Intelligent Agents, once enabled, monitor all activities in MyLO and send 'personalised' messages to students when the release conditions were met. MyLO analytics of student engagement (e.g., Content Progress and Unit Access) showed significant improvement of student engagement in learning. Students' responses to my 'personalised' emails indicated that they not only appreciated such connections with me, but also became more aware of their own learning (progress, challenges, and achievements). As a MyLO tool, IA can be easily deployed in any unit. Once properly set up, it will continuously monitor and take actions accordingly during an entire delivery period. This tool is particularly useful in units with large enrolment numbers. My showcase presentation will provide explanation of how I set up the IA and examples of student responses to my 'personalised' messages.

# Creating an international COVID-19 pandemic learning community

Sub-theme: Digital connections

## Authors and presenters\*

Joseph Crawford, Tasmanian Institute of Learning and Teaching, Academic Division\*

Kerryn Butler-Henderson, School of Health Sciences, CoHM

Dr Karima Lalani, Baylor College of Medicine, United States of America

Dr Jurgen Rudolph, Kaplan Higher Education, Singapore

Professor Sabu K. M., Manipal Academy of Higher Education, India

## Abstract

The novel coronavirus (COVID-19) pandemic has influenced Higher Education decision-makers, educators, students, and stakeholders in an almost unique way for twenty-first century education (Crawford et al. 2020a; Thatcher et al., 2020). Higher Education institutions engaged in one of three key intra-period responses: rapid digitalisation, responding to minimum standards, and/or delayed commencement (Crawford et al., 2020b). Knowledge sharing across jurisdictions has been limited for Higher Education, despite some 138 manuscripts published on COVID-19 and Higher Education between January and June 2020 (see Butler-Henderson et al., 2020). That number will more than double between July and December 2020.

To support the Higher Education sector to share knowledge, we set out to form meaningful digital connections across geographic boundaries (Fernandez & Shaw, 2020; Spante et al., 2018). The aim of this presentation is to showcase the successes of the collaboration to date, and the opportunities for growth because of our growing collaborative network. We believe the rapid growth in our digital network relating to

Higher Education research and COVID-19 may provide practical wisdom for other researchers seeking to engage in similar pursuits within their discipline context.

On successes, this learning project has connected 24 researchers across 14 countries to create meaningful and internationally contextualised research (as of 22 September 2020). This has included briefing papers to specific institutions, peer reviewed journal articles, keynote and conference presentations, and the development of an open access database. Time zone management, cold calling, digital literacy, and difficult conversations are among factors informing our learnings.

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## Parallel session 9 – Wed 11.40-12.05

### Lightning presentations

Zoom room	Presentation	Speakers
1	Mathematically active online	Jane Stratton David Vender
	Design and build with no build	Peter Doe Tim Gale
	Laboratory innovations: Delivering online science workshops during a global pandemic	Robin Barnes Janelle Brown
2	Connecting through language: Introducing a language of virtues	Toby Newstead Megan Short
	Interpreting eVALUate results: Seeing the big picture	Sonya Stanford Vaughan Higgins
	Connect to Country	Kristy Cooper
3	Riawunna's engagement outcomes during COVID-19 through the Murina Program: Strengthening digital connections of people and place	Jodi Haines
	Japanese tertiary student response to group activities in English learning	Emily Morgan
	Creating meaningful Short Course pathways to support lifelong learning	Martin Grimmer
4	Work Ready Toolkit: Developing job-seeking skills and promoting community involvement	Ana Lobo Netty Gibson
	Delivering hands-on training to Defence from afar, and how it will make our in-person training better	Damien Guihen

## Mathematically active online

Sub-theme: Digital connections

### Authors and presenters

Jane Stratton, Pre-degree Programs, University College  
David Vender, Pre-degree Programs, University College

### Abstract

Online interactions lack the cognitively rich channels which we rely on in the physical classroom to learn actively. The rapid transition from face-to-face to synchronous online learning necessitated by COVID-19 thus required a radical rethink of pedagogic strategies; especially in introductory maths units where actually doing, and seeing others doing is crucial. So, how can available tools be used best for active learning online?

Using Zoom, all our students - regardless of location or mode of study - are invited to a weekly workshop, and nominally 'on-campus' students also participate in weekly online tutorials. All sessions are co-hosted by two experienced maths teachers to provide a continuing, lively exchange in which students participate using their preferred modes of contact. With attendances exceeding 40 participants, co-hosting is essential to enable rapid responses to questions and help requests over multiple communication channels; including



chat, private chat, voice with or without video, and breakout rooms when students require one-on-one assistance.

The workshops consolidate students' understanding of the material in a flipped classroom framework. Worked examples and 'your turn' exercises emphasise activity; with students offering solutions and ideas primarily in chat so that a dynamic, cooperative atmosphere prevails. The tutorials build more individual skills using our extensive library of existing MyLO quizzes. When individuals seek assistance, we can view their quiz progress in real time on MyLO; giving targeted help when it is most needed. In this presentation we include reflections on how students utilise these approaches in creative ways to maximise their learning.

## Design and build with no build

**Sub-theme: Digital connections**

### Authors and presenters\*

Tim Gale, School of Engineering, CoSE\*

Reilly Callaghan, School of Engineering, CoSE

Charles Sutherland, School of Engineering, CoSE

Peter Doe, School of Engineering, CoSE \*

### Abstract

Students in Engineering Design and Build A (ENG201) develop, evaluate and refine a conceptual design; then build and test a prototype for a national competition. In 2020, teams of 6 students were to build an autonomous robot depositing tennis balls in tubes. In previous years students built physical robots in the Sandy Bay Engineering Workshop, but in 2020 COVID-19 prevented a physical build. So, how was this unit delivered with no physical build component? All teams had experience with creating three dimensional virtual designs using CAD software (Autodesk Inventor), so within a week of the campus closing, tutorial sessions commenced on replacing the physical build with virtual designs. These designs were then brought to life in simulation using the MathWorks product Simscape Multibody (MATLAB and Simulink based). Realistic and functional robots were created in simulation, and programmed to navigate around virtual competition boards; depositing tennis balls in tubes. Designs considered robot dynamics, structural strength and competition performance. Class tutorial sessions were conducted using Web Conferencing (Blackboard Collaborate and Zoom). Assessment and feedback involved four presentations, three group reports and a final individual portfolio. What could be improved? eVALUate responses showed students wanted more individual feedback throughout the semester. This resulted in changes to the proposed 2021 delivery, and delivery of the follow-on unit Engineering Design and Build B (ENG202), to incorporate fortnightly feedback on individual PebblePad ePortfolios with weekly group Web Conference tutorials. Overall, the use of simulation to replace a physical build was well-received, and enabled successful "virtual" delivery of a design and build unit.

# Laboratory innovations: Delivering online science workshops during a global pandemic

Sub-theme: Digital connections

## Authors and presenters\*

Robin Barnes, University College\*  
Janelle Brown, University College\*  
Susan Turland, University College  
Chris Mabin, University College

## Abstract

Laboratory activities are central to learning and teaching in the Applied Sciences, and these have traditionally been delivered during face-to-face sessions. Hands-on activities are important to enhance learning complex skills and knowledge. With the onset of COVID-19, the teaching team were challenged to deliver laboratory-based curriculum in an online environment. In response, a remote delivery strategy was developed to utilise biological and chemical techniques to run guided home-based experiments. Students were supplied with laboratory kits to ensure they had access to the equipment required to complete their learning. Examples of activities included: demonstrations, scientific drawings, dissections, a study of life in and around your home, and water quality testing. Student engagement within the online laboratories was positive and the results of these online sessions strengthened their sense of belonging to the course. The use of Zoom to conduct these laboratory sessions provided valuable real time staff - student - peer interactions. This presentation provides valuable insights into how to conduct innovative, interactive and engaging science laboratory experiments in a virtual environment. It discusses the positive impact the innovation had on student learning and connectedness, and opportunities for future teaching practice.

# Connecting through language: Introducing a language of virtues

Sub-theme: Connectedness

## Authors and presenters

Toby Newstead, Discipline of Management, COBE  
Megan Short, School of Education, CALE

## Abstract

We connect through communication, and recently our ways of communicating have been drastically altered. In this new teaching and learning landscape, many of us are still in near-constant communication, but it now occurs through technologically-mediated platforms. When we communicate through channels that lack the richness of non-verbal cues, the language we use becomes paramount.

In this lightening session, we present “a language of virtues” as a way to foster greater connectedness with students, peers, and self. Virtues such as courage, fairness, creativity, and compassion are the building blocks of moral character (Newstead, Macklin, Dawkins, & Martin, 2018). Virtues are inherently human, learnable, and universal; they are the connective tissues that bind peoples and communities together (Newstead, Dawkins, Macklin, & Martin, 2019). A language of virtues is deeply human; it speaks to the person, not the task or outcome. A language of virtues can inform our communication with students, peers, and self.

Instead of saying to a student, ‘good job on this assessment’, one might say, ‘I can see the diligence and creativity you put into this’. Instead of saying to a typically reserved peer, ‘nice work raising that contentious issue in the meeting’, one might say, ‘I appreciate the courage it took to raise that issue’. And instead of saying to oneself, ‘I sure messed that up’, one might say, ‘I’ve got the resilience and determination to do better next time’.

Our lightning session will explain what virtues are, what virtues language is, and how virtues language may be used in communication with students, peers, and self.

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# Interpreting eVALUate results: Seeing the big picture

Sub-theme: Connectedness

## Authors and presenters\*

Sonya Stanford, School of Social Sciences, CALE\*

Vaughan Higgins, School of Social Sciences, CALE\*

Jo-Ann Kelder, Tasmanian Institute Learning and Teaching, Academic Division

## Abstract

Student evaluations of their learning experiences provide powerful insights into the effectiveness of teaching strategies and practices (Mart, 2017). Yet it is questionable whether teaching effectiveness correlates with how much or how well students learn (Hornstein, 2017; Fan et al., 2019). Interpreting the utility of student evaluations of teaching (SET) and determining how to respond to these, can be challenging; especially when judgements about personal characteristics are evident.

To date, the University of Tasmania has not provided explicit guidelines for interpreting SET – ‘eVALUate’ – results. This is a problem as reports are sent to individuals who may not have an analytic frame to understand their meaning. Emotional reactions to results (disappointment, humiliation, shame) may prevent staff seeking support from colleagues, which risks them becoming isolated and disenfranchised.

We present a framework, that was developed by Social Sciences and TILT, to analyse SET results and situate the data in their relevant contexts. Using a reflective approach, two main questions are asked:

1. Does the numerical eVALUate data provide enough information to understand what could be improved or does this need to be investigated further through another forum or strategy?
2. Do your reflections provide clues about what kind of changes could be implemented and who needs to ‘own’ these?

These questions help staff situate ratings and comments in the broader context in which the whole program of learning is provided. It offers new ways of thinking about learning improvement strategies that can be achieved in a collegial environment.

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## Connect to Country

Sub-theme: Connected to place

### Author and presenter

Kristy Cooper, Indigenous Academic Fellow, School of Nursing, CoHM

### Abstract

Acknowledgement of Country is not a new practice; rather, an ancient tradition that has taken place on these lands for thousands and thousands of years. Acknowledgment of Country acknowledges First Nations peoples and their culture of belonging to Country. The University of Tasmania's Acknowledgement of Country protocol enables a valuable opportunity to engage with and demonstrate respect for Indigenous knowledge systems, histories, and cultures. Honouring the protocol in teaching and learning provides students with a unique, guided opportunity to reflect on and to connect with Country on which their learning takes place. Learning on Country is First Nations culture of the palawa and pakana peoples of lutruwita (Tasmania). Thus, connecting with Country provides insight into and understanding of the histories, knowledges and belonging to Country of the oldest living cultures of the world.

This presentation will reflect on the integrity of the University of Tasmania's Cultural Protocol Acknowledgement of Country as an opportunistic teaching and learning practice in the tertiary education setting. Delivered by PechaKucha, the presentation will offer a reflective experience for academic staff to connect with Country; offered from the perspective of an Indigenous Academic Fellow within the School of Nursing.

## Riawunna's engagement outcomes during COVID-19 through the Murina Program

Strengthening digital connections of people and place

Sub-theme: Digital connections

### Author and presenter

Jodi Haines, Riawunna Centre for Aboriginal Education, Academic Division

### Abstract

Riawunna's Murina Program offers a pathway for Aboriginal and Torres Strait students to follow their educational and vocational goals. Throughout COVID-19, the Riawunna team responded quickly to support students to overcome Information Technology online challenges. This presentation will share these strategies, and showcase curriculum examples and student outcomes throughout this period.

Connection to People and Place is at the heart of Murina's Learning experiences which normally take place On Country or in the classroom. Our curriculum translated well to online delivery as we shared Aboriginal knowledges through our <sup>1</sup>kani; Aboriginal guest sharers and curriculum.

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<sup>1</sup> 'kani' in palawa kani, the language of Tasmanian Aborigines, means 'to talk'.

Riawunna strengthened Digital Connections by providing on loan Laptops and dongles to students (through the Riawunna Hardship Scheme) to access Zoom and Blackboard Collaborative for the first time. Riawunna worked closely with other UTAS Programs and supports to strengthen student engagement, and continues to use this coordinated and wholistic approach.

Based upon internal enrolment figures post census, the program retained 57% of our students from Semester 1 (35 students) into Semester 2 (20 students). The following percentages present this breakdown of withdrawals against total enrolments:

- 8% due to direct IT challenges
- 14% transitioned to further studies
- 20% due to personal reasons that existed pre-COVID.

Riawunna's strategies minimised the Information Technology barriers in the Murina Program throughout COVID-19, and continues to provide wholistic support whilst providing a curriculum that celebrates People and Place (Aboriginal Knowledges) through strengthened Digital Connections.

## Japanese tertiary student response to group activities in English learning

Sub-theme: Connectedness

### Author and presenter

Emily Morgan, School of Education, CALE

### Abstract

Students in Asia have reportedly not valued or enjoyed group work in English Language Classrooms (Craig, 2013; Harumi, 2020). In Japan, students have judged teachers using group work to be lazy or uninterested (Ruegg, 2018). However, group work offers many benefits for language learning (Derewianka & Jones, 2016; Mohan, 2011; Novitasari, 2019). Scaffolding group work allows the teacher and the students to make the most of this activity's many advantages (Ehsan et al., 2019). Collaborative learning is a fundamental characteristic of English-medium education. Supporting students to work collaboratively may help to build connections between students in diverse classrooms. Additionally, scaffolded group work may improve student-teacher connectedness in contexts where student-focused, rather than teacher-focused, learning is the norm.

In a ten-week program in Japan, academic written English was taught using the Gradual Release of Responsibility teaching framework (Fisher & Frey, 2013), incorporating group activities. Student perceptions of group work were collected pre- and post-program, and thematic analysis was used to identify students' responses to the collaborative nature of the teaching program. Students revealed a generally positive attitude to group work, finding it beneficial, if challenging; with a small minority disliking it. Students particularly valued the opportunities to gain English speaking practice, share each other's ideas and perspectives, and challenge themselves to react quickly; while shyness, lack of confidence speaking English and frustration with partners who did not contribute were the major reported drawbacks. The study contributes to educators' understanding of student-perceived benefits and barriers with regards to collaboration in the English classroom.

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## Creating meaningful Short Course pathways to support lifelong learning

Sub-theme: Connectedness

### Author<sup>^</sup> and presenter\*

Karen Edwards, Short Courses, Academic Division<sup>^</sup>

Martin Grimmer, Short Courses, Academic Division\*

### Abstract

Short Courses (consistent with the majority of the tertiary sector) has been very dynamic in 2020. For example, COVID-19 has been a catalyst behind the Federal Government's Job-ready Graduates Package, and their commitment to invest \$4.3 million over the coming 3 years to build a national online marketplace for micro-credentials to strengthen credit recognition, industry relevance of qualifications and lifelong learning (Department of Education, Skills and Employment, 2020).

In mid-2019, University College (UC) developed their *Project Management Short Course Series*. The suite of four Short Courses was derived from unit ZAA203 Managing Business Projects within the Associate Degree in Applied Business (ADAB). To date, 80 course participants have engaged in the *Project Management Short Course Suite* and will be eligible to receive their Certified Project Officer (CPO) certification awarded by the Institute of Project Management (University of Tasmania, 2020). In early 2021, University College will also (via a Recognition of Prior Learning process) award credit for this component of learning as part of a student's Associate Degree studies. Whilst University College has created a successful and stackable credential pathway, the Short Course Unit will also articulate the various Short Course mechanisms and modelling that can be applied to create learning pathways, achieve revenue generation potential, and optimise learner pathway outcomes.

This presentation will highlight the University's capacity to develop self-paced, online micro-credentials for industry; as well as provide an overview (and example) of how to design, model and deliver these offerings to support meaningful learning pathways.

## References

Department of Education, Skills and Employment. (2020, June 22). *Marketplace for online microcredentials*. <https://ministers.dese.gov.au/tehan/marketplace-online-microcredentials>

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# Work Ready Toolkit: Developing job-seeking skills and promoting community involvement

Sub-theme: Digital connections

## Authors and presenters\*

Ana Lobo, Experiential Education, University College\*

Andrea Carr, Executive Team, University College

Netty Gibson, Executive Team, University College\*

Cherie Hawkins, Experiential Education, University College

## Abstract

University College provide a range of courses, in various formats, across multiple disciplines. In addition, we have a strong focus on accessibility and pathways; and widening participation in Higher Education, especially for non-traditional cohorts. Over the past 2 months, we have developed and are delivering a new high impact program to help all Tasmanians navigate employment challenges arising from COVID-19. This fully online program is called, 'The Work Ready Toolkit', and has high impact and engaging activities embedded throughout. It focuses on developing foundational workplace knowledge, skills and attributes, particularly those sought by industry. In addition, it enables students to study topics including motivation, diversity, working in teams, networking, communication, and professional development; and provides opportunities including how to write a resume and cover letter, and how to prepare for an interview. Not only is the Work Ready Toolkit helping students to develop their job seeking skills, it is also promoting community involvement and 'togetherness' at a time when people are likely to be feeling isolated, or disconnected. This presentation provides insights into this fully online interactive course that incorporates weekly introduction videos to students, and frequently promotes discussion and peer learning through Padlet boards and other digital platforms. It discusses how feedback and frequently asked questions sites were utilised, and how high levels of individual support was provided despite the online nature of the unit. The presentation showcases ways to conduct innovative, interactive, and engaging experiences in a virtual environment; and opportunities for future teaching.

# Delivering hands-on training to Defence from afar, and how it will make our in-person training better

Sub-theme: Digital connections

## Authors and presenter\*

Damien Guihen, AMC Search, CoSE\*

Rowan Frost, AMC Search, CoSE

Reuben Kent, AMC Search, CoSE

Chris White, AMC Search, CoSE

## Abstract

In March 2020, the schedule of upcoming Autonomous Underwater Vehicle courses for AMC Search was upended by the emerging COVID-19 crisis. AMC Search is the training and consultancy division of the Australian Maritime College, and amongst its portfolio of projects is the delivery of technical training to members of the Australian Defence Forces. These courses focus on the application of complex robotic systems to help meet challenges such as sea mine clearance and coastal mapping; and rely on considerable time spent interacting with instructors and equipment.

Both Defence and AMC Search were keen to find a path forward to delivery. As the national circumstances changed quickly in early April it became clear that in-person delivery was not a viable option. At that point the team implemented a traffic light system for marking up what could be delivered remotely and what could not. Activities that fell in the middle were coloured amber and pushed us to innovate. Maintaining engagement throughout the course was essential, thus we moved from delivery to a remote theatre to interaction on individual screens, which fostered much-improved connections between students and teachers.

In June, we delivered the first of our interactive, remote courses using computers shipped to students. The team of instructors, working apart, monitored and advised; and made real-time corrections and suggestions during practical exercises. This presentation will describe the solutions implemented to overcome our teaching challenges, and the lessons learned that will stick with us when face-to-face teaching resumes.



# Conference Reflections and Close – Wed 12.10-12.30

## Plenary session

### Presenter

Leonie Ellis, Acting Director, Learning and Teaching, Academic Division

Leonie Ellis will present a review of the Conference themes and outcomes. We will reflect on the good practice shared and a summary of key insights will be shared.

# University of Tasmania Teaching Awards

The University of Tasmania’s Teaching Awards provide an opportunity for academic and professional staff to be recognised and rewarded for their teaching contributions and their ongoing commitment to professional learning and practice in the learning and teaching domain. The Teaching Awards Program is designed to offer a supportive pathway to the Australian Awards for University Teaching.

Congratulations to the recipients of this year’s Teaching Excellence Awards and Citations for Outstanding Contributions to Student Learning.

## Teaching Excellence Awards

Teaching Excellence Award recipients are in contention for a Vice-Chancellor’s Teaching Excellence Award.

Recipients	
Dr Jeff Thomas – Early Career School of Education College of Arts, Law and Education	Jeff has actively and purposefully translated his front-line research into impactful, professionally applicable practice for current teaching professionals, Principals, and pre-service teachers. His strong use of engagement theory has underpinned his unit content, as well as his teaching practice, resulting in exemplary student feedback over the past five years.
Dr Isabelle Bartkowiak-Théron Tasmanian Institute of Law Enforcement Studies College of Arts, Law and Education	Isabelle is an educator who specialises in the relationships between police and vulnerable people and is at the forefront of international research and teaching developments.  She challenges students, and herself, to adopt innovative ways of thinking in the workplace and in law enforcement policy, with the view to plant the seeds of critical analysis at the earliest stages of a police officer’s career.

## Citations for Outstanding Contributions to Student Learning

Recipients	Citation
Dr Gauri Laud – Early Career College of Business and Economics	For curricula that inspire student learning and nurture skill development and the critical competence of creative confidence in marketing students.
Dr Louise Wallis – Individual College of Sciences and Engineering	For curriculum inspiring first year design students to form partnerships with scientists, artists, and schoolchildren, using creative play to communicate ecological restoration through making sculptural habitats.
Drs Vaughan Cruickshank, Casey Mainsbridge, Kira Patterson, Greg Oates – Team College of Arts, Law and Education	For sustained commitment to authentic teaching opportunities for Health and Physical Education Pre-Service Teachers by embedding unique scaffolded Work-Integrated Learning experiences.

# Higher Education Academy Fellowships

Since 2016, the University of Tasmania has been a member of Advance HE, supporting staff to apply for fellowship of the Higher Education Academy (HEA).

From 2016-2019, there were four accredited 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). From 2020, participants can apply directly to Advance HE for assessment of their fellowship application.

The following people have been recognised with HEA fellowship in Semester 2, 2019, and Semester 1, 2020.

## **Associate Fellows of the Higher Education Academy**

Sam Brake

Helena Chui

Louise Grimmer

T M Rabiul Islam

Therese Marfori

Imogen Wegman

## **Fellows of the Higher Education Academy**

Justin Emery

Farveh Farivar

Terese Fiedler

Jessica Hammersley

Claire Horner

Umar Khan

Michael Macartney

Brigid McKenna

Assaad Taoum

Samantha Webb

## Organising committee

Teaching Matters 2020 has been organised by the following Tasmanian Institute of Learning and Teaching (TILT) staff:

Conference Convenors: Andrea Adam, Lori Abell

Conference Administration: Tamzen Jeanneret

Electronic program: Tony Carew, Nathan Savage

Design consultant: Beale Gurney

Printed program booklet: Tamzen Jeanneret, Lori Abell

The organising committee also wishes to thank all staff from the Colleges who chaired and supported sessions and all TILT staff for their contributions to Teaching Matters 2020.



Tasmanian Institute of Learning and  
Teaching (TILT)  
Private Bag 133, Hobart 7001  
Telephone: 03 6226 7251  
TILT.enquiries@utas.edu.au  
www.utas.edu.au/tilt