



Exploring Possibilities for Practice

4th December

Sir Raymond Ferrall Centre

University of Tasmania

Organising committee

Teaching Matters 2008 has been organised by the following Centre for the Advancement of Learning and Teaching (CALT) staff:

- Jane Skalicky
- Natalie Brown
- Rikki Mawad

The organising committee wishes to thank all staff for their contribution to Teaching Matters 2008.

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Welcome

Welcome to country

The University of Tasmania wishes to acknowledge the **Panninher** or **Leterrermairrener** (*pronounced Par - nin - her, Letter - ramare - run - nah*) People, the traditional owners and custodians of the land upon which the Newnham campus was built.

Welcome to the seventh Teaching Matters conference

Welcome to the seventh Teaching Matters conference, being held for the first time on the Newnham campus.

Teaching Matters is an important opportunity to immerse ourselves in discussion of teaching and learning, and assist us to continue to shape the UTAS vision of a quality student experience. At a time when we are looking to create connections between Schools, Teaching Matters also allows us space to engage in conversations with our colleagues across the university to share ideas and explore synergies.

Our keynote speaker, Professor Shirley Alexander, is highly regarded for her work on implementing innovative approaches to teaching, particularly through the use of information and communication technologies. In keeping with the 'Exploring Possibilities for Practice' theme, she will present a keynote address enticingly titled, 'Crystal ball or snow dome: towards a more sustainable approach to embedding innovative practices in teaching and learning'. We sincerely thank Professor Alexander for her contribution to our conference.

Teaching Matters is also the forum where some of our exceptional teaching staff are recognised and celebrated. I would like to extend my warmest congratulations to winners of the Vice-Chancellor's Awards for Outstanding Contributions to Teaching and Learning and Australian Learning and Teaching Council citation winners.

Professor Daryl Le Grew
Vice-Chancellor



General Information

Lunch and Refreshments

Morning tea will be provided on arrival at the conference and all day tea and coffee will be available throughout the day in the Sir Raymond Ferrall Centre foyer. Lunch will be served in the Newnham campus Cafeteria.

The official conference proceedings will close at 4pm, with cheese and drinks served in the Sir Raymond Ferrall Centre until 4:30pm.

All catering is provided free of charge to presenters and registrants.

Toilets

The Sir Raymond Ferrall Centre toilets are located off the foyer.

Name tags

All delegates will receive a name tag on registration. The conference team and CALT staff and volunteers will be wearing black Teaching Matters t-shirts. Please feel free to ask them for assistance or enquire about any of CALT's activities.

Special dietary requirements

If you have advised the organisers of a special dietary requirement, this information has been forwarded to the caterers. Please identify yourself to catering staff and they will ensure that you receive your specially prepared meal.

Email access

The computers in the Sir Raymond Ferrall Centre are available to UTAS staff.

Refereed conference papers

In 2008, refereed conference papers from Teaching Matters will be made available in the recently launched Teaching Matters online publication. The online publication of Teaching Matters aims to provide a forum for educators to describe effective and innovative teaching practice in the higher education environment and to communicate their teaching and learning in a scholarly way.

The Teaching Matters conference proceedings are available at <http://www.utas.edu.au/teachingmatters/index.html>

Program overview

Session	Room	Presenter/s	Title	Presentation type
9:30 am - 10:15 am	Registration and Morning tea in the Sir Raymond Ferrall Centre foyer			
10.15am-10.30am	Lecture Theatre 5 Sir Raymond Ferrall Centre	Professor Gail Hart	Welcome	
10.30am-11:30am		Professor Shirley Alexander University of Technology Sydney	Crystal ball or snow dome: Towards a more sustainable approach to embedding innovative practices in teaching and learning	Keynote address
11:30am-11:45am		Bill Hart & John Kertesz Glenyse Frost & Jo Osborne Karin Oerlemans Julian Dermoudy	Faculty of Arts Faculty of Health Science Faculty of Education Faculty of SET	Faculty posters
11:45am - 12:00pm	Raymond Ferrall Centre Foyer learning hub	Interactive Poster Review Session with Coffee available	Various	Posters
Session 1 12:00pm-1:10pm	Lecture Theatre 5	Heather Monkhouse	Using assessment effectively: Learning environments that work for tertiary music performance students and staff	Paper
		Barbara Lloyd	Improving feedback for first year Sociology essays	Paper
		Megan Woods	I know what they ticked but what did they write? Analysing qualitative comments from Student Evaluations of Teaching and Learning (SETLs)	Paper
	Flexible Space A	Aidan Davison, Emma Pharo, Kristin Warr, Melissa Nursey-Bray, Colin Jones, Erik Wapstra, Sara Booth	A climate of interdisciplinarity: A teaching collaboration for enhancing disciplinary student learning about climate change	Paper
		Danielle Truscott	An innovative, inter-professional, clinical placement for medical students to teach therapeutics and Quality Use of Medicine	Paper
		Peter Cain	The way we think - a personal reflection on interdisciplinary practice	Paper

	Room	Presenter/s	Title	Presentation type
Session 1 12:00pm-1:10pm	Flexible Space B	Helen Bound & Gary Williams	Strategies for managing and assessing in online environments	Workshop
	Tamar Room	Sue Jones, Ashley Edwards, Natalie Brown	Seeing is understanding: The use of online pre-laboratory exercises to enhance learning in Zoology practicals	Paper
		Robyn Eversole & Clayton Hawkins	What do I know how to do? Piloting the e-Portfolio as a reflective learning tool in the regional resource management course	Paper
		Daniel Rolf & Jacky Hartnett	Practical network security: An exercise in experiential learning	Paper
1:10 pm - 1.40pm	Lunch in Campus Cafeteria			
Session 2 1.40pm-2.50pm	Lecture Theatre 5	Kel Jackson & Norman Lawrence	Measuring cognitive engagement in online discussions	Paper
		Melissa Nursey-Bray	Sustaining interest - Teaching sustainability	Paper
		Natalie Brown & Gerard Van de Geer	<i>What can you learn in 3 minutes?</i> Engaging students with media technology	Paper
	Flexible Space A	Kim Rooney	Medical work-based learning: Learning as authentic as it gets	Paper
		Linda Forbes, Chris Evans, Karmen Pemberton, Linda Luther	Stepping forward: A role for UTAS professional staff in the University's work integrated learning and teaching	Paper
		Jan Radford	Shaping early rural health learning in medicine	Paper

	Room	Presenter/s	Title	Presentation type
Session 2 1.40pm-2.50pm	Flexible Space B	Kerry Howells & Colin Jones	Connecting with students	Workshop
	Tamar Room	Lisa Butler	The 'International Student Support Program' in the Faculty of Law	Paper
		Krissy Wilson	The nature and components of student engagement	Paper
		Anna Carew	Evidence-based approaches to change in teaching and learning in Engineering	Paper
	2.50-2.55pm	Short Break		
Session 3 2.55pm-3.40pm	Lecture Theatre 5	Janine Tarr	Not a house of cards: Building a strong foundation	Paper
		Kathryn Ogden	Engendering research culture and capacity in undergraduate medical students	Paper
	Flexible Space A	PASS Leaders & Jane Skalicky	The use of effective, active and enjoyable learning strategies in Peer Assisted Study Sessions (PASS)	Workshop
	Flexible Space B	Anne Langworthy & Megan Cavanagh-Russell	UTAS College and the QA challenge	Workshop
	Tamar Room	Melanie Greenwood & Ulrike Keyssner	Using web conferencing to bridge geographic distances between students and teachers	Paper
		Sharon Pittaway, Tony Dowden, Anne Wright, Helen Yost	Enhancing the quality of written feedback to (distance) students	Paper
3.45pm-4.00pm	Lecture Theatre 5	Professor Daryl Le Grew	Closing Address	
4.00pm-4.30pm	Drinks in Sir Raymond Ferrall Centre foyer			

Notes

Keynote speaker



Professor Shirley Alexander

University of Technology Sydney

“Crystal ball or snow dome: Towards a more sustainable approach to embedding innovative practices in teaching and learning”

Shirley Alexander is Professor of Learning Technologies at the University of Technology, Sydney where she is currently Deputy Vice-Chancellor (Teaching, Learning & Equity). She has previously held the positions of Director of the Institute for Interactive Media and Learning and Dean of the Faculty of Education.

Shirley’s long term research agenda has been on the effective use of information and communication technologies in learning in both higher education and schools. She has delivered keynote and invited addresses to a number of international and national conferences on this research. She has also managed the production of a number of award-winning e-learning products, and developed and taught post-graduate courses in multimedia and e-learning. She was a member of two successive national government committees (CUTSD & AUTC) on teaching and learning in higher education from 1997 to 2004.

Citations and Awards

Congratulations to the recipients of the 2008 Vice-Chancellor's Awards for Outstanding Contributions to Teaching & Learning.

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

Awards for Teaching Excellence

Dr Julian Dermoudy, School of Computing and Information Systems

Mr John Vella, School of Art

Awards for Programs that Enhance Learning

International Student Support Program, Dr Lisa Butler, Faculty of Law

Citations for Outstanding Contribution to Student Learning

Dr Margaret Baguley, Faculty of Education

Dr Kim Beswick, Faculty of Education

Dr Kerry Howells, Faculty of Education

Ms Rikki Mawad, School of Law, TUU

Dr Mary Scott, School of Art

Mr Rick Snell, School of Law

Mr Patrick Dalton, School of Plant Science

Dr Angela Martin, School of Management

Dr Melissa Nursey-Bray, National Centre for Marine Conservation and Resource Sustainability

Assoc. Prof Sankar Sinha, School of Medicine

All members of staff, both academic and general, are eligible to apply for a Citation for Outstanding Contribution to Student Learning, or to submit an application for an Award for Programs that Enhance Learning. All members of academic staff (including pro bono staff) are eligible to apply for an Award for Teaching Excellence.

Faculty Posters

Faculty of Arts – College engagement initiatives

Bill Hart (School of Art)

Time, Light and Space: An intensive studio program for college students.

Coinciding with the school holidays in early June the School of Art adapted a first year unit, FSA111 Core Studies in Art and Design, to be delivered intensively face to face over two weeks. The program consisted of 10 lectures and 36 hours of studio practical, based around exploration of three fundamental concepts; time, light and space. This unit was selected for this experimental program as it was seen as offering an approach to developing critical thinking skills complementary to the students' year 12 courses.

John Kertesz (School of Asian Languages and Studies)

The College Languages Program (CLP)

In June, around 150 Tasmanian Certificate of Education (TCE) students enrolled in a combination of online and workshop extension studies concurrent with their Level 5 units in Japanese, Chinese, Indonesian, and French. The initiative was broad in geographical scope and duration and supplementary to TCE studies. CLP has raised the profile of UTAS language learning amongst schools, teachers, and students with the final active participation and success statistics yet to be released. From a UTAS perspective, some future modifications to the program have been identified. These include access to computers with the capacity to run MyLO software and allow for use of Asian characters. Almost all College teachers, however, remain enthusiastic and increased enrolments may flow in 2009 as students utilise CLP as pre-tertiary continuation learning in Year 12.

Faculty of Education – Pathways to Practice: Piloting a new partnership in teacher education

Karin Oerlemans, Bob Phillips, Geraldine Castleton & Sharon Fraser

This poster presents the beginnings of an innovative new program piloting an extended model of practice between the University of Tasmania and the Tasmanian Department of Education. A number of alternative pathways in teacher education have re-emerged in recent years, especially those situated within the school community. The current community-based program is for students in their second year of the Bachelor of Teaching, and is a pilot teacher education pathway for pre-service teachers, tailored towards the local teaching needs of Tasmanian schools.

Research suggests that there are likely to be a variety of effective pathways into teaching and the challenge for the partnership is to ensure that elements of program excellence are embedded (Zeichner & Conklin, 2008). The focus of the program will be on reflective practice with an aim of enhancing pre-service teachers' practice in the classroom. As part of the pilot, pre-service teachers will be engaged in university coursework, to give them sound theoretical and curriculum understandings, classroom observations of practice in action, and reflections on the practice-theory nexus. An emphasis will be to build connectedness between the pre-service teachers in the program to ensure that they are not isolated but share strong relationships with each other (Darling-Hammond, 2000). It is the relationships that will be established between the pre-service teachers, colleague teachers and university staff during the pilot that will help to build and extend the partnership as we work together in supporting the development of an excellent teaching and learning profession.

Faculty of Health Science – Collaborative Teaching and Learning

Glenyse Frost & Jo Osborne

In 2008, the Faculty of Health Science (FHS) undertook a project to enhance and expand collaboration between its Schools in undergraduate teaching & learning. It is based on the premise that, if students from different health professions share learning experiences and resources, they will be better prepared for work in multidisciplinary teams, post-registration.

The project involved five major stages:

- Identifying approaches to collaborative teaching and learning that 'best fit' the needs of the Faculty;
- Identifying where students from different Schools learn similar content and/or learning outcomes (areas of common learning);
- Matching a preferred approach to collaborative teaching and learning with an area of common learning;
- Identifying 'least risk options' as pilots in collaborative teaching & learning and;
- Facilitating pilots in the 'management of chronic illnesses', 'law & ethics' and 'quality & safety' for 2009.

Successful outcomes were mainly due to engaging staff via extensive 'one-on-one' consultations, identifying champions and establishing an appropriate governance structure to ensure sustainability.

Project discussion papers and references are available at the Collaborative Teaching & Learning Project website:

www.healthsci.utas.edu.au/coll_teach_learn_project

Workshops

Session 1

12:00pm-1:10pm *Flexible Learning Space B*

Strategies for managing and assessing in online environments

Helen Bound (School of Education) and Gary Williams (CALT)

Session 2

1.40pm-2.50pm *Flexible Learning Space B*

Connecting with students

Kerry Howells (School of Education) and Colin Jones (School of Management)

Session 3

2.55pm-3.40pm *Flexible Learning Space A*

The use of effective, active and enjoyable learning strategies in Peer Assisted Study Sessions (PASS)

Jane Skalicky (CALT) and Imogen Koolhof, Loren Atkins, & Elizabeth Murray (PASS Leaders)

Session 3

2.55pm-3.40pm *Flexible Learning Space B*

UTAS College and the QA Challenge

Anne Langworthy and Megan Cavanagh-Russell (Office of the PVC, Teaching and Learning)

Presentation abstracts

Listed by session

Paper presentations address current or recent work undertaken in the area of teaching and learning across various disciplines. Papers that have undergone peer review are identified by the symbol ®

Workshops are interactive activities and heavily involve the participants.

Posters showcase teaching and learning initiatives. Participants are encouraged to discuss the posters with the respective authors during the interactive poster review session and throughout the day.

Session 1.

12.00am-1.10pm. Concurrent presentations and workshops

Lecture Theatre 5

Using assessment effectively: Learning environments that work for tertiary music performance students and staff

Heather Monkhouse

In the tertiary sector it is predominantly casual staff, not full-time academic members of the University that teach music performance units. Music Performance is an art form that most frequently taught in a master/apprentice modality, and students usually gravitate to the active practitioners in their community. The strength of this modality is that tuition is individually tailored for each student and adjusted to accommodate the speed of accomplishment of any specific task. However what works well for individuals may not necessarily transfer easily to an institutional environment.

Performance occurs in the present: a performer cannot change the past wrong note, nor can he/she hurry future phrases: only the present can be considered. It is vital that we use assessment to help students learn the value of appreciating the present; to have assessment tasks be seen and used as a tool to improve future endeavour; to understand that all performance exists on a continuum, and that no single performance should be definitive or absolute.

Can we make this happen with an absolute (13-week semester) structure? This presentation looks at current assessment practice in music performance as a starting point towards the establishment of effective assessment strategies that will build skill, musical development and confidence.

Improving feedback for first-year sociology essays

Barbara Lloyd

Assignment feedback in first year humanities units is an important resource for student reflection on past performance and the direction of future study, but the issue of feedback can be problematic for both students and tutors. Deficiencies in literacy and critical thinking skills combine with high student expectations of extensive and constructive written comments. Tutors are usually postgraduate or honours candidates, who, while knowledgeable in the substantive content of their units, may have little or no training or experience in teaching.

This paper presents preliminary results from a small action research project, involving twelve first year Sociology papers at the University of Tasmania. The project is designed to assist tutors in the provision of realistic and constructive feedback and improve student awareness of essay requirements and pathways to improvement. A list of numbered comments addressing fifteen common errors and problems was attached to marked essays, directing students to refer each number in the essay to the corresponding comment on the list. The numbered comments were supplemented by margin comments specific to each essay.

Feedback from students and tutors suggests that this system has the potential to improve outcomes for three stakeholder groups. For tutors, it saves repetition, freeing time and energy for writing specific comments and encouraging remarks, and provides some guidance for inexperienced markers. For students, it affords relief from illegible tutor handwriting, and can provide increased support and guidance for future essay writing. For researchers, it generates quantitative data for the assessment and treatment of common student problems.

I know what they ticked but what did they write? Analysing qualitative comments from Student Evaluations of Learning and Teaching (SETLs)

Megan Woods

This presentation details an ongoing research program undertaken to provide, for the first time, detailed analysis of students' qualitative feedback about units and individual teaching staff. Adapting Scott's large-scale analysis of qualitative data collected from the Course Experience Questionnaire, the research explores qualitative comments about students' tertiary study experiences. Analysis of 1740 Student Evaluations of Teaching and Learning donated by University of Tasmania teaching staff isolated and reflected the topics and nature of student comments specific to individual units and staff members. Students' qualitative responses were analysed using QSR

International's N Vivo 7 software to differentiate between individual student responses, investigate patterns and trends in student comments, and graphically present findings in a user-friendly format. The project has to date produced four specific outcomes valuable to future unit improvements and the professional development of teaching staff. The project has:

- Identified across and within particular units student perceptions of teaching practices they said lead to enhanced engagement and higher learning outcomes.
- Identified across and within particular units student perceptions of areas for improvement in teaching practices, engagement and learning outcomes.
- Provided an analytical template amenable to analysis of SETL feedback comments in ways that enhance decisions on unit improvements, delivery, student support and assessment at UTAS.
- Developed reporting methods providing accessible and informative detail on student feedback by summarising key issues raised for each unit and staff member evaluated, and tabulating student comments categorised by topic and nature of feedback (positive or areas for improvement) for easy reference to relevant data.

Flexible Learning Space A

A climate of interdisciplinarity: A teaching collaboration for enhancing disciplinary student learning about climate change

Aidan Davison, Emma Pharo, Kristin Warr, Melissa Nursey-Bray, Colin Jones, Erik Wapstra & Sara Booth

We report on a 2008 UTAS cross-faculty teaching development project that explores opportunities for interdisciplinary student learning and collaborative teaching. Interdisciplinary learning is more than the sum of its disciplinary parts, being defined not so much by disciplinary methods of inquiry as by the practice of inquiry itself. For this reason, the project develops a problem-based approach, focusing on climate change, a topic whose complexity demands interdisciplinary modes of inquiry.

Climate change is presently addressed at UTAS in a range of disciplines. The aims of the project were to see how this existing teaching effort can be better integrated and coordinated and can be expanded to include further disciplines. These aims were pursued through a two-pronged approach. First, the project sought to build a mutually supportive and synergistic collaboration between eight academic staff, four each from the natural sciences and the social sciences, across two campuses. Second, the project sought to create opportunities for students to benefit from a cross-disciplinary learning environment.

This presentation reports on preliminary findings arising from learning activities designed to enable students to better mediate between disciplinary cultures and handle the real-world complexity of climate change. It reports also on lessons learnt from the cross-discipline teaching collaboration. Chief among these lessons were the importance of: face-to-face contact on wide-ranging topics that explore linkages between pedagogical and institutional barriers to interdisciplinary teaching and learning; the role of a dedicated project coordinator able to devote time to building links between time-poor academic staff; and the benefits flowing to staff and students from co-teaching initiatives.

An innovative, inter-professional, clinical placement for medical students to teach therapeutics and Quality Use of Medicine ®

Danielle Truscott

This paper describes an innovative, teaching and learning project, conducted in the Launceston Clinical School at the University of Tasmania (UTAS). A clinical placement was created to provide an authentic inter-disciplinary teaching exercise to complement therapeutics teaching by allowing greater appreciation of Quality Use of Medicine and aiming to better prepare students to prescribe rationally and safely. Thirty final year medical students performed comprehensive home medication reviews in conjunction with a consultant pharmacist, who also taught the class. There was reflection and discussion afterwards with the teaching pharmacist. This real professional practice provided opportunity for improvement in communication skills, knowledge, research, problem solving, reflection, and identifying personal strengths and weaknesses. The innovation was evaluated through student feedback, analysis of student reflections and through the teachers own reflective journal. An interpretation of the results concluded that the project was achievable, aligned and integrated in to existing training, and enhanced teaching and learning in the discipline.

The way we think- A personal reflection on interdisciplinary practice

Peter Cain

The author was a practicing lawyer within the Queensland government (1994-1997) when it was responding to the reality of native title. At that stage, native title had just been recognised by the High Court of Australia. The recognition of indigenous land title intensely challenged existing operational, legal, and policy frameworks within the Queensland government. The government was effectively the natural resource and environment manager for the bulk of a very large state. The challenges involved were manifest, the pressures intense and the issues agitated politically sensitive. A key part of the response was

drawing across the Queensland government to find relevant experience and bringing that experience together. Consequently, the author worked very closely in a team environment with a range of professionals with very different disciplines and working backgrounds. These colleagues included historians, archivists, librarians, archeologists, anthropologists, land managers, genealogists, valuers, and surveyors. Part of the response involved education across government about native title and its implications. The paper is a reflection on the lessons learned from this period of intense interdisciplinary practice. The paper is broader than addressing lessons for teaching and considers fundamental questions relating to professional practices and concepts of discipline. Questions addressed in the paper include the meaning of 'discipline' and what can be learnt from observing others' disciplines in practice. The paper draws from contemporary literature on interdisciplinary practice and concludes with a range of suggestions for maximizing the benefits of interdisciplinary practice.

Flexible Learning Space B

Workshop: Strategies for managing and assessing in online environments

Helen Bound & Gary Williams

Discussion forums, wikis, and web conferencing are three e-learning environments increasingly being used at UTAS. The focus of this workshop is on exploring strategies for managing and assessing in these environments.

Participants in this workshop will first be introduced to the common characteristics of these tools to ensure there is a shared understanding. The majority of the workshop will be devoted to small group exploration of strategies - based on common scenarios - and consideration of the integration of these tools into the suite of learning opportunities that participants already offer on-campus and distance students. Strategy sheets, based on the experiences of the authors, will be distributed to aid participants in further exploring the use of forums, wikis and web conferences to facilitate collaborative environments that incorporate formative and summative tasks.

Tamar Room

Seeing is understanding: The use of online pre-laboratory exercises to enhance learning in Zoology practicals

Sue Jones, Ashley Edwards & Natalie Brown

In our first year Zoology practical classes, we have observed that many students have difficulty visualizing what they will do in class from reading a set of written instructions. Thus they are less well prepared, and less able to take full advantage of the learning experiences offered by the practical exercises. Cognitive load theory suggests that the less prior knowledge a learner has, the more susceptible they are to overload, and provides the basis for a number of instructional design rules including using dual mode presentations. We therefore prepared a series of Pre-lab exercises to support each of our dissection-based practical classes. These are PowerPoint shows illustrating each stage of the dissection, with written comments and questions designed to highlight key learning concepts: they were loaded into our MyLO site the week before each relevant practical. We evaluated this initiative, through monitoring MyLO activity, and through surveys. We surveyed students before releasing the first Pre-lab, and in the penultimate week of semester, and sought feedback from the demonstrators about the types of questions being asked. The proportion of students who feel *very well prepared* for class increased from 22.4% to 47.4% after introduction of the Pre-Lab. exercises and 81% of students found Pre-Lab. exercises *useful preparation for practicals*. The evaluations indicated that the initiative achieved its aim of helping students feel better prepared for class. We suggest learning outcomes were improved via improved confidence, better support for visual learners, and reduced cognitive load in class.

***What do I know how to do? Piloting the ePortfolio as a reflective learning tool in the regional resource management course* ®**

Robyn Eversole & Clayton Hawkins

Reflective journaling is frequently used as a tool to encourage students to develop an explicit awareness of their learning processes over time. Now, new 'electronic portfolio' technologies have the capability not only to record students' experiences and their reflections on them, but also to link these with documentary evidence and with the specific skills or graduate attributes developed as a result.

In Semester 1, 2008, in collaboration with UTAS Career Development Services, 'E-Portfolio' software was piloted with a small group of second-year work placement students in the interdisciplinary Regional Resource Management course. The E-Portfolio software was used as a resource to help students reflect on their experiences conducting applied projects in regional workplace

settings, and the skills they were learning as a result. In Semester 2, the same software is being used with first-year students in their applied Regional Science course to reflect on their progress as they practice workplace skills in the classroom.

This paper describes the experience of using the E-Portfolio as a tool for reflective learning and for documenting skills and competencies acquired both inside and outside the classroom. While highlighting the value of the reflective process and its links to skills awareness, the experiences to date suggest that technical aspects of software design limit the effectiveness of E-Portfolio as a reflective learning tool.

Practical network security: An exercise in experiential learning

Daniel Rolf & Jacky Hartnett

As part of developing the teaching-research nexus within the School of Computing and Information Systems at UTAS we are undertaking the development of a capstone, postgraduate unit in the practical fields of Computer Networking and Computer Security. The basis for this new unit comes from research being conducted by Mrs Jacky Hartnett and builds on ideas practiced at the Idaho National Laboratory (INL) in the United States. Of particular interest to this development is the INL focus area of critical technology solutions for the protection of networked infrastructure. The idea is to construct an isolated networked environment which replicates the kinds of technology found in industry and build experiential teaching and learning materials which will allow students unrestricted access to systems and software so that they may build, configure, attack, and defend these systems so as to fully appreciate the ramifications of the decisions and actions they make. Since the network environment is isolated there will be no impact to other University equipment and facilities. The students will be able to work with and against each other in performing basic configuration, red-team/blue-team, and capture-the-flag exercises in an industry realistic environment. Upon successful development, we see this unit as being highly attractive to industry with the potential to forming strong external connections in the field of Network Security. This presentation will outline our educational goals and implementation plans and act as a platform for seeking feedback and input from the UTAS community.

Session 2

1.40pm-2.50pm. Concurrent presentations and workshops

Lecture Theatre 5

Measuring cognitive engagement in online discussions ®

Kel Jackson & Norman Lawrence

A series of online asynchronous discussions were analysed for students' level of cognitive engagement using a categorisation scheme based on Garrison's 4-stage model of cognitive presence. The scheme proved relatively easy to use and generated meaningful and useful data. Differences in the level of engagement were found across the discussion topics, leading to exploration of factors that may have influenced that engagement. Differences in levels of cognitive engagement were also revealed between participant students, strongly indicating differing conceptions of the role in online discussions in learning, and consequent differing approaches to those discussions. Implications for online discussions design and their management are canvassed.

Sustaining interest - Teaching sustainability ®

Melissa Nursey-Bray

Teaching and learning requires course coordinators to draw upon a wide range of skills to encourage critical thinking and deep learning. While the delivery of courses in marine environment and management is usually advantaged by the availability of fun teaching tools and case studies, such as boats and the marine environment itself, delivering courses on social sustainability can seem dry by comparison. Despite the fact that the subject of social sustainability inherently involves people and the excitement of politics, it is harder to give students 'real life' experience in this context. This paper, based on case study research principles, reflects on the development of curriculum for a course called Developing Social Sustainability, at the Australian Maritime College, Tasmania, Australia. It highlights how the adoption of a critical pedagogical approach helped not only to 'sex up' the notion of sustainability but encouraged a process of learning *for* rather than *about* sustainability.

What can you learn in 3 minutes? Engaging students with media technology.

Natalie Brown & Gerard Van de Geer

The integration of technology into teaching, learning, and assessment has the potential, not only to improve student engagement, but also to encourage

higher order thinking and deep learning. However, to capitalise on this potential, teachers need to gain the necessary knowledge, competence and, importantly, confidence to implement productive technology-based tasks.

This presentation describes and evaluates a project implemented in the Bachelor of Teaching. Student learning, in content, pedagogy, and technology skill acquisition was focused around an authentic product (a 3 minute video). The task modelled a teaching approach that engages and motivates but also provided opportunity for students to develop and demonstrate generic and subject specific learning outcomes. Importantly they also gained hands-on experience with appropriate technologies. The task has been evaluated against the learning outcomes of the unit and the extent to which modelling a technology-based task was seen by the students to be transferable to their own practice as beginning teachers.

Flexible Space A

Medical work-based learning: Learning as authentic as it gets

Kim Rooney

Medical students graduate to work as interns in Australia's public hospital systems. Enhancing their transition from undergraduates to junior doctors is important for the health outcomes of their future patients and their own wellbeing. This paper reports on a four week pre-intern program designed and delivered for the first time at the Launceston Clinical School. The program aimed to enhance the education of medical students before they start work as interns through adding extra emphasis on work-based learning to an otherwise theoretically orientated course. Students were expected to work alongside their intern colleagues doing the long hours and the mundane tasks. Sessions involving ethical perspectives and use of high technology simulated medical emergencies added extra, well appreciated dimensions to the 4 week program. In evaluating the program students were asked to complete surveys and participate in focus group interviews. The teaching team also contributed to the evaluation through group discussions and provision of written feedback on the delivery of the program. A report of this evaluation will be presented highlighting areas of highest educational impact.

Stepping forward: A role for UTAS professional staff in the University's work integrated learning and teaching ®

Linda Forbes, Chris Evans, Karmen Pemberton & Linda Luther

The School of Computing and Information Systems offers a Graduate Diploma in Information Management. The program is cross-institutional,

with Edith Cowan University (ECU) supplying the library-oriented units via distance education. Following concerns raised by students in focus group discussions with academic and Library staff, the University of Tasmania (UTAS) Library offered to take responsibility for the practical placement component of the course. As a result, in 2008, practising professional librarians coordinated the KXI 310 unit. This comprised coordinating two 30 hour professional placements for each of the 14 students in libraries across Tasmania, and designing and teaching the accompanying 12 hours of workshops, that provided students with the context for their professional placement.

This paper describes how the planning, implementation, and evaluation of this unit is an example of creative collaborations – between an academic school and professional staff in an administrative service centre; between UTAS Library and the Tasmanian library community; between the Library and the Centre for Advanced Learning and Teaching (CALT); and internally between practitioners in the Library.

The experience is an example of an academic school using practising professionals from an administrative section to teach academic content providing the context for student learning in the workplace.

Shaping early rural health learning in medicine

Jan Radford

Rural medical practice is in need of practitioners as Australia faces an acute shortage. Evidence suggests early and sustained exposure to rural health issues delivered in rural areas enhances the chance of a future medical graduate entering rural practice. However, delivering such experience to a large cohort of students in a cost effective manner is a challenge. The Tasmanian School of Medicine has delivered first year rural week – ‘Bringing the bush to the city’ for 3 years and second year rural week – ‘Taking the students to the north and northwest’ for 2 years. Student attitudes toward rural practice and knowledge of the possible roles of rural practitioners have been measured over that time through surveys and focus group interviews. This paper will present a report on the evaluation to date and highlight areas of highest educational impact.

Flexible Learning Space B

Workshop: Connecting with Students

Kerry Howells & Colin Jones

Research has shown that retention and engagement of university students is highly dependent upon a caring environment. With the pressures of delivering content in limited periods of time and ensuring that this is taught effectively to a range of different abilities and learning styles, the importance of connecting with our students can often be overlooked. Our workshop places connection at the centre of good teaching and at the core of all lesson preparation. We bring the synergy of how this is successfully achieved in two different subject areas and explore how we can better connect students to us as their teachers, to each other, and to their subject matter. Workshop participants will gain practical strategies and insights into how a deepened connection between students can be achieved before, during and after lessons – without compromising precious time needed to cover content. Two particular methods will be discussed that advance the educators' capacity to connect. First the process of diversity audits, and secondly, the process of group sense making.

Topics to be covered include:

- Getting to know students' names
- Preparing the 'inner dimension' before the lesson begins
- Setting up the classroom for connection
- Involving students in curricula design and evaluation
- Assisting students to become proactive in their transition from one class to the next
- Auditing student diversity
- Facilitating group sense-making

Tamar Room

The 'International Student Support Program' (ISSP) in the Faculty of Law

Lisa Butler

The ISSP is a highly successful innovative program that provides academic support and pastoral care to international students in the Faculty of Law at UTAS. It aims to support international students in their academic journey so that they can improve their results and maximise the benefits from their Australian law degree.

The contribution of ISSP to the quality of student learning and student experience for international law students has been recognized by both the VC's Awards for Outstanding Contributions to Teaching and Learning and by the Australian Learning and Teaching Council (by an award in the program category).

The impact of the ISSP is pervasive. It not only enhances academic achievement, but it fosters relationships and networks between students and staff, it enhances cross-cultural exchange and encourages students to enjoy the new culture in which they are living and studying. Even more importantly the program engenders self-assurance that the higher results can be achieved and a confidence to participate in all academic and social settings in the law school.

The program provides opportunities for talented undergraduates and postgraduates to gain experience tutoring at a tertiary level. More subtly the program also raises the profile of international students and their particular needs amongst Faculty staff and creates a positive culture of assistance. In creating an atmosphere and culture where international students have an equal opportunity to achieve, and by raising cultural awareness and inclusion, the ISSP inherently pursues with the twin goals of diversity and equality.

The nature and components of student engagement

Krissy Wilson

Attrition levels are an issue that concerns all disciplines at UTAS. The nature, components, and mechanisms behind student engagement may help shed some light on why attrition levels are so high. What engages a student? What disengages them? How might a lecturer develop skills to improve how they engage their students? Research has shown that the degree to which students engage with their subject has a direct bearing on both the level of learning and overall satisfaction with the teaching/learning experience (e.g. Mann, 2001; Haggis, 2004). However, until relatively recently the nature of engagement has largely been ignored by educators and researchers alike. The nature of engagement itself is not an easy term to define. Engagement does not, for example, imply a single activity, rather it is an umbrella term to describe a series of behaviours characterised by active participation by students in asking questions and collaborative involvement with fellow students (e.g. Ahlfeldt et al., 2005). Furthermore, engagement includes a complex mix of the relationship between student and teacher. This presentation will address these issues, refer to previous background literature on the topic, and offer practical suggestions as to how educators can improve their understanding and personal development, of engagement.

Evidence-based approaches to change in teaching and learning in Engineering

Anna Carew

The Scholarship of Teaching and Learning (SoTL) invites us to apply our research skills to addressing problems and questions about what goes on in the classroom. SoTL encourages the use of methodical approaches in identifying the research problem and method, the collection and analysis of evidence, and peer review of findings.

During this presentation, we will review origins and current understandings of SoTL and look at several recent examples of SoTL in the field of Engineering. These include: use of minute papers to improve teaching; auditing alignment of assessment and learning outcomes; conversational mapping of graduate attributes; and correlating student academic history with first year performance.

The presentation will conclude with a discussion of strategies for success in establishing research collaboration based on SoTL.

Session 3

2.55pm-3.40pm. Concurrent presentations and workshops

Lecture Theatre 5

Not a house of cards: Building a strong foundation

Janine Tarr

We seem to spend a lot of time talking about first year cohorts that are more diverse in ability, experience, expectation, previous education, and cultural background than ever before. Most units offered by the School of Human Life Sciences have a strong science focus and many commencing students have limited basic science knowledge. On enrolment, it is impossible to predict those who will overcome this knowledge deficit independently and those who will require extra assistance. Statistics about predictors of success tell us very little - in the main, the best predictor is previous academic success. How can we ensure that the first year experience will provide a foundation that is robust enough to support students as they progress through their undergraduate years and into professional life?

In this presentation I will present the voices of four students who completed a support program alongside their core science units in the first year of the Bachelor of Nursing. Who are these students? How do they see themselves as

learners? What were their expectations on entry to UTAS? Did our programs meet their needs?

These student voices will be used as a starting point to explore and discuss issues that are raised. How can this type of information 'feed forward' to inform our decisions about first year at UTAS? What is the best model for study skills development - central or discipline specific delivery? How should we fund such programs? Are they value for money?

Engendering research culture and capacity in undergraduate medical students

Kathryn Ogden

University core business could be considered primarily as education and research; however research is largely embedded in post-graduate domains. However, there is an increasing appreciation by the health care industry of the importance of research and the skills it brings, with professional colleges and industry valuing research activity and output when considering vocational selection, employment and promotion. Yet, for many students the addition of a research honours year to their degree is not feasible. The requirement to engage in research activity has therefore become a critical component of undergraduate programs. It should be well integrated and mentored, and have a realistic opportunity of providing students with a working understanding of the research principles that will allow them to effectively question and learn through their professional lives.

This paper reports on an initiative that aims to give medical students opportunity to engage in a modest research project that is relevant to their professional aspirations and enhances vocational advancement. The approach to implementation was multi-faceted and included:

1. Requirements for existing research related portfolio elements were reformulated so that it is more likely they will lead to research activity.
2. Students were questioned about their willingness to participate in research, outside their normal curricular requirements.
3. Existing research projects which could support student participation were identified and 'married' to students according to areas of interest and degree of desired involvement.
4. Initial development of a research project to be based at LCS and conducted by students.

The outcomes of the first year of this initiative will be discussed and future developments outlined.

Flexible Learning Space A

Workshop: The use of effective, active and enjoyable learning strategies in PASS sessions

PASS Leaders & Jane Skalicky

The Peer Assisted Study Sessions (PASS) program is an academic support program, available to all students studying in selected units. PASS offers regular, out-of-class sessions which focus on integrating course content (what to learn) with academic reasoning and study skills (how to learn). PASS sessions are facilitated by PASS Leaders - students who have previously and successfully completed the targeted unit. The sessions are informal seminars, in which students review notes, discuss readings, develop study tools, and prepare for examinations.

Through ongoing professional learning and collaboration between PASS leaders from different disciplines, a diverse variety of dynamic activities have been developed and used in PASS sessions. This workshop will provide participants with the opportunity to experience some of the activities used in PASS sessions as a means to engage students with concepts that can often be both bland and complex. Not only are these activities enjoyable and accessible, they are easily transferable to other subject areas.

PASS Leaders will share a range of activities used to facilitate study sessions with students across the following disciplines: Art Theory, Psychology, Chemistry, Zoology, and Anatomy & Physiology.

Flexible Learning Space B

Workshop: UTAS College and the QA Challenge

Anne Langworthy & Megan Cavanagh-Russell

One of the major reasons for establishing UTAS College was an identified need for accelerated pathways between secondary colleges (The Academy) and the University for high achieving and capable school leavers.

In second semester 2008 a pilot program, where first year university units were co-delivered with secondary colleges, was conducted with approximately 150 secondary students enrolled in French, Chinese, Indonesian and Japanese units. Other secondary students were enrolled in a Visual Arts winter school and Musical/Theatrical Performance unit in the Associate Degree in Music (Theatre Studies). Plans are in place for the pilot to

be extended in 2009 to individual units in Visual and Performing Arts, Philosophy, Computing and Information Systems, Natural Resource Management and Marine Environment and Communication.

The model is intended to both raise aspirations to attend university and increase success and retention at university, outcomes which necessarily must be evaluated over time. However, more immediate issues relate to the ongoing implementation of the programs. Is there a need to provide schools and faculties with criteria to assist them in assuring quality in the co-delivery of first year units in secondary colleges? If we were to develop some base teaching and learning standards for this program, what would they look like?

This interactive workshop aims to expand on and explore issues relating to teaching and learning quality assurance and standards in the context of co-delivery.

Tamar Room

Using web conferencing to bridge geographic distances between students and teachers

Melanie Greenwood & Ulrike Keyssner

With moves to increasingly engage students online, academics face the challenge of creating interactive learning experiences in a virtual environment. Online technologies such as web conferencing provide one mechanism to replace traditional face-to-face interactions. In 2008 the specialist streams in the Postgraduate Certificate in Nursing at UTAS moved to a fully online delivery, which motivated unit developers to consider ways to enhance student engagement and learning. Staff chose to explore the spaces where a virtual learning community can be created by trialing web conferencing.

The student cohort in the School of Nursing and Midwifery is geographically dispersed in health care facilities across Tasmania and NSW. Web conferencing allowed students to interact in synchronous (real time) and asynchronous modes catering for the scheduling requirements of shift working nurses. Irrespective of whether students were present to experience the live lecture, which includes Power Point, whiteboard, audio, video and text chat, the recording of lecture sessions allowed multiple lecture reviews by students, at a time and place of their choosing.

Through various modes of feedback, it is apparent students valued the opportunity to have staff address their questions and clarify content issues within the lecture. A benefit of web conferencing was that students

spontaneously took the opportunity to form a community of learners, supporting each other through text chat before and after the lecture.

This presentation highlights lessons learned in the creation of an interactive, virtual classroom and demonstrates the use of web conferencing. It explains technical and IT literacy issues, provides examples of practices students and staff found effective, and offers possible directions for the future.

Enhancing the quality of written feedback to (distance) students

Sharon Pittaway, Tony Dowden, Anne Wright & Helen Yost

This paper reports on the pilot phase of a project conducted in the University of Tasmania's Bachelor of Education (In-service) program, aimed at enhancing written feedback to cohorts of predominantly mature students studying by distance. The aim of the project is to: (1) improve staff understandings about the kind of written feedback that students find most useful to their learning, and (2) enable staff to utilise this information to maximise the benefit of the time they spend marking. The impetus for the project was provided when one of the project members reflected on qualitative feedback in Teaching SETLs (Student Evaluation of Teaching and Learning) where, in 5-10% of the cases, students had signalled some level of distress with written feedback on their assessment. Following support from a Faculty of Education Teaching and Learning Grant for the pilot phase of the project, data was generated from focus group interviews with small groups of mature students. Students reported that although they highly valued written feedback, in some cases it could lead to negative feelings about the subject matter or their lecturer. This paper discusses the initial findings and outlines the likely shape of the next stages of research.

Posters

Exploring the positive and negative impact of student feedback on teaching staff work attitudes and psychological wellbeing

Angela Martin, Megan Woods & Christine Adams; School of Management

Student feedback is routinely used for performance management and promotion, in addition to its function as a tool for staff development. Whilst the majority of student feedback appears to be useful for these purposes, anecdotal evidence suggests that given the anonymity of the process, staff are also exposed to a variety of inappropriate comments including sexual harassment and personal abuse.

A framework of bullying research can be applied to this phenomenon. McCarthy et al (2003) reported that 11% of university staff identified student bullying as a problem. Whilst student feedback comments are rarely personally abusive, they do have a critical component which may be a source of demotivation for staff already putting maximum effort into their teaching practice. The effort-reward imbalance model of work-related effects on health (Siegrist et al., 1990) suggests that repeated exposure to negative feedback could be implicated in a worsening of performance.

Conversely, as noted by Moore and Kuol (2005) student comments can also be very helpful, promoting positive affect and performance enhancement among staff. In order to improve scholarship in this area, Moore and Kuol (2005, p. 70) urged researchers to generate more information on “the likely reaction types associated with different groups” and “incorporate richer discussions about teachers’ emotional and pragmatic responses to student feedback”. This poster presentation will outline a research project that aims to explore both the positive and negative outcomes of SETL feedback on staff motivation and wellbeing.

Hybrid blended delivery projects at AMC

Hilary Haugstetter, Centre for Ports & Shipping, AMC

Emerging from the Australian Maritime College’s (AMC) existing and distinctive flexible learning options is the Hybrid/Blended Delivery Project. This strategic initiative within the Department of Maritime and Logistics Management, Centre for Ports & Shipping, seeks to engage students, irrespective of their enrolment status, in an active learning community. Four ‘trailblazer’ hybrid units will be offered in Semester 1 2009, scaling up to around 40 units by 2011. This poster presentation reveals how advancing the project is proving to both foster and demand collaboration on several levels:

- Through blended learning approaches students will exchange industry, seafaring and on-campus experiences in an unprecedented way;
- Project design and development is involving the Department, and other AMC and CALT staff in close partnership, while the Department's staff are together forging the new hybrid model. Issues arising within the development process are also prompting Department-wide discourse on core learning and teaching matters. Devising blended study options in tandem with effecting significant rationalisation in course delivery is firmly focusing project participants on engaging students in authentic activity. This is resulting in better alignment of learning outcomes with assessment and learning activities and strengthening formative feedback on assessment tasks.
- Foundational to the project is the ongoing funding and support committed by the Pro Vice-Chancellor (Teaching and Learning) and by the Office of the Principal, AMC, that has created conditions for this rich, multi-layered collaboration.

Supporting rural placements in Tasmania

Lisa Dalton, Department of Rural Health

The 'Supporting Rural Placements in Tasmania' CD is a resource for supporting undergraduate nursing, medical, and pharmacy students; health professionals; and academics during rural placement periods. A rural placement involves undergraduate health science students undertaking clinical and professional practice experience in actual health care agencies in rural and remote communities.

As the Schools of the Faculty of Health Science (FHS) continue to strengthen their rural programs, increasing numbers of undergraduate students are undertaking rural placements in Tasmania. Stronger links are therefore developing between the FHS, rural health care professionals, and the community. While these are positive developments, they place new demands on all people involved (students, academics, and health professionals). Through the provision of readily accessible information and resources and the identification of links to rural health programs, the Supporting Rural Placements in Tasmania CD is a streamlined way to support those involved in rural health education.

The Supporting Rural Placements CD will be available to Faculty of Health Science Schools and Departments in 2009.

Creating Accessible Teaching and Support (CATS) Initiatives

Tony Payne, Projects and Evaluations Unit

Creating Accessible Teaching and Support (CATS) is a web based information source that provides information about inclusive teaching, learning and assessment strategies, accommodations; and support services for busy university staff who are working with students with disability. It aims to help institutions comply with the Disability Discrimination Act and Disability Standards for Education and ultimately to improve outcomes for students with disability in university education.

The research project explores how general and academic staff access and use information about inclusive teaching and support strategies. The methodology includes a review of the literature; an on-line survey of academic and general staff employed at two Australian universities; and follow-up interviews with a sample of these.

The project is also developing an interactive tool to assist universities to review their performance against the AVCC (now Universities Australia) Disability Guidelines that provide a framework for good practice encompassing the spectrum of student experience from recruitment and selection through to transition to employment.

The CATS project is hosted by the University of Tasmania and funded by the Australian Learning and Teaching Council.

Enhancing the delivery of P3 (Patient Partner Program) to medical students through the creation of a staff training resource package.

Jenny Barr, Launceston Clinical School

The Patient Partner Program (P3) at the Launceston Clinical School (LCS) has utilised a 2008 UTAS Teaching Development Grant to create a 'P3 Training and Teaching resource'. P3 provides senior medical students with predictable, managed clinical encounters with real volunteer patients with chronic illness. The focus is on learning consultation skills that enable patient-centred care. The aim of the program is to ensure that medical students experiencing P3 and staff delivering the P3 program at LCS and beyond can utilise the real volunteer patients and P3 clinical teaching encounters successfully.

The resource package endeavours to provide an adequate understanding of the P3 concept, theoretical underpinnings and teaching approaches, in an accessible manner for all P3 staff. Preparation for the imminent training needs across the medical school as P3 is adopted for early years students was a major consideration.

The desired outcome is to continue to create effective and meaningful clinical teaching opportunities that promote developing critical thinking and reflective practice skills through the provision of a patient-centred approach to learning. For students learning through such patient partnerships to be achieved, it is imperative that staff learn about P3 processes and are equipped to expand the teaching and learning strategies they employ within the P3 patient / student encounters.

DEAP: A key piece of the puzzle for International Students at UTAS

Paula Johnson, English Language Centre

The Direct Entry Academic Program (DEAP) is an alternative language pathway for international students into undergraduate* or postgraduate degree programs at UTAS.

Unlike International English Language Testing System (IELTS), which only tests English language levels, the focus of DEAP is to equip students with the skills required for studying in Australia. Through a combination of classroom based learning, lectures, and online learning (through MyLO), DEAP covers language, research, and study skills in preparation for coursework or research study at UTAS. Students are encouraged to learn independently and to work collaboratively on academic assignments, including writing academic essays and case study reports. They are also assessed on their ability to participate effectively in tutorial discussions, to use academic referencing conventions and to deliver oral presentations.

In addition to being well prepared to meet the academic requirements of studying at UTAS, DEAP students also have the advantage of already being integrated into the UTAS community.

DEAP is offered as a 10 or 15 week course prior to each semester intake.

* excluding Bachelor of Nursing (fast track) and Bachelor of Nursing with Advanced Standing or MBBS.

EQUELLA Digital Object Repository

Derek Rowlands, University of Tasmania Library

EQUELLA is a digital object repository built for managing educational content. The system provides for the storage, search, discovery, and retrieval of all file and document types as well as learning objects. Equella is currently being piloted by the Library as a copyright management tool but potentially has many other uses. During 2009, Equella will be developed to manage eReserve materials at UTas. The benefits of Equella include the ability to build up a permanent, personalised library of learning materials that can be

seamlessly integrated with learning content management systems such as WebCT Vista and Blackboard. If you have a need or use for a flexible online repository come and talk to us at Teaching Matters about using Equella.

Teaching Research and Information Skills - UTAS Library works with Faculties and CALT

Karmen Pemberton, University of Tasmania Library

UTAS Liaison Librarians collaborate with faculties and CALT to embed research and information skills into UTAS curricula. The Framework for Information Literacy is based on Australian and New Zealand Institute for Information Literacy (ANZIIL) standards. The Framework continues to evolve and is informed by practice.

Web 2.0, wikis and blogs: What are they? How do I use them in my work? Who can help?

Bronwyn Davies, University Web Services

The Centre for the Advancement of Learning & Teaching and the Deputy Vice Chancellor Academic & Provost, have funded the recent appointment of Bronwyn Davies as Senior Project Officer in ITR - Web Services to help staff throughout the University implement Web 2.0 technologies in their work. Bronwyn's role encompasses all facets of Web 2.0 with particular emphasis on Wikis and Blogs. An essential part of this role is to liaise with academic staff to assess their business requirements and, together with other technology groups within the University, translate these requirements into services based on emerging Web 2.0 technology.

Web 2.0 refers to the ability of a website to be interactive. In the past Web 1.0 sites were effectively an electronic brochure; passively providing information to readers. Web 2.0 on the other hand encourages collaboration with readers being able to comment on information and actively engage with the website. A Wiki (wiki = Hawaiian for quick/fast [<http://en.wikipedia.org/wiki/Wiki>]) is a web page or site that allows anyone to access, contribute or modify the content without the need for extensive training in web design or software. Wikis in education for example, have been used for collaboration of groups on an area of study or interest.

A blog (<http://en.wikipedia.org/wiki/Blog>) is a contraction of the words Web and Log and is usually maintained by an individual with regular entries displayed in reverse chronological order. It can include text, images, audio, video or other material and allows visitors to comment on its contents. A blog can be used very effectively in education for recording a student's learning journey.

Tertiary Numeracy Enquiry Project

Jane Skalicky, Natalie Brown, Andrea Adam; CALT

Most disciplines across the University of Tasmania (UTAS) contain some numeracy component, not only those with a mathematics focus. Within the tertiary environment there are many diverse examples of the importance of numeracy. For example, nurses must be able to understand and manipulate fractions, decimals and percents to calculate and deliver accurate dosages to patients; psychologists must have a good grasp of uncertainty to evaluate research data with treatment implications; and journalists need to be able to interpret numerical data and graphs to write informed stories.

Tertiary numeracy has become an area of concern for both staff and students at UTAS. These concerns are not restricted to UTAS and numeracy is an area being addressed by other tertiary institutions around Australia. The project, funded by the Student Transition and Retention Taskforce (START) Committee, will map the numeracy requirements of courses across UTAS and the numeracy support that is already in place. This will be done with a view to developing a strategic and coordinated approach to addressing the numeracy needs of UTAS students.

Awards, Grants and Fellowships

Neil Trivett, Office of the Pro-Vice Chancellor (Teaching and Learning)

The University of Tasmania has an integrated system to reward, recognise and develop the contributions of a wide range of staff to learning and teaching at the University. Awards, grants and fellowships highlight the unqualified commitment of the University to the creation and maintenance of a high-performance culture that values teaching and research equally.

Awards, Grants and Fellowships, within the Office of the Pro Vice-Chancellor (Teaching and Learning), work to ensure that appropriate mechanisms are in place to support staff to collect evidence about their teaching, identify staff who are achieving at a high level and support them in the development of applications for University of Tasmania and Australian Learning and Teaching Council awards, grants and fellowships.

For more information, please go to www.awards.utas.edu.au or visit us in the foyer.

My Teaching Matters Program

Session	Room	Presenter/s	Title	Presentation type
9:30am - 10:15am	Registration and Morning Tea in Sir Raymond Ferrall Centre foyer			
10.15am-11.45am	Lecture Theatre 5	Prof Hart and Prof Alexander	Welcome and keynote address	
11.45am-12:00pm	Interactive poster review session/ Coffee available in Sir Raymond Ferrall Centre foyer			
12:00pm-1:10pm				
1:10pm-1.40pm	Lunch in Sir Raymond Ferrall Centre Foyer			
1.40pm-2.50pm				
2.55pm-3.40pm				
3.45pm-4.00pm	Lecture Theatre 5	Prof Le Grew	Closing Address	
4.00pm-4.30pm	Drinks in Sir Raymond Ferrall Centre foyer			

