



Pathways to Teaching Excellence

21 November 2018

Sir Raymond Ferrall Centre
Newnham Campus
University of Tasmania

Organising committee

Teaching Matters 2018 has been organised by the following Tasmanian Institute of Learning and Teaching (TILT) staff:

Conference Convenors: Gerry Kregor, Doug Colbeck, Leonie Ellis

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The organising committee also wishes to thank all TILT staff for their contribution to Teaching Matters 2018.



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Welcome to Teaching Matters 2018

Pathways to Teaching Excellence

Acknowledgement of country

As a reflection of this institution's recognition of the deep history and culture of this island, the University of Tasmania wishes to acknowledge the Panninher (Par-nin-her) and the Leterrermairrener (Letter-ramare-ru-nah) People, the traditional owners and custodians of the land upon which this campus was built.

We acknowledge the contemporary Tasmanian Aboriginal community, who have survived invasion and dispossession, and continue to maintain their identity, culture and Indigenous rights.

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

Message from the Vice-Chancellor

Dear Colleagues

It is with great pleasure that I welcome you to the 17th Teaching Matters Conference. Each year Teaching Matters provides the opportunity for us to focus on learning and teaching through engaging with colleagues from across the University. Teaching Matters provides the space for sharing ideas and conversations that ultimately help us shape the quality of the University's student learning and experience.

This year's conference theme is 'Pathways to Teaching Excellence' and explores the many ways that we work towards and develop excellence in our teaching, in our scholarship, and in our outcomes for students. This theme also provides the opportunity to explore the notion of learning as a personally transformative experience.

Thank you for joining us at Teaching Matters 2018 to celebrate the University's achievements in learning and teaching throughout this year.

Warm regards,

Professor Rufus Black

Vice-Chancellor

General Information

Conference program

Printed programs will be available for those people who requested them when registering.

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

Name tags

Collect your name tag from the Registration Desk in the morning.

Your name tag allows you to order fresh barista coffee, tea, hot chocolate and other options.

Tasmanian Institute of Learning and Teaching (TILT) staff will be identified on their name tags and will be able to assist you with any questions you have about the Conference.

During the conference there will be guest speaker, presenter and incidental crowd photographs taken for future media and promotional use by TILT. Should you wish to opt out of being photographed please add a red dot to your name tag to ensure that you are not included in any of these photographs.

Lunch and Refreshments

Morning tea, lunch and afternoon tea will be provided in the Sir Raymond Ferrall Centre foyer during the scheduled times.

Special dietary requirements

If you have advised the organisers of a special dietary requirement, this information has been forwarded to the caterers. Special meals will be clearly identified and available on a reserved table (look for the dietary requirements sign).

Toilets

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

Internet

The University's wireless internet, eduroam, is available throughout the conference venues.

Venue map

Conference venues are marked on the map on the back cover of this booklet.

Morning Plenary Session				Room
9.30-10.00	Registration and coffee			Foyer
10.00-10.15	Welcome and opening: <i>Prof Noel Frankham, Aunty Nola</i>			Lecture Theatre 5
10.15-11.00	Keynote presentation: <i>Prof Rufus Black</i>			
Parallel Sessions				
	Flex Room 1	Flex Room 2	Lecture Theatre 5	Tamar Room
11.00-11.05	Move to parallel session 1			
11.05-11.20	Designing the future of social work in Tasmania through collective effort and shared responsibility Sonya Stanford	The Virtual Lymph Node: using the 'Birthday Paradox' to explain lymphocyte cooperation in adaptive immunity Bruce Lyons	Teaching practical and field-based science using virtual resources, the perspective from Earth sciences Michael Roach	A casual vacancy: designing teaching employment practices for excellence Jo-Anne Kelder
11.20-11.25	Move to parallel session 2			
11.25-11.40	Disrupting disciplines: Empowering students and teachers to drive STEAM teacher professional learning design Abbey MacDonald, Neil Holmstrom	From a flopped to a flipped classroom Fred Gale	Treating the patient from start to finish: Case-based interprofessional learning for paramedicine, medicine and pharmacy students Bonnie Bereznicki	Researching medical students' learning outcomes and engagement with bespoke online dissection audio-visual resources Derek Choi-Lundberg
11.40-11.45	Move to parallel session 3			
11.45-12.00	Evaluation of an interprofessional, student co-facilitated community chronic pain management program Heather Bridgman	Whole of community facilitation in nursing: Engaging students and teachers Carey Mather, Helen Zournazis	Giving and receiving feedback for learning – guidelines to improve feedback literacy Brooke Sheldon	Lightning presentations Making meaningful connections A disruptive approach, Cherie Hawkins, Christine Angel The role of the practice and portfolio coaches Robert Lewis A digital bookcase informed by student need Melissa Finnen Using PebblePad to develop portfolios of practice Andrea Carr

12.00-12.30	Lunch			
12.30-12.55	Poster presentations – see page 37			
12.55-1.00	Move to parallel session 4			
1.00-1.15	The High Impact Learning Experience Toolbox Clayton Hawkins, Netty Gibson	From community to quasi-community Reza Emad	Virtual field trips: Experience a field trip in the online world Karin Orth, Samantha Lake	Beyond the technical skills - a case for internationalisation of graduate attributes in PhD programs Rajaraman Eri
1.15-1.20	Move to parallel session 5			
1.20-1.35	An inclusive toolkit for UTAS staff: enhancing the teaching and learning experience for students with disability Nicole Crawford	What HAPpened? Flipping human anatomy and physiology in first year Jamie Chapman	Achieving excellence in online discussions: Improving facilitation to engage active student learning in online discussion boards Tracy Douglas	Learning for an unknown future: Developing graduate attributes using critical realism Christine Adams
1.35-1.40	Move to parallel session 6			
1.40-1.55	Going beyond the receptor site: A pharmacotherapeutics teaching approach for future prescribers Sarah Herd, Andrew Hodson	A curriculum design with outcomes reaching beyond the classroom Phoebe Griffin, Pieter Van Dam	Showcasing the Orb website Clair Andersen	Genuine patient engagement in medical education motivates learning Kathryn Ogden
1.55-2.00	Move to parallel session 7			
2.00-2.15	Work-integrated Learning in the Bachelor of Health Physical Education program Vaughan Cruickshank, Casey Mainsbridge	Designing low-fidelity simulation: A cognitive load theory approach Richard Say	The CALE 'Student View' project: What do online students say helps or hinders their engagement? Elizabeth Freeman, Tracey Muir	The ability to make mistakes' - the SIPS sandpit for social responsibility, ethical conduct and sustainability Millie Rooney
2.15-2.45	Poster presentations and afternoon tea			
Afternoon Plenary Session			Room	
2.45-2.50	What's happening in the curriculum space: <i>A/Prof Leonie Ellis</i>			Lecture Theatre 5
2.50-3.45	Panel Session: The future of teaching excellence at UTAS: Ms Melody West (Facilitator); A/Prof Adele Holloway, Dr Michael Roach, Dr Marcus Bowles and Ms Tracy Douglas (panellists)			
3.45-4.00	Acknowledgment of award recipients and conference close: <i>Prof Noel Frankham</i>			

Keynote Speaker

Professor Rufus Black



Professor Rufus Black commenced as the Vice-Chancellor and President at the University of Tasmania on 1 March 2018.

Previously, he was Master of Melbourne University's Ormond College and an Enterprise Professor in the Department of Management and Marketing and a Principal Fellow in the Department of Philosophy at the University of Melbourne. Rufus' private sector experience includes nine years as a partner at McKinsey and Company, serving clients in Australia and Asia, and as a Director for national law firm Corrs Chambers Westgarth.

His educational and social sector experience includes being the President of Museums Victoria, the Deputy Chancellor of Victoria University, the founding Chair of the Board of the Teach for Australia Board, a Director of the New York based Teach for All and a Director of

the Walter and Eliza Hall Institute of Medical Research.

He has worked extensively for government at Federal and State levels. He was a Board Member of Innovation Science Australia, conducted the Black Review into the Department of Defence and the Prime Minister's Independent Review of the Australian Intelligence Community and was the Strategic Advisor to the Secretary of Education in Victoria. Rufus holds degrees in law, politics, economics, ethics and theology from the University of Melbourne and Oxford University, where he studied as a Rhodes Scholar.

Parallel Session 1 – 11.05-11.20

Flex Room 1	Flex Room 2	Lecture Theatre 5	Tamar Room
<p>Designing the future of social work in Tasmania through collective effort and shared responsibility</p> <p>Sonya Stanford</p>	<p>The Virtual Lymph Node: using the 'Birthday Paradox' to explain lymphocyte cooperation in adaptive immunity</p> <p>Bruce Lyons</p>	<p>Teaching practical and field-based science using virtual resources, the perspective from Earth sciences</p> <p>Michael Roach</p>	<p>A casual vacancy: designing teaching employment practices for excellence</p> <p>Jo-Anne Kelder</p>

Designing the future of social work in Tasmania through collective effort and shared responsibility

Excellent teaching happens by design

Author and presenter

Sonya Stanford, School of Social Sciences

Abstract

There is widespread agreement that social work education is under intense pressure arising from debates about its sustainability, relevance, quality, rigour, academic standing, and leadership (Neden, et al., 2018; Connolly, et al., 2017; Karger, 2012). Adaptive curriculum and pedagogic strategies over the past 20 years have not resolved the crises that threaten the credibility and ongoing viability of social work education programs. A fundamental change to how things are done has never been so urgent.

Social Work at UTAS sought to address the local experience and dynamics of the disputed territories of curriculum, field education and teaching methods by framing these issues as design challenges to be resolved through a co-design approach. In 2017 over six months, workshops employing creative data collection strategies were held state-wide with 90 people. Participants were past, existing and potential social work field educators, professional association members, current and graduate social work students, and staff. Each workshop focused on the question: 'What becomes possible for the future of Tasmanian social work through collective effort and shared responsibility?' Next, design principles – such as embracing ambiguity, creative confidence, and optimism (VCOSS, 2015) – were applied to resolve tensions between identified aspirations and fixed institutional contexts. Two approved course proposals later; burgeoning interest in new partnerships focusing on the nexus between research, teaching, and field education; and increased projected enrolments, indicate that co-design has the potential to build a new and sustainable educational paradigm. Meaningful and cooperative collaborations are therefore essential for achieving the paradigmatic shift required in social work education to 'future proof' the profession.

References

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The Virtual Lymph Node: using the 'Birthday Paradox' to explain lymphocyte cooperation in adaptive immunity

Excellent teaching happens by design

Author and presenter

Bruce Lyons, School of Medicine

Abstract

The interactive Virtual Lymph Node Game was developed to explain key concepts in immunology to undergraduate students. Each lymphocyte has a single specificity of receptor able to recognise pathogens, but they are randomly generated in enormous numbers. This provides a very good way to combat almost any disease-causing microorganism. However, a B lymphocyte recognising a pathogen also has to find a helper T cell recognising the same foreign material (or antigen) in order to become activated and make antibody.

The Virtual Lymph Node Game is based on the 'birthday paradox'; when 50 or more people are randomly selected, there is a 97% or greater probability of 2 or more of them sharing a birthday (day and month) (Gardner, 1957).

I divide the lecture theatre into two; one part being the T cell area, and the other the B cell area, using it as a model to explain how lymph fluid enters, carrying antigen presenting cells and free antigen, which interact with T and B lymphocytes (students!), with the specificity determined by birth date. We can then see if B and T cells in our virtual lymph node share this date. The outcome could be only a B cell (fails to get T cell help), only a T cell (helpful in activating other cells) or neither T or B cells (host organism is dead!). The different outcomes also help explain aspects of immunity. You can also 'cheat' if you know that one of the students shares a birthday with you; students seems to like the idea of lecturer as pathogen!

References

Gardner, M. (1957). Paradoxes dealing with birthdays, playing cards, coins, crows and red-haired typists. *Scientific American*, 196 (4) April 1957

Teaching practical and field-based science using virtual resources, the perspective from Earth sciences

Excellent teaching engages students and encourages them to learn

Authors and presenter*

Michael Roach, School of Natural Sciences*
Robert Scott, School of Natural Sciences
Karin Orth, School of Natural Sciences
Samantha Lake, School of Natural Sciences

Abstract

Practical and field-based programs are a cornerstone of education in many disciplines and nothing can fully replace the tactile experience of holding and manipulating an object or the insight gained by exploring, touching and documenting a sample or a field site. However, it is not possible to expose students to a fully comprehensive range of practical and field experiences. Important localities are widely dispersed or inaccessible and sample collections are often limited or contain delicate and valuable specimens. These factors, coupled with trends towards increased flexible content delivery, mean that resources to complement (but not replace) conventional practical and field-based teaching programs are urgently needed.

The AusGeol Virtual Library of Australia's Geology (www.ausgeol.org) was developed at UTAS with initial funding provided by an OLT Innovation and Development Grant. It provides free access to virtual geological objects from over 3800 sites across Australia and hundreds of photo-realistic models of important geological specimens. We have utilised these new resources in a number of undergraduate Earth Science units and have evaluated the student learning experience that these materials provide. For field-based programs, we have used virtual resources both prior to field work, to introduce new features and techniques, and also after completion of field trips to provide additional detail and context. Surveys clearly show that students enjoy using the new resources and value the educational opportunities that they provide. This presentation outlines how we have utilised new engaging virtual resources in our teaching and provides a qualitative evaluation of the resultant educational outcomes.

A casual vacancy: designing teaching employment practices for excellence

Excellent teaching happens by design

Authors and presenter*

Jo-Anne Kelder, Academic Division*
Steve Drew, Academic Division
Andrea Carr, University College
Natalie Brown, Peter Underwood Centre
Brigid Freeman, University of Melbourne

Abstract

Large numbers of staff employed on casual teaching contracts, recruited on an as-needed basis, with little or no job security or professional development, constitutes a sector-wide quality risk for higher education institutions and students. The dimensions of this phenomenon at the University of Tasmania are presented, and a *Casual Teaching Staff Framework* proposed to guide evidence-based redesign of employment practices that support teaching excellence. A mixed methods approach to develop the *Framework* included analysis of

two surveys; 2012 (n=199) and 2017 (n= 216) and focus groups (2018) in conjunction with analysis of employment data from the University's business intelligence system. The resultant vision is an institution-grounded values model that encompasses all stakeholders and is committed to principled employment practices for casual staff. The proposed action research project explicitly aligns with University's 'People Strategy' and the *Casual Teaching Staff Framework* will be used to outline a strategy to achieve, for all staff:

1. Recruiting/onboarding/induction
2. HR support
3. Resources (tools of trade)
4. Course/Unit coordinator's support
5. Input/membership to teaching team
6. Contribution to quality improvement and quality assurance
7. Resources for professional learning
8. Payment and recognition for professional learning.

We claim that providing clear employment progression, support and development will enable the University to attract and keep casual and short-term contract teaching staff with demonstrated positive impacts on student learning and retention. In turn, virtuous cycles of excellence (teaching impacting learning experiences and outcomes; impacting retaining and attracting students) will raise the University's prestige as a preferred employer and learning destination of choice.

Parallel Session 2 – 11.25-11.40

Flex Room 1	Flex Room 2	Lecture Theatre 5	Tamar Room
<p>Disrupting disciplines: Empowering students and teachers to drive STEAM teacher professional learning design</p> <p>Abbey MacDonald, Neil Holmstrom</p>	<p>From a flopped to a flipped classroom</p> <p>Fred Gale</p>	<p>Treating the patient from start to finish: Case-based interprofessional learning for para-medicine, medicine and pharmacy students</p> <p>Bonnie Bereznicki</p>	<p>Researching medical students' learning outcomes and engagement with bespoke online dissection audio-visual resources</p> <p>Derek Choi-Lundberg</p>

Disrupting disciplines: Empowering students and teachers to drive STEAM teacher professional learning design

Excellent teaching happens by design

Authors and presenters*

Abbey MacDonald, School of Education *
 Kit Wise, School of Creative Art
 Neil Holmstrom, School of Creative Art *
 Natalie Brown, Peter Underwood Centre
 Jane Polley, Tasmanian Department of Education

Abstract

This presentation shares preliminary findings from evaluation of a collaborative professional learning initiative; the STEAM Horizons Symposium. Drawing together personnel from across the University, The Peter Underwood Centre and the Tasmanian Department of Education, this collaboration delivered a professional learning event that empowered Tasmanian teachers and students to lead the conversation around how STEAM education initiatives are being imagined and enacted in Tasmania. STEAM can be embraced as an interdisciplinary approach for learning and teaching that champions quality and authentic integration of the Arts with traditional STEM (Science, Technology, Engineering and Mathematics) disciplines. As an evolving curricular innovation, STEAM is revealing itself as an ambiguous, audacious and contested space for learning and teaching. Although still evolving, theorists and practitioners broadly acknowledge STEAM as a generative space to cultivate creative, literate and ethically astute citizens and workforce for the 21st century.

The Tasmanian context represents one of the most vibrant creative communities in Australia (Lehman & Reiser, 2014) at the same time as having one of the lowest levels of educational attainment (Stratford, et al., 2016). This presentation explores how these contrasting dynamics contribute to what we posit are some of the nation's most curious and exciting examples of STEAM learning and teaching. STEAM, undefined and open to possibility, creates a platform for education and inquiry that is all at once curious, provocative, disruptive and complex.

Our preliminary findings reveal a need for further collaborative initiatives that embrace design-led disruption to empower and create spaces for STEAM educators across sectors and breadth of career stages to share practice for interdisciplinary curriculum enactment. Arising from a CALE Hothouse project, the *STEAM Horizons Symposium* offers an example of how UTAS is working with its key education stakeholders to

support and achieve the Future Tasmanian Education Workforce Roundtable objectives (Tasmanian DoE, 2018).

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From a flopped to a flipped classroom

Excellent teaching happens by design

Author and presenter

Fred Gale, School of Social Sciences

Abstract

The aim of this presentation is to highlight how to avoid some of the pitfalls that can be encountered in moving from a conventional to a flipped classroom approach. With student in-class attendance at lectures declining, I decided to trial the flipped classroom approach in Semester 2 2017 in my third-year unit HIR307 Global Political Economy. However, despite consulting colleagues and reviewing some literature regarding this approach, my design and implementation proved suboptimal with results reflected in poor eVALUate assessments. Following a review of student eVALUate concerns, as well as my own understanding of the unit's deficiencies, I completely redesigned my approach for my Semester 1 2018 unit, HIR309 Third World Development. The new approach worked considerably better, in my own and students' estimation, as reflected in much better eVALUate reports. The basic lessons appear to be that in moving from a conventional to a flipped classroom approach an academic needs to (a) more clearly state the purpose and structure of the likely new unfamiliar arrangements; (b) provide weekly Echo360 mini-lectures in addition to curating external resources; (c) be circumspect in employing MyLO's web conferencing tool; and (d) establish an assessment regime that encourages weekly participation linked to self-directed study.

References

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Treating the patient from start to finish: Case-based interprofessional learning for paramedicine, medicine and pharmacy students

Excellent teaching engages students and encourages them to learn

Authors and presenter*

Bonnie Bereznicki, School of Medicine *
Vanni Caruso, School of Medicine
Judi Errey, School of Medicine
Leigh Parker, School of Medicine
Jonathon Sward, School of Medicine
Anne-Marie Williams, School of Medicine

Abstract

Interprofessional learning (IPL) is essential in preparing collaborative practice-ready health professionals; however, it is underutilised in the earlier years of health degrees. The aim of this Teaching Development Grant project was to design, implement and evaluate case-based IPL workshops for 2nd year paramedicine, medicine and pharmacy students. This presentation will focus on feedback from students and facilitators and lessons learned.

Two case-based IPL workshops were developed, following a fictional patient from the emergency environment, into the hospital through to discharge and into the community. The workshops were facilitated by doctors, paramedics and pharmacists. Student and facilitator surveys followed each workshop to gauge views and feedback about the activities.

More than 90% of students stated that the IPL workshops enhanced their understanding of the role and expertise of other health professionals, and their understanding of the diagnosis and management of medical conditions. They enjoyed learning about other professions and how the roles interconnect, and how the patient is treated at different stages. The majority of facilitators agreed that the teaching experience increased their confidence in facilitating IPL, and that increased IPL activities would improve working relationships between health professionals after qualification. Suggestions included the need for equal opportunities for input from students in each discipline, and ongoing IPL throughout each degree.

Feedback from students and facilitators showed high levels of satisfaction with the IPL workshops. Ongoing IPL would be well-received, enabling knowledge and skills necessary for interprofessional working to be learnt.

Researching medical students' learning outcomes and engagement with bespoke online dissection audio-visual resources

Excellent teaching is founded on and contributes to scholarship

Authors and presenter*

Derek Choi-Lundberg, School of Medicine *
William Cuellar, School of Medicine
Anne-Marie Williams School of Medicine

Abstract

Laboratory practical sessions have a high cognitive load and are resource-intensive; therefore, supporting student learning from these sessions is paramount. We undertook a scholarship of learning and teaching (SoLT) project with the goal of improving our medical students' preparation for and learning from dissection laboratory practical (DLP) sessions. We used an action research framework to develop and evaluate dissection audio-visual resources (DAVR) tailored to our DLP sessions and delivered flexibly through the university's learning management system (MyLO). In the first three years of the project, learning analytics data from MyLO indicated DAVR were accessed by an average of only 28% of all students prior to the corresponding DLP session, representing at most 58% of assigned dissectors. By the conclusion of examinations, 50% of students had accessed all available DAVR, while 10% accessed none. Number of DAVR viewed correlated positively with scores on summative practical examination questions relating to cadaveric anatomy (with 7% to 12% higher scores for those accessing all DAVR vs none), but not with other scientific disciplines. One cohort of students was surveyed about DAVR, which yielded several suggestions for improvement. We actioned some of these over the next few years, including developing formative quizzes and redeveloping DAVR to improve the quality of labelling of anatomical structures. We also advised students of our research findings in the hope of encouraging increased usage of DAVR. The presentation will highlight findings of this SoLT project, particularly ongoing patterns of student engagement with DAVR and correlations with learning outcomes.

Parallel Session 3 – 11.45-12.00

Flex Room 1	Flex Room 2	Lecture Theatre 5	Tamar Room
Evaluation of an interprofessional, student co-facilitated community chronic pain management program Heather Bridgman	Whole of community facilitation in nursing: Engaging students and teachers Carey Mather, Helen Zournazis	Giving and receiving feedback for learning - guidelines to improve feedback literacy Brooke Sheldon	Lightning Presentations: Making meaningful connections Cherie Hawkins, Christine Angel, Robert Lewis, Melissa Finnen, Andrea Carr

Evaluation of an interprofessional, student co-facilitated community chronic pain management program

Excellent teaching engages students and encourages them to learn

Authors and presenter*

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Jan Radford, School of Medicine
Anne Todd, School of Medicine
Shandell Elmer, School of Medicine
Tracey Dean, School of Medicine
Kimberley Norris, School of Medicine
Annette Marlow, College of Health and Medicine

Abstract

Inter-professional learning (IPL) in real-world settings is vital for developing work-ready graduates of health disciplines to foster capabilities in collaboration, multidisciplinary knowledge and communication. These skills are essential in enhancing outcomes of patients with chronic conditions such as chronic pain, a prevalent condition that increases with age. As the culmination of a three-part IPL project, twenty two students from six health disciplines participated in or co-facilitated components of a six-week group chronic pain management program piloted through the University of Tasmania Exercise Physiology Clinic, Newnham campus. The program consisted of a one-hour group education session and a one-hour individualised, student supervised exercise session. Twelve community members with chronic pain and one carer participated.

The program was evaluated using a tailored survey. Seven students and nine participants completed the evaluation. A conventional content analysis was undertaken. Student data revealed three categories including the importance of IPL, understanding chronic pain and program improvement suggestions. Participant data also revealed three categories including beneficial aspects of the program; positive peer support; and, positive pain outcomes.

Outcomes indicate the program enhanced student engagement with learning and workforce readiness, offering an opportunity to consolidate IPL skills. Several challenges were highlighted including coordinating six disciplines' timetables and learning priorities and data collection within a busy clinic setting. Although a pilot program, this real-world opportunity demonstrates value to student IPL and benefits the community. The results offer impetus to explore ways to sustainably implement the program long term.

Whole of community facilitation in nursing: Engaging students and teachers

Excellent teaching happens by design

Authors and presenters*

Carey Mather, School of Health Sciences *

Helen Zournazis, College of Health and Medicine *

Annette Marlow, College of Health and Medicine

Abstract

To address the shortage of the health workforce there has been an increase of student enrolments. This has created a challenge in the capacity of healthcare environments in providing high quality professional experience placements where there are competing needs with service delivery (Health Workforce Australia, 2010). The quality of placement experiences impacts clinical capability and preparedness of students to transition into the workforce. Student supervision is essential in reducing the tension between learning and teaching and placement service delivery. Traditionally, the nature of service delivery and size of organisations in rural areas has limited the number of students allocated for placement. To ameliorate this situation the implementation of a whole of community facilitation (WOCF) model was trialed and evaluated in four townships within two rural municipalities. The WOCF Facilitator's role enabled diversification of student placement experiences. Facilitators collaborated with local healthcare organisations to support student learning and teaching and included rotations between community and hospital environments.

Findings of the evaluation (H0012664) affirmed WOCF support enriched the quality of student placements. This model stimulated supervisors to critically reflect on their embedded practices, enabling reciprocal learning between students and staff. It was viewed as beneficial to supervisors and students and valued by community organisations. In 2016, this innovative approach was extended to twelve rural communities and included allied health students and their supervisors. Development of capability by supporting staff in rural locations has led to interprofessional learning opportunities.

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Zournazis, HE and Marlow, A and Mather, C. (2018). Whole of community facilitator support model: The rural preceptors' experience, *Collegian*, 25(4), 371-375. [doi:10.1016/j.colegn.2017.10.001](https://doi.org/10.1016/j.colegn.2017.10.001) ISSN 1322-7696.

Giving and receiving feedback for learning – guidelines to improve feedback literacy

Excellent teaching engages students and encourages them to learn

Author and presenter

Brooke Sheldon, School of Medicine

Abstract

Feedback is widely recognised as critically important to learning and achievement (Biggs & Tang, 2011; Frey & Fisher, 2011) but there is widespread dissatisfaction from learners about the feedback they receive (Adcroft, 2010; Boehler et al., 2006; Boud, 2010; Boud & Molloy, 2013a; Carless, 2006; O'Donovan et al., 2015; Sadler, 2010). Conversely, teachers attest that they invest significant effort in giving learners feedback that is not valued (Perera et al., 2008; Price et al., 2010). Thus, the promise of feedback remains elusive.

Contemporary pedagogy promotes increasing the agency of the learner in feedback conversations (Molloy & Boud, 2013; O'Donovan et al., 2015), yet there are no details or framework to enhance the feedback literacy of either party. Learners need training in how to engage in feedback conversations and how to manage the feedback they receive.

Here, some suggestions to make feedback more palatable to learners, with a view to making it more useful, will be outlined. Key self-evaluative principles will be shared, which enable learners to assess their own learning needs and address these by canvassing their own feedback opportunistically. Importantly, suggestions for receiving feedback well will be offered. Using some simple techniques, learners can maintain professional relationships with their teachers and supervisors, extract meaningful information from the feedback conversation to improve their understanding and performance, and grow their self-reflective capacity and insight.

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Making meaningful connections: A disruptive approach

Excellent teaching happens by design

Authors and presenters

Cherie Hawkins, University College
Christine Angel, University College

Abstract

The University College (UC) approach to learning and teaching is designed to be different and disruptive. It is different because it is based on a pedagogy of practice-based learning and teaching underpinned by discipline content at AQF levels 5 and 6, which lead into Bachelor-level study. It is disruptive because it turns away from legacy methods while retaining excellence of teaching and a place-based focus. Units of teaching are designed and delivered in partnership with local industry on each campus. Student learning is facilitated by discipline experts, and by experiential education experts through the Practice and Portfolio (P&P) Team.

UC is designed for cohorts who might not otherwise have the opportunity to undertake higher education: Year 12 leavers who do not achieve a required ATAR score to enter traditional undergraduate degrees; the unemployed; and the employed who wish to upskill or to change their careers. The UC approach provides the opportunity for students to make meaningful connections between theory and practice through experiential education, which is 'an effective, collaborative and enjoyable approach' to supporting students to gain 'practice wisdom' (Higgs, 2011, p. 2). Through this approach, students develop skills and attributes that are transferable into their academic, professional and personal lives. They exit the course knowing how, why and when to apply theory to practice. Students have reported the benefits of practical learning outside the classroom and how the course supports career and personal development. Following the graduation of the first cohort early in 2019 it is expected that further data will be available, sufficient to justify the UC's approach.

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Making meaningful connections: The role of the practice and portfolio coaches

Excellent teaching happens by design

Author and presenter

Robert Lewis, University College.

Abstract

This presentation defines the unique role of the Coaches within the Practice and Portfolio (P&P) Team of the University College (UC) and how through making meaningful connections with students excellent teaching happens. P&P is responsible for the practical component of the College's Associate Degrees (that is, applying theory to practice) and student development of skills, knowledge, and behaviour, through experiential education, or 'learning by doing' (Dewey, 1938, p. 20).

The Coach role was instituted to help achieve the first of the UC's strategic goals, that is, 'We set our students up to win'. UC students may have no ATAR, be many years out of formal education, or come from low socioeconomic backgrounds. Coaches support students in their learning and assist them to develop and maintain their required Portfolio of Practice, which evidences their application of theory to practice and showcases their skills and knowledge development.

Coaches also maintain an active role in curriculum design and development. They create pedagogically sound learning and teaching resources that are available to students through a digital Bookcase and the Portfolio platform (PebblePad). Coaches establish relationships with unit coordinators, mentor teaching staff, and team-teach in tutorials and workshops.

Student feedback to date is encouraging and indicates strongly that the Coaches are having a positive effect on student learning. A student recently commented: 'the Practice and Portfolio Team . . . are the ones who are guiding us through' (C. Walker, 2018, pers. comm., 22 August). P&P Coaches, through direct student help, curriculum design, and staff mentoring, are helping students to win.

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Making meaningful connections: A digital bookcase informed by student need

Excellent teaching happens by design

Author and presenter

Melissa Finnen, University College

Abstract

The University College (UC) Practice and Portfolio (P&P) Team has designed a key learning and teaching tool in a series of discipline-specific and transferable skills modules hosted in a digital Bookcase. Central to all curriculum development, the UC's foundation of experiential learning is demonstrated through practice and underpinned by theory. The Bookcase is therefore driven by the philosophy that experience engenders learning (Dewey, 1938).

Pedagogically-sound modules (70 to date), are designed to be purposeful, intellectually challenging and authentic to the workplace. As students draw from their existing knowledge and reflect on their new insights, they engage in purposeful deep learning. The scholastically-sound, referenced and peer-reviewed modules, researched through recent and seminal authorities, assist students with the development of their practitioner skills and attributes, as well as critical and creative literacies. Topics include critical thinking, digital literacy, teamwork, research ethics and observation skills.

The Bookcase is housed in a non-award MyLO unit. Unlike typical MyLO units, it does not close at the end of each term but is accessible all year. As a result, the Bookcase modules are available to students throughout their entire Associate Degree. This progresses the UC's second strategic goal that 'We reach more people' (UTAS, 2016).

As student Emily McNally-Smith (2018) comments:

'The Bookcase continues to provide me with relevant information on a range of topics that are not only integrated with the content of the Associate Degree units but are also skills that I will use throughout my study into the future.'

The interest and engagement in, as well as continual growth of the Bookcase have led to the design and further development of a pedagogy of transferable skills and professional attributes that informs the curriculum.

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Making meaningful connections: Using PebblePad to develop portfolios of practice

Excellent teaching happens by design

Author and presenter*

Jennifer Kemp-Smith, University College
Andrea Carr, University College *

Abstract

The University College (UC) curriculum incorporates paired subjects consisting of discipline knowledge and practical application (the latter known as Practice and Portfolio, or P&P). To evidence the practice, underpinned by theory, students are required to design and maintain a Portfolio of Practice throughout their Associate Degree.

This Portfolio is hosted in a Personal Learning Space called PebblePad. It is an electronic and interactive repository that contains unit level evidence of acquisition of knowledge and skill development, including professional competency and curricular, co-curricular and industry engagement. The Portfolio also evidences reflective practice, which is recognised as a 'crucial component' of experiential learning (Schwartz, 2012, p. 10).

By assisting both students and staff, the P&P Coaches facilitate the use of the digital Portfolio created in PebblePad by developing scaffolded templates that measure development, record improvement and increase engagement in both discipline-specific and transferable skills. Tailored PebblePad resources assist this process before, during and after an experiential learning opportunity, such as a site visit or guest speaker. Other pedagogically-sound resources designed in PebblePad include templates, such as an ICT Skills audit, Personal Competencies Audit and SWOT Analysis, which help students reflect on transferrable skills.

Best learning and teaching is supported by excellence in design where students can utilise digital literacies and reflective practice to deepen their learning through the storehouse of templates and mentorship of P&P Coaches. The Portfolio of Practice, and the PebblePad software, provide the opportunity for our students to make meaningful connections between theory and practice and to exit their Associate Degree with concrete evidence of their educational journey and practitioner development.

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Parallel Session 4 – 1.00-1.15

Flex Room 1	Flex Room 2	Lecture Theatre 5	Tamar Room
The High Impact Learning Experience Toolbox Clayton Hawkins, Netty Gibson	From Community to Quasi-Community Reza Emad	Virtual field trips: Experience a field trip in the online world Karin Orth, Samantha Lake	Beyond the technical skills - a case for internationalisation of graduate attributes in PhD programs Rajaraman Eri

The High Impact Learning Experience Toolbox

Excellent teaching engages students and encourages them to learn

Authors and presenters

Clayton Hawkins, University College
Netty Gibson, University College

Abstract

High Impact Learning Experiences (HILEs) are a key requirement in blended and fully-online courses and units of study, as outlined in the Blended Learning Model 1-5 Framework (University of Tasmania, 2015). While HILEs can increase student engagement, reinforce learning, provide formative learning opportunities, offer collaborative learning spaces, and build student communities, they can also facilitate students to meet the learning objectives of the courses and units.

The University College Media Team (UCMe) has recently developed a toolbox of readily available Web 2.0 tools that showcase what can be embedded in online content to deliver the HILEs. These tools assist to achieve what is expected of contemporary, blended or fully-online curricula.

As a pilot, the UCMe worked with the Unit Coordinator of *ZAA110 Lean Thinking in Practice*, Dr Clayton Hawkins, to review a previous delivery of his unit, to determine where relevant digital HILEs could be embedded into the weekly online content. Working in collaboration, available HILEs were reviewed and appropriate options were selected to test an engaging and collaborative learning experience for the students.

This presentation will outline the tools and applications utilised in the pilot, including interactive H5P activities, Coggle mind-maps, Padlet discussion boards, and Facebook groups. It will examine how they have been used to create engaging and context-relevant learning opportunities for students studying *Lean Thinking in Practice*.

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From community to quasi-community

Excellent teaching happens by design

Author and presenter

Reza Emad, National Centre for Ports and Shipping

Abstract

Until a few decades ago apprenticeship was the most common means of developing knowledge and competencies in many fields (Hutchins, 1995). In recent decades most of the vocational education and training became regulated and shifted from workplaces to formal education in training institutes. Situated learning theories such as *communities of practice* provide rich conceptual frameworks for analysing the processes by which apprentices become full participants in their workplace (Lave & Wenger, 1991). However, this concept has shortcomings for theorising learning in formal educational settings especially when it comes to adults' academic and career preparation. Conceptual framework of quasi-communities developed to address these problems (Emad & Roth, 2016; Emad (under review)). This concept retains some of the dimensions of the original concept of community while abandoning others.

I report on a qualitative case study of the continuing training of mariners as evidence to show how this framework developed to identify and eventually improve learning in formal adult and vocational education. The quasi-community redefines the role of teacher to a facilitator and a resource, who coordinates the activities and assists the progress of the community members toward achieving their objectives. The objectives of the quasi-community is the product of negotiation between its members (course participants and the teacher). In the quasi-community students take an important role in design and delivery of the pedagogy. Here students actively participate in teaching practice and take responsibility for their own learning process. The pedagogy involves tasks that inspire students to invest in collaborative practices. It also promotes participants to bring into the open their expertise and share with their classmates their contextualised knowledge gained through their experiences. The study illustrates the variable learning opportunities that are available or might be developed within this framework.

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Virtual field trips: Experience a field trip in the online world

Excellent teaching engages students and encourages them to learn

Authors and presenters*

Karin Orth, School of Natural Sciences *
Samantha Lake, School of Natural Sciences *
Michael Roach, School of Natural Sciences
Bronwyn Kimber, School of Natural Sciences
Phillip Sansom, School of Natural Sciences

Abstract

A field trip is one of the most useful methods for teaching natural science. Excursions allow the student to see natural features at a range of scales and experience contextual relationships in three dimensions. We sought to provide the field trip experience for online students by creating a virtual field trip using Panotour software. The virtual field trip began with larger-scale images, obtained using drones, within which we spatially referenced immersive, full-spherical panoramic images from which it was possible to drill down to the fine detail of modern 3D-image capture technology.

Our virtual field trip illustrated and reinforced Earth Science aspects of a breadth unit called XBR112 Humans: Earth Shapers. We took students to two different locations on Tasman Peninsula, and set them tasks at each site. We provided additional online resources to help students work through the tasks.

Virtual field trips, like this, are useful for enhancing in-the-field-learning and illustrate real-world examples where students can step through and investigate physical features in an online learning space.

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<http://www.ausgeol.org/data/public/AusGeolSites/Tours/EagleHawk/EagleHawk.html>

Reference for software: <http://www.kolor.com/panotour/>

Reference for breadth unit : <http://www.utas.edu.au/courses/dvc-students-and-education/units/xbr112-humans-earth-shapers>

Beyond the technical skills – a case for internationalisation of graduate attributes in PhD programs

Excellent teaching produces excellent students

Authors and presenter*

Rajaraman Eri, School of Health Sciences *
Ravi Vemuri, School of Health Sciences

Abstract

Internationalisation of curriculum (IoC) has garnered momentum with many universities around the world. One aspect of IoC that lacks clarity is the student view on internationalisation in graduate attributes. In this focus group study, we explored graduate student (advanced stage PhD scholars) perceptions of the graduate attributes that need to be included in the curriculum for it to become internationalised.

Six PhD students from the discipline of biomedical sciences formed the focus group for the study. Advanced stage PhD scholars interviewed seem to favour a model of internationalisation of graduate attributes that

include communication skills development on top of the list, while inter-cultural competence is seen as an attribute that will develop over time with students from different backgrounds working together, without a need for any specific training. Interestingly, one of the important attributes for internationalisation is the ability for PhD students to be part of international exchange programs and the consensus favours an active program aimed at that area.

It was found that 100% of the students opined that PhD students need help to develop their soft skills (communication, interpersonal skills) to become work-ready in any international setting. Over 80% observed that schools, faculties and Universities at large need to sponsor workshops and seminars regularly which will help students absorb attributes such as cultural and religious tolerance. Our study offers insights into what aspects of PhD graduate attributes need to be addressed at the Faculty and University levels in order to promote internationalisation of the curriculum.

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Parallel Session 5 – 1.20-1.35

Flex Room 1	Flex Room 2	Lecture Theatre 5	Tamar Room
An inclusive toolkit for UTAS staff: enhancing the learning and teaching experience for students with disability Nicole Crawford	What HAPpened? Flipping Human Anatomy and Physiology in First Year Jamie Chapman	Achieving excellence in online discussions: Improving facilitation to engage active student learning in online discussion boards Tracy Douglas	Learning for an unknown future: Developing graduate attributes using critical realism Christine Adams

An inclusive toolkit for UTAS staff: enhancing the learning and teaching experience for students with disability

Excellent teaching engages students and encourages them to learn

Authors and presenter*

Darlene McLennan, Access, Participation and Partnerships
 Tracy Douglas, School of Health Sciences
 Nicole Crawford, Student Learning *
 Carol Devereaux, Student Retention and Success
 Elizabeth Freeman, School of Humanities
 Merran Rogers, Pre-degree Programs
 Barbara Baird, Pre-degree Programs
 Robin Barnes, University College

Abstract

Students with disability at UTAS are supported by disability advisors. However, such support is not the sole responsibility of the disability team. As the University is required to work within the Federal *Disability Discrimination Act (1992)* and the *Disability Standards for Education (2005)*, it is important that *all* UTAS staff (academic and professional) are aware of their obligations, and engage in learning and teaching, and advice and support practices that are informed by these legislative frameworks. It is often the case that staff have limited knowledge of disability, its diversity and the support or adjustments required, which can unintentionally impact negatively on students' experiences.

To fill this gap in knowledge, a group of staff, passionate about inclusive learning and teaching, has created an online toolkit underpinned by the following aims:

- i) enhance the understanding of disability amongst UTAS staff;
- ii) provide UTAS staff with resources to support students with disability;
- iii) improve the understanding and application of learning access plans at UTAS;
- iv) provide a resource that is UTAS-context specific that aligns with current processes, policies and procedures.

Located on MyLO, the toolkit provides information about a range of disabilities, including physical disability, specific learning disability, and mental health conditions, and considers the implications for learning, teaching and support. It includes short videos and resources; staff can access specific information quickly and easily. At *Teaching Matters*, we will showcase the online resource and seek your feedback before launching the MyLO site by the commencement of Semester 1, 2019.

What HAPpened? Flipping Human Anatomy and Physiology in First Year

Excellent teaching happens by design

Authors and presenter*

Jamie Chapman, School of Medicine *
Derek Choi-Lundberg, School of Medicine
Tracy Douglas, School of Health Sciences
Adele Holloway, School of Medicine

Abstract

As part of the Course Consolidation and Common First Year Projects, four Anatomy and Physiology units, two from the School of Medicine and two from the School of Health Sciences, were mapped, evaluated and proposed to be combined into two new units: CZZ101/102 Human Anatomy and Physiology 1A/B. These units, co-taught in Hobart and Launceston, were designed around a 2x2x2 flipped classroom approach (White, et al., 2016) in which students spend two hours in pre-class online learning, two hours in face-to-face Active Learning Lectures (ALLs) and two hours in practicals/tutorials weekly. Students were encouraged to review the pre-class resources (videos with interspersed quizzes) prior to the relevant ALLs which consisted of short reviews, individual/team-based learning tasks and Kahoot quizzing. Practical/tutorials supported and reinforced the content. Initial student engagement was high with 70% or more of students engaging with pre-class resources prior to the ALLs, decreasing to about 50% of the class by week 13. Similarly, 62% of students participated in ALLs quizzes initially, decreasing to approximately 33% by week 13. By the end of semester exam, at least 80% of the class had reviewed each of the pre-class resources. To address engagement in second semester, we introduced a 'traffic light' support email system to provide individualised feedback to students according to their level of engagement, commending or encouraging them accordingly. This resulted in a moderate, short-term increase in engagement with pre-class resources. This presentation will highlight our challenges and our proposed changes to encourage broader and more effective student engagement in these units.

References

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Achieving excellence in online discussions: Improving facilitation to engage active student learning in online discussion boards

Excellent teaching engages students and encourages them to learn

Authors and presenter*

Tracy Douglas, School of Health Sciences *
Sandra Murray, School of Health Sciences
Carey Mather, School of Health Sciences
Allison James, Australian Maritime College
Susan Salter, School of Health Sciences
Louise Earwaker, University of Tasmania Library

Abstract

At the University of Tasmania, online discussion boards are frequently integrated into the blended framework of learning and teaching as an asynchronous online communication tool. Asynchronous online discussions are known to support active learning and higher-order thinking, yet active engagement in online discussions is commonly not observed (Hew et al., 2010). This is often linked to poor facilitation of discussion posts. As a project team, informed by existing literature, we investigated staff and student perspectives of online discussions using UTAS ethics approved surveys and interviews (H0013544). From this, we developed a web-based guide on the effective use and facilitation of online discussion boards at the University of Tasmania, launched at Teaching Matters 2017. The project team has now analysed the staff and student perspectives in a fully online third year unit in the School of Health Sciences, before and after, implementation of the guide. This presentation captures the journey of the online discussion board project in the online unit, identifying the issues found with the facilitation of online discussion boards, including lack of student engagement and confidence and, poor online communication skills of facilitators. The benefits observed from the implementation of the guide to support facilitation will also be discussed. This includes building confidence in the unit coordinator to coordinate and direct facilitators, as the guide exemplifies best practice. Insights into how online engagement in asynchronous discussion boards has been enhanced in the fully online unit to achieve excellence in learning and teaching will be shared throughout the presentation.

References

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Learning for an unknown future: Developing graduate attributes using critical realism

Excellent teaching engages students and encourages them to learn

Author and presenter

Christine Adams, Tasmanian School of Business and Economics

Abstract

The world is characterised by multiple experiences, and interpretations creating a sense that the future cannot be known. This challenges educators to develop curriculum to engage and enable students to develop graduate attributes that equip them for personal and professional situations in an uncertain future. There is limited research focusing on how graduate attributes and student identity can be or are supported in the learning environment.

This research goes some way in addressing the question: ‘How can students engage with the learning environment to think, learn and demonstrate graduate attributes?’ The aim is to develop a framework that others can empirically test to confirm the personal, institutional and environmental factors that need to be aligned for the emergence of communication, problem-solving and social responsibility skills. It presents a case study of the experiences of educators and undergraduate students in different modes of delivery within the Tasmanian School of Business and Economics. Sayer’s (2000) philosophical underpinnings of critical realism are employed, through a mixed-methods explanation-based case study, and Activity Theory is used as a lens for analysing the data.

This research offers important insights into the dynamic relationship between the student and elements of the learning environment and the implications this interplay has for the nature of learning and graduate attribute development. Using Activity Theory helps to explain what interactions with the learning environment will increase the potentiality of students to alter, develop, increase and maintain key traits and dispositions needed for graduate attribute development.

References

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Parallel Session 6 – 1.40-1.55

Flex Room 1	Flex Room 2	Lecture Theatre 5	Tamar Room
<p>Going beyond the receptor site: A pharmacotherapeutics teaching approach for future prescribers</p> <p>Sarah Herd, Andrew Hodson</p>	<p>A curriculum design with outcomes reaching beyond the classroom</p> <p>Phoebe Griffin, Pieter Van Dam</p>	<p>Showcasing the Orb website</p> <p>Clair Andersen</p>	<p>Genuine patient engagement in medical education motivates learning</p> <p>Kathryn Ogden</p>

Going beyond the receptor site: A pharmacotherapeutics teaching approach for future prescribers

Excellent teaching happens by design

Authors and presenters*

Sarah Herd, School of Medicine *
 Andrew Hodson, School of Medicine *
 Kim Rooney, School of Medicine

Abstract

Prescribing and medication safety are universal health priorities. Intern preparedness surveys have consistently identified prescribing as a major challenge for new graduates transitioning to the workplace (AMC/MBA, 2017). Traditional teaching has been by 'pure' pharmacology pre-clinically with application considered during clinical rotations. This separation and fragmentation no longer suits. Increasing number and complexity of drugs, multiple sources of drug information of variable quality and reduced access to bedside teaching further drive a need for a better teaching method.

For two years a program developed and co-facilitated by a Clinical Pharmacist and General Practitioner has been trialled at Launceston Clinical School. Year Four students have weekly teaching encounters using flipped classroom methodology whilst year five have six sessions overall. The aim is to develop safe, patient focused, referenced and contemplative (non)prescribing with a focus on clinical reasoning and prescription writing skills. These core skills are reinforced as each individual illness complex is considered. Illness choice reflects curriculum demands.

We are part of the Prescribing Skills Assessment (PSA) model developed in the UK and being adapted to Australasia. The assessment addresses eight areas of prescribing. This engagement provides a platform for benchmarking and collaboration. Continued partnership with the PSA and the Australian Medical Council will enhance our goal of graduating work ready, safe prescribers. Review of the cohort performance in each area of the PSA will inform areas for future teaching focus whilst collaboration with partners may facilitate solutions.

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A curriculum design with outcomes reaching beyond the classroom

Excellent teaching happens by design

Authors and presenters

Phoebe Griffin, School of Medicine
Pieter Van Dam, School of Medicine

Abstract

The Clinical Redesign course M4V is delivered to a national cohort who are interested in improving healthcare delivery. The design of the program is based on evidence that the most important way to learn how to improve health services is with stakeholders (Myron et al., 2018). Health service improvement involves many practical skills, especially 'soft skills' centring on engagement with health workers, managers and consumers; the only way to learn and hone these skills is to practice. Teaching within the Clinical Redesign program is therefore centred on practice, using experiential learning, problem solving and the analysis of practice within theoretical frameworks (Kolb, 2015). A major strategy for increasing students' application of new knowledge has been through work-integrated learning, a pedagogy that essentially integrates theory with the practice of work within a purposely-designed curriculum (Thistlethwaite, 2013).

The course content is designed to step students through a health service improvement initiative. Assessment tasks are tied to key initiative milestones and are designed to assess the student, but at the same time are documents used by the students' organisation to demonstrate their commitment to delivering quality care.

The outcomes of the program are multifaceted and reach beyond meeting the intended learning outcomes. Students have published project outcomes, received local quality and safety awards, presented at conferences and have been finalists in state quality and safety awards. The involvement of students in initiatives undertaken as part of the course extends the breadth of learning, indirectly improving other staff members' skills and confidence in undertaking system changes.

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Showcasing the Orb website

Excellent teaching engages students and encourages them to learn

Author and presenter

Clair Andersen, Tasmanian Institute for Learning and Teaching

Abstract

Excellent teaching relies on access to good resources. This session will introduce The Orb - a collection of online multimedia resources designed to assist the teaching of Tasmanian Aboriginal histories and cultures, which is available globally online at: theorb.tas.gov.au. The Orb reflects the holistic nature of Tasmanian Aboriginal culture and the interconnections between people, Country, culture, identity, and the living community.

The night-sky motif is inspired by creation stories and represents the deep and enduring connection Aboriginal people have with the land, sea, sky and waterways of trowunna/lutruwita/Tasmania. Tasmanian Aboriginal people are the primary voice in this resource. Their stories are content-based and autobiographical. The audience is invited to walk with them and to develop empathy for their story. The Aboriginal speakers appearing in The Orb are from multiple generations, families and communities.

The Orb is a highly visual resource, suited to a range of learning styles. It embraces a number of Aboriginal ways of being, knowing, thinking and doing including learning through Country, narrative and cultural practice. The resource has three sections: Living Cultures, Layers of Time and Connection to Place.

This presentation will feature the Living Cultures sections which includes resources for Ochre, Dance, Muttonbirding, Fibres, Shelters and Stone Tools. Each Living Culture resource has three to five sections, containing short video clips and pages that contain a quote and discussion questions, additional information or investigations.

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<https://www.theorb.tas.gov.au/faqs/>

Genuine patient engagement in medical education motivates learning

Excellent teaching produces excellent students

Authors and presenter*

Kathryn Ogden, School of Medicine *

Jennifer Barr, School of Medicine

Kim Rooney, School of Medicine

Abstract

Health students are being prepared to provide care to people in the community. Genuine patient partnership in medical education can promote learning and encourage patient-centred care (Rowland & Kumagai, 2017; Regan de Bere & Nunn, 2016).

Workshops with year 4 medical students, facilitated by patients from the community, provided the opportunity for discourse about the elements contained within the empirically derived 'Requirements of Patient Centred Care Systems (ROPCCS)' conceptual model (Ogden, et al., 2017). The workshops aimed to enable students to develop patient perspectives of the requirements and how they might be achieved in practice.

Key messages from small group discussions were collated; students and patients were invited to complete a survey regarding their experiences of the workshop. Qualitative data were analysed using an inductive thematic approach.

Having patients and students co-create learning is a unique opportunity and presented a new and engaging opportunity, which students appreciated and found to motivate their learning. Qualitative themes confirmed the 'unique' and 'thought provoking' nature of the workshop. Perceived strengths of the workshop were the 'collaboration of ideas' between patients and students in learning, and the ability for patients to provide their 'unique perspective.'

The workshops mirror contemporary expectations of patient-centred care where doctors work with patients in care partnerships, and the model could be extended to other service professions. The workshops continue to evolve, now incorporating principles of quality improvement and co-design of systems. Patients are a crucial resource for learning and new methods for incorporating their input into curricula should be explored to promote patient-centred care capacity.

References

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Regan de Bere, S. and Nunn, S. (2016). Towards a pedagogy for patient and public involvement in medical education. *Medical Education*, 50 (1), 79-92. DOI 10.1111/medu.12880

Rowland, P. and Kumagai, A. K. (2017). Dilemmas of Representation: Patient Engagement in Health Professions Education. *Acad Med*. DOI 10.1097/ACM.0000000000001971

Parallel Session 7 – 2.00-2.15

Flex Room 1	Flex Room 2	Lecture Theatre 5	Tamar Room
Work-integrated Learning in the Bachelor of Health Physical Education program Vaughan Cruickshank, Casey Mainsbridge	Designing low-fidelity simulation: A cognitive load theory approach Richard Say	The CALE 'Student View' project: What do online students say helps or hinders their engagement? Elizabeth Freeman, Tracey Muir	'The ability to make mistakes' - the SIPS sandpit for social responsibility, ethical conduct and sustainability Millie Rooney

Work-integrated Learning in the Bachelor of Health and Physical Education program

Excellent teaching happens by design

Authors and presenters*

Vaughan Cruickshank, School of Education *
 Casey Mainsbridge, School of Education *
 Kira Patterson, School of Education
 Arto Grasten, School of Education
 Scott Pedersen, School of Education

Abstract

Teacher education has historically consisted of a set of disconnected subjects and experiences, rather than a carefully constructed and integrated learning experience informed by a cohesive vision of learning and teaching (Loughran, 2006). Recent scrutiny of initial teacher education (ITE) providers (e.g. Teacher Education Ministerial Advisory Group (TEMAG), 2015) has resulted in a concerted effort to increase the quality of graduates entering the teaching profession, specifically through providing improved training and support. To increase the quality of graduates and facilitate links between university subjects and professional experiences in schools, the Bachelor of Health and Physical Education undergraduate degree program (BEd HPE) operates a comprehensive Work Integrated Learning (WIL) pathway.

The WIL pathway aligns with the National Strategy on Work Integrated Learning in University Education (2013) and is underpinned by the *Degrees of Difference: University of Tasmania Education Model* (2016). *Degrees of Difference* commits to incorporating authentic and experiential learning by engaging students in relevant real-world contexts that require them to actively engage in critical thinking, problem solving, and self-directed reflection. The WIL pathway is embedded within multiple units across each year of the four-year degree program and aims to develop and maintain strong community partnerships that benefit both schools and PST.

This presentation will detail the process of setting up this WIL pathway, the different experiences it provides students, and the benefits of WIL for both PST and our community partners. Implications for future teacher education will also be discussed.

References

Loughran, J. (2006). *Developing a pedagogy of teacher education*. New York, NY: Routledge.

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University of Tasmania. (2016). *Degrees of difference: University of Tasmania education model*. Hobart, TAS: University of Tasmania.

Designing low-fidelity simulation: A cognitive load theory approach

Excellent teaching happens by design

Authors and presenter*

Richard Say, School of Health Science *

Vasiliki Betihavas, University of Sydney

Denis Visentin, School of Health Science

Susannah Minutillo, Australian Technical and Management College

Abstract

This project evaluated a low-fidelity simulation workshop that taught nursing students how to assess and manage deteriorating patients. Cognitive load theory (CLT), which uses an understanding of brain architecture for effective educational design (Sweller, 2003), informed the design of the workshop.

Many nurses are underprepared to manage patients who are deteriorating (Purling & King, 2012) and simulation is frequently used to improve skills in this area (Fisher & King, 2013). However, literature favours the reporting of high-fidelity simulation over more cost-effective, low-fidelity approaches. Managing the deteriorating patient is a complex task with high intrinsic load. Since working memory is very limited, minimising the extraneous load that is superfluous to the task improves learning of new tasks (the intrinsic load). Hence, a CLT informed low-fidelity approach may enhance learning for nursing students (Fraser, et al., 2015).

Fourteen second-year nursing students attended a one-day program utilising CLT informed simulation designed to minimise extraneous cognitive load, with n = 13 completing evaluations. A single arm pre-post evaluation of students' confidence in managing the deteriorating patient was performed. Post-intervention, students improved their mean overall confidence from 2.98 (0.19) to 4.47 (0.12) on a 5-point scale (mean diff = 1.49, p < 0.001). Confidence increased significantly in all seven areas of managing deteriorating patients, demonstrating the importance of CLT informed low-fidelity simulation for learning new and complex tasks in undergraduate nursing programs.

This presentation is for educators who are interested in low-cost simulation for skill development. An exploration of the effectiveness of low-fidelity simulation is discussed, including the application of CLT to simulation.

References

Sweller, J. (2003). Evolution of human cognitive architecture, in *The psychology of learning and motivation: Advances in research and theory*, B.H. Ross, Editor. Elsevier Science: New York, US. p. 215-266.

Purling, A. and King, L. (2012). A literature review: graduate nurses' preparedness for recognising and responding to the deteriorating patient. *Journal of Clinical Nursing*, 21(23-24): p. 3451-3465.

Fisher, D. and King, L. (2013). An integrative literature review on preparing nursing students through simulation to recognize and respond to the deteriorating patient. *Journal of Advanced Nursing*, 2013. 69(11): p. 2375-2388.

Fraser, K.L., Ayres, P. and Sweller, J. (2015). Cognitive load theory for the design of medical simulations. *Simulation in Healthcare*. 10(5): p. 295-307.

The CALE 'Student View' project: What do online students say helps or hinders their engagement?

Excellent teaching engages students and encourages them to learn

Authors and presenters*

Jillian Downing, School of Education

Janet Dymont, School of Education

Elizabeth Freeman, School of Humanities *

Belinda Hopwood, School of Education

Naomi Milthorpe, School of Humanities

Tracey Muir, School of Education *

Cathy Stone, University of Newcastle

Abstract

We will share some of the goals, outcomes, and implications of the 2018 CALE Hothouse-Funded project 'Student View: A pilot study into the student experience of online learning across disciplines.' This project focuses specifically on 'the student view' and is innovative in its attention to student engagement over time. By interviewing and collecting quantitative data from the same students longitudinally from before semester commences until after semester concludes, the project provides insights into how and why students' engagement in online learning changes or stays the same at different times in semester.

As our presentation will convey, the students recruited for the study (all Education students) commented on multiple factors (e.g. influence of other students, teacher presence, university processes and policies, and especially personal commitments outside their university studies) that contributed to their engagement or disengagement as learners over the course of semester. The students also made interesting comments on the basic question of what 'engagement' actually means to them. These views are worth hearing and sharing, since enhancing student engagement and online learning are obviously relevant across UTAS and more broadly (Department of Education and Training, 2017; Stone, 2017; UTAS, 2015; UTAS, 2017).

The project members welcome the opportunity at Teaching Matters to share and discuss their work so far, as well as seek insights and feedback from the audience (e.g. do audience members have any observations on students' engagement in other disciplines – similarities/differences with our Education students?), in preparation for their planned expansion of the project in 2019.

References

Department of Education and Training. (2017). *Improving retention, completion and success in higher education. Higher Education Standards Panel discussion paper, June 2017*. Canberra: Australian Government. <https://docs.education.gov.au/node/44121>

Stone, C. (2017). *Opportunity through online learning: Improving student access, participation and success in higher education*. Equity Fellowship Final Report. Perth: Curtin University, National Centre for Student Equity in Higher Education. <https://www.ncsehe.edu.au/publications/opportunity-online-learning-improving-student-access-participation-success-higher-education/>

UTAS. (2015). Blended Learning Model (Version 2, March 2015). <http://www.teaching-learning.utas.edu.au/unit-design/blended-learning-model> and links therein.

UTAS. (2017). *Blended Learning Approach: Principles*, College of Arts and Law (January 2017).

‘The ability to make mistakes’ – The SIPS sandpit for social responsibility, ethical conduct and sustainability

Excellent teaching produces excellent students

Author and presenter

Millie Rooney, Infrastructure Services and Development.

Abstract

The Sustainability Integration Program for Students (SIPS) connects what students are learning in the classroom with real-world application of sustainability at the University of Tasmania. Students can participate in the program via internships (either paid or for course credit) or through coursework. Examples of projects include engineering designs for a bike shelter or running a Ride2Work breakfast. Students are mentored by UTAS professional staff.

A testament to the success of the program is the diversity of students who participate, students vary in age, culture, experience. Students join SIPS to: change the world, build their CVs, or accidentally.

SIPS supports students to take risks and follow their own interests. This is essential for developing the ability to ‘critically evaluate issues of social responsibility, ethical conduct and sustainability’ (University of Tasmania Graduate Quality Statement).

Sustainability is set within the bigger systems that underpin issues of inequality, social justice and a safe environment. Students engage personally to make links between the different things they care about whether it’s caring for their families, reducing plastic use or indigenous rights.

Feedback has been incredibly positive with comment such as ‘It was an amazing experience... The ability to make mistakes and catch up from there helped me tremendously,’ ‘I really got to take control’ and ‘I realized I could have a different career’ all suggest significant learning outcomes and excellent teaching.

Poster Session – 2.15-2:45pm

Mental health and medical students: An impact evaluation study Kathryn Ogden	Enhancing the design and delivery of breadth units: A peer learning circle to explore current challenges, skills and opportunities Gemma Lewis	Biofabrication with SCOPY: material innovation and independent learning in a summer research unit Sonja Hindrum
Advanced design research and the teaching-research nexus Jacqueline Power	Advanced design research as rhizomatic learning Cher Chin, Joel Mathew	Using peer collaborative engagement to bring a decolonising lens to teaching practice Kim McLeod
A partnership in pedagogy Peter Doe, Seeta Jaikaran-Doe	The Course and Unit Builder design: What's coming Tony Carew, Beale Gurney	Inspiring excellent learning and teaching practices: A snapshot from the HERDSA 2018 conference Tracy Douglas

Mental health and medical students: An impact evaluation study

Excellent teaching produces excellent students

Authors and presenter*

Dipti Sugumar, School of Medicine
Olivia Fleming, School of Medicine
Kathryn Ogden, School of Medicine *

Abstract

Excellent medical education develops students that are both academically brilliant, and capable of withstanding the emotional rigors of the medical field. Australian medical students experience a considerable mental health burden, with 18% experiencing suicidal ideation in the last year (Wu, et al., 2013). This burden is attributed to stigmas associated with accessing mental health supports, and poor self-care strategies (Wu, et al., 2013; Monestar & Wahid, 2013). Yet only nine of the 20 Australian medical schools have invested in evidenced-based initiatives to promote mental health. This study examines the efficacy of a workshop targeting mental health skills in medical students at the Launceston Clinical School (LCS).

A peer-run workshop was developed in collaboration with a local mental health organisation, The Little HELP Project Tasmania. Fourth year medical students at the LCS (n=19, aged 21-24) voluntarily participated in the workshop. The efficacy of the workshop was determined via answers to surveys before the workshop and at the completion of the workshop.

Overall, the survey answers indicated that students gained an improved understanding of how to maintain their mental health, were more likely to access health care services such as General Practitioners when required and were more confident in supporting peers in crisis after the workshop.

Excellent medical students require support in all areas of medical practice. This study demonstrates the capacity of a peer-run workshop as an opportunity to improve mental health skills in medical students. We

encourage the roll out of this workshop to all years of the School of Medicine, to aid in producing excellent medical students.

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- Wu, F., Ireland, M., Hafekost K. and Lawrence, D. (2013). National Mental Health Survey of Doctors and Medical Students [Internet]. Melbourne: BeyondBlue;. Available from https://www.beyondblue.org.au/docs/default-source/research-project-files/bl1132-report---nmhdms- full-report_web
- Monestar, J., Wahid, Z.T. (2013). Student Based Mental Health Interventions: Australian Medical Schools [Internet]. Barton: Australian Medical Students Association. Available from <http://mentalhealth.amsa.org.au/wp-content/uploads/2015/09/AMSA-SMHW -Australian-Medical- Student-Report-2013.pdf>

Enhancing the design and delivery of breadth units: A peer learning circle to explore current challenges, skills and opportunities

Excellent teaching happens by design

Authors and presenter*

Gemma Lewis, Tasmanian School of Business and Economics *

Sebastien Robin, College of Health and Medicine

Joanna Jones, Tasmanian Institute of Agriculture

Roger Latham, Tasmanian Institute of Agriculture

Sandra Murray, School of Health Science

Sophie Ross, College of Business and Economics

Anna Tayler, Student Retention and success

Graham Wood, School of Humanities

Abstract

Breadth units provide our students with the skills and deep understanding to make a difference in their own lives and those of others (UTAS, 2018). Currently there are 38 breadth units offered at UTAS, and approximately 150 staff who have been involved with these units in some way. In May 2018, a peer learning circle of XBR unit coordinators and lecturers was formed to explore what challenges are associated with breadth units, and which of these are shared, versus unique to a unit, College or discipline. Such discussions are considered important given it has been four years since breadth units were first introduced, and during this time many changes at a central, school and unit level have taken place. Our aim was to identify how design and practice improvements can develop the teaching, student engagement, and administration of these highly-beneficial experiences. This poster will present some of the topics we have explored so far, and future actions we feel will strengthen this rich and diverse area of learning and teaching. Thus, the contents of our poster address how excellent teaching happens by design, and why excellent breadth unit teaching engages and encourages our students to learn. There is a blank space on our poster designed for delegates to post their own experiences and ideas. We hope that the thoughts of our peers may verify and extend our own thinking and inform the final outputs of our peer learning project.

References

- UTAS. (2018). 'Breadth units' available at <http://www.utas.edu.au/students/lead-achieve/breadth-units> date accessed 11 September 2018.

Biofabrication with SCOBY: material innovation and independent learning in a summer research unit

Excellent teaching happens by design

Authors and presenter*

Sonja Hindrum, School of Creative Arts *
Dr Mike Hornblow, Architecture and Design
Dr Jacqueline Power, Architecture and Design
Aaron Yong, Architecture and Design

Abstract

This poster presentation will communicate the process and results developed as part of a Dean's Summer Research Scholarship (DSRS) unit, building upon a previous Teaching Development Grant between architecture and design and chemistry, investigating Symbiotic Colony of Bacteria and Yeast (SCOBY). The intention of the DSRS unit is for undergraduate students to learn research protocols and develop interest in pursuing further research. Despite its research positioning, the unit must be carefully designed to facilitate independent learning sustained over a period of weeks. Architecture and design disciplines are traditionally taught in studio settings that involve collaborative 'project-based teaching in small groups' (Wallis, et al., 2017, p. 123). Although still responding to so-called 'wicked problems', the DSRS unit contrasts this established style of learning by requiring self-directed independent learning in a supervisory mode situated in a research context (Buchanan, 1995, p. 14-5).

The main aim of the DSRS project was to generate ideas and working prototypes for the use of SCOBY as an architectural material responding to the emerging design field of bio-design. Expert in the field William Myers (2012, p. 9) defines the emergent field of bio-design as '(referring) specifically to the incorporation of living organisms as essential components, enhancing the function of the finished work'. The unit provided both hands-on learning, including site visits, reflective processes such as journaling, and consultation with material experts.

The poster will demonstrate the high impact learning associated with the DSRS unit.

References

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- Myers, W. (2012). *Bio Design* (New York: The Museum of Modern Art).
- Wallis, L., Williams, A. and Ostwald, M. J. (2017). Studio Models in a Changing Higher Education Landscape. *Australian Art Education*, 38(1), 122-139.

Advanced design research and the teaching-research nexus

Excellent teaching happens by Design

Authors and presenter*

Mike Hornblow, Architecture and Design
Jacqueline Power, Architecture and Design *
Diyannah Syafiqah Binte Mohd Sham, Architecture and Design
Eng Yip, Architecture and Design
Sonja Hindrum, Architecture and Design

Abstract

The University of Tasmania's Master of Architecture course work program has a suite of units dedicated to introducing students to research. Advanced Design Research 2, a 12.5 credit point unit, is the final in a couplet of units that unpacks research skills and enables students to operate as small research teams attached to a project. In this unit, students focus on the communication aspect of the learning and research completed in the Semester 1 unit. The projects undertaken conform with Frayling's (1993) research 'for/through/into' design model. This allows for a variety of investigative approaches and output/outcome types. Research *for* design could involve 'gathering reference materials to inform an understanding of the design issues at the core of the project - or Research *into* Design - exploring historical or theoretical ideas' (Owen & Norrie, 2013, p. 229). 'Many projects also involve some component of design speculation or artefact production which is Research *through* Design' (Norrie & Owen, 2013, p. 229).

The 'Bio-fabrication' selective focused on SCOPY is demonstrative of the teaching-research nexus and builds on a previous Teaching Development Grant and work undertaken in a Dean's Summer Research Scholarship. The process is also a clear demonstration of research *through* design with the generation of speculative outputs and prototypes as tangible artefacts of the learning. The nexus approach is arguably at the 'strong' end of the [learning-research nexus] spectrum because 'the research shapes the learning task and there is a perceived 'two-way' relationship between academic and student' (Owen & Norrie, 2013, p. 229).

References

Frayling, C. (1993). Research in Art and Design, in: *Royal College of Art Research Papers 1*, no.1 (London: Royal College of Art, 1993).

Owen, C. and Norrie, H. (2013). Advanced design research: exploring the teaching research nexus, *Designing Education: Proceedings of the 7th International Conference of the Association of Architecture Schools of Australasia*, 3-5 October 2013, Melbourne, Australia, pp. 222-237.

Advanced design research as rhizomatic learning

Excellent teaching happens by design

Authors and presenters*

Mike Hornblow, Architecture and Design
Jacqueline Power, Architecture and Design
Cher Chin, Architecture and Design *
Qi Huang, Architecture and Design
Joel Mathew, Architecture and Design *

Abstract

The University of Tasmania's Master of Architecture coursework program has a suite of units dedicated to introducing students to research fundamentals. The projects undertaken in Advanced Design Research 2 unit conform with Frayling's (1993) 'into/for/through' design research framework. This allows for a variety of investigative approaches and output/outcome types.

This year the work of one selective in Advanced Design Research 2 unit focused on mycelium as a material for design. This selective presents an illustration of a rhizomatic approach to learning, which is also reflected by the growth process of mycelium itself. 'The rhizome is the subterranean stem of some plants that propagate in unexpected directions, thus finding a way to go beyond obstacles and produce shoots above and roots below' (Bissola, et al., 2017, p. 207). From a learning and teaching perspective, 'the learning process in the rhizomatic perspective develops step-by-step in a continuously evolving path to pursue the learning objective while avoiding the obstacles it encounters' (Bissola, et al., 2017, p. 207). This nimble approach, necessary because of the newness of the field, provided students with independence over their

learning and the challenge of overcoming hurdles encountered in the process. The types of unbound learning that required navigation in this selective's first iteration included: prototyping and iterating, responding to successes and failures of the mycelium growth, re-negotiating roles and outputs based on the acquisition of knowledge from the process. The outcomes of the selective will be presented from both a student and teacher perspective.

References

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Using peer collaborative engagement to bring a decolonising lens to teaching practice

Excellent teaching happens by design

Author and presenter

Kim McLeod, School of Social Sciences

Abstract

There are growing calls for curriculum and teaching practice to be informed by decolonised perspectives (Smith, 2012; Tuck & Yang 2012; Walter & Baltra-Ulloa, 2016). However, what this means in practical terms needs to be explored and articulated. This poster proposes peer collaborative learning and sharing processes as an effective way to support academics to do this kind of work. We are a small group of non-Aboriginal teachers who deliver a unit about cultural safety and Aboriginal and Torres Strait Islander health and wellbeing to health profession students. We outline how reflective writing about our teaching practices, and iterative group conversation, enabled ways of relating to each other which created a 'productive space'. This space supported co-learning processes where: vulnerability became a tool for learning; we could explore the complexity of our racial identities, and we could bring compassion to bear on the challenges associated with this kind of teaching. We argue our collaborative engagement with each other in this productive, relational space, enabled us to bring a decolonising lens to the doing of our teaching. The poster discusses the implications of resourcing the forms of sociability and emotional support teachers require to bring a decolonising lens to teaching practice.

References

- Tuhiwai Smith, L. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*, 2nd Ed, Zed Books.
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- Walter, M.M., Baltra-Ulloa, A.J. (2016). The Race Gap: An Indigenous Perspective on Whiteness, Colonialism and Social Work in Australia'' *Social Dialogue*, 4, (15) pp. 29-3

A partnership in pedagogy

Excellent teaching engages students and encourages them to learn.

Authors

Seeta Jaikaran-Doe, School of Technology, Environments and Design

Peter Doe, School of Technology, Environments and Design

Abstract

Lectures in the School of Engineering (SoE) traditionally have been conducted in the didactic, teacher-centred style. When the 2+2 program started in China in 2013 delivery (and content) mirrored UTAS SoE practice. Intended Learning Outcomes were the same on-shore and off-shore. Delivery of 72 of hours lectures, tutorials and lab sessions took just 10 days placing great pressure on students and staff.

With an increasing number of Chinese students choosing to join the 2+2 program the SoE has undertaken on-shore and off-shore research into pedagogical practices with the aim of finding the most effective techniques. The content is now delivered partly by local teaching assistants (26 hours); lecture notes and videos are uploaded in advance to AEMG Cloudcampus (MyLO equivalent) with face-to-face delivery by SoE lecturers (44 hours) spanning three weeks.

Our poster will present our journey exploring a range of pedagogies with Chinese students in a variety of scenarios and of our own developing understanding of the learning needs of Chinese students.

References

Doe, P., Jaikaran-Doe, S., Lyden, S., Liu, M., Ren, B., Yang, P. and Male, S. (2017). Intensive Mode Teaching for the delivery of engineering content to students at a Chinese University. AAEE2017 Conference, Manly, Sydney, Australia.

Doe, P.E., Lyden, S., Jaikaran-Doe, S., and Wang, X. (2018). Enhancing Chinese students' learning in an Australian 2+2 undergraduate engineering program. (*submitted: International Journal of Higher Education*)

Jaikaran-Doe, S., and Doe, P.E. (2016). Assessing technological pedagogical content knowledge of engineering academics in an Australian regional university. *Australasian Journal of Engineering Education* 20(2)

Jaikaran-Doe, S., Lyden, S., and Doe P.E. (2018). Articulation of Chinese Students into an Australian Engineering Degree. AAEE2018 Conference, Hamilton, New Zealand. Dec 9-12.

The Course and Unit Builder: What's Coming?

Excellent teaching happens by design

Authors and presenters*

Tony Carew, Tasmanian Institute of Learning and Teaching *

Beale Gurney, Tasmanian Institute of Learning and Teaching *

Luke Padgett, Tasmanian Institute of Learning and Teaching

Stephen Linquist, Tasmanian Institute of Learning and Teaching

Rachael Phegan, College of Sciences and Engineering

Abstract

The Tasmanian Institute of Learning and Teaching (TILT) is developing software that will support the multi-disciplinary design of high-quality Higher Education curriculum. The Course and Unit Builder (CUB) will serve

as an enabler for improving the relevance, quality and efficiency of curriculum at the University of Tasmania and more broadly across the Australian higher education sector.

The CUB will facilitate collaborative curriculum design by guiding staff through a series of flexible processes. The software is being developed for designers of curriculum with any level of experience. New developers will benefit by visualising constructive alignment and content sequencing. Experienced teachers who need support in designing curriculum may design their offerings using flexible templates, non-linear processes and discretionary guidance. Highly experienced curriculum designers may appreciate the collaborative opportunities the tool affords, and the business tools for calculating indicative time and financial resourcing.

The web application particularly emphasises curriculum design as a process, rather than as a repository for retrospective documentation. It is intended to be integrated into the design process by providing a facility for capturing and sharing information, which is contextualised by timely and practical guidance.

This poster will outline the catalyst for the development of the CUB web application and will showcase features that are designed to address the need for curriculum quality, rapid collaborative development, and teaching efficiencies. Features include a CLO–ILO designer, a unit sequence timeline, and a mechanism for estimating activity-based costings.

Inspiring excellent learning and teaching practices: A snapshot from the HERDSA 2018 conference

Excellent teaching is founded on and contributes to scholarship

Author and presenter

Tracy Douglas, School of Health Sciences

Abstract

The Higher Education Research and Development Society Australasia (HERDSA) organises an annual international conference attended by academics interested in the Scholarship of Teaching and Learning (SoTL). The 2018 conference theme was Re(Valuing) Higher Education and a number of staff from the University of Tasmania attended, several presenting papers or posters. Conference subthemes included Valuing Education; Academic Work and Identities; Teaching, Learning and the Student Experience; Pathways, Partnerships and Communities; Governance and Policy; and Innovation. The intention was to revisit the purpose and scope of what being a ‘university’ means as well as considering what differentiates ‘higher’ learning from other forms of post-secondary education.

As a scholarly society, HERDSA is committed to the advancement of higher and tertiary education. It endeavours to a) promote the development of higher education policy, practice and the study of teaching and learning, b) encourage and disseminate research on teaching and learning and higher education development and c) build strong academic communities. This display will give a snapshot of the key presentations that were attended and/or presented by attendees from the University of Tasmania at HERDSA 2018.

Panel Session – 2.50-3.45pm

In line with the conference theme, the title for the Panel session will be: **The future of teaching excellence at UTAS**. Following an introduction by Melody, each of the panellists will have 5 minutes to represent their subtheme. The remaining time will be available for questions from the audience and discussion.

Facilitator



Melody West

Melody (BSocSc; BA(Hons); GradCertULTC) is a recent appointee as the Research and Engagement Fellow with the Peter Underwood Centre for Educational Attainment. Her current research focus is centred on program evaluation and investigating the attributes of 'success' for Year 12 leavers. From 2008 until 2018, Melody worked in the Tasmanian Institute for Learning and Teaching, initially project managing national, multi-institutional learning and teaching grants before taking up an associate lectureship in professional learning programs and reward and recognition of teaching excellence. Melody was a co-creator of the Peer Professional Learning Program for Awards and proudly represented the program as a finalist at the inaugural Australasian Academic Development Good Practice Awards in November 2018. She retains her connection in the scholarship of learning and teaching through providing advice to national award nominees and as a Friend of TILT.

Panel Members



Adele Holloway

Assoc. Prof Adele Holloway is Associate Head, Learning and Teaching for the School of Medicine. She teaches into the biomedicine programs in the School of Medicine and has a particular interest in the integration of research into the undergraduate curriculum and the attitudes and perceptions of biomedicine and health professional students to research and evidence-based practice.

Adele will be addressing the theme of: **Excellent teaching happens by design**



Michael Roach

Michael's bio will appear in the online version of the program which is available at: <http://www.utas.edu.au/teaching-matters/program>

Michael will be addressing the theme of: **Excellent teaching engages students and encourages them to learn**



Marcus Bowles

Marcus is an internationally recognised practitioner undertaking consultancies and collaborative industry-university initiatives that assist individuals, firms and regions target and develop the capabilities required to succeed in the future workforce. He is director of The Institute for Working Futures Pty Ltd where he undertakes consultancies into the future of work and learning; the design of agile organisations, leadership and workforce capability frameworks; reinventing professional education and recognition systems; and the creation of dynamic workforce development solutions. Marcus currently holds honorary professorial appointments at Deakin University's Centre for Regional and Rural Futures and at Macquarie University's Centre for Workforce Futures. His academic work and research has centred on major projects identifying ways to improve outcomes-based education in higher education; the impact of automation on jobs; and building micro-credential frameworks that can enhance regional competitiveness, professional assessment, and the management of verified credentials and capabilities using blockchain technologies.

Marcus will be addressing the topic: **Excellent Teaching produces excellent students**



Tracy Douglas

Tracy is Senior Lecturer in Human Biology in the School of Health Sciences Tracy also fills the roles of First Year Coordinator and Academic Lead - Student Engagement, unit coordinator, lecturer, curriculum development, School of Health Sciences Learning and Teaching Committees, Student Mentor Coordinator in Health Sciences, PPLP-Awards Mentor, PPLP-UKPSF Mentor, Student Experience Committee, Scholarship of Learning and Teaching PLC and Community of Practice, Learning and Teaching Researcher, Chair of HERDSA Tasmania, member of ASCILITE and ISSOTL.

Tracy will be addressing the theme of: **Excellent teaching is founded on and contributes to scholarship**

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 on-going 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 Vice-Chancellor's Awards, and Citations for Outstanding Contributions to Student Learning.

Vice-Chancellor's Awards

Vice-Chancellor's Award for Early Career Academic Teaching:

Dr Abbey MacDonald, School of Education

Dr Lila Landowski, School of Medicine

Vice-Chancellor's Awards for Teaching:

A/Prof Anne-Marie Forbes, School of Creative Arts

Ms Tracy Douglas, School of Health Sciences

Vice-Chancellor's Commendation for Sustained Commitment to Teaching Excellence:

Dr Julian Dermoudy, School of Technology, Environments and Design

Citations for Outstanding Contributions to Student Learning

Recipients	Citation
Dr Christine Adams Tasmanian School of Business and Economics	For development of student identity, internationalisation of curriculum and intercultural communication through 'students as partners' for effective learning and teaching in management education.
Dr James Montgomery School of Technology, Environments and Design	For the development of effective, evidence-based curricula and resources that reflect a command of the field of teaching introductory computer programming.
Dr Jeffrey Thomas School of Education	For the redesign of content and approaches to teaching which increase engagement for online Initial Teacher Education students.
Dr Isabelle Bartkowiak-Theron School of Social Sciences	For the creation of a strength-based curriculum, authentic assessment in the policing of vulnerable people in Tasmania, and the first academic awards for police recruits.
Dr Naomi Milthorpe, Dr Robert Clarke, Prof Ralph Crane, A/Prof Lisa Fletcher, Dr Rosemary Gaby, A/Prof Elizabeth Leane, Dr Robbie Moore, Dr Hannah Stark, and Dr Danielle Wood, School of Humanities	For collaborative, innovative and scholarly teaching practice that improves the student experience and leads the culture of learning and teaching in our School and discipline.

Higher Education Academy Fellowships

In 2016, the University of Tasmania became one of four Australian universities to be accredited to award fellowship for teaching excellence, by the Higher Education Academy (HEA).

There are four pathways to recognition, two taught (ELT501 and the Graduate Certificate in University Learning and Teaching), and two experienced (requiring the development of a reflective account of professional practice against the UK Professional Standards Framework).

The following people have been recognised with HEA fellowship in Semester 2, 2017 and Semester 1, 2018.

Associate Fellows:

Eliza Murphy

Dr Soonja Yeom

Dr Sun Hee Jang

Promoda Perera

Dr Duncan Sinclair

Suzana Nashkova

Muhammed Zain Ul Abedin

Jonathon Sward

Dr Terese Fiedler

Dr Kim Beasy

Dr Greg Oates

Susanne Becker

Emily Morgan

Dr Louise Zarmati

Alistair Chong

Monaaf Al-Falahi

Dr Fiona Stennard

Yik Chang Ho

Dr Pieter Jan Van Dam

Jonette Scott

Dr Stephanie Clayton

Dr Yang Yang

Anne-Marie Dean

Dhaniel Lukman

Susanne Ferwerda

Map:
Sir Raymond Ferrall Centre
Newnham Campus
University of Tasmania

