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Notes

Welcome to 2015 Teaching Matters

“Tasmanian Blends”

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 – Mouheneenner (pronounced Moo-he-ne-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.

From the Vice-Chancellor

Dear Colleagues

It is a great pleasure to welcome you to Teaching Matters 2015: *Tasmanian Blends*, the 14th annual Teaching Matters conference. This conference provides us with the opportunity to focus on what inspires us as teachers.

The theme of this year's conference, *Tasmanian Blends*, highlights the multiple blends of students, of staff and of learning environments at the University of Tasmania.

The learning experiences of our students are shaped by the way they blend their study, employment and caring commitments in a myriad of different combinations that change over time. The experience of our staff is shaped through the blend of commitments they have to research and teaching as they seek to achieve quality in each. And the experiences of students, staff and the broader Tasmanian community are shaped by the way that the University blends its responsibility to serve the needs of the state with a strategy for global visibility.

Teaching Matters provides an opportunity for the University to develop further as a high quality teaching institution; something for which we are recognised nationally. It is a particular pleasure to note that all six of the teachers the University nominated this year were awarded Citations for Outstanding Contributions to Student Learning from the Australian Government's Office for Learning and Teaching.

Good teaching is at the heart of what it means to be an academic and good teaching involves sharing and developing knowledge and understanding in ourselves and others. I hope you are able to take full advantage of this conference, celebrate our successes in teaching and share good practice with colleagues.

Yours sincerely,

Professor Peter Rathjen

General Information

Electronic program

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

Name tags

All delegates will receive a name tag on registration (required for access to coffee cart). Tasmanian Institute of Learning and Teaching (TILT) staff with red dots on their name tags or identified by Teaching Matters t-shirts, will be able to assist you with any questions you have about the conference.

Lunch and Refreshments

Morning tea, lunch and afternoon tea will be provided in the University 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 on the mezzanine level of the University Centre (outside the Student Lounge, half way down the stairs). There will be signs. An accessible toilet is located next to the gallery and the parenting room on the car park level of the University Centre.

In the Social Sciences Building, toilets are located next to the lift on Level 2, the same level as the presentation rooms.

Internet

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

Displays

There will be two opportunities for you to provide feedback on teaching and learning related UTAS websites and systems at this year's conference. The displays will be located in the University Centre foyer and you are invited to provide feedback during the refreshment breaks.

Teaching and Learning website. The University's teaching and learning website has been substantially redeveloped and relaunched to coincide with this year's Teaching Matters. We warmly welcome feedback on the content of the site to meet the needs of the University's teaching and learning support staff.

MyLO Landing page designs. Teaching matters attendees are invited to view and give feedback on several suggestions in regards to a planned review of the MyLO Landing page designs

Program Overview

Wednesday, 2 December

SESSION	ROOM	PRESENTER/S	TITLE
9:00 – 10:00	<i>Registration, Poster Viewing and Morning Tea on arrival – University Centre Foyer</i>		
Opening Plenary 10.00 - 11.25	Stanley Burbury Lecture Theatre	A/Prof Natalie Brown, Executive Director, Academic Quality and Innovation	Introduction
		Aunty Brenda Hodge	Welcome to Country
		VC Prof Peter Rathjen	Opening address
		Her Excellency Professor the Honourable Kate Warner, AM, Governor of Tasmania	Keynote address
		Poster Presentations: Ms Clair Andersen, Dr Karen Barry, Mr Shep Chidarikire, Dr Ashley Edwards, Dr Rajaraman Eri, Ms Jo Osborne, Dr Sonya Stanford & Dr Anthea Vreugdenhill, Ms Sheree Keech, Dr Susan Turland	
11:25 - 11:30	<i>Move to Parallel Session One (Social Sciences building)</i>		
Parallel Session 1 11:30 - 12:10	Social Sciences Room 209	Ms Elizabeth Furst, Ms Sally Crane	Action Research to improve teaching practice
		Dr Olivia Rundle, Dr Brendan Gogarty	Practice-centric learning in the law degree
	Social Sciences Room 210	Dr Elizabeth Shannon, Dr Nazlee Siddiqui	Blended learning: A framework for peer review
		Dr Alison Canty	Using recorded vignettes to enhance learning for distance students
	Social Sciences Room 211	Dr Julie Davidson	Enablers and barriers to online/blended experiential learning
		Prof Sankar N Sinha	Flipped discussion in pathology

12:10pm-12:45pm	<i>Lunch and Poster Viewing in University Centre Foyer</i>		
<p>Parallel Session 2 12:45 - 13:45</p>	Social Sciences Room 209	A/Prof Kate MacIntyre	Developing and delivering online public health education in Tasmania
		Dr Ashley Edwards	Motivating and engaging students through flexible assessment
		Dr Kimberley Norris	The flipped classroom in postgraduate professional programs: Are students buying in or flipping out?
	Social Sciences Room 210	Mr Michael Guerzoni, Ms Ruby Grant, Ms Gina Zappia, Mr Peter Wells, Mr Kesherie Gurung	Opening the black box of the PhD literature review: an advice-approach comparison
		Dr Danijela Ivkovic	Mathematics by distance education
		Ms Katherine Tattersall	Integrating research infrastructure into education – bringing ocean observations to the classroom
	Social Sciences Room 211	Dr Valerie Williams, Dr Jeremy Prichard, A/Prof Rick Snell	Teaching blended cultures: A comparison of international and domestic UTAS students' attitudes to mental illness
		Mr Jeremy O'Reilly	Development of an online platform for the postgraduate Public Health program
		Dr Chia-Chin (Amy) Lin	Experiences and lessons learnt from the implementation of a model for supporting transnational pathways students
	Social Sciences Room 213	Mrs Rosie Nash	Curriculum Design Workbench blends courses for assurance of learning
		Mr Stephen Linquist, Ms Rachael Phegan	Making 'Learning Design' visible in curriculum development and review
		-	-
13:45 - 14:05	<i>Poster Viewing and Afternoon Tea</i>		

Parallel Session 3 14:05 - 15:05	Social Sciences Room 209	Ms Jan Counsell, Ms Tanya Wadwell, Ms Helen Hornsby	Learning support in an on-line environment
		Ms Tracy Douglas	Asynchronous discussion boards: To assess or not, that is the question
		Dr Carolyn King, Ms Netty Gibson, Ms Ellen Ennever, Mr Michael Valk	The Uni-View platform and student experience of UTAS
	Social Sciences Room 210	Dr Hannah Murphy-Gregory, Dr Glenn Kefford	Trialling the 'flipped classroom' in the Politics and International Relations program
		Dr Jamie Chapman	Blending Human Biology: Students as creators in the online and on-campus environments
		Ms Nell C Rundle, Dr Olivia Rundle	Authentic simulation in blended mode: Client interviewing and advising in a law unit
	Social Sciences Room 211	Dr Emily Hansen, Mr Brendan Churchill	Teaching Sociology in Health: Blends of disciplines, study mode, location and student background
		Mrs Rosie Nash	Traffic Light Report blends educators' view with their students' view to discover disconnect
		Ms Lucy Bleach, Dr William Hart, Dr Jan Hogan	Tinker Gym
	Social Sciences Room 213	Ms Beale van der Veer, Mr Tony Carew	Shared Learning Resources
		Dr Shandell Elmer	Getting the right blend for health literacy across the Faculty
		-	-
15:05 - 15:10	<i>Move to Stanley Burbury Lecture Theatre for closing session</i>		

Closing Plenary 15:10 - 15:40	Stanley Burbury Lecture Theatre	Ms Sheree Keech	Developing a work integrated learning Community of Practice
		Mr Gerry Kregor, Dr John Kertesz	Quality Matters
		Dr Erika Altmann	Gratitude in Education Book Club (Peer Learning Circle)
		Ms Christine Padgett	Cradle Coast Peer Learning Circle
		Breadth Unit Teaching Teams	Good thinking: Reasoning skills for life
			Confronting sustainability
			Developing your creative and entrepreneurial potential
			War: The moral and legal limits of political violence
			Ways of Seeing: Art-Science data visualisation
			Developing resilience in the face of emergencies
15:40 - 16:00		Dark Arts: Culture, crime, corruption	
		Big Decisions! Rational belief and action in an uncertain world	
16:00		DVC-SE Prof David Sadler	Acknowledgment of Award Recipients and Conference close
16:00	<i>Conference close</i>		

Keynote Speaker

Her Excellency Professor the Honourable Kate Warner, AM,
Governor of Tasmania



Tasmania's 28th Governor, Her Excellency Professor the Honourable Kate Warner AM, was previously Professor, Faculty of Law, at the University of Tasmania and Director of the Tasmanian Law Reform Institute.

Her teaching interests included Criminal Law, Evidence, Criminology and Sentencing, and her research interests included Sentencing and Criminal Justice. She was a Member of the Board of Legal Education; a Member of the Council of Law Reporting; and Director, Centre for Legal Studies.

On 26 January 2014 Her Excellency was awarded an Order of Australia (AM) for her significant service to the law, particularly in the areas of law reform and education.

In addition to working with the Tasmania Law Reform Institute on its projects, she had been involved in providing advice and submissions on rape law reform, drug diversion and mental health diversion programs and abortion law reform. She also assisted other law reform bodies nationally including the New South Wales Law Reform Commission and the Australian Law Reform Commission.

As President of the Alcorso Foundation, Her Excellency supports social and cultural advancement

in the community through its programs in the Arts, Environment and Social Justice.

She has received a number of awards and fellowships, including Foundation Fellow of the Australian Academy of Law in 2007; Visiting Fellow All Souls College Oxford in 2009; the University of Tasmania Distinguished Service Medal in 2013; and the Women Lawyers Award for Leadership in 2013. She has been nominated as a finalist in the Tasmanian Australian of the Year Awards for her contributions to the law, law reform and legal education.

She first published *Sentencing in Tasmania* in 1991, which has since become an indispensable tool for judges and magistrates. She is a member of the editorial boards of *Current Issues in Criminal Justice*; *Women Against Violence*; and the *Criminal Law Journal*. She has contributed the annual *Sentencing Review* to the *Criminal Law Journal* since 1998.

UTAS Teaching Awards

The University of Tasmania has a number of awards to recognise those staff making valuable contributions to learning and teaching excellence at the institution. The UTAS Teaching Award Program offers a number of opportunities for academic and professional staff to be acknowledged for their teaching contributions, and to be rewarded for their on-going commitment to professional learning and practice in the learning and teaching domain. This program is designed to offer a supportive pathway to the Australian Awards for University Teaching of the Office of Learning and Teaching (OLT). The success of this pathways approach was evident in this year's OLT Awards in which six UTAS academic staff were awarded Citations out of a possible six applications.

Congratulations to the 2015 recipients of the: Vice Chancellor's Awards for Programs that Enhance Learning and Citations for Outstanding Contributions to Student Learning.

Vice-Chancellor's Award for Programs that Enhance Learning

NAME	SCHOOL/SECTION	TITLE
Dr Nicole Crawford Ms Merran Rogers Mrs Barbara Baird Ms Gemma Howe Ms Lynette Ireland Dr Pragati Jain Ms Lynn Jarvis Ms Paula Johnson Ms Florence Ko Mr Rob Lewis Mrs Jane Stratton Dr David Vender	Centre for University Pathways and Partnerships	Pre-Degree Program
Dr Leonie Ellis Dr Erin Roehrer Dr Dean Steer	Faculty of Science, Engineering and Technology	Bachelor of Information Systems (BIS) being delivered at AIEN SOU

UTAS Citations for Outstanding Contributions to Student Learning

NAME	SCHOOL/SECTION	CITATION
Dr Darren Pullen (individual)	School of Education	For inspiring self-growth and professional learning through innovative and continuously evolving approaches to teaching that enable students to become the educators that they aspire to be
Ms Susan Bartie (individual)	School of Law	For taking a research-led approach to the development of coherent and imaginative resources that reflect a command of the field
Dr Kwang Chien Yee (individual)	School of Medicine	For excellence in developing and delivering an evidence-based, student-centred applied teaching program to improve medical student transition to workplace that demonstrates command in the field
Dr Rajaraman Eri (early career)	School of Health Sciences	For enabling learning through a sustained commitment to linking research and teaching by utilising innovative methods that enhance and inspire independent thinking
Dr Clayton Hawkins Ms Dayna Broun Dr Colin Jones Adjunct A/Prof Marcus Bowles Mr Martin Crees-Morris Ms Michelle Marsden Mr Clynton Jaffray Mr Michael Bonney (team)	Tasmanian School of Business and Economics Office of the Pro Vice Chancellor (Community Partnerships & Regional Development) Australian Innovation Research Centre (AIRC) Australian Maritime College	For the development and delivery of an innovative, integrated and applied pathway from VET to higher education for workers and managers in regional industries
Prof Sankar Sinha Prof Richard Turner Prof Peter Stanton Dr Robert Brodribb Ms Toni Dunbabin Ms Wendy Page Professional Staff of the Hobart Clinical School (team)	Faculty of Health	For implementing a simulated clinical practice session – “Interns’ Day in Surgery”, to provide authentic immersive learning experiences for final-year medical students in their transition to internship

Australian Teaching Awards

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

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

OLT Citations for Outstanding Contributions to Student Learning

NAME	SCHOOL/SECTION	CITATION
Ms Lucy Bleach	Tasmanian College of the Arts	For the development of innovative curricula, resources and programs that inspire and engage students and the broader community in sculpture through creative thinking and practice
Dr Andrea Carr	Faculty of Health	For leading collaborative curriculum development and learning programs that value and enhance the experience of staff and their students in the health sciences
Dr Aidan Davison	Geography and Spatial Sciences	For sustained contribution to interdisciplinary teaching that enthuses, empowers and enables students to critically inquire into contested problems of sustainability in arts and science
Mrs Jillian Downing	Faculty of Education	For leading the development of innovative VET teacher education programs using applied learning design in online environments and partnerships that build pathways between education sectors
Dr Nenagh Kemp	Division of Psychology (School of Medicine)	For a decade of igniting students' interest and inspiring learning in psychology through an enthusiastic and research-driven approach to teaching
Ms Kristin Warr Pedersen	Tasmanian Institute of Learning and Teaching	For the design and leadership of innovative, cross-institutional programs that respond to strategic learning and teaching priorities, and enhance student and staff experiences

Presentation Abstracts

Listed by session and then room

Parallel Session 1

11.30am-12.10pm

SESSION 1

ROOM 209, SOCIAL SCIENCES BUILDING

Action Research to improve teaching practice

Ms Elizabeth Furst, Ms Sally Crane

This year, under the guidance of English Australia, English Language Centre (ELC) teachers conducted an Action Research (AR) Project designed to identify what was preventing students in UTASAccess Level 7 from finding, filtering and evaluating research material, and to develop teaching materials to address this. Level 7 of the UTASAccess course at the ELC precedes entry for international students into bachelor, masters or PhD courses, and is an alternative to completing an IELTS test. A key requirement of this course is the completion of a research essay, and it was because of the observed difficulties students had in fulfilling this requirement, that improving the skills necessary to write a research essay became the focus of the AR project.

The project was conducted over four 5-week cycles, and teaching interventions were continuously built on and adapted throughout this period. Adaptions were made based on student feedback, semi-structured interviews, in-class observations and analysis of student questionnaires, a short critical thinking test and a critical thinking self-evaluation.

To assist students find, filter and evaluate research material existent scaffolding was increased and some of the contingent scaffolding was replaced with designed-in scaffolding. To help students find material using the library databases, a video and practical computer-based activity were developed in collaboration with University of Tasmania library staff. To help students evaluate material, inquiry-based activities were used as instructional tools to support students in the application of critical thinking skills in an academic writing context.

Analysis of data and essay results showed students fell into three distinct groups in relation to Vygotsky's Zone of Proximal Development (ZPD). As a result of the AR project, an understanding of why students fell into their respective groups, and an awareness of the type of teaching material needed in the future was attained.

Session Goals

- ⇒ Understand challenges international students face when writing a research essay
- ⇒ Understand how action research can inform and improve teaching practice
- ⇒ Understand the role Action Research can play in teacher professional development

Practice-centric learning in the law degree

Dr Olivia Rundle, Dr Brendan Gogarty

The Faculty of Law's [practice-centric teaching model](#) was expanded in 2015 by introducing the model to the core final year unit Civil Procedure. Through simulation of working in a legal practice firm, the innovative model of teaching supports students to develop key Law Threshold Learning Outcomes, including TLO1(c) the principles and values of justice and of ethical practice in lawyers' roles, TLO2 Ethics and Professional Responsibility, TLO3 Thinking Skills, TLO5(b) Collaborate Effectively, and TLO6 Self-management. The UTAS model is an innovative way of providing simulated opportunities for law students to develop their professional identities and to experience authentic professional contexts within the controlled environment of the University. There are some advantages of simulation over clinical programmes – primarily the fact that the process can be truly student rather than client centred, and students have the opportunity to learn from their mistakes and to improve the way that they interact with colleagues and clients in professional contexts. This Spotlight on Practice session will explain the "big picture" context of the practice centric model in law and then specific features of the implementation of the model in both Constitutional Law and Civil Procedure will be shared. There will be opportunity for other academics to interact with the presenters to maximise the value of the session. The session is likely to be of particular interest to academics who teach in disciplines where students are destined to work in a team environment after graduation. The law practice-centric model is a way of enlivening student's engagement with content and building their "soft skills" that are sought from graduates.

Session Goals

- ⇒ Be familiar with the practice-centric model of learning adopted in Law
- ⇒ Understand specific ways that the model is adopted in compulsory Law units
- ⇒ Consider opportunities for implementation of similar ideas and approaches in your own context and practice

SESSION 1

ROOM 210, SOCIAL SCIENCES BUILDING

Blended learning: A framework for peer review

Dr Elizabeth Shannon, Dr Nazlee Siddiqui

The presenters undertook a peer review of online and blended units as part of their participation in ELT502 *Enhancing Professional Practice in University Learning and Teaching*. The process involved observing and critically reflecting on another teacher's teaching practices and associated rationales, in order to enhance each other's knowledge for better ways of teaching and learning. Together, they applied the UTAS Blended Learning Framework ('the Framework') as a tool in this process of review, assessing the units against the Framework requirements of components at Level 3 (i.e. unit foundations, quality online resources, communication opportunities and high impact learning experiences).

In this presentation they will demonstrate the use of the Framework in the review and share the ways in which it changed their teaching and learning practice; leading them to new sources and understandings within the literature. Examples of the latter are: cautions against 'surface learning' in on-line discussion forums; attempting synchronous and high impact learning against Framework guidelines; and exploration of the background to the Framework and Quality Matters material.

The presenters feel that using Framework in the peer review has helped them in different ways. It has given a *structure* to identify specific areas of improvements in their units. In the first instance, it gave the

presenters an opportunity to reflect on how the units, as analysed against the Framework, are aligned with the theory of social learning (i.e. learning as doing, learning as belonging, learning as becoming and learning as experience). The presenters found such reflection, along with the overall peer review process, inspiring as it opened up opportunities for mutual benefits between teachers and students. In the second instance, the incorporation of student-generated content as required for Level 4 quality online resources, aligned with the specific teaching perspectives promoted by units developed for part-time postgraduate adult learners.

Session Goals

There are clear and concise linkages to the Teaching Matters 2015 themes, and the spotlight also offers a useful conversation around how some individuals managed the journey and how others might also undertake a similar personal development pathway. Specifically:

- ⇒ To demonstrate the UTAS Blended Learning Framework as a tool for the peer review of teaching part-time postgraduate students
- ⇒ Reflect on the linkages between the Framework and other relevant theories and practices

Using recorded vignettes to enhance learning for distance students

Dr Alison Canty, Ms Jo Hanusewicz, Dr Jenna Ziebell, Dr Lyn Goldberg, Dr Sorrel Standish-White

The Bachelor of Dementia Care is a fully online, open access degree program that attracts a diverse, predominantly part-time, mature-age, non-traditional student cohort normally classified as 'high risk' of failing to meet the demands of a university level degree. As the first of five neuroscience units, an important challenge with this cohort is to immediately engage, inspire, and equip the online students for self-directed learning as they continue their studies. In a departure from traditional lecture-based content delivery we use informal webcam recorded sessions to introduce academic staff, each module of study, host question and answer sessions and laboratory-based vignettes. As effective representations of the live classroom these vignettes can elicit discussion, develop knowledge, challenge thinking, foster problem-solving, promote decision making, and initiate reflection (Herbst & Chazan, *Int J Res Meth Educ*, 2015). In addition, teaching through collegial discussion has proven to be effective in other context (Goldberg et al, *BMC Med Educ.*, 2015). These sessions culminate in a virtual tour of the R. A. Rodda Pathology Museum where the unit coordinator discusses a range of disease states using human tissue specimens. Student feedback to this tour, collected via discussion boards and eVALuate surveys, demonstrated an overwhelming positive response; "cemented...my learning as I could see the actual diseases/issues that we have been studying and hear these described in the language we are learning...I felt like I was really there" and "...a great incentive. I would enjoy more 'hands on' like this as it brings everything to life." As a result of feedback, two further laboratory vignettes have been developed in which academic staff explore the anatomy and physiology of the nervous system using plastic models and human specimens.

Session Goals

- ⇒ Understand the design process and production requirements for producing vignettes as a learning resource
- ⇒ Increase awareness of approaches to enhance student engagement in online learning
- ⇒ Consider the effects of such approaches on retention of 'non-traditional' students, as well as their progression to further study



Enablers and barriers to online/blended experiential learning

Dr Julie Davidson, A/Prof Michael Lockwood, Dr Andrew Harwood, Mr Vishnu Prahalad, Mr Daniel Marr

Higher education is experiencing a period of turbulence arising from increased digitalization, rising costs, falling government support, greater political concern with measuring the outcomes of government investment, and an increase in the number of non-traditional students and adult learners. Associated with these trends is an increasing demand for professional development and accessibility, while the growth of online and blended education is a major component and outcome of this turbulence. Concomitantly, environmental and resource-based disciplines that rely on experientially-based pedagogies are similarly undergoing their own upheaval as the need for greater inter- and transdisciplinary enquiry grows. These combined trends raise substantial questions for online and blended pedagogies and especially the exact nature of their limitations and potential in these disciplines. They also make novel demands on course designers, educators and students. We argue that the potential and limitations of hybrid pedagogies applied to environmental and resource-based disciplines are yet to be fully investigated. The presenters provide a preliminary report on their recent experiences with hybrid pedagogies but the discussion session's main purpose is to draw on participant educators' experience with design and delivery of experiential learning coursework via online and blended formats, beginning with an invitation to validate the importance of identified enablers and barriers to these hybrid pedagogies. The ensuing discussion will focus on (i) the enablers and (ii) the challenges confronting educators in designing and delivering good practice online and blended coursework. The discussion will aid the presenters in their Teaching Development Grant project to integrate online/blended and experiential pedagogies in environmental disciplines, while participants will take away an enhanced appreciation of enablers and challenges, specifically in relation to coursework design, teacher development, and student needs.

Session Goals

The main aims of this session are to:

- ⇒ enhance understanding of enablers and barriers to good practice design and delivery of online and blended experiential learning pedagogies in environmental and resource-based disciplines; and
- ⇒ gather data on participants' experiences with online and blended learning delivery, particularly in relation to their knowledge of enablers and barriers.



Flipped discussion in pathology

Prof Sankar N Sinha, Dr Andrew Fluck

This presentation will explore the role of backward and forward thinking in decision making processes in the context of the blended learning format employed in teaching pathology.

Pathology is considered central to the study of medicine and yet in recent years it is less visible due to expansion of medical science, with simultaneous reduction of teaching hours. One way to address this problem is a blended learning approach with clinical emphasis.

Studying gross pathology is an intensely visual process requiring observational skills with the aim that students are able to visualise the patient around it. Specimens are posted online for the students to respond collaboratively to identify, diagnose and offer treatment plans. Responses are collated and discussed during face-to-face tutorial sessions.

This reflects a 'flipped classroom' model and underpins adult learning concepts encouraging integration of their prior learning and application of evidence-based clinical reasoning skills for identification, diagnosis and treatment of the condition seen in the pathology specimens. This process uses 'backward thinking'

(inductive approach) as opposed to the traditional 'clinico-pathological conference' model (deductive approach).

During the formal presentation, the details about the evolution of this teaching model over the past seven years and its outcome will illustrate some of the difficulties and barriers encountered in delivering a useful learning process for the students.

We will explore some of the questions which have not been well researched so far. Examples of such questions are –

- a) How do we stimulate students to participate in a 'flipped classroom model'?
- b) How to identify topics/contents suitable for the flipped classroom model?
- c) What are the resource implications of employing technology in a blended learning approach?
- d) Is it worth providing supplementary reading material?
- e) Are embedded self-assessment questions useful?

Session Goals

Following this presentation, the participants would:

- ⇒ explore the role of utilising 3D model in online content
- ⇒ become aware in choosing suitable technology with consideration of their affordability, availability, adaptability/flexibility and existing support from the IT staff
- ⇒ have confidence in applying pedagogical content knowledge in their teaching practice.

Parallel Session 2

12.45pm-13.45pm

SESSION 2

ROOM 209, SOCIAL SCIENCES BUILDING

Developing and delivering online public health education in Tasmania

A/Prof Kate MacIntyre, Dr Sue Pearson, Ms Linda Murray, Dr Silvana Bettiol, Mr Jeremy O'Reilly

Improving the health of the Tasmanian population and reducing growing inequalities in health requires a collaborative, coordinated and multidisciplinary approach which addresses broader determinants of health and focuses on prevention, protection and promotion. These are fundamental principles and practice of public health which necessitate an academic education program to train the workforce in the skills required to improve health at a population level.

A business case was developed which included a market scan of existing courses. These were analysed in terms of curricula, course schedules, content, delivery and cost. A Course Advisory Committee was established. This committee included representatives from the broad health and human service system, government and local councils, non-government organisations as well as the Chair of the Council of Academic Public Health Institutions, Australia. A market survey was carried out as well as a broader consultation exercise with relevant partners. The course learning outcomes and schedule were developed through this process and involved consideration of competency frameworks for public health. An important issue was introducing a unique identity by capitalising on the existing strengths of Tasmania.

This paper will describe the main approaches used in developing and delivering an online Masters programme while navigating the social, economic and political conditions. Cognisance of the unique challenges of distance learning and diverse learning needs requires formalised support and engagement and innovative approaches. Implementation of constructive alignment has been developed at an individual lecturer and team level. We will share our vision of improving health and understanding of the importance of broader health determinants through this program. We will discuss our collaboration with industry that ensures the program is translational and closely linked to research, policy and practice. The result of this process has been to create an online Public Health Program that pulls together existing expertise and interest.

Session Goals

- ⇒ To hear about an approach to developing a new Course which involves collaboration with industry and addresses the needs of a diverse student cohort
- ⇒ To explore how industry collaboration can ensure relevance of course approach and content
- ⇒ To understand how the constructive alignment framework can be used when designing and developing units of study

Motivating and engaging students through flexible assessment

Dr Ashley Edwards

Assessment dominates students' attitudes towards learning (Cook 2001), and can cause significant anxiety, which can have negative effects on motivation and engagement in learning activities (Gibbs 1992). Flexible assessment addresses many of these concerns. It is known that students experience a sense of increased ownership and engagement (Caitlin et al 1999) and therefore increased responsibility for their learning when offered involvement in assessment processes (Ackerman et al 1997; Bickham et al 2001). This project

explored the implementation of a model of flexible assessment in which students were invited to “play to their strengths” by electing to more heavily weight tasks at which they believed they could perform strongly.

Almost all students agreed that this was an appropriate “power” for students to have: increased ownership and responsibility were positive influences on their desire to put increased effort into assessment tasks, and all students retained the opportunity to demonstrate achievement of stated unit learning outcomes. Not all students elected to adjust their assessment: many did not want the responsibility in case they caused themselves to be disadvantaged by the ‘wrong’ choice, suggesting that the maturity and self-confidence of the learner are important considerations when offering this type of flexibility to students.

This presentation will guide participants through how to design and implement flexible assessment options in their unit, and will provide evidence, in the form of student perceptions of what the perceived benefits and sticking points for students might be. I will consider what is the most appropriate stage in a learner’s development might be to introduce this assessment strategy. An implementation model will be described including design, delivery (including signed learning contracts from students), evaluation and improvement of the innovation. Other evaluation parameters including impacts on final student marks and class grade distributions will also be discussed.

Session Goals

Participants will have the opportunity to:

- ⇒ Gain insight into student decisions about assessment
- ⇒ Learn about a strategy to improve student motivation and engagement
- ⇒ Consider the possibilities for implementing a flexible assessment approach in your own unit.

The flipped classroom in postgraduate professional programs: Are students buying in or flipping out?

Dr Kimberley Norris

The flipped classroom has been increasingly employed in undergraduate tertiary settings as a means to encourage deeper engagement with learning material. To date there is minimal Australian research examining its utility in postgraduate professional training programs in which a need for process, not just content-related knowledge is required. A longitudinal pre-post design was employed to assess postgraduate clinical psychology student experiences and learning outcomes within a flipped-classroom setting. Twenty-five students enrolled in a postgraduate clinical psychology unit participated in a flipped-classroom teaching environment. This involved students completing pre-reading of knowledge-based materials, and then using the workshop time to focus on practical implementation skills. Students completed questionnaires assessing their knowledge prior to engaging with the material, upon completion of the preparation material, and again following the face-to-face workshop. These scores were then compared to a previous cohort taught in the traditional workshop format. Mean levels of student knowledge post-workshop were significantly higher for the flipped-classroom group compared to the traditional learner group. However, qualitative data identified a bimodal distribution in regards to student satisfaction associated with the learning approach. The flipped classroom offers an opportunity to increase student experiences of 'practical' clinical psychology skills by utilising the time to focus on skill, as well as knowledge, development. In turn, this facilitates better client readiness for use in clinical psychology placements. However, this must be undertaken in a way that manages the inherent evaluative threat associated with high-stakes postgraduate professional training.

Session Goals

- ⇒ Hear about the implementation of a flipped classroom model in a postgraduate professional training course
- ⇒ Consider the impact of students’ pre-existing learning experiences and styles on success of the flipped learning model

Opening the black box of the PhD literature review: an advice-approach comparison

Ms Rebekah Burgess, Ms Natasha Chassagne, Mr Michael Guerzoni, Ms Ruby Grant, Ms Gina Zappia, Mr Peter Wells, Ms Kesherie Gurung

This paper compares trusted traditions in literature review with the actual practices of postgraduate research students. While a set of established norms around ‘how to conduct literature review’ do exist, the mechanics of this process are glossed over in existing guidelines. Despite funding contraction, or perhaps because of it, a small peer-based seminar series within a rural School of Social Sciences began to share strategies for surviving research higher degrees. One of our seminars involved peer-teaching around literature review techniques. PhD candidates discussed the iterative processes they undertook to review literature, with an emphasis on strategy. This included electronic data collection and management tactics, strategies to determine, find and catalogue ‘key’ authors, and our diverse record-keeping and distillation habits such as writing up. We were also interested to find out how these students interpreted and implemented reviews. Our focus is what they actually did and how other people, including peers, assisted. We encouraged open discussion about flawed methods – with surprising departures from established ways of working – and unexpected success from these methods. We later requested these strategies as written pieces including collaborative work (around 600 words). In this presentation, we share themes arising from a preliminary analysis of a small sample of these strategies and compare them to the established and popular practices espoused in texts, scholarly articles and blogs. These constructions and practices may have explanatory power of pedagogical value.

Session Goals

We invite the audience to hear a comparison between the established practices of literature reviewing and the varied approaches to conducting reviews taken by PhD candidates. Our focus will be on the structural features of these processes, and how they may depart from established and ‘textbook’ approaches – such as the use of software management strategies, and the often hidden collaborative, and peer-resource nature of PhD-in-progress.

Mathematics by Distance Education

Dr Danijela Ivkovic

Mathematics foundation unit is taught simultaneously in Sandy Bay, Newnham and Cradle Coast campuses and is offered via internal or external study modes. The enrolments for the unit range from 50-100 students per delivery and the student cohort is diverse in age, mathematical background, and location, including students stationed on ships during the unit delivery. In order to effectively teach such a diverse cohort we have created a unit which aims to utilise the available technology to deliver mathematics content via “distance” whilst maintaining the community sense of a classroom offering support to all students regardless of the campus or mode of study.

We conduct lectures via video-conference, which are live-streamed and recorded. The main challenge in teaching mathematics via video-conference is in finding appropriate technology to replace the traditional hand-writing on a whiteboard. I wish to share with colleagues the technologies we have used to create a virtual whiteboard and what challenges and benefits we encountered. I will also discuss how availability of live streaming and recorded lectures affected lecture attendance.

We found that students who are learning mathematics at this level need interactive contact with staff and other students. We offer face-to-face tutorials for the student cohort on each campus, online tutorials via Blackboard Collaborate and face-to-face workshops for students with weaker background.

Session Goals

- ⇒ Learn about technologies used to effectively deliver handwritten mathematics via video conferences
- ⇒ Hear ideas for structuring units to support students regardless of study mode or campus and foster a sense of community in geographically dispersed student cohorts

Integrating research infrastructure into education – bringing ocean observations to the classroom

Ms Katherine Tattersall, Dr Roger Proctor, Mr Sebastien Mancini, Dr Xavier Hoenner

The University of Tasmania based Integrated Marine Observing System (IMOS) is collecting unprecedented volumes of multi-disciplinary oceanographic data in the ocean and on the continental shelf which is made freely available through the IMOS Ocean Data Portal. IMOS frequently runs 'data user workshops' throughout Australia to introduce scientists and managers to the wealth of observations available at their fingertips. Our goal is to provide an intuitive, three-step process for online data access that requires little to no face-to-face training, and with online support (help pages, email support and access to data interrogation tools). The IMOS Ocean Data Portal is an excellent blended-learning tool that gives students direct online access to ongoing high quality observational datasets. It has been used by University Tasmania lecturers as a tool for face-to-face and self-paced learning in the Antarctic Ecology course. Activities and assessment involving the Ocean Data Portal contributed to four of five Learning Outcomes for the course, demonstrating a successful blend of theoretical understanding of Zooplankton ecology and practical application to answer scientific questions using real data extracted from archives using the online tool. IMOS has also been integral to a combined university graduate program at the Sydney Institute for Marine Science. This presentation will introduce the richness of the UTAS-based Integrated Marine Observing System and online Ocean Data Portal and demonstrate the portal as a tool for online and classroom learning.

Session Goals

Session attendees will:

- ⇒ become aware of a source of multi-disciplinary oceanographic data: the UTAS-based Integrated Marine Observing System and online Ocean Data Portal
- ⇒ understand use of the Ocean Data Portal as a tool in supporting student learning in online and on-campus environments
- ⇒ consider how to integrate real-time and real-life data into teaching and learning activities to promote student learning and engagement.

SESSION 2

ROOM 211, SOCIAL SCIENCES BUILDING

Teaching blended cultures: A comparison of international and domestic UTAS students' attitudes to mental illness

Dr Valerie Williams, Dr Jeremy Prichard, A/Prof Rick Snell

New York Law School Professor Michael Perlin (2003) has long argued that prejudices against people with mental illnesses pervade society and constitute a widely practiced and socially acceptable form of bigotry. He calls these prejudices collectively "sanism". This presentation focuses on an assessment of sanist beliefs among a small cohort of international students ($n=15$) and domestic students ($n=63$). Preliminary analysis suggests some differences in the domestic and international students' views of people with a mental illness. While acknowledging the need for future research on this topic, the presentation reflects on the challenges of teaching fundamental legal concepts (e.g. discrimination) across cultures. Consideration is also given as to

how biases against mental illness may exacerbate difficulties for law students who themselves experience mental illnesses, such as depression, during their law degree.

Reference

Perlin, M. L. (2003). You have discussed lepers and crooks: Sanism in clinical teaching. *Clinical Law Review*, 9, 683.

Session Goals

- ⇒ Consider how cultural differences *may* colour the world views of students and teachers, affecting how information is transferred and interpreted
- ⇒ Hear about some international students' attitudes towards mental illness and what this might mean if they themselves experience some sort of mental illness during their degree

Development of an online platform for the postgraduate Public Health program

Mr Jeremy O'Reilly, A/Prof Kate MacIntyre, Dr Linda Murray, Dr Sue Pearson, Dr Silvana Bettiol

This paper presents an overview of the teaching and learning environment of the Master of Public Health (MPH) at the University of Tasmania since its inception. The program in the School of Medicine is an innovative online degree program designed to educate current and emerging professionals in the field of public health. The core curriculum focuses on developing key public health competencies and skills through examples from practice, ranging from local to global allowing students to explore translation into practice. To ensure a rich and complex learning environment we have incorporated the core features of the UTAS Blended Learning Model 1- 5 Framework to include online resources, synchronous and asynchronous interactions, and opportunities for high-impact learning. This process has facilitated the development of a connected curriculum incorporating the growing activity and application of digital resources, particularly media, and approaches to facilitate new modes of study. As a result we have also aligned these features to achieve the foundation competencies for Master of Public Health graduates in Australia.

We present an overview of multisource feedback on the effectiveness of the teaching innovations. These have been sourced from formal course and teaching evaluation processes, anecdotal feedback from staff and peers, and course accreditation reviews and staff reflective evaluation of their own teaching and course design, incorporating a variety of lenses. We consider three years of development and present an overview of where we are and where we hope to be while moving forward in an evolving learning environment and healthcare landscape. The strategies employed are tailored to a diverse blend of students allowing us to address need on an individual level within the course.

Session Goals

- ⇒ Develop an understanding on some innovative approaches to education in postgraduate programs in the School of Medicine
- ⇒ Hear about student and staff responses to this new course, its development and progress

Experiences and lessons learnt from the implementation of a model for supporting transnational pathways students

Dr Chia-Chin (Amy) Lin

The presentation will share experiences and the lessons learnt from a project funded by UTAS Teaching Development Grants (TDG) 2014. This project aims to enhance the experiences of international students and assist them to meet the requirements of postgraduate coursework study in UTAS. The project is a collaboration of the School of Land and Food (Discipline of Geography & Spatial Science) and the School of Engineering, Computing & Information Systems at UTAS. It has developed a model that identifies the challenges in transnational learning and teaching by UTAS at Shanghai Ocean University. Surveys and

interviews with teaching staff and transnational pathways students have been conducted. Three workshops have also been held with teaching staff to discuss the challenges encountered and possible solutions to them.

The presentation will first identify English skill, academic integrity and critical thinking and writing as the challenges faced by transnational pathways students in the new learning environment in Australia. Different perceptions of those challenges by students and teaching staff will then be discussed. Responses to these challenges that aim to support the students and help them develop necessary academic skills have been suggested. Those responses include a working model for TNE pathways, skills mapping and a decision tree with examples of best practices. Some of these responses have been implemented for two geography units KGA223 and KGA378 in semester 5 2014 and semester 1 2015. The results of those responses will be presented. Lessons learnt and suggestions for future practice will also be discussed.

Session Goals

- ⇒ Understand the challenges that transnational pathways students can experience when studying in the new environment of Australia
- ⇒ Be familiar with a suggested approach to support students with a transition from overseas study to learning in Australia
- ⇒ Review strategies you can use to support similar students within your own practice
- ⇒ Discuss how your teaching has enhanced as a result of searching ways to foster learning experiences of students with the blend of cultures and educational experiences

SESSION 2

ROOM 213, SOCIAL SCIENCES BUILDING

Curriculum Design Workbench blends courses for assurance of learning

Mrs Rosie Nash, Dr Jo-Anne Kelder, A/Prof Romy Lawson, Prof Justin Walls

This presentation will showcase the Curriculum Design Workbench (CDW) and associated online resources for course coordinators.

In 2015, a QELT report on a Faculty of Health AQF compliance project recommended that all course coordinators have a current curriculum map using the CDW (www.assuringlearning.com) by end of 2016.

The Learning and Teaching MyLO site for all Faculty of Health staff includes a “Curriculum Mapping” module where online PD resources (designed in September 2015 and piloted October-December 2015) support staff to use the CDW for curriculum design and mapping.

The *blended* model delivery has been piloted with the teaching team responsible for developing the 2016 Bachelor of Nursing. Sixteen course coordinators have organised a CDW account and will be offered the *blended* model PD throughout 2015/2016.

Starting with Course Learning Outcomes (CLOs) the CDW focuses teachers’ collective attention on course-level issues, employing curriculum design principles and ensuring a course wide perspective as well as a curriculum map for compliance purposes.

Romy Lawson has shown the CDW can support teaching teams to develop shared understanding of the course design and review their curriculum for compliance against external standards, for AoL. The flipped discussion provides an opportunity to evaluate the CDW and its associated resources for improvement prior to their official release.

Discussion Questions;

1. What are the barriers to the CDW in your individual context?
2. What are the enablers to using the CDW; how might it enhance your teaching team's approach to AoL?
3. Do you have any specific feedback on the CDW itself?
4. How might the associated resources provided in the MyLO unit be improved?

This Flipped discussion embodies subtheme *Course Blends*; by design the CDW provides a mechanism for teaching teams to ensure their CLOs lead to scaffolded learning and importantly Assurance of that Learning.

Session Goals

Flipped participants will:

- ⇒ Discuss Assurance of Learning (AoL), the design characteristics of the CDW, the role of teaching teams in AoL
- ⇒ Explore the Curriculum Design Workbench (CDW) and associated resources prior to its official release. Participants will be provided with opportunities to consider the barriers and enablers to the CDW in their individual context and consider how it might enhance a teaching team's approach to AoL
- ⇒ Evaluate and provide practical feedback to improve the resources and inform the proposed AoL professional development resources.

Making 'Learning Design' visible in curriculum development and review

Mr Stephen Linqvist, Ms Rachael Phegan

Learning and Teaching Academic Standards (LTAS) have set a mandate for the implementation of quality assurance (QA) processes in Australian universities to ensure transparent, benchmarked, equitable outcomes for Australian graduates. To date, individual institutions' first stage response has been the writing of course level learning outcomes and mapping these to unit level learning outcomes and assessment tasks. This is commonly undertaken using diagnostic tools which largely serve a QA function. In parallel, there has been a steadily increased emphasis placed on the utilisation of blended learning across UTAS with the implementation of the UTAS Blended Learning Model. The design process which informs academic use of blended learning is generally hidden when the unit outline is used as the primary unit level curriculum design instrument. Over the past twelve months we have been assisting teaching teams and individual academics to create unit level learning designs. These learning designs have been produced using the unit sequence template which enables the graphic representation (on a single A3 sheet) of the alignment and sequencing of unit elements typically presented in isolation via the unit outline. This template has been promoted on the basis that it can be used to help further both the LTAS and Blended Learning agendas, as we contend that learning design can be the missing link between curriculum and pedagogy. To date, this learning design process has been predominately used by academics designing breadth units which require a blended delivery, and in the AMC for the purpose of validating course level curriculum mapping. Prior to the discussion participants will be given a document which provides a rationale of the process. At the discussion participants will be provided with an opportunity to apply a partially completed sample learning design for the purpose of being able to respond to the following question: How can learning design become a normalised component of academic teaching practice?

Session Goals

Participants who attend this workshop will:

- ⇒ Situate their potential use of learning design within both the LTAS and Blended Learning agendas
- ⇒ Identify how various teams and roles at UTAS can apply the learning design process to further the LTAS and Blended Learning agendas

- ⇒ Access a learning design rationale, templates and a working example
- ⇒ Conduct pedagogical decisions through associating learning tools and spaces (i.e. technologies, physical environments) against individual instances in a partially completed learning design
- ⇒ Review a learning design using a self-review tool comprised predominately of open-ended questions.

Parallel Session 3

14.05pm-15.05pm

SESSION 3

ROOM 209, SOCIAL SCIENCES BUILDING

Learning support in an on-line environment

Ms Jan Counsell, Ms Tanya Wadwell, Ms Helen Hornsby, Ms Tricia Whannell

The Wicking Dementia Research and Education Centre offers a completely online Bachelor of Dementia Care (BDC) degree to a diverse range of older learners, many of whom have never studied in a tertiary environment before. This can involve a blend of technical, personal and learning support, delivered simultaneously. Our current practice is to use the telephone and email which is effective but time consuming and only allows us to interact with a small proportion of our student cohort. The focus of this presentation is on learning support. When we offer learning support, it is vital to relate it to the tasks students are undertaking in a timely and strategic way. Since we do not meet with our students face to face we have recognised the need to interact with students in a shared space- the Common Room in MYLO. In that space, we aim to develop a learning support presence which is inclusive and gives a distinctive flavour to our site and our course. The value of our presence in this place is accessibility for all of our students and establishing a stronger and more integrated link between the course material and learning support. A presence here is also a strategy towards changing the style of the Common Room into a more proactive site. To this end we have developed a set of inter-active learning support activities focused on the skills of summarising, paraphrasing and referencing which are the topics our students most often seek assistance with. One measure of the engagement of students with the material is a pre and post evaluation of the use made of the site and any changes to the student appreciation of the importance of these skills and their confidence in applying them. Another is to compare the records of plagiarism before and after the learning support materials are provided.

Session Goals

To share with our colleagues a local response to a more 'global' issue: the provision of learning support which is inclusive, relevant and targeted. We know that there are issues with the effectiveness of generic learning support. Students tend not to transfer the information or skills from one context to another and time poor students are reluctant to engage with "additional tasks" even when these tasks are seen as beneficial. We think that the more focused and integrated our learning support materials are, the more likely students are to use them. Since our entire course is online, and our numbers are increasing, the provision of online learning support seems a logical strategic response to the needs of our students.

Asynchronous discussion boards: To assess or not, that is the question

Ms Tracy Douglas, Ms Carey Mather, Ms Sandra Murray, Ms Louise Earwaker, Ms Allison James, Ms Jane Pittaway, Dr Brady Robards, Ms Susan Salter

Discussion boards are commonly used as an online communication tool to foster communication between students and, students and staff outside of formal teaching activities and may be assessed as an integral component of blended learning and teaching. A pilot study was undertaken in 2013-14 of first and third year students enrolled in health science and sociology units which utilised asynchronous online discussion boards. The student perspectives of the value of discussion posts in their units were surveyed using an anonymous online questionnaire. No differences between first year and third year students were identified in the survey responses and similarities were found between the different disciplines. Students perceived their level of engagement in discussion boards was influenced by a number of factors, particularly assessment. This study

found that assessing student discussions did motivate participation, however, this approach was not always valued by students who may engage in the discussions simply to fulfil the assessment requirements, rather than value add to their learning. Participants in units with assessed discussions were critical of their educational value, particularly when discussions boards were not facilitated effectively or other students did not engage. Students in units where discussion posts were not assessed did not feel as engaged using this online communication tool, but understood its value as a means of formative feedback. Effective facilitation, clear purpose and group participation were therefore perceived to be important factors to engage students in online discussion boards, as supported by previous studies investigating perceptions of discussion boards in a single discipline. Students also indicated that discussion boards provided a pedagogical platform in which peer engagement and information sharing could occur. Students surveyed strongly indicated that discussion boards must be fit-for-purpose and integrated into the curriculum to enhance online learning experiences as part of a blended model.

Session Goals

This session will enable audience members to:

- ⇒ Identify key aspects of asynchronous discussions that students consider beneficial to their learning
- ⇒ Identify key components of asynchronous discussion boards that are relevant to a formative or summative context
- ⇒ Make informed decisions as to whether or not to assess using asynchronous discussion boards.

The Uni-View platform and student experience of UTAS

Dr Carolyn King, Ms Netty Gibson, Ms Ellen Ennever, Mr Michael Valk

In 2013, UTAS staff in Launceston undertook the development of virtual tours of Rural Health Teaching Sites across Tasmania and subsequently the tours were demonstrated to UTAS staff at TechEx (2014). The Faculty of Health saw the potential to orient students to other learning and teaching locations, as well as to showcase Open content, collaborating with the School of Medicine in the latter half of 2014 to arrange for panoramic photographing of a tour of Medical Sciences 1 and 2, and Pharmacy and Psychology spaces at Sandy Bay.

The resulting virtual tour of these buildings was entitled 'Uni-View'. Over the next year, the tour was fine-tuned; images were 'stitched' and examples of learning and teaching events and Open resources were embedded in the tour to create a space where students could 'taste' the environment and the content of courses delivered by the School of Medicine. The aim was to help orient students to the School, introduce them to course specific material, and permit them to access selected course content licensed for Open use.

'Uni-View' was released publicly in time for Open Day in 2015 (<http://www.utas.edu.au/health/engage/uni-view-school-of-medicine>). The potential of the platform to build into student orientation, student experience and the wider 'tasting' of courses through Open content will be discussed in the session.

Session Goals

The session will:

- ⇒ Explain how the nexus between marketing and learning and teaching platforms can be used to promote Open resources
- ⇒ Show how orientation to study experiences prior to enrolment can be achieved
- ⇒ Address the possibilities inherent in improving student engagement through virtual tours and gateways into Open resources.

As a pilot 'Uni-View' is still an unknown quantity, but its capability to be adapted and expanded to be a gateway to Open resources, a 'taster' for course content, an orientation tool and an expandable platform for these purposes is worthy of exploration and discussion at an institutional level.

SESSION 3

ROOM 210, SOCIAL SCIENCES BUILDING

Trialling the 'flipped classroom' in the Politics and International Relations program

Dr Hannah Murphy-Gregory, Dr Glenn Kefford

In Semester 2 2015, Politics and International Relations Program colleagues trialled a new 'flipped classroom' teaching pattern for two 200/300 level units. This involved the replacement of the two-hour weekly lecture/fortnightly tutorial teaching pattern with a sixty to ninety minute weekly online lecture via MyLO and a weekly face-to-face tutorial. The presentation thereby represents a contribution to the conference subtheme of the UTAS blended learning model and seeks to explore the potential for the flipped classroom teaching pattern to build 'connectedness' between and among students and teachers (see Lizzio 2006). In essence, the trial sought to establish whether students are better served by a decrease in lecture time characterised by 'one-way teaching' – from lecturer to students with minimal opportunities for student input – to more frequent interactive learning opportunities via tutorial arrangements. This trial takes place in the context of growing recognition of the limits of traditional lecture style teaching as illustrated by declining lecture attendance and the opportunities provided by rapid improvements to online teaching platforms such as MyLO. These trends in higher education, as well as the flipped classroom 'solution', are the subject of increasing scrutiny in the teaching scholarship literature with notable contributions on the benefits of flipped classrooms from O'Flaherty and Phillips (2015), Kim *et al.* (2014) and Chen *et al.* (2014).

This presentation shares the Politics and International Relations Program's experiment with flipped classrooms. In Week 13 of the trial, the lecturers surveyed the student cohort via a short questionnaire. Amongst the student respondents, more than 70 percent supported the flipped classroom model citing enhanced learning, greater engagement with lecturer and peers, and flexibility. Detractors noted their preference for live lectures also citing better learning and engagement. This presentation will discuss the results of the student feedback as well as the benefits, drawbacks and implications for teaching staff.

Session Goals

- ⇒ Gain insights into the experience of students and lecturers of a 'flipped classroom' approach adopted for 200/300 level units in the social sciences
- ⇒ Understand some of the benefits of increasing student interactivity via tutorial sessions.
- ⇒ Understand the benefits and limitations of producing online lectures
- ⇒ Engage in discussion about the impacts and implications – for students and lecturers – for the preparation and delivery of a flipped classroom teaching mode

Blending Human Biology: Students as creators in the online and on-campus environments

Dr Jamie Chapman

The shift from "students as consumers" to "students as creators" of content has been highlighted as one of the developing themes in higher education. In order to more fully engage in blended learning and to promote group work, several new tasks were introduced to the first semester, introductory level, Human Biology unit. Specifically, aspects relating to the introduction of an online group cell biology wiki task (termed The Encyclopaedia) and an on-campus anatomical body painting practical will be presented. The group wiki task involved groups of three students, over the course of the semester, creating a wiki page

(500-1000 words) on a specific cell type, describing its development, broader relationships in the human body, structure and function and a pathological condition associated with this cell type (and, for Pharmacy students, a drug that treats this condition). Generally, while students performed very well in this task, with an average grade of 73%, the administration and assessment of this task was very challenging due to the class size (~170 students in 60 groups) and continual manual administration of group members within the UTAS Wiki software (Confluence). Anatomical body painting was introduced as a relatively low cost, high impact on-campus learning experience to reinforce the learning of musculoskeletal anatomy. Students, working in small groups, painted the skeletal (right side) and muscular (left side) anatomy of the upper limb on a peer, highlighting major structures and functional relationships. Students found this visual method of learning informative (60% of respondents) and/or an enjoyable experience (48%), however would have preferred to see more direction and/or discussion of the anatomy (47%). Suggested modifications of these tasks for future iterations will be described.

Session Goals

- ⇒ Understand successes and challenges associated with embracing blended learning in a relatively large on-campus introductory unit;
- ⇒ Hear about two blended group-learning tasks: a Wiki and an anatomical body painting experience and consider these tasks from three perspectives: academic, technical/administrative and student.

Authentic simulation in blended mode: Client interviewing and advising in a law unit

Ms Nell C Rundle, Dr Olivia Rundle

The presentation addresses the creation of a sophisticated blended learning environment in the final year core law unit Civil Procedure. The design was influenced by, and is an enactment of the UTAS Blended Learning Model 1-5 Framework. In particular, the MyLO discussion board tool has been used to simulate interactions between clients and legal practitioners. Students take the role of a legal practitioner through the unit, and to facilitate their learning, the lecturer plays the role of the client so that students can ask questions to supplement the information provided in problem scenarios. There are many advantages of using a blended approach to facilitate this activity, including: modelling authenticity, “fishbowl” learning from peers, opportunity to reflect on communication style when it elicits unexpected responses from the client, and the lecturer’s ability to control the client-lawyer interaction and provide feedback. Some information can be withheld to give students the opportunity to recognise what they need to ask their client. Placing the client in the learning experience has been a highly successful way of engaging students in their learning, and the fictional characters have taken on personalities of their own, which has been enjoyable for both lecturer and students. This presentation will explain how and why the blended model was implemented, and will also share examples of the authentic and engaged learning that resulted from the design. Student feedback will also be shared. There will be an opportunity for discussion about how similar approaches might be adopted in other university classes.

Session Goals

- ⇒ Be familiar with a story of the UTAS Blended Learning Model in action (5th year Law)
- ⇒ Understand how discussion boards can be used to facilitate simulation
- ⇒ Consider opportunities for implementation of similar ideas and approaches in your own context and practice

Teaching Sociology in Health: Blends of disciplines, study mode, location and student background

Dr Emily Hansen, Mr Brendan Churchill

This presentation will present a critical analysis of our teaching practice when teaching sociology to Faculty of Health students. The authors coordinate and deliver HGA138 Society, Culture and Health in Hobart. This is a compulsory unit for first year students enrolled in nursing and health and (prior to 2015) an optional unit for first year paramedic studies students. It is a service unit delivered by the sociology program in the School of Social Science to Faculty of Health students across four campuses (Hobart, Launceston, Rozelle and Darlinghurst). We employ a team teaching model with blended learning techniques.

Sociology has been taught in university based nursing programs in Australia since the 1980s, and despite widespread recognition of the value of sociology to nursing students there is ongoing debate about how sociology can be best integrated into courses. The new nursing curriculum that begins in 2016 does not include HGA138, instead sociological content will be embedded across several different units, some of which will utilise service teaching from sociologists. A redesigned HGA138 will be offered to first year sociology students and continue to be taught into the Bachelor of Health as a service unit.

Our hope is that the reflections we share in this presentation will enrich and inform future teaching and curriculum development in this area while preventing the loss of valuable insights gained through five years of teaching sociology to nursing students and at times health and paramedic students as well. Our critical analysis of practice will reflect on the conference themes of blended learning, student blends and course blends in relation to the challenges and opportunities we have identified associated with teaching sociology in this inter-disciplinary and applied context.

Session Goals

- ⇒ Be familiar with effective approaches to teaching sociology to first year nursing and health student
- ⇒ Identify key challenges associated with cross disciplinary teaching, and the broader issue of teaching sociology to applied health discipline
- ⇒ Reflect on opportunities for future teaching and curriculum development related to the cross disciplinary teaching of sociology

Traffic Light Report blends educators' view with their students' view to discover disconnect

Mrs Rosie Nash, Dr Leanne Chalmers, Prof Ieva Stupans, A/Prof Natalie Brown

The presentation will compare and contrast students' and their educators' interpretations of the assessed curriculum, made visible through the use of the Traffic Light Report tool.

In Semesters 1 and 2, 2014, B. Pharm educators assigned relevant National Competency Standards for Pharmacists in Australia (NCS) and performance levels on Miller's pyramid of clinical competence to each summative assessment in their course. Consenting students self-assessed using an identical scale. Students received individualised TLR containing aggregated summative assessment results alongside their self-assessment.

Currently, NCS familiarity and CPD practices are suboptimal across the profession. Pharmacy courses must evidence NCS for accreditation with Australian Pharmacy Council. The TLR aimed to increase familiarity with NCS, develop self-assessment skills (essential to life-long learning) and promote student engagement with the "competence continuum" from first year.

Examination of the findings revealed disconnect in students' and their educators' interpretations of the same assessed curriculum. Of the instances of student self-assessment in Sem1 only 27.4% (n=233/850) were consistent with the educators expectations of their curriculum. Increased consistency in Sem2 was statistically significant ($p < 0.001$); 37.7% (n=388/1028).

Whilst there are many potential factors contributing to these findings, there are lessons for curriculum design and educational practices including; role of rubrics/communicating expectations to students, engaging teaching teams in course design and course assessment plans. A useful tool for introducing the elements of life-long learning to pharmacy students; the TLR also contributes an alternative approach to examining intended/taught/learnt curriculum.

This presentation encapsulates *Course Blends*; blending student view of curriculum with educator view whereby the TLR is their meeting point for Assurance of Learning. In addition it breaks down existent unit silos for a course-wide view of curriculum to neatly blend summative assessment from each unit to give students an aggregated course-level progress report based on their profession's NCS. This has portability to other professional disciplines.

Session Goals

- ⇒ Understand factors that contribute to a mismatch of teacher and student expectations of curriculum
- ⇒ Contemplate an alternative approach to Assurance of Learning (AoL) which can facilitate dialogue between teachers and students on their expectations of assessments
- ⇒ Consider how the TLR, its findings and recommendations may impact your own teaching and learning practice and how it relates to your Teaching Performance Expectations
- ⇒ Understand the TLR's potential to provide teaching teams with opportunities to focus their teaching and assessments on their discipline's professional standards, create a team approach to teaching and learning, generate individualised student learning plans and supplement professional and Australian Qualifications Framework (AQF) accreditation documentation

Tinker Gym

Ms Lucy Bleach, Dr William Hart, Dr Jan Hogan

Tinker Gym (TG) is a pilot program at the Tasmanian College of the Arts (TCotA) that provides a new platform for 3rd Year Fine Arts students dedicated to open experimentation and innovative collaboration across studio disciplines. The *TG* pilot has been funded through a Teaching Development Grant, and offers an opportunity for students to value-add to their individual studio experience. The program fosters speculative play and problem solving activities to inform the development of students' graduating artworks.

At a time when contemporary creative practice thrives on cross-disciplinary and collaborative approaches, the student experience at the TCotA is structured around traditional studio modes of delivery, limiting students' potential to engage across studios with materials, process and approaches.

This project has been developed to address several areas of need in the undergraduate teaching of creative arts in a changing pedagogical environment.

- Understanding the role and importance of non-goal directed activity (tinkering) in creativity and its application to problem solving through synthesis
- Also understanding that this type of 'play' or tinkering is not frivolous, but is an essential aspect of developing a sustainable career
- Efficient and effective use of resources by sharing workshop activities amongst different disciplines
- Working creatively and constructively with others
- Enriching undergraduate teaching by offering a diversity of experiences

Tinker Gym draws on the phenomena of the successful collaborative and experimental making spaces known as makerspaces and tinkering studios, established as community educational hubs around the world from internationally renowned art/science institutions such as the Exploratorium in San Francisco (The Tinkering Studio) and the ARS fablab in Linz (Ars Electronica Center), through to grass roots local communities. These hubs are universally recognised for their synchronous learning opportunities that engender playfulness, risk-taking, resourcefulness and responsiveness. A key idea they share with traditional visual arts education is that of "thinking through making", that the process of making is an act of learning where the significance of the end result is not the artefact, or the development of skills or even just engaging in a mildly pleasurable activity, but engenders new understandings about the self and the world.

Due to its interdisciplinary focus and structure, Tinker Gym contributes to the learning and teaching for students and staff across the 3rd year cohort. The shared experience and learning feeds back into students' individual projects being developed within their elected studio major, whilst staff take the experience back into their teaching practices across undergraduate programs in their designated studio.

References

The Tinkering Studio, *Experiments with science, art, technology, and delightful ideas*. Exploratorium, San Francisco: <http://tinkering.exploratorium.edu/>

Ars Electronica Center, Fab Lab, Linz: <http://www.aec.at/u19/en/2012/07/13/happylab-%E2%80%93-vienna-fab-lab-goes-linz/>.

Session Goals

- ⇒ Through attending the session audience members will be introduced to the experimental and speculative approaches of the pilot learning and teaching experience.
- ⇒ Session participants will be asked to consider the benefits of non-assessed learning experiences as part of programs of study, and the significance of collaboration, play and process-oriented activity towards generating ideas, new knowledge and understanding.

SESSION 3

ROOM 213, SOCIAL SCIENCES BUILDING



Shared Learning Resources

Ms Beale van der Veer, Mr Tony Carew

The [UTAS Blended Learning Model](#) encourages the integration of high quality learning experiences into the student learning experience. Creating high quality learning resources can require a significant investment of time. It is often valuable to find and adapt existing materials, but the process of finding and contributing these resources can be as time-consuming as creating new ones, and it is often difficult to know where to start searching.

The Sharing Learning Resources Project, an Institutional Significance Funding Scheme project for 2014-2015, aims to establish a staff culture of sharing learning resources, and a system to do so. The project team developed a Learning Object Repository (LOR), focussing on improving the system design to allow easy contributions and access to learning resources.

The LOR website is not yet available to all University staff; the purpose of this flipped presentation is to provide participants with an opportunity to preview the system in advance of a potential wider release. The project team is interested in discussion around how use of the LOR might best be integrated into teaching practices, as a tool to support achievement of the Blended Learning Model.

As this is a flipped discussion, participants will be asked to view information and engage with the LOR in advance of the session.

Session Goals

- ⇒ Become aware of the Learning Object Repository (LOR)
- ⇒ Understand how you might use the LOR in your own practice, to develop high quality learning resources in support of the UTAS Blended Learning Model
- ⇒ Consider which of your own learning resources could be shared, and how you would go about sharing them
- ⇒ Contribute valuable feedback to improve the LOR

Getting the right blend for health literacy across the Faculty

Dr Shandell Elmer, Dr Winifred van der Ploeg, Dr Kathryn Ogden, Ms Ellen Ennever, Ms Sandra Murray, Ms Eve De Silva, Dr Michelle Williams, Dr Merylyn Cross, Dr Bethany Wootton, Dr Mandy Matthewson

In response to the growing national and international recognition of the importance of health literacy, staff from across the Faculty have been working together to develop strategies to incorporate health literacy training as a core curriculum skill. Building on our experiences as a Peer Learning Circle, we have mapped health literacy competencies against our discipline areas (nursing, pharmacy, medicine and psychology). As opposed to discipline specific competencies, these competencies do not pertain to a particular course or unit, rather they are competencies that are common to or 'cut across' all of the disciplines, resulting in health literacy responsive graduates.

From this process we have identified health literacy competencies that are common to our disciplines, those that appear more frequently and those that are less common. By 'crosscutting' competencies we have been able to identify the foci for learning and teaching resources. The health literacy competencies can form the basis for standardised training and unify the disciplines. A survey based on health literacy competencies was administered to academic staff across the Faculty to gauge where health literacy skills, knowledge, attitudes and practice currently appear within the curriculum. The results have informed the development of strategies to incorporate health literacy into curricula.

We facilitated workshops for academic staff which provided an opportunity for the participants to learn about health literacy through their participation in learning and teaching activities developed in response to identified needs. In this way, the academics both learnt about health literacy, as well as trialled the resources. This immersive activity took an action learning approach by inviting the participants to experience the activity as a learner, rather than just providing an overview of the activity.

Health literacy is essentially about effective communication, therefore, the learning and teaching associated with this topic is well-suited to a blended learning approach whereby a wide range media is used to explore and provoke learning in this interactive, interpersonal space.

Question:

How could a crosscutting approach help to bring together otherwise disparate undergraduate courses to identify core skills, knowledge and practices in order to inform curriculum development?

Session Goals

- ⇒ To examine the utility of crosscutting competencies as a process for informing curriculum development.

Poster Abstracts

Aboriginal Digital Map of Tasmania: A community engagement project

Ms Clair Andersen

Present a map project poster session to showcase Tasmania's distinctive Aboriginal connections both past and present. Provide an outline of the project, the process of consultation with communities, and their involvement in creating the digital map.

The product will provide a distinctly Tasmanian experience especially for our international students and visitors to Tasmania, enabling them to readily access information about Aboriginal places and past events on this land.

The Digital Map is a rich resource for both teachers and students to access information to include in their teaching and learning to enhance understanding of past events and contemporary communities and contribute to the reconciliation process. It also enables connection with our unique environment

Session Goals

- ⇒ Showcase the project and enable participants to explore the product on a laptop,
- ⇒ to increase awareness of a community engagement process designed to foster stronger connections between the University and Tasmania's Aboriginal communities,
- ⇒ to discuss how the resource may be incorporated into different curriculum areas.

Doctoral student distress and progress – can mindfulness help?

Dr Karen M. Barry, A/Prof Emma Warnecke, A/Prof Christine Stirling, Dr Megan Woods, A/Prof Angela Martin

Doctoral students have a high level of attrition, being between 30-50% in the UK, Australia and North America. To inform how doctoral students can be better supported in order to increase retention, performance and student satisfaction, this study had two aims. The first was to examine doctoral student experiences of stress related to candidature and their perceptions of study progress. This highlights the “student blend” between student welfare and study and how supporting one can benefit the other. The majority of PhD candidates (70%) who participated in the study reported they were meeting or mostly meeting their study schedule and these students had significantly greater psychological capital attribute (hope, resilience, self-efficacy and optimism) values compared to students who were categorised as being behind schedule. The biggest challenges in doctoral study reported were candidature- and project-related, with self-confidence and motivation of particular note. The second aim was to determine whether a self-help package could improve psychological indicators. Half of the participants were randomly allocated to an intervention consisting of a daily mindfulness practice for 8 weeks (supported by an audio resource) and half received no intervention. Preliminary findings indicate that the intervention led to a greater decrease in depression, stress and anxiety compared to the control group and an increase in the psychological capital attributes of hope, resilience and self-efficacy. The blend of support for student wellness and academic outcomes is important for student progress.

Session Goals

The goals of the poster are for readers to understand some of the challenges experienced by doctoral students, see a connection between psychological distress, psychological capital and student progress, and understand how mindfulness can be a useful strategy to reduce distress and increase psychological capital.

Recovery Camp Tasmania: A novel way of enhancing experiential learning opportunities for students of health disciplines

Dr Heather Bridgman, Dr David Lees, Mr Shep Chidarikire, Ms Ally Smith, Ms Kimberley Kevan, Prof Lorna Moxham (University of Wollongong), Ms Ellie Taylor (University of Wollongong)

Practical Experience Placements (PEP) in mental health care settings are essential to students studying health disciplines. It is a continuing challenge to provide suitable placement experiences that are underpinned by best-practice recovery oriented approaches, challenge negative stigma, and support inter-professional learning (IPL).

In response to these imperatives, UTAS School of Health Sciences is piloting an immersive PEP called 'Recovery Camp' in December 2015. Recovery Camp involves multidisciplinary health students, adult community volunteers diagnosed with a mental illness and university staff participating in a five day live-in activity camp in a rural setting that is based around holistic, collaborative, recovery-based activities. Recovery Camps previously conducted by University of Wollongong (UOW) have been shown to significantly reduce stigma amongst nursing students as compared to students undertaking a 'traditional' PEP.

The study to evaluate the UTAS pilot Recovery Camp will use a pre, post and 3 month follow up design to assess the impact of the camp on students using the Mental Health Clinical Confidence, Readiness for IPL and the Social Distance Scales. We anticipate an increase in clinical confidence and readiness for IPL, and a decrease in mental illness-related stigma. We will also evaluate the experience of Recovery Camp from the perspective of the community volunteers and their carers, as well as the viability of incorporating the camp into curriculum.

Session Goals

This poster will describe the features of and the existing evidence base supporting Recovery Camp as developed by UOW. It will then detail how the Recovery Camp model is being piloted and adapted to capitalise on the Tasmanian context and to meet the needs of UTAS students undertaking mental health PEP, as well as community volunteers who have a diagnosed mental illness. The poster will also describe the research methods associated with the camp evaluation and anticipated outcomes of the project.

Scribbling and Babbling with the best: enhancing student communications skills to meet the world head on

Dr Ashley Edwards, Scribble and Babble project team

Sophisticated communication skills are an important graduate attribute and key learning outcome for University of Tasmania graduates. Teaching and learning of these skills requires explicit modelling and instruction, using resources that are educationally sound and that are responsive both to our students' varied backgrounds and developmental needs as well as to the time and capacity constraints of teaching staff. The Scientific Communication Skills web site provides a multidisciplinary online resource which can be embedded into unit delivery, and/or to which students can be directed for independent learning opportunities.

In consultation with staff across the university, and guided by the University of Tasmania Blended Learning Model, this project will replace an outdated oral presentation guide (Babble) with a rich, multimedia resource, and will update an already successful online scientific writing resource (Scribble) to ensure it continues to meet student needs. There will be an emphasis on improving accessibility to all students and in creating resources which support staff in teaching communication skills across disciplines. The project team seeks to develop and share an effective process for redeveloping a high quality resource for use in multiple disciplines.

Session Goals

Our poster will raise awareness of the existing University learning support resource and of the major revisions being undertaken through a Teaching Development Grant Project. The project team are seeking input from current and future users. The poster will provide an opportunity for those discussions with project staff and through an online electronic survey.

Blending research and teaching: The "Nexus" is not favoured

Dr Rajaraman Eri

Research informed teaching (RIT) is a term usually referred to as Teaching-Research Nexus (TRN). It can be defined as the link between multiple discipline research and how it translates into teaching and learning. The idea of RIT not only involves high quality research in various disciplines but also drawing on those research areas to design curricula and increase student participation in research work. At UTAS, the new Open to Talent policy describes an aim to achieve 'top 10 University status and articulates the significance of research and teaching as two top priorities. This presentation proposes that to embed the aims of Open to Talent and to contribute to a renewed culture of scholarship and teaching at UTAS, a similar emphasis is given to RIT at UTAS. A pilot study conducted at the Faculty of Health involved focus group from 10 academics from different disciplines (Nursing, exercise science, health sciences). The meaning, interpretation of TRN and its impact on teaching and employment were discussed in detail. The study found that there was a substantial variation in the understanding of TRN concept between individual academics. One of the striking highlights of the study was the lack of appreciation for the term and lack of usage by academics. The link between TRN and how it translates to graduate attributes and employment skills was also discussed.

Session Goals

This focus group findings will highlight the need for defining teaching-research nexus area better and adequately educate the importance of research from the employer's perspective.

Becoming expert at breadth

Ms Jo Osborne

The Breadth Unit Initiative was originally conceived to ensure all UTAS students gained experience in all graduate attributes during their studies. An opportunity was quickly realised in the potential to offer students insights into the complex challenges that would face them as graduates, and do this from a transdisciplinary perspective; hence, units are built and taught by staff coming together from at least two Faculties. Development commenced towards the end of 2013, and three units were approved for the initial offering in Semester 2, 2014. There are now nine breadth units up and running with a further fourteen under development. This poster illustrates some of the highs and lows experienced by the unit teams, and the lessons that are building expertise.

The UTAS approach to Breadth – its focus on complex world issues and the variety of options provided to students – is unique to UTAS (Dibben, 2015). Units are compliant with the UTAS Blended Learning Model; all can be studied off-campus, several include on-campus support alternatives; individual and group project work demands high level student interactivity and application in developing individual perspectives. It hasn't all been plain sailing and the pioneers faced unique administrative issues to overcome along the way:

- Funding and revenue distribution;
- Teaching and tutoring loads;
- Unit coding issues;
- Faculty commitment.

One-year-on reviews of units following their introduction capture the delivery experience (from lecturer and student perspectives) and highlight recurring issues, including:

- Consistency in teaching organisation;
- Aligning off- and on-campus experiences;
- Planning for sustainability – enrolment growth and staff turnover.

Session Goals

The poster aims to maintain a focus for lecturing staff on this university-wide initiative by illustrating progress. Viewers will identify some real lessons that can be learnt from the experience of cross-faculty teaching teams:

- ⇒ progress that has been made in surmounting administrative challenges, now providing a clearer process for future development; and
- ⇒ significant recommendations, derived from experience, for ongoing delivery of successful breadth units.

‘Echoes from the past’: Historical, cultural and community values influencing Tasmanian social work education

Dr Sonya Stanford, Dr Margaret E Hughes

While globalisation captures the imagination of the meaning and experience of interdependence, immediacy and common destinies on a mass scale, the ‘local’ continues to exert powerful forces of connectedness and impact. This is particularly relevant for UTAS: it delivers the only accredited social work course in the state. The development of social work education in Tasmania is inextricably bound to its island topography and geo-cultural politics. We illustrate how our contemporary course reflects the legacy of significant past events that ‘echo’ in the present creating a distinctively, and nationally applauded, educational experience. By highlighting these elements we demonstrate the longevity and impact of the discipline’s commitment to criticality and activism, reflectiveness, relationship-focused practice and social justice values. Importantly, we identify what has been historically silenced in the course – Aboriginal and Torres Strait Islander perspectives – and we present the discipline’s recent responses to this omission. The poster demonstrates what can be learnt by listening to ‘echoes of the past’ that can inform responses to the next set of challenges facing university provided social work education.

Session goals

The session will enable critical appraisal of historical events and the geo-political contexts that converged to shape contemporary Tasmanian social work education. It will become apparent that significant cultural and professional disputes – at local and national levels – have intersected over time with attempts to rationalise higher education, creating turbulent environments for course restructuring and development. What emerges from this account is an understanding of the longevity of social justice values that have driven educational innovation in social work at UTAS. Distinctively, courses reflect local nuances whilst at the same time being responsive to national and international professional, educational and social issues.

Peer Learning through Observed Structured Clinical Assessment

Ms Annette Saunders, Mr Richard Say

The coordinators of the first year Bachelor of Nursing practice unit replaced the final exam with an innovative approach to the traditional Observed Structured Clinical Assessment (OSCA) in which nursing students were assessed on fundamental nursing skills in pairs. Students had access to videos of each of the skills and detailed rubrics based on best available evidence. They were given the opportunity to practice the skills in their pairs in tutorials and in voluntary open labs. Students were encouraged to give each other feedback whilst practicing and within the OSCA itself to foster a culture of giving and receiving constructive feedback to facilitate learning.

A survey completed by over 300 students on four campuses overwhelmingly expressed they felt that doing the OSCA in pairs enhanced confidence, reduced anxiety and encouraged them to work with others and practice the skills more. Average time spent on MyLO per student increased by over 100% from the previous year.

The videos and rubrics were both located online and reflect components of a *high impact learning experience* (HILE) as articulated in the TILT Blended Learning Model Framework. This HILE was closely aligned with learning outcomes and prepared students for lab simulated activity and real-world settings. The requirement of students to work in pairs has engendered teamwork which is evidenced by the unprecedented attendance at voluntary open labs on four campuses to practice the skills. By collaborating with each other, students were more active and engaged in their learning.

Session Goals

Gain an insight into a strategy that improves student peer learning and mastery of clinical skills. The design of this learning strategy will be discussed and related back to the principles of HILEs in blended learning.

A new interactive learning tool - molypoly

Dr Susan Turland, Dr Winyu Chinthammit

Through the collaboration between the HITLab and Chemistry, a new interactive application, MolyPoly 2, has been developed to build and interact with chemistry models using a LeapMotion controller. MolyPoly 2 enabled students to use their natural hand/finger gestures to select atoms, bond them and rotate the molecule thus giving the student a high impact learning experience. Many researchers have created or used new technologies to enhance the visuospatial ability and those using technologies that increase natural gestures and body movement have found it reduces the abstract relations thus decreasing the number of misconceptions conceived (Chinthammit et al 2015). Enabling continuous access throughout the semester and the exam period as well as having the application as one of the learning tools integrated within the scheduled learning sessions enabled the student to become familiar with the tool and easily use it for its purpose. Feedback from the usability survey showed that the majority of students enjoyed using the interactive tool in conjunction with other learning materials. They particularly liked the visualisation of the molecules in 3D and the change in shape of molecules due to the different types of bonds, 'I found the best thing it did was show how the geometry changed when going from single to double bonds'. The ability to self-check their own work was also highly valued – 71% agreed or highly agreed. To the statement "Overall, MolyPoly helped improved my understanding of the molecular geometry of functional groups" 75% of students agreed or highly agreed. Additional student outcomes including those from pre and post-tests from using the aligned MolyPoly application will be presented.

Integrating a newly developed technology into an existing unit is an acquired skill. This process including the development, testing, evaluating and alignment of the new application into a successful teaching model will also be presented.

A hands-on demonstration on how to use MolyPoly 2 with a Leap Motion Controller will be available at Teaching Matters.

Chinthammit, W., Yoo, S., Parker, C., Turland, S., Pederson, S., Fu, W.-T. (2015). MolyPoly: A 3D immersive gesture controlled approach to visuo-spatial learning of organic chemistry. In T. Wyeld (Ed.), *The cognitive effects of spatial interaction, learning and ability*. New York: Springer.

Session Goals

- ⇒ Understand how the use of an interactive application was integrated into the teaching of an existing unit
- ⇒ Get a sense of how students might understand otherwise abstract concepts through the use of applications using natural gestures

PEP TALK: Supporting first year nursing students into their first professional experience placement (PEP)

Dr Danielle Williams, Mr John Cooper

Professional Experience Placements (PEP) are regarded as an important component of a student nurse's professional preparation. During PEP, students encounter multiple clinical episodes that challenge learning and influence both personal and professional development, which alter students' perceptions of nursing, including challenging their choice of nursing as a career. This makes pre-PEP activities that assist students to understand learning within the PEP environment, and which align with the conference sub-theme of the UTAS Blended Learning Model, vital to facilitate high quality placement experiences.

'PEP Talk' was developed to provide a voluntary forum for first-year students to engage in facilitated discussion regarding PEP. The aim was to increase the quality of the student experience during their first placement through a supported discussion around student fears, expectations and aspirations. Students were asked to list what they were 'most' and 'least' looking forward to regarding their first PEP which the facilitators used as a platform for group discussion, before leading into a range of clinical scenarios which presented common challenges experienced by students in PEP. Students were then asked to complete a survey at the conclusion of the session.

This poster presents findings from the thematic analysis of student surveys, as well as key discussion areas gathered from the student forums. Themes included apprehension relating to relationships, belongingness, and uncertainty around their scope of practice. Analysis of student data identified a need to provide a means for students to express their expectations and uncertainties, and the student uptake of a voluntary session such as PEP TALK indicate that this is lacking with the current course. These findings have relevance for curriculum design, highlighting the necessity to integrate a model like PEP TALK into the formal curriculum as a means for students to learn and make meaning through dynamic interaction with other peers and teachers.

Session Goals

- ⇒ Understand the importance of providing support and facilitating High Quality Interactions to ensure that situated learning can be of highest impact

Communities of Practice Abstracts

Developing a work integrated learning Community of Practice

A/Prof Annette Marlow, Ms Sheree Keech

Work Integrated Learning (WIL) is currently topical on higher education and government agendas both nationally and globally. The concepts of 'employability' and 'work readiness' are being discussed and promoted by industry and education providers. The University of Tasmania supports WIL as an integral learning and teaching activity and acknowledges the community engagement which occurs as a direct result.

Currently all faculties and schools are required to comply with the university's WIL policy, yet a range of understandings of the intricacies related to embedding WIL into curricula exist. The subsequent initiation of a UTAS WIL Community of Practice (CoP) has provided a central point for communication, collaboration and sharing of best practice activity related to WIL. In particular, the WIL CoP has provided an opportunity to network and foster collegial interdisciplinary activity. Potentially, the WIL CoP will lead to innovative collaborations with placement and industry WIL partners.

Quality Matters Community of Practice

Mr Gerry Kregor, Dr John Kertesz

Quality Matters is a US-based program designed to improve the student experience of online and blended learning. At UTAS we have been engaging with Quality Matters for the past two years and to date over 120 staff members have undertaken training. Quality Matters Standards have provided the basis of a shared understanding about what we mean by quality in online learning at UTAS and has also provided participants with a common language to discuss online learning design and quality improvement.

Early in 2015 we undertook a small number of trial internal peer reviews and in summer 2015/6 we have launched a regular round of peer reviews. Participation in QM peer reviews is strongly aligned with the Blended Learning Model as well as Teaching Performance Expectations in areas of digital curriculum, leadership and peer review.

Quality Matters has also created opportunities for further research into areas such as beliefs, behaviour and self-efficacy for teachers in the digital domain.

Our engagement with the Quality Matters program has proved to be incredibly good value, having had significant impact across UTAS for less than \$30,000 over two years. We are currently canvassing sources of continued funding.