

# Contents

Welcome .....	3
General Information.....	4
Program Overview.....	5
Keynote Speaker.....	7
Panel Session .....	8
Parallel Session 1 Abstracts (Lightning and Showcase).....	9
Parallel Session 2 Abstracts (Showcase) .....	33
Poster Session Abstracts .....	53
Poster Session Exhibitor .....	60
University of Tasmania Teaching Awards.....	61
Australian Awards for University Teaching .....	62
Higher Education Academy Fellowships .....	63

# Notes

# Welcome to Teaching Matters 2017

## Making a Difference

### **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 People, the traditional owners and custodians of the land upon which this campus was built.

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

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

### **Message from the Acting Vice-Chancellor**

Dear Colleagues

It is a great pleasure to welcome you to the 16th Teaching Matters Conference. Each year Teaching Matters provides the opportunity for us to focus on learning and teaching through engaging with colleagues from across the University. Teaching Matters provides the space for sharing ideas, conversations and synergies that ultimately help us shape the quality of the University's student experience.

This year's conference theme is Making a Difference and explores the ways the University of Tasmania's academic and professional staff make a difference to students, the organisation and the community through innovative teaching and learning, curriculum design, leadership and scholarship.

There are several exciting activities happening in Teaching Matters 2017. The Keynote Speaker for this year's conference is Professor Marcia Devlin (Associate Deputy Vice-Chancellor Education and Executive Director, RMIT Studios). She will address the conference theme from the perspective of educators and students from low socioeconomic status backgrounds, based on findings from her current research. Another highlight will be an interactive panel discussion. Joining Marcia Devlin, panel members will include key members of the University of Tasmania community.

Thank you for joining us at Teaching Matters 2017 to celebrate the University's achievements in teaching and learning throughout this year.

Warm regards,

Professor Mike Calford  
Acting Vice-Chancellor

# General Information

## Conference program

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

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

## Name tags

Collect your name tag from the Registration Desk in the morning. Your name tag allows you to order fresh barista coffee, tea, and hot chocolate.

Your name tag will indicate your assigned team for Trivia Matters. Find out more in the afternoon session.

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

Add a green dot to your name tag if you would like to opt out of photographs which will be taken throughout the day.

## 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.

## Venue map

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

## Program Overview

9.30-10.00	<b>Registration and Coffee</b>				Foyer
10.00-10.12	<b>Welcome and Opening:</b> <i>Prof Noel Frankham, Auntie Brenda Hodge, Prof Dianne Nicol</i>				Stanley Burbury Lecture Theatre
10.12-11.00	<b>Keynote Presentation:</b> <i>Prof Marcia Devlin, RMIT University</i>				
11.00-12.00	<b>Panel Session:</b> <i>Prof Natalie Brown (Facilitator), Prof Marcia Devlin, Prof Margaret Noble, Dr Greg Hannan, Dr Stuart Crispin, Ms Tracy Douglas, Mr Cameron Marshall</i>				
12.00-12.30	<b>Lunch</b>				Foyer
12.30-12.35	<b>Move to Parallel Session 1</b>				
	<b>Stanley Burbury</b>	<b>Soc Sci 209</b>	<b>Soc Sci 210</b>	<b>Soc Sci 211</b>	<b>Soc Sci 213</b>
12.35-12.55	<b>Lightning Presentations</b> (see next page for full details) <b>1. Beale Gurney, Tony Carew</b> <b>2. Christine Angel, Rob Lewis</b> <b>3. Kevin Lyall, Connor Deckers</b> <b>4. Jo Osborne, Rachael Phegan</b>	Evaluating Police Studies programs: reconciling Academia and Academy <b>Isabelle Bartkowiak-Théron, Romy Winter</b>	Putting Students at the Fore of Curriculum Design in the Degrees of Difference <b>Jo-Anne Kelder, Joseph Crawford</b>	Reaching out to Industry: An example of an Educational Partnership <b>Corinna Dwan, Tristan Ling</b>	Making a difference through Photovoice <b>Susanne Becker</b>
12.55-1.15	<b>5. Tracy Douglas</b> <b>6. Carey Mather, Tracy Douglas</b> <b>7. Annette Saunders, Carey Mather</b> <b>8. Mandy Matthewson</b>	Measuring student engagement and participation using learning analytics: A case study at the University of Tasmania <b>Soonja Yeom, Saurabh Garg, Gerry Kregor</b>	Design and delivery of a Global Masterclass in Horticulture <b>Alistair Gracie, Tina Acuña</b>	Blended Delivery of Seafarer Competency Courses: Making the Concept a Reality through Modern Technologies and Learning Tools <b>Gamini Lokuketagoda</b>	Interdisciplinary Training and articulation in the creative arts: renewals and opportunities <b>Meg Keating, Toby Juliff</b>
1.15-1.35		Task-oriented Assessment for Authentic Learning in an Introductory Programming Unit <b>James Montgomery</b>	Reflective Practice: Key to enhancing online learning and dementia care practice for students at Foundation level in the Bachelor of Dementia Care <b>Sun Hee Jang, Hoang Nguyen</b>	Interdisciplinary online teaching and learning to examine sex crimes <b>Jeremy Prichard</b>	Straddling both sides of the barbed-wire fence: enhancing the working student experience in online learning <b>Nazlee Siddiqui</b>
1.35-1.40	<b>Move to Parallel Session 2</b>				
1.40-2.00	A Decade of Pass at UTAS <b>Jane Skalicky, Jennifer Kemp-Smith</b>	Curriculum Evaluation Research framework and building SOTL capability <b>Jo-Anne Kelder, Andrea Carr</b>	SIPS: refreshing perspectives on creative application of disciplinary knowledge <b>Millie Rooney, Rose Kling, Tim Millbank</b>	Promoting self-regulated learning through feedback for nursing students completing formative online multiple-choice question tests <b>Richard Say</b>	Integrating Research & Teaching: Enhancing & Extending the Undergraduate Experience <b>Alex Bissember</b>
2.00-2.20	Enhancing Indigenous Student Success in Higher Education: Undergraduate Success <b>Megan Hall, Victoria University of Wellington, New Zealand</b>	A scholarly approach to course review: developing a teaching cost-to- revenue metric and quality score <b>Justin Walls, Andrea Carr, Jo-Anne Kelder</b>	Engaging students and teachers as partners in eVALUating learning <b>Cassandra Saunders, Melanie Ross</b>	Online tools adapted from industry for teaching agricultural science at university <b>Tina Acuña</b>	A new 'creative commons' in art and design learning and teaching: Introducing <i>Critical Practices</i> via cross-state blended learning <b>Toby Juliff, Maria Kunda, Wendy Fountain</b>
2.20-2.40	Postgraduate Success <b>Professor Michelle Trudgett, University of Technology, Sydney</b>	We have ways of making you write': building SOTL capability and culture at UTAS <b>Steve Drew, Andrea Carr, Jo-Anne Kelder</b>	Conversations challenging assumptions in teaching and learning spaces <b>Craig Campbell, Mehrdad Heydari</b>	The emotional impact of student feedback <b>Andrea Adam</b>	A 360-degree approach to evaluating WIL <b>Gemma Lewis, Belinda Williams</b>
2.40-3.10	<b>Poster Presentations and afternoon tea</b>				Foyer
3.10-3.45	<b>Trivia Matters:</b> <i>Ms Beale Gurney, Mr Tony Carew</i>				Stanley Burbury Lecture Theatre
3.45-4.00	<b>Acknowledgment of Award Recipients and Conference Close:</b> <i>Prof Noel Frankham</i>				

Lightning Presentations			
12.35-12.40	An introduction to the OEL Toolkit <b>Beale Gurney, Tony Carew</b>	1.05-1.10	Facilitating online discussions effectively: A guide for staff <b>Tracy Douglas</b>
12.40-12.45	From Flatpack to Bookcase: Development of an Online Resource for Students and Staff <b>Christine Angel, Rob Lewis</b>	1.10-1.15	Status of Health Literacy in Undergraduate Students enrolled in the Faculty of Health: Implications for improving the curriculum to enable future graduates to be work ready <b>Carey Mather, Tracy Douglas</b>
12.45-12.50	<i>MyLO MATE</i> : Saving time in MyLO, with a new Google Chrome extension that improves productivity <b>Kevin Lyall, Connor Deckers</b>	1.15-1.20	Pressure injury prevention: Australian Nursing students knowledge and attitudes <b>Annette Saunders, Carey Mather</b>
12.50-12.55	Supporting cross-disciplinary unit development – making a difference to lecturers <b>Jo Osborne, Rachael Phegan</b>	1.20-1.25	Get PSYChed – Psychology students Yearning for Careers in Helping: An education program <b>Mandy Matthewson</b>
12.55-1.05	Questions	1.25-1.35	Questions

Posters
Developing a 360 degrees evaluation instrument for Work Integrated Learning Projects <b>Stephen Allen</b>
A Peer Learning Circle to review and support pharmacology teaching across the Faculty of Health <b>Bonnie Bereznicki</b>
Daylight is coming <b>Leah Chandler, Rebecca Foweraker, Carolyn Stagg</b>
Supporting academics supporting students: the new Student Retention and Success website <b>Jane Skalicky, Julia Carew, Kristin Warr- Pedersen</b>
Student and staff perceptions of OSCE-based assessment in postgraduate psychology training programs <b>Mandy Matthewson</b>
Meeting student needs through MyLO: Associations between engagement mode, prior learning and unit results <b>James Fell</b>
The Performance of Teaching: Creative, Engaging and Effective Presentations Online <b>Megan Quentin-Baxter</b>
HyFlex for Physical Science <b>Susan Turland</b>
University College – Exhibition <b>Andrea Carr</b>

## Keynote Speaker

Professor Marcia Devlin, RMIT University



**Professor Marcia Devlin is Professor of Learning Enhancement and Associate Deputy Vice-Chancellor (Education) at RMIT University** where she is also the **Executive Director of RMIT Studios**. Previously she was Deputy Vice-Chancellor (Learning and Quality) at Federation University Australia. Her research incorporates both theoretical and practical investigations into contemporary higher education. She is a nationally and internationally recognised expert in student equity, teaching and learning quality, student engagement, digital education and leadership and is frequently invited to deliver keynote addresses, workshops and seminars. With colleagues, she has won over \$5.5 million in external competitive research, project and other funds. She has concurrently held Australian Research Council and Office for Learning and Teaching grants and recently led to completion a National Priorities Pool funded project on student success. Professor Devlin is a member of numerous Editorial and Advisory Boards. A broad and extensive publication record in the higher education field incorporates over 300 publications, comprising refereed outcomes, commissioned reports for government, universities

and professional associations, and newspaper articles. Professor Devlin is an elected Lifelong Fellow of the Society for Research in Higher Education, a Fellow of the Institute of Managers and Leaders and a TEQSA Register of Experts member. In 2016, she won the AIM Victorian Leader/Manager of the Year Award and the national Women's Agenda Leadership Award and was honoured as a Victorian state finalist for Telstra Business Woman of the Year.

## Presentation Abstract

### **Teachers making a difference to regional university students from low socioeconomic status backgrounds**

The headline attrition rates for regional students and for students from low socioeconomic status (SES) backgrounds appear to be higher than that for those from higher SES backgrounds and metropolitan areas, although the ways in which attrition is currently measured may be flawed. That said, there is currently a gap in the evidence base around how to improve low SES regional university student retention and success. This keynote address reports on recent research deliberately focused on adding to the evidence base of 'what works' for these students.

A thorough review of relevant research and literature was undertaken alongside interviews with 69 students at regional universities from low SES backgrounds who were approaching completion of their studies and with 26 staff who are expert in how these students succeed. This keynote address outlines the findings of this study. These findings include five areas identified as in need of policy reform and eight high-level factors that assist students to succeed, including four factors specifically related to university teachers and teaching. These four factors include: understanding and responding to the particular circumstances and needs of students; facilitating students being and feeling connected to university; ensuring student preparedness for the realities of university study; and an inclusive, engaged approach to learning and teaching. A summary 'teachers' dozen' of ways in which teachers can make a difference are presented.

## Panel Session – 11.00am-12.00pm

Whilst considering the African proverb, *'If you want to go fast go alone. If you want to go far go together'*, panel members will discuss the conference theme, ***Making a Difference***, from their individual perspectives.

### Panel Facilitator



Professor Natalie Brown

### Panel Members



Professor Marcia Devlin



Professor Margaret Noble



Ms Tracy Douglas



Doctor Greg Hannan



Doctor Stuart Crispin



Mr Cameron Marshall

## Parallel Session 1 – 12.35-1.35pm

Abstracts listed by session and then room

### SESSION 1 – LIGHTNING PRESENTATIONS

#### STANLEY BURBURY LECTURE THEATRE

## An introduction to the OEL Toolkit

Making a Difference for Students

### Authors

Beale Gurney, Tasmanian Institute of Learning and Teaching  
Tony Carew, Tasmanian Institute of Learning and Teaching

### Presenters

Beale Gurney, Tony Carew

### Abstract

The Open Educational Licensing (OEL) Toolkit ([www.oel.edu.au/toolkit](http://www.oel.edu.au/toolkit)) is an award-winning online application, designed and developed by Luke Padgett, Beale Gurney, and Tony Carew. The Toolkit supports copyright officers, academics, librarians and teaching staff in the use of Open Educational Resources (OER) in the context of higher education in Australia.

Open education “encompasses resources, tools and practices that employ a framework of open sharing to improve educational access and effectiveness worldwide” (Open Education Consortium). One challenge regarding the effective application of Open Educational Practices (OEP) in Australia is academics’ perceived lack of understanding of copyright and licensing (Bossu, Brown, & Bull, 2014). The OEL Toolkit was developed to address these impediments in supporting university staff in accessing relevant OER. An example use case might concern an educator who has found an engaging, relevant online resource but doesn’t know whether they can share it with students legally. They use the Toolkit and discover, in this case, that they can, and they also receive guidance on *how* to share it. By removing the copyright and licensing barriers in this way, students can be provided with a richer range of high-quality learning resources.

The Toolkit is a web application in the form of a decision tree, whereby users may follow their path of questions to the guidance, as determined by their responses. This contextual guidance provides links to openly available support resources. The structure emulates a conversation between a copyright subject matter expert and someone seeking advice. A benefit of this approach is the ability to re-use existing information, and the strength of the Toolkit is the simplified user experience in accessing the most appropriate information. The decision tree approach is particularly advantageous to users who don’t know what they need to know, beneficial over static information formats, such as frequently asked question (FAQ) lists. Users are only presented with the most relevant guidance.

In 2017, the application was recognised internationally with the Open Education Consortium’s Open Education Award for Excellence.

In this presentation, two of the creators will demonstrate the purpose and functionality of the OEL Toolkit using a real-life example.

## References

Bossu, C., Brown, M., & Bull, D. (2014). Adoption, use and management of Open Educational Resources to enhance teaching and learning in Australia. Retrieved from [http://www.olt.gov.au/system/files/resources/CG10\\_1687\\_Bossu\\_Report\\_2014.pdf](http://www.olt.gov.au/system/files/resources/CG10_1687_Bossu_Report_2014.pdf)

Open Education Consortium. Retrieved 26 September 2017 from <http://www.oecconsortium.org/about-oec/>

## From Flatpack to Bookcase: development of an online resource for students and staff

### Making a Difference for Students

### Authors

Christine Angel, University College  
Cherie Hawkins, University College  
Melissa Finnen, University College  
Rob Lewis, University College

### Presenters

Christine Angel, Rob Lewis

### Abstract

Each teaching package in the new University College associate degree program, which commenced in February 2017, incorporates paired subjects: discipline knowledge and practical application (known as Practice and Portfolio, or P&P). Digital modules, developed by P&P academic staff, form part of the teaching and learning material and are available for students through each subject's MyLO site. P&P development staff recognised that ongoing access was becoming problematic. The increasing number of modules meant teaching staff were finding it more difficult to know what was available. Students were not able to access modules after MyLO closed sites at the end of each term, which is particularly relevant for students who commenced after term 1 and did not have access to foundational modules.

P&P staff established a permanent MyLO site, in which all modules and other material are stored as they are developed. This site, known as the Practice and Portfolio Toolbox, is open to College staff, and to students while studying with the College. The need for identification of available material engendered the concept of a 'bookcase', with each section designated as a 'shelf'. Each shelf has a specific topic into which relevant materials ('books') are placed. For example, the 'Work Health and Safety' shelf includes a module on work health and safety, links to UTAS's policies, and safety checklists.

Students now have ongoing access to material. Those who came into the program in later terms can access foundational modules, in particular assistance with setting up an online blog ('ePortfolio') for uploading P&P assessments and reflections. Students who commenced in term 4 have utilised the bookcase for access to foundational modules. Teaching staff have accessed the material for use and are identifying where material they need already exists, obviating duplication, or where there are gaps that they can fill, or request the P&P team to fill.

The concept of a bookcase has potential for wide application – within the College, in UTAS generally and in the wider community – because it is available to both students and staff. While the university's online repository for learning materials (Sharing Learning Resources Project) is a valuable resource for utilisation in development of P&P modules, it is not available to students. As part of a practice-based pedagogy, the

concept fits the UTAS's Open Educational Practices policy to assist in empowering learners on their lifelong learning path. As online learning sites change to serve more people in more complex ways, a bookcase is a logical repository for material as it evolves to meet changing learning and workplace environments. In the College context, as more courses become available, the potential for cross-over material (such as for work health and safety) will increase. Access to a site that is adaptable and up to date, with learning material always available, will be a valuable resource for students and staff.

## MyLO MATE: saving time in MyLO, with a new Google Chrome extension that improves productivity

Advancing the Scholarship of Learning and Teaching

### Authors

Kevin Lyall, School of Health Sciences & Tasmanian School of Business and Economics  
Connor Deckers, School of Health Sciences

### Presenters

Kevin Lyall, Connor Deckers

### Abstract

Competing central and vendor priorities conspire to create an environment where it is very difficult to effectively change the functionality of MyLO in order to improve its efficiency. Certain enhancements would also be beneficial only to users in support roles and not for lecturers. Recognising this, members of the Building eLearning Community of Practice, and educational technologists Kevin Lyall and Connor Deckers, have worked together to produce a Google Chrome extension that changes how MyLO, MyLO Manager and Echo360 operate in order to improve the speed of certain repetitive tasks for all users.

Practical examples of efficiencies include:

- More direct access to date restrictions for quizzes in MyLO;
- More direct access to Turnitin settings in assessment folders in MyLO;
- Ability to download all videos from an entire Echo360 unit, with files named appropriately;
- Ability to create custom groups of staff for adding to units in MyLO Manager.

This session will introduce some of the features of extension most useful to lecturers, and demonstrate how it can save staff time when working in MyLO. The developers are keen to receive more feedback on *MyLO MATE's* current functionality and ideas for possible future use.

# Supporting cross-disciplinary unit development – making a difference to *lecturers*

Curriculum Design for Degrees of Difference

## Authors

Jo Osborne, Tasmanian Institute of Learning and Teaching  
Rachael Phegan, Tasmanian Institute of Learning and Teaching

## Presenters

Jo Osborne, Rachael Phegan

## Abstract

The aim of introducing 'breadth units' into the UTAS curriculum was primarily to channel students away from subject-based silos, giving them defined opportunity to gain a multidisciplinary perspective and demonstrate achievement of graduate attributes as originally promulgated by University policy. The Breadth Unit Initiative has now been delivering for three years and in that time 28 units have been designed, developed and offered online through an incentivisation program; a further 12 are now in various stages of creation.

As part of the approval process for breadth unit development multi-disciplinary authoring teams work closely with a Tasmanian Institute of Learning and Teaching (TILT) Academic Developer to refine unit design, and from 2015 all new proposals have followed an approved template where the content and assessment structure have been developed along strong alignment principles. A further condition of breadth unit approval has been that the unit is reviewed in the year following its first offering. A TILT Academic Developer liaises with each Unit Coordinator to conduct this review which is focused on the unit's learning design and delivery; 22 such reviews have so far been completed.

Some significant outputs from the breadth unit development process have wider impact across teaching and learning in the University including: implementation of a constructively aligned learning design process using the unit sequence template as a planning tool; embedding of a peer review process for online unit delivery grounded in the UTAS blended learning framework and Quality Matters criteria; and adaptation of unique content for open access provision.

The consistent rigorous support process provided by Academic Division for breadth units is unique at UTAS, and anecdotal comment received from teaching teams has been positive, but whereas the 'success' of breadth units can arguably be measured by the students' achievement of intended learning outcomes identified in the mapping process, how 'successful' has the intensive support process been perceived by the teaching teams?

For an answer to this question TILT Academic Developers who developed and implemented the quality assurance processes have surveyed the Unit Coordinators for more formal evidence and to capture their feedback to discover how processes might be improved, whether they are perceived as transferable, and how integral such unit development support is understood for delivering quality online courses at UTAS. Of the 16 lecturers responding to the survey more than 80% were satisfied or very satisfied with both design and review processes and were implementing recommendations in subsequent unit offerings. Half of the respondents reported that they had already used elements of the unit planning template in developing or revising other units, and two said that review advice was drawn upon in new unit development. One also mentioned that information included in the review was valuable to add support to a subsequent application for a teaching merit certificate.

Feedback received to open questions has been delightfully forthright, and some more surprising outcomes of the breadth unit development process related. Evidently the experience of working in cross-disciplinary teams has been a challenge at times but proved a 'refreshing', 'surprising' or 'enjoyable' opportunity in most cases. This presentation will briefly summarise survey results and include anonymised quotes to illustrate lecturers' experience of the breadth unit development process and support recommendations.

## Facilitating online discussions effectively: a guide for staff

Making a Difference for Students

### Authors

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

### Presenter

Tracy Douglas

### Abstract

A key factor related to student participation in online study is the establishment of a conducive learning environment, also expressed as an effective social, teaching and cognitive presence (Bair & Bair, 2011). At the University of Tasmania, online discussion boards are frequently integrated into the blended framework of learning and teaching as an asynchronous online communication tool. However, this strategy does not necessarily effectively engage students. Previous studies have explored perspectives of teachers and students and have consistently related satisfaction to one or more aspects of online discussion, including the structure of discussion forums, the level and type of interaction between teachers and students and the quality of the discussion content (Waters, 2013). This lightning presentation will focus on a project investigating staff and student perspectives of using online discussion boards. As a result of this research, a web-based guide on the effective use and facilitation of online discussion boards for University of Tasmania staff has been created by the project team. A review of the literature (including existing guides), surveys, focus group interviews and experiences of the project team, have been triangulated to inform the development of this guide. Designed to be a one-stop guide for University of Tasmania staff, irrespective of their experiences with online discussion boards, it incorporates evidence-based information and exemplars to enhance online learning community collaboration. The presentation will provide a snapshot of the guide at its current stage of development. This project was supported by a 2017 Teaching Development Grant.

### References

Bair, D. E., & Bair, M. A. (2011). Paradoxes of online teaching. *International Journal for the Scholarship of Teaching and Learning*, 5, 2. Retrieved from [http://academics.georgiasouthern.edu/ijstol/v5n2/articles/PDFs/Bair\\_Bair.pdf](http://academics.georgiasouthern.edu/ijstol/v5n2/articles/PDFs/Bair_Bair.pdf)

Waters, J. (2013). Thought-leaders in asynchronous online learning environments. *Journal of Asynchronous Learning Networks*, 16(1), 19-34. Retrieved from <http://sloanconsortium.org/jaln/v16n1/thought-leaders-asynchronous-online-learning-environments>

# Status of Health Literacy in undergraduate students enrolled in the Faculty of Health: implications for improving the curriculum to enable future graduates to be work-ready

Making a Difference for Students

## Authors

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Tracy Douglas, School of Health Sciences  
Anne-Marie Williams, School of Medicine  
Elizabeth Cummings, School of Health Sciences  
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Angela Jacques, Notre Dame University, Western Australia

## Presenters

Carey Mather, Tracy Douglas

## Abstract

Health literacy is a topic of increasing interest within healthcare environments as low levels of health literacy in populations contribute to poor health outcomes. In 2014, the University of Tasmania participated in a global study, to determine the health literacy status of health profession students (Dixon 2014). A previously validated online questionnaire (Osborne et al 2013) was completed by 779 undergraduate Faculty of Health Science students.

Differences in health literacy of participants with respect to age, language spoken at home, country of birth, stated health issue, level of education attained by parents and course enrolled in were found. Medical students reported the highest levels of health literacy compared to other cohorts, and whether or not a student had a stated health issue had a significant effect on their ability to understand, navigate and engage in the healthcare system.

The study indicated that certain cohorts of undergraduate Faculty of Health students were ill-equipped to engage with healthcare providers and/or they felt unsupported with the management of their own health. Additionally, some students reported they had gaps in their knowledge of health literacy and/or did not necessarily have the skills to navigate the healthcare system effectively or be able to advocate for optimal healthcare. As future health professionals, it is important to be aware of and address these deficiencies in health literacy, which are apparent among students within the Faculty.

These findings show potential for curriculum innovation and integration of health literacy skills to enable our graduating students to be work-ready. Supporting health profession students in first year units to develop a foundation level of health literacy prior to engagement in work integrated learning will enhance their active learning experiences. This may be achieved by developing a health literacy resource constructively aligned to their curriculum which can be accessed by all health students. Reviewed curriculum to enhance student learning in healthcare environments is imperative as work-integrated learning is now integral to all Faculty of Health courses.

## References

Dixon, R. 2014. Exploring health literacy in tertiary students: an international study. The University of Auckland. Retrieved from <https://www.fmhs.auckland.ac.nz/en/faculty/health-literacy-project.html> .

Osborne, R.H., Batterham, R.W., Elsworth, G.R., Hawkins, M. & Buchbinder, R. 2013. The grounded psychometric development and initial validation of the Health Literacy Questionnaire (HLQ). *BMC Public Health*, 13(1), p.658.

## Pressure injury prevention: Australian Nursing students knowledge and attitudes

Curriculum Design for Degrees of Difference

### Authors

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Annette Saunders, School of Health Sciences  
Andrea Miller, School of Health Sciences  
Angela Jacques, Notre Dame University, Western Australia  
Sarah Ringsall, School of Health Sciences

### Presenters

Annette Saunders, Andrea Miller

### Abstract

Pressure injuries (PIs) significantly impact the quality of life of affected patients and continue to be a major financial burden on the healthcare system. Nurses are critical in preventing pressure injuries (Moore & Clarke 2011). Improved patient outcomes in terms of reduced rates of PIs, hospital days, morbidity and financial outputs have been directly related to healthcare workers' level of knowledge and positive attitudes toward PI prevention (Severens et al 2002). The aim of this study was to investigate Australian Bachelor of Nursing student attitudes and knowledge of PI prevention as part of a national, cross-sectional survey. Findings from the University of Tasmania nursing student cohort were examined, to enable further evolution of an evidence-based curriculum to support PI prevention early.

A convenience sample of undergraduate students were invited to participate in this ethics approved study. Under supervision, students (n= 472) completed a previously validated paper-based questionnaire. Descriptive analysis was undertaken using SPSS<sup>TM</sup> (Version 22). Findings indicated that whilst Tasmanian students have positive attitudes towards PI prevention, their knowledge of PI prevention is poor (mean score=55.4%). However, these scores are marginally higher than the knowledge score reported by other researchers using the same tool in Belgium (49.6%) (Beeckman et al 2011) and Italy (51%) (Simonetti et al 2013). These globally low scores indicate preventative care strategies in clinical practice may be undesirably affected.

In an effort to improve undergraduate students' knowledge of PI prevention, an online learning and teaching intervention was embedded into the 2017 first year nursing practice content. The 'Stop the Pressure' online learning tool was chosen because a 50% reduction in the incidence of new PIs was reported after introduction to raise awareness of healthcare professionals in eastern England (Banks 2015). The survey was repeated this semester and comparison with previous scores will be useful to evaluate the effectiveness of this intervention and provide direction for further improvement.

## References

- Banks, S., (2 July, 2015). Our journey towards elimination of avoidable pressure ulcers. *Healthcare conferences UK: Eliminating Avoidable Pressure Ulcers*, London. Accessed 20/10/2017  
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## Get PSYCHed – Psychology Students Yearning for Careers in Helping: an education program

### Innovative Teaching for Successful Graduates

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### Presenter

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### Abstract

Unlike other allied health training programs (e.g. nursing, medicine, pharmacy) which are oriented towards producing practice-ready professionals, the majority of students who major in psychology will not become a registered (and therefore practicing) psychologist (Bryan, Ranzijn, Balfour, & Jackman, 2012). The current training pathway to becoming a registered psychologist in Australia is a three-year undergraduate degree program (AQF level 7), followed by an honours-level year (AQF level 8), followed by either a Master's program (AQF level 9) or two years of supervised professional practice (Psychology Board of Australia, 2010). Although most students enrolling in a psychology major expect to become a practicing psychologist (Bryan, et al., 2012), the limited number of places in the Master of Clinical Psychology and Master of Professional Psychology at UTAS means that only a small number of students will become registered psychologists. Graduates not pursuing further training in professional psychology will often seek employment in applied mental health settings; however, the undergraduate psychology programs at UTAS (as indeed the majority of undergraduate psychology programs in Australia) do not incorporate work-integrated learning (WIL) principles, particularly in regards to applied counselling and intervention skills. Thus, this project involved developing and piloting a WIL program – Get PSYCHed. Get PSYCHed involved a combination of online modules, face-to-face workshops and mentoring within the discipline of psychology at UTAS. Participants

undertook modules on professional identity development, professional communication skills, ethical conduct and work readiness skills. The aim of the research was to evaluate Get PSYCHed in terms of its capacity to inform participants' decision-making and work readiness regarding future training and employment in the mental health workforce. Participants completed an online survey before and after completing Get PSYCHed. Results showed that Get PSYCHed enhanced readiness and confidence to work in the mental health workforce and engage in further training to do so.

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## SESSION 1 – SHOWCASE PRESENTATIONS

### ROOM 209, SOCIAL SCIENCES BUILDING

## Evaluating Police Studies programs: reconciling Academia and Academy

Advancing the Scholarship of Learning and Teaching

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### Presenters

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### Abstract

In 2017, Dr Isabelle Bartkowiak-Théron received a Teaching Development Grant from the University of Tasmania (UTAS). The overall purpose of this project was to document the evolution of the UTAS Police Studies discipline, and evaluate all UTAS Police Studies programs, which have known unprecedented student growth since 2014.

With the creation of several pathways toward professionalisation available to police officers across Tasmania, UTAS and Tasmania Police have sent a clear message worldwide. All Tasmanian police officers must acquire academic qualifications up to professional honours to progress through the police ranks. This has triggered the interest of Australian police commissioners and Australia New Zealand Police Advisory Agency (a joint initiative of Australian and New Zealand police commissioners, it partners with police jurisdictions, and identifies opportunities for improved performance that results in better community safety outcomes in Australia and New Zealand), and the attention of international policing scholars. Indeed, Tasmania became the international leader in police tertiary education in 2015 when the final subjects for a university-based accelerated program became available to serving police officers up to the rank of inspector.

Literature about police education documents the difficult relationship between academia and the police industry, but does not build on ways to improve the situation (Fleming, 2010; Murji, 2010; Prenzler et al, 2009). The initiatives in Tasmania are in stark contrast to established knowledge in policing scholarship. The full professionalisation process is certainly difficult to achieve but doable. Tasmania is now the pioneer in a field in which most scholars thought success was impossible, and we now have an opportunity to acquire much needed data and further build on this unprecedented success.

Since all (in-service) police study programs have been exempt from SETLs/eVALUate surveys since 2011, it is important to develop the necessary tools to evaluate all police studies programs (starting with the recruit course), and identify the strengths that have contributed to the success of police studies over the past 10 years.

This presentation reports on the identification of weaknesses and opportunities to help further improve on the development and delivery of all police studies programs, according to usual SWOT (strengths, weaknesses, opportunities, and threats) analysis. It provides an outlook on project methodology, and an analysis of results obtained so far. The presentation offers the insights of both academics and police educators in the evaluation of university programs designed for the profession, with suggestions to design evaluation protocols that provide broader, innovative perspectives on program evaluation, across disciplines and industry specialization. We provide this analysis against the backdrop of Tasmania setting itself as a standout case study in the midst of a body of critical and negative literature about police–academic partnerships.

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# Measuring student engagement and participation using learning analytics: A case study at the University of Tasmania

Advancing the Scholarship of Learning and Teaching

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## Abstract

In recent years there has been an increase in the use of Big Data analytics for educational purposes, driven by pressure faced by educational institutions towards performance management and student retention

(Beer, 2010) and facilitated by increasing use of the online environment, methodological developments and systems capabilities. One common form of Big Data analytics in higher education is learning analytics. Learning analytics applications are often used to build predictive models on student outcomes, to measure student engagement, or to identify at-risk students at an earlier stage (Rienties et al., 2016). The project is a case study to explore the use of Big Data and learning analytics to identify such patterns for Australian higher education, with the University of Tasmania as a starting point.

This project examines correlations between student engagement and participation and other factors, such as 1) the intended pedagogical design and 'blend' of the unit; 2) lecturers' and tutors' expectations and support; 3) student interactions with the lecturer, tutors and peers; 4) types of teaching materials/resources/activities available online; and 5) student results and evaluation. This project involved 18 sets of data from the online components of 10 units (two education units and eight ICT units, taught during the time 2013 to 2015). The collected data includes; the percentage of content completed, quizzes attempted, quizzes completed, discussion posts read, discussion posts created, discussion posts replied to, the length of time they stayed in the system, and students' grades.

To date, we have conducted two sets of preliminary analysis using Excel's statistical tool, the first set was done with a focus to understand how student engagement has changed over the three year period. In this preliminary analysis the numbers of messages posted or replied to in discussion boards were used as a dominant indicator of engagement. The analysis shows that high achieving students are the ones whose participation was the highest, although in the last two years the trend slightly changed. That is, students who failed the units became more active participants. This may indicate that the at-risk students were having more difficulty in understanding the contents, and that some changes in teaching patterns or support are required. The recently introduced practice of early detection of student's engagement via Student Engaging Activity (SEA) will support teaching teams directly with an early notification.

The second set of analysis was done with a focus on two of the ICT units, in which the enrolled cohorts overlap to a large extent. The analysis validates that features such as the number of visits to learning modules and users' interactions are important indicators of student learning performance and achievement. There are two key findings that emerged from this preliminary analysis. First, student interaction pattern remains broadly the same within the two units. Second, students access the teaching material more often if the unit is difficult or if it needed a higher level thinking or understanding. These findings will be further tested and validated with improved methods and larger data sets in later stages of the study.

The presentation will be a report of our exploratory study. We will present selected student and teacher interaction data and the analyses that have led to our interim findings. We will also discuss some limitations inherent in the data that is available at UTAS and then invite discussion about others' experiences and thoughts on learning analytics.

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# Task-oriented assessment for authentic learning in an introductory programming unit

Making a Difference for Students

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## Presenter

James Montgomery

## Abstract

This paper describes the implementation of a competency- and portfolio-based introductory programming unit KIT101 Programming Fundamentals at the University of Tasmania. Introductory programming units worldwide, including KIT101, are notorious for having relatively high failure rates, because programming requires students to apply new skills in an unfamiliar domain (Teague, 2015). The unit's redesign was driven by making a difference for students through the delivery of frequent formative assessment through portfolios, authentic learning experiences, and the opportunity for students to demonstrate pass-level competency or to extend themselves to attain a higher grade. The changes were modelled on recent work at Swinburne University of Technology, who devised an approach to portfolio-based assessment based on constructivist principles (Biggs, 1999) that could scale to large class sizes (Cain & Barbar, 2016; Cain, Grundy & Woodward, 2017; Renzella et al., 2016).

Prior to 2017 KIT101 employed a 'traditional' teaching pattern of formative computer lab tasks, two major assignments and a 60% final written exam. This approach was not effective for many students; assignments were daunting (despite provided guidance) and a written exam is an inauthentic way of measuring student programming ability. The new competency model presents students with a collection of smaller portfolio tasks which students complete in an authentic environment, with access to code editing tools and documentation, and then submit via MyLO. Tutors provide feedback on submitted work which students may revise until it is of an acceptable standard. Each task contributes to a particular grade, and students qualify for a grade by completing all tasks for that grade and those below. Pass-level tasks, which comprise two-thirds of all tasks, are highly scaffolded, while Credit and Distinction tasks hand greater responsibility to students, and the two HD tasks have students completing work of their own devising, with teaching staff guidance. By stratifying portfolio tasks struggling students can take more time to master fundamental skills without falling further behind. At the same time, the competency model gives confidence in the abilities of passing students.

The set of portfolio tasks was developed using Swinburne's unit as a guide and incorporating other recent changes to KIT101. Skills at the CR and DN levels were selected based on observations of student performance in different areas of the 2016 exam. Students submit code, screenshots and other documents to MyLO, where tutors assign a status indicating progress toward completion: *Redo/Resubmit* if further work is required, *Discuss*, or *Completed* when it has met the required standard. A suite of supporting documents and MyLO customisations were developed, including MyLO grading schemes that incorporate a glyph (text-based icon), status text and colour. Thus students focus on the work rather than the mark.

Repeating and new students appreciated the new design's ongoing feedback, opportunity to correct their mistakes, clear progression of tasks and accompanying course materials. Tutors with experience of the unit's earlier design observed improved student progress. Within the core BICT cohort, the 63% pass rate was the second highest in the last eleven Semester 1 deliveries (median 55%), while the 21% failure (NN) rate was the third lowest (median 26%); and the 14% absentee rate was equivalent to the long-term median. This first

delivery also identified targets for improvement, including additional mechanisms to keep students on track (enabling more students to pass), more efficient feedback from tutors, and an improved ePortfolio system that composes work submitted during semester into a single document.

While well-suited to teaching introductory programming, this competency-based approach would also benefit other skills-based, first-year and foundation units. The lessons learned in task selection and pacing, and in adapting MyLO to support this delivery, will help others wanting to implement a similar scheme in their unit.

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## SESSION 1 – SHOWCASE PRESENTATIONS

### ROOM 210, SOCIAL SCIENCES BUILDING

## Putting students at the fore of curriculum design in the Degrees of Difference

Curriculum Design for Degrees of Difference

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### Presenters

Jo-Anne Kelder, Joseph Crawford

### Abstract

#### Background

Applied Honours is a core component of the Tasmanian Education Model (Degrees of Difference). The Curriculum Change Leaders team established an Applied Honours Working Group (AHWG), comprising a broad range of academics, to articulate the details of Applied Honours and develop guidelines for staff

responsible for developing and implementing the Applied Honours curriculum in a course. In line with the University's commitment to Students as Partners, a consultation and engagement strategy was developed in consultation with the Students as Partners Fellow (Dr Wendy Green) and the Chair of the AHWG (Prof Justin Walls). The overall aim was to identify and understand student perspectives and expectations of a fourth year of study, in particular an applied honours. This presentation provides the background, method, and findings of a student survey and follow-up focus groups designed to:

- Understand the current perceived value and interest in undertaking an additional year of coursework, study, or research;
- Elicit what students know (or think they know) about the proposed applied honours;
- Identify general characteristics of an applied honours that are attractive/unattractive (learning experiences, employability impact, impact on learning, and issues that are a barrier);
- Identify students' perceptions about pros and cons of a fourth year of study (applied honours) vs seeking a job in relation to employability; and
- Elicit key characteristics that would make applied honours attractive.

### **Method**

The survey link and focus group invitation was sent via bulk email (18 September 2017) to all undergraduate students enrolled in a bachelor degree. Students were invited to complete an anonymous five minute survey about the 'applied honours' as a fourth year of study; and/or join a one-hour focus group to identify the pros and cons of what your ideal applied honours year would be like.

The survey questions included some demographic data (year of study, primary faculty of study, birth year, and primary campus {added at n=40}). Two 7-point Likert scale questions were used to test sentiment and perceived knowledge about the new Applied Honours program. A free text question tested actual knowledge. A sliding scale (1-100) question tested level of interest followed by a free text question to elicit factors that would increase interest.

The survey was closed after four days, 21st September, at n = 619 (in draw for a \$25 gift voucher incentive). The survey drew strong interest from students both quantitatively (n=619) and qualitatively (the majority of respondents answered free text questions). Over 100 students indicated willingness to be invited to participate in a focus group (\$25 gift voucher incentive) however, given the focus groups were scheduled for weeks 12 and 13, it was only expected that ten percent of these would be available.

The focus group activities were designed to take one hour and elicit rich data on pros and cons for students of job versus a fourth year of study and opinions on desirable learning experiences, expected impact on employability and learning as well as what would make applied honours unattractive.

### **Preliminary Findings**

The key findings relate to sentiment towards applied honours and knowledge about the proposed fourth year of study. Overall, the general sentiment towards the Applied Honours program, or an additional year of study more generally, students seemed to recognise and understand the potential benefits of the program. Students were not, however, as convinced that their time was better spent undertaking an additional coursework year. Questions testing students' knowledge about honours programs available at the University, and applied honours in particular, revealed lack of information surrounding the Applied Honours program and what it is likely to include. Qualitative responses testing perceived and actual knowledge revealed over half of respondents had no or minimal information. Around 20 responses highlighted misinformation, or partially correct understanding of what an applied honours involved. Around 25 respondents presented accurate information in their response.

Students' reported interest varied, indicating a variety of potential uptake in the Applied Honours program. However, on the average, when respondents were grouped as either likely to consider applied honours (or rating 50 and above) versus unlikely to consider the Applied Honours program (or a rating below 50), a vast majority appear to have interest.

Factors reported that would increase interest include: information, applied honours in professional awards alongside pathways to postgraduate study, nature of the learning experience (with work placements highly valued), financial support and reliable (guaranteed) employment opportunities and competitiveness. Analysis of focus group data has not been conducted at the time of submission, but the key preliminary findings will be reported at Teaching Matters Conference 2017.

## Design and delivery of a Global Masterclass in Horticulture

Curriculum Design for Degrees of Difference

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### Presenters

Alistair Gracie, Tina Acuña

### Abstract

The Masterclass in Horticultural Business is a new national program requested by and tailor made for Australian business managers and entrepreneurs in horticulture. The University of Tasmania has developed the Masterclass in collaboration with the internationally-recognised higher education providers, Wageningen University and Research (Netherlands) and Lincoln University (New Zealand). The Masterclass is externally funded through a \$3M nationally competitive grant from the Australian Government's Research and Development Corporation, Horticulture Innovation Australia, and builds on our strong links between teaching and research, development and extension in horticulture.

Building human resource capacity and leadership in production horticulture is of fundamental importance to the ongoing success and growth of the \$9 billion industry in Australia (Horticulture Innovation Australia, 2015). The horticultural workforce, however, is less engaged with formal training and education compared with the broader agricultural sector. The Masterclass, delivered as a new pre-tertiary qualification (Diploma in Horticultural Business) through University College, combines a strong understanding of horticulture production and business practices.

The integrative program has a basis in production horticulture with modules on, for example, supply chain management, logistics, law, and entrepreneurship. First offered in 2017, the program has attracted a range of industry professionals in horticulture from across Australia, supported by generous scholarships from Horticulture Innovation Australia as well as the vegetable, nursery and fruit and nut industries. Participants in the Masterclass have been selected on the basis of their current involvement in a horticultural business, a demonstrated drive for excellence and recommendations from industry players.

The design of the Masterclass for a national cohort of students necessitated online delivery that is highly-professional, flexible and relevant to people working in the horticulture industry to foster innovative and creative thinking and engagement among students. The contemporary and visually appealing graphic design package, Adobe Spark, is used to design and deliver the online content that consists of short video clips, interspersed with links to activities and resources. Intensive face-to-face workshops and field visits are provided for students in parallel with Work Integrated Learning (Patrick et al., 2008) offered through Practice and Portfolio subjects.

Module topics and assignments are designed to promote interaction of the participants with their staff (if they are business owners) or employers (if they work for a business owner). In this way, the students are applying learnings to their workplace, raising questions and stimulating discussions about Agribusiness. In their final assessment the participants prepare and present a business plan to their fellow students, academics, Horticulture Innovation Australia and leading industry representatives. This will be a lasting and high impact learning experience that consolidates the curriculum. Many students have provided feedback that they intend to put their business plan into action, applying it to their own businesses. In order to unlock the potential of individuals, the content of the Masterclass has been designed to be readily applicable and to encourage interaction and mentoring. In particular, three face-to-face sessions promotes experiential learning. The participants engage in an interactive workshop providing support on content, followed by tours of farms and businesses, with talks by keynote speakers

In summary, the high degree of industry engagement and endorsement as well as international collaboration in the design of the Masterclass is unique to the discipline of Horticulture. It is our vision that this Masterclass will develop a strong reputation and become internationally recognised and competitive. Our vision extends to the development of similar courses with other key agricultural industry bodies and Research and Development Corporations to position the University of Tasmania as Australia's premier provider of education and training for agriculture. This approach has the potential to be a 'blue-print' for the development and delivery of new Associate Degrees at University of Tasmania.

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# Reflective practice: key to enhancing online learning and dementia care practice for students at Foundation level in the Bachelor of Dementia Care

Curriculum Design for Degrees of Difference

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## Presenters

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## Abstract

The Bachelor of Dementia Care (BDC) at the University of Tasmania is a fully online course designed to develop specialised knowledge and skills to improve the quality of life for people with dementia. CAD001 Learning Online in Health Studies is a Foundation unit that equips students with fundamental technology

and academic skills to prepare them for their degree studies. At the start of Semesters 1 and 2 in 2017, students enrolled in CAD001 were invited to complete a survey about their backgrounds and aspirations to inform us of how to ensure the program addresses students' learning needs and expectations. According to the findings of the survey, most students enrolled in CAD001 are non-traditional learners who are mature-aged, new to online or university study, working full or part-time, and have experience of, or are currently involved in, working with or caring for someone with dementia. The findings help to explain the high attrition rates among foundation students in the BDC as they tend to face significant challenges, especially being exposed to a new learning environment. For these beginning BDC students categorised as at-risk adult learners, reflection upon their own learning experiences is recognised as potentially beneficial for both their ongoing study and care practice (Rogan & Wyllie, 2003; Grellier, Fisher & McKay, 2008; Bogo et al. 2016).

In CAD001, reflective practice is incorporated into the whole process of experientially-based learning in an online learning context. Specifically, Gibbs' reflective model (Gibbs, 1988) is chosen as a learning tool for students to reflect in a more structured manner, and also used as a teaching approach to systematic, structured feedback which prompts further development of students' reflective practice (Quinton & Smallbone, 2010). In preparation for the reflective essay on their professional practice in dementia care, a reflection exercise is designed for students to experiment with reflecting on their learning experiences as a new student to online learning, as opposed to the traditional face-to-face classroom. Students are given prompts derived from Gibbs' Reflective Cycle to facilitate their reflection process. The whole reflection exercise helps them engage in online discussions and learning processes from the beginning of a semester; and familiarises themselves with the Gibbs' reflective model to be well prepared for the reflective essay assessment task. Using the online discussion forum as a social learning space also allows students to receive timely feedback from their teacher and peers on discussion posts (Saltz, Hiltz, Turoff & Passerini, 2007). The teaching and learning materials together with the reflection exercise, aligned with intended learning outcomes, supports the universal design for the learning framework that acknowledges individual learning speeds and accessibilities (Rose & Meyer, 2002).

In CAD001, reflective practice has been proven to be a good practice for students, the instructor and course designer. Online courses are increasing rapidly to create more opportunities for adult learners to extend their education. It is expected that more and more matured-aged people will be able to join online university courses with their unique learning needs and experiences. Therefore, it is crucial to design a course where real-life experiences are used as a basis for new learning. This will ensure that students can engage in deep, active, and authentic learning, which can be beneficial personally, academically, and professionally.

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## Reaching out to Industry: an example of an educational partnership

Innovative Teaching for Successful Graduates

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### Presenters

Corinna Dwan, Tristan Ling

### Abstract

Since January 2012, the Unit for Medication Outcomes, Research and Education (UMORE), a Division of Pharmacy within the School of Medicine, in collaboration with Medicines Australia (MA), the peak representative body of the Australian Pharmaceutical Industry, has been responsible for the development, delivery, evaluation, and management of the Medicines Australia Continuing Education Program (CEP). This innovative program is designed to educate medical representatives across Australia and internationally to a recognised professional standard. The CEP combines the teaching and academic expertise of UTAS with MA's understanding of the needs and direction of the industry, to ensure that graduates provide Australian healthcare professionals with accurate, balanced information to enhance quality use of medicines.

Over the past five years the online program has educated over 6,143 students from 48 countries into approximately 10,000 program enrolments. Our students are adult learners with diverse educational backgrounds, in different professional roles, and predominantly in full-time employment requiring frequent travel. Our program is designed to meet the needs of this diverse student cohort and maximize success. We created a bespoke flexible online learning platform and a student management system to administer, support and manage student progression. In addition, comprehensive learning support strategies were developed such as: a helpdesk, available between 9am-5pm, 5 days per week; introductory video tutorials; automated email notifications; biannual newsletters; and support for a designated champion in each pharmaceutical company, whose role is to motivate and encourage student engagement.

As adult learners are goal-oriented and learn best when knowledge is presented in real-life context, learning goals are defined at the beginning of each module, tutorials with real-life examples and guided feedback are provided, and a reflective assignment is required to provide context and solidify learning (Cercone, 2008). Furthermore, as students like to learn in different ways, learning materials are provided in multiple modes including text, audio, audiovisual and a novel interactive 3D simulation.

All of the measures taken above to enhance student learning has resulted in exceptionally high completion rates, with only 3.6 per cent of students failing to complete and 96 per cent of students successfully passing their enrolled program with an overall student satisfaction rating of 99 per cent. This educational partnership has helped build networks with industry, increased visibility of UTAS industry-wide, and demonstrated the University's capacity to engage with industry and provide innovative courses that meet specific needs, both nationally and internationally.

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# Blended delivery of Seafarer competency courses: making the concept a reality through modern technologies and learning tools

Innovative Teaching for Successful Graduates

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## Presenters

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## Abstract

Maritime Education and Training (MET) is relatively complex compared to traditional education and training systems mainly due to space and time constraints experienced by seafarers. In addition, the diversity of the seafarers' educational backgrounds, field experience, and competence make MET even more challenging. Therefore, the traditional fixed-term, face-to-face delivery in university based education systems is not always the most suited for seafarers to develop their knowledge and competence to meet the needs of the maritime industry.

With the advancements in Information and Communication Technology (ICT) distance learning, especially targeting seafarers at sea is becoming an attractive alternative in MET. In recent times, advanced software programs, simulation tools, and associated hardware enable multi-mode distance learning options ranging from passive delivery of material to interactive audio-visual sessions. These tools have enabled education institutions to package and deliver a range of programmes, including those traditionally considered as 'must attend' within regulated Certificate of Competency courses, thus providing the flexibility that complements the life style of modern seafarers, as well as effectively promoting self-directed and self-paced learning.

These advantages come with challenges such as the extensive efforts required in the development of content, appropriate facilities, suitable assessment strategies, and channels of communication and feedback. The location and time separation between the instructors and students often hinders effective communication, which can be exacerbated if appropriate support is not arranged in advance with the ship owners and operators for the deployment and continuation of distance delivery programmes. These challenges need careful handling to ensure distance delivery of International Maritime Organisation (IMO), Standards of Training Certification and Watchkeeping (STCW) competence courses becomes a reality.

An example, specific to the Australian context, on the successful delivery of distance learning is the Math-Primer programme developed by the author that uses modern ICT facilities to prepare students with the necessary background in mathematics irrespective of their location or educational background. This innovative programme has grown in popularity across disciplines, with evidence clearly showing significant improvement of student competence and satisfaction. This paper outlines how the author effectively used modern ICT to develop and deliver this programme through a blended delivery mode. In addition, lessons

learnt in implementing this programme, associated challenges, possible solutions and expansion for future in to other areas of education are also discussed.

## Interdisciplinary online teaching and learning to examine sex crimes

Innovative Teaching for Successful Graduates

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### Presenters

Jeremy Prichard

### Abstract

Henry (2012: 76), among others, has underscored the need for interdisciplinary collaboration to tackle the “mega and complex problems” crime poses for society, warning against the “myopic” analyses that uni-disciplinary perspectives yield. While interdisciplinary research in crime is developing rapidly (Gonzalez & Akers, 2017), little attention has been paid to interdisciplinary teaching and learning – suggesting that undergraduates in crime-related disciplines are not being prepared for future research priorities.

This presentation discusses LAW658 Sex Crimes and Criminals, launched online in 2016. The unit presupposes the need for inter-disciplinarity because sex crimes are a “mega problem”; an estimated 1.83 million Australians have experienced at least one sexual crime since the age of 15 years. LAW658 incorporates teachers from multiple disciplines (vertical inter-disciplinarity) and students from different academic and professional backgrounds (horizontal inter-disciplinarity). Learning activities and formative assessment were designed to maximise peer teaching (Biggs & Tang, 2007). The presentation discusses apparent tensions between interdisciplinary learning and online delivery.

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## Making a difference through Photovoice

Making a Difference for Students

### Author

Susanne Becker, Wicking Dementia Research and Education Centre

### Presenter

Susanne Becker

### Abstract

This paper presents the method and outcomes of a 'photovoice project', designed as an assessment task in CAD306 Advanced Topics of Dementia Care, a third-year unit in the Bachelor of Dementia Care. Photovoice is a method where members of a community take photographs to record and reflect on an area of interest for that community, and which is then used to promote critical dialogue. The effect of this collaborative learning process can include personal or community level action and/or change.

During this project, fifty-five, third-year students functioned as members of a learning community and completed the Photovoice Project as an assessment task in the unit (weighted 40%). Students were required to take a photo that captured their perception of a challenge experienced by a person living with dementia who is from a seldom-heard group (for example, a person with dementia who is from a culturally and linguistically diverse background, is homeless, or lives in a rural and remote area). Students then wrote an accompanying narrative, detailing the meaning of their photo in relation to the topic, and posted both the photo and narrative on the group discussion board. Students were required to provide feedback on five of their peer's posts, to extend their own, and each other's understanding on the topic area. A critical reflection on their learning journey completed the assignment. The assessment task extended over an eight-week period in Semester 2, 2017.

The impact on learning was significant. Outcomes from this assessment task included students voicing a greater appreciation of the utility of discussion boards as a learning tool; increased collaboration between peers; greater appreciation of shared learning – via discussion board interaction; enthusiasm for, and extended understanding of the assessment topic area; and deeper learning from significant engagement with the task, peers and unit content. Student feedback demonstrated that this assessment task made a genuine difference to their learning. Evidence of effectiveness included peer feedback, lecturer-solicited feedback as well as unsolicited emails to the lecturer, and qualitative comments on the Unit eVALUate survey. Student comments demonstrated appreciation of the value and power of the photovoice method as a learning tool, discussion board interaction that led to new insights and understanding, and the opportunity for creative expression. The formative nature of the assignment allowed this new understanding to inform more in-depth evaluation of their learning, leading to nuanced reflection on their learning journey. Students also initiated compiling photos and narratives into a coffee-table book to celebrate their achievements through this assignment.

This session will be of interest to Course and Unit Coordinators wanting to hear the outcomes of a divergent assessment task that met intended learning outcomes. The task also revealed unintended learning outcomes which on reflection, demonstrated to staff and students the value of collaborative learning to create a rich learning experience that genuinely met course outcomes and graduate attributes.

# Interdisciplinary training and articulation in the creative arts: renewals and opportunities

Making a Difference for Students

## Authors

Meg Keating, School of Creative Arts

Toby Juliff, School of Creative Arts

## Presenters

Meg Keating, Toby Juliff

## Abstract

Following the Australian Council of Learned Academies (ACOLA) report into Graduate Research Training (2016), new National Innovation and Science Agenda (NISA) block-funding calculations for Research Training Programs (2015), and our own institutional strategic research plan (2014), we report back on the latest in HDR curriculum renewal at SOCA. This paper discusses the preparedness of our candidates to undertake collaborative and interdisciplinary research and the development of a new suite of methodological units and digital resources. This project takes a longitudinal approach in revising and renewing HDR training across the newly formed School of Creative Arts and its incorporation into the new College of Arts, Laws, and Education (CALE). Reflecting back on previous training opportunities, we saw the necessity in revitalising interdisciplinary training and reorienting our HDR units to align more closely with the broader national and institutional agendas. Taking an approach that encompasses curricula renewal at Associate, Undergraduate, and Honours level and the UTAS commitment to a four-year model of undergraduate degrees (University of Tasmania, 2016a), this renewal and commitment to co-produced knowledge creation, collaboration, industry responsiveness, and ethical preparedness is being established through a number of capstone unit changes and program strategies that seek to embed research challenges earlier than ever before, and establish a community of research that stretches from within and outside.

This presentation briefly discusses the renewal of FSA506 Creative Practice Research, a newly formed HDR training unit focussed on interdisciplinary research methodologies. Trialled in 2017, we hope to roll out this new unit to Research Masters and PhD candidates as an online unit in 2018, with the longer view of extending to Honours in 2019 and beyond.

Through a longitudinal approach towards curricula renewal across undergraduate, Honours, and HDR programmes, and the desire to establish applied and research pathways earlier and enabling articulation (Normore, 2014), we are taking the approach that collaborative practices and the co-production can be instrumentalised across every level at the University and that each level plays a vital role in building a resilient and responsive research community (University of Tasmania, 2016b).

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## Straddling both sides of the barbed-wire fence: enhancing the working student experience in online learning

### Making a Difference for Students

### Authors

Nazlee Siddiqui, Australian Institute of Health Service Management  
Ann Torugsa, Australian Institute of Health Service Management  
David Greenfield, Australian Institute of Health Service Management  
Kerryn Butler Henderson, Australian Institute of Health Service Management

### Presenter

Nazlee Siddiqui

### Abstract

Combining study and work during postgraduate education has become common practice in Australia. Enhancement of a student's work and study skill set is a complex challenge. While universities and employers promote universal skills (e.g. communication and collaboration), the situation becomes complicated when students require skills to undertake one role that needs critical reconsideration for the other. For example, assertiveness, a behavioural skill that can make an individual successful at work, but requires a different application in their studies (Greenhaus & Beutell, 1985). This study examines a method to enrich the learning experience of students who are working and studying simultaneously, exploring enhancement of students' work and study skills set.

The teaching practice in this study is grounded in theory of situated learning and social constructivism. The situated learning instructional approach requires two basic conditions: firstly, the knowledge and skills need to be acquired in an authentic context; and secondly, meaningful learning requires social interaction and collaboration (Creed et al., 2015). Social constructivism also advocates social interaction and collaboration, as well as the skills for critical thinking (Powell & Kalina, 2009). Accordingly, the teaching practice targets the enhancement of the skills for collaboration, critical thinking, and communication. The student learning and the work contexts typically value each of these skills.

The study followed a participatory action research approach, involving thirty-eight research participants: two academics in the teaching team, six recent graduates and thirty current students. The research incorporated one-to-one interviews and survey methods. First, the chief investigator developed a draft version of the teaching practice with insights from the literature and the two academics in the teaching team. Next, the teaching team and chief investigator interviewed the recent graduates individually, discussing and fine-tuning the teaching practice with feedback from the recent graduates. In Semester 1 2017, the teaching practice was applied to current students as an assessment task in a unit of study. This intervention involved

two to three students discussing answer to a given set of questions and posting a team response to the questions. This team exercise was online, requiring synchronous engagement during the team discussion and asynchronous engagement while writing the post. Finally, a survey, which included a mixture of closed and open-ended questions, was run on the current students to assess their experience with the teaching practice. Student participation in the survey was voluntary and confidential.

Comprehensive data analysis is in progress. Analysis of the interviews and the qualitative aspect of the survey involved thematic analysis: familiarising with the data, generating provisional codes for patterns, and arriving at themes through iterative process of contrast and comparisons of patterns (Braun & Clarke, 2006). The quantitative aspect of the survey was analysed using descriptive statistics. The interim analysis indicates mixed opinion regarding the effectiveness of the teaching practice in enhancing the student's skills that are beneficial for both the study and work contexts. Considerable differences between the opinion of the recent graduates and current students have been identified. The interim results support a recommendation for greater awareness about the similarities and differences between the skills of work and study.

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## Parallel Session 2 – 1.40-2.40pm

Abstracts listed by session and then room

### SESSION 2 – SHOWCASE PRESENTATIONS

#### STANLEY BURBURY LECTURE THEATRE

## A Decade of PASS at UTAS

Making a Difference for Students

### Authors

Jane Skalicky, Student Retention and Success  
Jennifer Kemp-Smith, Student Retention and Success  
Sally Fuglsang, Student Retention and Success

### Presenters

Jane Skalicky, Jennifer Kemp-Smith

### Abstract

Peer-Assisted Study Sessions (PASS) – also known as Supplemental Instruction and Peer-Assisted Learning – is a student-led, student-focused approach to academic learning support that has a long tradition in higher education institutions in Australia and around the world. It is a non-remedial program that most commonly targets core first year units, those that may be particularly challenging and that experience high failure rates, or any unit where supplemental peer-led communities of learning are sought. PASS is designed to provide students with opportunities to better understand the unit content (what to learn) and to develop academic study skills (how to learn) relevant to the particular discipline. The intent is not to reteach unit material but rather to promote learning through collaboration and discussion between students.

UTAS has for many years offered a number of effective approaches to supporting students academically and socially as they begin their studies at the University, such as university preparation programs, orientation and mentoring programs, and social engagement programs. The PASS program, which is housed within Student Retention and Success in the Academic Division, complements these other approaches by providing discipline-specific academic peer support to students, particularly those undertaking what are most often considered to be challenging or core units. PASS was first piloted at the University of Tasmania in Semester 1, 2007, and supported 3 units from across the Faculties of Arts, Health and Law. The positive outcomes of the pilot program, together with an increase in interest in the program from both staff and students across the University, led to the development and implementation of what is now the nationally and internationally renowned UTAS PASS Model together with a strategic framework for the growth of PASS which has enabled PASS to grow to support units across all Faculties and Institutes.

Since its inception in 2007, the quality and effectiveness of PASS at UTAS has been evaluated at the end of each semester with respect to three main areas: student attendance and engagement with the program, student academic and learning experience outcomes, and unit retention rates. A consistent finding is that students who attend PASS are more likely to achieve higher marks for the PASS unit and are less likely to fail or withdraw from the unit compared to students who do not attend PASS. Analysis of the PASS program over the past 5 years further shows that retention rates are higher for students who attend PASS than for students who do not, and highest for students who consistently attend PASS throughout the semester. In

addition, the program has been evaluated in terms of the leadership pathway and development opportunities that it provides for PASS Leaders and Mentors and also institutional factors such as sustainability, quality assurance and value for money. This presentation provides an overview of the first 10 years of the PASS program at UTAS, placing it first within a broader institutional context and then highlighting the growth of the program and its impact on students.

## Enhancing Indigenous Student Success in Higher Education

Making a Difference for Students

### Authors

Meegan Hall, Victoria University of Wellington, New Zealand

Michelle Trudgett, University of Technology, Sydney

Clair Andersen, Tasmanian Institute of Learning and Teaching – Panel Chair

### Presenters

**Undergraduate Success: Dr Meegan Hall**, Assistant Vice Chancellor (Mātauranga Māori), D.V.C. (Māori) Office; PHELT Programme Director, Centre for Academic Development Te Kōtuinga Mātauranga; Victoria University of Wellington, NZ.

Dr Meegan Hall is a Lecturer at the Centre for Academic Development in the Postgraduate Higher Education Learning and Teaching (PHELT) programme, and her research specialty is Māori academic development. It combines her interest in academic practice and higher education learning and teaching, with her doctoral work and ongoing research-led teaching in Māori Studies.

**Postgraduate Success: Professor Michelle Trudgett**, Professor of Indigenous Education & Director of the Centre for the Advancement of Indigenous Knowledges; Faculty of Arts & Social Sciences, University of Technology Sydney.

Professor Michelle Trudgett is an Indigenous scholar from the Wiradjuri Nation in New South Wales. Michelle has developed an international reputation as a leading Indigenous Australian scholar whose research provides considerable insight into the area of Indigenous participation in higher education, with a specific focus on the postgraduate sector. Her ARC funded research (in collaboration with Professor Susan Page and Dr Neil Harrison) seeks to create a model of best practice for the supervision of Indigenous doctoral students.

### Abstract

Since the 2012 Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People Report (Behrendt Review), there has been considerable focus within Australian universities on improving participation and outcomes for Indigenous Australians.

This is a timely and important presentation to showcase the important work required to gain parity in outcomes for Aboriginal and Torres Strait Islander peoples in higher education.

This session will highlight the importance of culture and provide insights into Maori student success in New Zealand universities and means to enhance post graduate studies for Australian Indigenous peoples.

There are three parts to the session. Firstly Dr Meegan Hall will present her work relating to Indigenous undergraduate success in New Zealand. Meegan uses both kaupapa Māori and Māori-centred methodologies to conduct research that examines Māori academic practice and Māori pedagogies, as well as supporting Māori student achievement in higher education.

Secondly Professor Michelle Trudgett will present on postgraduate Aboriginal and Torres Strait Islander student success in Australia. Michelle's research will provide insights to enhance Indigenous success in higher education through improved supervision.

Both will present some salient outcomes and suggest recommendations of relevance for Indigenous undergraduate and postgraduate success at UTAS.

Following the two presentations there will be opportunity to discuss possible approaches for UTAS, facilitated by Associate Professor Clair Andersen.

## SESSION 2 – SHOWCASE PRESENTATIONS

### ROOM 209, SOCIAL SCIENCES BUILDING

## Curriculum Evaluation Research framework and building SOTL capability

Advancing the Scholarship of Teaching and Learning

### Authors

Jo-Anne Kelder, Faculty of Health  
Andrea Carr, University College

### Presenters

Jo-Anne Kelder, Andrea Carr

### Abstract

This paper presents the Curriculum Evaluation Research (CER) Framework, providing a way of thinking with supporting resources. The CER framework facilitates teaching teams to organise routine data collection so that it is used to evidence activities that enhance curriculum and learning and promote effective teaching practices, and is also available for research purposes. The showcase describes the method for adopting and adapting the CER framework, and developing a course-wide ethics application to enable analysis of data and publishing findings in research publications. Philosophical and methodological underpinnings draw on work by Phillips, Kennedy & McNaught (2012) and Laurillard (2012).

The CER framework was developed using a design-based methodology, similar to action research. The iterative approach to designing and implementing the evaluation and research included regular review of resources developed and critical reflection on the philosophy and approach. The outcomes included conceptualisation of the CER framework and development of generic resources shared under a Creative Commons Attribution-Share Alike licence. Enabling features of the CER framework are philosophical and social. That is, philosophy of shared leadership (Pearce, 2004) and commitment to an ethical and scholarly approach to curriculum and teaching quality is critical for successful collaborative activity by academics. The method to establish a CER framework for a course curriculum is to develop an evaluation research plan for a course with an underpinning ethics application that includes undertakings for ethical management of the research.

The CER framework provides a structure and processes that can guide teaching teams to use a scholarly approach to routine quality improvement and assurance activities focused on course curriculum, and also deliver scholarship outcomes (peer reviewed publications; awards and grants). To date, the CER framework

has been taken up by several units and courses across the University of Tasmania, with varying outcomes. Additionally, five higher education institutions across Victoria and South Australia are collaborating with the authors to explore how to embed the CER framework in specific courses. Most recently, the West Australian Network for Dissemination (WAND) are exploring how to introduce, implement and embed it across the five Western Australia universities (Curtain University, Edith Cowan University, Murdoch, University of Notre Dame, and University of Western Australia).

Barriers to successful adoption of the CER framework include leadership required to develop a collegial teaching team culture with a distributed leadership model. Barriers to successful adaptation of the generic resources include ability to allocate time and resources to develop an evaluation and research plan, complete and obtain ethics approval for ongoing, course-wide data collection from students and staff members, establish the MyLO 'Research Room' that enables informed consent, and ability to have an independent third party to manage re-identifiable data (enabling data matched analysis).

This showcase presentation is relevant to academics wishing to embed scholarship into the activities they undertake when designing, delivering and assuring the quality of course and unit curriculum.

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## A scholarly approach to course review: developing a teaching cost to revenue metric and quality score

Advancing the Scholarship of Learning and Teaching

### Authors

Justin Walls, Faculty of Health  
Jo-Anne Kelder, Faculty of Health  
Andrea Carr, University College

## Presenters

Justin Walls, Andrea Carr, Jo-Anne Kelder

## Abstract

The University of Tasmania operates within a national context that has experienced significant change and uncertainty over the last decade. The Faculty of Health is the largest faculty at the University, with approximately 11,000 students, with over 20 bachelor degree courses. The student enrolment associated with these courses contributes substantial revenue to the University through a combination of student fees and government funding.

This presentation details a faculty-level response to the external pressures faced by the University of Tasmania and presents an approach that shows promise for optimising course quality whilst maximising course efficiency. The dimensions of *cost*, *revenue* and *quality* were selected as the three core components that impact efficiency and effectiveness of curriculum and teaching. Efficiency is aligned to cost and revenue while effectiveness is a quality-related construct. An assumption of the research was that these potentially antagonistic elements – cost, revenue and quality – must be kept in balance if courses are to be attractive to students (high quality) and financially viable.

Data collection and analysis spanned micro (unit), meso (course) and macro (Faculty) level. Revenue data consisted of annual teaching student enrolment numbers by unit of study, aggregated to course level. Cost data included academic and administrative staff costs; and student professional experience placement expenditure. A Teaching Revenue to Cost of delivery Ratio (TRCR) metric and course Quality Score metric was developed to enable comparisons of units and course performance.

The TRCR metric can be used to describe overall course profitability and allow comparison of units and courses. In addition, the TRCR can be used to identify course characteristics associated with revenue and cost patterns. The Quality Score is comprised of three sub-measures that are student focused (student progress, student satisfaction, graduate satisfaction). The method for calculating the Quality Score means that different sub-measures can be selected and used to derive a single score that can be plotted against the TRCR metric. Choice with respect to Quality Score sub-measures is important, as literature summarised from the “Student-Evaluation-of-Teaching” cluster (Steinhardt et al., 2017) raised methodological issues with the use of student evaluations of teaching, analysing problems of bias and validity and criticising their use as a “steering instrument” on the grounds of fairness (p. 227). Likewise, understanding the limitations of the sub-measures embedded in the Quality Score, means it is useful to consider trends over time, or that a low score can be used as a trigger for quality improvement.

Plotting the TRCR against a Quality Score allows a combined picture of efficiency and quality to emerge in an Efficiency-Quality Matrix. The longitudinal pattern of how related courses move through the Efficiency-Quality Matrix from year to year promises to give valuable insights into how one course is linked with another.

An outcome of the course review process, including the development of a method for constructing unitised course review reports, supported by explanatory narratives of course and unit coordinators, built the capacity of the Faculty for strategic planning. Further, the review identified issues with units and courses that could be immediately addressed and identified that included course design and course delivery characteristics that optimise both efficiency and effectiveness. The method is useful for evidence-based planning in an uncertain and resource-constrained operating context, thereby minimising risk and maximising opportunities.

# ‘We have ways of making you write’: building SOTL capability and culture at UTAS

Advancing the Scholarship of Learning and Teaching

## Authors

Steve Drew, Tasmanian Institute of Learning and Teaching  
Andrea Carr, University College  
Jo-Anne Kelder, Faculty of Health  
Justin Walls, Faculty of Health

## Presenters

Steve Drew, Andrea Carr, Jo-Anne Kelder

## Abstract

A desktop survey reveals a range of approaches, activities and tools to advancing scholarship at UTAS that function at different levels and with different scope for influencing teaching practice and supporting quality improvement outcomes. However, from a ‘systems’ perspective, the SOTL *outputs* of UTAS staff members are variable and it is demonstrably difficult for innovative staff members to achieve ‘engaged dissemination’ that positively impacts student learning. In particular, staff members’ interactions with institutional structures and processes for enabling SOTL is affected by the social contexts in which SOTL is developed and practiced: while pockets of SOTL and individual champions exist, their ability to connect for mutual benefit and dissemination is limited by time, context, disciplinary silos and a range of different factors and barriers that negatively affect broad-based capability development.

This paper presents a project and method for integrating existing activities into a set of scholarly processes that will enable individual academics to build skills and knowledge for engaging in SOTL. For example, there are institutional mechanisms such as the centrally provided Communities of Practice Initiative (COPI) and Peer Review of Teaching project. Faculty /College led initiatives include the 2015 project to adapt the Peer Assisted Teaching Scheme (PATS) for course-level curriculum, developing the Curriculum Evaluation Research (CER) framework and resources to enable teaching teams to ‘learn by doing’ the key elements of scholarship (identifying relevant questions; collecting data, analysing data to generate knowledge and disseminating through reports and publications). Additionally, in 2017, to provide opportunities for staff to develop specific skills and knowledge, the Faculty of Health has implemented a learning and teaching Professional Development Program of monthly talks with targeted follow-up workshops for teaching teams, shared cross-institutionally.

The SOTL capability and culture building project is designed to develop collaborative peer-led practices in the elements of scholarship (designing a research program, collecting and analysing data, publishing contributions to knowledge) applied in situated learning context (teaching teams monitoring and reporting on the performance of curriculum).

The goal of the project is to broaden and deepen UTAS academics’ engagement in SOTL, both quantitatively (the number of staff motivated and active in evidence-based teaching practices that enhance student learning experiences and outcomes) and qualitatively (levels of capability in scholarship, peer networks and communities of practice).

The project’s approach, to develop capability and enrich a culture of SOTL, is to use a method of appreciative inquiry (Bushe, 2013) and build upon UTAS’s strong history of supporting and disseminating learning and teaching innovations. In particular, the project seeks to connect and leverage our institutional value statements linking academic skills in learning and teaching, structures for engaging with colleagues in

scholarly endeavours, and articulated teaching performance expectations that require evidence of activities with impact for academic progression and ultimately promotion.

The intended outputs of the project are reflective of the developmental, appreciative inquiry approach taken. The project plan spans 24 months and the ultimate goal is for the authors to collaborate with the Institution for Learning in Higher Education (LiHE) to run an international book-chapter writing symposium hosted by the University of Tasmania, March 2019. To achieve a successful symposium, a program of developmental activities has been planned and are advertised to UTAS staff, beginning June 2017, building SOTL capabilities and practices skills that are valuable in their own right, and also will enable participation in the symposium. The invitational approach allows individuals to participate at whatever level and extent that is appropriate to their context and needs. The program of activities, implemented in a range of curriculum and teaching contexts, provides a situated learning opportunity for academics to develop and share scholarship in a supportive environment.

This presentation will provide information on the details of the SOTL capability building project and will be of interest to academics that are interested in engaging with a scholarship development process that leads to scholarly outputs (not just the symposium); contribute to collegial development of scholarly outputs and wishing to enhance their national/international reputation/profile for scholarship.

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## SESSION 2 – SHOWCASE PRESENTATIONS

### ROOM 210, SOCIAL SCIENCES BUILDING

## SIPS: refreshing perspectives on creative application of disciplinary knowledge

### Making a Difference for Students

## Authors

Millie Rooney, SIPS Coordinator, Infrastructure Services and Development

Rose Kling, Tasmanian School of Business and Economics

Tim Millbank, Tasmanian School of Business and Economics

Kim Beasy, Infrastructure Services and Development

Carmen Primo Perez, Infrastructure Services and Development

Corey Peterson, Infrastructure Services and Development

Kamal Singh, Infrastructure Services and Development

## Presenters

Millie Rooney, Rose Kling, Tim Millbank

## Abstract

Work Integrated Learning is more than an extra 'relevant experience' on a resume!

By working together, the Sustainability Integration Program for Students (SIPS) and the TSBE's Corporate Internship Program have not only provided rich experiential learning experiences for students but have delivered opportunities for students to consolidate learnings from their education.

Although SIPS and the TSBE Corporate Internship Programs utilise different internship models, both provide students at the University of Tasmania the opportunity to apply their skills and expand their learning through placements in real world workplace environments. Whilst these two programs are different in their aims and administration, they are particularly interesting, and successful, when working together. Since 2016 TSBE Corporate Interns have been placed within the sustainability team.

SIPS provides opportunities for students to do meaningful work progressing university sustainability goals. Students can either choose to base an in-class assignment on a particular university sustainability challenge, and receive support from the sustainability team and course credit for their assignment, or they can apply for a paid internship position. Paid interns assist the sustainability team to research, run and develop various sustainability programs and events.

The TSBE Corporate Internship Program places students into local businesses to gain real world work experiences. TSBE students from accounting, economics, management, and marketing disciplines are able to undertake internships, with the placement credited as part of their degree. Students apply for a suitable internship through our external partners' promotion of their projects published to the TSBE Corporate Internship portal. Many students have chosen projects advertised by the sustainability team. Previous sustainability projects have focused on a variety of outcomes, and some included; Cost Benefit Analysis for a potential solar array, Market Research into recycling signage, Life Cycle Analysis of carbon emissions from take away containers, and the development of a Sustainability Induction Module for staff and students.

Whilst the respective TSBE and SIPS intern projects provide students with significant opportunities for an insight into workplace environments and practical skills development; when the two programs combine, something remarkable happens. Previous interns provided the following feedback:

*"I think the internship provides an insight into how business works - specifically UTAS sustainability - lots of challenges in communication and time frame deadlines..."*

*"Really valuable - I hope it could be compulsory for everyone - I am glad that there is an opportunity for work placement - especially for international students - it helps us more as there are not the avenues for international students."*

*"It [Internship Placement] was the most positive experience of my academic studies."*

Most students who apply for SIPS internships, or choose to do SIPS in-class projects, have an interest and passion for sustainability. They are often seeking to gain work experience in an area they want to work in and, at the same time, wish to contribute to progressing the sustainability goals of the university.

TSBE internship students also choose internships in a similar manner, eager to apply their skills in experiences that are environmentally and socially significant. In some instances, students may also be initially unaware of the reach of sustainability. Often at the conclusion of a sustainability internship, students have not only gained a broader appreciation of the impact of sustainability on everyday life, on business practices and the global business arena, but as future leaders will take the message of sustainability into the world.

Over the course of the semester we have observed students learn about sustainability and the significance of sustainability in a global environment. We see students realise how important their new skills and knowledge will be for the future of all, and to understand how in-demand sustainability related skills will be for every workplace.

Students completing a combined TSBE and SIPS internship have articulated their realisation that the knowledge they have gained from discipline related education coupled with the application in a real world environment has enriched their perception of the world of work well above that which they had ever thought possible.

## Engaging students and teachers as partners in eVALUating learning

### Making a Difference for Students

### Authors

Cassandra Saunders, Strategy, Planning and Performance  
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Steven Collette, Strategy, Planning and Performance  
Nazlee Siddiqui, Tasmanian School of Business and Economics  
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Tracey McHugh, Faculty of Health  
Costa Papas, Faculty of Health  
Melanie Ross, College of Arts, Law and Education  
Dongqin Ruan, College of Arts, Law and Education

### Presenters

Cassandra Saunders, Melanie Ross

### Abstract

Universities have a long history of collecting student feedback on learning and teaching to enhance the quality of the student experience (Blackmore, 2009; Harvey & Williams, 2010). However, with the recently renewed focus on quality assurance across the higher education sector, student feedback is now considered a vital component of quality assurance processes, providing an opportunity to deepen student engagement and learning improvement.

In recent years, universities, both nationally and internationally, have achieved a functional proficiency with student feedback not previously possible, by moving away from traditional paper-based surveys to online evaluations. While this has led to a number of benefits, including, inter alia, reduced operational costs, greater flexibility, improved analytical and reporting efficiencies and environmental sustainability (Bennett & Nair, 2010; Bothell & Henderson, 2003; Dommeyer et al, 2004; Donovan, Mader, & Shinsky, 2007), the move to online delivery of student surveys has led to a reduction in response rates across many Australian universities. While reduced response rates continue to be recognised as a national challenge (Kinash et al, 2015), to date, research has tended to focus on building the capacity of institutions and teaching staff to encourage student responses to student surveys. Anecdotal evidence suggests that low response rates are directly related to a perception that student feedback is not acted upon (or not visible to students), however, there is a paucity of formal research regarding student perceptions of evaluation surveys, in particular, why their engagement with the surveys is generally low and what institutions can do to better engage students in the evaluation process.

Healey, Flint, & Harrington, (2014) have developed a 'Students as Partners' Framework', which positions students and academics as active collaborators, co-researchers and evidence-based change agents. Informed by this Framework, this project engages students from a diverse range of backgrounds and disciplines as research partners to explore current student perceptions of, and motivations for, completing student evaluations. The study's mixed-methods sequential explanatory design involved collecting and analysing quantitative and qualitative data using a combination of focus groups and a student survey. A team of five staff and seven students collaborated at each stage of the research from conception to instrument design, collection and analysis of data.

Preliminary findings indicate that email is students' preferred method to promote the surveys, followed by MyLO announcements and direct communication by teaching staff. Encouragingly, the main reason that students complete their surveys is that they recognise that their feedback is valued by academic staff. Reasons for students not completing their surveys included: too busy; feedback not valued; nothing needs to be changed in the unit; and, don't receive any direct benefit from providing feedback. There was strong support by students to be given the opportunity to provide formative feedback earlier in the semester. Informed by the overall findings, the student-staff team will co-develop resources, interventions and recommendations aimed at better engaging students in the evaluative process.

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# Conversations challenging assumptions in teaching and learning spaces

Making a difference for students

## Authors

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## Presenters

Craig Campbell, Mehrddad Heydari

## Abstract

### Background

As identified in the UTAS Student Experience Strategy (2016-2020) the initial transition experience through the first year of study is critical to student engagement and retention. This project focuses on ‘Pillar 5: Strengthen the partnership between students and the University through conversations, co-creation and celebration’ drawn from the First-Year Curriculum Principles (FYCPs) derived from the UTAS Student Experience Strategy (2016-2020) and transition pedagogy (Kift, Nelson, & Clarke, 2010). This project aims to improve first-year student engagement and retention specific to the UTAS Rozelle campus, Sydney by exploring how first-years engage with the university experience. It uses a Participatory Action Research (PAR) approach (Heron & Reason, 1997) where research impact is focused on change action rather than purely knowledge generation (Reason & Torbert, 2001).

The project seeks to move beyond student engagement as performance in terms of purely academic participation and success, to include issues of psychosocial wellbeing (Kahu & Nelson, 2017) and care (Barnacle & Dall’Alba, 2017). Partnerships were established between staff and students to identify and address issues arising for first-years, and facilitate collaboration to work on improvements to enhance their experience. The project is both individually transformative (staff and students) and builds the social capital of the institution and broader community (Smith, 2007).

### Research Design and Methods

This one-year Action Research project involves nine academics and ten first-year student volunteers from Nursing, Health and Community Care and Paramedicine. The data collection included a focus group with the students and two workshops attended by all participants.

We recorded each session and had recordings transcribed. The transcripts were analysed for core themes and subthemes. Data analysis of the focus group and workshop transcripts suggested emergence of three core themes important to the first year student experience: quality of interaction in teaching and learning;

lack of social and cultural activities; and lack of transparency and complexity in the admissions and enrolment process. Groups formed to explore and implement change action for each theme.

Eight academics and students participated in two small group dialogues. The goal of the dialogues were to gain a deeper understanding of the experience of the students' and academics' experience of T&L and identify actions for change.

### **This Presentation**

This presentation will explore in depth the design of the study, including data collection and analysis. The presentation will also present and discuss some of the key findings, some of which have challenged our assumptions and raised questions on quality of interaction in learning and teaching.

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## **SESSION 2 – SHOWCASE PRESENTATIONS**

### **ROOM 211, SOCIAL SCIENCES BUILDING**

## **Promoting self-regulated learning through feedback for nursing students completing formative online multiple-choice question tests**

Innovative Teaching for Successful Graduates

### **Authors**

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### **Presenter**

Richard Say

### **Abstract**

This project uses formative assessment theory (Sadler, 1989) to investigate how the design and feedback delivered in online quizzes can be used to encourage undergraduate nursing students to be more

collaborative, resourceful and deeper learners. It relates to the theme *Innovative Teaching for Successful Graduates* in that it explores unique ways of delivering formative online quizzes in order to promote attributes that are required in nursing practice.

Online quizzes are powerful learning tools (Buchanan, 2000; Wang, 2007). They are frequently used as a teaching and learning strategy for undergraduate nurses, and the reliance on online, automated learning tools is likely to increase owing to a multitude of associated pedagogical and administrative advantages. However, more research is required to understand how these tools can be used to prepare nursing students for the demands of practice.

Feedback is central to the effectiveness of formative assessment and, if used correctly, promotes self-regulated behaviour (Nicol & Macfarlane-Dick, 2006). This research tests a hypothesis that by limiting automated feedback delivered in online quizzes (score-only feedback), and encouraging peer feedback, students will be more likely to reflect on, evaluate and regulate their own learning.

This mixed-methods, quasi-experimental research aims to measure how feedback delivered in online formative quizzes can be used to promote collaboration, resourcefulness and deeper understanding of first-year nursing students at an Australian university. In phase 1, students receive score-only feedback at the end of completion of weekly, repeatable quizzes. Students in phase 2 receive itemised feedback and scores at the end of each quiz. Data collection includes surveys (self-rating collaboration, resourcefulness and satisfaction), focus groups, end of semester quiz scores and activity on an online discussion board. ANOVA testing will be used to measure non-parametric, between-group data. Thematic analysis will be used to interpret qualitative data. Key outcomes measured include reported and observed collaboration, resourcefulness and deeper learning.

Initial findings from phase 1 suggest that formative online quizzes encourage students to engage resourcefully and collaboratively in learning resources. More prescriptive feedback is well-received by students, however less prescriptive feedback may encourage learning approaches, such as resourcefulness and collaboration, that are conducive to deeper learning. Phase 2 data will be collected at the end of 2017.

This research will be of interest to educators who use online quizzes as learning tools. It will also hold interest for educators who have an interest in learning outcomes that extend beyond knowledge gain, such as self-regulated learning.

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# Online tools adapted from industry for teaching agricultural science at university

Innovative Teaching for Successful Graduates

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## Presenter

Tina Acuña

## Abstract

Agriculture is an important industry to the Australian economy, with farm production worth \$A63.8 billion in 2016-17 (ABARES, 2017). The future competitiveness of the sector in a global economy requires continual improvement in agricultural production that is underpinned by rapid technological change. Agricultural professionals with contemporary knowledge and skills are then critical to ensuring that these new practices are adopted in farm businesses. However, only 8% of the agricultural workforce has a tertiary qualification compared with 25% of the broader population (Parliament of Australia, 2012), with an estimated four jobs available for every tertiary agricultural graduate (Pratley & Acuña, 2015). Consequently, this raises two issues: firstly, that the learning outcomes of graduates from Australian universities reflects the technology and data needs of contemporary farming practice; secondly, that more students are encouraged to consider a future career in agriculture.

The SMARTfarm Learning Hub ('the Hub': <http://smartfarmhub.education/>) aims to address these issues by developing learning modules that use authentic farm data in a real industry technology learning system (RITLS). The Hub is a collaboration between seven universities (University of New England, University of Tasmania, University of Central Queensland, University of Southern Queensland, University of Melbourne, University of Sydney and New Mexico State University), each with a farm representing a varied range of agricultural enterprises and geographical locations (Cosby et al, 2017).

Here we report on the development and delivery of an RITLS based on the online decision support platform *Pasture.io*. Using real-time data from dairy farms in north-west Tasmania, the tool can assist users to understand the complex nature of pasture management and dairy feed rations. The tool allows users to explore both tactical (short-term) and strategic (long-term) on-farm decisions. Supporting resources include a lesson plan, video and notes for both students and teachers for a three-hour practical session, which was delivered in the unit KLA211 Pasture and Animal Science to 64 students in semester 2, 2017.

The RITLS module was evaluated as part of an action research cycle (McTaggart, 1991) providing research outcomes and feedback to improve the learning materials. Students were invited to complete a survey, consisting of Likert scale questions at the conclusion of the practical. Questions include whether the perceived the learning outcomes were achieved, engagement with the content and learning experience, the applicability of the learning module to future employment, ICT skills and their demographic details.

Student responses indicate that the majority (75%) regarded the practical improved their knowledge of contemporary issues in agriculture. Similarly, a high number of respondents (79%) agreed or strongly agreed that the practical helped them to understand how to select and apply an appropriate tool to solve an agricultural problem.

Student responses indicate that they believe the use of industry tools in teaching is important for their future career with 76% of respondents indicating they would use the knowledge derived from completing the *Pasture.io* practical in their future employment. This is consistent with only a small number of students (16%) identified as living on a rural property when not attending university; those who did tended to derive less knowledge from the practical, particularly if they were from a dairy farm.

The next steps for the project are to revise the practical for delivery in 2018 and, as appropriate, develop an assessable component aligned with the unit learning outcomes. Project partners have expressed an interest in using the *Pasture.io* practical in relevant courses.

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## The emotional impact of student feedback

Advancing the Scholarship of Learning and Teaching

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### Presenter

Andrea Adam

### Abstract

The literature on student evaluations of teaching (SET) is extensive and wide-ranging. There have been numerous studies investigating the validity of these evaluations and university teachers' attitudes and beliefs about the process. However, there has been very little research into how teachers *feel* about the feedback they receive. This appears to be an important question, given the potential impact of feedback on teachers' wellbeing, as well as on their use of feedback to guide teaching practice. The aim of this research was to investigate teachers' emotional reactions to student evaluations of teaching. Teaching staff ( $n=132$ ) from the University of Tasmania completed an online questionnaire, which asked about their thoughts and emotions when receiving formal eVALUate feedback from students, and any actions they take in response. Fredrickson's modified Differential Emotions Scale (mDES; (Fredrickson, Tugade, Waugh, & Larkin, 2003) was

used to collect information about the relative frequency with which particular positive and negative emotions were experienced in response to receiving student feedback. Overall, participants indicated that they experienced positive emotions (e.g., appreciation, encouragement, interest) more frequently in response to student feedback than they experienced negative emotions (e.g., anger, stress, sadness). The three most commonly reported positive emotions were experienced 'moderately' or more by at least-two-thirds of the participants. However, approximately one-quarter of participants also reported experiencing the top negative emotions relatively strongly ('moderately' or more). In combination, both the results from the mDES and participants' comments on open-ended questions suggest some student feedback can have a markedly negative impact on some of our teachers' emotional wellbeing. These findings have implications for the way in which teachers are supported to interpret and make use of student feedback on their teaching.

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## Integrating Research & Teaching: enhancing & extending the undergraduate experience

Making a Difference for Students

### Author

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### Presenter

Alex Bissember

### Abstract

Chemistry is an experimental science and the laboratory represents a cornerstone of chemical education. This core principle informs my approach to educating undergraduate Chemistry students. In my experience, providing students with exposure to fundamental research represents a crucial element in developing students' understanding of and appreciation for chemistry. This includes highlighting germane research developments in the classroom and providing undergraduates with the opportunity to directly contribute to research projects in the laboratory.

Consistent with this central philosophy, since joining UTAS Chemistry in 2013, I have incorporated cutting-edge developments from my research lab into the undergraduate chemistry curriculum. In collaboration with my colleague A/Prof Jason Smith, I incorporated a new approach to natural product extraction into the undergraduate chemistry curriculum. This is now a permanent feature of the lab experiments in Organic and Bioorganic Chemistry units KRA224 and KRA341. In 2016, we published one of these new experiments.<sup>1</sup> This work has already inspired the University of Sydney, University of Millersville (USA), and University College Dublin (Ireland) to incorporate this (or variations of this) new experiment into their undergraduate programs. I have also developed a new laboratory experiment for KRA342 Catalysis and Sustainable Reaction Processes, which represents one of the final tasks that undergraduates undertake before completing chemistry at UTAS. By design, this capstone learning experience also aims to simulate standard approaches and techniques that are employed to develop and optimize chemical reactions in the research laboratory.

In addition to redesigning and updating and the undergraduate chemistry laboratory program, I have also focused on integrating undergraduates into my research group and increasing the involvement of these students in research more generally. Prior to my arrival in UTAS Chemistry there was little undergraduate participation in research beyond the summer research program. Consequently, I have put considerable effort into improving this situation. Extending our interactions with undergraduates in this way enables us to enhance strategies aimed at improving the student experience and extends our ability to communicate (and demonstrate) the significance of fundamental research to undergraduates. I have noted its positive impact on student development and training and its role as an important mechanism for progression into Chemistry HDR programs. Since joining UTAS in 2013, I have supervised 9 undergraduate researchers and published 7 peer-reviewed original research papers featuring undergraduate co-authors.<sup>1-7</sup>

The above-mentioned developments and strategies aimed at enhancing and augmenting the undergraduate experience will be presented. The outcomes of these initiatives will be discussed from the perspective of both staff and students.

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## A new ‘creative commons’ in art and design learning and teaching: introducing Critical Practices via cross-state blended learning

### Making a Difference for Students

### Authors

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### Presenters

Toby Juliff, Maria Kunda, Wendy Fountain

### Abstract

Emerging from the renewal and 2017 re-launch of the Bachelor of Fine Arts (Hons), the new suite of *Critical Practices* units kicked off in Semester 1, radically re-configuring teaching approaches, staff roles, and delivery modes. At the core of this shift are new expectations and values for student learning outcomes within a co-created and technologically mediated culture of creating arts learning: one expression of the ‘art school 2.0’ that Baker (2009) envisioned for the sector. Through students’ better scaffolded and supported academic progression, we anticipate greater numbers of students will complete four years of higher education, in line with the University’s new Degrees of Difference curriculum framework (University of Tasmania, 2016). The introduction of *Critical Practices* has sought to make previously atomised and disconnected learning experiences integrated and engaging for students, and to enable teaching staff to critically share an array of previously compartmentalised studio and research practices. To illustrate, Critical Practices 1B (a 25% unit taught in Hobart and Inveresk) is described to students as introducing:

*“...[M]ethods used to describe, analyse and evaluate art and reflect on the discussions and debates that surround it in historical and contemporary terms. You will engage in reading, writing and making tasks which connect the field of creative production with major art historical methods and theories, important topical issues and broader cultural thematics. The purpose of the unit is to link these areas to contemporary creative practice and to understand*

*and reflect on them through the processes of making and discussing art”*  
(University of Tasmania, 2017).

In practice, this is necessitating a fluid and devolved approach with a greater number of teaching staff leading and developing smaller blended learning modules – expressed via three thematics per semester – that are organised and curated through unprecedented levels of teaching staff co-ordination, collaboration, and informal peer review; all mediated by online platforms including MyLO sandpits and Trello group spaces.

This showcase presentation focuses on the gap between our aspiration to achieve a ‘creative commons’ ethos in line with open educational practices (OEP) (e.g. Smyth, Bossu and Stagg, 2015), and the practical challenges arising from this ambitious approach. In response, we explored the capacity of the *Learning Object Repository* (LOR) [see <https://elibrary.utas.edu.au/lor/home.do> ] in Semester 2 to collate, index, share, and review the proliferating learning and teaching objects being used, or developed, within *Critical Practices*. While well-suited to facilitating peer review for co-teaching, the current iteration of the LOR posed particular challenges to a discipline which employs extensive use of third-party material (contemporary visual art, culture, and music).

We demonstrate our development of LOR support materials, exemplars, and standards for best practice that further OEP principles, distributed co-teaching teaching models, and compliance with relevant Australian copyright law, that – we hope – support and enable learners and teaching staff without compromising the quality and contemporaneity of the learning experience.

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## A 360-degree approach to evaluating WIL: creating meaningful experiences for students, sponsoring organisations, industry mentors and educators

### Making a Difference for Students

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## Presenters

Gemma Lewis, Belinda Williams

## Abstract

In January 2016, we commenced a UTAS Teaching Development Grant (Category A) with the aim of developing a 360-degree survey tool that could be used across different disciplines to evaluate the perceptions of all parties involved in a Work Integrated Learning (WIL) initiative. Part of the impetus for this research was our own desire to create meaningful and relevant WIL experiences for our students (namely undergraduates studying business). Despite there being tools for evaluating student learning outcomes and student perceptions (Elijido-Ten & Kloot 2015; Orrell, 2011), we identified there was a clear need for a holistic evaluation instrument, which collected 360-degree feedback and facilitated continuous improvement. After hosting a WIL expert, and reviewing relevant literature, our team designed a short online survey; comprising questions related to communication, support and resources, time commitment, student engagement and behaviour, each party's skills, and the extent to which the project enhanced a student's employment prospects and their academic performance. The survey also asked for open-ended comments and suggestions to improve future WIL projects. The distinctive feature of our survey is in evaluation of the WIL initiative from the perspectives of all participants in a project (i.e. students, sponsoring organisations, industry mentors and educators/academics). Thus, some questions are generic to each participant group, and others were tailored to that group's WIL experience.

After obtaining ethics approval, we piloted our survey in June 2016 with 49 respondents, who participated in the innovative BFA303 Auditing Social Enterprise project. Data from our pilot survey were analysed in relation to the design and implementation of the BFA303 WIL initiative. The results showed that overall, participants believed the initiative was valuable and should be further developed. Satisfaction of each participant group was very high, with 80% to 90% of respondents providing positive feedback on the project. The main areas for improvement were time and communication management, smaller student groups for better manageability, higher involvement of mentors in the project, and greater input of resources from both the university and sponsoring organisations. Respondents felt that the BFA303 WIL project had the potential to benefit all participants and should be expanded to other units and to an increased number of sponsoring organisations.

Since our pilot test, we have conducted follow-up interviews with 3 out of 9 respondents, and are currently obtaining feedback from UTAS academics, with the aim of formatively assessing the usefulness and functionality of our survey to different discipline and multidiscipline contexts. This process will enable us to refine our survey, and write its accompanying user-guide.

In our showcase presentation we will discuss the refined survey and user guide, alongside a newly developed interactive tool, which uses the survey data to depict a 360-degree representation of the project.

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### POSTER SESSION

### FOYER, UNIVERSITY CENTRE

## Developing a 360 degrees evaluation instrument for Work Integrated Learning projects

Curriculum Design for Degrees of Difference

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### Presenter

Stephen Allen

### Abstract

As a result of requests from an industry reference group of the Tasmanian School of Business and Economics (TSBE), for Accounting degree students to have 'work ready skills', a unique model for work integrated learning (WIL) was developed for the unit BFA303 Auditing. This model required teams of students across the State, to work in an organisation (not for profit social enterprises) in order to solve a particular auditing problem for the organisation. The WIL project had four participant groups: the organisations; the student teams; an industry mentor for each team; and the academic staff members. In order to evaluate the effectiveness of this WIL project, feedback from all four participant groups was needed. Moreover, the results of the survey needed to be displayed in a visual format that effectively evaluated the project from a three hundred and sixty degrees perspective. The poster illustrates the work in developing the survey instrument, final survey instrument product, and how it can be modified for use in any other similar WIL Project.

# A Peer Learning Circle to review and support pharmacology teaching across the Faculty of Health

Advancing the Scholarship of Learning and Teaching

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Barbara Wimmer, School of Medicine  
Mark Zasadny, School of Health Sciences

## Presenter

Bonnie Bereznicki

## Abstract

As the number of courses and student cohorts increase within the Faculty of Health, more academic staff are required to teach units across different disciplines. Pharmacology is taught across multiple health disciplines, including pharmacy, medicine, paramedicine and nursing. Our Peer Learning Circle includes pharmacology lecturers from each of these disciplines, and was established to share resources, experiences and learning and teaching issues. As part of this process we are undertaking a multidisciplinary peer review of pharmacology teaching. The goals of this peer review process were to:

- Learn about how pharmacology is taught to different cohorts and discipline;
- Receive feedback on our own teaching;
- Share resources, experiences and ideas;
- Provide feedback to unit and course coordinators;
- Inform unit/course refinement and development; and
- Meet Teaching Performance Expectations.

Using a template to guide us through a systematic peer review process, we have collected information about each unit from unit outlines and an observation of a teaching activity. An interview with each academic was also conducted to collect further information about the student cohort, the content and format of teaching activities, and individual teaching experiences. This process allowed for reflection, feedback on teaching practices, sharing resources and insights into how pharmacology is taught in different divisions across the Schools of Medicine and Health Sciences. This will pave the way for strengthening teaching practice in the pharmacology curriculum and building a sense of community, peer collaboration and resources within the Faculty of Health.

## Daylight is coming

Making a Difference for Students

### Author

Leah Chandler, IT Services

### Presenter

Leah Chandler, Rebecca Foweraker, Carolyn Stagg

### Abstract

More than 1000 units in semesters 1 & 2 each year use the Brightspace Learning Management System (LMS) often referred to as MyLO. With the blended learning model framework from the TELT whitepaper (Brown, Kregor & Williams, 2013) ramping up levels from Semester 1, 2018 this number is likely to increase and be representative of nearly 100% of all units taught each semester. The LMS is getting a major facelift this December that will impact all staff and students who use the system. This new user interface and improved user experience is referred to as *Daylight* and provides users with a responsive experience regardless of the technology or device used to access the system.

With Daylight fast approaching, now is the time to look at what Daylight is and how it will impact teaching and learning in the years to come through the introduction of a new mobile friendly interface, some new and exciting features, and redesigns of old ones. This poster presentation will highlight for staff the major changes to the system and how they can leverage the new design to create units that are more visually appealing and keep students engaged for longer and provide an opportunity for staff who have not yet experienced the Daylight interface to get to try it out and talk to support staff about any questions they may have.

### References

Brown, N., Kregor, G., & Williams, G. (2013). Technology enhanced learning and teaching white paper. Hobart: University of Tasmania. Retrieved from [http://www.teaching-learning.utas.edu.au/\\_\\_data/assets/pdf\\_file/0020/439013/Technology-Enhanced-Learning-and-Teaching-White-Paper-Academic-Senate-15-November-2013.pdf](http://www.teaching-learning.utas.edu.au/__data/assets/pdf_file/0020/439013/Technology-Enhanced-Learning-and-Teaching-White-Paper-Academic-Senate-15-November-2013.pdf)

## Supporting academics supporting students: the new Student Retention and Success website

Making a Difference for Students

### Authors

Jane Skalicky, Student Retention and Success

Julia Carew, Student Retention and Success

Casey Crouch, Student Retention and Success

James Chester, Student Retention and Success

Kristin Warr-Pedersen, Student Retention and Success

## Presenters

Jane Skalicky, Julia Carew and Kristin Warr-Pedersen

## Abstract

Student Retention and Success at UTAS provides a range of integrated services, programs, and other initiatives to support students in their transition to university and to enhance their academic, personal and career development throughout the university lifecycle. As part of the Student Experience portfolio, Student Retention and Success also works closely with College, Faculty and Institute staff to enhance student engagement and academic progression and to assist academic staff in their support of students. This presentation showcases the recently developed Student Retention and Success Staff Support website created specifically to support and guide College, Faculty and Institute staff and explore ways in which staff can collaborate with the SRS team to enhance student outcomes.

On an individual level, the website assists staff to navigate the student support, development and extension opportunities offered by Student Retention and Success (e.g., academic study skills support, language and literacy development, peer-based learning, career development and employment, personal counselling, VCLP, B.Philosophy) and refer them to appropriate resources based on the inquiries or issues that students are encountering.

On a strategic level, the website assists staff to identify the most appropriate people and programs to collaborate with in order to enhance the student experience and address patterns affecting the academic success, retention, wellbeing and employability of students within courses and units, particularly where students at risk of failure and/or disengagement is identified.

In line with the key focus areas of Student Retention and Success, the site is first navigated through the three broad themes of Academic Success, Wellbeing and Employability. Once staff have identified their main area of interest they can then drill down to the appropriate referral points (Where to Refer Students) or collaborative opportunities (Collaborate with Us) aimed at assisting students in that theme area. There are also links in the site referring staff directly to the information relating to other Student Experience portfolio areas such as Riawunna, Residences, UniGym, UTASLife, and a range of Student Services and Ask Us resources.

## Student and staff perceptions of OSCE-based assessment in postgraduate psychology training programs

Innovative Teaching for Successful Graduates

### Authors

Mandy Matthewson, School of Medicine – Psychology  
Kimberley Norris, School of Medicine – Psychology  
Leesa van Neikerk, School of Medicine – Psychology  
Raimondo Bruno, School of Medicine – Psychology  
Jenn Scott, School of Medicine – Psychology  
Andrea Carr, University College

### Presenter

Mandy Matthewson

## Abstract

The Psychology Postgraduate Program Teaching Team piloted the first objective structured clinical examination in Psychology (OSCE-P). The OSCE (Objective Structured Clinical Examination) is a common assessment practice in medicine, however, this approach to assessment is relatively new in Psychology. This study examined students' and staff perceptions of the OSCE-P. A focus group of Masters of Clinical Psychology students was conducted after the OSCE-P to explore students' view of the OSCE-P. Five themes emerged from the focus group: (1) the OSCE-P had strong face validity; (2) the OSCE-P encouraged further skills practice; (3) the rooms used for the OSCE-P were inadequate; (4) the students felt they were given insufficient information about the process prior to the OSCE-P; and (5) the OSCE-P triggered much anxiety. The postgraduate teaching team formed a peer learning circle and regularly met to reflect on the process of implementing the OSCE-P. A summary of these reflections is provided using Gibb's (1988) self-reflective cycle. In summary, staff considered the OSCE-P a positive, engaging assessment method that assists in decisions regarding students' safety to practice.

## References

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford: Oxford Further Education Unit.

## Meeting student needs through MyLO: associations between engagement mode, prior learning and unit results?

### Making a Difference for Students

## Authors

James Fell, School of Health Sciences  
Tracy Douglas, School of Health Sciences  
Janine Tarr, School of Health Sciences

## Presenter

James Fell

## Abstract

With the evolution of teaching technologies, units of study increasingly offer multiple modes by which students can engage with the same content. One consequence of this is reduced student attendance at face-to-face lectures and academics weighing up the worth of this traditional teaching mode. However, in CXA237 Exercise Physiology and Nutrition, students have historically opposed the removal of face-to-face lectures when surveyed via eVALUate.

In this unit, face-to-face lecture attendance has decreased in recent years; however, there does not appear to have been a proportionate increase in engagement with recorded lecture content. This suggests that some students rely entirely on their text book and/or alternative content engagement, such as the Peer Assisted Study Scheme (PASS), to enhance learning. This raises questions as to what mode of engagement may influence enhanced results in CXA237 and, if prior physiology learning experiences influence student choice of engagement modalities.

This poster will present data related to student engagement in CXA237, the fourth unit in a core stream of units of study in human physiology. Through collecting results in pre-requisite units, lecture attendance,

PASS attendance and recorded lecture engagement, a multivariate analysis will be presented with the final grade in CXA237 as the dependent variable. The aim of this study was to investigate how overall results in CXA237 might be influenced by previous unit results, mode and magnitude of content engagement in the unit.

## The Performance of Teaching: creative, engaging and effective presentations online

Making a Difference for Students

### Authors

Megan Quentin-Baxter, School of Education  
Greg Oates, School of Education  
Jennifer Masters, School of Education  
Jamie Dobbs, School of Education  
Heather Monkhouse, College of Arts, Law and Education  
Shuhong Chai, Australian Maritime College  
Andrew Seen, Faculty of Science, Engineering and Technology  
Andrea Carr, University College

### Presenter

Megan Quentin-Baxter

### Abstract

This presentation describes the work of a cross-institutional collaboration, funded by the Career Development Scholarship Scheme, around staff development for the *Performance of Teaching: Creative, Engaging and Effective Presentations Online*. It reports the outcome of two one-day workshops facilitated by an expert in performance training Barbara Warren of *Dramatic Difference Training*. (<http://www.dramaticdifferencetraining.com.au>), hosted by UTAS.

Improving high impact online learning has been highlighted as a priority in the Blended Learning Model 1-5 Framework (2015) in order to 'make a difference for students'. Benefits were intended to reach between 60-80 participating colleagues from across the University who have an interest in developing and improving their online presentation skills and performance, with diverse teaching and research perspectives. Management of the project involves a collaboration between academic and professional leaders from School of Education and CALE, AMC, SET and the University College.

A full-day workshop emphasising 'presence', clarity and impact, and developing ourselves as authentic expressive presenters with opportunities for breakout, and to practise creating video/audio is scheduled for 8-9 November in the Stanley Burbury Lecture Theatre (Hobart) and Sir Raymond Ferrall Centre (Launceston). The workshops will cover a whole range of activities, including performance, the need for high quality (and high volume) audio, how to do 'talking heads', transcriptions and handouts.

The School of Education eLearning support officers pre-recorded some example materials as support resources for participants in preparation for the main workshop and all of the sessions were recorded during the workshops (sharing is subject to participant permission). A website with all the resources, and linking to other resources, is available, however the main benefit is from attending this highly interactive and hands-on workshop.

Acknowledgements: With thanks to the Career Development Scholarship Committee, UTAS.

## References

Tasmanian Institute for Learning and Teaching (2015). *Blended learning model 1-5 framework*. University of Tasmania. Retrieved from <https://mylo.utas.edu.au/d2l/lor/viewer/viewFile.d2lfile/7843/89964,3/>

# HyFlex for Physical Science

## Making a Difference for Students

### Author

Susan Turland, School of Physical Sciences

### Presenter

Susan Turland

### Abstract

Incorporating not only blended learning but also transferable modes of study (HyFlex model; Miller, Risser & Griffiths, 2013) for students undertaking a chemistry unit has not occurred at UTAS until the redevelopment of the introductory unit KRA161 Chemistry for Life Sciences.

To make a difference for students an off-campus offering of this unit was considered so more students could undertake this unit from a wider variety of courses, but it was decided that the HyFlex model would provide greater learning opportunities. Adopting some flipped classroom properties and building a more interactive online presence allowed the face-to-face on-campus (tutorial rooms and lecture theatre) and on-line sessions (web-conferencing) to be equivalent. This allowed students to choose how and when they attended these sessions. A variety of laboratory session times and modes were also organized. These included continuing with weekly sessions and adding a laboratory workshop at the end of semester. This allowed the number of study modes to increase from one (on-campus only) to eight variations, not including the ad-hoc changes during semester. This was achieved without changing the number of hours face-to-face for the instructor.

This did make a difference for students – opening study up to students from any location where at least one student undertook each mode of study, and some students that had a significant event occur that interrupted their study were able to catch-up and successfully complete the unit. This poster will explore in detail this innovative blended learning design for unit KRA161 Chemistry for Life Sciences, including the varied study modes.

## References

Miller, J.B., Risser, M.D, Griffiths, R.P., Student choice, instructor flexibility: moving beyond the blended instructional model', *Issues and Trends in Educational Technology* 1, 1, May 2013. Retrieved from <https://journals.uair.arizona.edu/index.php/itet/article/view/16464> on 4/11/17.

## University College: creating opportunities for students

### Exhibitor

Andrea Carr

Established in 2016, the aim of University College is to raise the level of higher education attainment in Tasmania. As an academic unit of the University of Tasmania, University College offers a range of innovative and flexible programs, which cater for students who may have thought higher education was out of their reach. These programs are pathways to University of Tasmania bachelor degrees or can provide the knowledge and qualifications to enter directly into industry.

Our range of courses are:

- focused on the student experience, teaching, learning and support
- delivered flexibly to provide easier access for students in regional areas
- developed using the latest approaches to digital technology
- innovative in the learning approach, equipping graduates with academic knowledge as well as practical skills
- a pathway to enter higher education for students who may not have considered this a possibility.

Upon graduation, University College students are commercially aware, technically competent, creative, and equipped for life-long learning.

University College is passionate about providing a high quality educational experience. By embedding hands-on and work integrated learning opportunities in many of our programs, we are ensuring that students are work-ready when they graduate, or ready to take the next step in achieving their educational goals.

University College programs are delivered in blended modes across three University of Tasmania campuses – Sandy Bay, Newnham and Cradle Coast.

# University of Tasmania Teaching Awards

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

Congratulations to the recipients of this year's Vice-Chancellor's Awards, and Citations for Outstanding Contributions to Student Learning.

## Vice-Chancellor's Awards

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

Dr Alexander Bissember  
School of Physical Sciences

### Vice-Chancellor's Award for Learning and Teaching Programs:

#### ***Career Mentor Program***

Dr Julie Preston, Mr Alastair Lee, Mrs Kathy Hoare, and Mrs Brigid Wilkinson  
Student Leadership, Career Development and Employment

#### ***UMORE Medicines Australia CEP Team***

Dr Corinna Dwan, Dr Tristan Ling, Dr Ivan Bindoff, Mr Peter Gee, Ms Breeanna Rayner, Professor Gregory Peterson, Associate Professor Luke Bereznicki, Mr Paul McClarron, and Dr Nicole Bye  
School of Medicine

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

Prof Justin Walls  
Faculty Office, Health

## Citations for Outstanding Contributions to Student Learning

Recipients	Citation
Dr Janet Dymont School of Education	For outstanding innovation in web conference pedagogies that promote professional learning communities and scholarly teacher inquiry in online teacher education.
Dr Jo-Anne Kelder Faculty Office, Health	For enabling, leading and inspiring academics to provide high quality curriculum that is relevant to students, assures learning outcomes and is underpinned by scholarship.
Prof Rob White School of Social Sciences	For establishment and development of the first-ever criminology program in Tasmania, interacting with and positively contributing to the criminal justice system in this State.
Dr Si Fan, Ms Michelle Hinds, Mr Ross Belbin, and Ms Katia Duff School of Education	For sustained commitment to providing supportive and engaging experiences for pre-service teachers in an undergraduate teacher education program.

# Australian Awards for University Teaching

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

Congratulations to the following recipients of National Citations for Outstanding Contributions to Student Learning.

## Citations for Outstanding Contributions to Student Learning



From left to right: Ms Nicole Herbert, Dr Darren Pullen, Prof Rob White, Prof David Sadler, Prof Noel Frankham

Recipients	Citation
Ms Nicole Herbert School of Engineering and ICT	For leading the design, development and delivery of an industry-engaged curriculum that integrates professionalism with technical skills to enhance the employability of ICT graduates.
Dr Darren Pullen School of Education	For, continuously inspiring student self-growth and learning through independent problem-based learning strategies that enable students to become the educators that they aspire to be.
Prof Rob White School of Social Sciences	For establishment and development of the first-ever criminology program in Tasmania, interacting with and positively contributing to the criminal justice system in this State.

# Higher Education Academy Fellowships

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

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

The following people have been recognised with HEA fellowship in Semester 2, 2016 and Semester 1, 2017.

## **Fellows:**

William Baker  
Seeta Jaikaran-Doe  
Sarah Lyden

## **Associate Fellows:**

Lori Abell  
Rajendra Adhikari  
Karen Alexander  
Maria Ambartsumova  
Imran Anjum  
Syed Fahad Ashraf  
Susan Collins  
Andrew Dickinson  
Anne Heath  
Hsien Hooi Lee  
Danijela Ivkovic  
Kim Jose  
Javed Mahmood  
Emma Lea  
Kenneth Lee  
Pengei Liu  
Sarah Low  
Halyna Pavlyshyn  
Wendy Quinn  
Buddhika Sembukutti Vidanelage  
Karen Stafford  
David Taylor  
Li Shean Toh  
Vera Zhang

