



Teaching



Matters

2010

# Cultures of Learning

 24<sup>th</sup> and 25<sup>th</sup> November, 2010  
Newnham Campus  
University of Tasmania

## Supporting Organisations

Saltz Café Restaurant is the first stage of an ambitious development to refurbish and revitalise what was the AMC Recreational Centre as a hub and social centre for the Newnham Campus. Saltz has been transformed into a contemporary dining and meeting place for: on-campus residents, UTAS and AMC staff and students, and visitors from the wider community.

Managed by UTAS Accommodation Services and operated in partnership with Scolarest, a large international hospitality company, Saltz is another example of UTAS commitment to provide the highest level of services to its students and residents.



The Co-op Bookshop was established by students in 1958 at the University of Sydney and has grown to become the largest provider of educational, professional and lifelong learning resources in Australia. With over 40 branches across Australia, numerous additional services and more than one million members, the Co-op is more than just a bookshop.

SecondBite is a dynamic, not-for-profit organisation committed to making a positive difference to people by sourcing quality surplus fresh food that would otherwise go to waste and re-distributing it to agencies and people in need in Tasmania and Victoria. Surplus food from Teaching Matters 2010 will be redistributed by SecondBite.



IT Resources works with faculty, academic and administrative staff to incorporate technology into the teaching and learning, academic and administration environments at UTAS.

## Organising committee

Teaching Matters 2010 has been organised by the following Centre for the Advancement of Learning and Teaching (CALT) staff:

Conference convenors: **Dr. Sharon Thomas** and **Dr. Douglas Colbeck**.

Conference administration staff: Natalie Edwards and Sharon Tristram.

The organising committee wishes to thank all CALT staff for their contribution to Teaching Matters 2010.



**Centre for the Advancement of Learning and Teaching (CALT)**

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# Contents

Welcome	5
General information	6
Program overview	7
Keynote speaker	11
Citations and awards	15
Presentation abstracts	16
Poster abstracts	32
Campus map	35

## Conference Wireless Network Details

Network Name (SSID): **UConference**

Password: **2BorN2B11**



# Welcome to 2010 Teaching Matters

## Acknowledgement of country

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

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

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

## From the Vice-Chancellor

Dear Colleagues

It is a great pleasure to welcome you to the 2010 Teaching Matters Conference. Each year Teaching Matters provides the opportunity for us to focus on teaching and learning 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 UTAS student experience.

This year our keynote speaker is Professor Henry Reynolds, eminent Australian historian and writer. Professor Reynolds's primary research interest has been the history of Aboriginal-white relations in Australia. He has argued for justice for Aboriginal land rights and his oral history work with Eddie Mabo contributed to the Australian High Court's recognition of land rights.

Other guest presenters include Dr Fiona Hill (archaeologist and anthropologist who has lectured at several Victorian universities and has spent the past 25 years visiting most of the Arab region, and researching and consulting professionally in Syria, Libya, the UAE, Kuwait and Saudi Arabia) and Associate Professor Betty Leask (ALTC Fellow - Internationalisation). On behalf of the University I would like to sincerely thank Professor Reynolds, Dr Hill and Associate Professor Leask for their valued contribution to Teaching Matters.

Teaching Matters is also the forum at which we recognise exceptional teaching staff. I would like to extend my warmest congratulations to winners of the Vice-Chancellor's Awards for Outstanding Contributions to Teaching and Learning, and to the winners of the Australian Learning and Teaching Council Citations for Outstanding Contributions to Student Learning.

Warm regards

Professor Daryl Le Grew  
Vice-Chancellor



## General Information

### Conference Identification & Lanyards

All delegates will receive a Teaching Matters 2010 lanyard and named identification pass on registration, along with workshop admission slips (where applicable). The Centre for the Advancement of Learning and Teaching (CALT) administration staff will have clearly identified yellow identification passes. Please feel free to ask them any questions about the conference or other CALT activities.

### Lunch and Refreshments

Refreshment on arrival, morning teas and afternoon teas will be provided primarily within the foyer area of the Sir Raymond Ferrall Centre. Lunch will be catered by SALTZ at the Willow Court BBQ facility (weather permitting) which is part of the Australian Maritime College Complex, and a gentle 5 minute stroll from the Sir Raymond Ferrall Centre.

Those workshop activities being conducted away from the Sir Raymond Ferrall centre will all have refreshment made available nearby to the workshop facility.

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

### Special dietary requirements

If you have advised the organisers of a special dietary requirement, this information has been forwarded to SALTZ. Gluten free, vegetarian, vegan and halal meals will be clearly identified and SALTZ staff will assist you to obtain your meal as well as any other dietary requirements you may have.

### Personal facilities

The Sir Raymond Ferrall Centre personal facilities are located just off the main foyer area, and other personal facilities around the Newnham Campus are clearly signed for your convenience.

### Computer access

Computers in the Sir Raymond Ferrall Centre and the Library Learning Hub are available to UTAS staff. There are several hotspots around the Newnham Campus where staff may also connect to the dedicated Teaching Matters Conference wireless service with their own laptops.

#### Conference Wireless Network Details

Network Name (SSID): **UConference**

Password: **2BorN2B11**

### Refereed conference papers

Refereed conference papers from Teaching Matters 2010 will be made available in the Teaching Matters online publication. The online publication of Teaching Matters aims to provide a forum for educators to describe effective and innovative teaching practice in the higher education environment and to communicate their teaching and learning in a scholarly way.

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

## Program overview – Wednesday, 24<sup>th</sup> of November 2010

venue/time	Lecture Theatre 5		
13:00 – 13:30	<b>SLIMS - an overview for academic staff</b> <i>Nigel Ewan and Amanda Bachinger</i>		
13:30 – 13:45	Short Break to allow delegates to move to other workshops		
venue/time	HIT Lab	Room A060	Flexible Learning Space
13:45 – 15:00	<b>Technology - How it Impacts our Teaching</b>  <i>Dr. Daniel Rolf</i>  Facilitator - Dr. G. Williams	<b>The Global Trend from Elite to Mass Education</b>  Provocations style discussion  Panel Members: <i>Mr. Peter Davson-Galle</i> <i>Associate Professor Sharon Fraser</i> <i>Mr. Nigel Ewan</i> <i>Mr. Paul Barnett</i>  Facilitator - Dr. N. Brown	<b>Internationalisation of the Curriculum</b>  <i>Associate Professor Betty Leask</i>  Facilitator - Dr. J. Skalicky
15:00 – 15:15	Afternoon Tea		
15:15 – 16:15	Technology Session (Continued)	Global Trend Session (Continued)	Internationalisation Session (Continued)

## Program overview – Thursday, 25<sup>th</sup> of November 2010

venue/time <span style="float: right;">Sir Raymond Ferrall Centre – Lecture Theatre 5</span>					
08:30 – 09:45	Delegate registration				
09:45 – 10:00	Welcome to Country and poetry reading – Aunty Phyllis Pitchford Opening address, welcome to delegates: Acting PVC-S&E Gary O’Donovan				
10:00 – 10:45	Keynote address: Professor Henry Reynolds – “ <i>Teaching the History of Modern Australia</i> ”				
10:45 – 11:15	Morning Tea and Poster viewing				
venue/time	Lecture Theatre 5	Tamar Room	Flexible Space 1	Flexible Space 2	Room A060
<b>Session 1</b> 11:15 – 12:15	<b>eExams – high stakes summative assessment for the digital age</b> ®  <i>Andrew Fluck</i>	<b>The influence of organisational culture on tertiary education: Observations from the West Indies and North Africa</b> ®  <i>Keith Miller</i>	<b>Authentic learning: A paradigm for increasing student motivation in an era of mass education</b> ®  <i>Susan M. Jones, Ruth Casper, Julian Dermoudy, Jon Osborn &amp; Brian Yates</i>	<b>The implementation of LabTutor® teaching systems in physiology practical classes</b>  <i>James Fell, Mandhi Allen, Tracy Douglas, Cecilia Shing, Susan Salter &amp; Dominic Geraghty</i>	
	<b>Inclusive practice in 5: Development of the ‘Be Statements’</b>  <i>Natalie Brown &amp; Melody West</i>	<b>The Middle East comes to AMC: Benefits and challenges</b>  <i>John Lloyd, Tony Boyle &amp; Andrea Edwards</i>	<b>A win-win situation: Service Learning Activities, strengthening partnerships between practice sites and universities</b>  <i>Rosy Green &amp; Andrew Saint</i>	<b>Curriculum redesign as a faculty-centred approach to plagiarism reduction</b> ®  <i>Sue Hrasky &amp; David Kronenberg</i>	
	Session Chair: Dr. Andrea Adam	Session Chair: Kel Jackson	Session Chair: Rachael Dyson	Session Chair: Gerry Kregor	

12:15 – 13:00	Lunch – Willow Court, Australian Maritime College (weather permitting)				
venue/time	Lecture Theatre 5	Tamar Room	Flexible Space 1	Flexible Space 2	Room A060
<b>Session 2</b> 13:00 – 14:00	<b>Local knowledge and the classroom: Reflections from North West Tasmania</b> <i>Robyn Eversole &amp; Clayton Hawkins</i>	<b>Wringing the most out of an Arts degree: Using e-portfolios to engage students in thinking about graduate attributes</b> <i>Kaz Ross</i>	<b>Oral English, culture, and strategies: Propellers and road-blockers in learning for Chinese international students®</b> <i>Yun Chen &amp; Megan Short</i>	<b>More than just grammar: A collaborative project assessing, addressing and tracking the transition needs of culturally and linguistically diverse students at UTAS</b> <i>Morag Porteous, Brian Sweeney &amp; Matthew Hingston</i>	<b>Decoding Arab cultural behaviour</b> <i>Dr. Fiona Hill</i>  Facilitator - Dr. Gary Williams
	<b>Digital narrative and the Humanities: An evaluation of the use of digital storytelling in a UTAS undergraduate Arts program</b> <i>Robert Clarke</i>	<b>Beyond the deficit thinking - to a participation and enabling platform</b> <i>Janelle Allison</i>	<b>Creating a culture of support in undergraduate nursing</b> <i>Lisa Dalton</i>	<b>Academic acculturation for international students: How we can help</b> <i>Louise Oxley</i>	
	Session Chair: Peta Statham	Session Chair: Wendy Fountain	Session Chair: Sally Fuglsang	Session Chair: Dave Abbott	
14:00 – 14:15	Afternoon Tea				

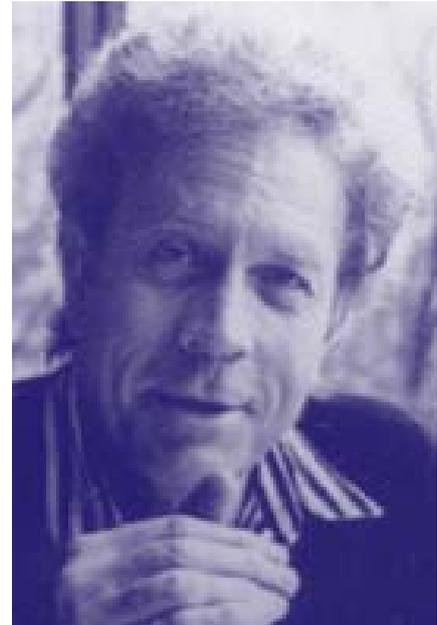
venue/time	Lecture Theatre 5	Tamar Room	Flexible Space 1	Flexible Space 2	Room A060
<b>Session 3</b> 14:15 – 15:15	<b>MyLO 2012 Project and the eLearning Framework</b> <i>Bronwyn Davies</i> <i>Gerry Kregor</i>	<b>Cultural contrasts in the classroom: International students' perceptions of teaching and preparation for Professional Experience ®</b> <i>Tracey Muir, Megan Short; Marion Myhill, Greg Ashman &amp; Alison Jales</i> <b>'... just imagine if we could get our sculpture students to work like that.' Challenging elite individual oriented notions of learning through making</b> <i>Lucy Bleach &amp; John Vella</i>	<b>Developing a community of practice: The Health Science ePortfolio experience</b> <i>Carey Mather, Jan Radford, Juanita Westbury &amp; Debbie Fabian</i>  <b>How has the implementation of Criterion Referenced Assessment in the School of Zoology been managed by staff and received by students?</b> <i>Ashley Edwards</i>	<b>Problem-based learning and the use of ICT: A tale of two units ®</b> <i>Leonie Ellis &amp; Jo-Anne Kelder</i>  <b>Assessment 2.0: Does legitimate assessment have to be text-based?</b> <i>Paula Johnson</i>	<b>Decoding Arab cultural behaviour</b> <i>Dr. Fiona Hill</i> (continued)
	Session Chair: Jeremy O'Reilly	Session Chair: Moira Cordiner	Session Chair: Cathy Hartigan	Session Chair: Dr. Jane Skalicky	
15:15 – 15:30	Short Break to allow delegates to move back into Lecture Theatre 5				
15:30 – 16:15	Plenary Panel – Short presentations emerging from the conference themes from 3 guest speakers There will be some time allowance for Q&A				
16:15 – 16:30	Closing Address: Professor David Adams, Social Inclusion Commissioner for Tasmania				
16:30 – 17:00	Conference concludes and transport will depart for Hobart and Burnie				

# Keynote speaker

## Professor Henry Reynolds

*Eminent Australian historian and writer, Professor Reynolds worked at James Cook University for approximately 25 years, the last 16 of which were in the position of Associate Professor of History and Politics. More recently, he was an Australian Research Council Senior Fellow at the University of Tasmania.*

*Professor Reynolds's primary research interest has been the history of Aboriginal-white relations in Australia. He has argued for justice for Aboriginal land rights and his oral history work with Eddie Mabo contributed to the Australian High Court's recognition of land rights. Professor Reynolds has been the recipient of numerous awards and honours.*



### **Awards and honours**

Professor Henry Reynolds has received the following awards and honours:

- 1970–71 British Council Travelling Scholarship
- 1982 Ernest Scott Historical Prize for *The other side of the frontier*
- 1986 Harold White Fellowship, National Library of Australia
- 1988 Human Rights and Equal Opportunity Commission Arts Award for *The law of the land*
- 1996 Australian Book Council Award: the Banjo Award for non-fiction
- 2000 Queensland Premier's Literary Awards Literary Work Advancing Public Debate – the Harry Williams Award for *Why Weren't We Told?*
- 2008 with Professor Marilyn Lake, Queensland Premier's Literary Awards History Book Award for *Drawing the Global Colour Line*
- 2009 with Marilyn Lake the non-fiction category of the Prime Minister's Literary Awards for *Drawing the Global Colour Line*

### **Major works**

- *Aborigines and Settlers: the Australian Experience, 1788–1939* (ed) (1972)
- *The Other Side of the Frontier : Aboriginal Resistance to the European Invasion of Australia* (1981)
- *Frontier; Aborigines, Settlers and Land* (1987)
- *Dispossession; Black Australia and White Invaders* (1989)
- *With the White People* (1990)
- *Race Relations in North Queensland* (1993) (ed)
- *Aboriginal Sovereignty: Reflections on Race, State and Nation* (1996)
- *This Whispering in Our Hearts* (1998)
- *Why Weren't We Told?* (2000)
- *Black Pioneers* (2000)
- *An Indelible Stain? The Question of Genocide in Australia's History* (2001)
- *The Law Of The Land* (2003)
- *Fate of a Free People* (2004)

*Notes:*

# Guest Presenters

## Doctor Fiona Hill

Dr Fiona Hill has spent the past 25 years visiting most of the Arab region, and researching and consulting professionally in Syria, Libya, the UAE, Kuwait and Saudi Arabia.

Initially an archaeologist and later an anthropologist in the Syrian Euphrates River valley, Fiona became Lecturer in Anthropology and Arab Studies at several Victorian universities, was tutor in Islamic Studies at the University of Melbourne and the Council of Adult Education, and taught EFL at various prestigious colleges before establishing her own business Almanar Consultancy to assist Australian trade and cultural relations with the Arab region.

Fiona is Senior Fellow of the Asia Institute University of Melbourne and Honorary Fellow in the School of History, Heritage & Society Deakin University, and was an inaugural Councillor on DFAT's Council for Australian Arab Relations (CAAR). She is an active member of the Australia Arab Chamber of Commerce, and is current President of Friends of Syria in Australia.



## Associate Professor Betty Leask

AUSTRALIAN LEARNING  
& TEACHING COUNCIL  
Promoting excellence in higher education

Associate Professor Betty Leask is Dean Teaching and Learning in the Division of Business at the University of South Australia, an ALTC National Teaching Fellow and Visiting Professor at Leeds Metropolitan University in the UK.

She has published over 25 refereed journal articles, conference papers, book chapters and research reports in the area of internationalisation in higher education. The focus of her work is on linking theory and practice in the area of internationalisation in higher education, including internationalisation of the curriculum, the development of intercultural competence and transnational teaching and learning.

She frequently presents keynote addresses to institutional, national and international audiences and runs workshops on topics related to her areas of interest at the request of individual institutions and professional associations in Australia and Europe. Her work in the areas of professional development for internationalisation, international student support and developing intercultural competence through improving interactions between culturally diverse groups in class and on campus has been used to inform policy and practice in a range of institutions around the world.

Betty has been a member of the IEAA Board since 2006. She is the convenor of the Association's Internationalisation of the Curriculum Special Interest Group and Chair of the Research Committee. She is also on the Editorial Advisory Board of the Journal of Studies in International Education. Details of her publications and research interests are available from her home page <http://people.unisa.edu.au/betty.leask>.



*Notes:*

## Citations and Awards

Congratulations to the recipients of the 2010 Vice-Chancellor's Awards for Outstanding Contributions to Teaching & Learning and the Australian Learning and Teaching Council's Citations for Outstanding Contributions to Student Learning Awards.

### **National Awards (ALTC) for Outstanding Contributions to Teaching and Learning**

#### *Citations for Outstanding Contributions to Student Learning*

Dr Natalie Brown (CALT)  
Dr Chris Chin (NCMEH, Australian Maritime College)  
Dr Derek Choi-Lundberg (School of Medicine)  
Associate Professor Frances Martin (School of Psychology)  
Professor Sankar Sinha (School of Medicine)

### **Vice-Chancellor's Awards for Outstanding Contributions to Teaching and Learning**

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

#### *Award for Teaching Excellence*

Professor Sankar Sinha (School of Medicine)

#### *Award for Programs that Enhance Learning*

Mrs. Jenny Barr - P3: the Patient Partner Program

#### *Citations for Outstanding Contribution to Student Learning - individual*

Dr Natalie Brown - CALT  
Dr Sharon Thomas - CALT  
Dr Andrew Seen - Chemistry  
Ms Maureen Innes - Education  
Associate Professor Craig Zimitat - Medical Education Unit  
Dr Derek Choi-Lundberg - Medicine  
Dr Frances Martin - Psychology

#### *Citations for Outstanding Contribution to Student Learning - team*

Dr Andrea Adam, Ms Cathy Hartigan & Mrs. Peta Statham - UniStart  
Ms Beverly Goldfarb, Mr. Nigel McKinlay & Mr. Richard Barker - Arts Flexible Education

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

## Presentation abstracts

Listed by session

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

Session 1

Lecture Theatre 5

11.15 - 12.15

Session 1

### eExams – high stakes summative assessment for the digital age ®

*Andrew Fluck*

**Abstract:** Students at the University of Tasmania (UTAS) are using their personal computers in examinations for the fourth consecutive year in 2010. Rationales for this practice include extending online and blended learning practices into high stakes assessment; providing interactive and multi-media scenarios on the exam desk; providing digital scripts for computer-supported marking and moderation; and improving legibility of students' scripts. To undertake an eExam, candidates start their computer from a USB stick or CD-ROM and work on-screen. The system interdicts all digital communications and local disk access. A strategic project funded by UTAS has allowed more Faculties to support eExams and trials have also been facilitated in the pre-tertiary sector.

The introduction of eExams illustrates institutional innovation adoption, both within the University and by other organisations. eExams provoke consideration of several important issues such as equity in text production, the comparative achievements of keyboard and pen users, envisioning new kinds of digitally-based assessments, contrasting costs and reliability of ICT and paper. All these issues are important but can also serve to obscure the leverage effect of digital assessment on new learning practices in a jurisdiction selected for initial rollout of the national broadband network which will require more advanced computing skills for commercial benefit to be realised.

### Inclusive practice in 5: *Development of the 'Be Statements'*

*Natalie Brown & Melody West*

**Abstract:** With an increasing number of students enrolling in Higher Education (HE), there is a corresponding increase in diversity of the student cohort. As a consequence, the number of HE students with a disability can also be expected to increase, with teaching staff needing to provide learning environments that allow these students equitable access to teaching, learning and assessment. While this is a challenge to university teachers, adopting good inclusive practice principles can not only enhance the learning experience of students with disabilities, but of all students.

This presentation describes the development of the Inclusive Practice in 5 document through the use of the inclusive practice literature, and extensive consultation with the HE sector through an ALTC funded project. The document aims to provide an achievable framework for academic staff trying to implement inclusive practice and incorporates five 'Be Statements'.

The statements provide a pro-active guide to embedding inclusive practice avoiding the need to employ just in time or ad hoc responses to students with disability. To complement the 'Be Statements' a series of good practice vignettes have been published drawn from the experiences of Australian academics. The dissemination process and opportunities for evaluating effectiveness of the framework will also be discussed.

## The influence of organisational culture on tertiary education: Observations from the West Indies and North Africa ®

*Keith Miller*

**Abstract:** An objective of many students undertaking tertiary education in developing countries is to gain work experience or undertake research in a more developed society. They may perceive a different standard of living, or better education, or an idea of returning to their country of origin with a knowledge that was otherwise unavailable. In some way the grass typically appears greener on the other side. It did to me as an academic in the UK with ten years teaching experience when I moved firstly to the West Indies, and then to North Africa. I draw on these experiences of working within contrasting cultures to consider how students are prepared to face the challenge of work or study in the developed world.

Within any society there are those who will excel no matter what the circumstances, but the typical student meeting requirements for post-graduate study or employment must be equipped with skills acquired through their first degree.

The question of the necessary background is addressed, and whether this is being adequately met by academic institutions in the West Indies and in Egypt, where both are attempting to deliver a style of education equivalent to that on offer in the UK. It is argued that a modern culture is making one institution highly successful, while the principles of operation at the other are underpinned by a heritage that could make it difficult for a student to undertake further study overseas without additional preparation.

## The Middle East comes to AMC: Benefits and challenges

*John Lloyd, Tony Boyle & Andrea Edwards*

**Abstract:** The National Centre for Ports and Shipping at AMC hosts a significant number of students from the Middle East in its seafaring programs. Students come to AMC for stays as short as 10 weeks to more lengthy stays of one year to complete one of the two advanced diplomas on offer. All of these students come as sea cadets with corporate sponsors such as shipping companies, as qualified mariners are at a premium internationally, and the Middle East is keen to further expand its maritime industries. These arrangements are providing benefits all round – for the international students, their domestic colleagues, and AMC in general. However, the arrangements also come with challenges – managing expectations of these students and their sponsors, providing a quality learning experience when English facility can be a barrier to successful study, and generally providing a supportive learning and community environment.

Our Middle Eastern students generally come straight from school and then complete an English language course prior to their arrival. Otherwise, their preparation for a western-style education is limited, presenting a challenge faced by many overseas students. However, there are a number of other more unique challenges related to the nature of these arrangements, Middle East learning culture, and the nature of the courses they are enrolled in.

Dealing with these challenges is prompting the College to review its seafaring courses in terms of their flexibility and accommodation of student diversity. It is also prompting a review of classroom teaching strategies and scaffolds in place to support inclusive learning.

## **Authentic learning: A paradigm for increasing student motivation in an era of mass education** ®

*Susan M. Jones, Ruth Casper, Julian Dermouly, Jon Osborn & Brian Yates*

**Abstract:** If universities are to meet federal targets for mass participation in higher education, they must find new strategies for engaging both prospective and current students. Both prospective and current students need to see the relevance of their studies to a future career, and to understand how the knowledge and skills they gain at university will translate into future professional practice.

Authentic learning describes an educational approach that is framed around providing "real life" contexts for learning. It provides a powerful paradigm within which to shape a new approach to the design of educational programs. Herrington and Herrington (2006) defined nine characteristics of authentic learning environments. Using these as a framework, we have designed two checklists that allow academics to evaluate the degree to which their units or teaching activities align with the principles of authentic learning.

Through a faculty-wide teaching development project, we are encouraging academics across diverse disciplines to review and refine current practice, with the aim of increasing student motivation through provision of authentic learning opportunities. The project itself employs authentic learning strategies to motivate and engage the participating academics. In this paper, we report on implementation strategies, and present initial evaluation data. Outcomes of this project will include: an increased awareness of the principles of authentic learning across a large faculty; introduction of new learning activities; and a resource containing exemplars of an authentic learning approach to educational design.

## **A win-win situation: Service Learning Activities, strengthening partnerships between practice sites and universities**

*Rosy Green & Andrew Saint*

**Abstract:** As universities expand to meet the needs of mass education, pressure is exerted on practice sites to accommodate increasing student numbers, and maintain a high standard of experiential learning. This presentation highlights the Service Learning Activity (SLA), an innovative assessment task recently introduced into the Bachelor of Nursing (BN). An SLA is a project that engages students in the creation of products, activities or installations that are of benefit to the agency they are placed with. The concept originated in the early 1900s through the work of John Dewey who believed in the importance of creating teaching strategies that connected students to societal realities. Undertaking an SLA facilitates reciprocal learning, community engagement and reflective practice. Utilising this approach with the pressures of increasing student numbers enables agencies to see direct and tangible benefits of having students in their practice area.

Teaching and learning literature supports the idea that students feel great satisfaction in addressing contemporary issues. By working toward real rather than purely theoretical outcomes they appreciate application of their emerging professional skills within the broader working environment. The SLA affords students opportunity to identify areas of unmet need within a specific agency context, and places responsibility upon them for supported decision-making and creativity. Students, preceptors, university tutors, and often clients, are all participants in the process, further enhancing collaborative partnerships between the University and Industry. Maintaining and strengthening such partnerships is essential in the current climate of increasing workloads and mass education.

Examples will be given of projects undertaken and the collaborative process involved.

## Curriculum redesign as a faculty-centred approach to plagiarism reduction

*Sue Hrasky & David Kronenberg®*

**Abstract:** The incidence of plagiarism is increasing, exacerbated by the availability of many information sources via the internet. The massification of higher education, coupled with increasing numbers of students for whom English is not the first language, heightens concerns about the risk of plagiarism in an environment characterised by varying degrees of academic literacy and different cultural perceptions about academic scholarship.

Traditional approaches for tackling plagiarism reflect two distinct philosophies: educate the students or catch and punish inappropriate behaviour. Both assume that responsibility for avoiding plagiarism is the student's, and whenever a problem is encountered, the blame rests with the student. In 2002, the Australian Government established the Australian Universities Teaching Committee (AUTC) which recommended a strategy reflecting a philosophy of sharing the responsibility for countering plagiarism across the student, staff and the institution. A key component of the strategy relates to assessment design, and it is this aspect that is a key focus of this paper.

The first aim is to determine whether perceptions of staff at the University of Tasmania (UTAS) about causes of plagiarism appear to underpin response strategies. Secondly, actual practices regarding assessment (and other) strategies at UTAS are documented. Thirdly, staff attitudes regarding the effectiveness of these strategies are identified. Finally, impediments to implementing innovative assessment strategies are considered. By identifying the strategies that staff see as effective and the barriers to their implementation, policy makers can be forewarned about attitudes, obstacles, and associated resourcing implications that might be pertinent if the plagiarism response is to become a holistic one in which all involved bear some responsibility.

## The implementation of LabTutor® teaching systems in physiology practical classes

*James Fell, Mandhi Allen, Tracy Douglas, Cecilia Shing, Susan Salter & Dominic Geraghty*

**Abstract:** The teaching of complex biological processes to undergraduate students studying the health sciences can be problematic due to limited time and resources. Larger class sizes and teaching teams (including sessional staff) may also impact upon the consistency of information provided in practical classes. To address these problems, active teaching methods are often embedded within the curriculum, often resulting in improved student learning.

The School of Human Life Sciences (SHLS) has recently invested in a student-centred, data acquisition and analysis teaching system (PowerLab® LabTutor®), developed in Australia by ADInstruments, with a view to improving teaching and learning in physiology and related disciplines, including pharmacology.

The system is purchased with a suite of pre-prepared (simulated) experiments. All experimental protocols can be modified to suit the curriculum needs of individual units, or new experiments may be developed to address specific teaching and learning requirements. In many cases, the SHLS has adapted existing experiments to fulfil unit-specific learning outcomes. The aim of introducing this software into face-to-face physiology practical classes was to minimise set-up time and effectively engage students while providing meaningful and effective self-paced, self-guided learning experiences. The software also provides the students with the opportunity to submit raw data and their analysis of this data for marking on completion of the practical session.

This showcase presentation will demonstrate a number of simple to use, existing physiology experiments that have been developed by the SHLS and successfully implemented in foundation units. Hands-on experience will enable attendees to determine the applicability of the PowerLab® LabTutor® teaching systems to their specific teaching and learning environments.

*Notes:*

Session 1

## Local knowledge and the classroom: Reflections from North West Tasmania

*Robyn Eversole & Clayton Hawkins*

**Abstract:** Tasmania's North West is characterised as a low-educational-attainment region, with a relatively small proportion of the population holding university-level qualifications. A strong cultural current does not see university education as particularly relevant to life or work. The presence of the UTAS Cradle Coast campus has, however, been attracting a growing number of North West students to study. Many are mature aged, and a number are the first in their family to attend university. Under our DASA-funded 'Unlocking Talent' project, the Institute for Regional Development at the Cradle Coast campus is seeking to better understand and meet the needs of such 'non-traditional' university students. In 2006 UTAS established the cross-disciplinary Bachelor of Regional Resource Management degree, which has proven particularly attractive to mature-aged students across a broad age range.

This presentation reports on a profile of the first cohort of Regional Resource Management students prior to graduation, a time at which they shared their motivations and expectations of university and experiences of undergraduate study. These messages from this first cohort are reinforced by ongoing observations in the introductory level units 'Introduction to Regional Science 1A' and 'Introduction to Regional Science 1B'. They demonstrate that our students enter university with considerable previous knowledge, but often a lack of confidence or ability to articulate or mobilise this knowledge, particularly within academic structures. These students value opportunities to dialogue and engage directly in debate and problem-solving, particularly among different cohorts and with different lecturers. Our work to date highlights the value of students' local and personal knowledge, not just as building blocks for their own learning, but as contributors to learning processes for others.

## Digital narrative and the Humanities: An evaluation of the use of digital storytelling in a UTAS undergraduate Arts program

*Robert Clarke*

**Abstract:** In recent times a growing number of university academics, researchers, and administrators have argued for the embrace of multimedia and digital technologies as a necessary strategy for university educators. This promotion of this strategy is justified in two ways: first, to ensure the relevance of subject disciplines; and second, to engage with contemporary students to help meet their learning outcomes. Digital storytelling is one example of how some educators are utilising computing technologies to introduce innovative teaching methods within their discipline areas. In its broadest sense, the term 'digital storytelling' relates to the application of multimedia resources within learning environments for the production by students of multimedia narratives.

This presentation reports on the results of an evaluation of a trial introduction of digital narratives into an advanced undergraduate unit on contemporary Australian culture, at UTAS. The evaluation explored students' and teachers' experiences of using digital storytelling. In particular, the evaluation explored participants' satisfaction and anxieties about the use of digital narratives. It also considered the issues that the use of this methodology raised vis-à-vis the constructive alignment of such activities with the themes, aims, and objectives of the unit, as well as the level of technical training and support required to ensure students' meaningful employment of such methods. The results of this evaluation will be of interest to those academics considering the use of multimedia technologies in their undergraduate classes.

## Wringing the most out of an Arts degree: Using e-portfolios to engage students in thinking about graduate attributes

*Kaz Ross*

**Abstract:** In the Australian higher education sector students are encouraged to develop generic skills in addition to gaining discipline knowledge. For Arts students this is often presented as the most employable outcome of a degree. Universities have developed descriptions of graduate generic skills and another (possibly more contentious) area of outcome - graduate attributes - to help facilitate this process. These graduate attributes are intended to be carried through into course, unit and assignment design through constructive alignment. Thus every assignment, at least in theory, should clearly link to the development of graduate attributes in some way. At UTAS, it is mandatory for unit outlines to include a statement regarding how the unit meets the development of graduate attributes. This process, however, is primarily passive. Students may have their attention directed to the graduate attributes in the unit outline but there is strong anecdotal evidence that most Arts students have only a vague idea about what these attributes mean or how they are to be achieved.

This presentation argues that students need to be actively engaged in discussion, debate, and the development of graduate attributes for attributes to be truly effective. The presentation reports on a trial in 2010 in which an e-portfolio assignment (through PebblePad) was used to prompt first year Asian Studies students into thinking about graduate attributes. Although only a tentative first step, the project showed that first year students are capable of understanding graduate attributes and can learn to chart their progress towards actively achieving these attributes.

## Beyond the deficit thinking - to a participation and enabling platform

*Janelle Allison*

While the underlying demographic characteristics of Tasmania contribute to the University of Tasmania (UTAS) meeting Low Socioeconomic Student (SES) targets, the targets around widening participation pose and indeed deepen the challenges. For while the national figure for those over 20 with a bachelor's degree is 17%, the overall figure for Tasmania is 13% and that of the regional North West is 7.6% (with similar figures in other regional parts of Australia). Clearly increasing participation in university education will require deep and significant shifts - both within the regions and within universities.

The concept of participation in higher education is generally focused on changing the behaviours of people towards a choice of study in university while ignoring the cultural contexts in which those choices are made and 'acted out'. While it is laudable that higher education (HE) policy is starting to seriously attend to "non traditional" students and actively encourage HE institutions to engage with these learners, it can be argued that the current formulation of participation is inadequate while the onus remains squarely on the learner to change while the institutions remain the same.

While much of the work around "the first year experience" is clearly important, our experience in the North West suggests that widening participation requires more. It requires not only a fundamental look at the assumptions implicit in the burgeoning number of participation programs and initiatives but also the development of a robust and institutionally coherent Participation and Enabling Platform.

## Oral English, culture, and strategies: Propellers and road-blockers in learning for Chinese international students ®

*Yun Chen & Megan Short*

**Abstract:** There has been a continuous growth in the number of Chinese international students in the pursuit of western higher education in Australia over last decade. The University of Tasmania (UTAS) Statistics Archive (2010) indicated that in 2009 the total number of Chinese international students occupied over 52% of the entire number of international students in UTAS. While international students in institutions of higher education in English-speaking countries make valuable educational and economic contributions, concerns have also risen in relation to the academic and social issues these students have faced.

This research seeks to highlight the communicative problems Chinese international students encounter at UTAS. The strategies students utilise to overcome these communication barriers are also investigated in the research. A qualitative methodological research design, underpinned by a social constructivist theoretical framework, was used for this research. Thirty-five Chinese international students at UTAS were involved in an online survey for data collection. The data were analysed using a constant comparative qualitative data analysis approach.

The results indicated that Chinese international students mainly employ compensation strategies (Oxford, 1990) to propel them forward in overcoming communicative barriers. However, the strategies students use also act as road-blockers that diminish student motivation to improve English competence. The findings also suggested that cultural and educational backgrounds play an important role in students' adjustment. Accordingly, there is a need for Chinese international students to be equipped with skills and strategies to improve oral English in a naturalistic linguistic environment.

## Creating a culture of support in undergraduate nursing

*Lisa Dalton*

**Abstract:** The evidence that students consider university study as a highly important preparation for both their learning and skill development and thereby their future career is well established (Krause et al; 2005). These considerations ferment large expectations of any university learning environment. Given that success rides upon student performance, progression, attrition and graduation, the quality and type of institutional support for students, particularly in their first year of study, is paramount. The University of Tasmania is positioning itself to respond to the relevant recommendations of the Review of Higher Education (Bradley 2008) that calls for universities to recognise and respond to the greater diversity in the composition of current and future student cohorts. The move towards greater social inclusivity was one of the catalysts for the School of Nursing and Midwifery (SNM) to critically review its processes for supporting undergraduate students with their studies. Working towards achieving improved outcomes such as academic achievement, participation and engagement, course progression, retention and course completion has required the SNM to invest substantial resources into a more integrated model of diverse support programs that will be discussed in this presentation.

The comprehensive model of student support developed by the SNM will optimise undergraduate students' educational experiences in a way that addresses the multifaceted and deep complexities of student progression and attrition. Many support services for students are currently available at UTAS, including Student Services and Equity, programs for culturally & linguistically diverse (CALD) students, international student support services, support for the advancement of teaching and learning and library information and support. Supporting undergraduate SNM students is particularly challenging, however,

because of large student numbers and the four campuses located across Tasmania and New South Wales. Thus, while a diversity of student support programs exists on our main UTAS campuses (Hobart and Launceston), achieving equity of support for students across all campuses is difficult to achieve in practice. Furthermore, our experience of trying to juggle the many demands of student support was similar to that reported by Tinto (2003) who argues efforts to enhance student support are increasingly fragmented at the margins of institutional academic life.

The SNM undergraduate student support model allows the support program to move beyond working at the margins of institutional academic life to ensure it becomes one of the core values around which student activities are organised. We will move beyond using existing UTAS support services as adjunct stakeholders to recognise that the complexities of student attrition lay in the very character of the educational settings in which we expect students to learn. More attention and support in the classrooms, laboratories, and online environments of each campus must become the core business of the SNM. The student support model will comprise the crucial elements of student advice, new student development, support for students from linguistically and culturally diverse backgrounds, international student support, and the identification and specialised ongoing support of students at risk in practice and academic settings. Rather than focussing on the attributes of students themselves, the student support model allows us to place greater emphasis on the educational conditions in which students undertake their academic studies to foster a culture of supportive learning environments.

**More than just grammar: A collaborative project assessing, addressing and tracking the transition needs of culturally and linguistically diverse students at UTAS**

*Morag Porteous, Brian Sweeney & Matthew Hingston*

**Abstract:** Addressing the under-representation of equity groups in higher education (Bradley, HEPPP, Federal and State Social inclusion Agendas) and ‘Internationalising’ Australian universities, two major currents in the contemporary Australian higher education sector, are often treated discretely in terms of the demands they place on teaching staff and central supports and the broader institutional responses they require. CALD students (domestically enrolled students from diverse cultural and linguistic backgrounds) uniquely straddle and offer insights into the territory on which these two agenda meet.

This common ground suggests that “English” proficiency (narrowly regarded as grammar and spelling), often seen as the key factor in the success or failure of CALD students at Australian universities, is not the major determinant of success for these students. This presentation will share a definition of English language proficiency drawn from contemporary linguistic and educational theory that emphasises a functional approach to language and the way it enables the kinds of thinking and writing valued in tertiary settings.

From this theoretical base, we will present a framework for understanding the range of obstacles that CALD students may face in tertiary study and outline the broader context within which our programs to support these students operate. In particular, we will present the results of a project, conducted over a three year period, that tested the English academic language skills and broader settlement pressures faced by CALD students at UTAS and that tracked their subsequent academic progress. We will show that, while sentence-level language skills are significant, they are not the dominant factor in academic success. Results from student focus-groups offer a student perspective on cultural adjustment to Australian academic argument and discourse structures.

## Academic acculturation for international students: How we can help

*Louise Oxley*

**Abstract:** This year, 182 805 international students are studying in higher education institutions around the country, 2 650 in Tasmania (Source AEI). Despite dire warnings of a downturn in the international education market, commencements for university students in Tasmania is still showing an increase on the previous figures - with 866 students starting their studies this year, compared with 679 in 2009 and 716 in 2008 (Source AEI ). Like many other Australian universities, UTAS is now moving towards the internationalisation of its curriculum and processes. As part of the internationalisation strategy, UTAS aims to have 25% of its student population made up of international students by 2013.

Plans and strategies for an increase in numbers are one thing, but what of the support needed to ensure students adapt successfully to tertiary study in Australia? International students in their first year at UTAS face considerable stresses and difficulties related to academic acculturation. These include: changed educational expectations (independent learning and critical thinking, understanding the teacher-student relationship, avoiding plagiarism); the difficulties associated with studying in a second or additional language (conforming with the conventions of discourse in their chosen discipline, acquiring specialised vocabulary and high-level grammar, understanding idiom, dealing with unfamiliar accents, negotiating politeness norms); along with the challenges posed by a lack of background knowledge of the Australian context and limited meaningful contact with the wider community.

Research and practice in the area of TESOL (Teaching of English to Speakers of Other Languages) provide insights into these challenges and offer strategies for lowering the obstacles to academic success that they present. This presentation takes up and elaborates recommendations made in the presentation 'More than just grammar' presented by Morag Porteous (EnglishAssist) and Matt Hingston (CALD unit). They conclude by recommending teaching strategies that are helpful in facilitating academic acculturation. These approaches benefit not only international students, but all non-traditional cohorts; indeed, it can be argued, all students. Examples are: early assessment tasks which can help to identify students at risk; scaffolding assignment writing; collaborations between academic and professional learning support staff; adjustment of assessment instruments to remove cultural bias; contextualising learning; and collaborative learning activities.

It is expected that participants in this showcase presentation will leave with a broader understanding of the academic acculturation issues faced by international students, as well as ideas for culturally supportive practices that can help to ensure that teaching is transparent and equitable.

*Notes:*

**MyLO 2012 Project and the eLearning Framework (1 hour presentation)**

*Bronwyn Davies, Gerry Kregor & Lorraine Hamilton*

**Guest Presentation on the future UTAS direction and strategies in regard to the MyLO 2012 Project and how it all fits within the UTAS eLearning strategy**

### **Cultural contrasts in the classroom: International students' perceptions of teaching and preparation for Professional Experience ®**

*Tracey Muir, Megan Short; Marion Myhill, Greg Ashman & Alison Jales*

**Abstract:** International pre-service teachers often encounter a range of difficulties in their Professional Experience that differentiate them from the majority of the pre-service teacher cohort. The linguistic and communicative requirements placed upon these international pre-service teachers are significant, as is the cultural adjustment that is necessary in order for them to operate effectively in the classroom. As a result, they often struggle with the dissonance they feel when they begin their Professional Experience placements.

The study reported on in this paper describes an intervention program that was undertaken with a group of international pre-service teachers studying a teaching degree at the University of Tasmania (UTAS).

International pre-service and colleague teacher perspectives both indicate that this group needs and benefits from additional support that addresses both linguistic and cultural differences. It was also evident that the preparation of pre-service teachers needs to be a partnership with the education faculty which extends beyond the university environment into the classroom.

### **'... just imagine if we could get our sculpture students to work like that.' Challenging elite individual oriented notions of learning through making**

*Lucy Bleach & John Vella*

**Abstract:** The art school is unique; it condones and encourages an attitude of learning through trial and error, day-to-day experiment, rather than through instruction. Fine arts graduates stress the importance of relatively unstructured learning and peer review in their art education.

Learning through making is a fundamental component of teaching art/sculpture. Our students learn through a combination of guided tasks (first year) through to self-driven projects (third year). Second year studio units significantly operate as critical points of transition between a first year supported 'class' program and third year independent studio practice.

Second year sculpture is currently delivered via a combination of one-on-one discussions with staff, and group sessions that critique an individual's work and ideas in progress. In this context direct collaboration is rare and opportunities to learn are always filtered through work produced by, and directly attributable to, the individual. Responding to this context the Innovative Studio Practice, a UTAS Teaching Development Grant funded project, piloted actual and virtual approaches to second year sculpture studio teaching through non-assessed group activities.

Imbued with diverse conceptual and practical approaches, these activities transcended the 'fear factor', challenged elite notions of 'genius'/'masterpiece' and became powerful and egalitarian learning tools.

## Developing a community of practice: The Health Science ePortfolio experience

*Carey Mather, Jan Radford, Juanita Westbury & Debbie Fabian*

**Abstract:** The aim of our Health Science community of practice was to develop, introduce and evaluate foundations for an eportfolio for students across three health disciplines - nursing, medicine and pharmacy. This inter-disciplinary academic collaboration has been facilitated by a Teaching Development Grant. The Centre for the Advancement of Learning and Teaching (CALT) has been a key player in the collaborative design and development of PebblePad integration within teaching and learning practice in the Faculty.

PebblePad is an eportfolio tool that supports personal and professional development, teaching and learning, and professional activities. The tool offered a new way to encourage and assess this competency as a strong component of PebblePad is that reflective practice is embedded into its design, making it a valuable tool for use with students. The collaborators recognised a need and provided access to comprehensive resources and support for students and staff with an aim of developing a community of practice beyond the project leaders.

This presentation will further discuss the experiences of staff and students in the Schools of Nursing, Medicine and Pharmacy as they progressed along their similar but different journeys, and consider them in relation to the value of embedding PebblePad eportfolios into learning and teaching practice in the future.

## How has the implementation of Criterion Referenced Assessment in the School of Zoology been managed by staff and received by students?

*Ashley Edwards*

**Abstract:** Student cohorts are becoming increasingly diverse in both their composition and background experiences. This diversity sees teachers needing to accommodate and devise strategies to assist the learning of students with a broad range of abilities and previous experiences. One way in which teachers can improve learning experiences for students and clarify expectations is through provision of constructive feedback and increased transparency of the assessment process.

The implementation of criterion referenced assessment (CRA) at the University of Tasmania provides such an opportunity to both teaching staff and students in the School of Zoology. The use of assessment rubrics is being evaluated in all our undergraduate units. Student perception of the effect of CRA rubrics on clarification of assessment is being measured via Student Evaluation of Teaching and Learning (SETL) responses, and staff are being surveyed at the conclusion of each unit about their use of CRA rubrics as both assessment and feedback tools.

Early results show that 3rd year students perceive the use of CRA in the School of Zoology more positively than 1st year students. I suggest that management of student expectations during this implementation phase will greatly influence student perceptions of the value of CRA.

### Problem-based learning and the use of ICT: a tale of two units <sup>®</sup>

*Leonie Ellis & Jo-Anne Kelder*

**Abstract:** A Problem Based Learning (PBL) approach to unit design can address the issue of poor participation and engagement with subject matter by students, as was successfully demonstrated by an existing unit in the Master of Information Systems at the University of Tasmania (Ellis et al., 2009). However, the less-structured content and process involved in group work required through the use of a PBL approach generates the further issue of how to monitor and assess individual contributions in collaborative learning processes. Offering two PBL units within the one semester to the same cohort normally would impact student workload by having two problems to solve while working in different groups in each of the units. In this context, a new Masters unit introduced to the Masters of Information Management in 2010 was designed to complement and integrate with an existing unit that was already developed using a PBL approach. Both units utilised Information Communication Technology (ICT) to support group work and to more adequately assess individual contributions. This case study provides insight into the development, delivery and evaluation of these two units.

The delivery method for both units was to provide nine three hour workshops supported by the institutional education platform (MyLo). The first seven workshops delivered the theory for each unit. The theory was delivered using group work learning supported by the instructor. The remaining two workshops combined units in which class members were formed into new groups with members from both units. Both classes were presented with the same problem situation that acted as context for the delivery of the theoretical material. Assessment items across both units were structurally aligned to support the learning process. Four of the five pieces of assessment took the same form, of which the final and major item of assessment required students to submit a single “solution” that was independently marked for each unit against the same criteria while addressing unit specific learning outcomes.

Critical reflection and assessment of individual contribution was supported by PebblePad technology. Students were required to create individual assets on a weekly basis that provided evidence of research and participation in both the initial seven workshops and then the development of the final “solution”. Additionally group work interactions were supported by wiki technology in the new unit. Feedback from Student Evaluation of Teaching and Learning (SETL) indicated a positive response to embedding technology in assessment.

### Assessment 2.0: Does legitimate assessment have to be text-based?

*Paula Johnson*

**Abstract:** In this climate of social inclusion and internationalisation, the University Preparation Program (UPP) attracts significant numbers of students from low socio-economic and non English speaking backgrounds (NESB). The majority are mature-aged and bring with them a wealth of knowledge and experience which they are usually ill-equipped to share via traditional text-based assessment processes.

While the UPP has a strong focus on academic writing skills, areas such as critical thinking, reflection on own learning and independent study skills are also developed. Within the UPP the assessment of all these skills has been predominantly text-based, often making it difficult for low-income and NESB students to give a true demonstration of their ability in the skills on which they are being assessed. In order to address this, a number of alternate and interactive assessments were developed for the UPP unit on Online Learning (UPP060).

This presentation will look at the interactive assessment methods used in UPP060 and explore the process of selecting and adapting tasks which are suitable for alternate assessment.

*Notes:*

## Poster abstracts

### **PASS at UTAS: Supporting student learning and developing student leaders**

*Dr Jane Skalicky, CALT*

**Abstract:** PASS at the University of Tasmania has become a vibrant and living part of the UTAS student experience. As an institution-wide program, in 2009 PASS supports 43 first year units across all seven faculties and all three Tasmanian campuses.

Forty two PASS Leaders and 5 senior PASS Mentors work with the Program Coordinator to provide quality peer learning sessions every week for over 1500 students. A distinctive feature of PASS at UTAS is the leadership development provided to the high-achieving students who take on the PASS Leader roles. Leaders at UTAS are trained and supported in their role through a cross-disciplinary team approach. Experienced Leaders can also progress to a more senior PASS Mentor role, working with the Program Coordinator to provide dedicated support to the PASS Leaders. Consequently, the program has seen PASS Leaders and Mentors develop a distinctive set of tertiary leadership skills.

PASS has been recognised nationally and internationally for its quality and wide-ranging impact on student learning at UTAS. In 2009 PASS at UTAS was awarded a Vice-Chancellor's Award for Outstanding Contribution to Student Learning. Additionally, UTAS PASS Leaders have received national Outstanding Leader Awards in 2008, 2009, and 2010.

### **Elementary Chinese writing skills resources: A flexible approach to developing student skills**

*Isabel (Yanjun) Wang; Faculty of Arts Flexible Education Office (FAFEO)*

**Abstract:** This project is being completed as part of a successful UTAS Teaching Development Grant and is being trialled this semester. It includes a CD, wiki, MyLO site and print booklets, which are designed to supplement classroom teaching of Chinese. The components can also be standalone resources for students studying independently.

The aim of the project and the resources is to develop student skills in writing and reading Chinese by actively engaging them in learning tasks. The interactive CD and wiki feature animation, audio and text. It is a valuable study resource because Mandarin is one of the most complex languages in the world for English speakers to master.

The resources use characters – *hànzì* – rather than an alphabet to portray written words. This creates significant difficulties for speakers of European languages due to the complexity and number of *hànzì*. The standalone resources allow students to independently practise their Chinese writing and reading skills.

## Poster abstracts

### Unveiling eReadings

*Ian Apted & Karmen Pemberton, Library*

**Abstract:** UTAS Library has developed eReadings which will supersede eReserve.

The poster will outline the changes, which will enable students to access links to learning resources. eReadings will be accessible via MyLO and through the library webpage.

eReadings will provide a one stop shop for students to access their unit reading lists.

### Presentation Skills – scaffolding student learning in oral communication skills.

*Ben Cleland & Wendy Fleet, CALT and Accounting & Corporate Governance*

**Abstract:** The UTAS generic skills for graduates includes the ability of graduates to communicate effectively across a range of contexts. The development of oral communication skills for business students is included in the learning outcomes for a number of units in the Business degrees. This poster and video demonstration will detail the resources available for students to develop their oral communication skills. The resources are a series of videos created using second life software.

The videos developed by CALT using Second Life demonstrate a variety of skills that students could use for making their classroom presentation. The skills covered by the Second Life character included:

- body language;
- preparation;
- audience; and
- equipment.

The videos provide guidance for student on good practice or skills that they could emulate in their own presentations as well as examples of bad practice that they might recognise in their own style. It is planned to offer the videos across the state in the one of the first year units offered by the School of Accounting and Corporate Governance in 2011.

It is anticipated that the videos, should they prove useful and effective in developing student skills, will lead to an additional set of videos addressing skills and knowledge that students will need.

The key idea behind using a virtual 3D world to create short videos is the cost-effective nature of having virtual actors and potentially unlimited virtual sets. Videos can be produced with minimal investment in hardware and software.

The effectiveness of producing video in this manner depends upon the intended outcomes of the learning activity being developed. For short pieces where dialogue is minimal and emotional richness is not required, virtual actors and sets can provide an alternative to hiring actors and a production crew.

## Poster abstracts

### **Bridging the gap: Work integrated learning as means of unifying university and school based learning for pre-service teachers**

*Kim Beswick, Rosemary Callingham, Dianne Ashman & David McBain*

**Abstract:** There is a perceived gulf between the approaches to teaching mathematics that pre-service teachers are encouraged to adopt through their university studies, and the practices that they encounter in classrooms through their practical experiences. It is also well established that pre-service teachers regard classroom practice as the most effective learning experience in their courses.

These facts have led to recent calls for mathematics teacher education to better integrate theoretical and practical aspects of their preparation. This poster reports on an innovative work-integrated learning model of teacher education trialled in the final mathematics education unit undertaken by primary pre-service teachers in their Bachelor of Education program in Semester 1, 2010. The pre-service teachers worked with experienced expert teachers and primary school students over an extended period in school and classroom contexts. They were expected to take on the mathematics teaching philosophy of the school, operate within its professional culture, and to contribute to the teaching as professional members of the school community.

Evaluation data comprised surveys of teachers, school leaders and pre-service teachers, interviews with samples of each of these groups, and classroom observations. As well as contributing to the integration of university and school based learning, the approach required pre-service teachers to bring together disparate aspects of their knowledge for teaching in ways that are not possible to simulate in a university environment.

The results suggest that the approach has much to offer to pre-service teachers and schools as well as enhancing links between schools and the university.

### **UniStart: Nurturing confidence, critical thinking and independent study skills in commencing students.**

*Andrea Adam & Cathy Hartigan*

**Abstract:** The UniStart program is a pre- and early-semester academic transition support program available to all HECs-eligible incoming students. UTAS is experiencing growth in enrolments and the diversity of the student body, mirroring both national and international trends. The UniStart program represents an important avenue to support the transition of students into the academic culture of the university, by explicitly addressing the university as a cultural space and introducing students to its key practices.

The program focuses on fundamental academic processes and understandings, such as critical thinking, academic text structure and research skills. An evaluation was recently conducted of the program's effectiveness, both from the perspective of current best practice regarding support for first year students and from the perspective of the students themselves. The program was considered in terms of elements of the First Year Framework recently proposed at UTAS: students' sense of purpose, academic preparedness, independence, and connections to peers, staff, discipline and the university community. Feedback indicates that students feel more confident and prepared for their academic studies after undertaking the program and that the majority of students affirm, later in the year, that they have utilised and applied the skills developed in UniStart during their core studies.

Overall, students rated their familiarisation with university culture as one of the most valuable elements of UniStart. The program represents an important component of the university's approach to supporting the first-year experience and student transition.

# Campus Map

## Newnham




University Buildings	Grid Ref.	Bldg. No.
Accommodation Office	C5	18
Cafeteria	B1	A2
Cashier	B2	B1
Child Care	F6	6
Degrees Restaurant	B1	A3
Library	B2	B3
Sport & Recreation	D5	9
Student Administration	B3	Y
Student Association	C4	Z

Lecture Theatres	Grid Ref.	No.
Lecture Theatre 1	B2	A150.LT1
Lecture Theatre 2	B2	A153.LT2
Lecture Theatre 3	C1	A106.LT3
Lecture Theatre 4	C1	A112.LT4
Lecture Theatre 5	C2	X138.LT5
Lecture Theatre 6	A3	D150.LT6
Lecture Theatre 7 (Science)	B6	S141.LT7
Lecture Theatre 8	D5	T5.102.LT8
Lecture Theatre 9	C3	L151.LT9

Teaching Spaces	Grid Ref.	No.
A060	B2	A060
A070	B2	A070
A074	B2	A074
C227	B3	C227
D121	B3	D121
E106	A3	E106
G144	C3	G144
G206	C3	G206
L131	D3	L131
L142	C3	L142
T2.101	D6	T2.101
V190	C5	V190
X130.FLEX	C2	X130.FLEX

- Lecture Theatres 
- Teaching Spaces 
- Taxi Pickup 
- Bus Stops 
- Emergency Phones 
- Security 



24hr Emergency Number  
**6324 3336**

# My Teaching Matters Program

Session	Room	Presenter/s	Title	Presentation type
08:30 - 09:45	Registration in the Sir Raymond Ferrall Centre foyer			
09:45 - 10:45	Lecture Theatre 5 Sir Raymond Ferrall Centre	Aunty Phyllis Pitchford Acting PVC S&E Gary O'Donovan	Welcome	
		Professor Henry Reynolds	Keynote Address	
10:45 - 11:15	Morning Tea - poster viewing			
<b>Session 1</b> 11:15 - 12:15				
12:15 - 13:00	Lunch - in Willow Court (AMC)			
<b>Session 2</b> 13:00 - 14:00				
14:00 - 14:15	Afternoon Tea			
<b>Session 3</b> 14:15 - 15:15				
15:15 - 15:30	Short break to allow delegates to move to Lecture Theatre 5			
15:30 - 16:45	Lecture Theatre 5 Sir Raymond Ferrall Centre	Dr. Fiona Hill, Dr. Gary Williams and Mr. Peter Davson-Galle	Plenary panel session	
16:45 - 16:30		Professor David Adams, Social Inclusion Commissioner	Closing Address	
Conference concludes				



**SecondBite**  
food for people in need

SecondBite is a dynamic, not-for-profit organisation committed to making a positive difference to people by sourcing quality surplus fresh food that would otherwise go to waste and re-distributing it to agencies and people in need in Tasmania and Victoria. Surplus food from Teaching Matters 2010 will be redistributed by SecondBite .