

UniSA and the Teaching
Innovation Unit present

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**University of
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Abstracts are ordered by surname of first author

Title: Introducing tertiary learning strategies and connecting with students in an online environment.

Presenters: Marie Abi Abdallah, Dino Murtic (UniSA College)

Theme: Digital Learning

Format: Practice Showcase

Abstract: Tertiary Learning Strategies is a course provided by University of South Australia (UniSA) to Open University Australia (OUA). This unit is part of the Business Pathway and students can be credited towards their chosen degree. It is delivered over 4 study periods of 13 weeks each. Each week students are presented with materials and activities to build their skills and knowledge relevant to study at university. At the start, students work on time management and organising their study as an independent university student; then they use the library and internet resources to do research, read academic Journals, learn about referencing and writing according to academic conventions. The course's content is aligned with the existing pedagogical framework and the different theories of learning such as behaviourism, cognitivism, constructivism and connectivism. The aim of this unit is to provide students with an introductory course to tertiary learning and with an opportunity to create a valued online learning experience. The unit has received an award from OUA for encouraging excellence in the engagement of students studying online and it was ranked in OUA's Top Performing Units by Student Satisfaction and represents a performance leader in the delivery of online programs across OUA's portfolio and University Provider network. The data from OUA will be presented about the success of this unit.

The main contest is how the content is delivered to meet the diverse needs of students and how students communicate with each other and their educators in the current digital age. The presentation will discuss the challenges, innovations and successes of this online course over the past 3 years and re-emphasise the importance of human connection in an online environment.

Keywords

Online learning and teaching, Human connection, Teacher presence, Technology.

Title: e-portfolios in curricula

Presenters: Scott Adams, Alyson Crozier, Brooke Osborne, Mark Matheson, Sandhya Maranna (HSC) & Huda Khan (UO)

Theme: Digital learning

Format: Panel discussion

Abstract: The panel members use e-portfolios in various courses and programs in the School of Health Sciences including Human Movement, Exercise and Sport Science, Medical Sonography and Professional development in Marketing course within UniSA online.

Discussion will be centred around pedagogical practices where educators have customised the use of e-portfolios to facilitate student-centred learning. Examples discussed will be reflective practice, summative e-assessments, personalised learning and maintaining a digital record of the academic achievements and milestones in the learning journey through the various programs.

Further, the challenges involved in introducing students and staff to the foreign platform of e-portfolio will be discussed. Some strategies of how this was achieved in the context of both external and internal teaching and learning environments will be shared.

Title: An Experience of Civil Engineering Capstone Course at UniSA

Presenters: Faisal Ahammed, Mark Ellis (NBE)

Theme: Programs and People

Format: Practice showcase

Abstract: The aim of civil engineering capstone course (Civil Engineering Design Project) at the University of South Australia is to provide students a real-life experience of an actual civil engineering project. It requires students to use all skills and knowledge they have gained in the first three years, both technical and non-technical. It also requires students to apply their initiatives, further develop their teamwork and management skills and to use the principles of life-long learning that engineers must all use to solve problems that they have not previously encountered, often with incomplete information. Real-life industry projects from DPTI, Tonkin Consulting, GHD and Councils were used in recent years to run the capstone course in both undergraduate and postgraduate program. Industry based engineers usually work as clients for the project and each tutorial class works as a consulting company to perform the tasks required by the clients. The major tasks include tender preparation, feasibility study, development of concept / technical note, detailed design, CAD drawing, development of quality manual for the company, management review report, website development and oral present to clients. A multi-cultural dinner and public presentation to civil engineering advisory group, industry representatives, academics and students' friends and family members occur at the end of the course. Students usually find this course challenging, rewarding and occasionally frustrating.

Title: 'Learning to Communicate' and 'Communicating to Learn': a mathematical case study

Presenters: Amie Albrecht (ITMS)

Theme: Assessment

Format: Practice showcase

Abstract: Mathematics is a language of its own, and students need to learn to communicate effectively through both the written and spoken word. Conversely, communication is also an important part of learning mathematics. By articulating and justifying their mathematical ideas and listening to and making sense of the ideas of others, students develop and refine their conceptual understanding. Yet few tertiary mathematics courses provide students with explicit opportunities, encouragement and support in developing effective communication skills.

In this talk I will discuss assessment and classroom strategies designed to elicit exploratory thinking, encourage revision, and support growth in oral presentation and mathematical writing skills. This approach has been developed over five years in 'Developing Mathematical Thinking', a course designed for pre-service maths teachers.

The major assessment item in this course requires students to communicate the results of an in-depth investigation of a self-selected topic via a written report and an oral presentation. I will describe a structure that supports each student in choosing a topic, writing a draft report, providing peer critique, revising work in response to feedback, and preparing a high-quality final report.

Student competence and confidence with oral communication is progressively developed through weekly mini-talks which gradually increase in length, and audience familiarity and size. Each week focuses on different skills such as delivery, body language, organisation, and visual aids. Guided peer feedback and self-reflection helps students continually improve.

Focusing on both 'learning to communicate' and 'communicating to learn' by having students talk about their evolving mathematical ideas while also learning to communicate mathematically has turned out to be a powerful strategy to propel their mathematical development. The teaching practices described in this talk are applicable to disciplines beyond mathematics.

Title: Assessing the Effectiveness of Teaching of Supply Chain Management Courses Using the Simulation: A Case Study

Presenters: Atiya Al-Zuheri, Yousef Amer, Linh Doan (ENG)

Theme: Assessment

Format: Research Paper

Abstract: Using of advanced instructional strategies enables students actively engage in teaching and encourages civic involvement. The simulation is one of these strategies that has great potential impact in improving science learning. Currently, the use of simulation within higher education have been applied to include variety of disciplines including engineering, medical, law and business. Simulation addresses the relevant uncertainty aspects of the system, which cannot be represented using a deterministic mathematical model. Uncertainties in supply and demand are well known that affect manufacturing functions. Most of Supply chain management system models are basically deterministic and lack to consider uncertainty aspects. Regarding academic area, the universities and management schools offer most SCM courses as text – based. Inherent complexity and operational dynamic behaviour of SCM networks can be illustrated using the simulation. Although many business schools and management engineering programs in the world offer SCM courses, still limited opportunities available to learn and experience hand-on SCM simulation.

Actually, the literature includes a huge of research focused on using the simulation as teaching strategy for the basic components of supply chain management; fundamentals, design, planning, and execution. Despite its popularity, the authors realized that assessing the effectiveness of using simulation as learning or training strategy for SCM is still unclear. Based on that, the aim of this paper is to assess the effectiveness of teaching of SCM courses using simulation. This paper aims at investigation the effect of using simulation strategy in teaching supply chain management (SCM) course on students' academic success. A sample included 60 students who studied at one public university in Iraq, in the department of industrial engineering participated in this research. The students divided into two groups (30 control, 30 experimental). Each of these groups consists of females. The groups are subjected to pre-and post -tests in the SCM lecture. Qualitative and quantitative approaches are used in research design to assess the student scores in these tests. Statistical analyses conducted on the tests indicated that students of experimental group who were taught using simulation strategy were more efficient in comparison with students of the control group who were taught SCM by the traditional strategy of lecturing. The results further revealed that simulation- based SCM teaching affects satisfaction of students of experimental group.

Title: Why, What and How of Match Studio's modes of industry-linked Work Integrated Learning

Panellists: Jane Andrew, Ann Verbeek, Aaron Davis (Match Studio)
Facilitator – Dale Wache, (TIU)

Theme: Programs and People & Research-informed teaching

Format: Panel Discussion that includes Practice showcase

- A brief practice showcase that highlights the success of industry-linked project-based learning;
- Discussion about the challenges associated with establishing course-integrated studio projects;
- Discussion about the development of non-traditional research; and
- Several teaching innovations related to Work Integrated Learning (WIL)

Abstract: **Match Studio** began in 2010 through the STEP funding program—which supported innovative approaches to improving the quality and quantity of student engagement through experiential learning. Since then, Match Studio has continued to successfully develop and deliver alternative models of Work Integrated Learning (WIL) and Studio-based learning. Studio pedagogy combines theory and application, including reflection and practice, and enables students to co-design and co-create solutions for client challenges. In a highly interactive and supportive learning environment Match Studio works with industry partners such as the Defence Science & Technology Group (DSTO); Institute of Private Practising Psychologists (IPPP); SA Health—Office for the Aging; Maggie Beer Foundation (& Life Care); DXC (Hewlett Packard Enterprise) + Department of Education SA (DECD); Department of Correctional Services (DCS); SA Health—The Queen Elisabeth Hospital (TQEH); SAPOL & Motor Accident Commission (MAC); Uniting Communities; Helping Hand; and Erasmus+ Programme of the European Union. Through **Match Studio**, students are therefore given the opportunity to address real world challenges faced by industry, government and communities.

The recent *Match Tournament* and *Peer2Peer* annual interdisciplinary client-engaged and embedded projects (4.5 unit elective) launched by **Match Studio** in 2016—both of which include academic team members—will be discussed by the panel to highlight the innovative industry-linked interdisciplinary student practice-based research projects; integration of Design Thinking process within a Systems Thinking framework; adaptive teaching practices; student feedback; and how the tools and techniques can be learned and utilised by both undergraduate and postgraduate students throughout the University.

A current project is working with SACE to deliver a custom workshop for teachers. The panel will discuss this workshop, and a number of others, to demonstrate in what ways the **Match Studio** approach delivers a high-level interactive, hands-on learning environment and how this contributes to the 'supply chain' of creative, enterprising and professionally adept graduates.

Title: Connecting online learners: Insights from designing and delivering the core UniSA Online course 'Critical Approaches to Online Learning'.

Presenters: Lucy Andrew (UniSA College) and Jennifer Stokes (UniSA College)

Theme: Digital learning

Format: Practice showcase

Abstract: This paper will discuss the design and delivery of the core undergraduate UniSA Online course 'Critical Approaches to Online Learning' (CATOL), which supports students to develop academic and digital literacies for online learning. The course is delivered four times per year, and in this first year was undertaken by approximately 1500 students enrolled in twelve different UniSA Online degrees. Online teaching raises specific design and delivery questions, which must be addressed to ensure that students are well supported in an asynchronous study environment.

In developing the course, we were aware of research documenting the risk of feelings of isolation for external students and the benefits of building online learning communities to counter this risk (Croft, Dalton & Grant 2010; Dolan et al. 2017). Therefore, course design employs specific approaches and technologies to foster connection and participation online: students engage in collaborative knowledge sharing via Padlets, they are encouraged to use ePortfolio to present and share their course work, and the final assessment is a dialogic conclusion through individual vivas. Students are encouraged to make informed use of these digital technologies for academic purposes, in line with Prensky's work on 'digital wisdom' (2012).

Course delivery furthers this student-centred approach. To support students to learn at their own pace, all course materials are available for the duration of the ten-week course. In addition to traditional communication through announcements, email and course forum, the course includes a live course tour, synchronous drop-in sessions available multiple times each week using online meeting software (Zoom), and a Live Message function for teacher-student and student-student communication. Some students are highly active online, taking the opportunity to connect with staff and students, while other students are less active, yet benefit from awareness of communication options available.

In contrast to face-to-face teaching where tutors are allocated a class, the UniSA Online model is a collaborative teaching approach where a team of teaching staff assist all students with their learning. While all members of the teaching team support all students with their learning, tutors provide audio feedback on significant assessments to allocated students to maintain consistent, personalised feedback throughout the course.

CATOL is designed to provide opportunities for students to establish themselves as part of the UniSA Online community and prepare students for further degree study. On successful completion of the course, students are able to demonstrate professional communication practices and effective use of technologies for university study.

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Dolan, J, Kain, K, Reilly, J & Bansal, G 2017, 'How Do You Build Community and Foster Engagement in Online Courses?', *New Directions for Teaching and Learning*, vol. 2017, no. 151, pp. 45-60.

Prensky, M 2012, *From digital natives to digital wisdom: hopeful essays for 21st century learning*, Corwin, California.

Title: The success of interactive and reflective academic integrity activities, in an online introductory course, to assist students in avoiding plagiarism in their academic writing.

Presenters: Lucy Andrew (UO) and Lydia Richards (UO)

Theme: Academic Integrity/Digital Learning

Format: Practice Showcase

Abstract: This presentation describes and reports on the success of an instructional intervention in a UniSA Online introductory course aimed at assisting new undergraduate students to recognise, reflect upon, and ultimately minimise, instances of plagiarism in their academic writing. The ease at which students can source information electronically, and perhaps, the increasing use of similarity detection software such as 'Turnitin' has heightened awareness of plagiarism in the tertiary sector (Ellery, 2008). Although it is recognised that academic writing, including avoiding plagiarism, takes time and practice as students move from apprentice towards mastery (McGowan, 2005) many entry level undergraduates have a 'misplaced' confidence in their understanding of referencing and plagiarism (Newton, 2016, p. 294). Evidence also suggests that different views exist between staff and students about what constitutes academic misconduct, and, that perceptions and expectations about academic integrity in both groups evolve with time and experience (Bretag et al., 2014; Jamieson 2016). 'Critical Approaches to Online Learning', is a 10-week introductory course designed to support students to develop their academic and digital literacies for online learning, of which academic writing and referencing is a major focus/aspect. Week 5 of the course includes a formative activity where students practice paraphrasing and receive online tutor feedback. In week 8 a summative assessment requires students to generate a Turnitin report and then analyse and reflect upon paraphrasing, quoting and referencing in their draft report prior to submitting their final report. Providing students with the opportunity to reflect and report on their learning is an important aspect of learning (Boud & Walker, 2006). An analysis of student activity data and review of written submissions, including their reflections and feedback, were collected over 3 teaching terms. Results reveal that the prescribed course activities have enabled students to significantly improve their academic writing and consequently levels of plagiarism were minimal. In addition, due to the inclusion of academic integrity content and close attention paid to recognising and avoiding plagiarism in this course teacher and academic integrity officer expectations of acceptable levels of text matching were considered to be relatively high compared to similar experiences on-campus. Overall the analysis of student activities has helped inform how a variety of online activities can reduce academic integrity breaches and prepare students for university studies.

References

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- Bretag, T, Mahmud, S, Wallace, M, Walker, R, McGowan, U, East, J, Green, M, Partridge L & James, C 2014, 'Teach us how to do it properly!' An Australian academic integrity survey', *Studies in Higher Education*, vol 39, no. 7, pp. 1150- 1169
- Ellery, E 2008, 'An investigation into electronic-source plagiarism in a first-year essay assignment', *Assessment and Evaluation in Higher Education*, vol 33, no. 6 pp.607-617

Jamieson, S 2016, 'It is Plagiarism or Patchwriting? Toward a Nuanced Definition', in Bretag, T (ed), *Handbook of Academic Integrity*, Springer, pp. 503-518

McGowan, U 2005, 'Academic Integrity: An awareness and development issue for students and staff' *Journal of University Teaching & Learning Practice*, vol 2 no. 3

Newton, P 2016, 'Academic Integrity: a quantitative study of confidence and understanding in students at the start of their higher education', *Assessment and Evaluation in Higher Education*, vol 41 no. 3 pp. 482-497

Title: Experiences from the Graduate Diploma in Education Studies (Digital Learning) – Reflections from the students

Panellists: Sandy Barker (BUE), Anthea Fudge (UniSA College), Steve Kelly (AAD), and Richard McGrath (HSC) Facilitator - Gavin Sanderson (TIU)

Theme: Digital Learning

Format: Panel Discussion

Abstract: With the implementation of the Digital Learning Strategy at UniSA, strategic priority 4 promised to “encourage a culture of innovation in which academic staff are empowered and enabled to advance their teaching practices in a rapidly changing digital environment” (UniSA, 2015). This included a commitment to offer formal qualifications leading to a Master of Education in digital technologies in order to support educators to specialise in teaching within a digitally enriched learning environment. Competitive scholarships were offered to UniSA academic staff in late 2016 to undertake the Graduate Diploma in Education Studies (Digital Learning) run cooperatively by staff in the UniSA School of Education and the Teaching Innovation Unit.

The Graduate Diploma was first offered in 2017 to staff of the University of South Australia across all divisions and was designed to develop knowledge, understanding and skills to design, implement and evaluate digital learning environments in educational settings. Moreover, it has created a community of practice that has extended the theoretical aspects of the program into a communal interchange of ideas and currency in teaching and learning application.

This panel session will give students (UniSA academics) from the first cohort from the Grad Dip an opportunity to reflect on their experiences as they near completion of the program and identify how it has influenced their teaching and learning methodologies.

The Grad Dip has set up students as flexible, agile and resilient educators and has also provided opportunities for extending studies to Masters and PhD level.

References:

UniSA 2015, *Digital Learning Strategy 2015-2020*,
<http://www.unisa.edu.au/PageFiles/170704/Digital%20Learning%20Strategy.pdf>, viewed on 18 September 2018.

Title: Interdisciplinary teaching: working collaboratively with design thinking

Presenters: Jill Colton (EDS) and Jo Mignone (AAD)

Theme: Programs and People

Format: Practice Showcase

Abstract: This presentation explores the challenges and opportunities of working across schools with a focus on design thinking and collaborative learning. We report on an EASS funded project that brought students from two courses together to learn about and produce narrative texts. The aim of the project was to juxtapose the knowledge of our disciplines (education and illustration) in order to learn from each other and enhance student knowledge. Students from the Illustration program met with pre-service teachers to design and produce a multimodal narrative for children. In this presentation we explore how the framework of design thinking worked to structure student learning. We reflect on the successes of the project in terms of our own knowledge development and that of the students. We analyse the challenges that limited student learning and present our thinking about future possibilities in this type of interdisciplinary pedagogy in higher education.

Title: Best practice for managing emotion in the technology enhanced practice-based learning classroom

Presenters: Jane Cowie & Renae Summers (PSW)

Theme: Digital learning

Format: Practice showcase

Abstract: The use of technology enhanced practice-based learning (TEPBL) in higher education is increasing. Practice-based learning includes simulating a work environment so that students can develop skills for professional practice. While practice-based learning requires the use of self and has both affective and cognitive components, teaching has predominantly focused on cognitive learning (Barlow & Hall 2007, p. 399). In this presentation, we will argue that the ethical use of TEPBL requires teachers to attend to the affective or emotional aspects of teaching and learning (Bowen 2014; Taxer & Frenzel 2015, p. 79). We will reflect on our experiences of teaching a second-year course in the Social Work Studios, in which students record a 20-minute interview with another student, focusing on a low key, real life issue. We have found that TEPBL can be emotive for students and teachers; nonetheless, it is necessary in order to prepare students for professional practice (Gair 2011). Drawing on our experiences, as well as relevant literature, we will explore strategies for managing emotion in TEPBL, which can enable students to develop skills in emotion management that are essential for professional practice.

References:

Barlow, C & Hall, BL 2007, “‘What about Feelings?’: A Study of Emotion and Tension in Social Work Field Education’, *Social work education*, vol. 26, no. 4, pp. 399-413.

Bowen, J 2014, ‘Emotion in the classroom: An update’, *To improve the academy*, vol. 33, no. 2, pp. 196-219.

Gair, S 2011, ‘Creating spaces for critical reflection in social work education: Learning from a classroom-based empathy project’, *Reflective practice*, vol. 12, no. 6, pp. 791-802.

Taxer, JL & Frenzel, AC 2015, ‘Facets of teachers’ emotional lives: A quantitative investigation of teachers’ genuine, faked, and hidden emotions’, *Teaching and teacher education*, vol. 49, pp. 78-88.

Title: An ounce of scholarship equals a ton of integrity: developing the university student in ITEE

Presenters: Andrea Duff (ENG) and Deb Moulton (NBE)

Theme: Academic integrity

Format: Practice showcase

Abstract: It is well known writing, referencing and academic scholarship are practices which are culturally imbued. Students come to university from cultures which may have different approaches to understandings about Academic Integrity. Alternatively, they come from discipline areas where writing is a seldom practised academic task, particularly in the sciences.

Ample case studies demonstrate students are challenged; confronted and sometimes bewildered when plagiarism is discovered in their work.

The following three case studies emphasise the skills needed to be a good scholar first and, in doing so, begin to demonstrate how, by emphasising and developing the positive, we can begin to diminish more punitive approaches. Academic Integrity is the responsibility of all members of the university community, so our case studies actively involve staff in developing course materials, learning activities and assessments to build their students' scholarship.

Firstly, in drawing on the work of Kate Cadman (1997, p.12), who argues teaching contexts for international post-graduate students should have an 'interplay between knowledge, language and identity', an in-course strategy using a Writer's Circle approach (Lee & Boud 2003) with peer-collaboration and class participation was embedded in a post-graduate course. Its aim was to firstly help students better understand the requirements of their assessment tasks, then understand, develop and apply the academic literacy skills of summarising, paraphrasing and referencing, thereby, building their confidence as academic writers and 'creating and defining a new identity' (op. cit. p.3).

Secondly, opening doors to learning support as part of the NBE Transition and Retention Strategy. This initiative is an approach to closing student and staff feedback loops through working with staff on their assessment tasks, learning resources and support materials and with their students within their courses, to build students' scholarship, confidence and achievement.

Finally, a division wide approach which emphasises scholarship with integrity...A website is being created for ITEE students and staff with information and resources on studying with integrity at UniSA, as well as Discipline specific materials.

These three ITEE Division approaches work in conjunction with the wider UniSA approaches to building scholarship skills for students and working with staff to help them support their students.

References:

Cadman, K. (1997). Thesis writing for international students: A question of identity? *English for Specific Purposes*, 16(1), 3-14.

Lee, A., & Boud, D. (2003). Writing groups, change and academic identity: Research development as local practice. *Studies in Higher Education*, 28(2), 187-200.

Title: Right ways, Wrong ways, Better ways

Presenters: Kylie Ellis, Deanne Hanchant – Nichols, Jayne Boase, Andrea Duff, Liz Smith, Petra Nisi (ENG)

Theme: Digital learning

Format: Practice showcase

Abstract: Our presentation will showcase the ‘STEM, Cultural Understanding & Aboriginal Communities’ Portal which has been collaboratively developed by Aboriginal and non-Aboriginal staff of the University of South Australia. This resource gives students access to a vast variety of resources, including discipline specific literature and testimonials by Aboriginal community members, staff and students, which underline the importance of showing respect and engaging in meaningful community consultation.

The highlight of the resource are the ‘Blue Wren vignettes’ which humorously convey strong messages about cultural right ways, wrong ways and better ways. We are looking forward to sharing our experiences of the making of the resource and discussing current and potential means of using this in cultural awareness learning and teachings.

Title: Enhancing student learning through online interactive content using H5P.

Presenters: Debbie Frisby (NBE), Kim Hynes (UO), Robert Moller (UO), Diana Quinn (TIU), Pramila Rathore (TIU), Brigitte Sloom (UO)

Theme: Digital learning

Format: Practice showcase

Abstract: With increased utilisation of online learning at UniSA it is important that we develop digitally rich and engaging online resources that enhance students learning. One way to achieve this is through the addition of interactivity to online learning resources. Students learn more when they are actively engaged in the learning process rather than merely being passive consumers of information. The inclusion of interactive content has been shown to be an important component for fostering student satisfaction, motivation, persistence and achievement in online learning (Croxton et al 2014, Mahle 2011, Thurmond et al 2002). Incorporating interactivity and instant feedback in the learning process allows students to self-assess and identify gaps in their understanding. The inclusion of activities that provide opportunities for students to apply newly acquired knowledge to tasks and provide feedback on their progress can greatly enhance students' motivation to learn (Park and Choi 2009, Thurmond et al 2002). Academics often face challenges converting content from face to face delivery to the online environment, as they perceive that there is limited capacity for interactivity and instant feedback online.

H5P Interactive Content supports the creation of interactive online learning resources in Learnonline. H5P is very easy to use and an ideal way to incorporate interactivity and provide rapid and frequent feedback on student's performance. H5P offers 39 different tools that you can use to create an array of different interactive content types. The tools available in H5P can be divided into 3 categories based on the content types they generate. There are tools, which focus on presenting content that grabs students' attention, tools that focus on checking students' knowledge and providing feedback, as well as tools that combine both content delivery and knowledge check features. This presentation will highlight how H5P was used to overcome some of the academic challenges converting content to the online environment.

References:

Croxton, R.A., 2014. The role of interactivity in student satisfaction and persistence in online learning. *Journal of Online Learning and Teaching*, 10(2), p.314.

Mahle, M., 2011. Effects of Interactivity on Student Achievement and Motivation in Distance Education. *Quarterly Review of Distance Education*, 12(3).

Park, J.H. and Choi, H.J., 2009. Factors influencing adult learners' decision to drop out or persist in online learning. *Journal of Educational Technology & Society*, 12(4).

Thurmond, V.A., Wambach, K., Connors, H.R. and Frey, B.B., 2002. Evaluation of student satisfaction: Determining the impact of a web-based environment by controlling for student characteristics. *The American journal of distance education*, 16(3), pp.169-190.

Title: e-assessment in Allied Health: transforming the assessment of clinical skill competency for students and educators

Presenters: Caroline Fryer¹, Anna Phillips¹, Leo Ng², Ryan Causby¹, Shylie Mackintosh¹

¹ School of Health Science, UniSA

² School of Physiotherapy and Exercise Science, Curtin University

Theme: Assessment

Format: Practice Showcase

Abstract: Demonstrating competency in practical clinical skills are a requisite component of professional practice for health professional students. Traditionally practical clinical skills assessments have been recorded using pen and paper. This method of recording is time consuming, has the potential for transcription errors during transfer of information from paper to digital mediums, and presents challenges to providing timely, individualised student feedback in a meaningful and confidential manner.

Advancements in technology provide a potential improvement in assessment method using personal digital assistants (PDA'S) such as iPads, tablets, and smartphones. PDAs offer potential benefits of saving marking and moderation time, and providing more rapid feedback for students, yet the widespread use of this technology for practical clinical skills assessments has not occurred. Our collaborative project with Curtin University sought to implement an iPad-based tool, developed and implemented successfully at Curtin University, into practical clinical skill competency assessments at the School of Health Sciences, UniSA.

Methods: The iPad assessment tool is a custom application created using the Filemaker database platform. Each course coordinator transferred paper marksheets to a desktop template within the Filemaker platform, which was then downloaded as an application onto iPads. Assessors used a 'traffic light' system on the iPads to record student performance against test criteria. Images of student performances were captured with the iPad during assessments for moderation of marks, and to be included with individualised emailed feedback. Comments could also be added for moderation or feedback. The 'traffic light' system in the tool facilitated effective and efficient moderation across a cohort, and clear communication of clinical skills performance to students. The user-friendly tool interface offered flexibility in assessment design, so it could be used in different program contexts and provide different learning analytics. Feedback from students and staff were sought with surveys, and a comparison of estimated time costs for the iPad and pen and paper assessments was completed.

Results: The iPad assessment tool was trialed in six different physiotherapy courses with 445 students and 13 staff assessors. Feedback from students indicated they valued the timely, comprehensive and personalised feedback. Staff found the tool easy to use and felt confident with using it after completing two assessments (median score). Course coordinators valued the ease of moderation with the iPad tool. Time estimations suggested the iPad assessment tool was more efficient than paper assessments.

Conclusion: The iPad assessment tool provided improved quality of feedback and efficiency of Physiotherapy practical clinical skills assessments. The next phase will include assessments in the Podiatry program. **Acknowledgements:** This project has been supported by funds from the Division of Health Sciences, UniSA.

Title: Educator reflections of implementing OnTask pilot interventions

Presenters: Anthea Fudge (UniSA College) and Steve Kelly (AAD)

Theme: Digital learning

Format: Practice showcase

Abstract: This presentation will showcase initial experiences of implementation and evaluation of a personalised feedback software program called OnTask in two different courses. The software has enabled the use of learning analytics to provide timely, personalised automated feedback to all students undertaking the course using engagement data from the LMS or other means. Exposed to OnTask through studies in the Grad Dip (Digital Learning), the presenters identified the efficiencies that could be achieved through the development of automated personalised feedback emails to students. The key area identified was in potential time saved through contacting non-engagers early in the study period to encourage them to continue with the course. The educators have previously spent large amounts of course coordination time emailing and phoning students who were not attending or engaging with the LMS and as such OnTask was considered a more efficient tool to undertake this communication.

We propose to present two case studies of the use of OnTask demonstrating techniques for deploying this system within our own courses. We will share our successes, failures, and challenges of implementing this system as teaching academics. We hope that this will provide useful information to other staff members wanting to provide personalised feedback within their own contexts. We will show how two vastly different settings are able to use this system in different but complementary ways with the overall result of assisting students and to support them in their learning.

Preliminary findings from the student perspective will also be shared including how they felt about receiving this 'automated' yet personalised feedback. A further discussion of how this system could be implemented in future courses in order to achieve individual coordinator aims that specifically focus on course intent, requirements and objectives will be included.

This work has recently been accepted as a blind peer-reviewed full conference paper for presentation at the 2018 ASCILITE conference to be held from 24-26 November 2018 in Geelong. The paper outlines the theoretical background of OnTask and then describes the two case studies above as well as an additional case study which used OnTask to guide students to assessment completion.

Title: Optimising Moodle quizzes for online learning

Presenters: Sithara Walpita Gamage (NBE), Jennifer Ayres (ENG), Elizabeth Smith (NBE)

Theme: Digital Learning

Format: Research Paper

Abstract: This study discusses the comprehensive ability of Moodle quizzes to transfer engineering and technical knowledge to undergraduate students studying Civil Engineering online, and how the suitability of the material provided and the effectiveness of the quizzes can be measured. This study examined the effectiveness of Moodle quizzes which used a mixture of media such as videos and Microsoft office tools. The quizzes assessed the competencies of students during the various stages of a study period through automated marking and easily extractable statistics. The quiz database comprised 62 formative questions and 61 summative questions. The quizzes were used in four course cohorts for a total of 169 students. A psychometric analysis identified the suitability of each question to assess and distinguish student knowledge levels, using the Moodle quiz resources of the Facility Index (FI) and the Discrimination Index (DI). The results showed that the FI and the DI must be used together to ascertain a reliable indication of course success. The study demonstrated Moodle's easy ability to access the FI and DI to make decisions while revising the quizzes. It was also found that the Moodle quizzes provide an efficient method to replace conventional Excel based assessments. Moodle quizzes enhanced mandated and non-mandated digital teaching approaches and led to a dynamic student learning experience. Autonomous assessments evident in this study will also benefit 'time-poor' academics.

Title: Virtual and Practical Fusion

Presenter: Eileen Giles (HSC)

Theme: Research-informed teaching

Format: Practice showcase

Abstract:

Background

Complementing Virtual Environment Radiotherapy Training (VERT) in simulation training are a variety of approaches that aim to mirror the clinical environment. Virtual reality provides the vehicle to observe and safely use linear accelerators and view elements of radiation treatment that are not usually seen. It does not however allow the physical interaction with a patient. Instead, immobilisation equipment, lasers, manikins and patient actors are commonly used for this purpose. Both virtual and practical training elements feature in Radiation Therapy programs and are typically used in parallel to allow clinical skill development. At UniSA, a fusion of these elements, virtual and practical *together* has allowed a combined approach to training and assessment.

Method

Room modification of the VERT suite was undertaken in 2016 to create a treatment space adjacent to the projector screen. A half-height stud wall partition was built to define the new space. Positional lasers were mounted, and a modified treatment couch was relocated and installed. Immobilisation equipment and authentic clinical props were placed nearby for easy access. Treatment set-up practicals were combined with VERT datasets and existing lesson plans to create the new fused training sessions.

Outcome

Patient set up was simulated from identification through to imaging. Elements included were communication, manual handling (practical), positioning and equipment operation (virtual and practical) and image matching (virtual). Different roles were rotated allowing students to gain varied experiences within the simulation. Student evaluation highlighted the value of combining the two methods before a clinical block as a more authentic preparation. Simulated pre-clinical competency tests will be modified to extend this approach.

An overview of the fusion practicals will be presented as well as initial student evaluation.

Title: Enhancing student experience, retention and achievement through Professional Communities and the MENtor Program for Males in ECE

Presenters: Deborah Green and Martyn Mills-Bayne (EDS)

Theme: Programs and People

Format: Practice showcase

Abstract: Research has investigated the experience and retention of pre-service teachers yet a need to support first year students and males entering an Early Childhood education degree remains. The School of Education is committed to improving student retention, through enhancing the student experience specifically through transition, initiation and ongoing support. First year, and in particular first semester, is a critical time for students (Lizzio & Wilson 2013) with some withdrawing (House 2000; Tsui 2007) thus it is important to enhance the student experience early to ensure long-term academic success (Richardson, King, Garrett & Wrench 2012). Employing a community approach the Professional Communities and MENtor programs invite first year male and female, local and international students to join Communities of like-minded peers. Aligning with National Standards, students in the Master of Teaching are allocated an Academic Advisor and Professional Community according to their major learning area or specialism; a specialisation which aligns to one of the learning areas in the Australian Curriculum. These Academic Advisors support students throughout the duration of their program and transition into the workplace. In a similar way, the MENtor Program supports local and international male students entering Early Childhood Education programs. The MENtor Program provides one on one guidance, pastoral and academic support throughout student's study, and develops opportunities for students to build networks with male early childhood teachers through targeted placement supervision and through the Australian Association for Men in Early Childhood (AAMEC) professional association. Both *the Professional Communities and MENtor projects* aim to build capacity, connection and a sense of community among commencing University of South Australia students. This presentation will outline both programs, provide survey and interview data on student and staff experiences while enhancing understandings about the need to develop gender-sensitive education programs for all pre-service teachers through professional communities.

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Title: Developing and sustaining interactive experiential activities across education program courses to address gaps in student understanding and skillset to establish more refined graduates.

Presenters: Hannah Harvey (EDS)

Theme: Research-informed teaching

Format: Practice showcase

Abstract: Teaching is a hands-on experience with many practical skills that need developing, which is supported by Moir (2013) stating that many skills are needed by first year teachers such as how to set up a classroom and this quickly leads to them being over whelmed. Their first year is very much a trial and error experience as they put their knowledge into practice and start to work out methods that work best for them in delivery, classroom management and the class environment (Putman, Greenberg & Walsh, 2014). In 2014 an investigation took place to uncover why university education students lacked a particular skillset when it came to preparing the learning environment. The results indicated that certain leadership members of universities were of the strong belief that principals should be coaching graduates. The principals on the other hand believed that these skills should be taught by the universities since they are needed at the beginning of a teacher's career. On further reflection a method was devised to address this gap at the Whyalla UniSA campus.

A tutorial room was transformed into a classroom with the purpose of supporting students to prepare for their future by providing them with interactive experiential activities in this simulated space. Simulations are considered best practice in nursing programs and have been integrated after positive student feedback (Garrett, 2014). Beatte, Koroll and Price (2010) indicated that simulation processes promote critical inquiry, applicable learning and allows students to demonstrate their competence. Over the next 3 years, tutorial activities were adapted across fifteen courses to include a more interactive approach through the use of the classroom space.

Quantitative surveys were conducted in 2016 of 53 current students, 12 recent graduates and 15 school and Childcare leaders. 96% of the students and graduates indicated that the activities and room helped develop skills that better prepared them for placement and employment. 18% offered suggestions on improvements to the space such as Aboriginal displays and a childcare setting. 94% of local leadership stated a noticed difference in graduates commenting that they appeared more relaxed and organised when setting up the room at the beginning of the year. 2016-2018 student feedback strongly supported the continuing use of the classroom space. Overall the results verified the interactive activities aided with the classroom learning space addressed the gap of practical skills needed by graduates to be classroom ready.

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Title: Sustaining enabling pedagogies through action research project at UniSA College

Panellists: Robert Hattam (EDS), Sarah Hattam, Snjezana Bilic, Tanya Weiler, Jennifer Stokes, Natasha Wilson, Paul (Nazz) Oldham, Jasmin Ng (UniSA College)

Theme: Research-informed teaching

Format: Panel Discussion

Abstract: Traditional higher education pedagogies do not work well for students who enrol in the Foundation Studies programs of UniSA College. Mainstream schooling has failed many of our students. However, they possess knowledges and strengths which can flourish and lead to academic success if connected in a supportive manner to university education. How we redesign our teaching that enables our students to realistically take up university study, is our key challenge and is explored in this panel discussion. Over the last seven years, some of the academic staff at UniSA College have been redesigning our curriculum and pedagogical approaches in response to the demands for greater responsiveness and inclusivity than traditional higher education pedagogy. In the past few years our work has focused on developing a theory and practice for *enabling pedagogy* (Burke & Crozier 2013; Stokes 2014). This year the UniSA College teaching team has embarked on a collective action research project with Professor Robert Hattam (School of Education, UniSA) to develop further clarity on how our teaching approaches could align more strongly with an emerging theory of *enabling pedagogy*. The process involved identifying an aspect of our teaching that was challenging and developing a strategy for how we might overcome or address the challenge, improving our teaching practice.

Enabling pedagogy is defined by a focus on supporting students' transition (Kift, Nelson & Clarke 2010, 13), inclusive practices (Hockings 2010) and critical pedagogy (Freire 1994; Gonzales, Moll & Amanti 1992). Where higher education pedagogy traditionally fosters independence, enabling pedagogy suggests we need to pay attention to the culture being constituted to nurture the diversity of students' needs and acknowledge the power relations that exist between the students and the university to better support their transition to independent learning in this new environment. Specifically, at UniSA College, we have drawn insights from research into early school leavers (Smyth & Hattam 2004) on what contributed to students not completing secondary school and transitioning to university, and the cultural messages about who belongs and who does not, as well as who the curriculum is written for and who achieves success in the classroom.

The pedagogical approaches adopted at the College recognize that the affective elements of being a new student are often the key to their transition and their sense of belonging and can be a determining factor in whether they complete the program (Motta & Bennett 2018). We respect the diverse knowledges that students bring to the institution and work with them to help them achieve individual success. A dialogic approach to teaching sets out that the 'teacher does not talk knowledge *at* students but talks *with* them' (Shor 1992, p. 85)

Each academic in our panel brings their own discipline-area expertise; as well as teaching experience in higher education. This panel will discuss the various action research projects that have been developed across our multi-disciplinary team in literacy, mathematics, social science and health sciences courses. Specifically, we will discuss how implementing aspects of enabling pedagogy improved outcomes for student engagement and submission rates. The team will provide examples related to connecting to student's lifeworlds, scaffolding, challenging tasks, ethos of care and social justice commitment.

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Title: I've always wanted to come back': turning-back-around to education for early school leavers at UniSA College

Presenters: Sarah Hattam, Snjezana Bilic & Jennifer Stokes (UniSA College)

Theme: Research-informed teaching

Format: Research Paper

Abstract: Twenty years ago, influential research in South Australia's Northern public high schools documented the complex and damaging reasons for the increasing number of students 'dropping out, drifting off' and leaving education (Smyth et al. 2004). Hattam and Smyth revealed student voices which expressed the myriad of 'gatekeeping' mechanisms and strategies implemented within schools, illustrating the ways educational participation is complicated by class, socioeconomic status, and other inequalities. It is timely to review the lived experience of secondary school students from South Australia's Northern public high schools in order to determine whether the same issues prevail, whether identified solutions have been adopted in schools, and which factors may influence these students to 'turn back around' towards education (Smith 2017).

Since the original research was conducted, Australia has identified targets for widening participation as a commitment to the value of education and many universities have commenced delivery of pre-degree enabling programs as pathways to tertiary education. Data indicates that over 50% of the UniSA College cohort each year are from low socio-economic status backgrounds, particularly the Northern suburbs. The students who join these enabling programs have often left high school early or attained limited success in their final year and have subsequently chosen to reengage with education through UniSA College. Since its establishment in 2011, UniSA College has strived to provide opportunities in a responsive framework which offers a 'second chance' for those who have struggled in other educational systems, yet still value education.

Through thematic analysis of student artefacts and interview data, this paper reports on the school experiences of UniSA College students and considers what brought them back to education. As in the original research this case study focuses on student voices, capturing the "subjugated knowledges" of early school leavers that, while considered unworthy by those making policy, ironically hold the promise of providing the most powerful explanations' (Smyth et al. 2004, p. 25). This research examines the key influencing factors that lead disengaged individuals to reengage through enrolment in an enabling program, in order to 'turn back around' toward education.

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Title: Teaching Global Citizenship and Critical Thinking in the Trump era

Presenters: Sarah Hattam, Snjezana Bilic, Leandrit Mehmeti, Heidi Hetz, Mohammed Sulaiman, Sue Whetherall (UniSA College)

Theme: Research Informed Teaching

Format: Panel Discussion

Abstract: University of South Australia's (UniSA) is committed to ensuring our graduates are 'confident and capable global citizens engaged with the world' (*Enterprise 25* 2018). At UniSA College, we offer a critical thinking course and a global sociology course that aims to build the students skills to engage critically with information as well as understand the importance of a global citizenship approach to global issues. UniSA College offers a 'second chance' to students who left school early or did not achieve the ATAR required for their desired undergraduate pathway. UniSA College is regarded as a key equity strategy of UniSA with approximately 56% of students identified as low SES in 2018. This panel will explore how in the two courses, students are taught to become critically aware, reading from a critical stance. The teaching staff's expertise also helps foster students' engagement in the courses as they offer a breadth of disciplinary knowledge as well as experience in adopting critical teaching approaches. Our panel also provides an account of how Shor's call for 'liberation' by implementing 'a critical curriculum and a new student-centred pedagogy, one based on democratic learning and in multi-cultural, nonsexist content' (1990 p. 342) has helped to engage students previously disengaged from education.

With the Trump era bringing new challenges with fake news, contested claims for 'truth', as well as a heightened sense of insecurity manifesting rising nationalism (Alcott and Gentzkow, 2017; Inglehart and Norris, 2016), now it is more important than ever to teach critical literacy and global sociology to enable students to make sense of global issues and problems. Borrowing from Ira Shor, we consider our role as critical teachers to work against 'official culture (that) has a stake in obscuring the opposition' (Shor 1992, p. 191). We do this by giving 'a high profile to alternatives and dissent in society' (Shor 1992, p. 191). The aims of the courses are to capture the imagination of the students to consider themselves within the broader global social structures. This further fosters their sense of agency and encourages students to feel like 'the masters of their own thinking' (Freire, 1970). In the courses students are reminded that 'education is something they do, not something done to them' (Shor, 1990:343).

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University of South Australia, *Enterprise 25: Our Strategic Plan 2018-2025*.

Title: Innovative learning opportunities through interdisciplinary collaboration

Presenters: Karen Inwood (EDS), Doreen Donovan (AAD), Niki Wallace (AAD)

Contributors: Jane Andrew, Ron Corso

Theme: Programs and people

Format: Practice Showcase

Abstract: This presentation discusses the challenges and successes of a recent collaboration between staff and students from the *Master of Education* and *Bachelor of Design (Communication Design)*. Student teams applied Design Thinking (DT) and Inquiry Based Learning (IBL) methodologies to investigate how pre-service teachers can receive authentic feedback from key-stakeholders in university practice teaching sessions demonstrations to build their skills in planning and delivery. This question was examined through the development of proof of concept prototypes which Communication Design students frequently devise around hypothetical briefs for assessment without engagement and feedback from real-world stakeholders such as clients and end-users. Through this strategic collaboration, participating students deepened their understanding of the disparity between artificial and authentic feedback through vibrant learning experiences, fostering critical and creative thinking skills and enhancement of professional, real-world applications of their learning.

This presentation will briefly discuss processes undertaken from the planning stages of the collaboration—which included informal interviews with secondary students—to the project delivery which encompassed the facilities of the University of South Australia’s Smart School environment. A selected number of student prototypes will be presented by participating student teams via video recording, followed by analysis of the collaboration and participating students’ project feedback.

The strengths of this interdisciplinary teaching exchange and collaborative research as means of fostering collegiality and expertise between staff members from two disciplines within the division of Education Arts and Social Sciences will be articulated. The presentation concludes with a discussion toward a transferable model of DT and IBL with potential for future applications of transdisciplinary learning and teaching.

Title: Academic MacGyverism: Overcoming problems and improvising solutions

Presenter: Phil Johnson (BUE)

Theme: Assessment

Format: Practice showcase

Abstract: Feedback is a central activity in learning – one learns from receiving feedback (Eggen and Kauchak 2010). The impact of feedback on learning is widely acknowledged in the literature – both its positive (McNeil et al. 2011; Orr and Bloxham 2013; Perera et al. 2014; Tomas 2014) and negative effects (Chory-Assad and Paulsel 2004; Molinari et al. 2013).

A specific challenge faced by many academics is that they must develop, administer and mark assessments, either individually or in groups, despite being uninformed professionals. Few academic staff in higher education hold educational qualifications, and when we possess discipline specific degrees which do not contain elements of scholarship of teaching and learning (Grainger et al. 2016), much of our knowledge on assessment must be learnt “on-the-job” and based on tacit knowledge rather than being pedagogically informed. These challenges can be exacerbated by specific contextual issues: volume of students (requiring the use of marking teams), prescribed time limits or imposed marking “methods” (Smith and Coombe 2006).

One of the features of the modern university is its increasing digitalisation. Electronic submission of assignments is a well-established practice which allows, amongst other things, the use of plagiarism-checking programs. Digital *marking* of assignments, with the exception of multiple-choice questions, has lagged behind by comparison.

This presentation considers the process of adapting to marking in a digital environment, whilst maintaining or improving feedback in terms of volume and consistency. Using (classroom) justice theory as a framework and action research design, the development and refinement of a marking tool using the functionality of Word is explored. Following five iterations of refinement, it was found that student satisfaction with feedback improved and markers were able to focus on the more constructive elements of this process rather than technical material. With Word being readily accessible, the use of auto-text and templates for electronic marking provides an opportunity for educators to provide consistent feedback whilst preserving the ability to tailor comments to individual needs.

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Title: Using simulation to develop peer-teaching and peer-feedback

Presenters: Shylie Mackintosh, Diane Dennis, Anne Furness, John Owens, Joseph Brosky (HSC)

Theme: Research-informed teaching

Format: Practice showcase

Abstract - Hypothesis/Research Question: Peer tutoring has many benefits, including an enrichment that reinforces understanding¹, and a recency effect, where tutors who have recently mastered teaching content themselves may pitch it at a more appropriate level^{2,3}. Participation in a peer assisted learning process allows student tutors to practice communication and reflective skills⁴ and leads to deeper learning³. This three University, transnational collaborative project led by Curtin University aimed to train Curtin University physiotherapy students to deliver an established simulation-based learning (SBL) activity⁵ to their peers in their own university and at two other universities (Australian and USA), and compare participant outcome data to previous data collected following faculty-led activity. The hypothesis was that peer-taught student outcomes would be equivalent to faculty-taught student outcomes both in Australia and the USA.

Methods: Six Curtin University fourth year physiotherapy students agreed to participate in the study and were provided training to enable them to deliver a peer-assisted SBL activity involving communicating with challenging patients to their peers, based on an existing activity⁵. Outcome measures used were the Instructional Materials Motivation Scale (IMMS) (as a measure of student's motivation to learn), and the Measure of Quality of Giving Feedback Scale (for feedback quality). Data were analyzed using t-tests to investigate whether scores differed between the cohorts.

Preliminary Results: Data was available from the two Australian Universities (Curtin -faculty & peer-assisted; UniSA peer-assisted). Median scores across all subscales were higher than scale medians reflecting that students rated the activity higher than average. Faculty demonstrated significantly higher scores in confidence, relevance and attention ($p=0.003$; $p=0.003$; $p<0.001$, respectively) while peer-tutors scored higher in satisfaction ($p=0.001$). Participants highly rated peer-led feedback (mean 127, SD 15.1).

Conclusions: Peer-tutors were able to implement the SBL activity with a high level of student motivation and were able to give quality feedback to their peers. In September 2018, the peer-tutors will deliver the activity to an international cohort of students (Kentucky, USA) to investigate whether results are able to be translated globally.

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Title: Factors influencing trust, responsibility and autonomy on clinical placement: perceptions of physiotherapy students and educators in Australia and the United Kingdom

Presenters: Shylie Mackintosh¹, Mark Jones¹, Arinola Adefila², Lynn Clouder²

¹School of Health Sciences, UniSA

²Centre for Excellence in Learning Enhancement, Coventry University, United Kingdom

Theme: Research Informed Teaching

Format: Research Paper

Abstract: This study explored the development of trust, responsibility and autonomy of physiotherapy students while on clinical placement. The qualitative study, using semi-structured interviews, involved 15 physiotherapy students and 12 clinical educators from two higher education institutions, one in Australia, and the other in the United Kingdom (UK). Findings led to the development of a stepped heuristic framework for assessing readiness to progress to autonomous practice. This graduated supervision framework captured tacit practices and consistent, yet varied, facilitation strategies adopted across specialities and clinical education settings in both countries. The framework formalises some of the assumptions and expectations previously unacknowledged. Factors that have been identified as affecting students' progress, include the student/clinical educator relationship, based on critical companionship, the development of mutual trust through ongoing dialogue, and the importance of formal discussions at the commencement of a clinical placement to establish learning goals, preferred supervision styles and learner responsibilities.

Title: Teaching culture in real-life context and in-situational learning for social work students through the courts

Presenter: Kerry Maxfield (PSW)

Theme: Programs and people

Format: Practice showcase

Abstract: We are seeing a continued increase for social workers taking up professional work in legal settings, the Courts and across all jurisdictions and work in private law firms. This presentation will discuss the unique collaboration and engagement with legal stakeholders in the Courts in South Australia for student in-situational learning in being present through real-life cases proceeding through two Magistrate diversion Courts, the Nunga (Aboriginal) Court and Intervention (Drug-related) Court and with the Coroners Court in attending Inquest hearings.

Partnering and negotiating a teaching program with professionals in these Courts was based on students having direct face-to-face learning experience of sitting through case hearings and seeing real-life situations before diversion problem-solving Courts, which are closed-specialist Courts. The focus being on situational learning, understanding the Court's role in diverting individuals from the prison system and teaching social work students what the profession brings to this work through opportunity to interact with our professional partners who work in these Courts. For example, the Aboriginal Elders and Magistrate in the Nunga Court before the Court hearings met and discuss with our students the Court's role and the social justice aims. The Aboriginal Elders often discuss their own journey and the challenges for Aboriginal people in the legal system and discuss inter-generational trauma with our students. This has been an amazing experience this is not something you can teach in classroom-settings or through textbooks.

Second Court negotiated in-situational learning is with Coroners Court of SA where in-situational learning is going to Coronial hearings, for example, we have taken small groups to sit through current two Coronial Inquests which are being held in the State. Part of the program we debrief with students after sitting through and hearing witnesses at these Inquests and we discuss social work knowledge and skills needed to work with families, such as, trauma-informed, crisis-intervention, cultural sensitivity practice, grief and loss process and understanding bereavement.

As part of the program teaching tutors accompany student groups which is also an agreement with the specialist-closed diversion Courts and in our teaching commitment. This provides an opportunity to discuss contemporary social justice issues which have been witnessed as learning rather than something students would have read about in text-books or discussed in traditional classrooms. The challenges though going to the diversion Courts and witnessing Inquests at Coroners Court can be confronting for some students but as a teaching and learning culture we need to provide real-life situational learning and our teaching tutors see this as an opportunity through debriefing as increasing student capacity for resilience.

Course Assessment – students write 2,250-word paper on the contemporary social justice concerns and ethical issues they could face as social workers working in these Courts and legal setting. Then discuss the professional social work knowledge and skills they would need to bring to this challenging work.

Title: Engaging with Pedagogical Wonderings

Presenters: Catherine McCluskey & Trevor Feder (EDS)

Theme: Research-informed teaching

Format: Practice showcase

Abstract: The Reimagining Childhood report by Carla Rinaldi (2013) has inspired a rethinking of educational practice in South Australia. Consequently, this has led to a restructuring of early childhood mathematics and science courses within the School of Education to reflect a design of learning that acknowledges and is responsive to children's existing competencies (DEEWR 2009; DEEWR 2010; ECA 2014). The redesign of learning has involved engaging Pre-Service Educators (PSE) in a 'Teacher as Researcher' process of reflecting upon pedagogical documentation (Millikan & Giamminuti 2014; Rinaldi 2013) to notice, interpret and respond to the mathematical and scientific possibilities emerging from children's everyday play experiences (Lee 2017; Reggio Children 2011). There is reciprocity in this process; as children's thinking becomes visible, future wonderings and areas for further learning are similarly revealed (Millikan et al. 2014; Reggio Children 2011; Rinaldi 2013). This reflective practice engages PSE's with pedagogical provocations for the ongoing design of planning that connects with and nourishes young children's existing identity as mathematicians and scientists (Britt & McLachlan).

This presentation will:

- outline research that has informed the reshaping of early childhood mathematics and science education courses within the School of Education
- discuss specific aspects of research-informed practice that underlie the redesign of learning; such as engaging with competent view of the learner, teachers as researchers, and reflecting on educational documentation
- reflect upon challenges and successes, identifying what has been learnt through engaging in this process with PSE's and how this may inform the ongoing design of future courses in early childhood teacher education.

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Title: Helping social work students develop verbal skills for professional practice.

Presenter: Patricia Muncey (PSW)

Theme: Assessment

Format Practice showcase

Abstract: Throughout their social work program students learn and practise academic writing and selected practice skills, for example, interviewing and group work. In field education they learn more applied professional writing skills in their agency. However, students also need to develop verbal skills required for professional practice. As social work is becoming more complex and contested, social workers are required to have the skill, language and confidence to explain and justify their work in a professional manner. In South Australia, social workers have given evidence in high profile enquiries and have needed to clearly articulate what they did and how they did it to people who are not familiar with social work principles and frameworks. Earls and Korr (2013) state that a necessary outcome of pedagogy is that it must enable students to think and perform like social workers through the development of the professional self. This is the basis of our new approach in helping students develop verbal skills for professional practice. This presentation will describe how this approach was developed and implemented, the specific skills we wanted students to learn and demonstrate, observations of student skill development, student feedback on this experience and suggestions for development of this approach.

References:

Earls, LT & Korr, WS 2013, 'Does Social Work Have a Signature Pedagogy?', *Journal of Social Work Education*, vol. 49, no. 2, pp. 194-206. doi.org/10.1080/10437797.2013.768102

Title: Exercise Science Toolkit – a simulation and analytics software program

Presenter: Kevin Norton (HSC)

Theme: Digital learning

Format: Practice showcase

Abstract: We have developed a unique online software program called the **Exercise Science Toolkit (EST)**.¹ It contains a suite of ~40 interactive analytical, graphing and application tools for exercise and health science tertiary students and professionals. It has been designed to facilitate opportunities to conduct analyses on empirical data collected in laboratories or to be used in practice.² The software also has the capacity to generate an unlimited supply of virtual people (VP) in real-time simulations, designed specifically for distance or online programs, pre-laboratory preparation, problem-based tasks or assessments. This mode is important to rehearse laboratory procedures, data acquisition, analysis and decision-making. Each VP is produced using realistic algorithms linking age, sex, and lifestyle behaviours to outcome variables in areas including health risk factors, medical conditions, body composition and fitness parameters. Generated VP profiles result in ~ 200 random normal variables based on published and developed mathematical models of physiological responses to exercise and correlations between variables to guarantee plausible combinations. The toolkit is operational and being used across at least four courses in the School of Health Sciences. It is also used in the new online degree in Nutrition and Exercise Science.

The EST is a unique inquiry-based educational program and is the first of its kind that we are aware of. Presentations at national and international conferences as well as a systematic search of online tools have reinforced that there are currently no similar products in our disciplines.^{2,3} The capacity for simulations and ‘what-if’ analyses, and the broad range of functions across six modules offer a variety of teaching and learning applications. We are currently developing additional modules, for example, in clinical exercise physiology and a children’s fitness module, using similar strategies and have also built in the capacity for the EST to be used as a research data collection portal.

The EST has been ‘live’ since February 2018 and has had over 200,000 profiles analysed. It is currently a free online program and we are aware it is being used in a range of institutions including international universities, sports institutes, fitness centres and professional practices.

The presentation will highlight the toolkit and the current and potential applications, and future developments.

References:

¹ Norton, K. and L. Norton (2018). Exercise Science Toolkit [Computer software]. Retrieved from <http://exercisesciencetoolkit.com>

² Norton K and L Norton (2018). 4th International Conference on Higher Education Advances (HEAd’18). Universitat Politècnica de València, Valencia. DOI: <http://dx.doi.org/10.4995/HEAd18.2018.7916>

³ Norton K (2018). Designing innovation for future education, Invited presentation at the 2018 e-learning Korea International Conference. Seoul, Republic of Korea.

Title: Fair Online Quizzes for Teaching and Learning: Random Double Attempt Quizzes with Feedback

Presenters: Diana Quinn (TIU), Jorge Araao, Bronwyn Hajek and Mohammed Rizvi (ITMS)

Theme: Assessment

Format: Practice showcase

Abstract: In first year Engineering Mathematics courses, randomisation within double attempt quizzes (with embedded feedback) have been used to support the learning of foundational concepts. The student gets the highest score from their two attempts during the week that the quiz is open. There are 6 quizzes, one each fortnight, and the 5 highest scoring quizzes are counted towards the final grade. The quizzes contribute 10% towards the final grade, so if students engage with this activity, they can change their grade by one level. The quiz questions are randomly selected from a category of equivalent questions. The quiz settings ensure the questions and answer options appear in random order. This means that every quiz attempt is slightly different for each student, however the same foundational concepts are being assessed. The students are receiving developmental feedback through the online assessment activity which helps to address the variable incoming mathematics skill levels of students. So, on their first attempt, students get a feel for the quiz and the concepts that are going to be covered. They are also able to identify which areas that they are not clear on, using the feedback they received automatically, then read up and practice those areas. Later that week they can have their second attempt and improve their score - which they do. Comparing first attempt and second attempts demonstrates that on average there is a 17% improvement in performance for students in the first semester mathematics course and a 13% improvement in the second semester mathematics course. The student feedback about these double attempt quizzes is that they see them as very fair. We acknowledge that there will be some quiz collusion occurring as students take their quizzes together, but as it is the foundational concepts that they are discussing, and all the quizzes only add up to 10%, this risk is acceptable. The investment in online mathematics quizzes has allowed us to replace the annual grunt work of testing and confirming that students have a working understanding of the foundation concepts using a student-centred online environment that does not require ongoing labour costs.

Title: Implementing Interactive 4-Dimensional Virtual Tours of Construction Sites to Support Work-Integrated Learning for Online Construction Management Students

Presenters: Diana Quinn (TIU), Ed Cioffi, Steve Hill, Anna Longford (NBE), Robert Moller, Pramila Rathore (TIU)

Theme: Digital learning

Format: Practice showcase

Abstract: Implementing online learning can pose serious pedagogical challenges particularly when programs contain work-integrated learning (WIL) components. One such component is the site visit, where student groups are led by subject matter experts through an authentic environment. These WIL experiences help students to relate the theory learnt in classrooms to actual practice. Construction management students particularly benefit from repeated visits to the same building site to appreciate the spatial and temporal constraints and how they change over the life of the building project. Unfortunately, logistics and occupational health and safety concerns have increasingly limited the inclusion of site visits in school and university curricula. In addition, it can be onerous to get the timing for visits to dynamic construction sites in alignment so that students can witness specific processes and/or interact with key people. Online construction management students are widely dispersed and therefore it is impractical to include shared physical site visits into the curriculum, although they are able to observe locally-based construction sites and report back their findings. In response, universities have collaborated with construction companies and using significant federal funding, created an interactive 4-dimensional (4D) learning environment that follows the construction of an 8-storey building over time (Landorf & Ward, 2017). This high-quality resource is a type of virtual WIL that has been primarily used in face-to-face teaching. In this case study we implement this resource in a fully-online construction management course and create three, comparatively low-cost 4D environments that demonstrate the construction of residential, industrial, and multi-storey building construction sites, for implementation in another two online construction courses. As an enhancement, within these new 4D environments are embedded images, explanatory videos and documents which students can interact with to create a virtual tour that can be embedded directly alongside the concepts being studied in their weekly learning materials. In addition, these tours are linked to specific online learning activities designed to motivate students to reflect on and refine their understandings based on the authentic context they are experiencing. To better understand the processes involved in this collaboration between school academics, staff from a central teaching innovation unit and two construction companies, the business processes employed were modelled using a swimlane diagram. Insights into the practicalities of implementing these virtual tours are shared. The experiential learning outcomes of students using virtual WIL are comparable to traditional site visits. Initial online student feedback of small cohorts of online students has been overwhelmingly positive and encouraging for the development of more interactive virtual tours. The implementation of virtual tours and activities, blended with independent face-to-face site visits and assessment, forms an authentic, supported and constructively-aligned WIL experience for students undertaking fully-online courses.

References:

Landorf, C. and Ward, S., 2017. The learning impact of a 4-dimensional digital construction learning environment. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, 11(5), pp.1158-1163.

Title: “Unwrapping the presence”: the good, the bad and ugly of technology mediated meetings

Panellists: Julie Reis, Deb Hosking, Phil Garrett, Lyn Rabbetts, Heidi Holla, & Tara McCracken (MTG)

Theme: Programs and People

Format: Panel Discussion

Abstract: The focus of this panel discussion will be on the experience of regional staff in participating in virtual meetings. With the intent of promoting inclusivity, flexibility and enhancing engagement for people located at a distance, and reducing travel time and associated costs, increasingly organisations are relying on the use of virtual technologies to connect with staff and students for work related activities (Purvanova 2014). The growth of the University of South Australia’s (UniSA) regional campuses and the imperative for all staff, both professional and academic, to participate in a variety of meetings has led to the creation of a growing number of virtual teams. White (2014) suggests that a virtual team:

exists where one or more members of the team make some or all of their contributions from a different location and/or time zone and/or a different national culture than other members of the team.

It is often assumed that virtual teams are less effective than those that operate in a face to face mode (Purvanova 2014). The management of these virtual teams often comes without any consideration given to the differences in leadership and communication strategies required for these teams to function effectively (White 2014). Similarly, leaders often fail to consider the most appropriate form of technology for the type of meeting.

Although the technology enables both synchronous and asynchronous connection to meetings, workshops and classes, virtually connected participants often encounter a range of technological, sociocultural and communication issues (Purvanova 2014). However, with early planning, modifications in behaviour, and changes in communication techniques, many of the issues encountered by participants can be minimised or overcome (Hampton et al 2017).

Sharing recent experiences of ‘being on the receiving end’, panellists aim to promote a discussion of strategies amongst participants that could be used to produce a “best practice guideline” for enhancing the experience for the virtual participant.

References:

Hampton, SE, Halpern, BS, Winter, M, Balch, JK, Parker, JN, Baron, JS, Palmer, M, Schildhauer, M.P., Bishop, P, Meagher, TR & Specht, A, 2017. ‘Best Practices for Virtual Participation in Meetings: Experiences from Synthesis Centers’, *The Bulletin of the Ecological Society of America*, vol. 98, no. 1, pp.57-63.

Purvanova, R.K 2014, ‘Virtual versus face-to-face teams: what have we really learned’, *The Psychologist-Manager Journal*, Vol. 17, no. 1, pp. 2-29

White, M 2014 ‘The management of virtual teams and virtual meetings’, *Business Information Review*, vol. 31, no. 2, pp. 111-117.

Title: Reconceptualising teacher education: Connecting theory, research and practice.

Presenters: Jamie Sisson, Anne-Marie Shin, Jodie Stribling and Jo Fahey (EDS)

Theme: Research-informed teaching

Format: Practice showcase

Abstract: The quality and retention of teachers entering the field of education is a global concern. Teacher education programs are under scrutiny by a range of stakeholders, of particular concern have been reports from teachers that their teacher education programs suffered from a disconnect between theory, research and practice (Allen and Wright 2013; Cabaroglu 2014; Sisson 2011). The connection between theory, research and practice has been identified as a key priority area by policy makers and accreditation authorities within Australia (TMAG, 2014). This presentation will describe how one team of teacher educators (consisting of continuing and contracted staff) reconceptualised their practice to strengthen a connection between theory, research and practice. This presentation will highlight how they drew on the theories explored within the course to engage in their own critical self-reflection through the exploration of the following provocations:

- How do we engage our students as active protagonists in learning?
- How can we engage students as important contributors to the learning in the course as co-constructors of knowledge?
- How do we support student's curiosity and love of learning to see themselves as life-long learners?

This presentation will describe how the team engaged in a co-constructivist approach to reconceptualise their practice as teacher educators. In particular, they will discuss how they drew from students' funds of knowledge (Moll, Amanti, Neff, and Gonzalez, 1992) to assist students in making a connection between theory, research and practice.

References:

- Allen, J. M., & Wright, S. E. (2014). Integrating theory and practice in the pre-service teacher education practicum. *Teachers and Teaching: Theory and Practice*, 20(2), 136–151.
- Cabaroglu, N. (2014). Revisiting the theory and practice gap through the lens of student teacher dilemmas. *Australian Journal of Teacher Education*, 39(2), 136–156.
- Moll, L., Amanti, C., Neff, D. and N. Gonzalez, 1992. Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory into Practice* 31:132-141.
- Sisson, J. H. (2011). *Professional Identities: A narrative inquiry of public preschool teachers*. PhD thesis, Kent State University.
- Teacher Education Ministerial Advisory Group (2014). *Action now: Classroom ready teachers*. Canberra: Department of Education and Training.

Title: Future Ideas, learning analytics and 21st Century learning: Increasing student engagement through tailored information literacy assessment in enabling education

Presenters: Jennifer Stokes (UniSA College) and Jenny McDonald (University of Auckland)

Theme: Digital learning

Format: Practice showcase

Abstract: Learning analytics provides opportunities to engage students throughout the learning process and tailor learning experiences through technology. As the Post-Millennial generation enters university, the promise of carefully implemented learning analytics is that educators can effectively connect with student interests and promote deep learning outcomes (Corrin, Kennedy & Mulder 2013). Understanding diverse cohort needs is particularly important for students in enabling programs, who are characterised by ‘extreme heterogeneity’ (Hodges et al. 2013, p. 32). New technology provides opportunities to extend enabling pedagogy (Stokes 2014) and further connect with the rich life-worlds of students to engage them with university education through meaningful learning experiences (Stokes 2018).

This paper will discuss a collaborative study undertaken by an Australian and New Zealand academic in Study Period 5, 2018. We embedded Quantext learning analytics (McDonald & Moskal 2017) in the course *Future Ideas: Information and the Internet* to better understand student interests and concerns. *Future Ideas: Information and the Internet* is an innovative information literacy course offered as an elective to 160+ students each year in enabling programs at UniSA College (University of South Australia). The course is designed to encourage deep learning approaches by supporting students to investigate real-world problems and identify evidence-based solutions. Quantext summarises key concepts from student text input in real-time. This allows teachers to shape the learning environment in response to student input.

Implementing this approach provided benefits for learners and educators. Embedding Quantext real-time learning analytics in lecture and online environments allowed us to capture and summarise student responses to key course questions. This extends the dialogic approach (Shor & Freire 1987) from the classroom to lecture and online spaces, opening further dialogue between students and academics. Quantext provided a practical solution to help tailor learning experiences to student needs. Student responses were summarised as themes to generate course assignment topics. Our hope/expectation was that this would resonate with this new generation of learners. Themes of global, environmental, sociocultural, and individual issues emerged, which reflect Post-Millennial interests. Through connecting with student passions and exploring these topics in a supportive learning environment, our aim was to encourage students in an enabling program to adopt deep approaches to learning (Ramsden 2003). In other words, to reflect on and apply key course concepts in direct relation to their own experiences. Engaging students through careful implementation of relevant technology leads to the development of 21st Century skill sets such as problem-solving, critical thinking and creativity.

This paper provides a case study of implementing real-time learning analytics in an enabling course. Through this case study, insights are provided about the use of a learning analytics tool to better understand the needs of students and to enable deep approaches to student learning.

References:

Corrin, L, Kennedy, G & Mulder, R 2013, ‘Enhancing learning analytics by understanding the needs of teachers’ in H Carter, M Gosper & JHedberg (eds.), *Electric Dreams*. Proceedings ASCILITE 2013 Sydney, pp. 201-205.

Hodges, B, Bedford, T, Hartley, J, Klinger, C, Murray, N, O'Rourke, J, & Schofield, N 2013, *Enabling retention: Processes and strategies for improving student retention in university-based enabling programs*, Office for Learning and Teaching, Commonwealth of Australia, Sydney, Australia.

McDonald, J, & Moskal, ACM 2017, 'Quantext: analysing student responses to short-answer questions', in H Partridge (ed.), *Me, Us, IT! Proceedings ASCILITE2017: 34th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education*. Retrieved from <http://2017conference.ascilite.org/wp-content/uploads/2017/11/Concise-MCDONALD.pdf>

Ramsden, P 2003, *Learning to teach in higher education*, 2nd edn, Routledge Falmer, London.

Shor, I & Freire, P 1987, 'What is the 'Dialogical Method' of teaching?', *Journal of education*, vol. 169, no. 3, pp. 11-31.

Stokes, J 2014, 'Student perspectives on transition to University in South Australia', *The International Journal of Learning in Higher Education*, vol. 20, no. 4, pp. 1–8.

Stokes J 2018, 'Students on the Threshold: Commencing Student Perspectives and Enabling Pedagogy' in C Agosti & E Bernat (eds), *University Pathway Programs: Local Responses within a Growing Global Trend*, Springer, Cham.

Title: Teaching with PERMA+: Embedding strategies to support students' emotional, psychological, and social well-being

Presenters: Antonella Strambi (TIU)

Theme: Programs and People

Format: Research Paper

Abstract: In this presentation, I discuss some of the strategies that can be embedded in teaching curricula and practices to support university students' emotional, psychological, and social well-being, also referred to as *Flourishing*. These strategies are consistent not only with Transition Pedagogy principles (Kift, 2015), but also with principles developed in the fields of positive psychology and positive education, such as PERMA+.

PERMA+ stands for Positive emotions; Engagement; Relationships; Meaning; and Accomplishment, with the final plus sign referring to other important elements of physical health. The PERMA elements are inter-related and believed to be prerequisites for human wellbeing and flourishing (Seligman, 2012). PERMA+ and other related positive education principles and models have been embraced by the schooling sectors (Green, Oades, & Robinson, 2011; Norrish, 2015), for their potential to support not only student lifelong learning, but also mental health and wellbeing.

Growing concerns regarding university students' struggles with mental health (e.g. Stallman, 2010) suggest that a similar approach could have benefits for our students. It is important to note, however, that positive psychology interventions are not designed to replace appropriate therapy for people who are clinically depressed or experience other serious mental health issues. Rather, the goal of positive psychology is to "contribute to the flourishing or optimal functioning of people" (Gable & Haidt, 2005:104), by identifying "strategies and skills that allow people to navigate the challenges of life more effectively" (Black Dog Institute, n.d.) It is from this perspective that strategies for embedding PERMA+ principles in everyday teaching practices will be discussed in this presentation.

References:

Black Dog Institute (n.d.) *Positive psychology*. <https://www.blackdoginstitute.org.au/docs/default-source/factsheets/positivepsychology.pdf>

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology?. *Review of general psychology*, 9(2), 103.

Green, S., Oades, L., and Robinson, P. (2011) "Positive education: Creating flourishing students, staff and schools". *InPsych*, (April). <http://www.psychology.org.au/publications/inpsych/2011/april/green/>

Kift, S. (2015) A decade of Transition Pedagogy: A quantum leap in conceptualising the first year experience. *HERDSA Review of Higher Education*, 2, 51–86.

Norrish, J. M. (2015). *Positive Education: The Geelong Grammar School Journey*. OUP Oxford.

Seligman, M. E. P. (2012). *Flourish: A Visionary New Understanding of Happiness and Well-being* (Reprint edition). New York: Atria Books.

Stallman, H. M. (2010). Psychological distress in university students: A comparison with general population data. *Australian Psychologist*, (45) 4: 249-257.

Title: Understanding the changing work practices of academics in the context of blended learning

Presenters: Renae Summers (presenting on behalf of the research team), Deirdre Tedmanson, Kurt Lushington and Ornella Wood (PSW)

Theme: Programs and People

Format: Research Paper

Abstract: Blended learning combines online computer mediated activities with traditional classroom methods. There is minimal research on how blended learning has impacted on academics' work practices and workload (Brown 2016, Gregory & Lodge 2015, Torrisi-Steele & Drew 2013, Tynan, Ryan & Lamont-Mills 2015). The existing literature focuses on student experience and the implementation of blended learning and this gap remains to be addressed (Torrisi-Steele & Drew 2013).

This study investigated how blended learning is impacting on the work practices of academics teaching in the Bachelor of Social Work. It sought to explore their experiences in the context of reviewing internal and external offerings and implementing blended learning. This study considered how academics' roles and responsibilities are changing and how blended learning is impacting on academics' workload. Semi-structured interviews and an online survey were utilised.

Academics who participated in this study reported that blended learning lead to increased flexibility, creativity and innovation, was responsive to students' needs and enabled self-regulated learning experiences. Some participants reported that blended learning had generated a pedagogical shift towards active rather than passive learning and the academic as facilitator rather than lecturer, whereas other participants reported that blended learning had not changed their philosophy of teaching but had changed "how" they teach. Academics described technology as a barrier to the relational nature of teaching; for example, they said it was difficult to teach complex concepts due to the lack of real time interaction and feedback from students. Enabling critical thinking and affective or emotional engagement were also described as more challenging.

Academics reported that they were required to build new knowledge and skills and support tutors and students to learn to use technologies. Prior research likewise found that blended learning requires academics to move between educational and technological systems (Brown 2016, p. 6). Participants stated that blended learning was more time consuming, for example, they spoke about the time spent developing flipped classrooms and video-recorded lectures, but also acknowledged that these improved student experience. Participants also noted that workload had shifted to earlier in the semester and that planning and preparation needed to be completed before courses commenced rather than on a weekly basis. They also reported that more time was spent engaging with external students.

Participants stated that further professional development and support is required. They highlighted the need for further evaluation of blended learning. Furthermore, academics suggested that the existing workload formula does not effectively account for blended learning and that time is required for experimentation and innovation.

References:

Brown, M 2016, 'Blended instructional practice: A review of the empirical literature on instructors' adoption and use of online tools in face-to-face teaching', *The Internet and Higher Education*, vol. 31, pp. 1-10.

Gregory, M & Lodge, J 2015, 'Academic workload: The silent barrier to the implementation of technology-enhanced learning strategies in higher education', *Distance education*, vol. 36, no. 2, pp. 210-230.

Torrisi-Steele, G & Drew, S 2013, 'The literature landscape of blended learning in higher education: The need for better understanding of academic blended practice', *International Journal for Academic Development*, vol. 18, no. 4, pp. 371-383.

Tynan, B, Ryan, Y & Lamont-Mills, A 2015, 'Examining workload models in online and blended teaching', *British Journal of Educational Technology*, vol. 46, no. 1, pp. 5-15.

Title: Fostering a culture of academic integrity: Supporting and encouraging student involvement in AI practices at UniSA College

Presenters: Tamra Ulpen, Anthea Fudge and Snjezana Bilic (UniSA College)

Theme: Academic integrity

Format: Practice showcase

Abstract: UniSA College students come from various cultural and language groups with 90% of the cohort representing the first in family to attend university (UniSA BI 2017). A number of students have had negative past schooling experiences choosing to leave early. Hence, an attempt to re-engage with study amongst new university systems and discourse can be intimidating. Therefore, one of the challenges of supporting non-traditional students with language and literacy deficits includes teaching academic integrity (AI) practices. Students enter the College with little experience of academic reading, summarising, referencing, and paraphrasing, and confusion arises when 'helping' a peer with their assignment is not encouraged. For these reasons, the integrity of our students' work can be compromised and result in inadvertent academic misconduct. Subsequently, the College AIO team has implemented a range of support mechanisms to foster a transparent and educative culture of AI.

Practices employed include (1) changing the interview format from individual to group consultation, (2) the provision of academic skills workshops, (3) the development of a video showcasing a roleplay with two College alumni explaining the AI process (4) changing language in AI letters –demystifying the process and stigma surrounding it and (5) connecting students with university support services.

Firstly, restructuring the investigation process from individual to group interviews has proven to be more time efficient in addressing the same misconduct issue. Group consultations for first-time AI breaches helps alleviate student anxiety and demonstrates that they are not alone in the process.

Secondly, facilitating academic workshops teaches students to build upon skill sets such as; summarising, paraphrasing, referencing mechanics and interpreting TurnItIn reports and feedback.

The third practice includes developing an educational video on AI. The premise behind the video is to dispel the myths about AI processes through a visual scenario in which two alumni enact a role-play discussing common questions relating to academic misconduct.

Fourth, some students have reported finding the language in the university's official invitation and outcome letters intimidating and punitive. Therefore, we changed some of the structural language included.

Finally, efficient administrative processes such as management and record keeping of AI case data, post-investigation follow-up emails and referrals to the Student Engagement Unit (SEU) if required have shown an overall reduction in AI cases.

Title: Making problem-solving tutorials more active and collaborative using board tutorials

Presenters: Indu Wadhawan (ITMS) and Diana Quinn (TIU)

Theme: Research-informed teaching

Format: Practice showcase

Abstract: Students can elect to take a surface or a deep approach to their learning, however, it is possible to change the learning environment to be active such that students cannot succeed by adopting a surface approach. One such example that has been implemented in mathematics and engineering at UniSA are board tutorials (Liljedahl, Santos-Trigo, Malaspina, & Bruder, 2016; Seaton, King, & Sandison, 2014). Board tutorials require a special room where white boards have been installed around the room and furniture (tables and chairs) can be quickly relocated. Students form pairs, are given problems, a marker and allocated a whiteboard as they arrive. Students take turns solving the set problems, talking and asking questions of each other about the approaches that are being used. The students are encouraged to look at others' work and discuss any differences in strategies and weigh the pros and cons of such choices. Students are also encouraged to photograph and share their work. The role of the tutor in board tutorials is to engage students through deep questioning and facilitating the problem-solving process. The tutors do not have a marker and use questioning to help students move through the various stages of the problem-solving process. Answers are available in the session for students to check and at the end of the week full solutions are shared. While the number of problems students complete is reduced when using this technique, the learning process is richer with more students making the effort to prepare for their classes so as not to be embarrassed in front of their peers. Board tutorials have been very well received by mathematics students who, in a survey commented on their ability to learn from doing the maths themselves on the board with their partner critiquing their work, learning by watching their partner and other groups solve problems and from their tutor. Learning how to tackle problems in different ways was also valued by students. The main complaint from students was that board tutorial sessions were not long enough. Practical advice for successfully implementing board tutorials in new locations is provided.

References:

- Liljedahl, P., Santos-Trigo, M., Malaspina, U., & Bruder, R. (2016). Problem Solving in Mathematics Education *Problem Solving in Mathematics Education* (pp. 1-39). New York City: Springer.
- Seaton, K. A., King, D. M., & Sandison, C. E. (2014). Flipping the maths tutorial: A tale of n departments. *Gazette of the Australian Mathematical Society*, 41(2), 99-113.

Title: Autofictionalizing Reflective Writing Pedagogies: Risks and Possibilities

Presenter: Amelia Walker (CI)

Theme: Programs and People

Format: Practice showcase

Abstract: This presentation is based on a chapter recently published in the edited collection *Autofiction in English* (ed. Hywel Dix, Palgrave Macmillan, 2018). The term ‘autofiction’ was coined by Serge Doubrovsky and describes styles of life-writing that contain elements of both autobiography and fiction, but which do not neatly match either category. Since the late twentieth century, autofiction has become an established genre within the French literary pantheon. English-language discussion has been relatively limited but is now growing. This presentation explores autofiction’s pedagogical possibilities, particularly the potential use of autofictional techniques in personal reflective writing exercises. Contemporary scholarly literature advocates reflective writing as a means via which students can enhance self-reflexivity, empathy with others, and ethicality. However, in my experience, personal reflective writing exercises, while often very rewarding, can backfire and sometimes produce the precise opposite effects to those intended. This presentation therefore asks, could the engagement of autofictional techniques help to redress the risks and enhance the ethical possibilities of personal reflective writing in learning contexts? In address to its question, the presentation considers critical debates around two controversial works of autofiction, and thereby works towards a set of guidelines for applying autofictional approaches to reflective writing exercises in university classrooms.

References:

Dix, H (ed.) 2018, *Autofiction in English*, Palgrave Macmillan, Cham, Switzerland.

Walker, A 2018, ‘Autofictionalizing Reflective Writing Pedagogies: Risks and Possibilities’, in H Dix (ed.), *Autofiction in English*, Palgrave Macmillan, Cham, Switzerland, pp. 197–215.

Title: Culturally responsive pedagogies and teacher preparation

Presenters: Alison Wrench, Jenni Carter & Kathy Paige (EDS)

Theme: Research-Informed Teaching

Format: Research Paper

Abstract: A recent review of the School of Education at the University of South Australia revealed that early career teacher graduates believed they had not been explicitly prepared to teach for the needs of Aboriginal students, and/or those from diverse cultural and linguistic backgrounds. Their concerns were informed by teaching experience in schools catering for students from diverse cultural and linguistic backgrounds. The Australian Professional Standards for Teachers (AITSL), which were being used to benchmark their performances and, hence, potential ongoing employment, also fuelled concerns. Of particular concern were skills and competencies required in meeting students' needs as identified in Graduate teacher Standards 1.3 *Students with diverse linguistic, cultural, religious and socioeconomic backgrounds*; 1.4 *Strategies for teaching Aboriginal and Torres Strait Islander students* & 2.4 *Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians*. These AITSL standards, as with similar certification standards operating in other jurisdictions can be viewed as governmental technologies, which seek to orient teacher education and professional development towards particular conceptions of the competent classroom teacher. Such credentialing standards can also prompt teacher educators to reflect upon their own pedagogical practices and whether these are actually helping pre-service teachers to develop awareness and pedagogical practices that are responsive to the diverse cultural, linguistic and embodied practices of students in schools (Young & Sternod 2011). Moodie and Patrick (2017) acknowledge the significance of the AITSL standards and concomitant recognition that Indigenous perspectives and issues are mandatory professional knowledge of teachers. They are, however, concerned that the applicable AITSL standards may actually be interpreted in ways that perpetuate essentialised and ahistorical understandings of Indigenous peoples and their perspectives. We contend that Moodie and Patrick's reservations are also applicable to how the perspectives, knowledges and needs of all students with diverse cultural, linguistic, religious and socio-economic backgrounds are interpreted and addressed in teacher preparation and professional development. These reservations are central to this paper. Specifically, in terms of how sociologically informed practices of teacher educators might work to unsettle understandings about Aboriginal and Torres Strait islander students as well as those from diverse cultural and linguistic backgrounds that are founded in Australia's colonial and settler past. The paper reports upon a fourth-year course within a Bachelor of Education (primary/middle), which specifically aimed to develop critical reflection, social responsibility, as well as culturally responsive orientations and pedagogies. We first provide a contextual overview before addressing theoretical orientations around culture and culturally responsive pedagogies. We then report upon specific practices and learning experiences from English, Health and Physical Education and Science/Mathematics classes in this course. A range of learning experiences and strategies that set out to foster an appreciation of cultural diversity and provide opportunities to practice culturally responsive pedagogies will be presented. Student work samples, questions and reflections will be analysed and discussed in relation to recognising and valuing diverse cultural perspectives, demonstration of broadened cultural understandings and the implementation of culturally responsive pedagogies. Whilst the case study is situated within the Australian context, no generalisable claims are made. We do though seek to make connections for others preparing teachers for teaching students from diverse cultural and linguistic backgrounds and who similarly face the challenges of teacher professional standards and the hauntings of colonial and settler pasts. In conclusion we argue

that if pre-service teachers are to develop deep and generative pedagogical practices that can be responsive to the diverse cultural, linguistic and embodied practices of students in schools, teacher educators also need to confront their assumptions, including how these might be informed by a nation's colonial past. Of consequence is how teacher educators orient their pedagogical practices and learning experiences in ways that promote and model culturally responsive pedagogies.

References

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