# UniSA Teaching and Learning Symposium 2023

**Friday 17 November 2023**
**City West Campus**

University of
South Australia

# UniSA Teaching and Learning Symposium 2023

| Time | | |
|------|---|---|
| 8:30 – 9:10 | **Registration** – Allan Scott Auditorium, Ground Floor, Hawke Building | |
| 9:15 – 9:20 | **Welcome and Housekeeping** – Dr Stuart Dinmore, Senior Lecturer: Academic Development, Teaching Innovation Unit | |
| 9:20 – 9:30 | **Symposium Introduction and Acknowledgement of Country** – Professor Joanne Cys, Provost & Chief Academic Officer | |

| ROOM NUMBER | H6.09 Level 6, Hawke Building | H6.10 Level 6, Hawke Building | H6.11 Level 6, Hawke Building | H6.12 Level 6, Hawke Building | H6.03 Level 6, Hawke Building |
|---|---|---|---|---|---|
| 9:40 – 10:05 | [AC] Radical re-imaginings of a discrete Aboriginal health course: towards cultural capabilities for health students > Aidan Cornelius-Bell, Michael Watkins, Brittany Marsh | [AAS] Strategies for implementing remotely invigilated online exams as an authentic assessment > Phoebe Lake, Rhoda Abadia, Saira Saqib | [AAS] Authentic Assessment in Law: Bail application > Lisa Parker | [UDL] Building the Foundations: Preparing for Micro-Credentialing in Australian Higher Education > Grant Wigley, Stewart Von Itzstein, Rhoda Abadia | Building cultural sensitivity in our undergraduate Engineering Programs > Elizabeth Smith, Jayne Boase Subhashini Wella Hewage |
| 10:10 – 10:35 | Connecting with Kaurna culture in professional writing > Charlotte Chalken, Bonita Mason | Authentic assessment using place-based mobile tours to improve academic integrity > Roger Edmonds, Carlos Manrique Clavijo | Authentic assessment design in UniSA Online Business Finance – evaluating problem-solving skills to promote academic integrity and connecting to real-life professional practice. > Saira Saqib | Personalising the student first year experience - an evaluation of a Staff Student Buddy System. > Paul Corcoran, Nick Fewster-Young | If they feel supported or that they belong, then that's where the learning happens': Fostering culturally responsive and enabling approaches to teaching students of refugee backgrounds in university pathway programs > Snjezana Bilic, Heidi Hetz |
| 10:40 – 11:05 | Decolonising the curriculum: Workshop series pilot > Courtney Theseira, Kirakee Watson, Aidan Cornelius-Bell, Katherine Baldock | Scriptwriting as an Authentic Assessment tool for language learners > Mireille Flesch | Unlocking Student Success: Harnessing the Power of Simulation-Based Learning in Business Education > Sandra Barker | Inclusive mathematics enabling education through Universal Design for Learning > Jasmine Ng | Voices from the Field: Integrating Lived Experiences into Trauma Informed Social Work Education > Paula McCubbin |
| 11:05 – 11:30 | **Morning Tea** – Bradley Forum, Level 5, Hawke Building | | | | |
| 11:35 – 12:00 | [GAI] AI Writing Tools Are Here to Help... > Scott Copeland, Heather Prider | [AAS] So much 'Wiggle' room - the complexities of industry engagement in online work-integrated learning (WIL) and authentic assessment > Kim Burley | [AAS] Building a professional development program to support authentic assessment in Work Integrated Learning (WIL) settings > Anna Phillips, Sarah McMullen-Roach, Emma Hiscock, Helen Banwell, Gisela Van Kessel | [UDL] Teaching critical thinking and text analysis skills to online students through the innovative use of digital tools: An enabling, care-full approach > Heidi Hetz, Sarah Hattam | Stackable programs? Lessons learned from Outdoor Environmental Leadership - Student and Staff perspectives of UniSA's prototype > Scott Polley, Craig Styan, Carly Heinrich, Nicholas Glover, Michael Williams, MacKenzie Conlay, Callie Wood |
| 12:05 – 12:30 | Leveraging Collective Expertise: University academic staff with discipline specific knowledge as catalysts for enhancing course websites, authentic assessment design and media integration in course delivery > Scott Copeland, Phil Johnson | Teaching intensives: Creativity in course design, development and delivery > Michele Jarldorn | TEAM - Telepractice Education and Interprofessional Module > Stefanie Bucher, Debra Rowett, Scott Weeks | How does utilising queer/feminist pedagogy in a critical literacy curriculum module build students understanding of the power of language and its ability to include/exclude – specifically words that connote/signify gender/sexuality > Anne Brady-Clark | Nature connection at a distance: Fostering student nature-connectedness and wellbeing in online learning > Amanda Richardson, Elissa Person, Brianna Le Busque |
| 12:35 – 1:00 | Teaching and learning digital marketing analytics while balancing two AIs: Artificial Intelligence and Academic Integrity > Lara Stocchi | Seeing things from a different angle: Using 360-degree cameras to support reflective teaching practice > Martyn Mills-Bayne, Susie Raymond | Maximising undergraduate medical radiation students' learning experiences using simulation software > Elio Arruzza | Tackling student disengagement in Design and Technology through project-based learning as service-based skills development: An Action Research > Chris Chimwayange | Attributional Re-training: Changing our thinking about how we support students undergoing Academic Review > Amanda Richardson, Cate Hudson, Jordan Noacco, Sarah Hattam |
| 1:00 – 1:45 | **Lunch** – Bradley Forum, Level 5, Hawke Building | | | | |
| 1:15 – 1:45 | **Launch of Higher Education Research Network (HERN)** – H6.12, Level 6, Hawke Building | | | | |
| 1:50 – 2:15 | The flip side of video learning: Patterns of student engagement with pre-recorded content posted in the course management system > Malgorzata Karolkiewicz | [GAI] Supercharging design creativity through artificial intelligence > Chris Brisbin, Steve Kelly, Andrew Lymn-Penning | [AAS] On the Block: A case study in the application of block model teaching at UniSA > Andrew Wallace | [UDL] From Clicks to Crisis: A Systematic Review of Stressors Faced by Higher Education Students Studying Online > John Mingoia, Brianna Le Busque, Laura Engfors | Maximising the teaching and learning potentials of podcast pedagogies > Eric Hsu, Louis Everuss, Fiona O'Neill, Benjamin Pollock, Rian Sutton |
| 2:20 – 2:45 | Encouraging engagement with course readings: Findings from the 2nd cycle of an action research project > Cate Hudson | Safeguarding learning objectives while fostering AI literacy: Practical examples of generative AI integration in two College courses > John Pike, Tamra Ulpen | Facilitating engaging and transformative authentic assessment exercises. A case study of the WIPS transformative learning design toolkit for educators in action > Grant Hall | A deeper exploration of online students' learning experiences: Using text analytics to identify emotions in discussion forums posts > Sisi Liu, Antonella Strambi, Rhoda Abadia, David Caldwell, Xueer Caiwei | Interprofessional learning in Radiation Therapy: workshops with RT students and radiation oncology registrars > Lisa Cunningham |
| 2:50 – 3:15 | Student engagement and gamified motivation > Sally Lewis, Debbie Devis | Empowering Learning through GenAI: Reflections on Integrating ChatGPT into a Communications Course > Rebecca Godwin | The value of authentic reflective learning in experiential Design Construct coursework > Chris Brisbin, Joti Weijers-Coghlan | Interdisciplinary reflection using teaching squares for higher education teaching academics: A scoping review > Joanne Harmon, Angela Brown, David Birbeck, Maurizio Costabile | Immersive Construction Site Measurements for Learning Quantity Surveying Practice > Ruchini Jayasinghe, Thilini Jayawickrama |
| 3:20 – 4:30 | **Presentations, Prizes and Drinks** – Bradley Forum, Level 5, Hawke Building | | | | |

[AC] Aboriginal Curriculum
[AAS] Authentic Assessment Showcase
[GAI] Generative Artificial Intelligence
[UDL] Universal Design for Learning/Inclusive Practice

**See overleaf for panel and workshop details >**

# Panels and Workshops

| ROOM NUMBER | Allan Scott Auditorium<br>Ground floor, Hawke Building | GK3.28<br>Level 3, George Kingston Building |
|---|---|---|
| 9:40 – 10:20 | **[GAI PANEL 1]** Navigating AI Frontiers: Bridging Academic and Industry to shape a GenAI Curriculum for Communication and Design<br>> Cameron McTernan, Chris Thornton, Steve Kelly | |
| 10:25 – 11:05 | **[GAI PANEL 2]** A Community of Practice in Action: A Collaborative Approach to Exploring AI Integration in Health Education<br>> Mary Butler, Kuan Tan, Merenia Vince, Josephine Crockett | |
| 11:05 – 11:30 | **Morning Tea** – Bradley Forum, Level 5, Hawke Building | |
| 11:35 – 12:15 | **[UDL WORKSHOP]** What does 'belonging' at UniSA look like for you? An interactive speed-dating workshop where everyone is the expert<br>> Sarah Moulds, Kerrilee Lockyer, Paula Zito, Matt Golotta, Lisa Parker, Jane Kehrwald, Cate Hudson, Tanya Weiler, Amanda Richardson, Narelle Perry, Caroline Lin-Bott | **[AAS WORKSHOP]** Text-based Assessments for Humans in the Age of AI-BYOD Session.<br>> Kerry Johnson<br><br>Open to registered participants only |
| 12:20 – 1:00 | **[AC PANEL 1]** Yara/Reciprocity: Aboriginal Cultural Experiences in Programs<br>> Frances Wyld, Karen Sinclair, Carly Heinrich | |
| 1:00 – 1:45 | **Lunch** – Bradley Forum, Level 5, Hawke Building | |
| 1:15 – 1:45 | **Launch of Higher Education Research Network (HERN)** – H6.12, Level 6, Hawke Building | |
| 1:50 – 2:30 | **[AC PANEL 2]** UniSA STEM's Fire and Culture course delivers on our Reconciliation Action Plan's two-way knowledge exchange commitment through carefully balanced integration of western science and traditional Aboriginal cultural fire management practices, decolonising the student experience and building on First Nations partnerships<br>> Jayne Boase, Delene Weber, Travis Thomas | |
| 2:35 – 3:15 | **[AC PANEL 3]** First Nations First Day: Aboriginal cultural context from day one<br>> Jayne Boase, Kathryn Greenhill, Kirsten Wahlstrom, Jorge Aarao | |
| 3:20 – 4:30 | **Presentations, Prizes and Drinks** – Bradley Forum, Level 5, Hawke Building | |

# Acknowledgment of Achievement

On behalf of the Provost & Chief Academic Officer, Professor Joanne Cys and the Authentic Assessment Project Co-Chairs, Associate Professor Sheridan Gentili and Professor Lin Crase, we wish to acknowledge the following Authentic Assessment Champions for sharing their knowledge and expertise to promote authentic assessment practices across the University.

> **Sandy Maranna -** UniSA Allied Health and Performance

> **Scott Copeland -** UniSA Business

> **Dr Allison Roderick -** UniSA Clinical and Health Science

> **Dr Chris Brisbin -** UniSA Creative

> **Dr Min Pham -** UniSA Education Futures

> **Dr Fiona O'Neil -** UniSA Justice and Society

> **Dr Thilini Jayawickrama -** UniSA STEM

> **Dr Kim Burley -** UniSA Online

Their dedication and efforts in advancing the Authentic Assessment projects are truly commendable.



**i.unisa.edu.au/tiu**