

UTS Teaching and Learning Forum

PROGRAM AND ABSTRACTS

12–13 November 2014

Introduction

The UTS Teaching and Learning Forum provides a chance for all staff to meet and discuss the range of approaches that support student learning in our practice-oriented university. This year the presentations relate to teaching and learning initiatives which will contribute to the vibrant, creative and collaborative campus that embodies the Learning2014 ethos.

The staff presentations in the Forum are from members of the university community who have been working on various aspects of innovative curriculum design, improving students' learning, developing or assessing students' graduate attributes and innovative uses of new technologies for learning.

Each presenter expressed an interest in participating in the Forum and has been invited to prepare an abstract highlighting the goals of their teaching initiative, the source of the idea and how they evaluated and reflected upon the results of their teaching.

The abstracts presented in this program have been reviewed to ensure that they present a teaching idea, innovation or report on research which has relevance for university teachers in a practice-oriented university. While everyone teaches in their own context, perhaps this forum will inspire you with the spark of an idea to develop in your subject or the opportunity to meet someone you may choose to work with in the future.

These proceedings have been organised into thematic groupings to assist you in selecting relevant presentations and discussions. We expect that the combination of formal presentations and staff discussions will provide something of interest for early career academics and experienced teachers alike. It is also hoped that the Forum will inspire you to explore opportunities for presenting at conferences, applying for grants or writing for wider publication sometime in the future.

We would like to thank all the staff at IML for their assistance, in particular, Enza Mirabella, for her very professional contribution to the forum organisation.

Adam Morgan & Katrina Waite
Institute for Interactive Media & Learning

UTS Teaching and Learning Forum Program

Day 1: Wednesday 12 November, 2014

From 8.30am	Registration CB11.00.405 Foyer
9.00am	Collaborative Theatre (CB11.00.405) Acknowledgement of Country, Welcome to the UTS Teaching and Learning Forum and Presentation: Where to after 2014? Learning.Futures Professor Shirley Alexander, Deputy Vice-Chancellor and Vice President (Education and Students), UTS
9.30am	Collaborative Theatre (CB11.00.405) Presentation: Learning.Analytics for Learning.Futures? Professor Simon Buckingham Shum, Connected Intelligence Centre, UTS and Professor Ruth Deakin Crick, University of Bristol
11.00am	Morning Tea CB11.00.405 Foyer
11.30am	Collaborative Theatre (CB11.00.405) Graduate Attributes Project End of Year Showcase Showcase presentations will demonstrate the achievements of each faculty in embedding its graduate attributes into subject/courses to produce effective student outcomes
1.00pm	Lunch CB11.00.405 Foyer

Paper Presentations				
Note: All presentations are on Level 5. Best way up - use escalators to Level 4 then take short flight of stairs. Lifts also available.				
	Rm CB11.05.100	Rm CB11.05.101	Rm CB11.05.102	Rm CB11.05.404
2.00pm-2.25pm	The Civilisation of Law Graduate Attributes Philippa Ryan & Peter Alexander	Collaboration with purpose Keith Willey & Anne Gardner	Flipping the teacher, not just the subject Jeff Browitt	NMR Spectroscopy in First-Year Chemistry Janice Alexander, Jason Ashmore, Anthony Baker, Scott Chadwick, Ali Hunt, Nadine Krayem, Brian Reedy & Simon Ting
Room change				
	Rm CB11.05.100	Rm CB11.05.101	Rm CB11.05.102	Rm CB11.05.404
2.30pm-2.55pm	Simulations: Theory, ethics and practice in the classroom Charlotte Peever	Feedback: What is it and what's effective? Eugenia Figueroa, Anthony Kadi & Robert McLaughlan	Speaking up: Developing students' verbal presence Jenna Price	First Year Pracs - What if we had a CHOICE? Creating an authentic workplace experience in a large first year subject Jurgen Schulte & Michael Hohl
3.00pm	Afternoon Tea CB11.05.404 Foyer			

Paper Presentations (cont.)				
	Rm CB11.05.100	Rm CB11.05.101	Rm CB11.05.102	Rm CB11.05.404
3.30pm-3.55pm	Developing an animal law case book: Knowledge transfer and service learning from student-generated materials Sophie Riley	Helping students engage with leadership via SPARKPlus John Woollett & Adam Morgan	Advancing literacy in Spanish L2: A Functional Linguistic Approach Elena Sheldon	Supporting the development of professional skills in scientific writing: An embedded, flipped and interactive approach to citing and paraphrasing the scientific literature Yvonne Davila, Neela Griffiths & Andy Leigh
Room change				
	Rm CB11.05.100	Rm CB11.05.101	Rm CB11.05.102	Rm CB11.05.404
4.00pm-4.25pm	Mind the Gap: Transitioning with resilience from school through university to professional status Peter Alexander	Assessment Validity: Carrots, sticks and avoidance Keith Willey & Anne Gardner	The Virtual Landscape Tour: Forms of participatory learning and intercultural engagement during the year abroad of the International Studies degree Ilaria Vanni	Peers in Pracs: Breaking down the communication barrier in science practical classes through peer support Andy Leigh, Georgina Barratt-See & Joanne Kinniburgh
4.30pm-5.30pm	Forum Drinks Penny Lane Café, Level 1 (mezzanine) Building 11			

UTS Teaching and Learning Forum Program

Day 2: Thursday 13 November, 2014

Showcase Pod Presentations (Session 1)		
Note: This session is spread over two rooms. Within each room are five presenters, who will make their presentation twice (with a 5 minute change-over <u>within</u> the session)		
	Rm CB11.05.404 Collaborative Classroom	Rm CB11.05.101 Collaborative Classroom
9.30am-9.50am	Pod 1 - One touch midwifery: Development of a smartphone application Allison Cummins	Pod 1 - Facilitating student-centred learning through iPad-enabled annotation and sharing technologies James Wakefield, Laurel E. Dyson, Jessica Frawley & Jonathan Tyler
5 minute change-over then repeat	Pod 3 - How can we say we value Graduate Attribute development when exams can be passed by just remembering stuff? Darrall Thompson	Pod 3 - Using technology to create interactive online learning modules of key concepts Blair Nield, Amanda Sampol, Kristine McGrath & Catherine Gorrie
9.55am-10.15am	Pod 5 - Choosing how to flip: Lessons from Transnational Media 2014 for selecting delivery method, reforming tutorial approaches, and rethinking learning outcomes Andrew Jakubowicz	Pod 5 - Enhancing collaboration: From classroom tabletop to the after-class digital desktop Theresa Anderson & Andrew Francois
	Pod 7 - Finding and clipping online resources David Litting	Pod 7 - Valuing Student Voices: Exploring preferred futures of Higher Education Alexandra Crosby
	Pod 9 - Fast formative feedback Wenes Gunawan	Pod 9 - Screencasting from anywhere and everywhere Detlev Kerkovius
Session Change		

<p>Showcase Pod Presentations (Session 2)</p> <p>Note: This session is spread over two rooms. Within each room are five presenters, who will make their presentation twice (with a 5 minute change-over <u>within</u> the session)</p>		
	<p>Rm CB11.05.404 Collaborative Classroom</p>	<p>Rm CB11.05.101 Collaborative Classroom</p>
<p>10.20am-10.40am</p> <p>5 minute change-over then repeat</p> <p>10.45am-11.05am</p>	<p>Pod 2 - Planning for the Future: Use of an ePortfolio throughout the course to demonstrate achievement of the Graduate Attributes and develop Work Readiness Rosemarie Hogan</p> <p>Pod 4 - Academic literacy modules for a customised learning experience Sam Ferguson, Rosalie Goldsmith, Sally Inchbold-Busby & Isabelle Bennett</p> <p>Pod 6 - Copyright for teaching Patrick Tooth</p> <p>Pod 8 - Developing remote modern plant simulators: Making industrial training at university possible Steven Su, Anthony Achermann, Li Li, Quang Ha, Youguang Guo & Hung Nguyen</p> <p>Pod 10 - Collaborative learning via UTSOnline wikis and blogs Phillip Mills</p>	<p>Pod 2 - Standing up to build effective teams Chivonne Algeo & Elysebeth Leigh</p> <p>Pod 4 - Motivating students to learn via blended learning strategies in large subjects Jochen Schweitzer</p> <p>Pod 6 - Simulation tools toward job ready skills Renu Agarwal & Moira Scerri</p> <p>Pod 8 - Encouraging reading through collaborative technology using a.nnotate Jenna Price</p> <p>Pod 10 - Tips and tricks that save you time in the eLearning space Leslie McInnes</p>
<p>11.10am</p>	<p>Morning Tea CB11.05.404 Foyer (with posters* - see page 11 for presenters)</p>	

Paper Presentations				
	Rm CB11.05.100	Rm CB11.05.101	Rm CB11.05.102	Rm CB11.05.404
11.40am-12.05pm	<p>Clinical handover and peer feedback: Developing the Bachelor of Nursing graduate attribute in communication</p> <p>Nicola Brown, Rebecca Disler, Suzanne Rochester & Doug Elliott</p>	<p>Cafe in the class: Exploring Value</p> <p>Karyne Ang, Shankar Sankaran & Catherine Killen</p>	<p>Gender minded pedagogies for an inclusive curriculum</p> <p>Katrina Waite & Theresa Anderson</p>	<p>Creating an authentic learning experience: Putting the professional into practice-based learning</p> <p>Jurgen Schulte & Neela Griffiths</p>
Room change				
	Rm CB11.05.100	Rm CB11.05.101	Rm CB11.05.102	Rm CB11.05.404
12.10pm-12.35pm	<p>'Intercultural learning' and 'cross cultural understanding': What are they and how can we know our students have achieved them?</p> <p>Susan Oguro & Angela Giovanangeli</p>	<p>Applying value co-creation concept from agility and service science to support collaborative learning</p> <p>Asif Gill</p>	<p>EWB Design Forum: Student engagement, peer-support and multidisciplinary cross-year mentoring in first year engineering</p> <p>Sally Inchbold-Busby & Mahira Mohamed Mowjoon</p>	<p>The past, present and future student of Mathematics: Mastery learning to address the assumed mathematics knowledge gap, encourage learning and reflection, and future-proof academic performance</p> <p>Layna Groen, Mary Coupland, Julia Memar & Tim Langtry</p>
Room change				
Note: Final session (Forum Wrap-up) and lunch downstairs on Level 00.				

12.40pm	Collaborative Theatre (CB11.00.405) Forum Wrap-up
1.10pm	Light Lunch CB11.00.405 Foyer
2.00pm	Collaborative Theatre (CB11.00.100) Yarning Circle Discussion: Indigenous cultural competency and safe learning in the classroom for all Note: Pre-registration only
4.00pm	Close

***Posters:**

The first year BMid SIM project

Christine Catling, Allison Cummins, Rosemarie Hogan, Athena Sheehan, Caroline Homer, Carolyn Hayes, Michelle Kelly & Jenny Pizzica

Student Editorial Elective - A Law Faculty and Jumbunna initiative: Collaborations, contexts and cultural awareness

Thalia Anthony

UTS: HELPS Support Model

Andrew Pyke, Sang-Eun Oh & Joseph Yeo

The evolution of Learning2014 in the Physical Education elective program in Teacher Education 2008-14

Janet Currie

Innovative digital social space in learning

Kyeong Kang

Plenary Speakers

Where to after 2014? Learning.Futures

Professor Shirley Alexander, Deputy Vice-Chancellor and Vice President (Education and Students)

UTS has made considerable progress in embedding teaching, learning and curriculum practices which embody the key strategies of the UTS Model of Learning, the Graduate Profile Framework and Learning2014. But the context of industry, the professions and work is continually changing - and at a greater pace than ever before. Where do we now need to focus our efforts to ensure that we are providing our students and graduates with skills, capabilities, and habits of mind which will equip them for success in the dynamic and complex global workplace?

Professor Shirley Alexander is the Deputy Vice-Chancellor and Vice-President (Education and Students) with the responsibilities of leading the achievement of the university's key priorities in teaching and learning, the student experience, and the use of data analytics in all aspects of the university's work. Most recently Professor Alexander has lead the teams designing the teaching and learning and student space projects in the new buildings. The innovative designs have stimulated new approaches to teaching, learning and curriculum in both formal and informal spaces. She has also led the Learning2014 strategy which aims to develop and showcase the best of online, face-to-face, and collaborative teaching and learning initiatives.

Plenary Speakers

Learning.Analytics for Learning.Futures?

Professor Simon Buckingham-Shum, Connected Intelligence Centre (CIC), UTS and
Professor Ruth Deakin Crick, University of Bristol

The social, technical and political challenges we face as a society demand new ways of thinking and working which are collaborative, holistic and resilient. As we unpack what these words mean, the implications for a university – indeed any learning organisation – run deep. At the core of the paradigm shift we see the need for learners (at all levels) to take increasing responsibility for their learning in authentic contexts: to become resilient agents of their own learning trajectories; to think holistically and to make sense of complex data. Far from being solely 'graduate attributes', the same qualities are needed by us: if we can't model these qualities ourselves, we can't teach them; if we can't assess them authentically, we have no evidence base and we can't provide formative feedback. This line of argument shapes how CIC is conceiving learning analytics (computer-supported tools to help learners and educators gather, analyse, visualise and act on learners' data) and collective intelligence (networking tools to build a learning community's evidence-base). In this talk we will give glimpses of these approaches in action, we'll hear from learners and educators on what this paradigm shift feels like, and through several activities, we invite you to imagine how we can collaborate to test these concepts across UTS, as we move into Learning.Futures.

Simon is Professor of Learning Informatics at UTS, where he is Director of the new Connected Intelligence Centre, prototyping and researching new ways to advance deeper learning using computational analytics, and sociotechnical infrastructures for collective intelligence. He is active in shaping the new field of Learning Analytics, is Vice-President of the Society for Learning Analytics Research, and co-founder of LearningEmergence.net. His books are *Visualizing Argumentation* (Springer 2003), *Knowledge Cartography* (2008, 2014), and *Constructing Knowledge Art* (2014).

Ruth is Visiting Professor at the Connected Intelligence Centre and Reader in Systems Learning & Leadership at University of Bristol. Her research focuses on how individuals and organisations learn and adapt profitably to risk, uncertainty and challenge through the ways in which they regulate the flows of data and energy in socially and technically diverse and complex contexts. As well as researching how these processes emerge in face-to-face contexts, she explores how virtual learning ecologies can support improvement, particularly how learning analytics and data can be used for decision support, linking stakeholder purpose to performance evaluation. This contributes substantively to the emerging field of improvement science – the development of networked improvement communities which link research and practice through authentic professional enquiries and rapid prototyping set within a disciplined, shared evaluation framework. Her most recent book is *Learning to Learn* (2014).

Day 1 Presentation Abstracts: Listed by Presentation Time

2.00pm

Rm CB11.05.100

The Civilisation of Law Graduate Attributes

Philippa Ryan & Peter Alexander

Modern economics tells us that nations that train engineers will prevail over those that train lawyers. But we also know that civilisations cannot survive without a code of conduct. Civil Practice is all about the rules of play in litigation. Although no nation ever sued its way to greatness, the Rule of Law remains fundamental to a democracy. So how do we prepare our law students to practise well? We have embedded the Law Graduate Attributes into our students' activities and assessments. Students reflect on their learning and identify targeted attributes. The process is authentic and relevant. It is also thoroughly civilised.

Rm CB11.05.101

Collaboration with purpose

Keith Willey & Anne Gardner

Collaboration provides opportunities for students to engage with learning and receive feedback through participation, interaction, and the contribution of alternative perspectives, skills and abilities of other participants. Collaborative activities should require students to engage in dialogue and include assessment (typically formative) to allow them to evaluate their understanding and progress in meeting the desired learning outcomes. Academics often implement learning opportunities in response to a top-down directive from their university, faculty or school. However, to access the afforded benefits implementation requires careful design and an understanding of how students learn. In this presentation we will introduce and discuss a framework to inform the design of collaborative learning activities, including using variation, confirmation and multiple perspectives to assist students to develop judgement, expertise and overcome learning thresholds.

Rm CB11.05.102

Flipping the teacher, not just the subject

Jeff Browitt

Flipped learning is not just about flipping the subject, it is also about flipping the mindset of students and tutors and reflecting on pedagogical philosophy: What are we trying to achieve? Are there different ways of getting there? What is best? This presentation outlines a successful approach to flipping a FASS Humanities subject over the last 2 years. It highlights the hits and misses of the experiment, some of the shortcomings of UTSONline, and has some provisional conclusions about pedagogical philosophy and the co-generation of subject content by students.

Rm CB11.05.404

NMR Spectroscopy in First-Year Chemistry

Janice Alexander, Jason Ashmore, Anthony Baker, Scott Chadwick, Ali Hunt, Nadine Krayem, Brian Reedy & Simon Ting

First-year chemistry courses have usually not exposed students to modern instrumental techniques that are now so prevalent in chemistry. We have recently introduced nuclear magnetic resonance (NMR) spectroscopy in Chemistry 2 Advanced, as a first step in rolling-out this experience to first-year. Working with modern instrumentation will engage students in their learning about chemistry. In our workshop participants will have the opportunity to share the student experience. Spectra will be run and some hints on interpretation in terms of molecular structure will be presented. No prior chemistry knowledge required.

Day 1 Presentation Abstracts: Listed by Presentation Time

2.30pm

Rm CB11.05.100

Simulations: Theory, Ethics and Practice in the Classroom

Charlotte Peevers

The paper sets out the rationale for embedding simulations in course design, relevant considerations to bear in mind in aligning the objectives of Learning2014 (and beyond), and ensuring in-built mechanisms for student reflection and feedback. The paper shares some reflections on the challenges and opportunities presented by simulation exercises. It is hoped that participants will share some of their own experiences in developing simulations in their respective classrooms.

Rm CB11.05.101

Feedback: What is it and what's effective?

Eugenia Figueroa, Anthony Kadi & Robert McLaughlan

One of the phases of the Learning2014 cycle is "feedback". But what exactly is it? We have gathered student perceptions and practice of feedback through surveys and focus groups. We have also gathered staff perceptions and are using data analytics to find links between different types of assessment and student satisfaction. Some of the results are presented in this paper.

Rm CB11.05.102

Speaking up: Developing students' verbal presence

Jenna Price

This presentation reports the first part of the Speak Up Project. This project sets out to give students a foundation in speaking clearly from prepared notes and from memory, recognising the importance of the spoken word as a key communication skill for graduates. At UTS, as with other institutions, we have a number of students who find it difficult to speak during presentations and, when working in a group, will never step up for the part of the task which requires presentation. This disadvantages students both in the classroom and as job seekers. Employers seeking graduates want the graduate attribute of good communication skills – but that needs to be expressed both verbally and in written form. It is particularly important for students from backgrounds where speaking up is not encouraged; and in some cultures, this is particularly true of young women. UTS has a renowned Communication school which has, so far, concentrated on aspects of written rather than spoken communication. As media becomes even more focused on the use of video, UTS students must be able to both present in that more prepared context and in the context of being able to speak at length without notes, for more professional presentations in the workplace.

Rm CB11.05.404

First Year Pracs - What if we had a CHOICE? Creating an authentic workplace experience in a large first year subject

Jurgen Schulte & Michael Hohl

The presentation reports on a pilot project in the practical program of a large first year subject that received direct support by industry and provides student with an authentic learning experience. While the object of the pilot has been very specific, for the purpose of this Forum we will be focusing on two aspects which may be of interest to the larger UTS T&L community and beyond FY practical programs: 1. The process of identifying suitable industry for subject support as well as suitable industry practise for embedding authentic learning experiences, and 2. The design of student engaged learning activities to support content of practicals, subject outcomes and graduate attributes.

Day 1 Presentation Abstracts: Listed by Presentation Time

3.30pm

Rm CB11.05.100

Developing an animal law case book: Knowledge transfer and service learning from student-generated materials

Sophie Riley

This paper discusses the development of an animal law case book, in an elective subject, Animal Law and Policy in Australia. The case book comprises case notes prepared by students and will be made available for free to all those interested in animal issues (including of course animal law students). The project was funded by a Vice-Chancellor's Learning Grant in 2013, and partly derived from the fact that no animal law case book is available in Australia. The project particularly targets practice-oriented learning and public service in a way that links these objectives to life-long learning. These objectives also represent a 'future-focussed' strategy that aligns with Learning2014 in preparing students to take their place in a changing society.

Rm CB11.05.101

Helping students engage with leadership via SPARKPlus

John Woollett & Adam Morgan

This presentation outlines recent efforts to re-frame the use of SPARKPlus in the subject Project Strategy and Leadership (16919); an upper-level elective subject taken predominately by Bachelor of Project Management and Construction students. SPARKPlus is often used at UTS to gauge contribution to group effort, with the results used to potentially moderate marks. In 16919, SPARKPlus was used in this capacity. However, it was also used to help students engage in leadership behaviour. Students, for example, were required to rate themselves and their peers' leadership behaviours drawn from the literature. Students were also guided to provide their peers with performance feedback in the often under-used textbox in SPARKPlus. Overall, the results of this re-framing trial were positive, with high levels of student engagement evident both within SPARKPlus and their reflective essay. These results will be discussed in our presentation.

Rm CB11.05.102

Advancing literacy in Spanish L2: A Functional Linguistic Approach

Elena Sheldon

The paper reports on the progressive reshaping of curriculum and pedagogy from the perspective of genre within Systemic Functional Linguistics (SFL) as the theoretical approach taken in the Spanish and Culture major at the University of Technology, Sydney (UTS). It aims to address the challenges that students face in advanced language classes. Importantly, it makes explicit how different registers of language are purposely constructed and how progression towards higher levels of advancement in language teaching is achieved. The paper concludes that students' success in developing advanced literacy in Spanish is connected with their awareness of discourse semantics and lexico-grammatical features such as nominalisation. This positive outcome counters the view that a high level of academic writing is not attainable in a foreign language, thus giving students the confidence to develop Spanish for use in their future professional spheres.

Supporting the development of professional skills in scientific writing: an embedded, flipped and interactive approach to citing and paraphrasing the scientific literature

Yvonne Davila, Neela Griffiths & Andy Leigh

Scientific writing is a fundamental skill for scientists to communicate effectively to the scientific and wider community. Responding to a need to embed the development of paraphrasing and referencing skills early in the science curriculum, online interactive learning resources were designed for a large first year Science subject. Using the flipped learning approach, the out-of-classroom exercises were partnered with a face-to-face tutorial, which incorporated peer-to-peer and teacher-to-peer interaction. The aim was to: develop student skills in correctly using and citing the primary literature for the scientific discipline; and, increase student engagement with the 'Professional Skills' graduate attribute.

Day 1 Presentation Abstracts: Listed by Presentation Time

4.00pm

Rm CB11.05.100

Mind the Gap: Transitioning with resilience from school through university to professional status

Peter Alexander

The Mind the Gap project seeks to address the worrying trend uncovered by recent research that shows law students develop high rates of depression by the end of their first year of law school without any prior evidence of depression before commencing university studies (Tang 2013). Further research also suggests that this is the case for students in other disciplines as well (Daioff 2011).

Rm CB11.05.101

Assessment validity: Carrots, sticks and avoidance

Keith Willey & Anne Gardner

Assessment carrots (marks) and sticks (penalties) are often used by academics, with good intentions to encourage student compliance. However, such assessments reduce the validity and fidelity of the assessment while reinforcing the culture or expectation that effort rather than academic achievement should be rewarded with marks. Sadler also challenges us to consider the veracity of progressive accumulation of marks as students learn at different rates and hence take different paths to reach the same level of achievement. This is compounded when early summative activities are set at a lower level than the threshold level for the subject (eg simple quizzes). In this presentation we will discuss the use of scaffolding, temporal flexibility, threshold and/or hurdle assessments to improve both the validity of assessment and students' independence, responsibility and judgement.

Rm CB11.05.102

The Virtual Landscape Tour: Forms of participatory learning and intercultural engagement during the year abroad of the International Studies degree

Ilaria Vanni

This presentation asks the question: how can we translate the ideas and values of Learning2014 in distance education? The presentation will show how through the design of a specific methodology we can align with ideas such as accessing content rich resources before 'class'; using ideas from these resources and materials to plan a project; conduct the project in a real world setting, engage with the host society; and finally write an exegesis of the project.

Rm CB11.05.404

Peers in Pracs: Breaking down the communication barrier in science practical classes through peer support

Andy Leigh, Georgina Barratt-See & Joanne Kinniburgh

Attending science laboratory practical classes (pracs) can be daunting, particularly for students disinclined to initiate communication with a teacher. A sense of anxiety or alienation can lead students to flounder or drop out of university altogether. This interactive presentation will outline our pilot project, Peers in Pracs, where student peers were trained as mentors to attend pracs in the large first year science subject, Biocomplexity. We compare the student learning experience for pracs with vs without student peers, as well as providing insight from the student peers themselves about the impact of the program on their own personal and professional development.

Day 2 Presentation Abstracts: Listed by Presentation Time

9.30am-10.15am Pod Presentations in Rm CB11.05.404

Pod 1

One touch midwifery: Development of a smartphone application

Allison Cummins

The development of the midwifery app enables students to instantly access clinical information for use while on hospital placement, in preparation for class, or for in class activities. The app content includes key information such as anatomy and physiology, calculating women's due dates, interpreting blood test results and calculating body mass index. The project is based on the UTS Learning2014, embracing technologies to introduce different learning opportunities for our students.

Pod 3

How can we say we value graduate attribute development when exams can be passed by just remembering stuff?

Darrall Thompson

Whilst good work goes on in teaching and learning at the front end exams dominate the assessment landscape and reduce everything to one mark or grade with no feedback on areas of improvement. The main assessment criteria could be stated as a 'Demonstrated ability to reproduce memorised information within a time constraint'. Exams mostly constitute a high-stakes stress-producing information-cramming nightmare unrelated to the flipped learning and other great initiatives of university teachers. This work in progress presentation attempts to encourage the redefinition of exams as a learning activity that contributes to the assessment of Graduate Attribute development whilst retaining marking efficiency.

Pod 5

Choosing how to flip: Lessons from Transnational Media 2014 for selecting delivery method, reforming tutorial approaches, and rethinking learning outcomes

Andrew Jakubowicz

Flipped learning is a meld of technical, curriculum and pedagogical innovation. The right mix to optimise student learning outcomes involves understanding the theoretical and practical dimensions of each of these spheres. This presentation examines the 'take aways' from the T&L funded Transnational Media subject in 2014 for re-structuring the subject 2015.

Pod 7

Finding and clipping online resources

David Litting

The Library has access to large collections of streaming videos that can be clipped into short extracts. This presentation will showcase these multidisciplinary materials for use in teaching. It is particularly relevant to Flipped Learning.

Pod 9

Fast formative feedback

Wenes Gunawan

Online quizzes are increasingly being incorporated into teaching and learning activities. Find out in this session how to use online quizzes to give students instant feedback and save teaching staff marking time.

Day 2 Presentation Abstracts: Listed by Presentation Time

9.30am-10.15am Pod Presentations in Rm CB11.05.101

Pod 1

Facilitating student-centred learning through iPad-enabled annotation and sharing technologies

James Wakefield, Laurel E. Dyson, Jessica Frawley & Jonathan Tyler

This presentation demonstrates tablet computing enabled sharing and annotation technologies which allow students' homework to be photographed, shown to the class instantaneously through a data projector and annotated live by the tutor with student participation. These technologies are intended to address calls for more student-centred approaches to learning. Focus group findings suggest the technologies facilitate a greater focus on the questions and problems students face and improve student participation because they feel more comfortable when they recognise their fellow students face similar challenges. Further, rates of student preparation and homework completion, before class, have increased when using these technologies.

Pod 3

Using technology to create interactive online learning modules of key concepts

Blair Nield, Amanda Sampol, Kristine McGrath & Catherine Gorrie

Our project focuses on the use of technology for preparation of flipped learning resources for key learning concepts in biology. Apps for the iPad® are available for educational purposes, and we used Explain Everything to prepare short screen casts of subject content. We also used the interactive white boards of Building 11 to prepare short videos of lecture content. Videos were inserted into Captivate® and short interactive quizzes were included to test student understanding of the key concepts. Student opinion was sourced via in-class feedback surveys, and short quizzes were used to determine retention of knowledge.

Pod 5

Enhancing collaboration: From classroom tabletop to the after-class digital desktop

Theresa Anderson & Andrew Francois

In this session we share our experience with a multi-modal approach to collaboration/group work used as a way of providing students with an opportunity to utilise their preferred learning modalities, i.e. auditory, visual, kinesthetic, and tactile. Using recent experiences in a communications core subject, we reflect on collaborative group work with sticky notes, markers and paper during face-to-face class activities and how we extended that out of class with an online interactive whiteboard web application.

Pod 7

Valuing Student Voices: Exploring preferred futures of Higher Education

Alexandra Crosby

Have you ever wondered how students imagine the future of higher education? This session presents preliminary data on the preferred learning and teaching futures of our current undergraduate students. Through a series of futuring workshops students have creatively and collaboratively designed and tested possible scenarios, exploring the impact of changing political, economic and technological factors. Valuing Student Voices is a joint study by UTS and Swinburne University of Technology funded by the Office for Learning & Teaching.

Pod 9

Screencasting from anywhere and everywhere

Detlev Kerkovius

The ability to quickly create or appropriate video content is becoming an increasingly valuable skill. There are many tools and methods to achieve a particular outcome. This presentation will focus on getting quick results using tools that are simple to use and applicable across a variety of digital platforms. The techniques covered in this session will assist you in developing some of the digital proficiencies you will likely need to create better Learning2014 experiences.

Day 2 Presentation Abstracts: Listed by Presentation Time

10.20am-11.05am Pod Presentations in Rm CB11.05.404

Pod 2

Planning for the Future: Use of an ePortfolio throughout the course to demonstrate achievement of the Graduate Attributes and develop Work Readiness

Rosemarie Hogan

In the Faculty of Health, first year Bachelor of Midwifery students are introduced to the ePortfolio, the Graduate Attributes and the qualities of a work ready graduate, to engage the students in their life post university. Various assessment tasks, which are linked to the ePortfolio, are used throughout the course that require students to engage with the course learning outcomes, the graduate attributes and develop work readiness. Students are encouraged to collect, reflect and select evidence throughout their degree for use in a final-year, work-integrated learning, capstone subject and beyond into the world of professional practice.

Pod 4

Academic Literacy Modules for a Customised Learning Experience

Sam Ferguson, Rosalie Goldsmith, Sally Inchbold-Busby & Isabelle Bennett

This first year experience project has contributed to the development of new methods for customising the development of academic literacy for students from diverse backgrounds with an emphasis on maximizing success and retention. New methods of content delivery including video lectures and online interactive modules allow students to develop their individual academic literacy levels in a more structured, but still self-directed way. We discuss the application of this approach 31265 Communication for IT professionals, and 48230 Engineering Communication, which were extended with a number of online modules that are assigned to students based on their early assessment feedback, as well as on interest and focus.

Pod 6

Copyright for teaching

Patrick Tooth

Use of online educational resources is an essential part of Learning2014. This presentation will give an overview of copyright issues relating to the reuse of multimedia material for teaching purposes. It will also include demonstrating how to use creative commons licences.

Pod 8

Developing remote modern plant simulators: Making industrial training at university possible

Steven Su, Anthony Achermann, Li Li, Quang Ha, Youguang Guo & Hung Nguyen

The aim of the project is to build remote plant simulators to implement industrial training with modern SCADA (supervisory control and data acquisition) systems within FEIT/UTS labs or even student homes. Under the impact of the new technologies of information, the learning and teaching approaches for even classical engineering subjects should be reconstructed and diversified in order to provide students various exposures to the modern industrial technologies. This project aligns with Learning2014, in reengineering our approaches to teaching and learning to make the best possible use of the new spaces including laboratories, providing flexible access to a state-of-the art simulator.

Pod 10

Collaborative learning via UTSONline wikis and blogs

Phillip Mills

This pod session will cover the ways in which UTSONline Blogs and Wikis can be used as platforms for collaborative student projects. It will address the various strategies and technologies used to encourage student participation and monitor individual and group performance.

Day 2 Presentation Abstracts: Listed by Presentation Time

9.30am-11.05am Pod Presentations in Rm CB11.05.101

Pod 2

Standing up to build effective teams

Chivonne Algeo & Elyssebeth Leigh

In an intensive four day block release program, which will culminate in a presentation to a real client, it is essential to build robust and highly functioning teams very quickly. This session summarises the theoretical basis for a surprising and highly interactive approach to enabling self-selection of teams whose members are committed to each other for the duration of the subject. Individuals are required to assess their own preferences in regard to a number of theoretical frames about teamwork, and use this knowledge to plan their work together and also understand how their actions influence the quality of their teamwork.

Pod 4

Motivating students to learn via blended learning strategies in large subjects

Jochen Schweitzer

In blended learning students are encouraged to learn at least in part through online delivery of content and instruction with an element of student control over time, place, learning path or pace. In this case blended learning was applied with the aim of lifting the overall quality of teaching and improving the learning experience for students, which meant re-designing delivery mode, assessment structure, content and teaching methods with a focus on expanding online learning and improving face-to-face engagement.

Pod 6

Simulation tools toward job ready skills

Renu Agarwal & Moira Scerri

In semester 1 and 2 2014 an online game (simulation tool) was introduced and piloted as a learning and assessment tool for subject 21741 Managing Operations. The online game provided students with a means to run a clothing factory operations and as managers to be able to take decisions across 6 modules, namely the production process, Managing Suppliers, Forecasting and Contracts, Human resource and Capacity Planning, and the Capstone module which encompasses all modules and all areas of the firms operations. Two assessment items were aligned to the use of the simulation tool. The first was a critical reflection on their learning by using the tool and the second was the justification of the decisions made throughout the tool, linking the decisions to theory and the outcomes that occurred throughout the game.

Pod 8

Encouraging reading through collaborative technology using a.nnotate

Jenna Price

A crucial challenge for educators is to find the way to get students to do the pre work required for Flipped Learning to act effectively. The a.nnotate project involved an approach with attempted to make reading social, in the same way that much writing is social through the use of social media technologies. This pod session will show how this social reading technology worked during its pilot semester, across two faculties.

Pod 10

Tips and tricks that save you time in the eLearning space

Leslie McInnes

UTSOnline is upgrading! Get some tips on streamlining tedious tasks, taking advantage of new features and improving the student experience at the same time.

Day 2 Presentation Abstracts: Listed by Presentation Time

11.40am

Rm CB11.05.100

Clinical handover and peer feedback: Developing the Bachelor of Nursing graduate attribute in communication

Nicola Brown, Rebecca Disler, Suzanne Rochester & Doug Elliott

Quality handover of important clinical information between health care professionals is critical to the delivery of safe health care. UTS Bachelor of Nursing students begin to observe and practice clinical handover in their first and second year, with continuing refinement and development of handover techniques and performance across the course. There are however limited resources currently available to develop student capacity to both offer and receive constructive critical peer feedback. This paper reports on the development and piloting of an assessment tool for students to offer and receive feedback from their peers on their clinical handover performance, and progress to date on evaluation of the project.

Rm CB11.05.101

Cafe in the class: Exploring value

Karyne Ang, Shankar Sankaran & Catherine Killen

Illustrating the use of a World Café at a postgraduate subject that the presenters taught together in Autumn 2014. The approach is observed to engage and encourage peer collaboration and learning in the classroom as students share and co-construct knowledge from different perspectives.

Rm CB11.05.102

Gender minded pedagogies for an inclusive curriculum

Katrina Waite & Theresa Anderson

Following on from a well-attended interactive session last year, this proposed session shares seven principles for inclusive curriculum which our research suggests can contribute to gender mindedness and equity pedagogy in the design of curriculum. Our findings highlighted a number of behaviours and attitudes encapsulated in our 'disrupting big loud and first' and 'making time to think, link & tinker' heuristics. The audience will be invited to put these into practice using examples/role play games.

Rm CB11.05.404

Creating an authentic learning experience: Putting the professional into practice-based learning

Jurgen Schulte & Neela Griffiths

Assessment in a second year undergraduate physics subject was re-designed to challenge and engage students in an authentic assignment task. Students were exposed to workplace practice as the task required them to work in groups to research and write an original research paper based on a meta-study model. Peer-review and lecturer feedback sessions were built in and the final drafts were then compiled and published in a student peer-reviewed research journal. Students commented positively on their learning and engagement in the subject; they improved their scientific writing skills, developed an approach to systematic research, had a greater understanding of the peer-review process and acquired skills in self and team management.

Day 2 Presentation Abstracts: Listed by Presentation Time

12.10pm

Rm CB11.05.100

'Intercultural learning' and 'cross cultural understanding': What are they and how can we know our students have achieved them?

Susan Oguro & Angela Giovanangeli

UTS' model of teaching includes 'intercultural learning' and 'cross cultural understanding' as one of the personal UTS Graduate Attributes. However defining what terms such as 'intercultural learning' or 'cross cultural understanding' mean or knowing how to assess whether they have been achieved is not a straightforward exercise. This presentation draws on results from a teaching and learning grant project which examined the complexities of assessing the international and intercultural engagement of students. We explore what the notion of 'intercultural learning' means in relation to UTS programs and problematize possible assessment methods. We offer a framework for understanding intercultural learning, drawn from student experiences in International Studies.

Rm CB11.05.101

Applying value co-creation concept from agility and service science to support collaborative learning

Asif Gill

Organisations are embracing emerging collaborative and value co-creation concepts from agility and service science. There is not much known about agility and service science application to delivering academic subjects. This paper demonstrates how value co-creation concept from agile and service science has been applied to support collaborative learning in software engineering practice and business requirements modelling subjects at UTS in 2014. Furthermore, this paper indicates that value co-creation concept from agility and service science seems useful for improving overall learning experience and performance of students.

Rm CB11.05.102

EWB Design Forum: Student engagement, peer-support and multidisciplinary cross-year mentoring in first year engineering

Sally Inchbold-Busby & Mahira Mohamed Mowjoon

This paper will discuss the implementation and outcomes of a multi-disciplinary cross-year peer-mentoring program developed for the first year core subject, Engineering Communication. The EWB Design Forum has been introduced to enhance the experience of the design process by allowing an opportunity for all students to engage in professional interactions which they may otherwise find difficult to access in the usual class environment. The forum invites later-stage students as peer-mentors, academics and the first-year cohort to work together to refine team designs, adding a depth of experience and contributing to a sense of professional identity.

Rm CB11.05.404

The past, present and future student of Mathematics: Mastery learning to address the assumed mathematics knowledge gap, encourage learning and reflection, and future-proof academic performance

Layna Groen, Mary Coupland, Julia Memar & Tim Langtry

Though numbers are as yet not large, in the first semester of 2013 of students who studied General Mathematics, alarmingly high proportions of Science, Engineering and Mathematics students failed their first core undergraduate Mathematics subject. A similar observation holds for students with a background of General Mathematics in Foundation Mathematics, a subject designed to address any gap in assumed knowledge and skills. These outcomes are not unique to UTS – what is sometimes referred to as the mathematics problem has been reported worldwide. This paper describes the learning design and, positives and negatives, of implementing Mastery Learning to address this problem.

Poster Abstracts

11.10am

The first year BMid SIM project

Christine Catling, Allison Cummins, Rosemarie Hogan, Athena Sheehan, Caroline Homer, Carolyn Hayes, Michelle Kelly & Jenny Pizzica

The midwifery lecturers at UTS put together a day of intensive simulations for first year Bachelor of Midwifery students just prior to their first clinical placement. Five simulations were undertaken and comprised of scenarios related to antenatal, birth, postnatal, breastfeeding and neonatal care. Students were asked to complete three surveys outlining the value of the simulations. These were just prior to and immediately after the project, and after their first clinical placement. Preliminary responses within the data have been overwhelmingly positive. Evaluation of all data is currently underway.

UTS:HELPS Support Model

Andrew Pyke, Sang-Eun Oh & Joseph Yeo

UTS:HELPS Support Model showcases a (w)holistic approach to supporting first year nursing students. HELPS collaborates with the Faculty of Health, Institute for Interactive Media & Learning, Academic Language & Learning, UTS Library and Student Services Unit to help these students linguistically, academically and socially in their first year at UTS' critical transition period. The collaborations bring about mutual benefits to HELPS and the respective stakeholders, and highlight the need for all stakeholders to work together for the good of UTS vision and our students.

The evolution of Learning2014 in the Physical Education elective program in Teacher Education 2008-14

Janet Currie

This poster presentation outlines the key evolutionary milestones and highlights indicative of the Learning2014 philosophy as experienced in the Primary Education elective subject 027411 PDHPE Study 1: Theory and Practice. Students have articulated a personal philosophy of teaching physical education and repertoire of skills with use of the best of face-to-face collaborative learning with UTSONline engagement, participation in flipped learning, use of self-assessment, journaling, reflection and authentic assessment activities designed for students to showcase and elaborate on 'What were you able to do with what you have learned?'.

Innovative digital social space in learning

Kyeong Kang

A new Digital Social Learning Space (DSLS) was required for improving learning outcomes for students with diverse culture backgrounds. The major requirements for the DSLS were more effective interactions and learning from one Social Networking Site (SNS). For testing purposes and further improvements, students from diverse culture backgrounds were chosen as participants for a pilot study. This paper presents this development and testing experience. Testing conducted during the pilot study revealed that students from diverse culture backgrounds have different methods of garnering information and communication styles. This led to some innovative features to be embedded into the DSLS, providing an improved interactive learning space and also helping in improved communications.

Student Editorial Elective - A Law Faculty and Jumbunna initiative: Collaborations, contexts and cultural awareness

Thalia Anthony

This poster addresses how the development of a law subject that requires students to edit a Jumbunna research journal embodies aspects of Learning2014 – especially through its practice-orientation, linking what students can do with what they know to assessment, collaborative approaches to learning (among students, staff and professionals) and promoting cultural contexts.
