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THE **UTS** TEACHING AND LEARNING **FORUM**
IS AN INVITATION TO **CELEBRATE** AND SHARE IDEAS, PRACTICES AND RESEARCH ON **CURRICULUM INNOVATION** IN A PRACTICE ORIENTED UNIVERSITY

UTS Teaching and Learning Forum
PROGRAM AND ABSTRACTS

13 November 2013
University of Technology, Sydney

Introduction

The UTS Teaching and Learning Forum provides a chance for all staff involved in teaching to meet and discuss the range of approaches that support student learning in our practice-oriented university. This year the plenary and staff 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 extended 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.

It is this last criterion that meets the Forum's intention that others in the University will be able to adapt what they see and hear in the Forum's presentations to their own teaching. While only a summary of the abstracts is available here, the full, extended version can be found online a week after the forum at:

http://www.uts.edu.au/research-and-teaching/teaching-and-learning/uts-teaching-and-learning-forum-2013/presentations

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			
Wednesday 13 November, 2013			
9.00am	**Registration** Guthrie Foyer		
9.15am	Guthrie Lecture Theatre (CB06.03.28) **Acknowledgement of Country** Aunty Joan Tranter, Elder in Residence, Jumbunna Indigenous House of Learning, UTS		
9.20am	Guthrie Lecture Theatre (CB06.03.28) **Welcome to the UTS Teaching and Learning Forum** Associate Professor Jo McKenzie, Director, Institute for Interactive Media and Learning		
9.30am	Guthrie Lecture Theatre (CB06.03.28) **The Future of Learning: Beyond Learning2014** Professor Shirley Alexander, Deputy Vice-Chancellor & Vice President (Teaching, Learning & Equity), UTS		
10.45am	**Morning Tea** Guthrie Foyer (30mins)		
	Rm CB06.03.56 Stream 1 - Pecha Kucha Presentations	Rm CB06.03.51 Stream 2 - Extended Presentations	Rm CB06.04.37 Stream 3 - Extended Presentations	Rm CB06.03.22 Stream 4 - Extended presentations
11.15am	**Good CoP: Key elements of a successful L&T community of practice** Anthony Baker and Stephanie Beames .... 11.25am **Virtual microscopy for teaching Histology and the Biomedical Sciences** Catherine Gorrie	**A Story from the collaborative learning space... flipping the venue business** Simon Darcy	**A collaboration between peer-tutoring in Architecture and UTS U:PASS** Georgina Barratt-See and Joanne Kinniburgh	**The impact of threshold assessments on student learning** Keith Willey and Anne Gardner
11.35am	**Room Change**		

	Rm CB06.03.56 Stream 1 - Pecha Kucha Presentations	Rm CB06.03.51 Stream 2 - Extended Presentations	Rm CB06.04.37 Stream 3 - Extended Presentations	Rm CB06.03.22 Stream 4 - Extended presentations
11.40am	**Designing blended learning experiences in preservice teacher education** Anne Prescott and Kimberley Pressick-Kilborn .... 11.50am **Midwives: flourishing with intelligence and kindness** Christine Catling, Rosemarie Hogan, Allison Cummins and Athena Sheehan	**It happened to me too: shared online reflection** Jenna Price	**Comparison of standard and flipped subject delivery - Experiences from 2013** Anthony Kadi	**The language barrier: a challenge in teaching and studying physics** Neela Griffiths and Jurgen Schulte
12.00pm	**Room Change**			
	Rm CB06.03.56 Stream 1 - Pecha Kucha Presentations	Rm CB06.03.51 Stream 2 - Extended Presentations	Rm CB06.04.37 Stream 3 - Extended Presentations	Rm CB06.03.22 Stream 4 - Extended presentations
12.05pm	**Developing techniques to learn environmental engineering concepts using student prior social knowledge** Prasanthi Hagare .... 12.15pm **Integrated Project Delivery** Shankar Sankaran and Shalini Gandhi	**Resource development for first year biology key learning concepts: using flipped learning to enrich student learning and improve knowledge retention** Blair Nield, Catherine Gorrie, Loraine Holley and Amanda Sampol	**Reflection: can it be learned?** Eugenia Figueroa	**The re-design of a chemistry subject: from a hazard to a success story** Alison Beavis and Neela Griffiths
12.25pm	**Room Change**			

	Rm CB06.03.56 Stream 1 - Pecha Kucha Presentations	Rm CB06.03.51 Stream 2 - Extended Presentations	Rm CB06.04.37 Stream 3 - Extended Presentations	Rm CB06.03.22 Stream 4 - Extended presentations
12.30pm	**Developing professional project managers: the use of practice-oriented learning** Chivonne Algeo .... 12.40pm **Flipped learning design to enhance efficiency and effectiveness of T&L in a large class size engineering subject** Jianchun Li, Peter Brady and Jianguo Wang	**Meeting the challenges of flipped learning at UTS** Peter Kandlbinder, Jenny Pizzica, Sam Ferguson, Rosemarie Hogan, Loraine Holley, Cathy Killen, Seymour Maddison, Jenna Price, Jurgen Schulte and Claudia Virdun	**Disrupting big loud and first - new pedagogies for an inclusive curriculum** Theresa Anderson, Katrina Waite, Mukti Bawa and Andrew Francois	**Towards effective studios in FEIT** Julia Prior
12.50pm	**Lunch** Guthrie Foyer (60mins)			
1.50pm	Guthrie Lecture Theatre (CB06.03.28) **Flipping out on Flipping** Learning2014 Fellows (Melissa Edwards, Anne Gardner and Jennifer Macdonald)			
3.00pm	**Afternoon Tea** Guthrie Foyer (30mins) **with Poster Presentations***			
	Rm CB06.03.51 Workshop 1	Rm CB06.03.56 Workshop 2	Rm CB06.04.37 Workshop 3	Rm CB06.04.40 Workshop 4
3.30pm	**Artfully engaging: Nurturing and sustaining creative ecologies of learning** Theresa Anderson, Mukti Bawa and Nicola Parker	**Approaches to embedding Indigenous perspectives** Heidi Norman, Nicole Graham, David Van Reyk and Deborah Szapiro	**Social learning: Facebook, Twitter and Topsy in the classroom** Jenna Price	**Student learning futures – towards 2020** Jo McKenzie and Katrina Waite
4.30pm	**Room Change**			

4.35pm	Guthrie Lecture Theatre (CB06.03.28) **Final Wrap-up**
5pm	**Close of Forum & Forum Drinks** Guthrie Foyer

* Posters:

UTS Library: scaffolding researcher capabilities
Ashley England and Janet Chelliah

Supporting transition into first-year chemistry through a communication exercise
Anthony Baker, Alison Beavis and Neela Griffiths

Assessment Tracking by Real-Time Interactive Learning
Tony George and Fiona MacIver

The flipping library
Jemima McDonald

Embedding Indigenous Cultural Competence in Health
Claudia Virdun

Thinking like a lawyer: introducing case analysis
Tracey Booth

Plenary Speakers

The Future of Learning: Beyond Learning2014
Professor Shirley Alexander, Deputy Vice-Chancellor & Vice President (Teaching, Learning & Equity)

The imminent opening of a number of exciting new learning spaces has created opportunities for UTS to develop innovative approaches to learning and teaching. A great deal has been done over the last year, much of which will be presented at this forum. This session aims to provide further insights in the possibilities of the re-vitalised campus and to inspire further ideas about how you may shape the future of learning at UTS.

Shirley Alexander is Professor of Learning Technologies at the University of Technology, Sydney where she is currently Deputy Vice-Chancellor & Vice President (Teaching, Learning & Equity). Her portfolio responsibilities include the quality of courses and teaching, equity and diversity, student services, and the student experience. The University of Technology Sydney is embarking on a major campus redevelopment project which will involve close to $1billion in expenditure and Shirley is leading the teams designing the teaching and learning, and student space projects. She is aiming to drive changes to the student experience of university through the design of spaces. She is currently chair of the "Data Intensive University" project, a university-wide initiative to ensure the university makes best use of data in the full range of its activities.

Flipping out on Flipping

UTS Learning2014 Fellows (Melissa Edwards, Anne Gardner and Jennifer Macdonald)

Do we need a paradigm shift to enable learning that is suited to the networked information society? Learning2014 proposes ways we might meet this challenge to help our students succeed in during dynamic and changing times. How we implement such strategies is a work in progress. The blended learning environment enabled through flipped learning is one approach that walks the balance between the virtual and real. In this mode of learning and teaching our roles as educators are fundamentally changed as we become facilitators, creators and curators who draw on knowledge to activate learning. When learning is an active experience the learner transforms into a participant.

This session aims to draw fellow educators into an experiential plenary where your expertise contributes to the co-construction of a response to an identified current issue with flipped design.

Presentation Abstracts: Listed by Presentation Streams

Stream 1 - Pecha Kucha Presentations

11.15am   Rm CB06.03.56

Good CoP: key elements of a succesful L&T community of practice
Anthony Baker and Stephanie Beames

We have identified some key elements in the success of our first-year science community
of practice (CoP). The CoP involves staff members from all schools of the Faculty of
Science and several staff members from areas such as Equity & Diversity Unit and
Student Services. Among the factors to which we attribute the success of this CoP is that
we are working within the context of a well-established set of transition pedagogies.
Other factors for the success of this group is encouragement of interactivity, a core group
of attendees, and influential staff members who practice a gentle approach to
'leadership'.

11.25am   Rm CB06.03.56

Virtual microscopy for teaching Histology and the Biomedical Sciences
Catherine Gorrie

'HistoLab' was developed in 2013 as a learning tool for students studying Histology. It
gives students the opportunity to examine digital images of the microscope slides they
will see prior to the laboratory class. The program SPARKplus was used as the on-line
interface to provide some guided learning and to enable immediate feedback to both
students and teachers. Feedback from students showed that they felt the modules were
beneficial and helped them organise their time in practical classes. We are still evaluating
the overall impact on learning outcomes, and creating scaffolding to increase student
participation.

11.40am   Rm CB06.03.56

Designing blended learning experiences in preservice teacher education
Anne Prescott and Kimberley Pressick-Kilborn

Blended learning informed curriculum innovation in two primary teacher education core subjects: one in mathematics, the other in science and technology. Academics engaged student teachers in collaboratively planning and implementing a maths club at one primary school, and a 'design and make day' at another primary school. Evaluation data were gathered through interviews and written reflections. Student teachers used online resources in planning activities, to develop their own conceptual understanding but more so to locate resources to use face-to-face with children. The data will inform on-going subject development, including the re-design of assessment tasks.

11.50am   Rm CB06.03.56

Midwives: flourishing with intelligence and kindness
Christine Catling, Rosemarie Hogan, Allison Cummins and Athena Sheehan

With support from stakeholders, the Midwifery Team in the Faculty of Health worked on the Graduate Attributes Project (GAP) firstly developing Graduate Attributes and then mapping these attributes through to the level of assessment criteria. One of the key components of GAP is to focus on the characteristics and qualities we want our graduates to possess both in the workplace and beyond. While in Health generally, there is a focus on students attaining a high level of skill around the required competencies to be a safe practitioner and register as a health practitioner (in this case a midwife) the opportunity to be aspirational was taken on board. The purpose of this presentation will be to explicate two of the aspirational components of the midwifery GAP attributes and reflect on why these were seen as important to developing midwives of the future. Specifically we will discuss 'Human Flourishing' and 'Intelligent Kindness'.

12.05pm   Rm CB06.03.56

Developing techniques to learn environmental engineering concepts using student prior social knowledge
Prasanthi Hagare

Environmental engineering concepts are taught to two cohorts of students in undergraduate Bachelor of Engineering. While students undertaking 'Civil & Environmental Engineering' major engage with these easily, the 'Civil Engineering' students find it difficult and resent having to learn this as a compulsory component. It is presumed that students do not see the relevance of these concepts to their course or their experience as an engineer. It is hypothesised that if these students are shown why and how these concepts are relevant to their learning. Based on their personal social knowledge and experience they may find it easy to understand and develop concepts. A preliminary survey of these two cohorts of students was conducted and a summary of these will be discussed in this presentation.

12.15pm   Rm CB06.03.56

Integrated Project Delivery
Shankar Sankaran and Shalini Gandhi

The presentation will tell the story of the learnings from a new subject that required teams of multidisciplinary students enrolled in a Masters course to carry out a site visit and work on a real project doing design improvements, tendering and evaluation of bids. The teams were captured in action during various stages of teaching. Students also used the future spaces in DAB as part of using interactive technologies in the subject.

12.30pm   Rm CB06.03.56

Developing professional project managers: the use of practice-oriented learning
Chivonne Algeo

There is a need to create and deliver subjects which enhance scholarly learning in contemporary project management. Two post graduate project management subjects in the Faculty of Design, Architecture and Building offer uniquely aggregated material addressing this need by combining theory with practice; using 'real-life' projects involved with established clients from industry; and producing reflective, culturally diverse, team-oriented and collaborative learning environments. Subject-specific assessments are embedded to achieve Course Intended Learning Outcomes aligned to the course Graduate Attributes. These include: critical thinking and research skills; creativity and innovation; communications and interpersonal skills; attitudes and values, and practical and professional skills.

12.40pm   Rm CB06.03.56

Flipped learning design to enhance efficiency and effectiveness of T&L in a large class size engineering subject
Jianchun Li, Peter Brady and Jianguo Wang

Large class sizes in engineering subjects always impose a big challenge for teaching and learning. Part of the challenge is due to the nature of Engineering that goes beyond understanding of contents to application of learnt knowledge for problem solving. The flipped learning model can create a great opportunity for this type of learning. This presentation reports on a pilot project in a typical engineering subject and presents re-engineered design and structures of the subject using a flipped learning approach. The redesigned teaching will actively drive content learning and allow face-to-face teaching to be focused on knowledge integration and the building of problem solving ability.

11.15am   Rm CB06.03.51

A Story from the Collaborative Learning Space... Flipping the Venue Business
Simon Darcy

The paper will examine the lecturer & student experiences of developing collaborative learning in a postgraduate subject using 6.4.40. The subject involves 85 students in the learning space where the 12 pods (6-10 people/pod) provide access to interactive whiteboard, dual operating system computer access and curriculum development for specific learning experiences to utilise the technology. While the subject had provided highly successful learning experiences (SFS scores and qualitative feedback) the lecturing team felt there was a great deal that could be achieved in more collaborative learning spaces and by flipping some aspects of the learning experience through providing an online e-book text with set readings before each week's activities, supporting audiovisual material, case studies, scenario learning and assessment, culminating in an industry linked group assignment poster/presentation with an individual 2500 word report component focusing on a detailed operational issue for each the student. The paper draws on the experience of lecturers, guest industry presenters, technical staff and students, together with the UTS 2014 Model of Learning/Flipped learning material. The findings are examined through integrative thinking and blended/flipped learning frameworks, and suggest a series of potentialities, challenges and support requirements for the stakeholders.

11.40am   Rm CB06.03.51

It happened to me too: shared online reflection
Jenna Price

Educational scholars over the last century have stressed the importance of reflective practice in the transformation of assumption to understanding. Negative feelings can form major barriers to learning and positive feelings can enhance the learning process. Educators may gain insight into the student learning experience through the use of reflection journals. This small study examined the online interactive reflection journals of 100 student journalists enrolled in a practice-oriented first year journalism subject at an Australian Technology Network University. Through the anonymous student feedback forms, non-anonymous surveys and comments within the blogs themselves, response to these journals was largely positive, contrary to earlier research by Xie (2008).

12.05pm   Rm CB06.03.51

Resource development for first year biology key learning concepts: using flipped learning to enrich student learning and improve knowledge retention
Blair Nield, Catherine Gorrie, Loraine Holley and Amanda Sampol

Flipped learning improves student engagement with learning material via interactive, face-to-face sessions. Key learning concepts form the foundation of learning from first year general biology, to second and third year specific area focused science subjects. It has been noted that retention of key learning concepts from one semester to the next is limited, and hence students are disadvantaged in subsequent subjects where they are faced with re-learning what is considered assumed knowledge. Therefore, the aim of this

project was to develop learning resources for students that aid in long-term retention of knowledge, and rapid revision, if necessary, of key learning concepts.

12.30pm   Rm CB06.03.51

Meeting the challenges of flipped learning at UTS
Peter Kandlbinder, Jenny Pizzica, Sam Ferguson, Rosemarie Hogan, Loraine Holley, Cathy Killen Seymour Maddison, Jenna Price, Jurgen Schulte and Claudia Virdun

This round table is a discussion of the outcomes from the Flipped Learning Action Group (FLAG). The purpose of the FLAG is to develop innovative teaching, learning and assessment practices that use the strengths of flipped learning. To achieve this aim the FLAG nominated seven projects to proceed to a second stage as an action learning project. These projects became the basis for on-going discussions on student engagement, making flipped learning work for all students, appropriate technology to support flipped learning and structuring the learning experience.

11.15am   Rm CB06.04.37

A collaboration between peer-tutoring in Architecture and UTS U:PASS
Georgina Barratt-See and Joanne Kinniburgh

This presentation will outline the collaboration between the Peer Tutoring in Architecture program and the U:PASS program, which specifically focussed on expanding and formalising training, development and feedback components of the architecture program for peer-tutors. Resources are being developed and enhanced incorporating the peer-tutor feedback, U:PASS and UTS Peer Mentoring programs.

11.40   Rm CB06.04.37

Comparison of standard and flipped subject delivery - experiences from 2013
Anthony Kadi

A comparison is made between running the subject 49202 Communication Protocols in standard mode in the March session versus flipped mode in the August session. The presentation will detail the tools used to record lectures, the rationale for the flipped design and also a comparison of the student outcomes (student results and SFS results). I will also provide my own feedback on the experience.

12.05pm   Rm CB06.04.37

Reflection: can it be learned?
Eugenia Figueroa

As the Faculty of Engineering & IT at UTS implements the Graduate Attributes Project, we have particularly focussed on the development and assessment of attributes such as self-review and lifelong learning (as exemplified by deep reflection). We first examined post-internship reflective reports to establish a baseline for the depth of reflection typical of our students in our Professional Practice Program. Analysis showed that students had misconceptions about the meaning of reflection and ways of demonstrating it. An incremental and iterative remedial approach was then implemented throughout the six subjects of the Program using a framework based on Kolb's learning cycle. Students' ability to analyse situations from their internship experience improved significantly, demonstrated by increasingly insightful reflections.

12.30pm   Rm CB06.04.37

Disrupting big loud and first - new pedagogies for an inclusive curriculum
Theresa Anderson, Katrina Waite, Mukti Bawa and Andrew Francois

This presentation aims to provoke new thinking about the interactions between students in learning activities, and to provide suggestions for alternative approaches which value diverse contributions, and result in improved student satisfaction. We will introduce five principles for inclusive curriculum which we believe will provoke ideas on the embedding of new practices that explicitly embrace diversity across many dimensions – culture, gender, and physical ability. This work is informed by the 2012 UTS Teaching and Learning Project - "Breaking through the "marzipan layer": Developing gender mindedness and equity pedagogy in the design of groupwork activities and assessments". This was a mixed methods study which investigated the behaviour and perspectives of university students in group activities, with a particular focus on gender. The findings highlighted a number of behaviours and attitudes, - some encapsulated in the words of the title, "big, loud, and first", which were not in themselves overtly discriminatory, but resulted in inequitable outcomes. Sketchnotes (visual notes) will be created during the conversation and available soon after the session.

Stream 4 - Extended Presentations

11.15am   Rm CB06.03.22

The impact of threshold assessments on student learning
Keith Willey and Anne Gardner

Formal examinations are regularly used to 'measure' student learning despite students being able to frequently pass these assessments without satisfactory capacity in some topics. These exams are often high stakes and provide no opportunity for feed-forward, even though undertaking the exam often highlights to students their learning deficiencies. In this presentation, we will discuss the impact of learning oriented threshold assessments, including a two-staged examination process on student learning and motivation.

11.40am   Rm CB06.03.22

The language barrier: a challenge in teaching and studying physics
Neela Griffiths and Jurgen Schulte

The aim of our First-Year Experience grant was to design and implement language focussed learning support for engineering students studying the physics service-teaching subject 'Physical Modelling'. These students' educational, cultural and linguistic backgrounds and unfamiliarity with the domain specific academic discourse may be an obstacle to their learning and thus to their smooth transition. To support these students our intervention focussed on ensuring that conceptual explanations are written in simple English to assist their transition into the language of the discipline. In this presentation we will discuss our linguistic modification of the "Force Concept Inventory" and our preliminary findings of its effectiveness.

12.05pm   Rm CB06.03.22

The re-design of a chemistry subject: from a hazard to a success story
Alison Beavis and Neela Griffiths

This presentation will describe how the use of exemplars, benchmarking activities and online surveys was incorporated into the redevelopment of a core second-year chemistry subject 'Chemical Safety and Legislation'. At the core of the re-design was a desire to create a learner centred culture and promote student learning by seamlessly embedding the development of communication and literacy skills. These skills are presented in a series of team taught scaffolded communication workshops. A key element of the workshops is the provision of exemplars of the written report and the oral presentation. An online survey is used to evaluate the workshops with students asked to comment on their levels of confidence before and after and rate the usefulness of the exemplars. Student feedback in the online survey and in the SFS has been extremely positive.

12.30pm   Rm CB06.03.22

Towards effective studios in FEIT
Julia Prior

A challenge in contemporary Information Technology higher education is a significant mismatch between what employers perceive as important abilities and how universities prepare graduates for employment, particularly with regard to non-technical skills. One way of addressing this issue is to use studio-based learning, the classic approach in the creative arts. A Software Development Studio will start mid-2014, after extensive exploration, design and prototyping. The story of what we've learnt so far in FEIT will be shared as the basis for an interactive discussion on how the studio approach could be used effectively in disciplines that do not traditionally use it, such as IT, Engineering, Science and Business.

Workshops

3.30pm   Rm CB06.03.51

Artfully engaging: nurturing and sustaining creative ecologies of learning
Theresa Anderson, Mukti Bawa, and Nicola Parker

This workshop introduces participants to an analytical tool developed as part of our evaluation of effective creative pedagogies in particular classrooms and curricula. Through three interconnected UTS Learning and Teaching projects investigating ways to nurture and sustain creativity and innovation in our curriculum, our work has been particularly directed towards developing ways to better support and enhance UTS's reputation as a place where creativity and technology meet and to establish creative ecologies that can support staff as well as student creativity and innovation. Interactive engagement with the peer-review process in which the tool exists will enable participants to explore ways to apply this process in their own teaching to evaluate the success of their innovations and help identify fruitful strategies for future innovation and ongoing improvement.

3.30pm   Rm CB06.03.56

Approaches to embedding Indigenous perspectives
Heidi Norman, Nicole Graham, David Van Reyk and Deborah Szapiro

How do we go about embedding Indigenous content, perspectives and studies in undergraduate curricula at UTS? What issues should be covered? Are there resources available? What purpose might the inclusion of Indigenous content and perspectives serve? How can we draw on our own professional/ industry experience to enhance student learning?

This panel presents research on a recent mapping exercise of Indigenous related content and secondly draws academics from a range of discipline and professional practice areas in discussion about how and why they have approached embedding Indigenous perspectives in their curriculum.

3.30pm   Rm CB06.04.37

Social learning: Facebook, Twitter and Topsy in the classroom
Jenna Price

A basic introduction to social media tools, Facebook and Twitter at universities, for social cohesion, research and dissemination of work. And also for fun. Both an introduction and a fast skip through how they both work and how to use them both in the classroom and out of the classroom to extend learning and interaction. I have some tips on maintaining your privacy. A quick guide to effective writing for the social web.

It would be terrific if you could set up your Twitter account and Facebook account before you come.

3.30pm   Rm CB06.04.40

Student learning futures – towards 2020
Jo McKenzie and Katrina Waite

New technologies pose provocations for the way we view teaching, learning, curriculum, the nature of knowledge, and the very nature of our students. We pose a number of future scenarios and will work towards creating new conceptions of students learning and curriculum that may lead us towards 2020.

UTS Library: scaffolding researcher capabilities
Ashley England and Janet Chelliah

UTS Library has already developed an extensive training program to develop researcher capabilities in Higher Degree Research Students and Academic staff. With many academics at UTS taking up a research inspired learning approach in their undergraduate subjects, we think this is a perfect opportunity to adapt and embed our research literacy program across the learning lifecycle, from undergraduates to senior staff. We aim to use this poster presentation to open a discussion with academic staff about how the library can provide support and training to incorporate these research literacies in undergraduate subjects.

Supporting transition into first-year chemistry through a communication exercise
Anthony Baker, Alison Beavis and Neela Griffiths

We have developed a communication exercise designed to increase student engagement with chemistry. Many students come to chemistry without a strong background and they may perceive the subject as difficult and not relevant. This exercise assists students in developing their academic and information literacies that are critical to success in tertiary study. A further aim is to increase social engagement with peers and staff whist offering an early low-stakes assessment opportunity. The aim of the exercise was to enable students to discover for themselves that chemistry is relevant and interesting.

Embedding Indigenous Cultural Competence in Health
Claudia Virdun

The Faculty of Health has made an explicit commitment to improving cultural competency of both staff and students to enable improvements in health outcomes for Indigenous Australians. A working party of Indigenous and non-Indigenous staff from across the University has worked to achieve this aim. Collaborative discussion led to the articulation of three core principles to underpin all we do – Respect; Engagement and Sharing; Moving Forward. A website and resource pack have also been developed with eight key areas and material that help us identify key issues and support the promotion of Indigenous ways of knowing, being and doing.

Assessment Tracking by Real-Time Interactive Learning
Tony George and Fiona MacIver

Molecular Biology 1 has more than 300 students enrolled. A large component of assessment in the subject is a mid-semester and final examination consisting entirely of multiple choice questions. Students are often intimidated by the large technical vocabulary of the subject. A trial of discussing two typical examination multiple choice questions at the end of each lecture related to the material just covered in the lecture was favourably received by the students who reported it was useful to their understanding of the lecture material and increased their confidence in anticipation of the final exam.

The flipping library
Jemima McDonald

Curious about flipped learning? UTS Library will present case studies, tools and practical examples of how you can easily flip your information literacy sessions with the library. The library is already using innovative techniques to engage students with learning. The poster will open the discussion for exploring tailor made options including the creation of videos and embedding materials on the library website for future reference.

Thinking like a lawyer: introducing case analysis
Tracey Booth

Legal Method and Research (LMR) is a core first year subject that introduces students to legal skills – thinking, research and communication – fundamental to study and practice. Cases are a primary source of law and case analysis is an essential legal skill. In spring semester this year, a combination of online resources and workshop-style classes were incorporated into LMR, designed to help students learn how to read and analyse cases, record and use oral feedback, and self-evaluate their work.