UTS Teaching and Learning Forum

PROGRAM

11-12 November 2015

LEARNING.
FUTURES

The UTS Model of Learning

The UTS Model of Learning has three distinctive interrelated features:

1. An integrated exposure to professional practice through dynamic and multifaceted modes of practice-oriented education

2. Professional practice situated in a global workplace, with international mobility and international and cultural engagement as centre piece

3. Learning which is research inspired and integrated, providing academic rigour with cutting edge technology to equip graduates for life-long learning

(The UTS Strategic Plan 2009-2018)

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 that will contribute to the vibrant, creative and collaborative campus that embodies the Learning.Futures 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 a presentation 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 presentations in this program have been reviewed to ensure that they present a teaching idea, innovation or report on research that 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 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.

IML Teaching and Learning Forum Team

UTS Teaching and Learning Forum Program
Day 1: Wednesday 11 November, 2015

From 8.45am	**Registration** Guthrie Foyer			
9.15am	Guthrie Lecture Theatre (CB06.03.28) **Acknowledgement of Country, Welcome and Housekeeping** Associate Professor Jo McKenzie, Director, Institute for Interactive Media and Learning, UTS			
9.30am	Guthrie Lecture Theatre (CB06.03.28) **Learning.Futures: Where to Next?** Professor Shirley Alexander, Deputy Vice-Chancellor & Vice President (Education and Students), UTS			
10.30am	**Morning Tea** Guthrie Foyer			
	Extended Paper Presentations			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
11.00am-11.25am	**Peer Marking for Large Groups: Getting Feedback Back to Students** Catherine Gorrie	**Authentic Self-Assessment Processes to Improve Legal Writing** Philippa Ryan	**Learning.Futures and Inclusive Design** Jorge Reyna & Yvonne Davila	**Experiences with Flipped Learning in a Civil Engineering Postgraduate Subject** Kirk Vessalas & Anne Gardner
	Room Change			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
11.30am-11.55am	**Developing a Media Planning Toolkit to Provide Authentic Data for Advertising Students** David Waller	**Development of Enquiry-Oriented Learning in the Mathematical Sciences** Stephen Woodcock	**Implementing Change on an Atomic Level: Successes in First Year Chemistry** Scott Chadwick & Mackenzie De La Hunty	**Threshold Exams: Opportunities for Learning and Feedback** Keith Willey & Anne Gardner
	Room Change			

	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
12.00pm-12.25pm	**Learning the Doing of Strategy Work: The IBC Story** Paul Thambar	**Building Indigenous Perspectives** Leonie Seaton	**The ABC of PSP: Using a Learning.Futures Approach to Embed Reading Strategies into the First Year Science Curriculum** Yvonne Davila, Neela Griffiths & Alison Beavis	**Adaptive Learning: Opportunities for Flexible and Deep Learning** Jurgen Schulte
	Room Change			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
12.30pm-12.55pm	**Shifting Boundaries to Embed Sustainability in the Business Curriculum** Melissa Edwards et al.	**Indigenous Graduate Attributes @ UTS: A Piece of CAIK** Susan Page, Michelle Trudgett & Gawaian Bodkin-Andrews	**Speaking Up: Developing Student Competencies in Oral Communication** George Herok, Kimberley Pressick-Kilborn & Jenna Price	**Authentic Assessment, Original Research and Academic Publishing for Second Year Undergraduates** Jurgen Schulte & Scott Abbott
1.00pm	**Lunch** Guthrie Foyer			
2.00pm	Guthrie Lecture Theatre (CB06.03.28) **New Channels, New Pedagogies** Professor Peter Scott, Assistant Deputy Vice-Chancellor (Education), UTS			
3.00pm	**Afternoon Tea (with posters)*** Guthrie Foyer			

	Short Paper Presentations			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
3.30pm-3.45pm	**Creating Tutorial Quizzes that Reduce the Probability of Cheating to 0.00000000000000000000000000003%** Ingo Bentrott	**Experiential Law and Research: A New Approach to Legal Pedagogy** Nicky McWilliam	**The Professional Aspect** Helena Asher & Jenna Price	**Making it Real: Case Studies that Encourage a Collaborative Approach to Haematology Diagnosis** Catherine Gorrie & Rebecca Haack
	Room Change			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
3.50pm-4.05pm	**Work Integrated Learning: Preparing Students for Graduate Recruitment using a Video Interview Assessment Task** Amanda White & Nelson Ma	**You've Got News: Using Media Articles to Teach Contract Law to Non-Law Students** Tim Miles	**Dipping into Data** Eurydice Aroney & Jenna Price	**The Light Bulb Moment: Digital Resources to Help Students with Key Learning Concepts** Blair Nield et al.
	Room Change			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
4.10pm-4.25pm	**ViTaL Play: Visual Ideation in Classroom Settings** Theresa Anderson, Andrew Francois, Katrina Waite & Kelly Tall	**Enhancing Student Learning with Open Education Resources** Peter Kandlbinder & Janet Chelliah	**Back to the Future: Integrating a Learning.Futures Approach in Traditional Chinese Medicine** Bertrand Loyeung et al.	**Captivated by Online Personalised Academic Literacy Modules** Rosalie Goldsmith, Sam Ferguson & Sally Inchbold
	Room Change			

4.30pm	Guthrie Lecture Theatre (CB06.03.28)
	A Mobile-Based Interactive Resource that Fosters Best Practices in Academic Integrity Sang-Eun Oh & Joseph Yeo
	The Library Can Help You Get Ready for 2016! Ashley England & Patrick Tooth
	Day 1 Wrap-up and Announcements Associate Professor Jo McKenzie, Director, Institute for Interactive Media and Learning, UTS
5.00pm	**Close of Day 1 & Forum Drinks** Guthrie Foyer

*Posters:

Reciprocal Peer Teaching for Problem-Solving Teams in a Senior-Year Science Course
Michael Braun, Jurgen Schulte & Yvonne Davila

AIM for Change: Supporting First Year Learning of Best Practice in Scientific Writing with a Flipped, Embedded Academic Integrity Module
Yvonne Davila, Neela Griffiths & Andy Leigh

More than One Way to Skin a Cat: Inter-Disciplinary Collaborations in Developing Academic Literacies
Neela Griffiths & Rosalie Goldsmith

ViTaL Play: Visual Ideation in Classroom Settings
Theresa Anderson, Andrew Francois, Katrina Waite & Kelly Tall

UTS Teaching and Learning Forum Program	
Day 2: Thursday 12 November, 2015	

	Technology Showcase Pod Presentations Session 1 (CB06.4.40)
9.30am- 9.55am 5 minute change- over then repeated 10.00am- 10.25am	Note: Within this session are eight presentations, each given twice (with a 5 minute change-over <u>within</u> the session). You can choose two from the following presentations in this session: **Pod 1 - YouTube Tips & Tricks to Help Prepare your Content for Online Delivery** Detlev Kerkovius **Pod 2 - Google Apps for Collaboration** Ariane Skapetis **Pod 3 - Clickers for Engaging Large Classes** Wenes Gunawan **Pod 4 - Flipping and Explaining Difficult Topics with a Pencast Video** Andrew Francois **Pod 5 - SPARKing for Peer Assessment** Leslie McInnes **Pod 6 - Using A.nnotate to Help Students Prepare for Discussion of Readings** Kais Al-Momani **Pod 7 - Following up on OPELA: Strategies for the Development of Academic Literacy** Rosalie Goldsmith **Pod 8 - Inquiry Based Blogging for Building Community** Ollie Coady
10.30am	**Morning Tea** Outside CB06.4.40

	Technology Showcase Pod Presentations Session 2 (CB06.4.40)
10.50am-11.15am 5 minute change-over then repeated 11.20am-11.45am	Note: Within this session are eight presentations, each given twice (with a 5 minute change-over <u>within</u> the session). You can choose two from the following presentations in this session: **Pod 1 - Using REVIEW to Improve Assessment Feedback and Streamline Marking** Phil Mills **Pod 2 - Collaborative Curation of Resources with Declara** Theresa Anderson & Jemima McDonald **Pod 3 - Preparing Your Students for Your Subject with a Simple Video or Screencast Introduction** Mark O'Connor **Pod 4 - Using Lynda.com for Teaching and Learning** Tess Aitken **Pod 5 - Copyright and the Digital Resources Register: Delivering Online Content** David Litting **Pod 6 - Online Quizzes for Flipped Learning, Quick Feedback or Diagnostics** Ollie Coady **Pod 7 - Strategies to Encourage Engagement with Pre-Class Reading** Deborah Nixon **Pod 8 - Exploring the Potential of the new Avoiding Plagiarism Website** Sang-Eun Oh
	Room Change

	Flipped Learning Action Group (FLAG) Meeting (includes lunch) (CB06.3.56) **Note: Lunch available outside CB06.3.56 from 11.45am for a 12.00pm start**
12.00pm- 2.00pm	This FLAG session presents updates on analytics tools designed to provide rapid formative feedback on learning.futures qualities. We will hear from two faculties whose students took the CLARA survey in preparation for group reflections on their Learning Power profiles. We will then hear about two new analytics tools in development in CIC, which again permit students to reflect on their progress 24/7 — on their academic writing (Law), and their use of social media tools. **CLARA-Fying Learning: Developing the Learning Power of Science Students using Group Coaching as a Novel Strategy for Large Subject Scaling** Alison Beavis, Andy Leigh, Georgina Barratt-See, Peter Meier, Ruth Deakin Crick & Simon Buckingham Shum **White Knuckle Ride: Learning Analytics in a Master's Capstone!** Carmel Foley, Deborah Edwards, Kerry Hunter, Mingming Cheng, Ruth Deakin Crick & Simon Buckingham Shum **Piloting an Academic Writing Analytics Tool for 24/7 Formative Feedback** Simon Buckingham Shum, Rosalie Goldsmith, Philippa Ryan, Xiaolong Wang & Ágnes Sándor **Connected Learning Analytics Toolkit: Aggregating Learner Activity Across Multiple Social Media Platforms** Simon Buckingham Shum

	Workshops			
	Rm CB06.4.40	Rm CB06.4.37	Rm CB06.03.52/53	Rm CB06.03.56
2.15pm- 3.45pm	**Making the Most of 'Orientation and Preparation Weeks' Online**	**Moving Content Online: Making Space for Active Learning in Classes**	**Assessment Alternatives: Developing New Authentic Assessments in Your Subjects**	**Using Technologies for Active Learning in the Classroom**
3.45pm	**Close of Forum & Afternoon Tea** Guthrie Foyer			

Morning Keynote

Rm CB06.03.28

Learning.Futures: Where to Next?
Professor Shirley Alexander, Deputy Vice-Chancellor and Vice President (Education and Students), UTS

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 now Learning.Futures. 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 led 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 is also leading the Learning.Futures strategy, which aims to develop and showcase the best of online, face-to-face, and collaborative teaching and learning initiatives.

Afternoon Keynote

Rm CB06.03.28

New Channels, New Pedagogies

Professor Peter Scott, Assistant Deputy Vice-Chancellor (Education), UTS

As MOOCs have helped Universities to create formidable online products, more teachers are starting to take inspiration back into their campus teaching and learning. And Universities are starting to wake up to the new challenges of 21st Century learning. MOOC designs are making some things painfully clear, (as pedagogists have noted for decades), that hour-long lectures are generally created to fit the demands of timetabling, rather than the challenges of learning. UTS is already wide awake! We have not just thought though the new challenges, but are well into the change process. As we progress, there are things we can learn from high quality online universities, and from past mistakes. The new channels we now share with our students can help create a UTS blend to match our unique signature and strengths.

Professor Peter Scott is the Assistant DVC (Education) in the Education and Students portfolio at the University of Technology Sydney. He leads on ensuring that UTS offers the best of online with the best of face-to-face learning at a University with a reputation for practice oriented, research inspired learning excellence.

In his previous role, as Director of the Knowledge Media Institute (KMI) and Head of the Centre for New Media at the Open University, UK, Professor Scott led a team of 70 staff engaged in the application of new technologies and media to distance learning and at the forefront of research and development in a range of disciplines that intersect to improve learning with technology: Cognitive and Learning Sciences, Artificial Intelligence and Semantic Technologies, and Multimedia.

His recent personal projects have encompassed leading the launch of the OU in iTunes U, with open course AV in 2008; and the release of interactive OU iBooks and the new 'iTunes U courses' in 2012. This work brought the Open University head-to-head with Stanford University at 60Million downloads each in 2013. He has led the OU's mobile strategy with the first OU app in 2009, up to the latest release of the "OU Alive" augmented reality student recruitment app in January 2015. Professor Scott's personal research has also established an innovative podcast infrastructure for the OU to all media channels; the creation of an online student portal which enables live interaction at very large scale, for instance for both 'new to the OU' students and interactive live experiments to Science students; and a peer-supported, live, small-meeting infrastructure which provides services to over a hundred thousand worldwide users.

He has an Honours degree in Psychology from the University of Warwick, a PhD in Psychology from the University of Sheffield and has authored and edited teaching texts in Cognitive Science and Psychology.

Professor Scott is a popular keynote speaker at a number of key e-learning venues. He has been invited to U.K. consultations at both the House of Commons and the House of Lords, has recently consulted with the UK Cabinet Office, and was the founding President of the European Association of Technology Enhanced Learning.

Day 1 Presentation Abstracts: Listed by Presentation Time

11.00am-11.25am

Rm CB06.03.22

Peer Marking for Large Groups: Getting Feedback Back to Students
Catherine Gorrie

Classes are getting bigger. Time is running out. How do you mark and get feedback to students in time for them to do something with it? Change the task? Change the assessment? Or change the marker? I choose to do the later, and introduced peer marking into this 2nd year subject for over 350 students. I used a low stakes assessment task repeated several times with increasing complexity during the semester. Feedback is critical for students to improve. By introducing peer marking students got the chance to learn twice and then put what they learnt into practice.

Rm CB06.03.51

Authentic Self-Assessment Processes to Improve Legal Writing
Philippa Ryan

Civil Practice students tend to judge their essays more favourably than the marker. Why would students do this? The most compelling hypothesis is that they do not feel competent to judge their own work and so they compensate with some wishful thinking. To address this problem, students were shown how to parse an email with clinical disinterestedness so as to classify and evaluate its usefulness for the plaintiff in a civil dispute. The initial results indicate that the students' self-assessments were more critical after they had completed the authentic primer activity.

Rm CB06.03.52/53

Learning.Futures and Inclusive Design
Jorge Reyna & Yvonne Davila

New technologies provide opportunities to cater for a diverse population of students and can foster an inclusive learning environment. Inclusive Design (ID) is the design of mainstream products that are accessible to, and usable by, as many people as possible (British Standards Institute, 2005). ID applied to learning and teaching can lead to equitable and flexible use of teaching resources, clearly navigable structure with accessible information and foster an inclusive learning climate (Kerr & Grant, 2015). We will discuss a novel approach to the way Learning.Futures can incorporate ID principles to improve the learning experiences of students with disabilities.

Rm CB06.03.56

Experiences with Flipped Learning in a Civil Engineering Postgraduate Subject
Kirk Vessalas & Anne Gardner

This presentation describes how the postgraduate subject Concrete Technology and Practice was redesigned in line with flipped learning principles. The focus of the flipped design was to develop students' contextual critical thinking skills for professional practice.

Day 1 Presentation Abstracts: Listed by Presentation Time

11.30am-11.55am

Rm CB06.03.22

Developing a Media Planning Toolkit to Provide Authentic Data for Advertising Students
David Waller

A problem for Advertising educators is to provide consumer media data for student assignments that is realistic and will engage the students. This paper will discuss the activities undertaken in the subject 24207 Media Planning that assists students in writing a media plan assignment, including a media diary and, in particular, an interactive media planning toolkit. Developed with the assistance of a Business School T&L Grant, the toolkit provides a media budget and scheduling platform that will provide information and calculation facilities to assist in providing students with an authentic experience in negotiating different media options for their major report.

Rm CB06.03.51

Development of Enquiry-Oriented Learning in the Mathematical Sciences
Stephen Woodcock

Delivering on the UTS Model of Learning, the subject offerings in the Mathematical Sciences now place increased focus on developing enquiry-oriented learning and the nurturing of these skills from students' very first semesters on campus. Central to this is the implementation of modelling workshops which focus on research- and industry-inspired topics for which students have not previously seen example solutions. Topics have covered diverse fields including game theory, data science, ecology and even the board game Monopoly. These are designed to build the confidence of students to attempt problems whose type they have perhaps not seen before, a skill often underdeveloped by heavily "coached" students coming out of high school. Furthermore, being able to make reasoned and justifiable quantitative estimates for complex problems (even if only as a sense-check) mimics best practice in many industries and in research.

Rm CB06.03.52/53

Implementing Change on an Atomic Level: Successes in First Year Chemistry
Scott Chadwick & Mackenzie De La Hunty

First year chemistry subjects (Chemistry 1 and 2) have a diverse range of student backgrounds and high student numbers, which can make effective learning for all students a significant challenge. Numerous initiatives were introduced in 2015, to increase student retention and engagement. These initiatives embrace the Learning.Futures ethos by providing engaging environments that combine the best of online and face-to-face teaching. This presentation will go through some of the changes made to the subject and how adopting a Learning.Futures approach has positively influenced student success and satisfaction in first year chemistry subjects.

Rm CB06.03.56

Threshold Exams: Opportunities for Learning and Feedback
Keith Willey & Anne Gardner

Experiences using threshold exams over several semesters in two different engineering subjects will be discussed. This will include discussion of impacts on student learning, and their ability to take responsibility for their learning.

Day 1 Presentation Abstracts: Listed by Presentation Time

Rm CB06.03.22

Learning the Doing of Strategy Work: The IBC Story
Paul Thambar

Since 2012, Integrated Business Consulting (IBC) has provided MBA students with experiential strategy education. The subject integrates educational content from prior subjects and enables students to apply this learning in practical ways to strategic problems in client organisations. The subject has enabled students to learn a range of practical and professional skills including research skills, consulting skills, communication skills, problem solving skills, critical analysis and thinking skills and team work. Industry advisors provide practical mentoring and guidance.

Rm CB06.03.51

Building Indigenous Perspectives
Leonie Seaton

This paper explores feedback from our pre-service teacher students and how we used it to refine our course and to develop professional learning to support in-service professional learning on Indigenous Perspectives.

Rm CB06.03.52/53

The ABC of PSP: Using a Learning.Futures Approach to Embed Reading Strategies into the First Year Science Curriculum
Yvonne Davila, Neela Griffiths & Alison Beavis

This presentation demonstrates how a Learning.Futures approach has been used to embed reading skills early in the Science curriculum. Our First Year Experience (FYE) project's objective was to support students in developing critical reading skills and building confidence in comprehending the scientific literature; areas which a previous FYE project had identified as problematic. An interdisciplinary team comprising an ALL developer and science academics designed and embedded three discipline-specific interactive online tutorials and associated workshop activities using a flipped and active learning approach into the new flagship Science subject, Principles of Scientific Practice (PSP). Student engagement, evaluation and feedback have been extremely positive.

Rm CB06.03.56

Adaptive Learning: Opportunities for Flexible and Deep Learning
Jurgen Schulte

This paper reports on the introduction of an adaptive learning approach in a first year subject and the impact it had on student learning and the mastery of disciplinary knowledge. The e-technology supported adoptive learning approach taken here allowed students to step out of the usually linear sequence, allowing them to reflect on the learned material and make use of their new, deeper insights into the disciplinary knowledge to revisit and amend previous misconceptions. The adaptive learning employed here took on the form of a summative assessment task in problem solving which had a weight of 50% of the subject total.

Day 1 Presentation Abstracts: Listed by Presentation Time

12.30pm-12.55pm

Rm CB06.03.22

Shifting Boundaries to Embed Sustainability in the Business Curriculum
Melissa Edwards, Suzanne Benn, Chris Bajada, Paul Brown, Deborah Cotton, Gordon Menzies, Ian McGregor, Stephen Wearing, Walter Jarvis, Robert Perey & Katrina Waite

A collegiate and participatory approach overcomes many of the challenges of developing, embedding and assuring sustainability education within the UTS business curriculum. This presentation outlines the participatory process that generated a shared conceptualization of sustainability in business from interdisciplinary beginnings towards a transdisciplinary approach. We outline how a range of knowledge sharing tools and concepts facilitated the translation of sustainability into the various disciplinary degree program offerings. In doing so, we explain how the embedding of sustainability education into the broader business curriculum was enabled through a participatory process stemming from the ongoing interactions between academics and teaching and learning professionals characterized by a commitment for sustainability. The session concludes with an interactive activity designed to challenge participants to adopt the process within their respective faculties and to imagine how such a process might permeate the university.

Rm CB06.03.51

Indigenous Graduate Attributes @ UTS: A Piece of CAIK
Susan Page, Michelle Trudgett & Gawaian Bodkin-Andrews

Growing recognition that university graduates can and should contribute to enhancing outcomes for Aboriginal and Torres Strait Islander Australians, underline the need for dedicated Indigenous curriculum for all university students. In 2014 UTS approved the development of an Indigenous Graduate Attribute (IGA) Framework for the entire university. In February 2015, the Centre for the Advancement of Indigenous Knowledges (CAIK) was established to lead the project. During this presentation CAIK staff will outline plans for implementing, monitoring and evaluating the IGA project. There will also be an opportunity to share the Indigenous work you are already doing and explore possibilities for what you might do whatever your discipline.

Rm CB06.03.52/53

Speaking Up: Developing Student Competencies in Oral Communication
George Herok, Kimberley Pressick-Kilborn & Jenna Price

This project is a further attempt to address the need for graduates to be able to speak clearly, with both good content and excellent presentation skills, in order for any audience to hear clearly and understand the message.

Rm CB06.03.56

Authentic Assessment, Original Research and Academic Publishing for Second Year Undergraduates

Jurgen Schulte & Scott Abbott

This paper reports on the implementation of an authentic assessment task carried out in a third semester science subject where predominantly highly abstract and theoretical content is covered. A 'real-world' practice-oriented summative assessment task was introduced to enhance student engagement and promote learning. The task required students to work in groups to research and write a research paper based on a meta-study model, which was expected to be published in a peer-reviewed journal. For that purpose, a professional Open Access journal was created in collaboration with UTS ePRESS. The professional Open Access journal follows established professional journal standards such as restricted journal format, blinded peer-review, peer-review and publication timelines and world-wide indexation with DOI's.

Poster Abstracts

Guthrie Foyer

Reciprocal Peer Teaching for Problem-Solving Teams in a Senior-Year Science Course
Michael Braun, Jurgen Schulte & Yvonne Davila

Success in senior-year physics requires complex problem-solving skills. We developed a Reciprocal Peer Teaching (RPT) activity in a challenging subject to improve student engagement and performance. In small groups, each student alternately acts as teacher and learner, and a randomly selected learner presents to the class. On 5-point Likert scale, students reported that RPT enhanced their learning (4.45 ± 0.19), was enjoyable (4.36 ± 0.19), made them prepare more carefully (4.42 ± 0.18) and that they mastered the problem and understood it more deeply (4.17 ± 0.22). The repeated cycle of learning and teaching provided the motivation for in-depth understanding through a sense of accountability for group success.

AIM for Change: Supporting First Year Learning of Best Practice in Scientific Writing with a Flipped, Embedded Academic Integrity Module
Yvonne Davila, Neela Griffiths & Andy Leigh

This poster presents a successful First Year Experience (FYE) project (2014) on developing FY science students' writing skills using a flipped and embedded approach. Appropriate use of the literature is a key scientific writing skill students need to learn as many accidentally plagiarise because they lack paraphrasing and citation skills. As students write scientific reports for many undergraduate assessments our project's objective was to support their writing development through embedding an interactive online Academic Integrity Module (AIM) and associated workshop learning activities into a core subject. Evaluation (2014 & 2015) shows student take up of the resources was high with both positive outcomes and impact on student learning.

More than One Way to Skin a Cat: Inter-Disciplinary Collaborations in Developing Academic Literacies
Neela Griffiths & Rosalie Goldsmith

The Academic Language and Learning (ALL) team works collaboratively with disciplinary academics to embed academic literacies in discipline-specific contexts, using adaptive technologies. Working in specific faculties, we have developed an 'informed outsider' understanding of the discourses and cultures of the various disciplines. Our interactions with faculty academics develop their understanding of current theories of student learning in their disciplines and support them to incorporate these theories in their teaching practices and subject design. This poster showcases examples of our collaborative activities and diverse approaches to developing and embedding academic literacies within specific knowledge domains.

ViTaL Play: Visual Ideation in Classroom Settings
Theresa Anderson, Andrew Francois, Katrina Waite & Kelly Tall

In this interactive emergent poster, members of the university's visual thinking learning community (Visuality in Learning & Teaching - ViTaL) share ways ideation (processes for generating ideas) and visual techniques can support the design and delivery of teaching material and help students effectively think through and communicate their work. The poster is part of a forum-wide program designed to invite forum participants to dabble and doodle and think visually. See the inside of the program's back cover for more detail.

Day 1 Presentation Abstracts: Listed by Presentation Time

3.30pm–3.45pm

Rm CB06.03.22

Creating Tutorial Quizzes that Reduce the Probability of Cheating to 0.0000000000000000000000000003%
Ingo Bentrott

In the Learning.Futures paradigm, we will be using more tutorial quizzes to help provide students continual and immediate feedback. However, due to space constraints in tutorial rooms, students will be in very close proximity to each other, which increases the chances of cheating on a test. Although having a few versions of the quizzes can mitigate any effort at cheating, we go one step further and give each student a quiz that is unique to them.

Rm CB06.03.51

Experiential Law and Research: A New Approach to Legal Pedagogy
Nicky McWilliam

This presentation details a program conducted in the faculty of law at University of Technology Sydney. The program was originally set up in conjunction with the UTS Brennan Justice and Leadership Award however the program was also run as a pilot in Autumn semester 2015 as a subject discipline for 13 enrolled students for academic credit. The program avails students of the opportunity to be active and contributing members of a legal research team in a study in the area of ADR. Drawing on therapeutic jurisprudence and ADR theory and practice, students take an active role under supervision in all aspects of the day to day of a research study. In contrast to the traditional information transmission model of learning, students learn by engagement, collaboration, discussion and participation in the practicalities and tasks required in a large legal project. Within the framework of the particular research area students experience real life reference points for learning the law as well as the ability to apply relevant legal theory. In so doing students gain an insight and knowledge about the operation of a particular aspect of the legal system being researched as well as an understanding of the significance of the ethics and protocols of a research study. Under supervision and with instruction on strict research protocols, students work collaboratively, and gain experience in all aspects of the research including structuring the methodology; qualitative and quantitative research methods; literature review; data collection, data input and analysis; writing reports and research outcomes. Students enrolled in the subject for academic credit presented written work in the style and form of a publication and also take a role in their assessment in the subject. The method of teaching aims not only to enhance academic performance and social development but to promote self-evaluation and self-management amongst the student cohort.

Rm CB06.03.52/53

The Professional Aspect
Helena Asher & Jenna Price

Students are often sent to Careers as an activity separate from the formal curriculum. This work set out to embed the professional aspect in the journalism curriculum and give formative feedback on both CVs and job interviews both of which are part of formal assessment in this subject.

Rm CB06.03.56

Making it Real: Case Studies that Encourage a Collaborative Approach to Haematology Diagnosis
Catherine Gorrie & Rebecca Haack

'Case studies in Haematology' provides students with the opportunity to apply their knowledge in a realistic scenario. Students have access to basic patient information before coming to class and are asked to consider possible diagnosis based on this limited information. In groups, students must then 'request' further tests and make diagnostic decisions based on the new information. We have developed three platforms in which to run these activities, using different interactive technologies and different teaching spaces. Student responses were very positive and they exceeded all expectations with the energy and engagement shown in class for undertaking the case studies.

Day 1 Presentation Abstracts: Listed by Presentation Time

Rm CB06.03.22

Work Integrated Learning: Preparing Students for Graduate Recruitment using a Video Interview Assessment Task
Amanda White & Nelson Ma

Preparing students to enter the workplace is becoming increasingly important to universities. Video interviews are being used as a key screening tool for firms in the selection of candidates. However only 6% of accounting students have had any exposure to video communication skills during their time at UTS. Approximately 300 undergraduate students completed a video interview as part of an flipped learning assessment devoted to improving their communication skills. Preliminary analysis indicates that students found it easy to work through the flipped learning training materials, a majority thought the skills gained would be useful in the graduate recruitment process and that their skills improved from completing the assessment.

Rm CB06.03.51

You've Got News: Using Media Articles to Teach Contract Law to Non-Law Students
Tim Miles

In an optional Law subject for MBA students a storytelling approach has been adopted. This approach helps to make the contract law in the subject interesting and accessible. Students enrol in the subject to achieve a basic understanding of contract law with a practical emphasis as it may apply to their chosen profession (eg supply chain management or human resources) Students pre-read a media article and then during the lecture session are asked to draw a parallel with the stories (the 'characters' and 'plots') of the common law cases. The stories reported by journalists in media articles are about real life and current contractual disputes. This engages students and enables them to apply the legal principles in context, and consider the broader political, moral and ethical issues.

Rm CB06.03.52/53

Dipping into Data
Eurydice Aroney & Jenna Price

This project was designed to give first year journalism students the opportunity to engage with contemporary data journalistic practice in a way which encourages beginners (and those students who have some skills) and to understand and implement leading and emerging industry practice in data journalism and to develop associated basic digital skills using available software.

Rm CB06.03.56

The Light Bulb Moment: Digital Resources to help Students with Key Learning Concepts

Blair Nield, Amanda Sampol, Phoebe Huang, Catherine Gorrie & Kristine McGrath

For students to succeed they need to build knowledge as they progress from corner stone to capstone subjects. Laying the foundation and building this knowledge needs not just understanding, but also retention and recall. We have observed that students often close the book on a subject at the end of semester, and struggle in the next semester as their recall and understanding of pre-requisite knowledge is limiting. Our aim, therefore, is to improve student engagement with their learning of key concepts by providing them with online, digital (flipped) resources that they can access anywhere and anytime, for learning and revision of this pre-requisite knowledge.

Day 1 Presentation Abstracts: Listed by Presentation Time

4.10pm-4.25pm

Rm CB06.03.22

ViTaL Play: Visual Ideation in Classroom Settings
Theresa Anderson, Andrew Francois, Katrina Waite & Kelly Tall

In this presentation, members of the university's visual thinking learning community (Visuality in Learning & Teaching - ViTaL) discuss (and demonstrate) ways ideation (processes for generating ideas) and visual techniques can support the design and delivery of teaching material and help students effectively think through and communicate their work. After a brief introduction to ViTaL, the team will open up 'play stations' in the room where hosts will show the audience how easy it is to apply some visual ideation techniques -- even in a large class environment -- very quickly.

Rm CB06.03.51

Enhancing Student Learning with Open Education Resources
Peter Kandlbinder & Janet Chelliah

The move to adopting Learning2014 practices encouraged staff to consider using open education resources (OER) as a means for making the classroom experience more active and collaborative for students. Many staff and students saw the development and use of OERs as an opportunity to provide learning materials that were clearer and provided alternative perspectives on complex topics. Students made wide-spread use of OERs but were not always able to assess the quality, reliability or trustworthy resources. This presentation will highlight the benefits and challenges of using OERs and will discuss how the UTS library can assist in developing staff and students' 'open education literacies'.

Rm CB06.03.52/53

Back to the Future: Integrating a Learning.Futures Approach in Traditional Chinese Medicine
Bertrand Loyeung, Carolyn Michaeil, Jorge Reyna, Neela Griffiths & Warren Cochran

This presentation will showcase the range of online interactive resources produced as part of a First Year Experience (FYE) grant initiative in the first-year core subject Introduction to Chinese Herbal Medicine (CHM). The aim of our inter-disciplinary FYE project team was to create engaging, easily accessible and manageable learning resources as historically the heavy content in CHM has tended to overwhelm FY students. These online resources include a website, interactive online tutorials, videos and online quizzes. They are designed to support student learning and scaffold their transition into first year. Students have reacted positively to this Learning.Futures approach.

Rm CB06.03.56

Captivated by Online Personalised Academic Literacy Modules
Rosalie Goldsmith, Sam Ferguson & Sally Inchbold

VC'S T&L and FYE project showcasing a collaboration between IML, FEIT & Science to develop disciplinary literacy modules for students in large 1st year subjects. Utilising Captivate software, a cross-disciplinary team designed interactive modules on UTSOnline for students to complete in their own time. Students value the 24 hour availability of the modules to support the development of their disciplinary literacy.

Day 1 Presentation Abstracts: Listed by Presentation Time

4.30pm-4.40pm

Rm CB06.03.28

A Mobile-Based Interactive Resource that Fosters Best Practices in Academic Integrity
Sang-Eun Oh & Joseph Yeo

Plagiarism is a perennial issue, and it is vital to provide responsive, adequate, timely, engaging and interactive information in line with the changing technological landscape. The UTS Avoiding Plagiarism website has been redesigned and redeveloped in order to deliver such a tool that fosters students' capacity for academic integrity and ethical management of information, and overall academic literacy skills. The tool is applicable in several education paradigms: it supports online self-learning to develop the aforementioned knowledge and skills; it facilitates peer-learning interactions; and it can be utilised as a flipped learning material.

4.40pm-4.50pm

Rm CB06.03.28

The Library Can Help you Get Ready for 2016!
Ashley England & Patrick Tooth

The University of Technology Sydney is undergoing a paradigm shift in its strategic direction in teaching and learning. The University library has been working alongside academic and professional staff to support these exciting changes in the following ways:

Learning.Futures:

• Workshops that demonstrate how to find and clip video resources, using both library subscribed video databases and free videos for use in flipped learning activities.
• Workshops that introduce key issues surrounding the use of copyright protected and creative commons materials in teaching.
• Individual consultations with staff to find Open Educational Resources for use in teaching. Open Educational Resources are materials created by academics and others, that are available for reuse free of charge.
• Promoting the use of Lynda.com as a source of flipped learning content.
• Creation of Study Guides of open Educational Resources to point to high quality freely available materials in each major discipline area.
• Workshops that guide staff in finding and evaluating Open Educational Resources.

Balanced semester:

• Librarians are working with teaching staff and IML to source a variety of materials for use in Transition weeks.
• Library staff are also working on the Learning Pathways Project, which is a structured series of training modules introducing new students to the basic knowledge they need to engage with learning at university. It draws together in one place information that is scattered across the library website and indeed across the university website. The library is collaborating with HELPS staff in this important forward looking project. These online learning materials will include quizzes and be able to be watched in "bite sized chunks". They will also be easily incorporated into teaching and UTS online. Initially the content is generic however the intention is to create modules that can easily be transformed into discipline specific learning objects.

Day 2 Pod Presentation Abstracts: Listed by Presentation Time

Session 1 - 9.30am-10.30am (CB06.4.40)

Pod 1

YouTube Tips & Tricks to Help Prepare your Content for Online Delivery
Detlev Kerkovius

It's more than a video dumping ground. Learn how to get video analytics, edit & produce content, use it for feedback and more.

Pod 2

Google Apps for Collaboration
Ariane Skapetis

The session will explore how you can collaborate with colleagues and students both synchronously and asynchronously on the same document. It will be an interactive session using Google Drive Apps in your UTS domain.

Pod 3

Clickers for Engaging Large Classes
Wenes Gunawan

The use of clickers (web-based classroom response system) supports student interaction and feedback, particularly in large lecture environments.

Pod 4

Flipping and Explaining Difficult Topics with a Pencast Video
Andrew Francois

A pencast is a simple video recording technique that can help explain difficult topics to students before they come to class.

Pod 5

SPARKing for Peer Assessment
Leslie McInnes

SPARK is an online system that can be used for assessing group activities. Students can self and peer assess using criteria based marking. This session will introduce you to the basic options in SPARK.

Pod 6

Using A.nnotate to Help Students Prepare for Discussion of Readings
Kais Al-Momani

A.nnotate is an online tool that is integrated with UTSOnline - it encourages students to approach reading as a social activity and allows the tutor to observe how much the students understand their readings.

Pod 7

Following up on OPELA: Strategies for the Development of Academic Literacy
Rosalie Goldsmith

Using the Online Post Entry Language Assessment (OPELA) in your degree program: how the OPELA can be the first step in tailoring academic literacy development for students from diverse backgrounds.

Pod 8

Inquiry Based Blogging for Building Community
Ollie Coady

This session explores the idea of blogging for learning. It looks at using blogs to help engage students as a community of learners and offers manageable assessment models.

Day 2 Pod Presentation Abstracts: Listed by Presentation Time

Session 2 - 10.50am-11.45am (CB06.4.40)

Pod 1

Using REVIEW to Improve Assessment Feedback and Streamline Marking
Phil Mills

REVIEW streamlines the process of providing criteria based assessment feedback to students. The session will examine how REVIEW can be used to grade a variety of assessment task types, improve the consistency of grades and help students to better understand assessment feedback.

Pod 2

Collaborative Curation of Resources with Declara
Theresa Anderson & Jemima McDonald

Declara is a tool for building thematic collections of web and library resources. These can be private or shared and can be annotated and discussed. Declara also starts recommending resources based on your interests and activity. It has potential as both a staff and student tool for personal and social learning. We have a university-wide pilot and invite staff to come and see it in action.

Pod 3

Preparing Your Students for Your Subject with a Simple Video or Screencast Introduction
Mark O'Connor

This demonstration will look at using an iPad to create a simple welcome video. It also looks at using echo360 for PC or Quicktime for Mac to create a screencast video and sharing these videos through YouTube and UTSOnline.

Pod 4

Using Lynda.com for Teaching and Learning Video
Tess Aitken

Lynda.com is a vast database of high-quality instructional videos and is an ideal resource for students, faculty and staff looking to develop skills in: Microsoft Office, Adobe Creative Suite, business skills, English grammar, web design, programming languages, project management, 3D design, animation, video, audio and much more.

Pod 5

Copyright and the Digital Resources Register: Delivering Online Content
David Litting

Library staff are on hand to discuss how to use the DRR for e-readings and also to answer any copyright questions you may have with regard to your teaching or research.

Pod 6

Online Quizzes for Flipped Learning, Quick Feedback or Diagnostics
Ollie Coady

Would you like to try using a quiz to enhance your formative feedback? Maybe you would like to enhance the participation for your flipped learning activities. This session will explore a couple of different quiz options that you can use.

Pod 7

Strategies to Encourage Engagement with Pre-Class Reading
Deborah Nixon

"They Just Don't Do the Readings!" Strategies to engage students in reading for their subjects and in participating in tutorials.

Pod 8

Exploring the Potential of the new Avoiding Plagiarism Website Community
Sang-Eun Oh

The session will offer you an opportunity to familiarise with the new UTS Avoiding Plagiarism website. The website, as an online self-learning tool, aims to foster students' capacity for academic integrity and ethical management of information, and overall academic literacy skills. The session will also explore the potential of the website as a blended learning tool (i.e., self-learning, in-class, flipped-learning and peer-learning tool).

Day 2 FLAG Presentation Abstracts: Listed by Presentation Time

12.00pm-2.00pm

Rm CB06.03.56

CLARA-Fying Learning - Developing the Learning Power of Science Students using Group Coaching as a Novel Strategy for Large Subject Scaling
Alison Beavis, Andy Leigh, Georgina Barratt-See, Peter Meier, Ruth Deakin Crick & Simon Buckingham Shum

In this presentation, we will report on the outcomes from this pilot study including how the CLARA learning profiles have been used to shed light on how students come to learn, with this new insight informing our preparation of targeted resources and activities that are relevant and contextualised for science students. The outcomes of the group coaching conversation will also be explored and we believe the outcomes of this approach will inform practices associated with scaling the use of the CLARA tool for large class sizes.

White Knuckle Ride: Learning Analytics in a Master's Capstone!
Carmel Foley, Deborah Edwards, Kerry Hunter, Mingming Cheng, Ruth Deakin Crick & Simon Buckingham Shum

UTS graduates need the disposition to embrace opportunities to learn, and the knowledge to engage with ill-structured, contested, socio-technical problems. It is also imperative that graduates can communicate and argue clearly in their writing. This project addressed these objectives by trialling two learning analytics approaches tuned to these qualities: CLARA and AWA, in the subject Management Research Project, a capstone subject for a suite of eight Masters degree programs in the Business School. The trial was conducted in collaboration with the Connected Intelligence Centre (CIC), School of Education, and IML. The project is significant in providing an authentic test bed that provides rapid feedback to empower students. Results of the trial will be presented incorporating student perspectives. Mingming Cheng is a PhD candidate in the UTS Business School and is a research assistant for the project.

Piloting an Academic Writing Analytics Tool for 24/7 Formative Feedback
Simon Buckingham Shum, Rosalie Goldsmith, Philippa Ryan, Xiaolong Wang, Ágnes Sándor

You have 1000 students, all of whom need feedback ASAP on their draft essays. Clearly, this is impossible if you and a few graders are the only resource available. However, Natural Language Processing (NLP) is now well out of the research labs and in products from some of the biggest learning technology companies. Many educators regard such technology with scepticism: this is AI overstepping the mark. Is this justified, and how can we engage this debate? Since we're talking about formative feedback for reflection, not grading, does this help? And what do students think of it? In this paper and demo, we will share some of the experiences and evidence we have built over the last year, as we piloted a prototype called AWA (Academic Writing Analytics) in UTS with academics, PhD students, and Masters/Undergraduates. We invite you to try this out yourselves as a way to open up the conversation, so bring your laptop and some sample writing of your own, or that of students, either analytical scholarly writing, or personal reflective writing.

Connected Learning Analytics Toolkit: Aggregating Learner Activity Across Multiple Social Media Platforms
Simon Buckingham Shum

It is beyond the capacity of a single LMS to compete with the innovation driving niche websites dedicated to supporting specific activities very well. Not surprisingly, many of the most innovative educators make use of these external websites in their teaching, but in the process, students go 'off the radar' making it hard to track, make students accountable, and evidence the impact of different learning designs. However, new techniques are being developed to aggregate activity from such sites with user permission.

In a project funded by the OLT, a consortium is developing a Connected Learning Analytics Toolkit (CLA Toolkit) which aims to improve the quality of student engagement and learning in collaborative online environments. It does this by incorporating and analysing data from social media platforms (currently YouTube; Facebook; Twitter; Google Drive) that the majority of students already use. It thus facilitates educators who want to teach beyond the LMS, using a suite of tools and social media that they choose fit to purpose.

Students sign up to have their data collected for a series of pre-specified learning activities, a move that preserves student privacy, and goes some way towards a model of data ownership where the student controls access to their data. On logging in, students are presented with a dashboard designed to help them reflect on their participation in almost real time. Educators see the whole cohort.

Collected data is stored in the Experience API (xAPI) format, and so any analytics system that can make use of this format will be able to extend the data capture functionality of the CLA toolkit to its specific purpose.

This demo is designed to open conversation with UTS communities who are interested in piloting the CLA Toolkit in 2016.

Day 2 Workshop Abstracts

Rm CB06.04.40

Making the Most of 'Orientation and Preparation Weeks' Online

In this workshop, learn about a range of alternatives for helping to 'orient and prepare' your students before they come to Week 1 classes. We will also present options for making your UTSOnline subject sites attractive, engaging and student friendly. Enhancing student engagement and instructor presence in the online environment can result in a more productive experience for your classes across the semester. There will be opportunities to get some practical tips and to try things out.

Rm CB06.04.37

Moving Content Online: Making Space for Active Learning in Classes

In this workshop participants will be introduced to some examples of how colleagues are moving their content out of the lecture and into an online, and sometimes interactive, format. This content can then be used to prepare students for more active learning opportunities in the face-to-face class time. We will look at what content works well online, whether to use freely available online content and where to find it; or alternatively how to make your own interactive online content.

Rm CB06.03.52/53

Assessment Alternatives: Developing New Authentic Assessments in Your Subjects

This workshop demonstrates how traditional forms of assessment, such as mid-semester exams, final exams and essays, can be adapted to become more relevant to the learning required for real world settings. Examples of authentic assessment from around the university will be used to highlight innovative ways to assess essential knowledge and skills and help participants to start planning new assessment tasks.

Rm CB06.03.56

Using Technologies for Active Learning in the Classroom

This will be a hands-on workshop which will explore more innovative ways of learning with web-based tools and mobile apps to promote active learning in face to face classes. Please bring along your laptop or mobile device to this session.