UTS
UNIVERSITY OF TECHNOLOGY SYDNEY

UTS Teaching and Learning Forum

PROGRAM

22 November 2016

LEARNING. FUTURES

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

Event Photography

This event will be photographed and the photos may be used on the IML website or for other communication activities. Please inform event organisers on the day or Enza.Mirabella@uts.edu.au if you DO NOT want your photo to be used for these purposes.

2016 UTS Teaching and Learning Forum Program				
From 8.45am	**Registration** Guthrie Foyer			
9.15am	Guthrie Lecture Theatre (CB06.03.28) **Acknowledgement of Country, Welcome and Housekeeping** Professor Susan Page, Centre for the Advancement of Indigenous Knowledges (CAIK), UTS Associate Professor Jo McKenzie, Director, Institute for Interactive Media and Learning, UTS			
9.30am	Guthrie Lecture Theatre (CB06.03.28) **The Future of Work: Implications for Curriculum** Professor Shirley Alexander, Deputy Vice-Chancellor & Vice President (Education and Students), UTS			
10.30am	**Morning Tea** Guthrie Foyer			
	Paper Presentations			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
11.00am-11.20am	**The Professional Experience Programme: a case study in Work-Integrated-Learning in Science** Blair Nield, Shima Baradaran Vahdat, Graham Nicholson & Peter Meier	**The integration and evaluation of a social-media facilitated journal club to enhance the student learning experience of evidence-based practice: a case study** Caleb Ferguson, Michelle DiGiacomo, Leila Gholizadeh, Leila E Ferguson & Louise Hickman	**Flipping Media Studies: Lights! Camera! Action!** Catriona Bonfiglioli, Ariane Skapetis & Phillip Mills	**Learning from your class mates - the implementation of team-based learning in undergraduate auditing** Amanda White & Nelson Ma
	Room Change			

	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
11.25am-11.45am	**Course Pathways - Making Informed Choices: A One-Stop Tool for Students, Course and Subject Coordinators** Jurgen Schulte, Pedro Fernandez de Mendonca, Roberto Martinez & Simon Buckingham Shum	**Creating Landing Pages for 85 Learning.Futures subjects in UTS Health - How it was achieved? What did academics/students think? And improvements for next time.** Mark O'Connor & Patrick Abela	**It's just a game: engagement and understanding of citizenship by learners in a first year core communication subject** Christina Ho & Jenna Price	**"Simple but effective": Introducing fortnightly in-class Online Quizzes to improve student engagement in large postgraduate economics seminars** Harry Tse & Liam Kane
	Room Change			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
11.50am-12.10pm	**Implementing Digital Media Presentations as Assessment Tools for Pharmacology Students** Jorge Reyna & Kenneth Rodgers	**Analytics Meet Patient Manikins: Challenges in an Authentic Small-Group Healthcare Simulation Classroom** Roberto Martinez-Maldonado, Tamara Power, Carolyn Hayes & Simon Buckingham Shum	**"Flipping" Choice In Course Design: Innovative approaches to student customisation in course design** Donna Rooney & Ann Reich	**The implications of tablet computing annotation and sharing technology on student learning** James Wakefield, Jonathan Tyler, Laurel Dyson & Jessica Frawley
	Room Change			

	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
12.15pm-12.35pm	**The UTS Mathematics and Science Study Centre: new name, new space, same reliable support for students** Julia Memar & Mary Coupland	**The Hatchery: Learning and Teaching Foundational Entrepreneurial Skills** Catherine Raffaele	**Workflow, Engagement and Ethics of Google Docs as a Collaborative Environment: the case of Digital Literacies** Benjamin Matthews	**Integrative Learning Across Disciplinary Boundaries: A Knowledge Network Tear-Down** Melissa Edwards, Tamsin Angus-Leppan, Paul Brown, Jochen Schweitzer & Suzanne Benn
12.40pm	**Lunch** Guthrie Foyer			
	Paper Presentations			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
1.30pm-1.50pm	**Using Writing Analytics for Formative Feedback** Andrew Gibson, Simon Knight, Adam Aitken, Simon Buckingham Shum, Philippa Ryan, Walter Jarvis, Natalia Nikolova, Cherie Tsingos-Lucas, Alan Parr, Amanda White & Nicole Sutton	**IF-AT Scratch Cards for Self Directed Learning Activities** Anna Denejkina	**Indigenous Graduate Attributes: Creating frameworks to guide curriculum change** Susan Page, Michelle Trudgett & Gawaian Bodkin-Andrews	**Progress on rolling out a program-wide e-Portfolio to track graduate attribute and competency development** Anthony Kadi
	Room Change			

	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
1.55pm-2.15pm	**Apps for Advancement** Coral Connor, Mary Coupland, Simon Knight & Usha Sridhar	**Engaging active group learning; a comparison of Kahoot and Scratch Cards** Wilhelmina Huston, Mark Thomas & Tamara Carrodus	**Walk the Walk: Beyond the Rhetoric of Developing Indigenous Cultural Capability** Tamara Power, Claudia Virdun, Joanne Gray, Anna Doab, Rachel Smith, Angela Phillips & Jennifer Newman	**Cultivating Reflective Learning in Engineering Professional Practice Education** Alan Parr, Xi Jin & Anthony Kadi
	Room Change			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
2.20pm-2.40pm	**CICAround: Lessons learnt when designing participatory curriculum** Theresa Anderson, Simon Knight, Ollie Coady & CICAround team	**Learning on the go with podcasting** Jane Hunter & Ariane Skapetis	**Auditing cultural competence in a white bubble** Thalia Anthony & Alison Whittaker	**Expanding horizons for action** Anne Gardner
	Room Change			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
2.45pm-3.05pm	**ViTaL Play: Visual Ideation in Classroom Settings** Theresa Anderson, Andrew Francois, Katrina Waite & Kelly Tall	**A Day in the (Working) Life** Jenna Price	**An Interactive Discussion on Indigenous Graduate Attributes** Led by Susan Page	**Transforming an engineering subject using a learning.futures approach** Rosalie Goldsmith & Sally Inchbold-Busby
3.10pm	**Afternoon Tea (with posters)*** Guthrie Foyer			

	Paper Presentations			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
3.40pm-4.00pm	**The use of the CLARA tool and Facebook for large class sizes** Vicki Ibbotson, Georgina Barratt-See & Aileen Wyllie	**Stick a geranium in your hat and be happy! Encouraging students to write their own law problem question scenarios** Tim Miles	**Ensuring Scholarship in Teaching? The new 'Scholarly Teaching Fellows'** James Goodman	**Flipped Learning: Impacts on student performance and engagement** Suresh Paryani & Rania Ramadan-Jradi
	Room Change			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52/53	Rm CB06.03.56
4.05pm-4.25pm	**Flip-around: Student-created textbook for Masters of Data Science and Innovation** Janet Chelliah, Peter Kandlbinder, Theresa Anderson & Simon Knight	**Student-Staff Consultative Committee-towards a more inclusive student voice-a pilot study in the UTS Law Faculty** Sally Varnham, Ann Cahill & Bronwyn Olliffe	**Neighbourhoods and Stories: developing literacies and intercultural competencies through site-specific inquiry** Ilaria Vanni Accarigi, Ollie Coady, Neil England, Angela Giovanangeli, Deborah Nixon & Susan Oguro	**Blended & active learning in first year biology: a case study in adapting to learning.futures** Blair Nield
	Room Change			
4.30pm	Guthrie Lecture Theatre (CB06.03.28) **Embedding discipline-specific content in UTS Avoiding Plagiarism Website to foster contextualised learning** Sang-Eun Oh & Joseph Yeo **Wrap-up and Announcements** Associate Professor Jo McKenzie, Director, Institute for Interactive Media and Learning, UTS			

5.00pm	**Forum Drinks** Guthrie Foyer

*Posters:

Enhancing engagement in flipped learning across undergraduate Science using the Flipped teacher and Flipped Learner Framework
Yvonne C. Davila, Jorge Reyna, Elaine Huber & Peter Meier

Using Learning Futures to quash the preconceived idea that Administrative Law is a 'confusing, boring and extremely difficult' law subject to learn
Leanne Houston

Enhancing students' confidence and motivation in science report writing: A case of first-year science diploma students at UTS:INSEARCH
Justin Kit-yan Chu, Le Quan Ly & Maree Skillen

Creators and lurkers: can online discussion boards be used as a forum for help seeking?
David van Reyk

ViTaL Play: Visual Ideation for Learning
Theresa Anderson, Andrew Francois, Katrina Waite & Kelly Tall

Presentation Abstracts: Listed by Presentation Time

11.00am-11.20am

Rm CB06.03.22

The Professional Experience Programme: a case study in Work-Integrated-Learning in Science

Blair Nield, Shima Baradaran Vahdat, Graham Nicholson & Peter Meier

The Professional Experience Programme in Biomedical Science is an opportunity for undergraduate students to gain "real-word", industry work experience and earn credit towards their degree. It is a suite of elective subjects students can enrol in through a competitive application process. The Programme is the pilot study for Work-Integrated-Learning (WIL) in the Faculty of Science, and is the model and spring-board for expansion to broad-based WIL. This presentation will cover the development of the Programme from the nascent idea all the way to current practice of a well-oiled and polished Programme that runs twice per year.

Rm CB06.03.51

The integration and evaluation of a social-media facilitated journal club to enhance the student learning experience of evidence-based practice: a case study

Caleb Ferguson, Michelle DiGiacomo, Leila Gholizadeh, Leila E Ferguson & Louise Hickman

Purpose: This paper provides a case study of a single site Australian university experience of transitioning a traditional physical journal club, to a social media-facilitated club within a postgraduate health subject to stimulate and facilitate engagement with the chosen manuscripts. Data Sources: This case study is based on our own experiences, supported by literature and includes qualitative comments obtained via student feedback surveys during November 2015. Conclusion: Social media-facilitated journal clubs offer an efficient way to continue developing critical appraisal skills in nursing students. The integration of a social media-facilitated journal clubs increased student attention, engagement with presented activities and overall student satisfaction within this evidence based practice subject.

Rm CB06.03.52/53

Flipping Media Studies: Lights! Camera! Action!

Catriona Bonfiglioli, Ariane Skapetis & Phillip Mills

Media studies offerings at UTS have been developed to align with learning.futures.The structure of assignments & tutorials have been designed to ensure a significant element of student work is active, student-focused construction of knowledge. Innovations designed to increase flipped learning began with the introduction of the collaborative reading software Annotate. Kahoot quizzes were added to make lecture sessions more interactive. Peer collaboration is measured using SPARKPLUS, formative feedback is provided in class and summative feedback is delivered via REVIEW. This paper presents experiences in developing original online video resources for Media Power 54080 designed to give students accessible, contextualised, re-playable and clear presentations of essential media studies. The design and development of the media studies concepts and methods will be discussed with examples and responses from students in Media Power 54080.

11.00am-11.20am (cont.)

Rm CB06.03.56

Learning from your class mates - the implementation of team-based learning in undergraduate auditing

Amanda White & Nelson Ma

The topic area of auditing financial statements has a world-wide reputation for being dry and boring; and the Accounting cohort at UTS is characterised by high levels of international students who are often reluctant to communicate with their peers in class. Through the implementation of team-based learning and the use of the online platform Learning Catalytics, we have built a learning environment that not only drives the learning of content (that is both formative and summative) but also develops the oral communication skills of students. We will present the data from two semesters of evaluation of team based learning on student learning outcomes.

Presentation Abstracts: Listed by Presentation Time

11.25am-11.45am

Rm CB06.03.22

Course Pathways - Making Informed Choices: A One-Stop Tool for Students, Course and Subject Coordinators

Jurgen Schulte, Pedro Fernandez de Mendonca, Roberto Martinez & Simon Buckingham Shum

The presentation summarises and demonstrates the outcome of Stage 1 of an investigation into student course pathways dependent student performance. The project aimed with the help of large scale data mining to uncover statistically significant patterns in students' course pathway choices and to derive individual student course-longitudinal "health" indicators to inform students about their subject choices and course coordinators about their course design. A course pathway tool was developed with a view to provide support units, course and subject coordinators with more longitudinal focused indicators that may be used in student personal support actions (on-demand or just-in-time individualised student support).

Rm CB06.03.51

Creating Landing Pages for 85 Learning.Futures subjects in UTS Health - How it was achieved? What did academics/students think? And improvements for next time.

Mark O'Connor & Patrick Abela

In early June 2016, during the busy exam/marking period, we engaged with academics by email, interactive PDF and follow up meetings to ensure that all 85 sites had Landing Pages by the July 25 deadline. Our paper looks at our work with academics getting these resources built and how they performed with students during the term. We conclude how only by looking at UTSOnline and other stats can we undertake an informed analysis of the performance of our UTS Health subjects.

11.25am-11.45am (cont.)

Rm CB06.03.52/53

It's just a game: engagement and understanding of citizenship by learners in a first year core communication subject

Christina Ho & Jenna Price

First year communication core students are introduced to key frameworks of politics, the law, economics and media institutions, in which they operate as young citizens. Instead of the traditional lecture format, industry experts bring real world examples into the learning space each week of the semester. Students then co-develop their understanding of the expert view during the panels and debates throughout the semester; and either ask questions or use social media to further interrogate issues. The final assessment develops collaborative skills while applying key theories to a group-produced board game. Students deliver a real game and everyone can play.

Rm CB06.03.56

"Simple but effective": Introducing fortnightly in-class Online Quizzes to improve student engagement in large postgraduate economics seminars

Harry Tse & Liam Kane

Most educators would agree that getting students to both attend and be prepared for class can be difficult. This presentation outlines an intervention in a course that works towards remedying this issue. In 2016 I implemented 5 graded fortnightly in-class online quizzes in the postgraduate course "Economics for Management", which provided an incentive to learners to attend seminars, prepare for class and engage with flipped learning activities. Survey data indicated that learners generally responded well to the quizzes and prepared for class. Focus groups supported these findings. While our findings are positive, integrating the quizzes into the course has not been a seamless process and we have had some "teething issues".

11.50am-12.10pm

Rm CB06.03.22

Implementing Digital Media Presentations as Assessment Tools for Pharmacology Students

Jorge Reyna & Kenneth Rodgers

At the Faculty of Science we introduced the use of digital presentations as assessment tools for third-year pharmacology students. A cohort of 167 students self-allocated into groups of four and were assigned a topic related to the pharmacology lecture material. A one-hour lecture was delivered to discuss digital media principles (visual design, video composition, multimedia learning principles, etc.) and how to apply these to create digital media projects. During practical classes, students developed a storyboard and received feedback and technical advice from tutors. Towards the end of the semester, students uploaded their preliminary presentations to a YouTube channel and received feedback from lecturers, tutors, and peers before submitting the final version. A marking rubric was developed and shared with students at the beginning of the semester. The study used a mixed-methods approach to evaluating the intervention. A comprehensive 35-step questionnaire was used, covering demographics, students' attitudes towards technology, digital media support, understanding of the assignment, and knowledge construction and skills gained. It also contained five open-ended questions. A high response rate was achieved for the voluntary survey (97/167). Additionally, students reviewed contributions of group members using SPARKPlus, and the marks attained were used to triangulate the questionnaire responses. In summary, the data shows that students found the assignment was engaging, fostered learning and creativity, and that they gained additional skills relevant to their future careers.

Rm CB06.03.51

Analytics Meet Patient Manikins: Challenges in an Authentic Small-Group Healthcare Simulation Classroom

Roberto Martinez-Maldonado, Tamara Power, Carolyn Hayes & Simon Buckingham Shum

Healthcare simulations are hands-on learning experiences aimed at allowing students to practice essential skills that they may need when working with real patients in the clinical environment. Some clinical classrooms are equipped with simulated patient manikins that can respond to actions or that can be programmed to deteriorate over time. Students can perform assessments and interventions, and enhance their critical thinking and communication skills. There is an opportunity to exploit the students' digital footprints that these simulators can pervasively capture to make key aspects of the learning process visible. The setting can be augmented with sensors to capture traces of group interaction. This multimodal data can be used to generate visualisations or feedback for students or teachers. This presentation reports on an authentic classroom study using analytics to collect and integrate multimodal data of students' interactions with the manikins and their peers in simulation scenarios. We report on the challenges encountered in deploying such analytics "in the wild", using an analysis framework that considers the social, epistemic and physical dimensions of collocated collaborative activity.

11.50am-12.10pm (cont.)

Rm CB06.03.52/53

"Flipping" Choice In Course Design: Innovative approaches to student customisation in course design

Donna Rooney & Ann Reich

Designing a Masters level degree for contemporary professionals in the general field of professional learning presents a number of challenges that must be considered. This presentation looks at how an innovative course design approach which "flipped" the student choice underpinned the development of a new Masters program in FASS: Masters of Education (Learning & Leadership). It explains how key design considerations were embedded in a program using an overarching Capability Wrap process.

Rm CB06.03.56

The implications of tablet computing annotation and sharing technology on student learning

James Wakefield, Jonathan Tyler, Laurel Dyson & Jessica Frawley

This project examines the implications of tablet computer enabled annotation technology in supporting in-class sharing and annotation of students' work, thereby affording a more tailored and responsive teaching approach. Observations by instructors and feedback from students indicate this technology facilitates a more student centred approach, encouraging higher rates of homework completion and greater student engagement. There are varying effects of the technology on student performance. There are positive performance benefits associated with procedural based questions, while, contrary to expectations, there are negative effects associated with theoretical questions. These findings have important implications for the adoption of technology.

Presentation Abstracts: Listed by Presentation Time

12.15pm-12.25pm

Rm CB06.03.22

The UTS Mathematics and Science Study Centre: new name, new space, same reliable support for students

Julia Memar & Mary Coupland

The Mathematics Study Centre is run by the School of Mathematical and Physical Sciences, providing support to all UTS students studying in various quantitative areas. We operate Bridging Courses, Revision Sessions, and a Drop-in Room. From 2015 we are evolving into the Mathematics and Science Study Centre (MSSC) in response to requests for support of other Science subjects. The project's Upgrading Mathematics Study Centre capabilities to meet the challenges of Learning 2014 was supported by 2015 UTS First Year Experience Grant. This paper will report on the evaluation of this project and the related measures of broadening our outreach.

Rm CB06.03.51

The Hatchery: Learning and Teaching Foundational Entrepreneurial Skills

Catherine Raffaele

The Hatchery is a hands-on program for UTS students from any faculty or year that develops their foundational entrepreneurial skills amongst a vibrant community of likeminded students and industry. It is extra-curricular and runs parallel to student studies throughout their Autumn and Spring sessions. The program design takes an experimental approach, grounded in student needs.

Rm CB06.03.52/53

Workflow, Engagement and Ethics of Google Docs as a Collaborative Environment: the case of Digital Literacies

Benjamin Matthews

Shortening tool Bitly creates custom URLs, permitting students to readily access and edit Google Slides in tutorials, producing an archive for later use. This paper will demonstrate ethical challenges presented by this strategy during a collaborative process of ideation and feedback provision on image-based student projects in the subject Digital Literacies.

12.15pm-12.25pm (cont.)

Rm CB06.03.56

Integrative Learning Across Disciplinary Boundaries: A Knowledge Network Tear-Down

Melissa Edwards, Tamsin Angus-Leppan, Paul Brown, Jochen Schweitzer & Suzanne Benn

Learning through complexity can be enabled by transdisciplinary approaches such that ways of knowing are not bound by a specific discipline, but reliant on knowledge across a broad range of disciplines. Boundary objects, conceptualised as 'translation tools' across disciplines, and epistemic objects, conceptualised as 'sources of attraction' are practical devices that facilitate an integration approach. In this seminar we take one complexity context, the circular economy, and invite participants to partake in an interactive and collaborative workshop. During the workshop participants will identify how we might support ongoing sharing and translation ways of knowing across disciplines and faculties. A whole group discussion will conclude the workshop where we will develop sustained processes for engaging across disciplines.

Presentation Abstracts: Listed by Presentation Time

1.30pm-1.50pm

Rm CB06.03.22

Using Writing Analytics for Formative Feedback

Andrew Gibson, Simon Knight, Adam Aitken, Simon Buckingham Shum, Philippa Ryan, Walter Jarvis, Natalia Nikolova, Cherie Tsingos-Lucas, Alan Parr, Amanda White & Nicole Sutton

Throughout 2016 a number of subjects across the university have been exploring the use of Writing Analytics (WA) for formative feedback. We present 5 vignettes that provide an overview of this work from the perspective of teaching and learning in Law, Accounting, Business, Pharmacy and Engineering. We show the extent to which WA helps students with their writing, and highlight the key benefits and issues that have become apparent through this work. We also show how the application of WA in these subjects is also informing the direction of future research in this space.

Rm CB06.03.51

IF-AT Scratch Cards for Self Directed Learning Activities

Anna Denejkina

Introducing Immediate Feedback Assessment Technique (IF AT) scratch cards for self directed learning activities in Journalism. IF AT was used to confirm students listened to assigned Media Law Podcasts (a self directed learning activity) in preparation for their exam period. IF AT multiple-choice questions were written directly from the assigned Media Law Podcasts in order to review material rather than introduce new information. IF AT tests were conducted over two tutorials as a group activity, leading to positive peer-to-peer engagement through an active and collaborative learning environment.

1.30pm-1.50pm (cont.)

Indigenous Graduate Attributes: Creating frameworks to guide curriculum change

Susan Page, Michelle Trudgett & Gawaian Bodkin-Andrews

There is increasing emphasis in Australian universities on graduate outcomes focused specifically on employability. Most universities have statements of graduate attributes, which focus on generic skills such as communication, critical thinking and working collaboratively. There is also a growing recognition that university graduates can and should contribute to enhancing socio-economic outcomes for Aboriginal and Torres Strait Islander Australians. Consequently, many Australian universities are grappling with how to best ensure that graduates are able to work effectively with Aboriginal and Torres Strait Islander peoples and communities. This presentation will showcase our IGA curriculum frameworks. Participants will have the opportunity to discuss current and future ideas for curriculum development.

Rm CB06.03.56

Progress on rolling out a program-wide e-Portfolio to track graduate attribute and competency development

Anthony Kadi

FEIT have introduced a program wide e-Portfolio to track graduate attributes and also competencies from Engineers Australia National Competency Standard for professional Engineers. The e-Portfolio is used in all subjects within the Engineering Practice Program which involves two 24 week internships in industry. This presentation will report on progress to date in integrating this within the curriculum and also some technical challenges that have been experienced.

Presentation Abstracts: Listed by Presentation Time

1.55pm-2.15pm

Rm CB06.03.22

Apps for Advancement

Coral Connor, Mary Coupland, Simon Knight & Usha Sridhar

Arguments, Evidence and Intuition is a new elective subject with plans to be scaled-up. This requires the use of technology to keep abreast of the volume of staff student reporting and feedback. Plickers is a phone app which uses cards to collect student responses and is quick and easy to implement. The simplicity of using Plickers to gain instantaneous feedback will be demonstrated. Did you know that Google Forms can be used to collect information, in spreadsheet format, from a survey within a google account? A quick demonstration of how to create a quiz will be given.

Rm CB06.03.51

Engaging active group learning; a comparison of Kahoot and Scratch Cards

Wilhelmina Huston, Mark Thomas & Tamara Carrodus

Collaboration is a fundamental aspect of midwifery practice. Therefore, active group workshop learning is important for midwifery students. Active learning in teams has been implemented as an approach to improve the student learning of pharmacology and microbiology this year. One aspect of this has been to use Kahoot and Scratch cards in the workshop setting to facilitate group learning and active discussion based learning. We informally evaluated the students perspectives on learning using either and both of the two formats for learning as groups using an informal survey. Whilst both approaches were valued overall Kahoot seemed to be favoured with the students requesting more questions in the Kahoot in future.

Rm CB06.03.52/53

Walk the Walk: Beyond the Rhetoric of Developing Indigenous Cultural Capability

Tamara Power, Claudia Virdun, Joanne Gray, Anna Doab, Rachel Smith, Angela Phillips & Jennifer Newman

In the Faculty of Health, Indigenous health is everybody’s business. This presentation details the collaborative, ongoing journey the Faculty of Health have undertaken in their quest to ensure all graduates have Indigenous cultural capabilities. From the conception of the Indigenous Graduate Attribute through to the development and testing of the robust framework that guides the embedding and assessment of Indigenous content, Indigenous perspectives and voices have been privileged. This has been key to our success.

1.55pm-2.15pm (cont.)

Rm CB06.03.56

Cultivating Reflective Learning in Engineering Professional Practice Education

Alan Parr, Xi Jin & Anthony Kadi

UTS has cultivated reflective learning in the Engineering Professional Practice Program for approaching a decade and now merges flipped learning, authentic assessment and formative feedback. This paper discusses how such integration is achieved, some student feedback on this approach to reflective learning, and some possible improvements to the current reflective learning paradigm. It focuses primarily on the structure and logical thought flow of reflective writing taught in the junior cycle and developed in the second cycle. Improvement opportunities include providing additional formative feedback through writing analytics, peer feedback processes and evaluation of proficiency and mentoring ability through comparative assessment.

Presentation Abstracts: Listed by Presentation Time

2.20pm-2.40pm

Rm CB06.03.22

CICAround: Lessons learnt when designing participatory curriculum

Theresa Anderson, Simon Knight, Ollie Coady & CICAround team

This interactive session will introduce the audience to the co-design experience we have been using with Master of Data Science & Innovation students to develop a community space for student and peer learning. CIC-Around emerged in response to challenges previous students reported facing in being active participants in the existing spaces. The team has been using a participatory design approach to shape a blogging platform to support students' formal and informal learning and to co-design analytics enabling our students to become more minded about their learning. With funding from a Learning and Teaching Grant, the focus in this early stage of the site has been on devising structured templates that might enable authentic writing practices as they build flexible and inviting portfolios. The team will also open up discussion with the audience about the co-design process and about analytics students feel help them become more minded about their learning journeys.

Rm CB06.03.51

Learning on the go with podcasting

Jane Hunter & Ariane Skapetis

Jane Hunter and Ariane Skapetis, a teacher educator and a learning technologist from FASS, will present their podcasting workflow and will interactively demonstrate how to create, broadcast and listen to a podcast using a mobile device. Their edtechlunch series involves meeting up for a quick lunch on a regular basis to discuss educational technology and they record their conversation using a laptop, a Rode podcasting microphone and the software program Audacity; it's edited (not often) and uploaded to SoundCloud for public broadcast and promoted through the edtechlunch Twitter account.

2.20pm-2.40pm (cont.)

Rm CB06.03.52/53

Auditing cultural competence in a white bubble

Thalia Anthony & Alison Whittaker

In 2015, an audit of undergraduate UTS:Law core and elective subjects was undertaken to gauge the degree to which Indigenous cultural competence is embedded in undergraduate degrees. It identified that the incorporation of Indigenous cultural competence took the form of knowledge of Indigenous issues. This knowledge was developed in a number of ways, particularly knowledge of Indigenous people and culture, and analysis of bias in the legal system. However, its analysis of subject outlines was not able to illuminate if or how Law students and graduates are developing skills in advocating for or working with First Nations peoples and organisations. This presentation adopts a critical approach to cultural competence audits that fail to engage the priorities of First Nations organisations in their measures and objectives. It nonetheless points to a set of Law student experiences that shed light on possibilities for setting standards on how we evaluate the effectiveness of Law cultural competencies.

Rm CB06.03.56

Expanding horizons for action

Anne Gardner

The increased adoption of blended learning designs, such as flipped instruction, by engineering academics, relies heavily on students being able to take much more responsibility for their own learning than in traditional lecture-based subjects. The aim of this project is to translate research in the various concepts related to how students approach their learning, such as motivation, self-regulation, and ability to take actions that help them achieve their learning goals into contextualized resources for use with students. This will provide students with a way to self-assess their strengths and weaknesses as an individual, independent learner. In this way students will develop the skills to successfully learn in blended learning environments in university, as well as the ongoing learning opportunities they will meet in professional practice.

Presentation Abstracts: Listed by Presentation Time

2.45pm-3.05pm

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

A Day in the (Working) Life

Jenna Price

First year journalism students are introduced to real-time news in an assessment which must be prepared and delivered in one day. The presenter has managed this assessment for ten years as student numbers tripled from 100 to over 300 now. Students are sent to cover news across NSW and each student has an individual deadline.They arrive eat 7.30am unless otherwise specified and are briefed from a newslist which has over 50 items on it each day. These items are sourced mainly by the subject co-ordinator. The assessment runs over five days. Students develop key understandings of timeliness and deadlines; and through this begin to develop the habitus of journalists. In 2016 for the first time, NewsDay was assessed through the SFS.

Rm CB06.03.52/53

An Interactive Discussion on Indigenous Graduate Attributes

Led by Susan Page

An opportunity for everyone to discuss and ask questions related to Indigenous Graduate Attributes.

2.45pm-3.05pm (cont.)

Rm CB06.03.56

Transforming an engineering subject using a learning.futures approach

Rosalie Goldsmith & Sally Inchbold-Busby

The aim of this FYE project was to transform a 1st year engineering communication subject to introduce students to the UTS model of learning and to ensure engaged and active classrooms, utilising active, flipped, collaborative and blended strategies. Another aim was to ensure that all students had a consistent learning experience as this is a large subject with many tutorial groups. The outcomes: Scaffolded introduction to UTS learning futures; emphasis on introducing students to project-based learning; introduction to engineering projects; coherent narrative in teaching and learning outcomes and assessment tasks across all tutorial groups in a large subject; potential faculty understanding of the developmental nature of engineering communication in the context of engineering projects.

Presentation Abstracts: Listed by Presentation Time

3.40pm-4.00pm

Rm CB06.03.22

The use of the CLARA tool and Facebook for large class sizes

Vicki Ibbotson, Georgina Barratt-See & Aileen Wyllie

UTS Learning.futures requires curriculum to focus on programs that enhance graduate workplace success. Nursing students need to build learning power to foster professional lifelong learning skills, ensuring they are equipped to embrace complexity and evolve as resilient, self-aware and assured professional nurses. The Crick Learning for Resilient Agency (CLARA) questionnaire tool (Deakin Crick et al., 2015) was selected for this purpose and implemented into a large enrolment (n=715), first-year nursing subject, Professional Identity. Key to the success was the use of group coaching conversations, fictional profile discussions, the use of Social Media Facebook group and formal assessment. Focus groups were also used in the final evaluation.

Rm CB06.03.51

Stick a geranium in your hat and be happy! Encouraging students to write their own law problem question scenarios

Tim Miles

In a business law subject, students will be asked to write their own problem question scenario. Before this they will be introduced to creative writing and plain English guidelines. It is believed that the students will achieve deeper learning using memory and imagination to write the scenario. This approach is consistent with the Learning Futures principle of practice-orientated problem based learning- and with blended learning. The presentation will include slides on creative writing and plain English. Attendees will be then asked to draft their own (literary?) scenario based on these guidelines. Feedback will be sought as to the effectiveness of this approach for business law students.

Rm CB06.03.52/53

Ensuring Scholarship in Teaching? The new 'Scholarly Teaching Fellows'

James Goodman

Scholarship is a necessary part of university teaching: the 2011 Higher Education Standards Framework Act stipulates 'academic staff are active in scholarship that informs their teaching'. How are universities ensuring they meet this standard? What is 'scholarship', as against research, and how is it supported? The discussion focuses on the current practice at UTS, and how it may be developing through the creation of a new category of employment, the 'Scholarly Teaching Fellow'.

3.40pm-4.00pm (cont.)

Rm CB06.03.56

Flipped Learning: Impacts on student performance and engagement

Suresh Paryani & Rania Ramadan-Jradi

Amongst the increasing demands, challenges and expectations of modern tertiary education, flipped learning is emerging as a viable new approach to teaching and learning. As a pedagogy that is widely touted as a potential panacea for education, advocates claim it can improve student performance, student engagement, satisfaction and more. But does the evidence stack up? In this presentation, we will be reporting on the results of our systematic literature review into empirical studies assessing the impacts of flipped learning on student performance and engagement. We'll present the results, the data's strengths and weaknesses, and discuss the implications for tertiary education.

Presentation Abstracts: Listed by Presentation Time

4.05pm-4.25pm

Rm CB06.03.22

Flip-around: Student-created textbook for Masters of Data Science and Innovation

Janet Chelliah, Peter Kandlbinder, Theresa Anderson & Simon Knight

This paper presents the outcomes of a project to involve staff and students in the construction of open education resources. Staff and students in the Masters of Digital Science and Innovation were offered a range of incentives to participate in writing an open text book for their subjects. The goal was to use student experiences of studying in their course to identify resources that can be adapted to key learning challenges students face when learning different topics in the subject. To ensure that the publication was high quality and relevant to the course outcomes the textbook creation was overseen by an editorial team that includes staff experienced on open publishing. The presentation reports on the factors that lead to staff and students participating in creating or adapting resources to fit the specifics of a subject's content.

Rm CB06.03.51

Student-Staff Consultative Committee-towards a more inclusive student voice-a pilot study in the UTS Law Faculty

Sally Varnham, Ann Cahill & Bronwyn Olliffe

At the end of 2015, a UTS team was awarded an OLT grant to undertake a project: Student engagement in university decision-making and governance- towards a more systemically inclusive student voice. The Project team discovered that Student Staff Consultative Committees (SSCCs) are widespread in universities in the UK, Europe, and NZ. Some Australian universities also have SSCCs embedded in their Faculties/Schools. Our research found that SSCCs were beneficial to universities and students and allowed students to have real input into their courses. Being a student representative on a SSCC was excellent training for later senior student representative/ leadership roles. The members of the Project team were keen to conduct a pilot project to "test" the concept of a Student-Staff Consultative Committee (SSCC) and the UTS Faculty of Law Dean and Associate Dean(Education) approved a pilot SSCC in Autumn 2016.Both students and staff gained valuable insights and some of the issues raised were able to be dealt with immediately thereby improving the student experience in real time.

4.05pm-4.25pm (cont.)

Rm CB06.03.52/53

Neighbourhoods and Stories: developing literacies and intercultural competencies through site-specific inquiry

Ilaria Vanni Accarigi, Ollie Coady, Neil England, Angela Giovanangeli, Deborah Nixon & Susan Oguro

The need for connections with the world outside the classroom and for links between curricula and real life situations is especially relevant for students learning an additional language and culture. In this project we address this need by developing WordPress-based resources for the Australian Language and Culture subject Neighborhoods and Stories. Students learn about Australian culture(s) and language(s) in site-specific and authentic situations and analyse aspects of Sydney from a linguistic, social, cultural and historical point of view. In this presentation we show some of the resources we developed and focus on how we can use WordPress to create a multimodal, malleable and easily accessible platform to flip and deliver the subject.

Rm CB06.03.56

Blended & active learning in first year biology: a case study in adapting to learning.futures

Blair Nield

Providing opportunities for active learning in face-to-face sessions may increase student focus and attention, and hence may engender greater engagement with the learning material and lead to better understanding and memory formation. This, in the long term, may improve student learning outcomes. Well, at least that is the plan. This presentation will focus on adaptation of my first year biology lectures to the learning.futures philosophy, covering aspects including rationalisation of content, creation of online, digital learning resources, modification of the in-class, face-to-face session, use of games and clickers, and continual improvement in response to student feedback.

Presentation Abstracts: Listed by Presentation Time

4.30pm

Rm CB06.03.28

Embedding discipline-specific content in UTS Avoiding Plagiarism Website to foster contextualised learning
Sang-Eun Oh & Joseph Yeo

The current UTS Avoiding Plagiarism Website is an interactive learning tool that contains essential academic integrity information relevant to UTS students. The website is applicable in several education paradigms, e.g. as a self-help online resource, a flipped learning tool, as well as a pre-requisite component of assessments. This year, a new project is underway to (1) create and embed discipline-specific content in the website, and (2) integrate the website into UTS Online. By embedding an extra-dimension of discipline-specific content, the website will meet the specific academic-integrity needs of students across a wide range of disciplines and encourage contextualised learning, and hence benefit all UTS students.

Poster Abstracts

At Afternoon Tea

Guthrie Foyer

Enhancing engagement in flipped learning across undergraduate Science using the Flipped teacher and Flipped Learner Framework
Yvonne C. Davila, Jorge Reyna, Elaine Huber & Peter Meier

How can we effectively implement flipped learning and encourage students to adopt this improved approach to learning when they are used to traditional transmission approaches? The Flipped Teacher and Flipped Learner (FTFL) framework is a practical 7-step tool that can facilitate the design, delivery and communication of the benefits of flipped learning to both student and teacher. Mixed method analyses were undertaken of four Science subjects which have utilised the FTFL framework. Our findings indicate that students engage positively in flipped learning and perceive it to enhance their understanding and learning. Communicating the rationale and using "learning maps" were key to the successful implementation of flipped learning in Science.

Using Learning Futures to quash the preconceived idea that Administrative Law is a 'confusing, boring and extremely difficult' law subject to learn
Leanne Houston

Learning Futures peer review of Administrative Law, a core law subject that targets oral communication and collaboration at an intermediate/advanced, resulted in changes to the subject design. It involved a two-step process focusing firstly on simulated practice as an administrative lawyer and secondly, fine tuning communication and collaborative team coaching. This new design commenced in Autumn session 2016. On review: have we achieved our learning futures goals? What have been the pitfalls, and, if discovered, what variations need to be made? Could we have finally quashed students' preconceived ideas that Administrative Law is a 'confusing, boring and extremely difficult' law subject to learn?

Enhancing students' confidence and motivation in science report writing: A case of first-year science diploma students at UTS:INSEARCH
Justin Kit-yan Chu, Le Quan Ly & Maree Skillen

This study looks at the implementation of a peer-reviewed exercise designed to enhance first-year students' confidence and motivation in science report writing at UTS:INSEARCH. Results from the surveys and interview reveal that there is a confidence-building effect of motivating students to polish their writing and write about science with this peer-reviewed exercise. Through the exercise, students were also challenged to re-evaluate their writing whether it takes a stand, critiques the previous research, and writes to resonate their readers. Findings from the present study have significant implications for assessment and peer feedback.

At Afternoon Tea

Creators and lurkers: can online discussion boards be used as a forum for help seeking?

David van Reyk

Faced with academic difficulties, knowing when to seek help and seeking that help are recognised as valuable learning skills. This was an evaluation of using an online discussion board, as a means of seeking academic help. Actual participation ("creating a thread") was relatively low the reasons for this include ones relating to how the subject ran. However, there was clear evidence of what, in the literature is described as, online lurking in the discussion board. The report results inform us about where such discussion boards can best be used and also ask us to consider a broader definition of online participation.

ViTaL Play: Visual Ideation for Learning

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.
