UTS Teaching and Learning Forum

PROGRAM

17 November 2017

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.

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.

This program has been organised by presentation times 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.

2017 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** Associate Professor Jo McKenzie, Director, Institute for Interactive Media and Learning, UTS			
9.30am	Guthrie Lecture Theatre (CB06.03.28) **The Future of University Learning** Professor Shirley Alexander, Deputy Vice-Chancellor & Vice President (Education and Students), UTS			
10.30am	**Morning Tea (with posters)*** Guthrie Foyer			
	Paper Presentations			
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52	Rm CB06.03.53	Rm CB06.03.56
11.00am-11.20am	**The F word(s) - Facilitating a Fully Flipped First-year: From Fallout to Forefront** Scott Chadwick & Yvonne Davila	**Pharmacy and Nursing Students Working Collaboratively in Hospital Simulated Learning Spaces - An Interprofessional Approach to Learning** Cherie Lucas, Tracy Levett-Jones, Tamara Power, Carolyn Hayes, Caleb Ferguson & Kylie A Williams	**The effects of Learning.Futures on students' performance, satisfaction and engagement in a Post-graduate Business core subject: A case study** Harry Tse	**Active and collaborative cross-disciplinary learning between Music and Sound Design students (FASS) and Game Design Students (FEIT)** Felicity Wilcox & Jaime Garcia	**Design Thinking the Classroom: A Case Study in Teaching Social Innovation** Bhuva Narayan
	Room Change			

	Paper Presentations				
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52	Rm CB06.03.53	Rm CB06.03.56
11.25am-11.45am	**Digital uplift of multidisciplinary analytical chemistry subjects** Simin Maleknia, Gerard Sharp & Philip Doble	**Tag Team Patient Safety Simulation: Preparing nursing students for the workforce** Tracy Levett-Jones	**Adaptive accounting lessons and their use in introductory accounting** David Bond	**Developing Decision Making Skill via Integrating Programing in Capstone Projects of Civil Engineering Students** Hadi Khabbaz	**The perfect assessment to avoiding cheating - listening to students** Jenna Price
	Room Change				
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52	Rm CB06.03.53	Rm CB06.03.56
11.50am-12.10pm	**Removing the cloak of invisibility: developing commencing students' academic and professional writing practices using a flipped, embedded and scaffolded approach** Neela Griffiths & Yvonne Davila	**Applying Critical Thinking In Nursing (ACTIN): Training undergraduate nurses to recognise and respond to deterioration in hospital patients** Natalie Govind, Tracy Levett-Jones, Jacqueline Pich, Kelly-Anne Eyre & Samantha Jakimowicz	**Online quizzes - exploring creative possibilities** Raechel Wight, Jonathan Tyler & James Wakefield	**Genre pedagogy and visual communication design: an exploration of the development of literacy tools for creatives** Sally McLaughlin	**No more death by PowerPoint: A peer feedback process to replace student presentations** Amanda Lizier
	Room Change				

	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52	Rm CB06.03.53	Rm CB06.03.56
12.15pm-12.35pm	**Let's talk about continuous improvement** Mary Coupland, Simon Knight, Usha Sridhar, Coral Connor & Neela Griffiths	**Using Kahoot! in Workshops to Create Engagement, Collaboration and Active Learning in First Year Nursing Students** Hermily-Lourdes Geronimo	**All my students count - Using blended learning tools to teach legal problem solving to business students** Catherine Nguyen	**Considerations of on-line lectures for learning** Marie Quinn	**Real Words: The Role of Online Experts, Blogs, and Blackout Poetry in High School English Classrooms** Jane Hunter plus members of the Futures Learning Team including Matilda Fay and Ollie Coady
12.40pm	**Lunch** Guthrie Foyer				
	Paper Presentations				
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52	Rm CB06.03.53	Rm CB06.03.56
1.30pm-1.50pm	**Intervention design for undergraduate law students to learn rhetorical writing using learning analytics** Shibani Antonette, Simon Knight & Philippa Ryan	**Beginning with belonging: supporting students in the first classes in first year** Andy Leigh, Jan McLean & Alex Thompson	**High quality and authentic assessment in a reimagined educational context** Rosei Espedido & Maree Skillen	**Teaching for Indigenous Graduate Attributes** Susan Page, Sarah Attfield, Narelle Fletcher & Liz Giuffre	**Fun & Games: Learning with Serious Play** Jacqui McManus, Susanne Pratt & Ele Jansen
	Room Change				

	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52	Rm CB06.03.53	Rm CB06.03.56
1.55pm-2.15pm	**Classroom Analytics: Instant Feedback to Teachers on their use of the UTS Learning Spaces** Roberto Martinez Maldonado	**Exploring Self-Regulation in Learner-Generated Digital Media (LGDM) Assignments in First Year Science Students** Jorge Reyna, Peter Meier, Jose Hanham, Panos Vlachopoulos & Francis Geronimo	**The impact of authentic assessment on the development of students' professional skills** Annette Dowd, Matthew Arnold, Danica Solina & Elaine Huber	**Student assessments showcasing transformative learning for Indigenous Graduate Attributes** Susan Page, Martin Williams, Michelle Finneran & Michelle Trudgett	**Opening it up: co-designing a flexible and adaptable educational program for, with and by students** Mieke van der Bijl-Brouwer, Giedre Kligyte, Susanne Pratt, Jacqueline Melvold & Alex Baumber
	Room Change				
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52	Rm CB06.03.53	Rm CB06.03.56
2.20pm-2.40pm	**U:PASS and Big Data: what we learnt collaborating with MDSI analysing years of U:PASS data** Georgina Barratt-See & Sze Len Tay	**Problem-based learning using clinical case scenarios in anatomy and physiology for first year nursing students** Francis Geronimo and Hermily-Lourdes Geronimo	**Creating an authentic student experience in a large scale collaborative class room** Sally Inchbold & Jurgen Schulte	**10 Stories Illustrating Aboriginal Sydney: Resources for developing Indigenous Graduate Attributes** Susan Page, Rhonda Povey, Michelle Trudgett & Gawaian Bodkin-Andrews	**Opening it up: creating a space for encounters and emergence in curriculum** Giedre Kligyte, Mieke van der Bijl-Brouwer, Susanne Pratt, Jacqueline Melvold & Alex Baumber
	Room Change				

	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52	Rm CB06.03.53	Rm CB06.03.56
2.45pm-3.05pm	**It is O.K to not know** Rebecca Keppel	**Owning the Rubric in First Year at UTS** Sue Joseph	**Teasing out the scaffolding and support required for your subject - An authentic feedback** Jurgen Schulte	**The Success of Graduates with Disability** Sarah Houbolt & Liz Penny	**A simple classroom experience design tool** Benjamin Johnston
3.10pm	**Afternoon Tea** Guthrie Foyer				
	Paper Presentations				
	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52	Rm CB06.03.53	Rm CB06.03.56
3.40pm-4.00pm	**Using Practice-Oriented Microbiology Poster and Brochure Development as an Assessment Task in Midwifery** Hermily-Lourdes Geronimo, Wilhelmina Huston, Jorge Reyna & Tamara Carrodus	**Searching for consistency - preparing and managing tutors for large collaborative classes** Christina Ho, Jenna Price & Cale Bain	**One Project - three perspectives: Building engagement and learning through involving students as partners in a curriculum project** Catherine Gorrie, Alex Hang, Lance Chan, Mackenzie Lloyd, Theresa Sutherland, Yilin Mao & Jan McLean	**Tinker Kits: Students as digital creators & problem solvers** Ashley England, Alycia Bailey & David Litting	**Using debates as a formative assessment tool** Harriet Scott
	Room Change				

	Rm CB06.03.22	Rm CB06.03.51	Rm CB06.03.52	Rm CB06.03.53	Rm CB06.03.56
4.05pm-4.25pm	**A flipped-learning blended approach in teaching Pharmacology 2** Francis Ruel Geronimo & Hermily-Lourdes Geronimo	**Promoting students' collaborative learning in the Spanish Language and Culture classroom** Lorely Aponte	**Using genre to address the literacy demands on INSEARCH-UTS science students** Theresa Calovini	**Graduate Attributes in High School - an early stage research project** Darrall Thompson	**Growing a learning community: The case of the First Year Experience (FYE) program** Kathy Egea & Jo McKenzie
	Room Change				
4.30pm	Guthrie Lecture Theatre (CB06.03.28) **Wrap-up and Announcements** Associate Professor Jo McKenzie, Director, Institute for Interactive Media and Learning, UTS				
5.00pm	**Forum Drinks** DAB Courtyard/LX.Lab (CB06.04.020)				

*Posters:

PBL Approach in First Year Physics for Science Students
Geoffrey Pang

Use of online lecture slides integrating quizzes and thought provoking questions
James Wakefield & Jonathan Tyler

'Observation with a light microscope' - an orientation activity to engage first year science students
Justin Kit-yan CHU, Jenny Le-quan LY & Maree Skillen

Embracing learning.futures to Strengthen Learner Engagement and Development for Professional Personal Development, Health & Physical Education
Janet Currie

Engaging First-Year Physics students through 'Predict-Observe-Explain' activities
Maree Skillen & Geoffrey Stockton

Presentation Abstracts: Listed by Presentation Time

11.00am-11.20am

Rm CB06.03.22

The F word(s) - Facilitating a Fully Flipped First-year: From Fallout to Forefront
Scott Chadwick & Yvonne Davila

They didn't think it could be done. But we did it! In 2016, a team of learning designers and subject coordinators converted a large first year science subject into a fully flipped classroom. How? We're glad you asked! The weekly lectures were replaced with interactive online activities in preparation for the redesigned face-to-face collaborative workshops. Together these support learning of key skills applied in the authentic assessment. Furthermore, training is provided to the large teaching team involved in facilitating students' learning. This paper will present the frameworks, challenges, successes and lessons learnt from flipping a large first year class.

Rm CB06.03.51

Pharmacy and Nursing Students Working Collaboratively in Hospital Simulated Learning Spaces - An Interprofessional Approach to Learning
Cherie Lucas, Tracy Levett-Jones, Tamara Power, Carolyn Hayes, Caleb Ferguson & Kylie A Williams

Interprofessional communication and collaboration is fundamental to patient safety. However, opportunities for healthcare students to develop the requisite teamwork skills can be limited. This project addresses the imperative for interprofessional education through an innovative simulation experience. Aims of this pilot project are to: (i) enhance pharmacy and nursing students' understanding of the roles and responsibilities of professions (ii) develop students' interprofessional teamwork and communication skills; and (iii) develop students' clinical decision making skills. The project will be evaluated using a mixed methods approach. Future opportunities to include other healthcare students, such as medical, clinical psychology, physiotherapy and other allied health students, will continue to build on this student experience.

Rm CB06.03.52

The effects of Learning.Futures on students' performance, satisfaction and engagement in a Post-graduate Business core subject: A case study
Harry Tse

The changing nature of higher education has caused the increasing use of formal and quantitative frameworks for performance monitoring by managers, which has prompted course coordinators to devise innovative pedagogical techniques. This paper outlines such an approach devised in compliance with the UTS learning.futures initiative and applied to a postgraduate subject. This approach focuses on making small changes in assessment and course structures to increase students' engagement in a subject, while helping them to develop vital skills for success in academic and professional environments. Extensive evaluations show that this approach is successful. It is also transferable to other subjects.

Rm CB06.03.53

Active and collaborative cross-disciplinary learning between Music and Sound Design students (FASS) and Game Design Students (FEIT)
Felicity Wilcox & Jaime Garcia

Dr Felicity Wilcox, Music and Sound Design (MSD), and Dr Jaime Garcia, BSc in Games Development (BGD), worked together throughout 2017 to develop a formal collaboration between third year students from both degrees undertaking major projects in their final semester, and implemented a successful active/collaborative learning initiative in Spring Semester, 2017. This paper details our successful initiative within the learning.futures framework, speaking to active learning, collaborative learning, and authentic assessment.

Rm CB06.03.56

Design Thinking the Classroom: A Case Study in Teaching Social Innovation
Bhuva Narayan

This talk will be presented by a team of teachers, students, and industry partners involved in a School of Communication undergraduate elective subject named Design Thinking for Social Innovation, first introduced in Autumn 2017. In this subject, 120 students, in teams that mimic professional roles, collaboratively developed design thinking solutions for 15 different real-world clients. This was achieved through a hands-on studio-based classroom approach, using multidimensional assessments that also catered to alternate modalities of learning through a design journal.

Presentation Abstracts: Listed by Presentation Time

Rm CB06.03.22

Digital uplift of multidisciplinary analytical chemistry subjects
Simin Maleknia, Gerard Sharp & Philip Doble

Analytical chemistry is central to the operation and success of many industries and a major focus of UTS teaching and research. The digital uplift of Analytical Chemistry Subjects, in line with the UTS learning.futures model, aims to enhance learner engagement and training to best equip UTS graduates for today's job market. We are incorporating interactive animations and videos for hands-on training of analytical instruments (e.g. chromatography, mass spectrometry), and data analysis including industry specific methods validation. This presentation provides a proof-of-concept transfer of theory and full operation of complex instruments into simple and interactive animations including systematic gauging of learners knowledge.

Rm CB06.03.51

Tag Team Patient Safety Simulation: Preparing nursing students for the workforce
Tracy Levett-Jones

Background: Patient safety is a national concern. However, preparing undergraduate nursing students to become patient safety advocates requires the skills, confidence and resilience to manage challenging clinical situations.
TAG TEAM Patient Safety Simulation: In 2016 academics from four Australian universities were awarded an Office of Learning and Teaching grant to design and evaluate the TAG TEAM Patient Safety Simulation (TTPSS) Toolkit. The Toolkit includes simulation scenarios and educational resources that can be used to enhance students' skills in addressing recurring patient safety issues in everyday practice clinical situations. Two novel features of the TTPSS Toolkit are (1) flexibility - it can be used in multiple contexts without the needs for costly equipment; and (2) inclusivity of participation - the challenges associated with large student cohorts are overcome by participants 'tagging' in and out of the unfolding simulation with each student having an active role. This presentation will provide an overview of TTPSS and present the evaluation results of this educational simulation innovation.

Rm CB06.03.52

Adaptive accounting lessons and their use in introductory accounting
David Bond

Academics and instructors are now, more than ever, dealing with larger, more diversified classes, as well as students who have grown up in a world which is becoming increasingly digital and personalized. To help provide students with an engaging, personalized experience we have developed a number of adaptive accounting lessons based on specific threshold concepts that were identified as important for introductory accounting students. These lessons allow students to work through the material at their own pace, provide individual feedback, sit inside the subject learning management system, and have been designed as a complement to face-to-face classes.

Rm CB06.03.53

Developing Decision Making Skill via Integrating Programing in Capstone Projects of Civil Engineering Students
Hadi Khabbaz

Civil engineering undergraduate students at UTS undertake a capstone project in their final year. They apply the skills and knowledge acquired in their coursework to a practical project. Due to limited availability of physical laboratories, capstone students are encouraged to develop their programing skills. The key aim of this learning practice is to facilitate students' deep approach to learning through enhancing their decision making and programing skills for design of infrastructure projects. The key message learned by students is in infrastructure projects, what to do is more important than how to do, as step by step design procedures can be conducted by a validated computer code.

Rm CB06.03.56

The perfect assessment to avoiding cheating - listening to students
Jenna Price

The viva voce has a long assessment history in postgraduate studies. This paper explores the use of the viva in assessing final year undergraduate journalism students, interrogating both the challenges and the opportunities.

Presentation Abstracts: Listed by Presentation Time

11.50am-12.10pm

Rm CB06.03.22

Removing the cloak of invisibility: developing commencing students' academic and professional writing practices using a flipped, embedded and scaffolded approach
Neela Griffiths & Yvonne Davila

A key practice in science is the use of the scientific literature to communicate research findings and inform further research. This presentation will show how we use a flipped learning approach to introduce first year students to the conventions of scientific writing, develop their scientific report writing practices and build their confidence in writing. Our embedded, discipline specific, writing resources (interactive online modules and aligned collaborative face-to-face workshops) scaffold the scientific report writing process and prepare students for the authentic assessment task. Student learning outcomes include increased confidence and improved academic performance. The resources and approach are sustainable, transferable and adaptable.

Rm CB06.03.51

Applying Critical Thinking In Nursing (ACTIN): Training undergraduate nurses to recognise and respond to deterioration in hospital patients
Natalie Govind, Tracy Levett-Jones, Jacqueline Pich, Kelly-Anne Eyre & Samantha Jakimowicz

Significance: Non-recognition of deterioration in patients' clinical status and delayed intervention by nurses has implications for the development of serious adverse events. Aim: The aim of this project was to design, implement and evaluate a simulation to improve nursing students' ability to recognise and respond to clinical deterioration in patients. Purpose: Using simulation as the educational tool, the purpose is to improve nursing students' ability to recognise and respond to a clinical deterioration in patients. Such training is critical for improving students' work readiness and preparing them for professional practice.

Rm CB06.03.52

Online quizzes - exploring creative possibilities
Raechel Wight, Jonathan Tyler & James Wakefield

A current challenge in higher education is to provide authentic assessment with ongoing formative feedback on a large scale (1500+ students) without costing academics' time and money. Inspired by the learning.futures perspective of what we wanted the student to be able to do with what they know, this project creatively used the available question formats in UTSOnline to design learning quizzes that simulated authentic accounting processes while providing students with formative feedback on their progress. This presentation will demonstrate the surprising result of what can be achieved today in UTSOnline quizzes. We will also present preliminary results on the impact on students' assessment performance as well as challenges and successes of implementing such a project.

Rm CB06.03.53

Genre pedagogy and visual communication design: an exploration of the development of literacy tools for creatives
Sally McLaughlin

Studio subjects within design courses typically focus on the development of design artefacts. There is, however, considerable scope for exploring text based genres. These genres include: the project brief, background readings about the context of a project, readings about design approaches, readings about research methods, the project pitch, reports on research findings and reflective statements the process of developing design outcomes. In this presentation I report on the outcomes of an intervention supported by a UTS Teaching and Learning Grant project. The focus of the intervention was to explore the relevance of genre pedagogy to the development of teaching and learning materials.

Rm CB06.03.56

No more death by PowerPoint: A peer feedback process to replace student presentations
Amanda Lizier

Student presentations are a mainstay of higher education but can sometimes fail to move learning forward. This presentation questions the value of student presentations in some circumstances and instead outlines a peer feedback process adopted as part of the final assessment for Designing Innovative Learning in the Master of Education (Learning and Leadership). This process allowed small groups of students to discuss their final learning program designs in detail and receive deep feedback from their peers. Initial feedback from students was very positive in terms of the quality of feedback received as well as class time saved.

Presentation Abstracts: Listed by Presentation Time

12.15pm–12.25pm

Rm CB06.03.22

Let's talk about continuous improvement
Mary Coupland, Simon Knight, Usha Sridhar, Coral Connor & Neela Griffiths

How do you manage the continuous improvement of your subject? We will invite participants to be involved in a discussion about the various ways we all work to reflect on our students' learning, then implement changes to better meet their learning needs. The subject Arguments, Evidence and Intuition is a Quantitative Literacy subject available to all UTS undergraduates as an elective. We will share with you some of our practices for reflection on how the teaching engages students in their learning process. We look forward to a robust discussion.

Rm CB06.03.51

Using Kahoot! in Workshops to Create Engagement, Collaboration and Active Learning in First Year Nursing Students
Hermily-Lourdes Geronimo

Recent studies show that instructional games are gaining popularity in the classroom in the context of providing engagement and immediate feedback. Within the higher education environment, these tools like Kahoot! have been advancing in acceptance as well. Kahoot!, a free-game based platform was utilised to engage students, provide collaboration and immediate feedback in some Health and Homeostasis 2 Workshops in First Year Nursing Students to learn and revise concepts in Anatomy and Physiology. Informal verbal feedback indicate that Kahoot! is fun, engaging, collaborative and efficient in providing immediate feedback. We will demonstrate how to use and create Kahoot!

Rm CB06.03.52

All my students count - Using blended learning tools to teach legal problem solving to business students
Catherine Nguyen

The presentation focuses on a project funded by the 2017 VC Learning and Teaching Grant. The project evaluates the effectiveness of multiple blended learning resources that have been used to teach legal problem solving to business students. Learning resources include; Podcasts, Videos, Google Docs, Spark Plus, Turnitin and IF-AT scratch cards. Students use the resources to help practice and develop legal problem solving in different learning contexts including face-to-face seminars and through UTSOnline engagement, with formative feedback from their peers, seminar leader and subject coordinator. The project has extensive student involvement and feedback in three key stages (Week 1 commencement, post mid-session assessment and prior to the final assessment). Learning resources are adapted on an ongoing basis based on student feedback.

Rm CB06.03.53

Considerations of on-line lectures for learning
Marie Quinn

This paper looks at some of the ways on-line lectures can be crafted to make use of the medium and provide opportunities for students to access the content more easily. It looks beyond "convenience" to learning opportunity.

Rm CB06.03.56

Real Words: The Role of Online Experts, Blogs, and Blackout Poetry in High School English Classrooms
Jane Hunter plus members of the Futures Learning Team including Matilda Fay and Ollie Coady

In 2017 a first semester UTS Teaching and Learning grant supported production of the Real Words blog for pre-service teacher education students in English methods. Students scripted and made 3 minute films on course content that formed major assessments in the subject that were showcased in a short film festival made available to other teachers via a Futures Learning blog. In addition, weekly class meetings featured online interactions with leading literature experts from across Australia - all designed to inspire future English teachers to teach well in secondary schools.

Presentation Abstracts: Listed by Presentation Time

1.30pm–1.50pm

Rm CB06.03.22

Intervention design for undergraduate law students to learn rhetorical writing using learning analytics
Shibani Antonette, Simon Knight & Philippa Ryan

This talk discusses the design and implementation of a pedagogic intervention for undergraduate law students to improve their rhetorical writing skills using automated feedback. The pedagogic intervention was carried out using a web-based tool called 'AWA-tutor' which guides students through an entire writing improvement activity consisting of several sub-tasks. Both student and instructor feedback have been positive regarding this intervention in the two semesters it was run, with many students reporting increased knowledge on using rhetorical moves and discourse markers suitably in their subject-related essays for good academic writing.

Rm CB06.03.51

Beginning with belonging: supporting students in the first classes in first year
Andy Leigh, Jan McLean & Alex Thompson

Building engagement and belonging in first year has been shown to be key to students' ongoing participation and success. Yet what actually happens in the first classes in first year to do this - and how this affects students - is not well known. This First Year Experience project set out to examine just this. Using data from academics (through observations and interviews) along with students (through surveys and a focus group), we report on the key ideas emerging for how to foster belonging in students' first classes and how it is not just the 'big' things, but many things that taken together make a difference to students' sense of belonging.

Rm CB06.03.52

High quality and authentic assessment in a reimagined educational context
Rosei Espedido & Maree Skillen

By utilizing high quality and authentic assessment, learning is a positive experience because feedback is specific, constructive and timely. High quality assessment is not emotive, thus mistake anxiety is minimised and resilience is developed. The students understand that feedback can be integrated into future tasks to support the achievement of measurable learning gains. Within a reimagined educational context the focus is on skill acquisition and is guided by the learning needs of students. Students are frequently given the opportunity to demonstrate mastery of learning outcomes and to apply skills in a non-linear manner.

Rm CB06.03.53

Teaching for Indigenous Graduate Attributes
Susan Page, Sarah Attfield, Narelle Fletcher & Liz Giuffre

There is growing recognition that university graduates can contribute to enhancing outcomes for Aboriginal and Torres Strait Islander Australians suggesting the need for dedicated Indigenous curriculum for all university students. UTS approved the development of an Indigenous Graduate Attribute (IGA) Framework for all courses in 2014, with this work led by the Indigenous team from the Centre for the Advancement of Indigenous Knowledges (CAIK). Academics in the disciplines though, have a key role in developing curriculum to ensure that graduates develop the capability to work effectively with Aboriginal and Torres Strait Islander Australians. In this panel discussion four academics and a CAIK share how they developed, or are developing their Indigenous curriculum.

Rm CB06.03.56

Fun & Games: Learning with Serious Play
Jacqui McManus, Susanne Pratt & Ele Jansen

During the process of testing games with students to refine them for use in classes we discovered that the test itself provided additional unexpected learning outcomes. The gamestests, funded by a L&T Grant, were led by Ele Jensen based on a game she co-designed with Ishan Shapiro. We were initially drawn to the idea of games as they potentially offer an experimental and collaborative learning opportunity. We realised positioning students as game 'hackers', however, freed them up to think creatively about game mechanics and the implications of rules, structure and processes bringing an additional layer of sense-making and reflective criticality to the activity; bringing the seriousness into play!

Presentation Abstracts: Listed by Presentation Time

Rm CB06.03.22

Classroom Analytics: Instant Feedback to Teachers on their use of the UTS Learning Spaces
Roberto Martinez Maldonado

Educational research literature has identified the critical role that teacher movement, circulation, and active supervision can have on students' engagement and in orchestrating the classroom effectively. Teachers are often encouraged to adopt different positioning strategies at various stages of a classroom lesson as each can influence learners in different ways. However, not much work has been done in making the evidence about the use of the classroom space visible to both teachers and educational decision makers. Indoor-location/movement sensors have dropped steeply in price, seeing corresponding uptake across many industries as a way to give data-driven insights into existing operations. Using our expertise in these technologies, in the Learning Sciences and in Learning Analytics, we propose to demonstrate the potential for advancing blended-learning, by developing an application that tracks a teacher's use of the classroom physical space, providing dynamic visualisations for instant feedback for post lesson reflection and academic development.

Rm CB06.03.51

Exploring Self-Regulation in Learner-Generated Digital Media (LGDM) Assignments in First Year Science Students
Jorge Reyna, Peter Meier, Jose Hanham, Panos Vlachopoulos & Francis Geronimo

Learner-Generated Digital Media (LGDM), if used effectively, may promote deep learning (Hoban et al., 2015), foster motivation and ownership (Kearney & Schuck, 2005), and provide opportunities to improve digital literacy (Buckingham, 2007). LGDM has been studied across a range of disciplines including, teacher education (Kearney et al., 2012), accounting (Frawley et al., 2015), computer programming (Powell & Robson, 2014), pharmacology (Reyna et al., 2016), geology (Reyna et al., 2017), and mathematics (McLoughlin & Loch, 2012). Despite the recent proliferation of research on LGDM, there is a need for research to examine relationships between self-related motivational processes and the use of LGDM. In this study, we adopted a longitudinal design to explore students' self-regulatory processes as they developed digital media artefacts as part of their assigned coursework.

Rm CB06.03.52

The impact of authentic assessment on the development of students' professional skills
Annette Dowd, Matthew Arnold, Danica Solina & Elaine Huber

Student engagement in review processes and record-keeping is important in scientific employment although that student engagement with record-keeping in laboratories is less than ideal, especially if there is no assessment weighting attached to this activity. We therefore developed an authentic undergraduate research project, which incorporates peer feedback in a design-implement-review-improve cycle. Student perception of the value of reviewing and record-keeping before and after participating in the project activities. We found that students developed an increased sense of independence as researchers and an active understanding of the importance of high quality record-keeping in science.

Rm CB06.03.53

Student assessments showcasing transformative learning for Indigenous Graduate Attributes

Susan Page, Martin Williams, Michelle Finneran & Michelle Trudgett

Transformative learning has become a catch-cry of higher education. Teaching is intended to produce this transformation but it is the student who will experience the requisite paradigm shifts. Underpinning the theory of transformative learning is a notion of critical (self) reflection required for just societies. UTS is committed to an Indigenous Graduate Attributes (IGA) framework that has the potential to produce the kind of transformative and emancipatory learning envisaged by Mezirow. This presentation will showcase student work and the transformative outcomes of learning in two subjects - Aboriginal Sydney Now and Advertising Professional Practice - with assessment tasks designed to develop students' Indigenous professional capability.

Rm CB06.03.56

Opening it up: co-designing a flexible and adaptable educational program for, with and by students

Mieke van der Bijl-Brouwer, Giedre Kligyte, Susanne Pratt, Jacqueline Melvold & Alex Baumber

In this session we, the fourth year Bachelor of Creative Intelligence and Innovation (BCII) team, will present our approaches to co-designing a continuously adaptable curriculum that takes into account the diverse needs and aspirations of students from 26 different core degrees, while attuning the curriculum to changing social, environmental and industry demands. Rather than a single one-off 'responsive' process to gain feedback on a curriculum, we propose an approach, which includes students' hopes, aspirations and needs in early stage educational design, and an on-going process of active involvement of students in the continuous evolvement of the curriculum.

Presentation Abstracts: Listed by Presentation Time

2.20pm-2.40pm

Rm CB06.03.22

U:PASS and Big Data: what we learnt collaborating with MDSI analysing years of U:PASS data

Georgina Barratt-See & Sze Len Tay

U:PASS is a student learning program now supporting 62 early stage subjects with peer facilitators, who are upper year high achieving students who work with the students to help them study the material. U:PASS has been collecting data for the past 9 years. In 2017, we collaborated with the MDSI program to look at trends in the data, particularly in the past 6 years. This presentation will outline the trends identified including attendance across semesters, withdrawal rates, subject effectiveness and other insights gained including Questionnaire responses. The final results will be presented on 12 October at CIC.

Rm CB06.03.51

Problem-based learning using clinical case scenarios in anatomy and physiology for first year nursing students

Francis Geronimo and Hermily-Lourdes Geronimo

A clinical case scenario is a powerful student-centred strategy that can impart critical thinking and communication skills. Problem-based learning using clinical case scenarios is widely used in the UTS nursing curriculum. Building confidence in approaching case scenarios can be started early by embedding this strategy in Health and Homeostasis 1 (Anatomy and Physiology) for first year nursing students. The project utilises flipped learning by delivering an online instructional module on "How to approach a clinical case scenario" in preparation for active discussions of tutorial cases. We will present how we embedded clinical case scenario analysis in the teaching strategy and assessment tasks for this subject.

Rm CB06.03.52

Creating an authentic student experience in a large scale collaborative class room

Sally Inchbold & Jurgen Schulte

This paper discusses the development of an authentic early-stage student experience through the introduction of a large scale collaborate studio with the aim of enriching understanding of the nature of engineering through independent and project based-learning.

Rm CB06.03.53

10 Stories Illustrating Aboriginal Sydney: Resources for developing Indigenous Graduate Attributes
Susan Page, Rhonda Povey, Michelle Trudgett, & Gawaian Bodkin-Andrews

Following the model of the British Museum's History of the World in 100 Objects, we planned to identify 10 key objects that reflected the history of Aboriginal Sydney. In practice, the idea of objects became a point of departure. We recognised that objects could not be separated from their contexts. There is an inherent interconnectedness between the objects, people, and places which can't be ignored. The resultant digital stories will enhance student (and staff) capacity to make meaning of the nexus between the Indigenous and wider Australia, transforming their understanding of themselves and the nation.

Rm CB06.03.56

Opening it up: creating a space for encounters and emergence in curriculum
Giedre Kligyte, Mieke van der Bijl-Brouwer, Susanne Pratt, Jacqueline Melvold & Alex Baumber

In this session we, the fourth year Bachelor of Creative Intelligence and Innovation (BCII) team, will present the journey of developing learning and teaching strategies that allowed us to open-up the curriculum for encounters and emergence to take place, rather than expecting prescribed outcomes from every educational experience. Strategies included: an opportunity for students to design and deliver educational contributions, such as workshops or educational materials, and small student-led initiatives aimed at contributing to the BCII community and beyond. These experiments have highlighted the value of productive uncertainty and openness in the curriculum and opened-up new avenues for educational experimentation within the FTDi degrees.

Presentation Abstracts: Listed by Presentation Time

2.45pm-3.05pm

Rm CB06.03.22

It is O.K to not know
Rebecca Keppel

Incorporating different responses into traditional quizzes to gauge the presumed knowledge for subject content. By allowing students to click "I do not know", in a quiz rather than guessing an answer, teachers can accurately identify gaps in student knowledge before official examination.

Rm CB06.03.51

Owning the Rubric in First Year at UTS
Sue Joseph

Rubrics traditionally are constructed by educators, based on set criteria, in order to streamline grading more cohesively and equitably. But research demonstrates that assessment rubric use is of more benefit and aid to the educator in grading, than to the student in undertaking the assessment task - the educator understands requirements but often specific requirements are not clear to the student. Involving students in co-constructing tools used to grade assessment work is rare. Inviting students to take part actively in the design of assessment rubrics is one method of filling this research gap, potentially garnering a shared understanding of assessment requirements.

Rm CB06.03.52

Teasing out the scaffolding and support required for your subject - An authentic feedback
Jurgen Schulte

The curriculum of a second year subject in the Faculty of Science was redeveloped to include a major, authentic assessment task with a tangible, lasting outcome for students. The scaffolding of subject delivery and assessment task was evaluated for refinement over three consecutive sessions based on end of session focus groups. During the following fourth session of this subject an immediate, authentic evaluation approach was taken to gain a deeper understanding of students' needs for timely support. This presentation focuses on three case studies of students' immediate reflection on their learning progress, support provided and the role in their team.

Rm CB06.03.53

The Success of Graduates with Disability
Sarah Houbolt & Liz Penny

Liz Penny and Sarah Houbolt present a snapshot of successful graduates with disability and how their success is enabled with access requirements being met, to uncover the deeper knowledge base necessary for discussions around course inherent requirements.

Rm CB06.03.56

A simple classroom experience design tool
Benjamin Johnston

I have created a simple classroom experience design tool. It codifies my observations of several leading Entrepreneurship education programs at UTS and abroad. I've since found the tool to be useful even when applied to a more traditional computer programming class. The tool is a printed worksheet that helps give some structure to the problem of translating big-picture learning objectives and graduate attributes down to the specific details of what should actually happen in the classroom each week to create a captivating experience.

Presentation Abstracts: Listed by Presentation Time

Rm CB06.03.22

Using Practice-Oriented Microbiology Poster and Brochure Development as an Assessment Task in Midwifery

Hermily-Lourdes Geronimo, Wilhelmina Huston, Jorge Reyna & Tamara Carrodus

As UTS continues its learning.futures transformation, Introductory Pharmacology and Microbiology (IPM) endeavours to create tasks based on our model of practice-oriented and research-inspired learning. The team has designed an assessment task that aims to prepare the Midwifery students in their future roles. The task is to create a Microbiology Poster or Brochure to be used in an antenatal clinic. It requires students to work collaboratively, develop and present effectively a poster or brochure to inform women about relevant infections in pregnancy. We will present the delivery of the assessment task, student feedback on the task and showcase the best group posters and brochures.

Rm CB06.03.51

Searching for consistency - preparing and managing tutors for large collaborative classes

Christina Ho, Jenna Price & Cale Bain

This paper discusses the use of the tutor manual as a tool to develop an inclusive approach to preparing and managing tutors for a large collaborative class of over 1000 first year students in order to ensure consistency across students and 38 tutorials.

Rm CB06.03.52

One Project - three perspectives: Building engagement and learning through involving students as partners in a curriculum project

Catherine Gorrie, Alex Hang, Lance Chan, Mackenzie Lloyd, Theresa Sutherland, Yilin Mao & Jan McLean

The 'Waghu or kangaroo?' project aimed to develop new authentic and skills-based learning activities to allow students to consolidate and apply theoretical knowledge in the Science subject Histology. Students attended a one-week workshop and, as partners, helped design the activities, assessment and explore the feasibility of the approach. This presentation focuses - not only on the outcomes of the student's projects - but on the engagement that emerged from involving students as partners in curriculum design, and how this deepened understanding of learning and teaching processes. We examine this from the perspectives of the student, the teacher and the L&T facilitator.

Rm CB06.03.53

Tinker Kits: Students as digital creators & problem solvers
Ashley England, Alycia Bailey & David Litting

Academic staff are increasingly called upon to improve the digital and data literacy of their students. The UTS Library are prototyping workshops and building a collection of 'Tinker Kits' to turn your students into digital creators and problem solvers. Join us for this session to see examples of how we have embedded the kits in Faculty classes, and how we are building staff competencies to support teaching and learning.

Rm CB06.03.56

Using debates as a formative assessment tool
Harriet Scott

Using debate as a teaching and learning strategy is an effective way of building university students' skills in research, communication and collaboration. This presentation will focus on the use of debate within the context of a multi-disciplinary English language class in the Insearch Foundation Program. A range of teaching and learning strategies are used to scaffold the task and enable all students to successfully complete the assessment. These strategies include explicit teaching of the genres of debates and arguments, as well as reading, note-making and team organisation. Students undertake self and peer evaluation, and receive individual feedback before their final performance and reflection.

4.05pm–4.25pm

Rm CB06.03.22

A flipped-learning blended approach in teaching Pharmacology 2
Francis Ruel Geronimo & Hermily-Lourdes Geronimo

Historically, Pharmacology 2 is delivered via face-to-face lectures. Some past students have recommended to make lectures more innovative. Students suggest that lecturers should focus on the content that they find difficult to comprehend. The project aims to address these recommendations by incorporating a flipped-learning approach to Pharmacology lectures. The project implements and evaluates the outcome of using a flipped-learning approach to the lectures. Brief pre-lecture videos and revision questions are made available to the students. Students' answers will guide the focus of learning for the subsequent lecture. We will talk about the challenges, benefits and limitations of the current project.

Rm CB06.03.51

Promoting students' collaborative learning in the Spanish Language and Culture classroom
Lorely Aponte

This presentation will discuss teaching practices in the Spanish Language and Culture classroom at UTS. The program aims at supporting students' engagement and their development of collaboration and negotiation skills using online collaboration platforms as a tool. It also intends to provide students with opportunities to reflect on their learning and provide feedback to peers.

Rm CB06.03.52

Using genre to address the literacy demands on INSEARCH-UTS science students
Theresa Calovini

I will present our attempts to prepare first semester INSEARCH-UTS Science students to meet some of the literacy demands of university life. The 11-week project is to write a popular science article about the development of a current scientific research programme through the life and publications of a researcher of their choice. The hope is for students to engage general process behind publication and dissemination of scientific information, genres of scientific journal articles and popular science news articles, as well as reading, note-taking, peer-reviewing, time-management and writing strategies. We hope students come to see scientific communication as a conversation.

Rm CB06.03.53

Graduate Attributes in High School - an early stage research project
Darrall Thompson

Education systems in the world have used assessment to develop competition rather than collaboration, to standardise rather than enhance the unique qualities evident in an individual's work or performance, to reduce complex and interesting people and institutions to a single mark, grade or ranking. This has been the assessment paradigm for a hundred years. My research aims to bring value and relevance to these marks, grades and rankings using software that retains and collates the diverse feedback from self and others whilst still providing a rigorous assessment process at both high school and university levels.

Rm CB06.03.56

Growing a learning community: The case of the First Year Experience (FYE) program
Kathy Egea & Jo McKenzie

The FYE program has significantly impacted first year teaching and the student experience as shown through enhanced subjects and improved student success. A key factor behind this impact - itself an indicator of success - is the growth of an extremely strong FYE community. This is most visible through the FYE forum, which occur 5 times a year bringing together academics, professional staff and students to explore key issues and ideas around student transition. Numbers of attendees have trebled from 2011 to 2017. This session involves you in examining what draws staff and students to these forums in growing numbers, and from this proposes broader factors that might be key to building strong and sustainable communities.

Poster Abstracts

Guthrie Foyer

PBL Approach in First Year Physics for Science Students
Geoffrey Pang

In this poster, the progress of an on-going trial of implementing a PBL (problem-based learning) approach in a first-year physics subject is reported. Physics in Action is an elective subject in the final stage for students enrolled in the physical science stream of the Diploma of Science at UTS:INSEARCH. The PBL approach utilised during a semester aims to encourage students to adopt a deeper learning experience, to introduce research skills at the early stage of their study by carrying out an extended essay and a group practical project within the assigned content area.

Use of online lecture slides integrating quizzes and thought provoking questions
James Wakefield & Jonathan Tyler

An online lecture slide system allowing the integration of formative assessment and thought provoking questions was introduced in first year accounting. The benefit of the system (Zeetings) is automatic slide movement and instantaneous appearance of interactive questions on students' devices. This system is specifically intended to address low student engagement and motivation. The introduction of the system is specifically intended to allow each student to participate, provide them with feedback and increase their concentration levels. Through using the system, there is a noticeable change in student dynamics exhibited by less student distraction, facilitation of formative feedback and tailored lecture content.

'Observation with a light microscope' - an orientation activity to engage first year science students
Justin Kit-yan CHU, Jenny Le-quan LY & Maree Skillen

At UTS:INSEARCH, we organise a variety of exciting academic-related activities to new Science students during the Orientation Week (O-Week). 'Observation with a light microscope' is one of them. From our experience in running this activity, this poster presentation will discuss how the design of this activity enhanced student engagement and confidence in learning Science. It will also discuss the use of different artefacts and learning technologies to facilitate active learning and collaborative learning in this activity.

Guthrie Foyer

Embracing learning.futures To Strengthen Learner Engagement and Development for Professional Personal Development, Health & Physical Education.
Janet Currie

Teacher Education Programs in Personal Development, Health & Physical Education (HPE) recently relocated from Kuring-Gai to the City campus, with dramatic changes in the learning environment and inherent loss of space. By working with Library, building in flexible delivery modes, collaborative opportunities and continuing productive partnerships with National Sporting Organisations, the result has been a positive reinvigoration of the learner experience including:- opportunities for increasing research literacies and skills to become a student informed by evidence-based sources- in conjunction with the library, be guided by sustainable, online Study Guides, information and videos regarding available resources, methods and materials able to be used towards assessment tasks - offer flipped and flexible learning opportunities enhancing group work, practice and outcomes from collaborative experiences- develop professional community and school-ready sports coaching competencies and lesson ideas for practicum through participating in workshops. This new focus on active assessments utilising the new modern spaces has resulted in increased student feedback and evidence of articulation of positive teaching philosophies in students.

Engaging First-Year Physics students through 'Predict-Observe-Explain' activities
Maree Skillen & Geoffrey Stockton

A first-year physics subject at UTS:INSEARCH encompasses the challenges of student engagement and motivation. By using an instructional systems design process, opportunities have been created for students to engage in active and collaborative learning which has been supported by authentic assessments, and structured feedback. Learning experiences in the UTS:INSEARCH Physical Aspects of Nature (PAN) subject incorporate Predict-Observe-Explain (POE) activities. These practical hands-on investigative activities relate scientific principles to everyday phenomena. Skills in problem solving and using physical models and mathematics have supported the improvement of observational skills and students' ability to record data, solve numerical problems, and communicate understanding. Richer and deeper forms of collaboration amongst students, has supported an enhanced interest in physics and its application.