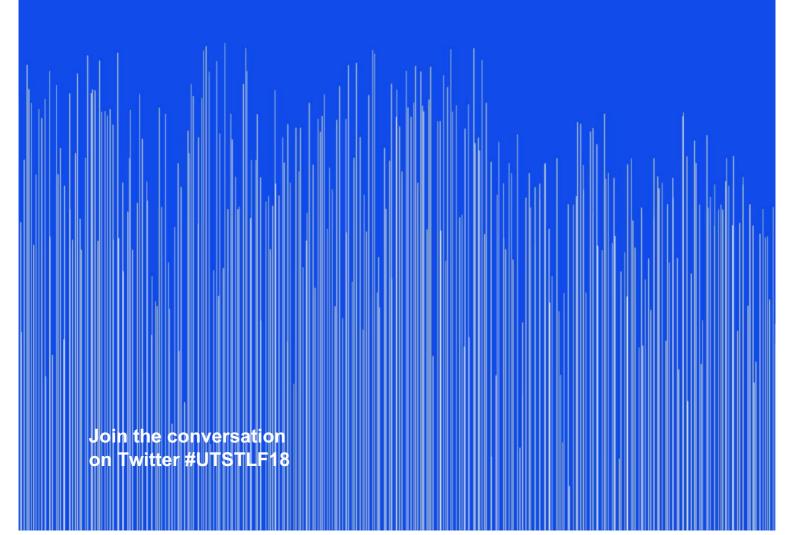# 2018 UTS Teaching and Learning Forum

Program and Abstracts
12 November 2018

Introduction

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

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

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

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.

2018 UTS Teaching and Learning Forum Program – Morning Sessions

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) - Keynote **Towards 2027: The future for teaching and learning at UTS** Professor Shirley Alexander, Deputy Vice-Chancellor & Vice President (Education and Students), UTS
10.30am	**Morning Tea (with posters)*** Guthrie Foyer

Concurrent Paper Presentations

Room	CB06.03.22	CB06.03.51	CB06.03.52	CB06.03.53	CB06.03.56
11.00am-11.20am	**What do you do when no one turns up to your lectures?** Amanda White	**Facilitating students' professional readiness** Beate Mueller & Susan Oguro	**Write right: Embedding academic integrity practices into the science curriculum** Maurizio Labbate, Neela Griffiths & Yvonne Davila	**A successful experience implementing Learner-Generated Digital Media (LGDM) assignments across the Faculty of Science** Jorge Reyna & Peter Meier	**First Year (again): Activities supporting postgraduate students in their first semester at UTS** Donna Rooney
	Room Change				
Room	CB06.03.22	CB06.03.51	CB06.03.52	CB06.03.53	CB06.03.56
11.25am-11.45am	**Beyond the #YOLO: Understanding millennials in the classroom** Alex Belli & Atieh Fallahi	**Engaging science students through authentic assessment** Helena Asher-Chiang & Alex Thomson	**Writing self-evaluation: Help your students help themselves** Nicole Sutton & Raechel Wight	**Organic Chemistry Project: Engaging students using online communication technologies for assessment** Alexandria Hunt	**Perspectives Relay: Exploring a single street through multiple lenses** Jacqueline Melvold, Susanne Pratt, Barbara Doran & Tyler Key
	Room Change				
Room	CB06.03.22	CB06.03.51	CB06.03.52	CB06.03.53	CB06.03.56
11.50am-12.10pm	**Technologically interactive lectures in Accounting 101: Gain or gimmick?** Jonathan Tyler & James Wakefield	**Development, implementation and sustainability of the RIPE Model to assist students' interprofessional collaboration and integration into Hospital Practice** Cherie Lucas, Tamara Power, Carolyn Hayes & Caleb Ferguson	**Removing the cloak of invisibility: Developing scientific writing practices for commencing science students** Neela Griffiths & Yvonne Davila	**Made simple: A video initiative to educate general public on Multiple Sclerosis** Naomi Koh Belic & Jorge Reyna	**That's a Wrap: Customising learning in a taught postgraduate course** Ann Reich & Donna Rooney
	Room Change				
Room	CB06.03.22	CB06.03.51	CB06.03.52	CB06.03.53	CB06.03.56
12.15pm-12.35pm	**Four end-of-session motivation and learning boosters** Beate Mueller	**Walk the Talk and Talk the Walk: Enhancing Students' Employability** Susan Merhi, Glen Geor & Joseph Yeo	**The Embedding English Language at UTS Project** Rosalie Goldsmith, Deborah Nixon, Emily Edwards, Kerry Hunter & Neela Griffiths	**Creating interactive modules to flip the classroom using H5P Open Source Authoring Tool** Jorge Reyna	**Can you teach academic integrity concepts using a board game?** Amanda White, Tyler Key & Emma Gogolewski
12.40pm	**Lunch** Guthrie Foyer

2018 UTS Teaching and Learning Forum Program – Afternoon Sessions

	Concurrent Paper Presentations				
Room	CB06.03.22	CB06.03.51	CB06.03.52	CB06.03.53	CB06.03.56
1.30pm-1.50pm	**"I actually enjoyed that!": Using flipped learning and World Cafe to teach theory and models without putting learners to sleep** Amanda Lizier	**Designing a student showcase with Sydney Living Museums and putting the Indigenous Graduate Attribute into practice through a successful collaboration between Visual Communication Design and Sydney Living Museums, Historic Houses Trust of NSW (SLM)** Sarah Jane Jones & Daniele Hromek	**"It's intense, but we loved it": Designing block mode summer subjects for improved student satisfaction and achievement** Elaine Huber, Yvonne Davila, Alexandra Thompson & Peter Meier	**Using SparkPlus software for anonymous marking moderation across cognate subjects by academic staff** Jeffrey Browitt	**Computerised writing support with AcaWriter - Examples from three learning contexts** Antonette Shibani, Sophie Abel & Simon Knight
	Room Change				
Room	CB06.03.22	CB06.03.51	CB06.03.52	CB06.03.53	CB06.03.56
1.55pm-2.15pm	**Group work clash: How can games enable students to practice conflict resolution skills?** Aurora Murphy	**Collaboration, agility, contestation: Designing a living Indigenous Learning Framework** Gavin Perin & Katrina Moriarty	**Reworking Work with the BCII: Envisioning futures of work through immersive and experiential futures thinking approaches** Susie Pratt, Giedre Kligyte, Claire Marshall, Nicole Vincent & Barbara Doran	**The demise of rubrics as a marking method** Darrall Thompson	**Noisy sheets: Accountable learning with authentic data sets** Simon Knight
	Room Change				
Room	CB06.03.22	CB06.03.51	CB06.03.52	CB06.03.53	CB06.03.56
2.20pm-2.40pm	**Game of phones: Integrating mobile technology into science and engineering classrooms** Vanessa Crump & Julie Sparks	**Considering the experiences of Aboriginal and Torres Strait Islander people when teaching research ethics** Catherine Burke, Susan Page & David van Reyk	**Preparing for teaching in large studio lecture theatres: A model for curriculum development** Jurgen Schulte	**How to get students to act on feedback** Jenna Price	**"Mastering through Modelling": The use of annotated authentic texts to guide students' writing** David Sotir & Simone Olsen
	Room Change				
Room	CB06.03.22	CB06.03.51	CB06.03.52	CB06.03.53	CB06.03.56
2.45pm-3.05pm	**Using music to open discussions about innovative learning** Amanda Lizier	**Teaching design through storytelling: Adapting Uncle Greg Simm's stories of Country with permission, respect and collaboration** Daniele Hromek, Uncle Greg Simms, Gabriel Clark & Andrew Burrell	**Worldviews and transformative learning: The new Education for Sustainability** Emilia de la Sienra	**Immersing in accessibility: creating a pedagogy that is effective, educational - and legal** Sue Joseph & Annmaree Watharow	**Calibrating assessment literacy through benchmarking** Simon Knight, Andy Leigh, Yvonne Davila & Leigh Martin
3.10pm	**Afternoon Tea** Guthrie Foyer				

2018 UTS Teaching and Learning Forum Program – Final Sessions

	Concurrent Paper Presentations				
Room	CB06.03.22	CB06.03.51	CB06.03.52	CB06.03.53	CB06.03.56
3.40pm-4.00pm	**Make the dull delightful: Ways of bringing games, quizzes and technology into the classroom** Rebecca Keppel	**Integrating Indigenous Knowledges into Transdisciplinary Learning and Teaching** Alex Baumber, Susan Page, Shannon Foster & Sophie Hawkins	**Can you check my assignment? HELPS assignment online review trial** Sang-Eun Oh & Joseph Yeo	**Flipped thinking: Reconsidering dyslexic abilities** Simone Olsen	**Where is the data in your teaching?** Simon Knight & Kirsty Kitto
Room Change					
Room	CB06.03.22	CB06.03.51	CB06.03.52	CB06.03.53	CB06.03.56
4.05pm-4.25pm	**Co-design of creative models of learning in the new PC2 Superlab: A hive of activity for teaching in biomedical and biotechnological sciences** Willa Huston, Cathy Gorrie, Elaine Huber & Jan McLean	**Indigenous Graduate Attributes: How can my teaching contribute?** Susan Page, Michelle Trudgett & Gawaian Bodkin-Andrews	**Team teaching by student support services: Co-delivering academic literacy and study skills workshops** Joseph Yeo, Ashley England & David Taplin	**Blended activities for language learning: enhancing students' outcomes through the use of podcasts and digital tools** Alice Loda	**Spatial pedagogy: Reflecting on the dynamics of small, large and very-large UTS classrooms** Roberto Martinez-Maldonado et al
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				

*Posters:

Usage of Immediate Feedback Assessment Technique cards (IFAT) for student engagement and class participation.
Mariya Yesseleva-Pionka

Activities in Mathematics: "Complex Numbers Bingo" - An interactive introduction to complex numbers
Gustavo Alvarez, Xuan Tran, Subramaniam Paramasivam, Jasmine Cheng & Justin Chu

Investigation of the image quality in a student constructed pinhole camera
Geoffery Pang, Geoffrey Stockton & Jonathan Mak

Using flow charts to assess student understanding of Gene Expression
Sonia Carne and Justin Chu

Use of Google Forms in an Aquarium excursion to enhance students' learning experience in Biocomplexity
Jenny Ly & Justin Chu

Three strategies to promote the development of formal operational thinking in first-year science students
Justin Chu & Sonia Carne

Protospace – A new making capability at UTS
Tim Aubrey

11.00am-11.20am

Rm CB06.03.22

What do you do when no one turns up to your lectures?
Amanda White

How often have you turned up to give a lecture with over 100 students enrolled but less than a dozen students have turned up? Attendance is declining - and there are many influencing factors including the availability of recordings, the quality of lecturers, the style of lecture and the scheduling of lectures on the timetable. In 2018, in the wake of declining attendance, I offered an online lecture option for an undergraduate accounting subject. Students received a high quality lecture recording with interactive quizzing elements. Come find out what students thought, whether they were actually watching and how it may have impacted student learning.

Rm CB06.03.51

Facilitating students' professional readiness
Beate Mueller & Susan Oguro

The presentation will outline an innovative subject integrating a short-term international program for undergraduate students from diverse discipline areas at UTS. In particular, it will analyse tasks completed by students upon their return designed to elicit the connection and value of their international experience for their respective disciplines and their future careers. The presentation further explores the difficulties students experience in making these connections and makes suggestions for enhanced pedagogical interventions before, during and after student sojourns. The professional application assessment and reflection activities can be incorporated into a range of subjects that aim to heighten students' professional readiness.

Rm CB06.03.52

Write right: Embedding academic integrity practices into the science curriculum
Maurizio Labbate, Neela Griffiths & Yvonne Davila

Although the ability to write professionally and with academic integrity is considered a fundamental attribute for scientists, information on how to write with academic integrity is often provided as a link to a website or an "avoiding plagiarism" adjunct workshop rather than taught explicitly. This presentation shows how we used a developmental approach to embed academic integrity and scientific writing practices, including summarising and synthesising, into a large second-year science subject. Students' engagement with the online and face-to-face T&L materials was high and the feedback from both the students and subject tutors was positive.

Rm CB06.03.53

A successful experience implementing Learner-Generated Digital Media (LGDM) assignments across the Faculty of Science
Jorge Reyna & Peter Meier

Since 2015, the Faculty of Science implemented the use of Learner-Generated Digital Media (LGDM) assignments to engage students as co-creators of knowledge. The intervention aimed to help students to learn the subject content and developing digital media literacies, a required communication to succeed in the 21st century. A student-centred systematic approach was implemented with the development of four frameworks to inform the design, development, deployment and evaluation of LGDM assignments. This paper showcases the journey and discusses future implications for curriculum redesign.

Rm CB06.03.56

First Year (again): Activities supporting postgraduate students in their first semester at UTS
Donna Rooney

While UTS' First-Year-Forum recognise challenges faced by undergraduates, postgraduates face their own unique challenges. This presentation explores how a first-year postgraduate subject, is helping postgraduate students transition into the Master of Education (Learning & Leadership). In particular, it discusses two flipped activities: (1) Online Modules & Associated Blogging, and (2) a Gallery of Adult Educators. The dual focus of the Modules is to introduce students to threshold concepts as well as develop academic literacies. The Gallery introduces students to foundational figures in their (new) field of study. Students consistently rate both activities among the highlights of their first semester.

11.25am-11.45am

Rm CB06.03.22

Beyond the #YOLO: Understanding millennials in the classroom
Alex Belli & Atieh Fallahi

Lazy, entitled and tech-addicted: these three terms may come to mind when you think of millennials. But to what extent are these claims true about them? And how can University educators take advantage of these qualities to create a more effective in-class experience for them? This presentation will address these two questions and discuss pedagogical approaches to effectively engage millennials in the classroom. Strategies include activities designed to encourage creativity, leverage co-creation of knowledge and story-telling. The presenters will illustrate successful examples of such practices drawing from their own experience not only as educators but also as millennials themselves.

Rm CB06.03.51

Engaging science students through authentic assessment
Helena Asher-Chiang & Alex Thomson

Career Management for Scientists uses authentic assessments to help prepare students for the world of work. Through the process of scaling up the subject, we streamlined them through using Video Interview technologies and online tools such as ReView and SPARK. Given that most undergraduate science students have rarely experienced a rigorous recruitment process, we implemented a formal application and video interview assessment to give students an authentic learning experience. Students use LinkedIn to network and research their chosen career area and reflect on their learnings by creating a Career Action Plan detailing the steps they will take to pursue their chosen career path.

Rm CB06.03.52

Writing self-evaluation: Help your students help themselves
Nicole Sutton & Raechel Wight

Do your students struggle with academic writing? Do you struggle to give feedback to 400 students on their written communication? This presentation will demonstrate a suite of self- and peer-evaluation exercises designed to help our students learn to use AcaWriter to receive automated formative feedback to improve their writing, Turnitin to avoid plagiarism in their reports, and how to format, structure and reference their report correctly. This presentation will show these resources and offer preliminary results on the impact of the intervention on the written communication of our students and the challenges and successes of implementing the project.

Rm CB06.03.53

Organic Chemistry Project: Engaging students using online communication technologies for assessment
Alexandria Hunt

To develop student communication skills as part of a first year chemistry subject, standard in-class presentations were transitioned out of the classroom to an online platform, allowing for increased elements of creativity. Students were given freedom to select an organic chemistry topic, and choose the type of online medium in which to present their topic. Projects, including videos and websites, were submitted using the online video discussion platform of Flipgrid, where students recorded an introduction video to accompany their project. Students appreciated the freedom, creativity and use of technology, and were highly engaged with the assessment.

Rm CB06.03.56

Perspectives Relay: Exploring a single street through multiple lenses
Jacqueline Melvold, Susanne Pratt, Barbara Doran & Tyler Key

In this paper we discuss the design, delivery and evaluation of a collaborative learning experience called "Perspectives Relay." In this activity student teams are invited to "relay" up and down a single stretch of street using different disciplinary and professional lenses to explore the ways in which a single area can be understood in multiple ways and holistically. In particular, we will emphasise elements that were effective in rapidly immersing students in approaching small provocations beyond the familiarity of their specific disciplinary background, building towards establishing observational and analytical skills as transdisciplinary practitioners.

11.50am–12.10pm

Rm CB06.03.22

Technologically interactive lectures in Accounting 101: Gain or gimmick?
Jonathan Tyler & James Wakefield

This study examines whether the level of student engagement with online-synchronised lecture slide technology (incorporating contemporaneous interaction) in large lectures increases student performance. Engagement is measured by qualitative feedback, lecture attendance and quiz participation. This study addresses some of the concerns regarding technology distracting students. We find that attendance, participation and quiz results are correlated to significantly higher levels of exam performance; however, tutorial attendance is critical to this result. This highlights the importance of the learner experience more broadly and not evaluating lectures in isolation. Encouragingly, we find female students appear to benefit more from this technology.

Rm CB06.03.51

Development, implementation and sustainability of the RIPE Model to assist students' interprofessional collaboration and integration into Hospital Practice
Cherie Lucas, Tamara Power, Carolyn Hayes & Caleb Ferguson

Aim: Implement a novel model of learning to enhance interprofessional collaboration (IPC).
Context: Simulation experience for pharmacy and nursing students (other disciplines included in 2019). Methods: A simulation experience was designed to facilitate collaborative patient care between pharmacy and nursing students. Data were reflective statements and student feedback surveys. Results: 100% of students agreed that the RIPE model enhanced their learning. Findings: Demonstrated heightened appreciation and respect for other health professionals. Conclusion: Pharmacy and nursing students perceived that the RIPE model enhanced IPC and transition to clinical practicum.

Rm CB06.03.52

Removing the cloak of invisibility: Developing scientific writing practices for commencing science students
Neela Griffiths & Yvonne Davila

Although effective writing is key to communicating scientific research findings and informing further research it is seldom taught explicitly. This presentation shows how we use a flipped learning approach to introduce first year science 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 complementary face-to-face workshops) are 'visible', 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 CB06.03.53

Made simple: A video initiative to educate general public on Multiple Sclerosis
Naomi Koh Belic & Jorge Reyna

Science communication skills are a crucial graduate attribute that enables HDR Science students to articulate their findings to the general public and to pitch their research to funding bodies. The purpose of the intervention was to create awareness in the community about Multiple Sclerosis (MS) by designing, producing and deploying educational sound videos on YouTube channel. The project is expected to recruit a large sample of users (300+) and is aiming to evaluate how participants use the online resource and measure self-regulation. The research will showcase how HDR science students can contribute with the community by deploying educational videos.

Rm CB06.03.56

That's a Wrap: Customising learning in a taught postgraduate course
Ann Reich & Donna Rooney

The Master of Education (Learning & Leadership) is a new course in the SOE: offered for the first time in 2016. The course's design has taken a whole of course approach, and a key feature is the Capability Wrap. This is the name given to the course-long process where students customise their learning. This presentation describes the research-inspired process and reports on how the Capability Wrap is being experienced by students.

Rm CB06.03.22

Four end-of-session motivation and learning boosters
Beate Mueller

Struggling with low student motivation and engagement towards the end of the session?
A common problem that many educators experience is dropping attendance numbers towards the end of the session paired with low student motivation. Consequently, students experience less access to or retention of essential knowledge, and preparation classes for final exams fall short of educators' and students' expectations. This presentation introduces 4 end-of-session activities using learning tools (Menti-mood-meter, Kahoot with videos, staying engaged with Zeetings revision boot camp) that are easily implemented into lectures and tutorials to boost students' willingness to attend classes and actively engage with content.

Rm CB06.03.51

Walk the Talk and Talk the Walk: Enhancing Students' Employability
Susan Merhi, Glen Geor & Joseph Yeo

Graduate employability is an integral factor in a university's reputation, university rankings, and attracting potential students. To support the development of Graduate Attributes, HELPS has developed a series of materials and workshops to help students develop their communication skills, thereby increasing their confidence and chances of success in the job market. The workshops focus on providing students with opportunities to practise and receive feedback in a variety of role play scenarios to better equip them for future employability. All activities can be customised according to course content or career development to meet faculty needs.

Rm CB06.03.52

The Embedding English Language at UTS Project
Rosalie Goldsmith, Deborah Nixon, Emily Edwards, Kerry Hunter & Neela Griffiths

As all students need to develop their English language proficiency in order to succeed at university, the DVC E&S has funded the Embedding English language (EEL) at UTS project. The EEL project is intended to provide support and follow-up for students whose language needs are identified as being inadequate for their success at university. The university-wide approach involves language screening, support and monitoring for identified students, adapted to the specific requirements of each faculty. This presentation will showcase the different approaches taken in faculties and the key findings from the pilot, which will inform the project for 2019.

Rm CB06.03.53

Creating interactive modules to flip the classroom using H5P Open Source Authoring Tool
Jorge Reyna

Flipped Learning became a common practice in tertiary education in the last five years. There is still a misconception that Flipped Learning is highly dependent on the video. Educators have the choice to flip content with different learning interactions such as a course presentation, a timeline of events, infographics, flashcards, board games or even image sliders. This presentation aims to showcase the application of H5P with examples developed at the Faculty of Science.

Rm CB06.03.56

Can you teach academic integrity concepts using a board game?
Amanda White, Tyler Key & Emma Gogolewski

What do you do when you detect 16% of a subject cohort cheating? Curl into the fetal position and cry? For a time. Prosecute those students - yes! But what next? Come check out Amanda's silver lining to this event that sucked her into a black hole of over 200 hours of administration - the Academic Integrity Board Game. The AIBG is an interactive class activity designed to help students engage with the concepts around academic integrity, misconduct and cheating and learn how to do the right thing. The AIBG was created with students as partners and is in the process of going open access! Come along to learn about the game, how you can borrow the game, how you can build your own version of the game and contribute to the conversation around academic integrity.

Presentation Abstracts: Listed by Presentation Time

Rm CB06.03.22

"I actually enjoyed that!": Using flipped learning and World Cafe to teach theory and models without putting learners to sleep
Amanda Lizier

Teaching theory and models can be a dry and tedious experience for all concerned. While flipped learning has been used successfully in such situations, it is also important to consider how to reinforce learning through classroom activities. Here I present a method of teaching models in two subjects within the Master of Education (Learning and Leadership) which blends flipped learning and a method adapted from my work in the corporate sector called World Cafe. Student feedback of these methods has been excellent with one student adopting the approach in her own practice in a higher education setting.

Rm CB06.03.51

Designing a student showcase with Sydney Living Museums and putting the Indigenous Graduate Attribute into practice through a successful collaboration between Visual Communication Design and Sydney Living Museums, Historic Houses Trust of NSW (SLM)
Sarah Jane Jones & Daniele Hromek

Situated in the forecourt areas of both The Museum of Sydney and The Hyde Park Barracks, the student brief explored the potential of Environmental Graphic Design to visually communicate and interpret the historical and cultural narratives of these two nationally significant Australian sites, through digital or physical story-telling experiences. The students at the Museum of Sydney worked with a cultural narrative written by Aiesha Saunders, Coordinator Aboriginal Interpretation Projects, and the Hyde Park Barracks Museum students were briefed by Ian Innes, Director of Heritage and Collections at SLM.

Rm CB06.03.52

"It's intense, but we loved it": Designing block mode summer subjects for improved student satisfaction and achievement
Elaine Huber, Yvonne Davila, Alexandra Thompson & Peter Meier

Intensive mode delivery (IMD) of subjects and courses offer a more flexible option for today's diverse student body, many of whom have to juggle work and carer responsibilities. This study investigates students' and staff perceptions of learning and teaching in IMD undergraduate science subjects. We collected data via an online survey instrument for students (n=260) and semi-structured interviews with staff (n=18) and used thematic analysis, descriptive statistics and chi-square goodness of fit tests to compare grade distributions. We present these findings, compare the perceptions to achievements and examine the implications for designing good student learning experiences for IMD in undergraduate science.

Rm CB06.03.53

Using SparkPlus software for anonymous marking moderation across cognate subjects by academic staff
Jeffrey Browitt

This presentation analyses the results of a 3-year project of marking moderation via SparkPlus software across a series of cognate subjects taught in the School of International Studies. The project was designed as a way of reducing the disparities in student assignment evaluation by developing and testing new assignment briefs and rubrics and collectively analysing the results. Conducting the marking calibration exercise anonymously through SparkPlus removed anxiety about being labelled a hard or easy marker and produced significant buy-in to the exercise.

Rm CB06.03.56

Computerised writing support with AcaWriter - Examples from three learning contexts
Antonette Shibani, Sophie Abel & Simon Knight

How do you give formative feedback to support whole classes of students to learn to write? The AcaWriter tool, developed by the Connected Intelligence Centre at UTS can help, by providing computerised feedback on 'rhetorical moves' in academic writing. But technology by itself isn't enough. To support students we've been working with academics to integrate the tool into their subjects and assignments, and to provide targeted support to HDR students. Our research indicates that this is having positive impact on student learning. In this session we'll introduce the way the tool can support your teaching, providing a hands on demonstration to help you integrate AcaWriter into your context.

Presentation Abstracts: Listed by Presentation Time

Rm CB06.03.22

Group work clash: How can games enable students to practice conflict resolution skills?
Aurora Murphy

While collaboration is a key component of most courses, it can be rife with issues. This paper follows my attempt to create a quick, easy card game that enables students to practice a range of strategies to resolve conflicts that arise in the group work process. If you are interested in gamification, collaboration, theatre or puppetry, come and witness my foray into designing a card game that practices conflict resolution in the group work process.

Rm CB06.03.51

Collaboration, agility, contestation: Designing a living Indigenous Learning Framework
Gavin Perin & Katrina Moriarty

The Faculty of Design, Architecture and Building developed the first iteration of the Indigenous Graduate Attribute (IGA) and Faculty Statement of Commitment to Indigenous Learning through highly collaborative processes that focus on capturing the perspectives and experiences of a diverse faculty. In this session we share outline DAB's processes used towards developing a respectful Indigenous Graduate Attribute framework. Specifically, we will detail how our IGA were designed as active and intentional texts to encourage students and staff to find collectively a way towards genuine reconciliation. In order to approach the IGA project honestly, the faculty acknowledged the need for an ongoing adaptive practice. Both the IGA and statement represent an ongoing commitment to Indigenous thinking that will transform our own collective understanding matures.

Rm CB06.03.52

Reworking Work with the BCII: Envisioning futures of work through immersive and experiential futures thinking approaches
Susie Pratt, Giedre Kligyte, Claire Marshall, Nicole Vincent & Barbara Doran

This presentation reports on the creative and experimental futures-oriented approach to engaging students with the future of work scenarios that we have developed within Envisioning Futures, a fourth year Bachelor of Creative Intelligence and Innovation (BCII) subject. By engaging with this novel educational approach students are primed to not simply position themselves favourably in the world that is created for them (e.g. in terms of employability), but to develop a pro-active stance in creating the futures of work that they desire to dwell in. In this presentation, we discuss insights gleaned from our experiments with experiential futures approach in and out of the classroom and offer an overview of methods used and lessons learnt.

Rm CB06.03.53

The demise of rubrics as a marking method
Darrall Thompson

"On rubrics, I find myself highlighting different bits from each of the grade band descriptors and then basically guessing a mark. They are also confusing for students, and frankly most just look at the total mark anyway" This quote from an ACT school teacher epitomises many comments from both school teachers and university academics. Rubrics carefully composed are an excellent way of developing a conversation amongst markers about the expected standards and intended capability development of a particular assessment task. However, the use of rubrics as a marking method and feedback mechanism leaves very much to be desired.

Rm CB06.03.56

Noisy sheets: Accountable learning with authentic data sets
Simon Knight

To support and assess data literacy for professional practice, engaging students with authentic datasets is important. However, often quantitative skills are assessed through quiz questions that are disconnected from the wider significance of the data, or that only present part of a dataset. This hands-on session will introduce a googlesheets tool that supported developing low-stakes quizzes in the undergraduate subject Arguments, Evidence and Intuition. Using the tool, students used real data in spreadsheets, but could not copy answers from each other. The advantages of using real data - and datastories from it - will be demonstrated.

Rm CB06.03.22

Game of phones: Integrating mobile technology into science and engineering classrooms.
Vanessa Crump & Julie Sparks

Mobile technologies are ubiquitous in the lives of our students. Rather than seeing the presence of these devices in the classroom as a hindrance or a distraction, educators should embrace the opportunities for greater student engagement, collaboration and useful feedback. This presentation outlines some uses of mobile technologies in classrooms at UTS Insearch and UTS and the responses of our students. We focus on our experiences using learning tools, such as Kahoot! and Mentimeter, to demonstrate practical applications of gamification in science and engineering classrooms. Data from surveys and reflections allow us to conclude that a majority of students value the use of emerging technologies in learning and that they assist with motivation, formative assessment, collaborative learning and student engagement.

Rm CB06.03.51

Considering the experiences of Aboriginal and Torres Strait Islander people when teaching research ethics
Catherine Burke, Susan Page & David van Reyk

As one of the topics for students to debate research ethics in the first year subject Research Methods, this year topics regarding research involving Indigenous populations were introduced. Arguments were carefully phrased to avoid having students defend standpoints they may have perceived as unacceptable or unethical. The participating students engaged well with the two topics. Notably, and unlike other debates, when it came to choosing the team with the most convincing argument, the student audience's choice did not match that of the teachers. This may reflect students' prior conceptions about the ethics of research regarding Indigenous populations.

Rm CB06.03.52

Preparing for teaching in large studio lecture theatres: A model for curriculum development
Jurgen Schulte

In 2019, UTS will add two new, custom designed large studio lecture theatres to its pool of large collaborative lecture rooms. This presentation reports on the development of a large first year subject to be taught entirely in studio-mode and specifically designed to take advantage of the layout and technology of the new UTS 350 studio lecture theatres. For the development of the curriculum and its delivery a whole system approach has been taken here where subject content and infrastructure needs are developed and visualised in layered structures to reveal dependencies and best teaching flow throughout a studio teaching session.

Rm CB06.03.53

How to get students to act on feedback
Jenna Price

This paper seeks to describe and evaluate a feedback innovation where final year students were asked to listen to audio feedback and then write a response which included identifying and taking responsibility for areas of their work which needed improvement.

Rm CB06.03.56

"Mastering through Modelling": The use of annotated authentic texts to guide students' writing
David Sotir & Simone Olsen

A great body of research suggests that the scaffolding of students' learning facilitates comprehension of the standard of work expected at university level while instilling self-confidence and self-efficacy when completing assignments and tasks. In response to student need, the use of annotated sample assignments forms a critical component of HELPS' online self-help resources and plays a key role in meeting this objective. The samples highlight key structural components of exemplary pieces of writing which are discipline-specific and represent a varied range of writing genres. It is envisioned that the UTS Teaching & Learning Forum will provide the opportunity for both academic and support staff to contribute to the constructive discussion of developing annotated exemplars in the future, leveraging the knowledge and expertise in each Faculty with a view to compiling a comprehensive collection of sample texts that effectively support students' learning.

Presentation Abstracts: Listed by Presentation Time

Rm CB06.03.22

Using music to open discussions about innovative learning
Amanda Lizier

Innovation can be a slippery concept to define. Experiments with using music in a series of blended activities have produced interesting insights into the nature of innovation and innovative learning. Here I present an approach using music to help students focus on discussions of what makes something innovative in the Designing Innovative Learning subject within the Master of Education (Learning and Leadership). Using music as a discussion starter has prompted students to reflect on their beliefs about what makes something innovative.

Rm CB06.03.51

Teaching design through storytelling: Adapting Uncle Greg Simm's stories of Country with permission, respect and collaboration
Daniele Hromek, Uncle Greg Simms, Gabriel Clark & Andrew Burrell

Narrative, Form and Time is a subject which uses cross platform storytelling as a framework with which to teach design students professional production methodologies for storytelling in a design context in 3 distinct areas. The areas are Interactive Design, Motion Design and Web Comics.
In 2018 Narrative Form and Time collaborated with academic Aboriginal academic Daniele Hromek and Aboriginal elder Uncle Greg Simms to adapt Uncle Greg's stories to these forms.
This process of engaging with Indigenous content allowed the students and staff to engage with the cultural principles and protocols when dealing with Indigenous communities and materials in an applied context.

Rm CB06.03.52

Worldviews and transformative learning: The new Education for Sustainability
Emilia de la Sienra

This paper explores the potential for the concept of worldview, as a new useful approach to evoke self-reflection and transformative learning; thus, helping achieve the Education for Sustainable Development's new transformative agenda.

Rm CB06.03.53

Immersing in accessibility: creating a pedagogy that is effective, educational - and legal
Sue Joseph & Annmaree Watharow

Looking at pedagogy and immersion through the lens of accessibility, this paper discusses a semester spent teaching life writing to a postgraduate class. One student – a former General Practitioner with a flourishing practice in Sydney – now finds herself profoundly deaf and blind through the onset of a degenerative disease. The immersive aspects of the class are the legalities and technological needs of accessibility within a tertiary environment; the pedagogic one is creating an equitable space for every student in the classroom; and the cultural aspect surrounds the rights of people living with disability and attempting to learn.

Rm CB06.03.56

Calibrating assessment literacy through benchmarking
Simon Knight, Andy Leigh, Yvonne Davila & Leigh Martin

Feedback: is it working? How can we get it right at scale? Benchmarking tasks require students to give feedback on previously marked exemplars, typically of varying quality. We've heard a lot about feedback being important, but so often we're basing assumptions on qualitative responses from a few enthusiastic learners. What about in a class of 600? Do the numbers stack up? Further, feedback takes many forms – how do we know which approach works best? And how can we teach a large cohort of teaching associates and students to give good feedback? This interactive session will introduce resources created as part of a VCLT funded project on benchmarking tasks and feedback. We will present (1) resources created to support students and tutors in providing quality feedback, and (2) analysis of benchmarking data to understand their relationship to learning.

3.40pm-4.00pm

Rm CB06.03.22

Make the dull delightful: Ways of bringing games, quizzes and technology into the classroom
Rebecca Keppel

How can you engage students and stimulate their learning? We will look at some online tools to help engage students in face to face classes, include different polling applications such as Kahoot! Google Forms or Menti. But what are the best classes to target and does it really make a difference? We will look at some little changes made over a whole subject and the impact it had on student learning and their engagement in class.

Rm CB06.03.51

Integrating Indigenous Knowledges into Transdisciplinary Learning and Teaching
Alex Baumber, Susan Page, Shannon Foster & Sophie Hawkins

Transdisciplinary (TD) learning and teaching is based around addressing real-world challenges, collaboration, mutual learning and valuing multiple knowledge types, including practical, local and Indigenous knowledges. As such, the Faculty of Transdisciplinary Innovation has begun working with members of the Centre for the Advancement of Indigenous Knowledges (CAIK) to better integrate Indigenous knowledges into subject design. This presentation covers learning activities designed to integrate Indigenous knowledges across two TD subjects, as well as the role of students in introducing Indigenous knowledges and perspectives. Areas for further collaboration include student challenges set by Indigenous partners and incorporating Indigenous knowledges into learning outcomes.

Rm CB06.03.52

Can you check my assignment? HELPS assignment online review trial
Sang-Eun Oh & Joseph Yeo

HELPS embarked on an online-based assignment review trial in Spring Session 2018 to provide additional writing support in an online space; to understand how best to meet students' demands and needs online; to appreciate the methods of such delivery (logistics and contents) in an online setting. Through the trial, we anticipate to ascertain the way in which educational elements can be scaffolded to facilitate independent learning even through an online-based service, which can become a means to an end. We also expect to understand how the online-based service can improve the current face-to-face consultation service, which offers a 40-minute discussion session to develop students' draft. The findings will be analysed as the basis of future provision.

Rm CB06.03.53

Flipped thinking: Reconsidering dyslexic abilities
Simone Olsen

Many educators believe dyslexia to be simply an amalgam of its most typical and familiar symptoms. However, dyslexia is a unique way of thinking with many associated strengths. Current estimates claim that around 20% of the population is dyslexic, and that 80 to 90% of students with a learning disability have dyslexia. Dyslexics are able to access innate strengths more readily if they remain engaged with their own learning, and with the institutions constructed to facilitate learning. So how do we, as educators, accommodate these students?

Rm CB06.03.56

Where is the data in your teaching?
Simon Knight & Kirsty Kitto

UTS has aspirations to ensure that every one of its graduates can use data effectively in their future careers. How are we going to find the subjects that teach data literacy across all curricula? And if we develop UTS wide attributes about this core 21st century skill, then how will we help our students to build up a portfolio of evidence about their capabilities? This session will explore the work being done to deliver flexible modules on UTS Open about data literacy, and the models for embedding them in UTS curricula that have been developed throughout 2018. It will help you to work out where the data is in your teaching, and to think about what gaps there are in your content. You will get the opportunity to contribute to plans for future development of stackable curricula materials that can be used across UTS in highly flexible modes.

Rm CB06.03.22

Co-design of creative models of learning in the new PC2 Superlab: A hive of activity for teaching in biomedical and biotechnological sciences
Willa Huston, Cathy Gorrie, Elaine Huber & Jan McLean

The new PC2 Superlab, due for completion in early 2020, represents a unique opportunity to embed collaborative and inquiry based learning into our science subjects. The lab is a new design to build students' engagement with each step of the learning process. This involves specially designed resource spaces, and collaborative work benches to facilitate students led learning. The challenge we want to address is how best to create the transition from the current more traditional modes of practical class delivery to a new energetic and student driven experience at both a subject and at a whole course level.

Rm CB06.03.51

Indigenous Graduate Attributes: How can my teaching contribute?
Susan Page, Michelle Trudgett & Gawaian Bodkin-Andrews

This session will begin with three key ideas about how you can spark your indigenous Graduate Attribute (IGA) related curriculum. Drawing on some principles derived from the IGA presentations at this year's forum, and the work CAIK staff have been doing with academics across the university, this session will explore three questions. Where should I start? Who can help? For those who have already started, the final question will be, what next? The session is designed to be interactive, allowing time for questions, brainstorming of ideas and practical suggestions for getting started or building on your existing IGA work.

Rm CB06.03.52

Team teaching by student support services: Co-delivering academic literacy and study skills workshops
Joseph Yeo, Ashley England & David Taplin

Team teaching is not a new concept. In the higher education sector, it commonly takes place in the delivery of a subject or unit of studies. The Higher Education Language and Presentation Support (HELPS) unit – the centralised academic language and learning centre at the University of Technology Sydney – has successfully introduced team teaching into the delivering of its workshops, by involving the Counselling team and Library wherever appropriate. Such collaborations across the student support services not only benefit the students, the staff involved, and indeed the units too, are also richly rewarded.

Rm CB06.03.53

Blended activities for language learning: enhancing students' outcomes through the use of podcasts and digital tools
Alice Loda

Blended activities play a crucial role in the context of language learning. Communicative, student-oriented and interactive approaches to the study of language envisage units of learning made up of different phases: engagement, analysis, synthesis, and control. In this presentation, I illustrate LF-oriented activities developed in the context of my language teaching. In particular, I elaborate on the use of three set of interactive online digital tools: videos and real-life online materials for pre-class engagement, podcasts for post-class synthesis and control, and digital portfolios for reflection and collections of student outputs.

Rm CB06.03.56

Spatial pedagogy: Reflecting on the dynamics of small, large and very-large UTS classrooms
Roberto Martinez-Maldonado et al

This project aims at facilitating the transformation of two subjects to increase the level of active learning, and gaining understanding about innovative uses of UTS learning spaces using indoor positioning analytics. We are engaging academics and students in analysing and reflecting upon information automatically captured about classroom space usage that is currently invisible to academics, tutors, and learning and teaching support units.

Poster Abstracts

Guthrie Foyer

Usage of Immediate Feedback Assessment Technique cards (IFAT) for student engagement and class participation.
Mariya Yesseleva-Pionka

Usage of Immediate feedback assessment technique cards (IFAT) for student engagement and class participation in Corporate Finance subject. Observation results demonstrated an active participation in the quiz from all students involved in this in-class activity and during their small group collaborations with a further follow-up discussion with the instructor.

Activities in Mathematics: "Complex Numbers Bingo" - An interactive introduction to complex numbers
Gustavo Alvarez, Xuan Tran, Subramaniam Paramasivam, Jasmine Cheng & Justin Chu

Mathematical concepts in engineering subjects can be challenging and difficult for first-year university students to grasp. It is vital for teachers to design lesson activities that would introduce and reinforce students' math skills in a fun and interactive way. Not only does this make math learning more engaging and fun, but also give a chance to appeal to students with a wider variety of learning styles and strengths. In this poster, we present a Complex Numbers Bingo activity to help students learn the concepts of Complex Numbers and why they matter.

Investigation of the image quality in a student constructed pinhole camera
Geoffery Pang, Geoffrey Stockton & Jonathan Mak

At INSEARCH we have introduced an inquiry-based activity that encourages students to discover for themselves the main factors that affect the quality of an image formed by a simple optical device. The optical device is a simple pinhole camera that the students assemble for themselves from commonly available materials. This activity was conducted as part of the Diploma of Science preparation week activity. This has been running successfully since semester 1 of 2018. The majority of the students graded the technical aspects of the task very highly and showed positive enthusiasm for the activity.

Using flow charts to assess student understanding of Gene Expression
Sonia Carne & Justin Chu

An assessment based on 'Gene Expression' has long since been used by UTS-INSEARCH. Previously, students were asked to present a poster and oral presentation for the topic. In the most recent semester, students were asked to prepare a flow chart that simplistically, yet accurately conceptualised the scientific principle. Students were asked to study one of eight prescribed diseases and were assessed on the accuracy of their interpretation and readability of the flow chart. Furthermore, they were assessed on their understanding of genetic engineering and how it has/or could be used to treat patients with the disease. Overall, students were highly engaged with the project, enjoyed the realism of the project and the freedom to conceptualise ideas in a unique format.

Use of Google Forms in an Aquarium excursion to enhance students' learning experience in Biocomplexity
Jenny Ly & Justin Chu

An excursion to the Sea Life Sydney Aquarium is a compulsory learning experience for students in Biocomplexity. In this excursion, students are expected to appreciate how marine organisms adapt to their living environment. In the past, we provided the paper-based worksheet for students to complete as they visit the different zones in the Aquarium. However, the dim light environment and the lack of physical support for writing have made the paper-based worksheet inconvenient to many students. To replace the paper-based worksheet, an online platform - Google Forms, has been adopted since 2017. This poster presents how Google Forms enhances student learning experience in their Aquarium excursion.

Three strategies to promote the development of formal operational thinking in first-year science students
Justin Chu & Sonia Carne

Piaget's (1936) theory of cognitive development considers that when students become formal operational thinkers, they are able to handle abstract concepts. For examples, they can use symbols to replace objects, support their arguments with verbal and proportional reasoning, and derive cause-and-effect relationships from data. These skills are particularly important to students' tertiary studies. However, previous studies have shown that many first-year university students have still not yet transformed into the formal operational stage as expected. Without being formal operational thinkers, it is unlikely that students can grasp the deep understanding of the course material. It is thus vital for teachers to design lesson activities that promote students' cognitive development to reach the formal operational stage.

Protospace – A new making capability at UTS
Tim Aubrey

Additive manufacturing or 3D printing is an emerging set of technologies enabling new approaches to manufacturing - allowing for complexity in design, economy in material use, mass customisation and fast prototyping. Its central role in Industry 4.0 is acknowledged. 3D printing also finds a role in education. As well as preparing students for their future through the development of digital skills the technologies involved can enrich student learning, through the ability to test ideas physically and encouraging innovation. The Protospace is part of the UTS making eco-system. It provides staff and students with design tools, and printing technologies including plastics, metals and other materials. The space has commenced operation (and will be fully working by the official opening in February 2019).

Join the Conversation on Twitter

We will be using the very popular micro-blogging platform **Twitter** at the forum, so everyone is encouraged to join in the conversation by live tweeting.

A tweet could be a short message, a link to a resource or include some form of multimedia.

Please add this **#utstlf18** to all your tweets.

If you don't have an account it's not too late to sign up now at twitter.com and set up your account and send out your very first tweet at the UTS Teaching and Learning Forum.

Why tweet at the Forum?

Well it's another way to take notes at an event and something to refer to at the end of the event, see what others had to say and connect with like-minded people and continue the conversation after the event is over. It is also a great way to locate resources and information on sessions you may have missed. The tweets won't disappear you can search Twitter with the forum hashtag.

Here are some Twitter tips to get you live tweeting at the forum

Tip 1: Want to capture what's happening at the #utstlf18 but new to twitter? Use the forum hashtag #utstlf18 to connect with the conversation.

Tip 2: Capture, reflect, react and connect…share what you're hearing and/or your reaction to what is being presented.

Tip 3: We're a big friendly group here today! Critiques are always welcome, but remember to be kind when you tweet.

Tip 4: Jump in and give it a try, tweets don't have to be perfect to extend the conversation.

Tip 5: Retweet or Like something you agreed with.

(These tips were adapted from @issotl during their Melbourne Conference)

Thank you for being part of 2018 UTS Teaching & Learning Forum

Please give us feedback on uts.ac/TLF18survey

or scan the code below

We look forward to seeing you at the drinks in DAB courtyard.

Don't forget the Forum encore presentations
taking place in the LX.Lab this week.