

# **Queensland University Educators Showcase (QUES)**

## **The Prentice Building (Building 42), The University of Queensland, St Lucia Campus**

### **Monday 26 September**

**9:00-10:00**            **Registration and morning coffee**

**10:00-10:15**           **Welcome and Introductions: QPEN**

#### **10:15 - 11:00**           **Keynote Speaker**

Associate Professor Ruth Bridgstock [QUT]

Future capable: Moving beyond 'graduate employability' to learning for life and work in a digital world

Room 216

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This presentation asks what it means to be capable in the context of a world of work and society undergoing massive disruptive change under the influence of digital technologies. It engages with the key shifts that are occurring to the labour market, work and careers, and explores the 21st century capabilities and skills that Ruth's research and that of others suggests will be important to graduates' productive participation in the years to come, including capabilities for complex problem solving and innovation, enterprise and career self-management, social network capabilities, and digital making skills. It suggests some key ways that universities can foster 21st century capabilities, and some strategies for building agile and dynamic educational institutions that are as 'future capable' as the graduates they produce.

#### **11:00-11:30 Morning tea (provided)**

#### **11:30-12:00 Parallel Session 1**

##### **Seminar 1**

Prentice Building (42) 212

Dr Katelyn Barney [UQ]

Making research part of our language": Building the pipeline of Aboriginal and Torres Strait Islander students from undergraduate study to RHDs

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Aboriginal and Torres Strait Islander students are still grossly underrepresented in Research Higher Degrees (RHDs) when compared to non-Indigenous students. Pathways are needed for undergraduate Aboriginal and Torres Strait Islander students to consider RHDs as an option (Behrendt et al. 2012, p. 108). Drawing on findings from a recent OLT National Teaching Fellowship, this paper explores strategies to improve the transition of Indigenous students from undergraduate study to RHDs. The paper will discuss key findings from data from workshops with undergraduate Indigenous students and interviews with Indigenous RHD graduates and staff who work with Indigenous RHD students. It also discusses some of the outcomes and outputs of the fellowship that attempt to increase the number of Indigenous students transitioning from undergraduate study to Research Higher Degrees. By knowing and acting upon the kinds of mechanisms that can assist Indigenous students, the disparity between Indigenous and non-Indigenous student participation in RHDs can begin to be addressed.

## **Seminar 2**

Prentice Building (42) 115

Assistant Professor Baden U'Ren [Bond]

Entrepreneurship education –the role of the tertiary environment in building an entrepreneurial graduate workforce

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In his October 2015 report “Boosting High Impact Entrepreneurship in Australia” Australia’s Chief Scientist Professor Ian Chubb called for universities to play a central role in transforming our workforce, turning Australia into “an entrepreneurial country, not a lucky one.” To do so, entrepreneurship education must be embedded into a national curriculum at all levels. Universities are the ideal contexts in which to foster innovation because the curriculum focuses on leading edge knowledge, skills and attributes while the student experience enables networking, supervised experimentation and teamwork. Supporting students to graduate as entrepreneurs, or indeed intrapreneurs, requires innovative curriculum, distinctive resources and community-engaged learning services. In this workshop Dr Baden U'Ren explores the ways in which entrepreneurship education has become an integral part of the Bond University curriculum. He will share advice for those attempting to achieve a similar outcome and his vision for the future of entrepreneurship education.

## **Seminar 3**

Prentice Building (42) 216

Associate Professor Ruth McPhail [Griffith]

Facilitating the aspirations of first year Business students

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Over the past 14 years in the GBS Ruth has sought to improve transition, persistence and learning of first year cohorts through her leadership, teaching and scholarship of the First Year Experience (FYE). Her citation was received in recognition of the outcomes of her work as Retention Champion, an innovative and effective teacher with high SETs from students consistently over many years, the development and implementation of the Griffith BUSINESS outreach program in over 80 schools high schools, academic leader of PASS in the GBS, and Orientation Chair overseeing its successful redevelopment.

## **Seminar 4**

Learning Innovation Building (17) 202a

Dr Anita Hamilton [USC]

Mapping my Learning Journey

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Portfolios originated as a collection of paper-based resources that represent one’s knowledge and skills. In health care education and practice portfolios can be used to provide evidence of skill attainment, maintenance of competence for practice, and plans for professional growth.

The occupational therapy (OT) program at University of the Sunshine Coast (USC) started using PebblePad in 2013 after it was adopted as the University-wide electronic portfolio (ePortfolio) platform. Although initially the OT program had been seeking a replacement for an existing paper-based portfolio system, it soon became apparent that PebblePad could be used as an adjunct learning management tool to track learning and showcase experience and skills.

The OT program at USC has now embedded PebblePad within all four years of the academic and practical curriculum and used it as a tool to:

- Map the Australian Minimum Competency Standards for New Graduates (ACSOT) across the curriculum.
- Tag competencies being addressed using digital workbooks for learning activities
- Track the student learning journey in an online repository.
- Guide students to develop reflective practice skills.

- Showcase student experiences and skills as they prepare to enter practice.

Developing an ePortfolio that students can use for entry to practice was broken into two phases; the early education phase (focusing on tracking learning) and the transition to practice phase (focusing on translating learning to practice). This presentation will examine how each of these phases are supported in PebblePad from an academic perspective as well as within practice education. This approach ensures OT students are able to understand and document their individual Learning Journey. Additionally, the presentation will highlight the kinds of technical support that facilitated success and ensured that academic staff felt competent to embed PebblePad in courses.

## **12:00-12:30 Parallel session 2**

### **Seminar 1**

Prentice Building (42) 212

Dr Sanjeev Kumar Srivastava, Associate Professor Johanna Rosier [USC]

A student-led approach to explore and implement immersive-visualisation experiences and design pedagogies across urban planning program and programs with geospatial minor

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The need has been identified for skill-ready planning and science graduates who can use new and innovative skills to assist critical thinking to solve real world planning issues. The University of the Sunshine Coast is using the opportunity to capitalise on existing facilities and expertise to develop and test innovative immersive, 2D and 3D visualisation tools in Faculty of Arts and Business's Bachelor of Regional and Urban Planning (BRUP) and Faculty of Science, Health and Engineering's geospatial minor in the Immerse Laboratory (features six overlapping projectors displayed over a 20m, 3-sided wall with surround sound), the Collaboration Studio (technology environment, with a large 3D enabled screen on which multiple sources (table and student laptops, tablets, phones which can be shared), and CAVE2™ (320-degree, immersive, panoramic immersive 3D virtual environment). This project aims to promote student's learning in urban planning through the visualisation of real-world examples and scenarios. This project will test and develop a range of visualisation products that will enhance urban planning curriculum. Additionally, this project will use student led approaches to build on these techniques and skills, incorporating peer feedback to assess the effectiveness of the visualisations for teaching learning and practice.

### **Seminar 2**

Prentice Building (42) 115

Dr Phil Crane, Dr Laurianne Sitbon [QUT]

Let's make this worthwhile for everybody! The Community Engaged Learning and Research initiative at QUT

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The CELaR initiative at QUT clusters course work students into inter-disciplinary teams to work on a project nominated by a community or industry partner. The projects facilitate student learning around diversity and the delivery of projects that have social purpose. Students and staff have been involved a wide range of disciplines including social work and human services, law, creative industries, information technology, business, built environment and psychology. The relationships formed and insights generated often platform new research partnerships, and publication. This presentation draws on sustained CELaR engagements with the Cherbourg community and the Endeavour Foundation.

### **Seminar 3**

Prentice Building (42) 216

Dr Eric Kong [USQ]

Team exercise for an online course: Challenges & lessons learned

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Engaging online distance external students is often a challenge to many academics. An innovative and highly interactive team exercise was developed for an undergraduate online course to enhance student engagement. Through the exercise students worked and interacted in teams to achieve team objectives and thereby learned critical skills that they were meant to develop in the course including sharing knowledge, developing strategic plans and working as effective teams. In the exercise, students were divided into police and prisoner groups whereby they were required to use different resources (i.e. cars, buses, taxis, trains and helicopters) for catching the prisoners or for escaping from the police on a virtual map. The online capacity of the exercise allowed students from domestic and international, metropolitan and regional areas to engage and interact and thus learned from each other. The exercise helped to create an innovative online learning environment that was active, cooperative and engaging to enhance the quality of student experiences. This was evidenced by the students' behavioural, emotional and cognitive engagement (Fredricks, Blumenfeld & Paris, 2004) in the course. For instance, as compared to the previous offers the total number of viewed and posted messages in discussion forums went up 10 times (30,000+ forum messages) after the exercise was introduced. A reflective report was then used as an assessment to assist students making connections between what they were taught in theory (i.e. knowledge worker roles, team learning and strategic planning) and what they needed to practice (i.e. teamwork skills and knowledge sharing), and thereby students will be able to apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility particularly in contexts that require self-directed work and learning. Challenges and learned lessons of using the exercise and the report for the online course will be discussed in the presentation.

### **Seminar 4**

Learning Innovation Building (17) 202a

Ms Sharon Liddell and Dr Julie Fleming [CQU]

Feeding forward: from 3-50% response rate in five years

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Harvey states that "to make an effective contribution to internal improvement processes, views of students need to be integrated into a regular and continuous cycle of analysis, reporting, action and feedback" (2003, p. 4). Students are therefore critical stakeholders in the course evaluation process by providing meaningful feedback about their experience, leading to improvements in learning and teaching. At CQUniversity, we have increased our response rate from 3 percent in 2010 to an average of 53 percent in 2015. With such a significant increase in course evaluation data, it is important to ensure that all stakeholders (students, educators, senior managers) utilise the data and listen to the stories we are being told about our learning and teaching. This presentation will unpack our successfully integrated online course evaluation process and will then showcase how this data feeds into a number of quality practices.

## **12:30-1:00 Parallel session 3**

### **Seminar 1**

Prentice Building (42) 212

Dr Thea van de Mortel, Dr Judith Needham, Ms Kate Barnewall, Ms Jennifer Patrick [Griffith]

Supporting nursing students in Prison Health placements

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Offender populations tend to come from disadvantaged backgrounds, have higher levels of mental illness, substance misuse, chronic disease, communicable disease and disability than the general population, and have a disproportionately high representation of indigenous Australians. Thus Prison Health Services settings potentially offer a suitable mix of experiences for third year nursing students. However, there is little relevant literature on supporting nursing students placed in such settings, particularly in Australia. The study aim was to investigate students' experiences of a prison health placement in order to inform strategies to support them in this setting. Qualitative data were collected via surveys and interviews. Sixteen of 46 students (response rate 34.8%) who were placed in one of four major metropolitan correctional centres provided qualitative responses on their experiences.

Students valued the ability to increase their clinical skills through a range of strategies such as practising to their maximum scope of practice, practicing autonomously, and practicing particular important skills. They also greatly valued feeling included as part of the clinical team, having the opportunity to practice in a different environment, and the supportive qualities and behaviours of some of the facility staff. Aspects that students found challenging included the emotional state of the clients and knowing how to deal with them, staff conflict, and a perceived lack of staff empathy towards prisoners. Aspects of the environment were also seen as difficult including sites that were too quiet or too busy, safety and security aspects, feelings of isolation, and a lack of resources. Students reported feeling underprepared for the placement. Various recommendations are made to improve support of students in this setting.

### **Seminar 2**

Prentice Building (42) 115

Dr Susanne Schmidt, Dr Kelly Matthews [UQ], A/Prof Jennifer Finn, Ms Karen Whelan [QUT]

Student experiences with contrasting first year science programs

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Uninspiring teaching is deemed a main reason for declining interest in STEM education. This trend is alarming modern societies that rely on a science-literate populace. In Australia, there are educators and government leaders who agree that STEM education has to transcend low-level factual recall and develop the skills required to solve complex problems, work in teams, recognise and generate evidence-based arguments, and interpret and communicate information and knowledge. Interdisciplinarity is an avenue for curriculum innovation. Interdisciplinary education transcends a single discipline focus in a given course or across a program. Reasons for favouring interdisciplinarity over single disciplines include that many of today's scientific endeavours breach discipline boundaries.

It is argued that discipline separation stands in the way of addressing complex problems, and that interdisciplinary teaching and learning provides relevance and context. Proponents of interdisciplinary teaching claim that students are more engaged and motivated and achieve better learning outcomes, but this claim has received little evaluation. We addressed this knowledge gap by comparing the entry semester of the first year science program at two comprehensive Australian universities: one being discipline-focussed and the other interdisciplinary. We quantitatively explored student experiences with an on-line questionnaire (Science Student Skills Inventory) that requires students to reflect on core graduate learning outcomes. Statistically significant differences between cohorts' experiences were observed. Students in the discipline-oriented curriculum reported higher perceptions of scientific knowledge and ethical thinking while students in the interdisciplinary curriculum stated

higher perceptions of oral communication and teamwork. Further insight into student perceptions of their respective programs was gained from short-answer questions relating to scientific creativity and thinking. We discuss the educational outcomes of both curricula and implications for curriculum development.

### **Seminar 3**

Prentice Building (42) 216

Dr Andrea Lynch [JCU]

Graduate Communication Skills: Strengthening the Evidence Base

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Since the introduction of the Higher Education Standards Framework in late 2011, many higher education institutions have developed strategic plans for addressing the communication skills of all students. However, these practices can be fragmented and not considered as core business within learning and teaching. The challenge for institutions is in identifying, monitoring and evaluating best practices for assuring communication skills needed for employment or further study. There is little publicly available information that can guide institutions towards best practice approaches and effective strategies for monitoring and evaluating those approaches. This presentation identifies the preliminary findings from an ongoing Office for Learning and Teaching strategic priority project that aims to identify evidence-based approaches that increase the impact on student learning and are sustainable and scalable within subjects and degrees. In the initial stages, the multi-university project team has conducted national workshops, interviews with a range of academic leaders and industry representatives, and undertaken an extensive literature review. The final report will be available in late 2016.

### **Seminar 4**

Learning Innovation Building (17) 202a

Mrs Karen Peel and Mr Brad McLennan [USQ]

Practising what we teach: A collaborative approach to transform pre-service teachers learning beyond the educational institution to the teaching profession

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Two experienced teachers and teacher educators from the University of Southern Queensland, Australia, trialled the design and delivery of an initial teacher education course in the field of behaviour management. They modelled best practice in collaborative teaching, with the desire to impact on the development of pre-service teachers professional knowledge and skills to manage supportive learning environments. Waters and Burcroff (2007) contend that university lecturers need to practice what they preach (p.306), when it comes to modelling to their students the value of collegial collaboration and team teaching. The course was delivered in Semester 1, 2016, to a large cohort of over 600 students at the Toowoomba and Springfield campuses, and in the on-line mode. What was unique about this offering was the collaborative approach to delivering the on-line lectures and the structure of the workshops, on-line and on campus, which aligned explicitly the course content, effective pedagogy and authentic assessment. The initiative for teaching and learning in this trial reflects a move away from a predominately solitary, self-contained teaching culture to the sharing of and reflecting on practices that instil the pre-service teachers love of learning. In addition, the behaviour management course was designed successfully to coordinate the teaching and marking teams by promoting collective responsibility and professional relationships. The purpose of this presentation is to provide an insight into the building of this culture of collaboration and connected learning, as a pedagogical approach that has an inexplicable relationship with cultivating positive learning environments. Aimed to practice what they teach, the teacher educators operationalised a motivational framework that is at the heart of their learning and teaching philosophy. Accordingly, the pre-service teachers reported that the teacher educators dispositions and realistic practical examples gave them confidence to emulate and transfer the learning into their developing teaching practice.

The broader impact from this trial is that the teaching context experienced by the preservice teachers will influence their learning, and their learning will influence the learning environments that they create (Loughran, 2016). Loughran, J. J. (2016).

### **1:00-1:45 Lunch (provided)**

### **1:45-2:30 Keynote Speaker**

Professor Suzi Derbyshire [QUT]

Connected, creative, courageous: new models of leadership for learning

Room 212 and 07-326 (Interactive video link)

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It is, in the words of Malcolm Turnbull, an 'exciting time' to be a university educator. We hear predictions of massive disruption on an almost daily basis; predictions that challenge the role and relevance of universities and that forecast seismic shifts in the nature of global employment. Much of this disruption is closely connected to technological innovation. Thanks to the combination of our extraordinary human ingenuity and rapidly evolving computing power, we are now able to connect and co-create in ways many of us couldn't even have imagined a decade or so ago. That brings with it very real opportunities and very real challenges for educators. In this interactive session, we will consider the drivers, enablers and capabilities needed to develop new models of connected, creative and courageous leadership for learning.

### **2:30-3:00 Parallel session 4**

#### **Seminar 1**

Prentice Building (42) 212

Dr Chris Landorf [UQ]

Re-connecting students to construction sites through an 4-dimensional digital learning environment

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This presentation describes an Office for Teaching and Learning funded project that developed of an interactive digital learning environment for students in construction-related disciplines. The 4D environment provides access to 3-dimensional digital photographic surveys undertaken at weekly intervals (four dimensions) during the construction of the University of Queensland's Advanced Engineering Building. The 4D environment incorporates additional resources associated with construction including technical drawings, time-lapse videos and interviews. A variety of innovative learning activities and assessment strategies were trialled across eight courses, four disciplines and four year-levels as part of the project. This represents an engagement with over 1,300 students enrolled in on-campus and distance learning modes. Results demonstrate that the 4D environment had a positive impact on students' understanding of the construction process, facilitated collaborative learning and helped to contextualise theoretical material. Results also indicate the need to further investigate the impact of the 4D environment on critical thinking skills and work-readiness, and to develop additional teaching approaches.

## **Seminar 2**

Prentice Building (42) 115

Professor Jill Lawrence [USQ]

Leveraging learning and teaching awards and citations: a journey of participant observation

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The Australian Learning and Teaching Awards and Citations offer a multiplicity of opportunities for recipients, often far beyond their imagining. This is because, like ripples radiating from a single stone cast into a pond, winning an award enhances credibility and authority that cumulatively build a professional profile. In the promotion dimension of teaching and scholarship, for example, an award presents the ultimate in peer review at national level, leading to a national and or international presence and keynotes. In the research dimension, Awards can furnish connections and networks, providing accumulated expertise and experience for research projects and grants. In the service dimension, Awards can lead to leadership, mentoring and management, for example representing and advocating for disciplines, institutions and higher education itself. If an award net is cast across Australia examples pop up from almost every institution. An application is a lot of work, but regardless of the outcome, there is the advantage of personal and professional growth that can make a difference.

## **Seminar 3**

Prentice Building (42) 216

Professor Elizabeth Cardell, Dr Neil Tuttle,

Professor Andrea Bialocerkowski [Griffith]

Simulated Learning in Allied Health Programs: Different Purposes for Different Professions

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In recent years, simulated learning has seen growing traction and evidence to support its value as a bridge between classroom learning and real-life clinical experience. It offers a skills-based experience in a safe and secure environment through the imitation of reality, thus enabling students to more readily execute skills and manage scenarios when they occur in a clinical setting. Students have the freedom to make mistakes and learn from them, without the sometimes-critical aspect of making a mistake with a real client. Further, the opportunity for educators to manipulate a range of variables is vast; therefore, customisation of the simulated experience to suit different learning outcomes and program needs is easily achievable. In November 2011, the School of Allied Health Sciences at Griffith University secured funding for a project to embed simulated learning experiences into their physiotherapy and speech pathology programs to build capacity in clinical placements. Subsequent funding success saw four other health professions join this simulation project. However, each profession had differing training needs for their students. Therefore, this presentation will showcase the range of simulated learning activities undertaken and their different purposes across the four allied health professions of physiotherapy, speech pathology, nutrition and dietetics, and exercise physiology and highlight how one methodology can propagate and adapt into different forms. The common methods and frameworks to achieve consistency across the project and the capacity to compare outcomes across professions will be outlined along with the individual differences around location of the simulations, timing, and task types. Data pertaining to student learning, reactions (confidence), and behaviour (changes in performance) will be presented that support both the continuation of these simulated learning experiences and their value as a bridge to transition students into the world of clinical practice.

#### **Seminar 4**

Learning Innovation Building (17) 202a

Ms Caroline Cottman [USC]

Extending the ripples on the pond by inspiring and motivating scholarly teaching

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Undertaking the Citation application process meant intense and thoughtful reflection on my practice. In adopting the metaphor of ripples on the pond, I became very conscious of the intended and hidden consequences of my practice as an Academic Developer.

All of my professional conversations have consequences: how I lead and facilitate professional learning with my colleagues, and with the wider academic community has an impact on future practice of teaching and learning. I am working to make a difference with whatever activity I undertake. From single pebbles dropped into the pond, my ideas, prompts and actions can have far-reaching effects on practice and conceptual understandings in the minds of my academic colleagues.

I have become aware that single discussions can lead to magnified outcomes. Talking with an academic can lead to changes in how they utilise questions in their class or how they might provide explicit feedback to learners; these impacts indicate the direct effects, and then lead on to more transferred effects - how one academic influences their teaching team and therefore has a broader influence on quality learning experiences for students.

The evidence of these changes is realised in multiple ways: when academics respond how a workshop session or conversation influenced their practice. When partnering with academics in the Peer Assisted Teaching Scheme (PATS) and undertaking peer observation of their classroom activity the debriefing conversations influence how learning activities are explained and constructed. Photovoice strategy gauges longer term consequences from professional learning activities.

The challenges facing facilitators of quality teaching practice are constantly evolving, embracing opportunities to further generate ripples, and confirming how ripples become ever-increasing circles in the future.

#### **3:00-3:30 Parallel session 5**

Seminar 1

Prentice Building (42) 212

Dr. Jenny Ostini & Dr Luke van der Laan [USQ]

Enabling innovative postgraduate research: critical foresight and strategic considerations for university leaders

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Innovative postgraduate research is an outcome, not a means in itself. It requires necessary preconditions to flourish in the higher education system. Neither the system underpinning postgraduate research nor the students themselves can make this happen. Rather, the worldviews and assumptions of leaders as decision-makers who continually build, amend and deconstruct higher education systems, are critical precursors to nurturing innovative postgraduate research. There is almost universal agreement that universities are fundamentally important to the overall progress and development of a nation and are a collective barometer of global human progress. They are vital in shaping global, national and local futures. The impact of universities is broader than their traditional remit and encompasses a full diversity of ecological, social and economic outcomes. Universities have a pivotal role in achieving a shift from traditional sources of wealth to new service models, radical innovation and small and medium enterprise development. Disruptions faced by society are also disrupting traditionally monolithic and 'slow to change' university institutions.

This necessarily challenges university leadership. While many still regard the world as thriving in the Information Age, it has been suggested that we have already transitioned into a new age, the Conceptual Age. Universities will need to address this shift to economies dependent on conceptual workers through their education model(s). A new profile of university leadership is rapidly emerging to enable the emergence of innovative postgraduate studies to meet this need. This paper explores

the notion of 'third generation postgraduate studies', how it works and what paradigms university leaders need to cultivate this critically important dimension of higher education to the advancement of communities, workplaces, innovation, the economy and ultimately societal advancement.

### **Seminar 2**

Prentice Building (42) 115

Dr Eve Klein [UQ]

Reimagining Curriculum: Teaching Classical Musicians Collaboration, Improvisation, Performance and Composition through Laptops and Mobile Devices.

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This session will present a curriculum mapping of Australian undergraduate music technology courses to highlight trends and gaps in curriculum design as aligned to the Australian Qualifications Framework. It will then discuss ways the University of Queensland has rethought its curriculum to respond to the changing skill requirements and industry contexts classical music graduates are facing. This new curriculum is highly practical, and focused on developing skills in collaboration, improvisation, performance and composition using available technologies including laptops, mobile devices and social media platforms. In particular, the program is utilizing Ableton Live, Push 2 and Link-enabled mobile apps in the creation of new performance ensembles and as the focus of creative-music making laboratory classes. By teaching musicians how to apply technology in a flexible and adaptive way, they gain experience transforming their musical skills across a variety of contexts and mediums relevant to careers in the music industry, media, community arts and education sectors. This pedagogical approach is being evaluated through a series of pilot studies for its effectiveness and transferability to other practice-centred disciplines within the Australian tertiary sector. The initial results and a showcase of student work will be presented for discussion at QUES.

### **Seminar 3**

Prentice Building (42) 216

Dr Peta Salter [JCU]

Local/Global learning: Curriculum and pedagogical frameworks to develop global perspectives.

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This presentation engages with key findings of an OLT Strategic Priority grant that interrogated students' community-based learning in domestic and international settings to evaluate curriculum and pedagogic practices that enhance students' global understandings and perspectives. Unlike previous staff-centred studies, (Leask, 2012; Leask & Wallace, 2011; Gothard, Gray & Downey, 2012; Mak & Barker, 2013), this study focussed on student experiences and dispositions towards intercultural understanding and global perspectives, as a necessary precursor to engaging with these initiatives. Service learning, a community-based learning pedagogy that has the potential to orientate students to global perspectives while still addressing local needs (Bamber & Pike, 2012), was explored as a curriculum framework that can act as a catalyst for developing and at times challenging (Dewey, 1966; Freire, 1970; Merzirow, 2000) students' dispositions.

## 4:00-4:30 Parallel session 6

### Seminar 1

Prentice Building (42) 212

Dr Raina Mason [SCU]

The CAFÉ Toolkit: Improving courses and resources by applying Cognitive Load Theory

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Complex topics are often difficult for students to learn. Good learning design can make a significant difference to student learning, but academics need simple tools to help design resources and curriculum. Cognitive Load Theory (CLT) provides a theoretical approach that we have applied in a range of Information Technology units, resulting in improved pass rates and student feedback. CLT is highly pertinent to the increasingly popular flipped classroom approach, providing a theoretical basis for design of engaging pre-class activities. To share CLT as a pedagogical approach we developed the CAFÉ Toolkit (Cognitive Assistance Factor Evaluation). This website provides easily applicable information about CLT and its application to learning design, as well as self-assessment tools that educators can apply to their own courses or learning materials. This presentation will introduce CLT and its application to learning design and the CAFÉ Toolkit.

### Seminar 2

Prentice Building (42) 115

Associate Professor Lydia Kavanagh, Associate Professor Carl Reidsema,

Associate Professor Peter Sutton [UQ]

Supporting Student Teams: Processes and Tools

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Teamwork is an essential skill required of all our graduates and its development requires purposeful practice over extensive periods of time in a variety of situations. Our degree programs must therefore provide ample and intentionally designed opportunities for students to practice and develop this competency by tackling authentic and complex challenges as multi-disciplinary teams. But too often we fail to provide the facilitation, instruction and mentoring necessary to support our students in their journey. This talk will cover both the process and the embedded online tools that have been designed and effectively utilised to proactively ensure team success. The talk brings together the outcomes of two recent Office for Learning and Teaching projects: one specifically focused on the development of teamwork, and the other around the development of online tools that support students in their learning within complex, authentic student-centred flipped classrooms.

Specifically we will talk about: TeamAnneal, a tool for purposeful team allocation and how this underpins team success; WebPA, a tool to allow peer assessment and the identification of dysfunction, and how this needs to be dovetailed with mentoring and assessment; the Learning Pathway as an embedded method to facilitate effective self-management and support and encourage student autonomy; Teams101x, a MOOC, that can be used in a number of ways to inform and support students; and MOOCchat, a collaborative peer learning tool for increasing student learning gains. More information regarding these tools, most of which are freely available for dissemination, can be found on the eLIPSE website (<https://www.elipse.uq.edu.au/>)

### **Seminar 3**

Prentice Building (42) 216

Dr Mary Tom, Dr. Michael Cowling and Kenneth Howah [CQU]

Transition to Electronic Exams in a Geographically Diverse Australian University: Issues and Challenges

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Electronic exams (e-Exams) where students can use their own computers (BYOD) seek to address the digital preference of contemporary student population, and transition from the decades old examination practices in line with other assessments. Despite this, students, academics, administration staff, and other faculty members are hesitant to embrace this change due to lack of confidence in successful transition. In addition to customization of IT systems and applications, such a transition involves student adoption, changes in exam paper design, appropriate design of invigilation procedures, most compatible conduction of examination with existing procedures, and design of new procedures for collection, marking, and storage of exams. The authors share their experience after conducting two trials involving four courses and 50 students across two semesters, and going through the process of obtaining formal approval for a research project to conduct further trials over three years. This experiential knowledge could be valuable for others who may have to follow this transitional path. Some of the challenges include: getting student participation, obtaining approval from examination office who is responsible for the conduct of exams, overcoming equity issues for distance education students, proving scalability of the pilot implementation, and comparative tangibility, and finally, involving champion course coordinators to use their courses for experimentation. Therefore, very detailed design of implementation methods, with clear understanding of change management becomes mandatory for success as outlined in this paper.

### **4:30-5:00 Parallel session 7**

#### **Seminar 1**

Prentice Building (42) 212

Dr Margarietha Scheepers [USC]

Multi-disciplinary experiential entrepreneurship model (MEEM): Empowering students to create the future through experiential entrepreneurship

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Digital disruption is radically transforming numerous industries, making many current business models obsolete and eliminating 60-70% of jobs. This requires universities to adapt the way in which they prepare graduates to develop novel and adaptive thinking skills. Experiential entrepreneurship empowers graduates to be confident, innovative and proactive, ready to create the future in emerging sectors. The multi-disciplinary experiential entrepreneurship model (MEEM) trialled and evaluated an entrepreneurial pedagogy at USC by bringing an industry innovation, Startup Weekend, to USC in 2014 and 2015, as part of a credit-bearing project. By preparing students for the experience, enabling them to reflect on it and providing scaffolded steps forward significant impact was achieved. The project outcomes included testing the multi-disciplinary experiential entrepreneurship model MEEM and the provision of an engaging, authentic learning experience for business, journalism and design students giving students the opportunity to create authentic industry networks and gain insight into current industry trends. Students developed an entrepreneurial mindset of being creative, adaptive, testing assumptions and building a project or venture iteratively to reduce risks. Collaboration with students from other disciplines was facilitated and students' employability was enhanced. Partnerships between USC and the Sunshine Coast economic community were developed and strengthened and for students this resulted the development of professional relationships with business mentors and access to new venture resources, guidance, as well as enhanced job opportunities.

## **Seminar 2**

Prentice Building (42) 115

Associate Professor Helen Farley [USQ]

Making the Connection: Taking Digital Higher Education to Prisoners

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Since 2013, the Making the Connection project has introduced digital technologies into prisons across Australia to improve access to higher education for prisoners. Led by the University of Southern Queensland, the project has supported incarcerated students to develop digital literacies, thereby preparing them for the workforce or further study upon release from custody. The project have developed and deployed interactive course materials and activities on digital technologies that don't require internet access, which is prohibited in most Australian prisons. Courses are delivered using a modified version of the university's learning management system, deployed via notebook computers or a server networked into prison computer labs. The project improves the learning experiences for prisoners across Queensland, Western Australia, New South Wales, Tasmania and the Australian Capital Territory. The project specifically addresses Indigenous overrepresentation in prisons by providing culturally appropriate courses. Five programs of study have been made available: the Indigenous Higher Education Pathways Program, the Tertiary Preparation Program, and three diploma programs (in Arts, Science and Business Administration). To date, Making the Connection has attracted 699 enrolments (with 246 enrolled in semester 2 2016), supporting the university's strong social justice agenda. It has also developed career planning resources to assist prisoners in re-imagining their lives post-release. This paper describes the development of the processes, technologies and courses used in the Making the Connection project, together with education officer and student responses to the project.

## **Seminar 3**

Prentice Building (42) 216

Professor Stephen Colbran [CQU]

Learning through visualization

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Exploring visual approaches to learning including flashcards, storyboards, cartoons and comics, animation and simulations. The benefits and problems associated with each visual approach is explained. The future of simulations and data analytics is also discussed, together with models for their implementation in professional education.

## **Tuesday 27 September**

**9:00-9:15 Registration and morning coffee**

### **9:15-10:00 Keynote Speaker**

Professor Karen Nelson [USC]

Shaping the 21st century (C21) student experience at regional universities

Room 216

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Student attrition in higher education continues to be a concern for universities and funding bodies. Some of this concern focuses on the completion rates of students, who when grouped by their demographic characteristics (e.g. regionality and socio-economic status), have poorer outcomes compared with their (non-equity group) peers. This three phase, eight-institution project investigated how learning, teaching and student experience (LTSE) initiatives positively influence the 21st century student experiences. We were particularly interested in identifying how LTSE initiatives work to combat previous disadvantage. Using Ella Kahu's (2014) Framework for Student Engagement as the basis for the conceptual and analytical work, the first phase of the project interrogated assumptions about current data collections and identified information gaps in these existing data sets. The second phase, a series of qualitative case studies, investigated how eight key institutional initiatives influence student engagement. The third phase of the project was a cross case analysis to identify trends and patterns in the combined collected data. This cross-case analysis signalled key findings, identified essential practices, developed a series of six recommendations for institutions, and provided three pieces of advice for the sector. Drawing on an in-depth evidence-based analysis, this project has delivered new understandings about the processes and mechanisms critical for student engagement, success and retention. Although the participating institutions were regional universities, the use of a common analytical framework means that the findings are generalizable more broadly and are relevant to all institutional contexts. Consequently, the key findings of this project have the potential to optimise teaching, learning and student experiences practices across the sector to ensure that all students engage in learning experiences that equip them for university success and life in a C21st world.

**10:00 - 10:15 Morning tea (provided)**

### **10:15 – 11:00 Keynote Speaker**

Dr. Thomas Carey [Visiting Academic, USA]

Adventures toward Signature Outcomes for Distinctive Excellence in Teaching & Learning

Room 216

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Each of our institutions wants to provide an excellent teaching and learning environment – and usually claims to be already doing so. How can a program, a School or an institution stand out from the crowd in teaching and learning? This presentation describes several initiatives in North America where new Signature Outcomes are being applied to develop and document distinctive excellence in student capability, resulting from innovative features of teaching and learning environments. These examples – with some research evidence but mostly works-in-progress – reflect different missions, needs and opportunities: a nationally-recognized U.S. engineering school, a regional university of technology and applied sciences in California, two Faculties of Arts and Humanities in Vancouver (Canada) universities and a pilot study involving a 'Creative Campus' in the Toronto area. There is a common framework and a shared sense of adventure...but no blueprint yet for success!

## **11:00-11:30 Parallel Session 8**

### **Seminar 1**

Prentice Building (42) 212

Professor Jeffrey Brand [Bond]

Reconsidering Minecraft and Constructivism in the University

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Minecraft is an internationally popular, world-building 3D virtual environment well suited to a wide range of pedagogical projects. Inspired by the use of Minecraft by United Nations Human Settlements Program (UN-Habitat) to help citizens re-imagine their lived environments, I decided to build my small University in Minecraft with students as part of a subject on the Computer Games Industry. As a disrupter to the mainstream interactive games business, Minecraft was both an object lesson and a fruitful and timely mechanism to explore the serious, non-entertainment role of computer games in society and the economy. In addition to building (and discussing the process for building) a simplified facsimile of the university campus with a team of 12 university students, three grade school students, and a lecturer, students "published" their essays and research papers in books, stored in the Minecraft environment. Inclement weather closed the real-world university campus for two days within weeks of starting the project; naturally the entire class agreed to meet, as scheduled in spite of the closure in the newly constructed Virtual Learning Environment (VLE) of the Minecraft University. This talk will reveal what really happened and what virtually could happen as a result of using Minecraft as a VLE now that Microsoft has purchased Minecraft from Mojang for nearly AU\$3 billion and has re-published it in part as an education platform.

### **Seminar 2**

Prentice Building (42) 115

Dr Megan Kek [USQ]

A quest for student success - development of a student success framework: The case with an academic student learning assistance unit

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Exploring the impact of academic student learning assistance programs or activities on student success at the University of Southern Queensland. Academic student learning assisted programs are constantly challenged because they are often the first to be culled or reduced; particularly, in times of economic downturn or tight budgeting. This presentation will showcase a theoretically driven student success framework that was developed and used to demonstrate the contributions of academic student learning assisted programs and offerings on student outcomes. The framework is underpinned by human development theories, with multiple case studies and mixed methods as the research platform to explore the relationships and the extent of the academic student learning assisted programs, developed and delivered by Learning and Teaching Services (LTS), a centralised learning and teaching unit, on student outcomes. A retention outcome defined in the risk assessment framework Tertiary Education Quality and Standards Agency (TEQSA) was explored.

### **Seminar 3**

Prentice Building (42) 216

Dr Andrew Pearson [Griffith]

Laboratory to large classes: researching what 'works' in large foundation year health courses

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Andrew Pearson is a Senior Lecturer and First Year Coordinator in the School of Medical Science at Griffith University. Andrew is dedicated to positively addressing the challenges of scaffolding the academic success of diverse groups of students with a demanding curriculum. Here Andrew will discuss his journey from research scientist to a teaching focused academic who enhances student engagement and learning of the curriculum of health students. His modules on the chemistry of food,

exercise, medicine, and 'Breaking Bad' are supplemented with online resources including videos, ePortfolio assessment, and a Facebook Group.

## **11:30-12:00 Parallel session 9**

### **Seminar 1**

Prentice Building (42) 212

Dr Susan Simon [USC]

Practitioner advocacy for innovative and relevant postgraduate leadership learning in the professions

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The opportunity to learn about effective leadership prior to undertaking complex leadership roles is crucial across the professions. Leadership preparation incorporated into postgraduate leadership study must be current and relevant and, where possible, informed not only by research and academic knowledge, but by input from practitioners in the field. Funded by a Commonwealth Government Office of Learning and Teaching grant from 2014 – 2015, the PIVOTAL (Partnerships, Innovation and Vitality – Opportunities for Thriving Academic Leadership) research team undertook research regarding sustainable practice specifically in school leadership by listening to practitioners' views on leadership development requirements. This partnership with local school leaders, in conjunction with student feedback and quantitative and qualitative data gathering about specific leadership courses, was the catalyst for innovation within post-graduate education and business courses. Participants in the research made suggestions for improvement of current course design, emphasising the need for a greater focus on collaboration, peer support and the retention of personal vitality in challenging roles. School leaders' needs to understand the big picture, as well as to be able to manage operational, educational and financial aspects of the school also emerged. Findings from this school leadership study have direct application to other postgraduate programs which relate to leadership across the professions, such as nursing, medicine and engineering. The priority of finding innovative ways to nurture personal vitality, collaboration and peer support in leadership course design will influence the future sustainability of professional practice in uncertain and increasingly complex times.

### **Seminar 2**

Prentice Building (42) 115

Associate Professor Gwen Lawrie [UQ], Dr Madeleine Schultz [QUT]

Teaching as a journey: Recognising tacit and explicit disciplinary pedagogical content knowledge as signposts in good teaching practice.

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Tertiary pedagogical content knowledge (PCK) is a growing area of interest in educational research leading to a need to establish robust frameworks that evidence teaching practices. A consensus model for secondary teacher professional knowledge and skill, integrating PCK, was recently published as an outcome from a summit of world leaders in this field (Gess-Newsome, 2015). This model highlights the different facets of PCK and teachers' professional practice enabling exploration of evidence of effective teaching. A critical element of PCK is topic specific professional knowledge (TSPK) and as part of our Office for Learning & Teaching seed project, we have characterised tertiary chemistry PCK as either transferable (explicit) or that which can only be acquired through personal teaching experience (tacit).

Multiple aspects of tertiary chemistry PCK and effective practices have been captured, collated and distilled into a web-based teaching resource to assist both early career and experienced tertiary chemistry academics in transforming their teaching. Qualitative data was collected through the voluntary participation of Australian tertiary chemistry academics at conference workshops and also through focussed interviews with ten teaching academics who have been recognised as excellent teachers by their own institutions. Analysis of this data revealed several elements of tertiary chemistry PCK that aligned with the consensus model and significant project findings emerged from the shared stories of the individual participants. Common experiences and strategies, combined with the latest

literature in effective tertiary teaching, led to the development of a set of generalizable steps as a journey towards good practice. Gess-Newsome, J. (2015). A model of teacher professional knowledge and skill including PCK: Results of the thinking from the PCK Summit. In P. Friedrichsen, & J. Loughran (Eds.), *Re-examining Pedagogical Content Knowledge in Science Education* (pp. 28-42). New York, NY: Routledge.

### **Seminar 3**

Prentice Building (42) 216

Dr Kate Ames [CQU]

It's not just about technology: Theory, innovation, and distance education

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This paper reviews subject enhancement strategies for distance education students against learning theory. The paper draws its findings from a case study of a continuous improvement cycle implemented over three years in a first year undergraduate course. Changes initially made to course design based on sound theoretical models were problematic with distance students—in short, ideas were great in theory, but failed in practice. Modification was required to align educational theory and teaching practice, in the end to good success. This paper maps the redesign from a subject designed initially along cognitivist/behaviourist model to one that adopts a social constructivist approach and discusses the issues associated with that transition. It argues that understanding practice-based-theory is critical when developing innovative curriculum for distance education students, as opposed to a more traditional focus on technology to enhance learning.

## **12:00-12:30 Parallel session 10**

### **Seminar 1**

Prentice Building (42) 212

Ms Natalie Ewin [CQU]

Rethinking Project Management Education: A humanistic approach

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A significant amount of projects fail, this has led to the realisation of the need to change the way we educate project managers. Project managers have been taught in a traditional pedagogy focuses on technical hard skills with the token soft skills reference thrown in. Version 5 of PMBoK provides a paragraph on interpersonal skills where as Prince2 states it does not directly address interpersonal skills. Yet these two guides could be suggested as industry standards. Empathy is the corner stone of soft skills but also defines performance of hard skills as well, yet it is the least discussed in project management texts and unlikely to be covered in the educational experience. This paper will discuss the importance of the empathetic project manager and how we can improve the empathetic inquiry of project management students.

### **Seminar 2**

Prentice Building (42) 115

Dr Cheryl Ross, Mrs Nona Press [USQ]

Student-centric curriculum and pedagogy in nurse education: A matter of fun and games

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It is widely acknowledged in nurse education literature that, as graduates enter the profession, having the skills and ability to deal with complex and often ambiguous information is far more critical than knowing a lot of facts, or possessing inordinate amount of knowledge (Griffiths et al 2012; Ironside 2008, Tanner 2004). Hence, the seminal work led by Benner has called for radical change in the education of nurses (Benner et al 2009). Innovation in curriculum and pedagogy in nurse education is urgently needed, coupled with the need to ground learning and teaching in contemporary research and good educational practice. This is particularly critical in first year of study, where students are likely to formulate habits of mind, hands and heart (Shulman 2008) as regards their preparation for

nursing practice. This qualitative research is undertaken at an Australian university. The research design is informed by phenomenology and case study methodologies, utilising multi-method techniques for data collection that included observations, interviews and focus groups. The investigation is guided by the following questions: 1) How do students experience learning and teaching in this first year course? 2) What is the impact of these experiences to their learning? The most significant influence of this educational intervention was found to be the value of students' consistent exposure to authentic learning opportunities. For students, such exposure has led to deep engagement, that have influenced their perceptions of the nursing discipline, their role as a future nurse and the shaping of their professional identity. Findings suggest that rethinking the undergraduate curricula along the authentic learning and engagement path can create opportunities for students to really appreciate what they are doing as a "nurse", and why.

### **Seminar 3**

Prentice Building (42) 216

Ms Frances Breen [QUT]

Google Drive to the Cube: Group Learning in the Digital Space

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Virtual working environments are intrinsic to the contemporary workplace, and communication skills and ability to work in teams are vital graduate capabilities. This presentation will focus on the use of Google Drive within a first year project to digitally enable the development of collaborative and communication skills and to allow students to experience the reality of distributed workplaces. Students engage and interact with resources and team members in the "cloud" to bring group e-posters to fruition, moving to the engaging digital display space of the Cube for presentation. The high visibility of contributions to Google Docs and Slides enables monitoring of group work and, in concert with peer and self-assessment of teamwork, moderation of individual marks. Students value the inclusion of digital space in collaborative work, highly appreciating the flexibility it affords. Teaching staff recognise the advantages in monitoring and moderating collaborative group work, and the transformational progression in student collaborative as well as technological skill acquisition, including professional dialogue.

## **12:30-1:00 Parallel session 11**

### **Seminar 1**

Prentice Building (42) 212

Dr Suzi Hellmundt [SCU]

Capturing student voice for success in an enabling program: The Preparing for Success at SCU Program (PSP)

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Enabling programs are well recognised as playing an instrumental role in providing a platform for students without the necessary entry requirements to successfully transition into tertiary study. Southern Cross University's program, the Preparing for Success Program, started in 2006, is now the third largest program and consistently receives the highest student satisfaction ratings in the university. It was recognised with an OLT citation in 2014 and the Vice Chancellor's award for teaching excellence in 2014. The Preparing for Success Program draws on students' strengths rather than focusing on what needs to be remediated and encourages student voice from the start with learning activities that support interaction and engagement with self, peers, and group tasks. In the study reported on in this presentation, students' voices were collected through a questionnaire, an online survey, interviews and focus groups. Students report on four key approaches that have contributed to their success: guidance, encouragement, modelling and the transparent structure of the program that explicitly aligns expectations, content and assessments.

## **Seminar 2**

Prentice Building (42) 115

Dr. Biplob Ray [CQU]

Effective Use of Online Social Networking(OSN) Sites as a Tool of E-learning: Analysis of Students and Teachers Perception

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Many theorists have proven that motivation and collaboration can influence learners to learn effectively. The Online Social Networking (OSN) sites offer many features such as collaboration, connectivity, peer feedback and easy access which are not bounded by time and location. The main offering of OSN is social connectivity which made OSN sites very popular. A great deal of work has been done to find importance of OSN for e-learning. Many researchers explored the pedagogical link of using OSN sites. They have identified that use of OSN sites for e-learning strongly supports previous and current e-learning pedagogy. However, little research is done to discover the level of effectiveness and ways it might be used productively for e-learning. This paper explores the effective use of OSN for e-learning by investigation expectation and observing improvement of controlled groups in terms of their e-learning environment satisfaction, attitudes, knowledge and behavior towards the use of OSN sites for e-learning in tertiary education. The data was collected from observation groups (students) and teachers using questionnaire survey. The collected data was analysed to discover practices, tendencies and level of effectiveness of OSN sites for e-learning as well as how OSN sites might be used productively to make it more effective for e-learning. This project focuses on use of OSN sites (such as Facebook, twitter etc) as an effective collaborative and interactive e-learning environment between students and teachers and students and students. The main role of OSN for e-learning is supportive to help Learning Management Systems (LMS) such as moodle, etc. By discovering level of effectiveness and increased productivity guide to improve effectiveness of OSN sites for e-learning will increase ultimate acceptance and inclusion of them as a tool of e-learning in tertiary educational institutions. It may also be useful to develop better technology based tools in tertiary education settings to motivate students for higher education in Australia.

## **Seminar 3**

Prentice Building (42) 216

Dr Nicole Masters [USC]

Synchronous and asynchronous lecture delivery: FYE capture and keep

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This project targets two first year science courses (+1500 students) which impact 16 programs across the science, health and sport science and nursing disciplines to investigate how online education quality can be improved through the purposeful use of MediaSite and MediaSite analytics, lecture recording software available at USC. Research in web-based lecture technologies (WBLT) suggest that the use of MediaSite is not a point and click addition to general academic lecturing practice but requires a fundamental shift in recognising a new virtual audience, modifications in classroom pedagogy and a reframing of how learning occurs both in and outside of the classroom. Ultimately, this project will make recommendations regarding how media site can be used across programs to enhance and support curriculum quality and student learning opportunities.

**1:00-1:30 Lunch (provided)**

## **1:30-3:00 Workshop or prepare for attendance at National Citations Celebration Event**

Room 212

Ms Caroline Rueckert [QUT]

Dr Kelly Mathews [UQ]

Ms Lucy Mercer-Mapstone [UQ]

Ms Sarah Winter [QUT]

Ms Rachel Ward [QUT]

Ms Natasha Shaw [QUT]

Engaging students as partners in curriculum design and course transformation

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Recent research on student success has increasingly called for new approaches to engage students more deeply in their learning (Baker & Griffin, Kuh, Kinzie, Shuh & Whitt, 2010). Engagement has been recognized as a core aspect of higher education (Harper & Quaye, 2010), and there has been considerable attention given to developing strategies to support students to take responsibility for their learning (Cook-Sather & Luz, 2014), as well as the importance of student voice and the unique role that students might play in shaping and advancing their learning environments (Cool-Sather, 2014). However, research has also shown that, despite the evidence of the importance of student voice (Cook-Sather, 2010), it is frequently overlooked in curriculum design and course transformation (Bovill et al., 2011). In 2015, QUT piloted a Student as Partners Curriculum Scheme that engaged 42 students and 18 academic staff from across four faculties in collaborative partnerships with academic staff to re-imagine aspects of curriculum design and assessment. Using a participatory action research approach, the scheme focused on six indicators of student success and sought to explore how a “student as partner” approach might impact student success, as well as student and staff perceptions of, and engagement with, learning and teaching. In this paper, I present the findings of this initial pilot, provide an overview of the scheme design and methodology, and share the recommendations that emerged from the pilots.