8.30 – 9.00am  Registration will be open  
Poster Viewing in Leighton Hall  
*Coffee and Tea will be available*  

9.00 – 10.00am  Welcome by Professor Merlin Crossley, Deputy Vice-Chancellor, Academic, UNSW  
*Acknowledgement of Country*  

Keynote: “Responding to risk: My evolution in learning and teaching”  

*Presented by Dr Daniel Mansfield, School of Mathematics and Statistics, Faculty of Science, UNSW*  
Recipient: KPMG Inspiring Teacher Award in a First Year Undergraduate Program (2017)  

Student Panel  
*Facilitated by Associate Professor Cathy Sherry, Faculty of Law, UNSW*  

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<th>Session 1</th>
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<th>Location: The Galleries</th>
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<td><strong>Chair:</strong> Associate Professor Julian Epps</td>
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<td><strong>Career Development Learning in a Capstone Course</strong></td>
<td><strong>Flipped Classroom Model for Enhancing Learning Outcomes in Construction Education</strong></td>
<td><strong>Chinese International Students’ Intercultural Experiences in University English Entry Course (UEEC)</strong></td>
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<td>Associate Professor Jacquelyn Cranney, Dr Sue Morris, Dr Nicholas Levy and Mr Leigh Mellish</td>
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<td><strong>Making Learning Visible: A UNSW Micro-Credentialing System that Recognises Graduate Capabilities and Professional Skills Attainment</strong></td>
<td><strong>Put on your headsets, we are going to Mars! Virtual Reality comes to the language learning classroom</strong></td>
<td><strong>Be included through Korean</strong></td>
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<td>Associate Professor Patsie Polly</td>
<td>Mrs Valerie Combe-Germes, Dr Sumiko Iida and Mrs Henar Vicente Cristobal</td>
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<td>Long Presentation 10.25 – 10.40am</td>
<td>Making teamwork work in large courses</td>
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<td><strong>Industrial Training for 1000 Engineering Students: How hard can it be?</strong></td>
<td><strong>Dr Jayashri Ravishankar</strong>&lt;br&gt;School of Electrical Engineering and Telecommunications Faculty of Engineering</td>
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<td>Dr May Lim and Ms Michele Hannon&lt;br&gt;School of Chemical Engineering Faculty of Engineering</td>
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<td>10.40 - 10.50am</td>
<td>Morning Tea 10.50 – 11.20am</td>
<td>Morning Tea will be served in the foyer, John Niland Scientia Building</td>
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<td><strong>Session 2 11.20 – 12.30pm</strong></td>
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<td><strong>Having the Courage to Stop Lecturing and Start Teaching – Exploring Team-Based Learning as a Highly Structured Flipped Classroom</strong></td>
<td><strong>Employing Learning Analytics to transform course delivery to a slow release, student participatory design</strong></td>
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<td>Dr Stuart Clark&lt;br&gt;School of Minerals and Energy Resources Engineering Faculty of Engineering</td>
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<td><strong>Short Presentation 11.35 – 11.45am</strong></td>
<td><strong>Providing authentic learning opportunities through internships in the pharmaceutical industry</strong></td>
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<td><strong>Online Knowledge Maps with automated feedback for learning and assessment</strong></td>
<td><strong>Dr Orin Chisholm</strong>&lt;br&gt;School of Medical Sciences Faculty of Medicine</td>
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<td>Professor Gary Velan&lt;br&gt;School of Medical Sciences Faculty of Medicine</td>
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| 11.45 – 11.55am | Short Presentation | Risk, Research, Support: Exploring new approaches to online engagement in a postgraduate Cyber Security Course | Dr Elena Sitnikova  
School of Engineering and Information Technology  
UNSW Canberra | A teaching community driving curriculum innovation at Art & Design  
Dr Elias Aboutanios  
School of Electrical Engineering and Telecommunications  
Faculty of Engineering |
| 11.55 – 12.05pm | Short Presentation | eMentoring to support and enable undergraduate research integrated learning | Dr Blake Cochran  
School of Medical Sciences  
Faculty of Medicine | Exploring immersive learning – Challenging students to incorporate emotion and experience into learning  
Dr Adrienne Torda  
Prince of Wales Clinical School  
Faculty of Medicine |
| 12.05 – 12.15pm | Short Presentation | Using Facebook to supplement studio teaching | Dr Mariano Ramirez  
UNSW Built Environment | Blending power electronics  
Professor John Fletcher  
School of Electrical Engineering and Telecommunications  
Faculty of Engineering  
Dr Henry Yip  
School of Banking and Finance  
UNSW Business School |
| 12.15 – 12.30pm | Q & A | Lunch | Ms Karin Watson  
Chair | Lunch will be served in the foyer, John Niland Scientia Building |
| 12.30 – 1.25pm | Lunch | Q & A | Professor Gary Velan  
Chair | Don’t forget to vote for your favourite poster. Voting closes at 2.45pm |
| 1.25 – 2.15pm | Session 3 | Leighton Hall | Ms Karin Watson  
Chair | Can essays be less onerous to write? (or to mark?)  
Dr Patricia Arthur  
School of Optometry and Vision Science  
Faculty of Science |
| 1.25 – 2.15pm | Session 3 | Tyree Room | Professor Gary Velan  
Chair | No student is an island; courageous learning through group activities in “Intro to Climate Change”  
Dr Angela Maharaj  
School of Biological, Earth and Environmental Sciences  
Faculty of Science |
| 1.25 – 2.15pm | Session 3 | The Galleries | Associate Professor Jacquelyn Cranney  
Chair | Student-Staff Partnership: transformative potential that is more than the sum of its parts  
Professor Nalini Pather  
School of Medical Sciences  
Faculty of Medicine |
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<th>Presentation Title</th>
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<th>Stream: Being Courteous</th>
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<td>1.30 – 1.40pm</td>
<td>Unlocking student feedback data to improve the student experience</td>
<td>Dr Christine Mathies&lt;br&gt;Deputy Dean (Education) Portfolio&lt;br&gt;UNSW Business School</td>
<td>Unlocking student feedback data to improve student experience</td>
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<td>Exploring E-exams at UNSW: Courage, Fear and Triumph</td>
<td>Professor Chris Tisdell&lt;br&gt;School of Mathematics and Statistics&lt;br&gt;Faculty of Science</td>
<td>Unlocking student feedback data to improve student experience</td>
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<td>“I have been denied since the very beginning”: A UNSW alumn'a's negotiation of becoming an English teacher</td>
<td>Dr Jasper Kun-Ting Hsieh&lt;br&gt;Office of the Pro Vice-Chancellor (Education) DVC (A)</td>
<td>Unlocking student feedback data to improve student experience</td>
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<td>1.40 – 1.50pm</td>
<td>A Practical Framework for Courageousness in Teaching</td>
<td>Mr Ananthan Ambikairajah&lt;br&gt;School of Science and Education&lt;br&gt;Australian National University</td>
<td>Unlocking student feedback data to improve student experience</td>
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<td>An application to facilitate mobile workplace-based assessment of clinical skills</td>
<td>Dr Silas Taylor&lt;br&gt;Office of Medical Education&lt;br&gt;Faculty of Medicine</td>
<td>Unlocking student feedback data to improve student experience</td>
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<td>Creative Ecologies in Art, Design and Media</td>
<td>Dr Kim Snepvangers, Ms Tess Allas and Mr Dennis Golding&lt;br&gt;Faculty of Art &amp; Design</td>
<td>Unlocking student feedback data to improve student experience</td>
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<td>1.50 – 2.00pm</td>
<td>Using narratives to teach Pathology</td>
<td>Dr Chaturaka Rodrigo&lt;br&gt;School of Medical Sciences&lt;br&gt;Faculty of Medicine</td>
<td>Unlocking student feedback data to improve student experience</td>
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<td>Snack: A platform for creating bite-sized educational videos, built by students</td>
<td>Mr Jake Fitzgerald and Mr Hugh Chan&lt;br&gt; School of Computer Science Engineering&lt;br&gt;Faculty of Engineering</td>
<td>Unlocking student feedback data to improve student experience</td>
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<td>Breaking New and Finding Common Ground: The Online Indigenous Health Course</td>
<td>Dr Lois Meyer&lt;br&gt;School of Public Health and Community Medicine&lt;br&gt;Faculty of Medicine</td>
<td>Unlocking student feedback data to improve student experience</td>
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<td>2.00 – 2.15pm</td>
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<td>2.15 – 3.00pm</td>
<td>Bringing it all together</td>
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<td>Join us for an interactive discussion with students and academics, based off the format of ABC's Q&amp;A, which will focus on the big issues from the Learning and Teaching Forum. Panel members include:</td>
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<td>• Professor Eileen Baldry, Deputy Vice-Chancellor Equity, Diversity and Inclusion</td>
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<td>• Associate Professor Leanne Piggott, National Education Director, Centre for Social Impact</td>
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<td>• Associate Professor Louise Lutze-Mann, Director, Education Focussed Career Development and Scientia Education Fellow</td>
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<td>Facilitated by Professor Alex Steel, Faculty of Law, UNSW</td>
<td>Q &amp; A</td>
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<td>Update on Student Wellbeing and Educational-Outcomes survey</td>
<td>Q &amp; A</td>
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<td>Presented by Mr Cameron Williams, Faculty of Medicine, UNSW</td>
<td>Q &amp; A</td>
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<td>Announcement of the 2019 Scientia Education Academy Fellows</td>
<td>Q &amp; A</td>
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<td>Presented by Professor Geoffrey Crisp, Pro Vice-Chancellor (Education) and Professor Chris Tisdell, Director, UNSW Scientia Education Academy</td>
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<td>Don’t forget to vote for your favourite poster. Voting closes at 2.45pm</td>
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<td>3.00 – 3.30pm</td>
<td>Drinks</td>
<td>Please join us for networking drinks in the Scientia Foyer</td>
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Responding to risk: My evolution in learning and teaching

Change always involves a certain amount of risk. Taking a risk, when exploring new approaches to improving and expanding learning experiences, requires you to be courageous. This talk describes my experience in measuring and responding to the inherent risks in developing new approaches to learning and teaching. I have tried to become a better teacher through reflection and evaluation and changing my teaching practice has required me to take certain risks. Even after careful consideration of the consequences some of these changes produced poor outcomes. But these were discarded while the changes that actually work have survived. The same principle guides both my face-to-face and digital teaching.

My journey into education began rapidly when in 2015 Norman Wildberger and I were tasked with the creation of online teaching material to replace traditional classroom tutorials. Naturally this was very disruptive to a school that has exceptionally high teaching standards and where the traditional classroom tutorial had been largely unchanged ever since the invention of chalk. For Norman, myself, and the School of Mathematics and Statistics this was a venture into the unknown. The success of the project critically relied upon rapport with the students, measuring the student response and adapting the online initiatives accordingly. Problems were identified early, resolved quickly, and the students were happy with our efforts and the final product. This cycle of design, implementation and evaluation which placed a high value on student outcomes has been repeated again and again across five large first year courses and has resulted in a measurable benefit to student grades.

This same principle guides my classroom teaching. The classroom is a fantastic environment for innovation because of the spontaneous or unexpected events that occur and responding to those random events can lead to new teaching techniques. Even in small things like noticing that students are tired after listening to mathematics for 1.5 hours and might not be learning effectively, then responding to that risk by giving them a short break, and then evaluating that certain types of breaks work better than others. For me this cycle of evolution has produced a rather unique teaching style and I now find myself in the unusual situation where I re-invigorate my tired students by telling them short stories of myself as a young undergraduate student. There is a certain amount of risk involved, especially with the more scandalous stories, but the increase in student engagement justifies the risk. Conversely, some innovations that I thought would absolutely resonate with students have completely fallen flat and are no longer in my pool of teaching techniques.

Some risks are worth simply not taking: for example, I would not use a live polling platform in a first-year mathematics lecture as the potential for anonymous offensive comments or images outweigh the potential benefit. On the other hand, some risks are worth taking: such as giving outspoken support to same-sex students during the 2017 same sex marriage debate. Measuring risk is not an exact science and in this particular case the risks were much greater could be anticipated, but in the end this initiative still comforted and supported young same sex students at a time of great need. A certain quota of courage is required to step outside your comfort zone every time you try something new and being courageous and taking a risk has enabled me to discover new approaches and improve myself as a teacher.
Flipped Classroom Model for Enhancing Learning Outcomes in Construction Education

Presented by Dr Mohammad Mojtahedi
UNSW Built Environment

Being Courageous: Exploring new approaches to improve and expand learning experiences

As a part of the UNSW Scientia Educational Model, we integrated the best technologies to digitalise a course that prepares students to move to a flipped classroom model with blended teaching.

Career Development Learning in a Capstone Course

Presented by Associate Professor Jacquelyn Cranney, Dr Sue Morris, Dr Nicholas Levy and Mr Leigh Mellish
School of Psychology, Faculty of Science

Being Employable: Providing authentic learning experiences for workplace readiness

Objectives: Increased student career development skills and career clarity. Challenges: diverse student aspirations, abilities, and backgrounds; limited resources. We describe initial findings from the application of evidence-based teaching strategies.

Chinese International Students’ Intercultural Experiences in University English Entry Course (UEEC)

Presented by Ms Jinyang Zhan
School of Education, Faculty of Arts and Social Sciences

Being Inclusive: Designing and developing curriculum to support inclusion

This ethnographic case study explores how (why) Chinese international students’ understandings of intercultural experiences, their identity, and agency have (not) changed during their study in UEEC program.
Long Presentation

Put on your headsets, we are going to Mars! Virtual Reality comes to the language learning classroom

Presented by Mrs Valerie Combe-Germes, Dr Sumiko Iida and Mrs Henar Vicente Cristobal
School of Humanities and Languages, Faculty of Arts and Social Sciences

Being Courageous: Exploring new approaches to improve and expand learning experiences

Virtual Reality has been actively used in Science and Medicine, however the application of VR in the learning and teaching of languages has hardly been used.

After attending last year’s Inspired Learning Summit, we decided to contact one of its guest speakers, Seiya Takeda, UNSW alumni and founder of V-Kaiwa, a small Australian company specialized in Virtual Reality technologies applied to language teaching. This resulted into a full 2-semester project funded by PVCE in which 4 language convenors, Valerie Combe-Germes (French Studies), Sumiko Iida (Japanese Studies), Miriam Neigert (German Studies) and Henar Vicente-Cristobal (Spanish and Latin-American Studies) designed and implemented 12 Virtual Reality activities in tutorials or as part of a project portfolio, mostly focused on the enhancement of cultural discovery, comprehension and speaking skills in the target language.

The aim of our presentation is to share our experience from the very early design process and the struggles encountered by both students and tutors to the resulting 20-minute immersion exercises and their final outcomes.

It is obvious that the students enjoyed the gamification and the immersive environment: they all relished setting foot on Mars or buying gifts for Japanese friends but did not always seem to directly benefit from the activity itself, especially when they were grappling with the technology and the language barrier at the same time. Taking for granted that our digital native students would enthusiastically converse in a foreign language because they should be familiar with video games, was a strong misconception that led to our first unexpected disappointment.

Nevertheless, once the initial struggle was overcome, we noticed that the students in the tutorial groups performed much better in ensuring speaking activities and were able to work autonomously and interact with each other and with the tutor to a degree of quality rarely experienced so far. The exceptional levels of engagement and focus made us realize that the improved learning experience more often resulted from short immersive activities that enabled the student to genuinely explore, experiment with and/or feel the concepts they would later discuss in traditional group work conditions, once the VR activity had been completed.

About the presenter/s
Valerie Combe-Germes was appointed as a full-time associate-lecturer in French Studies at the School of Humanities and Languages in 2013 and converted to an Education Focussed role in 2017. She is co-convening the European Languages & Cultures group with Henar Vicente-Cristobal and is currently participating in the Education Focussed Funded Project led by Socrates Dokos (Biomedical Engineering) to develop a Cross Disciplinary Online Resource Portal on Moodle with her other co-presenters, Sumiko Iida and Henar Vicente-Cristobal. Her interests are clearly set in the use of digital technologies facilitating second language acquisition and as such, she participated in several UNSW pilots on Active Learning Spaces or online feedback and was part of the 2017 Inspired Learning Initiative run by PVCE for two of her courses: ARTS1480 – Introductory French A and ARTS1481 – Introductory French.

Sumiko Iida (PhD) is Senior Lecturer and Convenor of Japanese and Korean Studies in the School of Humanities & Languages, Faculty of Arts & Social Sciences. She teaches Japanese communication and Japanese popular culture. She contributed to develop LMS at UNSW by participating in a number of TELT projects including Faculty of Excellence Initiative (BB9 pilot), Moodle pilot Project, and Mahara ePortfolio pilot, which led her to receive Dean’s Learning and Teaching Award for excellence in the application of TELT in 2011. She has also received the National citation award for outstanding contribution to student learning (2012) and Vice-Chancellor’s Award for Teaching Excellence (2013) with her Japanese Studies colleagues. Her recent research is surrounding Japanese popular culture including fans of JPC and their informal learning.

Henar Vicente-Cristóbal is currently Co-Convenor for European Languages and Cultures School of Humanities and Languages. She specializes in Second Language Acquisition. During her career, Henar has developed an interest in Computer/Online Assisted Language Learning and the use of new technologies applied to second language teaching and learning.
Making Learning Visible: A UNSW Micro-Credentialing System that Recognises Graduate Capabilities and Professional Skills Attainment

Presented by Associate Professor Patsie Polly
School of Medical Sciences, Faculty of Medicine

Being Employable: Providing authentic learning experiences for workplace readiness

Measuring and recognising professional skills attained by university students that underpin graduate capabilities is difficult as these skills are integrated within curricular assessment tasks. While these tasks are authentic to the discipline, they are often represented as course grades reflecting knowledge on an academic transcript rather than professional, technical or research skills and competencies. Award of a standards-based, university-stakeholder warranted skills badge which micro-credentials a competency or graduate capability will address this need. Supported by SEIF#1 funding, we have successfully started to address the concept of capturing both quantitative and qualitative data that inform a micro-credentialing system at UNSW. The UNSW micro-credentialing system has been developed to quantify and visualise professional skills such as teamwork, communication and integrated learning across courses in seven out of nine faculties at UNSW to date. As part of our process in developing this system, we have created a cross-faculty UNSW badging community of practice called BadgeCoP to institutionally warrant evaluation of these skills within our courses and programs. Academics within BadgeCoP have identified one or more key authentic assessment tasks, that develop professional skills, in each of the courses they convene in order to assess and measure professional skills attainment. To cohesively develop a UNSW cross-faculty warranted and standardised micro-credentialing system of skills and competencies measurement, we have all used the same rubrics from the Association of American Colleges & Universities (AAC&U \[https://www.aacu.org/value/rubrics\]) that have been adapted to suit our assessment task context. By using the adapted AAC&U rubrics, we are able to generate quantitative and qualitative metadata that can sit behind a skills badge that micro-credentials co-curricular, professional skills attained as part of a student’s degree program.

BadgeCoP is working in collaboration with industry partner, Cengage to create a micro-credentialing dashboard to display metadata in Learning Objects. This metadata that sits behind a bade or micro-credential is easily transferrable to Moodle course pages to enable student co-curricular, professional skills attainment to be visualised by students, academics and ultimately external stakeholders. Skills badges or micro-credentials designed to enhance curricular achievement can complement academic grades on transcripts in UNSW award and non-award capstone courses and internships. This would give UNSW graduates a mechanism to explicitly discuss where and how they attained or mastered competencies along their learning journey and raise their professional profiles for globally competitive workplaces. This system will be supported by embedded reflective blogging underpinned with ePortfolio pedagogy to demonstrate student narratives which reflect identity, professional skills and career awareness for use in any future endeavour they wish to pursue. The benefit and value of this project is not the specific skills badges/micro-credentials themselves but the process of designing such a system, the guidelines, the framework and the model of how to do it for a UNSW context. Most importantly, how these skills badges/micro-credentials may gain global relevance for warranting foundational 21st century skill sets or strengths that have life-wide and life-long value for our learners.

About the presenter
Patsie Polly is a UNSW Scientia Education Fellow and Associate Professor in Pathology, UNSW Medicine. Recognised nationally and internationally as a medical research scientist, leading teacher and innovative education researcher, she has infused her extensive medical research experience into the classroom by strategically integrating adaptive lessons, ePortfolio pedagogy and collaborative communities of practice to allow her students to learn career-relevant skills. As UNSW Teaching Fellow, Patsie led course and program-wide ePortfolio implementation/use at UNSW Sydney to facilitate student reflective practice and professional skills development.
From August 2017 to July 2018, the Inspired Learning Initiative (ILI) supported UNSW’s Korean Program in expanding its existing resources for its beginners’ Korean courses (ARTS1660 and ARTS1661) into the digital arena, and enhanced students’ learning experience and educational outcomes. However, this activity has proven to be more than just adopting and blending digital resources with face-to-face teaching. It enables us to add a sociological dimension to the discussion on teaching Korean as a Foreign Language (KFL). While the main focus in teaching KFL has traditionally been on what to teach and how to teach, we now argue for the need to look also at pedagogical implications for ‘learning as belonging’ and ‘learning as becoming’ (Wenger 1998).

Our teaching in ARTS1660 and 1661 has been based on the following cycle: Explanations—Practice—Internalise—Use. Lectures provide Explanations on the Korean language and culture in a ‘new’ unit of learning. Practice through focusing/shaping exercises is done in a two-hour tutorial, which follows the lecture. At home, students are expected to Internalise what has been explained/exercised. In a one-hour tutorial that occurs early in the following week, students are challenged to Use what they have learnt in the real contexts. After this, we move onto the next unit. Since 2016, while tutorials are all given in face-to-face (F2F) mode, lectures in these two courses have been delivered in two modes: F2F and WEB. The patterns have been that the F2F lecture is recorded (voice and PPT slides/Prezi canvas only) and uploaded to Moodle for those who are enrolled in the WEB lecture.

In the upsurging popularity of beginners’ Korean courses at UNSW, enrolment has been especially strong in WEB lectures. Despite this, the poor quality of lecture recording, delayed uploading of recorded lectures (due to editing), and insufficient online learning resources were the on-going main issues expressed in the student survey feedback from Semester 1, 2016 and 2017. The unedited recorded lecture of a language course is uninspiring learning material. Unlike in F2F lecture, there is virtually no interaction between the lecturer and the students, and thus WEB-based students are forced to remain as outsiders where F2F students generally engage as participants. However, student survey feedback from Semester 1, 2018 shows that these are problems of the past.

We will be sharing excerpts of, or explanations on, (1) pre-recorded lectures with Wirecast live streaming technology and lightboard, (2) the trialling and implementation of PronounceMate, peer-review auto-correction pronunciation software, (3) Moodle-based online Korean language activities, including quizzes, conversations in 2D computer animation, grammar revisions in whiteboard explainer videos and cartoon-like graphics, as well as 360˚ virtual reality of Insadong-gil and Gwanghwamun area in Seoul, and (4) in-class cultural conversation activity with functional Korean speakers.

The development of these materials has integrated our effort to create positive KFL learner identities and also teacher identities. To students, learning Korean can be a process whereby they become world citizens with multilingual and intercultural capabilities. They are thus encouraged to carry out some active participation with those who have already been considered as highly functional Korean speakers. With this vision in mind, we designed several rounds of ‘cultural conversation activity’ with non-native, but highly functional Korean speakers from UNSW. To teachers, the continuity of KFL teaching at UNSW is important. Therefore, newer Korean language teachers were invited to take part in the production of pre-recorded lectures, educational animations and online learning modules. Through these educational participations with the experienced teacher, newer teachers developed a new layer of professional identity which manifested new ways of teaching, such as Hangeul writing with lightboard.

About the presenter
Gi-Hyun Shin specialises in teaching Korean as a Foreign Language to adult learners with more than 25 years’ of experience, and has been active in promoting Korean language education in Australia and in Southeast Asia. He is a trained linguist (BA Hons and MA, ANU; PhD Monash), co-authored a series of Korean Language Textbooks and developed many teaching aids, and is now writing a book about the Korean language with colleagues in different disciplines.
Making teamwork work in large courses

 Presented by Dr Jayashri Ravishankar
 School of Electrical Engineering and Telecommunications, Faculty of Engineering

Being Courageous: Exploring new approaches to improve and expand learning experiences

This presentation will cover the team based activities employed in a large postgraduate course of 200 students. In 2017, the course “Electrical safety” was redesigned in blended format via Moodle. The activities included updates of the course lecture notes through Moodle book and integration of a ‘reading game’ activity, gaming development as a learning tool and the integration of the existing mining virtual-reality simulations. All the activities were team based and a variety of formative assessments including team evaluation Moodle plugin were created to encourage active learning and engagement with the course.

This course has been traditionally using guest lectures from practising senior power engineers. These guests are able to explain electrical safety in the context of the workplace, and also go into details of Australian and international laws. However, getting that industry input became challenging overtime. Some years there were too many speakers and other years hardly any; and then once the schedule was planned, the speakers’ availability would change, so the other lectures had to be moved around. This uncertainty associated with relying on guest speakers provided the motivation to convert the industry lectures to online videos. This allowed planning the whole semester without any changes in schedule, and the speakers themselves enjoyed the flexibility of recording the video at a time convenient to them.

This relatively small change based on course logistics had a much more significant impact on student learning and in-class activities. While in the past, students listened to an industry talk during lecture time without actively engaging with the content, the video format allowed to introduce in-class activities using the “jigsaw”, to ensure that students took away the key learning from each talk.

It took six hours to complete this activity. The course is timetabled during 6 pm to 9 pm every week and so two weeks were invested for this activity. Although it was a challenge to implement jigsaw in a large group of 200 students, the presence of trained teaching assistants to work with different groups helped achieving this. Additional neighbouring classroom spaces were booked to maintain synchronism between the movements and to ensure control of the schedules. Students were emphasised to collect the key learning points not just from the videos but also from the related contents via further research.

The groups were asked to submit a minimum of five key learning points for their allocated video via Moodle, at the end of the activity. A mark of 10% contribution towards the course was fixed for this activity. The points were put together and sent to the respective industry speakers. If they did not have anything further to add, everyone received 10%, as long as the group had contributed min 5 points. In case, the industry added more points, the marks were reduced accordingly. Attendance for this activity was made mandatory to receive the 10% contribution.

The strategies employed also proved to work well in bridging the gap between industry and academia. Using cooperative learning, students achieved interpersonal and social skills, positive independence, individual accountability, and group processing abilities. The online-based guest lectures allowed students to grasp the required learning points at their own pace while ensuring increased interaction via the jigsaw strategy. Industry assessors provided real application of the learning in the field and acted as role-models.

About the presenter
Dr Jayashri Ravishankar is an education-focused academic in the School of Electrical Engineering and Telecommunications. Her LnT interests are in the areas of technology innovations and industry partnerships for blended delivery. She consistently implements various strategies to improve students’ active learning. She publishes in the IEEE Teaching, Assessment and Learning for Engineering (TALE) conference every year. In 2016, she received the Teaching Excellence Award in Engineering at UNSW.
UNSW Engineering has a program requirement that all students must complete 60 days of Industrial Training (IT) before a student can graduate. Industrial Training provides students with first-hand experience to work as an engineering professional. It provides an opportunity for students to transfer the skills and knowledge they have learnt at UNSW, as well as reflect on the learning undertaken. The process that students must undertake to complete their IT provides them with employability skills, networking within their chosen field of study and a chance to experience what their future career may be. All Work Integrated learning (WIL) at UNSW must comply with Higher education standards, workplace and immigration regulations, as well as the professional accrediting requirements (Engineers Australia).

In this presentation we will:
- Highlight the challenges of providing a WIL program
- Present the process of how UNSW Faculty of Engineering manage the WIL process at scale
- How reflective practice can measure WIL outcomes
- How we utilise students as partners

About the presenter/s

Dr May Lim is previously one of eight Industrial Training Coordinators for the Faculty of Engineering, and has worked closely with her Faculty and student societies to improve the WIL process in her School and Faculty.

Ms Michele Hannon is Work Integrated Learning (WIL) Industrial Training Manager for UNSW Faculty of Engineering. Having worked in the WIL space for 7 years and previously in Hospitality management, Michele is experienced in developing the training, systems and processes as well as building industry relationships. With a background in Higher education, teaching, recruitment, career counselling as well as management of student services, Michele has worked with academic and professional staff to enhance the student experience. Currently, Michele is leading a team to administer, promote and Quality assure WIL within the largest Engineering Faculty within Australia.
Multilingual university students for whom English is an additional language (EAL) now make up a large proportion of the total student cohort at universities in English speaking countries. Such high-level study in English poses challenges for many EAL students. While many universities offer a range of support services, in most cases these do not yet sufficiently address students’ diverse language needs. In response to this issue, an extracurricular program entitled Personalised English Language Enhancement (PELE) was piloted at UNSW in 2016. The semester-long program was developed on the basis of a personalised autonomous (PA) model which guides students to identify their own linguistic needs; develop a personal project to address their needs; implement the project and evaluate their own progress (Kim, 2014). The data showed the program made significant impact on students’ confidence in language skills, self-efficacy in learning, emotional well-being, as well as their sense of belonging. Based on the findings, the program was approved as a credit-bearing course in 2017 and has been offered to students who want to enhance their English language skills across faculties at all levels. In this talk, Kim will briefly explain the principles of the PA model and discusses its pedagogical efficacy based on the data collected in 2016 and 2017 and the four students who took the PELE course will present how they have been involved in the PELE community and how they continue to enhance their communication skills, leadership and confidence even after PELE.

Reference

About the presenter

Associate Professor Mira Kim is a researcher, educator and practitioner in the field of translation and interpreting. Based on a Personalised Autonomous pedagogical model she devised for her translation and interpreting students, she developed the Personalised English Language Enhancement (PELE) course in 2016 in order to help international students overcome the language barrier while studying at UNSW. Since then, she has been running the course for students of all levels across faculties at UNSW. Her primary research areas include translator education, systemic functional linguistics, personalised and autonomous learning, text analysis for translation and international education.

Yaxin is an international postgraduate student who is doing the Master of Translation and Interpreting program. She took the PELE course as an elective in Semester 1 2018. With a strong motivation to continue to enhance her English language skills and to help other students, she volunteered to work as a mentor in S2 2018.

Camille graduated in July 2018 with a Master’s degree in Interpreting and has been working alongside A/Prof Mira Kim as a teaching assistant in the PELE course. She took PELE in S2, 2017 and continued being involved in PELE through the PELE mentoring program S1, 2018.

Irfan is a second-year international student who is doing a bachelor’s degree in psychology at UNSW. He is from Malaysia and English is his second language. Irfan was a PELE student in Semester 1 of 2018 and he was also one of the keynote speakers during the PELE Learning Festival. Having a great interest in knowing more about the fundamental principles of PELE, he became a mentor of PELE this semester.

Lian is a second-year undergraduate student who is doing a dual degree in International Studies & Media (PR & Advertising) now. She is an international student with the background of mainland China. She took the PELE course in S2, 2017 as a student and joined the PELE course again as a mentor in S1 and as a senior mentor who takes a leadership role among mentors in S2 2018.
Long Presentation

Having the Courage to Stop Lecturing and Start Teaching – Exploring Team-Based Learning as a Highly Structured Flipped Classroom

Presented by Dr Stuart Clark
School of Minerals and Energy Resources Engineering, Faculty of Engineering

Being Courageous: Exploring new approaches to improve and expand learning experiences

With the innovation of lecture recordings, students have worked out they can skip lectures to prioritise their own learning goals. The provision of lecture notes, lecture recordings and slides mean that students can disengage from the classroom and learn focused on the assessments. In fact, some on campus students could think about taking online versions of the same classes – why come to campus at all when all the materials are online?

Team-based learning provides students with a motivation to come to class and learn from their peers. The structured approach means that students must engage in some learning before the team activities (readings, online lectures and quizzes) so they can contribute to the team.

One of the main elements students have enjoyed is the chance to work with others from international backgrounds. In lecture 1, the class generally sits aligned by country of origin – but students are then mixed into teams that persist for the semester. During the semester, students have about 20 team activities to complete from basic entry-level knowledge tests to highly applied and industry-relevant problems. The classroom is a buzz with activity – discussion, exclamations of excitement when they get an element correct and investment into the problems they are presented with.

As a lecturer, the process of transforming your course is a major challenge – you’ll need to come up with many in-class exercises and structure readings and quizzes – as well as face some student resistance to the class being “too difficult” or “too much time commitment”. One student approached me saying that he was studying too much for the class. I asked him how much – 5-6 hours per week. Then I checked his grades – around 90% - and told him that it was paying off!

About the presenter
Stuart Clark completed a PhD in Computational Geodynamics at the University of Sydney in 2007 and then moved to Norway in which he was working on industry-funded consulting, research and R&D software projects. Stuart joined UNSW late 2017 and has been teaching the geology and geophysics courses in the Petroleum Engineering program for two semesters.
Employing Learning Analytics to transform course delivery to a slow release, student participatory design

Presented by Mr David Fulcher and Mr Tim Boniface
School of Education, Faculty of Social Science, University of Wollongong

Being Courageous: Exploring new approaches to improve and expand learning experiences

Recent studies have shown that lecture attendance can be significantly linked to students' academic achievement (Alzhanova-Ericsson, Bergman, & Dinnétz, 2017; Credé, Roch, & Kiesczynka, 2010). Despite this correlation, attendance rates in lecture theatres can be threatened by conflicts with students' employment, and students' lifestyle choices (Yeung, Raju, & Sharma, 2016). The provision of online lecture recordings has also been widely feared to negatively impact lecture attendance and student achievement (Bos, Groeneveld, van Bruggen, & Brand-Gruwel, 2016; Dolnicar, Kaiser, Matus, & Vialle, 2009).

These facts implore us to "Be Courageous" and explore new approaches to improve and expand learning experiences. Our diverse team of academics, learning analytics and education design at the University of Wollongong (UOW) came together to develop an approach that could better support the learning of our students. EDPD202 is a second year Professional Development subject offered within the Bachelor of Education (Primary) degree at the UOW. Up until 2018, students attended weekly lectures on campus and visited a local school for three hours each fortnight for additional content delivery and classroom observations.

By collecting data through the 2017 implementation of EDPD202, the Learning Analytics team determined the extent of the correlation between attendance at certain lectures (in person and/or online), and achievement in related assessment tasks. The primary purpose of this work was to examine the relationships between student attendance, student utilisation of online learning and academic achievement. The information gathered informed a transformation in the delivery of this subject to a blended learning approach (Garner & Rouse, 2016). While no treatment was tightly controlled, this still facilitated the online delivery of some course content in an evidence-based and pedagogically sound manner, complimented by face-to-face content delivery (Gosper et al., 2010; Yeung et al., 2016).

The blended learning approach has been implemented this semester (2018). Each fortnight, students are given access to an online module that requires them to sequentially work through a relevant reading and video lecture, along with formative questions about each. Once they have completed these activities, they attempt a quiz which contributes to their overall grade for the subject. The topic addressed in the online module is supported by the tutorial and classroom observations during their school visit. The content delivery (both online and in-person) has been influenced by the cohort's responses to a knowledge based survey, distributed prior to the start of this semester. By following this approach, EDPD202 in 2018 has capitalised on the opportunities of flexible learning (Yeung, Raju, & Sharma, 2016), encouraged student engagement with content (Vaughan, 2014), and ensured that face-to-face contact with students is maintained (Credé et al., 2010; Garner & Rouse, 2016; Gosper et al., 2010).

This presentation will share the process followed to use learning analytics data to inform the learning design of EDPD202 at UOW, which for us was a very courageous undertaking. We will be able to share with our colleagues at UNSW our initial findings, including student feedback, engagement levels, and achievement results. It is expected that this approach will lead to higher levels of student engagement with content, and develop students' formal and tacit knowledge required of effective teachers (Alzhanova-Ericsson, Bergman, & Dinnétz, 2017; Australian Institute for Teaching and School Leadership, 2014).

About the presenter

Mr David Fulcher holds the role of Manager, Learning Analytics at the University of Wollongong, Australia. He is an associate fellow of Wollongong Academy for Tertiary Teaching & Learning Excellence (WATTLE) and leads the institution-wide approach to Learning Analytics at UOW with a clear focus on the academic endeavour, rather than technology, to drive improvements in student success.

Mr Tim Boniface is a Technology Enhanced Learning (TEL) Education Specialist with the Learning, Teaching & Curriculum (LTC) team at the University of Wollongong, Australia. Tim is an associate fellow of Wollongong Academy for Tertiary Teaching & Learning Excellence (WATTLE). A qualified primary school teacher, Tim brings the experience of the classroom together with his expertise in technology to help enhance teaching and learning with technology across the university.
This presentation will share experiences from the development of the highly successful ARC Centre of Excellence for Climate System Science’s Graduate Program and make a case for why we should have Education Focused positions dedicated to higher degree research programs.

Research students deliver more than half of all research activity in Australian universities. These students are a university’s key connection between research and educational excellence. The ARC Centre of Excellence for Climate System Science, led out of UNSW, provided a customised Graduate Program to ensure that each and every student realised their intellectual, technical and professional potential and was fully prepared for the workforce.

The Centre’s Graduate Program – led by a dedicated full-time Graduate Director, Dr Melissa Hart – has reimagined the traditional Australian PhD. This program has trained >120 PhD students and every single one of the 60 who have already graduated has found employment. These graduates are employed in elite universities and research institutions around the world, including: NASA, Oxford University, ETH Zurich, Princeton, and the Tokyo Institute of Technology. Graduates of this program are also employed by federal and state government, the Bureau of Meteorology, CSIRO, and private industry. They are having a truly global impact.

The Centre’s Graduate Program was delivered with both breadth and depth – underpinned by dedicated support and a ready network in which to build collaboration – to enable skills development, resilience and above all, employability. The Program consists of three pillars – science fundamentals, communication, and professional development. It provides students with the skills, knowledge, and experience fundamental to developing world leading researchers.

As an important consideration when devising the Graduate Program, climate science students come from a variety of undergraduate backgrounds and arrive with varying skills and knowledge. The ARC Centre of Excellence for Climate System Science’s Graduate Program solves this major challenge by delivering an education experience with components tailored to individual student needs.

The impact of the Graduate Program is recognised nation-wide. The program’s success has been highlighted in the Higher Education Supplement of The Australian newspaper. Components of the program are included as coursework at those partner universities with PhD coursework requirements. It is now the model for new ARC Centres of Excellence. The ARC recently highlighted the program to Centre of Excellence directors.

The Graduate Program has now expanded into the newly funded ARC Centre of Excellence for Climate Extremes to provide an individualised, bespoke program of support and development for early career researchers beyond their PhDs to ensure both our students and early career researchers are equipped for employability success.

There is a need for these roles beyond our research centres. By implementing Graduate Director positions within individual schools we will see improved completion rates, and the production of graduates with the breadth and depth of knowledge that sets them apart.

With more than half of university research coming from PhD students, it is time for academic roles that focus on their development and support.

About the presenter
Dr Melissa Hart has used her role as Graduate Director of the ARC Centre of Excellence for Climate System Science to lead and develop a national, cross-institutional graduate program which has reimagined the traditional Australian PhD. With a vital combination of breadth, depth, support and collaboration, the program has provided over 120 graduate students with the skills, knowledge, and experience fundamental to developing world leading climate science researchers.
Online Knowledge Maps with automated feedback for learning and assessment

Presented by Professor Gary Velan
School of Medical Sciences, Faculty of Medicine

Being Courageous: Exploring new approaches to improve and expand learning experiences

Background:
Concept and knowledge maps have the potential to improve student learning and understanding by promoting meaningful learning and critical thinking.

However, providing manual feedback on students’ maps is not feasible for large classes. Accordingly, a user-friendly, valid and reliable, automated online tool for assessment and feedback of students’ maps might have significant benefits for learning.

Method:
Knowledge Maps is an online mapping tool, which provides automated feedback on students’ attempts. Three studies were performed:
(A) Group 1 completed a mapping activity on Ischaemic Heart Disease (IHD) and was given a link to existing resources on Deep Venous Thrombosis (DVT), while Group 2 received a map on DVT and was given a link to existing resources for IHD. Groups were assessed using a quiz including questions on both topics, then completed a usability questionnaire.
(B) Participants completed maps on cranial nerves, with a pre-test prior to the mapping activity and post-test following the activity.
(C) The potential utility of Knowledge Maps for assessment was investigated by comparing scores generated by the software with manual grading of a modified essay question (MEQ) on the same topic. A questionnaire was used to gather students’ perceptions of the tool.

Results:
(A) A higher perception of learning was reported after using Knowledge Maps, but no difference between groups in quiz scores.
Most participants agreed that they found the activity helpful to their learning and would recommend it to others.
(B) There was a significant improvement between pre-test and post-test quiz scores.
(C) Regression analysis showed a significant correlation between map scores and MEQ scores, and questionnaire responses were overwhelmingly positive.

Discussion:
These preliminary studies show that Knowledge Maps software is readily accepted by both students and educators. Results from Study C suggest mapping provided a similar indication of students’ understanding of a topic as a modified essay question, with the advantage of instant, consistent computer grading.

Conclusions:
Knowledge Maps is a web-based system integrated with Moodle that can be used to create, edit and share maps, as well as providing automatic feedback on students’ inputs. This tool has potential benefits for learning in a variety of disciplines and might be a useful addition to the digital assessment repertoire in higher education.

About the presenter
Professor Gary Velan is Senior Vice Dean (Education) in Medicine and a Scientia Education Fellow. Gary’s innovations include online formative assessments, the development of virtual microscopy adaptive tutorials and creation of a tool for online knowledge mapping and assessment. His research into medical education focuses on eLearning, assessment and feedback.
Short Presentation

Providing authentic learning opportunities through internships in the pharmaceutical industry

Presented by Dr Orin Chisholm
School of Medical Sciences, Faculty of Medicine

Being Employable: Providing authentic learning experiences for workplace readiness

This presentation will explore the development and implementation of internships for student transitions to careers in the pharmaceutical industry. The Master of Pharmaceutical Medicine program is a postgraduate coursework program with an optional internship available to students in their final year of the program. This course was developed with the explicit aim of facilitating the workplace experience needed by graduates who are taking the program for career transition. Most entry-level positions in the pharmaceutical industry are highly competitive and advertised as requiring previous experience, resulting in a catch-22 situation for students trying to gain their first industry position.

So, how can students get through this barrier? The Pharmaceutical Medicine program has been designed with authentic learning activities embedded in all courses of the program to ensure graduates have the requisite knowledge and basic skills to facilitate their career transitions. The internship course has been designed to expand on the skills developed throughout the program and focus the student’s development in their chosen career. The design of the course draws on educational research in practice- and inquiry-based learning situations to empower the development of professional identity in students (Higgs et al, 2012; Lester & Costley, 2010; Savery, 2006; Shayne et al, 2017). Students undertake a negotiated agreement with their work-based and university-based supervisors, developing a workplan and goals for their individual learning during the placement, with a focus on developing appropriate skills for future employment. Students are also expected to integrate reflective practice using Schön’s reflection-in-action method that they have learned throughout the program and produce a report of their learning and reflection at the end of the placement.

The course has only recently been implemented with one student having completed the course and three more undertaking their internship placement in semester 2, 2018. These case studies will be discussed in the presentation. Overall, this is a valuable option for students to obtain work-relevant experience and skills to facilitate their career transition goals.

References


About the presenter

Orin Chisholm in the Program Authority for the Master of Pharmaceutical Medicine postgraduate coursework program. She is passionate about education as a means of opening possibilities for her students to secure their future careers. Orin has extensive experience in the pharmaceutical industry, which has equipped her to embed practical, current and innovative education in the program. She is an international award-winning educator in pharmaceutical medicine and regulatory affairs.
This presentation is the result of Federal Government grant-funded research with two goals: to investigate the factors that influence students’ decisions to self-disclose membership of three equity groups—Indigenous students, students with disabilities and those from non-English-speaking backgrounds (NESB). It is based on a 12-month study of current practices in universities across Australia, student motivations for disclosure and reasons for concealing equity status. The primary reasons for disclosure versus non-disclosure varied between these three groups.

Indigenous students were influenced by pride in identity versus popular perceptions of special treatment, and may perceive Indigenous programs as primarily intended to achieve bureaucratic goals and meet “diversity” targets rather than to benefit students.

Students with disabilities appreciated adjustments, but often waited until a crisis moment before seeking help. We advocate removal of barriers rather than a ‘medical model’ of support.

NESB students were least likely to disclose, because in many cases disclosure was not necessary to receive assistance, or no targeted assistance was available despite the apparent frustration of teaching staff.

The guidelines urge universities to adopt inclusive practices to reduce the need for self-disclosure, and to define equity groups in a practical and understandable way. Universities should educate staff and students to improve understanding of equity groups. Where disclosure is necessary, universities should offer options for levels of disclosure so students can retain control of their data. They should explain equity programs and services with clear guidelines for benefits and preserving confidentiality. Finally, they should explain the need for disclosure and allow noncommittal responses during enrolment, with later follow up.

About the presenter/s

Dr Colin Clark is a senior project officer with Student Life and Communities. He holds a Bachelor of Science, an MA in Applied Linguistics, and a PhD in Organisational Behaviour from Nanyang Business School (Singapore). He won the 2012 Association of Business Communication Outstanding Dissertation Award for his thesis on the communication strategies of call centre agents.

Matt Wilkinson is currently a PhD scholar and research officer at the University of New South Wales, Sydney, Australia. Matt uses qualitative methods such as interviews, observations, and walking ethnography to produce emancipatory research in Australia, Bangladesh, and India, focused on marginalized and disempowered social groups.
The Cyber Security discipline both attracts and requires students from diverse technical backgrounds, ranging from engineering and IT to social sciences, business and law. In order to accommodate and leverage such diversity, tertiary institutions require a program curriculum that is designed to support students to acquire and share skills through interactions with diverse peers. However, students often find group work frustrating due to the negative impact of any lack of participation by fellow students. As a course instructor, I also know that low student engagement, coupled with the administrative burden of facilitating online interactions is challenging and it can require courage to try something new. Supporting innovative work with research leads to deeper understanding of student online engagement, as well as a better aligned curriculum, materials and improved student outcomes.

With team support, I wanted to examine how an assignment structure and the degree of online engagement can be used to improve online engagement and help students achieve a holistic understanding of the course. For this pilot study, we used the course cornerstone assignment – a Case Study. The assignment scaffolds two online forums and a presentation. We used statistical T-test to monitor student performance across both forums and the presentation and examined whether there was any difference in the grades. We also used a mid-semester course evaluation and the final MyExperience surveys to collect students’ views on this scaffolded approach.

We found that students gradually improved their skills and understanding of the course material and in general developed a more holistic command of the course content, since their later presentation results were better than early forum results. Some students felt adversely challenged by the new pedagogy, but student dissatisfaction was largely related to the lack of fellow students’ timely participation in online forums, as well as students dropping out of course prior to the census date and affecting group dynamics.

The concept of online engagement is not new and there is no specific transformative recipe to encourage student engagement online. However, this innovative use of structured collaborative learning and forums does positively challenge students to engage. This research reiterates that creating effective online group assignments needs time and assumes skills and qualities that many educators will need to develop and practice. More detailed research is needed to address the allied issues of motivation, teamwork preparation, interdisciplinary and intercultural skills.

About the presenter
Dr Elena Sitnikova is an academic and researcher, and Program Coordinator for the Master in Cyber Security program at UNSW Canberra. Her current research interests are in critical infrastructure protection and cybersecurity. Elena is also involved in education research in the area of engineering and ICT education. Elena is an award winning academic, holding a national Australian Office for Learning and Teaching (OLT) Team Citation award for Outstanding Contributions to Student Learning.
There is significant work in progress to establish a supported culture of curriculum innovation at the Faculty of Art & Design to improve and expand the learning experiences of our students. New programs are being developed to ensure alignment with industry standards, implementation of university educational strategy and a comprehensive response to student feedback on the quality of courses. The goal is to provide flexible, well-resourced offerings that can be taught to a consistently high standard by a range of disciplinary experts maximising the potential of both face-to-face and online learning spaces. The method is to facilitate a teaching community that establishes sustainable and innovative educational practices within the new programs. Teaching communities are recommended “…as a structure for continuous school improvement through the building of teachers’ competence for learning and change” (Vangrieken, Meredith, Packer, & Kyndt, 2017, p. 48). The Art & Design teaching community has been established through the Course Development Program and it includes academic teaching staff (currently 23 academic leads), students, alumni, industry experts, practising artists, Deputy Heads of School, the Associate Dean Education, educational developers and the PVCE digital uplift teams. This teaching community will expand through the implementation of three consecutive course development programs over an eighteen month period, and it will be consolidated as the new programs are implemented, evaluated and reviewed over the next 3-5 years.

In accordance with the UNSW Integrated Curriculum Framework, a program-level approach has been taken to produce aligned degrees with streamlined and authentic assessment practices. Student and industry feedback are prioritised voices in determining the vision and scope of the new programs. Academic staff work as a cohort to meet the key development milestones that are supported by workshops providing pedagogical input and an opportunity to share practice with colleagues. The milestones include: writing AIMS proposals; designing the course structure; planning for blended and intensive delivery modes; developing course content and assessment tasks; producing digital resources and activities. Academics have a workload adjustment and they are supported by educational developers and the PVCE digital uplift teams. Templated Moodle courses provide weekly resources, learning activities and assessment tasks ensuring a consistent standard of delivery across all classes, tutors and terms. The outcomes of the program are being used for staff inductions and professional development to include more staff in the teaching community and to continue the dialogue on improving the learning experiences of our students.

References

About the presenter
Fiona Nicolson is currently the Manager of Education Support at the Faculty of Art & Design. She is managing key education initiatives including the development of new undergraduate programs designed to improve the quality of the student experience. Fiona is experienced in operationalising strategic curriculum change having previously worked for the Office of the PVCE at UNSW Sydney, Macquarie University and Laureate International Universities. She has also worked in various teaching and international development roles.

Douglas Schofield is a recent Bachelor of Fine Arts (Hons) graduate. He is a practising artist and Technical Officer and Demonstrator in the Printmaking studios at the Art & Design campus. His creative practice primarily uses painting and printmaking to explore ideas of curated Nature.
Student-led projects are highly effective at providing a complete educational experience for engineering students. They provide students with a challenging environment where they can apply and develop their technical knowledge, design skills, teamwork, professional qualities, and management and leadership skills. Therefore, they extend the standard curriculum by bringing in qualities that enhance the readiness of graduates for the professional setting.

BLUEsat is a student-led project that was established in 1997 to build a microsatellite. From its inception, the BLUEsat group was successful at attracting students with a passion for space and providing them with an excellent practical experience. Thus, before the formal introduction of design courses into our curricula, BLUEsat was providing students with the opportunity to develop their design and professional skills.

Since 2011, however, we began to implement a new vision for the group. With the cooperation of the BLUEsat leadership, we identified the problems and areas where improvement was needed. We stressed the importance of proper documentation in order to ensure that continual progress is made, especially given the cyclical nature of the society membership. We have also been working to introduce proper system engineering and project management practices to the group and to bridge the gap between BLUEsat and staff within the Faculty.

Today BLUEsat boasts over 60 members that cover three faculties and five schools. The group is working on at least four project streams including satellite systems, ground station operations, off-earth rovers, and high-altitude balloons. We have a number of collaborations with academic and research staff that are providing BLUEsat with strong academic support as well as access to exciting projects and high-quality resources. BLUEsat is now more integrated and active than ever in the educational activities of the schools and Faculty, ranging from STEM and Open Day activities, to proposing design projects for the MECH4100 Mechanical Design 2 course.

In this presentation, I will discuss the BLUEsat experience and lessons learned. I will then describe our vision of student-led projects as effective and mutually beneficial partnerships between students and staff. I will detail the implementation of these partnerships and expand on their benefits to the staff and students involved. Finally, I will also propose one possible approach for formalising the BLUEsat experience in order to permit its integration into the curriculum. This will pave the way to giving long-overdue credit for the excellence BLUEsat members continually demonstrate in design, management and leadership.

**About the presenter**
Dr Elias Aboutanios is a Senior Lecturer in the School of EET and ACSER Deputy Director. He has developed and won the Engineering Faculty teaching excellence award for the electrical engineering design course. He established and is director of the masters program in satellite systems engineering at UNSW. He is the project leader for UNSW’s first cubesat in orbit, UNSW-EC0, and the academic mentor of BLUEsat. He conducts research in signal processing and space systems.
Development of research thinking skills and capabilities is challenging for undergraduate science students. Research scientists often learn in a laboratory-based community of practice and from peer mentoring. The Research Impact Symposium (RIS) assessment task was developed in parallel with an eMentoring system in the School of Medical Sciences to address the issue of developing research practice for undergraduate science students within community.

Students were required to work in research teams of 4-6 members to address a topical research challenge in the same manner as we professional research scientists would in real world research laboratory environments. Mentors were Early Career Research (ECR) scientists within the School of Medical Sciences with 1 to 5 years postdoctoral research laboratory-based work experience. Recruitment was voluntary, with mentors demonstrating an interest in developing their roles and skills in supporting undergraduate science students in developing their research practice.

Mentor experience varied from significant to minimal involvement in university teaching. Mentors were introduced to students via short videos with a brief biographical sketch posted to Moodle the UNSW learning management system. Our role as mentor leads in this process was to not only support students in clarifying the assessment task expectations but to also develop and support the mentors.

As mentors were not co-located in the same laboratory work environments, we decided to use Slack (https://slack.com). Slack, a cloud-based team collaboration tool worked especially well with student research teams. Each student research team had access to a private channel to organise meetings, share research and assignment materials and liaise with the team mentor. Mentors also had access to a dedicated private channel to allow guidance from mentor leads.

This research community of practice which integrates eMentoring not only supports research integrated learning of research practice for undergraduate science students but also allows students to work together to develop their professional skills in teamwork, communication and critical thinking.

About the presenter
Blake Cochran is a Research Fellow in the School of Medical Sciences. Blake has been invited to take his research practice into the classroom, by introducing a research lecture and practical lesson series focussed on diabetes. Blake is an advocate for the involvement of Early Career Researchers in teaching, to both enhance the professional development of ECRs and enrich the student experience. Blake currently leads a community of ECRs who have voluntarily taken the role as eMentors to support and enable research integrated learning and model professional research practice.
The CLASSIE project (Clinically applicable student studies in Ethics) is an innovative project designed to develop educational modules for teaching ‘Ethics in clinical decision making’ to senior medical students that incorporates emotion, experience and reflection into their learning process. This project involved the development of a series of clinical scenarios presented to the students as an immersive experience via VR technology, that simulated being within the clinical scenario. Each VR scenario triggered learning activities based on the ethical dilemma in the clinical scenario. The need for this emerged out of the fact, that senior medical students are clinically placed across a wide variety of hospitals and clinics, and have very variable experiences. We wanted to give them some calibrated learning materials to support their development in the ‘Ethics and Legal’ capability.

Students have been engaged in the development of these modules from the outset, right from creating the dialogue for the scenarios, acting in them, creating the learning content and activities in Smart Sparrow (adaptive learning technology), then evaluating and giving feedback on the modules.

The overall feedback was very positive. Most students also commented that the scenarios were realistic, engaging and they enjoyed being immersed in the situation. Approximately 40% said that these modules exposed them to scenarios that they hadn’t come across clinically, other students commented that they had been in exactly the same clinical situation but had not known how to deal with it, but would now. Interestingly however, some students did not think that the immersive 3D nature of the modules added to the learning experience. There was a broad split on this. A number of factors may have contributed to this. One was technical glitches which slowed the loading of the modules (many students found this frustrating). The second factor that emerged was that some students wanted to rush through the modules (or read a transcript) rather than spending time watching them.

Whilst the first problem is technical and can be easily remedied. The second one illustrates the ongoing struggle by educators to get students to commit to a deeper learning process that involves emotion, experience and reflection.

In conclusion, incorporating immersive 3D experiences into learning, is obviously valuable and beneficial. It is especially useful to simulate workplace experiences or teach skills. But students expect seamless delivery and whilst most will, not all students will want to engage with these kinds of learning experiences.

About the presenter
Adrienne Torda is a passionate and innovative educator in the Faculty of Medicine. She has received UNSW and National recognition for her contributions to students and their learning. She engages students at all levels of their learning throughout the medical program, both on campus and in the clinical workplace and engages students as partners in creating exciting and engaging new approaches to learning.
An innovative approach to changing the “traditional” model of assessment is being undertaken within the School of Chemistry, UNSW. The new model of assessment introduces a paradigm shift in first year chemistry by splitting the syllabus into two components to represent the threshold knowledge and competencies required to meet a pass grade and the mastery counterparts for merit grades.

One aspect of this overarching project is the development of a threshold-only online program through which we aim to transform traditional lectures into a blended learning experience. The flexibility of this style will advantage the heterogenous nature of a first-year chemistry cohort to provide self-pacing when learning these threshold concepts. The online program will include activities such as interactive videos, adaptive feedback responses, formative tracking of progress, and summative measures of academic success. A similar approach has been piloted in a small first-year chemistry course at UNSW, with positive results for both learning outcomes and student feedback.

A mixed-methods approach has been taken to measure the outcomes of this study utilizing quantitative survey instruments to measure attitudes, motivations, expectations and confidence, and qualitative focus groups to gain further insight into the results obtained quantitatively. Preliminary data has been collected while testing the effectiveness of these data collection tools with a full roll out of this approach to commence in 2019.

About the presenter/s
Reyne Pullen completed his PhD in Chemistry Education at the University of Tasmania (UTAS) in 2016. During his PhD he redeveloped the laboratory practices within the School of Chemistry at UTAS. Recently he has undertaken a postdoctoral research role at the University of New South Wales where he is currently developing a delivery and assessment mode transformation for first-year chemistry courses. Reyne’s current research interests include the integration of modern technologies with pedagogical content knowledge, undergraduate research and the transition of academics into Discipline Based Education Research. In 2015 he was a recipient of a UTAS Vice Chancellor’s Award for Outstanding Community Engagement.

Anna Danyushevsky is currently undertaking a Bachelor of Science (International) at UNSW. She completed the International Baccalaureate at The Friends’ School in Hobart, Tasmania in 2017. Anna’s career interests lie in the fields of biotechnology and biochemistry, currently undertaking first-year courses in chemistry, mathematics, commerce and arts. She has been an enthusiastic participant in a number of voluntary experiences including the 2017 National Youth Science Forum and more recently several ARC volunteer programs.
Using Facebook to supplement studio teaching

Presented by Dr Mariano Ramirez
UNSW Built Environment

Being Courageous: Exploring new approaches to improve and expand learning experiences

Whether rightly or wrongly, Facebook has become so seamlessly integrated into the everyday lives of young Australians, with about half of the 3.5 million users in the 18-25 age group claiming to go on Facebook as soon as they wake up. It can be inferred that university students in this age group consider Facebook an important accessory to their day, and potentially this channel can be harnessed to foster educational engagement.

For the last 3 years Facebook has been used to supplement Moodle to deliver teaching and learning activities in third year courses in the Industrial Design Program, namely IDES3102 (Industrial Design Studio 6: Sustainability) and BEIL0007 (Sustainable Design Thinking).

Instead of a roll call, students post selfies in class as evidence of attendance. Instead of pinning posters on the wall, outcomes from group activities and individual design projects are uploaded to Facebook for the entire class to see and comment on. The lecturer’s presentations, templates, worksheets and announcements are made available on Facebook. Staff and students share links to interesting videos, news items and inspirational design examples and cases. Instead of final oral presentations, groups create online videos that encapsulate the gist of their group outcomes in 3 minutes, posted to both YouTube and Facebook.

Unlike Moodle, Facebook shows how many students have seen the announcement and allows students to view other students’ work to draw inspiration from or to compare and contrast the quality of their own submission. Using both Facebook and Moodle has also allowed these classes to be almost completely paperless.

Student feedback about the innovative use of Facebook has been positive and encouraging. One student commented: “What I have found very interesting in this course is reading through the environmental posts on Facebook by the lecturer and even by individuals in the course. I really like how we can learn more than just what we are taught in class from these posts as they update us on some of the interesting changes that have been happening in the world for a more sustainable future.”

About the presenter
Dr Mariano Ramirez is a Senior Lecturer in the Industrial Design Program within UNSW Built Environment. All of his courses are taught in the blended learning mode, in particular using the flipped classroom method. In 2017 he received the UNSW Built Environment Learning and Teaching Award for Blended Learning Excellence.
Blending power electronics

Presented by Professor John Fletcher
School of Electrical Engineering and Telecommunications, Faculty of Engineering

Being Courageous: Exploring new approaches to improve and expand learning experiences

We will describe the evolution of a heavily-subscribed (>250 students) course from face-face delivery to a self-directed course and the challenges associated with such a move. We will describe the next steps of the evolution of a ‘practical’ engineering subject to a format that enhances learning and hopefully instils a passion for designing circuits and then getting them to work. Finally, we will describe the ultimate aim of this transition.

About the presenter
John Fletcher has been teaching power electronics for many years, but at the start of his career taught across the whole range of levels in undergraduate and postgraduate.
Imagine that you are an international student. English is your second language. You have never presented in front of an audience. In your first semester at UNSW, a lecturer gives you an oral presentation task and a corresponding rubric that describes the grading criteria.

- How would you react when you receive the assignment?
- What would you learn from the rubric?
- Who would you call to seek assistance?

Ever since 2013 when we introduced an oral presentation task to FINS5568, a capstone course for Master of Commerce, we have witnessed the struggle of many students in the assignment.

Research has shown that about one in five people suffers from communication apprehension. Culturally speaking, we also know that students from Asia are given lesser opportunities to speak up and practise oral communication in the classroom than our local students.

In this presentation, we showcase four approaches that are intended to bridge the cultural gap, help students develop the knowledge, skills and ability to cope with demand of oral communication assessments, and ultimately, improve the student learning experience.

Firstly, we have developed an enriched rubric to facilitate the learning, teaching and grading of oral presentation. By aligning the criteria with the three V’s of communication, this rubric informs students what the unique characteristics that distinguish an outstanding presentation from a lacklustre presentation are. Through a criteria specific list of Lynda.com references, the enriched rubric takes students to a curated series of video lessons and learn from the experts of Lynda.com at their own pace on how to develop strong content and deliver a memorable presentation.

Secondly, we have commenced a UNSW Advantage accredited business communication mentor program. This program runs a half-day Workshop to provide students with less communication experience peer assisted learning of oral communication skills, strategies to overcome the fear of public speaking and guidance on communication assessments. To assure of the quality of the Workshop, we send the first cohort of mentors to NIDA to hone their communication skills before coming back to develop the tailored Workshop for our business students.

Thirdly, we encourage staff to introduce an interim presentation and peer assessment for students to gain practice and formative feedback before the final presentation.

Lastly, we will collect a depository of exemplar videos for the lecturers to play in class and illustrate the application of various oral communication skills that would meet the characteristics of a memorable presentation.

**About the presenter**

**Henry Yip** is the School Co-ordinator for the Master of Commerce program and Program Director of Master of Finance and Master of Financial Analysis.

Henry is passionate about student development of effective oral communication skills and engagement with the professional bodies. He instigates the nomination of two UNSW Advantage accredited co-curricular activities, namely, the Business Communication Mentor Program in 2018 and the CFA Institute Research Challenge in 2015.

Henry teaches funds management and has received several teaching grants to support the development of resources to enrich the student learning experience.
Pecha Kucha

No student is an island: courageous learning through group activities in “Intro to Climate Change”

Presented by Dr Angela Maharaj
School of Biological, Earth and Environmental Sciences, Faculty of Science

Being Courageous: Exploring new approaches to improve and expand learning experiences

Students arguably choose online courses to avoid interaction but CLIM1001 is 40% group work. Later they are asked to reflect on their group experiences to explain climate inaction.

Pecha Kucha

Can essays be less onerous to write? (or to mark?)

Presented by Dr Patricia Arthur
School of Optometry and Vision Science, Faculty of Science

Being Courageous: Exploring new approaches to improve and expand learning experiences

Student-Staff Partnership: transformative potential that is more than the sum of its parts

Presented by Professor Nalini Pather
School of Medical Sciences, Faculty of Medicine

Being Courageous: Exploring new approaches to improve and expand learning experiences

Student-Staff Partnerships provide an invaluable opportunity for staff and students to collaborate in the design and implementation of courses, evaluation of classrooms practices, and development of activities that engage the learner. It is recognised that partnering with students raises the profile of students and builds capacity of both staff and students while at the same time provides insight into students views and needs. In the last few years, a strong collaboration has developed with staff and students in many disciplines across the university. The benefits of these collaborations, and communities, is realised in courses and programs. There however is a greater benefit that these. In our collaboration, we are beginning to realise the impact of the partnership on the students partners.

This presentation is a collaborative presentation of a student-staff partnership where one academic and three student partners will ‘tell the story’ of a messy but fruitful collaboration that is the sum of more than its many parts.

From the academic perspective, there has been benefit in the production of engaging student resources and activities. Beyond this, there is an insight into student views as well as a greater understanding of how staff capacity is best developed, and an important appreciation of the affordances and challenges of blended and online learning. Excitingly, this student-staff partnership has created a renewed ‘imagining’ of what can be done together in the future.

From the student partners perspective, there is the obvious opportunities to understand the academic process of course development and evaluation, and to develop new skills and competencies in a range of novel educational technology. Beyond this however, there has also been the development of a professional persona, a genuine understanding of high-performance work practices, understanding self and teamwork in the real world, inclusion into communities of practice, networking with varied professionals at UNSW and beyond, developing a greater understanding of professional practice and unpacking a more creative perspective of future careers options.

Student-staff partnerships is a process of integrating the university workplace into learning. The outcome of this collaboration, and this presentation of a real story of the affordances and challenges of partnership, is the legitimatising partnerships as core university work, integrating the higher education workplace into learning while providing insight into the shared process of engagement.

About the presenter
Nalini Pather is a UNSW Scientia Education Fellow interested in the higher education ‘living’ cosmos in all its facets. She has engaged in course and assessment design, including developing capacity in the strategic and thoughtful use of novel technologies on higher education. She is engaged in investigating the higher education ‘student and staff’ culture, and its impact.
The interest in, and use of, computers and software for assessment is reported to be increasingly rapidly. A large scale shift towards electronic examinations (e-exams) during the next 5-10 years is predicted. If e-exams are going to become an integral part of university assessments, then both students and teachers need to be courageous by exploring new approaches to improve and expand learning experiences through assessment to see if and how e-exams can form a workable solution.

In this paper, we respond to these needs by deepening our understanding of the design, reception and effectiveness of e-exams for history and philosophy of science modules, undertaken by first-year advanced science and medical science students at university. We employ a quasi-experimental research design approach over several years to examine the effect of our implementation of e-exams on reported student satisfaction regarding:

- the suitability of the information provided about the assessment requirements;
- the appropriateness of the assessment methods;
- and the overall quality of the associated courses.

We report statistically significant increases in student satisfaction regarding the suitability and appropriateness of the assessment methods/requirements. Furthermore, the implementation of e-exams resulted in no decreases in student satisfaction with the overall quality of the courses. The outcomes of this research advance our understanding of e-exams and highlights new avenues for educators to explore including: (1) the innovative use of associated software (Maple TA) for e-exams; (2) the implications that e-exams can have on the student experience in the context of medium stakes testing.

About the presenter
Chris Tisdell is Professor and Director of UNSW’s Scientia Education Academy. Over the past 10 years, his significant and innovative contributions to digital education have positively impacted millions of people around the world by meeting the challenges of scale, flexibility and personalized learning. A teacher at heart, the quality and impact of Chris’ work on student learning has been recognized at national and international levels, through fellowships and prestigious awards for educational excellence, including diversity and inclusion.
Many universities collect student feedback as part of an institution-wide commitment to continuous improvement of teaching quality, hoping to provide diagnostic feedback to teaching staff. However, conducting student feedback surveys does not automatically improve teaching quality (Kember et al., 2002). The effectiveness of student feedback as a tool for improvement depends on how much and how staff respond to and use the information (Ballantyne et al., 2000), and continue to use it to develop a genuine reflective practice (Harvey, 1998).

This poses the question whether it is possible to systematically use readily available student feedback data for a large-scale quality initiative to improve the student experience. We report insights from a Business School project that uses a student-centred, data-driven approach by drawing on student feedback at the course and program level. A combination of quantitative and qualitative data analysis of CATEI, myExperience, and QILT Student Experience Survey responses helped to systematically identify areas of strength and areas of improvement to inform redesign of flagship courses that have the greatest potential to boost student satisfaction.

Student feedback data was used to identify high impact flagship courses, complete comprehensive course diagnostics, and inform a collaborative course redesign approach. Students’ feedback revealed common causes of student dissatisfaction: review of threshold concepts; alignment of course learning outcomes, learning activities and assessment; ineffective feedback; and lack of engagement in large classes. While each course is unique and requires individualised redesign advice, transferable insights and ideas for best-practice course redesign have emerged from the project.

About the presenter
Christine Mathies is the Academic Director for Undergraduate Programs in the Business School, and an academic in the School of Marketing. As a services marketing researcher, she applies customer satisfaction principles to a broad range of experiential services, including higher education.
"I have been denied since the very beginning": A UNSW alumna’s negotiation of becoming an English teacher

Presented by Dr Jasper Kun-Ting Hsieh
Office of the Pro Vice-Chancellor (Education), DVC (A)

Being Employable: Providing authentic learning experiences for workplace readiness

In TESOL (Teaching English to Speakers of Other Languages) programmes provided by Western universities in major English-speaking countries, teacher candidates can be categorised into NESTs (Native English-speaking teachers) and NNEST (Non-native English-speaking teachers). Most international students enrolled in these programmes fall into the latter category. Previous studies on NNESTs focused on the formation of NNESTs’ professional identity and the difficulties that NNESTs encountered in different contexts. For example, much attention has been paid to the comparison of professional identities before and after the completion of TESOL programmes (see, for example, Ilieva, 2010; Park, 2012; Peacock, 2001; Trent, 2011). This research direction potentially ignores the social aspects of learning, which may be more fundamentally influential to the construction of a NNEST’s professional identity. To draw attention to the social aspect of NNEST experiences is not to downplay the crucial role of TESOL programmes. Instead, it seeks improvements for connecting course-level learning outcomes with the programme-level employability and further with university-level graduate capabilities.

This study provides one part of a larger five-year ethnographic research project examining Taiwanese international students’ identity movements before, during, and after their Master’s programmes in the Australian higher education. Hui-Ting, the Taiwanese participant in this study is a UNSW alumna graduating with a Master in TESOL. Drawing on Wegner’s (1998) identification and negotiability of identity formation, this study analysed her five-year journey of wanting, refusing, and embracing to become a NNEST. The findings suggest:

1. A need for the Australian TESOL programmes to prepare NNEST candidates with the competence of negotiating a positive professional identity. This study found that the Australian context has negative socio-cultural roles that NNESTs could be identified with inside and outside campus, such as being a non-native English speaker and cultural outsider. How a NNEST candidate negotiates these identifications has the most significant impact on the construction of positive professional identity formation.

2. A comprehensive improvement to provide first-hand internships and subsequent discussion supports that encourage NNESTs’ educational imagination. This study discovered that teaching internship with first-hand teaching experience can significantly help a NNEST candidate appropriate the meaning of being NNEST across contexts. A wider and longer internship with structured reflection support could encourage NNEST candidates to be critical about how to position themselves for bringing changes in the face of unfair treatment between NESTs and NNESTs at home.

References


About the presenter

Jasper Kun-Ting Hsieh holds a PhD in Education with specialisation in TESOL and international students’ learning. He is an Educational Developer at UNSW, member of Editorial Review Board of Journal of International Students and the author of an academic monograph titled: “International Students Mobility: Exploring Identities and Engagements”.

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Short Presentation

An application to facilitate mobile workplace-based assessment of clinical skills

Presented by Dr Silas Taylor
Office of Medical Education, Faculty of Medicine

Being Employable: Providing authentic learning experiences for workplace readiness

Background:
Workplace learning environments are highly dynamic and present learning on an opportunistic, not structured, basis. Learning opportunities are often under-utilised by students due to the lack of a means to appropriately document, record and respond to them. CWAapp is an innovative solution to these challenges by increasing the capacity of assessors to perform workplace-based assessments, since the technological solution is more readily available, reliable and secure than current paper forms. This digital solution encourages students to perform assessments, but also maximises educational value by completing the reflective cycle (critical to skill development), providing them instantaneous feedback, and, where appropriate, requiring them to add reflection to the assessment. Instigation of remedial processes, for lower performing students, is also made much more feasible.

Methods:
A number of assessment (and logbooks) have previously been developed in Medicine. Students are required to complete these assessments in Medicine or Exercise Physiology. Students download the CWAapp to their device, present the app to the assessor to securely conduct assessments, before students complete assessments by entering their reflection, also in the app.

Findings:
For students, the CWAapp makes assessments accessible at the point of need, showing a live record of assessments completed, awaiting completion, or still to-be-performed. The app encourages students to initiate assessments, be assessed (with feedback), and complete assessments by adding reflection thus prompting development of their skills. During 2018, the app was launched to different student cohorts. 270 Medicine students, all completed at least one assessment on the app.

For tutors, the CWAapp provides a means to conduct an assessment, enter grades and written feedback, and initiate the completion of the assessment, whereby the student will be prompted to add their reflection. Evaluation data is currently being processed for both student and tutor users.

For Faculty staff, the CWAapp integrates with Faculty record keeping systems and provides a record of individual student assessment completions, and a database of all student assessment completions, creating important data for analytics which can be used for accreditation and strategic requirements, as well as research purposes.

Conclusion:
CWAapp provides a neat, easy to use digital solution to the challenge presented by workplace-based assessments. Assessments provide high educational value, but also create data which can inform teaching quality improvement processes.

About the presenter
Silas Taylor is an Education Focused academic in the Medicine Faculty, who received the UNSW VCATE in 2017. His expertise is in Clinical Skills teaching and as a curriculum designer, he has successfully implemented a volunteer Simulated Patient Program (SPP) into the UNSW Medicine curriculum, as well as the technologically and educationally innovative Online Simulated Patient Interaction and Assessment (OSPIA) platform.
Courageousness in teaching can be expressed through the use of innovative practices in assessment design and feedback, or through the development of pedagogical strategies that integrate technology, which can facilitate new learning experiences. Most importantly, however, courageousness in teaching can be as simple as a willingness to try something different to enhance the student learning experience. Although to be successful in this endeavour, the ability to try different techniques in teaching should be grounded within key theoretical frameworks, which have been shown to enhance student motivation, engagement and overall learning outcomes. As a result, the current presentation will primarily focus on the central tenants of Self-Determination Theory (SDT), to facilitate courageous teaching. Furthermore, personal examples of my pedagogical practices that have utilised core components of SDT to develop connected learning communities will be explored. 2017 MyExperience feedback from 170 advanced science students enrolled in SCIF1121 will be presented to demonstrate evidence of enhanced student experience outcomes.

What is Self-Determination Theory (SDT)?

SDT provides a useful framework for courageous teaching practices and has been shown to predict improved levels of student motivation, engagement and learning. SDT is a macrotheory of motivation, which provides a broad framework for understanding the relationship between student motivation and inner needs. SDT posits that the satisfaction of innate psychological needs for autonomy, competence and relatedness influence factors which relate to individual growth and development, such as intrinsic motivation, self-regulation, health and wellbeing (Ryan & Deci, 2000). Therefore, the following pedagogical strategies have been grounded within SDT, to facilitate student motivation, engagement and learning.

Autonomy

Autonomy supportive teaching strategies include prioritising the student’s perspective during learning activities, seeking students’ input, providing choice, conducting formative assessments and asking reflective questions about how to make the subject matter more interesting, relevant and useful to the students (Reeve, 2012; Reeve & Halusic, 2009).

Competence

Competence enhancing strategies, such as the use of clear rules, expectations, structure and guidelines (Niemiec & Ryan, 2009), can significantly improve student performance (Allen & Tanner, 2006), particularly in novice students (Bresciani, Zelna, & Anderson, 2004). Furthermore, personal best goals, which facilitate feelings of competence by encouraging students to aim to do as well or better than their previous best efforts, has been shown to improve students’ educational aspirations, motivation and achievement (Martin & Elliot, 2016).

Relatedness

Strategies that promote learning communities by enhancing relatedness between peers and faculty (Reeve & Halusic, 2009), can also significantly predict student efforts, motivation and academic outcomes (Beachboard, Beachboard, Li, & Adkison, 2011).

Ultimately, by structuring activities through the fulfillment of innate psychological needs for autonomy, competence and relatedness, educators have the opportunity to enhance student motivation, engagement and wellbeing (Reeve, 2012; Vansteenkiste, Lens, & Deci, 2006), which is particularly relevant to educators who are determined to utilise a framework which can facilitate courageous teaching practices.

About the presenter

Ananthan Ambikairajah is a passionate neuroscientist and educator, who has completed his Bachelor of Science (Neuroscience), and Master of Teaching (Secondary) degrees at the University of New South Wales (UNSW), Sydney. Ananthan currently works with the Australian National University (ANU) and is completing his PhD, which aims to understand the interaction between cardiovascular risk factors and menopausal status on structural brain changes. Ananthan has a keen interest in conducting research that can have a positive, widespread impact on society, in addition to communicating his scientific work to the public to spark interest, critical thought and encourage scientific discourse.
Within creative ecologies, the significance of creative industry encounters and the efficacy of participation in a self-organisational ecosystem are explored. Specifically, how an innovative Professional Experience Project (PEP) that connects students with variously sized business, galleries, events, collectives, MakerSpaces, hubs, and bespoke sole traders transforms traditional understandings of “internship”.

Experimental ecologies are discussed in metaphoric and literal ways. A natural occurrence of a desert ecology in Newman, Western Australia shows how the conceptual mechanics of PEP partnerships can be conceived as an ecology of practice. Mutually nurturing systemic thinking posits how previously unexplored ecologies in extreme environments can inspire creative architectures in professional contexts.

Thinking through contemporary issues and the mechanics of structural complexity to re-imagine new creative ecological networks, raises the visibility of previously undisclosed voices in creative and adaptive fields. Extending beyond the concept of voice reveals the mechanics of production/consumption to focus on case based knowledge, care and advanced knowledge in creative professional contexts. An ecologies of practice lens (Hopwood 2016; Kemmis et al. 2012; Rourke and Snepvangers 2017; Snepvangers and Mathewson Mitchell 2018a, b), is used to explore specifically designed curricula anticipating sustainable concepts of creative learning as partnership, meshed with a well-resourced digital portal. The subject of this work is a compulsory core course, PEP nested within a final year Honours program across Fine Arts, Design and Media. The significance of PEP as a transitional space of encounter prior to graduation is of paramount importance in new understandings of creative economy at scale.

About the presenter/s

Dr Kim Snepvangers is Director: Professional Experience & Engagement Projects at Art & Design. As the recipient of a 2017 SEIF Grant with the Faculty of Science and a 2016 Strategic Educational Fellowship her research interweaves creative and professional leadership contexts. Recent co-authored books engage visualisation with creative ecologies, critically reflective frameworks and embodied pedagogies. Her PhD Scientia supervision includes international, national and local projects on social data visualisation to address marginalisation in diverse communities. You can read more about Kim on the UNSW Art & Design website: https://artdesign.unsw.edu.au/about

Ms Tess Allas has worked in the field of Aboriginal art since the early 1990’s. She has coordinated, curated or was the lead curator on a number of national and international exhibitions including 181 Regent Street: Addressing Black Theatre for the 2012 Festival of Sydney at Carriageworks; Shimmer, 2015/16 at Wollongong Art Gallery; With Secrecy and Despatch, 2016 at Campbelltown Arts Centre and Under Pressure, 2017/18 for Tarnanthi at the Art Gallery of South Australia. She curated international print exhibitions in Montreal, Canada for the Montreal First Nations Festival; for the Gorman Museum at the University of California, Davis and the Kluge-Ruhe Aboriginal Art Collection in the United States as well as many smaller exhibitions on the South Coast of NSW. You can read more about Tess on the UNSW Art & Design website: https://artdesign.unsw.edu.au/about-us/our-staff/ms-tess-allas

Mr Dennis Golding was born in Sydney 1989 and is a descendant of the Gomeroi/Gamilaraay people from the north west of New South Wales. He spent most of his childhood living in Redfern and now resides in south east of Sydney in Malabar.

Currently in his final year studying a Bachelor of Fine Arts (Honours) at the UNSW Art & Design, Golding continues to develop his creative practice as an artist and has experienced working as an assistant curator as part of his professional experience program (PEP). Through this university program, he assisted lead curator and mentor Tess Allas in Under Pressure (2017) at the Tarnanthi Festival of Contemporary Aboriginal and Torres Strait Islander Art and in Ngurrrambaa (2018) at Murray Art Museum Albury.

During his studies, he works part time in the position of First Nations Creative Producers at Australian Design Centre as a graphic designer at Google Australia.

Over the past four years, Dennis has achieved a number of awards for excellence in tertiary education including the UNSW Art & Design Aboriginal Art Scholarship award (2014), UNSW Art & Design Spirit Award (2015), UNSW Art & Design Academic Excellence Award (2016), Jenny Birt Highly Commended Art Award (2017) and the Kudos Emerging Artist + Designer Highly Commended Award (2018).
Creating high quality educational content is hard. As education moves online, teachers lack the tools to take advantage of this crucial medium. Snack is a web application that lets anyone be a digital educator. With Snack's in-browser creator tool, anyone can easily record a short, 5-10 minute video explaining a concept or problem. The tool acts as a digital whiteboard, with options to add ink, text, images, code, and much more, all within a browser.

Snack’s unique vector-based recording and playback technology makes videos interactive, editable and highly compressed. This means videos can be made anytime, anywhere, and can be shared instantly with students: no screen-capture, no bloated video editing software, no hosting. Everything you need to create is neatly housed on our website!

Snack is already being used in several introductory computer science courses at UNSW with promising results, cultivating high engagement and a strong culture of peer-to-peer learning. We're also working with several academics, including Chris Tisdell, a Google Scholar whose educational YouTube channel has over 70k subscribers. We're excited to enable every educator to create and share their knowledge on our open, free-to-use platform!

About the presenter/s

Jake Fitzgerald studies Mechatronics and Computer Science at UNSW. On the side, he is a passionate, experienced teacher, with experience as both a private tutor and casual academic for the School Computer Science. Jake has worked extensively in industry, most recently as a Software Engineer for Facebook in San Francisco. He has also interned for AirTree Ventures, Australia's largest venture capital firm, and several start-ups in Sydney. His entrepreneurial mindset and passion for teaching have recently converged into a new EdTech app "Snack", a platform for instantly creating and sharing bite-sized educational videos.

Hugh Chan is in his 5th year of an Electrical Engineering and Computer Science degree at UNSW. He grew up a surfer grommet in Coffs Harbour and hadn't written a line of code or heard of a soldering iron before coming to university. He has since worked on various software and hardware projects for Data61 (CSIRO) and a myriad of start-ups from SpaceTech to FinTech. Building on his experiences in start-up community and passion for learning, Hugh now jointly leads "Snack", an EdTech platform to make educating online as easy as putting pen to paper.
Short Presentation

Using narratives to teach Pathology

Presented by Dr Chaturaka Rodrigo
School of Medical Sciences, Faculty of Medicine

Being Courageous: Exploring new approaches to improve and expand learning experiences

Introduction
Narratives are different from stories as it allows the examination of the same problem from different perspectives, without being limited by chronological linearity. We used narrative based teaching in an undergraduate Medical Science Pathology course and evaluated the student feedback.

Methods
Narratives of three patients were used to teach content in multiple cancer related themes in a Cancer Pathology course offered to third-year Medical Science undergraduates majoring in Pathology as a pathway to postgraduate entry to a medicine program, research training or pursuing careers in allied health. These narratives were discussed stepwise from the point of diagnosis to end of life or cure using six sequential practical classes that integrated different perspectives throughout the course. The student feedback was evaluated with an anonymous online questionnaire after the last class.

Results
Out of 105 students completing the course, 62 (59%) completed the questionnaire. Most students agreed that narrative based learning improved their learning experience (95.1%), made it easier to remember content (90.3%) and that they prefer narrative based teaching to standard methods of teaching (90.3%).

Conclusion
Judicious use of narrative based teaching can improve the learning experience of students by highlighting the applications and contextual use of knowledge.

About the presenter
Chaturaka Rodrigo MD, PhD is a lecturer in the Department of Pathology, UNSW Sydney. He is interested in improving the quality of undergraduate education in Pathology by hypothesis driven, systematic educational research.
This year the Bachelor of International Public Health (BIPH) was offered as the first PLuS Alliance program at UNSW. In keeping with the intent of the Alliance, the BIPH aims to address global public health challenges through bringing together the expertise of academics across the PLuS partners and using innovative technology and pedagogical approaches for expansive student access and transformative learning. To undertake such a mission in designing and developing the first PLuS program at the university, in and of itself demands being courageous to meet the needs of an anticipated new and fully online undergraduate student cohort. Within this context, International Indigenous Health (IIH) was the first course to be designed, developed and delivered in the BIPH. It too broke new ground being co-designed and developed by Indigenous and non-Indigenous academics across UNSW and Arizona State University (ASU) to provide the first online course worldwide that aims to provide students with a global perspective on Indigenous public health issues and principles for action. Where typically Indigenous health courses focus on one country and rarely involve an international perspective both in terms of Indigenous populations and academics contributing to the course, the IIH course was conceived and developed to find common ground drawing together the expertise and diversity of understandings from UNSW and ASU to produce a media rich fully online course. The presentation outlines how the curriculum was realised and collaboratively actioned across the two universities and the processes of design and development that led to the current course which was only delivered for the first time, Semester 2 this year. Emphasis will be on the evidence of outcomes and effectiveness to date, discussing key course learning features and cross institutional students’ engagement and feedback. The core features and student responses to our use of collaborative learning strategies in embedding rich multimedia case studies, online discussion forums, group wikis and a reflective online blog will be outlined. Our commitment to support students no matter their location to reflect deeply on the implications of International Indigenous health for their future practice and to hear their voices will be demonstrated through de-identified excerpts from their online reflective blogs and through brief video clips. The implications of this highly innovative course that has expanded the opportunities for students to engage with each other across the boundaries of cultures and countries on issues of Indigenous health will also be indicated.

About the presenter
Dr Lois Meyer is the Director of the Bachelor of International Public Health the first PLuS Alliance program to be offered through UNSW. She is also Director of the Future Health Leaders Program and Senior Research Fellow in Learning and Teaching in the School of Public Health and Community Medicine in the Faculty of Medicine. Her research focus is in curriculum design, online learning, work-based learning and career trajectories in public health and healthcare management.
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