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<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Chair</th>
<th>Delegate takeaway</th>
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<td>8.30 – 9.00am</td>
<td>Registration will be open</td>
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<td>Poster Viewing in Leighton Hall</td>
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<td><em>Coffee and Tea will be available</em></td>
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<td>9.00 – 10.05am</td>
<td>Welcome to Country by Aunty Lola Ryan, La Perouse Land Council Elder</td>
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<td>Welcome by Professor Merlin Crossley, Deputy Vice-Chancellor, Academic,</td>
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<td>Keynote: “Changing Contexts and People in Higher Education: Holism and</td>
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<td>Akoranga” Presented by Associate Professor Kathryn Sutherland, Victoria</td>
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<td>University of Wellington, New Zealand</td>
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<td>10.05 – 10.30am</td>
<td><strong>PechaKucha</strong></td>
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<td>Human Centred Design methods for gaining valuable student insights</td>
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<td><strong>Co-Design the student learning experience</strong></td>
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<td><strong>Ms Selena Griffith</strong></td>
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<td>Centre for Social Impact, UNSW Business School</td>
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<td>Higher-order inquiry capabilities require practice to perfect,</td>
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<td>therefore students should be given opportunity to develop skills in</td>
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<td>short, repeated complex tasks</td>
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<td><strong>The place of space for learning</strong></td>
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<td><strong>Dr Peter Neal</strong></td>
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<td><strong>Engaging students as partners in course quality enhancement</strong></td>
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<td><strong>Dr Diane Mayorga, Ms Fay Poulos and Mr Ian Chen</strong></td>
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<td>School of Accounting, UNSW Business School</td>
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<td>Inspiration to take risks when developing new ways to improve a</td>
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<td>course's learning environment</td>
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<td>10.30 – 11.05am</td>
<td><strong>Session 1</strong></td>
<td>Leighton Hall</td>
<td>A/Prof Kim Snepvangers</td>
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<td>Tyree Room</td>
<td>A/Prof Chinthaka Balasooriya</td>
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<td><strong>Location:</strong></td>
<td>The Galleries</td>
<td>Ms Karin Watson</td>
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<td>Each presentation will be followed by a Q&amp;A session</td>
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<td><strong>Making room for active learning</strong></td>
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<td>Presented by Dr Christine Lindstrom, School of Physics, Faculty of</td>
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<td>How the Flipped Classroom, Just-in-Time Teaching and Peer Instruction</td>
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<td>triad enables active learning in a course</td>
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<td>**Collaborations in teacher education, research and art: The UNSW/White</td>
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<td>Rabbit Collection Partnership</td>
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<td>Innovations through research-informed teaching</td>
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<td>**Challenges of course redesign in revitalising students learning</td>
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<td>Presented by Dr Karen Maras, Ms Sally Leaney and Mr Brian Shand, School</td>
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<td>Active learning project to promote learner-centered teaching practice</td>
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<td><strong>Presented by Dr Arash Khatamianfar</strong>, School of Electrical Engineering</td>
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<td>and Telecommunications, Faculty of Engineering</td>
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<td>Active learning project to promote learner-centered teaching practice</td>
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<td>Long Presentation</td>
<td>Questions to Spark Student's Reflection and Improve their Wellbeing</td>
<td>Using Teams to promote student engagement with inquiry-based learning</td>
<td>Leadership, place-based independent learning and online development in the Master of Environmental Management</td>
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<td>Presented by Dr Jose Bilbao School of Photovoltaic and Renewable Energy Engineering and Dr May Lim, School of Chemical Engineering, Faculty of Engineering</td>
<td>Presented by Dr Peter Neal, School of Chemical Engineering, Faculty of Engineering</td>
<td>Presented by Associate Professor Paul Brown and Associate Professor Matthew Kearnes, School of Humanities and Languages, Faculty of Arts and Social Sciences</td>
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<td>The data enables teaching staff to take a proactive action to reduce stress and improve wellbeing</td>
<td>Guided inquiry provides an engaging and important step in the development of graduates</td>
<td>Suggestions about development of online teaching approaches linked to field work</td>
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<tr>
<th>Morning Tea 11.05 – 11.35am</th>
<th>Location: John Niland Scientia Building Foyer</th>
<th>Location: Leighton Hall</th>
<th>Location: Tyree Room</th>
<th>Location: The Galleries</th>
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<tbody>
<tr>
<td>Don't forget to vote for your favourite poster. Voting closes at 2.45pm</td>
<td>Chair: Dr Melanie White</td>
<td>Chair: Professor Nalini Pather</td>
<td>Chair: Professor David Epp</td>
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<tr>
<th>Session 2 11.40am – 12.50pm</th>
<th>Moving towards student-centred teaching in a large first year engineering course</th>
<th>Craft goal infrastructure – Resources that enable goal attainment</th>
<th>Developing An online Resource in Ethics for Finance</th>
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</thead>
<tbody>
<tr>
<td>Presented by Dr Inmaculada Tomoe-Reyes, School of Electrical Engineering and Telecommunications, Faculty of Engineering</td>
<td>Presented by Associate Professor Peter Heslin, AGSM, UNSW Business School and Dr Joshua Swift, Office of the Pro Vice-Chancellor (Education), DVC (A)</td>
<td>Presented by Dr Natalie Oh, School of Banking and Finance, Dr Louise Fitzgerald, Education Portfolio, UNSW Business School and Dr Imogen Waugh, Office of the Pro Vice-Chancellor (Education), DVC (A)</td>
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<td>Stream: Course Design</td>
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<td>Delegate takeaway</td>
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<td>Advantages of peer mentoring and tutors being facilitators rather than formal authorities</td>
<td>Goal infrastructure can guide and motivate your goal-striving by providing sources of feedback about your progress along the way</td>
<td>Shift in students’ attitude towards ‘Learning Ethics’</td>
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<tr>
<th>Short Presentation</th>
<th>Closing the loop – creating opportunity for student partnership to continually improve courses in Medicine</th>
<th>How am I doing? Where to next? Improving Assessment &amp; Feedback for students AND staff</th>
<th>Universal Design for Learning in Tertiary Education: Best Practices from the Literature</th>
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<tbody>
<tr>
<td>Presented by Associate Professor Adrienne Torda and Ms Dayna Duncan, Office of Medical Education, Faculty of Medicine</td>
<td>Presented by Ms Nikki Hayes, Ms Karin Watson Faculty of Art &amp; Design, and Mr Danny Carroll, UNSW Business School</td>
<td>Presented by Associate Professor Terry Cumming School of Education, Faculty of Arts and Social Sciences</td>
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<td>Stream: Collaboration and Partnerships</td>
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<td>Delegate takeaway</td>
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<td>Acting on student feedback is a commitment Faculty need to make to continually improve the quality of educational deliverables and improve the student experience</td>
<td>Increased efficiencies in assessing, benchmarking, moderation, and evaluation of student performance effectiveness of self and peer assessment practices assessments beyond the course</td>
<td>Ways to use UDL in their teaching and practice</td>
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<td>Session 2</td>
<td>Location: Leighton Hall</td>
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<td>Chair: Dr Melanie White</td>
<td>Chair: Professor Nalini Pather</td>
<td>Chair: Professor Julien Epps</td>
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<tr>
<td>Short Presentation</td>
<td>Teaching Practices to Support Students' Motivation and Engagement</td>
<td>Student Agency and Reflexive Design in Fully Online Teaching using Microsoft Teams</td>
<td>Digital Assessment: anywhere, anytime, anyhow!</td>
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<tr>
<td>Presented by Dr Rebecca Collie, School of Education, Faculty of Arts and Social Sciences</td>
<td>Presented by Mr Kevin Samnick, AGSM, UNSW Business School</td>
<td>Presented by Dr Mathew Hillier, Office of the Pro Vice-Chancellor (Education), DVC (A)</td>
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<td>Delegate takeaway</td>
<td>The importance of the basic psychological needs for motivation and engagement</td>
<td>Reflexive course design ensures alignment between shifting teaching goals and educational design choices</td>
<td>Digital exams can include authentic elements as well as the basics</td>
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<tr>
<td>Short Presentation</td>
<td>Enhanced class participation by attaching bonus marks to class activities</td>
<td>Quality Teaching Framework</td>
<td>Assessment for deep learning: Developing team-based learning assessment and feedback practices to support student learning and development</td>
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<tr>
<td>Presented by Dr Rukmi Dutta and Dr Inmaculada Tomeo-Reyes, School of Electrical Engineering and Telecommunications, Faculty of Engineering</td>
<td>Presented by Dr Dijana Townsend, Learning and Teaching Group, and Professor Scott Tyo, School of Engineering and Information Technology, UNSW Canberra at ADFA</td>
<td>Presented by Dr Irina Dedova and Dr Michelle Moscova, School of Medical Sciences, Faculty of Medicine</td>
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<td>Delegate takeaway</td>
<td>A surprise active learning activity with a bonus mark can provide opportunities of two-way feedback</td>
<td>Staff should be supported by their peers and broader community in their teaching quality initiatives</td>
<td>Authentic assessment drives deep learning</td>
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<tr>
<td>Short Presentation</td>
<td>Online Knowledge Maps with automated feedback for learning and assessment</td>
<td>Blended Learning - a holistic faculty approach beyond ILI</td>
<td>A reflection on team formation to foster engagement in first year science students</td>
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<tr>
<td>Presented by Professor Gary Velan, School of Medical Sciences, Faculty of Medicine</td>
<td>Presented by Ms Karin Watson, Faculty of Art &amp; Design</td>
<td>Presented by Dr Suzanne Schibeci, Teaching and Learning Unit, Faculty of Science</td>
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<td>Delegate takeaway</td>
<td>Concept/knowledge maps and appropriate feedback have great potential benefits for learning in a variety of disciplines</td>
<td>This session will include examples of the guidelines, templates, resources and curriculum development program (CDP) developed for the strategy and demonstrate how these were implemented and integrated with other projects across the entire faculty.</td>
<td>Understand how team formation important to developing student graduate capabilities, leading to greater employability</td>
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<tr>
<td>Short Presentation</td>
<td>Lunch</td>
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<td>Presented by Dr Suzanne Schibeci, Teaching and Learning Unit, Faculty of Science</td>
<td>Location: John Niland Scientia Building Foyer</td>
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<td>Session 3 1.45pm – 2.10pm</td>
<td>Location: Leighton Hall</td>
<td>Location: Tyree Room</td>
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<td><strong>Chair:</strong> A/Prof Elizabeth Angstmann</td>
<td><strong>Chair:</strong> A/Prof Arianne Rourke</td>
<td><strong>Chair:</strong> Dr May Lim</td>
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<td><strong>PechaKucha</strong></td>
<td>Start early, stress less</td>
<td>Case video quizzes improve tutorial class preparation</td>
<td>Designing a post-graduate program for online delivery, authentic experience and active engagement</td>
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<td>Presented by Dr Deborah Barros Leal Farias, School of Social Sciences, Faculty of Arts and Social Sciences</td>
<td>Presented by Dr Veronica Jiang, School of Marketing, UNSW Business School</td>
<td>Presented by Dr Thuy Vu, Mr Steven Parker and Dr Toni Ferrara, Teaching and Learning Unit, Faculty of Science</td>
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<td>Early feedback is doable in the 3T structure</td>
<td>With pre-class preparation, most students can participate in the in-class case discussions. This is especially helpful for international students</td>
<td>Effective online design principles</td>
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<td><strong>PechaKucha</strong></td>
<td>Collaborate Cambodia</td>
<td>Fixing teaching from the ‘back-end’ with some help from your technical team</td>
<td>Role of effective team activities in Engineering courses that satisfy requirements of Industrial workforce in Australia</td>
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<td>Presented by Ms Eva Lloyd, Faculty of Built Environment</td>
<td>Presented by Dr Gee Chong Ling, School of Biotechnology and Biomolecular Sciences, Faculty of Science</td>
<td>Presented by Mr Swapneel Thite, School of Electrical Engineering and Telecommunications, Faculty of Engineering</td>
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<td>Practical examples that illustrate some ‘ingredients’ for meaningful cross-cultural partnerships</td>
<td>Feedback tracking approach that delivers accountable and sustainable solution</td>
<td>Industrial insight Transition into workforce Work Integrated Learning</td>
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<td><strong>PechaKucha</strong></td>
<td>Teaching for understanding: The power of using three short franchise-based case studies to cover key interdisciplinary concepts in undergraduate business studies</td>
<td>Course Outline Processes as Drivers for Positive Change in Course Outcomes</td>
<td>Communication for Success: building confidence in spoken communication through reflection</td>
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<td>Presented by Professor Jenny Buchan, School of Taxation and Business Law, UNSW Business School and Dr Courtenay Atwell, Gonski Institute for Education</td>
<td>Presented by Mr Andrew Chambers, AGSM, UNSW Business School</td>
<td>Presented by Mrs Angie Nazim and Ms Laura Christie, UNSW Global</td>
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<td>An understanding of the usefulness of case studies in teaching core concepts</td>
<td>How course outlines can be used for improving: Course alignment, quality assurance processes, and forming useful reusable designs that can dramatically improve outline utility and quality.</td>
<td>Student engagement in Action Research</td>
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The Education Focussed Career Development team has formed Communities of Practice (CoPs) which are led by Education Focussed academics.

Dedicated to improving the design, development and delivery of educational initiatives at UNSW, the CoPs align with faculty-specific priorities and the 2025 Strategy. We are working on meaningful innovations around Digital Assessment, Online Teaching, Student Wellbeing and Evaluation of Teaching Practice, among other things.

Come and see us in Leighton Hall during the Forum and learn more about each CoP and how you can be a part of it.
Keynote

Presented by Associate Professor Kathryn Sutherland
Victoria University of Wellington, New Zealand

Kathryn Sutherland is an Associate Professor in the Centre for Academic Development at Victoria University of Wellington. She also served six years as Associate Dean (Students, and Learning & Teaching) in the Faculty of Humanities and Social Sciences, so has a wide understanding of the challenges facing both academics and students in twenty first century universities.

Her research and practice has three main areas of focus: the experiences of early career academics; holistic academic development; and working in partnership with students to improve teaching and learning. Kathryn is a Principal Fellow of the Higher Education Academy, a co-editor of the International Journal for Academic Development, and a keen but slow runner.

Changing Contexts and People in Higher Education: Holism and Akoranga

As the world moves rapidly into the middle of the twenty-first century, higher education is chasing to keep up with all the changes. From precarious to permanent and everything in between, from low-tech to high-tech, from transmission-focussed to learning-centred, what do our workplaces, classrooms, colleagues, students, and learning environments look like? How might they be different, if we looked through fresh eyes? In this presentation, I will share research on holistic academic development, and on ‘akoranga’ (the reciprocity of teaching and learning) that will challenge you to seek different ways of being, teaching, learning, researching and working in your university.
**Pecha Kucha**

**Co-Design the student learning experience**

Presented by Ms Selena Griffith, Education Focussed Academic
Centre for Social Impact, UNSW Business School

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

How to use Design Thinking, User Centred Design and responsive course design to easily tailor meaningful and memorable learning experiences for your students.

Reference

About the Presenter
Selena Griffith is Senior Lecturer: Design on Thinking, Innovation and Entrepreneurship at The Centre for Social Impact. She has been working in academia and active design practice for over 25 years, applying Design Thinking to many commercial and institutional contexts. She has worked in Built Environment, Art and Design, Engineering and most recently, Business and UNSW Sydney.

Delegate takeaways
- Design Thinking and Design Doing Tools to make courses more engaging
- Human Centred Design methods for gaining valuable student insights
- Co-Design methods for using student insights to tune courses

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**Pecha Kucha**

**The place of space for learning**

Presented by Dr Peter Neal, Education Focussed Academic
School of Chemical Engineering, Faculty of Engineering

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

Within higher order inquiry-based learning (Banchi & Bell, 2008) spectrum, students are expected to self-manage complex tasks. This talk will reflect on the importance of opportunity and time for learning.

Reference

About the Presenter
Peter Neal is an education focussed lecturer in Chemical Engineering, and is passionate about developing students’ capacity in design, inquiry and professional skills. He has been a key contributor to the development of new thesis courses across the Faculty of Engineering. He has also helped drive a new School-wide approach to inquiry-based learning, implementing the design of two new blended laboratory courses, and provides advice and support to staff implementing new teaching strategies and educational technologies.

Delegate takeaways
- Developing skills in inquiry-based learning requires a staged, whole of program approach.
- Higher-order inquiry capabilities require practice to perfect, therefore students should be given opportunity to develop skills in short, repeated complex tasks.
Engaging students as partners in course quality enhancement

Presented by Dr Diane Mayorga, Education Focussed Academic
Ms Fay Poulos and Mr Ian Chen
School of Accounting, UNSW Business School

Collaboration and Partnerships: Working in partnership to develop quality programs, courses and learning experiences

A course convenor and 23 students’ partner to continuously improve the learning environment for a large UG course. The project supported students’ discovery of ‘learning’ through discussion and collaborative reflection (HEA 2015).

Reference
https://www.heacademy.ac.uk/enhancement/frameworks/framework-studentengagement-through-partnership

About the Presenter/s
Diane is a Senior Lecturer in the School of Accounting. She is the School’s Postgraduate Coordinator of the Master of Professional Accounting and Master of Professional Accounting Extension Programs as well as the Coordinator of the Accounting & Business Management Coop Program.

Fay is a second year Commerce (Co-op) student majoring in Accounting and Finance. She has a keen interest in analysing how the domestic and international financial markets function, how it impacts companies and the choice of strategies they employ in response to this. Outside of the classroom, she is a General Committee member for the UNSW Hellenic Society and a peer mentor for the UNSW Accounting Society.

Ian is a 3rd year student in the Commerce (Accounting) and Aviation (Management) dual degree program. He is interested in research exploring how aviation safety is complemented by the industry’s commercialisation and economic growth. He participates in learning and research initiatives in both the School of Accounting and the School of Aviation. Beyond academics, he plays social tennis with the UNSW Tennis Club and participates in endurance runs with the UNSW Campus Runners Society.

Delegate takeaways
- Inspiration to take risks when developing new ways to improve a course’s learning environment
- The importance of listening to the students’ voices when convening a large course
- Both course staff and students benefit in multiple ways from forming student-staff partnerships
Long Presentation

Making room for active learning

Presented by Dr Christine Lindstrom
School of Physics, Faculty of Science

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

The evidence for the superior learning value of active vs. traditional teaching has mounted to such an extent that in a metastudy of 225 studies in the STEM disciplines Freeman et al. (2014) found that the first generation of research on the topic has concluded that active learning is the empirically validated preferred teaching method.

Active learning strategies fit well with a Flipped Classroom (FC) approach. FC refers to a teaching structure where students receive their first exposure to the subject material prior to class so that class time can be freed up to work with the material, which is the reverse order to traditional tertiary instruction (Bergman & Sams, 2012). The pre-work comprises familiarizing oneself with the subject matter either by reading the textbook or other materials, or by watching online video lectures. FC is often employed in conjunction with Just-in-Time Teaching (JiTT) (Novak et al., 1999), in which students complete an online pre-test before class. In addition to forcing students to work on some relevant content problems, the pre-test gives feedback to the instructor prior to class about what the student cohort has or has not understood from the pre-work tested. Often, one question in this pre-test will explicitly ask students to indicate what they found difficult in the pre-work. The instructor then uses this feedback to tailor class time to address the particular cohort’s educational needs. Because the introduction to the material has been moved out of the classroom, class time can be devoted to student active teaching methods, such as Peer Instruction (PI) (Mazur, 1997). PI is a research-based instructional strategy that leverages student discussions for learning. The teacher poses a question that the students first answer individually, using either analogue or digital means. Next, students discuss their answer with a peer—preferably one who gave a different response—before they respond to the question again. The teacher facilitates closure through an explanation of the answer. Research demonstrates that PI is related to a number of important learning outcomes, including improved performance on standardized tests of conceptual understanding, exam scores, problem solving, and retention in STEM courses and majors (Schell, Lukoff, & Mazur, 2013).

I have previously used the FC–JiTT–PI triad successfully in two physics courses for pre-service science teachers in Norway (Lindstrøm & Schell, 2013; Lindstrøm, 2015). For this reason, I chose to apply it to “PHYS1211 Energy and the Environment” when I started teaching at UNSW. Changing the course into this new format involved extracting detailed learning goals from previous lecture notes, finding existing online videos that covered all learning goals, designing pre-work quiz questions and PI questions, and preparing mini-lectures on what students found challenging. Class attendance among the 60 students enrolled followed historical trends of 25–50% attendance per one-hour class, with Friday attendance being particularly low. A course evaluation handed out in my last class was completed by 26 of 30 attending students. In response to “What was the most useful or valuable aspect of this course?” 15 of 26 (58%) students explicitly said that the FC–JiTT–PI triad structure was the best thing about the course, and when asked to indicate “How valuable were the following for learning course material? (1 = no value; 5 = very valuable)” for six different elements in the course, PI (average of 4.54) and the mini-lectures (4.50) were the most valuable part for learning. However, the course restructure did not improve attendance trends. Consequently, changes proposed for next year is moving to two two-hour classes, preferably in an active learning space, while further developing the FC–JiTT–PI triad.

References


About the presenter

Christine works as Lecturer in the School of Physics at UNSW Sydney where she teaches physics and co-leads the Physics Education Research for Evidence Centred Teaching (PERIECT@UNSW) group. She completed her PhD in Physics Education Research at the University of Sydney, has held positions at various universities in Norway, and has been a Fulbright Visiting Scholar at the University of Colorado Boulder, USA. Her research focuses on improving physics teaching in higher education.

Delegate takeaways

- What the Flipped Classroom, Just-in-Time Teaching and Peer Instruction triad is
- How the Flipped Classroom, Just-in-Time Teaching and Peer Instruction triad enables active learning in a course
- Example of how a course can be transformed to enable active learning
Long Presentation

Collaborations in teacher education, research and art: The UNSW/White Rabbit Collection Partnership

Presented by Dr Karen Maras, Ms Sally Leaney and Mr Brian Shand
School of Education, Faculty of Arts and Social Sciences

Collaboration and Partnerships: Working in partnership to develop quality programs, courses and learning experiences

This paper outlines a learning and teaching partnership between the UNSW School of Education and the White Rabbit Collection (WRC). Founded by collector Judith Neilson, the WRC is one of the world’s largest collections of contemporary Chinese art located at Dangrove in Sydney: http://www.whiterabbitcollection.org/

The partnership takes the form of a 4-day intensive course EDST5460 Special Project: Critical Interpretation, Contemporary Chinese Art & Classroom Pedagogy in the UNSW Master of Education (MEd). The focus is on building teachers’ understanding of contemporary art practice and intellectual autonomy in their own teaching through research-informed professional learning. Students investigate research on art interpretation in art education (Maras, 2018). After engaging as critics with artworks from the WRC at Dangrove, students demonstrate links between research on critical interpretation and learning about WRC artworks by designing a learning activity in art criticism and presenting it to their peers. They then create a teaching program focussing on an aspect of the WRC for students they teach in schools. This partnership responds to policy mandates and institutional aspirations shaping learning and teaching in school and higher education contexts.

Firstly, it aims to deliver ‘exemplary [teacher] education’ through integrating opportunities for quality education by maximising ‘novel solutions’ to ‘improve student experience’ (UNSW 2025 Strategy). Secondly, the initiative addresses Recommendation 13 of ‘Gonski 2.0’, Through Growth to Achievement (Commonwealth of Australia, 2018) to improve the teaching profession through ‘high quality professional learning’ suited to teacher needs and career stage. Thirdly, linking further study and authentic artworld experiences provides incentives for art teachers to engage in postgraduate study at UNSW whilst acquitting professional learning requirements to meet teacher accreditation obligations. Lastly, this partnership provides the Course Convenor opportunities to integrate a research project within the course that contributes to a program of research on critical and creative thinking in art education.

The impact and outcomes of the UNSW/WRC initiative manifest in a range of educational contexts. By implementing their learning and teaching programs developed in the course in schools’ teachers have engaged in enhancing students’ learning. Others have shared their work with their peers in professional learning forums. Some have evaluated their teaching programs in the MEd capstone project, a focus that has subsequently supported them to develop HDR research proposals on critical learning in art in education. These impacts collectively contribute to the development of a community of research and teaching in art education.

Evaluation feedback from students confirmed the benefits of the course to their teaching practice. For example, one student remarked; so much learning has occurred that has extended and built my understanding of contemporary Chinese Art…[this] will inform my teaching. Another commented on the course design; Pragmatic – linking the real world (art world) with education…gave me new ways of thinking about my role as teacher as expert and facilitator and how I should support students’ collective understanding of art. For another the experience was; …invaluable in terms of my study, my teaching practice, further academic practice. Learning from the educators, how to model teaching practices and theory, and the collaboration with other educators from different walks of life, places, stages was wonderful. This industry/university partnership highlights ways learning through collaborative immersive artworld experiences combined with research-based coursework contributes to the development of the quality teaching and student learning in schools and in higher education.

References

About the presenter/s
Dr Karen Maras is Senior Lecturer in the School of Education and convenes the Visual Arts, Media Arts and Design teacher education programs. Karen’s current research focus is on the role of critical and creative thinking in art and how these skills manifest in student learning, curriculum and pedagogy. Karen’s contributions to teacher education are grounded in her research in the areas of student learning, curriculum and experience in secondary visual arts teaching, leadership in curriculum, examination and policy development.

Ms Sally Leaney is a specialist Visual Arts teacher at Northern Beaches Secondary College Balgowlah Boys Campus. She is currently completing a Master of Education in the School of Education. Her research interests are in the area of students’ critical exchanges about art in the secondary school classroom. Sally’s developing research focusses on how and on what terms does teacher pedagogy support students to build and apply explanatory theories when making interpretations of artwork meaning in art design education.
Mr Brian Shand is a specialist Visual Arts teacher at Coonabarabran High School. Brian is currently completing a Master of Education in the School of Education. His research interests are in the area of secondary students’ domain specific conceptions of art. This developing research aims to augment previous research on students’ developing theories of art, a focus that potentially supports the development of outcomes and learning progressions in the secondary school curriculum.

Delegate takeaways

- Collaborating with students and organisations
- Innovations through research-informed teaching
- Tactics for engaging the profession in postgraduate study
Long Presentation

Challenges of course redesign in revitalising students learning experience

Presented by Dr Arash Khatamianfar, Education Focussed Academic
School of Electrical Engineering and Telecommunications, Faculty of Engineering

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

This presentation covers the complete redesign of a 3rd-year Electrical Engineering core course called Control Systems. I was asked to teach this course for the first time in Term 2, 2019 and restructure it for the trimester. Before I began working on it, I participated in the Course Design Institute (CDI); a 5-day workshop run by the Faculty of Eng. helping us how to redesign a course using modern teaching pedagogies which helped with to come up with some fundamental changes to implement in course.

This course has always been one of the most theoretically-intensive courses in Electrical Engineering, but at the same time it is one of the best courses in terms of helping student realising how theory and practice can come together to build a system that can control even the most complicated processes. The main issue in the previous iterations of this course was that the practical side had been lost in the massive analytical and a bit outdated content. So, the students were mostly disengaged with the course.

To revitalise the course, I completely redesigned everything from scratch including lecture slides, a new set of tutorials in both normal and flipped mode, and most importantly, the entire laboratory component. I began by looking into the ‘constructive alignment’ for this course which was completely broken from its three main pillars: teaching activities, learning outcomes, and assessments [L. Dee Fink, “Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses”]. I started by redesigning the laboratory experiments as a major teaching activity to bring back the practicality aspect of this course. The main question for me was how to come up with a proper lab experiments that can help students learn how the theory they learn from the lectures are being implemented in practice to accomplish a task in real-time. This is where I also had to think of how the experiments should be designed to be linked to the learning outcome which are assessable. Using my CDI work orientated around learner-centred approaches [P. Blumberg and M. Weimer, “Developing Learner-Centered Teaching A Practical Guide for Faculty”], I came up with a new design where each experiment would begin with a series of pre-lab problems. They would cover the theory section of the lecture contents being needed for that particular experiment as well as doing simulations to verify their results which would serve as a preparation for the experiment and revision of lectures. The experiment was then designed in a way to use the results from their pre-lab solutions in order to be able to complete the tasks. This created a strong connection between what they have learned from the theory and the practical side of the control system design. The marking scheme for lab assessment was designed to ensure students learning objectives. In parallel to these lab experiments, an active learning project was introduced where the tasks of the projects were aligned with the lab experiments, but with less information to promote self-learning skills (learner-centered approach) in such a way that students had to come up with their own design to build the entire control system from scratch. About 54 students signed up for this project and the assessment where optional (acting as a bonus mark).

The outcome of these major changes has been incredibly effective in students learning experience as it was reflected in their feedback on the MyExperience results for this course where the score of 5.51 has been achieved (69 responses out of 203 students) considering the negativity and dissatisfaction that had been existed for this course for a long time among students.

About the presenter
Dr Arash Khatamianfar is an education-focussed academic in the School of Electrical Engineering and Telecommunications. His is quite keen in using new and innovative teaching technologies and pedagogies and adapting them for the engineering education to improve students learning experience, in particular, in the area of Control Systems and Robotics. Since his employment back in 2018, he has been nominated twice for the Faculty of Engineering Student's Choice Teaching Awards.

Delegate takeaways

- Impact of proper teaching activities in the students learning experience
- Active learning project to promote learner-centered teaching practice
- The role of properly designed lab components with pre-lab exercises to reinforce learning
Long Presentation

Questions to Spark Student's Reflection and Improve their Wellbeing

Presented by Dr Jose Bilbao, Education Focussed Academic
School of Photovoltaic and Renewable Energy Engineering and
Dr May Lim, Scientia Education Academy Fellow, School of Chemical Engineering, Faculty of Engineering

Assessment and Feedback: Developing assessment and feedback practices that support student learning, while balancing student and institutional expectations

The authors have previously designed questions in order to get feedback from their students in regards to teaching quality and student's academic experiences. As part of this process, it became clear that questions can also be used to trigger deep reflection on the student’s part. The data gathered can be used to not only improve a new iteration of a given course, but potentially gauge the wellbeing of its student community. Teaching staff to connect, communicate and take proactive actions when students are stressed or in distress. The reflective writing also enabled students to regulate their actions and emotions, leading to better learning outcomes.

Reference

About the presenter
Dr Jose Bilbao has been an Education Focussed academic at UNSW since 2016 and his main motivation is to develop effective teaching and learning methods supported by digital assessment platforms. Jose has a deep interest in the student’s wellbeing and development, so he has been the Student Experience Coordinator for SPREE since 2017.

Dr May Lim is a Senior Lecture at UNSW Chemical Engineering and a fellow of the Scientia Education Academy. Her L&T interest encompasses Work Integrated Learning, teaching at scale and reflective practice in engineering.

Delegate takeaways
- Word clouds, survey questions in LMS and reflective writing can be used to gauge students’ wellbeing
- The data so obtained enable teaching staff to take proactive action to reduce stress and improve wellbeing
- The data may also assist students in regulating their actions and emotions, leading to better learning outcomes
Using Teams to promote student engagement with inquiry-based learning

Presented by Dr Peter Neal, Education Focussed Academic
School of Chemical Engineering, Faculty of Engineering

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

CEIC3007 is part of a new, systematic approach to inquiry-based learning for UNSW Chemical Engineering that involves the structured implementation of the Inquiry-Based Learning Spectrum (Banchi & Bell, 2008). In CEIC3007 students engaged in 3 three-week long guided inquiries using equipment that represents pilot scale versions of common industrial units. Students teams develop an experimental design, conduct experiments and communicate their findings.

Microsoft Teams was used as the primary course communication and collaboration platform for CEIC3007. Teams features a social media-like and device-friendly interface. We expected that Teams could help reduce response time to student questions, promote course discussion, as well as enabling better student collaboration.

Teams was introduced during lab induction sessions. Once teams were finalised, students were given access to private channels within the overall Course Team. These channels would be left alone unless students invited the coordinator using an '@' mention.

One of the other affordances of Teams is the easy integration of surveys into the course discussion using Microsoft Forms. Two surveys were run during term and one afterwards. These surveys provided valuable feedback that enabled the course coordinator and demonstrators to implement changes to course delivery during the term. These surveys also prompted student reflection with questions like:

- How are you feeling about CEIC3007 after the last experiment?
- What/how will you change going into the next round?

In the first survey (Week 45, RR=21%), students were asked their preference for Teams or Moodle forums for course communication. Students were evenly split between those who preferred Teams to Moodle and those who didn’t. This was intriguing, students had been making significant use of the platform for Q&A.

Discussions with students during lab classes prompted a more detailed set of questions in the second survey (Week 7/8, RR=17%). First, students were asked about their preferred platforms for collaboration. We found students tended to use Facebook platforms for communication but Google Docs or Office 365 for collaboration. The survey also asked for student opinion on ease of asking questions and finding answers, responsiveness, performance on devices, as well as revisiting the question preference. By the time of this survey most students were neutral or positive towards Teams.

Many students commented that they liked using Teams for communication. Others, while positive, thought the main attraction was collaboration. Some students found it easier to access than Moodle, but others found it messy and hard to find answers.

The most common complaint was that Teams was a second LMS and students preferred a single information source. Students like the way Moodle sends them an email every time there’s an announcement. Students reported missing notifications in Teams – despite the "@[channel-name]" format for announcements. This surprising finding came from students only using Teams through the web. Since this was the only course using Teams, some students didn’t bother installing the desktop or mobile apps and therefore missed direct notifications. Microsoft Teams has many positive features for course communication and collaboration – particularly in team-based courses. The main downsides appear to be a lack of familiarity and difficulty managing the General discussion. These can be addressed through wider adoption of the mobile app and use of topic-focused discussion channels. In CEIC3007, many students found the platform provided ready access to teaching staff and promoted easier collaboration – contributing to increased online engagement and improved communication. This is particularly important for a course where students were distributed across five distinct classes with five distinct sets of demonstrators.

Reference

About the presenter
Dr Peter Neal is an education focussed lecturer in Chemical Engineering, and is passionate about developing students’ capacity in design, inquiry and professional skills. He has been a key contributor to the development of new thesis courses across the Faculty of Engineering. He has also helped drive a new School-wide approach to inquiry-based learning, implementing the design of two new blended laboratory courses, and provides advice and support to staff implementing new teaching strategies and educational technologies.

Delegate takeaways
- Guided inquiry provides an engaging and important step in the development of graduates
- Microsoft Teams facilitates easy student collaboration in team-based courses
- Teams and Office 365 enable easy communication and student feedback
Long Presentation

Leadership, place-based independent learning and on-line development in the Master of Environmental Management

Presented by Associate Professor Paul Brown and Associate Professor Matthew Kearnes
School of Humanities and Languages, Faculty of Arts and Social Sciences

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

INTRODUCTION
Challenges of interdisciplinary environmental education (Pharo et al. 2013; Davison et al. 2014), recent discussion of the role of fieldwork (Pedelty and Hamilton 2017), and alignment with national standards for environment and sustainability education (Phelan et al. 2015) provide the impulses for this paper.

Supported by the UNSW Scientia Education Investment Fund (SEIF), staff and students in the Master of Environmental Management (MEM) have developed new approaches to blended learning using on-line materials and peer instruction in both the classroom and on-line forums. Several courses include field activities and interactive case studies that combine real-world experiential learning at contentious sites including the Blue Mountains World Heritage Area, Botany Bay and other urban and industrial sites, and remote area communities. The project explores pedagogical principles and learning outcomes that embrace ecological sustainability, inter-disciplinarity, adaptive management, systems thinking and ethical commitments. The developments come at a time when the MEM is gaining new focus as a Leadership program.

HIGHLIGHTS OF DEVELOPMENTS
These include:
Digital delivery integrated with critical thinking – optimizing the experience of both distance and face to face students, through new practices for digital education integrated across all courses.

• A ‘community of practice’ that includes pedagogy advisers, full time and casual staff, and students.

• Reimagining the degree as learning and teaching built on student independent research and developing leadership capability.

• A communications ‘hub’ that assembles and disseminates on-line materials and enhances networking for staff and students.

• Focus on integration of on-line materials and assessments with classroom and on-line forums, and with field study that includes independent place-based learning.

Re-development of individual courses – responding to recent reviews, benchmarking, resource constraints and student surveys while addressing UNSW L&T priorities and the new term structure.

• New developments in field-based learning across several of our courses.

• Trials of new on-line approaches in core and fundamental knowledge courses, and in some electives.

• Significant improvements in the format and structure of Moodle sites for these courses, creating a template for the MEM, and...

A ‘Baker’s Dozen’ of innovations and developments in learning and teaching practice

• More blended modules (equalizing distance and face-to-face teaching)

• More interactivity in the classroom, with...

• Amplification via on-line forums

• More opportunities for virtual attendance

• Enhanced recording of short-half-life seminars

• Filmed long-half-life master classes and selected lectures

• Enhanced on-line quizzing, posters, and other assessment techniques

• Guided on-line skills development (Life Cycle Analysis, Geographic Information Systems, Statistics)

• On-line support for field work (whole courses) with...

• A new Place Based Resource Kit (supporting assignments across the MEM)

• Enhanced use of LEGANTO for independent research

• Filmed field encounters

• A Webisode ‘Matrix’.

Engagement with external community and industry – contributing to capabilities in communities; engaging external professionals in the teaching program.

• Negotiations with industry, NGO and government partners for co-production of new on-line modules and support materials, especially versatile case studies.

• Focus on how external partners can assist with ‘short half-life’ teaching – responding to the fast-changing field that is environmental management.

Alignment with new National Standards for Environment and Sustainability learning and teaching.

• Benchmarking against Learning and Teaching Outcomes specified in the new National Standards for Environment and Sustainability teaching, issued by the Australian Council of Environmental Deans and Directors in 2014.
MEM courses align to these LTOs, with one important exception: our less than adequate inclusion of (Australian)
indigenous perspectives.

We are therefore developing threads, modules and potentially a whole course on First Peoples and the Environment, in
collaboration with indigenous knowledge holders.

CONCLUSION
Perhaps unexpectedly, the development of field-based activities and growth in capacity for on-line learning and teaching have
proved to be mutually reinforcing. This SEIF project has seeded significant opportunity for independent place-based learning in a
degree focused on students’ capacity for critical thinking and leadership in the realm of environmental decision making and
management.

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Directors.

About the presenter/s
Associate Professor Paul Brown is an educationalist, researcher, community artist and creative producer. He integrates university
research, teaching and leadership with arts practice, community engagement and consultancy – across humanities, environment,
science and community development fields. In 2017-19 he has been the Project Manager for a UNSW SEIF project supporting
innovation in the Master of Environmental Management. In 2012-14 he was a member of the project team devising new national
standards for education in environment and sustainability.

Associate Professor Matthew Kearnes is a member of the Environment and Society group in the School of Humanities and
Languages. His work is situated between Human Geography, Science and Technology Studies, Environmental Sociology and
contemporary social theory. He teaches into the Master of Environmental Management (MEM) program, and in 2017-19 he has
been the project team leader for the SEIF project developing the MEM.

Delegate takeaways
• Understanding of contemporary developments in postgraduate environmental education
• Suggestions about development of on-line teaching approaches linked to field work
• Understanding of developments by staff and students working in a community of pedagogy practice
Moving towards student-centred teaching in a large first year engineering course

Presented by Dr Inmaculada Tomeo-Reyes, Education Focussed Academic
School of Electrical Engineering and Telecommunications, Faculty of Engineering

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

First year curriculum design should be learner-centred and relevant in providing the foundation and scaffolding necessary to build students' knowledge and skills. Creating appropriate environments where students can learn from their peers allows them to take an active role in their own learning and has a positive impact on the learning (Prince, 2004). Active and collaborative learning approaches are necessary to develop essential skills of engineers, who normally work in teams to tackle real world challenges. Authentic tasks are also an important part of providing real world learning (Wiggins, 1990) and contribute to students' work-readiness capabilities and employability.

This work shows how tutorials in a large first year electrical engineering course were redesigned in such a way that (a) tutors became facilitators rather than formal authorities, (b) students had opportunities to direct the learning process and engage with it, and (c) students had opportunities to collaboratively solve real world problems which simulate what is asked of and done by professionals. These tutorials offer students authentic learning experiences by using real world problems which have to be solved in groups. Students in each group should work together, supported by tutors, to come up with and verify solutions.

After around 3 weeks, students got used to the learning style and their teams and started enjoying the method over traditional tutorials. This resulted in an increased in-class engagement. Results also show that students performed better in contextualised questions in exams, with an increase of the average mark of contextualised questions on the same topic with similar difficulty in Term 1, 2019 compared to Semester 2, 2018, where traditional tutorials took place. Initial feedback also indicates that students found problems interesting and helpful in reinforcing the understanding of the course.

References

About the presenter
Dr Inmaculada Tomeo-Reyes received the B.E. and M.E. degrees in Telecommunications Engineering from Universidad Carlos III de Madrid (UC3M), Spain, in 2006 and 2008, respectively. In 2010, she received the M.E. degree in Multimedia and Communications from UC3M. In 2015, she completed a Ph.D. in Electrical Engineering at Queensland University of Technology (QUT), Australia. Since 2018, she is an education focussed academic in the School of Electrical Engineering and Telecommunications at UNSW. She is a Fellow of the Higher Education Academy.

Delegate takeaways
- Importance of active and collaborative learning
- Importance of authentic tasks
- Advantages of peer mentoring and tutors being facilitators rather than formal authorities
Long Presentation

Craft goal infrastructure – Resources that enable goal attainment

Presented by Associate Professor Peter Heslin, Scientia Education Academy Fellow
AGSM, UNSW Business School and Dr Joshua Swift, Office of the Pro Vice-Chancellor (Education), DVC (A)

Assessment and Feedback: Developing assessment and feedback practices that support student learning, while balancing student and institutional expectations

Goal setting is invaluable for embracing and realising change, by virtue of enabling broad aspirations to be translated into specific objectives that individuals feel motivated to attain. When goals are specific and challenging, they help focus students’ attention and effort towards the actions required to reach the goal. They also increase (a) the amount of effort that students deploy, (b) how long students persist, and (c) the search for and use of the knowledge and strategies required for goal attainment (Locke & Latham, 2013).

Hundreds of studies have converged on a range of boundary conditions (or moderators) that need to be present for these potential performance benefits of specific, challenging goals to be realised. For instance, students need to be truly committed to a specific, challenging goal if they are to persistently strive to attain it. Another example is that specific feedback about the progress being made and areas for refinement is another essential ingredient for effective goal striving. A challenge when teaching goal setting theory and research findings is that students’ eyes often begin to glaze over when they hear apparent “jargon” about goal setting boundary conditions.

To this end, Heslin (2019) recast goal setting boundary conditions as goal infrastructure, defined as resources that enable goal attainment by enhancing goal-related focus, effort, persistence, and the strategies deployed to reach the goal. Heslin crystallized highlights from the last decade of goal setting research into a checklist of 15 different types of goal infrastructure that address three perennial challenges. These are to: (i) To guide goal-directed action, (ii) To build resilient motivation, and (iii) To anticipate and proactively manage obstacles. The full checklist is in Table 1 on p.36 of Heslin (2019) which can be accessed at https://tinyurl.com/y3qctggv.

Students can use this checklist to diagnose goal infrastructure deficiencies that potentially undermined their prior goal striving attempts, as well as to proactively craft relevant goal infrastructure to enable the attainment of their most valued goals. Either use of goal infrastructure enables students to provide themselves with self-assessment feedback on their progress toward attaining their professional or personal change/development goals. For example, establishing sub-goals facilitates tracking progress towards attaining their overall outcome goal.

Format:
Associate Professor Heslin will briefly outline the nature of the 15 types of goal infrastructure. Dr. Josh Swift (who was recently a student in one of Heslin’s AGSM classes) will then describe evidence of impact from a personal experience of building and applying goal infrastructure. We will then invite questions from the audience. Heslin will conclude by encouraging the audience members to identify (i) a professional, educational, or personal learning goal, along with (ii) 2-3 types of goal infrastructure they will apply to enable their attainment of that goal. The presentation slides will be adapted from these: https://tinyurl.com/y3s87owv

References

About the presenter/s
Peter is an Associate Professor of Management, registered psychologist, and UNSW Scientia Education Fellow. He lives his passion for discovering and sharing useful ideas through his research, teaching, and consulting focused on the role of self-regulation in management, leadership development, and career success.

Joshua is the director of ZiggyLabs, where he oversees corporate governance and administration, as well as the research projects undertaken by the company. He is a Project Officer at UNSW Sydney, where he administers and manages the career development of Education Focussed academic roles, a new career path introduced as part of UNSW's 2025 strategy. While working at the University, he is completing a part-time Master of Management with the AGSM.

Delegate takeaways
- Building goal infrastructure enables your attainment of virtually any goal
- Goal infrastructure can guide and motivate your goal-striving by providing sources of feedback about your progress along the way
Long Presentation

Developing An online Resource in Ethics for Finance

Presented by Dr Natalie Oh, Education Focussed Academic, School of Banking and Finance Dr Louise Fitzgerald, Education Portfolio, UNSW Business School and Dr Imogen Waugh, Office of the Pro Vice- Chancellor (Education), DVC (A)

Collaboration and Partnerships: Working in partnership to develop quality programs, courses and learning experiences

UNSW Business School is the context for a fruitful collaboration between Banking and Finance School staff and the Education Portfolio in developing an online self-access learning resource addressing building-block concepts in ethics for finance. This collaboration has included Management and Actuarial Studies and Risk staff, AGSM, students and external partners. Through this collaboration and in receiving a SEIF grant, we have developed a series of online modules delivered through a combination of text, video and self-conducted activities. The aim is for students to develop a critical mindset towards recognising ethical dimensions to the work of business professionals and consequently be able to act on their ethics, timely evidence of the Business School’s response to the Banking Royal Commission.

The resource has been developed through a design thinking process in which the original concept of addressing students’ capacity for responsible business practice, both as students and graduates, evolved through a process of consulting with a range of voices. The Business School’s PG program director, working with Responsible Business program coordinator and EF academic staff from Banking and Finance developed the concept to the next level, i.e., self-access materials in threshold concepts in ethics, including moral imagination, ethical judgment and ethical behaviour. These foundation concepts are seen as essential to students’ understanding and capability for ethical professional practice.

The literature on ethics in finance points out that a legalistic approach to standards of behaviour amongst finance professionals is inadequate to achieving the level of responsibility and care generally expected of them by society, because some actions while legal, can be unethical and not in the best interests of all stakeholders involved. Boatright (2014: 19) refers to the ‘moral rules that govern markets’ including, don’t steal, tell the truth, keep your promises, be fair, avoid harm, and be a faithful agent or fiduciary’. Asher and Wilcox (2015:14) suggest that virtue ethics ‘provide the most promising approach to shifting attitudes, behaviour and risk culture (or character) to recognise fully the legal and moral obligations of financial organisations’.

The next step in developing the framework was to brainstorm the curriculum design with the above-mentioned parties together with an ethics consultant and educational designer appointed to the project. Ongoing meetings have been held and in particular authentic case materials relevant to finance have been sought from academic staff working in the area. The resulting modules address topics:

1. Relevance of ethics
2. Professional ethics
3. Critical analysis of values
4. Ethical judgment
5. Legal factors and their intersection with ethics
6. Sociological factors
7. Organisational power dynamics
8. Conflict resolution
9. Best practice

An initial trial of the resource was held with a small group of students from Banking & Finance in July and feedback included comments that while students initially felt they didn’t need ethics education, after completing the trial, attitudes had shifted. They’d found it interesting and wanted to learn more. They said: I thought it was very interesting and would like to learn more about ethical thinking and perspectives; I thought it was quite interesting to see this aspect of ethics from a different perspective, never thought of it from a company perspective in terms of a specific customer so that part got me to think; the resource actually was very interesting, as I had no prior knowledge to the ethics theories; Learning about it helped me relate these theories to real world scenarios, which I would not have done prior to knowing these theories. In Term 3, a number of courses will integrate the modules by requiring students to undertake them in preparation for assessment tasks, such as case study analyses.

About the presenter/s

Dr Natalie Oh is a Senior Lecturer in School of Banking and Finance. She has conducted research on several financial issues such as market microstructure, the behavioural finance and capital markets. She has published in major international finance journals. She is currently an education focused academic specialising in the area of developing 'Industry Ready Students' taking a holistic approach to education.

Dr Louise Fitzgerald is an advisor and coordinates the Responsible Business Program, UNSW Business School. She has extensive experience in education and training policy analysis, development and implementation both in Australia and the region. She has worked on creating, developing, delivering and evaluating educational programs and resources and has a strong commitment to institutional capacity building, community and individual resilience.

Dr Imogen Waugh works for the PVCE on projects related to the UNSW Business School. She has many years’ experience designing educational program for fully online flexible delivery.
## Delegate takeaways

- 9 Business relevant Ethics modules to respond to Banking Royal commission including online assessments
- Shift in students attitude towards ‘Learning Ethics’
Short Presentation

**Closing the loop – creating opportunity for student partnership to continually improve courses in Medicine**

**Presented by Associate Professor Adrienne Torda, Education Focussed Academic and Ms Dayna Duncan, Office of Medical Education, Faculty of Medicine**

**Collaboration and Partnerships: Working in partnership to develop quality programs, courses and learning experiences**

Student feedback has been shown to be a valuable improvement tool, and powerful stimulus for teacher reflection¹. It also opens a dialogue around teaching that empowers the student voice and allows the faculty to identify obstacles and opportunities in learning. Using multiple sources of student feedback has allowed ongoing revision and improvement of courses within the Medicine program.

There are two main avenues of student feedback in UNSW Medicine; faculty sought feedback in which surveys and questionnaires are distributed by faculty, and student-lead feedback in which student representatives are proactive in gathering and presenting opinions and experiences. The sources of faculty-sought feedback in Medicine include MyExperience and MedSEQ², which are student experience surveys conducted at the conclusion of courses. ‘In house’ quantitative scales are also administered to assess specific learning activities, learning resources and teacher effectiveness have also been developed at UNSW and validated (PULTS, PULAS and PETS).

The UNSW Medical Society (UNSWMS) feeds information through a variety of channels to give broad scope feedback on courses and course elements. UNSWMS has also recently developed Feedback Focus Group program for providing detailed qualitative feedback on all teaching activities in each course, to provide specific, constructive feedback to enable ongoing course improvements.

The emergent themes from the different broad feedback tools are remarkably consistent. The main theme generally relates to the variable quality of lecturers – the students repeatedly give the feedback that they want well outlined learning outcomes, content (and assessment) that is aligned with this and appropriate pace, depth and explanation of difficult concepts. Another emergent theme is that they want to feel cared for and part of a learning community (MyExperience and MedSEQ), which has been frequently reported by medical students³. They also want flexible learning opportunities (MyExperience). The more detailed feedback tools, such as Medsoc feedback and PULTS provide value in allowing faculty to constructively develop and improve specific activities/educators within a given course.

**References**


**About the presenters**

**Associate Professor Adrienne Torda** is the Associate Dean, Education and Innovation in the Faculty of Medicine. She is passionate about education and supporting other academics to develop their own teaching skills. She has been responsible for the creating and developing a number of innovations in the current medical program. She won the Faculty award for Educational Excellence and is a Senior Fellow of HEA, a full HERDSA fellow and an Associate Fellow of the Australian and New Zealand Association for Health Professional Educators.

**Dayna** is a fourth year BMed/MD student who in 2019 has taken on the role of President for the UNSW Medical Society. In this role she oversees a team of 200 volunteers who aim to engage all 1600 UNSW Medicine students, enrich the medical school experience both within and outside of the classroom, and advocate for optimal learning and teaching. Her efforts in advocacy and representation extend to representation at the Australian Medical Students Association.

**Delegate takeaways**

- Student feedback is a valuable improvement tool and can stimulate teacher reflection
- Student feedback can be both faculty and student initiated and can come via many channels and be both qualitative and quantitative
- Acting on student feedback is a commitment Faculty need to make to continually improve the quality of educational deliverables and improve the student experience
How am I doing? Where to next? Improving Assessment & Feedback for students AND staff

Presented by Ms Nikki Hayes, Ms Karin Watson, Scientia Education Academy Fellow and Education Focussed Academic, Faculty of Art & Design, and Mr Danny Carroll, UNSW Business School

Assessment and Feedback: Developing assessment and feedback practices that support student learning, while balancing student and institutional expectations

There is widespread agreement among scholars that assessment drives learning (Bell, et al (2013), Boud, et al (2015), Williams & Kane (2009)); however, students often indicate their experience of assessment and feedback practices to be vague, fragmented and not particularly helpful. Continuous improvement in learning and teaching can be achieved by evaluating and building upon existing practices, with improvements to existing feedback practices being the most impactful and effective for improved student learning outcomes (Hattie & Timperley, 2007). For the content and quality of feedback to be most useful for students, particularly for application in subsequent tasks in a course or even in future courses, it needs to be constructed, delivered, and received in an effective and efficient way.

A criterion-based approach can provide clarity in assessment through shared and explicit judgement frameworks (Thompson (2016)). This clarity has been beneficial for both students and academics, providing for easier and more effective marking and feedback (by staff) and more explicit and actionable feedback (for students). There are criticisms of this approach (Bloxham et al, (2016), Sadler (2009)) but framing assessment against criteria supports UNSW and Art & Design’s approach to giving clearer, more consistent communication to students about assessment requirements, specific and actionable feedback on performance, our ability to observe University assessment policy requirements on Standards Based Assessment and to improve our QILT scores. These initiatives have been implemented through a faculty wide Curriculum Development Program that ensures a consistent and equitable experience for all students.

This session will demonstrate the Art & Design experience in assessing, benchmarking, moderation, and evaluation of student performance in creative tasks, from both the staff and student perspectives, through the use of REVIEW, an online criteria-based marking platform. The UNSW Business experience supplements Art & Design’s with evidence of the utility of use of self and peer-assessment in large first-year courses such MGMT1001 (1000+ students) and ECON1401 (500 + students). When ‘designed-into’ assessment, self and peer-assessment appear to have multiple positive outcomes, including increased access and attention to feedback, support of weaker students to improve and increased engagement with task and self-assessment processes. Inclusion of self and peer-assessment activity in first-year core courses is designed to develop a core Program Learning Goal (reflective and judgement capabilities) at an early stage of their degree.

REVIEW has been used successfully at UNSW Faculty of Art & Design and UNSW Business School and its use has grown steadily since its inception in 2011. Developed by academics at UTS and UNSW, REVIEW has been designed to encourage assessment for learning for students, and for efficient marking and provision of feedback, not only within a course, but from course to course across the history of a student’s Degree, in a de-facto personalised student ‘e-Portfolio’ of assessment feedback. Academics appreciate its visually intuitive and pleasing interfaces for both themselves and the clarity with which their feedback is presented to students. REVIEW also enables simple post-analysis of assessment design, including rich information on individual and cohort performances, which can provide fast, actionable feedback for teaching staff and the faculty to help improve the quality of the tasks and student achievement of learning outcomes within a course and across a program.

References
Thompson, D. G. (2016). Marks should not be the focus of assessment—But how can change be achieved? Journal of Learning Analytics, 3:2 193–212 DOI: 10.18608/jla.2016.32.9
About the presenter/s
Nikki Hayes is an Educational Developer with Art & Design. She is interested in all aspects of curriculum development but especially evidence-based assessment and feedback practices to support and improve student learning outcomes, student learning experiences and faculty assessment workflow processes.

Danny is an educational and Digital Learning specialist with a career focus on improving assessment identifying and implementing educational technology initiatives that make a positive contribution to teaching and learning. He was awarded the University Staff Professional Excellence Award for Innovation at UNSW in 2014. He is passionate about Higher Education and improving the standard of the educational experiences we offer our students.

Karin is a Senior Lecturer, Education Focussed Champion and Scientia Education Academy Fellow at UNSW Sydney with a background in Architecture and Design. Her expertise focuses on innovative teaching practice and curriculum development, particularly through the integration of research informed technology that responds to rapidly changing contemporary learning and work environments.

Delegate takeaways
- Criterion-based assessment (rubrics) can provide more clarity and consistency for students and teaching staff.
- Increased efficiencies in assessing, benchmarking, moderating and improving assessment tasks are possible.
- Increasing self- and peer-assessment practices helps students develop professional judgement and lifelong learning skills.
Universal Design for Learning in Tertiary Education: Best Practices from the Literature

Presented by Associate Professor Terry Cumming, Scientia Education Academy Fellow
School of Education, Faculty of Arts and Social Sciences

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

The Disability Innovation Institute (DIIU) conducted a review of evidence supporting the implementation of Universal Design for Learning (UDL) in tertiary education. This presentation provides a brief summary of the review then offers some implications and suggestions for practice.

UDL is underpinned by the theory of Universal Design in architecture, a term coined by Ronald Mace. Universal Design argues that facilities ought to be useable for a diverse range of people, rather than tailored towards a singular normative ideal of a person. When translated to the educational context, UDL conceptualises learners as having diverse needs and challenges the view that students learn in the same way. Through providing multiple means of engagement, representation, and action/expression in the classroom, students with and without disability are provided with opportunities to engage in the classroom and have their diverse needs recognised and met.

UDL is intended to provide equal opportunity for students to engage in the classroom, providing an environment in which they can access knowledge and demonstrate their understanding in a flexible way. A key benefit of UDL is not only the increased engagement with and student understanding of coursework, but also that through design, students with specific needs do not need to be singled out through course accommodations. (Johnson, 2006; Johnson & Fox, 2003). With this goal in mind, the literature supports the efficacy of UDL in the tertiary education context.

Of the studies reviewed, all reported high student satisfaction and added-value with the implementation of UDL in the classroom (Ayala and Christie, 2011; Bongey, Cizadlo and Kalnbach 2010; Dean, Lee-Post and Hapke, 2017; Griful-Freixenet, Struyven et al, 2017; He, Y. 2014; Kumar and Wideman, 2014; Kennette and Wilson, 2019; Rao, Edelen-Smith and Wailehua, 2015; Rao and Tanners, 2011; Scott, Temple, and Marshall, 2015; Smith 2012). In studies where the satisfaction rates of students with disability and without disability were compared, both groups highly valued the UDL model (Ayala and Christie, 2011; Tzivinikou, 2014).

In particular, students indicated the value of UDL in clarifying course content and increasing their feelings of engagement and capacity to participate in the learning taking place . Students were highly satisfied that UDL principles enabled them to demonstrate their understanding of course content in the ways they felt best suited their needs and capabilities (Anderson, Davis and McLaughlin, 2018).

The literature highlights instructor approaches to implementing UDL that students valued, particularly new technologies such as the use of audio distribution in classrooms, digital technology (Smith, 2012), such as software that enabled them to post to online learning environments with text, audio, and video (Rao & Tanners, 2011).

All studies referred back to the CAST (www.cast.org) guidelines, which centre around three core principles: multiple means of engagement, representation, and expression. Burgstahler (2009) has adapted this framework to provide a series of guidelines for tertiary instructors. The strategies recommended for instructors include:

- Presenting information in a variety of formats in a way that is clear, engaging and accessible
- Providing various means for students to communicate and input information
- Ensuring that physical actions are able to be carried out by as many students as possible
- Ensuring instructions are clear and are easy to understand
- Ensuring safety equipment and mechanisms are able to be used and understood by as many students as possible.
- Creating a class climate that values and respects diversity
- Maintaining regular interactions between students and instructors
- Providing specific feedback on a regular basis
- Assessing students by a variety of means
- Familiarising yourself with university policy and means of accommodating student needs

More specific suggestions will be provided during the presentation.

About the presenter
Associate Professor Terry Cumming is the Academic Lead Education at the UNSW Disability Innovation Institute, and an Associate Professor of Special Education in the School of Education. Terry is a Scientia Education Academy Fellow and has had extensive leadership experiences in learning and teaching. One the main focus areas of her teaching and research is the promotion of the use of technology to create inclusive, accessible, and engaging learning environments.

Delegate takeaways

- Justification for using UDL in their planning and practice
- Ways to use UDL in their teaching and practice
Much like there are basic physical needs for human to survive, including shelter, food, and warmth, psychologists have long known the importance of basic psychological needs for optimal human thriving (Ryan & Deci, 2017).

There are three basic psychological needs: autonomy, which refers to our sense that we have choice and control over our actions; competence, which refers to our sense that we are effective in our undertakings; and, relatedness, which reflects our feelings of being connected to important others (Ryan & Deci, 2017). In the area of learning, ample research has shown that when students experience satisfaction of the basic psychological needs—that is, feelings of autonomy, competence, and relatedness—then they are more motivated and engaged in their learning (Diseth et al., 2018; Ryan & Deci, 2017). This is true for students of all ages (e.g., Bartholomew et al., 2018; Fedesco, Bonem, Wang, & Henares, 2019).

Importantly, researchers have identified teaching practices that can be harnessed to support basic psychological need satisfaction. These are known as need-supportive teaching practices. Formally defined, need-supportive teaching practices involve:

- promoting students’ empowerment and self-initiation in their learning;
- providing appropriate structure, guidance, and feedback to better support student success; and,
- showing consideration and caring for all students (Ryan & Deci, 2017).

In this talk, I will discuss research, including my own, that has examined need-supportive teaching practices and their link with students’ motivation and engagement. For example, in a recent study, my colleagues and I examined what happens when students perceive their teachers to be need-supportive (Collie, Granziera, & Martin, 2019). In line with the theory, we found that when students rated their teachers as using more need-supportive practices, students reported less disengagement from their schoolwork. Disengagement occurs when students have largely given up and invest little to no effort in their schoolwork. It is clearly an outcome we want to avoid with students and need-supportive practices are one factor to help on this front.

We also examined what happens when students perceive the opposite, which is known as need-thwarting (Collie, Granziera, & Martin, 2019). Need-thwarting practices occur when teachers actively thwart students’ autonomy, competence, and relatedness. We found that when students rated their teachers as using fewer need-thwarting practices, students reported less disengagement and self-sabotage in their schoolwork. Self-sabotage occurs when students engage in actions like procrastination so that they have an excuse if they do not do well on a test or assignment. Together, disengagement and self-sabotage are two outcomes that we want to reduce among students because they are linked with poorer educational outcomes.

After introducing the research, I will discuss the evidence-based need-supportive strategies that I apply in my own teaching at UNSW. For example, I endeavour to support students’ autonomy by providing them with choice and control in the some of the activities and assignments they undertake. I strive to promote students’ competence by providing clear structure in the course assignments and by providing regular feedback throughout the course. In aim to foster students’ relatedness by developing a safe and supportive classroom climate and giving students opportunities to work with a range of students in the different activities. Taken together, these types of strategies help to motivate and engage students, which is evidenced in my course by students who have gone on to apply knowledge gained from the course in their work, and those who have gone on to conduct further research in the area.

About the presenter
Rebecca’s research interests focus on motivation, well-being, social-emotional development, and quantitative research methods. She examines how these factors can be promoted, and their outcomes (e.g., greater achievement, job satisfaction) among both students and teachers in school and post-school settings. Rebecca completed her doctoral studies at the University of British Columbia in Canada. Previously, she worked as a primary school teacher in Melbourne.

Delegate takeaways
- The importance of the basic psychological needs for motivation and engagement
- Understanding of teaching practices that support basic psychological need satisfaction
- Specific practices that can be embedded in teaching to support students’ learning
Student Agency and Reflexive Design in Fully Online Teaching using Microsoft Teams

Presented by Mr Kevin Samnick
AGSM, UNSW Business School

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

Course and instructional design concerning the practical mechanics for students must be coherently implemented to support student engagement (Nilson 2017; Kahn 2017). Modern assessments are designed to achieve authenticity and often use group collaboration, multimedia and video elements.

Students’ agency determines how they will engage in courses, and the selection and design of online tools has often not been in alignment with their voice (Rector-Aranda 2015). Institutional tools offered to students have been inadequate to collaboratively produce authentic multimedia artefacts for summative assessment.

Students in fully online postgraduate courses are inherently studying on a remote basis and are expected to effectively work together. The capabilities of Learning Management Systems to keep up with the changing demands of the fully online and blended classroom have been insufficient in facilitating effective collaboration.

In the AGSM MBAX Program, which is fully online, students have routinely bypassed LMS forum designs for their collaboration, opting to obtain the flexibility they need by using cloud-based and real-time tools they are familiar with such as WhatsApp, Google Drive, etc.

In order to provide flexibility and authenticity for student engagement, in one of our Term 2 courses we leveraged the online cloud-based collaborative tool Microsoft Teams to support student collaboration and discussion. Students voiced their approval throughout the course with none of the groups utilising other tools in lieu of it. Beyond collaborative work, we used MS Teams to support online discussions, and we have rich data about the increased levels of student participation.

Reflexive course design is an ongoing process that addresses rapidly changing technology, the online teaching context, and the use of group collaboration for student learning to support authentic assessment designs that mirror real world scenarios. Including the student voice in course design is an essential element in maintaining alignment between authentic delivery and learning outcomes.

References

About the presenter
Kevin Samnick is the innovation leader in the AGSM Educational Development Team in the Business School. He has an undergraduate degree in Biology with a background in pharmaceutical research and a Master of Teaching from the University of Sydney. He has taught science in secondary schools in NSW and supported learning in the tertiary environment over the past 5 years.

Delegate takeaways
- Reflexive course design ensures alignment between shifting teaching goals and educational design choices
- Student voice is an essential element to include in instructional design
- The use of MS Teams has been a more effective choice in supporting student collaboration and discussions than the LMS
Short Presentation

Digital Assessment: anywhere, anytime, anyhow!

Presented by Dr Mathew Hillier
Office of the Pro Vice-Chancellor (Education), DVC (A)

Assessment and Feedback: Developing assessment and feedback practices that support student learning, while balancing student and institutional expectations

This session explores how a holistic digital exam strategy can enable a pathway towards rich, authentic digital assessment anywhere, anytime, anyhow!

The aim of a holistic digital assessment strategy is to enable rich authentic assessments (Crisp, 2019) that are critical in accrediting graduates that are work-ready for the twenty first century. Students are increasingly expecting that contemporary tools are deployed that enables a learning experience in line with practices already pervasive in the work and social world the inhabit. A preference for the use of computers for exams has been found at other Australian universities (Hillier 2015, Hillier, Grant & Coleman 2018, Hillier & Lyon 2019). A rich, enhanced, but consistent digital education experience for students and teachers across a range of contexts must be delivered in a manner that is technically and financially sustainable. At UNSW this means we must develop a comprehensive, integrated technical infrastructure and processes that provides for the pedagogical alignment of assessment throughout the curriculum, not just in-class or isolated to an exam hall. We can leverage existing infrastructure in labs but must also invest to bring this capability into classrooms, exam halls and off-campus contexts. Assessment solutions must also cater for a future where program wide micro and macro analytics of student performance will be strategically significant to the success of UNSW as a higher education institution in an increasingly competitive global market.

The good news is that at UNSW the use of sophisticated software tools is now increasingly common in many aspects of learning and teaching during term with impressive examples coming to light at UNSW (see DA Cop 2019). However deeper digital transformation of the curriculum is being held back by the persistence of large-scale pen-on-paper exams at the end of term that has a subtle ‘teaching to the test' impact. To break through this barrier, UNSW needs to support the use of modern e-learning tools and software ‘e-tools of the trade' at all stages of the assessment cycle, including in labs, classrooms and exam halls both on and off-campus. By equipping teachers and students with the ability to undertake digitally enhanced, authentic assessments, especially in the exam hall, means the ‘teaching to the test' effect is now a force for change. By enabling the pedagogical alignment of assessment practices throughout the term and programme UNSW will be able to deliver on the promise of the inspired learning initiative and UNSW's 2025 strategy.

References


About the presenter
Dr Mathew Hillier is Academic Lead Digital Assessment in the Office of the Pro Vice Chancellor Education at University of New south Wales, Australia. He is currently leading the Digital Assessment project team looking at digital exams across UNSW. He specialises in e-assessment and led a half million-dollar national project on e-Exams funded by the Australian Government that encompassed ten Australian universities. He co-hosts the Transforming Assessment monthly online seminar series on e-Assessment. Mathew has previously held positions in Higher Education support at Monash University, the University of Queensland and the University of Adelaide, and has worked as a discipline academic in Business Systems, Multimedia Art Design and Engineering Project Management.

Delegate takeaways
- A holistic approach is needed
- Digital exams can include authentic elements as well as the basics
- We can use Moodle to do it
**Short Presentation**

*Enhanced class participation by attaching bonus marks to class activities*

Presented by Dr Rukmi Dutta and Dr Inmaculada Tomeo-Reyes, Education Focussed Academic
School of Electrical Engineering and Telecommunications, Faculty of Engineering

**Assessment and Feedback: Developing assessment and feedback practices that support student learning, while balancing student and institutional expectations**

Extra credit or ‘bonus mark’ is a contentious topic in the literature of teaching and learning. There are strong arguments both for and against providing bonus marks to students. In the literature, extra credit is opposed if used solely and unethically to boost students’ grades [1-2]. On the contrary, if designed correctly and offered to everyone in the cohort, it can motivate students, encourage attendance and preparedness [3-5].

In this short presentation, it will be shown how using active learning activities with a small bonus mark in a third-year Engineering major course achieved near 100% class participation while encouraging regular attendance and provided opportunities of two-way feedback.

The bonus mark activities are not announced beforehand and thus, it has a surprise element to it. The bonus marks earned in these activities are included in the final grade calculation but with varying weight based on the difficulty levels of the activities. A close inspection of the impact of these activities reveals that a full class participation can be achieved even with a small bonus mark, and the students feel rewarded for attending classes regularly. They are motivated to attend even a 9 am Monday morning class in mid-winter. ‘Thought of bonus mark activity made me leave my bed’ – this was a comment from a student when asked what motivated him to attend the class that day. Many positive comments were received for bonus mark activities in the student survey of myExperience. Grading of these activities provides feedback to the teacher on students’ depth of learning of a concept and at the same time, the students get feedback on their level of understanding.

**References**


**About the presenter/s**

Dr Rukmi Dutta has received the PhD degree in electrical engineering from the UNSW Sydney, Australia, 2007. Currently, she is a senior lecturer at School of Electrical Engineering and Telecommunication (EET). She joined UNSW as a lecturer in 2010 before which she worked as an Electrical Engineer at CMG Pty Ltd Australia. She is the course coordinator of two major core courses of Electrical Engineering. She is also actively involved in Energy System research at EET.

Dr Inmaculada Tomeo-Reyes received the B.E. and M.E. degrees in Telecommunications Engineering from Universidad Carlos III de Madrid (UC3M), Spain, in 2006 and 2008, respectively. In 2010, she received the M.E. degree in Multimedia and Communications from UC3M. In 2015, she completed a Ph.D. in Electrical Engineering at Queensland University of Technology (QUT), Australia. Since 2018, she is an education focussed academic in the School of Electrical Engineering and Telecommunications at UNSW. She is a Fellow of the Higher Education Academy.

**Delegate takeaways**

- A surprise active learning activity with a bonus mark can achieve
  - near 100% class participation
  - encourage regular attendance and
  - provide opportunities of two-way feedback.
Quality Teaching Framework

Presented by Dr Dijana Townsend, Learning and Teaching Group and Professor Scott Tyo, School of Engineering and Information Technology, UNSW Canberra at ADFA

Collaboration and Partnerships: Working in partnership to develop quality programs, courses and learning experiences

Student satisfaction surveys are the most heavily utilised and widespread measure of teaching quality (1,2,3). Although, their use has been criticised recently (3,4,5,6), they can still provide a value (3), even if it is not directly informative of teaching quality. So, how do we evaluate teaching quality? In 2018, we commenced work on a Quality Teaching Framework (QTF) project at the School of Engineering and Information Technology (SEIT), UNSW Canberra, in attempt to answer this question. Berk (2005) showed that there are at least 12 key indicators that we can use to measure teaching quality and effectiveness (4). UNSW Canberra already collects data from a range of sources, many of which align with these additional key indicators.

Furthermore, in 2018 we started data collection from source which previously didn’t exist, such as formative peer review (using in class observation protocol (COPUS)) and course self-review. Of particular interest was the formative peer review, as it plays an important role in driving improvements and supporting teaching quality (8,9). We gained extensive knowledge and understanding of the school and its teaching practices, through the COPUS process. This project has brought together, data from myExperience, QILT and First Year Experience interviews in a form of student voice as well as staff and external voices in a form of staff interviews, COPUS discussions, Engineering Australia accreditation and academic program review just to name few. As such, we gained a more holistic understanding of the teaching quality within SEIT.

The proposed Quality Teaching Framework (QTF) was developed in consultation with a broad range of SEIT academic staff. Six workshops were attended by approximately 80% of the school’s academic staff. The QTF consists of two pillars; Assessment for Learning and Teaching Excellence. There are 5 goals: Appropriate Assessment, Rich and Timely feedback, Ongoing Teaching and Learning Professional Development, Quality Learning Materials and Environment and finally, Relevance content-profession.

A “maturity model” approach was taken to break down each goal into manageable milestones, relevant to both the school and individual academic staff. This approach enabled SEIT to progressively work through teaching improvements in a systematic and supportive manner. At the beginning of 2019, the QTF was rolled out and a team of academic staff volunteered to assist with its implementation, as members of the Teaching Support Team (TST). For the period of 2019/2020, TST are working with their colleagues on meeting the baseline level milestones and supporting them through the changes required to ensure that each course meets this target by the end of 2020.

The QTF is tangible and concrete evidence of SEIT’s commitment to teaching excellence. The framework is designed to promote holistic understanding of the quality teaching across the school. It is also intended to be a living document, changing as per need of the school, its courses, staff and informed by the experiences of the course review process. The initiative has had an immediate impact on the school’s commitment to quality teaching, with recent MyExperience ratings demonstrating both an increase in course and teaching satisfaction. This project will support the school through their future teaching initiatives for years to come.

References

About the presenter/s
Dijana has extensive teaching experience with large and diverse student cohorts. Over the past 18 months, Dijana has conducted a systematic analysis of the teaching practices across the School of Engineering and IT at UNSW Canberra, resulting in the establishment of a new team and multidimensional framework focused on teaching quality. Dijana holds a Bachelor and Honours degree in Applied Sciences, as well as a PhD in Virology and Immunology.

Scott Tyo is the Head of the School of Engineering and IT, where he performs his teaching in the Electrical Engineering discipline and researchers in applied optics and electromagnetics for remote sensing. Scott began developing his own flavour of flipped
teaching while lecturing at the University of Arizona between 2010 - 2015, and he has further developed those activities in teaching third year Engineering Electromagnetics at SEIT with his colleague Andrey Alenin. As HoS, Scott worked with Dr Dijana Townsend on the launch of the Quality Teaching Framework project and creation of the Teaching Support Team, which will grow to dedicate a significant portion of the School’s teaching resource in ongoing course and instructor development.

**Delegate takeaways**

- *Teaching quality should be viewed through a range of source data.*
- *Staff should be supported by their peers and broader community in their teaching quality initiatives.*
- *Formative peer review should be supported as a part of the quality teaching initiatives.*
Short Presentation

Assessment for deep learning: Developing team-based learning assessment and feedback practices to support student learning and development

Presented by Dr Irina Dedova, Education Focussed Academic and Dr Michelle Moscova
School of Medical Sciences, Faculty of Medicine

Assessment and Feedback: Developing assessment and feedback practices that support student learning, while balancing student and institutional expectations

UNSW Authentic assessment is vital not only as a measure of student’s discipline competence but, most importantly, is as a potent driver of learning (Glasson, 2009). Good assessment and feedback practices engage students in meaningful learning activities that promote motivation and self-regulation of learning (Biggs, 2011; Ramsden, 2003). Students often find anatomy assessment difficult, as it is perceived to primarily focus on memorising content that seems irrelevant to their chosen occupations. Curriculum and assessment design with the focus on discipline-specific anatomy application strongly relates to mastering deep understanding of anatomy, leading to higher learner achievement (Terrell, 2006).

The ANAT3131 (Head, Neck and Back Anatomy) course and assessment were modified in 2018 to address high failure rates and poorly perceived assessment. In 2017, 20% of students disagreed that the amount of assessment was appropriate, and 13% disagreed that assessments were appropriate/relevant. This was particularly true of group assessments. To address this, Michaelsen’s model of Team-Based Learning (TBL) pedagogy was selected to inform course re-design and delivery (Michaelsen, Davidson, & Major, 2014). We have developed series of TBL modules that were carefully scaffolded to engage learners in assessing their own progress and developing team skills and discipline skills concurrently, in line with graduate capabilities and professional expectations. The core principles employed included: carefully formed permanent teams; accountability of students for quality of individual and teamwork; frequent and timely feedback; and assessment promoting both learning and team skills development (Michaelsen, Davidson, & Major, 2014).

Following this re-development, failure rates have decreased from 10% in 2017 to 7.5% in 2018 and 3% in 2019. According to MyExperience survey, student satisfaction and engagement with assessment in this course has improved:

“The TBL project was interesting because it encouraged teamwork and discussions that challenge our minds”

“The team quizzes and the chance to rebut wrong answers provoked thought and stimulated team discussions.”

“Assessments were fair and personally I gained a lot of knowledge from the course even though it is not easy. One of the anatomy courses that I learned the most.”

In 2018/19, 100% of students perceived assessment as being relevant and appropriate. Therefore, introducing TBL principles to the ANAT3131 assessment design has facilitated a positive change by shifting the focus from the teacher/content-centred to the student-focused approach. By considering the learners perspective, the assessment and feedback design moved beyond simply covering discipline content to engaging and motivating students and foster deep applied knowledge acquisition.

References

About the presenter/s
Dr Irina Dedova is a senior lecturer in Anatomy with over 20 years of experience in teaching and research. Her research interests include learner-centric educational practices and team-based learning in anatomy.

Dr Michelle Moscova is a cross-disciplinary academic with expertise in anatomy and law. Her research interests are in effective healthcare practices and medical education. She studies medical errors that relate to anatomy and anatomical variations and explores the medico-legal issues associated with these errors. Michelle specifically researches how medico-legal cases can help teach medical students and clinicians about safe medical practice and good patient care.

Delegate takeaways
- Team-based learning is an effective pedagogy for designing authentic assessment
- Authentic assessment drives deep learning
- Effective feedback provides meaningful guidance for student learning
Short Presentation

**Online Knowledge Maps with automated feedback for learning and assessment**

Presented by Professor Gary Velan, Scientia Education Academy Fellow and Education Focussed Academic

School of Medical Sciences, Faculty of Medicine

**Assessment and Feedback: Developing assessment and feedback practices that support student learning, while balancing student and institutional expectations**

Background: Concept and knowledge maps have the potential to improve student learning and understanding by promoting meaningful learning and critical thinking (Daley et al., 2016) 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 (Ho et al., 2017; Ho et al., 2019): (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 students 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.

**References**


**About the presenter**

**Professor Gary Velan** is Co-Director of the UNSW Scientia Education Academy and Senior Vice Dean (Education) in UNSW Medicine. He led the development of online Knowledge Maps for learning and assessment, and currently leads the myEducation Portfolio project on behalf of the Scientia Education Academy, with the aim of facilitating recognition of educational excellence by academic staff at UNSW.

**Delegate takeaways**

- Concept/knowledge maps and appropriate feedback have great potential benefits for learning in a variety of disciplines.
- Knowledge Maps is an innovative tool that enables automated assessment and feedback on maps completed by students.
- Knowledge Maps may be useful for both formative and summative assessments.
Blended Learning - a holistic faculty approach beyond ILI

Presented by Ms Karin Watson, Scientia Education Academy Fellow and Education Focussed Academic
Faculty of Art & Design

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

The Inspired Learning Initiative (ILI) has been an important catalyst for kick starting Blended Learning and the wider discussion about digital uplift at UNSW Art & Design (Watson, 2019). The allocated funding, however, was limited to 40 courses only with the resultant benefits impacting only a small number of students and teachers.

While many faculties and institutions have included blended learning into their Learning and Teaching Strategies, most address the introduction and/or implementation of eLearning but fail to address how these might become embedded in institutional practice (DfES, 2003, Stiles, 2004) in order to remain sustainable and scalable.

The UNSW Art & Design Blended Learning Strategy, a recently completed SEIF2 Project*, aimed to expand the impact and capability of staff and faculty well beyond these selected courses by developing a cohesive strategy that informed all operational areas of the faculty including executive, administration, students, teaching and resources. The project built upon existing knowledge of blended learning and UNSW procedures and integrated these with other faculty projects and initiatives in new and innovative ways. This approach would ensure maximum uptake with benefits to all students and staff and ensure sustainability and scalability of the project beyond the ILI initiative.

This session will include examples of the guidelines, templates, resources and curriculum development program (CDP) developed for the strategy and demonstrate how these were implemented and integrated across the entire faculty. To date, three CDP’s (comprising five workshops over six months) have been completed impacting 61 courses over 6 programs, with 17 courses completing the ILI. The process has also facilitated 43 academics, 8 professional staff and 8 educational developers working together to upskill and embed blended learning into their courses and teaching practice. This has enabled the uptake of digital pedagogies to be effective, efficient, scalable and sustainable while improving the quality, personalisation and flexibility of the student learning experience.

* SEIF#2 Grant: Evolving leadership, administration, professional development, and culture to establish a sustainable, scalable blended learning strategy. (Watson, K)

References
http://www.staffs.ac.uk/COSE/cosenew/embedding.pdf

About the presenter
Karin is a Senior Lecturer, Education Focussed Champion and Scientia Education Academy Fellow at UNSW Sydney with a background in Architecture and Design. Her expertise focuses on innovative teaching practice and curriculum development, particularly through the integration of research informed technology that responds to rapidly changing contemporary learning and work environments.

Delegate takeaways
- This session will include examples of the guidelines, templates, resources and curriculum development program (CDP) developed for the strategy
- Demonstrate how these were implemented and integrated with other projects across the entire faculty.
A reflection on team formation to foster engagement in first year science students

Presented by Dr Suzanne Schibeci
Teaching and Learning Unit, Faculty of Science

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

Teamwork at university aims at creating a supportive and social environment for student learning (Lavy, 2017). However, when students are asked about their past experiences of group work, there are mixed reactions: the social interaction is often enjoyed, but there are reports of dissatisfaction when there are unequal contributions from some group members, particularly all group members receive the same marks regardless of effort. Because students are often left to work on their own, it is difficult for the teacher to judge the relative contributions of each student from the final product, and in reality it is the students' responsibility to bring the team together and handle any problems which arise, impacting on the experience. A positive social interdependence (described by Johnson & Johnson 2008) is therefore important to foster to help students clarify expectations from the beginning of the assessment process. How can this be achieved?

In two first year Science courses, there is an emphasis on both formal and informal collaboration. The major course assessment is a term-long team project, where students investigate a significant issue and propose a solution. In preparation for this assessment, the students learn about group dynamics, what they can contribute to a group project and are equipped with methods to deal with problem team members. With this information, and as they embark on their project, the students are asked to write a group contract or agreement. This is a document written collaboratively, where the project topic is stated, and provides a timeline of team meetings and deadlines for the completion of tasks. Individuals also state where they see their strengths and weaknesses in the context of teamwork, foreseeable obstacles and consequences for group members not following the timeline agreed by all group members. The aim is for students to think about their role within the team from the beginning of the process and for all team members to understand the team dynamics. At the end of term, students comment on the efficacy of the contract: whether it helped to keep the work on track, provided clear guidelines and encouraged a sense of responsibility to completion of the outcome. This presentation provides a reflection on the effectiveness of this team formation process, bringing together the facilitator’s observations in the classroom and students’ perceptions of its effectiveness. This is potentially one way to foster confidence in collaborative learning, and therefore student engagement.

References

About the presenter
Suzanne has taught about the importance of the Graduate Capabilities to first year science students for over 10 years and she is always looking for new ways to present content to engage students and foster the realisation of the importance of these skills alongside their discipline knowledge.

Delegate takeaways
- Be presented with a method for the formation of learning teams which has been found to be effective
- Understand that effective team formation can lead to a more satisfying team project experience for students
- Understand how this is important to developing student graduate capabilities, leading to greater employability
Assessment and Feedback: Developing assessment and feedback practices that support student learning, while balancing student and institutional expectations

An early formative assessment which produced a clear positive effect: the average grade of those who submitted it was practically a full letter-grade higher than those who did not.

References

About the presenter
Dr Deborah Barros Leal Farias is a Lecturer in the School of Social Sciences, where she teaches Politics & International Relations. Her background is multidisciplinary: a PhD in Political Science, a MA in International Relations, a bachelor's degree in Economy and another in Law. Her research is mostly focused on global governance and emerging countries, with attention to Brazil – her country of origin.

Delegate takeaways
- Early feedback is doable in the 3T structure
- Formative feedback lowers stress.

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Assessment and Feedback: Developing assessment and feedback practices that support student learning, while balancing student and institutional expectations

Only 30-40% MARK5700 students would read the case materials (20-30 pages) before classes. I created case video quizzes for pre-class preparation and the completion rate achieved average 95% in T2.

Reference

About the presenter
As an educator, Dr Veronica Zixi Jiang's primary goals are to inspire students to learn and to encourage them to achieve their best. Veronica works towards these goals using two main approaches. Her course design and contents emphasize blended learning and career-focused learning, and her course delivery facilitates inquiry-based learning. As a researcher, Veronica focuses on consumer behaviour and behavioural science, especially how to trigger behavioural changes.

Delegate takeaways
- Case video quizzes improve students' tutorial preparation work and students find it interesting to complete
- With pre-class preparation, most students can participate in the in-class case discussions. This is especially helpful for international students
- I interviewed industry experts on the case solutions and students find it engaging and insightful
**PechaKucha**

**Designing a post-graduate program for online delivery, authentic experience and active engagement**

**Presented by Dr Thuy Vu, Mr Steven Parker and Dr Toni Ferrara**  
Teaching and Learning Unit, Faculty of Science

*Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement*

In line with ASCILITE online learning accreditation framework, principles were drawn to guide the designing processes and resources to ensure Masters of Science (Professional) to be flexible, authentic and engaging.

**Reference**

**About the presenter/s**

**Thuy** is an Educational Designer at the Science Teaching and Learning Centre. She provides support and training in curriculum development and educational practice. She holds a PhD in Higher Education Assessment from the University of Queensland. Her areas of research include professional education, authentic assessment and learning as becoming.

**Mr Steven Parker** is the Educational Technologist for the Faculty of Science. He has over 17 years’ experience working in the Educational Technology industry. He graduated from UTS with a Masters in e-Learning. He provides Academic’s support and direction with online and blended learning strategy.

**Dr Toni Ferrara** is an educational developer for the Faculty of Science. She has extensive practical experience in the design, delivery and evaluation of undergraduate and postgraduate programs and courses.

**Delegate takeaways**
- Effective online design principles
- New course design processes
- Job-aid resources

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**PechaKucha**

**Collaborate Cambodia**

**Presented by Ms Eva Lloyd, Education Focussed Academic**  
Faculty of Built Environment

*Collaboration and Partnerships: Working in partnership to develop quality programs, courses and learning experiences*

Providing a range of opportunities for international collaboration, across diverse cultures and through experiential learning, can provide benefit to students, staff and communities involved (Karnaukhova, 2013). Cambodia study programs in the Faculty of Built Environment, will discuss this in action.

**Reference**
Karnaukhova, O. 'Networking Through Cultures: Communicative Strategies in Transnational Research Teams', in Christiansen, B, Turkina, E, Williams N (eds) Cultural and Technological Influences on Global Business, IGI Global (Business Science Reference), Hershey, 2013

**About the presenter**

**Eva Lloyd** comes from a practice background, working in architecture, urban design and interiors on community-based development projects across South East Asia. She brings this experience into her current Education-Focused role, leading Design Studio courses that centre upon social agency and interdisciplinary collaboration in local and international contexts. Since 2015, Eva has led the development of a series of student-focused programs in Phnom Penh, Cambodia.

**Delegate takeaways**
- The value of transcultural & interdisciplinary collaboration through international student programs, to all stakeholders involved
- Some ‘ingredients’ for meaningful and sustainable international, cross-cultural education partnerships
PechaKucha

Fixing teaching from the ‘back-end’ with some help from your technical team

Presented by Dr Gee Chong Ling
School of Biotechnology and Biomolecular Sciences, Faculty of Science

Collaboration and Partnerships: Working in partnership to develop quality programs, courses and learning experiences

Feedback and evaluation practices that address challenges in teaching delivery through an active collaboration between the teaching and the technical team, delivering innovative solutions that improve the student learning experience.

References

About the presenter

Gee is a technical officer from the School of BABS, who oversees and supports the teaching delivery of undergraduate practical classes. Combining years of experience as a tutor demonstrator, and being awarded the VCATE in 2012, his interest in educational development continues to improve existing teaching delivery within the School. He is well adept in applying educational design approaches in his practices, which is acquired through professional development programs such as FULT and GCULT.

Delegate takeaways

- Calling on your Technical team as a collaborative partner in improving teaching delivery
- Using a feedback tracking approach to deliver accountable and sustainable solutions for teaching delivery
- Using evaluation practices ‘designed for the technical team’ to encourage innovative solutions and operational effectiveness that contributes to the student learning experience

PechaKucha

Role of effective team activities in Engineering courses that satisfy requirements of Industrial workforce in Australia

Presented by Mr Swapneel Thite
School of Electrical Engineering and Telecommunications, Faculty of Engineering

Collaboration and Partnerships: Working in partnership to develop quality programs, courses and learning experiences

There is a significant gap in between the graduate skills required by industry and acquired during university degrees (Kolmos & Holgaard, 2019). Teamwork skills are highly rated by employers. This work aims to identify this skill gap.

About the presenter

Swapneel graduated from UNSW in 2018 with a master’s in electrical engineering. In his time at UNSW he undertook thesis in the field of engineering education working as student mentor.

He has got one-year experience into the construction industry and is passionate in engineering education research publishing in IEEE TALE and ATEE Conference 2019.

Delegate takeaways

- Industrial insight Transition into workforce Work Integrated Learning
PechaKucha

Teaching for understanding: The power of using three, short franchise-based case studies to cover key interdisciplinary concepts in undergraduate business studies

Presented by Professor Jenny Buchan, School of Taxation and Business Law, UNSW Business School and Dr Courtenay Atwell, Gonski Institute for Education

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

Teaching for understanding: This presentation, focused on the theme ‘Course Design’, discusses the power of using three, short franchise-based case studies to cover key interdisciplinary concepts in undergraduate business studies. It builds on the work by Rippin et al (2002) by allowing students to explore and understand complexities in the real business world and enhancing the legitimacy of the business curricula.

About the presenter/s
Jenny Buchan (PhD, LLM, LLB) teaches International franchise law, contract law and corporations’ law in the Business School. She ran a MOOC on International Franchise Law in 2016 that attracted participants from over 190 countries. This presentation draws on research undertaken for a teaching case on business format franchising funded by the UNSW Business School.

Courtenay Atwell (PhD, MBL and BComm, UNSW Sydney) is the Manager of the Gonski Institute for Education. She has 10 years’ experience at UNSW and currently teaches as a casual academic at the UNSW Business School.

Delegate takeaways
- An understanding of the usefulness of case studies in teaching core concepts
- An awareness of our case study teaching resource within the UNSW community for use in other Business/ Law courses
- An understanding of the process involved in creating a case study resource and accompanying teaching note

PechaKucha

Course Outline Processes as Drivers for Positive Change in Course Outcomes

Presented by Mr Andrew Chambers
AGSM, UNSW Business School

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

Course Outline documents are routinely seen as static, simplistic, and relatively unsophisticated documents with little relation to course improvement.

This presentation describes use of an online course outline system for enabling continuous educational development and improvement within postgraduate programs of the AGSM.

About the presenter
Andrew Chambers has worked at UNSW for the past 20 years in the area of Educational Development at both central and school-based units. He holds an MEd amongst other qualifications.

Delegate takeaways
- How course outlines can be used for improving: Course alignment, quality assurance processes, and forming useful reusable designs that can dramatically improve outline utility and quality.
PechaKucha

**Communication for Success: building confidence in spoken communication through reflection**

**Presented by Mrs Angie Nazim and Ms Laura Christie**
UNSW Global

**Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement**

Communication for Success aims to build confidence in students' communication skills through authentic practice and learning through reflection. This presentation will showcase the design and research that informed curriculum development.

**References**

**About the presenter/s**
Angie Nazim is Curriculum Development Co-Ordinator at UNSW Global with 20 years of experience in teaching English as a second language and teacher training. Her current focus is on assisting program delivery areas with the development of pedagogically sound and meaningful learning experiences.

Laura Christie is an educational designer at UNSW Global with over 15 years of teaching experience. She has worked in a wide range of teaching and teacher training contexts both in Australia and overseas with interests in the benefits of drama and technology in ESL. As an early adopter of blended learning, she has been involved in curriculum and material development with a focus on technology-enhanced language learning.

**Delegate takeaways**
- Reflection on learning experience
- Learning by doing
- Student engagement in action research through reflection on learning

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PechaKucha

**Applying Course Design Institute Principles to Course Development!**

**Presented by Dr Sarah Grundy, Education Focussed Academic**
School of Chemical Engineering, Faculty of Engineering

**Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement**

Principles of constructive alignment and Bloom’s modified learning objectives were implemented into the redesign of the learning activities and assessments for two program streams (Anderson and Krathwohl, 2001).

**Reference**

**About the presenter**
Dr Sarah Grundy is an industry education focussed academic from the School of Chemical Engineering with experiences in material development, process improvement and development projects. Since 2016, Dr Grundy came back to UNSW predominantly responsible for Engineering design courses and her research passion is on current trends in industry including sustainable manufacturing and design.

**Delegate takeaways**
- Describe teaching and learning methodologies from course design institute
- Application of pedagogical practices to redesign of assessments
PechaKucha

**Helping students see the Big Picture: what to do and how to get there**

Presented by Dr Elena Sitnikova, Education Focussed Academic
School of Engineering and Information Technology, UNSW Canberra at ADFA

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

The most frequent student search items are assessment deadlines, weekly topics and readings [1]. UNSW course outlines have key topics and assignments, but many have limited information regarding weekly planning activities.

**Reference**

**About the presenter**
Dr Elena Sitnikova is an EF academic and researcher and the Program Coordinator for the Master in Cyber Security program at UNSW Canberra. She is a dedicated and award winning academic, holding a Senior Fellowship of the Higher Education Academy (SFHEA) and a national Australian Office for Learning and Teaching (OLT) Team Citation award for Outstanding Contributions to Student Learning. Her current research in education is focused on distance education and online student engagement.

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Delegate takeaways
- Can’t assume all students can self-organise / plan their study
- Two vital artefacts - Big Picture & Study Plan
- How these can guide the semester - exemplar slides

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PechaKucha

**What if we think of the classroom as socially engaged art?**

Presented by Dr Theron Schmidt
School of the Arts and Media, Faculty of Arts and Social Sciences

Course Design: Designing for flexibility, authenticity and expanded opportunities for student engagement

There has been much discussion of a ‘pedagogical turn’ in art (Rogoff 2008, O’Neill and Wilson 2010). But what can classrooms learn from social practice (Jackson 2011, Sternfeld 2010)? How can a reflexive course design (Kolb 1984) incorporate creative and non-hierarchical forms of collaboration?

**About the presenter**
Theron Schmidt is a writer, teacher, and artist, lecturing in Theatre and Performance Studies at UNSW. He has published widely on contemporary theatre and performance, participatory art practices, and politically engaged performance and activism. He is currently interested in exploring what artistic practices might have to offer to our thinking about learning, collaboration, and group processes.

Delegate takeaways
- How artists have worked with social groups as a creative form, and how this might be applied to the classroom
Collaborations & Partnerships in Times of Change

Presented by Dr Scott East, Education Focussed Academic
Faculty of Art & Design

Collaboration and Partnerships: Working in partnership to develop quality programs, courses and learning experiences

Stories of change are common in Higher Education discussions. We are told to embrace change; if we question the pace of change, we are labelled troublemakers or directed to ‘get with the program’. However, traditions of research in social and cultural change (Bauman 2012; Deleuze & Guattari 1980; Urry 2016; Haraway 2016 and Ahmed 2012) demonstrate that change is not always on the side of the angels. History shows us that many changes are disastrous for communities and disproportionately affect societies most vulnerable. Sara Ahmed, who recently very publicly resigned her professorship in part due to her institution’s failure to satisfactorily act on allegations of sexual harassment, talks about the figure of the feminist kill-joy who destroys joy in her work of pointing out injustice. It seems nobody enjoys criticism. Yet as the social psychologist Charlan Nemeth (2018) points out dissent has a critical role to play in quality decision making remarkably even when it is incorrect, encouraging the group to consider more information and engage in more creative problem solving.

The prominent and widely cited Australian Education Professor Raewyn Connell this year published her stinging critique of universities persuasively arguing radical change is needed (Connell 2019). Connell’s manifesto for ‘The Good University’ reflects on the intensification of learning under neoliberalism suggesting amongst other things we should embrace the ‘Slow University’ one which takes the time to democratically engage with its communities (staff, students & broader public constituencies). Such a vision might seem antithetical to contemporary Universities’ strategic plans – which regularly result in endless workplace change, revolving industrial disputes, low staff morale and bitter student protests. This presentation will show a different University is possible, one which already exists regardless of the widening disconnect between University management and their staff and students. This different University is full of individual students and teachers trying to do the best with the time and resources they have. Such a vision is close to the institutions imagined in Fred Moten and Stefano Harney’s majestic and poetic work The Undercommons: Fugitive Planning & Black Study (2013).

This creative presentation will present reflections on a range of Students as Partner initiatives at Art & Design which have had a long-lasting legacy including establishing the only student clubs on our stand-alone campus. It also bravely & openly reflects on projects which many have labelled failures – to demonstrate that educational innovation requires experimentation which often produces unexpected results because people are unpredictable. These case studies are contextualised in relation to a history of artistic practice of dissent as well as a critical-feminist-post-Rancièrean theoretical framework (Biesta and Bingham 2010; Clegg & Rowland 2010)

Its provocative conclusion suggests it is time to ditch Educational Design in favour of rediscovering the lost art of education if we genuinely wish to collaborate and partner with our students or communities.

References

About the presenter
Dr Scott East is a Lecturer at Art & Design committed to engaged research with the Higher Education & Cultural sectors presenting in policy, academic and industry settings. Scott's PhD investigated museum roles in communicating climate change -- having degrees in both Science & Art. Scott's interest is in how cultural & educational institutions figure in broader social networks of rapid change. He is studying GCULT & is known for his provocative presentations.

Delegate takeaways
- Change can be difficult. Constant change may erode student communities. Communities flourish when they are given resources and space to grow
- People who show dissent are really valuable to a process. Those who say ‘no’ to projects may be seen as more than roadblocks, but could be engaged as allies to make projects even better -- but that involves engagement from all participants
- Working in partnership requires an ability to work with uncertainty and unpredictable outcomes
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