Poster eBooklet

Embracing Change: Creating Opportunities
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Introduction

The 2019 Learning and Teaching Forum with its theme of Embracing Change: Creating Opportunities comes at the end of a year of significant change for UNSW. 2019 has seen the introduction on the Sydney campuses of a 3+ trimester model, the launch of fully online postgraduate degrees on a ‘hexamester’ model of six terms a year, and the continued move to blended learning across the whole catalogue of our courses. There has been growth and development of the Education Focussed career path, and a wide range of opportunities to be involved in professional development around learning and teaching. These further the 2025 Strategy’s development of the Scientia Education Experience – with its four foci of building communities, being digital, inspired learning and feedback and dialogue. The Forum provides a wonderful opportunity to reflect on what’s worked and what hasn’t in 2019, to learn from the ideas and experiences of others, and to reinforce and perhaps revitalise our common desire to make the UNSW experience the best possible learning environment for our students.

While the forum program and posters focus on the innovations and ideas of a number of our colleagues, that innovation occurs as part of the shared endeavour of all UNSW staff who lead and support learning, both in the classroom and outside it. This makes the Forum a celebration of the efforts of all.

So my thanks and congratulations to all at UNSW for your passion, enthusiasm and care for students and their learning.

Professor Alex Steel
Acting Pro Vice-Chancellor (Education)
As part of the 2019 Learning and Teaching Forum, staff were invited to develop a poster around the theme Embracing Change: Creating Opportunities. The posters were on display at the Forum on 26 November, 2019 and are contained within this publication.

The posters provoked discussions on one of the three stream themes:

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

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

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

Criteria for Poster Presentations:

- The poster should be designed to provoke discussion but only needs to focus on one aspect of your teaching practice
- The poster should use and follow the guidelines in the template provided
- A poster is a visual communication tool and serve as: a source of information; a conversation starter; a summary of your work; an advertisement of your work
- The poster should be visually appealing
- The poster should ideally include the voices of students (e.g. student feedback)
- The poster should be of appropriate publication quality for inclusion in the booklet
- The text should be easily read from a distance of 1.5-2 metres

Visit the forum webpage for further details about the 2019 Learning and Teaching Forum: [teaching.unsw.edu.au/forum19](https://teaching.unsw.edu.au/forum19)
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A common concern of teachers is how to engage students in an online environment. This poster presents approaches taken in the design and delivery of BENV2409 Advanced Multimedia, running as a fully online course for the first time in term 3, 2019. A key component to encourage student engagement is the presence and authenticity of teaching staff. In BENV2409, this comes from things like showing bloopers in a welcome video, casual, conversational type explanations in pre-recorded lessons, responding and interacting with students in online discussions/blogs.

BENV2409 covers the subject of immersion, particularly in virtual environments and games. It discusses game theory and user experience. The course design attempts to transfer this theory into the student learning experience through gamification and immersive learning. Techniques include a point system for blog posts and a leader board. Prerecorded lessons (using iSpring) are available as both interactive presentations with audio as well as PDF slides with full speaker notes as the transcript.

Ladyshewsky’s (2013) study on instructor presence in post-graduate online courses found that it not only influenced student satisfaction but facilitated discourse, maintained learner engagement and encouraged a learning community. Key indicators for this include:

- encouraging, acknowledging, and reinforcing student contributions;
- setting the climate for learning;
- drawing in participants;
- prompting discussion; and
- assessing the efficacy of the process

The poster articulates the main elements of the BENV2409 course that facilitate meaningful learning activities in an authentic and engaging environment. Accompanying the poster is a digital representation of the course showing the activities and student engagement.


**Poster Author/s**

Dean is both a Sessional Academic and Educational Designer in the Built Environment. His teaching covers digital communication, filmmaking, games and immersive environments. Dean supports the Faculty in staff capacity building, digital uplift, development of fully online courses, as well as best use of Moodle and other tools. He is passionate about education and the use of current and emerging technologies to enhance the student experience and learning outcomes.

Graham’s relationship with UNSW includes degrees in Science Architecture and Digital Media. He led the IT strategy and digital services delivery for multiple faculties including Built Environment, Law for over 25 years. He has a passion for delivering creative projects as a manager, designer and digital artist with a specialisation in 2D concept illustration, 3D modelling and real-time environments. His passion for teaching began in 1990 centred around software, digital design and presentation.
AUTHENTICITY & ENGAGEMENT IN ONLINE LEARNING

APPROACHES

AUTHENTIC ASSESSMENT
- critical reflection; real world projects; collaboration; design thinking; formative; iterative

AUTHENTICITY IN TEACHING
- showing mistakes (bloopers, coughs); conversational style; multiple perspectives; sharing personal experiences; relevant content driving activities

PERSONALISATION & FLEXIBILITY
- variety to learning material & formats; negotiated assessment; freedom within projects; blog customisation

COMMUNITY OF LEARNING
- encouraging, acknowledging, reinforcing student activity; prompting discussion; teacher presence in blogs; gamification; peer review; sharing knowledge

SELF-DIRECTED LEARNING
- choice of software; finding learning material & tutorials; independence; learning to learn

"I enjoy the structure of the course and how much of it is self directed."

"overall it is a great way of self-paced learning and I really enjoy the material."

BENV2409 T3 2019 ADVANCED MULTIMEDIA COURSE & POSTER BY Dean Utian & Graham Hannah BUILT ENVIRONMENT
Integrated assessment to scaffold learning for students with varied English proficiency levels
James Heath, Agnes Bodis and Laura Christie
UNSW Global

Stream: Assessment and Feedback

In internationalised education, a potential challenge for curriculum developers is catering to students with varied levels of English proficiency within the same student cohort. Discipline-specific English language support has been shown to have positive outcomes for students with lower English language proficiency in their first years of university studies (Baik & Greig, 2009). At the same time, it is difficult to address both disciplinary knowledge and potential language issues during the allocated contact hours. Creating assessment tasks for such cohorts can be particularly challenging.

This poster presentation describes an approach taken to addressing these challenges in the Communication and Academic Literacy (CAL) course embedded in the Science and Engineering Diploma programs at UNSW Global. This course is different from a classical English language pathways course in that it has lower contact hours, a mix of disciplines and a varied level of English language proficiency within each class. Thus, assessment design was crucial in addressing the constraints of the course, and scaffolding was included through staging, delivery mode and student interaction (Keppel, Au, Ma & Chan, 2006).

The poster focuses on a suite of assessment tasks which uses blended learning delivery to scaffold students through research (academic article selection peer-assessed via online discussion boards), group discussion, critical reflection (via student-created videos), and group presentation. The poster provides reflections on the efficacy of integrated assessment tasks to cultivate successful social engagement within a discourse community. This will be done from the perspectives of the constraints of the course. Student and teacher feedback indicate that the assessment suite provides support for students with lower and higher levels of English proficiency, but in different ways. Additionally, students’ feedback literacy (Carless & Boud, 2018) and digital literacy are developed through peer feedback requirements.

Poster Author/s

James Heath is an English language teacher and researcher at UNSW Global. He has taught and developed curricula for a range of English and Academic Literacy programs in Australia and Latin America. His research has focussed on using technology to enhance feedback on academic writing.

Agnes Bodis is an Education Professional and a PhD Candidate in Linguistics and has worked in many different teaching contexts both in Australia and overseas. She is involved in curriculum and assessment development and lectures in TESOL. Her research interests are language ideologies, teacher education, assessment and inclusive curriculum design.

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.
Integrated assessment to scaffold learning for students with varied English proficiency levels

Communication & Academic Literacy (CAL) in Diploma Programs

The CAL course is designed to equip students with the academic literacy and communication skills which are essential for success at university. Students engage in practical task-oriented activities and assessment tasks that assist in the process of acculturation and encourage broader engagement in campus life.

Integrated & Scaffolding Assessment

Assessment 3: Critical Reading Seminar
Weeks 4-7
- Groups of 3-4 brainstorm and choose a topic relevant to field of study
- Find a preliminary background article, then an academic peer-reviewed article
- Discussion Board: analyze and evaluate articles
- Critical reading seminar (group discussion)
- Reflective video
- Submit evidence portfolio: video, article, online discussion

Assessment 5: Group Presentation
Weeks 8-12
- Annotated bibliography
- Academic style group presentation

Reflection

Student Testimonials
- Discussion Board Task: "Ways to give feedback to your peers... so your point comes across and you don’t offend them."
- Video Reflection Task: "You can monitor your own self... you can improve by looking at yourself when you present something."
- Leading a group discussion: "I remember my discussion got heated... because we don’t agree with each other’s opinions. [What did you learn from that?] Calm down... and try to understand the ideas and accept them. [Did you overcome that as a group?] The presentation went quite well, so I think we solved it."
- Group Presentation: "Since the other courses encourage you to do a lot of group presentations, it kind of prepares you to do the other course presentations. You basically got the first taste of having a group presentation, so for the next time you actually know what to do."

Teacher Testimonials
- "The stronger students improved their register and the skills to sustain a discussion while the weaker ones learned functional phrases to improve their fluency."
- "I think this is a good assessment task as it supports the research process for A5, gives students an incentive to start this process early, and builds information literacy skills along the way."

References


Agnes Bodis, Laura Christie & Janes Heath
UNSW Global
Shifting landscapes of International education: New conceptions of creativity as collaboration and partnerships

Associate Professor Kim Snepvangers, Associate Professor Arianne Rourke, Education Focussed Academics, Scientia Education Academy Fellows and Ms Gloria Myoung, Ms Sophie Lin, Ms Hyun Jee Cho
Faculty of Art & Design

Stream: Collaboration and Partnerships

Using images as a ‘catalyst for conversation’ this poster responds to the challenges of global education through new conceptions of creativity as collaboration and partnerships (Snepvangers et al, 2018). This poster showcases a creative ecologies approach utilised in the Teaching International Students (TIS) project as an exemplar to show how synergistic community-based approaches develop independent case-based knowledge in academic and student professional learning. Rather than focusing on traditional models of individual student learning and creativity as genius, which can end up reinforcing highly suspect, elite forms of deficit educational dependence, this poster focuses on the TIS project. Here, digital media students work with academics as ‘Students as Partners’ in their Career Development Learning (CDL). How three students created storyboards and animations, using the primacy of images as a narrative of collaboration informs the poster design. These students’ will reflect on how this collaborative practice model developed into an ‘Ecology of Practice’ (Kemmis et al, 2014) including diverse forms of co-mentoring and co-dependence in projects of partnership.

The TIS project prioritises interdependent student and practitioner case-based action research methodology. In this creative ecosystem students and educators work iteratively to develop reciprocal relationships, making shifts in practice visible whilst simultaneously documenting career development (Rourke & Snepvangers, 2017). Shifts in practice are evidence by students moving from artistic outcomes to producing ‘visual learning artefacts’ that act as catalysts for conversation in the teaching and learning environment. Underpinned by Kruger’s iceberg theoretical model (1996; 2013) the student’s narrative animations explore themes ‘below the waterline’ to take a more holistic view in creatively exploring teaching with International students.
Dr Kim Snepvangers is an Associate Professor at UNSW Faculty of Art & Design and a Scientia Education Academy (SEA) Fellow. Kim is also a Senior Fellow of the Higher Education Academy (SFHEA), and an award-winning educational leader in arts-based educational leadership research, Work Integrated Learning (WIL) and professional practice in creative ecologies. In 2018 – she won an Australian Award for University Teaching (AAUT) Citation for ‘Outstanding Contribution to Student Learning’ and the inaugural International Society for Education through Art (InSEA) Award for Excellence in Research in Education through Art (AEREtA). Kim has published widely,

Dr Arianne Rourke is an Associate Professor at The University of New South Wales, Sydney, Faculty of Art & Design, she is a Deputy Director and Fellow of the UNSW Scientia Education Academy (SEA). Arianne is also Senior Fellow of the Higher Education Academy (SFHEA) and has had her research published in over 90 National and International publications and contributes her expertise on the editorial boards of six International education journals. Her research is in higher education pedagogy, specifically focusing on investigating methods for improving the use of visuals in instructional design to assist in promoting the long-term retention of learning. Recently she Co-Curated with Dr Vaughan Rees, an 8 book series titled: ‘Transformative Pedagogy in the Visual Domain’, published by Common Ground Research Networks that received the 2018 Publisher’s Award of Excellence.

Gloria Myoung is a Sydney-based media artist and student teacher whose work ranges from sound design, animation, videography and visual arts. Her work has been showcased at UNSW Art & Design’s Annual Graduate exhibition (2018) under the artist name GLO, Scientia Education Academy Lecture Visualising Ecologies of Practice: Teaching International Students (2019) and can be found on various online platforms such as YouTube and SoundCloud. Gloria is currently producing sound independently, doing self-study about film photography and producing animation work for UNSW Counselling and Psychological Services.

Sophie Lin is a UNSW Art & Design graduate whose work ranges from 2D animation to painting and illustration. Her past animations have been displayed at the UNSW A&D’s Annual Graduate exhibition as well as at a Scientia Education Academy Lecture. Her work is deeply inspired by her everyday interactions with people and nature and aims to capture the abstract emotions

Hyun Jee Cho is a Sydney-based animator whose work ranges from drawing, design, animation and video. Her work has been showcased at UNSW Art & Design's Annual Graduate exhibition (2018), Scientia Education Academy Lecture Visualising Ecologies of Practice: Teaching International Students (2019) and Kudos Gallery’s Dear Homeland, (2019). She is currently producing
SHIFTING LANDSCAPES OF INTERNATIONAL EDUCATION: New conceptions of creativity as collaboration and partnerships

**Shifts in Practice**
- "I was expecting less control and assumed I would take on the role as someone who would just follow others’ creative direction. After working in a professional environment, I now know it is okay to offer up my own ideas and to take initiative in creative projects when it is necessary." - Sophie Lin
- "Working collaboratively has helped greatly in conceptualising and improving the quality of my work in a professional context." - Hyun Jee Cho
- "I was very anxious about what sort of content would be considered industry grade, however now I feel more confident about my capabilities and what I can provide. I was unsure what I wanted to do with my future and my degree, but I think the collaboration experience helped me to articulate my goals and what I want in terms of my career and future prospects." - Gloria Myounge

**Focus:**
- Improving the student experience in Higher Education through:
  - VALUING Teacher Case-Based Knowledge
  - Implementing creative and innovative processes rather than a linear causal relationship where e.g.

**Context:**
- Faculty of Art & Design
  - 400 PG Students
  - 39 Domestic
  - 36 International
  - 92.25% Domestic
  - 90.75% International

**Working in partnership:**
- Working in partnership involves students to take on the responsibility of shaping their learning and teaching environment and therefore helps us to challenge the traditional positioning of students as consumers.

**The Benefits:**
- Increased student motivation & enthusiasm
- Sense of community
- Enhanced & deeper learning
- Increased graduate employability attributes, confidence, leadership & problem-solving skills

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**Inter-dependence**
- Collaborative learning

**Independence**
- Autonomy in learning

**Counter-dependence**
- Avoiding asking for help

**Dependence**
- Learning in new situations

**Focused goals - Challenging tasks - Affirmation of performance - Authenticity - Novelty and variety**
Integrating intercultural competence into curricula in a tailored way

Agnes Bodis
UNSW Global

Stream: Course Design

This poster outlines a procedure for integrating intercultural competence (IC) into curricula in a way that is tailored to the program/course outcomes and provides guidelines and examples for how this could be implemented on the level of task and text design, and sequencing.

Global mobility has prompted an increased focus on developing global citizenship, which has become part of the Graduate Capabilities of universities as well. A main tenet of global citizenship is a move from a one-sided integrative model of education to an inclusive one that values students as participants. One component of this is enhancing IC. To illustrate the significance of IC in international education, it has also been shown that Chinese international students rate their university experience according to the quality of their social relationships and intercultural interactions; however, there is a drop in this experience once pathways students enter university (Teo & Arkoudis, 2019). Moreover, higher academic achievement was found among international students with higher intercultural communicative competence (Martin, 2016).

With the help of Deardorff's (2006) framework of IC conceptualised as a process, the poster breaks down the elements of IC to audit existing curricula and develop tasks to address various levels of cognitive engagement. These tasks can then scaffold each other. The poster presents the steps used to identify the salient elements of IC relevant to the University English Entry Course (UEEC) curriculum at UNSW Global. It provides guiding questions to audit an existing curriculum and gives examples for staged task design.

The poster presentation indicates areas that are applicable to the development of disciplinary course curricula and provides insights into the areas that international students may need further linguistic development in.

Martin, D. (2016). Exploring the relationship between intercultural competence and academic success among English for academic purposes students. (MA), University of Toronto.

Poster Author

Agnes Bodis is an Education Professional and a PhD Candidate in Linguistics. Since 2003 and has worked in many different teaching contexts both in Australia and overseas. She is involved in curriculum and assessment development and lectures in TESOL. Her research interests are language ideologies, teacher education, assessment and inclusive curriculum design.
Integrating intercultural competence into curricula in a tailored way

UNSW Graduate Capability d. Global citizenship
Internationalization of the curriculum
Inclusive learning environment
Student experience

1. Analyse institutional, program & course learning outcomes for the relevant components

<table>
<thead>
<tr>
<th>Levels</th>
<th>Relevant graduate or learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>University level: UNSW</td>
<td>Global citizens who are culturally adept and capable of respecting diversity and acting in a socially just and responsible way</td>
</tr>
<tr>
<td>Institutional level: UNSW Global</td>
<td>Participating in English Language environment, respect for diversity and empathy for others, cross-cultural awareness and communication</td>
</tr>
<tr>
<td>Academic division: Academic English Language Programs</td>
<td>Respects diversity, expresses curiosity, and demonstrates openness to a range of perspectives</td>
</tr>
<tr>
<td>Course level: Direct Entry Course</td>
<td>Interact and contribute as an active participant in the university discourse community demonstrating awareness of appropriacy and intercultural competence</td>
</tr>
</tbody>
</table>

In the curriculum:

- **Awareness**: Tasks to build knowledge and awareness of diversity and practices
- **Behaviour**: Tasks that facilitate the demonstration of effective communication, behaviour
- **Attitude**: Tasks to analyse and evaluate positions, reflect on practice; facilitates respect, curiosity

Adapted from IC as a process by Deardorff (2004, 2006)

2. Create guiding questions to audit the curriculum for the main components

- **Awareness**: Do subjects in case studies reflect social and linguistic diversity?
- **Attitude**: Does task design facilitate the acknowledgment of intra-cultural diversity?
- **Behaviour**: Is cross-cultural communication facilitated?

3. Design tasks to guide through the stages of the process

- **Pre-task**: facilitates curiosity, discovery, respect (IC focus)
- **Class engagement with the pre-task**: (IC focus)
- **The main task (Discipline-specific focus)**
- **Post-task**: analysing behaviour/language; reflection (IC focus)

Agnes Bodis,
UNSW Global
At UNSW our Japanese language program operates in a form of layered networks of Communities of Practice (CoP, Wenger 1998), where our students regularly interact with each other using the language. Into our CoP, we welcome a variety of people who cross boundaries and enter our communities. One such group of people are postgraduate students who come from Japanese partner universities to UNSW as teacher trainees for several weeks. This poster presents these trainees’ Cross-Boundary Learning (Ishiyama 2018) experiences, which impact upon them as well as on our own students in the Japanese program, sourcing data from the published reports written by the trainees upon their return to their home institutions.

Cross-Boundary Learning involves learners who travel between multiple communities. The trainees traveled from Japan to Australia, from the Japanese language to the English language environment, from their own institution and their institutional culture to those of UNSW’s, from their teaching and learning beliefs to our beliefs embedded in our practices, not to mention the substantive changes in their living conditions.

Aoyama (2015) advocates that Cross-Boundary Learning entails both the vertical and horizontal learning. In learning Japanese, for example, we accumulate lexical items and grammar structures (vertical learning) which regularly occurs even without crossing boundaries, while the horizontal learning is unique to Cross-Boundary Learning. Crossing boundaries and entering new communities present the learners with novel practices which they compare, reflect and assess in relation to their own practices in their home community. This experience often modifies their perceptions, beliefs and identities, i.e., horizontal learning.

The teacher trainees who visited our program naturally accumulated their teaching skills (vertical learning). They also gained new ways of viewing learning as participation, collaborative teaching philosophy, and solid future visions of themselves being teachers (horizontal learning).

CoPs benefit from having a diverse membership ranging from novices to experts. UNSW Japanese CoPs benefited from having the trainees who were expert speakers of Japanese, increasing the quantity and the diversity of expert speakers. Some trainees were Chinese, Vietnamese, and Korean students in the Japanese universities being trained to be Japanese teachers. They were excellent role models for our UNSW students, many of who are of Asian heritage. The collaboration and partnerships we have with these Japanese institutions in the trainee program enhance both the quality of their teacher training program, and the learning experiences of our students.

**Poster Author/s**

Chihiro Thomson teaches Japanese and supervises postgrads who research into language learning and language education. Her recent research examines her applications of Communities of Practice into Japanese language teaching/learning and into postgrad supervision, as well as teacher training. She is Professor of Japanese Studies and Scientia Education Fellow.

Nagisa Fukui is a senior lecturer of the Japanese program. She is the coordinator of the first-year Japanese course which is the largest language course at UNSW and supervises Japanese language teaching practicum students who are aiming to become a language teacher. Her research interests are Japanese language education, in particular, application of Communities of Practice into Japanese language learning at UNSW.
Boundary Crossing in Japanese Language Program
A case study of teacher trainees from Japanese partner universities

Cross-Boundary Learning involves learners who travel between multiple communities. Our teacher trainees traveled from Japan to Australia, from the Japanese language to the English language environment, from their own institution and their institutional culture to those of UNSW’s, from their teaching and learning beliefs to our beliefs embedded in our practices, not to mention the substantive changes in their living conditions.

Boundary Crossing: The process that changes your perceptions, beliefs and identities (Kagawa 2015)
"I gained new pedagogical values from this Teaching Practicum and the experience has indicated what my future action is required." (from a writing of the student)

* "I imagined that a teacher would be in the center of the class, and should pass teacher knowledge to students," (from a report of a student)

These participants are:
- Belonging to a Japanese university where they are surrounded by their own culture and the familiar norm
- Learning as a student
- Learning by themselves

"In classes and researches at our own university, we tend to use our language pedagogically and do not have many opportunities of practice." (as quote from a student)

Different Types of Boundary Crossing: Moving across different communities (Kagawa 2015, p. 41)
1. Movement for a purpose:
   Visiting a new community to achieve an objective, (e.g. Attending an excursion event for a school assessment.)
2. Temporal movement:
   Moving from one community to another community in a time sequence (e.g. First studying English in your own country [stage 1] then going to an English speaking country to study English [stage 2]).
3. Hybridization:
   Complementing different communities (e.g. Sharing a class with high school students and university students.)

Learning in general
Gaining knowledge and becoming skilled
Finding new views and ideas
Expanding your own views
The Horizontal learning
Self reflection
Incompetent, Unskilled
Learning by Boundary Crossing

Fully participating in Teaching Practicum at a university in Australia:
Creating lesson plans, planning teaching, and learning to teach while reflecting on practice with peers as well as the experienced teaching team of UNSW

These participants experience:
- Being at UNSW in Australia where there is a different culture and norm
- Supporting learners
- Becoming a member of the COP and working collaboratively with others

Prof. Chihiro K. Thomson & Nagisa Fukui
School of Humanities & Languages, Faculty of Arts and Social Sciences
Sandbox for Education: Co-creating a career-focused learning experience with the industry

Dr Yenni Tim
School of Information Systems and Technology Management, UNSW Business School

Stream: Collaboration and Partnerships

Today, with technologies transforming the nature of work, the industry needs problem solvers who can adapt to dynamic needs and emerging opportunities. It is imperative that universities implement future-focused approaches to respond to this need, equipping our students with the up-to-date knowledge and practical skills required to thrive in this ever-changing environment. The Sandbox Education Program was developed to address this need - demonstrating a pathway for Collaboration and Partnerships in which students, educators and the industry work together to co-create an outstanding learning experience that is value-adding for the trilateral relationship.

Similar to how a software sandbox creates a segregated environment to safely experiment with new applications, the Sandbox model brings real-world scenarios and wicked problems into the classroom through deep industry engagement in the co-creation of curriculum and active learning sessions.

During the co-creation process, the instructor works closely with the industry partner to identify a vital problem that is relevant to both industry’s needs and the course learning objectives. Learning is both active and problem-driven – students are exposed to the identified problem early in the semester and are guided by both the instructor and industry experts to sandbox a solution.

The learning process is further enriched by simulation modules which immerse students in realistic real-world scenarios, and the use of collaborative technologies such as Microsoft Teams to promote teamwork and cultivate leadership and managerial skills.

One implementation example is highlighted in this poster - a Level 3 undergraduate core course on Networking & Cyber Security which has incorporated the Sandbox approach since 2018. To date, 264 undergraduate students have been introduced to the world of cyber security - an industry that is undergoing staggering growth - through the course. Overall, students’ performance has received great endorsement from our three industry partners. In 2019 T1, six students from the course were offered employment in one of the industry partners’ (Ernst & Young) cyber security team, a remarkable outcome that demonstrates the impact of a career-focused program.

The success of the program in promoting students’ engagement in fast-growing industries such as cyber security has also attracted attention from external media, resulting in an interview by NewsCorp. The interview was published in The Daily Telegraph and several other NewsCorp outlets as a case of how students “realised there were other aspects to IT” through the Sandbox engagement, and successfully secured a graduate position at the partner organisation months before graduation.

**Poster Author**

Dr. Yenni Tim is a Lecturer and the Undergraduate Coordinator at the School of Information Systems and Technology Management (SISTM), UNSW Business School. Yenni conducts qualitative and action design research in both organisational and societal contexts, and currently specialises in the fields of cybersecurity and data analytics. In the education space, Yenni specialises in teaching technology-centric courses and champions an award-winning Sandbox Education Program that promotes career-focused learning through deep industry engagement.
Co-creation
Educators work together with the industry partner to co-create relevant content and learning activities to guide students’ problem-solving process and support effective learning.

Co-ownership
A Sandbox approach fosters co-ownership in learning by empowering all stakeholders – the industry, educators and students – to play an active role in the learning process.

Sandbox for Education
Co-creating a career-focused learning experience through solving real industry challenges

Establish a meaningful challenge
The starting point of a Sandbox is the identification of a relevant, challenging task. Interested industry partners are invited to submit a Sandbox Challenge, which comprises of an enticing and important problem that would benefit from fresh perspectives and facilitate the learning of up-to-date knowledge.

Educators with relevant interests and expertise will review the available challenges and adopt-a-Sandbox from the program.

The co-creation process begins with academics and industry partners working together to embed a Sandbox Challenge into our existing curriculum.

Engage in co-creative learning
In this step we focus on guiding students to navigate through the challenge-driven learning process. The main goal is to support their problem-solving process and provide students with an authentic learning experience by immersing them in the industry’s latest needs, up-to-date knowledge and most-in-demand skill sets.

Many of our Sandboxes also include simulation modules co-designed with the industry partner. Simulations work particularly well in introducing relevant technologies and tools used in the professional environment, and walk students through real-life scenarios and experiments with making important and often risky decisions in a safe, controlled environment.

Enrich the career-focused experience
This is the time where we review the solutions created by the students, provide feedback and guidance in their reflection and consolidation of learnings. A Sandbox is often concluded by a formal session where students present their solutions to the industry partner and obtain feedback. Solutions presented can be of various forms, including a proof-of-concept, a professional whitepaper, an information slide deck, a pitch, etc.

The trilateral relationship developed from the Sandbox engagement will continue to grow beyond this point. Subsequent engagement can take various forms, including a longer-term mentoring program, work-shadowing and internship opportunities, attending and co-hosting relevant events and more!

In 2019, we partnered with the accounting and business advisory giant Ernst & Young (EY) to sandbox an undergraduate cyber security course.

Students were given a real cyber security challenge and engaged in active learning sessions with course content co-designed by the lecturer and industry representatives from EY.

"We provide the context and the issues; then it's up to the students to fix them. It requires complex thinking through the whole lifecycle of the problem."

---

Jay Ho, a Senior Manager of Cyber security at EY in a BusinessThink interview

"By the end I had learnt so much and I totally love it (cybersecurity) now. EY offered me a job for next year before I had even graduated. I never would have dreamt that could happen."

---

Sunny Zhan, a sandboxed course student in a News Corp interview

For the educational community, we fully support the push to engage students more deeply and actively in real-world challenges.

Dr. Yowen Tim
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School of Information Systems and Technology Management
Digital Enablment Research Network (DERN) intra/inter
UNSW Business School, Sydney, Australia

Industry
Contributing to the development of future-ready students through direct input into curriculum design and active involvement in challenge-driven education

Creating greater visibility and gaining direct access to bright and talented students while offering diverse perspectives and creative solutions to existing problems

Students
Expanding experience by working on real industry challenges with support from professionals

Gaining transferrable skills that are in high demand in today’s ever-changing environment through solving open challenges in a collaborative setting

Educators
Fueling the connection between the industry and higher education to cultivate graduates who are more prepared for the world of work

Developing meaningful relationships with the industry for continued innovation in education and research
UNSW Tax Clinic - Embracing Change & Creating Opportunities
Dr Ann Kayis-Kumar, Ms Maree Magafas and Professor Michael Walpole
School of Taxation and Business Law, UNSW Business School

Stream: Collaboration and Partnerships

UNSW Tax Clinic (TABL3033/5933) is Australia’s first (and only) tax clinic specialist Work Integrated Learning course. Run by student volunteers under the supervision of registered tax agents, UNSW Tax Clinic builds collaboration by connecting the professional skills learned by tax students with the community that needs them most.

Launching the course (and UNSW Tax Clinic more broadly) involved interdisciplinary collaboration, knowledge transfer and teamwork with many divisions across the university, and was achieved in a remarkably short timeframe.

Specifically, the Clinic’s successful launch was due to the joint efforts and collaboration of the following teams:
- School of Taxation & Business Law (responsible for founding the Clinic)
- Kingsford Legal Centre (guidance on clinic operations and processes)
- UNSW Legal Office (legal and regulatory compliance)
- UNSW Business School’s Work Integrated Learning Program (co-creating Australia’s first tax clinic specialist course at UG- and PG-levels)
- Centre for Social Impact (providing the evaluation framework for the nation-wide tax clinics program)
- Division of External Relations (preparing client-facing, student-facing and industry-facing promotional materials).

The ongoing operation and expansion of the Clinic is also highly collaborative in nature and benefits many segments of the community including students, vulnerable clients, financial counsellors and community legal centres, industry partners, and government (Kayis-Kumar & Noone, 2019).

In addition to an improved learning experience (Fry, Ketteridge & Marshall, 2005), students receive substantial recruitment benefits from this experience. Our students work for real clients while developing their understanding of tax technical and ethical issues, developing their confidence and professional skills, and empowering them to become critical thinkers. They have already being noticed by Campus Recruiters, with one student being invited to attend an upcoming assessment centre interview (despite not having PR and therefore otherwise being overlooked as ineligible) because of the opportunities that this experience opened up for them.

Further, it is well-established that volunteer work can lead to improved life satisfaction, empathy and wellbeing in the volunteer (United Nations Human Development Report, 2015). As such, by encouraging a pro bono ethic in our students, UNSW Tax Clinic is ultimately seeking to build a culture of skills-based volunteering in the wider tax profession.
Dr Ann Kayis-Kumar is a Senior Lecturer at the UNSW Business School’s School of Taxation & Business Law, Co-Founder of the UNSW Tax Clinic, and an elected Faculty representative on the UNSW Academic Board. She teaches and researches in the fields of international and Australian tax law and corporate strategy.

Maree Magafas is School Manager in Taxation and Business Law at UNSW Business School. She has been providing operational support to the establishment and management of the clinic, liaising with community and government stakeholders and has been involved in the strategic direction of the clinic initiative.

Michael Walpole is Head of School in Taxation and Business Law (incorporating Atax). Michael’s research interests include tax transfer pricing and GST/VAT and he has worked at the OECD on several VAT topics. Michael’s PhD was on the taxation of goodwill and he has undertaken a number of research projects on the taxation of intangible property. He also researches aspects of tax administration and costs of tax compliance as well as teaching and researching the ethics of tax practice.
UNSW Tax Clinic
Australia’s first tax clinic elective course

The mission of the Tax Clinic is to improve access to tax justice for all members of the community by providing tax advice and advocacy, empowering individuals and small businesses through community education, and removing systemic injustice by advocating for tax reform.

Launching UNSW Tax Clinic involved interdisciplinary collaboration, knowledge transfer and teamwork with many divisions across the university, specifically:

- School of Taxation & Business Law (responsible for founding the Clinic)
- Kingsford Legal Centre (guidance on clinic operations and processes)
- UNSW Legal Office (legal and regulatory compliance)
- UNSW Business School’s Work Integrated Learning team (co-creating course at UG- and PG-levels)
- Division of External Relations (preparing client-facing, student-facing and industry-facing promotional materials)
- Centre for Social Impact (co-creating the program logic model, shown below)

Tax Clinics provide free advice, representation, education and advocacy for eligible individuals and small business taxpayers.

These activities create measurable improvements for:

Through...

- Reduced financial penalties
- Tax compliance
- Financial capability
- Financial wellbeing

MEDIUM TERM Outcomes...

- Reduced financial stress
- Increased tax literacy
- Unassisted tax compliance
- Better mental health

LONGER TERM Outcomes...

- Real world experience
- Professional skills
- Graduate capabilities
- Tax justice-focused practitioners

Which will have flow on effects for...

- Referral pathways
- Financial capability
- Improved financial wellbeing

- Tax compliance
- Pro bono mindset
- Tax justice-focused practitioners

- More accessible tax services
- More represented taxpayers
- Stronger tax infrastructure

- Tax literacy
- Quicker dispute resolution
- Platform for tax reform

- Improved tax morale
- Improved revenue
- Improved reputation

- Compliance culture
- Socially just government spending

Our Student Experience

"UNSW Tax Clinic was an impactful opportunity like no other... through community education, developing professional networks and improving access to tax justice, it created an immensely rewarding and inspiring learning experience." – Ayu (TABL3033, T2 2019)

"This course has definitely improved my knowledge on not just the academic aspect of tax-related topics but also my practical skills when working with clients in the future. Thanks to this course, I am certain I want to pursue a career in taxation" – Kenny (TABL3033, T2 2019)
Learning Theory and the Practice of Work: Heutagogy and the design of Work Integrated Learning

Associate Professor Leanne Piaggott, Education Focussed Academic
Office of the Pro Vice-Chancellor (Education), DVC (Academic)

Stream: Course Design

Technological change continues to disrupt the workplace along with changing employment patterns. ‘Real-world skills for a rapidly evolving workplace’ is among the plethora of catch phrases within current employability discourse on the ‘future of work’ and the call to universities to prepare graduates for the technological change and disruption that lie ahead. Whilst discipline knowledge and skills, critical thinking, problem-solving, communication skills, and teamwork will continue to be mandatory graduate attributes for the future workplace, the ‘jobs of the future’ will also require flexibility and adaptability, cross-disciplinary knowledge, creativity, entrepreneurial skills, empathy, and interpersonal skills (Edwards et al. 2016; Tytler et al. 2109; Rumbens et al. 2019). As stated by Hajkowicz et al., ‘in tomorrow’s job market adaptability, resilience, buoyancy and entrepreneurial capabilities are of growing importance. This is because of the increased pace of change fuelled by technological innovation and globalisation increases the need for workers to handle minor and major transitions. Workers will need the capability to handle a career dead-end (or job loss) and create their own job in another space’. (Hajkowicz et al. 2016, p.14)

Work Integrated Learning (WIL) has been identified as an authentic means to enhance students’ preparedness for the ‘future of work’ by bridging the gap between the theory of the classroom and the practice of work. Indeed, UNSW students called for more WIL opportunities when they gave their feedback earlier this year on the roll out of the 2025 Strategy. In considering an effective learning theory to inform the design of WIL courses that will provide students with the opportunity to develop ‘future of work’ capabilities, heutagogy - defined by Hase and Kenyon as the study of self-determined learning - provides some interesting insights. Heutagogy comes from the Greek word for ‘self’ whereby the learner is ‘the major agent in their own learning, which occurs as a result of personal experiences’ (Hase and Kenyon 2007, p.112). By putting learners in control of their own learning, argue Hase and Kenyon, students can move ‘beyond the development of knowledge and skills, and instead [focus] on capability, that is, the ability to integrate and effectively apply one’s knowledge and skills in novel and unanticipated situations rather than just the familiar’ (Hase and Kenyon 2007, p. 113). By shifting from educator-centred to learner-initiated and -driven learning, the main features of a course informed by heutagogy include: learners are highly autonomous; learners explore and learn from self-chosen and self-directed action; and learners engage in meta-cognition and double-loop learning (Blanschke 2012; Gregory et al. 2018).

This poster seeks to capture how heutagogy might inform the design of WIL courses as a means of advancing our students’ capabilities for continual, self-directed learning in preparing them for the future of work.


Poster Author

Associate Professor Leanne Piggott is the Academic Director of WIL Central providing academic oversight and strategic leadership to the WIL Central team. In a fractional capacity, she is also the National Education Director of the Centre for Social Impact in the UNSW Business School. Leanne is an award-winning educator and Senior Fellow of the Higher Education Academy.
Learning Theory and the Practice of Work:

*Heutagogy* and the design of Work Integrated Learning

Technological change continues to disrupt the workplace along with changing employment patterns.

‘Jobs of the future’ will require flexibility and adaptability, cross-disciplinary knowledge, creativity, entrepreneurial skills, empathy and interpersonal skills, reflective practice, and metacognition, all of which are enhanced by self-determined learning.

Work Integrated Learning (WIL) is identified as an authentic means to enhance students’ preparedness for the ‘future of work’ by bridging the gap between the theory of the classroom and the practice of work.

*Heutagogy* - the study of self-determined learning – is an innovative learning theory to inform the design and delivery of WIL courses to enable students to take control of their own learning.

*Heutagogy* comes from the Greek word for ‘self’ whereby the learner is ‘the major agent in their own learning, which occurs as a result of personal experiences’ (Hase and Kenyon 2007, p.112).

Self-determined learning supports students move ‘beyond the development of knowledge and skills [to focus] on capability’, i.e. ‘the ability to integrate and effectively apply one’s knowledge and skills in novel and unanticipated situations’ (Hase and Kenyon 2007, p. 113).

Self-determined learning enables learners to be highly autonomous, explore and learn from self-chosen and self-initiated/self-driven action, and engage in meta-cognition and double-loop learning.
Academic Lectures: Conventional or Unconventional?
Mahnaz Armat and Adina Stan
Design & Arts Department, UNSW Global Foundation Studies

Stream: Course Design

This poster aims to illustrate a range of creative approaches to stimulate student engagement and meaningful interaction in lectures.

Illustrations of student interaction patterns showcase how the traditional lecture context is transformed into what may be perceived as an unconventional, perhaps even unorthodox learning environment which is at the same time safe and supportive of active learning.

Approaches such as lecture flipping, gamification, instant quizzing, on-the-spot applications of lecture content, and ongoing revision strategies empower students to engage as co-creators of lecture content and enable the lecturer to act as a guide on the side.


Poster Author/s

Mahnaz Armat is a Leading Arts (Social Sciences) Lecturer at UNSW Global Foundation Studies. She convenes the Management course. Her primary focus is developing learners’ independent thinking and problem solving skills; improving their academic integrity and raising their cross-cultural awareness.

Adina Stan is the Education Manager for Design and Arts at UNSW Global Foundation Studies. Her academic interests lie in the areas of interdisciplinary education, role-play simulations and problem-based learning.
Equity, sustainability and excellence in undergraduate research opportunities in Chemistry
Dr Laura McKemmish, Associate Professor Shelli McAlpine and Dr Neeraj Sharma
School of Chemistry, Faculty of Science

Stream: Course Design

Course-based undergraduate research opportunities can be an incredibly enriching part of the undergraduate student experience, a real capstone course that offers unique opportunities for students to develop key graduate attributes, scientific and technical knowledge and skills. In Chemistry, since 2013, we have made a series of improvements in our undergraduate research courses that open up this one-on-one teaching experience to more students in an equitable fashion while improving the quality and efficiency with which our students are taught key research and graduate skills. We are looking to build an undergraduate research community of practice within UNSW to share ideas and improve our courses.

Poster Author/s

Laura's research interests are based in the theoretical development and applications of computational molecular spectroscopy, from finding aliens in exoplanets to identifying unknown organic compounds. She loves combining research, teaching and outreach to benefit all groups.

Shelli's research interests are based in medicinal chemistry, focusing on designing small molecule drugs that target protein folding events involved in cancer. She is passionate about the benefits of undergraduate research for all students, engaging them in research early to develop skills and enrich their understanding.

Neeraj's research interests are based on solid state chemistry, designing new materials and investigating their structure-property relationships. Neeraj likes to mix research and teaching wherever he can, combining them to effectively illustrate to students, cutting-edge science.
Equity, sustainability and excellence in chemistry undergraduate programs

Course-based undergraduate research opportunities can be an incredibly enriching part of the undergraduate student experience. We offer unique program-long opportunities for students to develop key graduate attributes, scientific and technical knowledge and job-related skills. Since 2013, chemistry has made a series of improvements in our undergraduate research courses that open up this one-on-one teaching experience to large student cohorts in an equitable fashion while improving the quality and efficiency with which our students are taught key research and graduate skills. We are looking to build an undergraduate research community of practice within UNSW to share ideas and improve our courses.

- **CHEM1031**
  In your first term, as part of our Advanced chemistry program, you will be exposed to researchers and research careers as part of a cohort of engaged peers who will grow to be your friends, study partners and maybe even future collaborators.

- **CHEM1041**
  In your second term, the research component of our Advanced chemistry module introduces students to key research and transferable skills while showcasing a broad cross-section of the research strengths within our school.

- **CHEM2999**
  SPECIAL PROJECT IN CHEMISTRY
  In second year, you can jump straight into research with a short authentic research project with a Chemistry academic supervisor.

- **CHEM3998**
  ADVANCED SPECIAL PROJECT IN CHEMISTRY
  Our third year research programs enables you to deepen your research skills and test out a new research area with an authentic research project with an academic supervisor.

Our successful changes

- **Increase accessibility** by offering research opportunities to all students, not just those with very high grades.
- **Promote variety of research opportunities** to all potential students through project handbook and presentations by early-career academics.
- **Streamline teaching of generic and specific research skills**, using group training with all courses, online lessons and signposting existing resources, therefore increasing effectiveness of students as researchers and reducing burden on individual academic supervisor.

Our capstone CHEM2999 and CHEM3998 courses

- Approximately 50 students per year since 2013
- Run every term, including summer
- Moved to satisfactory/unsatisfactory grading
- Accessible for most students (WAM > 65)

The courses include:

- **Research project** with Chemistry academics
- **Fortnightly group meetings** focusing on cohort building, encouraging self-reflection, skill development, articulation and training and student support
- Assessment via lab notebook, spreadsheet with research activities, written report

Student Feedback

- “The experience was a really positive one”
- “It was a good preparation for Honours”
- “Independent thinking is a must for lab work”
- “Taking this course was the best decision I made in my undergrad”
- “The difference between studying courses and real life applications in research is enormous... being able to do actual research is incredibly motivating and gives relevance to what you’re studying”
- “I have developed better lab skills......and built up my confidence”
- “I have learned valuable researching skills, and how teams function both independently and dependently of each other”.

Staff Feedback

- “Should be a requirement for chemistry majors”
- “I think Chem3998 has been a great addition to the school offerings”
- “The opportunity for undergraduates to do research is something that a research intensive university like ours should offer”
- “[Students] learn how to design experiments”
- “Students gain excellent translation written and oral presentation skills and real laboratory work also leads to greatly improved technical skills”
- “I have supervised 8 students or so..... and have found the program to be extremely valuable”
- “It definitely prepared them for Honours”
- “Students see how researchers interact, how data is critically assessed, and how experiments are planned and executed”.

Dr Laura K. McKemnish, A/Prof Shelli McAlpine, A/Prof Neeraj Sharma
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