

Learning and Teaching Forum October 2014

Presenter abstracts

Stream 1: Session 1	Stream 2: Session 1	Stream 3: Session 1
<p>Dr Abelardo Pardo, School of Electrical and Information Engineering, University of Sydney</p> <p>Title: <i>Using Learning Analytics to Personalize a Learning Experience</i></p> <p>There are an increasing number of activities in learning environments that are technology mediated. With this increase comes unprecedented potential to observe student behavior. Comprehensive data sets of each event occurring in a learning environment are now becoming a reality. But what for? What can be done with that information? Can it be transformed into knowledge? One possible approach is to apply analytics techniques to detect different learning approaches by students and then personalise their experience. But this personalisation is much more complex to deploy than to explain or understand its potential. In this talk we will explore how to embed data collection in a learning experience so that students get a sense of personalisation of their learning environment.</p>	<p>A/Professor Laura Shepherd, School of Social Sciences</p> <p>Title: <i>Making learning personal: using portfolio assessment to personalise learning in a 'capstone' course</i></p> <p>In the 'Capstone' course in the International Relations stream, I use a portfolio assessment that asks students to collect a folder of evidence drawn from throughout their program of study and then write a statement explaining how the evidence presented demonstrates their attainment of the graduate attributes of the major stream. The substance of the course itself is designed around a process of research project planning in groups, to offer materials for the portfolio and also to cover off on a number of skills. This both encourages students to reflect on their own engagement with the various learning activities they have undertaken throughout their program of study and prepares students for 'packaging' their skills and competencies in a way that is intelligible to future employers.</p> <p>In this presentation, I will briefly discuss the theory behind the assessment (which aims to make it authentic, personalised, 'for learning' rather than 'of learning'). Two graduates from the course will then present their account of the experience, reflecting on whether the theory was realised in practice and whether the attempt to personalise their learning in the course was successful.</p>	<p>Dr Isabella Dobrescu and Dr Alberto Motta (ASB)</p> <p>Title: <i>Playconomics: gamification for learning</i></p> <p>In this presentation we will present our gaming approach to learning design, which supports students in developing an understanding of foundational economic principles. Playconomics is a technology-based approach to learning that provides students with a computer-based representation of the economy and challenges them to interact and play with it. In classes of more than 2000 students Playconomics offers a personalised experience that caters for both students with low confidence in mathematics and high achieving students. Our research and development of Playconomics has contributed directly to the literature on gaming and simulation for education.</p>

Stream 1: Session 2	Stream 2: Session 2	Stream 3: Session 2
<p data-bbox="94 129 645 188">Dr Jason Mazanov, School of Business, UNSW Canberra</p> <p data-bbox="94 236 654 336">Title: <i>Profiling student preferences for Moodle activities: implications for student learning and teaching practice.</i></p> <p data-bbox="94 379 698 1394">Two cohorts of Masters level Organisational Behaviour students from 2013 and 2014 were asked to engage with discussion boards, pre-recorded questions, peer-to-peer assignment feedback, live on-line tutorials, Twitter and wikis as part of participation marks. Results from a principal components analysis (PCA) of participation in activities showed distinct patterns of engagement (“engaged”, “digitally literate”, “early”, “mid” and “late”) and implied a fourth (a combination of engaged and literate). The pattern of engagement suggests separate communities – those who engage across a semester and those who engage at different times. Members of the digitally literate or implied patterns did, on average, better across assessment items. Responses from the 2013 cohort to a survey on course experience (n=51) showed that students had a strong preference for discussion boards and an aversion to Twitter and wikis. Findings from the qualitative feedback suggest that student unfamiliarity with Twitter and wikis made it difficult to engage with those platforms. The qualitative responses also indicated students were largely unaware they were part of an on-line community, instead constructing their participation in individualistic terms. An overview of initial results auditing the digital literacy of 2014 students and its impact on marks is given, before considering the implications of student preferences for on-line activities on teaching practice.</p>	<p data-bbox="721 129 1326 188">A/Professor Cath Ellis, Associate Dean, Education, Arts and Social Sciences</p> <p data-bbox="721 236 1303 295">Title: <i>Bespoke learning at scale: lessons from the future</i></p> <p data-bbox="721 343 1326 874">We keep hearing tales of avalanches and tsunamis of change coming to affect the tertiary education sector – but just how radical will those changes be and how quickly will they arrive? In this presentation, Cath Ellis will gaze into her crystal ball and report back what she sees from the not-so-distant future. She’ll tell the story of a group of students, studying at UNSW in the year 2019. She’ll share their trials, tribulations, and triumphs during a typical day at Uni. The experiences of these students will give us a sense of what bespoke learning might look and feel like in a large institution like our own and, most importantly, what benefits and challenges this might bring to us and to our students.</p>	<p data-bbox="1348 129 1953 188">A/Professor Richard Buckland, Computer Science, Engineering</p> <p data-bbox="1348 236 1877 295">Title: <i>Building student communities: beyond participation to “something awesome”</i></p> <p data-bbox="1348 343 1930 657">A discussion of ideas about how to design and project manage a course and seed a course community. We’ll look at a large (500 student) first year course and how an electric community emerged. Be prepared to laugh, cry, and be amazed at what our students can do when empowered in communities. We’ll also look at how assessment interacts with community and the traps and pitfalls to be aware of.</p>