A conceptual framework for understanding influences and drivers for curriculum transformation

1. Background context
The study developed from the growing interest in “curriculum” as a conceptual framework for achieving institutional, national and international priorities in higher education (Barnett & Coate, 2005; Blackmore & Kandiko, 2012; Hicks, 2007). However, curriculum decision-making typically takes place at the level of an individual academic or curriculum team. Hence, there is a need to better understand academics’ perceptions of the influences shaping their curriculum decisions and their responses to educational change initiatives.

2. The initiative/practice
This initiative is an empirical study investigating academics’ beliefs about the influences that shape their curriculum decisions. The higher education curriculum was conceptualised as a field of decision making shaped by academics’ beliefs about educational and contextual influences. An initial theoretical framework for the study was developed from a literature review identifying factors that have been found to influence teachers’ curriculum decisions.

3. Methods of evaluative data collection and analysis
Interviews were held with 20 academics working in a research university representing a range of disciplines and levels of experience. The interviews asked participants to reflect on how they went about the design of a specific course/subject, and their perceptions of the most significant influences on their decisions. Interviews were recorded and transcribed verbatim, and then entered into the NVivo data management program for coding and analysis of emergent themes.

4. Evidence of outcomes and effectiveness
The findings indicate that academics perceive curriculum influences as operating at four different levels. The four levels in order of significance were (1) the individual academic, (2) the discipline, (3) institutional context and (4) external context.

The most important influence was academics’ beliefs about educational purposes, which expressed five distinctive philosophical orientations or ideologies (Fanghanel, 2009; Trowler, 1998).

Academics’ curriculum orientations were typically aligned with their disciplinary knowledge practices, however they were also influenced by personal ideologies and contextual factors, such as course level and institutional mission. External factors were seen as relatively minor influences, however the findings suggest that academics are responding to national priorities, such as graduate employability.

The presentation will explore the field of influences to provide insights into the interactions that shape academics’ responses to key drivers of curriculum change, including graduate employability, educational technologies, research-teaching relationships and educational professional development.

5. Relevance to conference theme and selected sub-theme
This study is directly relevant to the conference theme and sub-theme of curriculum transformation drivers.

References
Applying a unit enhancement framework to transform curriculum

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There is a challenge facing how university coursework units are transformed to meet the expectations of students who are tech savvy and want to engage in a curriculum that can provide them with employability skills that are internationally recognized.

In this showcase, we report on how academics from a variety of disciplines at a large Australian university transformed their units by engaging in a continuing education excellence development (CEED) module entitled ‘Enhancing your unit’. This CEED module introduces academics to the ‘Unit Enhancement Framework’ which enables them to transform their units.

An output from research sponsored by an Australian Government National Senior Teaching Fellowship on improving unit quality (Carbone, 2015) was a unit enhancement framework. Components of the framework include underlying foundations, aspirational standards, barriers and evaluation lenses that guide unit development, assessments, teaching and evaluation (Carbone, Evans & Ye, 2016).

The CEED module introduces academics to the unit enhancement framework and covers all the five facets of a unit: the educator, the learning outcomes, the learning activities, assessment and feedback and resources. The module consists of video interviews, online materials, reflective questionnaires, discussion forums and learning activities. Participants are required to set goals around each facet, develop and implement an improvement strategy and have their progress reviewed.

The module was piloted with 24 academics in 2015 and over 60 academics in 2016 who provide a lived experience of the application of the framework. The paper provides insights into how the framework was strategically adopted for institutional-wide transformation of units and the reinvigoration of teaching practices.

Results collected from completed unit enhancement worksheets, that explored academics’ current practices and their proposed enhanced practices, were analysed across each of the five facets to provide insights into how academics transformed their units. This showcase will highlight how academics have adopted technology and made changes in their curriculum to make the unit interactive and engaging to build students’ graduate attributes.

This paper addresses the conference subtheme: Facilitating Curriculum Transformation.

Reference List

Using a Makerspace approach – an opportunity for developing undergraduate students’ reflective practice and professional identity.

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In order to develop leadership roles in society, undergraduate students need to undergo learning experiences that help them to develop a sense of identity, to define professional goals, seek out supporting learning partners and to articulate their own philosophy for the profession. They need to learn from challenges and mistakes, through reflective practice, to understand the importance of their choices, behaviours and their responsibility for their own learning (King, 2009). Such learning experiences need to provide: enough challenge to stimulate complex thinking, appropriate levels of support and opportunity for reflection (Hodge, Baxter Magolda, & Haynes, 2009). The challenge for contemporary educators in higher education is how to progress curriculum transformation to provide students with these opportunities in a way that is authentic, timely, and valued.

The STEM Makerspace approach at Curtin University was an initiative designed to promote integrated STEM education, improve pre-service teachers’ work readiness and engineering students’ community engagement. The key approach used was a cycle of action and reflection, supported by a focus on transitioning from a personal identity to a professional identity. A collaborative learning environment where pre-service teachers, student engineers, teacher educators and engineering educators was created physically (a dedicated space in the Engineering Pavilion) and virtually (closed Facebook site) so that the group could work together to conceive, design and create a STEM artefact, and to discuss the nuances of mentoring school children to create the same artefact. The learning environment promoted cognitive, interpersonal and intrapersonal development by using three key principles: validation of learners’ capacity to know, situating learners in learning, and mutually constructing meaning (Baxter Magolda, 1992).

Survey and interview data were collected from the participants at six key points over the year-long project. Responses and transcripts were coded In Vivo and major themes were identified. The themes were then matched against the phases of the Theory of Self-authorship (Baxter Magolda, 1999) in regards to cognitive development, intrapersonal development, and interpersonal development. The Theory of Self-authorship provided a way of understanding the process that the students used to make meaning of their experiences with STEM and to reflect on how their professional identity has been formed in the STEM field.

This presentation may be of interest to educators who are exploring ways in which to promote the development of students’ professional identities, and the impact of this transition on retention and employability.

References

We started with a goal of transforming the curriculum for a MOOC, we ended up transforming ourselves.

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This presentation aligns with the theme ‘Facilitating Curriculum Transformation’: it describes the process taken, and experiences of the multidisciplinary team involved in converting a didactic text-heavy online unit into a unit wholly offered via a MOOC platform.

Increasingly universities are being asked to re-think their traditional model of delivery, to be more effective and efficient in order to ensure sustainability (OCED, 2014). In a world first, our institution offered a small number of postgraduate degrees via a MOOC platform, the first two-weeks being offered via a free ‘taster’. Our team, a mixture of academic staff (learning designers) and professional staff (video production, graphic design and project support) came together with educators in the course team (the content experts) to make this happen.

The MOOC platform utilises a social learning pedagogy with the delivery of content interwoven with case studies in a digital storytelling model–this required a complete shift in mindset of the course team, who had historically delivered content in a text-heavy online format. In order to transform the curriculum to the new platform, and create the premium quality digital stories that complemented, and importantly applied theory to practice, the course team needed to ‘open up’ their curriculum to our team. This was the first of a number of transformative experiences, where traditional ways of working, preconceived notions of learning in higher education, and boundaries between roles were dissolved as we found ourselves working within a third space environment. The third space is a territory situated between academic and professional domains, where traditional professional identities are blended and more agile ways of working emerge to undertake projects often conducted outside existing hierarchial structures and processes (Whitchurch, 2008). Academics working independently to develop content were transformed into academics who became part of a high quality production process. Content, although a core component of the curriculum became only one part of the overall learning experience. The seemingly impossible timelines and multiple unknowns of the project required the team to re-calibrate their expectations of process and policy, and to adjust to a workplace where agility, uncertainty and collegiality were paramount.

This presentation explores how these experiences built capacity across the team, and argues that effective online learning in higher education requires a new way of working where there is openness, agility, permeable role boundaries, and authentic collaboration between content experts, learning designers and experts in digital production within the third space.
Experience Your Future – A workplace learning experience for non-vocational first year students

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‘Experience Your Future’ is a pilot job shadowing program being implemented through Murdoch University’s Careers Centre as a funded Student Change Agent project. The co-curricular program is available to students in three non-vocational first year units across a range of disciplines. Students complete an online preparatory activity before being matched with a host organisation to undertake a one-day job shadow experience related to their field of study and professional interests.

The benefits of early workplace learning experiences within the course curriculum have been noted to include improved student retention, commitment to learning, connection to degree choice and employment opportunities, and critical thinking and problem-solving skills (McEwen & Trede, 2014; Trede & McEwen, 2015). However, workplace learning experiences are rarely available to non-vocational first year students at the University, either in the curriculum or as a co-curricular activity.

The aim of this project is to test the impact that an early workplace learning experience will have on non-vocational students, with a focus on factors that may influence student retention. The pilot program will also seek to examine the level of interest shown by industry hosts, as a crucial requirement for the sustainability and scalability of the program. The findings will be used to promote a more widespread adoption of workplace learning within the first year curriculum of non-vocational undergraduate courses at Murdoch University.

Quantitative data will be collected through a survey sent to students before and after participating in the program. The survey will comprise of questions relating to factors that may influence student retention, including student engagement, professional identity and academic self-efficacy. A comparison of the findings will be carried out to determine if there were any noticeable changes in response post-participation. The post-participation survey will also include short answer questions to gain some qualitative data on the student's experience participating in the program. Industry hosts will also be surveyed, providing both quantitative and qualitative data on their attitude towards the program, and their interest in continued involvement in offering early workplace learning experiences.

This showcase presentation will primarily address the conference theme of ‘Students in Curriculum Transformation’, and is a student submission. The program will be designed, implemented and evaluated by a student, with mentorship from University staff.

References
Transforming practice for international student employability: Access to and preparedness for internships

Chris Bilsland, Jen McPherson and Laura Ficorilli

Universities Australia has urged the Australian Government to implement a resourced, coordinated approach towards providing work-integrated learning (WIL) opportunities for international students to ensure that Australia remains a competitive study destination (Universities Australia, 2015). Although universities have a responsibility to provide WIL opportunities to international students (Gamble, Patrick & Peach, 2010), international students face challenges in accessing internship placements (Commonwealth of Australia, 2016; Gribble, Blackmore, & Rahimi, 2015; Jackson & Greenwood, 2015). This showcase presentation reports on a recent study of international students’ access to and preparedness for internships at an Australian university. We will present issues participants face in accessing internships, and outline recommendations for transforming practice that have emerged from project findings. Project data was collected through focus groups with 40 students and a content analysis of 30 international student internship applications. Many international students in our focus groups perceived difficulties in accessing desirable internships, feeling that employers prefer to invest in local student interns whose work hours and employment prospects are not restricted by visas. Participants expressed their desire for more extensive and meaningful engagement with local students, and additional support in application writing and interview preparation. Based on project findings we make two key recommendations as the basis for transforming practice that we will expand in our showcase session: further integration of employability into learning, teaching and curriculum, and further provision of opportunities to interact with local students and improve English language proficiency. We suggest that action in these key areas may assist international students in overcoming inherent disadvantages they face in accessing WIL and support International Education Association of Australia (IEAA) recommendations for targeted employability strategies, rather than one-size-fits-all approaches (Gribble, 2015).

References
A hybrid learning framework for building student assessment literacy and improving oral communication skills in second language acquisition

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In 2016 a team of language teachers, curriculum designers and technology specialists was awarded an educational grant to develop assessment literacy and oral communication skills through online dialogues and feedback opportunities for first year language students. The research study has two related aims: First, the university is currently engaged in curriculum transformation over the next 5 year period. As a consequence, the faculty of Law, Humanities and Arts is moving from 8 to 6 credit point subjects and restructuring course curricula. Thus, academics are taking this opportunity to re-design and improve their assessment tasks with a view to ‘assessing smart’ across all course provisions and to having assessment methods capable of assuring course learning outcomes. Second, this study seeks to develop communication skills in the learners by not only engaging them in teaching and assessment activities, but also in making judgement during assessment marking and grading process so that they can make the link between these skills and their summative assessment tasks. Assessment literacy is defined in the Higher Education Academy as ‘an iterative process, designed to develop complex knowledge and skills across programmes, […] and to create a clear paths for progression’.

The first part of this showcase paper will outline how oral proficiency is an integral part of the four skills in second language acquisition (listening, speaking, reading and writing) and the issues that learners reported in the evaluation and feedback data. The second section will describe the methodology and approach adopted to integrate appropriate technology into the curriculum to build a hybrid learning scaffold to allow learners to make their oral contributions, undertake formative assessment activities, and receive personalised feedback from their tutors and peers in both a face-to-face and online environment. In the third section will analyse quantitative and qualitative data to evaluate the efficiency and effectiveness of the study and make initial recommendations. The conclusion will explore implementations of the recommendations on a wider scale including other disciplines areas.
Unlocking the Code to Digital Literacy

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Digital literacy was originally conceptualized as “the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers” (Glister, 1997). It has evolved to incorporate elements derived from other terms such as information literacy and media literacy and is used to describe anything related to technology. It is interchanged with behaviours, understanding of how technology works, and the role of technology in our daily lives. There is an understanding that if you are ‘digitally literate’ you know how to ‘use technology’; not unreasonable given the widespread use of smartphones, tablets and other devices in our communities. But is this sufficient to prepare students for the demands of a university education and graduate employment?

This showcase proposes a definition of digital literacy and a framework to underpin a benchmark of assumed digital literacy knowledge for higher education. These were constructed through a review of publicly available national university statements for students and an analysis of existing frameworks and benchmarks as reported in the literature and elsewhere. However, the constructed models require refinement to fit the Australasian higher education environment which can best be achieved through the collaboration of stakeholders in the design.

The framework and benchmark developed is being refined through a series of focus groups and surveys of Australasian academics and higher education students. The benchmark will form the benchmark of assumed knowledge for higher education students, providing the basis for curricula to scaffold and build higher level digital literacy skills. By equipping higher education institutions with the means to provide a clear understanding of expectations of assumed digital literacy knowledge, disciplines will be able to plan how digital competencies are developed, extended and enhanced through the curriculum. This will in turn provide Australian graduates with the skills and capabilities necessary to be competitive in a global labour market that is increasingly becoming governed by international digital standards.

Participants at the showcase will be invited to comment on the framework and provide feedback on the development of the benchmark.

What do new students need to succeed?: Commencing student perspectives and enabling pedagogy

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Australian higher education policy aims to widen university participation (Bradley et al. 2008), striving to achieve ‘proportional representation’ of graduates from under-represented demographic groups (Gale & Parker 2013, p. 5). In order to increase participation of students from equity groups and provide a supported transition to university, enabling programs have been developed. Many programs have emerged as a result of policy, however there is a lack of established pedagogy (Hodges et al. 2013, p. 6). It is timely to consider what works and what may be absent from existing programs in order to further inform enabling program pedagogy and subsequently curriculum.

Teaching diverse groups of non-traditional students presents a significant challenge. Retention rates suggest that Australian enabling programs may not fully address the needs of students from equity groups (Klinger & Murray 2011). Academics clearly have much to teach the students, however they may not be able to teach effectively or even identify what the students need unless they can ‘defamiliarise’ themselves from the institution in order to ‘see the strangeness of their familiar ways and the need for this strangeness to be explicated to newcomers’ (O’Regan 2005, p. 137). As individuals entering the university, often without the requisite training and cultural capital, non-traditional students may offer insight into the skill sets needed to succeed within academic culture. Therefore, it is relevant to seek input from students in order to better understand their educational needs.

This case study applies critical pedagogy and a constructivist approach in order to analyse student-identified learning needs. Critical pedagogy is well aligned with the social inclusion objectives of enabling programs, as this approach understands education in terms of systemic power. Education can be employed as a system to reinforce hegemony, or it can become a space in which to create dialogue between educators and students, supporting each other to understand and re-create the world (Freire 2004; Degener 2001).

Over 200 commencing students were surveyed during 2015 orientation for a pathway program at an Australian university. These responses were coded and analysed using critical discourse analysis to identify themes and issues. Survey responses capture students’ university preparation, expectations, motivations and challenges prior to commencing classes. By examining student responses during their first point of university contact, this research provides greater understanding of the educational needs of this non-traditional cohort and generates recommendations for pedagogy in this emerging field.
Exploring the impact of internationalisation on curriculum innovation within a theory-based subject

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In this paper, we explore how curriculum design and assessment impact on student learning experiences in different countries. We provide an exploratory study using narrative analysis to consider how language is contextualised in varied cultures and how this affects student engagement within one subject: organisational analysis. We analysed the choices made by students in Australia and South East Asia over a two-year period and used this data to reflect on strategies to further engage students in their learning. A narrative framework was used to explore the degree to which a research-engaged curriculum design impacted on student learning experiences. In addition, we evaluated how design of assessment tasks may facilitate or hinder internationalisation of the curriculum. We conclude that historical and/or cultural constructs of knowledge-acquisition impact on student experience in theory-based subjects. Finally we propose a framework to develop and review the cultural relevance of assessments that provides greater opportunity for curriculum transformation.

Key words: research-engaged practice, Internationalisation of the curriculum, curriculum transformation.
Peer Observation and Review of Teaching program – an initiative for continuing professional development

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Supporting university teachers to develop innovative course and delivery practices has the potential benefit of enabling quality student learning and improving graduate outcomes. Previous research has shown that peer review of teaching, in which a teacher receives constructive feedback from a colleague about their performance, can lead to improvements in teaching practice. Previous research has also shown that teachers who engage in observing (watching) a colleague teaching well (without necessarily giving this colleague feedback) can also learn how to enhance their practice. However we know very little about the combined benefits of supporting the same teacher in an integrated way through both approaches. In this symposium presentation we describe the design of a flexible, fit-for-purpose professional development program called the Peer Observation and Review of Teaching (PORT) program. This program uses both peer review and observation in an integrated design of mentoring and reflective-practice activities to enhance teachers’ practices in a Faculty of Science in a large Australian university. The program focuses on helping teachers develop practical strategies that fit the purpose of their situation e.g. large-group lecturing. We report quantitative and qualitative results of a project conducted to evaluate the PORT program that addresses key questions of whether: (1) university teachers’ practices were enhanced and improvements sustained as a result of participating in the program, and (2) the program can be self-sustaining. Of 45 academic staff who completed the program between 2014 and 2016, two staff could not be contacted, and of the remaining 43, 16 (37%) completed an online survey and five participated in an individual interview about their experience of the program. Of these 16 staff, all (100%) are still using new teaching strategies developed in the program and would recommend the PORT program to other colleagues. We report further positive results about the relative benefits of peer observation and peer review, and potential improvements to the program in our presentation. We argue that properly sponsored, the PORT program can become a self-sustaining continuing professional development model for improving university education.
Are the learning opportunities of computer-mediated internships comparable to those in traditional internships?

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The increasing digitalisation of higher education and the world of work, as well as the growing geographic separation between students, higher education institutions, and the providers of internship placements, represent important challenges in contemporary higher education. Challenges arise because students may no longer be physically based at a specific university campus, which reduces the effectiveness of traditional university programmes aimed at linking students with prospective internship providers. A recent development that aims to address this challenge are computer mediated internships (in the form of e-internships, and simulated internships). This study provides a student comparison of the learning outcomes, benefits, and limitations of traditional internships and these two emerging internship formats within the higher education environment.

The project provides a systematic evaluation of the success with which e-internships and simulated internships are able to develop the key learning outcomes of traditional internships. The current project is focused on assessing, and comparing, students’ cognitive, skill-based, and affective learning outcomes within the three evaluated internship formats.

The project’s findings indicate that both forms of computer mediated internships are able to produce most of the benefits that are normally associated with traditional internships. In addition, the project outlines and describes how computer mediated internships are able to address several key limitations associated with traditional internships though the application of technological solutions.

This proposal is relevant for the “Facilitating Curriculum Transformation” theme of this conference because it is the first project to provide a systematic student learning outcome focused comparison of traditional internships and computer mediated internships. In doing so, the project demonstrates that well designed and implemented computer mediated internships are able to support students in developing important workplace capabilities, whilst also addressing many of the key limitations of traditional internships.
Embedding inclusive curriculum: working from the ground up

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Australian higher education students are increasingly diverse, and providers are legally and morally obliged to provide all of their students an equitable opportunity for academic success. While existing research has called for comprehensive, integrated, institution-wide approaches which are coordinated through curriculum to anticipate and respond to this diversity (Devlin et al., 2012), there are few documented cases of institutional approaches that are policy-driven and fully integrated (Hitch, Macfarlane & Nihill, 2015).

This presentation showcases an alternative approach to addressing increasing student diversity in a university that did not take a top-down, policy-driven approach. We report on the last three years of an initiative led ‘from the ground up’ by the university’s Equity and Diversity Unit (EDU) and funded by the Higher Education Participation and Partnerships Program (HEPPP), to transform curriculum and develop a university-wide culture of inclusive teaching and learning practice.

Entitled the ‘Inclusive Curriculum Capacity Building’ (ICCB) program, this initiative has been framed as an ongoing participatory action research project, with a view to ensuring that achievements over the three years are highlighted, continuously improved and sustained into the future. EDU brought together academic and professional staff to work closely on a wide range of initiatives identified by the partners themselves, which aimed to embed into curricula at course level a) inclusive teaching practice, b) digital literacy, and c) academic skills and literacies. Program leaders had to operate from the periphery (Burke, 2012) to enact practical and structural changes to course design and delivery and work within the short-term funding model.

Two case studies will demonstrate the process and outcomes of the ICCB approach. Evaluation of the projects has utilised quantitative and qualitative methods to identify impacts of the initiated changes on student outcomes (in particular outcomes for those students identified as ‘low socio-economic status’), and on staff capacity to develop and deliver inclusive curriculum. Data analysis has revealed some significant improvements to student retention and success in target groups.

References
Lessons learned? A case study of implementing graduate attributes at an Australian university in 2007 and 2017

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This paper emerges from a larger research study that analyses graduate attributes statements from 39 Australian universities over a period of 20 years (Bosanquet, Winchester-Seeto & Rowe, 2012; Winchester-Seeto, Bosanquet & Rowe, 2012; Bosanquet, Winchester-Seeto and Rowe, 2014). Graduate attributes articulate an institution's vision of the students they seek to develop, and the knowledge, values and dispositions they wish to impart. Specifically, this paper presents a case study of the implementation of institutional graduate attributes at one Australian university in 2007 and again in 2017. Based on Marsh and Willis' (2007) conceptual framework for curriculum, graduate attributes represent what is intended, but may not necessarily reflect the enacted curriculum (what is taught within disciplines) or the experienced curriculum (the capabilities a student develops).

This paper asks: How is curriculum transformation practiced? And how should it be practiced?

In 2007, immediately following a structural reorganisation of Faculties and Departments, an Australian university embarked on an ambitious review of the undergraduate curriculum. Utilising institutional documents (strategic plans, reports, minutes, unit outlines etc) as data, this case study will focus on one aspect of the review – the development of a set of institutional graduate attributes. Specifically, it will explore the failure of a university Working Party to conceptualise graduate attributes, the implications of a decision to appoint External Consultants to perform the curriculum review, and problems with the subsequent implementation of graduate attributes.

What went wrong?

Some of the blame lies in the differing values, norms and motivations of the academic Working Party and the External Consultants (Schreker, 2010; Dill, 2012; Sahlin, 2012). The latter aligned their work with a draft strategic framework document from the new Vice-Chancellor. Academic staff were more loyal to informal networks, disciplines and professional cultures than the organisation (Dabos & Rousseau, 2013). Staff were not yet committed to new strategic directions, nor loyal to newly established academic structures. Academics were also resistant to hierarchical decision-making and perceived threats to autonomy and control over their teaching (Winter, 2009). The graduate attributes became a compliance exercise, albeit one without consequences for failure. In a context of multiple competing institutional and individual priorities and change fatigue, graduate attributes failed to impact student learning.

Ten years later in 2017, once again defining graduate attributes and undergoing curriculum transformation, what lessons has the university learned? Can the implementation of graduate attributes lead to positive impacts on student learning?
Making learning visible: The development of a conceptual framework to identify and compare invisible graduate attributes across disciplines

Background/context

Although an academic transcript represents a student’s learning, it gives only a grade to indicate that they have acquired certain content and skills. It records only what can be measured, what is visible. It ignores their approach to learning, self-efficacy, professional readiness, disciplinary awareness and so on, so these aspects of learning remain largely invisible to an employer – and to the student themselves.

Supported by a national Ako Aotearoa government grant, our team from two research universities have been working to develop a conceptual framework that identifies and describes both visible and invisible (not yet visible) learning attributes, and activities associated with their development. The framework will be used in curriculum to identify effective university teaching, evaluate innovative course delivery, and enable quality teaching practice to be compared within and across disciplines. Our team are developing the framework across undergraduate courses in English, Psychology, Dance, Law, Music, and Chemistry.

The initiative/practice

We will present our findings on applying the framework to three invisible graduate attributes: creativity, professionalism, and diversity awareness. We will describe in detail the SEEN framework we have been developing, which can be used for mapping existing curricula, supporting design of curricula, and as a reflective guide for students as they develop these attributes. We will contextualize our findings in the literature of graduate attributes and the ‘soft’ skills agenda prominent in higher education today. Although the attributes occur in all the disciplines, they appear, are defined and are taught differently across the disciplines. This led us to question how attributes can be visible in one discipline and not in another, and whether they are transferable across disciplines.

Method(s) of evaluative data collection and analysis

We have collected quantitative and qualitative data from students, lecturers and employers of graduates of our six disciplines, including surveys with about 1000 students and interviews with about 20 academics and employers, and analysed the data using Qualtrics and NVivo.

Evidence of outcomes and effectiveness

Our presentation will provide evidence for the efficacy of our framework based on data from a representative sample of three graduate attributes across six disciplines by identifying alternative profiles of the attributes, and explore how the attributes can be enhanced by particular modes of delivery.

Relevance to the conference theme

This work is relevant to the conference sub-themes ‘Facilitating Curriculum Transformation’ and ‘Practices underpinning curriculum transformation’ because it applies to all disciplines in higher education, facilitates the practical evaluation and development of curricula, course and teaching, and makes visible much student learning that is currently invisible.
Empowering students en masse: Changing BA student advisor practices

The massification of the Australian higher education sector has profound implications for academic workforce capacity, capability and working patterns (Coates & Goedegeburre, 2012). The impact of this growth is exacerbated by an increasing proportion of students who require extra support and advice (Trow, 2007), at a time of decreasing resourcing of support staff (Lamidi & Williams, 2014).

This presentation centres on the experience of academic advisors supporting the Bachelor of Arts (BA) at The University of Queensland (UQ) and the impact on their practice through the implementation of an online tool designed to empower students to traverse a complex BA curriculum. The BA at UQ allows over 77,000 combinations of majors, minors, and extended majors. The extensive elective choice and course choice within majors can give students the impression that the BA is a pick-and-mix smorgasbord with no obvious structure (Trent & Gannaway, 2008). Students get confused when they try to enrol in units of study without the required pre-requisites or into units that are too advanced or in units that are not offered that semester. Attrition and student dissatisfaction has been attributed to this phenomenon (Blackmore, 2013). The absence of explicit pathways means that it is possible for a student to get to the end of their third year without meeting program requirements. To further complicate matters, the BA cohort has grown between 2011 and 2015 from 3351 to 3506 students in the single degree, and a comparable number (from 3106 to 3518 students) in the dual degree. The large number of students and the comparatively small number of student academic advisors means that, in some instances, the first time a student is aware that they have failed to meet the program rule requirements is at the point of applying to graduate.

The interactive BA Planner was developed in response to the challenges of supporting students navigate these complexities. The BA planner draws on up-to-date institutional data to highlight semester offerings, unit prerequisites, provide warnings where rules aren’t met, and link students to student advisors for guidance when needed. Tablet and mobile friendly, the planner increases the capacity for student choice and design, while streamlining student advising processes. Initially intended to support commencing students, the tool’s success in terms of student satisfaction and advisor reach has led to future plans to include a progression self-check mode for continuing students.

This presentation specifically addresses the theme “Practices underpinning curriculum transformation” by showcasing changing academic support practices through the development of tools that address these challenges. It explores the perceptions of academic advisors, collected through reflective statements and interviews, on the changes in their work patterns as a result of the BA Planner.

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Embedding cultural competence across the institution: Best practice for disseminating cultural competence knowledge, attitudes, and skills across campus

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Background/context
The University of Sydney has made a commitment through its 2016-20 Strategic Plan to embed cultural competence into the fabric of the institution. It is expected that every student who graduates from the University will have the capacity “[t]o work productively, collaboratively and openly in diverse groups and across cultural boundaries,” (The University of Sydney, 2016, pg. 32). In addition, academic and professional staff “should participate effectively in intercultural settings in research, in the classroom, and in the day-to-day life of the University. They should be open to a diversity of ways of being, doing and knowing, as well as looking for, and understanding, the context of those engaged in, or affected by, our research and education,” (The University of Sydney, 2016, pg. 13).
The University of Sydney recognises that embedding cultural competence into the fabric of the University takes a whole-of-system approach. One aspect of this approach included the formation of the National Centre for Cultural Competence (NCCC) in 2014, which “aims to inform a national narrative about cultural competence and provide expert guidance to the University as it develops its capacity in this area,” (Russell-Mundine & Harvey, 2015, pg.2).

The initiative/practice
Given the need to address change at a systems level, academic and professional staff will need tools in order to foster an environment which promotes cultural competence. In light of this, a key project of the NCCC has been, and continues to be, the creation and facilitation of workshops which will innovatively develop cultural competence skills in academic and professional staff. The workshops provide academics, professional staff, and students with the opportunity to learn about and improve their own cultural competence. The idea is that once these individuals are on the journey towards cultural competence, they will be better equipped to infuse cultural competence into all other areas of the University.
The NCCC is measuring the efficacy of its teaching and learning resources. We are looking at whether the information and activities provided to academics, staff, and students across the University of Sydney through our workshops has been effective in assisting them to develop cultural competence capabilities.

Methods of evaluative data collection and analysis
Cross et al. defines cultural competence as "a set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals and enable that system, agency or those professionals to work effectively in cross-cultural situations," (1989, pg.13). This definition indicates that the transformational change required to strive for cultural competence requires a multidimensional approach which addresses many layers of systems, structures, policies and peoples. To develop a culturally competent system we must ensure that the mechanisms for change are operationalised and in doing so particularly focus on social justice and cultural and linguistic diversity. The NCCC acknowledges cultural competence is an ever evolving concept, and that culture itself is always changing.
After attending workshops, participants are invited to fill out online surveys and/or participate in an in-person focus group. Further follow-up with participants will occur at a later date so that we can evaluate long term effects of our workshops on the infusion of cultural competence University-wide. Data is currently being collected, and researchers are compiling it to conduct a thematic analysis to help answer our research question.

Evidence and outcomes of effectiveness
Data is currently being collected and analysed, therefore evidence of effectiveness will be discussed at our presentation.

Relevance to the conference theme and selected sub-theme
We are creating and facilitating workshops which support academics and staff to adjust and develop their course development, delivery and assessment practices in terms of cultural competence.
Institutional-wide curriculum change in higher education

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Achieving improvement in institutional performance standard that comprises a holistic approach to enhance student experiences and outcomes is a key challenge in higher education. This presentation showcases a highly successful curriculum transformation project undertaken at a private higher education provider in Sydney. It outlines methods used to design new subjects and to enhance the teaching and assessment practice of sessional staff to improve outcomes of non-traditional and international students.

The whole-of-institution transformation project was conducted as an action research study to design, develop, pilot and evaluate teaching and curriculum innovations. It piloted innovations that were shown to be effective in enhancing student learning outcomes.

The project included the development of a curriculum framework based on contemporary research to embed the key elements of:

1. Active engagement: a stimulating learning environment to enrich the student learning experience;
   - Technology-embedded teaching: an active use of blended learning principles for a seamless on-campus and online experience;
   - Personalised learning: scaffolded tasks that capture and track student progress;
   - An authentic experience across all the college’s programs: work-integrated learning to help students meet the graduate capabilities.

A program level design was developed for each of the discipline areas, ranging from Arts and Communication, to Business and Commerce as well as Science and Engineering. New minimum standards were implemented and benchmarked against partner institutions. This was done to ensure the equivalence of learning outcomes and comparability of content, activities and assessment tasks. Change management was a key component of the project and a comprehensive professional development program was designed to bring the largely sessional teaching staff on the journey of transformation.

In order to evaluate the success of the curriculum transformation, qualitative and quantitative data was collected from over 1600 students and 60 teachers. This data was used to validate the design of courses and innovative teaching practices over 18 months. Impact measures that will be presented include improvements in student pass rates, grade point averages, student satisfaction, and teacher feedback.

Many of the challenges identified and addressed in the study are common across the sector. The project described would be beneficial for institutions striving to improve student outcomes through change management, curriculum review and large scale innovation. This presentation provides insights and recommendations which could be strategically adopted to address the challenges of managing curriculum and institution transformation with a sessional academic workforce and non-traditional and international tertiary students in Australia.
Contract cheating in Australia: Implications for academic integrity

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Following a number of recent scandals in Australia and internationally, contract cheating has been identified as a significant problem for higher education institutions across the globe. This paper responds to the conference theme, "Ensuring regulatory requirements are being met", with reference to the Higher Education Standards Framework, Section 5: Institutional Quality Assurance, specifically Section 5.2 Academic and Research Integrity.

We will report the preliminary findings from surveys conducted as part of a current Australian Office for Learning and Teaching funded project, Contract cheating and assessment design: Exploring the connection (www.cheatingandassessment.edu.au) which aims to determine if and how authentic assessment may be used to minimise opportunities for students to outsource their work. The paper will present ground-breaking data from two large Australia-wide surveys – one of students and one of teaching staff – which explored attitudes toward and experiences with students' use of third parties to complete assessment, and related individual, contextual and institutional factors. The data provides the higher education sector with a clearer understanding of the relationship between university learning and assessment environments and contract cheating behavior in Australia. The surveys were conducted in late 2016 at 12 higher education institutions and received over 15,000 student responses and 1,200 teaching staff responses. The paper will share critical findings of national interest, and stimulate discussion in relation to the following:

1. Self-reported rates of contract cheating, and the relationship with discipline, mode of study, age and other variables
   - Differences between institutional groupings (Go8, non-Go8, and pathway/training colleges)
   - Implications for assessment design, teaching and learning, and adherence to regulatory requirements.

The findings from this OLT project will inform the development a new, online Academic Integrity training program for students and staff, due for release in 2018 by Epigeum, Oxford University Press.
Graduate communication skills: Transforming the curriculum through the adoption of a Distributed Expertise Model

Background / context:
Graduate communication skills have been the Achilles heel of Australian higher education for over a decade, from entry standards through to the employability of graduates. Universities have addressed these concerns in a variety of ways but our research highlights a generally piecemeal approach in which initiatives and interventions are offered almost exclusively outside of students’ programs. In addition, there is lack of evidence in almost all universities that graduates have achieved required milestones in oral and written communication skills.

The initiative / practice:
We created the Distributed Expertise Model that aims to assist universities in developing, assessing and demonstrating graduates’ communication skills. The model, based on a whole-of-program approach, utilises current expertise available in universities and identifies high impact practices for student learning. These practices apply to all students and are both sustainable and scalable across the program. In addition, these high impact practices strengthen the evidence-base and inform quality assurance processes.

Methods of data collection and analysis:
The broad engagement strategies included institutional-based workshops and interviews with academic leaders across Australia, as well as interviews and consultations with employer groups, accreditation bodies and government. The interviews and workshops within universities yielded a number of important insights, and demonstrated a disconnect across the sector as how to strengthen the evidence-base of oral and written communication skills of students, while the latter group confirmed the need for better evidence of how graduates are equipped with the necessary oral and written communication skills.

Evidence of outcomes and effectiveness:
Two main findings from the project led to the implementation of a whole-of-program approach.
1. The highest impact on student learning is when communication skills are included in disciplinary assessment tasks throughout a student’s program.
   1. Universities know that their graduates have achieved threshold standards of communication skills because of the cumulative milestones that students must meet before they can graduate.

Adoption of the six action points contained in the Distributed Expertise Model gives university and course leaders a solid evidence-base that graduates have achieved cumulative milestones for oral and written communication skills.

Relevance to the Conference theme and selected sub-theme:
The Distributed Expertise Model calls for transformation of the curriculum, suggesting a whole-of-program, indeed, a whole-of-institution approach, to the development, support and assessment of communication skills. It fits into the sub-theme: Practices underpinning curriculum transformation.
Leveraging transformational curriculum change for widening participation: an Australian success story

The paper reports on a case of transformational curriculum change with intended positive consequences for equity students in a selective university. These were generated by a larger research project which explored how the vision of a more equitable higher education system, articulated in the Bradley Review of Australian Higher Education (2008) and adopted as a principle of higher education reform implemented in Australia from 2010, was translated into institutional practice. To illustrate the diversity of approaches adopted across the sector, three case study universities were chosen for their differences in institutional type, geographic location, student profile and approach to implementing a national equity program. This paper reports on one of those case studies in which equity change agents successfully leveraged the institution’s strategy for major curriculum reform to substantially advance outcomes for equity students.

I use Eckel and Kezar’s (2003) framework of transformational change in higher education institutions to analyse the qualitative data collected for the case study research. Building on Holley’s (2009) application of the framework to evaluate the implementation of interdisciplinary strategies in US institutions, I extend the methodological approach by incorporating stakeholder interviews in addition to document analysis and by taking a longitudinal perspective through analysing documents produced in the period from 2010 to 2016.

I argue that there is sufficient evidence to suggest that transformational change occurred in how the University conceptualised and implemented equity strategy and programs. The change was driven by equity leaders who used the energy and opportunities created by the implementation of a new curriculum model and the introduction of the demand-driven funding system from 2010 to bring about both structural and cultural changes, resulting in deep and pervasive alterations to the institutional status quo. I propose that the curriculum changes initiated at the institutional level provided the vehicle to carry the equity agenda across the University and embedded it in the new strategic priorities, operational structures and institutional culture which emerged.

The paper responds to and extends the conference theme by demonstrating that transformational curriculum change needs to be seen as a systems issue which impacts on all other aspects of a university and is itself influenced by public policy developments. The case study illustrates that the energy and opportunities generated by such change can be used to advance other agendas at the same time, provided that change agents are prepared and skilled enough to capitalise on these.

References:


Applying Systematic Design Frameworks to the development of Online Health and Physical Education Subjects in a Regional NSW University

Australian higher education institutions are operating within a highly competitive and globalised market. In an effort to gain an increased market share of students, (Universities Australia, 2013) and produce employable graduates, universities are engaging with online learning. Online learning has been adopted to enhance both the teaching quality of courses and prepare learners to develop desirable graduate attributes including technology competence (Hughes & Barrie, 2010). As subject delivery moves from face-to-face and paper-based to asynchronous online, the need for design frameworks become apparent. Using the “Five E” model of inquiry learning (Bybee et al., 1989) as a theoretical lens, four Health and Physical Education subjects were refashioned for online use. As a further overlaying framework Pelz’s (2004) principles of effective online pedagogy informed the design for effective teacher presence in the subjects’ design.

The research aimed to investigate the efficacy of the design frameworks in creating engaging, challenging and inquiry based subjects that were facilitated online, for pre-service teachers in Health and Physical Education subjects.

Drawing upon data from formal student online subject evaluations, and embedded question responses in each of the subjects, data were analysed using Yin’s (2013) five phase model of thematic analysis to construct themes relating to students’ engagement with the online subjects. Data analysis revealed that students were thoroughly engaged with the online subjects, were aware of the frameworks that informed the subject design, and as an unpredicted outcome, were using the frameworks as models for their own unit design, in primary and secondary schools.

Relevance to conference theme
This paper is relevant to the conference theme: Putting it into Practice as it adopts two theoretical frameworks and applies these to systematically inform subject design.
Transforming Marketing Principles curriculum for creativity and sustainability: A scholarship approach

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The context
The study of Marketing Principles is crucial for all business students and is undertaken as a core unit in first-year undergraduate business programs around the world. While creative problem solving (CPS) and sustainability frameworks in marketing education have been justified, they are rarely taught and used in student assessment. Few empirical studies adopt an explicit scholarship of teaching and learning (SoTL) approach to teaching and learning to consider the outcomes of teaching CPS, especially for novice marketing students in large intakes with blended delivery.

The practice
A carefully scaffolded Web 2.0-based marketing plan assessment was designed to build students’ CPS skills to address real-world problems. Unique to the assessment were (1) the requirement to apply CPS for developing the new concept and (2) the constraint that the offering needs to reflect a ‘triple bottom line’ approach. The experiential aspects of the new assessment were heightened by designing it as a collaborative task. To evaluate the effectiveness of the practice, a SoTL approach was followed.

Method of evaluative data
An exploratory, four-part methodology was used to evaluate the outcomes of the transformative assessment: (1) Individual performance scores for CPS part of marketing plans; (2) Content analysis for CPS part of marketing plans; (3) Survey of students’ attitudes and (4) Content analysis of students’ reflections.

Evidence of outcomes and effectiveness
An analysis of individual students’ assessment scores indicates that most students undertook all CPS steps to a satisfactory level.

A content analysis revealed that all 59 proposed market concepts addressed each of the five pre-implementation CPS steps to some degree. Further, 50 of the 59 proposed market concepts had specified a clear eco-benefit.

The survey of students’ attitudes show that students rated the two-part marketing planning assessment, including the CPS tasks, highest in terms of challenging them to do their best work.

The students’ reflections centred on three main CPS-related themes, within which a number of subthemes are identified.

Relevance to conference theme and selected sub-theme
The showcase presentation shows how to (1) transform and a marketing principles curriculum by embedding the principles of creative problem solving and sustainability marketing, and (2) systematically evaluate its success. It demonstrates that CPS for developing a sustainability-oriented concept in collaborative marketing planning can be taught and assessed. Aided by appropriate teaching support, this curriculum can foster – even in large, heterogenous intakes - skills for creative problem solving relevant to developing sustainable market offerings.
Making good teachers together: Implementing authentic learning through the third space

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Teachers are the “single most influential factor in improving student learning” (Adoniou, 2013, p.49) and as a result there is an ongoing quest to find ways that we can improve teacher education programs and produce the best teachers possible. This has led to a range of debates regarding aspects of teacher education (Bourke, Ryan, & Lloyd, 2016; Darling-Hammond, 2010; Jones et al., 2016) with one of the common criticisms of initial teacher education being that it is theory dominated, leaving graduate teachers ill-prepared to apply their knowledge in complex classroom contexts (Darling-Hammond, 2006; Jones et al., 2016). In light of this, tertiary institutions are actively seeking innovative ways to implement learning experiences that link theory with practice into their degrees (Endedijk & Bronkhorst, 2014; Latham & Carr, 2015; Smith et al., 2015).

The third space is used by Zeichner (2010) to describe the opportunities afforded by school-university partnerships and offers a place to collaborate, learn and teach together; university staff, school teachers, pre-service teachers and students alike. This study involved teachers at a public school who had a relationship fostered by staff of the local university. Academics approached the school executive to collaborate in the creation and delivery of a mentoring and professional placement supervision workshop called “EMPATH - Experts Mentoring Pre-Service Australian Teachers Holistically.”

The 28 participants of the EMPATH workshop were asked to complete an online survey. There were 24 responses returned within a week of the training; an 85% response rate. The survey consisted of 29 questions – seven demographic questions, 3 closed questions and 19 open-ended questions. The responses were imported into NVivo11© and coded thematically.

The generated themes included the importance of school and university partnerships, the role of each party in that relationship, and understanding what influences the third space in teacher education. The teachers’ insights highlight the importance of relationships, communication, understanding and investment by all parties involved in the education of teachers. Initiatives like this one provide a platform where accountability improves awareness of current teaching practice in the classroom and builds a mutually beneficial arena for us all to learn and grow together.

Employing the third space in teacher education and utilising the experts in the field for more than just placement supervisors, can put it into practice and transform our approach to teacher education, capitalising on our strengths, distributing the load, and enhancing the teaching and learning experiences of everyone involved.

This presentation is relevant for participants interested in teacher education and extending relationships between universities and schools. It is relevant to the conference theme and the category of Practices Underpinning Curriculum Transformation.

References

Vodcasts: Will they be the death of live lectures?

Recognizing that live lectures are considered by undergraduate students, as ‘boring’, the Business School began transitioning to vodcasts in 2015 in a first year unit ‘Transforming Business’. Vodcasts allow students’ access to unit content anytime and from anywhere with an internet connection. The vodcasts developed included presentations by a range of experts and were designed to engage students, with the aim of improving retention. To study student engagement a mixed methods design was used that used Learning Management System (LMS) data analytics including; students LMS access patterns and vodcast viewing data. This was supported by qualitative data of students’ experience of the vodcasts, captured in end of semester unit reviews. Results indicate that students value the flexibility to learn anytime from anywhere, enabling them to fit university study into their busy schedules. In addition, they appreciated the self-paced nature of vodcasts which enables them the ability to slow down, or speed up the vodcast and to review important concepts. Initial findings from this research suggest that the use of vodcasts improves student engagement, supports deep learning and slightly improved overall student results. So is the live lecture dead? Perhaps it is not yet dead, but the lecture as a central tool for the transmission of knowledge in higher education is being challenged and it may be the catalyst to promote higher education change.
The integration of social media (broadly defined) into the core business of teaching and learning in higher education is changing the face of academia (Johnson et al., 2016). The adoption of social media has been both student-driven and teacher-directed, including formal and informal learning opportunities in the curriculum (Willems & Bateman, 2013). The literature evidences how social media might be successfully utilized to deliver enhanced learning experience and outcomes (Dabbagh & Kistansas, 2012; JISC, 2008). Conversely, the use of social media in higher education is a contested space with dissenting voices arguing against its adoption for teaching and learning (Bateman & Willems, 2012; Pulkit, 2014). An informed approach to the issues associated with social media use is crucial if we are to leverage the potential of social media for learning and teaching in higher education. In late 2016, a ‘Great Debate’ was conducted in the form of a panel presentation at a conference relating to the use of educational technologies for teaching and learning in higher education. The panel comprised of academics representing both sides of the argument. The debate involved active audience participation – the ‘collective wisdom’ – to explore both the opportunities and challenges of the use of social media in higher education. For this purpose, a special Twitter hashtag was created for live contributions. In addition, the debate was streamed live to Twitter via the Periscope app, capturing audience contributions from the floor. This presentation highlights the key themes emerging from this live audience participation – the ‘collective wisdom’ – as collated following analysis (Vaismoradi et al., 2013) of the contributions from the global virtual audience (as captured on the Twitter feed and summarised via Storify), as well as the input of the located audience (as captured on the recording of the live Periscope feed). The results of the thematic analysis presented in this showcase presentation can be used to inform institutions of higher education, policy makers, and the multiple key stakeholders on the current issues on the issues surrounding the integration of social media in higher education.

Social media has the potential to play a significant part in curriculum transformation through enabling new and engaging forms of teaching and learning. However, our analysis of the ‘Great Debate’ clearly shows that a critically informed and evidence-based approach is needed to capitalise on that potential.

2. **Keywords (maximum 5 words):** social media; higher education; debate

3. **References**


This paper is based on the premise that program design and development should aim to foster principles of cohesion to promote inter-disciplinary curricular in order to develop a multi-skilled and grounded student. Researchers argue that Higher Education (HE) curriculum should aim to equip students with knowledge, skills and competencies necessary to broaden their understanding of concepts and principles based on a particular problem or an issue, allowing them to develop and apply the acquired meanings in different contexts.

HE reforms require institutions of higher learning to redesign and restructure its programmes, pedagogy and content delivery to suit the profile of its students and to respond to national and international needs and global trends. Learning, as the main barometer of curriculum delivery in HE therefore, should be seen as being reciprocal for both students and lecturers, as well as among lecturers themselves. This study therefore, sought to explore transformation and epistemological discourses in the context of a rural University.

A qualitative critical study was conducted from 16 participants using in-depth interviews, focus groups and observations to solicit perceptions of lecturers to establish the structural meanings and contextual factors that foster transformative learning. A purposive sampling technique was used to identify 4 academic programmes that were included in the study and results were analysed through content analysis. Findings reveal that a competence based curricula can promote learning and can be further enhanced through reflective practice, evidence-based teaching, and evaluation of teaching, student feedback and academic development.

Keywords

Transformative learning, competence-based curricula
Teaching development in research spaces: reframing teaching development in the doctoral curriculum

1. Background/context
Probert’s (2014) OLT report *Becoming a university teacher: the role of the PhD* was in keeping with the long line of international disquiet about the indifference to teaching preparation in the PhD: “across the sector the low level of participation by HDR students in any kind of formal preparation for university teaching suggests that it is simply not seen as important by those who design doctoral programs, or by those with whom students work most closely, such as their supervisor” (p.11). Probert’s observations set the stage for a considerable sector challenge that is only now starting to be addressed. Although novel examples of teaching preparation opportunities are apparent in the sector, it is unclear how these opportunities are integrated into current PhD structures.

2. The initiative/practice
This showcase reports on an aspect of the current OLT funded project *Reframing the PhD for Australia’s future universities*. While the overall project focuses on stewardship in the PhD, we report here on how spaces traditionally understood for researcher development (the research project, supervision, the intellectual climate, and skills programs) might also be understood and designed as spaces for teaching development.

3. Method(s) of evaluative data collection and analysis
Data were collected from a range of sources across 5 universities (4 Australian and 1 New Zealand) each with their own distinctive approach to teaching development in the PhD. These included interviews with PhD students, early career academics, and institutional leaders involved in doctoral education. We present examples to illustrate how teaching development for PhD students can come alive in contexts that have traditionally been thought of as ‘research-only’.

4. Evidence of outcomes and effectiveness
The examples presented showcase the possibilities for expanding practice rather than an evaluation of existing practice. The data we collected was about asking participants how research spaces might be reframed for teaching development rather than inviting them to report on the fact of it happening, their experience of it and their sense of effectiveness.

5. Relevance to the conference theme
This showcase relates to the theme ‘Facilitating curriculum transformation’. In the project, we propose four learning spaces: the research project, supervision, the intellectual climate, and skills programs as a proxy for a doctoral curriculum. The transformative nature here is both about holding these four elements together as an argument about curriculum, and about how these spaces can be refigured to do both teaching and research development.
Improving practice through systematic support of guest lecturers adopting a student-centred approach to teaching

**Background:** Teachers in health professional education can find it difficult to undertake curricular change because most are engaged for their clinical skills and research, and are untrained as teachers. Many teach in an honorary capacity. Effective staff development is important to help these teachers develop their teaching skills. To improve student engagement in learning, the Child and Adolescent Health block of Sydney MD program redeveloped its guest lecturer program. It took an active, student-centred approach to teaching through a modified version of the flipped classroom. Academics provided individual professional development to guest lecturers to develop new face-to-face teacher-led interactive sessions that required students to apply clinical reasoning skills and knowledge from preparatory learning to patient cases. Lecturers were supported in the development of new online materials for student preparatory learning. We explored lecturers’ experience of transitioning to an active, student-centred approach to teaching.

**Methods:** The redeveloped program was implemented from July 2015. Research was conducted with lecturers based on foundations of grounded theory using a qualitative approach. Thirty-minute semi-structured interviews were held (December 2015 - March 2016). The questions focused on the participants’ experience of redeveloping the face-to-face teaching and preparatory material, effectiveness of support, the benefits and challenges of the new approach, and recommendations for further improvements. The interviews were recorded and transcribed, and data analysed through thematic analysis.

**Results:** Following interviews with nine lecturers, emerging themes were: reflections on change in teaching beliefs and practices in adopting a student-centred approach, confirmation of existing beliefs and practices in clinical teaching, staff professional development and collegial collaboration enabling change, helping students apply their learning to professional practice, advantages of the new format for engaging students and improving learning, concerns about students undertaking preparatory learning, further development possibilities and additional applications of the new approach.

**Discussion:** Implementation of an active, student-centred approach to teaching increased these guest lectures’ enthusiasm for, and engagement in, teaching despite their busy clinical workloads. Lecturers reflected on their enhanced teaching beliefs and identified improvements in their teaching practice, increasing student interaction and engagement, and including gaining student feedback on learning to inform teaching. There was enthusiasm to further revise content and improve teaching through the active, student-centred approach and to apply the format to teaching junior staff. Although challenging, teaching innovations can be introduced with guest lecturers if a systematic approach is taken to providing appropriate staff development and support, and collaboration with colleagues is encouraged.
Informing cultural change through an institution-wide Academic Induction Program

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The general purpose of an induction program is to familiarise newly appointed academic staff members with a particular university’s policies, processes and practices. While universities’ faculty-specific and corporate inductions disseminate operational information for new staff appointments, foundational learning and teaching supports and needs are seldom addressed. The literature indicates that there are significant issues with a one-size-fits-all induction approach, particularly where sessional appointments, online pedagogies, and academic staff without existing teaching qualifications are concerned (Hanrahan, Ryan & Duncan, 2010; Martinez, 2008).

To address such issues, Federation University Australia, a multi-campus regional Victorian University, has created a ‘fit-for-purpose’ central academic induction program (AIP) focussed primarily on supporting learning and teaching principles.

The AIP at Federation University Australia incorporates blended workshops, online learning, and a developing community of practice, facilitated by faculty and other university professionals. It is structured to address the diversity of academic staff members entering the university from previous academic appointments, research-intensive positions and industry-specific employment. Survey feedback over an 18-month period indicates that the AIP is providing a high level of learning and teaching knowledge and support to new staff. It is a unique opportunity for participants to develop relationships and learn directly with highly regarded academic facilitators from different faculties as well as network with other new staff. Participants’ feedback overwhelmingly indicates that the topics and activities presented in the AIP have been useful to their learning and teaching practices such as, course development, delivery and assessments. A culture shift is evident as the value of the AIP has been recognised by senior management who now identify an emerging change in university culture particularly in regard to learning and teaching practices.

This showcase presentation demonstrates specifically the ways in which a university-specific, institutionally-facilitated AIP develops academic staff members’ knowledge and skills of teaching and learning pedagogies through a community of practice. It highlights the range of challenges that have been addressed to deliver a learning and teaching-focused AIP. We present that the professional development opportunities offered up upon completion of the AIP is one way in which a university may be able to facilitate continuously transformative curriculum change for the ongoing benefit of staff and students.

How do we foreground students’ voices to inform good practice (or curriculum change)?

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In order to facilitate student learning, students should be consulted and heard, so they might influence the ways teachers structure, organise, and deliver their classes. Unfortunately, much research on curriculum change has involved research on, rather than research with students.

When claiming to represent ‘student voices’, it is important to have students as active participants and genuine contributors to the findings of the study, and to create a range of ways for students to ‘speak’. This HERDSA session reports on our experiences of using focus group interviews, critical incident technique and photovoice as a visual participatory research method to explore diverse students’ conceptions of good teaching and effective learning in university classrooms.

Photovoice has its origins in health care contexts as a method to empower and give ‘voice’ to those who are otherwise marginalised. An important distinction between this method and some other visual methodologies is that the participants determine the subject and the meaning of their photographs. Furthermore, a key focus is on the ideas that the photographs elicit from participants, not necessarily on the photographs themselves.

The participants in our study included 33 high achieving (B average or above) international, Māori, Pacific Island, and (other) local students enrolled in Humanities subjects. Our participants engaged enthusiastically and thoughtfully with all aspects of the study, but the photovoice task provided particularly reflective insights into their conceptions of good teaching, and their creative approaches to learning effectively. Photovoice elicited different (richer) ideas, and allowed students more ownership over the ‘data’.

An important component of our study was that we built in a ‘findings feedback’ into the study design, in the form of a Celebration Hui (meeting) at the project’s completion. Our study findings will be used to inform staff development and student support programmes. The participants were aware of this from the outset and it was important to them. Some have expressed an interest in being part of physical ‘student panels’ for student and staff workshops.

This session will offer an opportunity for participants to discuss photovoice as a methodology, to see some examples of the kind of data it elicited, and to consider the broader question of how, in higher education, we might more effectively work with students as partners in the teaching-learning process.
Reframing ‘curriculum transformation’ through attention to university students’ conceptions of good teaching

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Students are primary stakeholders in university contexts, and as such, have much to teach us about what constitutes ‘good teaching’, or teaching that helps them learn. Remarkably, much literature on university teaching does not foreground students’ voices or students’ perspectives of what constitutes good teaching and effective learning. Some literature focuses on students’ differences, suggesting that teaching must be tailored differently for specific groups of students. Other literature laments students’ positioning as ‘consumers’ in the contemporary university, suggesting that responsiveness to students is likely to involve a lowering of teaching standards.

This showcase presentation reports on the preliminary findings of the ‘Good Teaching Project’: a pilot study aimed at foregrounding diverse students’ voices in relation to university teaching and learning. The study participants included 33 high achieving international, Māori, Pacific Island, and (other) local students enrolled in Humanities subjects at a New Zealand university. About half (17) of the participants were enrolled in undergraduate programmes, and the remainder (16) were postgraduate students. The study explored the students’ conceptions of good teaching and effective learning through two focus group sessions held a week apart, using open-ended questions, critical incident technique, and ‘photovoice’.

Students’ conceptions of good teaching were remarkably similar across the different cohorts. The students highlighted both ‘good teacher’ attributes, and the kinds of teaching approaches likely to help them learn. They depicted good teachers as people who are interested in teaching, students, and their subject areas; and who are approachable, knowledgeable, and responsive to students’ diversity and learning needs. However, they also affirmed the value of teacher diversity, and acknowledged specific factors that may limit teachers’ capacity to teach well (e.g. large class sizes and time constraints). Students’ conceptions of good teaching were intertwined with their conceptions of effective learning. The students conceptualised effective learning as involving: reflection, exploring and questioning ideas, engaging with others, seeking help when necessary, keeping one’s goals in mind, and pacing oneself.

In this presentation, we explain the rationale for and purpose of our study; outline the study methodology; and discuss our key findings regarding students’ conceptions of good teaching and effective learning. We conclude by considering how we might reframe ‘curriculum transformation’ in university education in ways that keep students, teachers, and human complexity central.
Developing workforce capacity in pre-service teachers: Examining present and possible future selves

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Abstract
An important element of becoming a member of a profession is the development of a sense of identity to both a particular group of people and a set of established practices (Trede & McEwen, 2012). Opportunities to reflect upon past and current personal personas as well as imagine future possible identities may assist undergraduate initial teacher education students to cross the threshold from student-novice to teacher-expert: a paradigm shift from a personal identity to a professional identity.

This presentation reports on findings from a year-long study conducted in the Bachelor of Education Primary degree in 2016. Participant data were collected using surveys and semi-structured interviews: a survey and interviews in semester 1 prior to the first work placement; and a second survey in semester 2 when the first work placement had been completed.

The study was underpinned by Markus and Nurius' (1986) theoretical model of “possible selves” thereby prompting the participants to reflect upon their present self, and to visualise what they hoped, expected or feared becoming (Bennett, 2015). Following other educational researchers (e.g. Beltman, Glass, Dinham, Chalk, & Nguyen, 2015; Brand & Dolloff, 2002; Freer & Bennett, 2012; Rose, 2012; McLean, Henson, & Hiles, 2004), the study incorporated drawings as a data source and extended this approach to go beyond inductive coding of the drawings. This was achieved by incorporating captions, characteristics. The drawings were not privileged over the text components; rather, they were examined in tandem. The semester 1 data sought to investigate the students’ projection of their professional self as a teacher prior to experiencing a teacher role in a classroom, and the semester 2 data allowed the students to reflect on their perceived professional selves after experiencing “real” teaching. Pairing the data sets allowed the researchers to examine the impact of the work placement upon the students’ present and possible future selves, including their identities as teachers.

This study is of interest to any educators in a professional degree program who are seeking ways in which to support students to develop a professional identity in collaboration with their course work and work placement experiences.
Review and moderation of teaching portfolios

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Many higher education institutions require commencing teaching academics to participate in mandatory processes that ensure quality of teaching and learning. This can take the form of a foundations course, a series of face-to-face workshops or online modules or a Graduate Certificate. Commonly, content is institutionally driven and pre-determined by the course coordinator. An emerging practice in professional development for learning and teaching is a participant-driven portfolio process requiring teaching staff to demonstrate their understanding and application of educational principles by evidencing and reflecting upon their practice.

In 2014, the University of Wollongong (UOW), transformed its teaching and learning program, introducing the Continuing Professional Development, Learning and Teaching program - CPD (L&T). Central to this transformation was the implementation of a portfolio-based assessment. The design of this program acknowledges prior learning and experiences as well as how these integrate with UOW culture, policies and teaching practices. The only mandated activity in the program is the submission of the portfolio, supported by a suite of structures including mentoring, online modules, workshops, consultations, programs and opportunities to build institutional networks.

Vital to the program is the portfolio review process. Bimonthly, submitted portfolios are collated and sent each to a pair of reviewers. Reviewers are staff who have been selected from UOW’s teaching and learning network for their experience and expertise in university teaching, and have participated in a workshop on CPD (L&T) processes. With each portfolio submission, reviewers are provided with the CPD (L&T) Framework, an assessment and feedback rubric and asked to provide feedback within 21 days of receiving the portfolio.

Following portfolio evaluation, all reviewers involved in the cycle, meet for moderation. The paired reviewers discuss the portfolio and their feedback, coming to a consensus for the portfolio outcome. This is then presented to the gathered reviewers and co-ordinator for further discussion. Portfolios are either accepted with no changes or revisions are requested to address reviewers’ feedback. Revised portfolios can be resubmitted at any time, these are reconsidered by the original reviewers with their responses being mediated by the co-ordinator. Feedback from reviewers has highlighted their enjoyment of reading about innovative practices, across disciplines, that enhance student learning. Portfolio participants have identified benefits stemming from the reflective nature of the process. These include evaluating and collecting evidence of their teaching practices for future career development.
Just an idealistic program living in a neo-liberal world: the quiet revolution in the Australian BA

In December 2015, PM Malcolm Turnbull said, “The Australia of the future has to be a nation that is agile, that is innovative, that is creative”. This statement provided the impetus for calls for Australian higher education to provide a workforce suited to an innovative, entrepreneurial economy (Kinner, 2015). However, the concept of “innovation” is largely defined as a science and technology construct (Bullen, Robb, & Kenway, 2004), as evidenced by funding and policy designed to enhance STEM capacity, privileging STEM above other discipline areas. Where policy documents do relate to other disciplines, such as Creative Australia (Commonwealth of Australia, 2011), the focus is on Creative Arts – the A in the acronym STEAM - rather than disciplines in the humanities and social sciences (HaSS).

This attitude is not a phenomenon constrained to the national innovation agenda. The questioning of the value of HaSS to the contemporary world is demonstrated in the strong populist press reaction of “Cash for absolute claptrap” (Rita, 2016) to ARC funding of humanities-based research; in the evidence of institutional dis-investment in HaSS in response to cluster funding and shifts in student demand (Turner & Brass, 2014); in the way that students “seek a university experience that is geared towards a smooth transition into professional practice” (Johnston, 2011, p. 176). Further, despite studies highlighting the public and economic potential of HaSS graduates, outcomes are not valued by prospective employers, who tend to only value employability skills expressed in vocational programs (Adamuti-Trache, Hawkey, Schuetze, & Glickman, 2006; Carr, 2009).

This discourse fails to take into account the quiet revolution occurring in HaSS across Australia. Most HaSS teaching occurs in the Bachelor of Arts (BA) program – the site of a nation-wide movement in curriculum transformation. This presentation gives voice to the hidden revolutionaries; showcasing their innovative practices, experimentation, pioneering pursuits and visions for the future. Narratives of curriculum transformation were collected during activities associated with an Australian National Teaching Fellowship program and subjected to a thematic analysis to understand the nature and scope of changes. This showcase presentation explores these themes of curriculum transformation, providing examples. The presentation addresses the conference theme Putting it into Practice by exploring how innovative HaSS teachers are quietly transforming current practices to better prepare graduates for a knowledge economy yet maintain the integrity of a large and liberal education.

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For Navitas as a global higher education provider with 130 colleges across 50 countries and 80,000 students, a whole-of-organisation approach to technology-led transformation is critical to ensuring positive outcomes for as many students as possible.

Technology is now fully integrated into students' lives however the level of ubiquity in their higher education experience is still progressing. While there are many great examples of individual innovations, transforming a whole organization to integrate technology into the student experience both in and out of the classroom is much more challenging. There is often a gap between an institution’s strategic goals around technology usage and the reality of the student experience.

In order to close this gap, the Learning and Teaching Services unit has led the development of a ‘transformation’ model which can allow for rapid deployment across diverse contexts, the development of a common language and shared approach, and sustainability far beyond the initial project. A balance was required between a consistent approach that allows for scaling and a model that can be adapted to the colleges’ diversity in disciplines, learner profiles and their needs across a continuum of digital usage.

This presentation describes the model which was developed iteratively over three years, building on change management and higher education literature, for sustainable transformation of curriculum and teaching practice with a particular emphasis on digital learning. The model includes four key components: organisation and strategy; technology; learning and teaching context; and, teachers and teaching. An underlying enabling element, project management, guides the change management process and monitors progress. The model is designed to be scalable, for implementation across a large number of colleges and sustainable to ensure the transformation continues into business as usual after the project’s formal completion.

A mixed methods approach was used to evaluate the impact of the model, with qualitative data collected through interviews and focus groups with teachers and management. Quantitative data was gathered through student surveys and grades. Results so far show improvements on a range of indicators, for example: student pass rates improved on average by 7%, with some subjects achieving rises of up to 15%; more consistent approaches to curriculum and delivery across units and programs; improvements in student satisfaction rates from pre- curriculum transformation project levels; and gains in teacher confidence and skills.

This showcase provides an example of how a model can be systematically applied across a number of contexts, whether college or faculty, to transform practice.
Pedagogies for Employability

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Background
Universities have devoted substantial resources to supporting transition into universities for students from a range of target groups. However, they have devoted far fewer resources and less attention to pedagogical approaches that effectively prepare students for transition out of the university and into employment.

This session describes a research and development project that is being delivered by three New Zealand universities. The project aims to equip teaching staff for embedding employability within advanced curricula by providing an accessible model of the principles that underpin effective transformative learning.

The initiative
The initiative began with the identification of common principles underpinning the effective development of employability attributes. The model or set of principles is simple, seemingly intuitive, and conveys the essentials of transformative learning pedagogies and the development of employability capabilities. The model is illustrated by case studies of positive deviance, that is, instances where good practice and effective development has been executed despite systemic, workload or other barriers. The cases provide motivation, clarification and access to colleagues who serve as role models.

Methods of evaluative data collection and analysis
The model has been developed from the literature, enriched through interviews with staff and students and illustrated through case studies. The model is being subject to testing and comment through focus groups. Participants at this HERDSA session will similarly be invited to critique the approach and/or to suggest further case studies.

Evidence of outcomes and effectiveness
The model has completed an initial stage and face validity is confirmed. Additionally its utility has been evaluated positively by potential users. We have yet to assess whether this affect translates into a positive impact on the employability of our graduates. Our results to date will be available at conference.

Relevance to the conference theme
The showcase is directly relevant to the conference themes, most notably facilitating curriculum transformation. It fills a gap in addressing pedagogical approaches to employability and seeking to provide a single, simple and coherent model for the development of employability capabilities that can be readily appropriated by non-specialist teaching staff.
Co-creating curriculum on a shoestring with student, industry partner and staff engagement

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Despite increasing awareness of the value students and community partners bring to curriculum co-creation, university curriculum is often developed by academic staff working in isolation (Bovill, 2013). One factor that limits participation in co-creation activities is the perceived or actual need for extensive resources (Gazley, Bennett, & Littlepage, 2013). This project explores the extent to which it is possible to co-create curriculum with limited resources.

The focal case is a work-integrated learning unit in international business. The curriculum re-design enables students to complete the unit in coordination with local placements in international businesses or while completing internships overseas. Flexibility is required to offer the unit face-to-face, fully online or in blended learning mode, depending on the nature and timing of the work placement. With plans for industry engagement and diverse teaching modes, co-creation is critical to meet student, partner and staff expectations. Resources to redesign the unit, however, include only staff time and a small budget for workshop catering.

The project employed a cycle of inquiry involving data collection, analysis, reflection, revision of tools and further data collection (Wadsworth, 2012). Participants included four students, one industry partner and three academic staff members. The primary sources of data were two video-recorded workshops and flipchart notes from facilitated activities. The raw video footage and flipcharts were used to develop the unit guide and assessment tasks. Selected video clips, in which participants discussed examples from their experience, were integrated in the unit's website.

The overarching project finding is that it is possible to facilitate meaningful curriculum co-creation with limited resources. Evidence for this finding includes the presence of the curriculum and a unit that students find engaging, based on feedback following pilot delivery in 2016. There are several related qualifying findings that suggest limits on the potential to co-create a unit successfully without a large infusion of resources. First, it is important to be selective in planning aspects of the unit that will be co-created. Second, the availability of a range of learning and teaching support resources is a key ingredient for success. Third, a clear value proposition for each type of participant is necessary to engage participants in the process. If these limitations are overcome, co-created curriculum, particularly for experiential learning units, can play an important role in ensuring that university graduates have the skills, abilities and experience to make valuable contributions in the workplace.

References
Professional Learning: Supporting staff in implementing meaningful and intentional curriculum transformation

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Curriculum transformation is a complex process, relying not only on well-designed curriculum, support systems for operations and implementation, student support systems, but also meaningful and intentional engagement of staff involved in teaching. How can meaningful and intentional staff engagement be leveraged to deliver effective curriculum transformation?

This paper draws on three efforts, to distil keys factors for gaining meaningful and intentional staff engagement. The first is ASELL Schools, a national project providing in-service involving more than a thousand high school teachers; second is the Science and Mathematics Network of Australian University Educators (SaMnet), developing a hundred leaders of change; and third is an Australian Government National Teaching Fellowship involving peer review of teaching (PRT) with around 40 academics. Using the extensive quantitative and qualitative data four keys factors emerge.

- The first is for professional learning where expected changes in practice are modelled with feedback. This occurs with investigations in ASELL Schools, with critical friends in SaMnet, and with observations and coffee meetings in PRT.
- The second is for professional learning to provide practical tools which make it easier to understand the changes in practices and mediate the changes in practice. This is subtly different and distinct to providing resources to be deployed. For example, ASELL Schools developed and employed a pedagogical tool called the inquiry slider, SaMnet used evaluation frameworks based on Scholarship of Teaching and Learning, and PRT used ‘trying it out’ with an Objectives and Indicators sheet.
- The third are ‘time out’ opportunities for networking, collegial conversations, extending to communities of practice. In ASELL Schools this was via workshops, SaMnet had a range of ‘gathering of the clans’, and the PRT had workshops and colloquium.
- The fourth is incorporation and explicit acknowledgment of specialities and specialisations. ASELL Schools is closely tied to disciplines within curriculum documentation and teachers field of training, SaMnet involved discipline based groupings as well theme based groupings and PRT was observations by peers from the sciences.

This presentation will synthesis the outcomes of PRT (Georgiou, Ling and Sharma), SaMnet (Sharma, Rifkin, Tzioumi, Hill, Johnson, Varsavsky, Jones, beames, Crampton, Zadnik, Pyke, 2017) and ASELL Schools to provide advances which make a contribution to scholarship in professional learning and on teaching practice. With consideration given to these findings, meaningful and intentional engagement of staff involved in teaching can be leveraged to deliver curriculum transformations.

References

The hidden role of the administrator in small scale distance education

**Background:** The authors of this paper work in an institution offering small scale Distance Education (DE). Being ever keen to reflect on our practice, we are interested to explore better ways of operating by considering possibilities for development and change. Turning to the literature however, we find that it is larger scale DE endeavours that are the focus. Our informal knowledge of how many educational institutions offering DE on a large scale operate indicate to us that while we are very similar in many ways to them, especially in our overall vision to provide high quality DE to our learners, because of our context, the way we operationalise that vision is quite different.

**Initiative & Method:** In a recent project, we gathered perceptions of DE from 20 staff (10 teaching staff, 10 administration staff) and 10 students about their experiences of DE at this institution. Data were gathered through one-to-one, semi-structured interview. Analysis of interview data involved thematic analysis, using a constant comparative technique. In this paper, we report specifically on the experiences described to us by the DE administrative staff we interviewed.

**Outcome:** According to the administrators, it is through mediation, relationship-building and connection that they deliberately act to enhance and nurture partnerships between and amongst teaching staff, students and the broader institution. While being very clear that their role is not to provide academic input or advice, they describe their role as being linked very closely to student learning, even so. Decisions about their actions are undertaken with positive student learning outcomes and experience as firm foci. These first-hand connections with students are not discussed in the literature in this way. Administration roles are usually described as they relate to the design, support and management of courses, as well as project management and strategic planning.

In our small-scale DE context, we argue that the administrators are pivotal to the success of DE at the institution. The administrators' role is generally hidden or overlooked, and not usually seen as key to enabling student learning in any direct way. The administrator role in DE is not generally addressed in the literature on this level.

**Relevance:** Solutions to implementing processes and practices that reflect good DE principles cannot be the same as those of larger scale operations in our small-scale DE context. It is not possible to develop the intricate systems and build economies of scale that are usually the focus of efforts of larger scale operations. In undertaking this project, we have gained insights about DE at our institution, and we now have research evidence that can inform wider literature. This is especially important as small-scale distance learning is not an area that is being addressed. The outcomes of this project enable us to ensure that, for our (unique) higher education context, we are facilitating curriculum transformation by building services for maximum educational advantage.
Student engagement has been increasingly considered as important for successful teaching and learning. While standardised engagement measures within higher education have been introduced at a national level (i.e. the Australian University Survey of Student Engagement, AUSSE), a wide variety of measures, and therefore understandings of engagement, exist at the classroom and task level. Recent work on student engagement has developed an holistic model of engagement, moving beyond previously identified behavioural and psychological concepts (Kahu 2013, Zepke 2014). It is important that academics at the coalface of learning and teaching possess up-to-date conceptualisations of student engagement in order to effect real change in practice. The peer-reviewed literature can act as an indicator of current opinion, trends, and practices.

We therefore undertook a review of the literature, to determine academics’ conceptualisations of student engagement in higher education. A systematic search strategy was formulated with librarian consultation. Databases searched were Web of Science, Scopus, Academic Search Complete, Medline, PsychINFO and ERIC. Through screening at the title and abstract and full text stages, only empirical studies within higher education were included. This ensured we were capturing conceptualisations from the coalface, where work was done with actual students and where student engagement has been affected.

Many papers included a literature review on student engagement, however few ventured to present a definition of “student engagement”. Engaging students was often synonymous with attention, motivation and active learning or as a substitute for ‘doing’. Published conceptualisations ranged from purely behavioural, to psychological, to including emotional and holistic understandings. A similar trend was found in the way that academics measured engagement. Where technology was involved as an intervention to improve student engagement, behavioural measures were ubiquitous, with limited attempts to investigate engagement in a more holistic manner.

Published conceptualisations of student engagement in the peer-reviewed literature can be an important gauge of understandings within a community of practice. Where academics still think of engagement as largely behavioural, further work is required to determine what initiatives are required to update their educational theory and practice. This has significant implications for curriculum change: without coalface academics’ understanding of and buy-in to current theory and practice, effecting change may be difficult.


Research supervision requires supervisors to use a blend of pedagogical skills in dealing with individual differences between students (Pearson & Brew, 2002), therefore, undergraduate research supervision can be seen as a complex skill. Especially novice supervisors might face challenges as they develop their expertise as supervisor (Turner, 2015). Expert teachers use evidence of student learning to determine the effectiveness of their instruction and to adapt their pedagogy accordingly (Erickson, 2011). Novices may direct their attention towards other characteristics of student-teacher interaction in order to adapt their pedagogies (cf. teacher noticing; Erickson, 2011). Supervising students requires supervisors to be ‘acting for the best’ in student-teacher interaction and this will yield different dilemmas (cf. dilemmatic spaces; Fransson & Grännas, 2013). This in depth study, therefore, aims to provide insight into the relation between novice supervisors’ pedagogies and dilemmatic spaces within undergraduate research supervision.

Twelve individual stimulated recall interviews with novice supervisors were held immediately after a supervision meeting with their student. The supervisors explained at what moments they felt the student needed guidance. A constant comparison analysis using teacher noticing as sensitizing concept was conducted on the interview data to identify research pedagogies. From the data ten pedagogies emerged which focus on student learning in varying degrees. ‘Giving directions’, for example, refers to a supervisor explaining the student how a task should be done, whereas ‘promoting knowledge construction’ means that a supervisor creates a context in which the student explains his/her reasoning. Supervisors have indicated that structural factors, such as time constraints and curriculum aims also play a role in undergraduate research supervision practice. Dilemmatic space was used in a subsequent analysis to search for a decision making space in which pedagogies are negotiated by supervisors. Our results suggests that this space is surrounded by four, partly implicit, questions:

- To what extent can the student regulate the research process? [student agency]
- What are the student needs? [student needs question]
- What should I do to maintain a good relationship with the student? [relational question]
- What is my role as a supervisor as perceived by others? [professional identity]

With between case data matrices we explore the relation between dilemmatic spaces and pedagogies of novice supervisors in undergraduate research practice. This study will result in a description of relationships between practices and themes within novice supervisors’ dilemmatic space in undergraduate research supervision. Implications will inform professional development initiatives and research supervision pedagogies in higher education.

References

Enabling the transformation of program level course design: Innovators implementation of ePortfolios

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Universities are often looking to improve and modernise programs across faculties. At this university an ePortfolio implementation has enabled this innovation to be throughout the university. Programs across all four faculties are involved in an innovators implementation that is supported by the faculty and central Learning and Teaching support staff. Academics involved in the implementation were chosen through an expression of interest process and then attended an introductory workshop on how to use the ePortfolio and ways of using it to enable students to have authentic learning experiences. There was further consultation and then advanced workshop training was conducted, occurring both centrally and within faculty groups. This curriculum transformation will allow students to develop their professional identity over a number of years to then have a fully developed ePortfolio prior to their entry into the workplace. Students will gather evidence of a variety of learning and non-curricular experiences through their university life to place in their ePortfolio. Data is being collected through surveys and focus group interviews of both the students and the academics involved in this phase of the implementation. This presentation will include examples of the ePortfolio and ways in which it is being used throughout the faculties as well as survey data results. This implementation adds to the literature on ePortfolios as an example of a thorough university wide implementation across faculties and programs.
Collaborative Course Support – not at all like herding cats

Support for Learning comprises a diverse group of support services across the university including personal counselling, support for students at risk, and language, maths, science, careers, and information literacy assistance. For course coordinators, the process of finding out about Support for Learning services, determining appropriate utilisation of resources and prioritising provision according to student and staff need may feel like herding cats due to the disparate and decentralised nature of the support. The Collaborative Course Support project was initiated by Student Success and Library Services to provide leadership in the provision of support services across the university in a more strategic and streamlined manner.

This project brought together Support for Learning and academic staff to support one course per faculty. We instigated a hybrid leadership (Gronn 2008) model involving both bottom-up distributed leadership (Jones et al. 2012) approaches with individual service providers taking the lead on each initiative, together with a more top-down leadership model (van Ameijde et al. 2009) to organise, coordinate and monitor progress.

For each course, we initially organised a planning meeting involving faculty staff, Support for Learning providers and students. The meeting established knowledge about the student experience, and identified and prioritised aspects where support could most effectively be embedded. We then shared a planning report summarising key priority areas for support with timelines and lead contacts. New initiatives such as staff development workshops, guest lectures, online support material, peer mentoring programs and video resources were then enacted by Support for Learning staff in collaboration with academic staff. The project objectives were evaluated via a survey after each initial planning meeting, and then with focus groups of participating staff at the end of the year.

Overall the collaborative course support process resulted in 41 individual initiatives across all faculties. The feedback from participants highlighted:

1. 89% of respondents agreed or strongly agreed that they gained a clearer understanding of the key issues students were experiencing in their course
   • The integrated approach to providing services was appreciated by faculty and improved communication between Support for Learning providers
   • Partnerships between Support for Learning and faculty staff were strengthened
   • 81% of respondents agreed or strongly agreed that they had a clearer understanding of potential support available to students

Generally, the combination of top-down and bottom-up leadership helped to facilitate staff engagement and timely outcomes. However, coordination of the process is labour intensive which potentially limits its scalability. A multi-pronged and multi-scaled approach could help to address this problem.

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Co-creating the Flip: Students and academics collaborating to improve learning

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Student involvement in teaching and learning in Australia has focused on students as consumers, the recipients of universities’ educational offerings (Bell, 2016). Their capacity to influence learning is typically either through student representation on relevant committees and the feedback they provide through anonymous questionnaires. Internationally there have been moves to embed student leadership for learning and teaching and there is evidence to suggest that Australia maybe following suit (Deane & Stanley, 2015). The Office for Learning and Teaching project ‘Student leadership in curriculum design and reform’ (2015) argues that student engagement is essential for universities to manage the challenges associated with growing enrolments and student diversity, increasing educational costs and market competition.

This presentation will tell the story of a collaborative research project—jointly co-created/co-investigated by students and staff—that aimed to investigate what can be done to better engage undergraduate students in the flipped classroom to ensure they complete preparatory activities. This project utilised the model developed by Burkhill, Dunne, Filer, and Zandstra (2009) to guide the development of the study to draw on the unique perspective of students and also provide two-way learning. In partnership with the Curtin Student Guild, six students from across the university participated in the research team with three academics. Co-presented by students and staff from the research team the presentation will focus on the experience of collaborating as well as what was learnt from both perspectives. Overall, we found that the model developed by Burkhill et al. (2009) provides a useful framework within the Australian higher education context and can be effectively employed to design collaborative research projects. This project has set a benchmark within Curtin University, the Curtin Student Guild has subsequently proposed panels of students in each faculty to inform greater student leadership in learning and teaching. The presentation will be of relevance to
academics and students interested in how they can meaningfully collaborate to jointly lead curriculum innovation and transformation.

References
This presentation will showcase a Students as Partners initiative at the University of the Sunshine Coast (USC). The initiative fosters a Students as Partners mindset that empowers change in pedagogical practice. A Students as Partners mindset is a process of student engagement where students and teachers learn and work together to cultivate authentic, possibly transformative, student learning and teaching enhancement (Healey, Flint, & Harrington, 2014). Such a mindset espouses the reciprocal nature of being a learner and teacher in any learning relationship or context (Pauli, Raymond-Barker, & Worrell, 2016).

The USC Students as Partners initiative explored an alternative student feedback process to evaluate the quality of learning and teaching. A sectoral benchmarking review revealed that the existing USC institutional processes for evaluating learning and teaching, conducted at the end of the teaching period, was potentially prohibitive to teachers and students working together in the process of learning. As part of the review, students reported that their feedback had limited impact for improving their learning experience. Teachers reported a lack of control over the process and outcome of the evaluation of learning and teaching in a course. The result was an environment where students and teachers felt disengaged and disempowered with institutional course evaluation strategies. Such an environment inhibited opportunities for teachers to cultivate partnership learning communities where students and teachers could work together to create new ways of thinking, learning and doing.

In Semester 2, 2016, the Students as Partners initiative provided opportunities for students and teachers to take a more active role in, make decisions about, and be in control of, their learning and teaching.

This presentation will outline the evidence-based approach taken in the design, implementation and evaluation of an alternative student feedback process, co-developed by students, which empowered students and teachers as change agents.

The findings of the USC Students as Partners initiative confirmed the importance of the student voice and highlighted those qualities that enable and inhibit their active involvement and participation in feedback.
processes about their learning. The initiative also demonstrated that teachers were advocates for a sense of agency and control over institutional processes and practices that enable or inhibit creative opportunities for timely and responsive student feedback. Together, the partnership of students and teachers is potentially able to transform and sustain a whole-of-institution approach to creative partnership feedback processes in the evaluation of learning and teaching.

References

Evidence-based practice in higher education: Is it possible? Is it feasible?

Calls for rethinking the evidence base underpinning learning and teaching in higher education are being made on two fronts. The first is coming from the vast and growing body of research broadly categorised as ‘the science of learning’ (e.g. Lodge, 2016). The second is from the quality assurance perspective, particularly focussed on learning outcomes (e.g. Kuh et al., 2014). While these two perspectives differ vastly in terms of the level of analysis, what both seem to share is a drive towards a renewed form of evidence-based practice (see also Richmond, Boysen & Gurung, 2016). In this paper, we critically analyse the case for evidence-based practice in higher education learning and teaching. In doing so, we will explore the impact that evidence-based practice has had in cognate professions. For example, while evidence-based practice has long been a stable foundation for practice in medicine and the health sciences, the use of medicine as a model for teaching is highly problematic (Horvath & Lodge, 2017). Despite this, there is a strong case for expanding on the evidence base currently used to support learning and teaching. This need is evident in the persistence of myths about effective learning such as modality-based learning styles (Lodge, Hansen & Cottrell, 2016) and in the ongoing reliance on student evaluations as a proxy for quality teaching (Uttl, White & Gonzalez, 2016). The weight of evidence suggests that evidence-based practice is possible in higher education. Both the science of learning and evidence from a quality assurance perspective can contribute to enhancing practice. What is less clear is how feasible the implementation of this evidence base is in practice. Curriculum design and teaching practice are diverse and deeply contextualised within and across disciplinary and geographic boundaries. Incorporating new forms of evidence towards enhancing this practice is complex and difficult problem. We will conclude with a discussion of the implications for evidence-based practice and provide possible avenues for integrating evidence and practice.

References


Reflective practice can support transformative learning (Mezirow, 1991) and skills development including metacognition, creativity, and life-long learning (Harvey, et. al. 2010). While we cannot assume that students and teachers have developed a capacity for reflective practice, we do know that the development of reflective practice skills can be scaffolded and taught (Coulson & Harvey, 2013).

This showcase opens by outlining the key theoretical approaches that underpin reflective practice, the role of reflection for learning, and how students and teachers can be scaffolded to develop their reflective capacity. A suite of scholarly based reflective activities and resources to support reflection for learning are introduced. The evidence that supports each of these activities is also shared. In addition to traditional text-based approaches, these resources ‘move beyond the diary’ (Harvey et al. 2016) to include a range of modes, including arts-based, embodied, mindful and technological biofeedback approaches.
A CPD Resource for Recognising and Developing Capability in Higher Education

Student learning (capability) is developed through engaging curricula and pedagogies, opportunities and resources, although it is often considered in terms of innate talent/capacity that is independent of others. Furthermore, assumptions underpinning ‘capability’ are rarely made explicit, despite the significant implications for learning and success for students (Burke, et al., 2016; Morley & Lugg 2009; Leathwood, 2008). Recognition of the importance of curricula and pedagogy in the formation of academic capability, and opportunities for professional development and support of this, are therefore paramount. This paper focuses on the resources developed out of a study of student and staff perceptions of capability, funded by XXXX (2015). The online continuing professional development (CPD) pack includes short conceptual films, think pieces and reflective exercises, based on research in the higher education context and previous effective CPD resources about other foci (XXXX, 2013, 2016).

The paper will outline the purpose of the resource, which is both unique and of international significance because it is based on rigorous research that draws on cutting-edge theoretical approaches, qualitative and quantitative research methods, and it applies important new concepts developed from the research. The resource is designed to redistribute the conceptual tools available to equity researchers in order to facilitate a critically reflexive process for teachers in higher education to consider the contested and contextualised ways that capability is constructed. The short films, think pieces and exercises aim to engage and enable university teachers to challenge limiting everyday assumptions and taken for granted value-judgements about why, who, how and what to teach. The films and other elements feature broad themes that have emerged from the international literature about capability and inclusiveness in higher education and are not representative of any one institution or country. Reflexive exercises ask online and session participants to think about the interactions and interfaces shaping notions of capability in everyday experiences. The resource is designed to encourage all staff who provide teaching, support, services and management to students to critically reflect on perceptions of student capability, their own and wider societal views about who we think is capable, what it means to be capable within a subject or discipline, and what this means about who is considered ‘incapable’. Through a discussion of the evocative reflective short film pieces, we aim to reveal how developing considered, engaged and respectful consideration of student capability is of critical importance.
EQClinic: Using technology to teach complex communication skills including non-verbal behaviours

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Patient-clinician communication influences health outcomes. Students become competent through practice with “patients” and feedback from tutors. Research in communication skills teaching (CST) focuses on verbal communication. However, nonverbal behaviour (NVB) – about 80% of interpersonal communication – has been proven to impact patient satisfaction and outcomes, yet is elusive in CST. EQClinic facilitates flexible student access to “simulated patients” (SP’s) using videoconferencing, and provides multiple feedback, assessment and reflection tools, and NVB analysis. SP’s give real-time feedback, and students undertake multiple reflections.

Students participated in EQClinic in groups A and B. Both groups received usual course content across two courses (1 and 2). Crossover was performed with A and B completing one EQClinic interaction (A in 1, B in 2). A face-to-face session concluded each course. Interactions were assessed on Calgary-Cambridge Guide-based forms (SOCA). Videos were computer analysed, providing feedback on NVB. Students accessed EQClinic to watch videos, reflect on interactions, review feedback, and complete questionnaires.

SOCA scores significantly improved for students who reviewed all feedback. Data showed an increase in student reflection on NVB, and focus on NVB to improve skills. EQClinic was used by 285 participants, 30.7% had interruptions/difficulties and scored 5.4/7 in usability/value scales. SP’s provided real-time feedback 3.4 times per interaction, with more than 75% positive feedback, showing both user acceptance, and SP feedback preferences.

EQ Clinic improves workforce capacity using technology, providing: flexible, accessible teaching opportunities; improved practice through ongoing evaluation of data; maximised educational opportunity by increasing impact over face-to-face teaching, incorporating NVB analysis.

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Defining our strengths, focusing our goals, optimising our future: Curriculum transformation at the University of Tasmania

In launching its vision for a renewed curriculum, The University of Tasmania (UTAS) joined other universities responding to external and internal drivers through curriculum reform. Set in a climate of increased competition, regulation and scrutiny there are also growing expectations from students, employers and the broader community. The call for employability, global outlook, teaching of higher order skills, as well as flexibility in course offerings is common to many institutions. In the Tasmanian context, as the only university in the state, we also have a clear responsibility to address issues of low educational attainment to positively impact economic, social and health challenges of Tasmania. This must be accomplished without compromising strengths in research and teaching, requiring a transformation that serves new cohorts of students, and forges connections for our students beyond the university.

Any process of curriculum renewal goes beyond an intellectual exercise of defining what curriculum should be, to necessarily involve change management (Fullan, 2007). At the outset, the UTAS Curriculum Renewal Group identified key elements from the change management literature that required attention. This paper provides an analysis of the project against the Warwick University change framework (Hunter, Mills & Donnelly, 2014). Picking up the core of this framework that speaks to values, culture and strategy, there is a particular focus on vision building, communication, and sources of data used to support each stage of the change cycle.

The analysis has drawn on data collated through a wiki that enabled ongoing evaluation of the process. This includes input data (literature, internal quantitative and qualitative data), records of discussions, presentations and feedback as well as papers and data sets prepared in response to feedback. At the institutional approval stage, important findings began to emerge. These included a greater understanding of timing and format for consultation sessions, the need to provide focussed data to respond to concerns, and the strengths of project methodology.

With the implementation phase now underway, reflection on the project provides lessons that can be transferable to other contexts. Insights have also been gleaned with respect to workforce development as well as university structures and processes.

This paper aligns with Curriculum Transformation theme, and will describe key initiatives of the reform (including Associate Degrees), as well as analyse and critique the approach to change management. Findings are relevant to other institutions embarking on systemic change.

The frame of the house is not the home: A ‘staged’ debate on the translational and transformational potentials and pitfalls of curriculum frameworks

It is well known that curriculum is a site of and for transformation. Most, if not all, draw upon one or more conceptual frameworks to guide the design, development and delivery of learning aims and assessable items. Such frameworks arise through evidence-based practices and have undergone scrutiny and iteration from a range of stakeholders. Examples are: Vitae Researcher Development Framework (RDF) (Vitae, 2011), Best Practice National Framework for Embedding Indigenous Cultural Competency (Universities Australia, 2011), and university-based frameworks, The University of Sydney (Strategic Plan 2016-2020).

We centre our debate on ‘curriculum’, as a site for developing, carrying, testing and measuring a range of graduate qualities, and makes the case that curriculum transformation entails identity shifts for staff and students (Lewis et al, 2016). Through our staged (or performed) debate, we offer a range of perspectives on the manner in which frameworks are used to guide the design of curriculum, and all respective components, using the analogy of a house. We will discuss the cascading nature of contextualising a complex conceptual tool, and discuss the pitfalls and potentials of translating a schema into specific pedagogical practices, much like translating research (Horvath, Lodge & Hattie, 2016). This may be at a whole of institution level, where curriculum deliberations and contestations swell from the micro to the macro, and move through individual interpretations and structural mechanisms.

Circling our debate is the wider purpose of curriculum within the context and expectation of higher education. According to Yates, “curriculum plays into social difference and inequality not just by ‘who gets what’ but by what students learn to understand about themselves and others from the curriculum they are exposed to” (2013, p. 48). We discuss this point in relation to knowledge systems portrayed in and through current curricula, and look to work that seeks to offer complementary knowledge systems to students, for example, through decolonizing movements like ‘Why is my curriculum white?’ We suggest that we need to find ways to talk about diverse knowledge frameworks, and build our capacities to work within integrated forms of knowledge (Ashwin, 2014).

Lastly, we interject this debate with recent research and dialogue emerging within badging, credentialing and learning analytics approaches (see Lewis & Lodge, 2016), suggesting it could offer further ways of looking at the links between curriculum frameworks, the translation of aims and intentions within disciplines and fields, flowing towards student learning outcomes.

References


Engaging Students as Partners as a New Approach to Enhance Curriculum Practice

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Working in partnership with students is deemed an effective way of developing student engagement and enhancing learning and teaching (Healey et al., 2014). Partnership with students is a central theme at the University of Wollongong, a regional university that aims to have greater student involvement in key areas of teaching and learning, governance, flexible pedagogies and employability. In this paper we will present three complementary projects concerned with improving students’ voice and engagement in the three areas of teaching and learning, governance and research to show the extent to which partnership between staff, students and the organisation has been successful. Preliminary results reveal that the concept of partnership defined as ‘relationship where everyone actively engaged in’ has not been beneficial to all partners in the same ways. The conclusion will discuss what is needed on the ground to bring university policy into practice and recommendations will be made on engaging all stakeholders in the three areas above could lead to benefits on a sustainable basis as highlighted in research (Barnes et al., 2010; Cook-Sather et al., 2014: Healey et al., 2014).

References:
What motivates students to turn up to the flipped classroom prepared? Results from a study co-led by students and academics

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The flipped classroom is an approach attracting attention internationally, however, it is unclear how to best design flipped learning experiences. The completion of preparation activities is a core component of the flipped classroom, which requires students to learn foundational information before class, allowing class time to be allocated to activities requiring higher level thinking (Davis, 2013; Schwartz, 2014). Students’ underpreparedness for the flipped classroom has been identified as a challenge to learning (Abeysekera & Dawson, 2015; Freeman Harreid & Schiller, 2013; Milman, 2012; Mok, 2014).

This presentation will describe a research project which engaged undergraduate and postgraduate students from three faculties as co-creators and co-investigators to understand the extrinsic motivation for flipped class preparation. Using the model developed by Burkhill, Dunne, Filer, and Zandstra (2009), students and academics collaborated to design the research project, which recognised the unique potential of students as agents for change in higher education learning and teaching. The approach used and experience of working with students is explored in a second presentation.

A mixed method approach was used. Data were gathered through a survey of 316 students to gain an initial understanding of the factors that influence students’ preparedness for class; participants for the survey were recruited randomly across the university campus. Students in the research team then observed five flipped classes from a range of faculties identified as engaging and motivating by the survey participants. Following the observations the student co-creators completed five focus groups with students (n= 71) and one staff group (n=4) to understand why students were more likely to prepare for these classes.
Findings show extrinsic motivation is linked to employment opportunities, their peer group and teaching styles. Peer groups positively influenced motivation to achieve higher marks for first years however other year groups reported that peer groups provided more motivation to prepare for class. No significant difference was found between average rates of preparation completion, 64% of first year students reported they prepare for class compared to 63% for post-first year students. Students identified the characteristics of preparatory material design such as time taken to complete, relationship to unit content and, real-life applicability as the factors most impacting on engagement and completion. Tutors reported class size and the size of preparation tasks as factors affecting motivation. Drawing on current literature and the findings of this study, the presentation will include strategies for improving motivation for preparation tasks for flipped learning.

References
Classroom of many cultures: co-creating open access curriculum with community-based service learning partners and students

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Increasingly many universities are incorporating students as partners in areas of curriculum design, governance and other aspects of learning teaching and research. Less focus is placed on the opportunities that collaborating with corporate and community partners can bring to curriculum design. The Classroom of Many Cultures project is an innovative curriculum based project that has co-created open access curriculum with 11 international community based organisations from 7 different countries. This curriculum is designed for students undertaking international mobility placements and supports them prior, during and post placement.

The project uses a co-creation methodology. Underlying such an approach is a relational ontology, which is not just about opening oneself to different ways of knowing and valuing systems, but also encompasses the ethics of trust, responsibility and reciprocity as central components of collaboration.

This showcase will first share the co-creation methodology and discuss the three underlying principles that have enabled us to value different knowledges and co-create curriculum in new ways. Secondly, it will demonstrate the quality and impact of the curriculum through examples and analysis of how it has been applied to a pre-departure program preparing students before they embark on international activities, as well as while on placement and on their return to Australia.

In doing so, we will demonstrate how curriculum can be transformative and transformed by rethinking and challenging the notion of expert knowledge taking place in university form. We help to re-write and re-frame a new narrative that can contribute to reshaping the culture of academic scholarship and engagement – one which emphasises active and collaborative learning and sees both students and community partners as co-creators in areas of formal learning, learning design and leadership.
Discipline-specific e-portfolios to enhance visibility and impact of teaching-focused academics

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Background
Although increasingly academic staff are reported as ‘teaching only’ or teaching-focused (Probert, 2013, p.2), processes for developing their careers are less clear. Universities publicly emphasize the importance of teaching, but it is difficult to promote the esteem of university teaching, since most institutions emphasize research activity and reward its excellence with promotion and tenure, while filling teaching positions with sessional staff or staff of lower status/level (Bentley, Goedegebuure et al. 2014; Probert, 2013). In addition, Australian universities generally do not provide academic staff with clear ways of demonstrating their teaching competence at different levels of appointment and lack ‘explicit promotions criteria which do not simply rely on measures of student satisfaction’ (Probert, 2013, p.32).

Contribution
Work has been done creating institutional level standards for teaching excellence in Australia, most notably, the DEEWR Teaching Standards Framework Project (Sachs 2012) and a project by Chalmer’s et al (2014), which has developed an ‘Australian University Teaching Criteria and Standards Framework’, along with exemplars of good practice. Many exemplars of specific standards have been produced. However, generic frameworks do not take into account the diversity of disciplinary practices and faculties often have to assess teaching across disciplines, so discipline-specific frameworks are not necessarily relevant. This is important in foundation studies programs that manage a range of disciplines through a central unit preparing students for university study. To date, inter-disciplinary benchmarking and holistic assessment of academics at various levels has not occurred, particularly in foundation programs.

Method
This project explores teaching excellence in foundation programs across disciplines using discipline-specific e-portfolios with exemplars at each academic level. The aim was that staff could benchmark themselves using Chalmers et al’s (2014) framework and develop evidence for excellence. This showcase examines three STEMM (Science Engineering Mathematics and Medical Science) and three CABLE (Creative Arts Business Law and Education) exemplars from the enabling context. Participants developed exemplar e-portfolios that included their evidence, reflection and evaluation and discipline educators feedback for each broad discipline area at Proficient, Highly Proficient and Lead levels of teaching.

Outcomes and Relevance
Initial data revealed that the process of developing e-portfolios related to standards enhanced the confidence of the participants and made the reviewers aware of participants’ competence in teaching. All six participants plan to use their portfolios in future promotion and/or teaching prize applications. This study shows how professional standards can support teaching staff and be an effective driver of excellence in teaching.

References:
I nga ara tawhito, he rohe hou From old pathways, towards new landmarks
Transformation of the undergraduate New Zealand legal education curriculum at the University of Canterbury

The curriculum set by the New Zealand Council of Legal Education (CLE), for Bachelor of Laws Degrees fits the description of an “organising framework for disciplinary knowledge.” Course prescriptions focus on students’ gaining doctrinal knowledge. Students’ learning experiences have reflected the nature of the curriculum, with the lecture method commonly used as a teaching method and assessment being largely written and test based. Key findings of an ongoing longitudinal study of law students at three New Zealand universities, led by the presenters, are that the study cohort reports a largely passive learning experience, are assessment driven, and experience high levels of mental distress.

The longitudinal study is based on an annual online survey of a cohort of law students who were enrolled at the Universities of Canterbury, Waikato and Auckland in 2014. The study is following these students through their law degrees and out into the work force for possibly up to 5 years. The data collected is driving the design of a process for curriculum transformation at the University of Canterbury. The process, involving staff and student input and consultation, has resulted in the unanimous approval by teaching staff for the development of a range of initiatives to improve course design, teaching and assessment and student psychological wellbeing. We report on the process followed to achieve this agreement for change, and present teaching methodologies developed in one course, Media Law, as a case study of how change can be achieved.

Media Law has been redesigned so that learning outcomes no longer only encompass the gaining of doctrinal knowledge but also promote the development of student responsibility, engagement in active learning, and the acquisition of oral skills. For example, teaching involves active learning exercises, and a filmed oral presentation. Course assessments have been reimagined to become more authentic and applicable to real-world law settings, and are constructively aligned with the learning outcomes. Evidence from a number of sources confirms the effectiveness of this transformation. For example, submitted student qualitative reflections on a "real life" assessment task requiring groups of students to work over a two-hour period to advise a journalist client (role-played by senior journalism students) on a breaking story indicated that students were uniformly very highly engaged in the exercise and that attendance rates for the task were 100%. Observed exam attendance rates have improved, course failure rates have reduced and average course marks have improved.
Challenges and strategies in implementing self and peer assessment in the curriculum

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Self and peer assessment (SAP) has been one of the most tested and contested assessment approaches for more than half a century (cf. Panadero, Jonsson, and Strijbos 2016). There is an overwhelming volume of literature pointing to the benefits of SAP in evidencing the enhanced student learning and their outcomes especially over a period of time (Boud, Lawson, and Thompson 2013). Moreover, participating in SAP is likely to develop desired graduate outcomes including the ability to work in teams and accuracy in the evaluation of self and others’ performance (Nicol and Debra 2006, Tai et al. 2016). However, SAP has not yet been systematically implemented in higher education. The majority of the existing literature has a strong focus on the accuracy of students’ grading compared to that of educators, rather than on how we may transform current learning and teaching practices and implement optimal SAP designs. Our work therefore focuses on the perceptions and experiences of academics with SAP in their teaching and curricula, with an aim to elucidate the challenges in implementing SAP, and identifying solutions to common problems.

Our data draws on the qualitative research that involved thirteen academics being interviewed about their challenges and opportunities with SAP at an Australian university in 2016. Through the thematic content analysis of the interview data, the five key themes emerged as challenges that academics faced with SAP: i) time and cost, ii) students’ and academics’ motivation, iii) superficial learning, iv) feedback skills, and v) online self and peer assessment.

Our analysis largely supported previous work, that the quality of student engagement with SAP is directly impacted by the lack of time, cost and motivation from students and academics (Liu and Carless 2006). These factors impact on academics’ ability to design and implement SAP in their courses. In addition, we also identified other challenges, specifically around feedback skills required for students to conduct SAP successfully and educational technology that affords or inhibits assessment practice and process. Based on these findings and the literature, we showcase a set of guidelines and practical advice that we have developed to mitigate these challenges and guide educators in designing and implementing SAP in their curricula. They range from the individual activity level, to unit and course curriculum design, to university policy. It is aimed that the guidelines will facilitate curriculum transformation to develop students who are prepared for work-ready beyond graduation through their engagement with SAP.

References:


Flip, Squeeze, Repeat: Educational design perspective on transforming Foundation Year Health curriculum for student focused flexibility

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Foundation Year Health courses provide the entry point for 11 undergraduate degrees. Traditionally each course is offered annually over a 13 week semester. A substantial number of students fail these courses disrupting their progress, exacerbated by requisites. Falling behind their peers caused a loss of the sense of connectedness (Lizzio, 2006) contributing to increased withdrawal within 2 years.

To allow students to repeat these courses sooner to graduate with their original cohort, a new curriculum was designed with the help of curriculum consultants, blended learning advisors/educational designers, school administration, student support advisors, content developers, timetabling, audio-visual staff and voice models. This approach focusing on teams and curricula supported the environment in which the academics worked (Ramsden 2003). Each course is now offered twice within a year, the second offering in a 6 week intensive mode. The weekly pre-class process for the intensive mode is to watch mini-lectures, read content, undertake formative quizzes, apply learning in workbook exercises and identify troublesome concepts for workshops. In the first hour of each workshop students work collaboratively in groups revising their workbooks, then extension questions to demonstrate learning. In the second half, competition and new comprehension/application questions (enquiry based learning) are introduced to test their understanding.

Students are not allowed to do their pre-work in class. All activities are aligned with assessment (Assessment for Learning via quiz, tutorial and labs; and Assessment of Learning via exams (Crisp, 2012)). The course is supported by a clear communication strategy including: announcements, emails, communication of expectations, a follow up process by student support and feedback.

The expected enrolment for the first pilot was 50, but more than doubled due to new enrolments and strategic students seeking to enhance their GPA. Evaluative data was collected through tracking student engagement with online content, workshop attendance, quiz results, exams and formal student experience of course and teaching surveys. The following factors played in the intensive mode: provision of pre-learning material, self-evaluation quizzes, workbooks, clear communication re expectations, extra support during interactive workshops, extension questions and high-paced delivery enabled student engagement and motivation. 73% of repeat students passed. This has a double benefit of increased success (sense of capability) and staying with their cohort (sense of connectedness) which should translate over time into higher retention.

This presentation will discuss the structure and strategies of the intensive courses to optimise student learning and experience and the support provided to academic staff to facilitate curriculum transformation and course development.


Evaluating and improving university teaching quality: peer review in England and New Zealand

Background/context:
Higher Education Institutions (HEIs) face ever-increasing demands to demonstrate quality and ‘value for money’ to State and students alike. This is fuelled by on-going marketization in education and the importance of comparative performance metrics in competitive global markets. Both in the UK and USA, high quality research has long been regarded as the gold standard for recognising and rewarding academic excellence; a model strongly influencing institutional policies elsewhere. More recently the quality of teaching is under scrutiny; HEIs are required to justify measures taken to evaluate and improve it. Arguably, peer-review plays a major role in evaluating and improving the quality of teaching in HEIs. However, unlike its role in assessing the quality of research, peer-review of teaching remains a much more random and undeveloped area, with practices either completely absent or differing markedly within and across institutions/countries. The authors explore the literature, practices and pedagogical politics of peer-review in HEIs in England and New Zealand.

The research and/or issue under consideration:
Analysis of learning outcomes by observation maybe undertaken numerous ways: via a physical presence in real-time; a recorded session and/or an a/synchronous observation of a virtual classroom. Types of managerial surveillance strategies could be viewed as reductionist because they can decontextualize learning by deprofessionalising staff; they assess only the externally observable. In contrast, peer-review of teaching seeks to be non-judgemental by focusing on a developmental approach. But even when CPD strategies are designed to reduce intrinsic power relationships, it’s difficult to overcome perceptions that observation processes are connected with judgements of competence.

Overview of methodology (theoretical positioning of the research) and method(s) of data collection and analysis:
Drawing on Bourdieu’s theoretical concepts, we examine and compare the approach and philosophies of the literature surrounding observations of teaching in HEIs in England and New Zealand.

Brief discussion of results and implications:
We conclude with reflections on what can be learnt from changes to HEIs and current practices in relation to day-to-day practice and CPD of HEI staff. Potential directions for wider policy debates about improving the quality of teaching in Higher Education are considered.

Relevance to conference theme: Facilitating Curriculum Transformation
Peer-review of teaching has potential to continually improve practice and learning outcomes, therefore transforming the curriculum. Engaging staff in a developmental, reflective approach to course development, delivery and assessment practices encourages discussion about individual’s teaching philosophies. The focus of most academic literature in this area is the intrinsic value of reflection for improved pedagogy, not the micro-level aspects of change per se. Peer-review processes are crucial to ensuring workforce capacity, capability and working patterns are aligned with change and innovation.

Five keywords: peer-review, observation, teaching, reflection, quality
Learning and Teaching Adjuncts: Sessional staff supporting curriculum transformation

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Engaging academics in curriculum transformation can be challenging. Even academics who are enthusiastic about the change may have high workloads and competing priorities that limit their involvement. At the same time, sessional staff often feel that their potential to contribute to curriculum design is under-valued (Percy et al, 2008). This showcase describes an initiative in which sessional staff were engaged as learning and teaching adjuncts (LTAs) to support academics to transform subjects to align with university-wide curriculum initiatives.

The university has a strategic learning futures initiative, involving development of future-oriented graduate attributes through authentic learning and assessment experiences, blending online learning with face-to-face collaborative learning in new classrooms. In 2016, a new academic calendar was also introduced. Academics were expected to use learning futures strategies to adapt their subjects for the new calendar, with support from academic development staff. However, many academics reported a need for more support.

The LTA project was developed to support academics by drawing on the skills and experience of sessional staff, who are familiar with subjects and the learning challenges experienced by students. More than 70 sessional staff were recruited to work as LTAs in faculties to support academics with subject redevelopment. The project is coordinated centrally, with local level coordination of LTA activities. A professional development program was designed for LTAs, with activities building their learning futures skills and supporting their career development.

The LTA program is being evaluated using multiple methods. The work of the LTAs has been recorded and categorised to indicate the range of activities and analyse further needs for support. Faculty learning and teaching leaders have reported on the value of the program. LTAs and academics have reported on their satisfaction with the activities and interviews and focus groups are planned.

Outcomes reported so far indicate a very high level of faculty satisfaction with the LTA program and requests that it be continued. LTAs have supported academics and faculties with curriculum transformation activities that include: curating open educational resources; transforming LMS sites; creating online learning modules, quizzes and diagnostic resources; identifying challenging aspects of subjects and designing feedforward materials; designing transition activities; and mapping assessment. The subject expertise and enthusiasm of the LTAs is effectively complementing the curriculum design and learning technology expertise of the academic development unit, demonstrating the value of making use of the expertise of sessional staff in supporting curriculum transformation.

Course delivery modes are enabling more flexible learning experiences due to the advancements in technologies. Consequently, learning across distance is becoming more commonplace. However, how the available technology can be embedded strategically within the learning process to facilitate students’ abilities to engage and learn effectively when working in this mode is an important area for research. This study comprises a focus on facilitating student learning through the development of online modules that help students make use of the power of interactive hypermedia in the self-directed environment in the absence of a face-to-face teacher or peer support.

In this study, an extended generic scaffolding structure, derived from the classic Predict, Observe and Explain (POE) pedagogical strategy, was developed to scaffold students’ independent study. This was used to elicit students’ ideas and then to motivate them to explore and then clarify their concepts through synchronous feedback. Both technical and pedagogical supports were designed and built into the learning module to compensate for the absence of personal support provided by a teacher or peers.

The online modules are designed with Interactive hypermedia, specifically simulations, which are at the centre of the learning activities. All the learning modules are developed, deployed and delivered as web contents. Thirty first year science students of an Australian university participated in this study. The data derived from the recorded onscreen student activity, student written responses, researcher’s observational notes and interviews with the students are examined and coded to find the patterns and relationships across the data sets.

The results reveal that carefully designed learning modules could facilitate the development of self-studying skills of students in the absence of direct teacher support. However, it does also confirm that deep learning did not occur at all times. This finding suggests that learning modules need to be developed that are personalised: considerate of the individual learner’s background. The implications of this study contribute to research endeavouring to explore the conditions for the students working independently across distance.

This work is relevant to the conference subtheme ‘Facilitating Curriculum Transformation’ as it can support online course development, delivery and assessment practices to meet the demand of ever changing online course curriculum.

Key Words: Online learning, learning modules, scaffolding, self-directed learning
From curriculum map to digital network: sustaining the ‘living’ curriculum

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Curriculum mapping has assumed a strategic importance in Higher Education institutions as a means of assuring the quality of learning outcomes and their achievement in programs, courses and assessments (Scott 2015). While the specific focus, tools and processes of mapping vary, it conventionally involves a grid or table through which multiple variables are brought into alignment (or gaps identified). Rather than facilitating staff engagement in understanding, reviewing, designing and delivering curriculum, this approach risks reinforcing a compliance mentality where the outcome is the completed table itself (Lawson et al 2013). For this reason, staff teams are typically supported to undertake curriculum mapping with accompanying resources, guidance and opportunities for professional development. The instrument of the grid, however, remains limited in its ability to inform future curriculum change and sustain the validity and alignment of curriculum elements over time. The table or checklist is a poor tool for comprehensively visualising the relationship between variables across a variety of scales. It does not easily reveal what isn’t already known to the viewer through the process of its creation, nor does it readily allow new variables to be incorporated and new questions asked.

Since 2012, the lead investigator has explored a technique for curriculum mapping that addresses several of these challenges. Created with free or low-cost concept-mapping software, standard institutional program and course data (learning objectives, pre-requisites, assessment types, etc) is used to form the nodes of an interactive network, or digital map. A Division, School or individual Program map enables staff to visualise the interaction between coursework programs across a variety of scales and variables, for a variety of purposes – to see where specific content is taught and assessed across a program, to examine how a core course interacts with multiple programs, or to assess how changes in one stage of the curriculum may flow through and impact student learning at another, later stage. New data can be incorporated into the network as required by program staff (eg external accreditation standards), and new questions asked of the data (such as how assessments are developed or an accreditation requirement is met across a program).

We present examples of this tool and how it has been used in two Divisions at one institution (2012-2016), discussing in each case the impact and limitations of the approach in relation to its capacity to inform curriculum change and engage program teams in curriculum enhancement and quality assurance.

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Peer review of teaching: Development of a faculty approach

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Peer review of teaching has become an increasingly evident means in Australian higher education to support development of teaching and curriculum and expand the sources of evidence of teaching quality to be drawn upon by individuals and institutions. Peer review of teaching can be pursued at individual, school, faculty or institutional levels; run in programmatic form (Carbone, 2014), embedded within programs such as graduate certificate courses (Farrell, 2011) or situated outside formal programs. Approaches can furthermore be mandated, linked to confirmation and promotion and embedded in annual performance development processes.

Proponents of peer review of teaching are now able to draw upon an extensive range of good practice guides (Bell, 2012), short case studies (Rochester & Waters, 2013), Office of Learning and Teaching project reports (Crisp et al., 2008) and peer reviewed papers (Woodman & Parappilly, 2015). Scholarly literature documents benefits for individuals in terms of feedback, collegiality, the development of scholarly approaches to teaching, and affirmation and evidence of good practice, as well as evaluation-related benefits for institutions (Harris et al., 2008). However, despite the evidence base and availability of practical guides and resources, perceptions on peer review of teaching remain diverse, ranging from the highly positive to those of apprehension and scepticism.

This presentation will detail the 2016 development and introduction of a faculty-wide approach to peer review of teaching in the Faculty of Medicine, Dentistry and Health Sciences at The University of Melbourne. The presentation will explore how the processes of development and introduction were informed by engagement with scholarly literature, a philosophy of professional development through practice and recognition of contextual idiosyncrasies. The presentation will also note a three-stage mixed-methods evaluation being led by a party from outside of the faculty that explores staff engagement with peer review of teaching, perceptions on the approach and implementation and integration. The presentation explores the development of approach that is formative and non-programmatic and prioritises flexibility and staff agency. As such, the presentation will be of particular interest for those focused on the theme of ‘Facilitating curriculum transformation’ in particular by ‘ensuring workforce capacity, capability and working patterns are aligned with change and innovation’ and ‘supporting staff to adjust and develop their course development, delivery and assessment practices by a flexible, fit-for-purpose continuing professional development’.

References


“Is this mine to keep?” 3D printing enables active, personalised learning in anatomy

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This presentation aligns to the conference theme of ‘Facilitating curriculum transformation’ by showcasing the application of a new technology and principles of personalised learning to transform curriculum to create high-tech personalised, hands-on learning experiences for students that maximised engagement in a complex threshold concept. Learning ocular anatomy can be a challenging and ‘dry’ topic for students, which has traditionally being taught using text books with students often rote learning anatomical structures. To promote student engagement in this topic, the Optometry course includes practical laboratories utilising cadaveric prosections, skulls and plastic models. However, these specimens are expensive and fragile, available only during class time, with only a few students able to ‘touch’ such specimens for short periods.

We realised that in order for students to truly grasp the spatial relationships between the orbital bones, a threshold concept in optometry, they needed a resource that they could interact with in a ‘hands-on’ manner. We purchased a consumer grade 3D printer and scanner and designed a prototype that emphasised the important orbital anatomical landmarks. We then printed one model for each and every student that they personalised during a practical learning activity. The 3D orbit was then theirs to keep. While 3D printing technology has recently been used to create learning resources in optometry, our resource takes the use of this technology one step further as we allowed students to contribute to the creation of their own resource by personalising it; they could then access this resource at any time.

This presentation will showcase the 3D orbit resource and student’s reactions to receiving the resource. We evaluated student’s perceptions of the resource using an anonymous survey consisting of a mixture of qualitative and quantitative measures. Sixty-nine students (85% response rate) participated in the evaluation. Results on key themes such as how the 3D orbit impacted student’s learning experience, the use of 3D compared to traditional 2D learning resources, and personalising the resource will be discussed. Based on our findings, we will also make recommendations for the use of personalised 3D models as an aid to teaching anatomy, or other subjects requiring an understanding of complex spatial relationships.
Large-scale curriculum renewal to contextualise graduate attributes

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University graduate attribute statements articulate the learning outcomes that universities claim all their graduates should achieve. Most universities articulate these, but until recently few have clearly and publicly demonstrated where they are assessed and evidenced within courses (Oliver 2011). This is rapidly changing as quality assurance agencies progressively require evidence of achievement beyond inputs or objectives. The recent Australian Higher Education Standards Framework stipulates that “on completion of a course of study, students [must] have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination” (Commonwealth of Australia 2015). Thus institution-wide processes are becoming increasingly important for quality assurance and accountability purposes.

Here we share research examining the effects of a systematic approach to implementation of course (degree) learning outcomes and standards statements at Deakin University. The curriculum refresh initiative, called course enhancement, required every course to contextualise eight university-wide graduate learning outcomes as course learning outcomes and standards, and to map the course learning outcomes to assessment tasks within the units offered as part of the degree. This is now an ongoing process embedded in course governance.

We investigated the benefits and challenges associated with specifying and embedding course learning outcomes, and sought opportunities to support and improve curriculum renewal processes. Through semi-structured interviews we explored the experience of twelve course leaders who had completed the first round of the curriculum renewal process. Course directors describe articulation of course learning outcomes as challenging but rewarding. Developing understanding and gaining the cooperation of course teams was imperative because course learning outcomes are not meaningful unless they are supported by appropriate assessment and evidence of learning. Other challenges included: effective communication and cooperation between different areas of the university; developing staff capacity; and negotiating time and resource demands. Despite these challenges, the course directors saw the course enhancement process as a worthy investment and described benefits including: improved curriculum and learning resources, improved clarity for teaching academics, personal and professional development, and positive impacts on culture and communication within course teams. In this presentation, we will elaborate on these examples and make recommendations for supporting large-scale curriculum renewal.

LEAP – Macquarie Mentoring (Refugee Mentoring) Program: Peer to Peer Mentoring for High School Students from Refugee Backgrounds

Australia like other liberal democracies supports the idea of social justice and equality and this includes ensuring equality of opportunity in education through the provision of widening participation (WP) programs. Young people from refugee backgrounds face a raft of complex challenges when entering the Australian education system, stemming from common experiences of disrupted prior education and trauma. Due to a range of factors including limited social and cultural capital, students from refugee backgrounds in most cases need additional guidance and encouragement to attend university. Learning, Education, Aspiration and Participation (LEAP) - Macquarie Mentoring (Refugee Mentoring) Program at Macquarie University in Sydney is one of such initiatives. In this presentation, the authors who are involved in the evaluation of the program will present an overview of the LEAP program and provide evidence on how the program has made an impact on the academic aspirations of students from refugee backgrounds. From 2013-2016 a mixed method approach was used to evaluate the effectiveness of the LEAP program encompassing three focus groups with 12 mentees in each (n=36) and paper based surveys (n=724).

Key findings highlight the LEAP program have increased awareness, confidence and motivation towards higher education and improved perception about university. After participating in LEAP students are more aware of available courses and fields of study, subject and entry requirements, the various pathways to university, and the benefits of obtaining higher education qualifications. Confidence and motivation is also improving. Post LEAP participation, students perceive higher education as a more attainable goal. This has positive implications for students beyond the LEAP cohort: participants often encourage and inspire their peers and students in younger year levels to consider higher education. Greater motivation to complete year 12 and a university pathway was also noted as a positive change for students involved with LEAP. Students are more willing to study and work harder to achieve their academic potential once they are aware of the value of a higher education qualification and how their school studies relate to their future aspirations. Results also suggest students are more ambitious in terms of their future educational and career prospects. More importantly, the program contributes to the development of educational and social capital for students to develop students' confidence, awareness, motivation and perception towards university to widen the participation in higher education for students from refugee backgrounds.
Social determinants are a threshold concept

**Background/context**
Engaging public health (PH) students to connect with challenging course content, particularly health inequalities, can be difficult, but in an era of political uncertainty there has never been a greater need to support students to engage in this field. As experienced teachers in health inequalities and the social determinants of health (SDH), we have been on an iterative teaching journey, developing curricula that contains active teaching and learning strategies that engage students in community-based activities and reflective practices to facilitate critical thinking. However, we continue to witness student difficulties with the SDH, linked to highly individualised understandings of health, and tensions rooted within their socio-cultural and professional (current or aspirational) contexts.

These challenges have led us to consider the SDH as a threshold concept. Threshold concepts are embedded within a transformed understanding of a subject, but learning involves journeying through a conceptual gateway where understanding may be ‘troublesome’ and linked to changes in ways of knowing. The journey can involve many points of digression and recursion as students incorporate new ways of knowing. Felton (2016) claims the most challenging aspect of learning threshold concepts is the emotional terrain and the tensions that emerge between the liminality experienced through learning ‘troublesome knowledge’ and participating in a classroom that privileges ‘correct answers’. Despite the centrality of students’ in learning threshold concepts, Felton argues their voice is a notable omission from research informing teaching in this area.

**The initiative/practice**
We collaborated with student partners in one undergraduate and one postgraduate PH course to examine how we could support and enhance understanding of the SDH as a threshold concept in PH.

**Method(s)**
Student partners were at the centre of a mixed method design. Across a semester our student partners journaled their learning and that of their peers around the SDH. The journals mapped those stages in the curricula where students were ‘stuck’ or had ‘lightbulb moments’. The teaching team also journaled their experiences and worked with the students to reflect on the learning journey.

**Outcomes/effectiveness**
Preliminary findings highlight the value of working with student partners to investigate threshold concepts, such as the SDH, and map the barriers and enablers of learning. Importantly, the project allowed us to be reflexive, as teachers and students, and to examine our own assumptions and tacit knowledge.

**Conference theme**
Through working with our ‘students in curriculum transformation’ we have been able to ‘put our findings into practice’.
Using student voice in curriculum design

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Enabling programs can be a transformational experience for students where they are embraced to succeed in their goal of a university education (Chesters & Watson, 2016; Pitman, Trinidad, Devlin, Harvey, Brett, & McKay, 2016). A curriculum and pedagogy that reflects student needs is crucial for them to engage with their study and successfully complete the program (Nelson, Clarke, Kift, & Creagh, 2011). The literature on enabling programs, however, often focuses on retention and the challenges students face to succeed at academic study (Whannall & Whannall, 2014). While retention is a key concern with many enabling programs reporting up to 50% attrition for reasons, including severe financial, health and family issues (Hodges et al., 2013; Lisciandro & Gibbs, 2016), there is scant data from the students’ perspective on what they see as important in the curriculum and pedagogy for their success. This initiative was to focus on student success from the students’ perspective with a research model that was driven by them. The students came from diverse backgrounds, were between 18 – 60 years of age, and had a minimum of Year 10 qualification (secondary schooling to age 15 or 16). The program is a 12-week, fee-free enabling program that can be studied part-time over one year or full-time in one session. The study had the specific aim of creating the opportunity for student voice to be heard where they can act as change agents and lead discussions with their peers, tutors and the institution about which pedagogical tools and approaches enhanced their sense of learning community and belief in themselves to achieve their goals. Qualitative data gleaned from broad open-ended questions on an anonymous questionnaire at orientation, an online survey distributed in week 3 and focus groups in weeks 9-12 allowed students to voice their views about what they liked about teaching and learning over the session. The data were read and re-read and classified into key themes and subthemes using the principles of grounded theory (Glaser & Strauss, 1967; Patton, 2002). From these data came four key themes that students reported were crucial for their success. These were: Guidance, Encouragement, Modelling and Structure – termed the GEMS framework by Hellmundt and Baker (2017). These four themes underpin the curriculum and pedagogical approach of the program where tutors guide rather than instruct, encourage independent research rather than tell what to do; and, model practices so that expectations are clear and transparent within a program structure that is logically ordered, consistent in approach and easily accessible. Students are thus partners in the curriculum and pedagogical design to the benefit of themselves, the tutors and the institution (Thomas, 2013).
Therapaws: Student-led dog therapy project

Background/Context
Existing evidence suggests dog therapy is an effective way to reduce stress and increase wellbeing. Drawing from academic literature, it has been used successfully in hospitals, classrooms, rehabilitation centers, psychiatric units, prisons, nursing homes, colleges, universities and workplaces (Churchill et al., 1999; Chandler 2012, Leaser 2005; Marcus 2011 & 2012). Interaction with companion animals induces relaxation and provides positive distraction from stresses (Churchill et al., 1999; Chandler 2012, Leaser 2005; Marcus 2011 & 2012).

The initiative
Our project incorporates dog therapy into student support events at key points in 2017 (Week 1, Week 6 and Week 13). In 2016 staff and students, in partnership with Delta Society Australia (a not-for-profit that provides animal assisted therapy), trialled the project on R U OK? Day (8/9/16).

Method(s) of evaluative data collection and analysis
This study aims to test the hypothesis that students can act as effective change agents in the university by creating student-led initiatives supporting peer health and wellbeing.

The study has four aims:
1. To contribute to creating a healthy learning environment for students by reducing stress through Dog Therapy.
2. To facilitate peer-to-peer messages about student support and connect students with information about support services and initiatives such as counselling and psychological services, disability services, peer mentoring, student representation and more.
3. To increase student engagement with the Faculty of Arts and Social Sciences and contribute to creating a sense of identity and community.
4. To create opportunities for students to act as change agents in the university and gain self-confidence, skills and experience relevant to their personal, professional and academic futures.

Data will be collected using both qualitative and quantitative methods via online and written surveys (ethics approval is underway), and via writing on the interactive Health and Wellbeing Wall (a piece of canvas available at the sessions where students will leave health and wellbeing messages for other students). Attendance numbers will be estimated according to the number of flyers given out. Data will be analysed using Excel.

Evidence of outcomes and effectiveness
Over 500 students attended the pilot in 2016, and feedback was overwhelmingly positive. By late June 2017 we will have preliminary data to share at the conference about the outcomes and effectiveness of the project.

Relevance to the conference theme
The project is aligned with the conference theme of embracing students as change agents and with the Okanagan Charter on Health Promoting Universities.

Writing circles as transformative spaces for developing student practice
Curriculum transformation is a central concern for higher education in response to rapidly expanding technologies, globalization, and the widening diversity of the student and staff body. This is particularly true for South Africa, which is still grappling with inequalities and pressure for social redress in our universities. Early responses took the form of add-on, ‘deficit-model’ approaches which understood the poor student retention and success rates as emerging from students’ lack of neutral skills such as writing and language skills. More recent initiatives have begun to question the nature of the institutional culture and to question who it is that gets access to powerful knowledge. Such initiatives understand writing, and language more broadly, as being sociocultural in nature and attempt to make inclusive spaces of development, moving away from top-down models of English language instruction to more generative models that challenge traditional power structures and cultivate horizontal peer-orientated spaces for learning with a focus on practice rather than product.

Writing circles, as spaces for academic writing development, embrace this generative model in adopting a socio-cultural orientation to academic literacy. The success of this model lies in it dismantling the connotation of writing support as a remedial activity, whereby students go to experts for their ‘language problems’ to be ‘fixed’. Rather, writing circles provide a transformative framework that allows proactive student learning and experience to be foregrounded, whilst still accommodating disciplinary learning through peer engagement. This paper shares the experiences of implementing writing circles to support postgraduate students at a South African university. It details the development of a pilot study and a longer-term, broader programme currently in place, which includes 12 disciplinary writing groups of Masters and PhD scholars. While the initiative includes a number of tasks designed to encourage collegial engagement and literacy development, the structure is largely determined by the participants themselves, according to their writing needs.

Data was collected through observations from the facilitator of the pilot study in 2015, semi-structured interviews with the facilitators of the 2017 programme (PhD tutors), as well as from anonymous evaluations from the participating postgraduate students. The data demonstrates the success of the writing circle programme, particularly in cultivating student confidence in their ongoing writing development. Students felt that their writing practices improved, they felt empowered by being able to take on a more proactive role in their writing development, and they benefited from fostering communities of practice within the groups.
Many university students do not have confidence in mathematics. This is especially so in an enabling context where previous learning experiences are more likely to have been interrupted or affected by personal circumstances, or where the teaching and learning situations were not conducive to their individual learning styles. This affects their willingness and ability to learn in the entire discipline and hence their success in their chosen degrees.

Enabling courses prepare students for further university learning and are therefore critical in transforming attitudes and motivation. For this to be the case, there needs to be a change from a singular teaching method such as the traditional direct instruction, to incorporate more exploratory and interactive styles. Enabling students have often encountered direct instruction in prior, unsuccessful learning and it can contribute to the reluctance to attempt the subject again. To investigate these prior experiences, research was conducted across the suite of three enabling mathematics units in the enabling course. Open ended interview questions and Grounded Theory Methodology revealed two features around student beliefs that impacted heavily on their experiences and hence success: that they were “no good at mathematics” and they “hated mathematics”. These attitudes led to extremely high anxiety around being in the mathematics classroom and created a cognitive barrier to learning.

A literature review of mathematics education revealed that these barriers could be countered by engaging students in a more ‘fun’ and interesting way in the classroom. Following the concept of serious gaming, further research was conducted into using manipulatives, games and ‘play’ in the enabling mathematics classroom. Various activities were conducted throughout the term and the students surveyed on their experiences. A thematic analysis of the responses showed that the students found that playing games engaged them with the content and made learning fun, especially if they can see the relevance to the subject matter being learnt.

The framework for the analysis was interpretivist rather than constructive due to the objective nature of mathematics content. In particular, the move away from learning as an individual cognitive practice to using interactive games lends itself to a social interpretivist framework where students build understanding though interaction with their peers.

The positive outcomes of this study have resulted in further investigation of incorporating gaming principles systematically across the mathematics discipline within the enabling course and further across the School in mathematics and science disciplines and also in online learning environments.
Gamification using virtual reality serious games: Student perception of value

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Becoming an effective occupational therapist requires opportunities to develop skills using scaffolded, authentic learning experiences. Serious games constructed using virtual reality support experiences in high risk situations without anxiety of failure in a real world scenario, flexible and personalised learning and encourage experimentation and creativity (Green, Wyllie, & Jackson, 2014). Current teaching research indicates that authentic learning/experiential learning through virtual reality leads to increased links between theory and practice and improves student engagement (Crookes, Crookes, & Walsh, 2013). This project investigated occupational therapy students’ perception of a Virtual Home Visit (VHV) serious game as an authentic learning experience.

The VHV serious game used for students enrolled in Bachelor of Science (Physiotherapy) at Curtin University was adapted for students enrolled in the Master of Occupational Therapy course. The learning experience was structured to facilitate constructivist learning (Chau et al., 2013). Students learned theoretical underpinnings using short, pre-recorded lectures and attempted the 45 minute VHV serious game individually prior to an experiential and collaborative workshop. The VHV serious game provided students opportunity to practice using the Westmead Home Safety Assessment and develop clinical reasoning to plan effective interventions within a consistent, repeatable activity. Feedback on performance in identifying hazards and developing communication skills was assessed automatically through the game features.

A mixed methods study was conducted with masters of occupational therapy students (n=25). The qualitative data component was collected using a focus group (n=15). Inductive thematic analysis was used to determine perceptions, challenges and benefits experienced by students regarding the use of the new technology.

Three main themes emerged from the qualitative data: design of the virtual experience, integration as an educational tool and development of communication skills. In the game’s current form, students identified there is value in learning the skills of home visiting through this virtual reality serious game; suggestions to improve the design and integration of this technology into higher education will be offered.

The emergence of new technologies such as virtual reality serious games provides educators with opportunities to be creative in how we teach. Demands for relevance, massification and a greater diversity of student population (Altbach, Reisberg, & Rumbley, 2009) potentially decrease teachers’ abilities to provide immediate feedback and consistent learning experiences. This study identified improvements that can be made to the VHV serious game design and implementation in an educational setting, supporting authentic learning experiences.

References:


Aligning epistemology of classroom and workplace learning: Developing an identity as a student nurse through situated learning simulation

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Background/context
Challenges confronting international students from culturally and linguistically diverse (ICALD) backgrounds as learners in Australian pre-registration nursing programs are now well documented. Whilst a significant focus of the literature exploring these challenges remains on language proficiency, differences in pedagogical assumptions and expectations between ICALD nursing students, Australian universities and importantly, Australian healthcare workplaces, and the ways these present as challenges to these students, remain largely unexplored. This context provided the impetus for transforming curriculum, by developing an immersive simulation program that was informed by epistemological perspectives of workplace learning, delivered at a university campus.

The research under consideration
This exploration adopted Wenger’s (1998) conceptual framework of Communities of Practice (CoP) as the theoretical lens through which to design, implement and evaluate an immersive simulation program intended to facilitate ICALD nursing students’ participation with members of an Australian community of nursing practice during the first clinical placement.

Overview of methodology
A two-phase qualitative multiple-case study methodology was employed. Twelve ICALD students enrolled in a Bachelor of Nursing program at one university in Australia participated in this study. In Phase One, five ICALD nursing students described their experiences and perceptions of the first clinical placement in Australia. Using thematic analysis (Braun and Clarke, 2006), these findings were interpreted through the theoretical perspectives of Wenger's (1998) CoP and Herrington and Oliver’s (2000) authentic learning. The outcome of Phase One was eight design principles which informed the immersive simulation program implemented in Phase Two. In Phase Two, a total of seven ICALD nursing students provided their experiences and perceptions of the immersive simulation program, and of their first clinical placement in Australia that followed. Thematic analysis (Braun and Clarke, 2006) uncovered what the research participants perceived as meaningful learning experiences from the immersive simulations that contributed to the development of identities as student nurses during their first clinical placement in Australia.

Brief discussion of results and implications
The findings from this research indicates the significant value of engaging situated perspectives of learning when designing simulation activities for authentic learning when the aim is to facilitate the development of ICALD nursing students’ identities as learners within an Australian CoNP. Consequently, a significant outcome of this research study was The Situated Learning Design Framework for Simulation. Limitations of this study include small sample size from one Australian university. Implications for further research include testing the framework with a larger sample size, exploring the suitability of the framework for domestic pre-registration nursing students, as well as for newly graduated nurses commencing their first year of practice.

Relevance to conference theme
This presentation showcases one approach to putting into practice, or operationalising, theoretical perspectives of situated learning and workplace leaning, through simulation design, and introduce The Situated Learning Design Framework for Simulation.

References
This presentation will use the Higher Education Standards Framework (TEQSA 2015) as a lens to examine the curriculum transformation activities at a regional NSW university. The Framework came into full force in January 2017 and was the impetus for a range of policy changes and practice initiatives. Over the past 18 months, a number of key internal policy changes have shaped our future approaches to teaching and learning as the institution prepares for TEQSA re-registration in 2017-2018. These changes are incorporated into a range of new policies, including the new Teaching and Assessment Policy Suite (TAPS), which deal with a strengthened approach to academic integrity, course leadership and peer review of assessment standards. The policy changes then led to a number of university-wide initiatives which are altering our approach to curricula creation, development, implementation and evaluation. However, as we move into the implementation phase, we have found it a challenge to balance the external requirements of the new Framework with internal policy changes, the contextual dynamics of curriculum renewal, and a concern of workload implications for academic staff. In this presentation we will focus on some key assessment reforms where we have strengthened our alignment to the new standards in order to enhance the quality of the student learning experience: assessment quality, academic integrity, course leadership and peer review of assessment standards. These insights and the resultant discussion will be of interest to delegates interested in the tension between higher education requirements, implementation of teaching and learning policies, and the engagement academic staff in curriculum transformation.
A snapshot of teaching induction program provision in the Australian higher education sector

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Teaching well is a complex task and staff who are new to teaching have many and varied teaching professional development needs. In 2016 the partners in the “Learning and Teaching Induction Program” Office of Learning and Teaching Fellowship conducted a survey at Australian universities to answer the following research question:

What is the current teaching induction provision in the Australian Higher Education sector?

1. The initiative/practice

In 2001 Dearn, Fraser and Ryan (2002) undertook a survey of 32 Australian universities to determine the provision of teaching preparatory programs and ongoing professional development for academics. They found that 26% of universities did not provide a teaching induction program for staff who were new to teaching. This study follows up on part of that early research.

2. Method(s) of evaluative data collection and analysis

This showcase reports on part of a bigger study which combined survey and interview methodology. The combined methodology was chosen to allow for the collection of both quantitative and qualitative data and to allow program directors to discuss in depth their programs. The international teaching induction literature was reviewed and all features of programs mentioned in the literature were developed into questions. The draft question schedule was reviewed by colleagues following the Fellowship teaching induction blog, the Fellowship Reference Group and the Fellowship’s critical friend. The question schedule was refined and divided between an online survey and an interview schedule.

In 2016 the team contacted each and determined the name and contact details of the person responsible for the program. Twenty-seven program directors were identified and invited to participate in the teaching induction blog and asked if they would complete the survey and be interviewed. All 27 program directors agreed to participate.

3. Evidence of outcomes and effectiveness

The research provides insights into the kinds of curriculum design concepts and structures that underpin current Australian induction programs, including emerging and innovative curricula designed to address the rapidly changing requirements of the sector. The results provide a snapshot of teaching induction provision in terms of things like: mode of delivery; length of program; program content; completion rates; cohorts; assessment; program ownership; incentives for enrolment etc. This research has the potential to inform future directions for the sector in the provision of teaching induction programs.

4. Relevance to the conference theme and selected sub-theme

The research provides insights into the proportion of teaching induction programs that include curriculum design. This showcase provides HERDSA conference attendees with the opportunity to consider the different ways in which colleagues who are new to teaching may be inducted into teaching, including how to design of their curriculum. The showcase highlights current research which speaks to the theme of:

“Supporting staff to adjust and develop their course development, delivery and assessment practices by a flexible, fit-for-purpose Continuing Professional Development offer.”
Background
Transforming and developing curriculum requires systematic methods, tools and process to guide educators. The aim of this project was to contribute to the evolving evidence on curriculum design and investigate a systematic process of mapping curriculum to professional standards of practice.

The initiative
Initial project scoping revealed that there was limited empirical evidence on processes that facilitate the alignment of curriculum to professional standards governing vocational professions. The Models of Engaged Learning and Teaching (MELT) were adopted in the early phases of this project as potentially appropriate conceptual frameworks with which to undertake a mapping of curriculum. MELT frameworks are inclusive of critical skills for vocational content and preliminary mapping revealed a mismatch between the professional and educational language. In order to resolve this, the project went back to basics and deconstructed the Australian Registered nurse standards for practice (NMBA 2016) and Master of Nursing Practice overall curriculum statements through the lens of Blooms taxonomy (the theoretical foundation of MELT). The results were then triangulated to uncover strengths and weaknesses in the alignment of professional standards and pedagogical underpinnings, to inform future curriculum design.

Methods
A case study design was used to evaluate the curriculum of one graduate entry-nursing program, the Master of Nursing Practice (MNP). The underlying research question was: What are effective ways to evaluate a curriculum for both pedagogical appropriateness and professional practice appropriateness? The mapping of the data used NVivo version 11 software and structured data collection and organisation in two significant stages. Stage one involved mapping the NPSP to the educational language articulated by Blooms taxonomy. The second phase was to map the curriculum document of the MNP to Blooms taxonomy. Future work will then focus on integrating MELT into these processes of curriculum design.

Outcomes and effectiveness
This paper will present the results in two sections:
1. Details of the mapping process to assist other curricula in design, evaluation and renewal
   1. The alignments as well as the gaps between the curriculum document and the Professional Standards of Practice will be reported.

Relevance to the conference theme
Outcomes of this project will inform the emerging empirical evidence on curriculum design by contributing to program evaluation, curriculum renewal and pedagogical practice. This project offers a method of curriculum development guided through the collaborative expertise of discipline academics, curriculum developers and library staff. Potential for future research ensures maximum educational advantage to students.
Reference:
Nursing and Midwifery Board of Australia (2016) Registered nurse standards for practice
Transforming feedback: Using video to enhance student engagement with Formative Assessment

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This research explored transforming feedback methods during the assessment process to enable stronger learner engagement. It considered how design academics can utilise technology to provide engaging feedback that mirrored in-class critique, common to creative studio-based learning. This learning is typically delivered via hands-on practical sessions that address various design tasks. Visual critiques are part of these sessions, providing stages of reflection throughout the process. Outcomes are compiled in a portfolio and submitted to teaching staff for assessment. Written feedback and numerical grades are typically returned to the student upon assessment completion. The research aimed to enhance student engagement in this final learning stage through incorporation of digital media.

This project supported two streams of pedagogical development:
1. Improving student engagement with video based assessment feedback; and
   - supporting academic staff development by embedding dynamic and flexible assessment feedback processes within teaching.

Research focused on a first-year Bachelor of Industrial Design cohort. Students in this year level submitted three portfolios throughout a standard semester. An assessment feedback video was then developed for each folio, highlighting strong work examples. These videos also discussed common areas for work improvements in general terms across the cohort. Videos were designed with specific methods to ensure learner engagement.

Data were collected using two quantitative methods: Video analytics were analysed to determine student response rate, and user surveys were distributed to analyse student preference for the feedback. There was a 44% survey response rate from a 52-student cohort. On average, students engaged with each assessment feedback video 1.8 times. These results suggested a high student demand for receiving video feedback on visual assessments. When surveyed, students rated the video feedback mode second only to that of in-class feedback.

This research presents a framework that enabled academic staff to develop and deliver assessment feedback visually and, in doing so, tacitly developed students’ visual language that is integral to the broader program learning objectives. Initial research results demonstrated a strong correlation between delivery mode and student engagement, supporting a case for effective feedback design and better understanding of how students apply this knowledge to future work.

Academic staff should consider their assessment processes as both a key component of course delivery and a mechanism for monitoring effective teaching approaches. Following this project, there has been an increase in technology application to support studio teaching practice and a preparedness to implement flexible modes of feedback within the observed faculty.
Curriculum transformation for cultural competence: Students and academics working in partnership to embed a new graduate quality

1. Background and context
The university has launched a renewed education strategy with ‘cultural competence’ as a new quality of our graduates. As a result, the university has embarked on an intense period of curriculum renewal to embed cultural competence at degree and unit levels. In 2016 we worked together as a small group of students, unit of study coordinators and academic developers to support this new focus.

2. The initiative
Our goal was to work in partnership as five undergraduate Student Ambassadors and a student mentor, together with five unit coordinators, and two academic developers to: develop and curate digital resources about students’ experiences of cultural competence, and to collect a selection of students’ narratives of learning about cultural competence to provide evidence of how it has been developed as a graduate quality. We used Universities Australia’s model of cultural competence (2011) as a theoretical framework. The five individual projects were in the Disciplines of Project Management, Education, Physiotherapy, History and Geology.

3. Method(s) of evaluative data collection and analysis
The five projects were evaluated in different ways (e.g. focus groups, surveys, interviews). We also evaluated the overall initiative in several ways drawing on ‘critical friend’ feedback from an international students-as-partners expert, reflective writing by each person at the end of the project, and a project report by each student ambassador (with input from the unit coordinator).

4. Evidence of outcomes and effectiveness
We will present student created videos that report the outcomes of two individual projects. We will also provide two levels of evidence of effectiveness – about the individual projects and about the initiative as a whole. The evidence shows positive impact on the development of cultural competence for students in the five units. In addition, the student ambassadors gained skills in areas such as research design and analysis. The unit coordinators reported gaining deeper insights into embedding cultural competence in their units. We will present strategies on how to enhance ongoing student-academic partnership projects.

5. Relevance to the conference theme and selected sub-theme
Our presentation relates to the conference theme of ‘students in curriculum transformation’. It showcases students and academics working in partnership to embed a graduate quality in five units of study.

Acknowledgements: This initiative was funded by the DVC (Education) Portfolio and HERDSA’s student led curriculum transformation project scheme.

References
A staff-student co-enquiry investigation of peer to peer Objective Structured Clinical Examination (OSCE) revision in medical imaging

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This presentation is relevant to the conference theme of ‘Students in Curriculum Transformation’ as it presents an concrete example of students acting as change agents in curriculum design and pedagogic consultancy, but also an example of a staff-student co-enquiry partnership to design and implement the evaluation study.

In 2016 a second year student from a Medical Imaging degree at an Australian University had a conversation with an academic staff member, who explained how he was having difficulty engaging first year students in effective two-way communication regarding understanding key concepts of the course – he perceived that this was due to a hierarchical gap in authority between students and staff. The presence of such gaps can lead to barriers in learning opportunities by impeding effective communication (Light, Calkins, & Cox, 2009). The second year student suggested that they, being students themselves, could assist with this challenge by offering peer-to-peer (P2P) learning opportunities.

Peer to peer (P2P) learning has shown to be an effective teaching method (Boud, Cohen, & Sampson, 2014) in higher education, with students bringing unique perspectives and ways of communicating to students. Peer assisted learning has been widely used in medical education (Dickson, Harrington, & Carter, 2011), including in areas such as clinical skills training and exam revision such as mock Objective Structured Clinical Exams (OSCEs) (Cushing, Abbott, Lothian, Hall, & Westwood, 2011; Gill, Ong, & Cleland, 2012) with positive educational results for both groups of students. However, in most of these instances, academic staff have still played a significant role in the mock OSCE. This study adds to this existing literature by describing the use of a wholly student run mock OSCE within medical imaging education.

This presentation will describe the process taken by the student mentoring team to conduct a mock OSCE completely independent of academic staff. The presentation will showcase the decision making process in the design of the OSCE, including developing station content and marking sheets, the running of the OSCE and the provision of feedback to students. It will also present pilot data from students regarding their experiences of the mock OSCE, which was collected via anonymous survey. Conclusions will focus on what the mentoring team learned from running the mock OSCE, and the impact the mock OSCE had on student’s confidence to undertake the ‘real’ OSCE. Implications for including P2P mock OSCEs as a sustainable addition to the Medical Imaging program will be discussed.
Designed by students for students: student led learning and teaching app project

Relevant theme:
Students in Curriculum Transformation (Student Led Submissions preferred)
*Embracing students as changes agents, creating opportunities for students to provide the initiative, work alongside key institution stakeholders, and to lead change.*

Keywords:
Student led, student designed, custom app development, student engagement online and on campus, blended learning, advanced standing, recognition of prior learning.

The project:
Our aims were to engage with current students in a real world university learning and teaching project for which suitably qualified students are remunerated and also provided credit towards their degree. *Scout* was the first of these projects, an experiment in student-led learning and teaching projects, an experiment resulting in great success!

The product:
Our brief was to produce something that can be utilised and potentially benefit all students at the University regardless of the unit/course they are enrolled in. The product, Scout, is an app developed by students for students to activate learning spaces both online and on campus and to encourage all the things that we know improve student engagement: making friends at university, attending class, spending time on campus and engaging in extra-curricular activities. Students designed the app to incentivise these activities using fundamental gaming principles like leader boards, prizes and rewards whilst drawing inspiration from popular apps like Snapchat and Pokemon Go. They also designed and built a world first social augmented reality app feature.

The results:
The app is currently available to all students in both the iTunes app store and Google play. The product lead and co-author, a third year bachelor student, has received credit for this work in the form of advanced standing for a 12 credit point unit towards a Bachelor degree. The project aligns strongly with the University’s move towards an entrepreneurial orientation within and across the curriculum as well as a flexible tailored approach to student pathways and recognition.

Conclusion:
The success of the app itself has become evident with the commencement of the new academic year. Analyses on student usage (number of app downloads, demographics, how and when students are using it, in addition to student feedback) will be provided when an updated version of the raw data is provided closer to the conference date. However, the success of the student led project has been very clear. We were able to deliver a real world learning and teaching project, led by students, on time and on budget. The app is different, it is not what would have been developed if we had hired HEW/Academic staff and only consulted with students. Furthermore, the project lead (and co-author), is now enrolled in an honours degree and has added significant industry experience to her CV.
Investigating science students’ perceptions of work-integrated learning to achieve curriculum reform

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Abstract
Science students participate in work-integrated learning (WIL) less than students in other STEM disciplines, such as engineering and agriculture (Edwards, Perkins, Pearce, & Hong, 2015). This may be because WIL opportunities are less common and more ad-hoc in generalist degrees (such as the Bachelor of Science) than in degrees more focused on a specific career path (AWPA, 2014; Prinsley & Baranyai, 2015). However, anecdotal feedback from university staff implementing WIL programs suggests that low science student engagement with, and uptake of available WIL programs is also adversely affecting participation. This suggests that broad-scale curriculum reform to significantly grow WIL in science requires cultural shifts on the part of both staff and students. In this presentation, we will report on the Successful WIL in Science project, which aims to build capacity for WIL in science to improve graduate employability. We will share preliminary insights from individual and group interviews of university staff and students enrolled in science courses. Initial work with Australian science faculties suggests that the cultural shift for staff required for large-scale curriculum reform can be facilitated by meeting faculties at their point of need and utilising trusted peer-to-peer relationships. Next we will investigate student perceptions and experience of WIL to better understand how students can be encouraged to prioritise and engage with WIL in a meaningful way.


Curriculum Transformation - Creating an alternative pathway in first year chemistry

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We design First year Chemistry subjects so that chemistry fits seamlessly into non-Chemistry science degree programs, preparing the students for subjects with chemistry as prerequisite as well as adding to and supporting the course learning outcomes of those degrees. Furthermore we tell students that Chemistry is generally applicable, and as an enabling science, will support whatever context they end up working in. Students know they are likely to change occupations / careers / disciplines and thus concepts and skills fundamental to all applied sciences are very valuable.

Over the past 7 years we have transformed the first year Chemistry curriculum to a dual stream pathway featuring hybrid learning, collaborative learning environments and assessment for learning. Our designs are based on widely accepted pedagogical principles and informed by our own extensive research-led approaches to learning and teaching practice and experience. Our student centred approach is founded on knowing and understanding our students and on accommodating and supporting them in their academic pursuit, whilst making clear our expectation of intellectual effort and rigor. Our intent is to design and provide programs at appropriate levels of challenge, accounting for each student’s background learning and circumstances, and that take into account cognitive, affective and behavioural dimensions.

The transformed curriculum is the culmination of several major and minor projects funded internally and externally over a decade of SOTL. The new curriculum takes into account growing student numbers, with reduced resources, but delivers:

I. Distinctiveness, coherence and clarity of purpose.
II. Addressing Equity and Diversity.
III. Influence on student learning and student engagement.

The impact of these curriculum reforms has been evidenced in many ways. But perhaps most significant is the outstanding results for students who enter without a HSc background in chemistry, but who complete this first year and then go on to be successful in the second year of their course. This clearly demonstrates that we have generated an appropriate alternative pathway. In this showcase, we will highlight some of the curriculum changes we have introduced, and why they have been effective as well as some that have not. We believe the learnings we have made over this time period will be valuable to others considering changes to their first year curricula.
Employment rates for Australian biomedical graduates are declining, but universities are progressively increasing undergraduate biomedical enrolments (1). Many of these students aim for graduate medicine (~80% at our university; 2). This high demand for graduate medicine, with limited places available, is associated with competitive biomedical student behaviours and high stress levels (3). At our university, feedback from biomedical students indicated they were unfamiliar with employability skills and unaware and anxious about careers, apart from research and medicine (2). In order to address these student concerns, a team of careers and biomedical staff developed and embedded a professional development program into the biomedical curriculum. The program contains five modules, delivered into core subjects in years one, two and three of the degree program. Each module has a lecture, with invited speakers, and an assessment that is linked to the development of an electronic portfolio. On completion of the five modules students will have produced a transferrable profile that reflects their career-related experiences, employability skills and capabilities (2). The program commenced with first year students in 2015, with single degree students completing the program this year.

After each module, students completed an anonymous careers awareness survey, with responses on a five point Likert scale, and two open-ended questions. The Likert questions were analysed with a Kruskal–Wallis test by ranks. Qualitative written comments were grouped into themes by an independent administrator. The only change in student responses to the careers awareness questions (between modules 1 and 4), was a significant decrease in their awareness of careers options. This may reflect increasing insecurity about their careers at the end of their second year. Student feedback indicated that they appreciated the opportunity to consider their careers and employability skills, especially early in their degree program. They also liked the focus on non-medical careers, but wanted more careers sessions and work placements. It is likely that this program has encouraged students to consider their careers; since its introduction there has been an increase in number of biomedical students attending sessions with careers advisors. However, there have been issues with the integration of the program into the curriculum such that students can understand their progression from one module to the next. This has been addressed by setting up a dedicated on-line learning site for the program. The ongoing challenges are to enhance academics’ awareness of the program and to ensure that the portfolios are truly transferrable.

(1) Graduate Careers Australia, Graduate Destination Surveys, 2010-2014.
This presentation will showcase a collaborative, innovative and media rich approach to curriculum design in a Social Work Program at an Australian University. It emerged from a rigorous review of the student learning experience in both cloud and located learning sites. This review highlighted ‘room for improvement’ in authentic assessment design and the constructive alignment of learning activity across the program.

The course teaching team collaborated with the Learning Design Pod, a multi-faceted team of academic, multi-media and video production colleagues, to reconceptualise the curriculum and incorporate high quality digital artefacts to better engage students in their learning. The result was Evelyn’s Story a high production value, Simulation resource that creates a multiplicity of ‘learning layers’ across the course.

Evelyn’s Story provides a holistic and integrated approach to scaffolding and deepening student learning across a range of units in the course. The resource simulates a number of challenging but authentic scenarios predicated on the professional practice experiences of Social Work academic staff. This enables students to actively and authentically engage with threshold learning concepts relating to complex risk factors which cause social difficulties.

Engagement with Evelyn’s Story exposes students to the plethora of issues confronting clients whom they will inevitably encounter in their course and future career. The redesigned assessment tasks enable students to put themselves in the role of the social worker and to explore their own assumptions and values in relation to key concepts such as family violence, addiction, and mental health.

The simulation script was developed and refined by Social Work academics who collaborated with Pod academics to map it to course themes and learning outcomes, while Pod production staff worked on translating it into an iterative story-board until a media rich, authentic and complex case scenario emerged. Ethics approval was obtained to survey students on their perception of the impact and usefulness of the resource for their learning. Key qualitative and quantitative findings will be discussed in this presentation.

Plans for future iterations are already underway and the possibilities for wider inter-professional collaboration will be discussed.

This presentation is relevant to the conference sub-theme of ‘Facilitating curriculum transformation’ as it models a collaborative and innovative approach to learning design that ensures students can access and engage with their learning anytime, anyplace, anyhow. It also challenges and transforms the way academic staff view the design and development of curriculum resources.
A twin-initiative transforming curriculum development processes

With implementation of Australia’s Higher Education Standards Framework in January, 2017, renewed emphasis has been placed on tertiary institutions to ensure program quality. The standards require quality controls such as: course approval and self-accreditation processes overseen by peak institutional academic governance processes applied consistently to all courses of study prior to offer and again for re-accreditation; benchmarking learning outcomes and objectives against national and international comparators, generic and discipline specific outcomes; and, teaching and learning activities arranged to foster progressive and coherent achievement of expected learning outcomes.

Anyone tasked with guiding program re/accreditations would be familiar with the complexities of engaging all stakeholders in rigorous discussion and the particular challenge of ensuring that all units and disciplinary majors within programs meaningfully and progressively develop key learning outcomes and relevant degree standards. At our multi-campus regional university an overarching institutional quality framework has been developed. A key element includes an initiative entering its second year of implementation, to facilitate enhanced learning and teaching outcomes at the program level.

The Associate Deans Learning and Teaching, working collaboratively with an Academic Program Support Leader, facilitated a cascading coaching model of professional development to support academics in curriculum leadership positions (e.g. learning and teaching, academic and program coordinators). The capacity building elements within this model enable participants to explore leadership theory, build confidence around facilitation of peer group conversations; and provide guides to establish a culture of trust and sharing. This professional development model supports a new program quality enhancement process tied to our institutional re/accreditation cycle, commencing two years prior to the required accreditation submission date.

We will explore the interaction between these enhancement strands. Participant reflections on the application of these within our context are woven throughout the presentation. Themes have been drawn out from a sample of written reflections by learning and teaching specialists at the university system and school/discipline levels. Findings, literature base and contextual understandings will be shared.

Our model of targeted facilitated professional conversations, linked to a structured yet flexible cycle of professional development and broad professional engagement has driven a culture shift resulting in greater School ownership of, and accountability for, the program enhancement agenda. The approach has led to a shift from a focus on individual units towards whole of program outcomes. Interestingly an ongoing challenge presented by this way of working is that it runs counter to past competitive university culture and academic workflow models.
Transforming the curriculum of a Graduate Certificate in Tertiary Education course to help transform teaching practices at the University of Canberra

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Background/context
In response to disruption by technological innovation, by the knowledge democratisation of the internet, and by changes in workforce skills needs, universities are recognising that a primary focus on dispensing knowledge is no longer sufficient; instead, there is a need to offer learning experiences that build skills with which our students can critically construe, curate and create knowledge, and apply it fruitfully in workplaces, communities and constructive citizenship. This carries a need to transform approaches to teaching and learning, away from traditional modes like face-to-face lectures and tutorials in standard teaching periods, towards approaches that are flexible, active, student-centred, peer-enriched, and work-situated.

The initiative/practice
To meet these challenges, in 2016 an Australian university comprehensively transformed its Graduate Certificate in Tertiary Education (GCTE) qualification for academic educators, replacing the previous four-semester-subject structure with a personalised, flexible, self-organised and self-directed model through which participants progress at their own pace, within a scaffolded and supported framework. Participants in the course start by auditing their existing teaching capabilities against the course learning outcomes, which cover both theory and practice in: curriculum design; assessment; student engagement; flexible and online learning; and leadership, management and supervision. They then plan and undertake professional development to address gaps in practical teaching skills and theoretical knowledge identified in their audits, then apply their PD learning in their workplace to enhance their teaching practice. They then evaluate and reflect on the impact of such interventions. Evidence of all these processes is curated in a portfolio, around which participants weave a reflective Account of Professional Practice that ultimately asserts their full achievement of the course learning outcomes.

Method(s) of evaluative data collection and analysis
This paper presents results from an early qualitative study of current in-progress GCTE participants concerning the course’s effectiveness to date in challenging previous conceptions of tertiary teaching and promoting student-experience-focused transformations in teaching practice.

Evidence of outcomes and effectiveness
This study is the first of a longitudinal investigation that will triangulate teacher self-perceptions of transformative practice over time against evidence of their students’ engagement via learner analytics, satisfaction measures and data from the Australian Government’s Quality Indicators for Learning and Teaching (QILT) website.

Relevance to the conference theme
This showcase paper addresses the ‘Supporting staff to adjust and develop their course development, delivery and assessment practices by a flexible, fit-for-purpose Continuing Professional Development offer’ sub-theme within the ‘Facilitating Curriculum Transformation’ theme.
Curriculum reform for widening participation: The necessity of organisational and broader enablers

Australian universities are actively engaged in implementing strategies to enhance student participation and success, with student retention being a key performance indicator. Nonetheless, over 2001-2013, the retention rate for all commencing Australian bachelor students showed no sustained improvement, with the 2013 figure, at 80.8%, the lowest of that period (Appendix 4.9, Department of Education and Training, 2015). Over the last decade, curriculum has been positioned as the driver of whole of institution approaches to the student experience and retention, given that curriculum is “what students have in common and within our institutional control” (Kift, 2015, p. 68). Utilising a case study methodological approach, and document and institutional data analyses, this paper evidences the impact of a high quality and high demand pathways curriculum, alongside academic skill development and student support strategies, such as Peer Assisted Study Sessions and peer-led mentor programs, on sub-degree and bachelor student success at a regional university. Importantly, though, the paper aims to highlight tensions in focusing on the work of academics and typically small teams of professional support staff in retention efforts. We argue that successful participation in higher education requires, firstly, policy appropriate settings at the federal government level (Gale & Parker, 2013), including adequate student income support and enabling and sub-degree places. Secondly, student success requires appropriate organisational enablers, including strategic vision, leadership, policies and procedures that embrace a commitment to quality and equity; review of staff workload modelling and professional learning opportunities; prioritisation of relevant infrastructure, such as enabling ICT and data systems; and appropriate program entry standards. As such, we present a holistic and research-informed approach to retention, comprising multiple and intersecting sites of action, so as to promote a collective understanding and valuing of student retention, participation and success as everyone’s core business, including what is needed to most effectively enable academic and professional staff practice.
Support for new academics: An holistic and relational approach to academic development

Academics at New Zealand universities are required to teach and research, to serve as institutional and disciplinary citizens, to engage with various local and international communities, and to help the university serve a role as ‘critic and conscience of society’. While none of these roles happen in isolation from the others, they are not always complementary or easy to hold in balance. Often the professional development opportunities we offer for academics are focussed on just one of these roles – a teaching and learning certificate, for example, or a mentoring programme focussed on researcher development, or seminars on public engagement. Rarely do we offer holistic professional development, covering all aspects of an academic’s role. This showcase presentation describes a year-long faculty-based academic development programme for early career academics that has run successfully since 2011. The programme takes an holistic and relational approach to academic development, through an off-site retreat, workshops and panel discussions, monthly tasks and group meetings, and peer mentoring. Pre- and post-programme questionnaires have been collected each year, offering rich evaluative data, alongside interviews during and after the programme. Findings from the evaluation of the programme indicate that participating academics improve across the following measures: research and teaching confidence, workplace satisfaction, research output, teaching and research collaborations, and work-life balance. They also develop an increased sense of agency, and feel more in control of their time and priorities. The university benefits from improved retention, increased expressions of loyalty from early career academic staff, and more active academic citizenship and leadership from participants. In terms of the conference theme, this showcase presentation both describes an innovative curriculum approach to learning for academics, and shows how early career academics are empowered to transform their own curricula with the support of peers and leaders from across the university.
Hail the maintainers! The balance between innovation and curriculum maintenance in curriculum renewal

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Only a relatively small number of people ever have curriculum innovation responsibilities. Most of an academic's time spent in curriculum design is focused on curriculum maintenance. That is, ensuring the curriculum is delivered as intended and subjects accurately reflect the aims of the program. As such, it is unlikely that there will be many opportunities to develop skills in curriculum innovation before being assigned that responsibility. Maintenance, therefore, plays an important part in the curriculum leadership role. Curriculum maintenance provides the necessary training ground for learning how incremental changes make curriculum innovation happen by monitoring the effects the existing curriculum has on students and their teachers. In the spirit of Russell and Vinsel (2016) this showcase will explore the roles maintainers of curriculum play in curriculum innovation. Its goal is to present a truer picture of why change happens by balancing the need for curriculum renewal with the need for maintenance. The showcase will report on the responses of early adopters of a university-wide change strategy to see what aspects lead to a greater preparedness for subject coordinators to change their practices. Each interviewee was involved in revision of an existing curriculum than required slight improvements over time. To analyse the aspects of the innovative teaching strategy that lead to a greater preparedness for subject coordinators to change their practices the interview transcripts were categorised using a framework proposed by Kemmis, Wilkinson, Edwards-Groves, Hardy, Grootenboer & Bristol, (2014). The transcripts were analysed to determine what architectures of practice settings were described in terms of the discourses used, the physical setups and activity systems, and the organisational arrangements found in each setting. The major changes subject coordinators made to their subjects were based on a mix of personal, professional and institutional reasons. It compares the views of the early adopters with the views of curriculum maintainers to explore the impact of many of the contextual elements related to curriculum innovation and management.
Developing an early warning system combined with dynamic LMS data

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There is a large body of research regarding the use of admissions and demographic data to develop early warning systems (EWS) that aim to predict a student’s future academic performance. Researchers working in an academic student support department in Vietnam are working to develop an EWS based on their own unique context, which looks to combine this with dynamic data from the learning management system in order to support staff to adjust and develop their course development, delivery and assessment practices and provide timely and appropriate support services for maximum educational advantage.

This project was initialised mainly because the current at-risk classification system at the university is based on the amount of courses a student fails compared to their course load. Many, including those working on this project, view this as identifying poor performing students after the fact, making teacher interventions and support services ineffective.

For the project’s initial pilot, a total of 9260 student records were extracted from the university Student Record System over six semesters, and a multivariate linear regression model was developed to predict student final grades in three first-year courses using the R version 3.3.2. The analysis suggested that the final scores of students in these three courses are strongly related to their prior learning performance, English language skills, completion status at the university and participation in student support services. The developed model indicated the predictor variables could explain 41.6% of the variance in the final grades (R-squared = 0.416) with an average prediction accuracy of 8.3 - 8.9 points and a good percentage prediction of 69% to 71% (prediction error is defined as 10%).

To further enhance the system, research was also conducted inside the courses regarding LMS behaviour and early assessment results to ascertain correlations to final course grades and thus identify meaningful triggers for intervention and support at appropriate times. A system was then developed combining both the predictive model output with the LMS research to produce a holistic mechanism that combines the predictive “watch-list” with real time LMS data.

This project aims to dramatically improve on the existing university at-risk system and have significant impact on student achievement, retention and a positive influence on teaching practice. This system has just finished its initial pilot and is to be launched across all first year courses in the first semester of 2017.

Transforming the curriculum through an Indigenous Graduate Attributes project
Universities Australia’s Indigenous Strategy 2017-2020 cements the path set by its National Best Practice Framework for Cultural Competency in Australian Universities (2011) with clear direction for accountability in all senior portfolios. The Strategy responds to the Behrendt Review of Higher Education Access and Outcomes of Aboriginal and Torres Strait Islander People (2012) call to ‘Indigenise’ curriculum. While this work is well advanced in many of the professional degrees, particularly those in health, there remains considerable work to be done if we are to see the kind of curriculum transformation envisioned by these documents. Concurrently, there is an increasing emphasis in Australian universities on graduate outcomes focused specifically on employability (Bridgstock, 2009). Most universities have statements of graduate attributes, which tend to focus on generic skills such as communication (Oliver, 2011). At present universities are ill-equipped to undertake the kind of transformation required to ensure that all graduates have the capability to work effectively with Indigenous Australians. Too many institutions have not invested sufficiently in building their Indigenous academic workforces. At the University of Technology Sydney, a team of Indigenous academics are employed to provide the necessary innovation and support services to enable whole-of-university reform. For the past two years the team has been working on an Indigenous Graduate Attribute (IGA) project designed to ensure that all graduates of our institution have Indigenous professional capability. The magnitude of such sweeping, transformative change should not be underestimated. Whilst university staff are overwhelmingly supportive of the project, two key factors are required to facilitate the curriculum transformation. First, the capacity of academic staff to undertake the necessary curriculum work both in terms of time and familiarity with Indigenous knowledges in general or with respect to their discipline. Second, the guidance to ensure that renewed curriculum is considered and planned, rather than extemporary. In this presentation we will share our principles and structures designed both to support staff and to ensure consistency, measurability and flexibility to adapt to a range of curricula. Specifically we will share the IGA program framework which provides guidance for where and how much curriculum is desirable to ensure development of skills and knowledge over the course of a student’s degree and the IGA curriculum model including clear student outcome statements and values to expedite implementation in a variety of discipline areas. We will also discuss our fit-for-purpose profession development measures.

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Exploring Benefits of Co-Creation in Higher Education

Change processes within higher education are increasingly involving students to inform the shape of future designs and set desirable outcomes. By placing student opinions and perspectives fundamentally within the transformation process, universities can ensure that change will align with students’ goals and needs. Further, by encouraging students to be co-creators, universities can improve outcomes for both the student population and the institution.

Co-creation, originally a marketing and management concept, is built around the idea that organisations have a deeper ability to understand their consumers when they allow the consumer to integrate their perspectives, experiences, and knowledge into the production of products and/or services (Prahalad & Ramaswamy, 2004). Already co-creation has been applied in a multitude of fields, such as health services and public policy development. Yet co-creation may also have potential in higher education, as institutions progressively look to students to help understand the current problems and tensions within the classroom. While students are not educational experts, they are experts at being students, and thus are a powerful resource to improve teaching and curriculum (Cook-Sather, Bovill & Felten, 2014).

Research has not yet fully addressed the ways in which students can lead change. Empirical work on students as co-creators is still emerging, with more research needed to better outline the benefits that students as co-creators of their own educational process may bring. In this session, an investigation of students co-creating their educational experiences through a range of three activities: a work-integrated learning course, an academic board meeting, and a co-authored publication will be compared.

Using interviews and a questionnaire, students’ beliefs about how they are co-creating their experiences and the benefits they perceive to the co-creation process were captured. These results were further compared to the aims of the activities provided by faculty and staff and what faculty and staff believed were the benefits. The resulting analysis leads to a discussion about how students can co-create in their student experiences and tensions that may or may not occur between students and faculty/staff. The empirical findings and resulting model provide a foundation for the ongoing study of students as co-creators and adds to current research on co-creation in higher education.

References


Research informing teaching – content or pedagogy?

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Pedagogies and curricula are often best when informed by research, yet how academics are engaging and keeping up-to-date is unclear. Existing literature suggests that time/workload challenges, competing research interests, and different interpretations of academic identities will all influence how much or how little staff engage with Teaching & Learning (T&L) research. As such, this project aims to investigate current levels of staff awareness of T&L research, as well as perceived barriers and enablers to engaging. This information will then guide future initiatives supporting staff in employing good teaching practices based on T&L literature.

An anonymous survey was sent to all teaching staff within the Health Science faculty. Respondents ranged from casual lecturers to tenured staff (n = 22). A mix of open text, Likert scale, and tick box questions were asked. Some respondents also participated in focus groups (n = 5). Descriptive statistics were calculated for the tick box and Likert scale survey questions, while open text survey responses and focus group transcripts were analysed using a ‘content analysis’ approach.

The clear majority of respondents (96%) stated that they were interested in hearing about T&L ideas and recent research, however only 23% regularly read literature in this field. Additionally, only 14% were a current member of a T&L group, committee or organisation such as HERDSA. The most commonly reported barrier to engaging with T&L research was time/workload limitations (95.5%), followed by inability to find good research (32%). Almost half of respondents indicated more support from academic developers would enable greater engagement, while wanting more time was a close second (36%).

While interest in T&L research was high, it tended to be passive and practically focussed. Having support from academic developers to bridge the gap between relevant T&L research and academics’ primary discipline was repeatedly raised, however the type of support desired varied from ‘doing’ research, to providing practical teaching tips. Academics were found to fall into three main groups; active engagers, passive consumers, and not-interested. All were likely to encounter similar barriers. Very few staff had formal higher education training, with most developing teaching practices informally on the job (i.e. from peers, local professional development). This in many ways hindered their ability to engage with T&L research, instead focusing on research informing content. Partnering with staff more familiar with the higher education research space will be crucial to enable academics to venture beyond their primary discipline and into T&L research.
A student-centred intervention enhances collaboration in an undergraduate science capstone unit

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Collaborative skills are essential for science graduates in the workforce. Universities are obliged to prepare students for this transition by scaffolding and embedding these skills throughout the degree. Despite this, team-based assessment continues to be problematic for final year biology students. In partnership with current capstone students, we set out to understand their attitudes to, and expectations of, team-based assessment. We aimed to determine how the students perceived teamwork and whether additional training in the form of a targeted and timely team-building intervention would improve student perceptions and outcomes. Mixed methods (including qualitative analyses of student feedback and quantitative analyses of survey responses and assessment outcomes) were used to achieve the aims. Initially, using a validated survey instrument we demonstrated that capstone students prefer teamwork and understand the purpose of teamwork in authentic tasks, but that the collaborative experience often fails to meet their expectations. Then, using an experimental approach, where twelve participants undertook team-building activities and eight did not, we demonstrated the value of further teamwork training and a timely, low-stakes experiential learning opportunity for students to practise and gain feedback on their collaborative skills. While the intervention did not significantly improve team-based assessment outcomes, the opportunity to engage with students in this way provided an evidence base from which their experiences and recommendations could be harnessed to drive meaningful change around the timing and context in which collaborative skills are embedded in the course curriculum.

An online science communication resource as a vehicle for student partnership and student scholarship of teaching and learning

Susan Rowland  
James Hardy  
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Communication has been defined as a Threshold Learning Outcome for Science graduates. In a content-heavy curriculum, however, it can be difficult to find time and space to address the multiple areas in which students struggle with communication.

In order to help undergraduate students master the basics of genre-specific communication of science, we have developed an online resource called CLIPS (Communication Learning in Practice for Scientists). Large class sizes, mixed student abilities, and student demand for online (rather than in-person) learning all provide the imperative for the development of CLIPS. We envisage that these are familiar challenges for educators at other institutions as well.

The CLIPS team is comprised of academics, a science communicator, a recent science graduate, undergraduate students, and a fourth-year Honours student. Together the team members are workshopping, designing, creating, and evaluating the effectiveness of teaching resources in collaboration with the wider academic community and students from the potential user groups.

Undergraduate students contribute to CLIPS in multiple ways. They generate resources for CLIPS, taking inspiration for topics from their own experiences and appearing in CLIPS videos. The student participants also evaluate the effectiveness of resources by analysing click data and working with more junior students to conduct pre-post CLIPS-exposure mastery testing. Once the resources are complete we plan to draw on the abilities of English as a Second Language students to produce voiceovers and transcripts in languages other than English.

In this talk I will present CLIPS, show some resources the students have produced, and present the results of their evaluation work.

Locating students as partners at the nexus between governance and deliberative structures and teaching and learning practice.

QUT has a strong history of student engagement. This engagement is driven by evidence-based best practice in the context of peer programs and peer leader development with a focus on developing student capabilities to self-manage their learning, and being prepared for their roles in the real world. Since 2015, the university has committed to further develop the way we engage with students through a Students as Partners (SaP) framework. Since 2015, the Learning and Teaching Unit has supported over twenty different
SaP initiatives across all faculties to re-imagine curriculum design and review processes. Through this, it has become evident that an area of partnership with students that has not been fully investigated is the nexus where governance and deliberative structures intersect with learning and teaching.

To address this gap in understanding, students in partnership with the central University Learning and Teaching Unit have initiated a participatory research project to unpack the inter-relationship between partnering with students at an institution-wide level and partnering with students in teaching and learning practices. Stakeholders involved include:

- Students from the Student Guild
- Students independent of the Guild
- A Representative from the University Governance Division
- A Representative from the Central Learning and Teaching Unit
- An Academic

Together, these stakeholders have explored strategies to enable authentic engagement for student representatives, as well as different models of student engagement in deliberative structures of learning and teaching more broadly across the university. Dunne, Zandstra, Brown, & Nurser (2011) argue that there is a subtle but important difference between “an institution that ‘listens’ to students and responds accordingly, and an institution that gives students the opportunity to explore areas that they believe to be significant, to recommend solutions and to bring about the required changes”. If, as an institution, we are serious about partnering with students in learning and teaching then there needs to be a wider cultural acceptance of this approach to student engagement that permeates all levels and lead by example by working in partnership at the strategic level. This project is one example of how an institution can create opportunities for students to work alongside key institution stakeholders and lead change. In this showcase, presented in partnership, staff and students will highlight the outcomes of the research to date and highlight the key issues and the strategies identified to address these challenges.

**University students’ approaches to project-based learning (PBL): An Engineering context**

An area of concern among academics is how students understand the technical concepts of engineering. Projects are commonly integrated into regular engineering courses with the idea that students develop an understanding of concepts through a process of investigation and collaboration. This study investigated how engineering students approached learning in project-based learning (PBL) environment. A
phenomenographic method was adopted to identify different approaches to learning qualitatively. Data was collected by means of in-depth, 40 to 50 minute, semi-structured interviews with Master engineering students from an Australian university who had enrolled in a project-based course. Qualitative analyses conducted on the interviews suggest that there is a relationship between students’ intention of achievement from the course and their approaches to learning that course. Three distinct approaches to learning were identified: surface, deep, and strategic approach. Students who are motivated by achieving grades are likely to be adopting a surface approach. In comparison, students who focused on learning new knowledge are likely to adopt a deep approach. A third approach, namely the strategic approach, was also evident in those who gave preference on both achieving grades and learning. Hence, this study contributes to an understanding of engineering students’ approaches to PBL. The findings will help teachers, educators, and curriculum planners of engineering education to understand how students design investigations, collect and analyse data, use technology, develop projects, and share ideas in PBL environment.

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Modern clinical, scientific and engineering approaches are modelled on evidence-based best practice. Creative performance disciplines such as music, and discursive disciplines such as Law and Philosophy, however, do not connect to ‘best practice’ models, yet may benefit from scaffolded processes for student Evidenced-Based Decision Making (EBDM). Clinical, scientific, engineering, discursive and creative disciplines may find mutual benefit from sharing a conceptualisation around how students learn EBDM, with diversity of approaches, foci and epistemology being a potential strength for teaching conversations that promote improved learning.

A family of connected frameworks called the Models of Engaged Learning and Teaching (MELT; Bandaranaike & Willison, 2010; Willison, 2017) demonstrate adaptations that heed context sensitive demands and terminology. The flexible operating parameters of MELT enable discipline and context-specific terminology to be employed for EBDM. Moreover, the MELT framework supports educators in designing effective learning activities and assessment with feedback aimed at developing evidenced-based learning skills in students. MELT exemplify a pathway to shift learners in their decision making from requiring support to self-directed autonomy. Therefore, the use of MELT was explored in a variety of disciplines, educational settings and Work Integrated Learning contexts to separately inform EBDM practice with context oriented terminology, but also enable collaborative learning by teachers about the processes used in scaffolding effective EBDM.

This showcase will present outcomes from a second year complementary and alternative therapy degree course that used a MELT framework adapted to health science terminology for developing clinical management plans as a form of EBDM. A pre-and post-course survey (Willison, Lienre and Lee, 2010) was used to ascertain student awareness/perceptions of EBDM among a cohort of 153 students in Semester 1, 2017. The survey questionnaire comprised of 14 Likert scale questions and two open response questions. Dramatic and statistically significant educational shifts in students’ awareness of their EBDM processes will be presented and discussed. Additional emerging application of the MELT framework in different discipline and educational contexts will also be highlighted.

The learning by educators in a variety of disciplines through this process and the need for adaptation of MELT including changes in terminology, will provide thought-provoking discussion in this Showcase concerning the scaffolding of EBDM in the Biological Sciences, Business, Law, Engineering, Health Sciences, Music and the Physical Sciences. Ultimately the aim is for students themselves to be aware of the skills they are using in domain-specific EBDM and be able to articulate and improve these skills.

References
Digital Foot in Professional Mouth: Supporting preparation for work and professional practice through exposing student’s digital footprints.

Information literacy and digital skills are essential in the modern information age (JISC 2015) and most students entering university today come with a well-established digital footprint which represents the quantum of information available about them on the internet. Indeed, this footprint sometimes exists before they are even born and they are often not aware of the impact it can have on their emerging professional identity. An individual’s digital data can be viewed, analysed and shared by anyone with an online connection including employers and professional bodies.

With an increasing emphasis in Higher Education on graduate attributes and the expectation that universities will produce employable graduates, it can no longer be left to chance that students will recognise the need to ‘refresh’ their digital footprint. They need to be supported to critically reflect on what information about them is available in the public domain and re-align it to meet the goals of employability and professional accreditation. Accordingly, university curriculum needs to incorporate explicit skill and knowledge development to help shape this future focussed identity profile.

This presentation will address the ‘Practices underpinning curriculum transformation’ theme and will highlight how the curriculum was modified across a range of health professional courses to explicitly engage students in critiquing and enhancing their existing digital identity. A scan of social media and online networking sites was undertaken to ascertain what was currently available on each of the students on the class list. It was a shock for some students when they were confronted with what the facilitator was able to discover about their identity on line – both positive and negative. Evaluations of the sessions were shared on Social Media and follow up scans were conducted to evaluate learning and profile changes.

Strategies will be shared on how to design curriculum solutions that support students to critically reflect, amplify positive and minimise negative data relating to their online profile and digital footprint.
Foundations programs across higher education introduce new academics to the fundamentals of learning and teaching. However, encouraging time poor academics to engage in pedagogical training remains a battle, even within the push towards quality assurance and performance indicators seeking to mandate such training. With pressures on academic staff changing, the way we provide professional learning must also change. This study investigates the design and introduction of a new, open learning, Foundations of University Teaching Practice (FUTP) which transformed an existing face-to-face experience into a fully online, asynchronous set of modules. The new FUTP was built in response to the changing work patterns of modern academics, and to maximise workforce accessibility. The program supports staff to engage in learning through an open design — a design which offers freedom of place, pace, and time for learning, plus freedom of medium (HTML, PDF, ePUB for mobile devices), with a focus on optimising the use of open educational resources. Our study evaluates the effectiveness of the FUTP, not through traditional evidence of changes in teaching quality or student learning, but instead through a focus on the achievement of the goals of the participants and the goals of the course designers. This approach uses critical reflection on the achievement of desired goals to establish evidence of effectiveness, and to inform any plans for future improvement. Using a participatory action research methodology, data was gathered via focus groups, an online survey and semi-structured interviews, giving a strong participant presence to the research and enabling us to more fully understand the impacts of the FUTP. In this presentation, a narrative approach will be taken as an appropriate way to embrace the interplay between personal and professional threads which weave together in response to this curriculum transformation. Our small study, involving 14 university teaching staff, revealed a strong, positive impact from the FUTP. Staff embraced the new approach to pace and place of learning, and the characteristics of flexible access were highly valued. Participants reported having redesigned their teaching. This was all concrete evidence that knowledge about teaching and learning had been increased, and design goals had been met. With technology offering opportunities for increased flexibility in learning, and the need for greater access driving curriculum transformation, our new FUTP is an example of a transformation put into practice.
The Behrendt Review recommended raising Aboriginal Australians' representation in higher education from around 1% to at least parity with the representation of Aboriginal people in the Australian population, around 2.2%. However, the number of Aboriginal people completing undergraduate qualifications persists at around 1.2%. Aboriginal students from regional and remote communities are even further underrepresented in higher education statistics.

Curriculum transformation is central to increasing participation of Aboriginal Australians in higher education, representing the promise to democratise and decolonise curriculum design, production and delivery. Over half of Aboriginal Australian university students have entered higher education through enabling programs, and research suggests community-based outreach programs are a way of increasing Aboriginal participation further. Responding to this, UniSA College has tailored an outreach enabling program (the Indigenous Pathways Participation Program), delivered at four regional centres in South Australia.

The IPP Program is a reconceptualization of UniSA College's Foundation Studies Program, achieved through consultation with Aboriginal communities' leaders and representatives, building on previous UniSA regional programs, and drawing from findings delivered in Fredericks' et al report, Path+Ways. It is an 18 month, fee-free program consisting of 9 units and, commencing in 2016 with 35 students across three regional SA sites, the 2017 IPP Program has expanded its intake to 74 students across four regional sites.

Aboriginal Australians' experiences, knowledges and worldviews are given prominence within the curriculum through the delivery of the regional specific Aboriginal Knowledges, Learning & Cultures course and Land Management course, tailored with considerable input from local indigenous experts. These courses engage students’ understanding of culture and country, raising awareness of knowledge construction and production, media representation, stereotypes and racism. Students’ academic, digital and numerical literacies are developed to the same level as traditional curriculum models, building skills needed for success in future undergraduate programs. Aboriginal and non-Aboriginal regional staff work together to design and deliver the curriculum, also providing individual tutoring and pastoral care to students. The intensive, scaffolded support from regional and central staff is instrumental in ensuring students feel supported and able to succeed. With the first students transitioning into internal or online UniSA degrees in mid-2017, these skills will be the key to students succeeding in undergraduate study using different delivery models.

“I want my future to be different and successful for personal gain and direction for my children. Uni is what will make this change happen.” UniSA IPP student.
Using national census data to understand the science workforce and implications for curriculum design

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Recent national reports have highlighted the contribution that the sciences make to Australia. The importance of science and related fields (technology, engineering and mathematics – collectively STEM), for national innovation and competition is recognised internationally, and drives concerns about the adequacy of national STEM workforces. Many developed economies report perceived shortages of STEM qualified workers, yet other investigations in the same countries report limited evidence for concerns about the number of STEM graduates and their relatively poor employment prospects. Rational education design dictates that science curricula should be based on a realistic representation of the actual practice of science.

It is known that many Australian science graduates do not work in a science occupation in the longer term. The makeup of the Australian science workforce is less well known. The nature of science work and the science workforce is often much more complex than the view presented to students (both those considering studies in science, and those currently completing undergraduate studies), and that upon which undergraduate science curriculum design is typically based. The research presented here aims to present an authentic overview of the Australian science workforce, and where graduates of Australian undergraduate programs fit in.

Here we analyse the latest Australian national census data covering educational qualifications and occupational roles reported by the Australian population to:

1. identify where bachelor of science graduates work;
   a) identify who works in science occupations; and
   b) reveal the complexity of the Australian science workforce.

Using the latest Australian national census data we present a detailed analysis of the makeup of the science workforce and the occupational outcomes for graduates of undergraduate science programs in Australia. The data show that the Australian science workforce is comprised of people with a wide range of educational qualifications, and, even immediately post-graduation, many Australian science graduates pursue non-science occupations. This analysis presents important findings and recommendations for those designing and re-designing undergraduate science curricula that seek to equip students for the best employment outcomes, given the nature of the science work environment, and the short- and long-term occupations that science graduates actually pursue in Australia.

This work is relevant to the ‘Curriculum Transformation Drivers’ conference theme.
Flourishing in a Second Language (FL2): Developing an approach to integrating Positive Psychology, Transition Pedagogy and CLIL principles

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Ensure you address the criteria for your preferred presentation format and that the abstract addresses the conference theme or sub-themes relating to curriculum transformation.

Can learning a second language contribute to students’ flourishing (Keyes, 2009)? This is the question at the origin of the Flourishing in a Second Language (FL2) project – a language curriculum for first-year university students which integrates positive psychology (Seligman, 2011), Transition Pedagogy Principles (TPP) (Kift, 2009) and Content and Language Integrated Learning (CLIL) principles (Coyle, 2006).

The FL2 project - funded through a Seed Grant from the Australian Office of Learning and Teaching – identifies a new approach to second language learning and teaching, which includes techniques and strategies that support transition and are believed to facilitate students’ psychological, emotional and social well-being. By creating learning experiences that are personally relevant and that facilitate alignment between learners’ interests, linguistic goals and cognitive challenge posed by the tasks, the FL2 project also aims to increase the perceived value of language learning, hence sustaining students’ motivation to persist in their study of languages.

In this showcase, we report on the design, development, trial implementation and preliminary evaluation of the FL2 activities and of the workshops delivered to tertiary language educators across Australia. First-year students of Italian at two Australian universities participated in the trials and six workshops plus a webinar were delivered to ninety language educators operating in a variety of teaching areas and contexts including European and Asian language departments as well as English as a Second Language programs.

Preliminary evaluation data which will be presented for this showcase includes student surveys and interviews, as well as our observations of workshop participation and engagement. While our project is a relatively small step in the direction of curriculum transformation on a larger scale, the results of our evaluations suggest that it has the potential to transform student learning and teaching practice. The project focus on student efficacy, positive relationships and well-being was extremely well received and appreciated among both students and language educators. Furthermore, our informal discussions with staff teaching in areas other than languages suggest that our approach may be adapted to support students in other areas, including sciences and other skill-based disciplines.

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Over the last fifteen years, open educational practice (OEP) has been positioned as an approach that can improve student equity in higher education; improve the quality of course offerings; build new educational partnerships; provide alternative points of entry and credentialing systems for students; and lower financial barriers to education. Whilst universities in North America, Canada, the United Kingdom, New Zealand, Africa, and Asia have piloted (and in many cases made mainstream) open education projects, Australian practice is relegated for the most part to isolated, localised initiatives.

The University of Southern Queensland (USQ) has offered Open Educational Practice Grants annually since 2015, coupled with a qualitative research focus on the lived experience of grant awardees as a method to inform institutional practice and strategy. The grants provide funded opportunities to reduce barriers to education; to explore alternative methods of engaging with industry and professional bodies to meet their educational needs; and to design, develop, and evaluate frameworks that allow content in the Learning Management System (LMS) to be shared and edited openly to improve course offerings.

This Showcase will demonstrate a whole-of-institution commitment to developing capacity for open practice that draws on participant interview data that responds to institutional barriers and enablers to OEP, and provides authentic examples of funded outcomes made freely and openly available to the sector. Particular attention will be paid to role of communities of practice in shared capacity development and fostering emerging leadership in open practice at the institutional level. Finally, the role of cross-team collaboration within the USQ Academic Services Division (ASD) in providing a holistic approach to design and development will be evaluated in the context of funded grant outcomes.
Using the student voice in curriculum transformation

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Students are an important source of information for curriculum transformation but their views are best sought during the learning experience, rather than through end of course surveys. Our experiences show that students are willing and able to provide useful and contextual feedback on their learning when opportunities are integrated into course design with appropriate structures and incentives. Such course design can result in learning gains as students derive metacognitive benefits through improved self-evaluation and can also highlight mismatches in staff and student expectations, leading to better scaffolding and curriculum design.

We will discuss two contrasting examples of this strategy. The TREASURE (Teaching Research: Evaluation and Assessment Strategies for Undergraduate Research Experiences) project was an OLT-funded project that investigated the use of structured learning journals to surface student learning in research environments. It has recently been extended to medicine and paramedicine students and to an intensive course. Students are given ownership and agency by allowing them to respond to prompt questions to report in their own words on what they are learning. We will evaluate their responses in relation to course learning outcomes.

The second approach engages students in the co-creation and evaluation of assessment questions through PeerWise. This gives students some ownership of assessment and allows them to evaluate what is important in course content and to experience the challenge of good question design. The comment function of PeerWise facilitates peer-to-peer interaction and we will show that this supports students to evaluate and constructively criticise questions, thereby gaining assessment literacy.
An improvement approach: How can we use student evaluations to improve teaching?

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Many university teachers evaluate their teaching, however, only some use student evaluations to improve their teaching. We theorise that an individual teacher’s approach to evaluations may be a deciding factor in whether or not they use their evaluations to improve their teaching. In order to investigate this, we conducted seven focus groups with 18 award-winning university teachers who use student evaluations to improve their teaching. In the focus groups an open-questioning technique encouraged the teachers’ discussions on how they improve their teaching on the basis of evaluations. Participants explored their approaches, processes, and strategies around collecting and using evaluation data. A general inductive analysis was used to identify how these teachers approach their evaluation data. We found that the teachers took a reflective approach to student evaluations. They aimed for constant improvement in their teaching, and regarded evaluation data as formative feedback that they could apply to improve learning outcomes for their students. In this presentation we describe this ‘improvement approach’ and offer it for other teachers to emulate. The teachers’ overall approaches have been reported elsewhere; therefore, the focus in this session is on the details of the practical strategies they used to improve their teaching on the basis of evaluations. We argue that if teachers take this reflective, formative, student-centred approach, they can also use student evaluations to improve their teaching. Subsequent to this research, the improvement approach has been fostered at the university in which the study was conducted, and successfully used to inform and improve teaching.
Social constructivist learning theory highlights the value of peer-to-peer and collaborative learning opportunities in promoting enhanced participation and student-centred learning. The STIMulate program provides support for learning in the broad areas of maths, science and IT. Operating under a social justice framework, the program is unique in bringing together a team of experienced student volunteers and academic staff to facilitate the learning of any coursework student regardless of campus or degree. As such, it represents an institutional response to enhance student learning, experience and success. Central to the success of the program is the provision of peer support by a team of high-achieving, trained student volunteers; the Peer Learning Facilitators (PLFs). Understanding the motivations, expectations and experiences of this diverse team is necessary to appropriately manage the program, support realisation of the self-determining aspects of participation and provide authentic opportunities for volunteers to develop capabilities.

Following the pragmatism paradigm of research, we implemented a convergent parallel mixed methods design in order to obtain a more complete understanding of this relatively new topic. Using a survey instrument adapted from the Volunteer Functions Inventory, we assessed individual change in three drivers of participation - autonomy, mastery and purpose, over the first semester of volunteer service with the program. Quantitative
analysis was performed using profile analysis via multidimensional scaling of the respondents’ changes of agreement to the 20 Likert-scaled motivation items. Three latent prototypical patterns were identified, describing diverse motivational changes in PLFs as they become experienced in the role. Text network analysis was conducted as qualitative analysis of answers to open-ended questions in both waves of questionnaire surveys. This content analysis revealed local contexts and meaning circulations in the text plus respondent clusters. Finally, results from both quantitative and qualitative strands were synthesised to reach a comprehensive understanding of the issue. The findings of this work represent an important first step towards developing an evidence-based approach that recognises the diverse motivations of student volunteers engaged in academic support programs and informs tailored co-curricular learning experiences that will contribute to their success as outstanding graduates.
Higher education in Vietnam is highly centralized in management and governance, even in curriculum (Phan, Lupton & Watters, 2016; Dao, 2015; Tran et al., 2014; Dao & Hayden, 2010), which reflects the curriculum as control over contents model (Annala et al., 2016). The transition to autonomy in curriculum was still under the way and students’ voices in curriculum construction are continued to be unheard (Phan et al., 2016). Phan et al. (2016) emphasized the product and teacher-focused curriculum was widely perceived among higher education stakeholders and proposed that student-focused understanding of curriculum and teachers’ agency in curriculum needs to be promoted in professional development training program for higher education teachers. This case-study looks at the compulsory training program for higher education teachers, organised by one university in the Mekong Delta River region in Vietnam. The November 2014 cohort of the program in this university was chosen and fifteen program participants in this cohort were selected for the study. Participants came from diverse disciplines and institutions. Semi-structured interviews with participants were conducted before they started the program (pre-program) and immediately after they finished the program (post-program). Interview questions related to participants’ conceptions of curriculum and syllabus design were posed. The post-program findings reflect the influence of Biggs’ (2003) constructive alignment conceptions to curriculum or the producing competences curriculum (Annala et al., 2016) on participants’ conceptions. In addition, at the end of the program, participants realized their voices and power in curriculum construction and course design, which was absent from the pre-program findings. However, students’ agency in co-constructing the curriculum and courses (Annala et al., 2016; Bovill et al., 2013) was not perceived. Implications for policy makers and teacher trainers will be presented.
This paper showcases the preliminary results and analysis of a large-scale curriculum transformation project underpinned and implemented through robust learning design principles. Educational technology has penetrated the foundation of learning and teaching in higher education but its uptake has not necessarily led to transformative practice (Selwyn, 2016). Laurillard (2012) argues that the notion of ‘teaching as design science’ is more important than ever because rapid uptake of technologies for learning often lead to default (transmission) learning designs being adopted. Traditional universities are also entering new markets and being challenged to offer new forms of learning and professional development such as Massive Open Online Courses (MOOCs). The more we digitise our learning environments, and learner engagement within these environments, the more rigorous learning design is needed to effect real pedagogic transformation.

Given this climate, in a world first initiative, Deakin University has decided to offer a suite of full postgraduate degrees through an international MOOC platform, FutureLearn. This aims to both expose our offerings to new markets and to trigger broader digital curriculum transformation throughout all our cloud offerings. In these new programs degree units are delivered as a combination of open and closed modules, allowing for both enrolled degree students and open taster courses. The methodology we have adopted to deliver this project is based on iterative design thinking, agile project management and Laurillard's (2012) ‘teaching as design science’. This approach allowed us to i) maintain the integrity of the degree programs, ii) maximise the affordances of the new platform and iii) cope with extremely short timelines.

In reimagining their curriculum, usually delivered through a traditional LMS, educators first capture their design as “pedagogic patterns” (Laurillard 2012) that can be created, shared and refined with a community of practitioners working together. We then developed a templated learning design framework using a consistent and structured approach to guide curriculum development for scalability. Our framework maximises the pedagogical affordances of the FutureLearn platform: it presents a clear learning narrative/sequence in simple, chunked steps with discussion/collaborative activity linked directly with each learning step. The learning experience becomes activity focused rather than focused on the consumption of information or acquisition of knowledge.

The current paper not only offers a series of principles and frameworks that have widespread applicability across any online course development but also makes significant contributions to the existing literature around the innovation of digital learning and teaching in higher education.

2. Key words

Learning design, MOOC, curriculum transformation

References:
Developing or renewing university programs or units is often approached by academics as a bureaucratic task that involves the completion of numerous templates and forms and often in isolation from their colleagues (Moon, 2002). For example, it is common for a Program Director to decide on major or minor changes in the program while the rest of the program team only contributes their ideas at the unit level. This approach, while reflecting the practical realities of many institutions, has been questioned by scholars in the area of curriculum development (Raban, 2007). Most recent literature in the area calls for a team-based approach to university curriculum development that has the potential to provide dynamic and deliberative university programs (Dempster, Benfield & Francis, 2014; Voogt et al, 2011). It is imperative that academics work with other university teams, the community and industry to provide integrated and coherent programs. To address the aforementioned challenge, a learning design methodology for program-level curriculum development was established in an Australian University. The methodology is founded on such principles of collaborative professional learning and design thinking (Goodyear & Dimitriadis, 2013; Hokanson, & Gibbons, 2014). The methodology was piloted by four Faculties and eight academic program teams as well as by two cohorts of international academics visiting the University for Professional Development. Participants in the methodology were interviewed about their experiences using focus groups. The facilitators of the learning design methodology were interviewed in one-to-one semi structured interviews about their experiences in using the methodology to drive curriculum development. Four iterations (methodologies) of the original methodology emerged as a result of the analysis. The four emergent methodologies were:

A) **Learning Design that** supports academic teams to develop a new program from a pool of existing units.
B) **Learning Design that** supports academic teams towards the development of a new program that requires development of new units.
C) **Learning Design that** supports academic teams to develop new units in an existing program.
D) **Learning Design that** supports academic teams to align existing units within an existing program.

All the learning design models will be detailed in this showcase presentation together with the data that supported its implementation.

**Supported Bibliography**


Employability in a Global Context: Learnings for Australian practice

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Background/Context:

Employability and graduate outcomes are a critical international debate in higher education. This innovative international study brought together academic researchers and career services staff as collaborators. The researchers asked: How is employability defined, driven and communicated by universities internationally? The study explored global trends in the intersecting domains of employability, work integrated learning, career development learning, and learning and teaching practice. Phase 1 (early 2017) engaged nine universities across Australia, Canada, and the UK. Phase 2 (from mid-2017) will engage a further 11 universities (six total countries).

Initiative/Practice:

To understand how employability is defined, driven and communicated by universities internationally through synthesised strategic conversations from diverse global perspectives.

Method(s) of Data Collection and Analysis:

A qualitative descriptive methodology was used, with a series of strategic or ‘active’ Skype interviews led in turn by each collaborator. Interviews involved a senior member of the learning and teaching community and a senior careers service staff member from each university; consistently moderated by the project RA.

The initial transcript analysis applied a “naturalistic” coding process that started with reading each transcript without applying codes. This was followed with a constant comparative analytical scheme that involved unitising and categorising the text. Six rounds of discussions between the coders led to the final codebook.

Evidence of Outcomes and Effectiveness:

The analysis identified three consistent themes:
• Conflicting definitions of employability even where institutional strategies were established;
• Common external and internal factors impacting effective employability strategies both inside and outside the curriculum; and
• Common characteristics of good practice.

The data indicate factors that impact the design and delivery of employability strategies. These factors may be either externally/internally driven or a combination. The showcase presents the research project and key outcomes, and examples of practices occurring globally which lead to good practice in embedding employability to develop career-ready graduates.

Relevance to Theme:

The one factor common to students and academic staff is the curriculum. This study seeks to inform the development of effective employability development inside and outside of the formal curriculum, by highlighting conditions contributing to good practice and strategies for overcoming common challenges. By engaging both academics and career practitioners, the outcomes are of real and lasting value to educators, learning and teaching leaders, curricular advisors, and careers services.
Exploring the Experiences of Low-SES students from Enabling Programs: A Report on Equity in Higher Education

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Enabling programs are designed to transition students from equity groups to higher education. These programs provide increasingly popular pathways to university (Hodges et al. 2013); however, there is limited research on the experience of these new students and their transition to undergraduate studies.

In 2016, the research report ‘Exploring the experiences of low-SES students via enabling pathways’ was produced as a result of a 2015 Student Equity in Higher Education Research Grant from the National Centre for Student Equity in Higher Education. This research explores students’ experiences of transition from pathway programs to undergraduate degrees at The University of Adelaide and the University of South Australia. This research employed qualitative methodology to conduct in-depth interviews with twenty enabling program alumni. Interview analysis utilised notions of habitus and cultural capital (Bourdieu 1984), alongside insights from class theory and intersectional analysis in gender studies. Report findings highlight the transformative experience of students in enabling programs and the ways in which curriculum supports this transformation. Interviewees reflected positively on their growth in academic knowledge, self-efficacy, confidence and educational belonging. There were also many challenges, which were often exacerbated by low-SES. Across the diverse group of interviewees, students experienced financial and time pressures, stress of negotiating change, physical and mental health issues, and sometimes even relationship breakdown as students reshaped their identities. The act of becoming a tertiary student and a part of these different institutions was a contested time which students negotiated through a range of approaches. Synthesised analysis of this research resulted in the production of three case studies, which emphasise aspects of these experiences.

The research found that class and SES provided useful initial approaches for understanding the student experience in enabling education and transition to undergraduate degrees. Overall, the experience is positive, yet also a challenging time of change and development for the students. The stark diversity of the student cohort and the multiple trajectories of disadvantage experienced by many highlights that this research is just the beginning of understanding their experiences. Incorporating greater intersectional analysis in future research will assist in extending insights, ultimately supporting the engagement of more diverse student groups with higher education. This paper will discuss the report findings and student experiences in depth, in order to generate greater understanding of the realities of the low-SES student experience via enabling pathways, which will inform curriculum and program development.
Facilitating curriculum transformation through effective language teaching: Insight from students’ learning experiences

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The Hong Kong education system has recently undergone a major structural reform, changing from the seven-year secondary and three-year tertiary education system to the six-year secondary and four-year tertiary one. This has led to significant curriculum transformation in the local higher education sector. During the transformation, many universities sought to enhance students’ communicative competence in order to optimise their learning in an increasingly internationalised environment, where English is the language for knowledge exchange among students of various first language backgrounds. However, many students, both native and non-native speakers of English, find it challenging to express their ideas critically in academic contexts (Hyland, 2014; Tsui, 2014). In this connection, the University of Hong Kong, an international English-medium university, has developed Core University English (CUE), a mandatory English for academic purposes course taken by over 3,000 first-year undergraduates per year. Students acquire the necessary communication skills which facilitate their learning in the newly developed Common Core Curriculum, covering science and technology, humanities, global issues, and China as the four areas of inquiry.

This study explores the impact of curriculum transformation driven by the structural reform and the demand of internationalisation in higher education through students’ evaluation of their English learning experiences in the transition to university studies. First-year undergraduates were invited to respond to a questionnaire about their English learning backgrounds and expectations of university learning. Among the 1,012 respondents, 66 with diverse backgrounds were recruited to participate in two one-to-one semi-structured interviews to evaluate their learning experiences in CUE. Their learning gain was also observed through the analysis of students’ diagnostic, interim and end-of-course writing. The data revealed a gap between their language skills learnt in secondary school and those required in university studies. Writing and speaking were considered most needed in university studies; and key aspects such as critical argumentation, features in academic writing and tutorial discussion strategies seemed to be missing in their pre-university experiences. Acquiring these skills in CUE effectively enhanced students’ disciplinary learning and university experience. The findings provide curriculum developers and university teachers with insight into the significant role of academic English for communication, and how good practices of language teaching can enhance students’ learning experiences. The study also sheds light on the importance of considering students’ backgrounds for curriculum transformation and innovation.

References
The role of placements as reflective practicum in the health services curriculum

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Background/context

There exists a growing literature that explores employers’ oft-voiced concerns that new graduates be work ready on being employed (Hager & Holland, 2012). Work readiness, or employability, has been defined as “the extent to which graduates are perceived to possess the attitudes and attributes that make them prepared or ready for success in the work environment” (Caballero, Walker, & Fuller-Tyszkiewicz, 2011, p. 42). But of as much interest to educators is whether students perceive themselves as work-ready when they graduate (see, for example, Walker et al., 2013). That they reflect on their work readiness is vital for their learning, especially in the case of work placements, or internships (Smith et al., 2007).

POPLHLTH 302: Health Service Placement is the capstone course for Bachelor in Health Sciences (BHSc) students at the University of Auckland. It aims to enable Population Health students to develop through experience the competencies that they will need to be employed in a broad range of roles in the health sector, including health policy analysis, health management, health information and health promotion. It provides students with the opportunity to gain a critical understanding of an organisation through day-to-day engagement with the provision of health services, and thereby to transition from university to work and to develop lifelong learning attitudes and skills.

The initiative/practice

This showcase explores how community health placements can serve as a “reflective practicum” (Schön, 1984) for Health Sciences students and positively affect their perceptions of their work readiness.

Method(s) of evaluative data collection and analysis

About eighty students enrolled in POPLHLTH 302 completed a questionnaire before and after their placement about their skills, confidence and readiness to participate in the health workforce, and their knowledge of it and the health needs of the New Zealand population.

Evidence of outcomes and effectiveness

The students surveyed felt that the greatest advances in their work-readiness through participation in a reflective practicum were in the domain of work skills and the confidence to apply those skills. They thought that reflection played a significant role in the impact of placements on their work-readiness.

Relevance to the conference theme and selected sub-theme

This showcase explores the impact of work placements, or internships, which are a key element by which higher education institutions are aiming to transform the curriculum to focus on work readiness, or employability.

In the contemporary higher education context teaching effectiveness is increasingly scrutinised and linked to academic professional career progression and development. Frameworks for evaluating teaching effectiveness have been developed and promoted in the Australia context. The Australian University Teaching Criteria and Standards Framework developed by Chalmers and Cummings (2014) with funding from the Office for Teaching and Learning is intended as a practical, flexible guide to assist a range of higher education institutions and their academic staff to clarify what constitutes quality teaching at university level. In the Malaysian higher education context teaching effectiveness is likewise linked to academic career.
progression and development and as in Australia there is no universally accepted framework for assessing teaching effectiveness and quality. Prior to this project, no research has been conducted in Malaysia to determine teaching effectiveness in universities and in Australia only limited research has explored this aspect of teaching and learning.

The intention of this project was to research the applicability of the Australian University Teaching Criteria and Standards (AUTCS) Framework in both Malaysia and Australia to ascertain the level of use of the criteria and standards at each university and the perceived appropriateness of those criteria to the processes of teaching performance and development, probation, and promotion. This paper reports on a major comparative study of perceptions of quality teaching standards and criteria comprising the Australian IRU universities network (4) and the Malaysian Research Intensive University Network (6). Participants included key stakeholders involved in the performance and development, probation, and promotion processes in each IRU and MRUN institution to identify the most used and most valued teaching criteria. The surveys were administered in between December 2015 and March 2016.

The value of the AUTCAS as a common framework is examined and supported through our findings. These also show a fairly high level of agreement among the 4 IRU universities surveyed about what is considered important and not so important when examining effective teaching. Yet, surprisingly, only three of the top 10 standards used in performance reviews are also in the top 10 for promotion. In the Malaysian context findings show areas of expected consistency but, also a general lack of consistency between what is important and what is currently used.

Reference
Using industry news to enhance subject mastery and foster deep learning

This proposed showcase presentation outlines a tutorial activity that was successfully implemented in a second-year, undergraduate public relations (PR) course in 2016 as part of that course’s curriculum redevelopment. The activity, however, could be implemented in many courses.

The initiative involved a structured, weekly discussion of a collation of top news items from the previous week relating to the PR industry. The collated items were attractively assembled on one, easily-accessible PowerPoint slide that contained hyperlinks to articles and video clips that were shown in class during the discussion. The slide was also released to students afterwards through the course e-learning site.

The weekly discussion of the collated news items served several purposes. First, evidently, it gave students a highly recent update of major events and trends in the PR industry. Second, and importantly, it functioned as a collection of inductive and deductive examples that enhanced subject mastery. That is, each week’s news items either illustrated past weeks’ PR theories or topics (deductively), or helped explain the particular week’s theories or topic (inductively) later in that tutorial. Linking to previous weeks’ materials also enhanced students’ recall of those materials. Third, it fostered students’ deep learning, thanks to the many connections made between theories and news items from across the different weeks. Fourth, it eased the students into the tutorials by engaging them in less-weighty, topical content before delving into more complex theoretical materials. The presentation will demonstrate how each of these purposes was achieved using examples from 2016. In this way, it will contribute to advancing knowledge of good practice, specifically in tutorial or classroom delivery.

The effectiveness of the activity was measured using qualitative and quantitative data, which will also be outlined. Overwhelmingly positive qualitative responses were registered in: a mid-semester survey; the formal end-of-semester course evaluation; and a separate end-of-semester survey conducted by the instructor, also featuring quantitative data, specifically about the activity. To cite one representative example, a student wrote: “PR in the News was a fun activity that got us engaged in the PR industry as a starter to the class and was a nice introduction into what we were doing by relating theory to real-life examples.”

This showcase presentation speaks broadly to the conference theme and, more specifically, to the conference sub-theme of ‘practices underpinning curriculum transformation’. It shows how good practice was systematically embedded (weekly) into a re-developed undergraduate course, thereby supporting successful curriculum transformation.
Evaluating undergraduate research experiences in science and health professional courses

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Undergraduate research experiences are a valuable component of research-led education, enhancing development of generic skills for students and at an institutional level facilitating the integration of teaching and research. Learning in undergraduate research projects can be limited by students’ unrealistic expectations and lack of research skills. For students in professionally-focused health courses, an additional barrier may be negative perceptions of the relevance of research to their career goals. The focus of this project was therefore to evaluate expectations and experiences of students in undergraduate courses, and to incorporate learning tools into these experiences that aimed to make the learning processes more explicit to students and supervisors.

During the project a total of 181 students in three undergraduate units participated in a series of surveys. The survey questions encouraged students to reflect on their expectations and experiences of research while undertaking a research experience. Participating students were undergraduate students enrolled in science/medical research, paramedicine or medical courses and undertaking a research experience as part of the undergraduate curriculum.

A key preliminary finding is that a common expectation of research experiences across all cohorts is to gain an understanding of the process of research. However, student expectations are coloured by the Intended Learning Outcomes and description of the research experience. Reflections of health professional students regarding relevance of research to their future career were largely positive, suggesting an absence of contextual barriers. However, it is possible that specific learning outcomes identifying generic skills such as teamwork shape student expectations. In addition, preliminary analysis suggests that the science cohort was less comfortable with the reflective writing nature of the surveys than the medicine and paramedicine cohorts. A review of the earlier components of the paramedicine and medicine courses suggests that these curricula provide earlier introduction to this style of learning. While a more explicit understanding of the research process is apparent in the reflections of some individual science students, their reflections are generally less sophisticated than the medicine and paramedicine students, and this may reflect their lack of familiarity with this writing style. Detailed curriculum mapping and further analysis of the quality of the reflective writing of the different cohorts may indicate that it would be valuable to introduce reflective writing tasks earlier in the curriculum.
Challenges to building capacity for curriculum transformation through standards and performance criteria

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Points for debate

Institutions are increasingly required to demonstrate quality against external standards, and to respond to the changing higher education environment and expectations. As a consequence, institutions have been engaging in significant curriculum reform (Blackmore & Kandiko, 2012). The new Australian Higher Education Standards (2015) under the Domain (3) Teaching, specify that three elements are critical for higher education institutions to demonstrate (1) Course design, (2) Staffing and (3) Learning resources and educational support. These elements need to be understood as intertwined and co-dependent elements in the enterprise of teaching. Institutions need demonstrate that they are meeting the HES standards but how they do this is not immediately apparent.

The skills and capacity of staff to engage in curriculum reform and the need to teach the curriculum in different ways has led institutions to reconsider how they employ and prepare their staff and how they provide ongoing support to maintain the desired changes. Consequently, there have been significant changes in the types of roles in which staff have been employed to carry out curriculum design, the teaching of the courses and the support of students. Many of these roles are short-term with limited contracts, further contributing to the disaggregation of the traditional teaching role. One way institutions have addressed the quality risks associated with a disaggregated curriculum design and teaching process has been to establish rigorous policies and processes of management and review and it is compliance with these policies that are typically assessed by external quality standards. Another has been to develop explicit performance expectations for staff engaged in the design and teaching of the courses. Less common but potentially more powerful are performance expectations and standards for the departments responsible for the resourcing and staffing of the courses.

Point for debate

It is argued that it is at the department level that the greatest impact on the quality of the curriculum and teaching may be achieved to sustain ongoing curriculum reform and ensure that staff are skilled and knowledgeable to teach the courses and support the students. It is further argued that the current focus on the performance of individual staff and the institutional policies and processes has reached its productive limit.


Themes addressed

Curriculum Transformation Drivers

- Exploring the impact of current higher education climate both nationally and internationally on curriculum innovation and management, for example the employability agenda and professionalism of the workforce;
- Ensuring regulatory requirements (for example, the Higher Education Standards Framework) are being met;

Facilitating Curriculum Transformation

- Ensuring workforce capacity, capability and working patterns are aligned with change and innovation;
Considering the contextual forces and drivers that shape curriculum design

Curriculum design doesn’t occur in a vacuum. The intentional or unintentional processes that academics use to plan curriculum occur within a social-cultural context (Lattuca & Stark, 2009). While Lattuca and Stark primarily consider this context as the disciplinary cultures in which curriculum design occurs, others argue that curriculum designers also need to consider and be aware of the economic and political context (Parker, 2003; Blackmore, 2004; Karseth & Sivesind, 2010; Orrell & Higgs, 2012). This context is increasingly neoliberal (Olssen & Peters, 2005; Roberts, 2007; Giroux, 2009; Blackmore, 2013; Orrell & Sanderson, 2015), generating forces and drivers external and internal to the curriculum that ultimately shape the higher education sector. A case in point was evident in a recent study that examined curriculum design in the Australian Bachelor of Arts program. This study identified a range of forces external and internal to the institution and to the program that directly influence the curriculum. It traced how those responsible for curriculum decision-making responded to these forces and tracked the impact of those decisions over a 7-year period. The impact has resulted in a slow transformation of the program, prompting a gradual evolution from a loose structure where anything was possible to a tightly structured program with particular intended outcomes (Author, 2015).

This round table session invites participants from all discipline areas and programs of study to collectively and critically consider the impact of neoliberal forces and drivers on the curriculum design, innovation and management of programs in their fields. The session aims to generate an understanding of the impact of the neoliberal milieu on curriculum planning. It begins with a brief presentation of the forces and drivers and their impact identified in the BA case study as a conversation starter. Round table participants will then be invited to consider whether the elements outlined resonate with their curriculum experiences and with their disciplinary contexts, within discussion intended to highlight commonalities and capture differences. This round table session concludes with a discussion about the broader implications of the impact on curriculum that these forces have, considering questions such as “What are the implications of responding to such forces for curriculum integrity?”, “What changes occur between the initial curriculum intentions and final student outcomes as result of curriculum shifts that occur in response to such forces and drivers?” and, possibly more importantly, “What can and should curriculum designers do about it?”

The proposed round table session specifically addresses the theme: Curriculum Transformation Drivers and specifically the sub theme Exploring the impact of current higher education climate both nationally and internationally on curriculum innovation and management.

References


Creating a shared culture of mobile technology use in workplace learning

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The points for debate

- What is the value in bringing workplace learning and mobile learning together and how could mobile technologies enhance workplace learning?
- Who leads the change and integration of mobile learning in workplace learning?
- How can various stakeholders come to a shared understanding of the expectations, role and advantages of integrating mobile learning in workplace learning?
- How could we better prepare students, academics and workplace educators to make appropriate and ethical use of mobile technologies for workplace learning?
- What are the implications for higher education curricula?

Rationale

Rapid technological developments and the disruption to traditional work roles and practices have led to changes in the way we learn, work and relate to each other. Australian universities have responded to these shifts by changing how they prepare students for their future work, including promoting workplace learning (WPL) and mobile learning. Workplace learning is common practice in professional education and enables students to learn in professional settings under the supervision of an established practitioner. Mobile learning is increasingly becoming a core aspect of university education. However, the use of mobile devices for learning and work varies widely across individuals, disciplinary contexts and workplaces.

In higher education, technology advocates and phobics can be found among students, academics and workplace educators (WPEs). Techno-advocates might promote or defend the ubiquitous use of technology as something that can only help improve our learning and working lives, making it easier to manage our time, tasks and connections across settings. Techno-phobes might argue that technology is a liability as it distracts from learning, dilutes the primacy of place, diminishes the physical teacher presence, increases workloads and leads to addictive behaviours. We have found, however, that the majority of students, academics and WPEs are often positioned somewhere between those two ends of the spectrum (Trede et al., 2016). Though
willing to use mobile technology for WPL, they might, at times, be uncertain about the affordances of learning mediated by a mobile device and how to make the most of mobile technologies in curriculum design.

The debate needs to shift away from defending one position over the other towards a careful rethinking of how, when, what mobile technologies can be better integrated into curriculum to enhance WPL. There is a need for discussion among all stakeholders about the use of mobile technology in professional settings to enhance learning and work. This round table will contribute to this conversation about how to blend WPL and mobile learning pedagogies into higher education curricula.

Reference


Relevance to the conference theme

This round table is relevant to the “Curriculum Transformation Drivers” theme and, more specifically to the sub-theme “Exploring the impact of current higher education climate both nationally and internationally on curriculum innovation”. The increasing use of mobile technology in the education arena has only just started to be addressed for workplace learning. The use of mobile technology has implications for higher education institutions that are increasingly including employability and work-readiness in their graduate outcomes. Therefore a focus on how to better integrate and blend mobile learning and WPL pedagogies in curriculum design is timely and relevant to this stream.

Keywords

mLearning, mobile technology, workplace learning
Curriculum Transformation in an International and Transnational Space: Navigating the complexities of quality assurance process

Curriculum transformation has become a buzz word in international higher education over the past decade. Higher education institutions are striving to enhance curriculum agendas to meet present and future market needs. Curriculum transformation projects in Australia and in the Asia Pacific region focus on improving the student learning experience, innovative learning and teaching approaches, enabling learning through technology integration, and preparing learners for the global workplace as citizens of the world. In this roundtable discussion, the points for debate will focus primarily on curriculum transformation in the international and transnational space; the complexities of the quality assurance processes; the varied components of quality assurance; multiple stakeholders; quality assurance agents and agencies; and ethics, rights, responsibility and accountability.

Transforming curriculum is complex however the international and transnational higher education spaces create further challenges and opportunities to explore creativity within a compliant agenda to the Higher Education Standard (HES) Framework. The roundtable will draw on our common experiences in balancing the expectations, perceptions and requirements of both national and international quality assurance agencies. In this scenario, we intend to share a transnational case study from an Australian University campus in Malaysia, particularly in satisfying the requirements and balancing both the Malaysian Quality Framework (MQF) and Australian Quality Framework (AQF). Discussions on preparing academic departments, perceptions of staff, issues arising to meet audit requirements will be examined. We will invite participants to share some of their experiences and challenges encountered in dealing with these issues and to present context based solutions. We will discuss the relevance of multiple stakeholders with an imperative for a quality assurance process that commits to ethics, rights, responsibility and accountability. In conclusion, the roundtable discussion will raise pertinent questions related to the tensions between compliance and creativity in curriculum transformation and the impact of the transformation agenda on learners and teachers, seeking context based solutions.
Flipping the Classroom: Friend or Foe to Learning and Teaching?

The point for debate:

Is the use of “flipped classrooms” and the associated methods creating another form of casualisation of teaching? Further, does it potentially further marginalise sessional and casual staff, an already over-utilised and under-acknowledged group?

Context/background and why the point needs to be debated:

Our university, like others across Australia and, indeed, the world, is moving towards a more extensive online presence in learning and teaching. This movement has led to a call for more extensive “flipping” of classrooms - a technique that has varied interpretations among academics and leads to a range of results. The combination of insufficient support and training in the development and implementation of blended learning and, more specifically, flipped classrooms leads to a variety of “shortcuts” and potential misuses of the blended method of learning and teaching.

In the midst of all of this “flipping”, a colleague was approached to record a workshop that he often delivers as a lecture for inclusion in a flipped module. His response was that he was torn about whether to do it because, though he would be paid for the recording, he would essentially then make his own role redundant through that recording. More precisely, in setting to video the workshop that he developed and delivered, he would no longer be called upon to deliver it in person; the workshop would now be accessible ad infinitum, without his presence being needed. This scenario led to a larger discussion about the potential implications of flipping classrooms on the teaching workforce, particularly those already in casual or sessional roles.

There are several elements of this situation that warrant fuller and further discussion. First, the need for and consequent proliferation of technology enhanced learning (TEL) in higher education (as in all sectors of education) demands diligent and mindful consideration not only of the benefits that it brings with it, but also the potential consequences and ramifications. Next, the casualisation of the higher education teaching workforce is already a point of concern from a host of categories. However, the potential exacerbation of this issue through a tool meant to enhance and enrich the learning and teaching field is a point that merits informed and considered conversation.

Relevance to the conference theme:

This topic applies to two conference themes: Facilitating Curriculum Transformation and Putting into Practice. First and foremost, it is concerned with the nature of the workforce and the impact of change and innovation on that workforce. In having a conversation around the proposed topic, there is a potential for strong and meaningful contributions to professional development and support surrounding that change and innovation. Less directly, a conversation of this nature necessarily brings about discussion of current good practice and the ways in which elements of that practice may be directly applied to address concerns inherent in the proposed topic.
How do sequence changes in curriculum design impact on learning professional practice skills?

In this workshop we propose to focus on the transformative consequences of changes to sequence in curriculum design. One currently popular example of such sequence changes is the ‘flipping’ or inverting of teaching sequence at the subject or unit level. Other examples include Harm Tillema’s (1999) recommended immersion in practice, followed by reflection on action, which underpins problem-based and project-based learning approaches, including work integrated learning. A third example is Wineburg & Schneider’s (2012) inverting of Bloom’s Taxonomy – investigations of complex problems start by asking good questions (evaluation) before acquiring facts, not the other way around.

The proposed resequencing has significant implications for the status quo, for curriculum designers, academics and students alike, particularly in the professional disciplines, which are faced with increasingly complex challenges. Is there really a body of knowledge that must be learned first before professional practice can be attempted or should the acquisition of knowledge happen in conjunction with practice? If so, where to begin the story?

The proposers are looking for the HERDSA roundtable format to ensure a robust and rich discussion on the nature of professional practice and the sequence in which it might be taught. What range of sequence options do curriculum designers need to consider? Are the benefits likely to counter the amount of work involved? Are the proposed sequence changes relevant to some disciplines, and less for others? What are the theoretical premises?

The co-facilitators have considerable curriculum design experience in a range of disciplines, and would welcome the opportunity to explore the potential impact of these proposed curriculum design with HERDSA participants.
Practically embedding the Students as Partners model to develop graduate attribute resources

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This point for debate session will engage delegates in a discussion on how higher education institutions can implement the Students as Partners model in comprehending and developing resources for University transferrable skills / graduate attributes. The session directly aligns with the third Conference theme, Students in Curriculum Transformation, and seeks to engage delegates in a practical discussion of how this model can be leveraged to enhance student engagement and develop meaningful resources for graduate attributes.

Definitions and statements of graduate attributes have garnered significant attention over the past twenty years and remain a key priority for all higher education institutions in Australia (Bosanquet, Winchester-Seeto & Rowe, 2010). In spite of this, considerable research has indicated that students’ perceptions of graduate attributes differ from those of employers and educators (Kinash et al, 2016; Lee & Chin, 2016; Green, Hammer & Star, 2009). It is thus vital to engage students in the construction of graduate attributes and their respective resources. This session seeks to explore ways in which we can engage with students in the development of these resources in a more meaningful manner.

The Students as Partners’ model has increasingly been held to provide deeper engagement with students through leveraging the lived experiences of students to inform practice. While the pedagogical basis of this model has been explored in great depth (Healey, Flint & Harrington, 2014; Matthews), little research has explored how students can effectively contribute to the development and construction of graduate attributes resources (Jarvis, Dickerson & Stockwell, 2013). This point for debate session will facilitate meaningful discussions with delegates on how the Students as Partners model can be leveraged in the construction of institution-wide transferrable skills/ graduate attributes and their resources. Delegates will engage in discussions around: how can students be engaged meaningfully in the development of transferrable skills / graduate attribute resources; what strategies could be adopted in environments in which resourcing is limited and; what strategies have you enacted at your institution to engage students in the co-construction of transferrable skills / graduate attribute resources?

References
Program Based Assessment: Using Professional Standards to Transform Learning and Teaching Processes in Curriculum Design.

Despite an emerging discourse of assessment for learning, assessment largely remains a private practice, a postscript to the learning process and a final consideration in curriculum design. Such conditions foster atomistic, ‘stocking filler’ approaches to students’ engagement and lack of coherence in student learning. More recently assessment designs are impacted by externally imposed professional and disciplinary standards such as the Australian Professional Standards for Teachers (APST) and the Australian Medical Council Practice Standards (AMC) among others. These standards present an accreditation challenge, but also an opportunity to adopt a more integrated approach to assessment practices, making it integral to the learning and teaching processes.

Lighthouse Medical Education programs have demonstrated a transformative approach to curricula to achieve programmatic assessment for learning (PAL). PAL challenges stakeholders’ taken for granted assumptions regarding common practices in assessment in higher education. A PAL program expects students to be self-regulating learners who consider how they will utilise assessment tasks to demonstrate their attainment, or progression towards attainment, of complex, integrated, high order graduate learning outcome standards. Multiple sources of student progress information is captured digitally and reviewed by the student with a learning coach to establish a personal plan for learning advancement. PAL utilises multiple sources of data to inform fewer progression decision points, which are balanced by increased feedback points to enable students to be agents of their own learning achievement.

A PAL approach requires leadership investment in the investigative, deliberative processes that must inform a collective decision for change. A high level of assessment literacy amongst students, teachers, policy developers and leadership is critical for all involved to appreciate the cultural shift needed in adopting PAL. A program of scholarship, and research is needed to generate evidence to justify and support changes and priorities in the assessment design.

It is too easy to consider the achievements in PAL as being due to the favourable funding of Medical Education. In this round table, we will consider the core principles of PAL and debate: Is it is feasible or desirable for non-medical education programs to shift to a program-based approach (PAL) to learning and assessment?
Student Partnership in University Decision-Making and Governance: establishing a culture – emerging themes

A Fellowship being undertaken in 2017 builds on the momentum developed in the OLT Strategic Commissioned Priority Project: ‘Student Engagement in university decision making and governance” (2014-2016). The project asked the questions:

- **What** is ‘student engagement’ leading to ‘student partnership’ in university decision-making?
- **Why** is student partnership valuable to universities, their students and to the sector as a whole?
- **How** may student engagement processes be embedded effectively to lead to an ethos or culture of student partnership?

It involved comparative international research, a national survey of student engagement in university decision-making within Australia, and development of a number of case studies of partnership processes here.

The international research showed how student partnership through engagement is now firmly embedded in higher education sectors elsewhere and evidence shows clear benefits for universities and their students. It is recognised as both enhancing the quality of teaching and learning in universities and the educational experience of students, and facilitating their personal development in terms of leadership and citizenship. The Australian research revealed considerable interest in the sector with many universities working to embed a range of student partnership processes from course representation to engagement of students in university strategy and innovation. Importantly to the theme of this conference, there are moves, following trends overseas, for students to be agents for change in curriculum design and transformation, and across a range of university functions.

Building on the project’s momentum the Fellowship is undertaking a sector-wide collaboration to produce a set of principles and a framework to assist in the development of a culture of student partnership in our universities. The inclusive approach involves all stakeholders including student leaders, senior management and policy makers, student engagement staff and academics through a series of workshops in main centres in the first half of 2017.

Points for Debate

This session will continue the conversation using themes identified from workshop input thus far. These will be circulated beforehand. Student leaders from Australian universities will join me in generating discussion focussing on these key factors to gain the attendees’ views and their perception of experiences within their own institutions. This session creates an opportunity of students and university personnel to add their ideas to the principles needed for the authentic incorporation of student voice towards a culture of partnership between universities and their students.
Students as partners: what is the role of the academic?

It is now well-recognised that changes to teaching in universities are necessary to enable students to become more independent learners who can assume responsibility for their own learning. Student “agency” is not simply a “fad” but it aims to practise students in the thinking of the discipline they will have to apply when they move into employment or through further year levels. It is not only pedagogy that is changing in response to a world which demands active learning but growing technological advances have also expanded the possibilities of learning and teaching innovation. Moreover, when students participate in the learning design of their courses, for example, their metacognitive awareness of their learning increases. A “Students as Partners” approach places students as change agents within learning and teaching and promises great possibilities for transformation of the student experience.

Whilst the potential for using students as partners approach promises enhanced meta-cognitive learning, engages and gives more responsibility to students in and for their own learning. It can transform teaching and learning beliefs and practices for academics, yet the place of the academic is often glossed over. In addition, it is evident from research into academic development that unless academics are onside, transformative approaches for learning do not work. For example, applying generic learning and teaching strategies to any learning and teaching initiative that encompasses a range of disciplines may lead to resistance from academics because different disciplines may require unique approaches to learning and teaching.

Academics not only have extensive discipline knowledge, but also adopt discipline-specific behaviours, ways of interacting with colleagues and students and disciplinary ways of learning and teaching. So what role does the discipline academic play in a “Students as Partners” framework? How can the discipline context and expertise of the academic combine with the expertise of the student/s in the co-design space? How can the role of the academic be defined in this partnership? This roundtable explores these questions and looks at the roles which make “students as partners” collaborations successful.
Are there opportunities for universities to engage with a fresh, new source of students and gain revenue if there were more flexible study options in higher education? Do students want greater flexibility in higher education? In this debate, the context of flexibility is as broad as the diversity of our students. Should students be able to study at their pace throughout the year, without regular breaks or semesters? Elaborating this idea further, students could move through their qualification as quickly or as slowly as they want. Ahead of enrolling, the university would have to make it clear that the student would be studying more independently than in the standard semester offerings. By focusing on choices, higher education providers can look at offering new modes to deliver education in contemporary ways that are responsive in pace and promote remote or online self-paced study. Herewith comes a proposed need for increased and flexible learning opportunities for students. Could we give new learning opportunities to all those who love and want to learn but have responsibilities that make the standard semester offerings unworkable? Would flexible study options make a difference for those who think they will never have the time to study? To answer this, we may need to reveal the processes and barriers in the current delivery methods in higher education. What would the implications of flexible curricula be for universities, and for academic and professional staff? Rather than aligning with semesters as traditional face to face learning does, online learning could have the flexibility to cater for students who need, or want, different timeframes in which to complete their studies. If this was offered, it might retain students who are unable to work within the constraints of a semester timeframe. Increasing flexibility for course delivery is a complex topic. The theme for the conference is Curriculum Transformation, with a focus on curriculum as a holistic framework for student learning and experience.

- Are there opportunities for universities to engage with a fresh, new source of students and gain revenue from those who would never enrol if study options remain inflexible?
- Could we give learning opportunities to all those who love and want to learn but have responsibilities that make the standard semester offerings unworkable?
- Would flexible, self-paced study options make a difference for those who thought they never had the time to study?
- What would the implications of flexible curricula be for universities, and for academic and professional staff?

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The Rise and Rise of Interdisciplinarity: Rhetoric or reality for curriculum transformation?

An interdisciplinary approach is emergent across many areas of academic endeavour as universities grapple with the complex and multidimensional problems facing humanity. Furthermore, there is a recognised need to produce graduates with adaptive capabilities. In focusing on the first conference theme, this roundtable will explore the implications for curriculum transformation and consider how it is translated in practice, and how it can be effectively gauged. Interdisciplinarity is often lauded as an educational goal, but its operationalisation is often challenged by a range of considerations, such as navigating disciplinary boundaries, cultural conventions and other incommensurabilities, as well as institutional uncertainties and funding models. The roundtable will discuss interdisciplinarity across the academy, with a focus on collaboration between STEMM, the social sciences and humanities.

The speakers will draw on a number of interdisciplinary exemplars at Macquarie University – Professional and Community Engagement (PACE); the Classroom of Many Cultures Project (an OLT funded project which has co-created curriculum modules for international work integrated learning); and the Big History Project. The roundtable will discuss:

- The convergence of diverse fields of knowledge;
- An emergent understanding of knowledge as an interconnected whole; and
- The consultative processes involved in engaging multiple perspectives.

The roundtable will explore the core concerns arising from the embrace of interdisciplinarity, including:

- Different typologies, such as bridge-building and intersectionality;
- The unsettling of the orthodox hierarchy of disciplines in the modern academy;
- A perceived weakening of the disciplines; and
- Methodological challenges

The roundtable will also consider issues related to professional development.

It is hoped this roundtable will generate new understandings and precipitate conversations leading to the exploration of prospects for greater interdisciplinarity across the academy.
Transferable skills for global employability in PhD curriculum transformation

Over the past twenty years, higher education has experienced greatly increased doctoral enrolments and corresponding changes in career destinations. Until recently, most graduates could expect to secure academic positions, but this career path is no longer assured or necessarily desired. For example, in the UK, only 14% of PhD students now secure an academic post, and only 19% of UK PhD holders were in higher education research roles three years after graduating. The increasing proportion and diversity of people holding a doctorate is leading to a transformation in how governments, employers, and degree holders themselves consider career possibilities for doctoral graduates.

This change in the doctoral demographic and concomitant employment possibilities has precipitated a focus on the development of generic (transferable) skills in addition to the PhD research content itself. Consequently, a range of researcher development programmes has been established, notably national initiatives such as Vitae in the UK and institution-specific initiatives. This expansion of focus has implications for curriculum, with employability as a key driver for what and how we teach doctoral students. However, in facilitating and achieving such curriculum transformation, students’ views of how their experiences and learning have supported, enhanced, or hindered their career and life opportunities have seldom been sought.

This issue becomes even more pertinent when discussion is extended to the global sphere. The OECD average for international students in doctoral programmes is 24%, which includes traditional-type international students who travel to host countries to study. The number increases further when doctoral students in programmes designed in line with “international” standards, but taught by international faculty in a home country context, are added. What do these students consider appropriate preparation for their future employment in terms of transferable skills, and what challenges do they perceive when seeking jobs?

Using perspectives gained from an empirical study on transferable skills conducted with doctoral students in New Zealand and the experiences of curriculum transformation in a PhD programme in Kazakhstan designed in collaboration with strategic partners in the UK and USA, the presenters will engage delegates in discussion of doctoral curriculum transformation and transferable skills in a global context. Doctoral candidates are especially welcome at the round table to share their own experiences.

The Australian Awards for Higher Education (AAUT) offered by the Australian Government Department of Education provide a means to recognise and reward outstanding teaching and curriculum at Australian institutions. Offered through various organisations over the years, these awards have provided continuity of recognition for our most outstanding educators and programs for over 15 years. In 2016, the Federal Government cut funding for the related fellowship and grant programs, programs that had been major drivers of curriculum change, leaving vacant a space that previously focussed on investigating, disseminating and embedding good practice in teaching, learning and curriculum. Recent changes to the 2017 AAUT Program Information indicate that AAUT winners are now being encouraged to step into this space.

The first hint of this change was when in 2016, winners of the Awards for Teaching Excellence were invited to an “Awards Alumni workshop … intended as the first step in establishing an active, national network of Awards recipients” (ICO announcement email). Formal changes followed in the 2017 AAUT Program Information that includes a stipulation that the “Award monies are … to … assist the individual or team to disseminate and embed good practice in learning and teaching within their institution and across the sector more broadly,” adding “It is the responsibility of the institution to ensure the award money is spent in accordance …” with these rules (2017 AAUT Program Information, p. 21). This requirement applies to winners of every type of AAUT Award: Citations for Outstanding Contributions to Student Learning ($10k), Awards for Teaching Excellence ($25k), and Awards for Programs that Enhance Learning ($25k).

This change creates challenges to institutions in how they conceptualise and manage their awards programs and processes. The previous awards focus of “recognise and reward” practice to date has shifted toward future “disseminate and embed” good practice in teaching and curriculum. This leaves institutions with a number of challenges to address:

- What support will our award winners need to “disseminate and embed” good practice in teaching and curriculum?
- Should institutions ask award winners to create a dissemination plan before receiving their award monies?
- What are the ramifications for administration and control of award monies?
- What are the ramifications for institutional award programs?
What is the role of research-based academics in first year teaching?

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My point for debate is about who should be teaching first year courses at university. While this question has been debated before, findings on first year experiences in Australian universities (Baik, Naylor & Arkoudis, 2015) underline my motivation for renewed discussion. While there are positive signs for first year, e.g., in high levels of satisfaction with the quality of teaching and course enjoyment, the report also highlights many challenges. The student population is now more diverse than before. More students are part-time, come with lower levels of achievement at high school (ATAR in the Australian context), come from lower socio-economic backgrounds, are older, facing responsibilities for family members and pressures to pay for the necessities of life. While students might be satisfied with the teaching and courses universities offer, they often do not connect with peers and teaching staff, missing out on opportunities for academic learning, personal growth and enjoyment that could sustain them in difficult times. Students from less traditional study backgrounds struggle more.

A lot has been done by highly engaged academics to achieve the improvements reported. They have learned about constructive alignment and formative feedback. They now teach towards graduate profiles and integrate employability skills into courses. They utilise learning technologies, to engage with students and to provide multimedia-learning material. Yet, despite the gains made, this does not seem to be enough to address the issues reported. Much more is required, like understanding achievement and motivation theories, plus presumably many other concepts from psychology and sociology even teaching-focused academics have not yet heard of. My point – how can research active academics with primary grounding in their subject disciplines address all those knowledge areas? What should the role of research active subject experts be? Should a PhD still be the sufficient qualification to take on the complexities of first year teaching? Is even a teaching qualification enough? How can we facilitate the careers of academics who want to engage deeply with the teaching challenges? Should we remove research-based academics from first-year teaching and give more emphasis to multi-skilled teams?

This point of debate aligns with the sub-theme of facilitating curriculum transformation. The changes required for first year teaching impact on who should teach, how the person should be prepared, how workloads should be calculated and how contributions should be rewarded.

Students in professional Health Science programmes are expected to exhibit professionalism in the clinical setting, as well as in their relationships with patients, staff and student peers. Although there are numerous studies that list dispositions, characteristics and behaviours associated with professionalism in dentistry, there are few studies that report on how educators teach professionalism and nurture professionalism in their students. In this poster we present research on how a group of Bachelor of Oral Health (BOH) educators, from the University of Otago’s Faculty of Dentistry, teach professionalism and help to develop those dispositions, qualities and behaviours associated with professionalism, in their students. Research on professionalism within Oral Health courses (combined scope dental therapy and dental hygiene) is rare. Consequently, our study makes a significant contribution to the literature on professionalism in Oral Health education and care.

Data were collected via online qualitative surveys and focus groups with staff that teach into the BOH programme. The data were analysed inductively using the constant comparative method. Results showed that the educators mentioned professionalism in all aspects of the BOH course, including the formal curriculum and informal curriculum, as well as in classroom and clinical settings. In the formal curriculum, the educators taught professionalism through referring to official policy and regulations as well as emphasising the importance of qualities such as confidentiality and ethical treatment. In the clinic, educators taught professionalism through observing students in the clinic, providing feedback on their clinical performance as well as in their logbooks. The most common way the participants taught and nurtured professionalism, however, was through acting as professional role models by demonstrating their competence, and maintaining a high standard of professional dress. Monitoring their students’ professional standard of dress and personal hygiene was the most prevailing way the participants reported that they nurtured professionalism. In the BOH, professionalism is a multifarious concept that is embedded all aspects of the course, including the formal and informal curriculum, and is also a fundamental component in the relationships between educators and students. Study findings partially fill a gap in literature on strategies for teaching professionalism in oral health care. Findings have been used to inform improvements in course content and how we teach in a module on professionalism within the BOH programme at the University of Otago’s Faculty of Dentistry.
Beyond subject silos: the potential of learning management systems to facilitate curriculum transformation

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Despite the fact that students come to university to complete degree programs, the subject (or unit) silo mindset that arguably prevails within Australian universities dominates students’ experience of the curriculum. Subjects have become the primary framework for organising disciplinary knowledge within degree programs, and learning management systems (LMS) have primarily been designed and used to deliver individual subject content, enabling and reinforcing this framework (García-Peñalvo & Alier Forment, 2014). However, despite the institutional focus on using LMS for the blended delivery and administration of subjects, LMS have also been used in attempts to move beyond subject silos to a more holistic curriculum, and indeed extra-curricular, approach with the establishment of non-subject sites (Bain & Marshall, 2014). Whilst much of the existing literature in this area considers the effectiveness of individual non-subject sites (for example, Cho, 2012; Nye, 2015; Raines, 2007; Robertson, 2010), in this poster we present the results of our research into the use of such LMS sites across a large metropolitan Australian university. Using the constituent micro-systems within the macro-systems of higher education identified by Biggs (1993) as our framework, we analyse the occurrence, purpose and use of non-subject LMS sites. This mixed method study uses both quantitative data from the LMS and qualitative data from interviews with site owners. Our findings relate to the extent to which these LMS sites constitute attempts to transform the curriculum, the kind of curriculum they construe and, more generally, the potential and limitations of the LMS to facilitate curriculum transformation. In addition to analysing and evaluating current practice, our research aims to inform future practice by identifying how an LMS could be used more effectively to support students achieving the learning outcomes and graduate attributes of their degree program, in order to gain the maximum benefit from their university experience.

References


Building a bridge: Informing tertiary first-year student experience through understanding secondary school assessment

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First-year tertiary student experience is a key priority, globally. Enhancing first-year student experience has been credibly linked to better retention/completion rates as well as students’ long-term academic success. Much of the research into developing first-year experience focuses on fostering students’ competencies to engage effectively with tertiary curricula. Less attention has been given to perceptions of and experiences with assessment that students carry with them from secondary school environments.

Transition to the tertiary environment can represent a significant and abrupt shift in modalities, objectives and complexity of assessment. Assessment is an essential component of the curriculum that shapes students’ conceptions of value and meaning. Students’ prior perceptions and experiences with assessment may have potent impact on their success in assessment and more generally, learning. It is, therefore desirable to inform research and practice in first-year tertiary student experience through a better understanding of the assessment context and perceptions of secondary school students.

This poster session aims to introduce findings from a funded research study into perceptions and practices of assessment in secondary schools in Singapore. Each nation presents unique educational contexts; Singapore is, however actively negotiating some familiar challenges. These include how to better prepare students for tertiary success and how secondary education may balance formative and summative intentions towards that end. These are challenges faced by many nations; results may, therefore serve to inform global dialogues on tertiary assessment, transitions to tertiary environment and first-year student success.

A grant-funded, mixed methods study focusing on assessment perceptions, practices and policies was carried out at 12 Singapore secondary schools. Data sources were surveys (n=913), teacher interviews (n=14), student focus groups (n=7 groups x 6 students) and classroom observations (14 classrooms; five obs. per classroom). Factor analysis and MANOVA were applied to quantitative data; sequential iterative coding was used to analyse qualitative data, resulting in a set of stable coding families.

Findings are organized around espoused and observed assessment values, practices and proficiencies of students, teachers and school leaders. These findings explore congruencies and discontinuities between the lived experience of assessment in a secondary school context and the identified elements of tertiary readiness.

Findings are discussed in relationship to research into first-year student experience, fostering tertiary student success and the more general field of tertiary assessment. Implications are explored for enhancing programs in first-year student experience. Achieving successful curriculum transformations that may bridge secondary and tertiary learning experience are also discussed.
Challenges of conducting longitudinal research on the effect of a transformed curriculum on learner development

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The Bachelor of Arts programme at Massey University has undergone a major curriculum transformation to prepare students to engage as global citizens. Three compulsory citizenship courses are provided at consecutive levels of study. An interdisciplinary curriculum and cross-discipline teaching teams bring to life concepts on identity and belonging, rights and responsibilities and what active citizenship might look like. Distance student cohorts where learners are less likely to come straight from compulsory education bring with them a richness of life and work experience and diversity of cultures. These learners already have values, attitudes and understandings formed through family socialisation and ongoing secondary socialisation. Throughout their citizenship study they will be confronted with a curriculum where the knowledge, values and perspectives presented will differ from their own and immediate communities. The development of citizenship ideas over time and how individuals work through ideas which confront their existing understandings, values and attitudes to arrive at new understanding is the focus of this interpretive longitudinal research.

One of the challenges of conducting longitudinal qualitative research on the effect of a new curriculum on learners’ development is that of recruiting and retaining participants. Large scale and fully funded longitudinal values and attitudes, health and social service studies encounter difficulties in retaining mobile, young, or transient populations such as we might see in a distance cohort. Ethical issues and institution requirements add more layers of complexity. Additional costs of distribution of gifts or gratuities for time commitments to participants located locally, nationally and internationally further constrain retention strategies. This poster identifies issues faced by a researcher situated outside the citizenship course in recruiting participants and limiting attrition in a low-funded qualitative longitudinal study. It outlines procedural, social exchange and communal strategies considered to gather data over twelve waves from busy people for whom study and research participation is an additional extra. The lesson being longitudinal research on a tiny budget is not for the faint hearted.
Closing the loop: Ensuring leadership in curriculum transformation is recognised and valued through promotional success

Background/context
Promotion to higher levels in Australian universities can be challenging particularly for women, those driving curriculum transformation and those leading learning and teaching initiatives. The intersection of gender, socio-cultural factors, and organizational culture can impact on the promotion process. This can be disruptive not only by being stressful but also, if ultimately unsuccessful, negatively influencing the engagement of individual academics and teams responsible for curriculum transformation.

The initiative/practice
An initiative, prioritising three key practices, can be used to enhance applicants’ agency and success in the promotional process. The three practices – reflective, communicative and critical practice – are action-oriented, practical and fine-tuned to the specific university context. They assist applicants to be more informed and realistic about the complexities and challenges involved in promotion. They also support them to collect and present convincing evidence to demonstrate their leadership in building capacity in curriculum transformation and learning and teaching.

![Figure 1: An initiative in three practices](image)

Preliminary outcomes
Critical practice helped me realise that the management decisions governing its operation can affect promotional success. For example decisions about weightings, referees, panel representation as well as assumptions about what constitutes leadership evidence (level E promotion applicant)

A pilot qualitative inquiry (located within a critical realist paradigm using interpretive methods) investigated the potential efficacy of the three practices. Semi-structured interviews were conducted with six academic staff seeking promotion. Early data suggest that the three practices can help equip academics with action-oriented, specific, motivational and tangible promotional strategies. The practices assist them to be more realistic and knowledgeable about the promotion processes, its requirements and expectations. They also assist them to more persuasively demonstrate their leadership in curriculum transformation and in learning and teaching.
Creating a better educational video experience for student learning

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A recent Cisco study stated that by 2019, 80% of the world’s Internet traffic will be video (Marshall, 2015). This rapid growth in online video uptake has been mirrored in education. Instructors are increasingly turning to video when creating learning activities for their students. Institutions are also increasingly investing in self-service video studios and personal capture software to meet this demand.

Much of video currently being produced for education comes under one of two broad production categories: ‘talking heads’ and ‘voice over PowerPoint’. We argue that these approaches are frequently employed as way of digitising face-to-face lectures, and that instructors aren’t taking advantage of the full pedagogical potential that video can offer – they are using a new technology in an ‘old’ paradigm.

A number of researchers (Guo, et al. (2014), Hansch, et al. (2015), and Lodge, et al. (2016)) have categorised different video production styles to discover if some styles are more effective for student engagement and learning than others. The literature on the success of these differing video styles is lean. More research is needed in this area.

The instructional design of video appears to be more important than the production typology or genre for both learning effectiveness and engagement.

This poster has been developed as a quick reference guide to help teaching staff to consider a variety of production styles when designing their videos. It outlines some of the different approaches adopted in the University of Melbourne MOOCs over the past four years. The examples given have received positive
feedback; students have commented on the production quality and their increased level of engagement compared with those produced by other institutions.

References:


Higher education institutions across the globe are experiencing significant pressure to transform current curricula in ways that are more responsive to the needs of the 21st century society (Altbach, Reisberg & Rumbley, 2009; Moll, 2004).

In South Africa, higher education is failing to address the inequalities of apartheid and the need for curriculum transformation that is responsive to real-time economic, social, and cultural needs is even bigger than before (Badat, 2010). Post-apartheid we have seen more South Africans across race and class lines entering the higher education environment and although the demographics of South African universities have changed significantly Le Grange (2016) argue that the staff demographics have not thus ‘preserving’ the influence of colonialism in academia (including curricula). Shay (2015, 2016) argues that one can add or replace content but unless the very structure of the curriculum is reformed, very little may be achieved.

In South-Africa, the recent #RhodesMustFall and #FeesMustFall have opened up the debate about the decolonisation of the university curricula - challenging “our fundamental frameworks of knowing, being, and acting” (Barnett, 1998, p. 47). Students are asking for the transformation and decolonisation of academia into a more inclusive space and calls for a curriculum that is more responsive to the needs of students and the greater South African society (Disemelo, 2015). This paper explores the “decolonising” movement (with its many entangled ideas, demands and challenges) and how the underlining issues behind this movement will influence curriculum development at a higher institution in South Africa.

Like Le Grange (2016) this paper argues that real transformation in South Africa calls for a fundamental, deep-rooted epistemological change in the core of the institution’s identity. A decolonised curriculum is based on relationship accountability, respectful representation, and reciprocal appropriation. Decolonisation of the curriculum does not mean throwing away all Western knowledge but necessitates that we view the curriculum also as something that is lived and that accommodates and protect indigenous knowledge (Le Grange, 2016). Academic developers, as agents of change, play a critical role in curriculum transformation. Utilizing the third space (Whitchurch, 2010) to develop a collaborative culture where knowledge is shared, this paper showcase the use of the Decoding the discipline model by Middendorf and Pace (2004) as a tool to guide and support curriculum developers to explore new possibilities to decolonise the curricula so that it is responsive to the learning needs of students and the greater needs of South Africa.

References


D2-E2: An Agile, Responsive and Collaborative Approach to Course and Unit Design

The adoption of a Blended Learning strategy by our University allowed us to reflect on the practical realities of designing and renewing established courses, in a way that encourages an agile and collaborative approach. Leveraging the use of technology and guided by what we have termed, the D2-E2 (Design, Develop, Evaluate, Empower) approach, our aim is to encourage active learning in individual units via a structured and supportive environment incubated by the principles of: establishing a teaching presence, cultivating social presence, sustaining cognitive presence (Garrison & Vaughan, 2008) and maintaining consistency. This poster will visually represent the framework that encapsulates the processes and structures of D2-E2. In doing this, we hope to highlight the realities of designing learning in a complex higher education environment. It is anticipated that this visualisation of our approach will be further developed, analysed, and add to the dialogue around sound educational design, practice and ultimately lead to enhanced student experiences.

Reference:
Degrees of Difference: Implementing the University of Tasmania Education Model

The University of Tasmania is implementing a new curriculum in 2018 that is designed to situate the institution in a strong market position over the next five years. It aims to produce innovative, critical thinkers with disciplinary expertise grounded in experiential learning (Kolb, 1984) and multidisciplinary contexts. A focus on outcome-based approaches to learning and teaching is met through students’ attainment of disciplinary expertise alongside new design elements. These include Core Degree Knowledge, Experience and Extension units, and a new form of Applied Honours. Curriculum Change Leaders, who provide mentoring and advice lead the review of curricula by course coordinators and design teams. Here we document the approach of these course design teams to the implementation of the new university-wide curriculum. These approaches range from distributed leadership (Sabatier, 1986) in small working groups that target aspects of curriculum design (e.g. curriculum mapping of design elements, preparation of supporting documentation for university processes); a project-management approach with milestones (Longman & Mullins, 2004); to a trust-based approach to facilitate change (Lines, Selart, Espedral, & Johannsen, 2005). University Learning and Teaching Committees will approve revised curricula in the first half of 2017. The next step is to deliver the renewed curriculum in 2018 and document to what extent Degrees of Difference has achieved its intended outcomes for students and staff.

Design of a Global Masterclass in Horticulture

Building human resource capacity and leadership in production horticulture is of fundamental importance to the ongoing success and growth of the $9 billion industry in Australia (Horticulture Innovation Australia, 2015). Data depict the horticultural workforce as having a lower proportion undertaking formal training and education when compared with the broader agricultural sector. The University of Tasmania have collaborated with Wageningen (Netherlands) and Lincoln (New Zealand) Universities to develop a new pre-tertiary qualification that combines a strong understanding of horticulture production and business practices. First offered in 2017, the program has attracted a range of industry professionals in horticulture from across Australia, supported by generous scholarships from the Australian Government’s Research and Development Corporation, Horticulture Innovation. Here we describe and provide reflections from participating staff on how the research excellence in horticulture in these institutions was translated into an eight-subject Diploma (HREC 16252). Delivery uses blended mode with contemporary online technologies, intensive workshops and field visits, in parallel with Work Integrated Learning (Patrick et al., 2008) offered through Practice and Portfolio subjects. Targeting of coordinated training across horticulture is essential to develop future leaders, as is provision of opportunities for continual up-skilling through modular delivery of professional development training.


Developing learning-centred strategies to improve synchronous and asynchronous engagement in foundational STEM courses

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This poster describes the current findings of a three-year action research project investigating the production of synchronous and asynchronous lecture materials and innovative lecture delivery strategies. The aim of our project is to improve the efficacy of face-to-face and online lectures. Ultimately we have developed a lecture delivery best practice toolbox that focuses on a ‘learning how to learn’ model that gives explicit linkages to all learning materials; by ‘chapterising’ content into clear and applied modules, and directly trains students to use lecture recordings as a study tool.

This poster will briefly highlight current research on first year STEM learning experiences, content overload and the associated shallow learning behaviours. We argue that designing lectures to be used asynchronously has significantly improved the design for face-to-face learning experiences and addresses some issues raised in STEM learning and teaching research.

The initial study design focused on two large first year STEM service courses, which covered the majority of all first year science students at the institution. This project has grown to include eight science courses reaching into third year. This poster will demonstrate the use of Mediasite™ analytics and heat maps as an important tool in investigating student use of lecture recording material. These heat maps are then correlated with student survey data about perceptions and behaviors around lecture recording use and efficacy. In addition, we have collected data from students about how to support and enhance their learning experience across these courses, and what advise they would give the next cohort.

This project demonstrates that curriculum transformation should use an array of analytics including: software, student voice and collaborative academic team discussions, to inform purposeful and on-time best practice lecture delivery strategies.
Does scaffolding within an assessment task aid development of communication and critical thinking skills? A preliminary study on Biomedical Science student perceptions.

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Communication and critical thinking skills constitute two Science Threshold Learning outcomes (Jones, Yates, & Kelder, 2011) and are essential employability skills. Hence it is necessary that undergraduate students develop and reinforce these skills as they progress through their degree program. A new two-part group assessment to improve these skills was introduced into a first year, second semester Biomedical Science unit. In part 1, students were provided with two informative scientific articles targeted to a lay audience. Students were required to evaluate and critique these articles, providing written feedback largely addressing the quality of writing, scientific rigour and how well the logical argument had been developed. Part 2 was designed to build on this and required students to write a similar style of scientific article on a separate, provided topic (chosen from a range of topics). Through the completion of part 1, it was expected that students would strengthen their critical thinking and communication skills, allowing them to effectively complete part 2 by applying and therefore reinforcing these skills through critical analysis of literature and communicating scientific information to a lay audience. A mixed methods approach was used to evaluate student perceptions of the effectiveness of this assessment task on communication and critical thinking skill development. Students were provided with a link to an online survey administered through Qualtrics, with a response rate of 18 respondents (out of 517; 3.48%). Students also had the option to participate in a focus group interview with one student electing to participate. Student perceptions were evaluated in the final week of semester and Swot Vac following the assessment due date thus likely contributing to the low response rate. Statistical analysis was performed using SPSS. This preliminary data shows that fifty percent of students agreed that providing feedback on the articles in part 1 helped to complete part 2, while 43.75% disagreed, however 87.5% agreed that the rubrics associated with part 1 helped to complete part 2. Students were asked to assess their gains in eight areas requiring application of critical thinking or communication skills with a majority of students reporting moderate to good gains in six of these areas. Understanding student perceptions will a) assist in developing a framework for improving this assessment task design to maximise the development of communication and critical thinking skills and b) inform deficiencies in skill development from first semester, first year to enhance scaffolding across the Biomedical Science degree.

e-portfolio as an authentic assessment tool to improve reflection practices during practicum for preservice teachers

This poster focuses on an e-portfolio implemented across multiple units in the College of Education for both undergraduate and postgraduate levels as part of the blended learning project at a Victorian University.

As part of the Professional Practice unit in the TESOL Masters of Education at Victoria University, students are required to provide evidence of their pre-service teacher’s practicum experience. In past iterations of the unit, students compiled a paper-based folio of work, which was difficult to compile, mark, and track, in addition to being extremely time consuming for both the students and academics. The solution was to convert the paper-based portfolio into a digital portfolio and app, and the feedback so far has been a notable increase in evidenced weekly understanding and reflection of what they are witnessing around them. Adding a deeper value to the assessment, with the students noticing an incremental growth in the understanding of their learning.

The tool implemented to enable this transition, was the e-portfolio tool as part of a suite of tools provided in the D2L Brightspace LMS. The e-portfolio comes with a native app that allowed students to collect and track artefacts on their mobile device, and then transform it into a presentation that could be submitted in the LMS. This allowed for easy tracking of individual files, it removed the need for students to add an assessment cover sheet and the assessor could grade it, and provide feedback via the gradebook with the use of a rubric.

Previously, individual components of the portfolio, such as the final reflective assessment piece as a folio of practicum evidence would be left until the practicum was complete. As a result, students had to rely on their memory of the preceding 12 weeks to evaluate their learning – meaning they didn’t benefit from a progression of reflections throughout the practicum. The e-portfolio app was introduced to collect artefacts such as reflections on observations of mentors and peers, lesson plans, supervisor reports and more during placement. This was a more sustainable method for collecting final evidence in a way that proved less stressful to the student as they were not trying to complete all of the necessary components at the end of the semester.

The use of the app enabled a more authentic experience as it demonstrated student thinking at an exact moment in time, allowing them to review and reflect on their personal development and growth throughout the process of practicum.

A further concern for students was the size and cost of creating a (paper) folio. The chosen e-portfolio tool is free and allows students to edit the contained documents as well as include multimedia (such as images) without costly printing expenses. Being more environmentally sustainable was also important. As the academic could monitor the e-portfolio during the students placement, the tool allowed for easier tracking, resulting in timely guidance and support which was critical at an undergraduate level where students tend to recall and relay rather than reflect.

Finally, building students’ capacity to work with digital tools enhances their technological skills, which they require in their future careers as Educators. It also allows students to showcase their study when submitting employment applications. By creating different presentation views for different purposes, the folio of work not only support their learning and was submitted for assessment; it was also used for job applications, and used as a showcase for community groups.
Explaining Lecture (non) Attendance: Are students losing control?

**Introduction:** Lecture attendance and academic performance share a robust positive association (Credé, Roch, & Kieszczynka, 2010). However, lecture attendance is often no longer necessary to access class materials, given the continuing transformation to online teaching in contemporary tertiary contexts. Consequently, it remains to be determined whether lecture attendance continues to predict academic performance positively. It also remains unknown what drives students to attend lectures (or not). Theoretically, students may be motivated to attend by the inherent value of acquiring knowledge or simply the goal of earning high marks. By contrast, their motivation to attend might be facilitated by their attitudes and social norms regarding attendance. The importance of attendance has become questionable because it is inconvenient for students who are committed to a job and/or a family. Indeed also, the transformation to partly or wholly online learning may have a considerable impact on student motivation to attend, and their academic performance.

**Purpose:** The present study assessed the ability of two psychological theories to explain individual differences in motivation, subsequent lecture attendance behaviour, and academic performance in a sample of 200 university students.

**Methods:** Weekly surveys were administered across a semester at two Western Australian universities to collect estimates of student motivation and weekly attendance. Academic performance was measured at the end of the semester. Structural Equation Modeling (SEM) was used to determine the utility of the theories for predicting lecture attendance.

**Results:** The Theory of Planned Behaviour offered an acceptable model fit for lecture attendance behaviours, with perceived behavioural control and attitudes towards lectures yielding the best predictive utility. By contrast, the intrinsic and extrinsic motivational constructs described in Self-Determination Theory yielded no associations with lecture attendance.

**Discussion:** The results suggest that efforts to motivate students to attend with incentives would likely be ineffective. Instead, we argue that improving students' attitudes towards lectures via other means (e.g., social expectation) represents the best strategy for encouraging attendance. However, the strongest determinant of attendance, perceived behavioural control, is a factor over which educators have limited influence because of competing commitments (e.g., family or work). To increase perceived behavioural control in students, significant curriculum innovations (e.g., crèche services) would be required. A key finding in this study was that lecture attendance correlated positively with academic performance, although the effect was weaker for courses which allowed concurrent online enrolment. In conclusion, strategies for facilitating students to attend are still important for improving academic outcomes.

**References**

Exploring career aspirations and pathways for undergraduate design female students in Saudi Arabia

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In 2015-2016, we developed a curriculum for an undergraduate Bachelors degree in Industrial Design for the College of Design at a Saudi Arabian University. The curriculum was developed for the first female-only Industrial Design course in Saudi Arabia (SA). The SA University started teaching following this curriculum in September 2016. While the literature provides some information on the restraints and achievements of women in the field of education in SA (Alhareth, Al Dighrir, & Al Alhareth, 2015; Hamdan, 2005), there is need for empirical research that includes the students' lived experience and their voices. As part of SA’s Vision 2030 (http://www.vision2030.gov.sa) the National Transformation Program 2020 (http://www.vision2030.gov.sa/en/ntp), which was launched in 2016, explicitly mentions the empowerment of women as one of its strategic objectives. The program aims to “[e]mpower women and materialize their potentials” as one of the relevant Vision 2030 objectives, along with job opportunities for men and women in the private and civil service sector. The National Transformation Program also sees the need for the development of particular mechanisms to improve women employability. According to SA’s Vision 2030 women currently represent 22% of the workforce, and the suggested target for 2013 is 30%. This project can make a contribution to these desirable developments.

While this poster presentation is part of a larger study that evaluates the ongoing evolution of the Industrial Design curriculum during implementation, this project aims in particular to understand female design students' perceptions of their career aspirations and imagined professional pathways. The study will draw on (semi-structured) interview data with female students (N = 6-8) at the SA University. The method allows, on the one hand, for a focus on the phenomenon under investigation, and, on the other, for flexibility during the interview process. Data-analysis will be mainly data-driven with the explicit goal to understand the participants' viewpoints from their perspective. Themes such as career goals, barriers, and strategies to achieve goals might emerge. To conclude, this project aims to understand curriculum development and transformation for maximum educational advantage of female students in Higher Education in Saudi Arabia.

References:
This study explores the Best Aspects and Needs Improvements comments made by a random sample of recent graduates after being scored with the CEQuery tool. Although many graduates make short comments that are scored to a single CEQuery subdomain (e.g., teaching quality), others write longer comments covering multiple themes. Such comments are largely overlooked by the CEQuery reporting function, which concentrates on the domain and subdomain frequency reporting of ‘hits’. Using social network analysis (SNA), this pilot study explores these multi-domain comments written by recent graduates. The SNA software, UCINET, and its accompanying graphics package, NetDraw, were used to analyse the CEQuery-scored comments. The UCINET results show that for both the Best Aspect and Needs Improvement comments, the same three subdomains are particularly central: Course Design Methods, Staff Quality, and Course Design Flexibility. The graphical representations extracted with the NetDraw tool show complex relations existing between the many subdomains. Indeed, the extracted visualisations appear to offer a new way to ‘look at’ the CEQuery-scored subdomains, which has not previously been explored to date. Given that the CEQ data gives insight into the student experience that includes curriculum, this study offers new insights into those aspects of the curriculum that students consider most central and how they relate to one another. The facilitation of curriculum transformation is thus on offer through this study, as academic and professional staff can better ‘see’ what may need to change or be further reinforced in any curriculum redesign.
Facilitating reflection on tertiary teaching

In New Zealand there is no formal requirement for certification or training to become a tertiary teacher. There are frameworks for reflecting on tertiary teaching including the UK professional standards framework, AKO Aotearoa criteria for teaching excellence, the Education Council’s satisfactory teaching dimensions, the literature and the content focus of voluntary post graduate certificates in tertiary teaching offered by most universities. These sources were consolidated in the development of the five dimension model for reflecting on the dimensions of effective tertiary teaching. The five dimensions are:

1. Course design
2. Teaching and learning approaches
3. Assessment
4. Catering for diversity
5. Use of educational technology

The model includes the use of Brookfield’s lenses and focusing questions. The model provides the structure for the development of teaching portfolios which document career long professional development. Workshops were developed for each of the five dimensions while on sabbatical at L’Ecole Polytechnique de Lausanne and implemented at Lincoln University. The workshops were evaluated by staff.

The presentation is relevant to the stream “Facilitating Curriculum Transformation” in particular

- Supporting staff to adjust and develop their course development, delivery and assessment practices by a flexible, fit-for-purpose Continuing Professional Development offer.

- Continually improving practice through evaluation, including the adoption of learning analytics.

- Building services for maximum educational advantage.
Facilitating transformation: Using microlearning and social media to advance student engagement within higher education

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Educators in the higher education sector are innovating their teaching methodologies around curriculum and advancing their technical know-how. Yet students continue to exhibit poor engagement with the (digital) learning content. At the same time, social mediums continue to gain prominence both in personal, and in professional realms such as higher education. Designing curriculum at universities would benefit from tapping into the platforms within which students already reside. As stipulated in Kalantzis et al. (2004), the blurring of formal and informal teaching and learning spaces is to be encouraged, and with this, the fusion of the public and private is bound to occur. Within this context, educators are beginning to explore non-traditional approaches of content delivery through online mediums such as social media. An example of this are approaches which embody microlearning, defined as teaching and learning delivered to a learner in small chunks and/or in very short bursts (Hug, 2006). Microlearning has a number of cited advantages for students, including that it can offer students a better cognitive retention experience, as well as one of greater flexibility and adaptivity. This poster invites academics to experiment new ways of captivating their students using social media for microlearning. In it, we highlight collected examples illuminating ways in which microlearning has been provided in higher education contexts via social media. In addition, we offer a set of guidelines for building microlearning content using social mediums. Finally, we claim that the adoption of new tools and methodologies needs to be considered in line with fundamentally strong pedagogical design in the first instance, and by drawing on relevant theoretical frameworks.

Keywords: social media; microlearning; higher education sector; teaching; engagement

References:
Factors leading to the successful embedding of graduate attributes in an Australian university

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There continues to be strong demand for tertiary qualifications even though the employment of graduates has experienced steady decline across Australia. In response to the changing employability of graduates, Australian universities are undertaking systematic reviews of their curricular to ensure they deliver the outcomes that employers say they value during recruitment. This has created pressure on program directors to review and revise the graduate attributes at the program level of the curriculum. Yet there are few implementation frameworks to help curriculum design teams navigate the large number of complex institutional systems, policies and practices involved in program review and renewal.

This poster presents the results of an analysis of a project to embed graduate attributes in a degree program at an Australian metropolitan university. The project targeted the largest degree program in the university with an explicit commitment to achieve external accreditation as a cornerstone to its reviewal strategy. Through an analysis of the various relationships that impacted on the project’s performance it was possible to identify the internal and external factors that influenced the curriculum review project’s success. Stakeholders, which may be internally related to institutional capacity (e.g. academic staff, students and senior management) or externally related to institutional environment (e.g. government, professional associations, accreditation providers and employers) interacted in ways that impacted on the institutional performance in curriculum redesign.

The outcomes of the analysis of factors that influenced the project’s success suggests that the application of the framework would also benefit other types of curriculum innovation projects. Each of the factors provides a lens by which any future curriculum innovation project could view the planning processes to highlight the presence or absence of factors that coincide with becoming successfully embedded as a sustainable curriculum change. The absence of any of the factors related to institutional capacity or environment could have adverse implications for the institutions performance, either in terms of the project’s objectives, its outcomes, the project’s longevity or its impact.
High impact community base learning: integrating the social determinants of health

**Background:** Developing appropriate teaching and learning strategies that establish understanding of health inequalities and the social determinants of health (SDH) has been a longstanding focus within public health (PH), but recent attention has emphasised the need to engage students in high impact learning practices that emphasises active learning and reflective strategies. One strategy identified as fundamental to high impact learning is community-based learning (CBL). In 2013 we used CBL to drive a core assessment item in a postgraduate public health course. Through this activity, students were taken out of the classroom to undertake a sensory, ethnographic walk to experience and reflect on the SDH in communities around them. Student evaluations identified the activity as: a positive learning experience; that provided ‘real life’ examples of the complexities of the SDH; and allowed them to develop a deeper sense of ‘empathy’ as future public health practitioners.

**The initiative/practice:** Building on the success of this postgraduate CBL activity, we sought to introduce a similar fieldwork based assessment into a first year undergraduate PH classroom. In translating this high impact learning experience from a postgraduate to undergraduate classroom, we considered critical distinctions in the curriculum related to levels of knowledge and understanding, conceptual frameworks, and depth of learning. In line with this undergraduate students were asked to explore ‘place’ as a SDH in two communities and reflect on the extent to which different community settings are likely to promote health and wellbeing.

**Method and analysis:** Following the fieldwork students were asked to complete a short survey that included open and closed questions designed to investigate their experiences of the fieldwork activity in relation to their understanding of the SDH.

**Evidence of outcomes and effectiveness:** Of 229 students enrolled, 58 (25%) students responded to the survey. The majority believed the fieldwork activity had been valuable for their learning and had broadened their understanding of the SDH and the role of place in health. Students were asked to consider whether the fieldwork had challenged their assumptions about place as a SDH and while many suggested it simply reinforced their understanding, some explored the complex relationship between health and place and reflected on the need to develop “new understandings of health”.

**Relevance to the conference theme:** This study offers reflections on the use of CBL as a method of ‘putting it into practice’ high impact learning.
Increasing the engagement of academic staff with enhancing learning and teaching practices through alternate pathways

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Engaging staff to undertake postgraduate studies to enhance learning and teaching practices can be a challenge. Whilst Federation University Australia endorses and supports all academic staff to complete postgraduate studies in tertiary education, it is acknowledged that the current award program does not always meet their needs.

In response to this, Federation University has transformed their Graduate Certificate of Tertiary Teaching to allow a more accessible and flexible delivery, and create alternative pathways for academic staff to gain a postgraduate qualification in learning and teaching. In conjunction with the award program, we offer a non-award, modularised version of the first two courses, delivered over an extended timeframe with multiple intakes that participants can move within. This alternate offering enables staff to choose a format that is responsive to their workloads and learning needs.

The higher number of enrolments, completion rates and continued positive feedback from participants within the non-award version have highlighted that offering only one format fails to meet the needs of all academic staff. Providing choice and a learner-driven format ensures a more flexible engagement with an innovative curriculum pathway that maintains the pedagogical integrity of our academic staff.

Being 'learner-centred' requires a curriculum to be responsive to learner needs (Greener, 2015). This poster will demonstrate Federation University's commitment to this by showcasing our innovative approach to supporting academic staff to enhance learning and teaching practices by offering alternate pathways to a postgraduate qualification that is responsive to staff workloads, learning needs and career advancement.

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Integrated authentic assessment design for motivation and quality learning

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As teachers in higher education often the greatest challenge in our role is engaging our students. We want our students to be positively motivated to learn and master the material of our disciplines and professions. However, despite several well-researched educational psychology theories of learners’ motivational processes, recommendations for putting these theories into practice in higher education are generally not well articulated. We already know for example that assessment ‘drives learning’, but this overly-used phrase has almost lost its meaning, and some assessment may ‘drive’ students in the wrong direction. In this poster we present evidence of the effectiveness of good practice in authentic assessment design for motivating students to achieve high quality, desirable learning outcomes. Authentic assessments are based on real-world professional scenarios and/or discipline practices. Students are engaged by such assessments because they perceive them as being relevant to the study of a discipline and/or their future careers. We report learning outcomes data and the results of two qualitative case studies of authentic assessment design: from a Health Professional program and an Arts and Social Sciences program. We integrate theories of learners’ motivational processes, including goal and self-determination theory, and the concepts of personal interest and self-efficacy to explain our results. By combining diverse theoretical perspectives with qualitative case data, we systematically explore principles of authentic assessment design that can be applied to subject and course design. Faced with the challenge of motivating and engaging our students, we argue that by changing the design of assessment to make it more authentic, students’ intrinsic motivation for learning is enhanced and quality learning outcomes are achieved.
Integration of H5P Online Learning Activities to Increase Student Success

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The traditional mode of delivering content to students via face-to-face lectures and tutorials is one that has been extensively employed at many universities. However, academics in the College of Sport and Exercise Science at Victoria University raised concerns that this teaching method was no longer suiting the cohort of students. Attendance to the lectures was low. Investigation into the student demographics found this was due to several factors including students’ work commitments (with 75% of students working 21 hours per week or more), and commuting long distances to attend the university (up to 2 hours travel time). The students needed other methods in which to obtain their lecture material, and greater flexibility as to when they undertook their learning, than was being provided by the traditional delivery method of weekly face-to-face lectures.

With these factors in mind, it was decided to transform the curriculum with a design focusing on greater flexibility for teaching and learning, and enabling students to learn at their own Pace, Place, and Mode. A blended learning model was adopted which would combine online components to support / and or replace the delivery of lecture material, and enable students and staff to maximise the face-to-face time on campus.

One solution was to provide students with Online Learning Interactives which were engaging to use and allowed students to learn at their own pace, place, and mode. However tools to build these activities, such as Articulate Storyline require a high and dedicated level of computer proficiency, and have expensive software licencing fees. Academics needed a tool which would allow them to create (and update) their own online learning interactives, that would be quick and simple to use, and at low cost to the university.

The Learning Environments Team identified the open source tool ‘H5P’ as a suitable tool with a large suite of interactive objects that could be used to present to students and engage them with a variety of activities. An LTI (Learning Tools Interoperability) was developed so the tool could be integrated into the LMS, enabling academics to simply, and easily, create their own online interactive lectures and learning activities. To date, academics have built over 1500 online learning interactives, and in 2016 the College of Sport and Exercise Science decided to replace the face-to-face lectures with (H5P) online interactive lectures for 5 units.

Student access to the online space, online learning activities, time spent on the space, their progress and results were all measured, in addition to gaining student feedback of their opinion of the online interactive lectures. These results were compared the previous mode of delivery (purely face-to-face with support material provided online). Analysis of the results indicate that student pass rate and retention increased, with feedback from students including “They are great – I like the interactive nature”, “They are good for breaking up learning compared to full lecture”, and “Great flexibility, thanks!” This outcome has produced positive results for students and academics, and as such, academics in the College of Sport and Exercise Science are expanding their use of H5P online interactives into an additional 44 units in 2017.


Learning analytics and learning design

According to the Open University’s Innovation Report, learning analytics have a high potential impact to substantially improve teaching and learning (Sharples, McAndrew, Weller, Ferguson, FitzGerald, Hirst, & Gaved, 2013). Learning analytics is one of the data sources that can provide evidence on what students are using in a learning management system and thus help to identify the effectiveness of the learning design (Lockyer, Heathcote & Dawson, 2013).

A case study was based on a first year Health Science course. The teachers used learning analytic data collected in the Moodle learning management system to identify the impact of their teaching strategies. The teachers identified what they expected students to do in Moodle and then collected data to identify if students had engaged with these activities as intended. For example, did students access specific quizzes, and did they complete them? Did students access short videos and if so, for how long? This type of learning analytics data, coupled with assessment data helped teachers evaluate the impact of the activities they had designed. Learning analytics evidence can guide the design of a course by identifying activities with limited engagement from students and prompting a rethink of ways they could be presented. Learning analytics data should be cross-checked with qualitative evidence, such as asking the students how they used certain tools, and whether they found them useful to make sure the findings are robust.

A key part of curriculum development is to design activities that engage students. Learning analytics offers a way to identify whether that objective is being realised. This study used a snapshot approach that was of value to show the use of activities but did not advance understanding of how students are learning. In the context of this case study, we found that the online quiz that was a summative assessment that counted in the final mark and was used a lot. A treasure hunt quiz that was not assessed was used far less and its inclusion should be reviewed. It could perhaps be replaced by a quiz that helps students prepare for the summative online test.

References


Mainstream to MOOC and beyond: transforming teaching and learning

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Context
This poster showcases how UNSW Business School’s Massive Open Online Course (MOOC) – *International Franchise Law: The World is Yours* – exemplifies best practice in the development of curricula and resources, by using a cross-disciplinary, scenario-based learning design that fosters independent and self-directed learning.

Initiative
Modelled on an on-campus BCom elective, this MOOC drew on internationally recognised academic research, industry contributions and focused educational design. Using these building blocks, the MOOC team created resources that support the learner and are globally relevant, transferable, scalable, sustainable, and build capacity in digital learning. A video-based case study immerses learners in a fictitious but realistic franchise expansion scenario. The case study allows learners to develop their knowledge and skills (e.g., information gathering, decision making, critical thinking) and apply these to their own contexts.

Each of the six modules contains a scenario to engage learners, and commentaries by legal experts as authentic learning resources. Well-aligned learning outcomes, learning activities (e.g., polls) and resources as well as formative (e.g. discussion forums that are monitored by content experts) and summative assessments with regular feedback to encourage learners to explore, expand and share knowledge and apply to their own contexts. In this way, the MOOC provides digital opportunities for learners to participate as partners, co-creators and directors of their learning experiences, motivating them to continue their learning journey.

Evaluation Method and Effectiveness
Qualitative and quantitative MOOC data was aggregated from pre- and post-course surveys, online forums and comments, and institutional learning analytics dashboard that is used for visual analysis of learner interactions. The data, in turn, has also contributed to research into this dashboard – enabling sustainable and accessible data outputs, and new and improved approaches to learning, teaching and development of high quality courses at UNSW. It has been recognised for:

- highest level of engagement from learners amongst all UNSW FutureLearn MOOCs;
- Franchise Council of Australia continuing professional education accreditation points;
- micro-credentialing in the BCom course to improve the student experience;
- use of video resources in another institution’s postgraduate offering;
- teaching excellence awards at both Faculty and University levels.

Relevance to the theme
The MOOC’s impact and credibility, as benchmarked from data, emanates from its ability to transfer knowledge across diverse geographic, cultural, age, gender and experience boundaries. It is a model for
efficiently delivering large-scale online courses, enhancing the on-campus, blended and online learning and teaching environment, as well as for professional development in higher education.
Modelling quality learning and teaching practices through a supportive, institution-wide Academic Induction Program for academic teaching staff

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While university-focused corporate and faculty-specific induction programs provide a general introduction to the university and to the particular faculty, evidence demonstrates a lack of focus on the necessary foundations academic staff members need for teaching and learning approaches. University academic staff employed with specialised research knowledge and/or industry based experience may not have teaching experience or hold formal teaching qualifications. This raises concerns for how newly appointed academic staff develop pedagogical skills to share their specialist knowledge in ways that are accessible for undergraduate and postgraduate student cohorts.

At Federation University Australia the Academic Induction Program (AIP) forms part of an institutional transformation project created to address this gap for both ongoing and sessional academic staff members. Started in June 2015, the AIP is a two-day blended workshop that creates support for new academic staff to develop their teaching and learning practice through face-to-face activities and additional online modules. Senior academics and other university professionals are a strong presence throughout the AIP and, their facilitation of activities role models a consistent, institution-wide approach to supporting new staff. The broad range of presenters fosters an inclusive environment that incorporates practical information tailored specifically to adult learners (academics) in a university setting.

The AIP aims to provide a consistent foundation for all academic teaching practice, to address inequity in staff learning and teaching knowledge and experience. Post-course evaluation responses from participants indicate that they find the AIP useful, particularly practical topics that support consistency of course development, delivery and assessment practices that are flexible and responsive to student needs. University policies and employment documentation have changed since the AIP began to now require participation in the AIP. This reflects the value that the university and faculties place on the learning and teaching knowledge and support that their new staff experience through involvement in the AIP. Quantitative (surveys) and qualitative (anecdotal feedback from course participants, other university staff and students) methods of data collection and analysis contribute to ongoing course development.

Newly appointed academic staff members are actively encouraged, supported and empowered to apply the pedagogical knowledge and skills learnt during their participation in the AIP. The Federation University Australia AIP is a fit-for-purpose professional development program relevant to any university setting, but particularly for a regionally-focused university.
Moving beyond tokenism: Defining and strengthening the relationship between PASS leaders and Subject Co-ordinators for enhanced outcomes

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PASS (Peer Assisted Study Sessions) is one of the most utilised structured peer learning models in the world. Also known as Supplemental Instruction (SI), PASS is attached to high risk subjects (those with high failure rates, high perception of difficulty or are critical to progression in a course), at key transition points in undergraduate and postgraduate degrees. PASS Leaders are students who have recently successfully completed the subject and who have been selected for the role via an extensive recruitment and training process. PASS Leaders facilitate weekly scheduled group sessions, focusing on subject content delivered by the teaching team, in an informal setting where the power dynamic allows for an open learning environment driven by the students themselves. PASS is most commonly coordinated at an institutional, faculty or school level. Consequently, in most cases PASS support is allocated strategically. The subject teaching team are advised of the allocation of PASS support prior to the commencement of semester.

Research suggests that PASS Leaders offer a valuable perspective as students who have recently completed the subject. They are also privy to the reactions of current students to subject material on a weekly basis. However, often these Leaders are hesitant to share their observations with the academics they work alongside.

Research related to academic staff perceptions of PASS suggests that Subject Coordinators view PASS Leaders as a valuable potential resource for timely feedback. This gap provides an opportunity to intentionally foster a more meaningful partnership between student PASS Leaders and the Subject Coordinators.

Moving away from tokenistic academic/student interactions, this Poster will highlight strategies that are being implemented to address this gap in a large PASS Program at the University of Wollongong.
Referring on scholarship with casual tutors to develop their teaching and learning

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This research focused on the facilitation of casual tutors’ reflective practice on their scholarship of teaching and learning. The emerging ‘uberisation of work’ model of employment characterises many of our universities and scholarship in this area is very new. In a climate of university restructuring and reduced tenured academic appointments, there is a strong need for all teaching staff to collaborate effectively to improve students’ learning outcomes. Traditionally, casual tutors’ voices often went unheard and they were usually not involved in course design and delivery decisions. The research sought to address this narrow approach through developing collaborative reflective practice with casual tutors, as a way of sharing insights back into influencing effective teaching and assessment decisions. Self-determination theory (Ryan & Deci, 2000) within collaborative professional learning communities (Loreman, 2011) and an action learning framework (Kemmis, 2011), underpinned the study in examining what drives the volition of casual tutors to engage in quality teaching, despite the uberisation of their work. This qualitative action research was conducted with five casual tutors teaching on a core education unit as part of a university teaching development project to enhance student learning. The project involved the development of a viable reflective process to capture cross-tutor collaborative perspectives, combined with using an online reflective evaluation tool. Semi-structured interview data examined the benefits, challenges and concerns in adopting new online technologies. The findings located the role of casual academics within a developing university culture of critically reflective thinking, designed to strengthen effective scholarship in teaching and learning.
Scaffolding Clinical Reasoning and Decision Making

Background/context
Student nurses must develop astute skills in clinical reasoning and decision making. These are core competencies for the Registered Nurse. Developing innovative active learning opportunities to stimulate the development of this skill set remains a constant challenge for Schools of Nursing. Throughout the Bachelor of Nursing program at a Group of 8 university, students practice giving and receiving clinical handover. Handover is a critical time for students to start formulating each patient’s management plan as well as reflect on each patient’s situation, clinical risks and likely outcomes. There is a need for learning opportunities that scaffold and stimulate critical thinking during this handover process and for students to become aware of their thinking patterns and related decisions. Through the provision of a scaffold for critical thinking, students will increase their ability to recognise patients at risk and to formulate improved care plans for all patients. In order to provide the conceptual scaffolds needed to promote patient-oriented clinical reasoning, the Research Skill Development (RSD) framework (Willison, 2017) was used to inform learning task provision in tutorials for third year students.

The initiative/practice
The RSD framework (Willison, 2017) was used in tutorials as a conceptual tool for final year student nurses to develop, articulate and put into action the processes of clinical reasoning and decision making. Students were initially provided with a stimulus posed as a clinical problem which, when discussed in tutorials, was used to unpack the facets of the RSD framework, and forge the link to clinical reasoning and decision making. Students then received a video handover of a patient, designed to simulate the clinical environment. Students applied the RSD framework to the information obtained in the handover. This process assisted students to critically reflect, clearly articulate risks and concerns, and organise the information they received. This made the clinical reasoning process more explicit, developing students’ conscious awareness and confidence when analysing information.

In order to determine the effectiveness of the use of the RSD framework to enhance third year students clinical reasoning and decision making skills in clinical handover, evaluation comprised observation of student activity in tutorials, analysis of the students’ completed RSD frameworks and the completion of a student survey. The advantages and disadvantages of this RSD-informed approach will be presented and implications for clinical practice and future research discussed.

Reference
Australian Science, Technology, Engineering, and Maths (STEM) graduates generally emerge from their degrees with deep discipline-specific knowledge. Some STEM graduates have a defined career pathway. Others (like Science graduates) do not; they need education around work and career management skills – both are rare in tertiary Science curricula.

Work Integrated Learning (WIL) can help students develop work-ready mind-sets and unlock employment pathways. In Australia, however, Science students rarely get industry-related and internship-based WIL, and structural barriers impede traditional WIL for large numbers of students.

We built a novel WIL program to help students develop career management skills from a variety of non-science jobs. In this pilot 10 volunteer students completed 12 hours of workshops and around 20 hours of out-of-class readings, reflections, and peer mentoring.

Student work was collected and each student completed a structured interview at the program’s end. We employed two frameworks around career management skills derived from published literature to deductively code these items. We asked which career management skills the students either displayed, discussed, or said they had learned during the program. We also asked which activities in the program developed which skills.

We developed a tentative learning progression that describes how students reflect on skills they are developing through school and extant work, and transfer them into new domains.

We are testing the theories and evaluating how the pilot curriculum develops desired student learnings. The results will be used to design a program that helps students develop career management capacities from a non-traditional WIL.
SmarterAssessment: Transforming assessments to reduce contract cheating

Authors: Dr Fariza Sabrina, Dr Indika Karunanayake, Ms Beverley Jones

This poster will discuss our study of re-designing assessments to reduce the number of contract cheating. Contract cheating has drawn huge research interest due to the growing number of cases of contract cheating with the evolution of modern technologies and globalisation of higher education. Moreover, this is one form of academic misconduct which is hard to detect, and sometimes impossible to detect even using plagiarism checking tools. Literature suggests different ways of eliminating contract cheating by reducing the number of unsupervised assignments as well as reducing the weightage of those assignments, increasing the weightage of in-class exams, incorporating viva voce, oral presentations, practical tests or class tests into the assignment, providing original assignment specifications every term, reducing the turnaround time between the release of assignment details and the submission date and so on. Although existing literature discusses different ways of eliminating/reducing contract cheating, to the best of our knowledge, no empirical research has been done evaluating the effectiveness of re-designing the assessments to reduce contract cheating. Therefore, the purpose of this poster is to discuss our work of re-designing the assessments to reduce contract cheating. More specifically, this poster will explain how effectively our re-designed assessment reduced the number of contract cheating compared to the previous assessment of the same unit. We re-designed the existing assignment making it progressive submission of the assignment where students need fortnightly submission to complete the given task and after the due date of the assignment students were assessed through an in-class test based on the submitted assignment. The purpose of the fortnightly submission is to reduce the risk of contract cheating because it is difficult to buy the assessment task part by part, and it involves students to prove that they have really done the work progressively. It also enables teachers to ensure individual student progresses and supports students by providing feedback. The purpose of in-class test is to prove the assignment is indeed the students own work and student know what s/he has done for the assignment. Immediately prior to re-designing the assessment, 15% of the students received above 90% with 8% doing the assignment in an extraordinarily quick time without any mistake/correction which is an indication of cheating. However, 38% of the students failed the assignment. After re-designing the assignment only 8% received above 90% but the failure rate is reduced to 14%. Our work contributes the literature on transforming assessment task to address the current need of detecting and reducing contract cheating. It also improves the quality of education according to the professional standard. Furthermore, our work improves the ways of assessing students’ learning and supporting them.
Summative Peer Review of Teaching: generating evidence for institutional decision making

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This poster captures the essence of a University-wide summative peer review of teaching process which provides academics with evidence of their teaching for promotion, probation and performance management purposes. It also provides applicants with peer feedback that contributes to teaching innovation.

The strategy provides a snapshot of an academic’s teaching enabling them to use the peer review report to make a case for promotion based on teaching. Applicants (or peer reviewees) help drive the summative peer review process by taking a leading role in the process.
Prospective peer reviewers are nominated by their Heads of School and Deans: Academic. In 2016 the first group of trained reviewers were made available to undertake up to three peer reviews per year. Peer reviewees attended workshops prior to the review process.
A Summative Peer Review of Teaching software was developed during the implementation stage to facilitate the peer review process.

Data was collected from reviewees and reviewers through an online survey.
The peer review process was largely effective. Reviewers valued discussing teaching environments and review criteria with each other and the reviewee. Many colleagues shared their excitement regarding learning new or different teaching techniques which they could use in their own teaching.

Peer reviewees reported that they felt themselves to have engaged equally in the discussion-based meetings prior to the observation of their teaching. They also indicated that they had benefited from the constructive feedback they received along with the evidence-based judgements of their teaching.

Summative peer review of teaching gathers evidence about a colleague’s teaching and recognises excellence in teaching. It is also an important contributor to ensuring that workforce capacity is aligned with both the discipline and institutional imperative to adopt and manage innovative change in teaching in a constantly evolving higher education environment.
Tailored and Timely: Transforming Our Campus's Approach to Student Support

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Background/context:  
Study resources for students at the University of Otago are outstanding. Student have access to millions of dollars’ worth of journal subscriptions, a library staff who are focused on supporting individual research, and student support team who specialize in supporting healthcare professionals as students. Those enrolled in Undergraduate Medical Education have a robust support system customized to the needs of that student body. So to do the Postgraduate students pursuing a Masters or PhD. However, students who are enrolled in distant-taught papers at a postgraduate level lack structured support. Traditionally it has been the responsibility of the individual programme and programme staff to inform the student as to what resources they could and should utilize. Ultimately, this has led to great variability in student awareness and low uptake of the services of our campus-based support team.  
The initiative/practice: The newly minted University of Otago Wellington (UOW) Study Skills is a portal to resources specifically tailored to the distance-taught working healthcare professional. UOW Study Skills will be created through the synergy of two current and successful programmes; a face-to-face study skills workshop and a fully online orientation tool. Blending the content of the first with the approach of the second will allow UOW Study Skills to spread the knowledge-base of the student support to the entire cohort of UOW postgraduate distance-taught students.

Method(s) of evaluative data collection and analysis:  
All UOW taught programme students will be surveyed to collect demographic data, knowledge-base of support services, and perceived competence on receiving support. Using use data from the UOW Study Skills portal the researchers will analyse the findings comparing students who utilized the portal with those that didn’t. This analysis will show which features of the portal were most effective at serving students’ needs.

Evidence of outcomes and effectiveness:  
While data are still being collected on the full Study Skills portal, analysis of data from the pilot online orientation revealed increases in students perceived competence in the use of online learning tools as part of the learning context. Thus, it is expected that similar increases in competence and study skills will be found at the end of a semester of UOW Study Skills portal.

Relevance to the conference theme: The goal of this initiative is to build a support service approach that allows for maximum educational advantage.
The Case for Pre-Curriculum Curriculum for Higher Degree Students

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This research project is exploring how prospective higher degree students learn what they need to know about choosing a supervisor and a topic. The small amount of previous research in this area suggests that selecting an appropriate supervisor, one with expertise that directly aligns with a topic of interest, is important for a candidate’s progress and satisfaction during their higher degree (e.g., Ives & Rowley, 2005). However, very little is known about how students acquire knowledge and skills regarding supervisor selection. Self-teaching using resources that are freely available on the internet appears to be one possible method. However, this method results in a large amount of information and it is not clear whether prospective higher degree students are able to navigate this information. This navigation may prove overwhelming for at least some prospective students (e.g., those who are looking to move to a new institution/country and don’t already have contacts in the department they are interested in approaching). For instance, a Google search using the term “Choosing a PhD supervisor” returns over 400,000 results. Some of these results include comprehensive guides provided by particular universities, other results include a wide-range of ‘tips’. These tips vary from “…talk to prospective supervisors, size them up and read their work” to “Don’t be tempted to work with those who are more willing to put themselves out to talk to with you, the folk who can most easily find the time to do that are those who are not doing much research…”. This project is collecting anonymous survey data on how current higher degree students from a variety of faculties went about selecting their supervisor and whether students feel that they would have benefited from pre-curriculum curriculum on how to select a supervisor. Both students and supervisors have a number of competing pressures that don’t always serve students well during the supervisor/topic selection process. It is proposed that pre-curriculum curriculum would place students at the centre of their learning and better equip them with the knowledge and skills required to make important decisions about their higher degree. This could take a number of forms including online modules, and/or oversight from an independent person or panel to ensure that the prospective student has engaged in active learning to become aware of issues around supervisor/topic selection and how this can impact upon progress and satisfaction. This research project cuts across the conference themes of Facilitating Curriculum Transformation and Putting it Into Practice (supporting students).
Science students, a novel work integrated learning program, and new models for understanding students’ development of career building skills and work capability

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Work Integrated Learning (WIL) can help students unlock employment pathways and understand the world of work. Numerous challenges exist, however, around providing WIL to large numbers of students in undergraduate Science programs. Although many strategies have been tried to place Science students in science workplaces en-masse, the participation of these students in internship-style WIL programs remains very low. In many cases the “problem” that plagues these initiatives is access to the science workplace.

We have addressed the problem of science workplace access by developing a WIL program that allows Science students to draw on their extant work for WIL. A pilot of this program ran in 2016 with 15 student participants who worked in a wide variety of different part-time jobs. The structured program engaged students in reflective practice, peer mentoring, and literature readings. We aimed to increase the students’ understanding of career management strategies, career options for science students, and their own employment-related strengths and weaknesses.

In this poster we present the curriculum of the program and the students’ reflections about their experiences and their learning. Despite concern from science colleagues that this program would not be appropriate for science students, the student feedback was overwhelmingly positive. In addition, the students were able to articulate the ways they engaged in high-level cognition during their program involvement. Using the student reflections we examine which parts of the program were most valuable, and reveal the areas in which we will refine the pilot curriculum to improve its WIL value for students.
The problem of transforming curriculum for online learning in the absence of those who enact it

Online learning is on the rise in Australian Higher Education, facilitated by organisations such as Open Universities Australia (OUA), which is dedicated to online and flexible course delivery. By expanding access and enrolment opportunities, this mode of learning provides an important avenue to implement Australian government policies aimed at increasing overall participation in higher education and widening the participation of students from disadvantaged and low socio-economic backgrounds. Links to government funding make implementing these policies an important financial concern for universities and provide a strong incentive to get online delivery right. The quest to identify effective online curriculum and pedagogies has generated a substantial body of literature, from which the central importance of the teacher has emerged as a major element. However, since a large proportion of online teachers are casually employed, there is a disjunction between the teacher centrality shown in the literature and the teacher absence from firstly, online curriculum design processes, and secondly, professional development in online pedagogy to enact the curriculum. The poster juxtaposes recommendations from the literature with the lived experiences of casual online tutors drawn from in-depth interviews conducted during a case study of one online first year unit. This core Humanities unit aims to facilitate students' successful transition to university by introducing them to the learning, thinking and communication processes that are important in the university setting. It is offered by a large public university through OUA and has a high-representation of ‘non-traditional’ students and casual tutors. Using a process of thematic analysis, responses from the six tutors interviewed were examined for common thematic threads extending throughout the data. The identified themes were then distributed to a wider set of online tutors for broader validation. Students' results and comments on the unit were also considered. The findings show that tutors are undervalued by the university and their casual academic status has a negative impact both professionally and personally. Despite this, teaching quality and support of students remain high, due mostly to tutors’ personal professionalism, goodwill and the donation of unpaid hours. The situation highlighted by this case study is far from ideal and can only be considered unsustainable. If universities are to take curriculum transformation for quality in online learning seriously, those most intimately involved in its delivery, namely the tutors themselves, need to be welcomed to discussions on curriculum design and need effective, paid support to ensure quality in its enactment.
The research-teaching nexus: students' perceptions of a research-led education

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This study investigates student perceptions and experiences of research-led education among science undergraduates at a research-intensive university. The concept of research-led education is becoming increasingly prominent in higher education curriculum development. Research-led education encompasses a myriad of ideas, ranging from integrating current disciplinary findings into course content to using educational research to inform the course design (Healey et al. 2010). At the institution in our study, students enrolled in undergraduate science degrees are exposed to research in the form of supervised research projects, practical laboratory sessions, inquiry-based teaching in the classroom and other activities included in coursework. The institution believes that employing highly research-active staff in teaching positions will be beneficial to students, exposing them to expert knowledge and integrating them into a community of scholars.

However, the establishment of a positive link between research and teaching depends on teaching and learning processes (Elton 2001) and is not necessarily a direct consequence of a research-intensive environment. Student-centred teaching and constructive alignment of assessment with research-led goals are conducive to a positive link between teaching and research (Elton 2001). If students perceive a discontinuity between their current learning and disciplinary research, they may not recognize or appreciate the research skills they are learning (Robertson and Blackler 2006). By investigating student experiences of the research-teaching nexus, we hope to find out if student perceptions match the goals of our research-led curriculum. Identification of mismatches can then inform further curriculum improvement.

The study investigates science students' perceptions of research at this institution by surveying them about enrolment decisions, the extent to which they are aware of lecturing staff as researchers and how this impacts on their experiences, and the skills and abilities they believe they gain during their degrees. The survey is administered online to all students in all years of a science degree and is based on a questionnaire developed by Turner et al. (2008).

We will report on the survey results and their implications for the development of strategies to strengthen the links between research and teaching in the science curriculum at this research-intensive institution. We aim to use the results to develop an evidence-based approach to transformation of the undergraduate science curriculum. By building on students' actual experiences and perceptions, we will be able to more explicitly link research and teaching and provide improved scaffolding for students.

References

To immerse, or not to immerse? Student perspectives of a social justice learning experience

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Rapid and continuing globalisation needs education to encourage active global citizenship so we can benefit from the cross-nation merging of cultures, values and problem solving. In-country cultural immersions offer students an enhanced awareness of justice issues, vital for the development of global citizens. Irrespective of the specific learning goal(s), the attractiveness of incorporating immersions is the potential for ‘leap-wise’ (rather than ‘step-wise’) gains by the participants, which have been described as transformative. This term is often used informally, but in the context of transformational learning theory defines a real and measurable shift in participant perspective as a consequence of targeted learning and evaluation. How are student perspectives affected by immersion-style learning experiences? This question inspired our project.

The Catholic ethos of The University of Notre Dame Australia drives its commitment to provide social justice learning opportunities. This paper presents a case study of a stand-alone, undergraduate unit delivered in collaboration with the aid organisation, Caritas Australia. The unit aimed to build awareness of justice issues and motivate community social action in the students. In 2016, ten students undertook the unit, comprising two components. The first component, 13-weeks of on-campus learning, explored relevant themes (e.g. models of development) and the history and socio-politics of Timor Leste. A 10-day cultural immersion trip to Timor Leste followed. The immersion allowed participants to reflect on their established values, perspectives and knowledge against an unfiltered reality: a potent ial trigger for the “disorientating dilemma” that Mezirow (1994) explains as essential for perspective transformation. To understand the immediate value of the students’ experience, data were collected from three surveys (before/after the on-campus component and post-immersion), semi-structured interviews and two written assignments.

Our sequential and explanatory analysis approach identified transformative attitudes in the student voice and explored which learning opportunities are likely to have promoted this. Students showed heightened awareness of the young country’s socio-political and historical context and the persisting justice issues challenging their poorest communities. There was also an emotive effect of the immersion derived from a combination of one or more factors: being in-country; the generosity and spirit of the people; the contrasting monetary wealth between participants and hosts; and a deeper understanding of the relationship between Timor Leste and Australia. The results may guide whether a similar approach is achievable elsewhere and informs subject design to help maximise the effectiveness of teaching for social justice.
Transforming assessment practice institutionally to enhance the student experience

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Keywords: Assessment; Curriculum transformation; Professional development

1. Background/context

Institutionally, assessment practice is guided by relevant policies. However, the extent to which quality practice complies with institutional policies, especially during organisational change, remains unclear. Without adequate data collection, quality assurance cycles, closing the loop, institutions cannot confidently claim satisfactory governance to assure learning outcomes and standards (Freeman and Ewan, 2014).

2. The initiative/practice

This initiative, using a Learning & Teaching Quality & Standards Framework, (Scott, 2016) showcases an institutional response to meet assessment quality learning and teaching (QLT) standards using two targeted key performance indicators (KPIs 8 and 10) that impact on the student learning experience. Commissioned by Academic Senate (2015), responding to an assessment practice and compliance report of 50 random subjects, 3 QLT Assessment leaders audited 166 subjects and created an institutional baseline to audit and report on assessment policy compliance, and provide professional development support for greater assessment task alignment to subject/course learning outcomes, clearer communication to students and enhanced student learning. In 2016, 5 QLT Assessment leaders resourced institutionally, in consultation with faculties, targeted 306 subjects in the second session. Institutional KPI targets were set for a nominal increase of 5% improvement above the baseline set in 2015. For KPI 10, 24 subjects with final examinations were audited and reported on.

1. Method(s) of evaluative data collection and analysis

Target subjects in key courses were chosen to participate in 2016. The assessment data focused essentially on two key performance indicators relating to assessment (the communication of assessment tasks in subject outlines (KPI 8) and final examinations (KPI 10). The audit tool (subject assessment checklist) used in 2015 was reviewed and refined by the Assessment Team (A-Team) in 2016, ensuring integrity of the baseline data was maintained. Concurrently, a professional development program to support academics was offered. The assessment literature informed the revised audit tool and support program. Providing the teachers with options for synchronous professional development workshops, additional resources and individual consultations, afforded opportunities for collecting quantitative and qualitative data. The results was reported at the school, faculty and institutional levels.

2. Evidence of outcomes and effectiveness

Regardless that the institution had been going through major change, from four faculties to three, the results provide evidence of improved assessment practices, policy alignment, and communication of assessment expectations to students for enhanced learning outcomes. When academics engaged in professional development, there was a significantly higher increase in compliance and communication of assessment. To ensure ongoing improvement in quality assessment practices requires continuous monitoring through quality assurance mechanisms, supported by additional professional development resourcing.

References:

Transforming curricula to focus on developing students’ evaluative judgement

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In this presentation, we argue for the transformative potential of curricula to develop students’ evaluative judgement and synthesise literature to showcase how common pedagogical strategies can be redesigned to achieve this aim. Evaluative judgement is the capability to make informed judgements about the quality of one’s work and that of others’, which is required for effective and reflexive practice.

The allure of evaluative judgement is its potential to equip students for future practice. Having a cognitive and embodied sense of quality is necessary not just for the immediate assessment task but for learning throughout life (Boud and Soler, 2016). This concept is not new, nor are we suggesting that graduates of current higher education curricula lack evaluative judgement. However, current assessment design can fragment and silo students’ understanding of quality and in some instances can be counterproductive to the development of evaluative judgement.

Assessment and feedback design is frequently critiqued for being unidirectional, excessively content and task focused, while also positioning students as passive recipients of feedback information (e.g. Carless, Salter, Yang, and Lam, 2011). Worse than failing to support the development of evaluative judgement, these approaches may even inhibit it, by producing graduates dependent on others’ assessment of their work, who are not able to identify what criteria to apply in any given context. Equally concerning is literature highlighting the negative unintended consequences of assessment on professional judgement, for example, studying for the test through which students learn superficial “skills and tricks” (Hanna and Fins, 2006; Wear and Varley, 2008). We may be better able to assist learners in developing strategies for refining their own judgement, through a range of systematic and interlinked activities and tasks which require students to examine and interact with examples of work of varying quality.

Our poster will highlight how existing curricular practices can be transformed to support evaluative judgement. Assessment approaches such as self-assessment, peer-review, feedback, rubric and exemplar use can be augmented to focus on developing evaluative judgement rather than being about the immediate task. Rather than focusing on ‘grade guessing’, self-assessment and peer-review can more usefully be justified in terms of assisting students to qualitatively review their own and others’ work against multiple criteria and to refine their judgements through dialogue. By focusing intent on developing evaluative judgement, students can pay close attention to what constitutes quality in others’ work and how that may transfer this to their own work. Feedback can then be tailored to discuss differences in evaluative judgement, highlighting gaps in understandings of quality and how quality is influenced by discipline and context.
This poster illustrates how four new curriculum design principles are transforming how USC develops, evaluates and enacts curriculum. The four curriculum design principles at USC are: learning-centred, standards based, constructively aligned and career and future focused. These four principles have provided a framework for diverse curriculum teams to ask targeted and productive curriculum questions and collect discipline specific evidence to support their program design.

There are several key advantages underpinning the implementation of the four curriculum principles:

1. The development of a shared language of the principles across all curriculum work areas.
   - An explicit focus on the design of quality curriculum using evidence based practice to enhance the student learning experience;
   - And bringing forward the connections between key stakeholders in the articulation of curriculum design including: academic program teams, accreditation and evaluation bodies, student support services and the students themselves.

The four key principles work synergistically and are mutually supportive. They are robust and transcend macro accreditation demands through to granular learning and teaching activities in classrooms - ultimately creating spaces for curriculum transformation. Examples of how the four principles positively impacted curriculum team work and how they translate to other learning and teaching priorities such as blended learning, work integrated learning (WIL), and the first-year experience will be shared.

Keywords: curriculum design principles, policy reform, quality curriculum
Using Programmatic Assessment to empower students take control of their learning

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Medical Schools across Australia but also globally are looking into designing, developing and implementing a programmatic assessment approach (Var De Vleuten et al 2012) to their medical curricula. This approach is often part of a continuum which begins with the development of specific capabilities for graduates, necessary to get accredited as doctors or other health care professionals, and then align this with learning activities and measurable assessment opportunities across a program of study. The use of an electronic portfolio tool, the provision of longitudinal tutorial support and credible feedback are often the key design challenges for programmatic assessment (Bok et al, 2013). This poster will illustrate the pedagogical process which a Faculty of Medicine and Health Sciences in an Australian University followed to design, develop and implement a workable and sustainable solution to programmatic assessment using an e-portfolio tool for a two year accelerated undergraduate pre-medical program. The curriculum includes a professional practice stream integrated across the entire program. It was in this stream that the students were introduced to the concept of an ePortfolio as way to help them join the dots between learning and professional capabilities across all the modules of study in their program but also from other aspects of their lives (work or volunteering experiences). The curriculum design included clear guidelines, scaffolded reflective templates and a set of specific capabilities to facilitate the collection of evidence and showcase learning. Students collected all their evidence into their private portfolio space, and a workbook structure was developed to facilitate the assembly into meaningful learning statements. Students were asked to link such statements with the capability framework. An auto-submit function was enabled to allow timely feedback. Most importantly it was made sure through the learning design process that the portfolios reflect as far as possible the requirements of postgraduate training and future career paths. This was perhaps one of the most important buy ins for the students. An evaluation of the first year implementation took place using the focus group methodology. The results suggested that the use of an electronic portfolio to enhance programmatic assessment was an invaluable component of the program. Illustrative and presentative student quotes will add validity to the argument for programmatic assessment presented in this poster.


What about me? Ensuring the accessibility of employability practices.

1. Background/context

Research suggests that higher education institutions inadequately prepare students for a workforce which demands generic, transferable skills (Hinchliffe & Jolly, 2011; Jackson, 2013; Kivunja, 2014). Students may develop these skills through co-curricular activities, however, these opportunities are often inaccessible to non-traditional students including those from ethnic minorities (Owens et al., 2010) lower socio-economic groups (Budd, 2016; Byrom & Lightfoot, 2013; Reay, Crozier & Clayton, 2010; Redmond, 2006) first-generation students (Hirudayaraj, 2011; Owens et al., 2010) and indigenous students (Crave, Parente & Marder, 2004; Pechenkina & Anderson, 2011). With an increased focus on embedded employability in higher education, how do we ensure equity in our practices? This research seeks to understand this phenomena from the students’ perspective.

1. Research/initiative/practice

This research will assess a bespoke employability enhancement project designed for Maori and Pacific Island students as priority learners in the NZ tertiary education sector. The project includes career development and recruitment services and networking opportunities with Maori and Pacific Islanders from industry. It also includes a student-led networking association. This research seeks to understand the experiences of students who have accessed these services to inform future developments in this area and to explore how targeted initiatives such as these can be incorporated within curricula.

2. Methodology and analysis/evaluation method

By June 2017, interviews will be held with staff at a leading business school in NZ to identify practices. Additionally, focus groups will be held with students who have accessed services in the bespoke employability enhancement project to elicit their experiences, identify gaps and implications on practice.

3. Outcomes and effectiveness

Employability is a key focus in the NZ tertiary education landscape. Significant resources have been devoted to bridging and transitioning non-traditional students into tertiary education and also retaining these students (MOE & MBIE, 2014; TEC, 2012), however, there is limited knowledge and understanding on transitioning these students out of higher education. Outcomes from this research will inform future practice in this area and identify ways to optimise opportunity for all students so they may achieve their potential.

4. Relevance to the conference theme

This research is relevant to the Curriculum Transformation Drivers theme, specifically how we respond to employability development which is currently impacting higher education on a national and international scale.

References:
Budd, R. (2016). Disadvantaged by degrees? How widening participation students are not only hindered in accessing HE, but also during—and after—university. Perspectives: Policy and Practice in Higher Education, 1-6.


