Crossing the Borders
Education without borders
Exploring the Borders

Conference Program

16 - 20 November 2015

Charles Sturt University
Albury Campus

La Trobe University
Wodonga Campus
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Acknowledgements

Welcome to Country
Aunty Nancy Rooke OAM, Wiradjuri Elder

CSU Ed Week Committees

CSU Ed Week 2015 Organising Committee
Prof Sandra Wills
Dr Judith Gullifer
Katherine Klapdor
A/Prof Kogi Naidoo
Prof Don Olcott
Dr Narelle Patton
Lesley Reid
Leanne Tucker
A/Prof Philip Uys
Mark Wade

Crossing the Borders - 7th Asia Pacific Forum on Educational Integrity Committee
Abstracts for this conference have undergone a peer review process.
Prof Sandra Wills
A/Prof Julianne East
Dr Judith Gullifer
Sonia Saddiqui
Dr Ruth Walker

Education without Borders: Open and Online Learning Committee
All presentations are by invited speakers.
Prof Sandra Wills
Katherine Klapdor
Prof Don Olcott
Linda Ward
Mark Wade
A/Prof Philip Uys

Education without Borders: Workplace Learning at CSU Committee
A/Prof Wendy Bowles
Dr Narelle Patton
Jennifer Pace-Feraud
Frances Colquhoun

Exploring the Borders: Learning and Teaching at CSU Committee
Abstracts for this conference have undergone a peer review process.
A/Prof Kogi Naidoo
Dr Lindy Croft-Piggin
Dr Judith Gullifer
Wendy Hogan
Dr Ben Kehrwald
Tim Klapdor
Dr Julia Lynch
Prof Don Olcott
Dr Narelle Patton
Lesley Reid
Dr Rachel Richardson
Dr Pamela Roberts
A/Prof Elizabeth Thomson
Mark Wade
A/Prof Janelle Wheat

Chair, PVC Student Learning
Senior Lecturer, School of Psychology
Manager, OpenEdOz Project
Director, Learning Academy
Director, u!magine
Senior Lecturer, Practice-Based Education
Executive Assistant, PVC Student Learning
Executive Officer, PVC Student Learning
Director, Learning Technology
Director, Learning Resources
Chair, PVC, Student Learning, CSU
Director, Student Learning & Engagement, La Trobe University
Senior Lecturer, School of Psychology, CSU
Project Manager, University of South Australia
Senior Lecturer, University of Wollongong
Chair, PVC, Student Learning, CSU
Project Manager, OpenEdOz Project
Director, u!magine, CSU
Project Manager, OpenEdOz, CSU
Director, Learning Resources, CSU
Director, Learning Technology, CSU
School of Humanities and Social Sciences, CSU
Senior Lecturer, Practice-Based Education
Research Project Manager, EFPI
Workplace Learning, EFPI
Chair, Director, Learning Academy
u!magine
Senior Lecturer, School of Psychology
Administrative Assistant, DSL
Senior Lecturer, Learning Academy
u!magine
Sub Dean Learning & Teaching, Faculty of Business
Director, u!magine
Senior Lecturer, Practice-Based Education
Executive Assistant, PVC Student Learning
Sub Dean Learning & Teaching, Faculty of Education
Senior Lecturer, Learning Academy
Director, Learning Design
Director, Learning Resources
Associate Dean Learning & Teaching, Faculty of Science
Welcome

Welcome to CSU’s annual teaching and learning conference in Albury, this year bigger and better due to our partnership over a whole week with two key external conferences and three CSU-specific conferences and workshops:

- Crossing the Borders: New frontiers in Academic Integrity, an Asia Pacific event
- Education without Borders: Open and Online Learning, a national event
- No Borders: Sessional Staff Space at CSU
- Education without Borders: Workplace Learning at CSU
- Exploring the Borders: Learning & Teaching at CSU

Located at a CSU campus in Albury on the border of Victoria and New South Wales, the various event organisers agreed that a common theme about borders was very relevant. In fact we cross the border physically Tuesday afternoon for a shared event at a campus of La Trobe University in Wodonga. We also cross the border between two conferences on Wednesday morning by addressing academic integrity in open education.

Academic integrity is a timely event to attract to CSU as we have just developed and approved a new policy on academic integrity. Of course integrity continues to receive a hammering in the media so it is with great pleasure that ICAC and TEQSA accepted our invitations to speak at Crossing the Borders and listen to our other academic integrity speakers from universities of the Asia Pacific.

Open and online learning is also high on CSU’s agenda with the roll out of our distance education Strategy: Destination 2020. This event has been organised under the auspices of an OLT grant being led by CSU. Called OpenEdOz, the project has built a roadmap for a national open education strategy. It is a call for action at the national level to better understand and work towards open educational practices in the context of a higher education sector and an overall economy that has moved decisively into a digital plane. Sessions in the afternoon showcase many examples of open education in practice at CSU and other Australasian universities.

Also in the afternoon under the Education without Borders banner are two important workshops for CSU: one on workplace learning, a signature strength for CSU and the other for sessional teachers who we recognise as a powerhouse of teaching expertise and professional expertise enhancing our effectiveness in delivery of quality courses and quality learner experiences.

In the final two days of CSU Ed Week, we continue to celebrate the innovative work in teaching and learning at CSU in our Exploring the Borders conference. Abstracts for this conference have been peer reviewed and are a testament to the scholarly work in teaching and learning that is a feature of academic work at CSU. Thank you to all who submitted. This contributes not only to your own professional learning but the learning of your colleagues. Enjoy the week.

Prof Sandra Wills
Pro-Vice-Chancellor (Student Learning)
Charles Sturt University
Useful things to know about CSU Ed Week 2015

The CSU Ed Week Conference program
To save paper, the CSU Ed Week Conference Program will be available in multiple formats:

The full program is available in pdf format though the CSU Ed 2015 site.

You can access this full version via a hand-held device during the conference, or print out those pages you wish to bring with you to the conference.

A small number of printed copies of the Schedule will be available at the registration desk for loan.

How will CSU Ed Week 2015 be evaluated?
How did we do?
A conference survey will be available.
Notification of the opening of the survey and the URL will be made via email. Many thanks in advance for your constructive feedback and insights.

Movement and time
While we are allowing some time for movement between sessions, this year the CSU Ed Organising Committee arranged presentations into themes which may minimise the need to relocate within sessions.

Each session will be ‘chaired’ by a Facilitator with the aim of developing broad discussion in the audience. We are encouraging audience members and presenters (where possible) to stay in the same session to foster this ongoing dialogue.
# Crossing the Borders: New frontiers in Academic Integrity
## The 7th Asia Pacific Forum on Educational Integrity (7APCEI)

### Schedule

**Sunday 15th – 6pm - Dinner: Informal get together for those in attendance (Pay for own dinner) - The Zed Bar, 586 Dean St, Albury**

<table>
<thead>
<tr>
<th>DAY 1  Monday 16th November 2015</th>
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<tbody>
<tr>
<td>8.30am Registration</td>
<td>Learning and Teaching Hub - Foyer</td>
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<tr>
<td>9am</td>
<td>Welcome &amp; Housekeeping – Judith Gullifer (CSU)</td>
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<td>CD Blake Building – Room 202</td>
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<tr>
<td>9.05am</td>
<td>Welcome to Country – Aunty Nancy Rooke OAM, Wiradjuri Elder</td>
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<td>CD Blake Building – Room 202</td>
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<tr>
<td>9.20 - 9.30am</td>
<td>Conference Opening – Professor Andrew Vann, VC (CSU)</td>
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<td>CD Blake Building – Room 202</td>
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<td>9.30 – 10.30am</td>
<td>Opening Keynote: Dr Robert Waldersee (Independent Commission Against Corruption ICAC NSW)</td>
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<td>Chair: Dr Ruth Walker (University of Wollongong)</td>
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<td>CD Blake Building – Room 202</td>
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<tr>
<td>10.30am – 11am Morning Tea – The Gums Cafe</td>
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</table>

#### 11am - 12.30pm

<table>
<thead>
<tr>
<th>Issues of policy</th>
<th>Integrating academic integrity</th>
<th>Resources, assessments and interventions</th>
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</thead>
<tbody>
<tr>
<td>Room 103 Chair: Keith Fogget</td>
<td>Room 106 Chair: Judith Bannister</td>
<td>Room 107 Chair Vivien Silvey</td>
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</table>

<table>
<thead>
<tr>
<th>11-11.30am</th>
<th>Developing a superior academic integrity policy</th>
<th>Avoiding plagiarism - or achieving academic integrity? Report on a curriculum integrated academic literacy development program</th>
<th>Maintaining academic honesty in dental practical assessments</th>
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<tbody>
<tr>
<td>Julianne East</td>
<td>Ursula McGowan</td>
<td>Wendy Currie</td>
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<tr>
<td><a href="mailto:j.east@latrobe.edu.au">j.east@latrobe.edu.au</a></td>
<td><a href="mailto:ursula.mcgowan@adelaide.edu.au">ursula.mcgowan@adelaide.edu.au</a></td>
<td><a href="mailto:wendy.currie@sydney.edu.au">wendy.currie@sydney.edu.au</a></td>
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<tr>
<td>Judith Gullifer</td>
<td></td>
<td>Susie Dracopoulos</td>
<td></td>
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<tr>
<td><a href="mailto:jgullifer@csu.edu.au">jgullifer@csu.edu.au</a></td>
<td></td>
<td><a href="mailto:susie.dracopoulos@sydney.edu.au">susie.dracopoulos@sydney.edu.au</a></td>
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<tr>
<td>La Trobe University and Charles Sturt University</td>
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<td>Delyse Leadbeatter</td>
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<td><a href="mailto:delyse.leadbeatter@sydney.edu.au">delyse.leadbeatter@sydney.edu.au</a></td>
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<td></td>
<td></td>
<td>Elizabeth Martin</td>
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<td></td>
<td><a href="mailto:elizabeth.martin@sydney.edu.au">elizabeth.martin@sydney.edu.au</a></td>
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<tr>
<td>Time</td>
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<tr>
<td>11:30-12pm</td>
<td>Academic integrity systems: the space, place and shape of integrity in the ecological university</td>
<td>Ruth Walker</td>
<td><a href="mailto:rwalker@uow.edu.au">rwalker@uow.edu.au</a></td>
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<td></td>
<td>How to communicate effectively across Indigenous cultural boundaries to implement change</td>
<td>Annette Gainsford</td>
<td><a href="mailto:againsford@csu.edu.au">againsford@csu.edu.au</a></td>
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<td></td>
<td>Teaching to avoid plagiarism in the digital age</td>
<td>Carolyn Woodley</td>
<td><a href="mailto:cwoodley@csu.edu.au">cwoodley@csu.edu.au</a></td>
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<tr>
<td>12-12:30pm</td>
<td>Evaluating academic integrity breach data: Can it change institutional policy and practice?</td>
<td>Karen van Haeringen</td>
<td><a href="mailto:k.vanhaeringen@griffith.edu.au">k.vanhaeringen@griffith.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Students as partners in academic Integrity</td>
<td>Sonia Saddiqui</td>
<td><a href="mailto:sonia.p.saddiqui@gmail.com">sonia.p.saddiqui@gmail.com</a></td>
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<td></td>
<td>The integrity conversation: a place in the dialogue</td>
<td>Gwyn Jones</td>
<td><a href="mailto:gwyn.jones@unsw.edu.au">gwyn.jones@unsw.edu.au</a></td>
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<tr>
<td>12:30 – 1:30 pm</td>
<td>Lunch – The Gums Café</td>
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<td>1:30 - 2:30pm</td>
<td>Round Table - Director Teddi Fishman (International Center for Academic Integrity ICAI, United States of America)</td>
<td>Chair: Associate Professor Julianne East (La Trobe University)</td>
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<tr>
<td>2:30 – 3:30pm</td>
<td>Keynote: Anthony McClaran (CEO of TEQSA) and Gary Brook (Director Provider Assessment and Engagement Group)</td>
<td>Chair: Dr Judith Gullifer (CSU)</td>
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<tr>
<td>3:30pm – 4pm: Afternoon Tea – The Gums Café</td>
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<td>Time</td>
<td>Session</td>
<td>Room 103 Chair</td>
<td>Room 106 Chair</td>
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<tr>
<td>4 – 5:30 pm</td>
<td>Themed sessions: 20 min Presentations followed by 10 minutes discussion - Learning and Teaching Hub</td>
<td>Karen van Haeringen</td>
<td>Ursula McGowan</td>
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<tr>
<td>4 – 4:30 pm</td>
<td><strong>Ticking the box on academic integrity education</strong>&lt;br&gt;Julianne East&lt;br&gt;<a href="mailto:j.east@latrobe.edu.au">j.east@latrobe.edu.au</a>&lt;br&gt;La Trobe University</td>
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<tr>
<td>4:30 – 5 pm</td>
<td><strong>The University AIM: An integrated academic integrity module for all students</strong>&lt;br&gt;Keith Foggett,&lt;br&gt;<a href="mailto:Keith.Foggett@newcastle.edu.au">Keith.Foggett@newcastle.edu.au</a>&lt;br&gt;Carol Miles&lt;br&gt;<a href="mailto:Carol.Miles@newcastle.edu.au">Carol.Miles@newcastle.edu.au</a>&lt;br&gt;University of Newcastle</td>
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<tr>
<td>5 – 5:30 pm</td>
<td><strong>Paint me a picture: Translating academic integrity policies and regulations into visual content for an online course</strong>&lt;br&gt;Vanda Ivanovic&lt;br&gt;<a href="mailto:v.ivanovic@auckland.ac.nz">v.ivanovic@auckland.ac.nz</a>&lt;br&gt;Stephanie Reid&lt;br&gt;<a href="mailto:sre.reid@auckland.ac.nz">sre.reid@auckland.ac.nz</a>&lt;br&gt;Li Wang&lt;br&gt;<a href="mailto:l.wang@auckland.ac.nz">l.wang@auckland.ac.nz</a>&lt;br&gt;The University of Auckland</td>
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<tr>
<td>6 for 6:30 pm</td>
<td>Conference dinner at The Gums Café &amp; Bar, Charles Sturt University, Albury</td>
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## Crossing the Borders: New frontiers in Academic Integrity

### 7APCEI Combined day with La Trobe

### Crossing the Borders between NSW and Victoria

#### Schedule

<table>
<thead>
<tr>
<th>DAY 2</th>
<th>Tuesday, 17th November 2015</th>
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<tr>
<td><strong>8.50am</strong></td>
<td>Welcome to Day 2 – Associate Professor Julianne East (La Trobe University)</td>
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<td>CD Blake Building – Room 202</td>
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<tr>
<td>9 – 10am</td>
<td>Keynote: Associate Professor Jay Phillips (School of Indigenous Australian Studies, CSU)</td>
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<td>Chair: Sonia Saddiqui (Macquarie University)</td>
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<td></td>
<td>CD Blake Building – Room 202</td>
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<tr>
<td><strong>10 – 11 am</strong></td>
<td>Themed sessions: 20 min Presentations followed by 10 minutes discussion - Learning and Teaching Hub</td>
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<tr>
<td><strong>Innovative practice</strong></td>
<td><strong>Cultures and consequences</strong></td>
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<tr>
<td>Room 103 Chair: John Rae</td>
<td>Room 106 Chair: Camilla Roberts</td>
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<tr>
<td><strong>10 – 10:30 am</strong></td>
<td><strong>Game based learning and academic integrity</strong></td>
</tr>
<tr>
<td>Judy O’Connell <a href="mailto:juoconnell@csu.edu.au">juoconnell@csu.edu.au</a></td>
<td>Cathi McMullen <a href="mailto:CMcMullen@csu.edu.au">CMcMullen@csu.edu.au</a></td>
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<td>Charles Sturt University</td>
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<tr>
<td><strong>10:30 – 11am</strong></td>
<td><strong>An integrated approach to teaching academic integrity</strong></td>
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<tr>
<td>Theresa Davern <a href="mailto:t.davern@griffith.edu.au">t.davern@griffith.edu.au</a></td>
<td>Ruth Walker <a href="mailto:rwalker@uow.edu.au">rwalker@uow.edu.au</a></td>
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<td>Lynette Wo <a href="mailto:l.wo@griffith.edu.au">l.wo@griffith.edu.au</a></td>
<td>University of Wollongong</td>
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<td>Griffith University</td>
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<tr>
<td><strong>11am – 11.30am</strong></td>
<td><strong>Morning Tea – The Gums Café</strong></td>
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<td>Time</td>
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<tr>
<td>11:30 am-12:30</td>
<td>Research networking - Learning and Teaching Hub</td>
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<tr>
<td>11:30 am-12:30</td>
<td>Talking about academic integrity</td>
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<td>11:30 am-12:30</td>
<td>Perceptions of academic integrity</td>
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<tr>
<td>11:30 am-12:30</td>
<td>Developing the confidence to intervene: Encouraging academics to have difficult conversations on academic integrity</td>
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<tr>
<td>12 noon-12:30</td>
<td>Acts of academic dishonesty: Perceptions of severity by honor council members</td>
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<tr>
<td>12 noon-12:30</td>
<td>Workshops and project development – Learning and Teaching Hub</td>
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<tr>
<td>12 noon-12:30</td>
<td>Academic integrity in action: discipline-specific approaches to academic integrity (OLT project workshop)</td>
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<tr>
<td>12 noon-12:30</td>
<td>What works for which students, when and by whom? (Showcase workshop)</td>
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<tr>
<td>12:30 – 1:30</td>
<td>12:30 – 1:30 lunch – The Gums Cafe</td>
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<td>Time</td>
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<tr>
<td>1:30pm</td>
<td>Travel to La Trobe University. Buses to transport delegates.</td>
</tr>
</tbody>
</table>
| 2 - 3pm| **Keynote:** Dr Tracey Bretag (editor International Journal of Educational Integrity, University of South Australia)  
Chair: Associate Professor Julianne East (La Trobe University) | La Trobe University             |
|        | **3pm – 3:30:** Afternoon Tea – La Trobe                                                |                                |
| 3:30- 4:30| **Special Session:** Cath Ellis, University of New South Wales  
*Understanding and Responding to Contract Cheating*  
Chair: Dr Ruth Walker (University of Wollongong) | La Trobe University, Main Lecture Theatre, Building 6 |
| 4:30 – 5:30| **Turnitin special event**                                                                |                                |
| 5:30 – 7pm| **AGM:** Asia Pacific Forum on Academic Integrity (APFEI)**                              | La Trobe University, Wodonga    |
|        | **Cocktails across the border**                                                          |                                |
### Day 3 - Wednesday, 18th November 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8am</td>
<td>Registration: Learning &amp; Teaching Hub - Foyer</td>
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<tr>
<td>8.30am</td>
<td>Acknowledgement of country</td>
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<td>Opening and Welcome from OpenEdOz</td>
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<td></td>
<td>Sandra Wills, PVC CSU</td>
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<td>CD Blake Theatre</td>
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<tr>
<td>8.40-9.25am</td>
<td>Academic Integrity and Open Education: Keynote</td>
<td>CD Blake Theatre</td>
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<td>Jason Stephens – University of Auckland</td>
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<td>Natural and Normative, but Neither Ethical nor Inevitable: The Problem of Cheating and Possibilities for Promoting Integrity</td>
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<td>(Chair: Judith Gullifer, CSU)</td>
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<tr>
<td>9.30-10.15am</td>
<td>Academic Integrity and Open Education: Keynote</td>
<td>CD Blake Theatre</td>
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<td>Wayne Macintosh – OER Foundation</td>
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<td>OERu: Open sourcing education</td>
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<td>(Chair: S Wills, PVC Student Learning, CSU)</td>
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<tr>
<td>10.15am</td>
<td>Morning Tea</td>
<td>The Gums Café</td>
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<tr>
<td>10.45-11.30am</td>
<td>Academic Integrity and Open Education: Keynote</td>
<td>CD Blake Theatre</td>
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<td>Robin Wright – Swinburne University</td>
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<td>Once you’re online, what’s the difference? Plagiarism, sharing, re-mix and appropriation in online education</td>
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<td>(Chair: Don Olcott, CSU)</td>
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<tr>
<td>11.30-11.55am</td>
<td>Panel</td>
<td>CD Blake Theatre</td>
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<tr>
<td></td>
<td>Panel members: Jason Stephens (University of Auckland), Wayne Macintosh (OER Foundation), Robin Wright (Swinburne University), Ruth Walker (University of Wollongong)</td>
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<tr>
<td></td>
<td>(Chair: Sandra Wills, PVC Student Learning, CSU)</td>
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<tr>
<td>11.55-12noon</td>
<td>Close of 7APCEI</td>
<td>CD Blake Theatre</td>
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<tr>
<td></td>
<td>Judith Gullifer (CSU)</td>
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</table>
**Education without Borders: Open and Online Learning**

**Schedule**

**Day 3 - Wednesday, 18th November 2015**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>12-1pm</td>
<td><strong>Lunch - The Gums Café</strong></td>
<td></td>
<td><strong>Showcase: Open Education: Stream B</strong></td>
<td></td>
</tr>
<tr>
<td>1-2pm</td>
<td><strong>Showcase: Open Education: Stream A</strong></td>
<td>Learning &amp; Teaching Hub - Room 115</td>
<td><strong>MOOCs/BADGES</strong>: Facilitator: Mark Wade</td>
<td>Learning &amp; Teaching Hub - Room 107</td>
</tr>
<tr>
<td></td>
<td>OERu: Facilitator: Philip Uys</td>
<td></td>
<td>Sarah Lambert (University of Wollongong)</td>
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<tr>
<td></td>
<td>Wayne Macintosh (OER Foundation)</td>
<td></td>
<td>MOOCs, SPOCs and Open Boundary courses</td>
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<tr>
<td></td>
<td>Delivery of OERu open online course integrated with postgraduate university course at University of Canterbury</td>
<td></td>
<td>Josu Abrego-Sanz (CSU)</td>
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<tr>
<td></td>
<td>Jenny Millea (University of Canberra)</td>
<td></td>
<td>MOOC: What’s Uni Like?</td>
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<tr>
<td></td>
<td>What does ‘open’ really mean? A University of Canberra case study</td>
<td></td>
<td>Jonathon Howard (CSU)</td>
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<tr>
<td></td>
<td>Linda Ward (CSU)</td>
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<td>CSU Badges Pilot</td>
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<td></td>
<td>Introduction to Indigenous Australia: Culture, history &amp; contemporary issues. Developing courses for OERu – a CSU perspective</td>
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<tr>
<td>2-3pm</td>
<td><strong>Showcase: Open Education: Stream A</strong></td>
<td>Learning &amp; Teaching Hub - Room 115</td>
<td><strong>Open Course Design</strong>: Facilitator: Don Olcott</td>
<td>Learning &amp; Teaching Hub - Room 107</td>
</tr>
<tr>
<td></td>
<td>Student Voice: Facilitator: Katherine Klapdor</td>
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<td>Kathryn Dalton (CSU)</td>
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<td></td>
<td>Natalie Brown (University of Tasmania)</td>
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<td>Masters of Open and Online Learning</td>
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<tr>
<td></td>
<td><em>OpenEdOz Case Study: Curriculum design for open education – micro course pilot</em></td>
<td></td>
<td>Jim Morgan (CSU)</td>
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<tr>
<td></td>
<td>Peter Kandlbinder/ Janet Chelliah (University of Technology Sydney)</td>
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<td>Designing an Open Engineering course</td>
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<tr>
<td></td>
<td><em>The value of open content: Hidden costs in using YouTube</em></td>
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<td>Beale van der Veer (University of Tasmania)</td>
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<td><em>Learning Object Repository</em></td>
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</table>
## Day 3 - Wednesday, 18th November 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>3-3.25pm</td>
<td>Final reflections&lt;br&gt;Wayne Macintosh (OER Foundation), Mark Wade (CSU), Sandra Wills (CSU)&lt;br&gt;(Chair: Don Olcott, CSU)&lt;br&gt;CD Blake Building – Room 202</td>
</tr>
<tr>
<td>3.25-3.30pm</td>
<td>Close&lt;br&gt;Education without Borders&lt;br&gt;Sandra Wills, PVC Student Learning, CSU&lt;br&gt;CD Blake Building – Room 202</td>
</tr>
<tr>
<td>3.30pm</td>
<td>Afternoon Tea&lt;br&gt;The Gums Café</td>
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<tr>
<td>6pm</td>
<td>BBQ&lt;br&gt;The Gums Cafe</td>
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</table>
**No Borders: Sessional Staff Space at CSU**

**Schedule 2pm – 5.30pm**

**Wednesday, 18th November 2015**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</thead>
</table>
| 1.45pm| Registration:  
  *Learning & Teaching Hub - Foyer*                                            |
| 2pm   | Acknowledgement of country  
  Opening and Welcome  
  Kogi Naidoo, DSL, CSU  
  *CD Blake Building - Room 202*                                                  |
| 2.05pm| Opening Address  
  *Professor Toni Downes, DVC (Academic)*  
  *CD Blake Building - Room 202*                                                   |
| 2.15pm| Introduction to i2: A virtual tour  
  *Sandra Maathuis-Smith, CSU*  
  *CD Blake Building - Room 202*                                                    |
| 2.45pm| Working in i2:  
  *Paperless Marking: Using EASTS and NORFOLK to mark efficiently and improve feedback*  
  *Sam Parker, Systems Development Manager DSL, CSU*  
  *CD Blake Building - Room 202*                                                     |
| 3.30pm| Afternoon Tea  
  *The Gums Café*                                                                    |
| 4pm   | The CSU Student experience  
  *Dr Helen van Huet, Acting Head, Discipline of Occupational Therapy, Faculty of Science, CSU*  
  *Learning & Teaching Hub - Room 114*                                               |
| 4.15pm| Obtaining student feedback and using Analytics  
  *Simon Welsh, Manager, Learning Analytics, CSU*  
  *Learning & Teaching Hub - Room 114*                                                |
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</table>
| 4.30pm| **Sessional Staff Needs**  
Roundtable discussion  
A/Prof Kogi Naidoo (Chair), Dr Ben Kehrwald, Dr Pamela Roberts, Dr Carolyn Woodley  
*Learning & Teaching Hub - Room 114* |
| 5pm   | **Closing address**  
Professor Julia Coyle, Dean of Students, Office of Students, CSU  
*Learning & Teaching Hub - Room 114*  
Certificates of attendance |
| 5.30pm| **Close**  
Associate Professor Kogi Naidoo  
*Learning & Teaching Hub - Room 114* |
| 5.40pm| **Drinks**  
The Gums Café & Bar  
*(at your own expense)* |
| 6.30pm| **Free BBQ Dinner**  
The Gums Café & Bar |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12.45pm</td>
<td>Registration:</td>
</tr>
<tr>
<td></td>
<td>Learning &amp; Teaching Hub - Foyer</td>
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<tr>
<td>12.55pm</td>
<td>Welcome</td>
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<tr>
<td></td>
<td>Dr Narelle Paton</td>
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<td></td>
<td>Learning &amp; Teaching Hub – Room 107</td>
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<tr>
<td>1 – 2.30pm</td>
<td>Inherent requirements, students with disability and workplace learning</td>
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<tr>
<td></td>
<td>This session will explore the thorny issues of inherent requirements for professional programs in light of the implications for students with disability undertaking workplace learning experiences</td>
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<td>Learning &amp; Teaching Hub – Room 107</td>
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<tr>
<td>3 – 4.15pm</td>
<td>Simulation and workplace learning</td>
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<tr>
<td></td>
<td>This session will explore the often contentious relationship between simulation and workplace learning. Where does simulation end and workplace learning begin? Can simulation effectively replace workplace learning experiences or is simulation best used as an adjunct to workplace learning?</td>
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<tr>
<td></td>
<td>Learning &amp; Teaching Hub – Room 107</td>
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<tr>
<td>4.30 – 6pm</td>
<td>Strengthening our relationships to dissolve WPL borders</td>
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<td>This session will involve CSU administrative and academic staff as well as WPL supervisors.</td>
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<td></td>
<td>CSU workplace educators are very welcome to attend and participate.</td>
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<tr>
<td></td>
<td>Learning &amp; Teaching Hub – Room 107</td>
</tr>
<tr>
<td>6pm</td>
<td>Drinks</td>
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<tr>
<td></td>
<td>The Gums Café &amp; Bar</td>
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<td></td>
<td>(at your own expense)</td>
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<tr>
<td>6.30pm</td>
<td>Free BBQ Dinner</td>
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<tr>
<td></td>
<td>The Gums Café &amp; Bar</td>
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</table>
# Exploring the Borders: Learning and Teaching at CSU
## Schedule

### DAY 1  Thursday, 19th November 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>8.45am</td>
<td>Registration</td>
<td>Learning &amp; Teaching Hub, Foyer</td>
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<tr>
<td>9am</td>
<td>Welcome &amp; Housekeeping – Associate Professor Kogi Naidoo</td>
<td>CD Blake Lecture Theatre</td>
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<tr>
<td>9.05am</td>
<td>Welcome to Country – Aunty Nancy Rooke OAM, Wiradjuri Elder</td>
<td>CD Blake Lecture Theatre</td>
</tr>
<tr>
<td>9.20- 9.30am</td>
<td>Conference Opening – Professor Sandra Wills, PVC Student Learning</td>
<td>CD Blake Lecture Theatre</td>
</tr>
<tr>
<td>9.30- 10.30am</td>
<td>Opening Plenary Panel: Beyond the Boundaries – Mobilising CSU’ s Future</td>
<td>CD Blake Theatre</td>
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<td>Moderator: Prof Toni Downes, DVC (Academic)</td>
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<td></td>
<td>Panellists- Profs Julia Coyle, Tim Wess, Barney Dalgarno; Respondents -</td>
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<tr>
<td></td>
<td>Prof Franziska Trede, Dr Yann Guisard</td>
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<tr>
<td>10.30am-11am</td>
<td>Morning Tea</td>
<td>The Gums Café</td>
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<tr>
<td></td>
<td>POSTERS</td>
<td>Displayed in the Learning &amp; Teaching Hub</td>
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## Themed sessions: Three 10-15 min Presentations followed by 15-30 min discussion

Learning and Teaching Hub

<table>
<thead>
<tr>
<th>Room 115</th>
<th>Room 106</th>
<th>Room 107</th>
<th>Room 103</th>
<th>Room 104</th>
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</thead>
<tbody>
<tr>
<td>Online teaching and learning</td>
<td>Online teaching and learning</td>
<td>Online teaching and learning</td>
<td>Practice Based Education and Workplace learning</td>
<td>Online teaching &amp; learning</td>
</tr>
<tr>
<td><strong>Facilitator:</strong> Melissa Jackman</td>
<td><strong>Facilitator:</strong> Ben Kehrwald</td>
<td><strong>Facilitator:</strong> Carolyn Woodley</td>
<td><strong>Facilitator:</strong> Tim Klapdor</td>
<td><strong>Facilitator:</strong> Simon Welsh</td>
</tr>
</tbody>
</table>

### 11-11.55am

| Collaborative production of a learning resource: engaging students through online simulation | Innovative online learning support – OWLv2 as a resource for student learning | Reflexivity and the analysis of power: Capabilities underlying Indigenous Cultural Competency and Sustainability Graduate Learning Outcomes | Development of an evidence-based assessment framework for clinical competency of radiography students | Preparing Videos for i2 Sites – An Academic and Multimedia Perspective |
| Collaborative production of a learning resource: engaging students through online simulation | Innovative online learning support – OWLv2 as a resource for student learning | Reflexivity and the analysis of power: Capabilities underlying Indigenous Cultural Competency and Sustainability Graduate Learning Outcomes | Development of an evidence-based assessment framework for clinical competency of radiography students | Preparing Videos for i2 Sites – An Academic and Multimedia Perspective |
| Caroline Robinson; Ryun Fell | Danny Bedgood; Julia Howitt; Danielle Ryan; David Roma; Dale Liebenberg | Yann Guisard; Dan Bedgood | William Adlong; Barbara Hill; Pamela Roberts | Igor Mescher; Rick Parmenter |
| Use of subject evaluations to examine acceptance of educational technology | Rasch analysis 1 – A tool to evaluate efficacy & quality of exams | Embedding literacy into a subject | Franziska Trede; Katelin Sutton; Tim Klapdor | Scaffold Online Information Searching through Assessment Design |
| Nathan Miles; Tatiana Soares da Costa | Yann Guisard; Dan Bedgood | Peter Mills; Kerri Hicks; Jacqui Delamotte; Rebecca Fabry | Simon Welsh; Asim Qayyum; David Smith | Simon Welsh; Asim Qayyum; David Smith |
| Teachers as learners: A systematic review of best practice in the training and support of educators in the online environment | Rasch analysis 2 - Application to first year Chemistry exams | Utilising role-play and scenarios to engage students online | Assessing practical skills: Beyond the practical exam | Nationally shared curriculum resource of online learning innovations in animal welfare and ethics |
| Catherine Easton; Jane McCormack; Caroline Robinson; Luke Donnan; Ged Bourke; Janelle Wheat | Yann Guisard; Dan Bedgood | Joanne Parker | Trina Phuah | Raf Freire |
**Themed sessions:** Three 10-15 min Presentations followed by 15-30 minutes discussion  
**Roundtable:** 25 mins – 5-10 min Introduction/Presentation followed by 15-20 min discussion  
**Learning and Teaching Hub**

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<tr>
<th>Room 115</th>
<th>Room 106</th>
<th>Room 107</th>
<th>Room 103</th>
<th>Room 104</th>
</tr>
</thead>
</table>
| Online teaching and learning  
**Facilitator:** Lindy Croft-Piggin | Online teaching and learning  
**Facilitator:** Pamela Roberts | Online teaching and learning  
**Facilitator:** Barney Dalgarno | Practice Based Education and Workplace learning  
**Facilitator:** Kay Skinner | Sessional Staff  
**Facilitator:** Kogi Naidoo |
| **12-12.25pm**  
SkillBox – a pilot study  
Joanne Parker; Rachel Whitsed  
Using Adobe Connect to enhance small group work in distance education  
Sarah Hyde; Yann Guisard; Peter Mills; Caroline Love  
Implementing the Online Studio  
Patrick McNamara  
Analytics to analyse student usage of i2 learning resources  
Danny Bedgood; Ian Holder  
Using analytics to explore student engagement with learning resources  
Danny Bedgood; Simon Welsh; Julia Howitt | Analytics to analyse student usage of i2 learning resources  
Danny Bedgood; Ian Holder  
Using analytics to explore student engagement with learning resources  
Danny Bedgood; Simon Welsh; Julia Howitt  
**Roundtable:** UImagine Scholarship in Online Learning Round Table  
Barney Dalgarno  
**Roundtable:** Preparing students for an international, inter-professional workplace learning experience. The evolution of a successful model  
Kay Skinner; Kristy Robson; Michael Curtin | **Roundtable:** Preparing students for an international, inter-professional workplace learning experience. The evolution of a successful model  
Kay Skinner; Kristy Robson; Michael Curtin  
Implementing the Online Studio  
Patrick McNamara  
Using analytics to explore student engagement with learning resources  
Danny Bedgood; Simon Welsh; Julia Howitt | **Roundtable:** Supporting Sessional Staff at a School Level  
Jonathon Howard  
Sessional Staff Interact2 Support at CSU  
Sandra Maathuis-Smith  
**Roundtable:** Preparing students for an international, inter-professional workplace learning experience. The evolution of a successful model  
Kay Skinner; Kristy Robson; Michael Curtin | **Roundtable:** Supporting Sessional Staff at a School Level  
Jonathon Howard  
Sessional Staff Interact2 Support at CSU  
Sandra Maathuis-Smith  
**Roundtable:** Preparing students for an international, inter-professional workplace learning experience. The evolution of a successful model  
Kay Skinner; Kristy Robson; Michael Curtin |
| **12.30-12.55pm**  
Implementing the Online Studio  
Patrick McNamara  
Assessment of four education technologies for improving engagement in lectures  
Nathan Miles; George John; Kerri Hicks | Assessment of four education technologies for improving engagement in lectures  
Nathan Miles; George John; Kerri Hicks | **Roundtable:** CSU Virtual Campus  
‘No Boundaries – No Limits’  
Don Olcott, Jr.; Liz Smith | **Roundtable:** CSU Virtual Campus  
‘No Boundaries – No Limits’  
Don Olcott, Jr.; Liz Smith |

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1pm –2pm Lunch  
The Gums Café

**POSTERS**  
Displayed in the Learning & Teaching Hub
### Themed sessions: Three 10-15 min Presentations followed by 15-30 minutes discussion

**Learning & Teaching Hub**

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<tr>
<th>Room 115</th>
<th>Room 106</th>
<th>Room 107</th>
<th>Room 103</th>
<th>Room 104</th>
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</thead>
</table>
| **Open Education** \ **AND** \ **Academic Integrity**  
**Facilitator:** Judith Gullifer | **Online teaching and learning**  
**Facilitator:** Wilma Pfitzner | **Online teaching and learning**  
**Facilitator:** Rachel Richardson | **Practice Based Education and Workplace learning**  
**Facilitator:** Joy Reid | **Practice Based Education and Workplace learning**  
**Facilitator:** Narelle Patton |

#### 2 - 2.55pm
- **Presentation:** **Shepherding a flock of non lawyers - A scaffolded approach for teaching law to interdisciplinary students that is fully aligned with CSU’s Distance Education Strategy and the Online Learning and Teaching Model**  
  Ana Torres Ahumada  
  **Presentation:** **Efficient learning models for the 21st century**  
  James Purkis  
  **Presentation:** **Mapping the veterinary science curriculum – a compass for academic integrity**  
  Sharanne Raidal; Jennifer Hyams; Marie Bhanugopan; Nathan Miles

#### 3 - 3.45pm
- **Panel:** **Scrutinising the enactment of CSU’s online learning goals**  
  **Presenters:** Barney Dalgarno; Lindy Croft-Piggin; Jonathon Howard; Liz Smith  
  This panel presentation explores the question ‘What does CSU still need to do to achieve its objective of national leadership in quality online learning?’ The panel session will begin with a discussion of CSU’s strategic objectives in online learning and the work currently underway to achieve these objectives. Panel members will critically question whether the work that has been planned or is already underway will have sufficient impact across the divisions and faculties of the university to allow the goal of national leadership to be achieved. Panel members will discuss the key challenges within their parts of the university and the additional programs of activity needed to achieve this goal.  
  **Chair:** Barney Dalgarno  
  **CD Blake Theatre**

#### 3.45pm – 4.30pm: Afternoon Tea – The Gums Café
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<th>Time</th>
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<tbody>
<tr>
<td><strong>4.30-4.55pm</strong></td>
<td>Themed sessions: Three 10-15 min Presentations followed by 15-30 minutes discussion</td>
<td>Online teaching and learning &lt;br&gt;Facilitator: Lindy Croft-Piggin</td>
<td>Online teaching and learning &lt;br&gt;Facilitator: Pamela Roberts</td>
<td>Online teaching and learning &lt;br&gt;Facilitator: Kogi Naidoo</td>
<td>Practice Based Education and Workplace learning &lt;br&gt;Facilitator: Ben Kehrwald</td>
<td>Practice Based Education and Workplace learning &lt;br&gt;Facilitator: William Adlong</td>
</tr>
<tr>
<td><strong>5-5.25pm</strong></td>
<td>Roundtable: The online lecture - has it passed its used by date? &lt;br&gt;Kerri Hicks; Rebecca Acheson</td>
<td>The Online learning model: aspiring to institution wide excellence in online teaching and learning and enhanced student engagement &lt;br&gt;Lindy Croft-Piggin</td>
<td>Placemaking Theory: An exploratory examination in relation to distance education &lt;br&gt;Michael Mehmet</td>
<td>Enhancing the teaching and learning of image-based disciplines at CSU &lt;br&gt;Reza Mortazavi; Nathan Miles; David Wilson; Andrew Peters; Kenneth Chinkwo; Lucy Webster</td>
<td>Feedback within Course Design &lt;br&gt;Denise Wood; Greg Auhl</td>
<td>Mapping the GLOs for quality design analysis &lt;br&gt;Deb Murdoch; Miriam Edwards; Calvin Wang</td>
</tr>
<tr>
<td><strong>6.30pm</strong></td>
<td>All things Online Meeting: Adobe Connect Queries answered in Q&amp;A format &lt;br&gt;Milena Dunn; Patrick McNamara; Zelma Bone; Peter Mills; Sarah Hyde; Kerri Hicks; Michelle Langham; Slavica Voss</td>
<td>Roundtable: DE Transition Support for ADAVE Students Via EML102 &lt;br&gt;Wendy De Luca; Helen South; Peter Butler</td>
<td>Roundtable: &lt;br&gt;All things Online Meeting: Adobe Connect Queries answered in Q&amp;A format &lt;br&gt;Milena Dunn; Patrick McNamara; Zelma Bone; Peter Mills; Sarah Hyde; Kerri Hicks; Michelle Langham; Slavica Voss</td>
<td>Roundtable: Landing good practice-based education practices &lt;br&gt;Narelle Patton; Kristoffer Greaves</td>
<td>Roundtable: Blurring the borders between learning and work: A mobile resource to enhance WPL &lt;br&gt;Frantziska Trede; P Goodyear; S Macfarlane; F Tayebjee; L Markauskaite; C McEwen</td>
<td>Roundtable: Blurring the borders between learning and work: A mobile resource to enhance WPL &lt;br&gt;Frantziska Trede; P Goodyear; S Macfarlane; F Tayebjee; L Markauskaite; C McEwen</td>
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**End of Day 1**

Dinner
Bended Elbow
480 Dean Street, Albury
(at your own expense)
<table>
<thead>
<tr>
<th>Posters</th>
<th>Authors</th>
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<tbody>
<tr>
<td><strong>u</strong>Imagine: Child Protection Education Without Borders</td>
<td>Angela Fenton; Katherine Dalton</td>
</tr>
<tr>
<td><strong>Interaction between Students: Groups etc</strong></td>
<td>Rachel Crease; Betsy Lyon; Joy Reid; Monique Constable; Rachel Stewart-Allan; Michelle Langham</td>
</tr>
<tr>
<td><strong>Building professional readiness in the Faculty of Business using online role play, games &amp; simulations</strong></td>
<td>Carole Hunter; Miriam Edwards; Katherine Herbert; Chrys Gunasakera; Joanne Parker; Jonathan Wykes; Alissa Brabin; M. Arif Khan; Deb Murdoch; Rick Parmenter; Rod Duncan</td>
</tr>
<tr>
<td><strong>Introduction to Learning Online – A Study Link Subject for all Incoming Students</strong></td>
<td>Tim Klapdor; Lindy-Croft Piggin; David Ward; Barney Dalgarno; Liz Smith</td>
</tr>
<tr>
<td><strong>Technology for Online Interactive Learning</strong></td>
<td>David Smith; Kathryn Dalton; Ryun Fell</td>
</tr>
<tr>
<td><strong>Breaking the borders: Building spaces, context and expertise for Faculty-based professional learning</strong></td>
<td>Jonathan Wykes; Carole Hunter</td>
</tr>
<tr>
<td><strong>Re-visioning Small Subjects in the Faculty of Business</strong></td>
<td>Carole Hunter, Miriam Edwards, Pilot academics, Support academics from each</td>
</tr>
<tr>
<td><strong>Using online spaces to develop ‘soft skills’ for professional readiness</strong></td>
<td>Zelma Bone; Miriam Edwards</td>
</tr>
<tr>
<td><strong>Developing leadership skills in online learning spaces</strong></td>
<td>Zelma Bone; Tara Larkin; Miriam Edwards</td>
</tr>
<tr>
<td><strong>Game On! – Engaging high school business students through online simulations</strong></td>
<td>Abhishek Dwivedi; Miriam Edwards</td>
</tr>
<tr>
<td><strong>A landscape without borders in space and time</strong></td>
<td>Karen Mackney; Lee-Anne McInerney</td>
</tr>
<tr>
<td><strong>Student engagement by switching the theoretical into practical</strong></td>
<td>Amita Krautloher</td>
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# Exploring the Borders: Learning and Teaching at CSU

## DAY 2  Friday, 20th November 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8.30am</td>
<td>Registration</td>
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<td><em>Learning &amp; Teaching Hub, Foyer</em></td>
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<tr>
<td>8.45am</td>
<td>Welcome to Day 2 – Associate Professor Kogi Naidoo</td>
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<td><em>CD Blake Theatre</em></td>
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<td>9 – 10am</td>
<td>Panel: 2015 Think Pieces</td>
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<td>Panel members: Julia Coyle; Franziska Trede; Narelle Patton; Barney Dalgaro; James Brann; Tim Klapdor; Don Olcott; Jacquie Tinkler</td>
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<td>Chair: Associate Professor Philip Uys</td>
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<td>10–11am</td>
<td>Panel: The 6 ‘rights’ of quality assessment: application to CSU</td>
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<td>Panel members: Dr Narelle Patton; Dr Judith Gullifer; Dr Yann Guisard; Adam Diamond; Alexander MacQuarrie</td>
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<td>This panel will discuss current developments in assuring quality and achievement standards at Charles Sturt University. The panel will draw from a workshop delivered by Emeritus Professor Geoff Scott, an OLT National Teaching Fellow 2014-15. He holds an Office for Learning and Teaching National Senior Teaching Fellowship entitled: Assuring the quality of achievement standards and their valid assessment in Australian higher education. The Panel will draw from the 6 “rights” of quality assessment to explore their application to CSU.</td>
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<td>Chair: Judith Gullifer</td>
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<td>11am – 11.45</td>
<td>Early lunch – The Gums Café</td>
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<td>11.45-12.15 pm</td>
<td>Student Panel: Student Voices and the Student Experience</td>
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<td>This session has invited a range of students to talk about how they have experienced CSU – what has engaged them, if formal education is supporting them to achieve their goals, the online student experience and other themes. Beyond evaluation forms and analytics, let’s not underestimate the power of listening to student voices to help us create meaningful and relevant learning experiences.</td>
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<td>Chair: Dr Carolyn Woodl</td>
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<td>12.45 - 1.15pm</td>
<td>Conference Close – Professor Toni Downes, DVC (Academic)</td>
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<td>Where to from here? What we can do to ensure our graduates go out and make a difference?</td>
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Natural and Normative, but Neither Ethical nor Inevitable: The Problem of Cheating and Possibilities for Promoting Integrity

In this address, I will argue that while cheating behaviour is \textit{natural} (part of human nature) and \textit{normative} (statistically speaking), academic dishonesty is neither \textit{ethical} (the right thing to do) nor \textit{inevitable} (it doesn’t have to be normative). Emphasis will be placed on the latter conjectures, and the majority of the address will suggest possibilities for promoting academic integrity. Specifically, I will present a multi-level model for creating a culture of integrity that calls for the integration of educational, preventive, and corrective policies and strategies. In doing so, I hope to offer attendees a holistic approach for establishing and maintaining a culture in which academic integrity is valued and honoured. Finally, in light of the focus on “new frontiers” in the conference theme, I will share my own experiences as the lead educator of a Massive Open Online Course (MOOC) on academic integrity. In particular, I discuss the place of such MOOCs in my multi-level model as well as the possibilities and pitfalls they offer for promoting academic honesty.

OERu: Open sourcing education

The OER universitas (OERu) consortium of international partners is developing a parallel education universe which is distinctively open. The OERu envisions a world where all learners will have affordable access to higher education. The network is achieving this goal by “open sourcing” key processes and products in building an open online learning ecosystem with pathways for learners to gain formal academic credit.
Like Massive Open Online Courses (MOOCs), the OERu promotes open enrolment. However, the OERu's open practices go well beyond open access to online courses. This presentation will share how the OERu is succeeding with the implementation of multiple dimensions of openness including, for example:

- Open design and open peer review approaches inviting open public input and feedback on courses being designed.
- Openly licensed course materials that are developed using open file formats and delivered using open-source software.
- Open governance, open planning and open management approaches.

The OERu is a low cost, low risk but high impact collaboration using open education approaches to achieve more sustainable education futures.

Keynote Presentation
Robin Wright
Project Leader, Open Education Licensing Project
(Swinburne University)
Chair: Don Olcott, CSU
10.45am – 11.30am
CD Blake Theatre

Once you’re online, what’s the difference?
Plagiarism, sharing, re-mix and appropriation in online education.

Open Educational Resources (OER) pose significant challenges for Higher Education. While universities are addressing concerns about student plagiarism, copying and appropriation in the digital world, their staff are actively working in the same space to create educational content based on sharing, re-use and open distribution. How do we understand and explain the differences? How can we explain the complexities of using intellectual property in the digital environment to both students and staff and still remain relevant in the digital world?

This session will examine the role of copyright law in Australian Higher Education and how this changes in the online environment. The Open Education Licensing project, funded by the Australian Office for Learning and Teaching, is exploring licensing practices for OER. It is developing a toolkit to help Australian educators working in the online environment to match open licensing decisions to their business models in the global market for educational products and services.
Today, universities worldwide are facing a fast changing higher educational landscape characterised by rapidly growing competition, funding reductions by government, and the continued expansion of digital innovations and online learning applications. Also, institutions are facing increasing pressures to be more efficient, improve teaching quality, secure alternative sources of revenue, increase throughput rates, and serve the multiple and complex demands of all our stakeholders.

Online learning is part of the solution, yet ‘going online’ is not unique in the digital learning market. Simply offering online courses is not synonymous with market differentiation or competitive advantage. The composite solution for most institutions today is far more complex. Indeed while it may appear to be a brave new world for universities, most leaders face the emerging daunting reality that we must change, we must adapt, and we must position universities to thrive, not just survive, in the 21st century.

What is the ‘CSU of the Future’?

The panel will examine some of the key issues to position CSU as a high quality, competitive, student-centred, and a leading provider of online learning in Australia and globally. Panel members will provide a constructive analysis of CSU’s current strategic initiatives and their relevance to CSU’s long-term future. Are we heading the right direction with the right strategies? Are we employing the best use of our resources to get there? Are we using our most important resource – our academic and support staff – to help us get there? And are we positioning the university to increasingly be the career ‘game changer’ for CSU’s students, particularly workplace learning and expanded employment opportunities for graduates, over the next decade? Do join us for a critical debate and dialogue of CSU’s future directions.

Collaborative production of a learning resource: engaging students through online simulation
Caroline Robinson; Ryun Fell

The typical model of learning and teaching in undergraduate allied health courses is based on full-time students, studying on-campus. These courses also comprise intensive periods of workplace learning at external sites, or in on-campus clinics. The problems inherent in this model of course delivery are: inflexibility of subject delivery; physical and temporal constraints to enabling opportunities for inter-professional education; and high costs for the student and the institution, associated with workplace learning requirements. There is therefore, an urgent need to increase opportunities for online education in order to address the constraints of on-campus study, provide flexible learning opportunities and enhance student engagement1.

This presentation will detail the preliminary development of a virtual community – ‘Riverina Shore’ – which is part of a project funded by U!Imagine. This online simulation will comprise a series of virtual clients located within a range of places and spaces. The interface for this community will be located on the web and user interaction will be guided by icons and colour-coded locator indicators. Modal windows within each of the icons will contain the scenario summaries relating to the different clients and links to further information. The purpose of this virtual community will be to provide authentic scenarios to enable intra-professional and inter-
professional online learning. In the first instance this will be limited to undergraduate students in the School of Community Health but the concept design is scalable, enabling the addition of scenarios and the involvement of other groups of students.

The development of meaningful online learning experiences requires a collaborative approach which employs the skills and knowledge of a range of disciplines. Fundamental to the success of this project is interdisciplinary collaboration between academic staff, a practitioner-academic, a media technologist and an educational designer. The collaboration between different disciplines and different stakeholder groups, enables the incorporation of a range of perspectives to inform project design. All participants in a team bring not only their experience but also their contacts and networks. This method of working facilitates collaborative knowledge building and enables the development of authentic resources².

Project evaluation will comprise data collection from the project team, academic staff who trial the virtual community as an online learning resource, and student users. Formative evaluation through focus groups and surveys will enable an iterative process of design, feedback and modification to ensure relevance of the client scenarios and media assets. Summative evaluation will be through focus groups with academics and students, with additional data collection from subject evaluation surveys. Engestrom’s ‘expanded activity triangle’ will be a useful model to illustrate collaborative practice in the development of this online resource².

A virtual community without physical and temporal boundaries, can reduce some of the barriers to interprofessional communication and collaboration. Importantly, from an educational perspective, the development and progression of discussions can be traced³ to enable the evaluation of clinical reasoning and problem solving. With the increasing need to extend blended learning and online education components in undergraduate health programs, the improved use of online learning spaces to support clinical learning is an imperative⁴.

References:


Use of subject evaluations to examine acceptance of educational technology
Nathan Miles; Tatiana Soares da Costa

A student response system (clickers) was introduced into a second year introductory biochemistry class to improve student engagement and performance. The class is delivered in both internal and distance education (DE) modes, with the DE students receiving recordings of the lectures (including clicker activities). However, there was concern over the use of clickers in internal classes as it may be alienating or distracting to DE students while reviewing the recordings of these lectures. In order to examine students’ attitudes towards clickers, closed and open-ended questions were examined in the student experience surveys (SES). Understanding attitudes of internal and DE students is especially important as differences may exist between these groups due to the different learning environments they experience. Approximately 45% of students completed the surveys, of which 88-91% provided written comments. Of the written comments, 18% of DE students and 22% of internal students provided unsolicited comments about clickers. Interestingly, no difference was observed in the themes identified in the comments between cohorts. The key themes included 1) clickers were beneficial for learning (and increased knowledge), 2) clickers were engaging/ fun and 3) clickers could have been used more widely. Overall, based on this study, we believe that clicker usage is not seen as negative activity by DE students and it is worth continuing to use clickers in teaching the large multi modal class studied here. However, there is a need to investigate the potential of new and emerging technologies to provide more interactive experiences for DE students.
Teachers as learners: A systematic review of best practice in the training and support of educators in the online environment.

Catherine Easton; Jane McCormack; Caroline Robinson; Luke Donnan; Ged Bourke; Janelle Wheat

While the delivery and evaluation of distance education is not new, much of the research on distance education has focused on: comparing online delivery of learning with traditional on-campus models of education; exploring the effectiveness of a specific technology; assessing the outcomes achieved by students, or their satisfaction with the online learning experience. There is a need for a stronger emphasis in academic development to enable academics to reimagine their teaching for technology-enriched learning spaces and better adapt to online teaching and learning environments (Steel & Andrews, 2012).

At present, there is limited research exploring the pedagogy underpinning the development and implementation of distance education programs in many disciplines, including the allied health professions (Mattehos, Schittek, Attstrom, & Lyon, 2001; Trujillo, 2007), and identifying the “critical elements” of the instructional design process for effective online learning (Williams, 2006). Furthermore, there is limited research investigating the experiences of educators engaged in online teaching, and the training and support that they need in order to develop and implement pedagogically sound courses, and facilitate effective online learning with their students.

Online learning is the way of the future and for educators in the health professions, this means reconsidering and re-imagining the way in which health education is designed and delivered within this new learning space (McCormack, Easton, & Morkel-Kingsbury, 2014). This presentation reports on a ulimage funded project that seeks to understand the training needs of health professional educators and increase their confidence and skills in working in the online environment. This project aims to enhance the knowledge, skills and experience of educators engaged in online learning and develop a best practice model which maximises the capability of educators to work in the online space will consequently enhance the learning experience of, and improve outcomes for, students; those studying by distance and those participating in blended learning within their on-campus programs.

This presentation is based on the first phase of the project, namely a systematic review of current research of staff experiances of online teaching and best practice in the delivery of professional development to staff teaching online. Results from this review will be used to facilitate a discussion among those present with regard to individuals’ experiences of online teaching and learning.

References

11am – 11.55am
Online teaching and learning
Room: 106

Innovative online learning support – OWLv2 as a resource for student learning
Danny R. Bedgood, Jr; Julia Howitt; Danielle Ryan; David Roma; Dale Liebenberg; Celia Barril

As CSU continues to push for more genuine online learning, rather than merely print resources on line, academics need to provide more engaging resources to help their students learn subject materials. First year chemistry worldwide is a content and concept rich experience for students. Multiplying the challenges students face in chemistry is that the subjects fundamentally use mathematics as a tool to explore
chemical processes and answer chemical questions. This means students are challenged not only by chemical models, concepts, and processes, but must use mathematics to competently understand and communicate chemistry.

An outstanding online, self-paced, interactive chemistry learning resource is OWLv2 available through Cengage Learning; Cengage is the publisher of the textbook for the chemistry subjects, and OWLv2 is provided to all student free of charge. The OWLv2 site is customizable to provide hundreds of resources that allow students to delve into subject concepts and skills and get explanations, help, visual models, and practice in mastering the material necessary for their subjects.

This year, with the CSU upgrade to i2 (Blackboard), a thorough integration of the OWLv2 site into chemistry i2 modules and learning resources is now possible.

This talk will briefly explain the processes necessary to make the CSU site talk to the LTI of an outside ‘tool provider’, and quickly show a few of the types of learning resources chemistry students can use to help their mastery of the subject.

Additionally, some analysis of student use of the resources in 201530 will be provided.

Rasch analysis 1 – a tool to evaluate efficacy and quality of exams
Yann Guisard; Danny R. Bedgood, Jr

How do you know you’ve written a good exam (multiple choice)? Does it measure the student learning you desire? Is it redundant? Does it balance difficulty of questions?

Historically, academics have used various approaches to answer some or all of these questions, ranging from professional experience, assessing the distribution of grades or more sophisticated approaches such as exploratory factor analysis. Although these approaches can provide information on the performance of students, they seldom provide information on the performance of the exam.

Rasch analysis (Rasch, 1960) is a statistical approach that allows examination of dichotomous (yes/no) and MCQ tests. It transforms the raw performance of students (termed “persons”) and exam questions (termed “items”) into a common scale of measurement called “logit”. It therefore allows the academic to compare the performance of students versus that of the questions using a single understanding of “performance”.

The Rasch approach differs strongly from other approaches. As opposed to other statistical approaches Rasch analysis is suitable to measure a single “construct” or constructs that are likely to be correlated. When measuring constructs that are not correlated, Factor Analysis is a more appropriate statistical approach (Tennant and Pallant, 2006). Furthermore, traditional statistical approached tend to fit a statistical model to the data at hand. By contrast, Rasch fit the data to an expected probabilistic model. Unlike its counterparts, once validated, this approach is no longer sensitive to small student numbers, and is also insensitive to a change in student affordances (Bond and Fox, 2007).

The purpose of this presentation is to demonstrate the potential, but also the limitations of the Rasch approach using a simple dichotomous exam analysis. In particular:

- How does one know when Rasch is the appropriate statistical approach to address the questions asked?
- Does the data fit the model?
- Can this approach deal with “blanks”? Can it be used for other types of assessments such as short answers or essays?
- How does one assess certainty in the analysis?
- How are students and questions ranked for their performance in addressing a “construct”?
- Can this approach be used to evaluate mastery of subject material and therefore to “bank” exam questions of various difficulty levels for future exams or randomly populated exams?
- Can this approach account for underlying factors such as study mode, gender, or other factors potentially affecting performance?
Following this presentation, a deeper analysis of specific chemistry exams will unravel a range of finer information. Furthermore, it will explore how to complement a Rasch analysis with other sources of information.

**References**


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Rasch analysis 2 - Application to first year Chemistry exams

Yann Guisard; Danny R. Bedgood, Jr; Julia Howitt; Paul Prenzler; Danielle Ryan; Celia Barril

Do you use Multiple Choice tests? How do you know if test is balanced in difficulty and coverage of material? Do male students perform better than their female counterparts? Is the exam valid for DE and Internal students? Can the same exam be provided to any course cohort?

This presentation reports on a Rasch analysis (Rasch, 1960) performed on two final exams for first year, service taught, chemistry subjects. These subjects targeted students of vastly different educational backgrounds, but the exams were designed and proofed by the same team of academics.

Using this approach, we were able to assess the performance of students as well as that of the exam questions (Bond and Fox, 2007). We identified mis-fitting of students and questions in one exam, and none in the other. We were able to ascertain that one of the exams would benefit from removing several questions and that the other would benefit from integrating one or several “harder” questions. Similarly, we were able to review the performance of students in view of their gender, compare students from different courses, and in one subject, their mode and location of study. This information will be presented in a graphical and non-mathematical manner.

Importantly, we found that for one exam, the performance of students correlated well with their grades, but in the other, a poor correlation was observed. We observed for example that students with a low understanding of chemistry were able to achieve a good grade on that occasion.

We suggest that the use of Rasch analyses yield important information with regards to the performance of exams and students. In particular, we propose that this method can contribute towards banking validated exam questions for the purpose of randomly populated online exams. We suggest however, that these data be used in combination with other data analytics, such as CSU Interact reports, to enrich the nature of the subject coordinator’s reflections.

**References**


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11am – 11.55am
Online teaching and learning
Room: 107

**Reflexivity and the analysis of power: Capabilities underlying Indigenous Cultural Competency and Sustainability Graduate Learning Outcomes**

William Adlong; Barbara Hill; Pamela Roberts

In teaching and learning, there is value in finding common ground and foundational notions on which multiple Graduate Learning Outcomes (GLOs) can be realised. In this presentation we look at two notions – power analysis and reflexivity – and consider them in relation to the GLOs of Indigenous Cultural Competency and Sustainability. Using literature and policy we identify and discuss congruencies in how these underlying
understand the nature and dynamics of power as it operates at many levels, from practitioner-client interactions to organisational and political systems”. As noted in the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities (Universities Australia, 2011), insights into the dynamics and influence of power informs social and cultural transformation. Similarly, in relation to Sustainability, the 4th International Conference on Environmental Education (UNESCO, 2007, p. 6) expressed a need to understand the dynamics of power in its recommendation that education should “Develop capacity to engage with wider power relations and the effects of power in society”. Flyvbjerg (2001) also discussed societal moves towards sustainability and asserted that we must explicitly include analysis of power and interests if we are to address the problems and risks of our time.

As power in society is reflected in the predominant beliefs and values, it important to develop reflexivity - self-evaluation of one’s own and the dominant culture’s values, norms and beliefs – in order to achieve Indigenous Cultural Competency (Universities Australia, 2011) and the capacity to act effectively for sustainability (Adlong, 2013; Beck, 1995, 1997; Fien et al., 1993; Huckle, 1991; Kemmis, 2007; Lotz-Sisitka 2008; Orr, 1992; Robottom and Hart, 1993; St Clair, 2003; Tilbury, 1995, 2004; UNESCO, 2002). Ideally, students will be assisted to question the hidden curriculum: “those attitudes, policies, actions, non-actions, behaviors, practices, and objects that lurk beneath the surface of the day-to-day operation of...education” (Jones & Young, 1997, p. 89, quoted in Universities Australia, 2011, p. 19). Unquestioned beliefs and professional practices can perpetuate systems resulting in environmental degradation and in disadvantage for Indigenous peoples. In order to avoid contribution to such effects, Cunliffe (2008) suggests that reflexivity is an ethical responsibility for each of us. We suggest that it is also a dimension of academic integrity and something worth fostering amongst our students.

References
Embedding literacy into a subject
Peter Mills; Kerri Hicks; Jacqui Delamotte; Rebecca Fabry

Some educators have cried that teaching literacy is not part of their job. But with the introduction of the English Language, Literacy and Numeracy policy (ELLaN) all staff undertaking undergraduate courses are now called to make it their responsibility. So how can staff not comfortable in this area become responsible for literacy especially with an online cohort?

An embedded integration with strong teacher presence and a supportive team can help. This presentation is about the journey of AHT101, a core subject, in the School of Agricultural and Wine Sciences where embedding skills is seen as one of the most effective ways to explicitly help students see the connections between the skill, subject (McWilliams and Allan, 2014) and profession.

In this subject there was collaboration between academics, and professional staff to develop learning experiences and assessment tasks that were constructively aligned with the literacy outcome and then scaffolded and integrated into the subject.

It is essential to determine the existing skills of students from a variety of backgrounds and to help students recognise what is expected in terms of literacy skills at university (Bonanno and Jones, 2007). This was supported in two ways:

- Scaffolded student introductions to set writing expectations and create a sense of community.
- Followed by a formal, low stakes diagnostic requiring the writing of a short persuasive essay on group tasks.

Results of the diagnostic were used to identify at risk students who were then counselled and encouraged to seek support services. The essays also provided student reflections about group work that were then used in setting expectations and creating groups for a group task.

Students then experienced learning activities that assessed their ability to interpret, summarise, evaluate and synthesise information. A variety of strategies were employed including Online meetings, modelling, use of scaffolded examples, team teaching, quizzes and feedback to provide a multi-prong approach. This approach was enhanced through a strong teacher presence that promoted a constructive and guiding online environment. A conceptual model of the process was developed (Fig 1).

Through the SES survey students made very positive comments regarding literacy development and analytics in Interact2 showed high student engagement. A more detailed analysis of student achievement is being undertaken and will be discussed at the presentation.

In reflection, an extension of the diagnostic could include an analysis of the higher order thinking skills of the students using the work of Robert Marzano and his associates (Faragher and Huijser, 2014) and to use this analysis in designing strategies to develop these skills especially the synthesising of information for a report. There is also a need to build more support around the reading development of students so they can tackle more complex sources and further development of peer to peer interactivity and adaptive learning resources to support the integration of literacy and research skills.

From this experience we have gained insights into how as a team to move forward to meet student needs in grappling with learning academic literacies and take this to the course level.

References
Utilising role-play and scenarios to engage students online
Joanne Parker

ITC306 Project Preparation and ITC308 IT Project, are capstone subjects in the Bachelor of Information Technology. These subjects require students to utilise and build on knowledge and skills developed throughout their degree to plan, design and develop an IT network solution to a real world business problem (Pettenger, West, & Young, 2014; Redondo, Vilas, Arias, & Solla, 2012).

Sourcing real clients with real problems to solve, that are also willing for students to take two sessions to solve a problem, and access and use equipment worth tens of thousands of dollars, is difficult (Redondo et al., 2012). It is also difficult to find a range of clients with real world problems to solve that are similar in complexity and requirements, in order to ensure equity amongst students.

To overcome this, in 2015 a scenario was developed for all students studying via Albury Internal and Albury Distance Education mode to solve. Students were ‘employed’ as consultants working for fictitious organisation ‘Virtucon’, who had been hired to provide a network solution for a fictitious Agricultural Equipment & Precision Farming business ‘Globex Corp’. To make this experience as realistic and close to real world as possible, a range of resources and artefacts were developed to support the students (Pettenger et al., 2014; Phillips, 2005). Additionally, the Subject Coordinator and supporting lecturer took on roles as both Client and Supervisor when interacting with the students.

The assessment was constructed so that students could solve one task within a larger business problem, allowing them to work in area of expertise and/or their specialisation area. Students were then allocated to groups, ensuring that one student from solving each task was allocated to the group. Students were encouraged to work as a group and to collaborate, however all assessments are marked individually, thereby removing one of the major concerns of students undertaking group work.

The utilisation of role-play and collaboration through group work has enabled the simulation of real world interaction between client and consultant (Redondo et al., 2012), as well as virtual group work and collaboration, which is commonplace in the IT sector (Redondo et al., 2012). Using a range of communication strategies and artefacts (Phillips, 2005) has enabled students to engage and personally invest in the subject, resulting in high quality assessment submissions.

Feedback for ITC306 from students via the SES in 201530 to this approach has been positive, with 8 out of 28 students responding to the survey. Of those who responded, 87% of students found the learning activities in the subject helped them learn effectively, while 75% found the learning activities created opportunities for them to learn from peers. Free text feedback regarding what students liked most about the subject included Project work, group activities and team work.

This session will showcase some of the artefacts developed, interactions within the subject delivery, and lessons learned to date.

References

11am – 11.55am
Online teaching and learning
Room: 103

Development of an evidence-based assessment framework for clinical competency of radiography students
Andrew Kilgour

Workplace learning is widely acknowledged as central to the development of clinical competencies across a wide range of professions including Medical Imaging. However the assessment of these competencies in workplaces remains largely underexplored and is fraught with subjectivity and inconsistency between
workplace learning sites. This has the potential to leave students frustrated and dissatisfied with their workplace learning experiences. The assessment of student competencies in workplaces is also a source of considerable angst for many workplace-learning supervisors. In response to these challenges many allied health professions have developed standardised assessment frameworks used by all Australian Universities. These include Speech Pathology (Compass), Physiotherapy (APP), and Radiation Therapy. Building on his workplace learning experience and scholarship, Andrew will outline the development of a clinical assessment framework that aims to deliver a more consistent assessment experience for students of Medical Imaging. The development of the clinical assessment framework was underpinned by multiple data collection strategies. In the first instance a literature review was conducted, followed by student, academic staff and qualified radiographer focus groups, and face-to-face discussions were undertaken with acknowledged experts in the field of clinical assessment in the United Kingdom. This was important to ensure the views of all stakeholders were heard and considered in the development of the framework. A nation-wide survey of radiographers was conducted through the Australian Institute of Radiography (AIR), and the results analysed. This survey was targeted at radiographers who supervise students in the workplace, and was undertaken to seek their input on the format and content of the clinical assessment tool to be developed. A draft clinical assessment framework has been developed and piloted with Charles Sturt University and the University of Sydney, with the results still to be analysed.

The resulting clinical assessment framework is a three-pronged approach consisting of:

1. an assessment form containing specific standards in each category matched to the stage of the training the student is currently at filled out by the clinical supervisor at mid placement and end of placement,
2. a competency assessment of specific radiographic skills (The Radiographic Examination Assessment-REA), and
3. a reflective journal mapped to the specific skills required by AHPRA

This paper will describe this framework with emphasis on its reliability and validity for the achievement of consistent assessment of a student radiographer’s clinical competency.

**Workplace Learning Assessment in the Mobile Age**
Franziska Trede; Katelin Sutton; Tim Klapdor

Workplace learning (WPL) is a key pedagogy of professional education courses, allowing students to experience their professional roles and responsibilities in actual or created professional workplaces. Assessing WPL is about assessing practice competences, the doings, sayings and relatings in practice situations, and mobile technology provides greater opportunities for students to demonstrate and evidence what they have learned and reflect on how to develop further using multimodal functions. However, WPL occurs in varied and unpredictable environments where individual workplaces have their own privacy and confidentiality policies which need to be observed. In addition, WPL is often conducted off-campus which adds to the complexity and challenges for assessment. Technology may bridge some of these problems by connecting the university (staff) to the workplace (students and workplace educators). As part of this study CSU staff involved in WPL were interviewed and students and workplace educators surveyed to analyse current WPL assessment practices and explore the use of mobile technology in online WPL assessment practice at CSU. Findings suggest that effective WPL assessment requires a pedagogy-first approach. Technology can enhance teaching and learning and enable opportunities for authentic, efficient and valuable WPL assessment – particularly in exploring and assessing reflective practice. However, for technology to be fully utilised in WPL assessment it needs to be adequately scaffolded and resourced and requires active participation from both the university and the workplace.

**Assessing practical skills:**
Beyond the practical exam
Trina Phuah

The Bachelor of Occupational Therapy (OT) at Charles Sturt University (CSU) is fully accredited by national (Occupational Therapy Australia and the Occupational Therapy Board of Australia) and international (the World Federation of Occupational Therapists) bodies (Occupational Therapy Board of Australia, 2015; World Federation of Occupational Therapists, 2014). In addition to meeting mandatory professional standards, it is essential that the CSU OT course also aligns with the appropriate Australian Qualifications Framework (AQF) levels for Bachelor and Bachelor Honours degrees (i.e. level 7 and 8 criteria; Australian Qualifications Framework Council, 2013) and that graduates develop the desired CSU Graduate attributes (Charles Sturt
University, 2013). CSU also has guidelines and standards developed by the Education for Practice Institute (EFPI, 2011a & 2011b) that outline and describe the expectations of Professional and Practice-Based Education (P&PBE) in professional courses such as Occupational Therapy. Subjects delivered in the CSU occupational therapy program therefore need to be developed to recognise and meet the wider context of professional and university requirements at an internal, national and international level.

One strategy to address this is to ensure that professional and practice-based education (P&PBE) is embedded into the CSU Occupational Therapy curriculum across the four-year program. In addition to completing a minimum 1000 hours of workplace learning to meet Australian and WFOT accreditation standards (Occupational Therapy Australia, 2014), P&PBE strategies include the use of simulation and ‘hands on’ workshops to introduce, develop and consolidate practical skills.

A study by Coker (2010) explored the use of experience-based learning with occupational therapy students. Pre- and post-measures of clinical reasoning and critical thinking skills indicated that participation in ‘hands on’ learning led to statistically significant increases in these skills. OCC204: Enabling Strategies – Environmental Adaptation and Assistive Technologies is a second year subject that incorporates up to six contact hours per week of practical, ‘hands on’ skill development. This emphasis on experience-based learning is supported by Velde and colleagues (2006), who identified that practical experiences are a key element in the development of critical thinking skills for occupational therapy students.

This presentation will discuss the introduction of a video-based assessment task into OCC204. Students are required to work in small groups to develop an educational resource about a specific practical skill previously introduced in class. The aim of this assessment task is to extend students’ thinking and skills beyond practical skill demonstration as captured in traditional practical examinations. Developing an educational resource provides students with the opportunity to consolidate required practical skills as well as developing additional skills in communication and training. A systematic review by Adam, Peters and Chipchase (2013) identified that skilled communication is one of the key attributes for entry-level occupational therapists.

Utilising audio-visual technology also acknowledges the prevalence and ease of access to digital technologies and encourages students to think creatively about how they may be able to provide information to their clients in future practice. The resources developed are shared with the class and therefore able to be used by the students to prepare for their end of session practical examination. This presentation will include examples of student assessment submissions as well as student feedback about the assessment task.

References
11am – 11.55am
Online teaching and learning
Room: 104

Preparing Videos for i2 Sites – An Academic and Multimedia Perspective
Igor Mescher; Rick Parmenter

This presentation will outline the various steps to preparing, filming and editing videos that are then embedded in i2 subject sites.

The presentation will be from a multimedia and academic perspective.

Igor Mescher will deliver the academic perspective. Rick Parmenter will deliver the multimedia perspective.

**Academic Perspective:** Selection of which topics within a subject would be the most suitable for video presentations; preparing word documents for teleprompters; selection of venues for filming; speaking to the video camera; reviewing of videos for editing – e.g. selection of music, visual effects, preparing slides for insertion throughout the video.

**Multimedia Perspective:** Expectation of Academics; what should be done by academics? what should be done by the multimedia design officer?; liaison with academics re selection of venue and aspects of filming; suggestions re editing of video; helpful hints to academics and designers for filming and preparation of videos. (Igor and Rick have recently prepared, filmed and edited 5 videos that were inserted into the LAW540 i2site> Igor is the subject convenor for LAW540).

It is proposed that, after the short presentation, one of the videos is shown in full to the audience and that there be time for questions and general discussion.

**Scaffolding Online Information Searching through Assessment Design**
Simon Welsh; Asim Qayyum; David Smith

Designing online assessment tasks challenges educators to meet the required learning outcomes and provide the necessary scaffolding needed for students to answer the task. In an information-rich environment, where a key challenge for students is finding relevant and high quality information sources, the scaffolding required extends to the online information searching process itself.

Over a series of investigations, the authors explored the online tools that university students use to find relevant information for assessment tasks, and documented their information search behaviour. Leading to our question: how can these information search behaviours be scaffolded by assessment design?

Over two phases, the study compared the information search behaviours of novice and experienced students in the context of undertaking an authentic assessment task. In each phase, online user behaviour was digitally recorded using an eye-tracking system, followed by retrospective interviews.

In Phase I, ten students, enrolled in a transition-to-university subject, undertook two assessment tasks that were embedded in the subject guide’s learning modules. In Phase II, five experienced year 3 students worked on an essay-type assessment with a rubric based assessment structure.

Findings from Phase I [1] suggested, even among well-known information tools (e.g. Google, Wikipedia), there is a need for training new students in the use and organisation of information tools so that they are better able to undertake their academic learning work and ignore ‘online distractions’. Moreover, part of that training should focus on their online reading abilities, thereby achieving the lexical processing abilities needed for university education.

Phase II data analysis is currently being carried out with findings (including comparisons with Phase I) to be presented at the conference. Preliminary findings suggest that, while distinct patterns of search behaviours are arising between novice and more experienced students, there are still similarities between the two groups which provide insights on the scaffolding of search behaviours in assessment tasks. Emerging strategies for scaffolding search behaviours will be discussed.
The interface between animals and humans is now at the forefront of new knowledge paradigms and political agendas globally. Life science graduates are increasingly required to apply sound knowledge of animal welfare and ethics to solve practical welfare issues. This OLT-funded project included lectures in this field from all of the Australian and New Zealand Veterinary Science Schools to develop an online portal to provide students with the communication and sound critical thinking skills required to address this graduate need. Three innovative features of the online portal were adopted to provide a current, relevant and engaging curriculum which promotes active learning. First, a negotiated curriculum system was applied which involved expert and student selection of relevant topics in the curriculum development stage, and choice of scenarios by students in each cohort to ensure alignment with their experience and background. Second, scenarios and learning exercises were selected as the primary means to introduce material to the students. Scenarios offer students exposure to the ethical and welfare issues they will face as graduates in a safe learning environment, where they can try out and refine alternative approaches and make mistakes with no untoward consequences to any stakeholders. Third, learning activities that enhance interaction, communication and reflection were developed. These included a dialogue development tool based on the “human continuum” which requires students to identify and commit to a position along a virtual continuum (that can be identified for any issue), listen to alternative positions and reconsider their position, using chat-room technologies. Reflection is a critical component of the online portal, since moral frameworks are known to be plastic at this stage of a student’s development, and this was encouraged by other online tools, such as a “quality of life” assessment tool which positions a student’s responses to a problem along dimensions. By coming back at a later date and submitting new responses to the same problem, students are able to track their changes in attitudes and beliefs. Evaluation is an ongoing and iterative component of this project, and involves teacher’s surveys of their own students, a student trial with reference to graduate attributes and peer-review. The new curriculum resources are expected to meet student and employer needs, through the delivery of a cohesive, evidence-based approach to teaching and learning and promote consistency in how this subject is taught and accessed across all Australian veterinary schools.

SkillBox is a set of curated resources to guide students through a single knowledge area in a structured manner, allowing them to access the resources at their own pace and in their own time. It was developed to address an identified need to bring students up to speed in single skill areas within certain subjects. Experience and research show that some university subjects require a certain level of skill in a discipline that often does not feature strongly in the students’ academic background, such as mathematical or statistical skills in a subject that is not a mathematics subject (Galligan, 2013). Students commence these subjects with a wide range of pre-existing skill levels, ranging from very little to a high level of competency. Often a lot of time is devoted in these subjects to bring all students to the same skill level, rather than focusing on the more important application of these skills.

Web-based learning tools (Kay, 2011) can be used to improve student retention (Anderson and Jacoby, 2013; Faridhan et al., 2013), improve subject readiness (Kay and Kletskin, 2012) and maximize learning opportunities (Galligan et al., 2010). The use of online formative self-assessment quizzes has also been shown to improve student engagement, leading to increased subject pass rates (Nagel and van Eck, 2012) and digital curation can increase student motivation, engagement and learning outcomes.
(Antonio et al., 2012). Based on these findings, we developed a pilot SkillBox covering basic matrix operations for use in two masters level Distance Education spatial science subjects in 2015.

Reusability is a key focus of the SkillBox concept, both in terms of developing the resource initially, and the ability to reuse the SkillBox in other subjects and courses in the future. With this in mind, quality resources such as Khan Academy videos (Khan Academy, 2015) were utilized in the Matrix SkillBox, along with purpose built formative quizzes and explanatory text.

A research project was developed to evaluate the use of the Matrix SkillBox, using surveys and quizzes to measure changes in attitudes towards mathematics, understanding and confidence with matrices and knowledge of matrix basics. We found that SkillBox use increased knowledge and confidence in the topic areas covered. These findings will be further investigated in ongoing research involving larger numbers of students in further subjects and disciplines.

During this session you will get the opportunity to experience the Matrix SkillBox, so be sure to bring your laptop.

References:

Using Adobe Connect to enhance small group work in distance education
Sarah Hyde; Yann Guisard; Peter Mills; Caroline Love

The use of online and mobile technologies to promote student learning and engagement is now common and expected. In pushing the boundaries of mobile technology in the distance education (DE) area, the next frontier is to promote more active learning, potentially through small groups, with high interactivity between peers and between teaching staff and students. This next frontier has been slow to transition into the online learning and teaching space for DE students at CSU, and it is suggested that if done successfully, online learning and teaching will positively transform the entire educational landscape for DE students and staff, where DE students are those who complete a unit of study off campus in an online environment only. The question is, how to make this sustainable?
This presentation is focused on a UImagine funded project to promote learner-learner engagement across four core subjects in the School of Agriculture and Wine Sciences. The project centres on small group work using Adobe connect and a guided case based discussion over a three week period. Fifteen small groups of 6-9 students across two core subjects each used the Adobe Connect platform to support their interaction, communication, and goal oriented task within the activity. The case based discussion in each subject was facilitated by two staff members and captured the experience of over 200 students.

An inquiry based pedagogical approach guided our learning design, and the Community of Inquiry (CoI) framework was used as the basis of our analysis. Student collaboration was scaffolded within Adobe Connect through the use of structured ‘layouts’ specific to each week, and clearly labelled ‘pods’ within each layout provided instructions. The teaching team had a strong presence in each room, providing feedback and direction every two days.

This presentation will incorporate screen shots of the Adobe Connect rooms to highlight examples of the layout and student engagement, we will discuss the highs and lows of facilitating a CoI, what worked and didn’t work, and our assessment strategies to date. We will also present the results of our evaluation so far which has incorporated an online survey (60% response rate), analysis of student posts, and interviews with staff and students.

It is still early days, and although the project has so far resulted in excellent student engagement and participation, it has been resource intensive and students have struggled at times with the reasoning approach. A single exposure to this challenging but stimulating method of learning is difficult for all parties involved, and the full outcome of our initiative cannot be reasonably determined until students have had repeated experience with this learning and teaching strategy – a fact acknowledged by the students themselves as well as the literature in this area.

References:

Implementing the Online Studio
Patrick McNamara

This paper investigates a proposed pedagogical change to online learning in Graphic Design by applying a digital (or virtual) version of studio-based learning (incorporating problem based learning). It is seen as a method to “cultivating students’ identities as designers, developing their conceptual understanding of design and the design process, and fostering their design thinking” (Mathews, 2010, p. 2). It builds ‘a conversation with the situation’ (Schön, 1987) but is enhanced by the rich social interactions that make the environment so fertile and an important target in creating engagement and satisfaction online.

Conversation is at the heart of studio-based learning and works within three levels that each need to be buoyed by a digital environment that encourage rich exchanges. They align to Nigel Cross’ (1999, p. 5) identified sources of design knowledge, in “people, processes and products”:
1. The PEOPLE (peers and lecturers) as shared stories of approaches and solution attempts;
2. The PROCESS in sketching and prototyping (also shared and reflected upon) and
3. The PRODUCT articulated in conversations within interim and final critiques (assessment)

Selwyn points out that digital solutions in higher education often suffer from hyperbole and in reality they are “…constructed in limited, linear, and rigid terms far removed from the creative, productive, and empowering uses which are often celebrated by educational technologists” (Selwyn, 2006, p. 83). It is to consider not only ‘do computers work?’ but also more importantly ‘what social relations do they produce?’ (Selwyn, 2007, p. 84).
The depth of conversation is going to be the tell-all evaluation criteria.

The active learning environment should take into account knowledge not only within the individual but in the networks of interconnections that students create (Siemens, 2004) through their social network build beyond “learning about” something to “learning to be” (Brown, 2006 p. 20) as a transition into their profession in an open system within and also allowing the connections outside the institution.

By getting students to look “critically at their own ideation process (reflection-on-action) (Schön, 1987), (they) gained greater awareness of conceptual tools and therefore better understanding of why sketching” was worthwhile to ideation (Jonson, 2005, p. 623). Even though sketching was valued in visualizing solutions Jonson found that “verbalisation, on its own or in combination with other conceptual tools, emerged as the prime mover for getting started” and so this is the focus in pushing conversation in video links, online meeting and social interactions.

This paper explores the criteria of a new online environment and options around creating deep conversations to dissipate anonymity through portfolios of work and listings of skills and aspirations. The overall aim is to establish a network outside and beyond subjects within the “development of trust” (Kvan, 2001, p. 351) with portals for possible cross-subject and cross-discipline collaborations and the start of a professional network.

Bibliography

Analytics to analyse student usage of I2 learning resources
Danny R. Bedgood; Ian Holder

How do we know if the resources we provide our students at our subject I2 sites help student learning? How do we know if students even look at the resources we provide? What information would you like about your students use your subject site? These will be a few of the audience questions to begin talking about the Analytics available in I2.

There is great interest in developing resources to help students learn; learning analytics from Learning Management Systems like Blackboard and Moodle however, can be used to try to discover if the resources genuinely provide a benefit to student learning (Hecking, Ziebarth, Hoppe, 2014). The Analytics built into the newly implemented Blackboard based I2 system at CSU allow instructors to explore how students use the
learning resources provided to support them in their studies, and can provide evidence of the efficacy of the resource to student learning.

This talk will briefly describe the analytics that an instructor can collect from Interact2 to learn about how students are using provided resources in subjects. Importantly this talk will focus on the assumptions, limitations and constraints of the analytics to assist in the correct interpretation of the data presented on students’ use of Interact2.

This talk will not so much show how to access this data, but rather the sorts of information that can be gleaned from a subject I2 site. The following talk on analytics in chemistry will provide reflection on what the analytics from particular classes can tell us about how students use the subject I2 site to learn.

References

Using analytics to explore student engagement with learning resources
Danny R. Bedgood; Simon Welsh; Julia Howitt

Does a student learn better if they know what sections of the text are important, and which can be omitted? Does it help students learn if they know the textbook end of chapter questions they should master? Are there pathways through a subject’s learning resources that lead to better learning outcomes than others? Questions like this will get the audience to think about how their students actually use the resources they provide in their Interact2 subject site.

Learning analytics now available in Interact2 can allow instructors to measure which students have accessed learning resources for a subject, when they accessed those resources and how often. This can shed light on the ability of students to self-regulate their learning, and also explore how resources can contribute to students’ self-regulated learning (Colthorpe, Zimbardi, Ainscough, & Anderson, 2015). Such information can be examined with assignment and exam performance to get some measure of the value of learning resources to student success in a class (Hecking, Ziebarth, Hoppe, 2014).

Results from first year chemistry classes in 201530 will be presented, and used to reflect on how the learning resources and modules provided help student learning.

References

Assessment of four education technologies for improving engagement in lectures
Nathan Miles; George John; Kerri Hicks

Student engagement is a core aspect in retention of students in a course and this is especially so for courses offered through online or distance education (DE). Possibly the most widely used tool to deliver content to DE students is through the use of recorded lectures. This method is also used by many internal students who can’t or chose not to attend lectures in person. Although a range of technologies are available to aid in increasing student engagement in face to face lectures (e.g., clickers), less work has been undertaken to improve the experience in the DE lecture environment. However, with new and improved educational technologies further research is required to fully understand their role in distance and multimodal (e.g., for subjects that have both internal and DE cohorts) education.

In order to investigate ways to improve student engagement in lectures at CSU, four education based technologies (echo360, Turningpoint Technologies, Adobe Connect and Blackboard) will be investigated through a UImagine funded project. This project will examine the suitability of these technologies for
delivering in lecture questions and other interactions both synchronously (in face to face lectures) and asynchronously (during lecture recordings).

The data collection for this project contains two key parts. Part 1 will include a trial of all the technologies in a focus group meeting and Part 2 includes introduction and assessment of suitable technologies into a range of subjects in 2016. This presentation will present the results from Part 1 of this study and consist of preliminary feedback data collected from questionnaires and comments provided by volunteer student participants during the focus group trials.

These findings will be discussed in relation to possible application to subjects at CSU, with particular reference to example use cases. In particular, the benefits and issues with each technology will be discussed.

12noon – 12.25pm
Roundtable
Online teaching and learning
Room: 107

uImagine Scholarship in Online Learning Round Table
Barney Dalgarno

The uImagine Scholarship in Online Learning Group has been established to support research and scholarship related to the design and delivery of online learning experiences. The group includes academics from across disciplines, educational designers, and educational support staff interested in engaging more deeply in the scholarship around their practice, as well as academics and research students who are already engaged in online learning research. Membership of the group is open to all CSU staff and higher degree students, with most meetings and events publicised across CSU. Outside guest presenters or facilitators will also be invited to meetings from time to time drawing on the national and international contacts of members.

Since the establishment of the group in August, the group has held monthly ‘literature and practice’ sessions which each involve discussion of a series of online learning research articles on a particular topic along with the implications for our teaching, learning design and learning support practices. A seminar presented by Jeni Henrickson of the University of Minnesota has also been hosted by the group. Other activities earmarked for the group include discussions or workshops about academic writing and grant applications in the online learning area.

This round table will be an opportunity to discuss the broad directions for the group, to reflect on the activities undertaken thus far, and to start to sketch out plans for the group for 2016. Existing members of the group, those who have attended discrete activities during 2015 and those interested in becoming involved are all welcome to join the discussion.

12.30pm – 12.55pm
Roundtable
Online teaching and learning
Room: 107

Online Teaching Standards at CSU
Ben Kehrwald; Barney Dalgarno; Mark Wade

Online learning and teaching is core business at CSU. With potentially the highest number of online students enrolled of any Australian University, the quality of students’ experiences in CSU’s online subjects has the potential to impact learning for hundreds of thousands of students over the next decade. Therefore, the establishment of institutional standards which guide online teaching practices is a critical piece of CSU’s commitment to being a leader in online learning in Australia.
Over the last six months, a set of standards and guidelines for online teaching has been developed at CSU. The standards framework identifies four main areas of teaching activity: Design and Planning; Materials and Environments; In-process Teaching and Assessment and Feedback. The standards framework identifies key quality indicators in each of these four areas at three different levels: a ‘baseline’ (or threshold) level which defines a minimum quality standards for CSU subjects; a middle level ‘good practice’ standard which provides guidance for the improvement of CSU subjects toward widely acceptable notions of good practice in online teaching and a higher level ‘excellence’ standard that guides the ongoing development of online teaching practices as part of a drive for continuous improvement of our learning and teaching at CSU.

This work has been led by Ben Kehrwald in the Learning Academy in the Division of Student Learning. In this roundtable discussion, Ben and other members of the online teaching standards working party a) present some of the main considerations in online teaching quality and b) key elements of the online teaching standards to stimulate discussion of the role and function of online teaching standards at CSU.

12noon – 12.25pm
Roundtable
Online teaching and learning
Room: 103

Preparing students for an international, inter-professional workplace learning experience. The evolution of a successful model.
Kay Skinner (chair); Kristy Robson; Michael Curtin

Background: A key issue for Workplace Learning in the Professions is providing undergraduates with meaningful inter-professional workplace experiences, to produce graduates who are prepared for inter-professional practice.

Charles Sturt University (CSU) School of Community Health courses have several common goals, including preparation for inter-professional practice. Our Vietnam Program has objectives of developing a collaborative, sustainable relationship with an orphanage in Vietnam, and providing Occupational Therapy, Physiotherapy, Podiatry and Speech Pathology students with learning experiences to address this and other key goals. This program is run in collaboration with Yooralla, an Australian organization with expertise in working with people with disabilities. Much of the success of this program, awarded an OLT Award for Programs that Enhance Learning, Global Citizenship and Internationalization in 2014, we attributed to the way we prepare students for the placement.

Initiative: Prior to the start of the overseas placement, students attend a two-day pre-departure workshop jointly run by University and Yooralla staff, with the aim of upskilling the students to have the confidence to begin working within an inter-professional team at the orphanage. This involves theoretical and practical sessions, in which students: work with children with similar disabilities to those seen in Vietnam; work on scenarios based on the actual children from the orphanage; and attend tutorials run by experienced therapy staff. There is a strong focus on building a collaborative working relationship between both students and staff, providing students with the opportunity to develop initial skills such as conflict resolution, team communication and understanding the role each discipline plays in managing complex cases, before starting their placement at the orphanage.

The effectiveness of this preparation is evaluated in a range of ways. These evaluations have resulted in the content and format of the workshop changing each year.

This roundtable poses the discussion questions:
How do we provide meaningful inter-professional workplace experiences?
How do we prepare students for these challenging workplace learning experiences?
What are the ongoing challenges?

In order to do so it draws on the experiences of the Vietnam Program, and how the program format, and student preparation has evolved over the years in response to staff, collaborating organizations and student feedback.
In briefly presenting the program as a model we seek to draw on the experiences of participants to consider other models, the benefits and risks of these and a way to address some of the identified ongoing challenges, such as preparing students for:

- growing awareness of their own personal and professional assumptions and biases...
- being open to truly learning from their team and other partners...
- working in a trans-disciplinary way when they’re still figuring out their own discipline...
- when “teams aren’t working”

**CSU Virtual Campus**

*‘No Boundaries – No Limits’*

Don Olcott, Jr.; Liz Smith

The CSU Virtual Campus vision is underpinned by the principles of engagement, inclusiveness, openness and community. The Virtual Campus aspires to be an integral part of the core organisational culture of our university community that leverages new connections, new opportunities, and new ways of thinking about the ways we think about CSU’s human potential.

The CSU Virtual Campus means ‘No Boundaries and No Limits’ for promoting the human growth and success of students, faculties, tutors, staff, partners, alumni and the broader CSU regional stakeholder community. It promotes the unique regional and economic fabric of our institutional service footprint and is committed to improving the diverse capacities of CSU in all its contributing guises.

The CSU Virtual Campus is holistic – meaning it is interwoven across and within our physical campuses to the broader intellectual, social, emotional, and spiritual welfare of all members of the CSU community. The CSU Virtual Campus is a composite learning space comprised of unlimited physical and virtual learning spaces that encapsulate the holistic concept.

The CSU Virtual Campus provides the pathway for empowering CSU’s most valuable resource – its people. We invite you to join this session and share your most innovative and creative ideas of what you think the CSU Virtual Campus should be for CSU students, faculties, staff, alumni and partners.

12.30pm – 12.55pm

**Roundtable**

*Online teaching and learning*

**Room: The Community Engagement & Wellness Centre – (CEW)**

The School of Community Health’s **Community Engagement and Wellness Centre (CEW)** at the Albury-Wodonga campus provides training opportunities for regional health students. The services at the CEW are open to the public and include the prevention, diagnosis and management of a range of health conditions, illnesses and injuries.

This roundtable invites you to this modern, purpose-built facility to talk with Allied Health students about learning and working in this authentic clinical environment. What do they learn about their discipline, other health areas and the technologies of their professions? What do they learn about time management, communication skills and working with others? What is it about authentic learning settings like the CEW that is so valuable from the students’ perspective?

**Statement summarising how the discussion contributes to the Conference theme/sub-themes**

This discussion obviously addresses the conference theme of practice-based education and workplace learning. Students will reflect on how being in the authentic space of the CEW Centre – working with ‘real’ patients from the community has prepared them independently work as a professional in the field.
**12noon – 12.25pm**  
Online teaching and learning  
Room: 104  

**Sessional Staff Interact2 Support at CSU**  
**Have we got it right?**  
Sandra Maathuis-Smith

The *How to with Interact2* (I2) Organisation site was set up in response to findings from the Faculty of Business (FoB) Sessional Staff Working Party. The report outlines recommendations of minimum standards for the Faculty of Business including:

- The creation of “how to” documentation in a variety of areas  
- To have one academic and one professional staff member to act as a ‘go to’ for sessional staff.

The intention was to pilot the site in FoB, but the site gained wider exposure and was opened across the University. While still under construction the site provides ALL staff, not just sessionals, with information and the opportunity to experience the system from a learner’s perspective. The guided activities on using many of the I2 functions and tools, provide staff the opportunity to actually build a site while in the safety of their own sandpit.

This session will provide opportunity for ALL staff to enrol in the site and to be given a guided tour. There is opportunity to identify and share ideas of how this site meets, or could meet, their needs and expectations and to discuss how it could be improved.

There is an active survey on the site for feedback.

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**12.30pm – 12.55pm**  
Online teaching and learning  
Room: 104  

**Supporting Sessional Staff at a School Level**  
Jonathon Howard

In recent years the amount if sessional or casual teaching staff at Charles Sturt University has increased substantially. It is a commonly held belief that this increase is because sessional staff are cheap substitute and are treated as a poor cousin to permanent academic staff. This presentation will explore this myth. It will outline how both the university and in particular the School of Humanities are developing a suite of employment, professional development, and recognition practices to support sessional staff. Sessional staff are not in fact poor cousins: they simply require a different approach. This presentation will outline the way the School of Humanities is implementing a suite of practices to support sessional staff as a basis of critical discussion about how a school can support sessional staff.

**Sessional Staff Interact2 Support at CSU**  
Sandra Maathuis-Smith

Sessional staff are a large proportion of CSU teaching staff who require support to implement high quality learning and teaching activities. This need to support sessional staff was recently discussed in the Faculty of Business Sessional Staff Working Party and recommendations were formed. These recommendations coupled with the move to a new Learning Management Platform (Interact2), highlighted the need to provide sessional staff with quality teaching support.

The *How to with Interact2* (I2) Organisation site was set up as one way to provide support for sessional staff. The site provides sessional lecturers with information and guided activities on using many of the functions and tools available in I2. By actually building a site sessional staff (and potentially other staff) are stepped through a variety of topics with timely activities so that they can gain experience in creating a subject while in the safety of their own sandpit. Participants in the site can complete as many of the learning events as they require, and return for refreshers as needed.
This session will demonstrate the features of the *How to with I2* site.

This site can be used to support other areas too so I am happy, if the need is identified, to work-in with others presenting over a couple of sessions instead of one big session.

Also if the need is identified, aspects of this site could be used to facilitate round table discussions.

Especially around future developments on the site (see separate submission)

**Themed Sessions:**

*2pm – 2.55pm*

*Room: 115*

**Shepherding a flock of non lawyers - A scaffolded approach for teaching law to interdisciplinary students that is fully aligned with CSU's Distance Education Strategy and the Online Learning and Teaching Model.**

Ana Torres Ahumada

This presentation showcases innovations that were introduced into LAW110 (Business Law) in response to particular challenges that my students and I faced. Chief among them was the need to engage students with legal material and a legal method while presenting a context for understanding what is relevant to their program of choice (Douglas, 2012). These students do not wish to be lawyers and in many instances have no initial interest in law; they come from interdisciplinary backgrounds, and often, find legal subjects irrelevant and daunting (Ewang, 2008). Using data such as SES results, informal student and peer feedback, and relevant literature, I was able to identify that these students were not engaged with the subject as they did not understand the relevance of law to their professional lives as business managers, marketers or accountants.

In order to address these challenges, I wanted to create a method of delivery and design that motivated and engaged all students, particularly those within distance cohorts - by contextualising the relevance of the law subjects to their future practices, and which led them to construct their own understandings.

The key purpose of these innovations was to redesign LAW110 so that it targeted the five key areas of engaged learning that are vital to enhance students’ overall learning experiences (CSU, 2014):

- Learner-teacher engagement;
- Learner-learner engagement;
- Learner–content engagement;
- Learner-community engagement; and
- Learner–institution engagement

This was achieved by ensuring that the subject’s learning activities were constructively aligned to its learning outcomes and assessment items. It was also essential that these resources assisted students to achieve CSU’s graduate attributes. Furthermore, I wanted to produce OERs (Open Educational Resources) that could be freely accessed and used, modified and shared anywhere (UNESCO, 2015). The final outcome was to create learning materials that could be repacked for wider use in modifications of this and other subjects. Rather than being designed to teach a specific area of law, these OERs could facilitate the transition of interdisciplinary students into legal thinkers. They can help students to contextualise legal thinking and adopt legal problem solving methods (Morgan et al., 2002).

In accordance with CSU’s Online Learning and Teaching Model, all of the resources designed are comprised of a series of elements that are intended to foster a holistic student experience, including achievement of discipline specific graduate outcomes as well as broader social and emotional development (Dalgarno & Olcott 2015). These elements are:

- Interaction between students;
- Small group activity and support;
- Teacher presence;
- Personalised support;
- Interactive resources;
- Interact with workplaces; and
- E-assessments
I begin the delivery within the unit by orienting my students to the learning methodology that will allow them to succeed in a legal subject. This includes an introduction to the ILAC model and the use of legal research tools such as AustLii. ILAC stands for Issue, Law, Application and Conclusion. The ILAC method allows students to organise their thinking and writing and to address each issue identified before drawing a final overall conclusion (Brogan & Spencer 2014). Not only does this method become the structure of the learning approach of the students; it is also the scaffolded superstructure on which the subject content, activities and assignments are built.

After giving students the tools and methodology, I show them the relevance of the subject to their future careers. I decided that to hear it from me, their lecturer who is also a lawyer, was not sufficient. They needed to hear it from someone that already walked in their shoes; a non-legal practitioner that took the subject a few years ago and who is now able to use the knowledge acquired in his practice as a registered accountant. The videos introduce the students to each module and are then followed by a scenario in which students are provided the opportunity to apply the concepts and law using the ILAC model. Students enjoy participating in these carefully structured forum discussions. They craft answers and legal solutions together whilst I squeeze ideas out of their heads by engaging them in a virtual Socratic dialogue. They find my feedback valuable and directly relevant to the problem solving assignments of the subject.

LAW110 teaches different causes of actions, hence its modules are designed so that each one discusses a cause of action at a time, leading to an interactive flowchart that includes the elements of each cause of action and the law required to succeed in proving them. The flowchart recapitulates the content learnt and also illustrates, via visual learning, how each topic is interrelated. The flowcharts are explained via screencast technology. To facilitate students’ understanding of how the marking rubrics are used to mark their assessments, a Law Assignment Grading Activity is included. This activity, reinforced by the ILAC method, clearly outlines my expectations and standards as a lecturer and marker, assisting students to successfully prepare their assignment submissions.

Feedback thus far has been extremely positive. SES results indicate that students appreciate the work that I have put into making the subject more relevant and engaging. I received a teaching excellence award for the work done.

The delivery and design of LAW110 impacts positively on my students because it fully engages them with the subject. The subject motivates them, stimulates their critical thinking, and encourages their independent learning. I learnt to walk in my students’ shoes; the result was an innovative approach to teaching business students consisting of context (reaffirming the value of the legal content to future professional practices), non-traditional (reflective, dynamic, uses thoughtfully leveraged CSU technology that is not completely modular) to appeal to different types of learners and their particular motivations and learning styles. Comments from students provided via SES scores, low attrition rates, and student performance reported via several Moderation Reports corroborate these outcomes.

Scaffolding the learning of these non-lawyers breaks down their reservations (Danohue, 1996), fosters independent learning and encourages them to engage with the content in more meaningful ways.

**Bibliography**


Supervision models for the 21st century

James Purkis

This presentation will address the issue of postgraduate supervision and emerging global best practice in online supervision. In particular, as universities increasingly measure success in supervision based on attrition, completion times and the quality of research output (Beer & Mason, 2009; McCallin & Nayar, 2012), it is becoming important for supervisors to adapt their supervision style to meet the expectations of students as well as utilize open educational resources and the Web 2.0 tools available to them (Harrison, Gemmell, & Reed, 2014; Picard, Wilkinson & Wirthensohn, 2011; Strang, 2009; Sussex, 2008).

Prominent within the discussions surrounding supervision is the increased focus on supervision as a pedagogy (Bruce, Bell, Gasson, Geva, Kruger, Manathunga, Oloyede, O'Shea, Stoodley, Raymond, & Wissler, 2009; Picard et al., 2011). That is, the traditional model of expert/apprentice, focusing on a dyadic relationship between supervisor and student leading to the development of an independent researcher, is being replaced with group and blended models (McCallin & Nayar, 2012). These models treat supervision as a specialist teaching practice and form of cognitive apprenticeship. Specifically, these models encourage explicit teaching and scaffolding by supervisors as they develop student research skills, enculturate them into the research community, and provide personal support (Harrison et al., 2014; McCallin & Nayar, 2012; Picard et al., 2011). Accordingly, a tension remains to balance both andragogic and pedagogical approaches to supervision that simultaneously increase the independence of the student while also supporting them in their skill development (Bruce et al., 2009; Strang, 2009; Walker, 2008).

Web 2.0 tools play a key role in this transition to group and blended models of supervision. That is, the use of computer mediated communication (CMC), through apps such as Skype and platforms such as discussion boards, allows for an appropriate frequency and intimacy of contact. This also has the benefit of recording interactions for later review, providing for diverse learning needs/styles and creating a safe contact zone. Most importantly, it is argued that Web 2.0 can contribute to the formation of research communities of practice that provide continued support for students from their peers (Harrison et al., 2014; Picard et al., 2011, Sussex, 2008). Moreover, some postgraduate programs are already utilizing online platforms to develop student research skills, such as critical thinking and academic writing skills, while also providing an online environment that leads to increased student collaboration (Walker, 2008). In particular, the Blended Learning (BL) approach uses WebCT in combination with face to face meetings and self-paced online courses to reduce supervisor workload and provide quality feedback to students (Beer & Mason, 2009).

Unfortunately, these approaches are being underutilised in Australia and it could be argued that Charles Sturt University reflects this trend (Picard et al., 2011). Instead, the university needs to start adopting some of the best practices outlined in research into supervision. Furthermore, resources need to be invested to provide supervisors with training so that they understand both the new pedagogies of supervision and how to use Web 2.0 to enhance the supervision process (Harrison et al., 2014; McCallin & Nayar, 2012). By working to integrate these aspects into the supervision practice of all academics it will leverage the university’s existing online presence as well as improve the postgraduate experience and quality of student output.

References


Mapping the veterinary science curriculum – a compass for academic integrity
Sharanne Raidal; Jennifer Hyams, Marie Bhanugopan; Nathan Miles

“Integrity” may be defined as the quality of being honest and having strong moral principles, or it may relate to a ‘state of being whole and undivided’¹. Whilst academic integrity is typically considered as a student or academic staff quality,² in both senses it represents a characteristic of educational courses and institutions. Curren³ has suggested [academic] integrity is a useful summative concept in the domain of professional and institutional ethics, combining virtues of commitment, sound judgment and conscientiousness. Applied to a professional educational degree, such as veterinary science, we feel that academic integrity refers to institutional obligations to provide appropriate educational strategies, course content, learning experiences and outcomes for students to practice effectively and autonomously following graduation. The expectation that the degree programme will be appropriately accredited is therefore implicit, and as educational providers we are accountable to numerous stakeholders including students, staff, graduates, employers, clients (and patients) and the wider public. In the current tertiary funding climate, this drive for excellence and accountability in educational delivery must be juxtaposed against economic imperatives to be as efficient and cost effective as possible.

With the commencement of an ambitious, problem-based learning (PBL) curriculum for the middle component of the veterinary degree at CSU, the need to document and track content delivery became obvious. Curriculum mapping within the School of Animal and Veterinary Sciences was attempted initially in a rudimentary form by creation of a ‘curriculum matrix’ in spreadsheet format which attempted to identify where ‘conventional’ subject content was delivered in the PBL curriculum. Not convinced by this static and relatively unsophisticated approach, the Veterinary Schools Accreditation Advisory Committee recommended that the School adopt a robust curriculum mapping mechanism to evaluate the curriculum, particularly components delivered by PBL, in order to identify gaps in content delivery. Reflection on the purposes of curriculum mapping suggested additional drivers for this activity, including a searchable repository of content and student learning experiences, recognition of curriculum drift within the course, tracking of vertical themes across multiple years, analysis of gaps, repetition and redundancy, alignment of curriculum, and demonstration that learning outcomes have been assessed and achieved. Processes used by other tertiary education providers were evaluated by peer discussion and review of the professional education literature, with a view to selecting the most effective tool. Consideration of philosophical perspectives, strengths and weaknesses of curriculum mapping (see for example Uchiyama and Radin 2009;⁴ Spencer et al 2012;⁵ Wang 2015) was beyond the scope of this process, driven as it was largely by accreditation imperatives.

With re-accreditation looming (2017), a curriculum mapping process was commenced in June 2015 using a commercial platform widely utilized by medical and veterinary educators, and CSU’s Smart Learning environment. This presentation will review drivers for curriculum mapping as they relate to the academic integrity of our degree offering, and progress to date with the curriculum mapping process. Whilst it is too soon to present measures of efficacy, methods to assess the utility of this process will be considered. At this early stage of implementation, fostering staff engagement in the process has been a major consideration, particularly in a time-poor environment.

References

**Themed Sessions:**

**2pm – 2.55pm**  
**Room: 106**

**Collaborative approaches to online learning and teaching using simulations**  
Ben Atkinson; Wendy Harris; Marissa Samuelson

Many academics at Charles Sturt University are beginning to develop a substantial level of competency with the technicalities of using Blackboard as their new online learning and teaching management system. As a result of this confidence, some academics are pushing the boundaries in initiating new ideas regarding how to design and integrate innovative online resources such as simulations into Interact2 to enhance and complement student learning.

The use of simulation technology to teach students about various aspects of clinical practice appears to be increasing across health disciplines, in part due to growing pressure on the health system for practice based learning opportunities (such as placements) (Weller et al 2012). Simulations have been shown to be effective mechanisms for learning about decision making, working with others in the health care team, communication and practicing technical skills (Weller et al 2012). A range of simulations have been recommended for use in dietetics in particular, including the use of actors as standardised patients and interactive online simulations (Williams & Beck 2011).

This presentation reports on the development of an interactive online simulation to assist third year Bachelor of Health Science (Nutrition & Dietetics) to begin to develop competencies of practice prior to entering a real life practice environment. The simulation specifically focuses on the use of malnutrition risk screening tools in clinical practice and provides students with the opportunity to reflect upon communication strategies and decision making processes utilised during the screening process. The simulation is utilised early in the first session of the yearlong individual case management subject prior to students completing a two week placement in the middle of the year.

The focus of this presentation will be on the collaboration that took place between the educational designer, academic and media technologist and the process of development of this simulation. In this presentation we will present the tool itself, the rationale for and steps involved in developing the tool, the challenges we faced and overcame during the process, and the benefits we experienced in working within a learning design team. We also offer suggestions for other academics at CSU considering the use of these technologies and demonstrate the sustainability and applicability of the tool across and within disciplines.

**References:**


**Online Classroom**  
Morgan Luck; Wylie Breckenridge

Some of the things that are essential to good teaching and learning happen very naturally and very easily in a normal classroom, where we have the students all together, in the same place, at the same time, and right in front of us. I can, for example, get a student to try something (e.g. by asking her a question), give her immediate feedback, get her to try again, give her immediate feedback, get her to try again, and so on, until I’m satisfied that she’s got it (with other students benefitting from watching the exchange). Or I can lead a group discussion,
getting involved as appropriate to keep it well-structured and productive, and to draw attention to important things that arise.

It is much harder to do these things with distance students. We can, of course, try to get them all together at the same time, e.g. by teleconference. But this is usually very tricky, especially if the students live in different time zones. And many distance students want the flexibility of being able to do things when it suits them, either because they prefer it or because their busy lives require it. It would be nice to have ways of doing asynchronously with distance students what we do synchronously with on-campus students.

There are things that we can do already, using email, or Interact. But they tend to be clunky, and inefficient, and don’t properly replicate the normal classroom experience. So we’re building a web-based application, Online Classroom, to experiment with ways of doing it better. The aim of this presentation is to show what we’ve done so far, and to discuss some of the ideas that we have for the future.

Designing for Learner Engagement: Online Learning and Teaching Model examples in the Faculty of Arts
Lynnette Flynn; Rebecca Acheson; Nichole Thurbon; Kellie Smyth; Chelsea Kovacs

This presentation provides an overview of specific examples of the Online Learning and Teaching Model that have been identified by the Educational Designers across the Schools within the Faculty of Arts. Applied examples of the model’s elements will be demonstrated that provide practical strategies of various levels of implementation. These range from low threshold learning activities that may be simple but effective to the more complex and innovative. The application of the model varies across disciplines and schools as the Faculty of Arts has a range of diverse and dynamic discipline areas.

The Online Learning and Teaching Model is underpinned by Moore’s (1989) model of Distance Education engagement and the key interactive elements of engaged student learning which incorporates learner-teacher, learner-learner and learner-content interaction. One element that will be highlighted in the presentation is that of teacher presence or learner-teacher interactivity. This element has also been identified and highlighted as effective by many authors including Chickering, & Gamson (1987) in the seven principles that can help to improve undergraduate education. Garrison, and Anderson & Archer (2000) also identified teacher presence in their conceptual framework of elements that are crucial prerequisites for a successful higher educational experience.

The goals of the Online Learning and Teaching model and approaches to development and implementation to achieve a cohesive student experience of engaged learning will be discussed in the presentation.

Themed Sessions:
2pm – 2.55pm
Room: 107

Turning spatial into special – 12 ways for a Spatial Sciences subject
Ana Horta; Sandra Maathuis-Smith

This presentation will explore the learning and teaching strategies implemented for a first year Spatial Sciences subject namely SCI103 – Communicating Environmental Data. The challenge set-up for teaching SCI103 was to increase student’s interest in Spatial Sciences but making sure that they would acquire sound knowledge of fundamental concepts in data visualization and geographic information systems (GIS). This would have to be done by incorporating the “right” teaching and learning tools in SCI103 Interact2 (I2) site.

The learning design created for SCI103 and the educational technologies used were aligned with the learning outcomes and core items of the subject experience survey (SES), taking into account student diversity. The highlights of this approach comprise the following aspects deemed to be creative tools to engage students with the subject content:

- inclusion of GoogleMaps to facilitate student engagement;
- specific assessment design aiming to create a workplace experience;
- inclusion of visuals and audiovisual resources to present and illustrate each learning module;
- specific discussion forums to increase student participation;
• inclusion of additional learning material and research questions linked to the learning modules; to increase students’ interest and awareness.

Though these tools are not completely new, they are rarely combined together to engage students in their first year learning experience. Students’ feedback to this more dynamic learning approach provided by SCI103 was measured by the SES responses. Overall, SCI103 evaluation was positive with “equal to” or “above” average scores when compared with the School of Environmental Science scores. The results seem to indicate, among other aspects, that: “The use of CSU’s online learning environment helped me to learn effectively”.

Walking the walk: Reflecting on teaching and learning about management in an Online Management Practicum

David Ritchie

Arguments continue about whether there are differences in learning outcomes between online learning and face-to-face learning environments. Learning outcomes that are possible in blended mode, or pure online, following the development of interpersonal relationships face-to-face taint any measure of impact of the technology alone. A case study is presented where there was no prior face-to-face interaction between a team of seven postgraduate students formed as an online management consultancy. The management consultancy was designed as a capstone learning experience and required that members bid for one of four projects. Four authentic and complex projects were identified and sponsored by a real host organization.

Talbot (1997) argues management development involves knowledge, skills and experience. A balance between these domains is required for development to occur. Formal academic programs tend to focus on knowledge, to a reduced degree on skills, and much less on experience. When students study part time appropriate learning design can incorporate opportunities for skill development and experience. When students study online without geographic proximity, skill development and management experience require adjustment. The ability of the teacher to facilitate development can vary by the opportunities afforded each student in their workplace, and the extent to which a personalized learning experience is supported by the academic institution. CSU’s Health Services Management program has reviewed its learning design to facilitate the integration of workplace learning in its coursework subjects through changes in assessment tasks and learning supports. A remaining challenge is that the student retains control over the selection of authentic workplace issues to base learning on, and are typically simple tasks undertaken individually. The Online Management Practicum (OMP) was designed to extend learning into a much more complex, dynamic, organic and collaborative learning experience.

The project used in 2015 explored relationships and service models to recommend innovative solutions to address health outcomes for Aboriginal communities. The differences between life expectancy and experience of health between Aborigines and the Australian population have been large and intractable for an extended period of time. As a management problem within the health care sector this is, at the least, a Mount Everest challenge.

Attempting this sort of problem for an Online Management Practicum required the development of trust between CSU and the host organisation, and between the academic staff and the students for it to occur. It then required the development of trust, confidence, and a whole range of managerial knowledge and skills in the student team. Collaboration in team-building activities, planning, organising and agreement on project management was required. Decisions on approaches to communications, stakeholder identification and engagement, appropriate timelines and milestones, risk management and contingency allowances needed to be resolved quickly. Towards the end of the academic session, and the conclusion of enrolment in OMP15, some of the major learning issues and experiences will be identified and explained.

Bibliography
ITC539 mobile application development is one of the most important subjects in the School of Computing and Mathematics that serves a number of courses in the school. The subject is project based and its design revolves around the project. The method we used in the design is scaffolding the learning process to students as they progress in the subject. There are a number of assessments designed for this subject, keeping in mind that each assessment serve as a milestone towards the completion of the project and hence success in the subject. A number of contemporary strategies are used in the subject design for engaging students in the subject, enhancing their learning experience, building on their already knowledge base and scaffolding new skills.

Mobile applications (also known as mobile apps) are an utmost critical part of modern society. We use mobile apps in our daily life for a number of purposes such as communicating with friends/colleagues, getting information about news/weather/traffic/travelling, doing our businesses and many more. In fact, there are millions of various smartphone apps available for us to use in mobile phones or other smart devices. There are three major smartphone platforms, Android, iOS and Windows Phone supported by three major enterprises, Google, Apple and Microsoft. All three platforms require different technical skills, such as computer programming languages, for developing mobile applications. Purpose of ITC539 design is to introduce these platforms and provide experience to students for working in one of the platforms.

There is a wide variety of literature around designing subjects online; and what is clear is that the educator’s role in facilitating learning within the online environment, as well as allowing strategic peer review are key to successfully engaging students (Mitchell 2014, Rourke 2012, Heeok et al. 2010). Based on these strategies, the focus of the online learning experience was three-fold: (1) How to make subject engaging for students for online education? (2) How to scaffold learning process for students? and, (3) How to integrate huge amount of very dynamic contents in the subject? The subject design then were evaluated by professional education designers based on the criteria set in CSU Online Course Innovation (OCI) and via feedback from students using Subject Experience Survey (SES) and one to one casual feedback.

Since the subject is taught online, a number of online tools are used to facilitate online learning and teaching process. Interact2 is used as a learning and teaching platform for all subject related activities. Subject has four main assessments where each assessment is connected to its previous and next assessments. One of the assessment is based on peer review strategy where each student has to review an assessed assessment under a pre-specified criteria. Another important design feature is the creation of two subject videos and making them available to students on subject interact2 website. These videos are used for student’s engagement in the subject. Overall subject evaluation from educational designer is exemplary. Also the student feedback in subject experience survey has scored above the school average score.
Exploring the potential of Electronic Lab Notebooks (ELNs) in Science Teaching.
Joy Reid

Scientists have been recording data in paper notebooks for centuries. There are established traditions governing data collection and verification that have stood the test of time and are very resistant to change, particularly in Academia. However, as digital technology has become more sophisticated it was inevitable that digital solutions to data collection, analysis and management in scientific research laboratories would follow. This inevitability is compounded by the ever increasing amount and complexity of data being collected. The ELN market continues to grow. Pharmaceutical companies were the early adopters and continue to be the biggest users. Use of ELNs in Australian universities is limited. Some larger research universities around the world, including Sydney University, have made the transition to electronic management of research data, but there is still a lag in the adoption of ELNs in teaching. In order for science curriculum in post-secondary education to remain relevant, students need to be exposed to and engage authentically with, the technologies they may use in their future work.

In this presentation I will report on a preliminary trial of an ELN, LabArchives, in the laboratory component of two undergraduate Science subjects delivered on Wagga Wagga campus of CSU during the current semester. The feedback from students and teachers has been encouraging, however some considerable, but not insurmountable, obstacles to wider adoption of these applications have been highlighted by the trial.

As a central part of the presentation I would like to engage the participants in an experience with the ELN and get feedback from them about its potential for further investigation. It is highly probable that representatives from the company that created this application will be available as co-presenters.

References:


What have we learnt from including Indigenous Australian content in a 3rd year Physiotherapy professional subject? The role of students in developing Cultural Competency Curricula.

Kay Skinner; Kristen Andrews; Chontel Gibson

A key contemporary issue for all higher education professional programs is the development of “graduates with culturally appropriate skills and strategies to prepare them for working effectively with Indigenous clients and/or communities” (Universities Australia, 2011, p. 19). This presentation reports on the Physiotherapy Program’s experience of integrating Indigenous cultural competency into the paediatric stream of the physiotherapy curriculum.

In Australia, physiotherapy registration requires physiotherapists to have a working knowledge of factors that contribute to, and influence the health and well-being of Aboriginal and Torres Strait Islander peoples (Physiotherapy Board of Australia & Physiotherapy Board of New Zealand, 2015). The graduation of physiotherapists capable of delivering health services in collaboration with Aboriginal and Torres Strait Islander communities is critical in supporting the achievement of better health outcomes for these communities. Physiotherapy, in particular can support better outcomes through a focus on early childhood development, exercise promotion, chronic disease prevention and self-management and working with people with disabilities. These outcomes can best be achieved by working in partnerships with Indigenous communities, and by incorporating Indigenous leadership, health practices, research and perspectives into physiotherapy practice.

As a team we initially struggled to use the Pedagogical Framework for Incorporating Indigenous Australian Content (Ranzijn, McConnochie & Nolan 2006) to integrate Indigenous Australian content into the existing busy, complex physiotherapy degree structure. Whilst there are some overseas guidelines (American Physical Therapy Association, 2014) and research around teaching cultural competency in physiotherapy (Romanello & Holtgrefe, 2009; Hayward & Charette, 2012), there is no physiotherapy specific research to inform the process in the Australian context. We therefore decided on a multiple project approach to guide the integration of Indigenous content into physiotherapy curriculum.

In the project reported in this presentation we addressed the Paediatric Stream of a single subject, where Indigenous Australian content had an obvious place, due to the existing strong focus on family-centred care and collaboration. We worked through a process of re-imagining the current content in order to develop discipline-specific Indigenous Australian content. Importantly, in a content rich subject this led to specific changes in content, rather than addition of more content, in turn allowing simple changes across the remaining subject. Critical reflection and intercultural yarning were both key to the success of this process. Subject changes were evaluated using intercultural yarning. The yarns involved staff critically reflecting on the process, the changes and their interpretations of student engagement and outcomes.

Students completed questionnaires at the start and end of the subject; on their confidence with understanding the cultural aspects of activity and participation, and working with Aboriginal and Torres Strait Islander peoples; and also gave feedback on a specific teaching activity.

Thematic analysis identified the following key themes raised in both the yarns and student questionnaires:

1. it takes time to develop this content respectfully, authentically and collaboratively
2. one small change has a ripple effect, influencing other smaller changes in the curricula
3. the teaching activities identified where students were on their cultural competency journey, and supported this journey.
4. the yarning and integration of Indigenous content expanded the “usual” way of business for the physiotherapy students and academics.
5. the process identified the need to focus on a strengths based approach earlier in the curriculum.

This presentation discusses both the implementation and outcomes of the Cultural Competency program, and considers the role of students in informing the development of Cultural Competency Curricula.

References:
Preparing and supporting students in a challenging international, inter-professional workplace learning experience – the Vietnam Program.

Kay Skinner; Kristy Robson; Michael Curtin

A key issue for Workplace Learning in the Professions is how to provide undergraduates with meaningful inter-professional workplace experiences, in order to produce graduates who are prepared for inter-professional practice. This presentation details how we prepare and support students during an international, inter-professional workplace learning experience.

Charles Sturt University (CSU) School of Community Health allied health courses have several common key goals, including preparation for inter-professional practice and preparation for work in culturally and linguistically diverse communities. Over the years the School has faced challenges in providing students with opportunities to meet these goals. The Vietnam Program has the dual objectives of developing a collaborative and sustainable relationship with an orphanage in Vietnam, and providing the students with learning experiences to address these key goals. Specifically, this inter-professional learning experience provides students with the opportunity to not only achieve their discipline specific competencies, but also develop competencies in inter-professional practice and cultural responsiveness.

The Vietnam Program enables occupational therapy, physiotherapy, podiatry and speech pathology students to complete one of their fourth year placements working in the orphanage. This program, run in conjunction with Yooralla, an Australian disability organisation, is based on a collaborative relationship with the orphanage, in which our students take an inter-professional approach in providing services and training to address identified needs. In 2014 the program was awarded an Australian Awards for University Teaching: Award for Programs that Enhance Learning Global citizenship and internationalization.

Inter-professional learning is based on the premise that healthcare professionals who learn about, from, and with each other, will be more likely to work effectively together in caring for their patients and communities (WHO Report, 2010). While there are high hopes that improved inter-professional collaboration will result in improved quality of care, there has been acknowledgement of the significant challenges that arise for professionals in managing both the needs and processes within their ‘team’, and their own professional identities (Kvarnstrom, 2008).

For students these challenges can be compounded by the fact that they are still trying to develop a sense of their own professional identity. Added to this are the challenges for our students of working in culturally appropriate ways.

Perhaps one key to success of this inter-professional learning experience is our ability to prepare students for the challenges they will face around these issues.

This presentation explores the methods currently used to prepare and support students in this challenging inter-professional, international learning experience and describes the structure of the program and its evolution over 15 years. It presents student outcomes in terms of learning and engagement, cultural responsiveness and inter-professional teamwork.

This presentation provides qualitative evidence for the success of this approach in addressing the key goals of preparation for work in culturally and linguistically diverse communities, and preparation for inter-professional practice. It also poses questions around how to better prepare students for the challenges of inter-professional practice.
References:

Themed Sessions:
2pm – 2.55pm
Room: 104

Visual spaces for bridging academic and workplace learning
Narelle Patton

This presentation builds on Narelle’s doctoral research that used photo-elicitation techniques to explore physiotherapy students’ learning in clinical workplaces and subsequent use of photo-elicitation as a learning and teaching strategy to explore the possibilities visual spaces offer to enhance practice-based education learning and teaching activities. Clinical learning spaces within workplaces are complex, fluid, relational and uniquely experienced spaces that spark powerful and meaningful learning for students (Patton, 2014). These spaces shape student learning to such an extent and in such different ways from academic environments that re-imagining of practice-based education pedagogy and curricula is required to more meaningfully bridge academic and workplace learning experiences for students. Visual spaces are explored in this presentation as one such pedagogical practice for bridging academic and workplace learning.

Visual information can provide a wellspring for the development of new understandings of a phenomenon or experience (Davidson, 2004) with the strength of images residing in their contextual richness and the amount of specific information they transmit (Flick, 2007). Visual strategies provide immediate, tangible and intimate ways of understanding and enhancing students’ learning with the strength of images lying in their capacity to tap into wordless or tacit knowledge, the ambiguity between what we see and what we can describe. Further, viewing of and reflecting on photographs can facilitate the development of new understandings of previously taken-for-granted experiences (Harper, 2002). Therefore students’ and educators’ viewing of and reflecting on images can facilitate deep and meaningful dialogue that triggers the development of new understandings of their views and practices, which often represent taken-for-granted experiences. This can occur for example, during work placement preparation and debriefing sessions as well as while students are developing their professional knowledge during workplace learning experiences.

Contemporary workplaces operate in a milieu of substantial change often described as fast paced and ever changing with heavy workloads and consequent time constraints on completion of workplace activities (Billett, 2010). The contextual complexity of workplaces highlights the importance of holistic student preparation for the reality of workplace learning experiences, provision of appropriate support during workplace learning experiences and debriefing following workplace learning experiences. In this session the use of images will be explored as a powerful pedagogical strategy to bridge academic and workplace learning and in so doing assist students to move seamlessly between academic and workplace contexts. The critical use of visual enriched pedagogy has the potential to enhance the richness and authenticity of practice-based education curricula and meaningfully connect academic and workplace learning spaces. The use of images in teaching represents an exciting and evolving field, which opens up opportunities to creatively imagine new and powerful pedagogies to enhance student learning. Academics are therefore challenged to imagine new learning and teaching strategies that privilege visual techniques in order to enhance student learning.

References:
Collaborative learning and teaching practices in higher education
Isabel Paton; Narelle Patton; Joy Higgs

Collaboration is increasingly acknowledged as core to contemporary life and work. Collaboration and in particular teamwork is recognized as integral to the achievement of positive workplace outcomes in a range of professional settings including health, education and law. This centrality of collaboration to positive outcomes is driving focused development of collaborative and teamwork capabilities in contemporary workplaces. In professional education programs there is a growing emphasis on the development of work-ready graduates and consequently the development of students’ collaborative practice capabilities. It is therefore essential that Practice Based Education (PBE) pedagogies, including collaborative learning and teaching activities are designed to develop students’ collaborative capabilities to ensure they are career ready on graduation.

Despite this increased focus on collaboration there remains a lack of clarity around the concept of collaboration, the nature of collaborative capabilities as well as how these capabilities are currently being or might best be developed in higher education. This presentation reports on emerging findings of doctoral research investigating collaboration in the context of higher education in the health and social sciences. The aim of this qualitative research is the development of a deeper understanding of the nature, value and process of collaborative learning and teaching practices in higher education. This includes examination of how collaboration is incorporated in contemporary learning and teaching practices in health professional education in university settings, in both face to face and online environments. The research is framed by a philosophical hermeneutic research methodology that guides text construction and interpretation. Two texts are currently being constructed: the first from existing literature and the second from participants’ experiences using interviews and photo-elicitation.

A review of the vast quantity of literature on collaboration has revealed a lack of coherence around the concept of collaboration. A brief synopsis of this literature will be provided opening up an opportunity for the clarification of concept of collaboration. Building on this theoretical understanding, preliminary findings from the experiential part of the research in the form of examples of collaborative learning and teaching practices will be described. Further, academics’ perception and active implementation of collaborative learning and teaching practices in professional education contexts will be discussed. As an example innovative strategies such as simulation and inter-professional education will be described.

Building on the new understanding of collaboration, collaborative capabilities and collaborative learning and teaching activities developed in this presentation participants will be challenged to question taken-for-granted practices by viewing their current practices through a collaborative lens and then to share identified practices that foster the development of students’ collaborative practice capabilities.

Where margins merge: A critical reflection on learning and teaching in paramedic education
Alexander (Sandy) MacQuarrie; John Rae

Paramedicine in Australia is not yet a registered health profession and there is a limited body of research on which paramedic practice and paramedic education practice can be built. Paramedicine is also a relatively new discipline in higher education both in Australia and internationally. Paramedic academics are in their first generation, often entering the university sector after full careers as paramedics. As a result, these paramedic academics are skilled at and often draw from their own paramedic practice in teaching, using ‘practical reasoning’ and ‘intuition’ as they prepare students for their future ‘in the messy unpredictable world of work’(Rooney, Hopwood, Boud & Kelly, 2015).

This presentation will illustrate the value in exploring traditional understandings around two ‘margins’ in practice-based education, with specific reference to paramedic education. These margins are those between learner and teacher, and between what may be considered to be carefully structured education and an approach to education that is more organic.

The presentation will draw on our interest in project-based learning and in particular, our experiences in facilitating a group of students who participated in a project aimed at evaluating clinical simulation debriefing sessions. Using critical reflection as the research method (Fook, 2011), we worked to unearth and ‘rework’ our experiences from this project, especially the experiences of one of us – the project lead (AM). What emerged from this were new insights about the teacher-student relationship and about practice-based education more generally, as well as a set of principles to guide future teaching. These guiding principles included open
communication and respect, the suspension of conventional belief, and a focus on professional practice. This project resulted in a series of outcomes including improvement in the process of debriefing after clinical simulation, the students’ presentation of a poster at a national conference, and them receiving a national award for paramedic student leadership.

Exploring the margins in learning and teaching, through critical reflection, is a useful way in which paramedic academics can generate new and relevant knowledge, and paramedic students can prepare for life on-road. Our critical reflections and the guiding principles that emerged will be presented and discussed using a practice-theoretical lens.

References

Panel
‘Online Learning at CSU – What does CSU still need to do to achieve its objective of national leadership in quality online learning’
Panel Members: Barney Dalgarno (chair); Lindy Croft-Piggin; Jonathon Howard; Liz Smith
3pm – 3.45pm
Location: CD Blake Theatre

This panel presentation explores the question ‘What does CSU still need to do to achieve its objective of national leadership in quality online learning?’ The panel session will begin with a discussion of CSU’s strategic objectives in online learning and the work currently underway to achieve these objectives. Panel members will critically question whether the work that has been planned or is already underway will have sufficient impact across the divisions and faculties of the university to allow the goal of national leadership to be achieved. Panel members will discuss the key challenges within their parts of the university and the additional programs of activity needed to achieve this goal.

Themed Sessions:
4.30pm – 5.25pm
Room: 115

The Online learning model: aspiring to institution wide excellence in online teaching and learning and enhanced student engagement
Lindy Croft-Piggin

The changing needs and expectations of university students in general and off campus students in particular, have seen the end of historical correspondence models of distance education. Online and mobile technologies now provide affordances for a much more engaged and connected learning experience for off campus students. The adoption of leading online pedagogies building on the affordances of new technologies is a key component of CSU’s strategies to address these new DE student needs and expectations. CSU’s Digital Learning Innovation Laboratory, uImagine was established with the dual objective of fostering innovation and steering the university as a whole towards best practice in contemporary online learning. A key first step as part of this work has been the development of a new Distance Education Strategy. As part of the development of this strategy, there was a broad consensus that increased student engagement needed to be a core element in order to increase retention, satisfaction with teaching quality, and ultimately student enrolments. To this end the CSU Online Learning Model was developed with a focus on increased engagement at its core.

This paper explores the theoretical basis for CSU’s Online Learning and Teaching Model as a key element of a strategy for further transformation of the learning experience of distance students. The model builds on Moore’s (2007) transactional distance theory which has been argued to be central to DE student engagement (Wallace, 2003; Yates, 2014). In developing the CSU model Moore’s (2009) focus on interaction has been expanded to a focus on engagement, with each of the seven elements focusing on one or more categories of
student engagement.

References


Placemaking Theory: An exploratory examination in relation to distance education

Michael Mehmet

Recent decades have witnessed a shift towards the application of digital practices in teaching and learning (Moore and Kearsley, 2011). Distance education (henceforth DE) permits students to benefit from the ease of accessibility and flexibility of completing subjects and entire courses at the time that suits students (Anderson and Dron, 2010). DE also can theoretically apply complex and rich multimedia and multimodal elements to the teaching/learning experience (Sun and Rueda, 2012). In a concerted effort to overcome some of the shortfalls experienced by DE students in more common ‘relations’ to engagement and collaboration, recent years have witnessed the wide adoption of university learning management systems (Irwin, Ball and Desbrow, 2012). These “systems provide a web presence for course instruction and assist with the organisation and management of course material... Typically, they propose to offer an environment that helps engage students” (Irwin, Ball and Desbrow, 2012, p. 1221). However, suggestions remain that despite learning management systems ability to developed systems that manage processes including student enrolment, course descriptions, syllabus, lesson plans, exams, assignments, messages, and basic course material, they are limited in problem-based learning activities and deep collaboration (Dalsgaard, 2006). It further muddy the waters, social media growth has undeniable impacted global communication. A myriad of industries have simultaneously been excited and intimidated by the potential of social media communication, engagement and the interactive abilities of the technology (Dahl, 2015). Even industries that rely heavily on social media, such as public relations and marketing, continue to develop strategies that fail in their ability to connect with target groups and elicit the desired responses. This study aims to determine if place-making theory can provide a framework to assist in creating meaningful spaces of exchange for university educators teaching in the creative industries. For the purpose of this study creative students will be defined as those enrolled in graphic design and photography as research has suggested that these courses have been widely adopted into distance education. The findings suggest the context of study, the community driven nature, dynamic evolution of digital media offers and the functionality of sites requires consideration in teaching design. The findings also suggest potential shifts in teaching/learning practice may need to be made accommodated to fully apply place-making theory to SCCI subjects. In conclusion, digital technologies simultaneously offer an immense array of opportunities, as well as the potential for bewilderment. The socially inclusive, collaborative and community driven nature of place-making theory do make it an attractive option for those teaching DE in a digital space, however, new practices and potentially a new culture would need to be developed prior to implementing such a framework.

References

**Enhancing the teaching and learning of image-based disciplines at CSU**

Reza Mortazavi; Nathan Miles; David Wilson; Andrew Peters; Kenneth Chinkwo; Lucy Webster

1. Background

Histology, haematology and pathology are disciplines which are key components of the Medical Science, Dentistry and Veterinary Science programs at CSU. Traditionally, the practical-laboratory aspects of these disciplines have been taught using tissue sections and blood smears prepared on glass slides that are viewed using a standard light microscope. The ability to fully digitise glass slides and produce high quality images that simulate a microscope has revolutionised the teaching of these discipline areas allowing more interactive, collaborative and flexible learning activities to be designed and delivered (Kumar et al 2004; Triola et al 2011; Helle, Nivala & Kronqvist 2013).

2&3. The initiative and methods

In light of these developments the Biomedical Education, Skills and Training (BEST) Network was established with funding from the National Broadband Network (https://www.best.edu.au/). The BEST Network serves three main functions: 1. to host an extensive online database of virtual slides and other digital images (called SLICE) 2. to assemble a community of like minded educators and 3. to share fully developed adaptive e-learning lessons created using the Smart Sparrow platform. In Session 2 2015, three Schools in the Faculty of Science became members of the BEST Network enabling academic staff within these Schools to develop and implement interactive online resources that were deployed in 4 subjects - BMS306 Advanced Haematology, BMS337 Histopathology, VSC223 Veterinary Histology & Immunology and DOH342 Topics in Clinical Dentistry. At the time of writing this abstract the resources were being deployed to the students and students will be asked to complete a short survey evaluating the resource at the conclusion of session.

4. Evidence of effectiveness and 5. Conference sub-theme addressed

This presentation will provide an overview of the resources available and will give a practical demonstration of the capabilities of the Smart Sparrow adaptive e-learning platform and how that can be combined with the SLICE database to greatly increase student engagement in visual disciplines. Preliminary analysis of the data from student surveys will also be presented. This presentation will clearly demonstrate how innovative online learning resources have been developed using the BEST Network and Smart Sparrow platforms and will provide an opportunity for open discussion about the potential application of these platforms in other Faculties and discipline areas across Charles Sturt University.

References


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**4.30pm – 4.55pm**

**Roundtable**

**Online teaching and learning**

**Room: 106**

**The online lecture - has it passed its used by date?**

Kerri Hicks; Rebecca Acheson

Many lecturers record their internal lectures and then post these online for distance students to view. Many of these lectures are over 1 hour long. Looking at the analytics provided by CSU Replay we get a picture that students while accessing these recordings often view little of the content.

So has the online lecture passed its used by date or does it need to be reconceptualised?

This discussion aims to look at the many learning design options that exist to use online lectures to promote learner-teacher, learner-content and learner-learner engagement (Moore, 1989) and small group strategies in an online environment.
Uploading online internal lectures for distance students is a quick and easy thing to do. However, there is a
need to move beyond this expediency to make intentional learning design decisions. Oliver and Herrington
(2001) identify the essential components in a learning design sequence that all constructively align and support
the central aim of assessment. This framework can be used to look at the place of the ‘lecture’ and to plan and
design its use. The discussion around this framework can also be enhanced by using the nine situated learning
design elements also determined by Oliver and Herrington (2000).

This discussion will then flow into how to promote interaction and small group activities before, during and
around the ‘lecture’ to support student learning. Reference will be made to particular learning technologies in
Interact2 and externally that can support staff in this process. As part of this discussion we will look at the
concept of the flipped classroom using the infographic of Dr Russell Mumper (2013) that includes his “Cure for
the Common Lecture” and other pedagogical examples.

Throughout the conversation people will be asked to share the ‘big’ and ‘small’ strategies that they use and to
also think of other ways to promote interaction and small group activities online in and around the ‘lecture’.

References
from http://echo360.com/blog/infographic-%E2%80%93-what-happens-when-you-flip-class
Oliver, R. & Herrington, J. (2001) Teaching and learning online: A beginner’s guide to e-learning and e-teaching 
in higher education. Edith Cowan University. Centre for Research in Information Technology and 
Communications, Edith Cowan University: Mt Lawley.

5pm – 5.25pm
Roundtable
Online teaching and learning
Room: 106

DE Transition Support for ADAVE Students Via EML102
Wendy De Luca (chair); Helen South; Peter Butler

This roundtable discussion will focus on a current uImagine project developed to provide effective transition
support to students in the Associate Degree in Adult and Vocational Education (ADAVE) through the
modularisation and scaffolding of the subject EML102 Written Communication.
CSU’s ADAVE is an entry level course designed to enable people with technical or vocational qualifications and
experience to teach in a range of settings. This course, offered entirely by distance education, meets the
professional needs of mature-aged students with vocational qualifications who want to teach in their discipline
area in an adult learning environment or in their particular vocational setting. It is designed for people wishing
to become trainers, learning facilitators or consultants in the adult and vocational education sectors.
The first subject undertaken in the program (EML102 Written Communication) is the only opportunity students
have to develop university level study, critical reading, research, and essay writing skills. This subject, in effect,
represents the students ‘transition’ experience.
The roundtable will address the transition needs of this group of students through the redevelopment of the
subject EML102 Written Communication and seeks to generalize their experience across the broader student
body. The focus of the subject redevelopment is on modularising existing online learning modules and
producing a range of multi-modal interactive tasks to develop specific micro-skills. Further, the use of modular
and formative assessment tasks relevant to major summative assessment tasks provides scaffolding for student
transition from a competency-based educational culture, progressively orienting them towards the criterion-
referenced assessment traditionally utilized in the university context.
In an increasingly complex higher educational environment, where flexibility of delivery in terms of online presentation of materials is becoming more mainstream, the issue of quality in design and delivery of both subjects and courses has become the focus of considerable discussion and research. While there have been a number of approaches to addressing these concerns, including the development of course/subject quality standards, one approach has been the development of collaborative teams, including instructional designers, in the development process. Chao, Saj and Hamilton (2010, p. 106) argue this need describing how “the main argument for adopting a collaborative development model is that designing a high-quality online course requires various sources of expertise not usually possessed by one person”. A vital aspect of such collaborative teams is the feedback provided by the various agents involved in the course design. The role of feedback in instruction has been described as “among the most powerful influences on achievement” (Hattie, 2009, p. 173). In the process of designing a course, feedback from various perspectives, depending on the role of the agents, about aspects of the design is what allows it to evolve and develop as the collaboration of the group comes into play. If the ultimate goal is quality in course design, Locke and Latham (1990, p. 197) describe the importance of feedback as informing development, describing how “goals inform individuals as to what type or level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly. Feedback allows them to set reasonable goals and to track their performance in relating to their goals, so that adjustments in effort, direction and even strategy can be made as needed.”

This presentation will explore the response of academics to providing feedback on the course design work of colleagues, and invite discussion around strategies to encourage a culture of constructive feedback and subsequent action in the context of course design and delivery at CSU.

References:

Mapping the GLOs for quality design analysis
Deb Murdoch; Miriam Edwards; Calvin Wang

Each course at CSU needs to include graduate learning outcomes. Each subject in a course has a set of parameters or metadata which define it, including the elements outlined by the graduate learning outcomes. Knowing and understanding how each graduate outcome is already embedded in each subject in a course help in course design for a cohesive student experience. Analysis of each subject in a course review provides evidence of how the outcomes are developed across the course. The mapping and analysis of each subject provides the basis for course and subject design for course teams to consider how each outcomes is currently met and could be met in more integrated ways across multiple subjects. The Hunters and Gatherers project led by Romy Lawson (Lawson, et al., 2013) investigated the mapping of graduate learning outcomes across a course which influenced the development of mapping and analytical processes in the Faculty of Business shown in this session. A method to collect, collate and communicate data and information about subjects and courses was developed in response to demand for a process that would satisfy the requirements of risk management by TEQSA (Tertiary Education Quality Standards Agency, 2014) and assist in assuring quality of degrees and subjects in line with the standards outlined by the Higher Education Standards Panel (Australian Government, 2014).

Subject learning outcomes from within Faculty documentation were evaluated and assessment was examined to identify existing opportunities for graduate learning outcomes to be assessed. Metadata about the graduate
learning outcomes was included in the subject profile kept by the Assessment Design Coordinator and analysed to provide feedback to course teams.

Findings from subject analysis were reviewed and shared with course teams to show patterns of skill and knowledge development across the core subjects of a course. A particular focus on graduate learning outcome distribution to ensure quality learning experiences are provided to students while meeting University policy on Assessment, English Language and Literacy and Indigenous Education. Course teams are able to use the findings of the analyst to design assessment that includes graduate learning outcomes both in and across subjects. This information will lead to improvement in communication to students about the outcomes more explicitly, guiding them to greater understanding of how they can be transferred to other environments such as the workplace. Clearer identification of course components, opportunities for practice, assessment types, purposes, learning activities and resources can assist in better linkages with learning analytics of student activities. Metadata of these elements ensure that the integrity of the design can be maintained while providing the convening academic the opportunity to maintain their autonomy in teaching.

Remapping courses that have undergone course review have shown significant improvement in meeting quality standards and inclusion of appropriate level assessment. Analysis of the current findings using a mix of both qualitative and quantitative methods show the distribution of graduate learning outcomes while providing an understanding of how the graduate learning outcomes are being met in current assessment design. It is expected that the much more detailed mapping and analysis of the metadata of graduate learning outcomes will continue this trend for quality.

References

5pm – 5.25pm
Roundtable
Online teaching and learning
Room: 107

All things Online Meeting: Adobe Connect Queries answered in Q&A format
Milena Dunn (chair); Patrick McNamara; Zelma Bone; Peter Mills; Sarah Hyde; Kerri Hicks; Michelle Langham; Slavica Voss

The use of Online Meeting to engage learners and academics synchronously in Online Teaching and Learning has become ubiquitous across CSU since Adobe Connect replaced our earlier Online Meeting tool in 2013. Adobe Connect offers academics many affordances for Online Teaching and Learning as well as assisting the university to meet its sustainability targets by offering a synchronous community of learners without the need to relocate.

CSU staff have different experiences in using the affordances of Adobe Connect for Online Teaching and Learning and CSU staff, even those dispersed on our many campuses, can pose questions Online or F2F and the Chair will have them addressed in “Q&A” format by selected CSU Online Meeting (Adobe Connect) users/gurus, including a representative of each Faculty, a Mac user and staff using small group PBL work. The Roundtable discussion will engage Novice Online Meeting users, Regular users and Mac users, as well as staff considering small group PBL work centred on topics of common interest and the specific affordances of our seminar room licence in contributing to the Online Teaching and Learning Conference theme and the sub-themes of Training/professional development for academic staff, sessional staff, and students/ Interaction strategies/ as it will provide attendees with useful examples and pointers as many lessons have been learnt since CSU staff
embraced Adobe Connect with many affordances not provided in CSU’s previous synchronous Online Meeting tool (Wimba) first piloted in 2010.

4.30pm – 4.55pm
Roundtable
Practice Based Education and Workplace Learning
Room: 103

Landing good practice-based education practices
Narelle Patton; Kristoffer Greaves

As one of CSU’s two signature pedagogies (along with online learning), professional and practice-based education (P&PBE) underpins CSU degrees that prepare students for occupations or professions. In keeping with CSU’s vision, as expressed in the CSU Strategy, these courses aim to promote our students’ capacity and willingness to contribute to their local and global worlds as Global Citizens. Practice-based education (PBE) is a curriculum model or approach that educates people for the practice of an occupation or profession. PBE encompasses multiple pedagogies or learning and teaching strategies such as simulation, peer-learning, service learning and workplace learning. Good PBE practice ensures that the choice and implementation of any one strategy is well adapted to students’ professional socialisation and learning needs to best prepare them for the practice roles and identities of their chosen profession or occupation. PBE opens up opportunities to go beyond traditional curricula and develop in addition to student skills, qualities such as ethical courage, creativity and empathy to meet the complex and fluid needs of 21st century society.

Participation in this round table discussion will expand your understanding of practice-based education pedagogies as Narelle and Kris discuss the new P&PBE model (Professional and Practice-Based Education: The CSU Model). Professional and practice-based education pedagogies will be explained in terms of strategies with specific purposes and actions. This discussion will reach beyond theoretical interpretation of the model to explore how these strategies can be enacted in every day curriculum design, learning and teaching activities and assessment. As a part of this discussion participants will be invited to share their experiences of implementing PBE learning and teaching activities including concerns, challenges and successes.

To further inspire and enable participants to land good PBE learning and teaching practices, Narelle and Kris will introduce the CSU PBE Showcase. The Showcase places a spotlight on PBE and provides inspiration and guidance to achieve excellent PBE practices. Participants will be taken on a tour of the Exemplars of Good Practice section of the Showcase including links from the examples of good learning and teaching practices to underpinning PBE pedagogies. Participants will be encouraged to re-imagine learning and teaching activities that have at their core holistic development of students’ technical and cognitive skills as well as dispositional qualities that will enable students to thrive in complex and changing societal contexts.

This round table through robust theoretical and practical discussions and provision of practical resources will enrich participants’ understanding of PBE pedagogies, awareness of good P&PBE teaching practices across CSU and enhance their ability to implement good PBE learning and teaching activities in their individual discipline courses.

5pm – 5.25pm
Roundtable
Practice Based Education and Workplace Learning
Room: 103

Blurring the borders between learning and work:
A mobile resource to enhance WPL
Franziska Trede; P. Goodyear; S. Macfarlane; F. Tayebjee; L. Markauskaite; Celina McEwen

In today’s mobile age of ubiquitous learning and increased use of mobile technology in professional practices, the possibilities of enhancing workplace learning (WPL) through mobile technology surprisingly remain under-researched. It has long been established that WPL helps students to socialise into their professional work roles and to develop practice capabilities. WPL is a border pedagogy that bridges university and workplaces as sites
of learning and integrates cognitive, embodied, professional and cultural ways of learning. Mobile technologies have been demonstrated to help students expand and construct their own learning by seamlessly helping them connect, share and co-create knowledge within and across professional and personal communities and networks.

How can the use of personal digital devices be improved and harnessed to enhance WPL? Can integrating WPL with mLearning further extend and consolidate students’ understanding of workplace practices and better prepare them for future practice? How can the use of mobile technology to enhance WPL be accepted as a standard learning tool? These questions are at the heart of ‘Enhancing Workplace Learning through Mobile Technology’, a Commonwealth Office for Learning and Teaching funded project led by Prof Franziska Trede. As a first step to respond to these questions, the research team has developed the GPS for WPL, a capacity building online resource to enable students to explore the possibilities of WPL through mobile technology. The project is in early data collection phase of seeking input and feedback on this resource from students, academics and workplace educators. The pedagogical concepts and design of this draft online resource are informed by participatory, relational and dialogical learning theories. The content relates to different aspects of WPL, mobile technology and mobile learning.

In this roundtable centred on the theme of WPL, the GPS for WPL will be presented and the three above questions explored. During this session, participants will be led in a discussion about the contemporary issues of WPL in the mobile age and the need to blend WLP with mobile learning to better prepare students to make the most of their WPL experiences as well as prepare them for the future world of work.

**Themed Sessions:**
**4.30pm – 5.25pm**
**Room: 104**

**Enhancing clinical reasoning using mindfulness techniques with undergraduate students.**

*Louise Breheny*

The transference of theoretical knowledge to practice in workplace settings is a challenge for many undergraduate students. While at university students often become skilled in rote and set menu learning, yet find the development of cognitive skills such as critical thinking and clinical reasoning more difficult. As students’ progress through their programs they are increasingly required to demonstrate higher order thinking skills such as clinical reasoning. These cognitive skills are core to students’ ability to construct practice knowledge during workplace learning experiences for example when health students are required to work with real patients in clinical settings. Clinical reasoning broadly refers to thinking and decision-making processes that are fundamental to clinical practice (Higgs and Jones, 1995). Clinical reasoning is a complex and multi-dimensional phenomenon including shared language, flexibility in thinking in context of the situation and client-centred care. The complexity of combining hypothetico-deductive reasoning with narrative, communication and ethics presents a challenge for most students to learn and become skilled in (Higgs et al. 2008, p135).

This presentation will explore the possibilities of using mindfulness or mindful practice in the higher educational context to enhance students’ development of critical thinking and clinical reasoning skills. Mindfulness is generally well known as a strategy for enhancing wellbeing and emotional and physical health. Mindfulness or mindful practice has its origins in ancient Buddhist meditation and can be described as training to focus the mind on the present prioritising attention to where it should be. In recent years more rigorous research in the field of neuroplasticity has illuminated the way the brain can adapt and change through the formation of new neural connections in response to stimuli and experiences (Yongmin, 2014). Mindful practice techniques have been demonstrated to activate parts of the brain responsible for executive functions and in so doing improve focus and reasoning and problem solving activities. Mindfulness techniques have been incorporated in university curricula and workshops as part of health and wellbeing project to manage stress, improve focus and enhance performance (Hassad & Chambers, 2014).

As part of these new metacognitive process, the challenge is to consider how the student can be trained specifically to use critical thinking and problem solving to allow them to transition into this adaptive mode. The next stage is to think about how this cognitive ‘training’ can be retained and advanced in real time spaces to focus, re-map, and plan and implement best practice interventions.
This review aims to further explore innovative strategies to enhance clinical reasoning that improve the students’ overall learning continuum from classroom to workplace practice. In my presentation, I shall encourage participants to share their experiences with mindfulness and other ways of enhancing clinical reasoning. I am very interested to broaden the discussion to include ideas that could align this cognitive training potentially with new technology, and to stimulate more thinking around learner engagement, improved mental flexibility and critical thinking in health education.

References

*Online engagement and social scholarship*
*Judy O’Connell*

Personal digital connectivity is a unique phenomenon of the second decade of the 21st century, and has been recognised as a new information domain, or ‘infosphere, in order to capture the constituent informational agents, processes and relations as the key elements of the current complex digital information environment (Floridi, 2007, p.59). Such online information environments and associated transactions are considered an important information ecosystem (Haythornthwaite,& Andrews, 2011) changing the fundamental aspects of how people connect, interact, share and work in this new networking culture (Costa, 2011, p.81), influencing and shaping professional engagement and digital scholarship in communities of learning in the higher education sector (Lee, McLoughlin & Chan, 2008). New models of information storage, information distribution and information consumption, particularly with the emergence of Web 2.0, mobile access and cloud systems, have resulted in continued research into new approaches to information access and models of learning engagement. In this context, the need to shape subject experiences to reflect and leverage this digital information ecosystem is a constantly changing issue of digital literacy and communities of practice. In a context of adaptive and responsive co-construction of knowledge, we can facilitate a viable praxis in digital environments. By creating curriculum and subject delivery which can be reshaped and reconstructed in a dynamic manner, using the affordances of online tools and social scholarship, we have the opportunity to work with information in the construction of knowledge in more dynamic ways, connecting learning experiences across the contexts of location, time, devices and social media platforms. Ng (2012) supports digital literacy as having three intersecting dimensions that are the (i) technical (ii) cognitive and (iii) social-emotional dimensions of digital literacy. These three dimensions are often disjoined or artificially corralled into static fields such as forum discussions, therefore lacking extensible experiences to connect each dimension. The challenge is discovering how to leverage formal learning environments, coupled with the savvy social media engagement, to foster the construction of an effective digital identity, communicate using diverse media, produce (not just consume knowledge) and collaborate and catalyse participation in knowledge construction. Curiously, when it comes to the integration of the internet and social media into scholar’s contemporary work practices, investigation of ethical issues remains largely underexplored (Moore & Ellsworth, 2014).

This presentation discusses an approach to our academic programs which has considered why they should be designed to enhance personal professional networks and personal learning conversations, understanding that learning is social within Communities of Practice where learning happens through experience and practice as part of a community (Leiberman & Mace, 2009). For students and scholars who embrace responsive and proactive integration of digital and social scholarship practices to all aspects of curriculum engagement, the challenges are many in adopting social-mediated methods of inquiry to develop the connective capacity to learn and teach successfully in the full dimensions of the ‘infosphere’. How can we move forward successfully and transform learning in higher education?

References:
Crossing the border: From practice to the classroom

Carole Gerts; Carrol Rogers

This presentation explores PBE practice opportunities that have opened up through partnership between the Division of Library Services and the School of Information Studies (SIS). The Division of Library Services monitors the educational environment to identify opportunities to deliver information literacy instruction and support to both students and staff. The Information Services team consists of professional and para-professional staff with a wide variety of expertise and knowledge from many different information backgrounds.

The School of Information Studies (SIS) is Australia’s largest provider of online education for the information professions with around 2,000 students. SIS students come from many different employment backgrounds with some already working in information agencies and some joining the profession for the first time. The Library and SIS have blurred the borders between practice and teaching before, with staff moving between the roles of practitioner and teacher by undertaking activities such as assessment marking and sessional teaching.

As the Library’s embedded librarianship program was extended successfully through the undergraduate and postgraduate courses, other opportunities to link students to the professional experience of the librarians became apparent. The subject “Information Sources and Services” which had been revised by CSU Librarian Carole Gerts for the 2015 session provides an example of one such opportunity. Carole liaised with SIS academic staff and drew on her experience as an Information Librarian to inform the subject and to develop assessment tasks reflecting activities that may be required in professional practice. To further connect theory to the practice of working in an information agency, CSU Librarian Carrol Rogers was embedded in the subject and employed a number of strategies to enhance student engagement including promoting discussion. These included an ongoing Interact discussion board where Carrol answered questions related to the practice of reference work and information literacy, and Q&A Adobe Connect sessions held with students and the subject coordinator. These Q&A sessions are designed not only for the CSU librarian to share her knowledge and experience but also to draw into the conversation students with similar and relevant workplace experience, giving them an opportunity to share their workplace practices and knowledge with students who are new to a career in the information profession.

The collaboration between SIS and Library Services had an unexpected bonus for Library staff. As one of their module activities, students were asked to critique a CSU Library Resource Guide. Their observations related to content and navigation were comprehensive and extremely useful to inform future developments of the guides. This also established a two way knowledge flow that benefitted the Library, and gave the students a sense of having accomplished an authentic task grounded in practice.

The open border between education and practice in Information Studies invites students to discuss with and connect to information professionals in the workplace. Their enthusiasm for this practice-based education learning strategy was evident in their feedback.

“Your examples clarify and provide ideas which is really appreciated.”

“This feedback loop is really motivating and stimulating - many thanks :)

“On the job so different to theory!”
Friday 20th November 2015

Panel
2015 Think Pieces
Panel Members: Julia Coyle; Franziska Trede; Narelle Patton; Barney Dalgarno; James Brann; Tim Klapdor; Don Olcott; Jacquie Tinkler
Chair: Professor Philip Uys
9am – 10am
Location: CD Blake Theatre

The Think Pieces 2015 Project provided an opportunity for an ongoing, open dialogue about how some of the CSU community are thinking about these challenges and opportunities. The panel (contributors to the 2015 Think Pieces) will reflect on how 2015 “Blended Learning” theme relates to “Exploring the Borders: Learning and Teaching at CSU”.


Panel
The 6 ‘rights’ of quality assessment: application to CSU
Panel Members: Narelle Patton; Kristoffer Greaves; Yann Guisard
Chair: Judith Gullifer
10am – 11am
Location: CD Blake Theatre

This panel will discuss current developments in assuring quality and achievement standards at Charles Sturt University. The panel will draw from a workshop delivered by Emeritus Professor Geoff Scott, an OLT National Teaching Fellow 2014-15. He holds an Office for Learning and Teaching National Senior Teaching Fellowship entitled: Assuring the quality of achievement standards and their valid assessment in Australian higher education. The Panel will draw from the 6 “rights” of quality assessment to explore their application to CSU.

Panel
Student Panel: Student Voices and the Student Experience
Panel Members:
Chair: Carolyn Woodley
11.45am – 12.45pm
Location: CD Blake Theatre

This session has invited a range of students to talk about how they have experienced CSU – what has engaged them, if formal education is supporting them to achieve their goals, the online student experience and other themes. Beyond evaluation forms and analytics, let’s not underestimate the power of listening to student voices to help us create meaningful and relevant learning experiences.
Posters - Abstracts

Introduction to Learning Online – A Study Link Subject for all Incoming Students
Tim Klapdor; Lindy-Croft Piggin; David Ward; Barney Dalgarno; Liz Smith

From November 2015 all commencing* on campus and distance students will be enrolled into the recently rewritten Study Link subject Introduction to Learning Online. The subject, which has been developed as a collaboration between uImagine in the Division of Student Learning and the Office for Students, forms part of the Marketing Services and Support Sub Plan and is a key plank within strategies to ensure that all students are well prepared for contemporary online learning experiences.

Through authentic activities within Interact2, the subject will enable students to develop the skills and confidence necessary to successfully begin their studies at CSU. Practical learning activities incorporate the key elements of online learning, including navigating the Interact2 environment, watching presentations, participating in online meetings and forum discussions, searching for and evaluating information and submitting assignments. Topics also encompass the development of a personal learning plan, time management and tips for locating additional internet based study tools and student support available. It is estimated that approximately 14 hours of personal study will be required to complete the subject.

This presentation will showcase the innovative design elements of the subject and its practical alignment to the Online Learning Model. It will also promote awareness of the subject for Course Directors and Subject Coordinators of first year subjects. The presentation will include an overview of the topics and assessment tasks within the subject will showcase some of the rich media and video material developed for inclusion within the subject.

*with the exception of HDR and partner students in the pilot phase

ulimage: Child Protection Education Without Borders
Angela Fenton; Kathryn Dalton;

This poster presentation documents the development and first phase of a Charles Sturt University (CSU) ulimage grant project designed to “foster innovative practice and scholarship in online learning” (CSU, 2015, para. 2) for child protection. Child abuse and neglect is a complex 21st Century societal issue that crosses many physical and moral borders. Abuse detrimentally affects children and families, locally, nationally and internationally (Abused Child Trust, 2014; AIHW, 2014; Commonwealth Government of Australia, 2014; IPSCAN, 2014). Teachers face many competing responsibilities and barriers to protect children, which consequently also presents many teaching and learning challenges for pre-service teacher education. Both pre-service and practicing teachers report that child protection is an area of practice in which they feel least prepared (Fenton, 2008; McCallum, 2003).

In the last three decades, researchers and practitioners have repeatedly called for enhanced child-protection preparation for teachers (Baginsky, 2003; Levin, 1983; Watts, 1997). In Australian universities (including Charles Sturt University), educators receive minimal preparation in child protection, generally in the form of an adjunct, obligatory-reporting workshop of a few hours within a three to four-year degree (Arnold and Maoi-Taddeo, 2007). These workshops do not typically include features that Biggs and Tang (2007) describe as vital to rich teaching and learning contexts in higher education such as a motivational context, formative feedback, and reflective practice (p. 92). Research into the use of a practice-based strengths approach in social services has yielded positive results for assisting with complex social issues (Glicken, 2004; McCashen, 2005; Saleebey, 2009).

The project draws on current research (Fenton, 2013, 2014) confirming strengths approaches (McCashen, 2005) contribute to increased awareness and confidence in child protection education. The project aims to develop resources and a repository for strengths-based online learning materials accessible by a suite of CSU teacher education. The repository, in the form of an Interact2 site, will contain digital media training resources including an interactive real-life scenario-based simulation to guide and support students through complex child abuse situations and protection decisions that they are likely to encounter in their careers as teachers. The resources will be piloted in education, though cross-disciplinary adaptations could be beneficial in the future for other courses including Policing, Social Services, Nursing and Psychology. A key component to the
project has been the establishment of a cross-disciplinary reference group to guide the content and usability of the learning materials.

Methods for data collection and evaluation are anticipated that be through mixed method study. Qualitative strengths-based research techniques (Fenton, 2013) such as electronic interviews (EViews) of students and Reference Group members’ responses will be appropriate. Additionally, quantitative Learning Analytics tools will generate statistical usage measurements through the Interact2 site (Blackboard platform) to record and help evaluate engagement with resources. An early finding from this project (generated from initial Reference Group feedback) is that there is strong inter-disciplinary support and willingness to be involved in solutions-based practice. Importantly, there is also unanimous agreement on the urgent need and necessity for the outcome of the project to be *Child Protection Education Without Borders*.

**References**


**Interaction between Students: Groups etc.**

Rachel Crease; Betsy Lyon; Joy Reid; Monique Constable; Rachel Stewart-Allan; Michelle Langham

This digital poster is a collection of resources to support ‘interaction between students’ as an online teaching and learning strategy. The presentation portal features focus points such as: the pedagogical rationale for learning in groups, implementation and facilitation of group work, grading and evaluation of group work, small
group techniques and strategies and using the Group tool in i2. Each of these points links to resources, including guides to implementation, tool functionality and exemplars of student interaction in practice. The digital poster was conceived by the DSL Groups Specialisation Team as a starting point in designing professional development around the Groups function in interact2. The intention is to create a dynamic resource to be used for professional development and as a showcase of ideas.

The subject of the poster – Interaction between Students – relates to the CSUed15 Conference Theme 3, “Online Teaching and Learning”, in particular the sub themes indicated below. It also supports the elements of “Interaction between Students” and “Small Group Support”, included in the CSU Online Learning & Teaching Model which has been proposed by uImagine.

**Building professional readiness in the Faculty of Business using online role play, games and simulations**

Carole Hunter, Miriam Edwards, Katherine Herbert, Chrys Gunasakera, Joanne Parker, Jonathan Wykes, Alissa Brabin, M. Arif Khan, Deb Murdoch, Rick Parmenter, Rod Duncan

In 2015, CSU will finalise the outcomes students will be expected to demonstrate upon graduation. Yet course-based mapping within the Faculty has revealed that support for students’ awareness, scaffolding and evidencing of these outcomes is still emerging within our courses. Further to this, Australian employers have rated business graduates as lacking in several areas vital for working in complex environments, including leadership skills and project management, anticipating complex issues, addressing and resolving contentious issues with key stakeholders, and making appropriate and timely decisions in sensitive and complex situations (Jackson & Chapman, 2010).

Final year work placements and capstone experiences have long been used as strategies for focusing on and synthesising professional readiness skills; yet this approach can neglect the need for integrated skill development and assessment throughout the course. For example, the ability to anticipate emerging trends in business requires micro skills, judgment and intuition, all of which need to be nurtured over a longer period of time through rich learning experiences. Indeed, many professional readiness skills are strengthened amidst deep interaction with others, requiring a diverse set of learning experiences that span content, process and personal maturity.

A wide range of strategies have been used to create these kinds of rich, complex, authentic experiences where students can practice and develop professional readiness skills in relative safety (Herrington, Reeves & Oliver, 2012). Apart from the benefits for students, such as those from our partner institutions, who are unable to participate in work placements, these experiences allow students to engage in activities that might be impractical, risky or even unethical for novices in a real work placement. Examples include working with (and potentially sharing) real business data, high impact decisions, or managing a human resource conflict.

This poster will outline a uImagine-funded project being conducted within the Faculty of Business that brings together Herrington et al’s (2010) authentic e-learning principles, Wills’ (2012) Simulation Triad and various studies on generic skills for business graduates to explore how three strategies - simulations, role play and games - might be used to enhance students’ professional readiness skills. Each of these strategies have been found to be not only highly engaging for students, but also to assist students in acquiring ‘more usable, transferable knowledge’ leading to deep learning (Cybulski et al, 2010). Combining the three strategies throughout a course ensures students are able to consider real world scenarios from different perspectives - solving complex problems, working with others and looking at a problem from the perspective of unfamiliar roles, and considering solutions within defined limitations and regulations.

The poster will outline initial prototype designs, as well as resources developed to support other academics wishing to embed these kinds of strategies in their courses. In each design, students will learn through doing, being and interacting in ‘cognitively real’ experiences that allow them to think and act like an expert. While this may be initially uncomfortable for some students, the benefits and experienced quality of learning is expected to result in more engaging, meaningful and work-appropriate learning, and improved professional readiness.

**References**


Technology for Online Interactive Learning
David Smith; Kathryn Dalton; Ryun Fell

The prescribed curriculum, assessment, the learning environment and the learning audience are the key elements for learning design. The alignment and configuration of these components is of strategic importance in order to maximise the learning opportunities for students in the higher education context particularly considering the abundance of online courses. Biggs and Tang (2011) found that enhancing student learning is dependent upon the strength of the link between the student’s experience of learning and the student’s learning environment. This approach to learning is supported by Abrami et al., (2011) who suggest that content should not be ‘delivered’ to learners but ‘co-constructed’ with them integrating pedagogical strategies and technologies appropriate for the purpose. The suggestion here is that there a mutually beneficial partnership with a co-development of knowledge, can emerge through recognition of the learner and the system as partners changing, adapting and developing curriculum.

How knowledge is used and developed is the fundamental basis of pedagogical design, with learning the active component in the knowledge design process. Learning itself is not dependent on one approach but grows with the dynamic adaptation of many approaches, a confluence of interactive and passive strategies where each passive component is matched with an interactive component including technology allowing the learner to assimilate the knowledge and transform it for their own purpose. The technologies and learning approaches can be daunting for university academics as they develop subjects for the online environment. An assistive framework and technology has been developed to assist lecturers in the design of their subjects and provide a consistent learning approach for subjects offered within a university.

The Technology for Online Interactive Learning (TfOIL) mobile application has been developed around the elements of information, exchange, reflection and assessment. The application is based on The Confluence of Learning model which draws upon behavioral and constructivist foundations with the intent of provoking exploration, investigation, creation and cognition but also using a learning foundation with which lecturers find some empathy. Having TfOIL as a mobile application adheres to the anytime anywhere notion of technology affordance and provides lecturers with an easy to use app at a time and place of their choosing for the purposes of designing a subject or teaching. The mobile application is designed to provide suggested technologies of learning purpose for each of the four elements, information, exchange, reflection and assessment and is filtered by platform and cost. Over a two session period lecturers will work with researchers to refine and implement the app.

The presentation for CSUED will be a poster. The poster showcases the main design elements of the app and outlines the pedagogical structure in which it will be used.

Breaking the borders:
Building spaces, context and expertise for Faculty-based professional learning
Jonathan Wykes; Carole Hunter

Much is recognised with regard to the value of collaborative partnerships in creating rich environments for student learning (Crosling & Wilson, 2005; Brackley & Palmer, 2002; Hunter, Hard & Douglas, in prep). Yet how carefully do we consider this when it comes to professional learning within our faculties?

In 2014, the Faculty of Business established two new learning spaces for our contextualised professional development: a wiki, which acts as the Faculty knowledge-base for the collaborative development of contextualised learning and teaching resources, and a blog for sharing case studies and stories about our learning and teaching practice. The decision to incorporate these spaces into our everyday academic workflow was influenced by a number of recognised leaders in professional learning, including Dan Pink’s (2009) work on the impact of autonomy, mastery and purpose on learner motivation; Harold Jarche’s (2011) work on personal knowledge mastery; and George Siemen’s (2006) work on knowledge networks and connectivism.

Since its inception, the Faculty of Business wiki has become a space where we can work both independently and collaboratively on projects; share, organise and extend our knowledge and skills; share news and updates...
including our professional development calendar; find information quickly, when we need it and in a way that’s been contextualised for our disciplines (and if it’s not there, ‘find and share’ it ourselves); share key information about our subjects and their design; and bring ‘hidden expertise’ to the surface where others can benefit from it. In the 18 months since it has been established, 1115 pages have been developed, with 46,814 views by 506 registered users (Mediawiki statistics).

In a similar way, the Faculty has established a collaborative learning and teaching blog where we are able to share our experiences and experiments in learning and teaching for the benefit of others. There is no ‘ownership’ of the blog by a single individual; instead, we have many ‘authors’ and encourage staff to write and publish their own posts to share their experiences in a rich and sustainable way.

This poster will outline the evolution of our faculty-based professional learning spaces - where we came from, what we’ve learned about their design and use, and where we are taking them in their next phase of development to enable even stronger leadership and ownership of those spaces by a wider range of staff members.

References


Re-visioning Small Subjects in the Faculty of Business
Carole Hunter, Miriam Edwards, Pilot academics, Support academics from each

There has been considerable debate surrounding the continued sustainability of subjects that are characterized by small student enrolments, and how they can continue to be offered across a range of delivery modes – including face-to-face and distance education. As far back as 1987, John Dawkins told Australian universities that small class sizes were a ‘poor use of resources’. CSU currently exists in a marketplace of increased competition and regulation, and the need to find strategies to make small subjects viable is imperative.

The Faculty of Business currently has a number of subjects in each School that are threatened due to low enrolments. Many of these form critical components of the courses, and so ways of continuing to support these subjects in a sustainable way, alongside offering an improved student experience, is essential. This “Re-visioning Small Subjects” project (which has been realized through the AIF grant), has been designed specifically to address the issue of the small student cohort, whilst highlighting existing successful teaching pedagogy. The development of alternative models, and the proposal of new strategies that would be instrumental in ensuring the viability of these subjects into the future is the ultimate aim of this study.

It is envisaged that new model/s will be developed and piloted to support specific learning designs in each area. Case studies and resources will be developed to support each model, both existing and new, as well as teaching in small groups more generally. The project will incorporate learning performance strategies such as (Quinn 2014) who discusses that learning solutions should be focused on developing student knowledge and skills over time – essentially subjects that incorporate formal and informal learning.

This poster will illustrate an initial range of pedagogical strategies currently under consideration to address the issues of small class sizes across the Faculty. These will form part of a professional learning initiative with a wider group of academics and subject teams, supporting staff to incorporate existing and new models to enhance the student experience.
Using online spaces to develop ‘soft skills’ for professional readiness
Zelma Bone; Miriam Edwards

MGT245: Managing Yourself and Others is a core subject in two courses and an approved elective in all undergraduate Business courses. Designed to develop capabilities in self-management and in working with other people, it offers a unique focus on personal development in managerial and interpersonal skills. Students begin with SELF self-awareness, self-management and self-development activities; then progress to INTERPERSONAL SKILLS focusing on emotional intelligence and skills that are critical to effective communication including good listening, assertiveness, negotiation and conflict resolution. Finally, the subject address TEAMS/GROUPS focusing on group effectiveness and group facilitation. These topic areas develop essential skills for best-practice managers, helping them work with people and make decisions that have implications for others.

Strong teacher presence is a key feature of this online subject. By embedding videos of the lecturer within each topic and using Online Meeting regularly, the lecturer demonstrates the ‘soft skills’ which underpin major concepts within the subject. Another feature of this subject is the online workshops in which students explore interpersonal skills. Each workshop includes introductory videos, readings and an Online Meeting session which prepares the student to complete a ‘workshop reflection action plan’. Each plan allows the student to consider their strengths and weaknesses while formulating strategies for personal growth. This subject comes as a pleasant surprise to many students as these ‘soft skills’ have not traditionally been part of a Business curriculum. Students recognise the importance of these skills within their chosen discipline and have provided positive feedback by both informal comments and through consistently higher than average SES scores. Student comments include:

‘This subject has been very beneficial from two perspectives. I have recently been employed as a manager and the immediate effects have been insightful and valuable. Secondly, engaging with my own learning style and my approach to situations has whetted my appetite to learn, discuss and work for a more ecological approach to everything that I and others do in every aspect of our lives.’

‘I have learned that if we do not know yourself then the capacity to learn is limited and that actually trying to make a difference to others will not eventuate! Secondly, this subject has opened that door for me again and inspired me to go forward with new readings and the search for deeper understanding- we can always teach skills but it’s the ‘inside’ that we need to develop.’

This poster will illustrate the learning and teaching opportunities presented by this subject design. Strategies for developing a strong teacher presence, conducting online workshops and small group activities as well as detailed assessment information will be provided.

Developing leadership skills in online learning spaces
Zelma Bone, Tara Larkin, Miriam Edwards

MGT584 Leadership in Teams is a core subject in the newly designed Master of Business Leadership as well as being a core subject for students completing the Graduate Diploma in Coaching & Leadership. Offered in Distance (online only) mode, Leadership in Teams explores how leaders manage teams and how teams shape the requirements for effective leadership. Students examine the theory and practice of leading productive teams and facilitating groups. Through the use i2 and Online Meeting, students have the opportunity to develop and demonstrate leadership skills.

What better way to learn about leadership in teams than by doing it! With that in mind, leadership challenge activities, along with the associated readings, provide the student with an ideal balance between theory and practice. To facilitate this learning, each team has their own Online Meeting room. This is complemented by activities within the blog and wiki along with the lecturer’s Online Meeting room used for tutorial sessions. There are four students in a team and four leadership challenges. Each student has a turn of leading a challenge. Each challenge has been designed to run over a two week period. However, three weeks have been allocated in the study schedule. This allows for some flexibility and negotiation among teammates as needed. It also prevents issues of the Challenge assessments ‘running’ into each other. Each Challenge has the same allocated time.

The leader of each Challenge receives a mark out of 40 as they are required to lead as well as complete an extra task. The other team members receive a mark out of 20. Four challenges, thus an overall mark out of 100. The Challenge has the following format to echo the experiential nature of the subject:
1. Pre-test and pre-skill assessment (individual task)
2. The Leadership Challenge (team task)
3. Post-challenge reflection (individual task).

Methods of evaluating this subject include the Subject Evaluation Survey, Interact2 analytical tools as well as informal comments from students. The effectiveness of this teaching and learning strategy is evidenced by the high level of student engagement within the challenge process. This subject sees little or no requests for extensions! Students are also scoring highly in assessments. Informal feedback gained in this first offering of the subject includes comments such as:

'We recently had a debrief of our team one Challenge and all agreed there were some major learning experiences during the challenge that has made us wiser and older with some long hours put in by everyone on the team.'

'However I have to say WOW this is brilliant. We all agreed this is so much better than just theory assignments so thank you for devising the course, we are looking forward to Challenge 2.'

This poster will illustrate the student experience as well as provide practical advice around engaging students within the online environment. Suggestions regarding the use of Blogs, Wikis and individual Online Meeting rooms to support small group activities will also be presented.

Game On! – Engaging high school business students through online simulations
Abhishek Dwivedi, Miriam Edwards

For the last 4 years the Faculty of Business has invited Year 10 and 11 students from across New South Wales to participate in an online business simulation called CSU Game On. Facilitated by their Business Studies teacher, students work in small groups to run a virtual business with the aim of generating profits. The goal of the Faculty is to engage students already interested in Business studies and ultimately encourage them to study a related discipline at University.

Aligned with the Stage 6 New South Wales Business Studies curriculum, the simulation runs from May to September and provides teachers with an opportunity to connect theory with practice. During this time the simulation prompts students to make decisions on a fortnightly basis (excluding school holidays). The simulation then generates results which in turn form the basis for subsequent decisions. Throughout the simulation teachers and students apply theory to real-world situations while making decisions on various business disciplines such as Marketing, Operations, Human Resources and Finance. Eight rounds of decision-making within the simulation represent the entire gamut of business operations. Students must manage their own strategies while monitoring competitive positions, actions and other market forces that arise. In the end, the team with the highest accumulative profitability is declared the winner. Each winning team member is awarded a book voucher and their school receives $2,500 from the Faculty.

Since 2012 participation in this program has steadily grown. At present over 300 students from 37 high schools across New South Wales take part in the simulation.

CSU Academics supporting this program have reported better than expected outcomes as both teachers and students have valued the experience. Teachers believe the simulation motivates students as well as developing communication skills and teamwork. The major benefit of the simulation has been the opportunity it provides for students to make business related decisions in a risk-free environment. As a result, students learn from their mistakes and adjust subsequent actions accordingly.

This poster will present the business scenario and outline the simulation process. Decisions faced by participants and the related consequences will also be provided. The look and feel of the simulation will be illustrated through screen captures. Feedback from teachers and students will be included as well as comments from CSU academics leading this initiative.
Albury Campus & Building Maps

Albury is a large campus – and if you haven’t been there before, you may need a map! You are heading for the CD Blake Building (751), the Learning & Teaching Hub (754), and The Gums Café (752). See the map excerpt below.

The Conference dinner (casual BBQ), Wednesday, 18/11 @ 6pm $20 per head (payable at the door), is on campus at The Gums Café & Bar (752)

Follow the relevant signs:

Campus Map
CD Blake – Building 0751
Floor Plan – 1st Floor
Notes