

Conference Program

Time	Activity	
9.20 – 9.55 am	Arrival/Networking, morning tea – Deakin Downtown, level 12	
9.55 am	Bell – move to Opening/Keynote – Wadawurrung 1 and 2	
10.00	Welcome	Professor Liz Johnson, Deputy Vice-Chancellor, Education, Office of DVC (Education) Deakin University
	Acknowledgement of Country	Jodie Satour, Institute of Koorie Education
10.05 – 10.15 am	Opening Address	Professor Iain Martin, Vice-Chancellor, Deakin University (via Video Conference)
10.15 – 10.25 am	L&T Update & Keynote Introduction	Professor Liz Johnson, Deputy Vice-Chancellor, Education, Office of DVC (Education) Deakin University
10.25-11.10 am	Keynote Address	Naomi Winstone, Senior lecturer, University of Surrey. Naomi is a Senior Fellow of the Higher Education Academy and was awarded a National Teaching Fellowship in 2016
11.10 am	Bell – move to Session 1	

11.15 am	Session 1				
	Teaching Differently Chair: Janine McBurnie (Room Wadawurrung 1)	Teaching Differently Chair: Sophie Goldingay (Room Wadawurrung 2)	Teaching Differently Chair: Samarth Vaidya (Room Gunditjmara 1)	Digital Innovations Chair: Meghan Kelly (Room Gunditjmara 2)	Assessing Differently Chair: Dilal Saundage (Room Level 13 Creative Space)
11.15-11.35	Ruth Tatnell <i>Building relationships online: Online and on campus research supervisor perspectives</i>	Judy Currey <i>Time for a BOLD LEAP</i>	Sonja-Lina Sasse <i>Cultural and linguistic considerations in the internationalised classroom.</i>	Sevi Vassos, Peter Lane and Brett Wilson <i>Digitally-enabled practice simulations to prepare social work students for practice: Reflections from behind the scenes</i>	Simon James <i>Anonymous peer feedback for mathematics portfolios</i>
11.35-11.55	Matthew Ling <i>Data-driven Pedagogy</i>	Micaela Spiers, Amanda McPherson <i>Taking the LEAP into Active and Collaborative Learning</i>	Amir Pichhadze <i>Teaching taxation in LL.B. and J.D. courses: the need for an internationalized and comparative approach</i>	Matthew McKenzie <i>Assessment of the Web-based Audience Response System (ARS) Socratic for Biomedical Science Revision Classes</i>	Joanna Tai <i>Improving assessment for diverse learners: what can we learn from assessment adjustments?</i>
11.55-12.15	Lisa Milne, Jennifer McCann <i>Time poor, but committed: a strategic approach to unit and course development</i>	Jean-Guy Schneider <i>Adapting Industry Agile Practices in an Educational Capstone Context</i>	Susan Ang <i>A key to teaching social consciousness in architecture students – The Intercultural Dialogue through Design (iDiDe) program</i>	Joanne Smissen <i>Implementing a new version of the CloudDeakin Homepage – SEBE's story</i>	Kelli Nicola-Richmond <i>Feedback Literacy in final year occupational therapy students</i>
12.15-12.35	Margaret Bearman	Tim Hilditch	Chris Shaw, Megan Teychenne	Harsh Suri, Friederika Kaider	Laura Tubino <i>Authentic Individual Assessment for Team-</i>

	<i>How students in online and blended learning environments collaborate.</i>	<i>Reflections on Project-Oriented Design-Based Learning in Engineering</i>	<i>Outcomes from an international study tour in exercise and sport science</i>	<i>Virtual WIL: Technology enabled WIL placements and projects (Preliminary findings)</i>	<i>based Software Engineering Projects</i>
12.35-1.15	LUNCH				
1.15	Session 2				
	Designing Differently Chair: Jason Taliadoros (Room Wadawurrung 1)	Designing Differently Chair: Chad Whelan (Room Wadawurrung 2)	Designing Differently Chair: Julien Ugon (Room Gunditjmara 1)	Student Support Chair: Alex Gentle (Room Gunditjmara 2)	Working Collaboratively Chair: Allison Ringer (Room Level 13 Creative Space)
1.15 -1.35	Zubair Baig <i>Cyber Security Teaching in the Tertiary Sector: Theory vs. Practice</i>	Jenny Pesina <i>Learning Design from a Systems Thinking Perspective.</i>	Sharon Pittaway <i>Engagement and participation: Implications for unit design</i>	Daniel Steen <i>Cloudy: Empowering online students to self-regulate their resilience=</i>	Terrie Fraser, Ross Coulter <i>Project Visibility / Revealing Systems at Work / Institutions and Ideology</i>
1.35-1.55	Jaclyn Broadbent, Rene Bennet <i>Redesigning 4th year with easy to navigate self-guiding online content</i>	Susie Macfarlane, Jackson Fyfe <i>Application of human-centred design thinking approaches to unit design</i>	Julien Ugon <i>Enhancing undergraduate mathematics learning using 'metacognition' and self-regulated learning</i>	Dilini Eriyawala, John Bahtsevanoglou <i>Active Learning in the Deakin College Context</i>	Jan West, Julia Savage <i>The challenge of rewiring thinking from laboratory/field-based research to education-based research: SEBE SoTL is building capacity</i>
1.55-2.15	Elizabeth Westrupp <i>Bringing counselling and case management to life in fourth year</i>	Darci Taylor, Jo Elliott	Kaja Antleij <i>Product Development: A task-based PODBL unit with</i>	Van-Hau Trieu, Craig Parker	Jason A. Ng

	<i>Psychology via an industry partnership</i>	<i>Answering the question on everyone's lips: What is CloudFirst?</i>	<i>a progressive assessment structure</i>	<i>In-Class Group Assessment Tasks: Motivating International Students and Overcoming Loneliness</i>	<i>DTeach: A Social Capital Approach to Teaching & Learning Support Sites</i>
2.15-2.35	Jacqueline Cotton <i>'Somewhere Beyond the Cloud': Enablers and barriers to workforce development in Agricultural Health and Medicine</i>	Jaclyn Broadbent <i>The application of design thinking to convert an on-campus course for online students</i>	Simone Tyrell, Leanne Ngo <i>Designing Digital and Professional Literacy in Business Education</i>	Vittoria Grossi <i>A new Deakin initiative: A 'toolkit' to support key academic literacies development in transitioning HE students</i>	Jodie Satour, Maja Gelov & local Aboriginal community member <i>Incorporating Aboriginal pedagogies into learning and teaching at Deakin</i>
2.35-2.55	Craig Parker, Dr Harsh Suri <i>Improving employment outcomes for large cohorts of postgraduate international students</i>	Bec Muir, Lisa Grbin <i>Fake news and retracted studies: using study designs to improve critical appraisal</i>	Lincoln Then James, Robyn Barallon <i>Towards a strategic approach to supporting academics' design of 1st year units</i>	Laura Brooks, Lenore Ley <i>Enhancing undergraduate international nursing students' preparation for the Australian clinical setting</i>	Anna Klas <i>Working Collaboratively to Design and Implement Interactive Lectures</i>
2.55	Bell – move to Session 3				
3.00 pm	Session 3 – Panels				
	Assessing Differently Chair: Lauren McTier (Room Wadawurrung 1)	Assessing Differently Chair: Bre-Anne Sainsbury (Room Wadawurrung 2)	Digital Innovations Chair: Nick Milne (Room Gunditjmara 1)	Student Engagement Chair: Stuart Warmington (Room Gunditjmara 2)	Working Collaboratively Chair: Jaclyn Broadbent (Room Level 13 Creative Space)

3.00-4.00	Wendy Sutherland-Smith, Ross Monaghan <i>From Page to Screen: The opportunities and challenges of moving from written to online exams at Deakin</i>	Tiffany Gunning, Xavier Conlan, Paul Collins, Alecia Bellgrove and Kaja Antleij <i>Feedback loops develop teamwork skills</i>	Adam Brown, Emily Wade, Danielle Teychenne <i>Open World Learning: Gamifying Student Motivation and Engagement</i>	Janine McBurnie, Dionne Holland, Petra Brown and Peter Vuong <i>First Year engagement - how are we doing?</i>	Bardo Fraunholz, Michael Cohen, Alister Air, Jesse Mcmeikan, Daniel Steen, Rahul Masakorala <i>Engaging collaboration for Campus and Cloud with Microsoft Teams</i>
Bell- move to Session 4					
Session 4 – Elevator Pitch					
Chair: Phil Dawson (Room Wadawurrung 1 & 2)					
4.15- 4.18	Student Support Anna O'Connell - <i>Engagement and Support with an online polling tool</i>				
4.20-4.23	Teaching Differently Monique Vermeulen - <i>Compare the use of Padlet in Undergraduate and Postgraduate studies</i>				
4.25-4.28	Teaching Differently Shannon Sahlqvist - <i>Integrating Graduate Employability into Undergraduate Teaching</i>				
4.30-4.33	Working Collaboratively Amy Sellers - <i>"I didn't know librarians did that" - My part in the successful collaborative rewriting & delivery of Cloud First Units</i>				
4.35-4.38	Working Collaboratively Nicki Hartney - <i>Facilitating Clinical Placement Differently</i>				

	Bell – move to final Session (Room Wadawurrung 1&2)	
4.40-4.55	Official Close	Professor Liz Johnson, Deputy Vice-Chancellor, Education, Office of DVC (Education) Deakin University
5.00	Networking at Deakin Downtown (Level 12)	

Abstracts – Session 1 (Concurrent Sessions)

Session M1: Teaching Differently

Building relationships online: Online and on campus research supervisor perspectives	Flexible work and study options are becoming increasingly common, and in line with this the demand for online and distance education has risen considerably. While this has enabled many students to access previously unavailable education, flexible delivery options are subject to a number of unique challenges. Higher education course work has been offered in an online capacity for some time. However, many courses, such as honours/4th year, master's, and PhD programs, require an additional, often significant, supervised research component. Navigating how this can work effectively in an online environment is a relatively new area of inquiry. This qualitative study aims to assess the experiences, benefits and challenges involved in online research supervision relationships through a series of semi-structured interviews with both online and on campus students and supervisors, assessing the expectations and experiences of each. This presentation focuses on the first part of the study; supervisor perceptions and experiences. We compare the responses of 10 online supervisors and six on campus supervisors, assessing their beliefs about supervisor roles, and views and experiences of online vs on campus supervision	Ruth Tatnell
Data-driven Pedagogy	We often ignore our research skills when teaching and teaching skills when researching. In this presentation, we discuss the use of data science skills and data captured in the normal course of a trimester to provide insights into how and where to intervene to improve student outcomes in a large first year psychology unit.	Mathew Ling, Emily Kothe
Time poor, but committed: a strategic approach to unit and course development	We will discuss outcomes from a collaborative partnership between lecturers in Deakin Learning Futures and the School of Exercise and Nutrition Sciences on a Scholarship of Teaching and Learning project (Boyer, 1990). The project intent was to evaluate assessment practices in a third year Nutrition unit with a view to dissemination in a related publication. We frame both the project outcomes and processes by which they were achieved as being strategic in several senses. Firstly, we note how a partnership approach enabled time and space for critical reflection on assessment practice at unit and course level. Secondly, we elaborate on how a process of reflecting on student survey data and reflections from a marking team shifted the teaching teams' focus from assessment in one unit, to a programmatic approach (Dijkstra, Van Der Vleuten and	Lisa Milne, Alison Spence, Jennifer McCann, Julia Savage, Kristy Bolton

	Schuwirth, 2010; Jamieson, Palermo, Hay and Gibson, 2019). We end by outlining how and why the results of our study have influenced us to pursue a wider strategic agenda by advocating for enterprise level tools to support uptake of programmatic assessment at Deakin.	
How students in online and blended learning environments collaborate.	One of the biggest shifts in university education has been the move from campus-based learning to blended and online learning environments. Collaboration is a crucial part of the learning experience but there is lack of understanding regarding what students do when they collaborate out of classrooms. This paper explores the data from interviews with ten undergraduate students studying units within the CloudFirst project in T2 2019. It will explore how and why students collaborate and what technologies are used to facilitate collaboration. Findings from the student interviews suggest productive forms of collaboration are reciprocal, instantaneous and occur where there is a prior relationship established. Facilitators of peer collaboration include: enrolment status; having prior experience and technology such as Facebook Groups, Messenger and WhatsApp. Implications for these findings are significant for informing curriculum design and pedagogy for peer collaboration in higher education.	Shahed Kamal, Brandi Fox, Joanna Tai, Margaret Bearman
Session M2: Teaching Differently		
Time for a BOLD LEAP	Students learn more in an active and collaborative learning environment than in lectures across all disciplines and ages. Despite clear evidence for improved student engagement, acquisition of discipline-specific knowledge and human skills, active and collaborative learning is not pervasive in higher education. Transitioning to active teaching strategies requires significant professional development of teaching staff, who, in turn, redesign current learning materials for active and collaborative learning (ACL). While Deakin has successful pockets of active and collaborative learning, we need to adopt it more broadly. In this paper, the BOLD LEAP program designed to integrate best practices in online learning design with effective capacity building in teaching for active and collaborative learning will be described. Using a simple evidence-informed model applicable to Deakin's unique context, teaching teams undertake training together to conduct active and collaborative seminars then receive personalised feedback in the classroom. Students receive clear expectations of their role in active and collaborative learning so that learning opportunities are maximised. Deakin's BOLD LEAP will deliver active and collaborative learning experiences for Deakin students and signal to the sector that Deakin is indeed going to be bold and leap ahead of our competitors in quality teaching and student learning.	Judy Currey, Ian Story, Berni Murphy, Elizabeth Oldland, Michele McGrath
Taking the LEAP into Active and Collaborative Learning	Deakin's Bachelor of Commerce is a large degree with a high volume of students. A need was identified to move to a teaching environment that develops industry ready capabilities such as problem solving and critical thinking along with knowledge acquisition to meet corporate expectations (Bolton 2018). A mostly didactic teaching style (Baepler et al 2014) had led to a drop off in student engagement and a dominance of knowledge acquisition over other skills. To combat this an Active and Collaborative Learning (BOLD LEAP) approach was piloted in two first year core Commerce Units in Trimester 2 2019. The implementation of this approach involved pre- and mid-trimester teaching workshops identifying specific points of customisation for each Unit for all seminar leaders. In parallel it also necessitated the redevelopment of the curriculum delivery to facilitate an active and collaborative learning environment. Early outcomes suggest an improvement in student engagement and results. One of the most pleasing outcomes reported comes from the seminar leaders themselves – they	Marion Steel, Micaela Spiers, Amanda McPherson, Emily McIntosh

	report that they have enjoyed this form of teaching delivery and that, while personally challenging, the heightened levels of energy and enthusiasm in their seminar rooms has reinvigorated their personal desire to teach.	
Adapting Industry Agile Practices in an Educational Capstone Context	We present our experience in adopting an agile organizational model for the final year capstone program. The model developed is motivated by having a developing software artefact which has incrementally changing squad members working on a product-line. This in turn results in more sophisticated capstone student-project outcomes. The model proposed supports student mentoring and promotes, through its internal organization, leadership and personal responsibility. The students are supported by professional software engineers, up-skilling workshops, and academic supervisors who act as a personalized reporting and grading point for the squads. The academic supervisors are themselves supported by a tribe leader, a faculty member who assumes overall responsibility for the product-line, and acts as a report to an external industry client/sponsor. We present the motivation for the capstone model, its adoption, and some preliminary observations concerning about its implementation. As the model is still evolving, we cannot (at this stage) be sure that student satisfaction will improve as a result of the adoption of the model, but we are confident that more sophisticated capstone project outcomes result, and that the students are receiving a capstone experience that matches real industry development practices.	Mohamed Abdelrazek; Andrew Cain; Feifei Chen; Peter Eklund; Kevin Lee; Jesse Mcmeikan; Jean-Guy Schneider; Kristiina Tukki
Reflections on Project-Oriented Design-Based Learning in Engineering	In 2016, the School of Engineering radically changed the structure of its suite of BEng (Honours) courses at Deakin. A 2 credit point PODBL (project-oriented design-based learning) unit was put into each trimester during the first 3 years of these 4 year courses. The project units were intended to improve engagement, creativity/innovation and graduate learning outcomes of the students against a traditional programme. After four years of delivering units using this approach, the School of Engineering has reviewed each of the 2 credit point units with an aim of identifying improvement opportunities and to ensure that collectively the PODBL units were meeting the intended outcomes of the courses. This presentation will cover some of the findings of the PODBL review, including student feedback, staff feedback and other common problems when trying to get domestic year 12 leavers, mature aged cloud students and international students in engineering to work on projects. The presentation will also provide reflections on practical implications and considerations that occur when making significant changes to a course structure and teaching pedagogy with existing staff and limited resources.	Tim Hilditch, Nick Milne and Paul Collins
Session M3: Teaching Differently		
Cultural and linguistic considerations in the internationalised classroom.	Students attending DUELI's 5 week courses come from diverse academic and cultural backgrounds. My teaching not only focuses on English but also helps students understand the effects that their cultural values and norms have on their learning and interaction with staff and classmates. Most students are on a pathway to further studies at Deakin so learning the macroskills is not enough. To be fully functional they must also have an understanding of cultural differences. A variety of tools help me build a cohesive group so that both individual and group learning can be maximised. In this presentation I will explain how I use Kaplan's patterns of written discourse to help students learn essay-writing. I will also present how we can help students develop group work skills and class cohesion through discussion of Hofstede's 6 dimensions of culture.	Sonja-Lina Sasse
Teaching taxation in LL.B. and J.D. courses: the need for an	As suggested by ALTC and CALD, LL.B. and J.D. law programs should strive to provide students with knowledge of the relevant law in its domestic and its "international and comparative context." Yet, this approach to teaching tax law is, by and large, currently limited to some postgraduate programs. Consequently, law students who only have an interest in, or the opportunity to, studying tax law at the LL.B. and J.D. levels, through an introductory course in taxation, are at risk of not being	Amir Pichhadze

internationalized and comparative approach	<p>adequately exposed to the necessary role and relevance of an internationalized and comparative approach to tax law research and analysis.</p> <p>My presentation identifies the need for integrating, into LL.B. and J.D. introductory courses in taxation, greater (or at least enough) awareness of the relevance of an internationalized and comparative approach to taxation, in order to facilitate for students achieving this necessary learning outcome. The paper will also suggest how existing introductory (LL.B. and J.D.) tax law units can reasonably and practically align their teaching activities and curriculum in order to achieve this necessary and relevant learning outcome. By doing so, this paper aims to contribute to the Scholarship of Learning and Teaching taxation in Australia and worldwide.</p>	
A key to teaching social consciousness in architecture students – The Intercultural Dialogue through Design (iDiDe) program	<p>In a time of rapid global development, depleting environmental resources and rising population, globally engaged socially responsible architects can transform the way people live and make a difference. The Intercultural Dialogue through Design (iDiDe) was initially conceived as an international workshop for architecture students to learn how to collaborate transculturally in sustainable design and develop intercultural competency. Since its launch in 2010, the program provided immersive and authentic learning to students who were prepared to challenge themselves beyond their comfort zones and enrich their learning beyond conventional boundaries. Over a decade of partnerships with nine university partners across five Asian destinations and seven primarily underprivileged communities, there is a body of evidence that represent a multitude of outcomes to be examined. This presentation focuses upon the impacts of student learning outcomes evaluated from reflective portfolios over a three-year period. Whilst a majority of outcomes were aligned with findings from current literature of similar programs, a surprise and pleasant finding was the discovery of a key to teaching social consciousness. This is discussed in terms of short term (students) and long-term impacts (post-graduation). There is a case to be made that posits social consciousness in architecture as a profound transformative learning</p>	Susan Ang
Outcomes from an international study tour in exercise and sport science	<p>In this presentation, we will present the design, delivery and outcomes from the only international study tour for undergraduate exercise and sport science students in Australia.</p> <p>Twenty-five students were selected for a two-week study tour to the UK which facilitated engagement with discipline experts in universities and in professional sporting organisations (e.g., Wales Rugby Union, Wimbledon All England Tennis Club) through small-group lectures, workshops, facility tours and social media. The unit aimed to give students an opportunity to use these international experiences to reflect on current practice in their discipline and on their career ambitions in exercise and sport science.</p> <p>From a unit-specific evaluation using quantitative and qualitative approaches, students unanimously reported the study tour enhanced their career planning, whilst 95% felt they gained new information about exercise and sport science career pathways. The study tour environment created meaningful staff-student connections, leading to increased engagement with the university community (e.g., open day, course advisory boards). Through the academic and industry lectures, students developed a keen interest in exercise and sport science research. This unexpected outcome has provoked school level discussion on how domestic academics can integrate their own research into unit materials, which are currently constrained by professional accreditation requirements.</p>	Chris Shaw, Megan Teychenne, Kris Hinck, Ryan Pane, Darci Taylor, Brad Aisbett

Session M4: Digital Innovation

<p>Digitally-enabled practice simulations to prepare social work students for practice: Reflections from behind the scenes</p>	<p>In recent decades, the ubiquity of digital technologies has afforded universities unprecedented opportunities to integrate digitally-enabled practice simulations as part of their education programs. Although the evidence on the efficacy of these approaches is still emerging, the available research suggests their strong potential in enabling practice readiness. Digitally-enabled practice simulations are said to support students to engage practically and emotionally with the real-world complexities of practice, without the risk of harm to the end service user. Despite the emerging evidence, social work as a practice-based discipline has been tardy in engaging with these pedagogical approaches. To date, there are few examples of social work education programs that systematically use digitally-enabled simulations for practice preparation. With a view to contributing to this sparsely researched area of social work pedagogy, this presentation reports on the development of a suite of digitally-enabled practice simulations designed to support students to develop their professional judgment, ethical decision-making and self-regulation skills, prior to undertaking their first placement. After demonstrating the tools and approach developed, the presentation identifies the opportunities, challenges and lessons learnt from pedagogical, creative design and technical perspectives. These lessons are potentially transferrable to future projects in digitally-enabled practice learning across professional education programs.</p>	<p>Sevi Vassos, Peter Lane, Brett Wilson, Tim Crawford, Rusi Zhang, David Williams, James Lucas, Sophie Goldingay</p>
<p>Assessment of the Web-based Audience Response System (ARS) Socrative for Biomedical Science Revision Classes</p>	<p>Current generation audience response systems, such as the web-based app Socrative, are powerful tools for enabling direct interaction between teacher and student. In this study, Socrative was used in a revision class as part of a 3rd year Biomedical Science Unit (SLE346). This Socrative class was compared with another revision class that used a more traditional verbal 'question and answer' format. Following these two revision classes, students completed a survey about their thoughts on each teaching style. The survey indicated that significantly more students answered questions in the revision class that used Socrative, with a higher level of student 'comfortableness' to answer questions. While students found both revision class formats useful, more students ranked the Socrative class 'extremely useful' compared to the traditional format, with more students also feeling 'very satisfied' with their learning experience using Socrative. Overall, students selected Socrative as their preferred style for future revision classes in the Unit. In conclusion, Socrative is an effective tool for enhancing student engagement and promoting a sense of achievement by the students. Furthermore, it provides instant feedback to the teacher which can be used to customize the revision content in real-time to directly address the students' learning requirements.</p>	<p>Matthew McKenzie</p>
<p>Implementing a new version of the CloudDeakin Homepage – SEBE's story</p>	<p>Since T3 2018 the Faculty of SEBE has successfully trialled a new feature (widget) on the homepage for CloudDeakin unit sites that draws content from Resources and presents it directly on the homepage in a window that advances week-by-week or module-by-module, depending on the curriculum model for the unit. This presentation will showcase the versatility of the new homepage and outline the background, experience and outcomes of this SEBE project, including evaluation by students and staff, and plans for the future. This project is an ongoing collaboration between educators and technical developers in the Faculty of SEBE and Deakin Learning Futures Learning Environments Team, and is an excellent example of the success that can be achieved through inter-divisional collaboration.</p>	<p>Joanne Smissen & Kate Pesa</p>
<p>Virtual WIL: Technology enabled WIL placements and</p>	<p>Virtual WIL experiences enable students to interact directly with the host industries or communities to work on real-life problems or projects via online platforms, which may be independent of time, space, geographical boundaries and disciplines. The following three characteristics are integral to a virtual WIL experience: real-life tasks or problems are presented to students with briefing from the community or industry representative online; students present their work to the industry or community representatives online; and the industry or community representatives provide feedback to students on their work</p>	<p>Harsh Suri, Friederika Kaider, Wayne Read, Leoni Russell & Annette Marlow</p>

<p>projects (Preliminary findings)</p>	<p>online. Quality virtual WIL opportunities can reflect changing nature of work, especially digitally-based gig and contract economies; improve access to placements/projects for all students, especially international and equity groups; and engage wider range of host organisations and communities in providing WIL opportunities locally and globally. In this interactive presentation, we will share preliminary findings from our ACEN funded project aimed at identifying affordances of virtual WIL placements and projects, inherent challenges associated with designing and implementing these experiences along with effective strategies for overcoming these challenges. After sharing diverse examples of good practice, we will invite participants to explore the affordances, and associated challenges, of virtual WIL for students enrolled in their courses.</p>	
<p>Session M5: Assessing Differently</p>		
<p>Anonymous peer feedback for mathematics portfolios</p>	<p>Allowing students to provide feedback on each other's mathematics problem solving drafts allows us to tap into learning experiences that are usually neglected in maths teaching. Students gain exposure to multiple ways of approaching problems, communication is emphasised (rather than 'correct' answers), and the struggle of being stuck is acknowledged. This talk shares the experience of implementing peer feedback as part of the assessment cycle in a mathematics unit offered to pre-service teachers. What went well and what could be improved will be discussed, with the experiences and views of the audience welcomed.</p>	<p>Simon James</p>
<p>Improving assessment for diverse learners: what can we learn from assessment adjustments?</p>	<p>Higher education providers in Australia are legally obliged to provide all students equivalent opportunities to achieve academic success. Assessments can be problematic for learners with diverse needs. Deakin students can work with the University's Disability Resource Centre and unit chairs to develop an access plan, however this ad-hoc process is unlikely to promote improved assessment design. This research draws upon the DRC database to understand the current assessment adjustment practice, with the aim of identifying future priorities for inclusive assessment design. In 2018, 2860 access plans were created across all levels of study and all faculties. 1553 students (54%) registered a mental health condition, 878 (31%) registered a medical condition, and 471 (16%) registered more than one condition. Many plans requested the provision of additional time for assignments (2055, 72%), tests (in-class 902, 32%, or online 1038, 36%) and exams (1414 49%). Substantially smaller numbers required adjustments relating to oral presentations, group work, and lab reports. This data illuminates current assessment adjustment practice: time-contingent assessments may be the most significant dilemma. Furthermore, there are likely to be a greater number of students with similar conditions who would benefit from rethinking assessment design to improve inclusivity.</p>	<p>Joanna Tai, Mary Dracup, Merrin McCracken</p>
<p>Feedback Literacy in final year occupational therapy students</p>	<p>Feedback literacy is the ability to read, interpret and then use written feedback. It includes the understandings, disposition and capacity to make sense of feedback and then use this to improve the quality of work (Carless & Boud, 2018). There is limited research that has investigated the feedback literacy of students. Whilst academics may assume final year students have developed the skills to understand and effectively use feedback during their studies, this has not previously been demonstrated in the literature. The aims of this study were to investigate: the level of feedback literacy of final year, final trimester occupational therapy students; and, whether feedback literacy education and building in structured use of feedback in a unit improves feedback literacy of these students? This mixed methods study involved the collection of data using a Likert scale survey administered prior to the start of, and at the end of the unit (HSO418). Thematic analysis of responses to a rubric item asking students to use previous feedback was also undertaken. Preliminary findings from the study and future research directions will be presented</p>	<p>Kelli Nicola-Richmond, Joanna Tai, Phillip Dawson</p>

<p>Authentic Individual Assessment for Team-based Software Engineering Projects</p>	<p>In order to give students an authentic learning experience and better prepare them for the life-long learning required in contemporary workplaces, educational institutions increasingly use project-based learning in teams. However, this poses the challenge of developing authentic and equitable assessment criteria that reflect individual contributions in a team-work setting without jeopardizing project outcomes. We present a novel and innovative portfolio-based assessment framework that focuses on qualitative outcomes and ensures that the level of achievement reflects student's competency across each of the defined learning dimensions, including professional behaviour, teamwork, process and relevant contributions towards project deliverables. In this presentation, we present the main motivation behind devising and introducing the framework and also reflect on the educational outcomes and challenges of implementing the framework in the context of two final year capstone project units.</p>	<p>Jean-Guy Schneider; Andrew Cain; Laura Tubino; Dhananjay Thiruvady; Niroshinie Fernando</p>
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Abstracts – Session 2 (Concurrent Sessions)

Session A1: Designing Differently

<p>Cyber Security Teaching in the Tertiary Sector: Theory vs. Practice</p>	<p>I will be presenting findings on my study on the balance between theory and practice in the field of IT in general and cyber-security in particular. The findings were at par with concerns raised by my final year undergraduate students in cyber security. The lack of student confidence for tackling real-world cyber security problems is quite imminent at this stage of their studentship, and it requires a concerted effort on the part of the course planners and the curriculum designers, alike, to improve the student experience. As part of this report wherein, the issue of theory vs. practice-based learning for cyber-security students is addressed, I have presented answers to the following research questions: 1. What are the core branches of cyber security and what comprises their theory/practical content in a university curriculum? 2. What can be a good model to strike a balance between theory and practice for the nine core areas of the cyber security discipline? The literature survey indicated a positive inclination towards maintaining a good balance between theory and practice for computing students. The designed model for striking the right balance between theory and practice for the nine branches of cyber security will serve as a tool.</p>	<p>Zubair Baig</p>
<p>Redesigning 4th year with easy to navigate self-guiding online content</p>	<p>This presentation provides a case study of the use of smart design in one of Australia's largest suite of on-campus fourth-year psychology programs to accommodate online students. We were finding the student experience was reduced when the resources provided to students were difficult to find, hard to navigate, and gave little information about how to progress each week. We designed a template to help the students seamlessly move through the content for each week with high teacher presence, time management strategies, practice tasks and activities, and links to subject learning outcomes. We removed face-to-face lectures and replaced them with a 'know' section in each module. The 'know' section contained multiple short videos</p>	<p>Jaclyn Broadbent and Rene Bennet</p>
<p>Bringing counselling and case management to life in fourth year</p>	<p>"Client-Centred Skills in Practice" (HPY710/HPS433) is a core unit within the 4th year Psychology program, representing students' first experience of practice-based skills. The unit has undergone significant redesign in the last 4 years with the intention of better preparing students for a range of career pathways in psychology and related fields, beyond the traditional and competitive path of postgraduate study. In 2017, the School of Psychology partnered with Barwon Child Youth and</p>	<p>Elizabeth Westrupp; Keri Little; Melissa O'Shea</p>

<p>Psychology via an industry partnership</p>	<p>Family (BCYF), an umbrella service offering a range of community and mental health services, to develop shared research and workforce initiatives and to enrich the current unit content via the development of a range of videos. The objectives of the video resources were to (1) showcase the diverse range of career pathways post fourth year Psychology; (2) provide real-life workplace context related to the value of the unit learning objectives, particularly those focused on “soft skills” and case management; and (3) develop interactive resources that enhance student engagement. Over 2018-2019, the unit team worked with the Deakin Health Pod and BCYF managers/practitioners to plan, develop and film 34 videos, then embedded in Trimester 2, 2019 content. Our presentation showcases the considerable benefits of industry partnerships in contemporary teaching.</p>	
<p>'Somewhere Beyond the Cloud': Enablers and barriers to workforce development in Agricultural Health and Medicine</p>	<p>The lives of farmers, farm workers and their families are intertwined with their workplace. Few formal programs focus on agricultural health, wellbeing and safety. Agricultural Health and Medicine (HMF701) aims to increase cultural competency of rural professionals, improving the health outcomes farming communities.</p> <p>A mixed method approach was used to identify the extent to which past HMF701 students (2010 to 2018) utilise the unit content in their current occupations, and identify any barriers faced in implementing their learnings. Survey results indicate 81% of students felt confident discussing agricultural health and medicine topics with their peers and community. However, half (51%) of respondents noted they had encountered barriers in implementing their learnings in their work or community. Despite engaged graduates and the continued high mortality and morbidity rates within the agricultural industry, the importance placed in farmer health within and between agricultural and health organisations remains inadequate and under recognised, with structural barriers reported as a factor restricting career development post completion of this highly valued course.</p> <p>This work highlights the need for continuous development and innovation within the Agricultural Health and the importance of an integrated and collaborative approach to empower alumni to lead within their organisations and communities.</p>	<p>Jacqueline Cotton, Jessie Adams and Susan Brumby</p>
<p>Improving employment outcomes for large cohorts of postgraduate international students</p>	<p>International students often want, but struggle, to find professional work in Australia after graduation, because they lack the Australian work experience required by local employers. They frequently leave it until it is too late in their course to identify and implement strategies, which could have improved their employment outcomes. Master of Information Systems (MIS) is our Faculty's second largest postgraduate course with 98% international enrolments. Since 2015, we have adopted a whole-of-course approach to implementing a coherent suite of strategic initiatives to support MIS students in building their capacity to identify, prepare for and strategically pursue professional employment in Australia and overseas. By engaging students in employment focused curricular and co-curricular activities, we are empowering MIS learners for the jobs and skills of the future. From the outset of the course, and at multiple points throughout the course, we engage students with industry expectations, standards and real business problems to build their transferable skills and evaluative judgement essential for realistically seeking and pursuing professional employment. In this interactive presentation, we will share our reflections on what worked and what didn't work with different cohorts; while inviting audience to share strategies they have found to be effective with international students.</p>	<p>Craig Parker, Harsh Suri</p>

Session A2: Designing Differently

<p>Learning Design from a Systems Thinking Perspective.</p>	<p>In this presentation, Jenny will explore why it is important to adapt Systems Thinking in relation to learning design. She will then draw on social, cognitive and material perspectives in relation to learning design practice. Jenny will conclude with implications for designers, as well as strategic and management considerations.</p>	<p>Jenny Pesina</p>
<p>Application of human-centred design thinking approaches to unit design</p>	<p>With the dramatic increase in digital learning, university teaching practice now involves the design of tasks, environments and interactions likely to promote student engagement and learning. Educators and learning designers therefore need a set of design skills and conceptual tools that support a creative and structured design approach (Goodyear, 2015). Design thinking processes and mindsets can help teams challenge their assumptions, understand the user experience, and identify underlying problems to generate practical, high-impact solutions.</p> <p>To radically redesign a Health unit, a multi-disciplinary team of academics, academic developers, learning designers, and digital resource production staff collaborated in a one-day design workshop. To inform our workshop, the academics interrogated five years of unit results and student feedback to identify trends in students' engagement and success, and analyse the impact of previous unit changes. Within the workshop, the team: (1) empathy-mapped students' experiences and needs; (2) individually and collaboratively generated a future vision of the unit; and (3) identified short and long-term redesign priorities. The presentation will describe the design thinking approach, the outcomes, and the impact on academics' conceptualisation of their design practice and identity as educators. Presenters will also facilitate a discussion about current practice and opportunities for design thinking at Deakin.</p>	<p>Susie Macfarlane, Jane Kiddell, Chris Shaw, Jackson Fyfe, Brad Aisbett, David Williams</p>
<p>Answering the question on everyone's lips: What is CloudFirst?</p>	<p>CloudFirst is an approach prioritising students' online learning experience complemented, where applicable, by onsite learning. The CloudFirst approach enables Deakin to fulfil our promise to provide our students with a brilliant education, where they are and where they want to go by putting the student experience at the centre of everything we do.</p> <p>But how did Deakin arrive at this approach and what does it look like in practice?</p> <p>This presentation will reflect on the evolution of the CloudFirst approach, unpack CloudFirst Learning Design and explain how CloudFirst translates Deakin's Premium Principles for Learning and Teaching into practical strategies for developing inclusive and engaging unit sites. It will showcase exemplars created as part of the CloudFirst CoDesign Project to inspire others in their CloudFirst journey, and introduce staff to the suite of CloudFirst resources available to support unit redevelopment. We will also consider what CloudFirst might look like in the future as we continue to strive to provide students with a brilliant education.</p>	<p>Darci Taylor, Jo Elliott</p>
<p>The application of design thinking to convert an on-campus course for online students</p>	<p>Design thinking is a human-centric, solutions-based, non-linear iterative approach that is used to understand the target audience, challenge one's assumptions, and identify solutions for real world problems (Brown, 2009; Carlgren, 2013). The approach evolved to put the end-user (in this context the student) and their needs at the centre of any development to ensure better products and services for that client, while also considering what is feasible and economically viable for the company (Brown, 2009).</p> <p>This presentation provides a case study of the use of design thinking principles to convert one of Australia's largest suite of on-campus fourth-year psychology programs to accommodate online students. A design thinking approach was taken to better understand how the fourth-year team could meet the needs of online students in an efficient, sustainable, and fiscally responsible way. This presentation will briefly discuss design thinking and what we did to improve the student experience for online students</p>	<p>Jaclyn Broadbent</p>

<p>Fake news and retracted studies: using study designs to improve critical appraisal</p>	<p>Critical appraisal is a vital tool for digital literacy and an important component of Deakin University's Graduate Learning Outcomes. Historically, we taught students to seek and select peer-reviewed material for their assignments. While peer review is an easy quality indicator, changes in publishing suggest this is no longer sufficient for screening quality research outputs and practices. Study design links directly to critical appraisal; if students can identify an article's study type, they can more readily identify its strengths, weaknesses, and whether it is appropriate for purpose. These competencies may also allow students to better identify media misinformation and determine lay information quality. Following a mapping analysis of library support in undergraduate psychology courses, the Health Liaison Librarian team at Deakin University established that students would benefit from learning to better identify common quantitative study types when seeking information. In liaison with academics and the Learning and Teaching team, a series of online learning objects was developed and hosted in a Library Resource Guide. Each section outlines the study design, characteristics of strong and weak studies, and design pitfalls. This session will provide a quick tour of the learning objects and an opportunity to consider application within your own units.</p>	<p>Bec Muir, Lisa Grbin, Fiona Russell</p>
<p>Session A3: Designing Differently</p>		
<p>Engagement and participation: Implications for unit design</p>	<p>In this presentation, I raise questions about engagement and participation: what are the implications for unit design of one being a proxy for the other? I adopt a narrative approach drawing on the example of Joel, a current first year student, who achieves high levels of success despite remaining almost entirely 'invisible' within his online classroom. I draw on my earlier work on student engagement (2012, 2014), further articulating and challenging the principles of engagement that underpin Pittaway's Engagement Framework, and the underlying assumptions about the necessity of social interaction for student engagement and success. I argue that for first year students such as Joel, we must be careful that initiatives designed to increase 'participation' do not end up decreasing the focus on meaningful engagement. Looking beyond participation as a measure of student learning allows us to develop more nuanced understandings of engagement, and to design units, assessments and experiences that reflect a wider range of possibilities for learning and success.</p>	<p>Sharon Pittaway</p>
<p>Enhancing undergraduate mathematics learning using 'metacognition' and self-regulated learning</p>	<p>Maths units in higher education are known to be problematic to students and have high attrition and high failure rates. Self-efficacy and prior (high school) preparation are strong predictors for success in these units, and researchers have reported some success in introducing mastery-based differentiated learning approaches in undergraduate mathematics courses. We will report on our efforts to address this, by redesigning a third year maths unit around self-regulated learning progress, complemented with 'metacognitive tasks, due at regular intervals throughout the term. Assessment in this units is delivered through the Doubtfire Learning Management System (LMS), a system that promotes a task oriented portfolio approach and iterative formative feedback.</p>	<p>Julien Ugon, Laura Tubino, Andrew Cain</p>
<p>Product Development: A task-based PODBL</p>	<p>Product Development is a Project Oriented Design Based Learning (PODBL) unit in which engineering students work in teams to holistically develop a design concept for the client and their end-users. Each trimester, students are given a different design challenge, often provided by an industry partner. The unit is led by a teaching team, supported by technical staff, and</p>	<p>Kaja Antlejš</p>

<p>unit with a progressive assessment structure</p>	<p>partially mentored by the client. In the unit, students apply design, engineering, entrepreneurial as well as teamwork, management, and communication skills. In terms of how to navigate through the learning resources, this multifaceted unit is relatively challenging for students with limited working experiences. Hence, it is essential to provide students with a well-developed task based unit structure with an integrated progressive assessment strategy. A detailed learning structure is not only a useful tool for managing expectations between students and teachers, it provides a standardised platform for new teaching team members. The unit was first introduced in 2015 and since then been further developed based on the eVALUate results and teachers' observations. Using the case of the product development unit, the presentation discusses the role of a task-based unit structure and progressive assessment in POBBL units.</p>	
<p>Designing Digital and Professional Literacy in Business Education</p>	<p>The Professional Literacy Suite (PLS) is a set of three embedded digital literacy modules developed to translate the University's Graduate Learning Outcome of Digital Literacy and support employability. It is the first suite of online digital and professional literacy modules created at a course wide level at Deakin University. Digital literacy and employability skills were identified as educational skill gaps as part of a key Business course renewal. The PLS was designed in response to this, created and maintained by a multi-disciplinary team with diverse skills and expertise, utilising an agile, responsive and iterative team approach. Strategically designed and scaffolded across the course, the modules ensure students develop digital literacy skills, professional insight and support employability. Delivered wholly online, the PLS provides a consistent and equitable experience for all students during their studies ensuring equal access to both cloud and campus students. Comprised of three elements: Essential Digital Literacy, Introduction to Professional Identity and Professional Literacy, the modules include interactive and media-rich elements that are visually engaging, centred on strong learning design and scenario-based learning. Leveraging off the unique interactive and adaptive technologies of Tumult Hype and Smart Sparrow enables the use of personalised learning, inbuilt analytics and implementation en-masse.</p>	<p>Simone Tyrell, Leanne Ngo</p>
<p>Towards a strategic approach to supporting academics' design of 1st year units</p>	<p>The Faculty of Business and Law's Learning Innovations (LI) team conducted an audit of the eight core first year units in the BCom. The audit was undertaken to tease out design processes and practices in relation to constructive alignment from GLO to rubric criteria, authentic assessment, active learning, transition pedagogy, and the scaffolding of students' knowledge of key commerce-related disciplines. Another important element of the audit was identifying where Deakin's Principles of Premium Learning were explicitly part of the design process. The findings will allow us to design differently – to take a strategic, whole-of-first year approach to the design and development of Deakin's largest degree program, and to develop insights for embedding these principles at scale. Importantly, the findings will also allow LI staff deeper insight into specific areas requiring specialist learning design expertise so that resources can be developed to ensure the team can work collaboratively with all academic staff across the Faculty. Insights gained from this audit will inform the ongoing work of LI as we work to support academic practice in unit design, development and delivery. In this presentation we share some preliminary findings and ways we'll be working with academic staff to 'design differently'.</p>	<p>Lincoln Then James, Robyn Barallon, Sharon Pittaway</p>
<p>Session A4: Student Support</p>		
<p>Cloudy: Empowering online</p>	<p>At Deakin, we have a cohort of 15,000+ students studying in the Cloud Campus (online). This cohort faces unique challenges, such as isolation and balancing work, life and study due to their location and/or availability. These challenges negatively</p>	<p>Daniel Steen</p>

<p>students to self-regulate their resilience=</p>	<p>impact Cloud Campus students' connection with the university and peers, their retention rates, success rates and overall wellbeing.</p> <p>Through interviewing students, resilience was identified as a key component that had not been sufficiently addressed in a cohesive, holistic and digital-first manner. Although many wellbeing-related resources, services and content exist within Deakin's ecosystem, these students did not have a specific or centralised mechanism for understanding and managing their resilience.</p> <p>Using a human-centred-design approach, we worked with students and staff to co-create a new toolkit called Cloudy, which allows students to self-regulate and manage their resilience across six domains. The tool comprises of a self-evaluation that scores students against each domain and provides them with short, repeatable, habit-building activities and knowledgeable articles to increase their score over time.</p> <p>In this presentation, I outline an innovative student-centric methodology for solving difficult challenges, and showcase Cloudy and the key findings of the initial pilot's evaluation.</p>	
<p>Active Learning in the Deakin College Context</p>	<p>Deakin College is an education pathway into Deakin University for those who do not meet the requirements for direct entry. All Deakin College students are to be considered at risk from day one.</p> <p>Deakin College's largest program is the "Diploma of Commerce" where the majority of students are from mainland China. Units in this Diploma have suffered from poor success rates with low English ability, low engagement, and low attendance being cited as major factors.</p> <p>In an effort to improve engagement and student success, Deakin College transformed two units from the Commerce Diploma from a more traditional didactic-style delivery to a collaborative semi-flipped active environment with extra emphasis added to English skills. New and supplementary materials were developed and a computer lab was modified into a "lectorial space" where class sizes went from 30 students and one teacher to 45 students with two teachers (team teaching).</p> <p>In this presentation, we explore the purpose, implementation, measures, and results from these changes. We then reflect on the successes and look forward to future trimesters.</p>	<p>Dilini Eriyawala, John Bahtsevanoglou</p>
<p>In-Class Group Assessment Tasks: Motivating International Students and Overcoming Loneliness</p>	<p>International students in Australian universities experience numerous challenges including feelings of loneliness and isolation as a result of loss of contact with family and friends (Weiss 1973). NSW and Victorian universities serve increasingly large numbers of international students in Australia (Ferguson and Sherrell 2019). Pedagogies such as in-class assessment to incentivise and reward participation (Gibbs and Simpson 2005) can motivate students to attend class and address loneliness and/or isolation through in-class socialisation (Sawir et al. 2008).</p> <p>Surprisingly, there is little research on in-class group assessment tasks in higher education practice or the impact of these on student motivation and feelings of loneliness/isolation. We will use a case study approach with qualitative methods to evaluate this impact on international students in the early months of commencing their course. Specifically, individual interviews will be conducted with first-year international students and teaching staff of the unit MIS701 Business Requirements Analysis. MIS701 is the first year foundational unit of the course Master of Information Systems and has a high number of international student enrolments. The study findings will offer a better understanding of the potential for in-class small group assessment tasks to support first-year international students in learning and establishing social relationships in Australia.</p>	<p>Van-Hau Trieu, Craig Parker</p>

<p>A new Deakin initiative: A 'toolkit' to support key academic literacies development in transitioning HE students</p>	<p>Effective transition into university is recognised as crucial to student success. In terms of learning, an important aspect of transition is the development of the academic literacies required to participate fully and meet assessment requirements. A reality in the current HE context is that significant numbers of commencing students (at both undergraduate and postgraduate level) are not well prepared in terms of the academic literacies they require.</p> <p>This presentation reports on a new Deakin initiative to provide academic teaching staff with a 'toolkit' of resources to help address the academic literacies development of their students. This resource is being developed by Academic and Peer Support, working with an Advisory Group including staff from the Faculties, the Library and Deakin Learning Futures (DLF). It is premised on the adoption of a more collaborative approach to academic literacies development for commencing students, building on Academic Language and Learning (ALL) best practice. This presentation will briefly outline the background to this initiative, explain its intended use, and share some examples of the resources that are being developed.</p>	<p>Vittoria Grossi, Lyn Doolan, Nara Tsedendamba, John Hamilton, Drew Roberts</p>
<p>Enhancing undergraduate international nursing students' preparation for the Australian clinical setting</p>	<p>Introduction: Australia is a popular destination for undergraduate international nursing students enrolled in higher education. Key issues for this student cohort include communication and cultural differences, and unfamiliarity in clinical environments. Aim: The aim of this educational initiative was to provide additional support for therapeutic and professional communication, and clinical skills development, prior to international students from our undergraduate program undertaking their first clinical placement in either a mental health or acute care setting. Discussion: Extracurricular programs for effective communication and clinical skills were developed using an evidence-based framework and peer evaluated prior to implementation. Communication skills workshops were situated within a community simulation setting and explored active listening, difficult conversations, and approaches to de-escalate concern in distressed patients. Clinical skills workshops included an introduction to the Australian Registered nurse standards for practice, orientation to the 'bedside' in the Australian healthcare setting, and clinical simulations requiring assessment and management of authentic patient scenarios. Ideas for discussion: The educational initiative will be formally evaluated in 2020 to better understand students' experiences of both workshops. The evaluation findings will be used to inform refinement of the extracurricular workshops to enhance student preparation for their initial clinical placement within the Bachelor of Nursing.</p>	<p>Laura Brooks and Lenore Ley</p>
<p>Session A5: Working Collaboratively</p>		
<p>Project Visibility / Revealing Systems at Work / Institutions and Ideology</p>	<p>What are the opportunities when there is collaboration or cross-pollination between faculties, departments and groups? What is the common language and experiences, where are the disjuncture's and disconnects?</p> <p>This presentation reports on an ongoing collaboration between Creative Arts and the Language and Learning Adviser support team. The project is concerned with exploring traditional and non-traditional organisational measures and using art to create opportunities for participants and collaborators to say things in a space that critique and report on the educative process. This brings an opportunity for greater and more complex readings and understandings of the issues faced by the "stakeholders."</p> <p>The aims and objectives of the project are to explore the possibilities for an increased range of creative skills, self-expression and literacy of both the facilitators, participants and the organisation. This haptic, embodied and felt experience opens opportunities for dialogue about teaching and learning beyond binary discourses.</p>	<p>Terrie Fraser; Vittoria Grossi; Caroline Wright-Neville; Ross Coulter</p>
<p>The challenge of rewiring thinking from</p>	<p>Embarking on a transition from field or laboratory-based research to education-based research requires a complete rewiring of thinking. It can be a frustrating journey for many staff who, although very interested and enthusiastic, may stall at the early hurdles. We have identified the following as our first hurdles: ethics applications, developing the research work within an</p>	<p>Jan West, Julia Savage</p>

<p>laboratory/field-based research to education-based research: SEBE SoTL is building capacity</p>	<p>appropriately scholarly framework, discovering and refining new fields of literature, formulating the T and L project, and choosing a methodology that aligns with the researchers' intentions. SEBE Scholarship of Teaching and Learning (SEBE SoTL) community of practice was established in February 2019 with the purpose of building capacity in the field of Scholarship of Teaching and Learning. We discuss specific teaching and learning research and practices, and share ideas through scholarly discussion, presentations and publication. The group fosters, encourages and promotes a collaborative and supportive environment where like-minded people are willing to share their expertise (and happily, sometimes lack of expertise) in the field of Learning and Teaching that will ultimately inform our practice. In this presentation, we share our SoTL pathway with others as a form of cross-disciplinary and collegial, scholarly conversation.</p>	
<p>DTeach: A Social Capital Approach to Teaching & Learning Support Sites</p>	<p>The evolving landscape of higher education has present nuanced institutional demands for new digital learning innovations and parallel pedagogical approaches. With this comes a necessity for tailored teaching support, learning design and opportunities for staff capacity building and professional development. One strategy deployed by many institutions to meet these varying needs is the creation of teaching and learning support sites. These sites are often limitedly resourced, engage with diverse content and rely heavily on the mobilisation of human resources to satisfy outcomes. This paper draws on cultural theories of <i>social capital</i> (Bourdieu, 1984; Putnam, 1995; Nahapiet & Ghoshal, 1998) to answer the question of how this approach to relationships might be utilised to deliver outcomes in the higher-ed context. The paper takes Deakin's teaching and learning hub <i>DTeach</i> as a case study to examine and showcase how social capital mobilisation works in practice. It suggests that satisfying strategic institutional goals is a process by which harnessing the conjoined efforts of university staff – both academic and professional – and their networks helps develop a collaborative, creative, and diverse teaching and learning discourse.</p>	<p>Jason A. Ng</p>
<p>Incorporating Aboriginal pedagogies into learning and teaching at Deakin</p>	<p>Incorporating Aboriginal pedagogies into learning and teaching practices in higher education contexts is pivotal for providing an inclusive, culturally appropriate and productive learning environments for Aboriginal students. Aboriginal knowledge making philosophies can also provide a basis for thinking about ways of teaching academic literacies, as well as disciplinary content to all student cohorts (Nichol, 2011; Nakata et al., 2012; Osbourne & Guenther, 2013). This session will focus on the collaboration between non-Aboriginal Language and Learning advisers, Aboriginal academic staff, local Aboriginal Elders and Aboriginal community members which aims to articulate a set of Aboriginal pedagogical principles pertinent to the local context in which Deakin University Geelong is situated. In the session, members of the group will share and reflect on their experiences and successes, but also on the complexities of working at the cross-cultural interface.</p>	<p>Jodie Satour, Maja Gelov & local Aboriginal community member</p>
<p>Working Collaboratively to Design and Implement Interactive Lectures</p>	<p>Within the tertiary education sector, lectures provide a useful method in teaching content to large numbers of students simultaneously. Yet despite this, lectures can rely too heavily on the lecturer to be an 'entertainer' to increase engagement and active learning (McInnes, 2013), fail to situate the students personal experience in the content (Kane, Sandretto, & Health, 2004), and overload students with content to the extent it becomes inconducive to their learning (Stacey, 2004). Further still, lectures are often written by academics in isolation, with little input and sharing among fellow colleagues, which does not align with the preferred community of practice approach to tertiary education. Given these issues, this presentation will outline the collaborative approach the unit team of HPS204/774 Human Social Behaviour took when developing and implementing lectures in trimester 1, 2019 as part of their broader redevelopment of the unit. It will also outline how the unit team worked together to create lectures which (1) increased engagement via interactive technology, (2) situated students</p>	<p>Anna Klas; Emma Marshall</p>

personal experience by employing real-world examples of the content, and (3) reduced the cognitive load of the content. Implications and suggestions for effective implementation of this collaborative approach to lecture development will also be discussed.

Abstracts – Session 3 (Panels)

<p>Assessing Differently</p> <p>From Page to Screen: The opportunities and challenges of moving from written to online exams at Deakin</p>	<p>Deakin is taking its first tentative steps into the provision of online examinations. We want to engage students in flexible learning environments that offer on-demand learning, anywhere, anytime which includes the ways in which students undertake their exams.</p> <p>But how do we manage the “can of worms” that online exams will open up?</p> <p>There is currently an online exam pilot project at Deakin. The online exam team are exploring all aspects involved in offering online exams as an alternative to paper-based exams. We are thoroughly testing, trialling and evaluating both existing and new technologies as we try to understand the experiences, the challenges and risks of opening Deakin up to online exam assessment. We need your feedback and input to ensure Deakin makes the right decisions.</p> <p>This panel will bring together some of our academic trailblazers to share the good, the bad and the ugly of their experiences of the online exam journey so far. The panel will be backed up by the project team tasked with building the technology and supporting capability that will get us there. We want you to engage with us: ask the tough questions and voice your ideas or concerns about online exams.</p>	<p>Wendy Sutherland-Smith, Ross Monaghan, James Armitage, Linda Tivendale, Tegan Whitten, Ross Hagland</p>
<p>Assessing Differently</p> <p>Feedback loops develop teamwork skills</p>	<p>Over the past four years we have led the design, development, and implementation of a workflow that uses self- and peer-assessment strategies to maximise student teamwork learning outcomes. During this time, we have successfully influenced and supported teaching academics to include self- and peer-assessment of teamwork skills in 45 units in SEBE (from a base of zero). Implementation of the workflow was underpinned by the provision of personalised professional development for over 90 academics. Instances of student engagement in the strategy to date are in excess of 18,000. Scaling up of this strategy in the faculty was limited, as the online tool used to support the strategy was hosted externally and only partially met the needs of students and Unit Chairs. In July 2018, we engaged with DLF and collaborated with the vendor FeedbackFruits (Netherlands). In 2019, a Group Contribution Grading (GCG) tool was developed, trialled, and quality assured. This tool provides academics and students with a self- and peer-assessment strategy that is now integrated within our Learning Management System. As the strategy was designed to be generalisable across a broad range of contexts, we see opportunities for its use across the University and beyond. Our panel welcomes your questions.</p>	<p>Tiffany Gunning, Xavier Conlan, Paul Collins, Alecia Bellgrove, Kaja Antleij, Adam Cardilini and Catherine Fraser</p>
<p>Digital Innovations</p> <p>Open World Learning: Gamifying Student</p>	<p>How do we respond to ongoing problems of student engagement? What if we could use key elements of what inspires millions of video gamers around the world to motivate students in their learning? This panel explores opportunities afforded by gamification to harness student agency, choice, and exploration for learning and teaching. Panelists will showcase Digital Learning innovations from different faculties, with a particular focus on the application of real-world social media to build student community and portfolios, and the possibilities of using interactive and transmedia storytelling to engage diverse cohorts in ways that promote active learning.</p> <p>Presenters will highlight lessons learned from the ‘Open World Learning’ research and teaching project, which pivots on immersive and narrative-based gamified solutions to enhance student motivation and engagement. Drawing on audience</p>	<p>Adam Brown, Emily Wade, Danielle Teychenne</p>

<p>Motivation and Engagement</p>	<p>participation and aspects of gamification within the session itself, the panel will unpack the broader relevance and possibilities for educators of replicating elements of arguably the most popular of game genres: 'sandbox' style (open-world) games. This genre's emphasis on exploratory environments, user agency and continuous learning promises considerable value in the Digital Learning space.</p>	
<p>Student Engagement First Year engagement - how are we doing?</p>	<p>Transition of UG students into their first year in higher education has been studied for many years now, and the literature tells us that we know what 'best practice' is, BUT, how are we doing at Deakin? During this panel discussion, representatives from faculties and divisions at Deakin will explore what we are doing well by hearing about some tried and tested case studies from across the university. Then, we will explore the gaps. Where are the areas that we need to do better?</p>	<p>Janine McBurnie, Dionne Holland, Petra Brown and Peter Vuong</p>
<p>Working Collaboratively Engaging collaboration for Campus and Cloud with Microsoft Teams</p>	<p>Microsoft Teams as part of the Office 365 suite of products is available to all staff and students at Deakin University. Since its launch in late 2016, Microsoft Teams has seen exponential growth of its user base, and it has recently overtaken its main competitor Slack with regards to active users per month. This panel is designed to share the knowledge from early adopters of Microsoft Teams across the University and to stimulate discussion on how the use of an industry-standard unified communication tool can improve student engagement. Microsoft Teams has facilitated more active participation from students compared to traditional communication on the LMS. Drawing on the knowledge and experience of the panellists, this panel will provide insights into the benefits and challenges of adopting an innovative tool for teaching and learning. The panellists will also be able to provide some innovative ideas around team management to reduce the frustration often faced by students when asked to work in teams. Finally, the panel will address some best practice for the use of a unified communication tool and stimulate a discussion on the integration and governance needed for the adoption of Microsoft Teams in teaching and learning.</p>	<p>Bardo Fraunholz, Michael Cohen, Alister Air, Jesse Mcmeikan, Daniel Steen, Rahul Masakorala</p>
<p>Abstracts – Session 3 (Elevator Pitch)</p>		
<p>Student Support Engagement and Support with an online polling tool</p>	<p>Students commencing Orientation in their first year of University may find asking questions intimidating. Within a large cohort of new colleagues, the risks of feeling 'silly' may be amplified, yet facilitators encourage new students to be fully informed and to seek support if needed. Intervention: An online polling tool, 'Mentimeter', was used during Orientation for HNM101 Midwifery students in 2019. Students could post questions anonymously whilst the session was presented, providing a 'safe space'. The facilitator could address questions as they aligned to content and at the conclusion of the presentation. The students were able to identify that others had similar questions and concerns which may have been reassuring. The tool was also used mid-trimester to 'check in' with how students were feeling in regards to personal and professional learning and support. Outcome: Facilitators reported enhanced student engagement with an increased number of questions compared to previous years. The use of the mid-trimester anonymous poll identified struggling students, allowing timely referral to support services.</p>	<p>Anna O'Connell, Nicki Hartney</p>

<p>Teaching Differently</p> <p>Compare the use of Padlet in Undergraduate and Postgraduate studies</p>	<p>The challenge to engage students and provide meaningful interactions encouraged the Midwifery team to trial the use of a digital tool, Padlet. Supporting student interaction and learning through group participation, this tool was implemented in both undergraduate and postgraduate studies.</p> <p>Intervention: Both undergraduate and postgraduate cohorts used Padlet in Trimester 2 this year to support student learning of complexities in midwifery care, a unit shared by both cohorts of students. This Unit is often determined by students as difficult to understand. This enabled an opportunity to compare both groups in regards to application and reception of the Padlet tool through group participation in the classroom.</p> <p>Outcome: The teaching staff noted the undergraduate cohort embraced the Padlet tool, facilitated by group participation and enabled all participants to contribute. However the postgraduate cohort were reluctant to facilitate smaller group participation preferring a large group focus and were more inclined to prepopulate the Padlet prior to the face to face class.</p>	<p>Monique Vermeulen</p>
<p>Teaching Differently</p> <p>Integrating Graduate Employability into Undergraduate Teaching</p>	<p>The ability to find meaningful employment (graduate employability) is an integral skill for university students to develop, particularly those undertaking courses with a broad vocational focus. Guided by a framework developed by Macfarlane and others within the School of Exercise and Nutrition Sciences, and in collaboration with Deakin Talent, graduate employability has been integrated into a major sequence of the three year undergraduate Exercise and Sports Science degree. In first year (HSE112), students are exposed to a variety of careers and industry professionals to begin to reflect on and explore their self, their discipline and their career. In second year (HSE212), students develop a Career Action Plan to curate evidence of their skills, in particular in relation to key selection criteria and, after conducting a skills audit, make a personal commitment to implement strategies to achieve their career goal (i.e., embark on an internship). In third year (HSE332), students continue to curate evidence and apply this to addressing the key selection criteria of a current graduate position. Students also engage with Twitter as a way of creating a professional profile and building a professional network. This body of work, and preliminary evaluations will be presented.</p>	<p>Shannon Sahlqvist, Megan Teychenne</p>
<p>Working Collaboratively</p> <p>“I didn’t know librarians did that” - My part in the successful collaborative rewriting & delivery of Cloud First Units</p>	<p>A reflection on my experience as a Liaison Librarian collaborating to develop and deliver the Research Pathway units for postgraduate by coursework student in the School of Education.</p> <p>A personal advantage gained from working on this project is highlighting the role that Liaison Librarians can play in the development of student’s research capabilities as part of their course work.</p> <p>The success of this CloudFirst project lay in the excellent project management characterised by respect, robust discussion, open communication and creative learning design. The mutual trust and respect in the long standing relationships between Liaison Librarians and the Unit Chairs have been key to the successful delivery to students.</p>	<p>Amy Sellers</p>
<p>Working Collaboratively</p>	<p>Clinical Facilitation of students in health is traditionally undertaken in silos as a single profession model. This is incongruent with current evidence demonstrating improved clinical outcomes directly related to collaborative interprofessional practice. This method of facilitation also contributes to the creation of a competitive clinical environment in birth suites, with midwifery and medical student conflict emerging from pursuit of clinical experiences.</p>	<p>Nicki Hartney, Nicole Shaw, Sherryn Evans</p>

<p>Facilitating Clinical Placement Differently</p>	<p>Intervention: A regional teaching hospital in collaboration with Deakin, implemented an interprofessional clinical facilitation model after examining the relationship between, and clinical experiences of midwifery and medical students in birth suite. The new model clinical facilitation supports both cohorts of students whilst also providing interprofessional formal and informal learning opportunities.</p> <p>Outcome: Both student and educator feedback has revealed an enhanced clinical learning setting with improved student satisfaction with the learning opportunities available to them. Quantitative data has revealed that students are meeting their clinical requirements in less time and students have increased involvement in the direct clinical care of birthing women. Further evaluation of how the model influences students, staff and the birthing woman is planned. These outcomes support consideration of wider adoption of this model of clinical education beyond the birth suite.</p>	
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