# Inclusive teaching online

MARY DRACUP: Welcome to our inclusive education community of practice on inclusive teaching online.

I'm Mary Dracup and I lead the inclusive education project in Deakin Learning Futures.

I'd like to start by acknowledging the traditional custodians of the land on which we're meeting. In my case, these are the Gulijan and Gadubanud people in what is now known as the Otway ranges.

It might be nice if you could all take a few seconds to use the chat to acknowledge the traditional custodians of the lands you're located in as well.

I'd like to thank our traditional custodians for their care of the lands and waters over many thousands of

years and acknowledge that they have never ceded sovereignty over those lands and waters. I'd also like to pay my respects to elders, past, present, and emerging, and extend my special respect to any

Aboriginal or Torres Strait Islander people who are with us today.

COVID-19 has undoubtedly worsened inequity in the higher education sector. We know people who are disadvantaged and marginalized generally suffer much more in crises. I'm sure many of you will have stories of your own from students of your own with huge financial difficulties; noisy, crowded, chaotic study environments; trying to cope with poor internet connections and computers at the moment.

We know that about a quarter of our students have an underlying mental health condition which may be exacerbated under current conditions. We also have students with disabilities who are more reliant than ever on teachers to ensure resources and activities are digitally accessible, and that there are flexibilities in place for them in terms of how they learn and are assessed.

We also have many students who are indigenous and culturally and linguistically diverse backgrounds who may be feeling more invisible and marginalized than ever in this online learning environment. Those students tend to be resilient and get through, but now is such an important time for teachers to reach out and include these students fully, embrace their experiences, give them an equitable opportunity, and harness the opportunities they bring to widen and enrich the learning of all of our students.

This is what our panel of experienced teachers and Deakin Learning Futures experts that are with us today have been doing for some time. They've been teaching online, embracing new technologies, and developing their own inclusive teaching and learning techniques, some of them over many years.

These generous people come from all faculties and they'll soon be answering questions you've submitted as you registered. We're also privileged to have two students to tell us what inclusive learning and teaching looks like from their perspective.

Please could you post further questions for the panel in the chat? We'll address these in the last half hour with the help of our librarian, Kat Cain. Please could you keep your microphones muted and videos off to reduce bandwidth, and note that the session is being recorded. We'll be sending you a link to the recording afterwards, and my colleague, Dr. Julia Savage, has also kindly agreed to write a summary of the session and will send you her summary as well.

Now I'd like to ask Associate Professor Barbie Panther, Director of Teaching Capability and an experienced online teacher herself, to introduce the panelists and moderate the discussion. So over to you, Barbie.

ASSOCIATE PROFESSOR BARBIE PANTHER: Thank you so much, Mary. Can everybody hear me okay?

MARY DRACUP: Yes.

BARBIE PANTHER: I'd just like to introduce our panel very quickly today. If you'd like to just put your video on panel and raise your hand when I say your name so people can see who you are.

So we have Associate Professor Jaclyn Broadbent. The Associate Head of School Teaching and Learning from the School of Psychology. Welcome, Jaclyn. We have Associate Professor Jan West from the School of Life and Environmental Sciences. We have Naomi David with us, a lecturer in early childhood education from NIKERI. Welcome, Naomi. Peter Vuong, a teaching scholar from Deakin Business School. Welcome, Peter. Dr. Jo Elliott was just having troubles getting in. I'm not sure she's with us yet. No, not yet. So we will have Dr. Jo Elliott, lecturer in Digital Innovation, and from the Cloud First Team from Deakin Learning Futures. Brett McLennan, the Director of Learning Analytics with DLF.

As Mary said, very lucky to have a couple of students with us today. Kim Koelmeyer, who is a fifth year BA Bachelor of Laws student. Welcome, Kim. Also, we have Erica Adams, who's recently graduated as a Bachelor of Criminology student. Welcome, Erika. Thank you.

So let's start with a poll. Jan, are you around? Yes, she is.

ASSOCIATE PROFESSOR JAN WEST: Hi, Barbie. Yes, I am. We don't have polling at the moment, I'm sorry.

BARBIE PANTHER: Okay.

We thought that we might raise hands for each of the A, B, C, D. Fantastic. I'm just opening up the participants list. Yes. So if you are first-time online teacher, can you raise your hand? We've got a few.

DR JO ELLIOTT: Jo Elliott is here.

BARBIE PANTHER: Welcome, Jo. Made it in.

JO ELLIOTT: Hi.

BARBIE PANTHER: That's all right. I think it's a little bit challenging this morning.

So we do have a few people who are teaching online for the first time. What about people who have been teaching for about one trimester? Raise your hand. If you don't know how to raise your hand, if you click on participants at the bottom, you'll get a list of participants on the right-hand side, and there's a few options there for you to raise your hand, say yes or no, go slower, go faster, thumbs up, etc.

So we don't have anyone who's in their first trimester. What about people that are doing this for one to five years? Please raise your hand. Thank you, Stella, Fiona, Pebble, Kristie, Chris. So the majority of us seem to be in that timeline. What about people who have been doing this for a very long time? If you just click on the raise your hand, you can put your hand back down again. Yes. The majority of the people here in the room have been doing this for quite some time, but we also have quite a large number of people that have been teaching online for between one and five years.

So what we're going to do today is, when Mary sent the invitation out to you, she sent a link to put some questions up that we wanted to ask the panel, and those questions have been put together by Mary and her team to address the panel.

It's going to be a little bit like Q and A on the ABC, and we'll direct the questions to the panel members. If anyone else from the panel particularly has something want to say, they can put their hand up to make a comment as well. They're not the only questions we're going to address today. We will have time to address anything that comes up along the way. So certainly, use the group chat. If you haven't accessed it, you can click on chat at the bottom of your screen to see the chat, and put a question in there and Kat is going to go through those questions for us as we go through and put them to our panel in the second half of the session today. So shall we begin?

I'd like to start by giving a student perspective. So Kim, I'd like to start with you today. You chose to study online at Deakin. Can you give us a bit of an idea about what's good about the ways you've been able to study online at Deakin, and what things teachers have done that have really helped you to make it work.

KIM KOELMEYER: Yes. I like to balance my study with work and other commitments. So having very clear instructions and support, to me it's very beneficial, so I can drop in, drop out, see what's in front of me, see what I might need to keep it on my radar at very regular intervals. So I like really clear assignment instructions. I like very clear learning objectives so I can pop in, see what I need to do and pop out. Responsiveness is also a really huge thing to me. If I have a question, if I need something clarified, it's really beneficial to have tutors or lecturers literally an email away, and [inaudible] quick responses. So I can feel that I'm having that support even though I'm not physically surrounded by my teaching staff.

BARBIE PANTHER: Thanks very much, Kim. Can I just ask anyone who's just joined us, if you're not on the panel, can you just turn your video off just to keep the bandwidth at a reasonable amount. Thank you so much. We have another student with us here, Erica, who I believe studied online from a local library in a regional area. Can you tell us a little bit about your experience of online study, and do you have any tips for teachers to make it easier for people in that kind of situation to study online? Sorry, Erica, you're still muted. There we go, thank you. I'm sorry.

ERICA ADAMS: Studying online for me wasn't a choice, it was purely necessity. It would take me about five hours to get into UNI so that wasn't an option. Unfortunately though, I would have to go to the library, so that meant that my access to the Internet was very limited, and some of the issues around that online videos like YouTube are fantastic. They're extremely informative, but it meant that I had to access them during those times. I couldn't go away afterwards and continue my studies.

Also, my hardware, my laptop was extremely outdated. So anytime I would try and do something live, such as a seminar or a video, it would crash my system. So I would end up spending five hours and produce about two hours worth of interrupted content. So making things downloadable and a lot more accessible is extremely important for people who are studying online, but that extends into PDFs and documents as well. Having all of that available, like Kim was saying, that they can just take that and then go back and study when it suits them is really important.

BARBIE PANTHER: Thank you very much, Erica. Jan, are you here?

JAN WEST: Yes, I am.

You are, fantastic. I have just been looking through the list trying to find you. So Jan, you've just spent a lot of time transitioning in a science faculty, things that are usually done in labs and in the field into online. Can you talk a little bit about your experience of the transition.

JAN WEST: This transition has been a real crash course, I think, for a lot of academic staff in my school because whilst I've been teaching like in a flipped type classroom methods for content, where I've done a lot of making resources available online for students prior to them coming into class, so when they come to class, we can make better utilisation of class time.

Putting practice online is a whole new learning experience for everyone. So we were given quite short notice at this. We were told on a Thursday that as of the end of the following week, everything would need to be delivered online for Trimester 1, and by the way, if you're teaching practice you need to come in and video all the practice for the trimester. So that was a mad scrabble for technical staff because they often look after more than one unit. So everyone's trying to book times and spaces, but we got it done.

I think where this is been, it's been a wonderful collaboration for me between academics that I teach with, but also the technical staff and also the demonstrators that teach in the practical classes if they were face-to-face. My team of demonstrators have really stepped up to the plate and they have been absolutely fantastic in this environment. They've really taken the lead in the initiative for many things that we've implemented to try and help students. So we took a whole lot of photos, some little video clips. We told the students straight up on the site that this was never meant to replace a traditional wet lab, but what it was going to allow them to do was to give them an experience in applying the concepts that they had learned in class and to get valuable data, which they were going to need for their group assignment, which they certainly can do.

So the prac component, the second year physiology unit that I teach, we've turned into more of a data analysis interpretation and presentation skill rather than a hands-on working in the lab type skill. So this is slightly different to what the students perhaps signed up for, but they can still complete all their assessments by doing that. So certainly, a lot of collaboration and it's certainly not a solo event by myself. I'm learning as I go. But I think it's keeping everyone involved in the process.

As I said, my demonstrators, they were the ones that instigated a Zoom session. So during the scheduled hours for the prac classes, they set up Zoom sessions so the students as they're working through the material, and we encouraged them to do that as early as possible, they could then Zoom in and ask a demonstrator a question. They could share screens, they could get one-on-one help with that demonstrator. If they didn't want to do that, we also had the discussion forum setup so they could post questions, and demonstrators were monitoring the sites over that time as well.

Yeah, it's a lot of work. I'm not going to mince about that. It's taken many, many hours to get this and I still have another three pracs worth of content to put up online. With great trepidation, I actually did a poll with the students at the end of the practical activity and put it all in perspective, what did they think? No one said they didn't like it at all and the majority have said it was excellent and very good. So only a small number of replies, but encouraging at the start. So they realise that we're all in it together as well. Not easy, but certainly possible.

BARBIE PANTHER: Thank you very much Jan, sounds like a lot of work. I know many of you in the room today have been doing exactly the same thing as Jan. What we wanted to really focus on today was about how to do this in an inclusive manner. So I just wanted to really focus on teaching inclusively.

Really the first step in teaching inclusively is really knowing your students, their strengths, their interests, their needs as far as possible. Which is a lot more difficult online than it is in a classroom. So a lot of the questions that people put into this forum, are about how to best go about understanding your students.

So I wanted to ask, and I think I'll start with Naomi, from NIKERI about how to sensitively get students to share something about their background, and manage their privacy in an online environment.

NAOMI DAVID: Obviously, in terms of NIKERI, if you are enrolled in the institute, you actually do identify as Aboriginal and Torres Strait Islander because you actually can't enroll unless you are. So I work for the Bachelor of Education early years was not just when I was working with NIKERI students, but also when I worked because I unit chair for the School of Education as well. So I'd look at the cohort of students that we're teaching. In many cases I think of EAL students, I think of students who don't particularly actually like learning online, but it's not their preferred way of learning. It's the only way that at the moment they can do it because of all the various constraints in their lives. Then I look at the Australian Indigenous students that I teach, that sometimes what I really want to do is find out something about them. So that I can support them, it usually starts with them finding out something about me and how it is that I got here.

So I often start a lot of my lectures with I can remember when or have I told you about or, and I have a thinking, doing, and feeling. It's not a format that sounds terribly formal, but it's the thinking, feeling, doing narrative for many of my stories. Sometimes I will have a really unusual one, like I often tell the story of when we first migrated to Australia and I had to stand in line for immigration to get a new birth certificate, that I think up until this point there was nothing particularly interesting about me. Then they pinned up my birth certificate and it said the original was lost in the war. I can remember all these immigration people standing up and looking at me. I often say to students I had to decide, do I stay in the line or do I get out because all these people were looking at me, and I really didn't like it and sometimes when you come to university, you don't really feel like you're university material. You've got to decide, do I stay in or jump out? We'll do a little exercise where I'll say, Do you remember jumping in, staying out moment and so that's a doing thing, but I might do a feeling one as well.

Where I talk about when I first was in Asia and I had to speak, part of my teaching practice was in English and part of it was in their first language of the country. I actually mixed up the words going and coming. So I'd pick up this beautiful three-year-old boy and say, don't worry, your mom's going away. What I wanted to say, don't worry, your mom's coming back. Then obviously students get real good laugh at me and then I talk about how it made me feel inadequate.

Then we do it, we have a little feeling conversation and then I'll often do a thinking conversation. Whereas who do you think you are? I often do quite collaborative exercises that we share in a Bb Collaborate where I do a mind map. Who do I think I am? I think I'm a mom, and that's in red because I definitely think I'm a mom because I'm always shouting at somebody. That's not true, I'm not always shouting, but every once in awhile we have a moment. I'm somebody's partner, somebody's daughter and you do the different colours and the things that you're not very sure about might be in blue or green. I often write lecturer in green and they'll go how can you not be sure about that? Well actually, because I came to this as a teacher and then I became a lecturer after I was much better at all these other things. That's a really good thinking activity. I'll often do those quite collaboratively. You can do them online quite easily because you share them on the Bb Collaborate on a Padlet. Having that kind of framework really helps because it allows students to get a little glimpse at who you are.

Thank you so much, Naomi, some great ideas there. Please feel free to put your ideas in the chat. Anybody who's here today, if you've got some great ideas about getting to know your students online. We might ask Jo Elliott from the Cloud First Team, what is the effective practice for getting to know students in an online environment.

JO ELLIOTT: I love what Naomi just said and I've used some of those techniques myself, but I also want to emphasize the importance of thinking about it before students actually come to you as well. So we can ask students to share a little bit about their backgrounds and disclose any information that they think that we need to know to be able to provide them with an effective, accessible learning experience. I think it's also really important to pre-plan that as well and assume that there are going to be students in your class who don't know how university works or haven't done this before or needs transcripts to be provided. If you have taught the unit before or taught in a similar situation before, you can kind of think about who those students were and think about it that way and preempt some of those questions. So an example of that we did in our Cloud First law unit was recognizing that a lot of our law students may not actually really know the kind of jobs that are available. What can a lawyer actually do? Because not all lawyers are in court. It's not just one particular view of a lawyer. So we created a series of podcasts where we were interviewing practitioners about the kind of jobs that they were doing. Lots of them where Deakin students and Deakin alumni. So students were able to say where they'd got to. So it was just creating this extra view of what it could look like and really adding to students’ knowledge of what their eventual career might look like. So I just encourage you all to think about what your students already know and what they need and take that into account from the very beginning. It's much easier to build those things into the design from the outset rather than trying to retrofit them.

BARBIE PANTHER: Thanks, Jo. Brett. Have you got a perspective as our data analyst in DLF with regard to understanding your students?

BRETT MCLENNAN: I think everything's been said so far is bang on the money and really accurate, but I think it's also that sense of preparing to be vulnerable as a deliverer in those spaces as well. I think Naomi's example was a really great example of doing that. To actually put yourself on the line and be part of that conversation. Also building in icebreakers. So just things in terms of the design of a unit that enable students to have a conversation even amongst themselves, around their backgrounds, their histories, their approaches to things that aren't necessarily a requirement of the unit, but that do actually build that connection between participants inside that space. But sometimes you do need to also balance those with, what is appropriate to share, what you may not want to share in those environments. Because sometimes if you're new to that space, we've all met those people who over-share, talk a bit too much about their lives and what they do and how they respond. So that connection is quite important around how that fits together neatly. Students want to be part of a community. Our challenge really is, in an online space, how do we build that interaction between each other that is balanced, respectful, and enables students to have that voice and their own identity maintained in those spaces.

BARBIE PANTHER: Thanks Brett. Erica what are your thoughts about how you like teachers to manage that getting to know each other?

ERICA ADAMS: I think what everyone has said already is absolutely fantastic. If that's what continued happening, that would be excellent. Definitely breaking down the barriers and making everyone, more relatable and vulnerable is a really good point, because you feel more connected to people, especially when you're already in a hierarchical system. Then you add in the online barrier, having people be vulnerable even despite sharing stories about their past or something maybe a little bit silly, where they mucked up a little, instantly makes you feel like they're more accessible to you, that you can approach them with any sort of question. But you feel more able to disclose things yourself because they respected me enough to share with me. Maybe I can do the same and they'll take it in the right way. So it's a really simple way to start off the whole course by doing that. I liked the idea of ice breakers. Trying to get the whole cohort talking amongst themselves can be really challenging. I come from that as someone that doesn't like doing that at all. I am one of those challenging people with it. But if there's ice breakers with leading questions, rather than tell us about yourself, you might not disclose or you might disclose too much or the wrong type of things. Having those leading questions, those ice breakers can be really helpful. It removes having to come up with things on the spot. So that can be really helpful.

BARBIE PANTHER: Thanks very much, Erica. One of the things that I've always found in my practice is that quite often students will come up to you after class to talk about something that they wanted to let you know about. So I think one of the challenges for online learning is to provide those spaces for students where they can just have a chat to you outside of the classroom, say office hours and that type of thing.

One of the other big challenges moving into the online environment is about accessibility of resources. I just wanted to spend a little bit of time looking at our online learning activities and how we are ensuring that they're supporting all of our students. So I might start with Peter from business. Can you tell us a little bit about how you're making sure that your online learning activities and resources are not only engaging and fantastic for the students, but how do you make sure that they're accessible?

PETER VUONG: Yes, I am manager or chair of first year accounting as part of a Bachelor of Commerce. To give you an idea, this trimester we have about 1400 students who have basically all moved online now. So I think a couple of things, we've always had a cloud campus cohort. So a couple of things that I found to be quite useful was, or three things more specifically. The first was that it touches on what I think Erica and one of the other speakers was saying before, design actually really matters. Keeping things simple and making instructions clear from the very start of the trimester and laying out the expectations is actually really important. Just so they can set up their own study patterns. They know what they need to do, they know where they can find all their resources. So by keeping things simple, providing students with single click options, use the UX design or use the interface design. It's actually really important. I think another point that is quite helpful in terms of engaging with students is communicating with students more often, especially in this online environment. I don't mean just posting up via the weekly announcements, but briefly touching base on the discussion forums, emailing students, posting video messages just to check in and see if everyone's going okay and coping well.

In the past, we would actually do this on a regular basis, but I think now given the current climate that becomes even more important. So design, effective communication, and I suppose mixing up the content a little bit. Not just providing reading resources constantly for students. So I know a number of people already use things like online polling technology. They embed into their content, videos perhaps. Outside of just videos and online polling content other useful mediums as well, not just PowerPoint slides. So for instance, having accessible textbooks in the library, perhaps, other resources, perhaps.

We also started designing some H5P content in our unit pages to keep things a little bit more lighthearted and allow the students to try to test our knowledge through gamification a little bit. So I think those three things really; the design of unit site and also managing their expectations, effective communication with students and more frequent communication with students. Not just announcements, but show your face, and also using different mediums to engage with students as well.

BARBIE PANTHER: Thanks Peter. Kim, I think it would be interesting to have your perspective here in terms of accessibility and inaccessibility and resources that are provided. Have you had any challenges as an online student?

KIM KOELMEYER: Yeah. I would reiterate Peter's point on user design and having a very friendly, intuitive interface. Most barriers I've experienced are just in accessing lectures because they’re not always put in the most intuitive place. So you had to click here and then dig through recordings and then find it. So designing an interface that's very easy to access lectures is really important, as well as simple things like naming conventions like week one lecture, this is the topic rather than Lecture 14, Lecture 15, Lecture 16. Just to remove as much friction as possible for accessing those resources. I also really resonate with the idea of having regular contact. There was one unit I was studying a few weeks ago. Lurking is easier and I'm quite an introverted learner, an introverted person in a classroom setting. So I'm probably not the most participatory person. So one lecturer reached out to me and said, "Hey, I noticed you're not engaging with the materials as much as my other students. Is there anything I can do to help make your learning experience more accessible?" I really appreciated that because I came back and said, "Hey, I appreciate you reaching out. I just shy away from participation, but I promise that I am engaging in the unit and I will be in touch if I have any questions." I really appreciated that because it showed me that my teachers are watching and they are but an email away. So easy, intuitive design and constant contact are two really important things that can aid online learning, in my experience.

BARBIE PANTHER: Thanks so much Kim, those are good ideas there. Jo Elliot.

JO ELLIOTT: Great points so far. I want to reiterate what Peter had said about a mix of learning activities. Just providing lots of different ways for students to be able to engage. Recognizing that as Kim's alluded to, different students like to engage in different ways. Erica mentioned earlier, trying to watch lots of videos when you don't have a lot of bandwidth.

So it's not just, for example, students with hearing impairments that can benefit from transcripts. So providing transcripts as much as possible is really important because it does help students who aren't able to watch the video because of low bandwidth, who have hearing impairments. Also students for whom English isn't their first language and who want to double-check some of the jargon we use, any words that they might not have come across before. So if you are using videos, I would encourage you to use transcripts as much as possible, providing those PowerPoint slides so that students can use them, but also think about using just audio recordings as well. So lots of our students are listening to their lectures and classes while they're doing other things. It can be tricky to be able to watch the screen all the time as well. So sometimes just having that audio content, doing it as a podcast and being able to look at that while you look at the slides or just being able to listen can make it much easier for students to engage.

Lots of little check-ins as well, whether that's through discussion forums and asking students what they found interesting. What is something new they learned. But, you can also, and I ses there's a bit of conversation happening about H5P in the chat as well. Using some of that functionality to be able to create a ‘check your understanding’ quiz, that students can have a look at. Be able to check where they're at, have they understood anything correctly, and something that's really important there is building feedback into those as well. So if they get the answer right, why is it right? What was right about it? Introducing that language that students might use to explain themselves as well, and particularly in certain disciplines that's more important than others. For example, it was something that we did a lot in law. So showing students how they would frame their argument. If they've got the answer wrong, where do they go back to you to find that information to check, to revise. So that feedback is really important as well.

I want to go back to another one of Kim's points of remembering that not all students necessarily want to actively participate in discussion forums. Lurking is okay, and I know we're probably going to talk about this later in the session as well. Just because a student isn't posting in discussion forums does not mean they're not looking, does not mean that they're not reading, and it does not mean that they're not paying attention. Sometimes they don't want to post, sometimes they don't have anything else that they want to add, and sometimes they're just a bit shy. All of those things are perfectly okay. You can put anonymous polls in discussion forums if you really want to see how many students are looking at those, you could pop in a poll that students can vote in. Just keep in mind that yes, it does sometimes mean that students aren't paying attention, but often they're still looking, they're still reading. I hate posting in discussion forums. I have to force myself to do it as a teacher and as a student, I certainly wouldn't be doing it. Doesn't mean that I'm not paying attention.

BARBIE PANTHER: Thanks so much, Jo. Just to finish off this little section about resources. Brett do you think you could give us a little bit of an overview about, I know you've been looking at the analytics lately. About how during this transition students are accessing the resources?

BRETT MCLENNAN: Yeah, what's probably more than just the transition bit. We're looking a bit at the Cloud First redesign or co-designed units that Jo was working on, and that's one of Peter's units as well, around students that haven't been engaging with that content. The real thing is that students engage with a whole range of media for a variety of different reasons. You might have heard people talking about learning styles. I'm going to put myself out there and say learning styles are not a thing. It's a preference that students have. Those preferences will change based on context.

So if you are in a house and you actually have a room full of screaming children, then a transcript would be great because you can't hear what's happening on a screen or on a video. If you're traveling then you might be moving from mobile to laptop or desktop. Verbally I'm responding to an e-mail message myself. I might be sitting in front of a high powered computer, but the message is pinned on my phone and I find myself replying to the e-mail with my thumbs and bad thumb typing on a phone rather than using the fully functional e-mail screen in front of me. So I will use whatever technology is there to get the task done. Most students are like that. So we need to design resources that meet a variety of needs for students at a variety of different times. Not a single type of resource for a single output is the key component.

With video content, it's challenging because it's long and it's a big black box. So if you've got, worst-case scenario, I have seen plenty of these, a 20 minute plus video and it's someone delivering their content down the wire, and that's the only resource students have got. To find content in that video, the students have to move back and forth through that video. Play it forward, play it back, find the content. It's a really difficult challenge to get through. If you support that with a transcript, it's really easy to open that transcript up, to do a keyword search through the transcript and find the key area that you're looking for.

So making sure that those big, hard to navigate pieces of content that might be very valuable in high-stakes areas or demonstrating content are supported by different pieces of material as well. But also taking into account that just because you're showing something on a video, it doesn't mean that students can see it. So if you've got a visually impaired student and you are demonstrating something in a video, how do they know what's happening in front of them if you haven't described it. So if you're doing a demonstration where you're pouring chemical A into chemical B, and it's changing colour from yellow to green to red by so many different scenarios. How does a student who can't see that screen understand what you're showing them, unless you are actively talking about it: ‘I'm now pouring in chemical A, you will see it on screen it's changing from yellow to blue’ or ‘putting in X chemicals changing from blue to green to red’. So thinking about how you might describe what's happening in video is also quite important for students in that space as well. The longer it is, the less likely they are going to be engaged over time, and the less narrative there is, the less likely you are going to get sustained engagement as well. So the bit of the storytelling craft around the material. The more you relate it back to real-world, authentic contexts, the more students will engage and sustain themselves along the longer pace of video content as they move through.

BARBIE PANTHER: Thanks very much Brett. I just want to talk a little bit about group work. At the moment I know Erica, you've had some experiences of working in a group online. I'm wondering if you have any suggestions for teachers on how to set up group work online so that it's fair and equitable and works well.

ERICA ADAMS: Definitely. When it comes to group work online, there needs to be, a higher grade put on the individual aspects of what you produce rather than the overall work. It's a lot harder to connect with your group members online. A lot of people just don't respond. So you might go through the majority of the assignments and not hear from them until the very end. In my personal experience when that has happened, we've contacted the relevant staff members and the response we received was basically try your best. Then because they made contact, we needed to get them involved in some way which created more work for us and meant that they could just get by doing the bare minimum that made it a lot harder to engage with the material. Felt a lot of disheartening thoughts, as well. So you felt you were being used by those that weren't being held accountable for their lack of action. So there's instances where there is a higher individual mark or you have to create a document at the start of an assignment indicating which member is going to be responsible for which part is invaluable. Because if anything comes up, whether it's during the coursework or at the end, you can always relate it back to that document that everyone agreed upon and proceed from there. So my biggest thoughts with group work online is putting more focus on how individuals work within the group rather than the work that's actually produced by everyone. If that makes sense.

BARBIE PANTHER: Thanks very much, Erica. That's absolutely true, it's about setting the expectations for group work. Naomi you did a little bit of group work in your classes, can you comment on doing any online?

NAOMI DAVID: The wonderful thing with group work, both live and online, is that nobody likes it. So it's always nice to have a general thing where they're going to dislike something. I know everyone I teach dislikes group tasks. It's lovely because it's nice to have this great certainty when you're teaching. I always try and make sure I have a real reason for the group work. I don't do it to tick a box because that really aggravates adult learners. One of the things particularly we've noticed with group work, is that this is increasingly because of course students, especially when it's later on in their course, they have the knowledge as well of that, they are tertiary learners with the knowledge, I'm worried about my WAM, I need to get a certain percentage. I'm really looking to get this mark. So we've really found in our course, and especially in the units I teach, this is where the formative assessment is really gold. So for example, in a leadership unit that I teach, one of my arguments for the group task is that actually as an effective leader in an education setting, you will need to use different online platforms. You will need to actually advocate for small groups. Online platforms are increasingly common in education, becoming the space where organizations will transition, will make large changes and make decisions. So you'll often have a community of practice looking at sustainability education in a center. So one of the things and we looked at our task, is how can the actual cloud structure support formative assessment? So we had a very easy set of steps that students had to take part in. It wasn't the summative assessment, it was the formative assessment. But you had to get on the discussion board and say, "Can I have two other people to join me in a group?" So you had to do that.

Then you have to get on the group locker function and share references. You had to actually divide, it was a task with three parts. You've got to divide the three parts and you have the discussion. So we had a group discussion board for that. Then you've got to collaboratively use your references together and look at how they actually support your final product. But your summative assessment, you were assessed as an individual. You made an individual submission of your part of the task, and therefore, what you were marked on in terms of the group task was a reflection. You had to do a reflective piece about what was it like to use the online platform? What was it like working with others? What did you have to learn in terms of leadership unit, in terms of communication, and in terms of collaboration? So then the appendix was the screen task. This is an aside, not so much for the students. But the first year that I did it, the markers really got very cross with me because they had to get out of the assignment and get to all these different places to find whether people had done what they had to. So I actually had to learn. Now you've got to do what's called a screenshot appendix and they laugh because we call it the screenshot appendix. You've got put it in a number of screenshots. That's worked quite well because people feel that we recognize the value of that summative assessment. That's a specific brief example.

BARBIE PANTHER: Thank you, Naomi. Jo can you give us a one sentence definition of the difference between teamwork and group work online.

JO ELLIOTT: I think Naomi covered this really well and I love the example, but just emphasizing to students that in the workplace they are going to be working in teams, and everyone has a different role and different strengths, experiences, and skill sets that they're bringing to the assessment. That's a really good way of framing it for students. So instead of calling it group work, talking about it as teamwork, you're going to be working as a team. You're going to be doing different tasks, bringing different skill sets and framing it that way. I especially loved Naomi’s points about the individual assessment side of it, rather than assessing as a group.

BARBIE PANTHER: Thanks, Jo. Peter can you give us an example of how you do group work in an inclusive way in the online environment?

PETER VUONG: I'm reiterating some of the points that Naomi and Jo were talking about. We do have a group assessment in my particular unit, although, I always try to reiterate to students that there's a fine line between group work and teamwork. With group work, we play to our strengths, we allocate tasks out to individuals, but with teamwork, we work collaboratively together and we synergize, and the sum of our parts tends to be greater than the individuals’. I'll always advocate for students to try to work in teams, and I think something that really resonates with a lot of students is, would you trust someone else to take your test for you? Would you trust someone else with your own marks, or your own assessment marks? Why would you trust someone then to produce part of your work as a group assessment, for example? So a lot of the time, I think Erica hit the nail on the head, I do tell students, make sure you lay out your expectations with your group members very early on. Have it in writing, have it in email, and that way if something does go wrong, you can always contact the teaching staff and let the teaching staff know so that we can help out. There's some things I do.

BARBIE PANTHER: Thanks very much Peter. Jac Broadbent, are you still with us, just because we haven't asked you any questions yet, I just want to know?

JACLYN BROADBENT: Still here. Sorry about that. Let’s briefly have a bit of a chat about lurkers and engagements and discussions and how to facilitate discussion in an online environment. I think we've already had some really wonderful examples today already from Jo and also Kim just discussing how she doesn't necessarily like to be openly participating in discussions, but it doesn't mean that she's not engaged. I feel really strongly about that too, that students need to learn in the way that suits them best and that just because someone isn't engaging in a discussion by being vocal or writing comments, it doesn't actually mean that they aren't engaged.

That being said, I do really like to try and provide really warm and safe learning environments that are non-judgmental and some of that is about, which we have discussed today, about doing your own disclosures to make the students feel comfortable. Also, I like to put students into smaller groups. In BB Collaborate, for instance, doing breakout rooms is really good for really shy students who might not want to engage with the whole class, but are happy to talk with one or two other students in a small group, and so they can still engage in a discussion without necessarily speaking to the whole class. I think it's also just really important to have multiple avenues for the students to be able to engage in discussions. So whether it's when they're in a live online class in BB Collaborate or Zoom or discussion boards.

But I also really like to use things like Facebook. Right now my whole course is on a Facebook group and we've got about 95 percent of the students have joined and it's a really nice way to meet the students where they are and we have lots of informal discussions, and I feel that they're a lot more open to sharing things about their life, whether it's what cooking or they've done on the weekend while in isolation or other ways that they're helping their friends and families manage their mental health during this time, and then that starts a rolling discussion. I also used things like live chat previously in my teaching, and that small one-on-one discussion, but it’s instant and is private between the stuff member and the student. I've used SMSs, not my own private mobile phone number, but an online service, as a way to connect to students, and intelligent agents to reach out to them and say, "Hey, I've noticed that you're doing X or Y or Z and I just wanted to check in with you and see if you are okay, " and sometimes that's enough to engage the student to reach back to you.

BARBIE PANTHER: Thanks for that Jac. Erica, what about you? How active do you like to be in discussions and how does it impact on your learning?

ERICA ADAMS: I don't like to be involved in discussions at all. On the discussion boards where I will just be typing, I'm more than happy to ask questions or help out others where I believe I'll give the right advice, but in a setting similar to this, I guess I feel there's more pressure than if it was face-to-face because we're not used to working in this setting, so I feel like when you do start talking in an online discussion such as BB Collaborate, everyone is quiet, they focus on you, you have a lot more attention. So if you are a nervous person or if you don't like talking in front of people, there's added pressure to it. So, I don't like engaging with that, but the downside of that is I never get the opportunity to ask questions live. When you take away that opportunity, you lose a lot of the ability to understand each other. When you're simply writing things on the discussion board or email, a lot can be lost in translation, we all explain things differently, we all explain things the way it makes sense to us, which doesn't work for everyone. So a lot can be lost. You spend a lot more time going back and forth simply trying to understand each other. So there are a lot of benefits to not being a lurker and engaging in those BB Collaborate sessions. But there definitely needs to be the removal of any pressure to participate because I know for myself that's what stops me from engaging. The thought that I might be called out in front of everyone and have to talk like this. So it meant that I lost that opportunity.

BARBIE PANTHER: Thanks so much for sharing that, Erica. Jan West, I wonder if you'd like to respond to that. How do you encourage students to contribute to the discussions in your program without making them feel scared about being called out?

JAN WEST: Yeah. Thanks Barbie. I teach a fairly large second-year physiology unit and to help them prepare for class tests and the exams and the assessments, we do post a lot of questions on the discussion forum. There are some students that will actively engage in that, and there's plenty of others that decide that they won't. So what we tend to do is, when students have had a go at questions and we've given feedback and a few students have jumped in, we tend to summarise the major points for that feedback. So I know students are there, there's more students that read those discussions and still get something out of them.

So I think as Jaclyn pointed out, you just have various ways in which students can get that feedback. So many of them form their own discussion groups and they will be talking amongst themselves and then one of them might email you just to clarify something. That's all good as far as I'm concerned, so it doesn't necessarily have to be engaging in a particular forum, in a particular unit site. The initial information might be there, but if they go off and do other things with it, so long as I know they've got a point of call to come back and just clarify what they're discussing is correct. I find making the demonstrators in the practical classes available, some students relate way better to the demonstrators that teach in the practical classes than to the lecturers. They're at a more similar age to what they are and they've walked the journey more recently than say what we have, for example. So demonstrators online can be a huge asset to answering those questions as well. The demonstrators are also summarizing frequently asked questions that they get after the practical sessions, and they're building resources. They're making little how-to videos or explanation videos for those questions that were most frequently asked and we'll put those up on the unit sites. So for those students that didn't want to Zoom in and speak to a demonstrator and still don't understand a concept, there will be additional resources for them as well.

BARBIE PANTHER: Thank you so much, Jan. We might just finish off this part of the day with a final comment from Kim our student about how you feel about discussions and lurking?

KIM KOELMEYER: Yeah, I'm very much a lurker myself. I very, very, very rarely post in discussion boards. However, I think the idea of frequently asked questions is really valuable because I often find that if I have a question before I ask it, I always just check discussion boards first because chances are that question has been asked in some form or another. I would totally reiterate that myself and a lot of people that I know at uni study alongside a host of other commitments, so it means they don't always have the time or the capacity, or the requisite level of extrovertedness to be as engaged as teaching staff might see as the supposed level of engagement. I think having a wide range of contact and a wide range of questions is really valuable. Although I'm a lurker, I certainly get the amount of information I need to complete my unit successfully. Yeah.

BARBIE PANTHER: Thanks very much, Kim. From all of us lurkers out here, I'd say in the chat there's a lot of us. Thanks for saying that out loud. There's many of us. Brett, do you want to just finish this off?

BRETT MCLENNAN: Yeah. Just a quick one. I think that the key thing here as well, is there is so much valuable content that flows through discussion forums in many forms. I guess one of the things we can do as unit designers is to actually pull out that information from unit to unit and pre-populate those FAQs with those bodies of the questions that come all the time, pin those to the top of the forum. So those common questions that are always being asked or called out all ready. So people don't have to ask them again and again and again. So we mine that repository of information because students ask questions oftentimes about what we haven't been clear about, what we need to explain to them. So it's a great way to learn about our practice and our teaching process and to refine that moving forward.

BARBIE PANTHER: Thanks so much, Brett. We're just going to take a little pause here. In a second I'm going to ask Julia to give us a little bit of an overview of what we've heard so far. While she's giving that, I invite you to use the chat to put in any questions that you would like us to pose to anybody on the panel for the second half of this talk. So Julia, if you're around, can you just give us a brief summary of the ground that we've covered so far.

JULIA: Can you hear me? Yes, we can. Can you see me? Yes. Excellent. Well, I've taken copious notes and I'm just having to put those notes away and then remember some overriding messages that are coming through. What's fascinating me is in your responses. Those things that we've taken for granted and used in a certain way, we can actually use more richly, like discussion forums. So I love that last idea of Brett's, of pinning up the frequently asked questions at the top of the discussion forum. I've never thought of doing it and I just think that's a fantastic idea.

I'm really liking the way that we're all remembering the multiple ways that we can engage online and there's no one particular way. It seems to me the main message is the diversity and variety that you can bring in terms of your messaging and your content. That is what's going to address accessibility and engagement by students in this space. So Jaclyn has a variety of ways, for instance, that she's done that in ways we haven't really thought of before, especially the messaging and Facebook. So I think there's strong messages coming through.

I think student messaging coming from Kim and Erica is very much about wanting to know that their teachers are still there with them and taking the journey with them. So that doesn't necessarily have to be a difficult thing as they're saying, sometimes it's just a matter of reaching out and saying how is everyone going or to an individual, how are you going? I think that that's a simple but incredible message that's coming through. I would still have more questions that are practical in that, I think it's coming through, what Brett was saying, that videos and visual things can be limiting for some students. So we should be remindful of what our audio is doing in the video space and I think that's a really important message for inclusion. So going into this second bit, maybe that's a bit of a lead-in for you, Barbie, to pick up where we're going next.

BARBIE PANTHER: Thank you so much, Julia, for that. It's always challenging, isn't it, when someone gives you the job of summarizing everything that we've said in the last hour? It certainly has been fantastic so far. I know that we've got Steve Morgan from the Disability Resource Center here. I'm wondering, Steve, if you might tell us a little bit about the common issues that students are having this trimester with studying online and what's helping them the most?

STEVE MORGAN: Hi, Barbie. Thank you. Thanks for the discussion earlier. It's been really fantastic to hear such positive things around inclusion and accessibility. So just wonderful. Firstly, as summarized by our students in the forum today, for some students that are registered with the Disability Resource Center, the transition to online learning is actually a really positive thing and they've adapted to it well. Of course there are a whole range of students that are feeling the stresses. Feelings of isolation, change, and uncertainty during these times, which are pretty common feelings for us all I'm sure, but certainly exacerbated for students that have disability health issues and certainly fluctuating mental health issues. So that feeling of uncertainty and stress is palpable within our team because we probably have seen an increase of students that engage with us that might not have ordinarily, and the heightened environment at the moment has caused them to think it might be a good idea to get in touch.

The second part, and look, then there is also always the barriers and the hurdles around digital accessibility and how that works for the students with certain disabilities. We tend to take an individualized approach to solving those problems but certainly some of the strategies that have been mentioned today from Brett and others are really important factors and certainly ones that we encourage. Some of those problems can be solved without the input from the Disability Resource Center. Things that can help, I think it was the second part of that question there, Barbie, the things that can help are patience, which has been demonstrated across the university, understanding and flexibility. It's been great to see that the university has offered students the ability to get extended time on assessments without having to detail why. Three week extensions without the need to provide documentation. Certainly a really patient and understanding approach, which is something that we encourage.

I hope that this situation at the moment and our quick transition to online learning provides us with an opportunity to see what can really be done in the area of inclusion and accessibility. So it can be seen as a really great opportunity for us all to provide that understanding and flexibility because for many of our students that are registered with the Disability Resource Center, those feelings of isolation and stress and uncertainty and fluctuating mental health, that's everyday life. That's prior to COVID-19, that's during COVID-19, and that will continue afterwards. So it's good to hopefully as a university community, really continue those values of flexibility and understanding and patience with our students that are on display at the moment.

The other thing that I think is really important is at the moment it's easy to make some assumptions and it's important not to. I think when I was speaking to a student yesterday about her end of trimester exam. This is a student that manages a range of conditions, heightened around anxiety at end of trimester exams. She's got one exam to go to finish her course. My assumption was that being able to sit that exam at home, in the comfort of her own home, might be a really positive thing and it might decrease the need for some adjustments that might have been in there in the past. But what she said to me was actually that she feels a little bit less supported when she's charged with opening an exam and sitting it by herself. She'd gotten used to coming into campus, going into the same exam room with the same exam supervisor as part of her adjustments and that support is no longer there. So my assumption that this problem would automatically be solved wasn't the right one. So I think it's important to remember that as well. Yeah. I think that's probably about it for me, Barbie?

BARBIE PANTHER: Thanks very much, Steve. It's a really good perspective and I think we really do need to think about the assumptions that we're making about what students want and what they don't. Which brings us to Nicole Downes, who is also with us today, Nicole is a Disability Liaison Officer. She's been in contact with a student who's been facing some particular challenges with the transition this trimester. Nicole, do you want to just share a little bit of that story with us.

NICOLE DOWNES: Yeah. Absolutely, Barbie. The student was unable to participate today because of access in terms of they didn't have the capacity to add Zoom and add software because of their particular circumstance. So I asked them to maybe outline some of their thoughts really. I'm just going to read the email the individual sent me. So sorry, I'll be looking to my left, but it's better on the bigger screen. Okay, the first bit makes me a little bit uncomfortable because it's just about me, but I think it needs to be said because it leads into other things.

‘So firstly, I would say I couldn't have got this far without your support. I mentioned this, not to give you props to you, not that you don't deserve it, but to reinforce that you and your department make tertiary education possible for people like myself who would otherwise be overwhelmed. That's no small thing and is said in the hope that sufficient funding will be secured for disability support for the future.

‘The obvious thing in a lot of the COVID situation is shower, toilet facilities, and study areas. I realize Deakin's current arrangement is tentative and so I would like to say that without access to showers, the library, and the study areas in the upper floors of HF building, I would not only have to defer but would have been in even more precarious situation that I'm currently in, which right now, with the benefit of these facilities at Deakin, is manageable. The free parking through the week since March 20 has been extremely helpful for me also.

‘As for group learning, one thing I have an issue with is probably not so solvable but I find myself butting up against it constantly and so I might as well raise it. Most units have some combination of essays, quizzes, and forum participation for assessment with the odd exam. I can accept that some people will struggle with one or two of these and stride through with the other, which I suppose is supposed to balance out. What I'd like to say is that forum participation, for example, for me, is fraught for various reasons and I often consider taking the 20 percent hit from not contributing at all. This is not my only issue with assessments, but it's one thing that highlights what I'd like to suggest, which is an option to submit an extra piece of writing in lieu a forum participation. I'll be okay to elaborate further if that's required, plus I will pile on Blackboard if given the chance. But I reckon that's more than enough for now. Sorry to unload. Thanks for the opportunity to contribute. Thank you very much, Nicole.’

Just sort of goes to highlight some of those really significant challenges that some of our students are having in terms of access at the moment.

BARBIE PANTHER: Yes. Thank you very much Nicole.

MARY DRACUP: Could I just jump in Barbie?

BARBIE PANTHER: Absolutely, Mary.

MARY DRACUP: I’d also like to point out that Nicole shared with me that this is an HD student who's managed really well, basically homeless but studying, managing to hold it together by just coming onto campus and doing his work on campus and using our showers. So really worth the effort to support the student.

BARBIE PANTHER: Yes. Absolutely. Thank you very much and thanks Nicole for sharing that with us and please pass our thanks on to your student for his contribution. So Kat Cain has very kindly put together some of your questions and I think I'd like to start with the big question that we're all grappling with this week, which is online assessment and doing that inclusively.

So I'd like us start with Jackie, could you tell us a little bit about your perspectives on effective and inclusive approaches to online assessment?

JACLYN BROADBENT: Yes. For me personally, when I design an assessment, I really do think about the multiple different ways in which a student can engage with the assessment piece and how we can have many different avenues for the student for it to be inclusive. So I'll give an example of something that I did in a really large first-year unit that had over 1500 students. We designed an assessment piece that was designed to scaffold their learning to begin with. So it was a three piece assessment and they would receive feedback on each piece before submitting the next piece of work and it was designed so that they were building their skill set as they went along, we worked on it in class, but also the challenge was getting harder as they went along. Part of it is that we allowed the student to choose what they wanted to work on in that assessment piece. So the student could come along, pick something that they were passionate about or interested in within the realm of the subject content and then work on that piece throughout the whole trimester. We also had multiple formats that they submitted in. So they actually, each of the three assessment pieces, they had to do a video component and a written component and that really helped to play to the different strengths of students. Instead of giving written feedback, we gave audio feedback on all of the work and actually talked to the student like a real person about how they were going and how they might improve in the future iterations of their assessment pieces. So we were giving what we call ‘feed-forward’ feedback and actually talking to them about the next assessment and how their current performance could be improved in the next assessment piece. It was just a really great way for us to allow students to have some flexibility in what they were doing. And we also did things like created exemplars for the assessments and then also created videos where we would apply the marking rubric to the exemplar and actually talked through this thinking around how we applied that marking criteria. So it was really clear to the students about what we were thinking when we were looking at the marking criteria, what it actually looked like in real life and then we would give tips on how to improve on the exemplar. Because we deliberately made the exemplar not an HD piece of work, so that we could point out issues within the piece of work for the student. I think doing things like that, having different scaffolding learning, having different formats, allowing students flexibility in how they do an assessment piece, helps to make it more inclusive to students in the way that they learn.

BARBIE PANTHER: Thanks very much Jaclyn. What about our students? Erica, do you have any comments about inclusive assessment practices in this move to online?

ERICA ADAMS: I don't have a lot of comments, probably, the main one is just making sure that each component of the online assessment is thoroughly explained. Whether that's aspects of Cloud Deakin that will need to be used or creating outside web pages as an example. Any little detailed bits like that really need to be thoroughly explained and the students need to feel like, if they don't understand that they can come to you because that's where I found a lot of my own road blocks. I am digitally literate, but when it comes to new things, I instantly become a bit nervous and I don't know how to do that, so it's an instant setback. So thinking ahead and going, okay, what are some of the issues that students might find with these assessments? Let's unpack that straight away and try and get ahead of those questions so that they can focus on the content of the assessment rather than the platform that they're going to be delivering it on.

BARBIE PANTHER: Thanks, Erica. Brett do you have any perspectives about inclusive approaches to assessment online?

BRETT MCLENNAN: I think picking up on both those comments, but the main thing is to design it for inclusivity at the very beginning and the biggest problem we tend to have is we look at an assessment and need to re-jig it, reformat it, reshape it and it's like renovating an old property. You find all the hideous things that are hidden underneath the floorboards and in the foundations, that you didn't know were there when you try and refit it. If you think about those components to begin with and design it with purpose to make it inclusive as a starting point and think about the assessment type and how it's going to be used by a range of students, not just the ideal student, then that's really useful and helpful as you go along.

For example, we often use things like drag and drop quizzes, which is fantastic for the vast majority of people but if you have an inability to move your mouse effectively because of a hand or arm issue, or a neurological issue, then aligning a drag object onto something else is actually quite challenging. So is there an alternative form of assessment for that student? Can you see? We have a simply check the box to go through. So providing different modes of assessment that could be used for that process is going to be a useful way to do that, but not adding hurdles or additional friction into the assessment process where a simple process can actually solve it. Bringing our question back to our two students that are here, would you like a really rich, exciting assessment or would you like one that you can actually move through relatively quickly and still demonstrate what you have to talk about?

BARBIE PANTHER: Thanks very much Brett. So let's go over to Kat who's been putting together the questions that you guys have put together. Kat, do you want to share the first question with us?

KAT CAIN: I sure can. Thank you. A lot talk about strategies to support and encourage students, as Sharon asked of Peter in the chat, and he's partially responded to,"How might we encourage our peers, or other unit chairs to communicate with students either at all or more frequently in the way that you described?"

Peter?

PETER VUONG: Yes. Sorry. Sorry, I missed that last part, I've got a class running at 1:30. So I'm multitasking. I'm sorry about that. So can you take that question again.

KAT CAIN: No problem. I was just asking about, we've been talking about ways to encourage and support students. But as Sharon asked you in the chat, what are the ways that you might actually work with your own peers in a teaching space to encourage them to communicate with their students?

PETER VUONG: Yeah. It's challenging because we are all sort of constrained by our own departments’ workloads, workload allocation models, but at the same time everyone is busy. So it's hard. It is hard to to go out above and beyond and ask someone else to do the exact same thing. The only thing I can really say is to share stories of success and act as exemplars, and regularly have conversations with your colleagues in forums such as this, for example. I think this is a great forum, and medium. Today we've got 80 something participants. So hopefully that contagiously spreads out information.

BARBIE PANTHER: Thanks very much Peter. Kat, we might have time for one or two more. So the second question is a bit of a synthesis that started off with Nicole's question to Jo Eliot about, what about students that have a more direct or practical view of study, they want to get that job done, they're not sure who they are, they might not want to share. So the question is really to all of the panel around what approach do you take to balance a learning design of your material to accommodate including the variety of students?

That is a great question, any volunteers from the panel?

JO ELLIOTT: I'm happy to start. Thank you, although I just saw Brett wave as well. So I guess, recognizing that students do have different approaches and different things that they want to get out of study, and creating those different avenues for students to be able to engage in the ways that suit them. So it might be providing the basics of something, but then enabling students to explore the topics that are of more interest to them. So there's lots of different topics you're going to have to cover in a unit, but you don't necessarily need to go into all of them in depth. So do what you need to do and then enable students to be able to explore topics of interest in more detail.

BARBIE PANTHER: Thank you Jo. Brett?

BRETT MCLENNAN: Very similar to Jo's comment, but I think for me. I think if learning design is almost like garden design, in particular Victorian garden design where you went to the gardens to be seen. So they'd wander through, they'd get their finery on, they'd wander through. But it's also a quite tiring to do that. So you'd also build little spaces in those gardens, where people could actually move away from the main crowd and they could sit back, and they could reflect, and they could do those processes. So designing learning experiences like that is really important. What's the major pathway through a unit that students can navigate through? But what are the spaces where someone can go to reflect, to think about an idea or a concept, or to accelerate their process in some ways, or to stretch themselves where an area of interest might take them beyond the bounds of the constraint of this typical units? So getting opportunities to expand, to scaffold, to support.

But also we very rarely design units with space and time for students to reflect on the knowledge we're giving them, and we understand things through reflection. If we can't reflect and think about it, then how do we actually take that forward to synthesize that and make new knowledge from that? So designing space for reflection, and it's really critical to me in that kind of process.

BARBIE PANTHER: Thank you Brett. Having joined the conversation today, I'm very keen to understand what more we can do in this space to go forward. I'm noticing that we've only got about four minutes left. Mary, we have a Menti poll just to collect your ideas about where to next. What can we do with the information that we've gathered today, and how can we keep supporting people in being inclusive in online delivery? So if I can ask you to just quickly open up this Menti poll. If you just go to www.menti.com and enter the code 822954, and there's just a couple of questions there and I'm going to give you just a couple of minutes to put your comments in here about how we can keep having this conversation, how we can support you in the transition to teaching online. What did you gain from today? Or any other comments or suggestions that you might have. Just give everyone a couple of minutes to do that, and because it is two minutes to, while you are doing that, I would just like to say a very big thank you to everybody who's helped us out today.

To our panelists, Jac Broadbent, Jan West, Naomi David, Peter Vuong, Jo Eliot, and Brett McLennan, and particularly to Kim and Erica, who are our to students who have joined us today, and also to our colleagues from the DRC who also brought along their stories for us today. We have recorded this session, and a link to the recording will be sent out to participants in the near future. Also, Julia Savage has kindly agreed to write up a little summary of our conversations today, that will also come out soon.

So here's some of the results for the Mentimeter. Jo Tai has been tweeting this live as well. So if you're a Twitter person, follow her feed because she’s done a great job of synthesizing that in context as well, which is a really hard thing to do, so big props to Jo Tai. Thank you so much Jo Tai. So more seminars like this, more practical examples, more specific practical workshops. Offer staff unit review, sounds like a great idea. More ideas and support for situations where students may not be able to join in during live sessions. There's some really great ideas there.

So in conclusion, please continue to put in your messages and we will share these responses out as well with the feedback that we sent to you after this session. Thank you all so much for coming today. It was a fantastic number of people come along today, which clearly indicates that we're all thinking about how to do a really good job of this very strange transition time that we're in right now. I'd like to particularly thank Mary for putting this session together today. I think she's done a fantastic job and if we can all do a little clap. Yeah, let's all unmute and clap. Everyone. Thank you so much to our panel for coming along today and we'll see you soon at the next one. Thanks, everybody. Thank you. Bye. Well done, Erica. Bye-bye too. Thank you. Thanks, Kim. Thanks, Erica. Best of luck with your studies.