# Transition Pedagogy or Panic-gogy: The first year experience of emergency remote teaching

Transcript of Inclusive Education Community of Practice event 3 December 2020

DR MARY DRACUP:
I’m Mary Dracup, I lead the Inclusive Education Project in Deakin Learning Futures, I would like to start by acknowledging the traditional custodians of the land on which we are meeting. On this case for me it is the Gulidjan and Gadabanund people, and you might like to acknowledge the traditional owners of the lands on which you are located as well in the chat.

I pay my respects to Elders past, present, and emerging, and extend my respect to any Aboriginal or Torres Strait Islander people who are with us today. I also acknowledge that today is the International Day of people with disabilities, I extend a welcome to any people with mental or physical conditions or disabilities who are with us as well.

Today our topic is Transition Pedagogy or Panic-gogy? The first year experience of emergency remote teaching. In a moment I will ask Professor Helen Partridge to introduce our guest speaker today, Professor Sally Kift.

But just before we do, I'm really pleased that so many of you were actually at our inaugural event in 2018 when Sally in fact kicked off our community of practice. I'm really pleased that many of you have come back for perhaps a refresh or an update on what constitutes effective, inclusive teaching for commencing students, particularly after this year we have experienced of wholly online learning and teaching.

If you would like to post questions, Sally will have time at the end, hopefully about 20 minutes, to answer those questions towards the end. And please keep your microphone muted.

Note that the session is being recorded and I will send you a link to the recording afterward. The session is also being closed-captioned, so if you look for the closed caption button at the bottom, they should appear. I think that is all.

Now, I would like to welcome Professor Helen Partridge, our Pro-Vice Chancellor Teaching and Learning, to welcome Sally. Thank you.

PROF HELEN PARTRIDGE:
Thank you, Mary. It is my absolute pleasure to introduce the speaker for today. Sally is a Principal Fellow of the Higher Education Academy, a Fellow of the Australian Academy of Law, and President of the Australian Learning & Teaching Fellows. She has held several university leadership positions, most recently Deputy Vice-Chancellor (Academic) at James Cook University. Sally is a national Teaching Award winner, a Senior Teaching Fellow and a Discipline Scholar in Law. In 2017, she received an Australian University Career Achievement Award for her contribution to Australian higher education.

And on a personal note, I had the pleasure of knowing Sally for many, many, many years. I was a young academic at QUT learning the ropes of how to be an academic, and I had the pleasure of being mentored and inspired, and just the joy of learning with Sally about what it meant to help students to learn and to be successful.

So, on that note I think I will hand over to Sally.

PROF SALLY KIFT:
Well, thank you very much for that lovely and warm introduction, Helen. Just let me get my slides up. Sorry. I was busy showing off. I've got to go backwards, sorry about that.

Yes, I thank Mary for the invitation and Helen and all colleagues for inviting me and joining with me. And thank you, Mary, for recalling that I was there in 2018 when we launched the inclusive curriculum and capacity building project. And the principles. I will be touching on them as we go through.

Before I start I would like to acknowledge the traditional owners of the country on which I am presently located, Terrigal and Yagara land, and pay my respects to Elders past, present, and emerging, and similarly acknowledge Indigenous Aboriginal and Torres Strait Islander colleagues in the room today, in the Zoom room today.

Here is the topic. It sounded good in my head, let's see how we go. I think the first and correct place to start is to say thank you and acknowledge that it has not been an easy year. This lovely piece - I’ve got the great joy, and I do remind myself it is a joy, to curate a learning and teaching series in the Campus Morning Mail, and a number of Deakin colleagues have contributed to that. But here’s colleagues talking about teaching online in COVID-19 times a couple of weeks ago.

The question was, are academics coping? Across internationally. 635 teachers responded to this, and the answer is, "Yes, but..." Feeling the pressure of Zoom as the new classroom, building online skills and juggling normal teaching duties while supporting student anxiety. They found themselves to be adaptable, resilient, and found innovation within their work.

They are making online work and they are valuing relating to student quite closely. Some of course prefer face-to-face and that is understandable, but I love this and it is a bit of a theme when you read the material coming out now, this pedagogy of kindness which can be extended online as in the classroom.

And the ability to be flexible and forgiving. This lovely quote, "Academics are adaptable, we are living this and doing this for better student engagement." So, thank you, and you matter. I think that is worth saying: if I was putting that in the card, that is what that would look like.

This is what I am going to try to talk about, I have already done the thank you. Panic-gogy, where did that come from? What do we know? What do we know about where we are at the moment? And panic-gogy is around emergency remote teaching which has generated its own acronym now, to be compared with online learning.

The preliminary results are in and Helen who just introduced me has done a very fulsome report to your academic board that I will be referencing. And what we know about first year experience? That takes me to transition pedagogy which is an organising device, if you will forgive me, to try to collect together some possible examples in relation to online learning.

And thinking about in that context what students will have to do to learn and how we design and curate for that. Something about the practicalities, accessibility and skills, and revisiting what is flexible in terms of how students perceive flexibility in this environment. It is about rich relationships and rich communications and underpinning all of it now, I think, we have to harness the curriculum for mental health and well-being.

But, terms and conditions apply. There is a picture. I’m not going to be able to give you the answers, I'm sorry. I've worked hard and I've tried to collect together a range of resources for you but there is no silver bullet. This is an iterative process, and that is part of the pedagogy of kindness and being a bit compassionate.

It is a complex ecosystem, first year interweaving with cloud learning and teaching, which I will revert to with respect to online, acknowledging my Deakin context. And it is an ecosystem. What is panic-gogy? It is not my term, it is a lovely term, I wish I could come up with great ideas like this.

You can see that what they have done: it’s panic with pedagogy, that is good. It has come out of the Digital Pedagogy Lab at the University of Colorado in Denver. Something to think about with this is that we have done the best we can with the best of intent, we have found that what is going on and operated within that, and we need to be a bit compassionate with ourselves and our students as to how it is all playing out. That is the real skill of panic-gogy.

Other colleagues, the scholarship of learning community, talk about what we have done as an initial phase of pedagogical triage, and have the wonderful horse meme, which I am a great fan of. I actually think that is representative of my life, anyway I don't think this is the time.

There was this wonderful Educause piece by Hodges and colleagues that draws out the difference between emergency remote teaching and online learning, and reminds us that effective online learning results from very careful instructional design and planning using a systematic model.

And in the normal course if we were planning to put something online working with colleagues across the institution, it would usually take about six to nine months. We just did not have that luxury. The decision-making is quite complex. This piece talks about nine dimensions, each with internal options. Modality, for example, we did not have a choice, sometimes it could be blended or otherwise.

The pacing of the experience, whether it is self-paced, class paced, or a combination, and I would add chunking to that. Pacing and chunking. That sounds enticing. The idea of the student to instructor ratio, the size of the relationship you are trying to manage online in your instructor role. And how students interact in that well.

What pedagogy is, and the critical issue of what the role of online assessment is, and whether you are going to be synchronous, asynchronous, or a blend. And there is an interesting discussion to be had around that, and what the sources of feedback to students might be. They are some of the design dimensions.

But then you need to think about the interactions we’re trying to mediate, and it’s student to content. Student to student, student to learning, student to teacher, student to discipline, I would add, and potentially student to University. And the idea is how we go about supporting students instructionally, according to this article, but also with co-curricular engagement and social supports.

There is this wonderful article which I cannot recommend highly enough, where Chrissy Rapanta interviewed four international experts and our own Peter Goodyear from Australia was one of those, and asked them each five questions and put it together in a sort of Delphi study article, it is fabulous.

They remind us that there is a pedagogical content knowledge around teaching online, so there is the technical aspects around teaching online, the platforms, and the digital experience. There is administrative aspects around organising workplace, but there is also pedagogical principles as you would expect for design for learning which is what Peter is very well known for.

They talk about a triple teacher presence, no pressure, over all aspects of the learning activity. But again it is useful to unpack this, there’s a cognitive presence in terms of taking into account learners’ preparedness to participate in online and the learning experience. And their ability to self-regulate.

There is a social presence that is really the comms, the communication channel, trying to maintain and enhance that lost face-to-face contact that students have among themselves and with others. And a facilitative presence, facilitating to allow for the place and space for the dialogue that needs to take place and the time for listening to student voices and embodying the experience that has been provided.

I really like this quote about the fact that although the technologies and resources are necessary ingredients for online teaching, it comes back to this relationship. Teachers’ support for students, including their monitoring of learning is what makes teaching effective. Just as with face-to-face students.

And it caused me to think about snakes and ladders, we don't want our students by chance to haphazardly go up and down in an attempt to get to the number 30, to the finishing line.

If you bear with me on this, I think it is all very Goldilocks and here are some Creative Commons pieces I found, my point is that we want it to be just right. That is actually quite hard work. You could spend too little time on planning, design and teaching, and that could lead to too little guidance and support to students. You could spend too much time and over design content and the technology, which could lead to overwhelming students with what Alexandra Mihai has called the pedagogical version of digital hoarding. It is like panic-gogy all over again. So a myriad of resources and unrealistic tasks.

And the result of this is cognitive overload. And Alexandra also makes the point that there is a fine line between structure and flexibility. Goldilocks, keep that in mind. TEQSA certainly did me a favour this week, by releasing their report. (I'm sure it was all about me!) 118 provider shared their summaries of student experience surveys, that’s 66% of the number requested.

You would have probably seen some press around this. Lin Martin has prepared this report analysing, it is the first stage, there will need to be further work, but it gives us a bit of a picture and the headline is that students were generally positive and frequently expressed views that they recognised how much effort had gone into the transition and were grateful they did not have to abandon their studies. What worked well, and the point’s made that most of these institutional surveys were asking how we could do better in a quality-enhancement and quality-improvement way, so the volume of positive comments was less than what could be improved.

But each of these ranked at about 20 to 22% of the responses: what worked well was flexible access to materials. Including early availability of lecture and tutorial questions. I'll come back to that. Try to think about what is flexibility.

Good access to academic help and advice. They felt that many staff made themselves extra available in discussion groups and to answer questions. It is a mixed bag but generally technology made it easier for students to learn. There were other multiple student responses. The numbers I have there in brackets are the numbers out of the 118 providers where these responses were evident.

The capacity to manage their own time, but some could not do that. There was some improvement in retention, which is interesting. And that showed up in your data. And the flexibility with types and online assessment.

What did not work well: and we take this in the spirit of improvement. There were 15 frequently mentioned matters. Most critical issues were around IT, difficulties and levels of staff expertise. Reduced interaction, academic interaction, with staff and peers. Examinations and assessment changes. This sense of isolation, lack of engagement and reduced motivation. And academic issues around particular disciplines or types of study translating online, and particularly professional accreditation requirements.

Here is the table of the 15 issues. The top 3 I think you can see go with isolation that is further down. Isolation further down here. They are talking about the difficulty of working and learning in this new environment.

IT problems, and assessment just above it. As has been mentioned. A range of situational factors are in the middle around housing, finance, isolation, job loss, mental health rates are there. Then there are workload issues which is a recurring theme. The number of students were being asked to do more online. When I look at Deakin University work and this is the work that was done out of the Deputy Vice Chancellor's office, surveying a number of students. There was a 19% response rate between 21st of April and 6th May about trimester one and semester one.

It was asking students how confident you feel about online study for trimester one. If ranged from moderately confident to not so confident. But when it comes online assessment, it is the reverse. More slightly confident-not at all confident than in the moderate to extremely confident.

That is a moving feast. What I find more interesting in the data, which I think takes us to the issue of flexibility to a large extent was what you have access to as a student, to participate in study?

There was a list which you can see running along the bottom there. The ones that are particularly potentially problematic: 69% of your student population had access to broadband internet. 47% had a quiet place at home to study. 74% accessed their online course material. I'm worried about that balance.

And I think you always have to be worried about the 4% who do not have a computer or laptop. There were some definite focus areas coming out of that data for you, around, as you might expect, around student experience, staff experience, assessment practices. Areas of attention that have been identified – I see communication is an area that has been identified. Continuing professional development for staff and a lot about assessment.

This is why the inclusive curriculum and capacity building principles are so important. Because universal design for learning is so important - UDL – for accessibility, broadly writ but also in terms of disability. Remembering about the lack of access to reliable digital affordances for all learning, teaching and assessment. Even just thinking about students’ capacity to download materials or losing internet during an assessment piece.

Other insights around assessment practices at Deakin University: there was a workshop held and 26 areas and issues were identified and priorities developed. The easy ones to attend to but were quite important around communication to students and practice exams. We are already getting some themes such as this one around communication in strategic, high difficulty and high importance areas. You can see the sorts of things I mentioned there. There is probably nothing that would surprise you but it is interesting and helpful to have it laid out. I think.

Attention devoted in terms of staff experience to ongoing PD support, resources, Tech mediation. There’s a lot going on and sharpening up practice in that regard, so it is very much an iterative process.

Looking at student performance. Student outcomes were slightly better for trimester one and semester one 2020 compared to previous years of study for almost all cohorts. The gap between equity and non-equity students has narrowed in several categories overall in 2020.

We might just pause on this for a moment. There is a new piece in Blackboard that allows subject content to be more inclusive and flexible. Students have responded with a big demand for accessible formats. For example, audio, tagged PDF, EPUB, HTML. Particularly for students with disabilities but also for mobile devices and quick downloads, so they can download now and engage later, which is part of flexibility. When you look over the short period of time, 3 or 4 months from June to October, you can see the amount of engagement with alternative formats that students have done. With teachers it is a work in progress. That will be a piece that I am sure that you will be looking at going forward.

Deakin probably has a different experience. One of the big issues around online is that generally retention online is lower. The higher education standards panel had a good look at this in 2017 and said that external students are around 2.5 more times likely to withdraw from higher education than internal students. You have a rich history with that. I've been all over your website to a large extent. I cannot get behind the firewall often in a DTeach area but I know you have great resources around learning online.

I will show you a number of the resources you have. My question would be how are they integrated, embedded in the curriculum and the proactive pushing out to students? It has been most fortunate that Cathy Stone had a National Centre for Student Equity in Higher Education fellowship. ‘On opportunity through online learning’ to try and mediate the lower graduate outcomes in the online environment. She set out these 10 principles, which I will not read. Although I'm very tempted to.

You will see these coming at you a number of times. I've tried to resist this as best I can but there are a number of lists out there. Again, these are not unhelpful. Especially when they centre in on much of the same thing. Knowing who our students are, teacher presence in particular, and designing for online - matters that have led to a lot of attention. The use of learning analytics is something that I will come to.

It is difficult to see what this is because it is busy. In November 2020 a piece of work was done by the national centre. By Cathy Drane looking at the impact of Cathy Stone's work. You'll see that Deakin University gets a mention there about its start any time online, self-paced study design. I think we have colleagues in the room have been involved with that. The orientation program for online postgraduate students and the inclusive education principles. So you can see the amount of activity and the increasing online enrolment. You do not really need to see the detail here but it is just to show there has been an incredible increase from January to July in the download of Cathy's principles. Everyone was looking for assistance and that was a good, robust piece of work that was available to assist the sector.

Sticking with Cathy but now with Nicole Crawford, another fellow of NCSEHE, ‘Three essentials in moving online’ The first one is recognizing the diversity of students’ strengths, needs and circumstances. And we’re back to this issue that not everyone has fast internet and up-to-date computers. Not everyone will be tech savvy. So the flexibility is to fit study around their other commitments. That may mean they want to download and do it later. It is why that showed up in the TEQSA report. The flexibility of having access to resources so that they could do 3 weeks now because they know they have school holidays in 2 weeks time. Everyone was working from home, I do understand, in Victoria.

That is the flexibility, strong teacher presence. It is about communication from teachers and engaging in interactive course design. I will have a look at that.

This another piece of research that Cathy Stone and some colleagues have done talking about equitable in regards to flexibility. I'm hammering this point home because flexibility is not just about the when and where of learning. It is also about course design and delivery. We will go there but particularly it is about student policies and it has been observed by the equity practitioners that one particular silver lining in the COVID environment has been the reach to more inclusive practices and more acceptance of life circumstances getting in the way of study through no particular fault of anyone.

You will be hard pressed now to say that a bushfire or pandemic were not exceptional circumstances that required some compassion and consideration. While we’re on the equity piece, knowing your students, this again is looking at Deakin student equity group enrolments. You can see that there is some particular change there.

The top line is a regional students. There is a lot of them. Then women in non-traditional areas. The lower SES students seems to have gone down. Look at the increase in disability students over the period from 2013 to 2019. You have the raw numbers there. You have quite a diverse student population, which I think is what you saw to a large extent in the student engagement or lack of engagement.

I am not unaware (my lawyer double negative) that this happening in a policy environment for you. You have your gorgeous course design and delivery and procedure and your assessment (higher education) procedure which I'm sure you put under your pillow every night. You do have a mental health and well-being strategy. It talks about the need to provide guidance and support to students with goes to mental health and well-being and enabling students to thrive. There are some of the principles. I cannot see your mental health and well-being strategy because it is behind the firewall.

Orygen, who was commissioned to produce a mental health strategy off the back of the higher education standards panel report that I mentioned which saw the big gap between retention in online and face-to-face, Orygen as I understand are releasing the mental health strategy framework that they were commissioned to produce tomorrow.

Looking at the course design and delivery procedure and thinking about minimum standards. For example, clause 68, which I do also understand is under review. When you come at it with COVID eyes, it is like there is a hidden code in there. It is uncovering meaning for the Cloud which I know was already there but has been given added impetus.

The video message from the unit chair and unit information takes on new significance. As does providing information about staff and regularly publishing information on the website. I've just taken some aspects of the table from clause 68. Unit design emphasises the necessary nature of sequencing learning tasks and assessment.

Sorry, someone just --spoke? Learning resources presented in a logical flow, and then thinking about the learning resources being a mix of formats for variable bandwidths. You already had it there! The compliance with accessibility standards, of course that is a legislative requirement. Authentic materials, technical and study support links, and lecture capture which has really become non-optional now.

This is my final piece of the Deakin context. This is the inclusive curriculum and capacity building. It is like a list but this time in a circle. Talking about recognising and embracing student diversity, understanding who your students are with the unit dashboard. Providing that accessibility to learning resources, and environments, for examples.

Just trying to give you examples, using plain English, explaining necessary jargon, when do we do that? We need to do it quite early on. Designing flexible learning experiences, and the research will tell you that providing choices in the way students go about engaging in research will always be helpful and engaging and motivating.

Representing diversity in the curriculum, so students see themselves in the curriculum. Scaffolding, I think we are almost back to unit workbooks and I think about it in my own discipline of law where w used to have pretty much a stepped out structured reading of legal jargon articles, cases, it was a completely different genre. And annotate the readings to take students through that.

The teacher online presence has been important in building a community of learning and fostering peer connections, that there is variety in assessment, and you are assessed with cumulative feedback. These are just examples. Developing feedback literacy. And reflecting and evaluating practice, which is what I think we are doing today.

On the Inclusive Education website you will see three wonderful students talking very knowledgeably, as students do, about how can inclusive learning activities and materials support students. It is interesting to see what they say. I have extracted this, there is a transcript of the conversation. PowerPoint slides that frame and signpost, i-lectures for revisiting and revising, I’ve got a point to make about that, but a sort of become non-optional now. Discussion boards to promote collaborative online learning communities, practical hands-on learning activities, including group work, and how you encourage that collaboration.

Authentic assessments, modelling learning tasks, back to this idea about annotated readings and reading guides so that students can understand why they are reading it. And how it fits into the course unit work. And the learning outcomes.

Videos as learning tools, and this nice idea about e-portfolios, the fact that they mentioned both group work and e-portfolios I found quite encouraging. It also made me think (and Twitter is my favourite conversation and intelligence gathering mechanism now), this is a wonderful: Colin Simpson pointing out that they have seen big spikes in students reviewing videos immediately before exams, and the behaviours will change as students learn how to study online.

One of the things, teaching students particularly in first year, which is what this is about, ways to use the videos in their studies is a next good step, I think we could all agree. All that is happening in the online space and there is a bit of context about how that is working out everybody.

Overlaid on that which was my brief from Mary, was to think about what was happening in the first year. They are dealing with all of that and they are making all the multiple transitions and challenges of the first year. And their transitions are very individual and the lived experience of each particular student. And many, there is academic, social, environmental, administrative challenges or changes they need to make. They need to engage with the whole institution with the rules of the game.

That means policies, practices, and processes. There’s a whole new language out there in conventions of higher education, just think majors and tutorials and large groups, small groups, learning online, cloud, and in the discipline. And there is new learning, teaching and assessment expectations and practices.

Many students make the transition to independent living at the same time as they are making the transition to independent learning, so they move out of home or move away. They are adjusting to a completely new culture, that is not just international students, that is also domestic students. They may not have enabling social and cultural capital.

A large percentage, I think the last data I saw was about 27% of international students are also the first in the family to attend university and they are doing that in a new country. So it is no wonder that many students report senses of isolation and not getting a sense of belonging. Students’ mental health and well-being are significant issues. We used to say one in five students, I think we are now saying one on four, are in exacerbated circumstances with COVID-19.

Many students just lead very complicated and complex lives, and you probably are more exposed to that with the online learning. Poor old students.

Just while I am on mental health and the one in four or the one in five, we know that COVID will have long-term mental health impact. There has been significant increases in depression and anxiety and stress, Swinburne University just did a particular review and almost all the scales have increased remarkably. Especially for younger students.

It makes you think about digital well-being. And how and what we do about that. Helpfully, JISC define what digital well-being is: the impact of technologies and digital services on people's mental, physical, social and emotional health.

They have given some good practice principles and advice for staff and for senior leaders, and for students, and set out the context for digital well-being. There is a piece that I think we're probably going to have to pay greater attention to. Just while I am on JISC, a report produced quite recently in September was a big survey that they have done over 2000 students looking at students’ digital experience. 10% of the responses of those 20,000 were COVID responses.

Interesting data here, and students felt, and the librarians amongst us and the information literacy people, we should be quite happy about the 78% of students agreeing they were informed about online copyright and plagiarism, and 67% feel they were supported to develop research and information skills, the referencing I must say remains a continuing issue for all students. Especially at 10:00 at night when they sit down to do their assignment.

But only 45% agreed they were informed about keeping personal data safe, 41% agreed they are informed about staying safe online, and the 33% agreed they were informed about their Health and Wellbeing as a technology user. I think that gives us pause for thought. 17% said they were supported to manage their digital identity. So there are issues for that.

Just to try to meta it up a bit, if you had to pick a cloud to represent the cloud, it is like having a go to get to go, what would the cloud for Deakin look like? Is it this pretty, self-contained, clarity personified, reflecting well on itself and all around it?

Is it a bit stormy? A bit of a rough ride? Or is it something more like this, a bit opaque with parallel lines that don't necessarily join up but just might, though a number come to a dead end, of endless possibility. What is the Deakin cloud experience?

We have got some data now to think about that. In the wonderful resources you already have, points are made about students not transitioning easily to study in the cloud, and they have got concerns about health and finances and a less than ideal study conditions at home. Remember that 47% that did not have a quiet space to sit. A number of them are already anxious about their belonging at university. This is your data saying ¼ have some underlying mental health, I think that has been exacerbated, there might be more in that stage now.

But you have wonderful resources, about supporting students to transition online, particularly helping students to develop digital literacy, because they don't come at it naturally. When you think about all the resources that you have there, there is just a very small collection of them, including this one at the bottom around how to connect students with other students online. Perhaps they might participate in discussion boards or join us on social, and introduce yourself regardless.

How to support virtual teams. I saw that was one of the staff experience priorities that has been identified. There are some resources around that and the benefits to virtual teamwork. How we communicate with students about why they are doing teamwork, and there are very good reasons for it now not the least of which is for that relationship piece.

And how inclusive online assessments might be developed. That is another big piece obviously of its own. Sorry, this is the lawyer I suspect, but I could not think of another way to do it. I had to do a list because it is useful I think, it is a discipline, isn't it? To try to collect your thoughts together into a somewhat synthesised format.

And I know it offends all the PowerPoint rules, but let me try to do it with you. He was a list about supporting the intentionality of online learning, learner preparation. I think we're not talking about digital natives or immigrants, digital poverty, that is real. And what is flexibility?

How do we normalise that learning online is different, that's OK, we will help you do that, and we will encourage and enable help-seeking behaviours. But it is learning centric. And I have seen some colleagues previously tweet from Deakin about what this means, but it is just focusing on what the students need to do to learn. To step it through, chunk it, and pace it, thinking very carefully about that, and then how best to create the knowledge and content of the learning- teaching and assessment activities, with some realistic task analysis.

Is what we're doing realistic? Is it possible? Can they download it? Have we put all the scaffolding in place? Which leads me to scaffolding. I think we have to be even more explicit now about that in terms of organising and sequencing and clarity of skills development and contextualised embedding.

The learning rationale and the roadmap of where we have been, where we are going, and also I would say what is happening around in related subjects. Keeping it simple. It is iterative, in the first rush of the emergency remote teaching all the advice was: shorter, simpler, focused, and my advice would be to focus on what is critical for first years. Don't forget that they are first years.

And cognitive load, which leads me to cognitive overload. Think about what they are doing, think about the load. They are learning content and skills, and they’re learning the platform, and they are learning how to learn online, and how to manage the first year transitions, and for many they are managing their mental well-being.

Acknowledge the importance of well-being, talk about it. We are not psychologists, there is a great resource I am happy to send to Mary or anyone that is interested, from the UK, about helping academics to help students. Because academics in many respects are our first responders when students present in extremis in terms of well-being.

Normalising that it is anxious times, but for us to do no harm in our curriculum design. Pedagogy and relationships before technology. There’s that three-way teacher presence that we have got now (so if you’re feeling somewhat split, that might be it), this notion of relationship education which I am going to take you through because learning is a profoundly social experience: using tech wisely.

And how to encourage peer sociality. Encouraging those opportunities in the structure around breakup sessions and how students can introduce themselves, and embedding support all the way through. I'm sorry that was such a list, you got two pictures, but not an unhelpful one, with great respect to myself, in that collection.

Now I go to transition pedagogy, this does not become ramming it down your next again, as I said it is just really an organising device now for me now, having spoken quite broadly, to show you some quite specific examples, I hope.

I don't think you will find anything frightening about the words I am about to put on the screen, the higher education word bingo, it is concurrent I understand with good teaching and good support and student codesign.

They are the words and I am going to take you to examples under each of them, because it does make you think quite broadly about the whole Deakin University ecosystem which was one of my inter-lapping parts of the beginning.

If we can bring all this together as a whole institution approach than I think we have got curriculum that seriously enhances student learning and mental well-being. Just explain some of the background very quickly on transition pedagogy. It was about coming in from the periphery of curriculum to focus on curriculum and learning. It was about working it through in terms of generational stages, which I'm sure sounds very clever but it is really just around increasing maturity as we better understand what is going on. My point would be that back in the day everything that was not the discipline learning was outside of the curriculum, it was all quite siloed.

So if you wanted to get careers advice you into the career centre. If you wanted academic language and learning advice you went there. Orientation was completely unrelated. Interacting with peers - there were mentors or whomever elsewhere. The transition pedagogy was saying ‘Why not, if it is important for success, why not come in from the periphery of the curriculum and embed it in the curriculum with discipline support?’. The 3rd generation was just saying ‘If it was done inside of disciplines, let's raise it up, meta it up, and have it coordinated across the whole institution for the whole student’. It’s enabled by academic, professional and student partnerships and it’s just an intentional guiding principle for first year curriculum design and support to scaffold that experience for quite diverse cohorts now.

When we think about works for inclusive first-year inclusive curriculum is. It is really about ‘how to uni’. Inclusive, well designed curriculum. Unpacking the hidden rules of success, this is about first in family students, our ‘new traditional’ as we are now calling students who do not have a history, necessarily, of coming to higher education.

Doing all of those adjectives: relevant, achievable, aligned, organised and sequenced. Triaging proactive interventions, because we know commonly where these points are. Doing things in a just-in-time, just-for-me way. Explicitly scaffolding contextualised development of enabling skills and literacies. I’m going to take you to the assessment and feedback literacies piece.

I cannot do anything in the time today about employability but embedding these pursuits for all sorts of reasons. The changing world of future work. Also because it is motivational or crystallising for students who may be uncertain about their choice of course. Building self-efficacy and competence and supporting mental health. Why? Because first you shouldn't be an episode of ‘Survivor’ would be my humble observation.

How do you do this? It is a big piece of work but it is what you have done as an institution, I think, in your online learning or emergency remote teaching or whatever the hybrid was. You got everyone essentially around the table, to a large extent. You've tried to work through what is it that students need to do to be able to learn and how we going to deliver that to them?

Taking you to the principles and trying to give you examples: in the first column of the first year curriculum principles, the first one being transition. This talks about the proactive addressing and managing needs of new learners. Particularly exploring the affective dimensions of transitions. You might want to use Lizzio's ‘5 steps of student success’. He has this most delightful video that is a whole 5 minutes. It is about thinking how you might engage in successful transition if you are connected, capable, have a sense of purpose, have a sense of resourcefulness, have a sense of culture and values about the work you are doing.

At this link, and I think Mary will provide the slides later on, there is a worksheet where you can have this discussion or students can have this discussion among themselves about how this might assist. I just love and adore this. Perhaps colleagues do it in other contexts. Of course you have the introductory video, a little something about me. That is in your procedure so you have to do that. But this idea of a learning pact as a welcome package: what you can expect of me and what I will expect from you, laid out very clearly. Particularly from me, ‘I won't be perfect. I'm human, we all make mistakes – they’re an opportunity to learn and grow. You will give yourself grace. Expect to make mistakes. You are human; mistakes are part of learning and growing.’

It normalises a whole piece and I think it gets you over the transition hurdle. You have some wonderful stepped-out opportunities on your website. I spent a lot of time procrastinating capturing them all for you.

Hopefully, that in a whole institution way, it is deployed across the learning experience as you curate it for your students. Again, you have wonderful study support. Five tips for your study space. I never abide by this one: a clean desk is a clean mind! For me that’s someone who has too much time on their hands. (Just a personal view.) Organising your studies, communicating online – all of these resources.

I was speaking to one of your language and learning advisors before we started and said I would have crawled over broken glass to have something like this academic literacies transition toolkit. It is not easy, but it gets you over the hurdle of embedding academic literacies in curriculum.

Just stepping it up a bit: this is Massey University. Take or leave it as you like, but I think it is always interesting that the students do a reality check about what their study workload is and what their time on task will need to be. You can actually get into a workload planning tool. You may ready have one.

I said I was going to do four courses. I apparently do 20 hours of housework (that’s not right). I sleep a lot, I work a lot. 81 hours of family responsibilities. I don't have any free time for hobbies, and I do other things. Look, when you add it all up I have exceeded my actual 168 hours per week by a large percentage of 272, so I'm going to have to think about how I adjust what I do to be successful with learning.

Then there is this wonderful work from Peter Felton and Leo Lambert. It is a book that has come out this year which is called 'Relationship rich education'. Enabling pathways for students to develop relationships with peers, staff and the discipline. Because relationships matter. I love the quotes.

‘We do not use relational language to talk about how to go to uni. We need to.’ "Relationships are high-stakes for students both in and after uni". Students might relate more to it if they thought more about it in terms of networking. Students are always very keen to network.

Of all the places where relationships take hold, the classroom, be it physical or virtual, is the most important place. Peter Felton is saying "they are not asking us to solve all their problems. They just want to be seen as humans."

And these other great terms like ‘relentless welcome’. It conjures very tangibly with how we welcome students into our learning community. How we are there for them as long as they are there for us. There will be inescapable opportunities for meaningful interactions. How we go about celebrating relationship building is an interesting question. How we attend to it very intentionally.

You have material on your website that goes to that. I thought I would take you outside of that this time. This is UTS. Georgina Barrett-See. She is a marvellous woman who runs their U-pass. Their peer assisted study program. They moved from face-to-face to online in one week with a large number of PASS leaders. There is a very accessible article around the 4 – sorry, the 3 challenges and for solutions for online learning. The challenges being: sage on the stage. It is easier to be the sage on the stage when you are fully online. There is Georgina’s diagram of that whereas this is what she wants. She wants an interconnected piece going on.

The black box syndrome, where there are no cameras on. The early exit. Students leave as soon as they realise it is interactive or breakout rooms are going to be opened up.

And some solutions. These are the leaders. The leader always uses the camera. They take time. Peter Felton will say this is good relationship-rich education. To check and make small talk. Asking ‘how are you?’ is very helpful. It is very empathetic.

Modelling vulnerability, as the colleague did on in her welcome pack. We're all going to make mistakes, that is OK. The good advice from the 4 experts who had the 5 questions was that there should always be a communications channel. Or an opportunity without a teacher. You can start that by having a clear defined task. Then getting them used to talking amongst themselves. The facilitator can always check in. The teacher can check in with a private Zoom.

One postgraduate leader, after the whole relationship is set up, halfway through the trimester or semester has this whole ‘lost my voice’ game. Speaks as little as possible and so students have to step up. Students love competition so using any of those online tools or breaking students up to do multi-choice questions and then having a competition about who did it faster or who got most right, who had the most fun, or whatever.

Allocating responsibility to prevent exit. I know none of these are silver bullets. I’ve already had that disclaimer. But it is interesting to think about. Having the Google slides or the jam-board to collaborate on so that students can add additional points about a particular topic. There’s a new zoom feature which will require students to update to the most recent platform, but it enables them to self-allocate into groups. There is agency and autonomy around that. So think, pair and share. You can still do that, and have broader conversations.

If you have different rooms going, thinking about students having parallel groups on topics and then they come together rather than if there is a serial group. Then everyone has a responsibility.

This is my favourite, something we often forget even as experienced teachers. It is to hold the silence. It takes time to learn. Don't be afraid to sit in silence for a bit while students work things through. Sometimes it can be hard not to jump in but they could just be looking through their notes. Ensure they are given the time they need and are not rushed. I just think that is all great advice.

Diversity. Mediating that diversity in entering academic preparedness with explicit scaffolding of contextualised skills. Relieving anxiety and building self-efficacy through agency. This is the same woman with the learning pact. I cannot even believe that I love it even more. Look what she has done for week one.

Every day stepped out. This is scaffolding. You start with this and then of course you withdraw. This is a very clear indication for students about how they might engage in this environment when they do not get any of the physical or the oral clues around it. Again, you’ve got some great resources on your website and it is a matter of just-in-case, just-enough, just-for-me.

And the policy and procedure point about diversity, so it is about normalising life experiences, the bushfires and the pandemic. That is a sad thing to say out loud. Just like you had that stepped-through guide about engaging, this is UNE. I cannot find an updated public version of this but 2019 will do. It is the same idea as the learning pact colleague.

So what you would do in each of these weeks, so they do not have to waste precious time trying to navigate that for themselves. I will never miss a chance to say a critical skill at universities is reading. When do we ever have that conversation with students about reading? Now they are more divorced from it. This is a lovely guide from UTS. Different states, so I'm sure it's all right.

The opportunity to have an in class discussion about what reading in the discipline looks like. I mentioned the workbooks in Law, for example, before. And of course writing. Writing is the other critical thing, as we know. The number of times I have conversations with students about ‘what you have given me is description. You need to go beyond description’. When do we have that discussion with students? Fake news and the criticality around judging evidence, and the language and academic integrity issues around that.

Just sticking with the description issue for the time being. This is an assessment literacy piece. Again, it is a critical one. RMIT had this up for a long time, then they took it down and put it back up again. It’s just thinking and having the discussion with students about what the cognitive hierarchy is and what it looks like. Again, you could see students having a small group discussion about this and coming back and having a discussion in the larger group. About what they understand about or what they have understood about knowing, understanding, applying, analyzing, synthesising, evaluating. You might not like that language or those words around it but I think you understand the idea. We are helping students get over that hurdle.

I did not check to see whether you have an assignment calculator at Deakin, I'm sure you would have a very pretty one, you do things very prettily. But again, for the uninitiated, stepping out for students, if you have got an assignment due in four weeks time, how would you organise your time? Timekeeping and organisational skills are two of the skills for student preparedness that are particularly wanting.

The third first year curriculum principle around design is pretty much all about universal design for learning, UDL, inclusive learning, teaching and assessment. And now there is universal design around assessment practices, specifically a piece on assessment, there are some embedded links when you get the PowerPoints if you would like to have a look.

Clear expectations, embedding contextualised support. The Office for Learning and Teaching project on enhancing student well-being talked about, in shorthand, doing no harm in your curriculum design, in terms of mental health and well-being. And you could embed a weekly resilience strategy in the curriculum, for example goalsetting for motivation early on, preparing for the affect of feedback, and strategising about what they are going to do about that.

Help-seeking behaviour, understanding their stressors. (I wish someone had told me this a long time ago.) Apparently you can only do one thing at a time. No point being overwhelmed. You can only get one thing done at a time. Tell that to me at 2:00 last night.

Here are some good principles on inclusive teaching. You have got a lot on your own website, I'm just providing you with examples and normalising it. The Office for Learning and Teaching Enhancing Student Wellbeing Project talks about 5 wellbeing essentials. Autonomous motivation is the first one, that is doing things which are intrinsically interesting or satisfying, or facilitating values-goals. These are facilitated and enhanced when students’ experiences of belonging (the second essential), positive relationships (the third essential), autonomy (the fourth essential), and competence are developed. It is an interesting way to think about how we are going about our work.

And just because I can't help myself, more about curriculum. It is not hidden, it needs to be so explicit. It is the organising and sequencing to a large extent, I think, that is key here. But I don't need to say it because it is mandated.

This is your course design and delivery procedure: all courses are structured to do those various things. Yes. That is a good idea. Looking at what a well-designed curriculum, excuse me, might look like to provide foundations for student mental well-being, this is just examples but we need to go back to basics. Good curriculum design, alignment between curriculum elements within and across years and within subjects.

Curriculum materials that are optimally organised and sequenced. I keep saying that, I know, because often they are not. Planning learning activities that promote deep learning and student engagement; planning assessment that encourages desired behaviours and informs learning, because of it is all very easy really.

Thinking about those five well-being essentials and offering a variety of learning activities, and you can translate this into other forms if you are thinking about assessment as well. So activities that build on prior learning and provide opportunities to practise skills and receive feedback build students’ experience of competence. Activities that promote regular peer interaction and collaborative learning, like the U-PASS from UTS, promote positive relationships and create a sense of belonging.

Activities that are authentic and relevant, this is why we talk about it so much, to students’ goals, interests and values are more likely to autonomously motivate. A sense of autonomy is supported when students are enabled to use their strength in preferred modes of learning with the variety in learning activities.

This is part of the issue around choice, I'm going to take you do another piece of that in a moment. The fourth principle (we are getting there), is engagement. See, nothing frightening about any of these words. Engagement is writ large, and I think engagement is not well understood, it could mean anything to any people. I'm just making it mean what I want it to mean, which is academic and social belonging with peers, because relationships matter.

Relationship-rich education. Student-teacher relationships and engagement, Sarah O'Shea talks about family capital. I do wonder, has that slipped in our online learning or remote emergency teaching? Are we still engaging with the broader support circles of our students? Employability, co-designing, and self-regulation.

I want to talk about communication, and it is almost a communication strategy for online teaching, to provide coherence and the roadmap for unit learning. Teacher presence, it is how you start with the teacher presence, because it is like you are having an ongoing dialogue for connection. But also to give students a sense of achievement about what has been established.

It can build a learning community, a sense of belonging and care, especially when the teacher listens to feedback because of that is part of the communication. You set expectations early and you follow through with managing those expectations.

And think about what the communication channels are, the medium and the format, the frequency. How you set the rhythm for the learning process in your particular unit so that you are scaffolding what is to come, you are explaining tasks and their rationale, and you might even consider helping students to estimate because you have already done the hard work, about what the time on task is likely to be.

You might, for example, every Monday morning send out some communication with clear headings, posted on your cloud site. Such as announcements, this week's task (this is just made up), weekly check-in, feedback, tip.

Clear, consistent language. And a friendly authentic tone. And repetition and reminders are just fine, because students get overloaded a lot.

Back to the four experts and five questions article, Peter Goodyear, his response to what makes teacher-student online learning successful, his answer was that ‘ensuring success in online learning involves excellent communication skills [we just spoke about that], careful design and active involvement of the learners.’

He also spoke about students co-designing and co-configuring learning activities, which might seem somewhat daunting in the first year experience world, but it goes a long way to engagement and motivating and giving students a sense of autonomy.

He talks about it impacting positively on their self-regulation, and it could be as simple or as difficult as this is the outcome that needs to be developed, the medium for the outcome is up to you.

I had a very good first year lecturer who used to let students think about their own assessment criteria. It is that engagement piece. That might help.

Reconsidering text and readings, and I’m going to give open educational resource examples here. Again, it is the issue of thinking very carefully about what we are setting students, in an effort to be helpful and inclusive and giving them as many opportunities as possible. But it could be overwhelming.

But here’s a nice one, a $4.5 thousand grant to adapt an intro to psych free text, allowed students to determine what needed tweaking and gap filling, phased release current students provided feedback also. A similar idea from Southern University in Queensland: an open textbook was used by students, saving students dollars, and these are big at the moment, but they co-authored the open text, and I have seen this become iterative as well. One year group passes it on to the next group of students, and they engage.

And here is the marvellous Gareth Hughes from the UK, and the book they just released this this year. They set one text (the Americans do this as well, I think a couple in Australia have done as well), one text that everyone in the institution reads and it becomes a common source and a jumping-off point to thinking about analysis or whatever.

We could do worse next year, than set Gareth Hughes’ ‘Be well, learn well’ (and I’m not getting a commission), and you can see the sorts of things he discusses there.

SPEAKER:
Sally, you have been speaking for an hour. I just wonder… You must be feeling tired.

PROF SALLY KIFT:
Let me get to assessment really quickly, I always fill anxious talking about assessment to colleagues at Deakin. Because you have got the self and peer assessment piece, the virtual teams, work on feedback for learning, Pebble Pad, CRADLE, that is all there. Assessment and feedback literacies and explaining this to students. And that is a definition, there are many definitions for understanding the terminology and protocol and processes. And how to be successful and confident learners.

The use of assessment verbs and the naming of assessment tasks and what we mean by that, what the assessment expectations are, consistent advice and assistance with referencing, paraphrasing, academic integrity, big bugbears for students. You have got the proactive support for teamwork, you’ve got the tools available, helping students make use of examples and model answers, dialogue about criteria and standards, self and peer assessment and evaluative judgement, all the CRADLE work, what feedback is, all that work that CRADLE has been done around what feedback is.

There it is, I think I just mentioned it. There is a piece there round the contemporary digital context. But I wanted to get to this: a lot of colleagues from Deakin involved in this including Mary (so I can't finish yet, Mary).

The great criticality of the first piece of assessment, and the emotional burden of academic failure on students who persist. Students who failed were critical of and wanted to feel more connected and supported by the academic staff and the University. It indicates it is a new orientation about belonging.

And students using the first experience of assessment to calibrate their expectations and their sense of belonging. And when we think about that, if that is the impact that that is going to have on students, I hope we give that degree of care to the design of that first piece of assessment. Because there is also a strong relationship between failure and withdrawal.

All the work most recently around redesigning exams for online delivery, you’ve got a CRADLE piece of work around that, lots of great flowcharts. You have got your own Doctor Phill who has developed and just released ‘Strategies for using online invigilated exams’, looking at those commercial provider proctoring opportunities that there are. And coming up with very balanced ‘10 practice suggestions for online invigilated exams’. That is a new piece and equips us well to go forward.

This is other work: when we are thinking about reasonable adjustments to exams in particular, the National Centre has just funded a group of CRADLE and Deakin colleagues, with Central Queensland University, to think about high-stakes timed assessments and how problematic they are for students with disabilities. And are they fair? Are we doing the right thing by students? And asking students and staff what they think about that, with overwhelming student interest in participating.

The University of Tasmania in terms of trying to think about the different types of assessment that are available give you lots of alternatives, I have given you a James Cook University website there, you can have a look at those if you want.

I like this idea, invigilated time-limited exam: any assessment would be an alternative to that. And they also assure standards that you might like to consider. So if you are going to change something about placements, don't forget there is probably an accreditation piece around that.

Phil Race talking about the essay and the efficacy of essays, and discussing with great examples around how (in a very Oscar Wilde way) to get students to do short pieces rather than long pieces. It makes it more engaging too mark, I think. And potentially a better test of students’ learning. Just some examples there for that.

And the wonderful Sally Brown has done, with Kay Sambell, a whole series of great pieces around changing assessment in COVID times. There’s 4 or 5 different pieces. And there is this webinar available from the enhancement themes website, talking about compassionate assessment post COVID. It’s all a bit coming and going around assessment - there is a lot going on, and the last one, I'm not doing very much on this. This is beyond this remit, I think, today. Evaluation and monitoring. And we shall remember that students as partners can help us identify the pain points in our learning environments. A recent conference at CRADLE. It had Associate Professor Alyssa Wise from New York University talking about the data-intensive university. It is a great keynote that is very worth listening to, talking about the sorts of insights that learning analytics can generate. Students were saying that even though learning analytics were being deployed at scale to personalise feedback, they still feel as though they are getting individual advice and that they are more motivated to engage with the online course learning materials.

Another list but a really nice summary from Nicole Crawford around what would be best to do for regional and remote students. And what we do for equity group students is always good for all students. I think we have spoken about most of those. Finishing up, keep calm you have done an amazing job. I am in absolute awe of individuals and of the sector, the international effort that’s gone into to supporting each other and our students. There were no silver bullets in there but hopefully some ideas.

This is what I am hoping for, for your cloud picture. My wish for your clout is this peaceful, reflective, gentle environment for learning. Thank you Mary. We'll have some time for questions. I’m sorry I went over.

DR MARY DRACUP:
Sally, don’t apologise. It is just gold. Thank you for your presentation. We do have questions. First of all from Sharon Pittaway, she says: ‘Sally, are the solutions to the 3 challenges discipline specific? Are some more suited to some disciplines that others? Or could they work for all disciplines?’

PROF SALLY KIFT:
I have to be careful how I answer this. Every discipline is special and has its own pedagogical knowledge, content, theory and ways of thinking and theorising. I'm keenly aware of that. But there are also some truths that hold across all disciplines around for example developing assessment and feedback literacies. Around thinking very carefully about whether you have scaffolded students with the skills that they need to do the assessment task that you have set them.

Unless I'm talking to any law colleagues, my best example of that would be ‘I will tell you to go away and write a case note that is due next week, thanks, bye’. Without talking you through what that might look like. So stepping you through, pacing and chunking. There are generic principles, and that might have been my very long list with 2 notepads attached to it. But they obviously need to be played out in the discipline context.

DR MARY DRACUP:
OK thank you. Robyn Yucel had a question. She says: ‘we are aware of many of the problems for student learning online and have a pretty good understanding of what needs to be done to address them. What can institutions do in terms of structure and culture to increase academic agency to create curriculum that addresses the needs of all students. Staff workload is often the elephant in the room.’

PROF SALLY KIFT:
Thank you Robyn and hello. I think we are friends for a long time ago.

I glossed over it but I think this is the whole of institution approaches. It is the balance. It is the fine line, the Goldilocks conundrum of trying to get the balance just right. There is generalisable things that can be done which need to be played out in the discipline. I think, for example the academic literacies embedding piece that I showed you, and said I would’ve crawled over broken glass to get, is a good example of whole of institution thinking about how to structure this so that with some assistance to contextualising the discipline this is a possible way to go forward.

I mention weekly resilience strategies. I think mental health and well-being (and I have not looked to your plan although I saw a presentation on it and I tried to glean). There are some opportunities there I think to assist colleagues thinking about how to deploy what needs to be done with students in that regard. Without every single discipline, unit or school needing to reinvent the wheel.

You have got in your individual areas (I think Robyn is a member of one of them and I have long been jealous of it, and I see Susie Macfarlane - I see her face in front of my WebCam), you have teams of colleagues in the disciplines who are sharing good practice across disciplines, bringing good practice in from outside. Doing that mediation.

If I was a single lecturer or a unit coordinator in a first-year unit I would not expect to have all of this descend on my head and expect to come up with the silver bullet answer. That is not possible. I think there is an ecosystem around that. There is an ecosystem system around that that we can develop. Then it is a communication piece. How do we get the communication out? CRADLE is working really hard to do that knowledge transfer piece in the assessment space. They have a lot of answers and very thoughtful answers. And pragmatic answers.

That is where I put the institutional effort. Doing the knowledge translation. Not just with CRADLE but more broadly. I might stop there. Thank you Robyn.

DR MARY DRACUP:
Does that answer your question, Robyn?

PROF SALLY KIFT:
She gave me a thumbs up and she would anyway I think. Very kind.

DR MARY DRACUP:
Laura Brooks has another question. She says: ‘Hi Sally, very thought-provoking presentation. I noted at the beginning of your presentation you refer to the number of students academics engage with online. For us in first year nursing we normally have one academic to 32 students in face-to-face seminars. However we transitioned to 2 academics to 64 students online, with breakout rooms. I'm interested to hear your thoughts on whether team teaching online is useful to encourage first-year students to build social connections, demonstrate empathy, professional communication, etc. We certainly found it helpful from both the student and academic perspective.

PROF SALLY KIFT:
Well yes. Does that answer the question? I agree. I think the opportunities for team-teaching... I know this is tricky and goes to workloads and things. But I think sharing the load. We think about when you are presenting on a panel. It is really stressful doing a big piece and presenting like this. (I see Phil Dawson does it all the time.) It is much better if that there is 2 of us to do it. I think team teaching shows students that conversational framework. I think it models that professional interaction. It provides greater coverage across the two. It means that students can see that there are different ways of approaching the same problems from a more than novice perspective and I think it gives them, models that cognitive process and social and relational process of seeking answers. If it can be done I think that is great. I think there is opportunity there also. I realise going between rooms is tricky. I thought I saw you were moving into Teams. I have tried to read quite carefully through this. I think you are going to Teams in 2021. With some enhancements.

Students are now self-allocating to Zoom rooms. Teachers dropping in. Just holding the silence as necessary. Seeing what is going on. Being the validating facilitator. It might sound trite. And it’s a long-winded way of saying that yes, I think it is excellent, as students get to meet a wider range of students. I would suggest that time be made for students to do a bit of meet and greet and general chitchat at different points. The teacher might like to extract themselves there so the students might feel freer to do that.

The opportunity to engage with more students in meaningful ways has to be encouraged.

DR MARY DRACUP:
Great answer, thank you. I think you’re echoing some things in there that Nicole Crawford has been saying as well.

PROF SALLY KIFT:
Yes, her work’s great.

DR MARY DRACUP:
Petra Brown has a question, one that I was going to ask myself. She says: ‘What kind of impact does the 2020 experience have in terms of online study for future students? Can we expect to see an improvement in capacity for online learning for commencing 2021 students who have learned to study an online mode in 12?

‘They would have been vulnerable to disengagement previously because they are not used to studying online. But now everyone has learnt to learn online, including high school students. [Supposedly.] Sally, would you see this as a positive aspect of the 2020 experience? Related to this, how do you see this new shift to online learning playing out in the medium to long-term compared to traditional on-campus learning?’

PROF SALLY KIFT:
Thank you. Very rich question. You reminded me I needed to say something about the cohort coming in. They are a part of the cohort who are coming into 2021. Petra, without being overly controversial I might first say have they learnt to learn online? And if they have learnt to learn online, have they all learnt to learn online and to what degrees?

One of my fundamental starting points in first year experience is to never assume entry knowledge, skills and capabilities. That does not mean that students can’t quickly progress to a next phase if it is all there, but you often find… and even in a discipline like law where we really had to really help them and scaffold them through the reading. You say to students ‘reading’ and they go ‘we can read’. And you go ‘here is a statute. Here is a case report. Here is a dense legal argument in an article. Read. Read that.’

I think all students can do with that scaffolding. I would also say to look at the data that you have got there. You've still got students who would have struggled. If anything has become so abundantly clear out of the pandemic for all of us and for the students who are coming in in 2020-21, it is the reality of digital poverty. And that the burden has not fallen equally. Those that always could and always will have done. Those who have always struggled and always will unless we do the right thing will continue to. I don't think we can make any assumptions in that regard.

Doing early polls with your students, thinking about how you might mediate expectations around that or set expectations in a pre-orientation into a week one phase so that it does not all come crashing down later on. Sorry that was a stream of consciousness (as are all my answers). I would not assume anything about the next cohort. In fact I would assume the reverse.

I think particularly in your Victorian context, I think they probably really struggled. You see the elevator. I could have had another slide of the Swinburne work, which I'm happy to send Mary. The escalation in anxiety, depression and stress amongst young people up to 24 has gone off the scale.

I think we will have… I don't want to problematise what could all have been normal responses. But I do worry that they could be a fragile, vulnerable cohort who have just got through. So thinking quite carefully about that. And if it is all good, it is all good and jump them over it. Thank you. That was a really good question. There was another part I think I managed to ignore.

DR MARY DRACUP:
Just the longer term outcomes.

PROF SALLY KIFT:
I'm talking to Deakin. You are out there apparently I say that with love. As well as great respect. You have wonderful resources and a really fine infrastructure. You are far greater advanced than many colleagues across the sector.

We must have moved forward but I think it is a bit like, if I could and I may add, a bit like advances in the first year experience where I thought it was in dog years. And it was like 3 years forward and 2 years back. Then 4 years forward and one year back. As long as the continuing momentum is to push the boundaries, I think we have got that. But I managed to forget to say so thank you for giving me that opportunity, out of the TEQSA report which some of the press have picked up, I actually got the quote here about students who really did not like online learning.

I just saw one of the CRADLE colleagues saying in the chat (it came up because I am following the chat, maybe it is inappropriate, I don't know), that students may be jaded by online learning. But certainly there was a strong feeling among some students, a sizable percentage among the students in the survey responses and responses from providers: ‘a very large proportion of respondents in the various surveys commented that they did not like the experience of online learning and did not wish to ever experience it again. In many cases these proportions of disaffected students were between 33% and 50% of respondents.’ You know. That gives us pause to think, doesn't it? I think it makes the comms piece even more critical. So, yes.

DR MARY DRACUP:
OK. Sally, we have reached an hour and a half. You must be shattered. This has been quite a commitment from you, thank you so much. I would just like to really acknowledge the great ideas that you have shared with us today, I think you have left us with a lot of useful things to take forward for next year.

One thing that you said, pedagogy before technology but also relationships before technology, and the pedagogy of kindness, I think that is something we really have learned this year.

Just to send you off, could be all unmute our microphones and give you a big cheer and clap. Because so deserve it, Sally.

(Applause)