



Transition Pedagogy or Panic-gogy?: The First Year Experience of Emergency Remote Teaching

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Teaching on-line in COVID-19 times

Academics are adaptable—we are living this and doing this for better student engagement

by Chris Campbell, Kathryn Coleman and Melissa Cain

Since April 2020, we have been conducting an international survey on COVID-19 remote teaching. From our study of 635 teachers across all sectors, 105 respondents were in the higher education/ tertiary sector; 40 from Australia (all HE), 42 in the USA, with others from New Zealand, Japan, Canada, Singapore, Fiji and Europe. 10 per cent of our 105 respondents were already teaching on-line pre-pandemic. In 16 open-ended questions we asked teachers to tell us how COVID-19 had affected learning and teaching for them and their students.

Are academics coping?

Short answer: They are but feel the pressures of Zoom as their new classroom. The shift on-line “has enabled a kinder, more empathetic working relationship with my student cohort”. They tell us that they are building their skills on-line, juggling normal teaching duties while supporting student anxiety.



- 1) Thank you
- 2) You matter!

Ques: *Are academics coping?* (635 teachers)

Ans: *Yes but...*

- **Feel pressure of zoom as their new classroom**
- **“...building online skills, juggling normal teaching duties while supporting student anxiety”**
- **“are adaptable, resilient and found innovation w/i their new teaching spaces...mak[ing] teaching on-line work”**
- **“value understanding and relating to students”**
- **Some prefer F2F**
- **They value “a pedagogy of kindness”; “care can be extended on-line or in the classroom”.**
- **Are “flexible and forgiving”**
- **Quote: “academics are adaptable—we are living this and doing this for better student engagement”.**

Overview

- Thank you
- Panic-gogy?
- What do we know?
 - Emergency Remote Teaching (ERT) **vs** Online Learning
 - Preliminary results are in...
 - First Year Experience
- Transition Pedagogy & Online Learning
 - Thinking about what students *will have to do to learn* (with what we design & curate for them)
 - Practicalities, accessibility & skills
 - What is 'flexible'?
 - Rich relationships & communications
 - Harnessing curriculum for mental health & wellbeing

But...

***T&C apply**





First Year

Cloud L&T

Ecosystem

Rapid Response: Emergency Remote Teaching

PANIC-GOGY

'Panic-gogy': Teaching Online Classes During The Coronavirus Pandemic

By Anya Kamenetz Mar 19



(LA Johnson/NPR)

"The **real skill that Panicgogy requires is sort of a critical compassion**, if you will, the ability to look at the situation as it really is. Figure out what's going on, how you can operate within that, and how you can be compassionate in that as well."

<https://www.kqed.org/mindshift/55554/panic-gogy-teaching-online-classes-during-the-coronavirus-pandemic>

MOBILISING "AN INITIAL PHASE OF PEDAGOGICAL TRIAGE"

What the Research Tells Us about
Higher Education's Temporary Shift to Remote Teaching
What the Public Needs to Know, from the SoTL Community

<https://bit.ly/2A2uMEi>

March 20, 2020

<https://bit.ly/2wg6B3L>

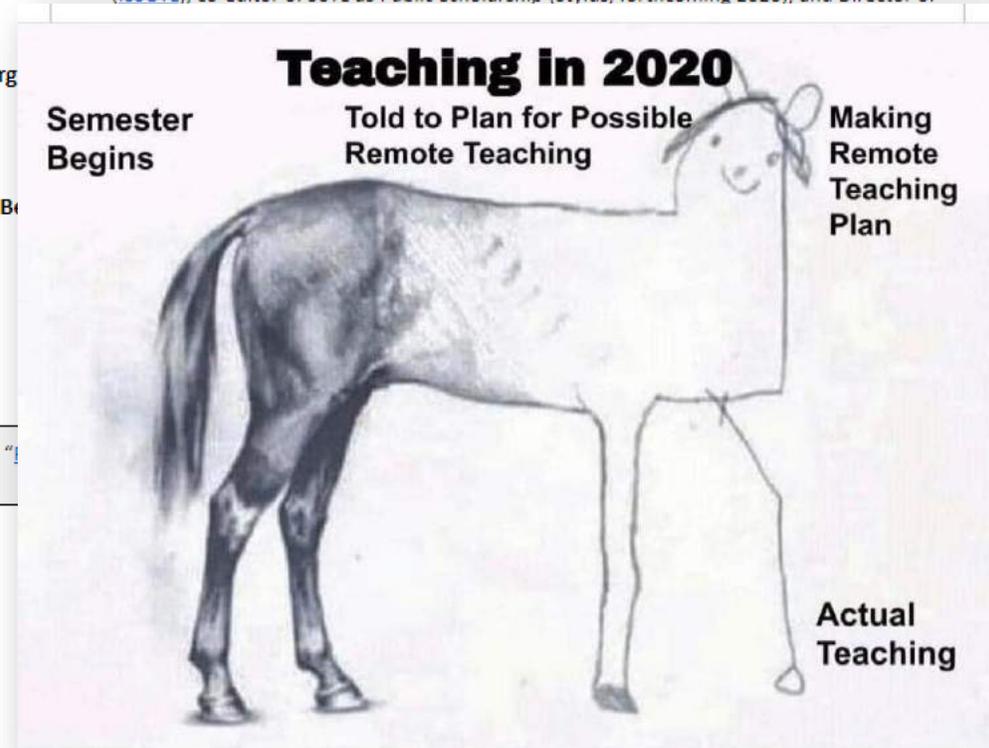
Written & Compiled by

Nancy Chick

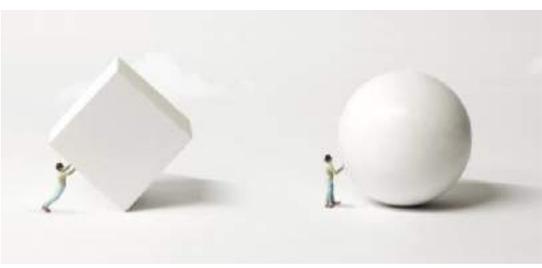
Co-President Elect of International Society for the Scholarship of Teaching and Learning (ISSOTL), co-editor of *SoTL as Public Scholarship* (Stylus, forthcoming 2020), and Director of

Jennifer Friberg

Lee Skallerup B



Please see our "



“The Difference Between *Emergency Remote Teaching* and *Online Learning*” (Hodges et al, 27 March 2020)

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“Effective online learning results from careful instructional design & planning, using a systematic model for design and development”.

Design & decision making process is complex: 9 dimensions, each w internal options

- Modality
- Pacing [*and chunking*]
- Student-instructor ratio
- Pedagogy
- Instructor role online
- Student role online
- Online communication synchrony
- Role of online assessments
- Source(s) of feedback

Diff types of interactions to mediate

- Student-content; student-student; Student-learner; student-teacher.
- Support learners instructionally ***and*** for co-curr engagement & or social supports

Original Articles | Published: 07 July 2020

Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity **4 Experts - 5 Questions**

[Chrysi Rapanta](#) , [Luca Botturi](#), [Peter Goodyear](#), [Lourdes Guàrdia](#) & [Marguerite Koole](#)

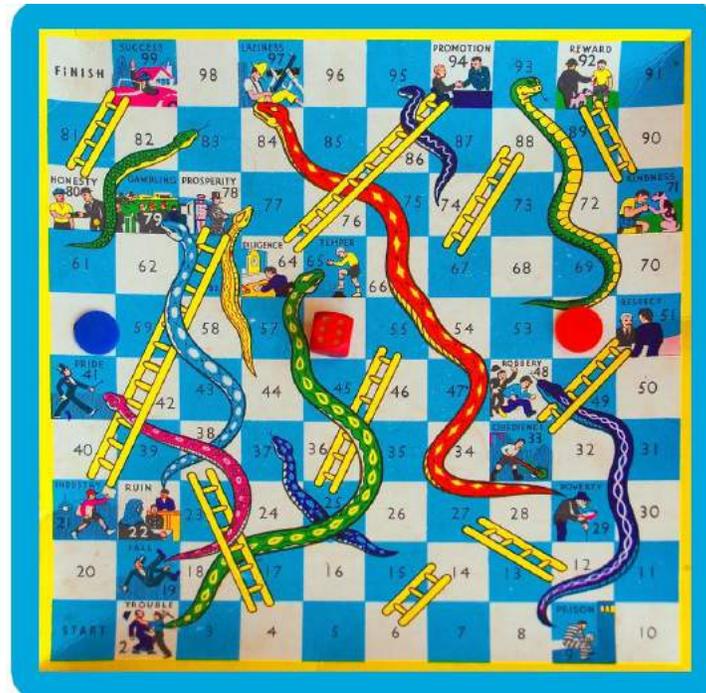
The “pedagogical content knowledge” of teaching online

- **Technical** (eg digital platforms & tools) & **administrative** (organising workflows) **aspects**
- But also **pedagogical principles** re “design for learning”
- **‘Triple teacher presence’** over all aspects of **learning activity**
 - Cognitive; Social; Facilitatory
- **NOTED:** In COVID teachers ***both*** designers & tutors-teachers

Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity

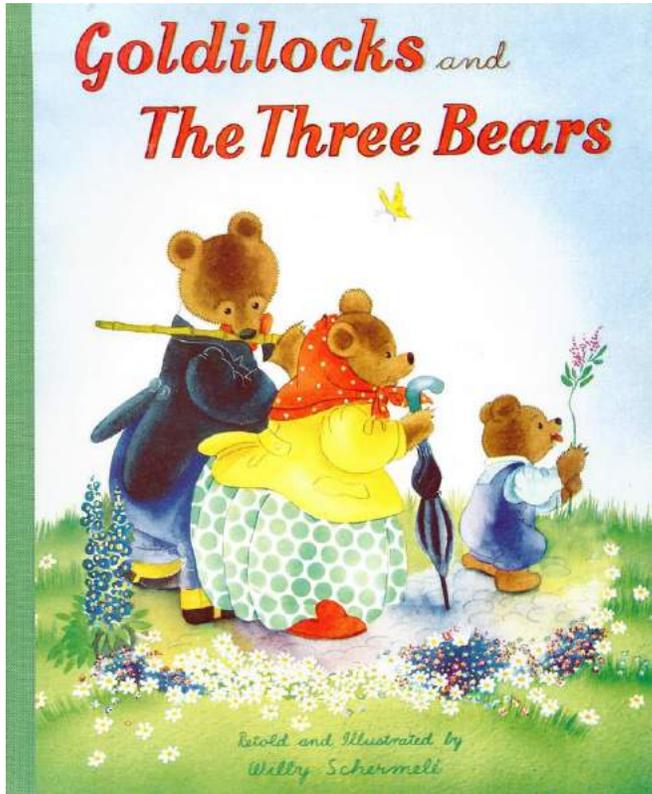
Chrysi Rapanta , Luca Botturi, Peter Goodyear, Lourdes Guàrdia & Marguerite Koole

“ Although technologies and resources are necessary ingredients for online teaching ... **teachers’ support for students, including through monitoring their learning processes,** is what makes teaching effective—as with face-to-face situations. ”



"Snakes and Ladders" by [Leonard J Matthews](#) is licensed under [CC BY-NC-SA 2.0](#)

It's all very Goldilocks...



*We want it to be 'just right'
It's hard work!*

Could spend **too little time** on planning, design & teaching

- Could lead to students with **too little guidance & support**

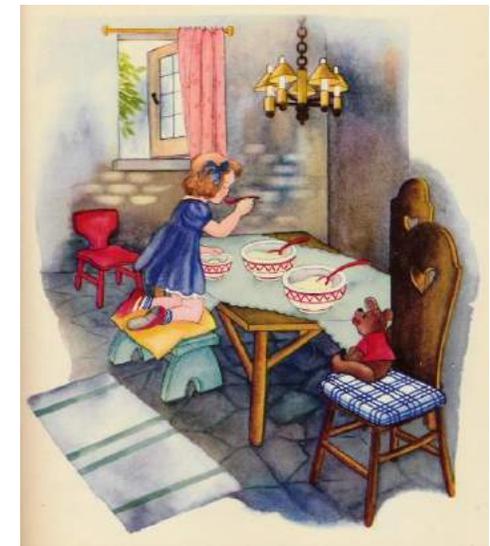
Could spend **too much time** and **over-design** content & technology

- Could lead to overwhelming students with “a myriad of resources (**the pedagogical version of digital hoarding**) and unrealistic tasks”. [Alexandra Mihai](https://educationalist.eu/its-about-time-3edfad9405e) <https://educationalist.eu/its-about-time-3edfad9405e>
- Could lead to [cognitive overload](#)

There's a “fine line between structure and flexibility”.

[Alexandra Mihai](#)

<https://educationalist.eu/its-about-time-3edfad9405e>



118 providers shared summaries of student exp surveys with TEQSA (66% of 179 requested)

Generally students were “**positive** and frequently views were expressed by students that they **recognised how much effort** had gone into the transition and **were grateful** that they didn’t have to abandon their studies.” (at 5)



What worked well (following few each at 20%-22% of responses)

- **Flexible access** to materials, incl **early availability** of lecture & tute Qs (29)
- Good access to academic **help & advice** online: many staff made extra ‘online’ time available for discussion groups & to ans student Qs (29)
- **Tech** used made it easier for students to learn (24)

Other multiple positive Ss’ responses:

- Capacity to manage their own time better than in F2F (16)
- Better learning outcomes (some reported improved retention in Sem 1) (10)
- Flexibility with types & outcomes of online assessment (9)

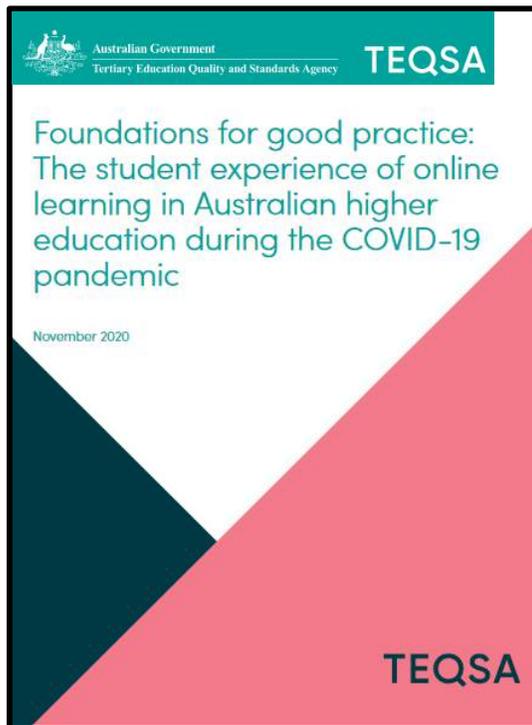


What did not work well: many detailed comments & 15 frequent matters (*next*); Diff issues for diff providers w diff student profiles (eg LSES, offshore, WA vs Vic...).

Most critical issues –

- **IT issues** (IT difficulties & varying levels of **staff expertise**)
- Reduced [**academic interaction**] with staff & peers
- **Examinations** & assessment changes
- Isolation, lack of **engagement** & reduced motivation
- Academic issues with **partic disciplines or type of study** translating to online



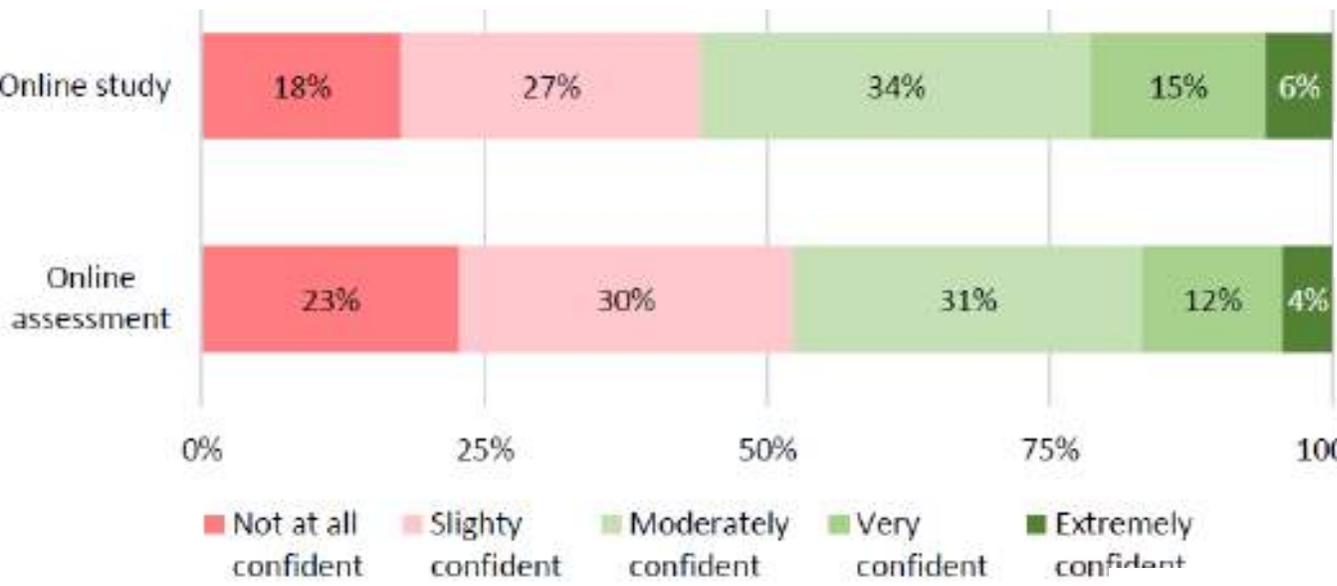


**Table 1:
Things which did
not work well and
number of mentions
in the [118] summary
surveys.**

Issue	Number of mentions by providers in summary reports	% of responses
Lack of engagement	34	29
Lack of/ inadequate academic interaction	40	34
Lack of/insufficient peer interaction	34	29
Access to services	18	15
Assessment type and arrangements	35	30
IT problems	48	41
Housing/home environment	18	15
Finance	18	15
Isolation	18	15
Job loss	8	7
Mental health	19	16
Subject matter issues	33	28
Staffing resources and expertise	30	25
Online workload	27	23
Personal time management/ motivation	16	14

Report on the Evaluation of Tri 1 & Sem 1, 2020

(DEPUTY VICE-CHANCELLOR EDUCATION)



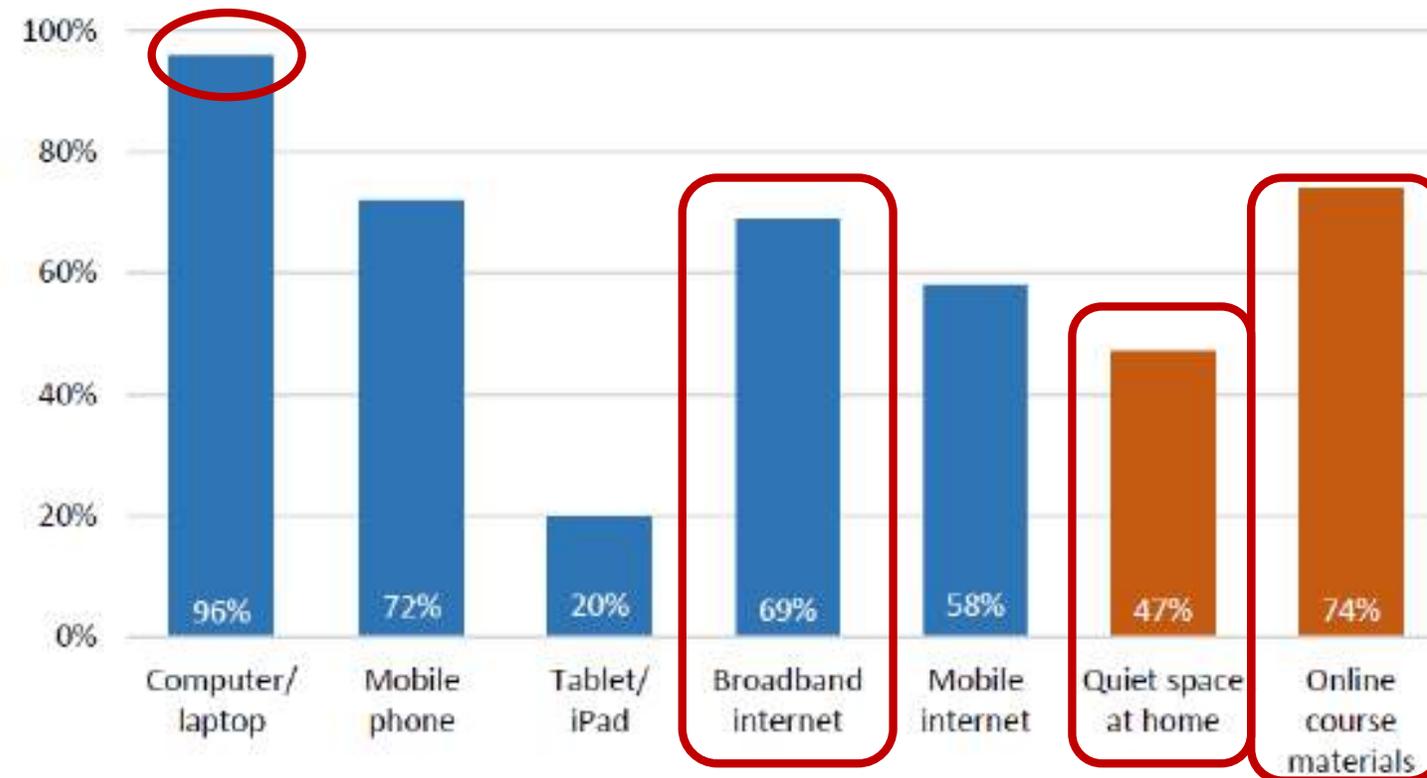
Deakin Student Experience Survey (21 April-6 May)
9,787 responses (out of 52,519): **19%** response rate

How confident do you feel about

- **Online study** for Trimester 1?
- **Online assessment** for Trimester 1?

Which of the following do you have access to, in order to participate in online study?

List: computer/laptop, mobile phone, tablet/iPad, Broadband internet, mobile internet, quiet space at home, online course materials





The evidence-based insights on Deakin Tri 1/Sem 1 2020: 3 Themes

(DEPUTY VICE-CHANCELLOR EDUCATION)

Focus	Indicative areas of attention	Evaluation techniques and/or data sets examined
Student experience	communication, support, adjustments for disadvantage, learning activities	Pulse Survey, eVALuate, student complaints
Staff experience	resources and capability, workload, sessional staff workload, teaching delivery, collaboration, governance, process adjustments and load	focus groups, online questionnaire
Assessment practices and student outcomes	participation and completion, results, academic integrity breaches	Retrospective workshop, helpdesk tickets, Callista (Cognos), D2L (CloudDeakin), alternative assessment types used for examinations



Why Universal Design for Learning *SO* important re (eg) accessibility & [reliable] internet access for all L&T & assessment (eg, downloads, lose internet during task...)



The evidence-based insights on Deakin Tri 1/Sem 1 2020: 3 Themes

(DEPUTY VICE-CHANCELLOR EDUCATION)

Assessment Practices

Workshop 24/06/20 - 36 Deakin participants

- **26 areas/issues** re online assessment in Tri 1 /Sem 1 evaluated & key priorities identified
High Value (low difficulty & high importance)

- Practice exams
- Communication to students

Strategic (high difficulty & high importance)

- Group work
- Workload issues
- Proctoring
- Responsibilities across divisions (DSA/Faculties/Central)
- MCQs – efficient design
- Marks & grades
- Professional accreditation negotiations

PD, support, resources, tech mediation...

- Lots going on!!!

Student Performance

- “...student outcomes were slightly better in Trimester 1/Semester 1 2020 compared to previous study periods” for almost all cohorts.
- Gap between equity & non-equity students has narrowed in several categories overall in 2020

Inclusive design with Blackboard Ally

Making subject content inclusive & flexible

- **Students:** big demand for accessible formats (eg, audio, tagged PDF, ePub, HTML) for use by students w disabilities; also for mobile devices & quick download/ engage later use

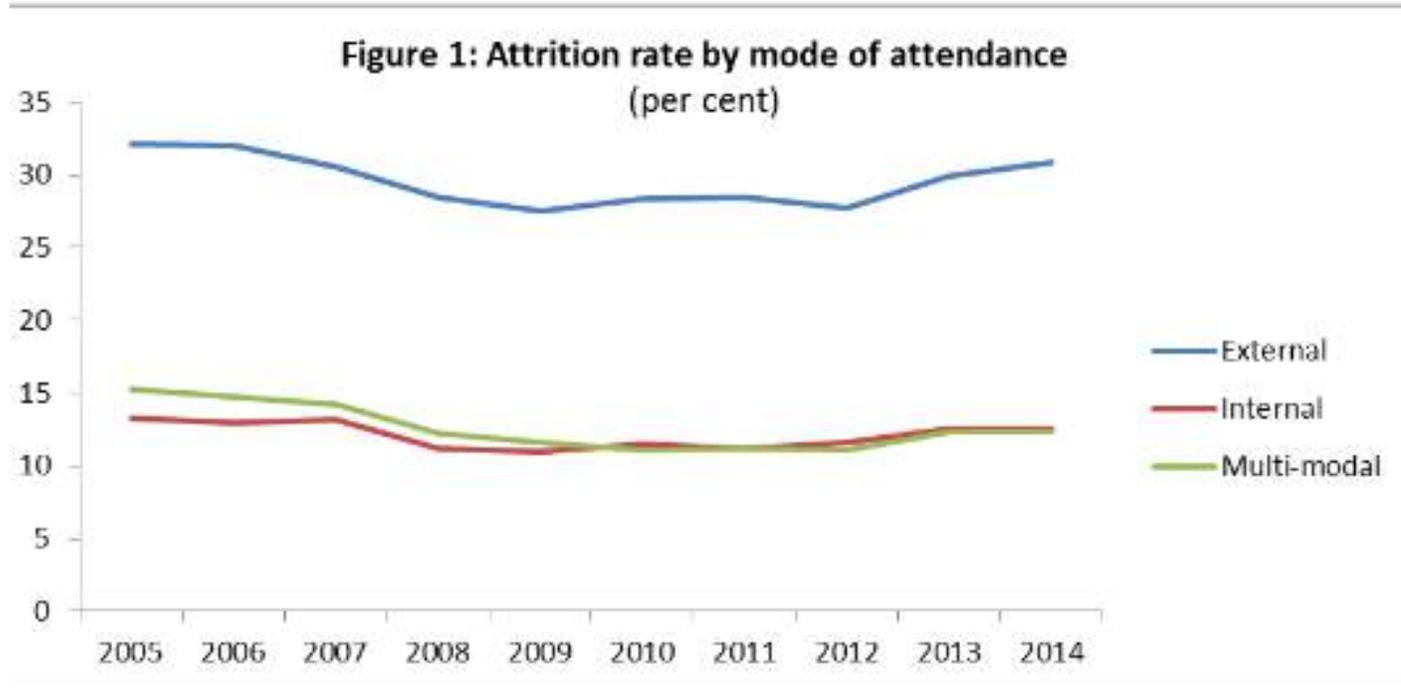
29/06/20-23/10/20

Engagement with Alternative Formats

Launched the Alternative Formats window	52,353
Total downloads	20,419
Conversion rate	39.00%

- **Teachers:** Steps to make files more accessible = WIP

Retention is around **20% lower** in online programs than face-to-face programs (Greenland & Moore, 2014).



LEARN MORE ABOUT CLOUD CAMPUS



What's it like to study online at Deakin?

Discover how Deakin's premium online systems allow you to have a world-class education and achieve your career goals on your terms.

[Play video now](#) (1:22)

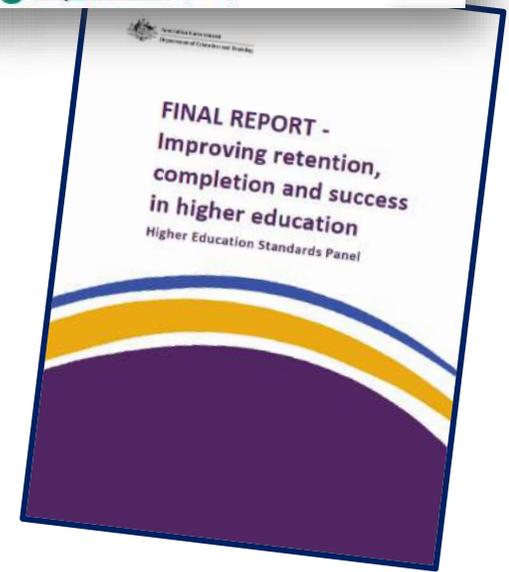


How will I access course content?

Find out how you'll access your high quality course content when you study online with Deakin: DeakinSync, your personal online learning portal, and your unit sites contain audio-visual class materials, lectures, discussion boards and more.

[Play video now](#) (1:07)

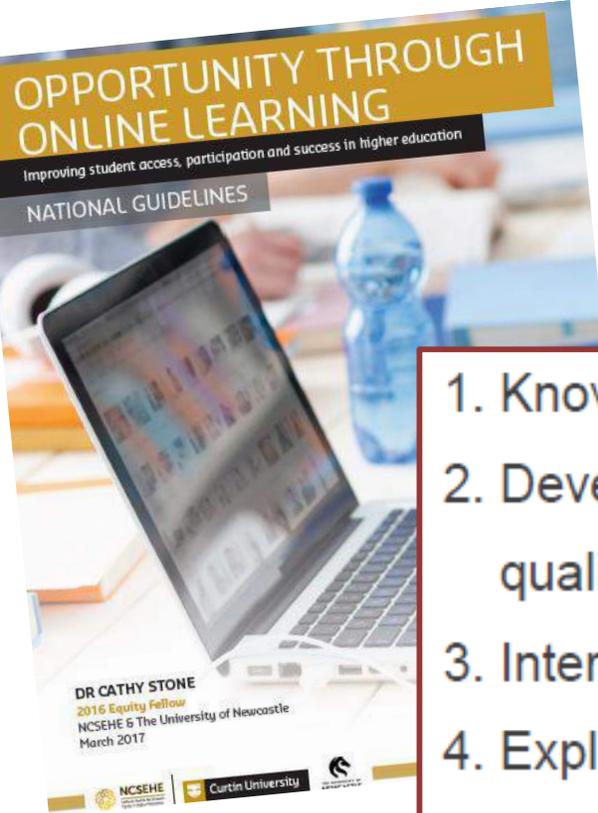
“...external students are around 2½ times more likely to withdraw from higher education than internal students – see Figure 1” (HESP, 2017, p 14)



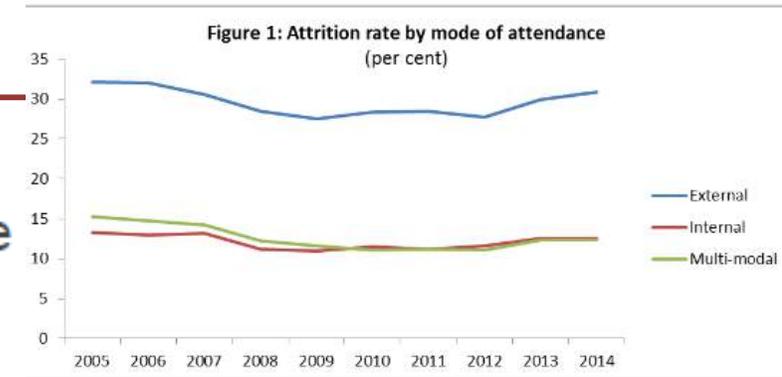
National Guidelines:

Improving Student Outcomes in Online Learning

https://www.ncsehe.edu.au/wp-content/uploads/2017/03/CathyStone_EQUITY-FELLOWSHIP-FINAL-REPORT.pdf



1. Know who the students are
2. Develop, implement and regularly review institution-wide quality standards for delivery of online education
3. Intervene early to address student expectations, build skills and engagement
4. Explicitly value and support the vital role of 'teacher-presence'
5. Design for online
6. Engage and support through content and delivery
7. Build collaboration across campus to offer holistic, integrated and embedded student support
8. Contact and communicate throughout the student journey
9. Use learning analytics to target and personalise student interventions
10. Invest in online education to ensure access and opportunity



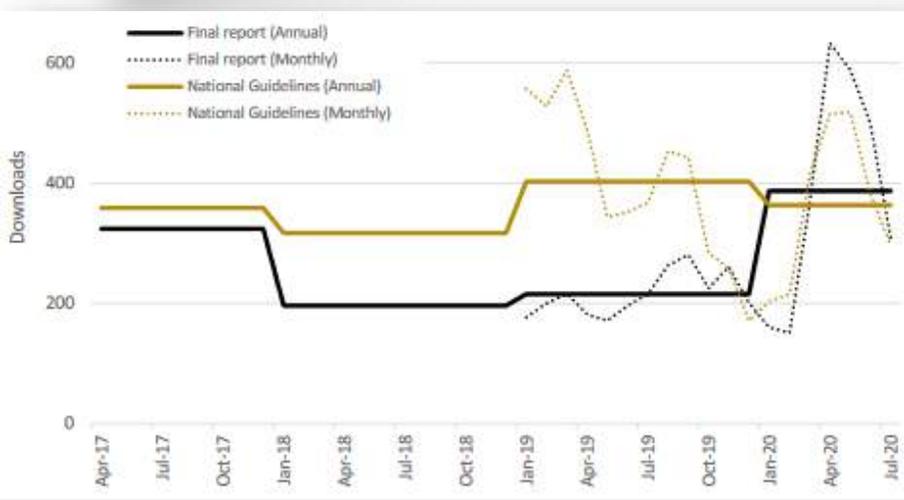
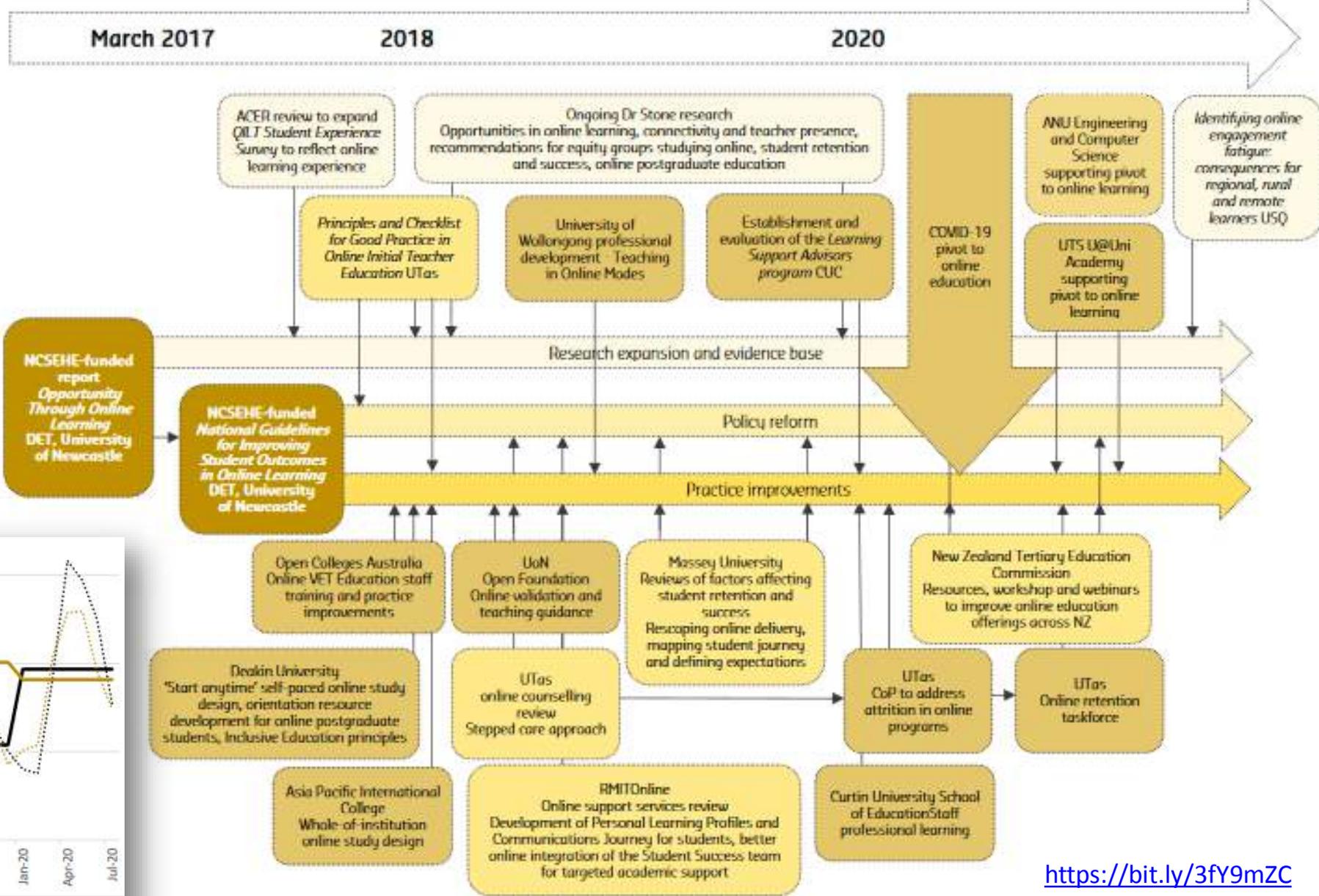


Figure 2: Downloads of Opportunity Through Online Learning (2017a) and the National Guidelines (2017b)

Figure 1: Developments in research, policy and practice concerning online learning in higher education since the release of Opportunity Through Online Learning

<https://bit.ly/3fY9mZC>



Three essentials in moving online

Dr Cathy Stone and Dr Nicole Crawford

1 April 2020



Australian and International Journal of

Rural Education

<https://journal.spera.asn.au/index.php/AIJRE/article/view/221>

EQUAL OR EQUITABLE? THE ROLE OF FLEXIBILITY WITHIN ONLINE EDUCATION

Cathy Stone

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2019 29(2), 78–92

Elizabeth Freeman, Janet E. Dymont, Tracey Muir, Naomi Milthorpe
University of Tasmania

@KiftSally

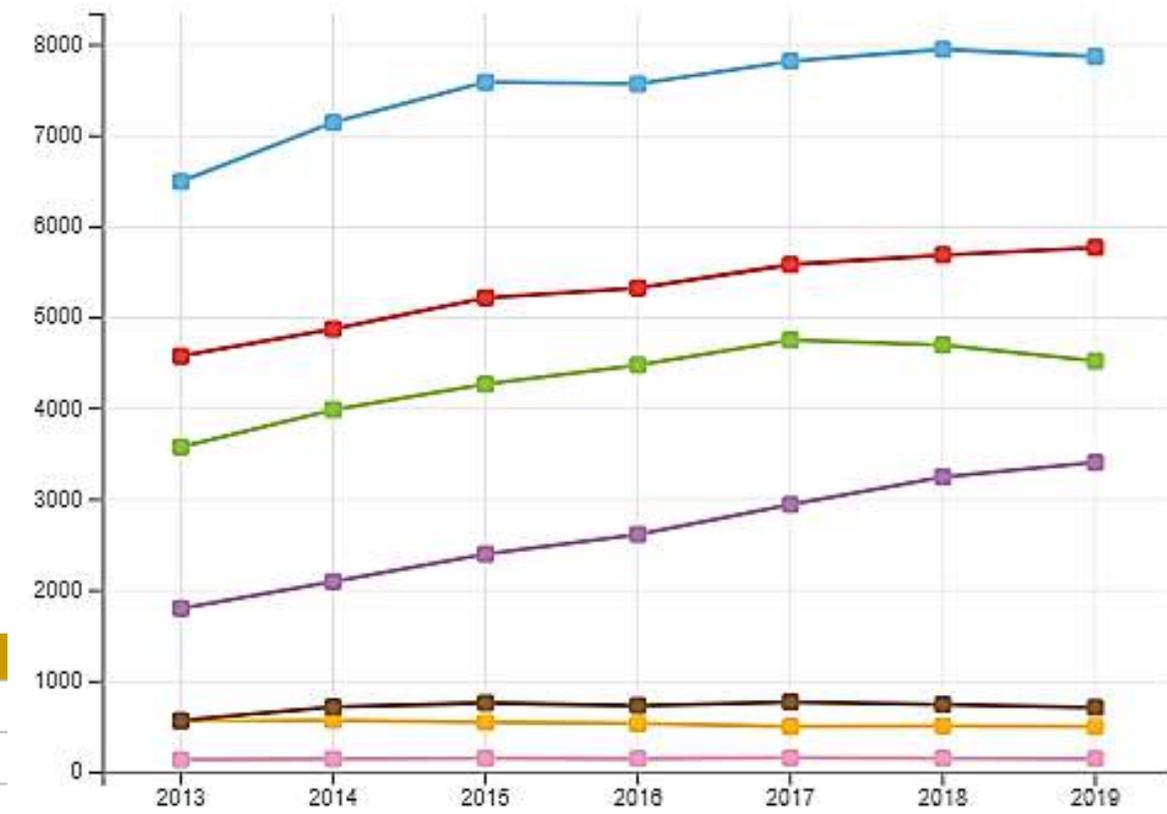
- 1 Recognise the **diversity** of students' strengths, needs and circumstances:
 - Not everyone has fast internet and up to date computers — nor will everyone be very tech-savvy.
 - All ages and stages — flexibility will be needed as students 'fit study in' around their other commitments and responsibilities; weekends are essential and extensions may be needed.
 - Not all will be able to attend synchronous sessions — need a mix of synchronous and asynchronous contact
- 2 Online students need a strong **teacher-presence** and ongoing communication:
 - Regular and meaningful communication with teachers (discussion boards, emails, blogs etc.) or students quickly become disengaged and disillusioned.
 - Institutional contact and communication throughout the student journey — enrolment to graduation.
- 3 Interactive and engaging **course design**:
 - Build interactivity into learning tasks wherever you can (e.g. in synchronous sessions, students could be set tasks to work on together in video conference break-out rooms).
 - Vary the tasks — break it up and mix it up.

Equitable online flexibility

- **Not just** when & where of learning
- **Also** course design & delivery; student policies & processes (eg, **flexible** access to materials to enable effective planning to maximise ltd time (work ahead/ catchup); assessment extensions or deferrals...)



Deakin Equity Student Groups - Enrolments



Student equity data — New NCSEHE interactive resource

A new NCSEHE [data site](https://www.ncsehe.edu.au/data/institutional-data/) launched today will allow researchers, practitioners, institutions, students and policymakers to examine trends in higher education enrolment in Australia in recent years, and in relation to equity group enrolment.

<https://www.ncsehe.edu.au/data/institutional-data/>

Equity Group	2013	2014	2015	2016	2017	2018	2019
Low SES	3,569	3,980	4,258	4,469	4,744	4,689	4,515
Disability	1,795	2,089	2,391	2,607	2,936	3,240	3,397
Indigenous	553	564	541	526	492	503	492
Women in Non-Traditional Areas (WINTA)	4,567	4,867	5,210	5,317	5,574	5,681	5,762
Regional	6,486	7,135	7,579	7,559	7,811	7,941	7,861
Remote	129	136	143	141	149	144	140
Non-English Speaking Background (NESB)	560	708	753	725	764	736	703

Course Design and Delivery Procedure

[And Assessment (Higher Education) Procedure]



Mental Health and Wellbeing Strategy 2019-2022

Student Mental Health and Wellbeing Strategy

*“nurture the MH&W of all students, fostering **an environment of guidance & support**, enabling students to thrive in their academic & personal endeavours”*

- Whole-of-uni approach
 - Holistic perspective
 - Legitimising & de-stigmatising
 - Student centred
 - Evidence based
 - Proactive approach
 - Collaborative
- <https://bit.ly/36sZaoR>

<https://policy.deakin.edu.au/view.current.php?id=00127>

Course Design and Delivery procedure

Section 1 - Preamble

(1) This Procedure is effective from 27 June 2019.

Course and unit sites minimum standards (Clauses 66-68)

(66) “...The **minimum standards** for ‘course sites’ are set out at clause 67 and ‘unit sites’ are set out at clause 68.”

For example (Clause 68) [Under Review]:

Unit information

1. Approved unit guide
2. **Video message from Unit Chair** (orientation to unit, LOs & advice on getting started)
3. **Unit Staff** details (w photos)
4. **Information regularly** published through unit delivery to maintain interaction with students

Unit site design

1. The **sequence of learning tasks and assessment** is clearly presented to students (time or topic sequence) with **obvious links** between activities.
2. **Learning Resources** are **presented in a logical flow** that is **aligned** to the learning task and assessment, is clear to students, uses consistent formatting and descriptive file names and **fosters self-directed learning**.

Learning resources

1. Learning resources offer a **mix of formats** to cater for diverse learners working with **variable bandwidth** including text, image, infographic, video & audio content.
2. Learning resources **comply with accessibility standards** and copyright requirements.
3. Learning resources include **authentic** materials, to connect student learning to real world contexts.
4. **Technical and study support links** are included on the unit home page.
5. Lecture/ virtual classroom capture



Today!

Develop feedback literacy

Assessment variety; assess with cumulative feedback

Teacher presence online; foster peer connectedness.



Reflective practice helps teachers recognise where potential to exclude or disadvantage some students exists.

9. Reflect on and evaluate practice

Inclusivity means understanding the nature of the diversity of students within any cohort without viewing it as problematic, but rather as a rich educational resource in itself.

1. Recognise and embrace student diversity

Unit dashboard for unit diversity data

Effective feedback offers constructive, personalised, specific, accurate, criterion-referenced commentary on students' work.

8. Feedback effectively

All teaching materials, learning activities and learning spaces should be accessible and usable by all students so that no student is disadvantaged.

2. Provide accessible and usable learning resources and environments

Use plain English. Explain nec jargon

Inclusive assessment means creating assessment activities that allow all students to show they can meet the necessary standards.

7. Assess equitably

An inclusive education rests on curriculum designed to enable students to gain knowledge and develop proficiency in multiple and flexible ways.

3. Design flexible learning experiences

Provide practicable choices

All students should be welcomed and supported as part of a respectful, vibrant learning community.

6. Build a community of learners

Learning resources and activities should reflect the diversity of the wider community.

4. Represent diversity in the curriculum

Students see themselves in curriculum

Learning activities and resources should scaffold students' development of necessary underpinning competencies.

5. Scaffold underpinning knowledge and skills

EG: unit workbooks; annotated readings





Colin Simpson @gamerlearner · 31m

We've seen big spikes in reviewing videos immediately before exams. Behaviours can also change as students learn how to study in HE. Teaching students (particularly in first year) ways to use the videos in their study is a good next step too

Students Perceptions Of Inclusive Learning Activities

'How can inclusive learning activities and materials support students?'



Inclusive Education
(Inclusive Curriculum and Capacity Building)

Deakin students: Use the following to enhance inclusivity –

- Quality **PowerPoint slides** that frame and **signpost** the class/lecture content
- iLectures** (lectures available online via Echo) to allow students to **revisit and revise** content
- Discussion boards** to **promote collaborative** online learning **communities** through critical discussion, reflection and Q&A
- Practical 'hands on' learning activities** that put theory into practice e.g. **role play**
- Group work** to encourage collaboration and different ways of learning
- Authentic assessments** and essays relevant to real world scenarios and careers
- Modelling learning tasks**
- Annotated readings and reading guides** to aid understanding and how these fit with the course/unit work and learning outcomes
- Videos** as learning tools
- ePortfolios** e.g. to upload weekly reflections and journal entries, which can be used for revision and to scaffold assessment tasks



The multiple transitions & challenges of First Year...

[There is no one typical “First Year Experience” (FYE)]



Challenges of managing new **academic, social, cultural, environmental, administrative life...**

- Engaging with ; the “rules of the game”, uni policies, practices & processes
- New **language & conventions** of HE *and* the discipline;
New **learning, teaching & assessment** expectations, behaviours & practices
- Often making transition to **independent living**, as well as **independent learning**
- Adjusting to **completely new culture** (both international & domestic students), with or without enabling social & cultural capital
- Many students report feelings of **isolation & no sense of belonging**
- Students’ **mental health & wellbeing** are significant issues
- Many students lead very **complicated & complex lives**
- **And more.....**





The BMJ @bmj_latest · May 17

"The mental health impact of the pandemic is likely to last much longer than the physical health impact, and there will be no vaccine for these mental health impacts" @AKousoulis @mentalhealth

https://twitter.com/bmj_latest/status/1261734430693109761

thebmjopinion

@KiftSally

"The long term mental health impact of COVID-19 must not be ignored"



Digital wellbeing

Four educational contexts for digital wellbeing



Digital social wellbeing



Digital personal wellbeing



Digital learning wellbeing



Digital work wellbeing



Digital wellbeing: "the impact of technologies and digital services on people's mental, physical, social and emotional health." (Jisc 2019)

<https://digitalcapability.jisc.ac.uk/what-is-digital-capability/digital-wellbeing/>



Student digital experience insights survey 2020
UK higher education (HE) survey findings



14 September 2020

<https://www.jisc.ac.uk/reports/student-digital-experience-ins-survey-2020-uk-higher-education>

Developing students' digital skills



How informed do students feel about key digital behaviours?

- » 78% agreed they were informed about online copyright and plagiarism
- » Only 45% agreed they were informed about keeping personal data safe
- » Only 41% agreed they were informed about staying safe online
- » Only 33% agreed they were informed about their health and wellbeing as a technology user

Given the importance of keeping personal data safe, staying safe online and health and wellbeing, these statistics are disappointing. Universities must emphasise online student privacy and personal safety. While legal aspects will have been covered at least during induction, more needs to be done to ensure students understand and see the relevance of this throughout their studies.

What one thing should organisations do to help students develop their digital skills?

- » Students' preferred mode of support was via teaching on their course, followed by dedicated workshops and online resources (videos and interactive tutorials)
- » The content they wanted to cover was wide ranging, but the most often requested skills were specialist skills related to their course of study, career skills, and research skills such as data analysis
- » Some students wanted support to use university digital platforms
- » Other themes were that students wanted: signposting to digital courses/resources relevant to their needs, opt-in workshops, and practice with subject-specialist tools

- » 67% said they were supported to develop research and information skills
- » 61% supported to develop basic IT skills
- » 43% supported to develop their data analysis skills
- » 34% supported to develop skills in use of specialist software
- » 21% supported to develop skills to create digital materials
- » 17% supported to manage digital identity

The Deakin Cloud Experience...???



Photo by [Henry Dick](#) on [Unsplash](#)



Photo by [Raychel Sanner](#) on [Unsplash](#)



Photo by [Patrick Hendry](#) on [Unsplash](#)

Inclusive teaching in the time of COVID-19

Not all students will **transition easily** to studying in the Cloud. **Many** will have **health concerns, financial difficulties** & less than ideal **study conditions** at home.

Some feel anxious about belonging at uni anyway.

Around **one-quarter** will have some **underlying mental health** condition that may be **exacerbated right now**.

Supporting students transitioning to online

- Acknowledge anxiety and offer supports 
- Provide accessible, flexible learning resources
- Help students develop digital literacy
- Create a nurturing learning environment

Supporting virtual teams

- Top 10 tips for supporting virtual teamwork
- Benefits to virtual teamwork

<https://bit.ly/3qdH7Lj>

Group assignments Working as a team A learning experience Collaborating online

Inclusive online assessments

- Top tips for inclusive assessment online

<https://blogs.deakin.edu.au/iccb/toolkit/covid19/>

Transitioning to online study



How to access Deakin services from home



Looking after your mental health during the COVID-19 situation



Accessing the Deakin Library



Accessing online classes and seminars



Your health and wellbeing is vital



Get help with your study skills and assignments



Where to go for help

Got a question about anything?



How to manage your time and stay motivated



How to set up your online study space



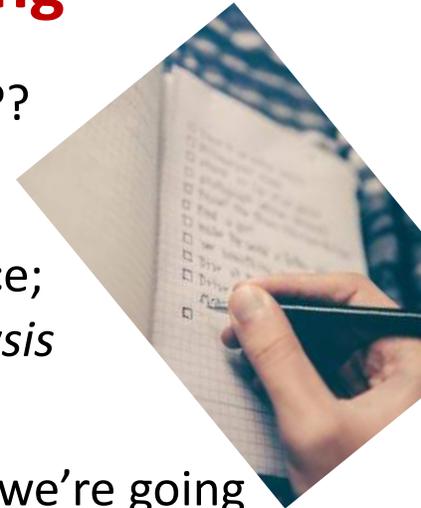
How to connect with other students online

- ☺ Participate in discussion boards
- ☺ Join us on social
- ☺ Introduce yourself on both!

Some old chestnuts...

AKA the intentionality of supporting first year online learning

- **Learner Preparation:** Moved beyond 'digital natives'; digital poverty is real; ??'flexibility'??
- **Normalise:** Online learning is different & that's OK; enable help-seeking behaviours
- **Learning-centric:** What will the students *need to do to learn*; step it through, chunk & pace; then how best to curate content & design L&T & assessment activities *w realistic task analysis*
- **Scaffold:** Even *more explicit* now re organising & sequencing; clarity of skills development; contextualised embedding; the learning rationale & roadmap of where we've been/ where we're going
- **Keeping it simple:** Shorter; simple tech; focus on what's critical *for first yr*; cognitive load
- **Cognitive (over)load:** Learning content (and skills) *AND* the platform *AND* how to learn online *AND* how to manage FY transition(s) *AND* (for many) manage their mental wellbeing...
- **Acknowledge importance of wellbeing:** Talk about it, not normal times; do no harm
- **Pedagogy & relationships before technology:** Teacher presence (3 ways!) is critical; "Relationship-rich Education" *because learning is profoundly social*; wise use of tech
- **Peer sociality:** Create social opportunities; [structure] how to use breakout spaces; intro themselves
- **Support:** Curricular embedding; broad support normalisation & referral



Transition Pedagogy

Kift Senior Fellowship: 6 Curriculum Principles (2009)

[Higher Education word bingo]

[Concurrent with good teaching, good support and student co-design]

1. Transition
2. Diversity
3. Design
4. Engagement
5. Assessment
6. Evaluation and Monitoring

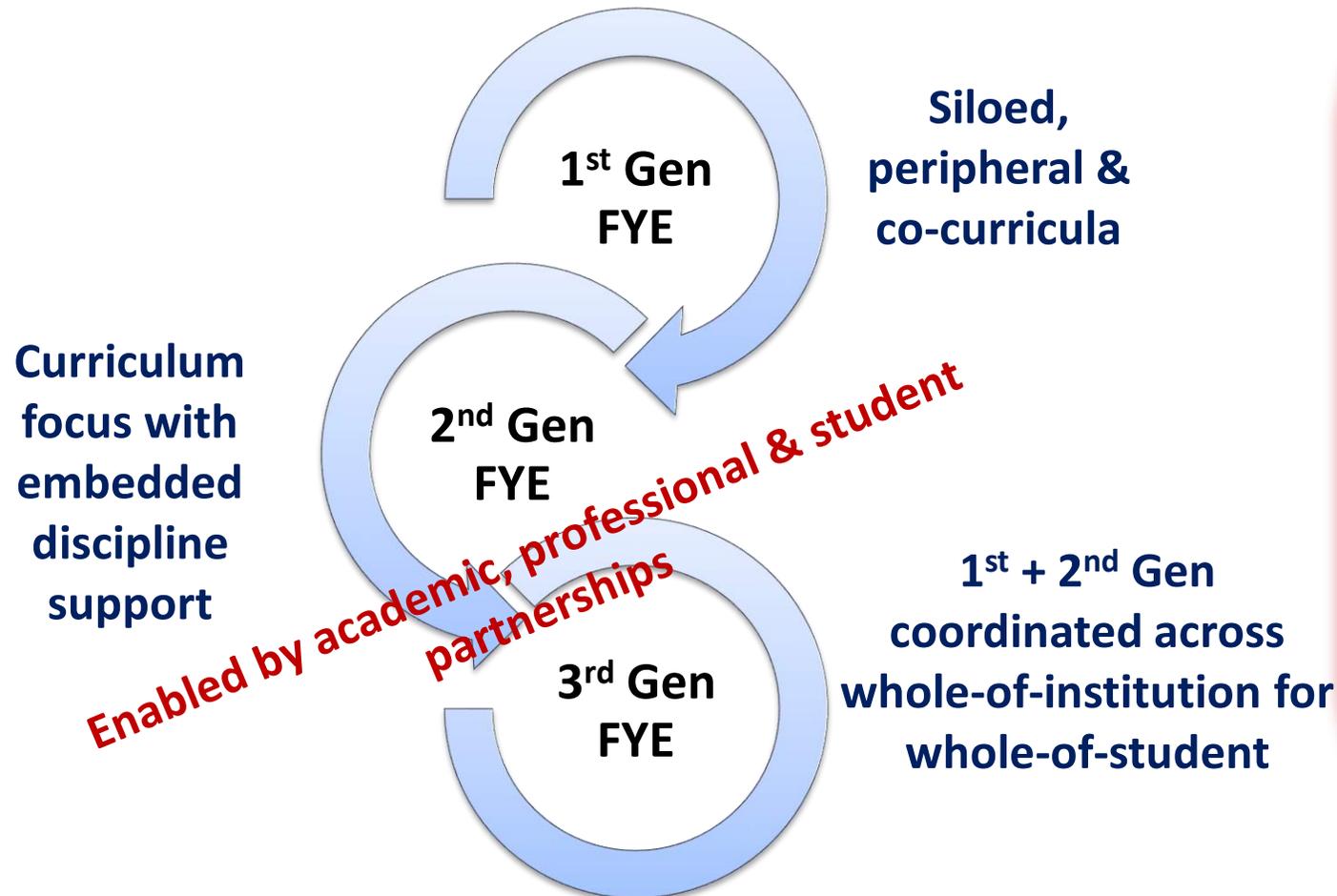


For a curriculum that enhances student learning and mental wellbeing!

Transition Pedagogy

Coming in from the periphery to focus on curriculum & learning...

(Kift, 2009; Kift, et al., 2010; Kift, 2015)



A guiding philosophy for intentional first year curriculum design and support that carefully scaffolds and mediates the learning experience for contemporary heterogeneous cohorts.

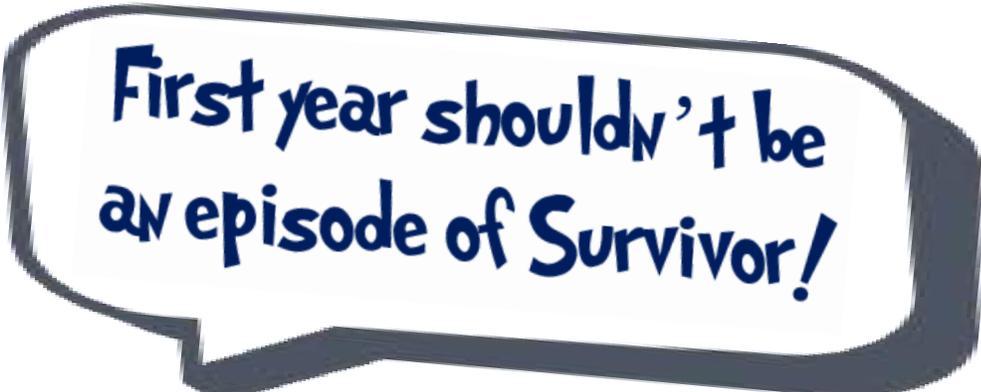
What Works: Inclusive First Year Curriculum

Because it's (equitably) inescapable!

Inclusive, well designed curriculum that

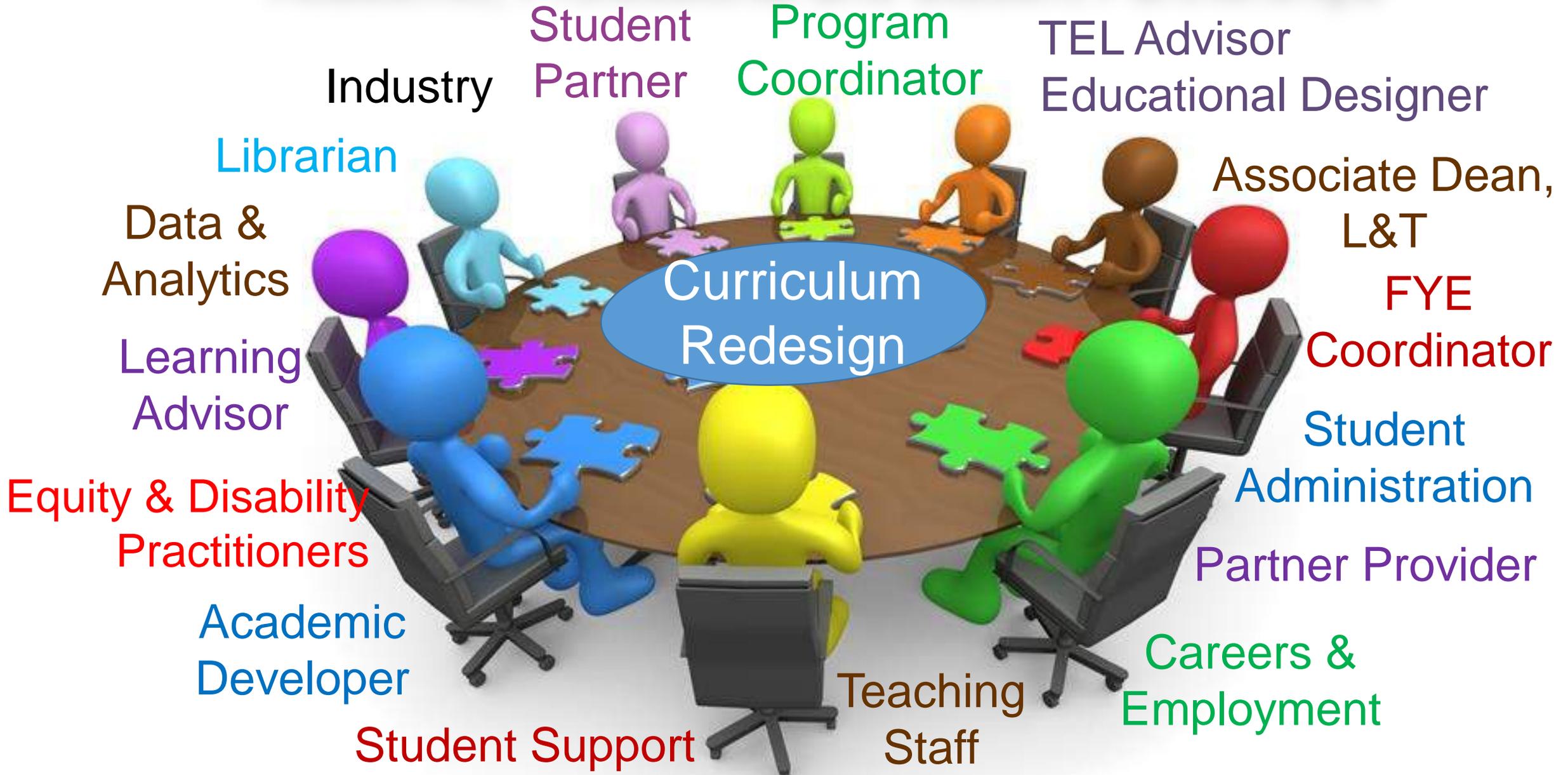
- Unpacks **hidden rules of success**
- Is relevant, **achievable**, aligned, organised & sequenced
- Triage **proactive interventions** for *just-in-time, just-for-me* comms & support
- Explicitly scaffolds contextualised development of **enabling skills & literacies**
- Has early assessment & formative feedback; Develops **assessment & feedback literacies**
- Provides equitable access to **employability development opportunities**
 - Career Development Learning
 - 21st Century Skills
- Builds **self-efficacy** and competence
- Supports **mental health**

#How2Uni



First year shouldn't be
an episode of Survivor!

Transition Pedagogy enabled by Academic, Professional and Student Partnerships

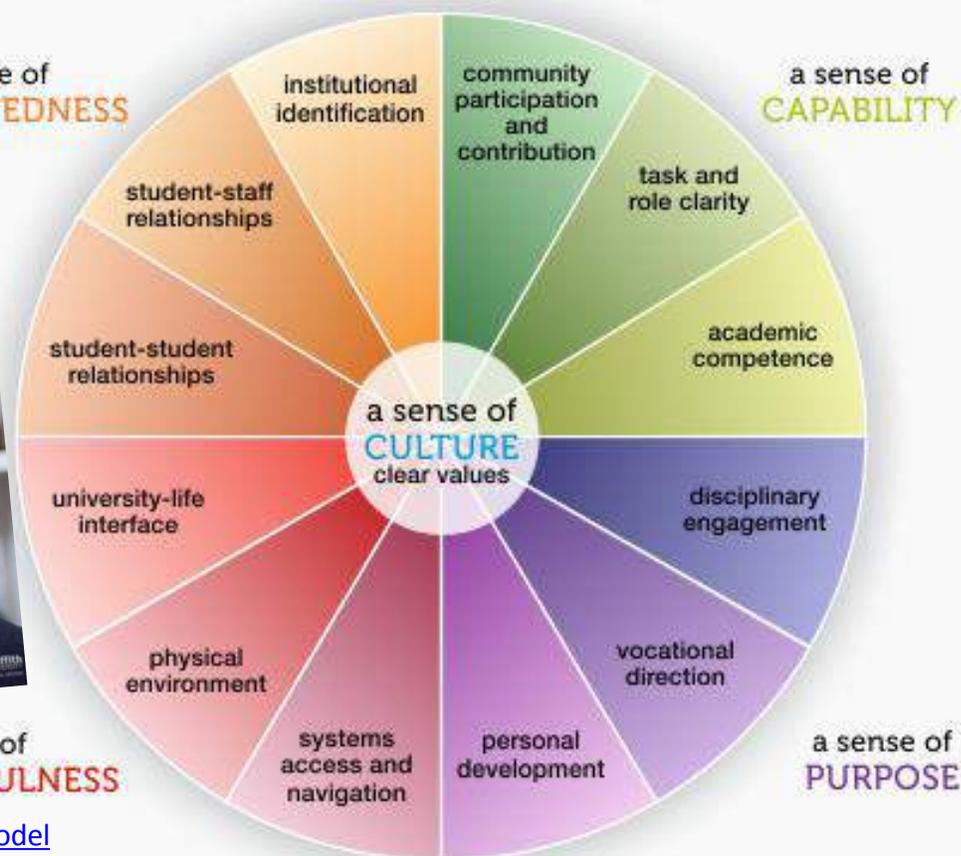


Transition Pedagogy: Proactive management of TRANSITION

FYCP	Example
TRANSITION	Proactively address & manage needs of new learners (e.g., explore affective dimensions of transitions); use tool to discuss Lizzio's 5 senses of student success; discuss independent learning skills; a 'Learning Pact'

The 'Five Senses' of Successful Transition

<https://www.youtube.com/watch?v=1YrU6Aj1YX0>

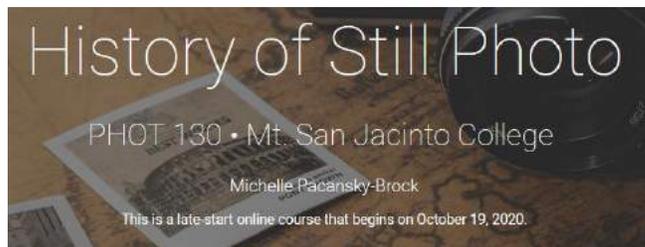


<https://bit.ly/33DJhKW>

Academic Competence	
Prior knowledge: Help me to get off to a good start or catch up by outlining the knowledge and skills that each course assumes I have mastered (e.g., pre-semester or week-one self-tests on assumed prior knowledge)	✓
Scaffolding: Help me to quickly come up to speed by providing opportunities to acquire assumed knowledge and skills (e.g., recommended reading, self-study exercises, supplementary tutorials, peer tutoring/consultation)	
Formative feedback: Help me to understand my required level of investment (viz., how much work I have to do) by providing an early indication of 'how I am going' without academic penalty (e.g., setting progressive non-assessable exercises and tests)	
Self-managed learning: Help me to take charge of my development as a university learner (e.g., providing opportunities to self-assess my capabilities and develop a learning plan (e.g., Skillsworks tool,))	
First assessment hurdle: Help me achieve early success by deliberately managing (e.g., type, timing, co-ordination, feedback, support) my first pieces of assessment (e.g., develop a program policy on first year assessment).	
Help-seeking: Help me to understand and use the various academic supports and learning services available to students (e.g., invite support and library staff into class, embed academic skills development exercises into class work, normalise the use of learning services for all students).	
Validating: Help me to appreciate the capabilities that I already have (e.g., validate the experiences of mature age and international students).	

Transition Pedagogy: Proactive management of TRANSITION

FYCP	Example
TRANSITION	Proactively address & manage needs of new learners (e.g., explore affective dimensions of transitions); use tool to discuss Lizzio's 5 senses of student success; discuss independent learning skills; a 'Learning Pact'



MICHELLE PACANSKY-BROCK
@brocansky

<https://sites.google.com/view/hosp-welcome>

Our Pact

Welcome Package

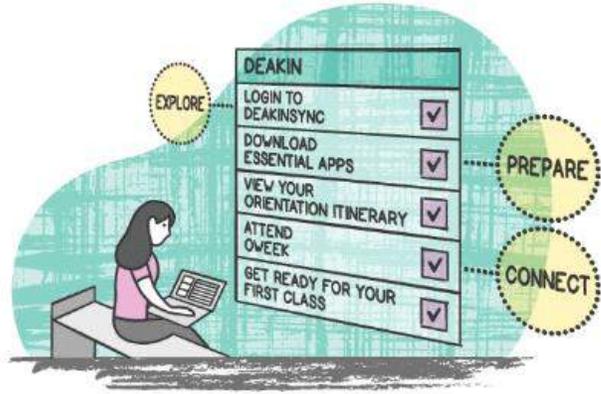
What you can expect from me:

1. I will provide you with a clear, organized course that is designed to ensure you meet our course outcomes in a meaningful manner.
2. I will provide a variety of assignments to ensure your learning needs are met.
3. I will be actively present in your learning.
4. I will provide a supportive and safe environment for you to share and discuss ideas with your peers.
5. I will reach out to you when I sense that you need support.
6. I will treat you with dignity and respect and be flexible to support your individual needs.
7. I won't be perfect. I am human and will make mistakes at times. I will view mistakes as an opportunity to learn and grow.
8. *Is there anything else you would like to add to this list? If so, you will have the opportunity to make a suggestion in our Orientation module.*

What I will expect from you:

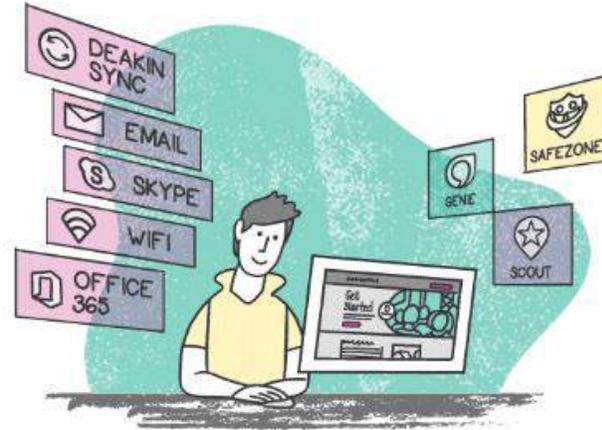
1. You will strive to be an active participant in this course and aim to meet due dates.
2. You will maintain an open line of communication with me so I understand how to support you.
3. You will contact me if you have a concern with meeting a due date.
4. You will strive to regularly contribute to collaborative activities to ensure other members of the community have ample opportunity to read/listen, reflect, and respond to your ideas.
5. You will treat me and your peers with dignity and respect.
6. You will do your best to have patience with technology. There will be hiccups, expect them. We will get through them together.
7. You will give yourself grace. Expect to make mistakes. You are human and mistakes are part of learning and growing.
8. *Is there anything else you would like to add to this list? If so, you will have the opportunity to make a suggestion in our Orientation module.*

PREPARE



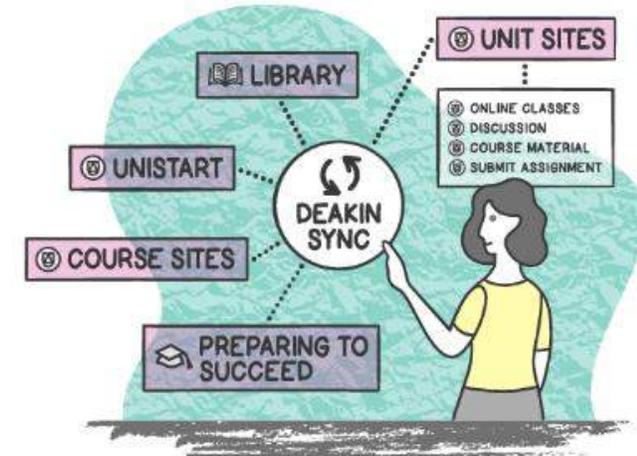
Get Started

ORIENTATION



Digital Deakin

WEEK 1



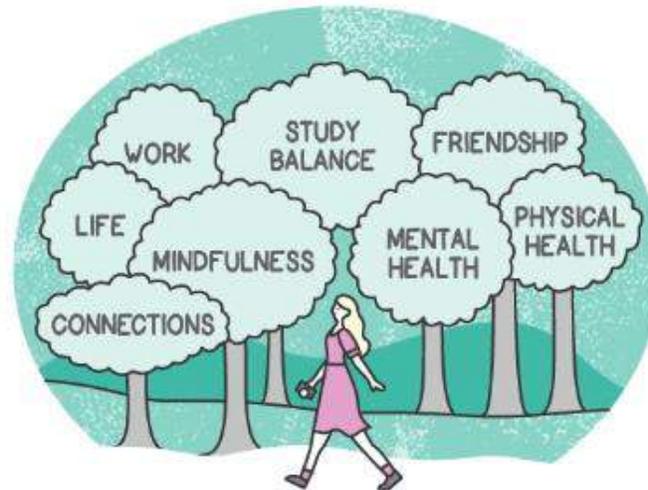
Learning Spaces

WEEKS 2-6



Getting Help

WEEKS 7-9



Staying Motivated

WEEKS 10-12



Exams

Five tips for your study space

<https://bit.ly/39CJj9g>



Study support

NIKERI Institute



NIKERI Institute student support for exams, IT help and timetables.

- Exams
- Support at NIKERI Institute
- Timetables

Students helping students hub



Experienced Deakin students are trained to help, whether you want academic, practical or social support.

- Find a mentor
- Become a mentor
- Connect



Academic Literacies: A Transition Tool Kit

The Language and Learning team have developed Teaching Academic Literacies: A Transition Toolkit, a bank of customisable resources and activities designed to help teaching staff to reflect on ways of embedding academic literacies within curricula, particularly in the lead up to early written assessments.

Self register now via CloudDeakin [Here](#)

Academic Integrity



Learn more about student responsibilities to act with academic integrity.

Study support



- Academic skills
- Referencing
- Assignment help
- HDR students

Organising your studies

Feeling the pressure? You're not alone - we've all been there! Here are some tips to help you keep on top of your studies.

- Lecturer tips
- Time management
- Your study space
- Your unit
- File management**

Communicating online

Studying at Deakin means much, if not all of your studies will take place online. This guide has tips on online etiquette to help you communicate effectively and responsibly when using some common tools at Deakin.

- Your responsibilities**
- Unit discussion forums
- Emails
- Online classes
- Social media

You might also like:

- [Trimester and weekly planner](#)
- [Deakin assignment planner](#)
- [Evaluating information](#)
- [reading and note taking](#)
- [Exam preparation](#)
- [Digital study tools](#)

General planning information for distance students



@KiftSally

<https://bit.ly/2KKh6QQ>

At Massey University we refer to programmes and courses. A programme is your overall qualification (for example, degree, diploma and certificate) whereas courses are the individual modules that you take to complete your chosen programme. For example, the "Bachelor of Business" is a programme whereas "115.101 Statistics for Business" is a course that is part of the Bachelor of Business programme.

SUMMARY OF YOUR WEEK

Below is a basic breakdown of your week based on what you entered. Included is a recommended minimum study time that should be factored into your week. You can make adjustments to your activities above to create a more favourable life/study workload balance



You'll need to do a bit more

thinking about how to fit in all your activities in the time available.

Time to adjust.

1. Review your estimates and check you haven't doubled up on any activities
2. Are there any activities someone else could assist you with e.g. partner, family?
3. Look closely at the time you allowed for socialising and entertainment - these are the easiest areas to reduce time in
4. Reconsider the number of courses you're planning to study. Studying fewer courses at a time may be a better option if you already have a lot of other commitments

Check out the time management resources on Massey's [online writing and learning links](#) site to help you plan and manage your time.

Relationships Matter

“Relationship-Rich Education”

Enabling pathways that lead students into relationships with peers, staff & discipline.

Peter Felten & Leo Lambert

“We don’t use *relational language* to talk about how to go to [uni]. And we need to...” (LL)

“Relationships are high stakes for students both in [uni] and after [uni].” (LL)

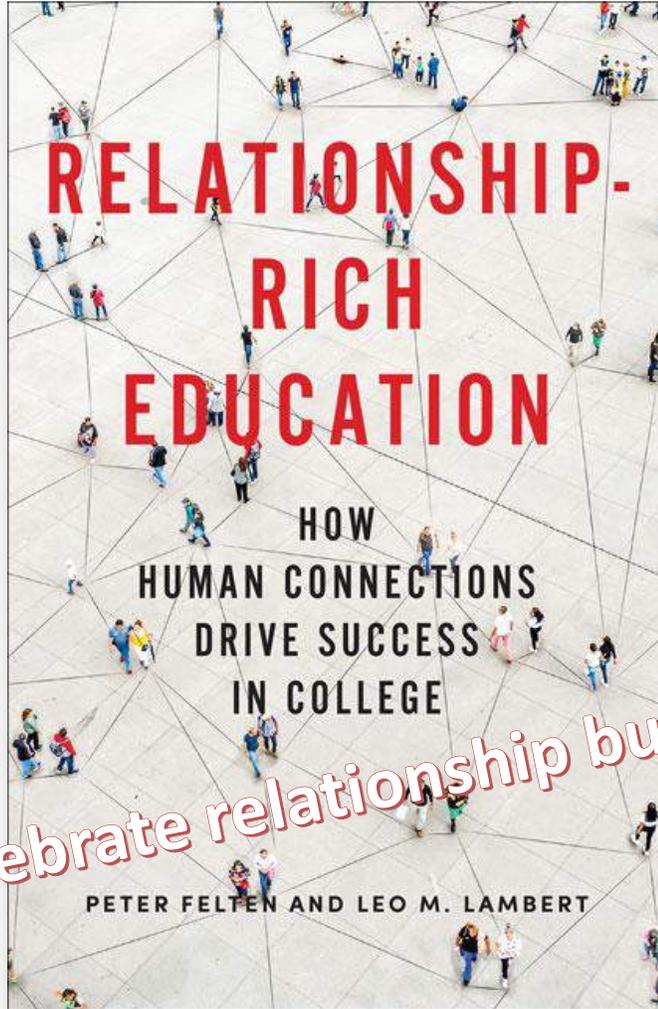
“Of all the places on [uni] campuses where relationships take hold, *the classroom is still the most important place.*” (LL)

“They’re not asking us to solve all their problems, they just want to be **seen as humans.**” (PF)

+++

“*Relentless welcome*” (David Scobey)

“**Inescapable opportunities** for meaningful interactions”
(Joanne Smith)



<https://teachinginhighered.com/podcast/relationship-rich-education/>

<https://jhupbooks.press.jhu.edu/title/relationship-rich-education>

<https://www.ed.ac.uk/institute-academic-development/learning-teaching/practice/ltconf2019/keynote-talks>

UTS U:PASS program: entirely F2F to fully online in one week

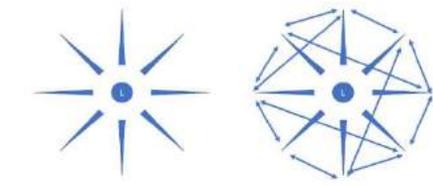


Illustration by Georgina Barratt-See

3 x Challenges

1. **Sage on the stage:** even easier to be The Sage when fully online
2. **Black box syndrome:** no cameras on
3. **Early exit:** students leave as soon as they realise it's interactive OR when breakout rooms open.

4 x Solutions

1. Connection

- **Leader uses camera.** So important!
- Check-in & small talk. **How are you?**
- **Model vulnerable:** OK not to know/be wrong
- Breakout groups **w/o teacher** but clear/defined task.
- [Facilitator]check-in w **private Zoom msg**
- One PG Leader: **"lost my voice"** game. Speaks as little as possible & students have to step up!

2. Competition to engage

- Use Kahoot, Mentimeter, Bingo...
- Break into teams to work thru MCQ

3. Allocate responsibility to prevent exit

- Google slides or Jamboard to collaborate **to add points** about topic
- New Zoom feature (need to upgrade) to **self-allocate** to groups/topics
- **Think/pair/share:** diff topics to diff pairs; come back and share what they know
- Serial vs **parallel groups:** for topics that don't require 'follow on' diff topic per group

4. Hold the silence

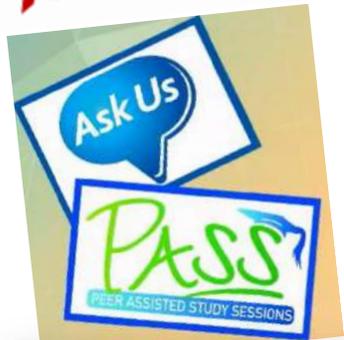
"It takes time to learn."

From a U:Pass Leader – Don't be *"afraid to sit in silence for a bit while students work things out. Sometimes it can be hard not to jump in [but]...they're looking through their notes. So ensuring they are given the time they need and aren't rushed."*

Transition Pedagogy: Acknowledge and mediate entering DIVERSITY

FYCP	Example
TRANSITION	Proactively address & manage needs of new learners (e.g., explore affective dimensions of transitions); use tool to discuss Lizzio's 5 senses of student success; discuss independent learning skills; a 'Learning Pact'
DIVERSITY	Mediate diversity in academic preparedness with explicit scaffolding of contextualised skills (relieve anxiety & build self-efficacy through agency)

#How2Uni



Week 1 Success Plan - you got this! (Michelle Pacansky-Brock)						
Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
Log in, view the video on the homepage, and click Start Here to begin the Orientation module.	Due: Getting to Know You Survey	Start the readings and videos in Module 1.	Due: Orientation Quiz & My Favorite Photograph Submission	Complete Module 1 and review the study guide. Or rest if you've already done so.		Due: Module 1 Quiz & My Favorite Photograph Replies

<https://sites.google.com/view/hosp-welcome>

Deakin Language and Learning Advisers



Deakin student writing and maths mentors



Online tutoring and writing feedback



<https://www.deakin.edu.au/students/studying/study-support>



TRIMESTER ONE 2019

STUDENT SUPPORT TEAM'S WEEKLY STUDY GUIDE

Pre Lectures

- Get a head start on your readings have a good look through your Unit outline on Moodle
- Check the library website for information on how we can help you - ON and OFF campus
- Have you ordered your Textbooks?
- Download Sophos anti-virus
- Get your ID Card
- Learn how to use Moodle

Contact your First Year Advisor:
Aboriginal and Torres Strait Islander Students, Contact Dorala:
Do you have special needs, or a health condition or disability?
Register now for Disability support:

1 4 Mar

MONDAY 4 MARCH LECTURES START FOR TRIMESTER 1

- Get to know your study buddies - the Library and the Academic Skills Office
- Use the Vibe (in myUNE) to tell us how you're feeling about your studies
- Join the Peer Support Program
- Live off campus but have a local university library? Check out how to borrow from them
- Aboriginal and Torres Strait Islander Students: If you need a tutor, talk to Dorala about ITAS. Dorala can also help hook you up with a number of scholarships.
- Make sure you complete the Academic Integrity Module (AIM). Completing this module is mandatory for all UNE students.

2 11 Mar

SAT 16 MAR - FULL DAY IT OUTAGE

- Get into the habit of spending 12 hours per week of study on each of your Units
- Make sure you check your UNE email account 2-3 times a week (or forward it to another account you check daily)
- Download your referencing guide via the Academic Skills Office
- If you have Intensive Schools coming up, it's never too early to start getting things organised (travel and accommodation)

MONDAY 11 MARCH:
Last day to add Year-long 1, Year-long Honours 1 or Trimester 1 units to an existing enrolment

5 1 Apr

- If something is starting to become a hassle make sure you ask for help. Contact us at the Student Support Team for confidential advice
- Is the Degree you're enrolled in going to get you the Career you want? Make an appointment with a Careers Officer today: (02) 6773 2000

4 25 Mar

- Struggling to find information for an assignment? Chat to a librarian via the Library website

MONDAY 25 MARCH: CENSUS DATE

- * Census day trimester 1 units: last day to withdraw from trimester 1 units without HECS/financial liability
- * Last day UNE can legally accept whole/part up-front HECS payments
- * Last day to submit Commonwealth Assistance Form

CENSUS DATE ALERT

3 18 Mar

FRIDAY 23 MARCH: Exam Timetable is released. Check your Exam timetable, location and venue instructions in myUNE

- Having trouble adjusting to Uni and settling into your studies? Talk to a Counsellor (it's free and confidential)
- Find information for your assignments fast using the library guides
- Aboriginal and Torres Strait Islander Students: Have you made contact with Dorala Aboriginal Centre yet? Financial Assistance is available for Placements and Intensive Schools via ABSTUDY. Contact the Dorala Student Services Officers for details.
- Census Date is coming up. How are you coping with your workload? Talk to the Student Support Team for advice

6 8 Apr

- Tell the Student Support Team how you're going with your studies via your Emoticons

7 15 Apr

8 22 Apr

9 29 Apr

10 6 May

- To develop your disciplinary, professional and technical knowledge
- For independent study and preparation for class discussions
- To research existing knowledge and help generate new knowledge
- To inform your assessment tasks

Three steps to help you become an efficient and effective reader

1

Preliminary Reading

Familiarise yourself with text to understand the overall content and its relevance to you.

- Identify the author, the type of publication and the date of publication. Consider how reliable and current the information is.
- Read the abstract, executive summary or any other overview to identify the:
 - Topic
 - Overall argument
 - Approach
 - Structure
 - Conclusions
- Skim the whole text noting signposts such as:
 - Headings
 - Tables and graphics
 - Keywords (use word search)
 - Topic (and concluding) sentences
- Read the introduction and conclusion

2

In-depth Reading

Critically engage with and understand the text, the relationships between ideas and how evidence is used to support positions.

Read the text in some detail but do not get stuck at any one point. Mark bits you don't understand and move on.

As you read, you can annotate the following:

- Key points, particularly the overall message
- Points where you agree or disagree
- Anything you don't understand (to follow up)
- Any ideas the text gives you
- Cited texts that you would like to read

You can also take notes separately, in which you:

- Note main ideas and stages of the text (ie from the introduction to the conclusion)
- Include page numbers
- Note any questions or disagreements
- Use graphics - tables, arrows, diagrams etc.
- Relate new ideas to what you already know
- Write in your own words (paraphrase) preferably in full sentences

3

Pulling it all together

Confirm understanding, formulate your position and understand how the content relates to other texts.

Based on the work you did in steps 1 and 2 and referring back to your annotations and notes articulate the following:

Bibliographic information:

- The type of text
- Who wrote it
- The purpose
- The audience

Content:

- The overall message
- The evidence for the overall message
- Any issues with overall message and the evidence as it is presented

Your view:

- Whether you agree or disagree and why
- The relevance of the text to your study
- Connections to other information or ideas on the same topic



Writing at University

- Develop your critical thinking and problem solving skills
- Understand, analyse, interpret and evaluate disciplinary, professional and technical knowledge
- Develop, explain and justify your own ideas, position



Three characteristics of academic writing

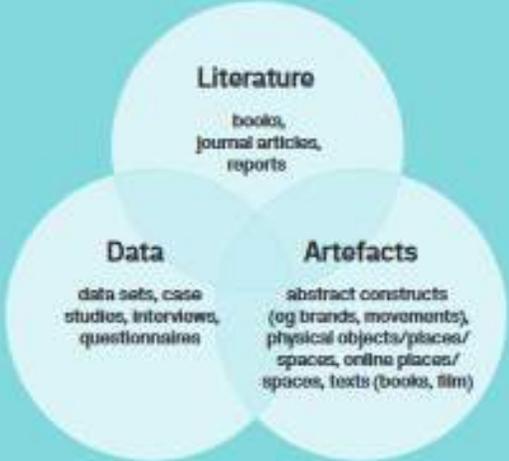
1 Not just description

Sometimes it is difficult to distinguish between what it means to write a description, an analysis, or a critique. Critical analytical writing incorporates aspects of all three but the focus is on analysing the evidence and using this to take a position, thereby developing an argument.

Description	provides background or summarises the topic
Analysis	identifies aspects and characteristics of the topic through deep engagement with evidence to develop an argument
Critical Analysis	articulates an argument by explaining the relationships between the aspects and characteristics of the topic

2 Evidence

Your argument (position/recommendation etc) must be supported by evidence. What counts as evidence can vary from one discipline or profession to another, the diagram gives some examples. The boundaries between different types of evidence are not always clear and there is some overlap.



3 Language

Move from more general (eg introducing) to more specific (eg expanding/elaborating) and back to more general (eg summarising) within the structure of the text. For example:
 Paragraphs: topic - supporting - concluding sentences
 Essays: introduction - body - conclusion

When and what words to use:

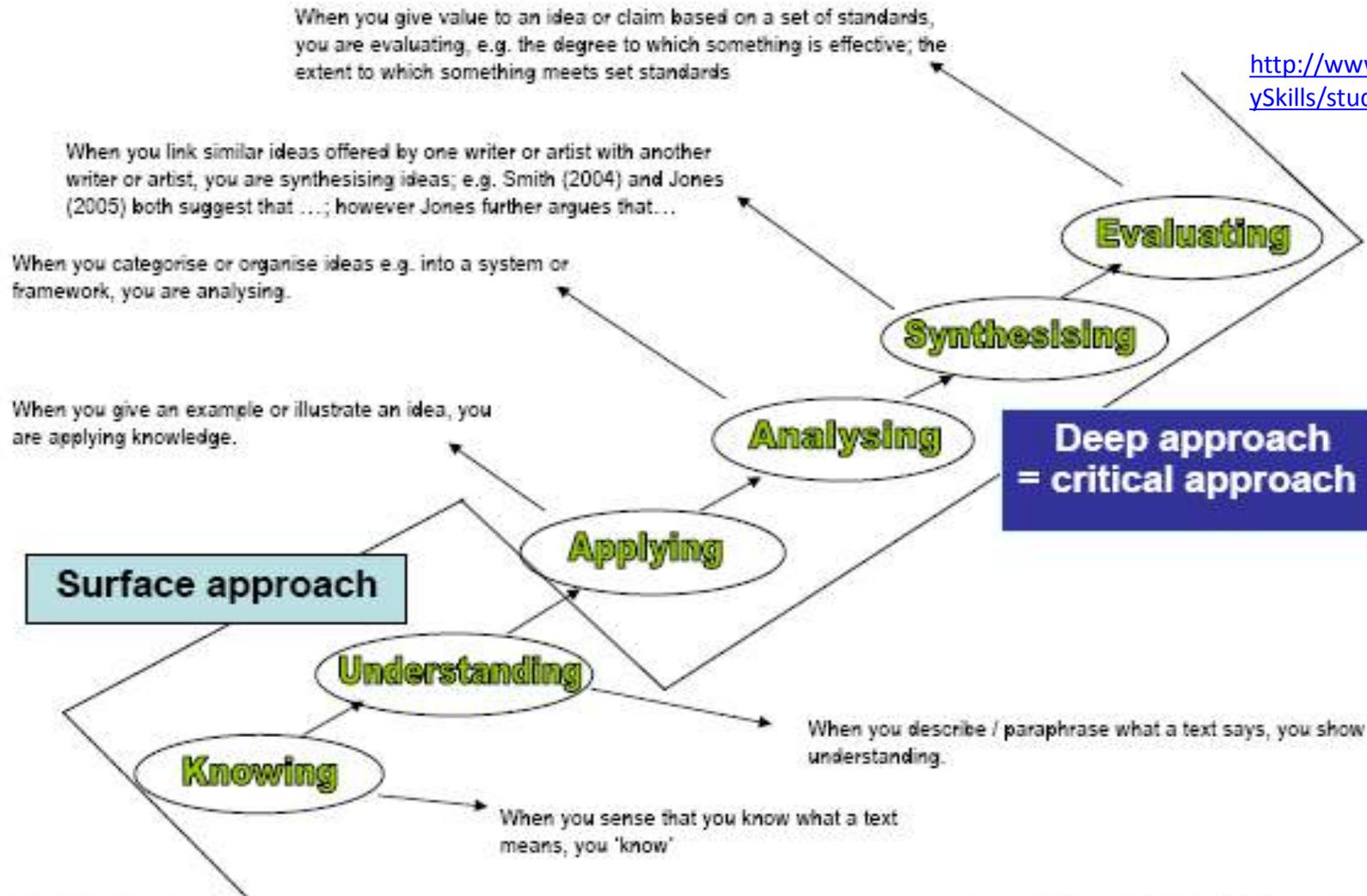
Paraphrase and cite evidence	states, indicates, argues, as shown by, according to, as suggested in
Express relationships	similarly, alternatively, therefore, consequently, however, in contrast, in comparison, for example, as a result
Evaluate	considerably, effectively, significant, difficult, successful
Moderate	may, probably, often, frequently, most, some, in most cases, in this example, in this situation
Signpost	firstly, secondly, finally, in summary, in conclusion

Be precise and consistent with the words you use, especially for discipline-specific terminology.

Assessment literacy...

6 steps to successful learning

Bloom's taxonomy of educational objectives (1956)



http://www.dlsweb.rmit.edu.au/lisu/content/1_StudySkills/study_pdf/Blooms%20taxonomy.pdf

start : 22/11/2019
due : 25/12/2019

you have 33 days to finish

Hah! Great! I am organised. Should have time to get to the beach.

Want to try a different date ?

Starting on : 22 / 11 / 2019
Assignment due : / / 2019
Re-Calculate Schedule!

Printer - Friendly version

Step 1: Analyse your assignment task

By Saturday 23 Nov, 2019



- Analyse the task.
- Make sure you work out what you need to research and how to structure your assignment.

- Understanding the task
- Types of assignments
- Structuring your assignment

Step 2: Find your information

By Sunday 1 Dec, 2019



- Start with the resources in "Where to find sources".
- Read broader general resources (textbooks) before resources on specific topics (journal articles).
- If you cannot find what you need, just ask.

- Where to find sources
- Managing weekly readings
- Unit Guides
- Subject Guides
- Need Help?

Step 3: Organise your notes

By Friday 6 Dec, 2019



- Follow the strategies in "Notetaking".
- Develop a plan according to the task words in your assignment.

- Notetaking
- Understanding the task
- Types of assignments

Step 4: Write your draft



- Follow the structure for academic writing in "Structuring your assignment".
- For multipart assignments follow the order of the assignment as it is laid out in your task sheet. Each part is like a mini assignment.
- Don't forget to cite and reference your sources.

- Structuring your assignment
- Citing and referencing
- QUT cite|write

By Sunday 15 Dec, 2019

Step 5: Edit and proofread



- Revise your assignment following the pointers in "Editing and proofreading".
- Make sure you have specifically responded to the task.
- Have done everything in the checklist you made in "Understanding the task", back in Step 1?

- Editing and proofreading

By Saturday 21 Dec, 2019

Step 6: Format your assignment



- Follow the formatting guidelines required by your lecturer.

- Check your unit page QUT Blackboard, or with lecturer

By Wednesday 25 Dec, 2019

Transition Pedagogy: Intentional & inclusive curriculum DESIGN

FYCP	Example
TRANSITION	Proactively address & manage needs of new learners (e.g., explore affective dimensions of transitions); use tool to discuss Lizzio’s 5 senses of student success; discuss independent learning skills; a ‘Learning Pact’
DIVERSITY	Mediate diversity in academic preparedness with explicit scaffolding of contextualised skills (relieve anxiety & build self-efficacy through agency)
DESIGN	Inclusive L, T & Assessment (eg Universal Design for Learning (UDL) [<i>and</i> UDL Assessment]); Clear expectations; Embedded contextualised support; OLT Enhancing Student Wellbeing project; Wkly resilience strategy in curr

<http://mams.rmit.edu.au/r7tygoobioey.pdf>

PRINCIPLES FOR INCLUSIVE TEACHING

1. Design intentional curriculum	I can see my world
2. Offer flexible assessment and delivery	I am in charge of my learning
3. Build a community of learners	I belong
4. Teach explicitly	I am supported
5. Develop a feedback-rich environment	I know what I have to do
6. Practise reflectively	I am valued

ENHANCING STUDENT MENTAL WELLBEING:
A Handbook for Academic Educators



5 WELLBEING ESSENTIALS
unistudentwellbeing.edu.au

*Curriculum that is **not** hidden, that is:*

- Inclusive, coherent, scaffolded & relevant;*
- Optimally organised & sequenced;*
- Explicit in developing the skills & literacies required for success, with opportunities to practise & receive feedback.*



Course Design and Delivery procedure

(19) Courses are structured to:

- a. build the academic skills of students in transition into the University learning environment
- b. scaffold progress towards the achievement of expected course learning outcomes
- c. monitor student progress, and
- d. manage learning workload.

Well-designed curriculum...

A well-designed curriculum provides the foundations for student mental wellbeing.

For example, by ensuring:

- There is **alignment** between curriculum elements – within and across year levels;
- Curriculum materials and learning experiences are optimally **organised and sequenced**;
- Planned learning activities promote **deep learning and student engagement**;
- Planned **assessment** encourages desired behaviours and **informs learning**.



For example: Offer a variety of learning activities

- Activities that **build on prior learning**, and provide **opportunities to practise skills & receive feedback**, support students' experiences of **competence**.
- Activities that encourage **regular peer interaction & collaborative learning** promote positive **relationships** and may help a greater sense of **belonging**.
- Activities that are **authentic and relevant** to students' goals, interests or values, are more likely to **autonomously motivate** them to learn.
- A sense of **autonomy** is also supported when students are **enabled to use their strengths & preferred modes of learning**. **Variety in learning activities** ensures this opportunity for all.

Transition Pedagogy: ENGAGEMENT and relationship-rich experiences

FYCP	Example
TRANSITION	Proactively address & manage needs of new learners (e.g., explore <i>affective</i> dimensions of transitions); use tool to discuss Lizzio's 5 senses of student success; discuss independent learning skills; a 'Learning Pact'
DIVERSITY	Mediate diversity in academic preparedness with explicit scaffolding of contextualised skills (relieve anxiety & build self-efficacy through agency)
DESIGN	Inclusive L, T & Assessment (eg Universal Design for Learning (UDL) [<i>and</i> UDL Assessment]); Clear expectations; Embedded contextualised support; OLT Enhancing Student Wellbeing project; Wkly resilience strategy in curr
ENGAGEMENT	Acad & social belonging w peer-to-peer (peer mentoring, PASS); student-teacher; "Family capital" (O'Shea); Employability; Co-designing (& self-regulation)



Communication [Strategy] for Online Learning & Teaching

Let's talk communication

Also requires careful planning & design

- To provide **coherence** & the **roadmap** for unit learning
- **Teacher presence**: ongoing unit dialogue for connection & sense of achievement
- Builds **learning community**: sense of belonging & care (esp when teacher *listens*)
- **Set expectations** early (& follow through to manage expectations)
- Think about what...
 - Communication **channel(s)**; Media/format(s)
 - **Frequency**
 - Routine & structure: **setting the rhythm** of the learning process
 - Scaffold what's to come*
 - Explain tasks & their rationale (Consider time-on-task estimates?)*
 - EG: Every Monday morning, with clear headings (such as, 'Announcements', 'This week's tasks' 'Weekly Check-in', 'Feedback', 'Wellbeing Tip' etc)*
- Clear, consistent language & friendly (authentic) tone
- Repetition and reminders are fine

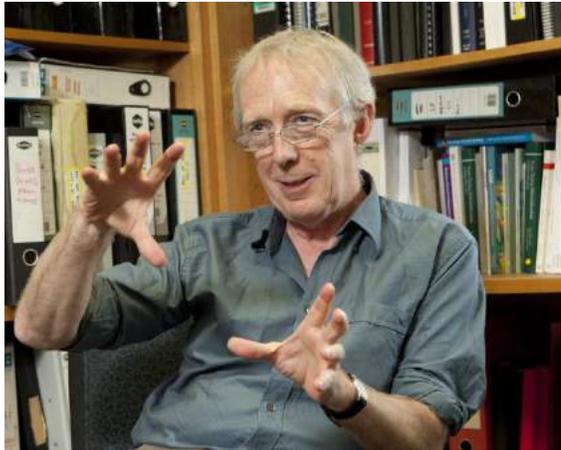


["One to an undefined many communication"](#) by [Wesley Fryer](#) is licensed under [CC BY-SA 2.0](#)

Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity

4 Experts - 5 Questions

[Chrysi Rapanta](#) , [Luca Botturi](#), [Peter Goodyear](#), [Lourdes Guàrdia](#) & [Marguerite Koole](#)



<https://petergoodyear.net/>

Q 2: What Do You Think Makes Online Teaching & Learning Successful?

“Ensuring success in online learning involves excellent communications skills, careful design and active involvement of the learners.”

AND teachers “should allow for, and encourage, **student co-design and/or co-configuration of learning activities and environments**. Students will modify tasks teachers set for them and they will reconfigure learning environments, recommended tools and resources, working relationships etc. So, teachers must not assume that what they design and specify will be followed 100% by the students, and this is totally fine as **students’ engagement in the design and execution of learning tasks functions positively towards their self-regulation**. (p 931)

(Re)Consider the texts and readings

OER examples here, but also (to repeat) re overwhelming

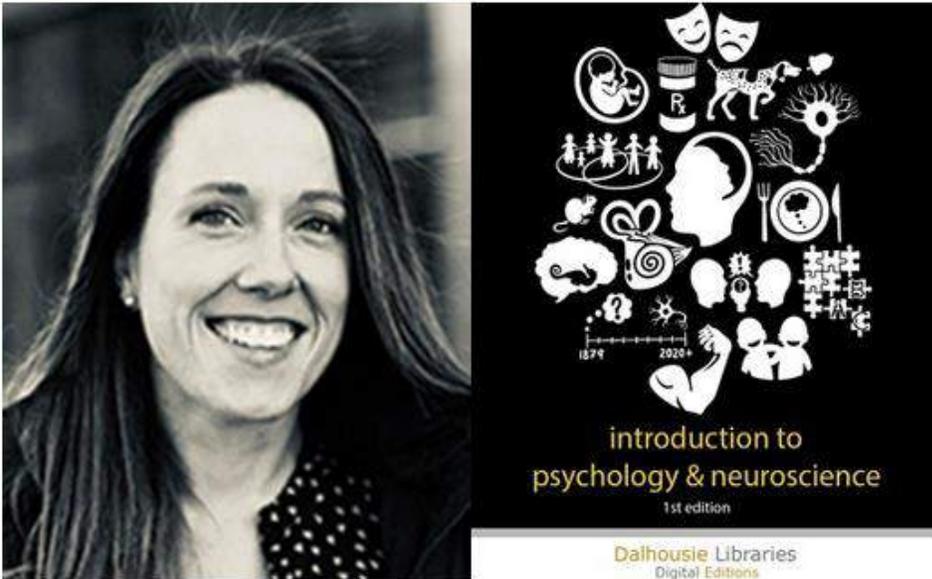


Dr. Sarah R Lambert
@SarahLambertOz

How a \$4.5K grant to adapt an Intro to Psych [#free](#) [#OER](#) text allowed 2 past students to determine what needed tweaking and gap filling. Phased release during semester meant current students provide feedback too. [@TaylorDarci](#) [@marcusod](#) [#studentsaspartners](#)

IMPROVING ACCESS: THESE PSYCHOLOGY INSTRUCTORS CREATED A FREE TEXTBOOK THAT HAS SAVED STUDENTS THOUSANDS OF DOLLARS

Marlo MacKay - October 15, 2020



University Teaching Fellow Leanne Stevens, left, joined together with some instructors in her department to design a digital open textbook for students. (Provided images)

<https://twitter.com/SarahLambertOz/status/1317771461893922816>



Clare Thorpe
@thorpe_clare

Open Textbooks are being used by more than 8000 students at [@usqedu](#) and have saved students \$277,000 in textbook costs. And now students are co-authoring [#OpenTextbooks](#) with the launch this morning of Gems and Nuggets usq.pressbooks.pub/gemsandnuggets... [#OpenAccessWeek](#)

10:11 AM · Oct 19, 2020 · Twitter Web App

https://twitter.com/thorpe_clare/status/1317981743593353216

https://www.dal.ca/news/2020/10/15/improving-access--these-psychology-instructors-created-a-free--d.html?utm_campaign=dalnews&utm_medium=sharethis&utm_source=twitter

macmillan
study skills

BE WELL, LEARN WELL

improve your wellbeing
and academic performance

GARETH HUGHES

Table of Contents

1. Introduction
2. What is 'Wellbeing' and Why is It Important to You?
3. Improve Your Wellbeing to Improve Your Learning
4. Improve Your Learning to Improve Your Wellbeing
5. Socialising, Belonging and Learning
6. Stay Motivated
7. Don't Get Stuck - Getting Work Done
8. Improving Performance in Exams
9. Improving Performance in Presentations
10. Managing Group Work
11. When Things Go Wrong
12. Facing the Future
13. Conclusion.

Transition Pedagogy: Support transition to HE ASSESSMENT

FYCP	Example
TRANSITION	Proactively address & manage needs of new learners (e.g., explore affective dimensions of transitions); use tool to discuss Lizzio’s 5 senses of student success; discuss independent learning skills; a ‘Learning Pact’
DIVERSITY	Mediate diversity in academic preparedness with explicit scaffolding of contextualised skills (relieve anxiety & build self-efficacy through agency)
DESIGN	Inclusive L, T & Assessment (eg Universal Design for Learning (UDL) [<i>and</i> UDL Assessment]); Clear expectations; Embedded contextualised support; OLT Enhancing Student Wellbeing project; Wkly resilience strategy in curr
ENGAGEMENT	Acad & social belonging w peer-to-peer (peer mentoring, PASS); student-teacher; “Family capital” (O’Shea); Employability; Co-designing (& self-regulation)
ASSESSMENT	Explicit curriculum development of assessment & feedback literacies

<https://blogs.deakin.edu.au/iccb/toolkit/covid19/supporting-virtual-teams/>



FeedbackFruits
Supporting virtual teams

<https://dteach.deakin.edu.au/dle3/self-peer-assessment-resources/#get-started>



Feedback for Learning
Closing the assessment loop

PROJECT PARTNERS





Framework for Effective Feedback

<http://newmediaresearch.educ.monash.edu.au/feedback/>





<https://dteach.deakin.edu.au/dle3/portfolio/>

Assessment & Feedback Literacies

“A good understanding of the terminology, protocols & processes associated with HE assessment so as to be successful and confident learners”

- Explanation and consistent **use of assessment verbs**; consistent **naming of assessment tasks**;
- Explicit clarification of **assessment expectations**: eg, how to write, research, orally present in different discipline genres;
- Explicit & consistent **advice & assistance with referencing, paraphrasing expectations & academic integrity**;
- Instruction & **proactive support for teamwork**;
- Assist students to **make use of examples & model answers**;
- **Dialogue about criteria and standards** to be applied; **SAP**; **evaluative judgement**;
- Assistance with ‘what feedback is’ & how best to use it; e.g., Feedback for Learning

Edinburgh Napier UNIVERSITY

DLTE
Department of Learning and Teaching Enhancement

ENhance QUICK GUIDE

Helping students appreciate what's expected of them in assessment: developing students' assessment literacy

Kay Sambell, Sally Brown, Phil Race



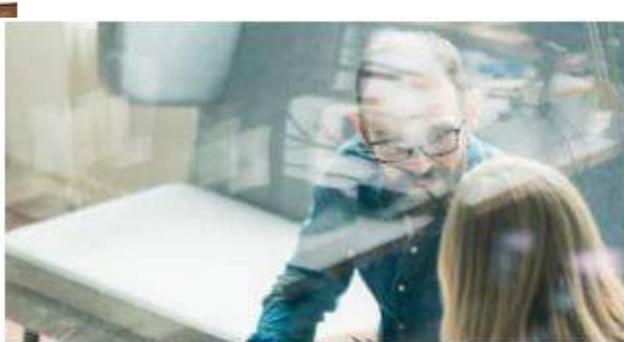
feedback for learning.org

<http://newmediaresearch.educ.monash.edu.au/feedback/>



CRADLE suggests...

A series of briefings from the Centre for Research and Assessment in Digital Learning, which translates our own research into practice-based possibilities.



[How to detect contract cheating](#)
(PDF, 141KB)

[Assessment design innovations](#) (PDF, 171KB)

[Feedback strategies to make a difference](#) (PDF, 155KB)

[Strategies to implement self and peer assessment](#) (PDF, 509KB)

<https://www.deakin.edu.au/about-deakin/teaching-and-learning/cradle/resources-and-publications>



[Student engagement in contemporary and digital contexts](#)
(PDF, 522KB)

[Developing evaluative judgement](#)
(PDF, 372KB)

CRADLE suggests ...

'Student engagement in contemporary and digital contexts'



About student engagement

Student engagement is considered a factor in student success. Both educators and students can have an impact on engagement. There are many facets to student engagement, including behavioural, cognitive, and emotional components, with a holistic model now favoured by some researchers. Engagement can occur at an institutional level, within a classroom, and at a task level. At a classroom level, educators have the ability to influence engagement at all levels, through the way that they set up and manage learning activities.

The research project

Within engagement research, student voices are infrequently heard, and previous research tends to focus on face-to-face contexts only. We interviewed and surveyed students in Deakin initial teacher education courses (across Cloud and physical campuses) on their perceptions of what is important for them to participate and engage in learning.

Promoting student engagement

A number of educator strategies are likely to promote engagement.

Identify and make explicit the relevance and authenticity of learning content and activities	Build in feedback - with both peers and tutors
Students found more purpose for and motivation in learning activities when they were given feedback on their work.	Students participated in learning activities as a way to gain feedback on their work.

First assessment [#Critical]

HIGHER EDUCATION RESEARCH & DEVELOPMENT
<https://doi.org/10.1080/07294360.2019.1664999>

9 Oct 2019



OPEN ACCESS

Persisting students' explanations of and emotional responses to academic failure

Rola Ajjawi ^a, Mary Dracup ^b, Nadine Zacharias ^{a*}, Sue Bennett ^c and David Boud ^{a,d,e}



“FY students use **first experiences of assessment** to calibrate their expectations, their performance and their own suitability for higher education. **Their sense of belonging in the higher education institution... is linked to the experience of success.**”

“emotional burden of academic failure also on students who persist.”

“Students [who failed] **were critical of and wanted to feel more connected to and supported by their academic staff and the university.** This finding indicates that **a new orientation to belonging** is required given the changing nature of our student body and the rise in part-time and online students (Thomas, 2012). ”

Success and failure in higher education on uneven playing fields

Bernadette Walker-Gibbs, Rola Ajjawi, Emma Rowe, Andrew Skourdoubis, Matthew Krehl Edward Thomas, Sarah O'Shea, Sue Bennett, Brandi Fox and Peter Alsen 2019

Make tomorrow better.

ncsehe.edu.au

Strong relationship b/w failure & withdrawal: ~1 in 3 who failed at least 1 subject withdrew, compared with 1 in 11 who passed everything.

<https://www.ncsehe.edu.au/publications/success-failure-higher-education-uneven-playing-fields/>

<https://www.tandfonline.com/doi/full/10.1080/07294360.2019.1664999>



Key questions to guide redesigning exams for online delivery

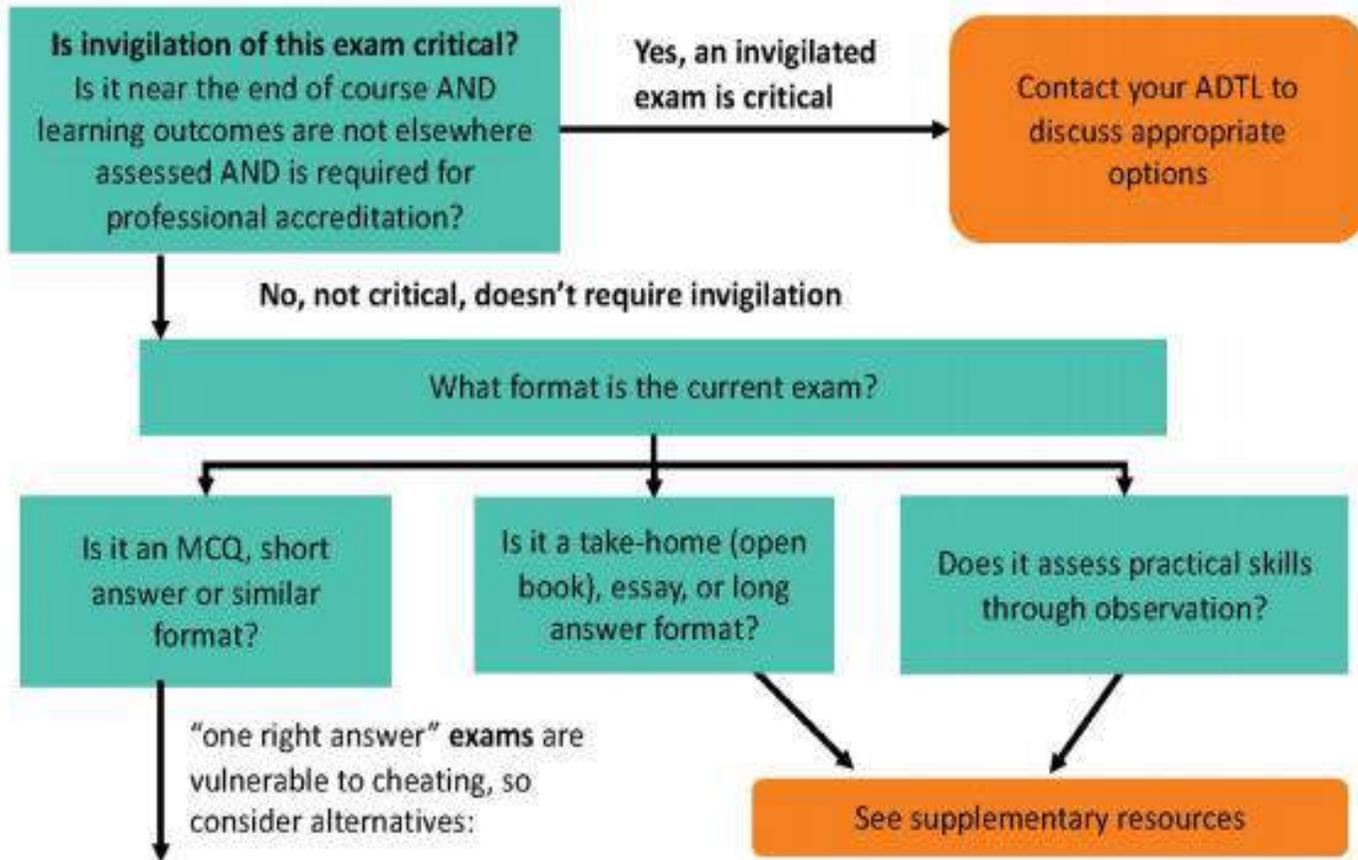
Is this exam particularly critical?

Does the exam focus on knowledge recall?

How will you communicate changes with students and help them prepare?

<https://bit.ly/3ly7Uyg>

3. Redesigning exams: decision helper (for a screen readable version please click [here](#))



Redesign as explanation-based questions and release as a **scheduled online task with timed release**. Questions now ask students to discuss/explain the reason for a single correct or incorrect solution. See *provided examples*.

PROS: keeps the same question topics, can test deeper understanding
CONS: marking more significant, reduces breadth of exam, assessment security concerns may persist.

Break down the exam into a **portfolio/series of tasks** for progressive submission that may include: **Explanation; application and reflective tasks**

PROS: suits exams that have different components (eg MCQs and essay style questions) and heavy weighting
CONS: will have to manage multiple assessment items not just one. Maybe difficult to retrofit into schedule of activities

Reformat the exam into a series of non-graded quizzes on the LMS. The **final scheduled online task with timed release** then asks students what was learnt in the quizzes and why. Video or written format can be used.

PROS: keeps same questions but increases assessment security.
CONS: timed task explaining knowledge is difficult to design so it covers all quiz learning.

Write new tasks: such as 1) students produce an in-depth discussion of tasks from the unit or 2) students respond to scenarios that integrate knowledge recall with creative/in-depth solutions and/or integrate local/current information. Video or written format can be used.

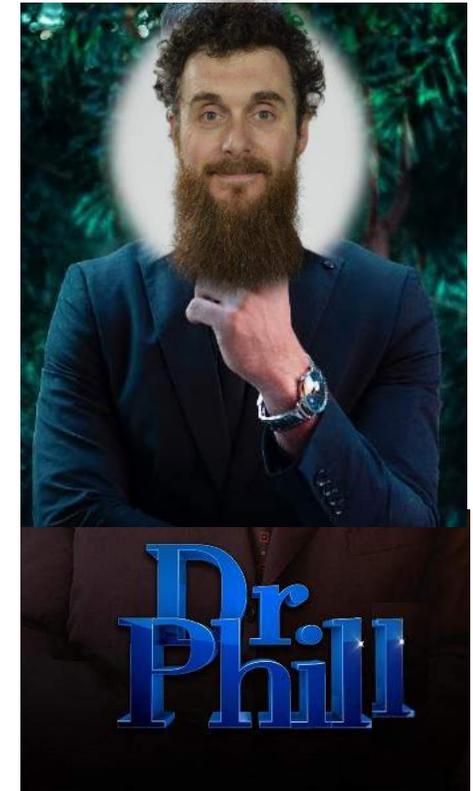
PROS: can address learning objectives completely, more difficult to cheat.
CONS: harder to write and communicate to students. Time-consuming to grade.

Online learning good practice **TEQSA**

STRATEGIES FOR USING ONLINE INVIGILATED EXAMS

Author: Associate Professor Phillip Dawson, Deakin University

- Examyty
- IRIS Invigilation
- Pearson VUE
- Proctorio
- Proctortrack
- ProctorU



Ten practice suggestions for online invigilated exams

1. Online invigilated exams are used as a last resort
2. Exam designs are sound assessments of learning
3. Only the minimal restrictions required are used
4. Students are offered an alternative
5. Equity, diversity, adversity and accessibility are catered for
6. Providers pilot online invigilated exams adequately before using them in assessment
7. A whole-of-institution approach is taken
8. Regulatory requirements and standards around privacy and data security are met
9. Effective governance, monitoring, QA, evaluation and complaints procedures are in place
10. Staff and student capacity building and support are available and ongoing



New research: Re-imagining exams: How do assessment adjustments impact on inclusion?



Re imagining exams: Reasonable adjustments & inclusion.

High-stakes, timed assessments can be problematic for students with disabilities....

Though assessment adjustments are enshrined in legislation, equitable outcomes are not assured, and **evidence for their efficacy is unclear...**

This project shifts the focus to **understanding the broader context of, and barriers and enablers to, inclusive assessment design.** It will use **student voice** data and **workshops with staff and students** to research inclusive assessment development.



Dr Joanna Tai



A/Prof. Rola Ajjawi



Prof. Margaret Bearman



Dr Joanne Dargusch



Lois Harris



Dr Mary Dracup

Overwhelming student interest in participating

<https://www.ncsehe.edu.au/research-assessment-adjustments-inclusion/>
<https://blogs.deakin.edu.au/cradle/2020/11/24/an-update-on-re-imagining-exams-our-ncsehe-funded-project/>

<https://www.teaching-learning.utas.edu.au/assessment/getting-started-alt-assessment#iii>

<https://www.jcu.edu.au/learning-and-teaching/assessment@jcu/designing-alternative-assessment>



Both staff & students under pressure: Key Recs

- **Communicate & explain** any changes to students & provide details of any expectations (eg re equipment required)
- **Keep it simple:** stick to low-tech & text-based systems or simple alternatives. The more complex, the more opportunities for something to fail.

Options for alternative assessments



Invigilated time-ltd exams

- Any assessment
- Timed online open book exam/quiz or take-home exam



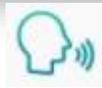
In-class presentations where assess presenting skills (& content)

- Recorded submission
- Live presentation in webconf



Portfolio, logbook, assessment notebook

- Online portfolio



Viva voce/oral exams

- Webconf



Participation in tutes & workshops

- Remove assessment
- Webconf or discussion boards



Lab work

- Simulations



Posters

- Digital posters



Peer assessment & support

- Online communication



F2F feedback

- Recorded feedback



Performance (eg, theatre, dance)

- Recorded performance



Objective Structured Clinical Exams (OSCE)/ Skills demos

- Recordings, artefacts, webconf



Placements

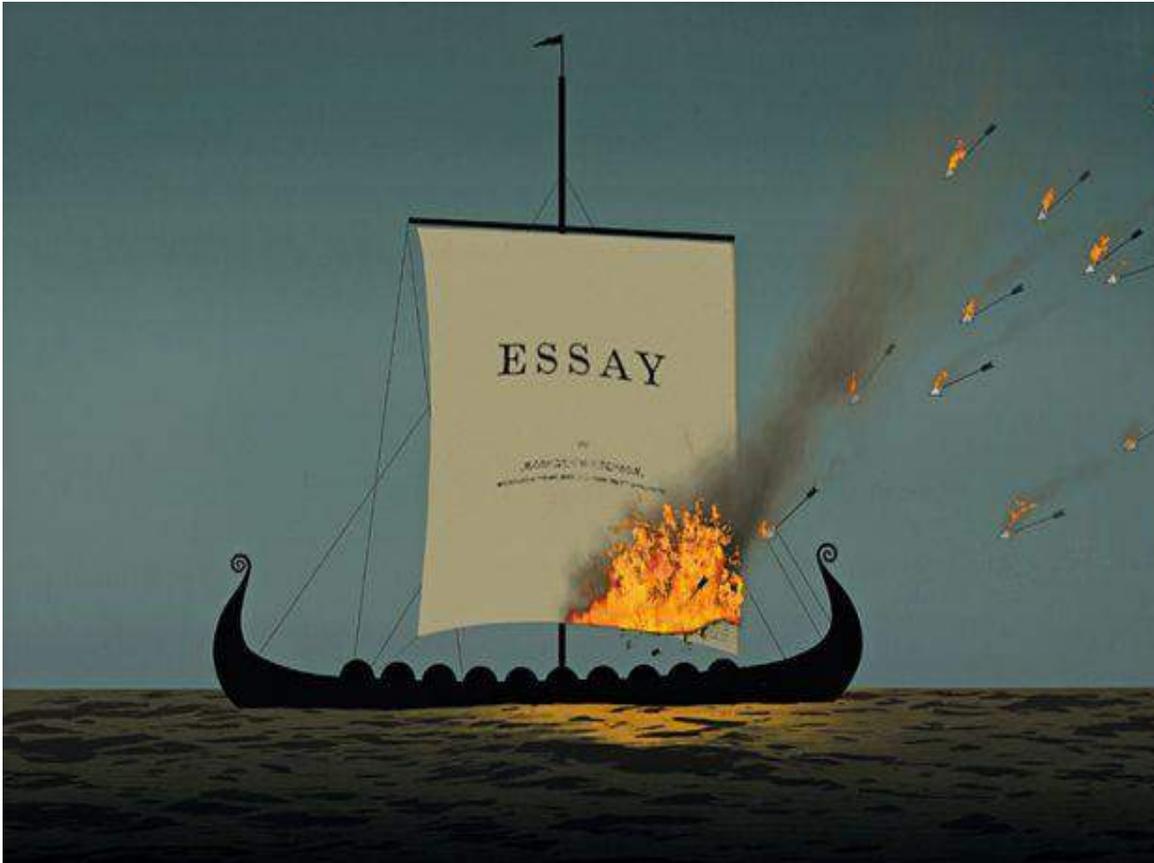
- Student responses or online placements if possible

To assure standards you might need to consider:

Any variations to placements will need to be determined in collaboration with partners and professional bodies.

The essay is failing us. Discuss

The ease with which essays can be bought and the difficulty of grading them fairly means they should no longer be used for assessment, says Phil Race
September 13, 2018



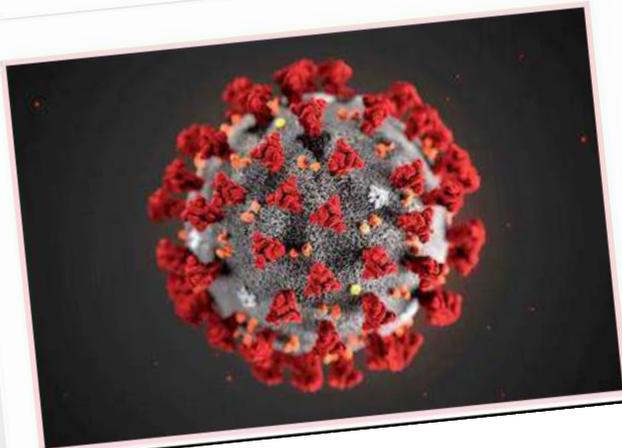
5 alternatives to essays that may lead to more authentic & productive measures of learning (Race 2015):

- Prepare a **word constrained annotated prioritised bibliography**, for example of their top five sources.
- Submit **incrementally short elements of text on a blogsite** to demonstrate their evolving understanding of an issue or topic.
- **Review a dossier of evidence and summarise** their learning from them in a 500-word Executive Summary.
- Produce a **word-constrained list of arguments for and against** a course of action in a complex topic, and a **short recommendation** for action.
- **Write an article or a feature** for a journal, newsletter or magazine

SALLY BROWN



Kay Sambell and Sally Brown: Covid-19 Assessment Collection



<https://www.enhancementthemes.ac.uk/evidence-for-enhancement/student-engagement-and-demographics/student-mental-wellbeing#>

COMPASSIONATE ASSESSMENT POST-COVID-19: IMPROVING ASSESSMENT LONG-TERM

Compassionate assessment post-Covid19: improving assessment long term

A seminar for QAA Scotland, 17 September 2020

Professor Sally Brown

Emerita Professor Leeds Beckett, independent consultant

Visiting Professor at Edge Hill University and formerly at the Universities of Plymouth, Robert Gordon, South Wales and Liverpool John Moores and at Australian universities: James Cook, Central Queensland and the Sunshine Coast.

Honorary Doctorates awarded by the Universities of Plymouth, Kingston, Bournemouth, Edinburgh Napier and Lincoln.

NTF, PFHEA, SFSEDA PhD, MA, BA, PGCert, ADBEd

<https://sally-brown.net/>

@ProfSallyBrown



On 17 September, Professor Sally Brown completed our webinar series on by encouraging us to think deeply about assessment practices: - recognising the factors that make assessment a high stress activity (for students and staff) - in the longer term, using to our advantage the swift and considerable changes that have been implemented as a result of the COVID-19 pandemic - offering a range of tips in re-thinking assessment practices so they are authentic, inclusive, rely more on reflection on practice and make more use of asynchronous methods - sharing a number of examples from different subject areas.

Transition Pedagogy:

Iterative EVALUATION & MONITORING for support & enhancement

FYCP	Example
TRANSITION	Proactively address & manage needs of new learners (e.g., explore <i>affective</i> dimensions of transitions); use tool to discuss Lizzio's 5 senses of student success; discuss independent learning skills; a 'Learning Pact'
DIVERSITY	Mediate diversity in academic preparedness with explicit scaffolding of contextualised skills (relieve anxiety & build self-efficacy through agency)
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ENGAGEMENT	Acad & social belonging w peer-to-peer (peer mentoring, PASS); student-teacher; "Family capital" (O'Shea); Employability; Co-designing (& self-regulation)
ASSESSMENT	Explicit curriculum development of assessment & feedback literacies
EVALUATION & MONITORING	Students as Partners to E & M student exp & provide feedback on pain-points; co-design curr to alleviate stress, manage affect, embed well-being

[A/Prof. Alyssa Wise](#) (New York University)
“Learning analytics...
another piece of a larger data ecosystem”



Learning Analytics Research Network

The Data-Intensive University in a Post-Digital World

New Directions in Teaching & Learning

Alyssa Friend Wise, PhD
Director, NYU-LEARN
Associate Professor of Educational Technology & Learning Sciences
@alywise

Learning Analytics (LA)

The use of data science methods to generate insights into teaching and learning that lead to direct impactful action



“I’m Not a Number, I’m Someone to Them”:
Supporting Commencing University Students’
Through Technology-Mediated Personalised
Communication

<https://studentsuccessjournal.org/article/view/1623/959>

Learning analytics used to scale personalised feedback and communicate with large cohorts of learners. “Qualitative results indicate that students felt they were noticed as individual learning, were more willing to contact educators for support, and more motivated to engage with the online course learning materials.”

LA can generate insight...

- ... for **Designers** into how course activities are engaged with
- ... for **Instructors** into where more support is needed
- ... for **Students** into their own learning practices
- ... for **Advisors** into which students to reach out to
- ... for **Administrators** into how the curriculum aligns

Each supports data-informed decision-making

Supporting student wellbeing during COVID-19

Tips from regional and remote Australia

Dr Nicole Crawford, 2019/20 NCSEHE Equity Fellow

In summary:



- 1 Know students' needs: understand their diverse circumstances.**
Tip: Take an inclusive approach to your course content, delivery and LMS tools; think about: Who is it including? Who is it excluding? Accommodate all students and follow Universal Design for Learning (UDL) principles.
- 2 Be aware of practical challenges: e.g. bandwidth.**
Tip: Keep your technology simple and ensure that lecture recordings and other materials are downloadable, not just streamable.
- 3 Facilitate student connections.**
Tip: Provide opportunities on your LMS for students to communicate synchronously (e.g. Collaborate/Skype/Zoom meetings) and asynchronously (e.g. discussion boards).
- 4 Provide opportunities for Q&As.**
Tip: Dedicate a regular Collaborate/Skype/Zoom meeting for Q&As about upcoming assessment tasks (and record them for students who can't make it). Also provide asynchronous Q&A opportunities (e.g. on discussion boards).
- 5 Check in with students: online learning can be lonely and isolating.**
Tip: Be approachable and proactive in supporting students. Check in with them semi-regularly in a personalised way, particularly with students who can't attend synchronous sessions.
- 6 Promote your university's student services (e.g. counselling).**
Tip: Draw your students' attention to your university's services, such as counselling, disability services and academic learning support.
- 7 Your impact is enormous: it's the small (human) actions that count.**
Tip: Don't forget the impact of your actions — it's the little, kind, human things that really matter!

<https://www.ncsehe.edu.au/ncsehe-student-equity-snapshots-forum-nicole-crawford/>

<https://www.ncsehe.edu.au/event/adcet-ncsehe-webinar-supporting-students-wellbeing-during-covid-19/>



**KEEP
CALM**

**You have
done an
amazing job!**



Photo by [Clint Patterson](#) on [Unsplash](#)



Photo by [Huper by Joshua Earle](#) on [Unsplash](#)

