

CSUed 2017

Valuing Teaching

CSU's Distinctive Learning Experience

21-23 June, 2017

Orange, NSW



Welcome

A very warm welcome to CSUed 2017.

The theme of this year's conference is *Valuing Teaching: CSU's Distinctive Learning Experience*. Enjoy the opportunity to meet with your CSU colleagues from other areas to discuss learning and teaching in the context of the CSU Values and the University Strategy 2017-2022.

The CSU values - of being Insightful, Inclusive, Impactful and Inspiring - are inherent in CSU's Graduate Learning Outcomes and Quality Learning and Teaching Standards, all of which are in place to have a transformative effect on our students and the communities in which they live and work.

CSUed 2017 is the forum where as staff we have the opportunity to:

- Gain **insight** into good learning and teaching practices by sharing and discussing
- Be **inclusive** by looking beyond their own discipline to build new networks across the institution and making meaningful connections with colleagues
- **Inspire** colleagues to think about their current teaching practices
- Understand how quality learning and teaching can have an **impact** on our communities (of place, practice or interest)

The Wiradjuri phrase 'yindyamarra winhanganha', meaning 'the wisdom of respectfully knowing how to live well in a world worth living in', sums up the CSU ethos of developing and spreading wisdom to make the world a better place. To achieve this goal, we need to understand how all of CSU's initiatives work together as a whole.

The conference is designed around four distinct but related themes that address how the CSU Values can guide our day-to-day learning and teaching activities for the benefit of our students, our communities, our colleagues and ourselves.

- Integrating the CSU Values into our teaching practices.
- Creating a distinctive student experience through the GLOs.
- Transforming the student online experience.
- Transforming the student on campus experience.

We designed the conference program this year to be a valuable learning experience and a forum to share good practice, innovate and contribute ideas to the future of learning and teaching at CSU. The discussions and ideas generated from panel discussions, symposia, roundtables and workshops will be captured and used to continue our conversations after the conference.

Win a prize! Participate by sharing your teaching practices and innovative ideas...

A/P Kogi Naidoo & A/P Phillip Uys
Conference Convenors and Hosts

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Conference Organising Team

Conference Convenors and Hosts:

A/P Kogi Naidoo & A/P Phillip Uys

Administration: Leanne Tucker, Lesley Reid, Michelle Langham, Dan Given, Jennifer Pace-Feraud, Wendy Hogan

Academic Abstracts Review Team: Lucy Webster, Warwick Baines, Rachel Richardson, Pamela Roberts, Narelle Patton, Lindy Croft-Piggin, Deb Murdoch, Alison Matthews, Ellen McIntyre, Bruce Stenlake, Elizabeth Thomson, Kellie Smyth

Schedule

Wednesday

9:30 am - 4:30 pm		
Workshop: Sustainable Practices Bldg 1006 Rm 206		
1:00 - 2:30 pm		
Workshop: Strategies for blended learning Bldg 1002 Rm 117	Workshop: Online Learning Model Bldg 1005 Rm 105	Workshop: Analytics in learning and teaching Bldg 1001 Rm 149
3:00 - 6:00 pm		
Workshop: Workplace Learning Bldg 1002 Rm 117	Workshop: Applying for promotion (ends at 5 pm) Bldg 1005 Rm 105	

Thursday

8:45 am
Welcome to Country

9:00 - 9:10 am Opening: DVC (Academic) Professor Toni Downes

9:10-9:55 am Invited Plenary Panel: The CSU Values Prof Jay Phillips, A/P Maree Simpson, Dr Yann Guisard, A/P Maree Bernoth
 Bldg 1004 Rm 120

10:00 - 11:00 am - Concurrent Sessions

<p>Workshop Bldg 1006 Rm 205</p> <p>Efficient Paperless Marking in Microsoft Word (NORFOLK Basics) <i>S. Parker</i></p>	<p>Roundtable Bldg 1002 Rm 117</p> <p>R1: The joys of course design: Transforming course review <i>Elizabeth Thomson et al</i></p>	<p>Roundtables Bldg 1005 Rm 105</p> <p>R2: Humourising Home Pages and Interact2 Sites <i>I. Mescher</i></p> <p>R3: Self-assessment and e-portfolio, an authentic method for learner's improvement and accountability <i>A. Sadr</i></p>	<p>Roundtables Bldg 1006 Rm 206</p> <p>R4: How to know our exams are testing what we think? <i>Y. Guisard et al</i></p> <p>R5: Moving towards inclusive assessment practice <i>S. Samuel & E. McIntyre</i></p>	<p>Roundtables Bldg 1001 Rm 149</p> <p>R6: Gaming - a strategy to engage nursing students in learning ageing <i>M. Bernoth et al</i></p> <p>R7: Creating real world learning and teaching opportunities through simulation <i>K. Lambert & N. Ward</i></p>
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11:00 am Morning tea

11:30 am - 12:30 pm - Concurrent Sessions

<p>Symposium Bldg 1006 Rm 205</p> <p>GLO harmonisation in the design of distinctive student experiences <i>F. Trede et al</i></p>	<p>Roundtables Bldg 1002 Rm 117</p> <p>R8: Teacher presence strategies in the online environment <i>M. Wilkinson & W. Harris</i></p> <p>R9: Developing a teaching chatbot <i>T. Holland</i></p>	<p>Roundtables Bldg 1005 Rm 105</p> <p>R10: Real time cross-campus practical exam moderation <i>K. Andrews et al</i></p> <p>R11: Exploring the way students use rubrics in the context of criterion referenced assessment <i>R. Bacchus et al</i></p>	<p>Roundtables Bldg 1006 Rm 206</p> <p>R12: Supporting students who are First in Family to come to university: a focus on resources <i>K. King</i></p> <p>R13: Motivating students in online teaching <i>H. Jamali</i></p>	<p>Roundtables Bldg 1001 Rm 149</p> <p>R14: Building Living Learning Communities <i>I. Fox et al</i></p> <p>R15: Preparation programs in an ideal world: How can we best prepare students for entry into CSU? <i>S. Fisher</i></p>
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THURSDAY continued

12:30 pm Lunch

1:30 - 2:30 pm - Panel Discussions

Workplace learning
Bldg 1006 Rm 207

Online learning
Bldg 1006 Rm 205

Graduate Learning Outcomes
Bldg 1004 Rm 120

2:30 - 3:30 pm - Concurrent Sessions

Roundtables
Bldg 1002 Rm 117

R16: Using GLOs and Values
to transform every day
teaching practice
N. Patton & E. McIntyre

R28: Enriching online teaching
and learning at CSU
C. Hughes

Roundtables
Bldg 1005 Rm 105

R18: Scholarship in Online
Learning
L. Hay

R19: Innovation and
Incubation at CSU
T. Klapdor

Roundtables
Bldg 1006 Rm 206

R20: Are zombies eating
your subject design?
J. O'Connell

R21: Teacher presence and
peer-to-peer learning
enhancing an online
innovation subject
C. McMullen

Roundtables
Bldg 1001 Rm 149

R22: Gaining professional recognition
with a Higher Education Academy
Fellowship
P. Roberts & K. Naidoo

R29: Indigenist Standpoint Pedagogy
and Indigenous Australian Studies –
toward Indigenist Standpoint Online
Pedagogy
J. Phillips et al

3:30 pm Afternoon tea

4:00 - 4:45 pm Transforming Online
Bldg 1004 Rm 120

4:45 - 5:45 pm Poster session and Reception
Bldg 1002 Rm 211

Free time

6:30 pm

Dinner at Friar Tuck's at the Red Robin Hotel,
30 Burrendong Way, Orange

Friday

<p>8:45 am Opening announcements</p> <p>9:00 - 9:15 am Giving CSU Students a 'value-for-money' distinctive experience Paul Dowler, Chief Financial Officer</p> <p>9:15 - 10:00 am Panel: The student voice</p> <p>Bldg 1004 Rm 120</p>				
<p>10:00 - 11:00 am - Concurrent Sessions</p>				
<p>Symposium Bldg 1006 Rm 205</p> <p>Digital Disruption Discourse - Are you ready to shift practice? <i>J. Lindsay et al</i></p>	<p>Workshop Bldg 1002 Rm 117</p> <p>Refining your paperless marking with NORFOLK 4 (for existing NORFOLK users) <i>S. Parker</i></p>	<p>Roundtables Bldg 1005 Rm 105</p> <p>R23: Trigger warnings: Inclusive or intrusive? <i>L. Smallbone et al</i></p> <p>R24: Is your WPL subject best practice? <i>C. Barril & D. Bedgood</i></p>	<p>Roundtables Bldg 1006 Rm 206</p> <p>R25: Implementing Indigenous Competency in courses and subjects: barriers, opportunities, suggestions <i>C. Parissi</i></p> <p>R26: Reflecting on our First Steps: Indigenisation of the Curriculum in Occupational Therapy and Physiotherapy <i>C. Robinson et al</i></p>	<p>Roundtables Bldg 1001 Rm 149</p> <p>R27: Tear down that wall: barriers to flexible and adaptive learning <i>S. Welsh & S. McKinney</i></p> <p>R17: Overcoming your hurdles in implementing the Sustainable Practices GLO <i>J. Howard</i></p>
<p>11:00 am Morning tea/early lunch</p>				
<p>11:45 am - 12:45 pm Plenary Panel: Creating distinctive curricula and learning experiences at CSU (2017 Think Pieces)</p> <p>12:45 - 1:00 pm Closing remarks: Rachel Richardson and DVC (Academic) Professor Toni Downes</p> <p>Bldg 1004 Rm 120</p>				

Workshop Abstracts

Sustainable Practices

Jonathon Howard

jhoward@csu.edu.au

Grahame Collier

CSU Green

CSU Green are resourcing a capacity building workshop focused on the Sustainable Practices Graduate Learning Outcome on Wednesday June 21st from 9am-5pm.

Embedding the sustainable practices GLO into courses is particularly challenging given the diversity of levels of understanding about what sustainability is, and the diversity of the courses that need to have this GLO contextualised. Sustainable practices have a reasonably natural fit with some courses but less so in others. This means the sustainable practices GLO is a new frontier - requiring an adaptive and contextualised approach to implementation. This workshop aims to increase participant's understanding about embedding sustainability into courses and develop a common understanding of what quality means.

CSU Green have funded a Facilitator (Grahame Collier) to lead the day. Grahame is probably best known for his involvement in the HIV 'Grim Reaper' and 'Living Thing' sustainability campaigns. He has more recently undertaken a number significant sustainability training projects with international, national, state and local government agencies, as well as with industry and not-for-profit organisations. Clients range across all sectors within public health and the environment. Prior to becoming a consultant Grahame worked for nine years in various senior roles in the Education and Community Programs Branch of the EPA, NSW Health and the World Health Organisation.

Incorporating Blended Learning (flipped classroom) Using Interact2 Resources for Internal Offerings

Emmett Berry, School of Accounting and Finance

eberry@csu.edu.au

Jahanzeb Khan, School of Accounting and Finance

Jkhan@csu.edu.au

This workshop is an opportunity to share our experience of implementing a flipped classroom pedagogical approach, with implications for how it could be incorporated into a range of subjects that have an internal offering. Lectures were pre-recorded on YouTube and watched by students prior to class. Allocated class time was then used to work through engaging exercises and discussion.

Using our experience with ACC322 as an example, our workshop will cover what it means to incorporate blended teaching activities and methods into a small face-to-face offering. How to go about doing this in a manner that is helpful to both the instructor and cohort is also discussed.

Participation in this workshop will achieve the following:

- An overview of what blended learning means in a small subjects context, and how a flipped classroom can be used to enhance the experience to students studying internal or online.

- Gain insight into a first-hand experience of implementing blended learning into an undergraduate subject (ACC322).
- Be informed of the resources, technologies, and methods that can be used to successfully implement a flipped classroom delivery.

An opportunity for workshop participants to brainstorm ideas for incorporating blended approach into your subject(s) in a manner that is appropriate for the subject's context.

The presenters would like to acknowledge the support of the AIF fund and the contributions of Lisa Watt.

Practical strategies for implementing the Online Learning Model

Dr Lindy Croft-Piggin, u!magine, Division of Student Learning
lcroft-piggin@csu.edu.au

Michelle Wilkinson
Kellie Smyth
Nathan Miles
Mike Cahill
Ged Bourke
Stewart McKinney

As we work to enhance the quality of student online learning experience at CSU, a rich collection of ideas and models has been developed to support the design of high quality courses and subjects in the Learning Exchange at u!magine.edu.au/csulx.

Each of the seven elements of the Online Learning Model is considered to increase one or more type of student engagement. The elements, which are designed to be combined in varying degrees of intensity within the subjects making up a course, may be enhanced through a range of practical strategies which are illustrated in the Exchange.

Team members of the Learning Online Unit will explore a number of the strategies in the Exchange to highlight the steps that may be taken to enhance the impact of the elements of the CSU Online Learning Model in subjects from across the faculties.

Analytics in Learning and Teaching: Some Real-World Strategies Using Interact2

Simon Welsh, Division of Student Learning
swelsh@csu.edu.au

Stewart McKinney, Division of Student Learning
smckinney@csu.edu.au

In this workshop, we will explore how the analytics tools in Interact2 can be used to enhancing learning and teaching. The data available in i2 tools like Site Analytics, Retention Centre and Grade Centre can be used to target support to students, and for reflection on teaching and learning design. We focus on some pragmatic ways to get the most out of this data to foster better outcomes for students and improve measures like progress rates. Participants are encouraged to bring a laptop and test things for themselves as we discuss the various tools and strategies.

Making WPL a transformative student experience through strong teaching relationships between university and industry

Associate Professor Franziska Trede, Division of Student Learning
ftrede@csu.edu.au

Audience: all welcome particularly professional and academic staff working in WPL and industry partners and placement hosts

Part 1: Making WPL distinctive at CSU (CSU internal focus) 3.00-4.15pm

Part 2: University-Industry Partnerships (Industry out-facing focus) 4.30-6pm

Applying for Promotion

Associate Professor Kogi Naidoo, Learning Academy, Division of Student Learning
knaidoo@csu.edu.au

Christine Klimpsch, Division of Human Resources
cklimpsch@csu.edu.au

If you are considering applying for promotion (this year or in the future), then we would encourage your participation and invite you to attend this workshop.

This workshop offers you the opportunity to:

Hear from academic staff who were promoted recently (get some hints and tips),

- Meet Human Resources staff to obtain guidance and valuable information on the Academic Promotion process,
- Consider the evidence you present to best promote yourself and your impact
- The workshop builds on the recent information sessions at which there were presentations made by Deputy Vice-Chancellor (Academic), Professor Toni Downes, Deputy Vice-Chancellor (Research), Professor Mary Kelly, and Pro Vice-Chancellor Student Learning, Professor Sandra Wills

At this workshop you will obtain an overview of promotion trends (success data), leads to key references (resources) and workshop time to reflect on/review your own application and have your questions answered. To get the most out of this workshop, participants are advised to visit the links provided.

Efficient paperless marking in Microsoft Word (NORFOLK basics)

Sam Parker, Division of Student Learning
sparker@csu.edu.au

This session will cover the basics of efficient paperless marking using Word. This includes saving your rubric, inserting your rubric into assignments, comment banks, audio comments and moderation/QA capabilities.

Use of NORFOLK affords many engaging styles of marking that allow for richer feedback to be provided in an efficient manner. This includes enhancing teacher presence through audio feedback as well as incorporation of friendly visual elements and feedback used by ALLAN advisors in responding to students.

Through various surveys undertaken by those that use NORFOLK more feedback can be provided in the same time and students feel that they have greater engagement with staff when audio comments are used.

Refining your paperless marking with NORFOLK 4 (for existing NORFOLK users)

Sam Parker, Division of Student Learning
sparker@csu.edu.au

This session will serve to show all the new features of NORFOLK 4 with some exciting advancements including the ability to use NORFOLK for marking practical (non-written) assessments, moderation of assignments in NORFOLK and new batch processes to speed up marking overall (particularly for multiple marker subjects).

It is intended that attendees will be at minimum familiar with the various features of NORFOLK to gain the most out of discussing some of the more advanced concepts available with this version.

Panel Discussion and Symposium Abstracts

The CSU Values

Prof Jay Phillips, School of Indigenous Australian Studies
jayphillips@csu.edu.au

A/P Maree Simpson, School of Biomedical Sciences
masimpson@csu.edu.au

Dr Yann Guisard, School of Agricultural and Wine Sciences
yguisard@csu.edu.au

A/P Maree Bernoth, School of Nursing, Midwifery and Indigenous Health
mabernoth@csu.edu.au

An introduction to the CSU Values and how these values can guide our learning and teaching endeavours.

GLO harmonisation in the design of distinctive student experiences

Franziska Trede, Division of Student Learning
ftrede@csu.edu.au

Narelle Patton, Division of Student Learning
npatton@csu.edu.au

Pam Roberts, Division of Student Learning
proberts@csu.edu.au

Barb Hill, Division of Student Learning
bahill@csu.edu.au

‘Yindyamarra Winhanganha’ is a Wiradjuri phrase meaning, ‘the wisdom of respectfully knowing how to live well in a world worth living in’. It’s a sentiment at the heart of CSU’s approach to education, and reflects the University’s ethos ‘for the public good’. CSU has a strong focus on the development of holistic, far-sighted people who help their communities to grow and flourish. This aim of holistic development of persons able to act as future professionals and global citizens demands more than the formation of competent graduates. It requires enhancement of a broader range of attributes, qualities, dispositions and attitudes. Through meaningful integration of CSU’s Graduate Learning Outcomes (GLOs) academic staff can design curricula that develop graduates to become meaningful actors in the world.

To achieve this distinctive development of CSU graduates it is important to understand, both the uniqueness of each individual GLO as well as how the GLOs powerfully work together to enrich curricula and more holistically create distinctive student experiences. There are many affinities and shared principles between the global citizenship, Indigenous Australian Cultural Competence, professional practice, sustainable practice, ethics and lifelong learning GLOs. All share a common interest and reference to time and place. They imply social, cultural, local and global dimensions and considered together can create a powerful new way of learning, relating, being and becoming. Pedagogies that embrace learning and teaching about exploration of one’s own and others’ values, respect, empathy, agency and courage are all conceptual strategies that can enhance implementation of global citizenship, Indigenous Australian Cultural Competence, professional practice, sustainable practice, ethics and lifelong learning GLOs. The result being

a richer and more distinctive curriculum capable of developing graduates who can influence their communities for the better.

In this panel session we will explore the differences and commonalities between the global citizenship, Indigenous Australian Cultural Competence, professional practice, sustainable practice, ethics and lifelong learning GLOs and identify shared values and illuminate connections between them. We will tear down artificial boundaries around each GLO and instead connect common values to strengthen rather than compartmentalise the student experience.

The GLO advisors (panel speakers) will each briefly describe the essence of their GLO and share their experiences in providing curriculum advice. The panel chair will then facilitate a Q&A session between the panel speakers and the audience about how these GLOs are interrelated and can be blended meaningfully into learning designs, course outcomes and ultimately educating future professionals and citizens that are farsighted, inclusive and deliberate.

The outcome of this panel session is to work towards developing a pedagogical framework for CSU based on shared values of the global citizenship, Indigenous Australian Cultural Competence, professional practice, sustainable practice, ethics and lifelong learning GLOs. Such a framework would be underpinned by educational strategies that involve reflexivity, agency and courage to create a world with living in. Participants will also develop a deeper understanding of how holistic integration of the GLOs can strengthen and distinguish course curricula.

Paper titles:

1. *Connecting CSU GLOs through academic, vocational and critical lenses*
2. *Reclaiming values and moral awareness as core practice capabilities*
3. *Sustainably speaking*
4. *It's all too hard...let's not do it*

Preparing Students for Distinctive WPL experiences

Associate Professor Franziska Trede, Learning Academy, Division of Student learning
ftrede@csu.edu.au

Ms Lisa Coates, Centre for Law and Justice
lcoates@csu.edu.au

Ms Elizabeth Murrell, School of Psychology
emurrell@csu.edu.au

Mr David Maxwell, School of Communication and Creative Industries
dmaxwell@csu.edu.au

Good student preparation for learning in real-world contexts (whether doing project work for real clients, visiting a community, doing an off-campus or on-campus placement etc) is the gateway to not only ensure safe and effective student experiences of WPL but also to inspire students to make their WPL experiences impactful, inspiring and insightful. Preparations need to include awareness raising and sensitizing students to professional conduct and policy issues of the host placement as well as purposeful planning of learning outcomes. Learning in professional settings requires a capacity to have self-insight, learn from observations, ask questions, act and learn from the consequences of one's actions. Good preparation activities and assessments, therefore need to include becoming self-reflexive, agentic, taking initiative and demonstrating insightful understanding. Such preparation builds students' resilience and confidence, increases motivation and agency, enhances employability and manages expectations and risk.

In this symposium we will start with principles that underpin good WPL preparation and then share three distinctively different preparation programs for WPL located in three different disciplines, at under- and post-graduate level, using diverse preparation tools and activities. The aim of the symposium is to inspire good practices and generate new possibilities on how you can improve your WPL preparation program.

Lisa Coates is Subject Convenor of Justice Studies Workplace Learning (JST321), a compulsory third- year subject taught concurrently on the Port Macquarie and Bathurst campuses and there is a Bathurst online cohort. All students must complete an 80 hr self-selected mandatory work placement in a Justice industry setting. These range from Corrections, Juvenile Justice, Probation and Parole, Local Courts , FACS, Legal Aid, Aboriginal Legal Aid (government) to non-government organisations such as law firms (criminal and family law) drug and rehab clinics, women's refuges, PCYCs and charities. Lisa will share key dynamic and interactive features of the CSU Workplace Learning: Justice Studies Student WebGuide. The WebGuide which she authored and is entirely online, provides valuable supports to the teaching of Justice Studies WPL on the Bathurst and Port Macquarie campuses and online. It prepares undergraduate students for WPL experiences in line with the CSU values of; Insightful, Inclusive, Impactful and Inspiring. This also supports the CSU ethos of transforming the student online experience.

Elizabeth Murrell's presentation will offer a valuable counterpoint and focus on the preparation of graduate students, the vast majority of whom are registered psychologists, many of whom have PhDs, professional Doctorates or professional Masters Degrees in specialisations other than clinical psychology (e.g., forensic psychology, health psychology, etc.).

David Maxwell's presentation will discuss student preparation for WPL in the school of communications and creative industries for undergraduate students. In his preparation program David has designed action-oriented tasks include writing an application letter, preparing a CV and submitting a profile of the host placement. He is also making good use of InPlace with students in the preparation phase.

The Online Learning Model: Exploring the personal experiences of three academics

Lucy Webster, Faculty of Science
lwebster@csu.edu.au

Lindy Croft Pigginn, u!magine
lcroft-pigginn@csu.edu.au

Come and join in a conversation with an academic from each faculty as they share a first-hand account of the scale up of the Online Learning Model (OLM). Many lessons were learnt from the pilot of the OLM but there are still more lessons to learn as we put innovative ideas into practice. Lucy Webster, Sub Dean Teaching and Learning, Faculty of Science, and Lindy Croft-Pigginn, Manager Online Learning and Teaching Quality, will host this panel. It offers an opportunity to reflect on the process of transformation so far and to interrogate our practices into the future.

Educating our Students for Success: How GLOs Help Build a World Worth Living In

Bruce Stenlake, Learning Academy
bstenlake@csu.edu.au

GLO Advisors

University is a transformative experience. Not only do we gain knowledge and skills in the discipline of our choice, we also grow as people. Upon graduation, many of us become professionals with status in our community that involves expectations and responsibilities. Our university experience should prepare us with the necessary qualities and capabilities to practise wisely, ethically, sustainably and inclusively. It should prepare us for our responsibilities as leaders, professionals and citizens in local and global communities.

At CSU, these aspirational qualities and capabilities are defined as Graduate Attributes and are captured by the phrase "yindyamarra winhanga-nha" - translated from the Wiradjuri language as "the wisdom of respectfully knowing how to live well in a world worth living in".

Until recently, universities have assumed that Graduate Attributes are acquired through the experience of being at university; by a process of osmosis, extracurricular activities, socialisation with fellow students and academics and scholarly contemplation. However, there are fewer opportunities to acquire these attributes for students who are part time, remote, learning online or not fully engaging with university life. Many CSU students are in this position.

How can we help all of our Graduates acquire these Attributes?

CSU has developed a range of Graduate Learning Outcomes (GLOs) required to develop the qualities and capabilities they will need to succeed in life and to build a world worth living in. The GLOs define what is unique about our graduates and are a synthesis of the AQF requirements, CSU Values and "yindyamarra winhanga-nha".

The purpose of the GLOs is to help recognise and articulate the student learning experiences that develop their Graduate Attributes. These experiences can be embedded in all disciplines and subjects across the university. While we teach anatomy, students are learning about ethics and life-long learning. While we teach business, students are learning about sustainable practices and the global context. When we ask students to write an essay, we are teaching them about research and literacy for engaging in contemporary debates. The GLOs provide a framework to assist academics to explicitly identify and enhance these additional learning experiences.

What additional learning experiences are you offering your students?

This presentation will introduce you to the CSU GLOs, why they are important for our students and how to recognise them and enhance them in your subjects and courses. Come along and meet the GLO Advisors who are here to help you.

The Transform Online Initiative within the CSU 2017-2022 Strategy

Professor Barney Dalgarno, Division of Student Learning
bdalgarno@csu.edu.au

Professor Val Peachey, Division of Student Learning
vpeachey@csu.edu.au

In this session, Professor Barney Dalgarno and Professor Val Peachey will facilitate a discussion on the Transform Online component of the CSU Strategy 2017-2022.

What is the Transform Online initiative?

The Transform Online (TOL) initiative is one of nine major initiatives or projects within the CSU 2017-2022 Strategy. TOL builds on initiatives within the 2015-2016 strategy sub plans, including, the development and implementation of the Online Learning Model, the Quality Learning and Teaching initiative, the Smart Learning Course Design process, and various HEPPP funded initiatives. These earlier initiatives were framed in the context of recommendations from the 2015 Distance Education Strategy and the 2015 CSU

Online Market Repositioning Strategy. These initiatives within CSU have occurred alongside increases in competition within the sector leading to reductions in CSU market share and threats to online student load, which has increased the urgency of the change and improvement process.

In conjunction with other initiatives within the Strategy TOL aims to ensure that CSU maintains a sector leadership position in online learning into the future through transformative innovations in student learning experiences, student recruitment, course and subject design and development, and teaching and student support. A key focus for the proposed transformation in the online student experience is increased flexibility across the life cycle as a point of distinction for CSU online courses. This transformation will include enhancements to the existing CSU Online Learning Model, a new pathways and student acquisition model, a new design and development model and a new teaching and support model.

What are the key elements of the Transform Online plan?

The following are the major elements of the TOL plan:

- Prioritisation of our largest courses in establishing high quality and distinct learning experience models, as well as refining the overall online course profile;
- University Transition strategies including proactive support and bridging courses to improve success for non-traditional students or students commencing through new pathways;
- Flexible study options including six starting dates per year for all subjects, flexible assessment to allow accelerated or gradual progression through a subject, and cohort based or individual study options;
- Increased time/resource allocation to the design process to ensure high quality online materials, and specialised online course and subject development teams working within a product development methodology;
- High quality subject content including a blend of static and interactive digital learning resources, using individual and cohort-based learning experiences to cater for different learning styles and life circumstances;
- Teaching undertaken by a team including academics, learning support, work-place specialists and general support staff, using analytics to inform responsive teaching and proactive support;
- Relationship based study support from study coaches or mentors from enrolment through to graduation;
- Access to academic and learning support through email, online chat, telephone or Skype, at a convenient time, for example, between 8am and 12 midnight weekdays and 9am and 5pm weekends, comprehensive feedback on assignments guaranteed within 5 working days;
- Growing load through incorporation of market, brand and experience strategies.

Digital Disruption Discourse - Are you ready to shift practice?

Julie Lindsay, u!magine
jlindsay@csu.edu.au

Judy O'Connell, u!magine
juoconnell@csu.edu.au

Carole Hunter, u!magine
chunter@csu.edu.au

Current online information environments and associated transactions are considered an important 'information ecosystem' influencing and shaping professional engagement and digital scholarship in communities of learning in higher education. As McLuhan (1964) first argued, technologies also influence and define usage - resulting now in pedagogical approaches instantiated in the learning and instructional designs adopted for online learning environments. However, more than simple knowledge of technology is required to produce transformative technology integration for good teaching and pedagogically innovative learning – a fact further confounded by individual and contextual factors related to learning technology use within an academic context. Creating the right blend of resources and methods for an engaging learning environment requires diverse skills and personal practices, and such capacities take time to develop and need refreshing as technologies (and student expectations) evolve. Academics (as teachers) need to support and nurture learners to learn within connected and collaborative learning environments, and need to lead purposeful and corrective discourse in relation to multiple information environments as part of the construction of meaning and understanding. Whichever way we look at it, working with technology is now an integral component of academic life, encompassing information and connectivity, providing essential components of access to scholarly resources, digital content, communication platforms, and new social, legal and technical frameworks of practice - leading to new forms of scholarship and learning actualized and embedded in the academic workplace. By leveraging technology, we have an opportunity to open new doors to scholarly inquiry for ourselves and our students. Let's engage in some digital disruption discourse, and see where the conversation takes us!

Paper titles

1. *There's a whole world out there to connect and collaborate with – what are you doing?*
2. *Are your digital scholarship strategies so 'last century'?*
3. *Are we enabling 'badass' students – and who are they telling?*

Turn it up: hearing the student voice loud and clear

Hear from a panel of our students about their CSU experience and how we can make it better.

Hosted by Warwick Baines.

Creating distinctive curricula and learning experiences at CSU: 2017 Think Pieces

A selection of 2017 Think Pieces contributors will share their views on creating distinctive curricula and learning experiences at CSU based on their Think Pieces.

Read more about the 2017 Think Pieces here. <https://www.csu.edu.au/division/student-learning/home/csu-academics/think-pieces/think-pieces-2017>

Hosted by Associate Professor Philip Uys.

Roundtable Abstracts

R1: The joys of course design: transforming course review

Associate Professor Elizabeth Thomson, Division of Student Learning: Learning Design Unit
ethomson@csu.edu.au

Dr Denise Wood, Division of Student Learning: Learning Design Unit
dwood@csu.edu.au

Dr Troy Whitford, Division of Student Learning: Learning Design Unit
twhitford@csu.edu.au

Greg Auhl, Division of Student Learning: Learning Design Unit
gauhl@csu.edu.au

Integrated, cohesive and intentional learning
Is what our students are always yearning.
So quality courses are core to our work
And from their design we should not ever shirk.

The ingredients of a process that flows very well
Should be just the same, as we will tell
It's creative, collaborative, inventive, worthwhile
And working together make us all smile.

It's inclusive joy!

A process that's happened cottage industry style
Is the way it's been done for quite a long while
But how much greater the thinking in a team situation
That's open to many for feedback observation.

It can be couched as a problem that needs to be solved:
How to bring it together with collaborative resolve?
'It takes too much time' has been heard to be said
'Academics in a team are not easily led'.
From outcomes to products to ways of assessing
An intentional plan comes from the finessing.

It's insightful joy!

It's working upfront building connections and links
So the big picture of the course has few gaps or chinks
It's building a flow from beginning to end
And scaffolding learning again and again.

We understand teaching and learning more deeply
And innovative experiences emerge, oh so sweetly
It's a change in our culture, our minds and our hearts
The course is a whole that's the sum of its parts.

The impact is a joy!

'It's restrictive, no freedom, sets rules for our thinking.
My chance for creative is rapidly sinking'.
Within such a framework there's freedom to try
And nothing within it prevents aiming high.

A course comes together with minds that do click
When ideas are flowing inspiration is thick.
It's visible, scholarly and systematic
More than shifting the chairs on the decks of Titanic.

This presentation invites you to think innovation
Quality courses for students is the motivation.
Design work that's inspiring, and exciting to do
Is how we see the process, and hope you do too.

It's inspiring joy!

Discussion points

- The impact of the process of course design (and CourseSpace) on the ongoing work of academics teaching into courses. Elements to be discussed include processes such as collaboration, forward planning for workload and resources, better quality teaching, support for sessional academics and the resulting quality of course experience for students.
- How can the course design process bring together initiatives across CSU (eg GLOS, Online learning, Indigenous Education strategy, Assessment and Moderation policies) for more efficient and cohesive implementation?

R2: Humourising Home Pages and Interact2 Sites

Igor Mescher, School of Accounting & Finance
imescher@csu.edu.au

The presentation will examine various ways in which appropriate humour can be injected into home pages and generally throughout interact2 subject sites via the use of comic characters, forums on the discussion tools and competitions that can be held among students for best forum posts using appropriate humour.

Discussion points

- Why should you make parts of your interact2 site humorous for students?
- How do you try to ensure that students participate in entertaining forums on the discussion tool when they are under no compulsion to do so?

R3: Self-assessment and e-portfolio, an authentic method for learner's improvement and accountability

Atieh Sadr, Dentistry and Health Sciences
asadr@csu.edu.au

Background

The argument for self-assessment in education for the professions is pressing, it is expected that following graduation students can regulate their own practice especially for dentists that may their work are hidden by

their very location. To do an accurate self-assessment a detailed knowledge and skills in conjunction with precise criteria for assessment are essential.

Encouraging learners to be accurate assessors of their skills is not easy, it needs changing pedagogy to more interactive approach.

Objective

This presentation reports three years of implementation of self-assessment with the aid of e-portfolio in the practical tasks of an Endodontic program in a dentistry course for undergraduate third year dental students based upon independent, reflective learning.

Methodology

The final year practical results were analyzed of two successive cohorts of third-year students to an Endodontic program (i) one year without any self-assessment application (ii) two years with self-assessment application. Firstly students were asked about criteria for each stage of Endodontic practical task through a formative exam, after modification and revision of ideas students were asked to submit their self-assessment for each of their practical task in the simulation clinic through pebble pad software. Student's marks were compared with teacher's mark.

A questionnaire also was distributed to the students immediately before their final examination. It asked for views on the perceived value of self-assessment. The Questionnaire asked about confidence in assessing the performance, finding the mistakes and ways to improve work and the motivation increase.

Results

There was a close connection between student's and the teacher's marks. The new approach of self-assessment increased student confidence in practical skills, there was a perceived increase in problem-solving ability; and that students felt encouraged to pursue greater understanding..

Conclusions

Self-assessment will help to make life-long learner. Some experimental learning points were derived from the study like finding low or over confident students. These included the importance of careful planning, well-designed assessment procedures and the creation of a climate of trust and openness.

Pebble pad software was a better way to get ideas from digital generation students; it was more attractive to students compare to paper based one. By using an e-portfolio during the university study will encourage students to use it for their lifelong learning journey outside the university.

These are some of the student's overall conception about the self-assessment:

- 'Self-assessment helped me to learn from my mistakes and can think about what to do differently next time',
- 'Self-assessment is a great reflective tool'.
- 'Self-assessment was a great way for students to reflect 'Genuinely' on our work'.

Discussion points

- What would be your experience in self-assessment?
- What is the drawback of pebble pad in student view?

R4: How to know our exams are testing what we think?

Yann Guisard, School of Agricultural and Wine Sciences
yguisard@csu.edu.au

Julia Howitt, School of Agricultural and Wine Sciences
jhowitt@csu.edu.au

Paul Prenzler, School of Agricultural and Wine Sciences
pprenzler@csu.edu.au

Lachlan Schwarz, School of Agricultural and Wine Sciences
lschwarz@csu.edu.au

Greg Doran, School of Agricultural and Wine Sciences
gdoran@csu.edu.au

Celia Barril, School of Agricultural and Wine Sciences
cbarril@csu.edu.au

Danielle Ryan, School of Agricultural and Wine Sciences
dryan@csu.edu.au

Igor Novak, School of Agricultural and Wine Sciences
inovak@csu.edu.au

Danny R. Bedgood, Jr, School of Agricultural and Wine Sciences
dbedgood@csu.edu.au

The Chemistry Teaching Team is doing scholarship of teaching research that involves assessing the quality and the value of exams in first year chemistry across four subjects and taking in account a range of predictors of success such as gender, pre-subject preparation, and served course. That is, we research the validity of exams, and learn about the exam questions themselves, and about student performance. But there is some controversy around exams: are exams a valid assessment tool? As academics we are always pushed to reduce the length and number of exams. There seems to be contrasting opinions on the effectiveness of exams to measure student learning.

This roundtable will be a structured conversation about exams. Do exams measure student learning? Do your exams measure student learning? What evidence do you have of the effectiveness of your exams to measure student learning? What are the advantages of using exams? Disadvantages? How could your exams be improved? What other ways are there to measure understanding of content knowledge? Are exams usable as a single point of assessments, or must they be part of a larger strategy? Is ranking student performance important? This roundtable will explore participants' thoughts and experiences related to such questions for their subjects.

We expect that contributions from a range of disciplines will provide a rich and meaningful set of views and practices to this question.

Discussion points

- Do *your* exams measure student learning?
- What evidence do you have of the effectiveness of your exams to measure student learning?

R5: Moving towards inclusive assessment practice

Dr Sheeja Samuel, Learning Academy/Division of Student Learning
ssamuel@csu.edu.au

Ellen McIntyre, Learning Academy/Division of Student Learning
elmcintyre@csu.edu.au

This roundtable presentation will provide academic staff with the opportunity to interact, share and discuss ideas with regard to assessment practices and the challenges commonly faced by diverse learners. They will have the chance to share their successes and learn from each other, working through possible solutions to the challenges commonly faced by diverse learners when it comes to assessment.

In the rapidly evolving global context, diversity amongst university faculties and students significantly influences strength, productivity and intellectual personality in the drive to achieve educational and institutional goals. Diversity of experience, age, physical ability, religion, race, ethnicity and gender can contribute to the richness of the environment for teaching and research. Approaching cultural and stylistic differences with respect and appreciation enables educators to both minimise the challenges faced by students and derive maximum benefits from their diversity. In order to do this, we need to overcome the powerful human tendency to feel more comfortable when surrounded by people we resemble, by actively including all students from diverse backgrounds.

To achieve an inclusive learning environment at CSU, we need staff and students to feel that their contributions are valued, and that they have ample opportunities to participate. Inclusiveness for students does not imply simplifying the context within which they learn at CSU. Rather, it is about creating opportunities for all students to demonstrate their competence through effective and accessible assessment practices.

Assessment plays a vital role in the education process. We need to explore strategies to rethink and renew assessment items to have a positive influence on our students' experience of higher education. This includes promoting the means to foster lifelong learning practices for all students, helping them to gain a deep understanding of their subjects and developing their capacity to make judgements about their own and others' work. Drawing from various strategies for inclusiveness, we will be discussing how we can be inclusive with assessment practices followed at CSU. Common teaching principles in higher education will be considered as the starting point for discussion. This will lead into a deeper discussion on the ways to be inclusive with our assessment practices for diverse learners. We will use these as the springboard for exploring ways to overcome the commonly faced assessment challenges for students from diverse backgrounds.

A well-designed and well-communicated assessment task sets clear expectations with opportunities for students to self-monitor, rehearse, practice and receive feedback. It also has an influence on what, how and how much a student will learn. **The roundtable discussion will help us explore ways to practice inclusiveness and promote positive outcomes for diverse learners. It will move us towards the goal of working collaboratively to develop and deliver solutions for the assessment of diverse learners.**

Discussion points

- Strategies for promoting inclusiveness in assessment practice.
- Strategies for overcoming common assessment challenges for students from diverse backgrounds

R6: Gaming - a strategy to engage nursing students in learning ageing

Associate Professor Maree Bernoth, School of Nursing, Midwifery and Indigenous Health
mabernoth@csu.edu.au

Ryun Fell, Division of Student Learning
rfell@csu.edu.au

Lyn Croxon, School of Nursing, Midwifery and Indigenous Health
lcroxon@csu.edu.au

Dr Denise Winkler, School of Nursing, Midwifery and Indigenous Health
dwinkler@csu.edu.au

Ben Atkinson, Division of Student Learning
batkinson@csu.edu.au

Susan Theobald, Division of Student Learning
stheobald@csu.edu.au

Amali Hohol, School of Nursing, Midwifery and Indigenous Health
ahohol@csu.edu.au

The focus for discussion at the roundtable session will be related to a project that is currently in progress and involves academics from the School of Nursing, Midwifery and Indigenous Health and staff of DSL. The team is developing an on-line game with the aim of enhancing learning and teaching in the subject focused on ageing, NRS221 *Life stage considerations: The older person*, in the Bachelor of Nursing degree. The aim of the strategy will be achieved by engaging learners through technology-mediated and game-based learning.

Tulip and Bossomaier (2013) acknowledge that gaming is widely used in the education of professionals and recognise the value of games in impacting attitudes, critical thought and professional communication. Impacting attitudes towards learning about ageing is one of our driving ambitions with this strategy as we have experienced what Annear, Lea and Robinson (2014) found that student nurses generally have negative opinions about aged care. Abbey et al. (2006) likewise note the negative opinions of students about aged care and link these negative opinions to career plans to avoid the industry. Billings and Halstead describe the advantages of games in nursing education as increasing cognitive and effective learning, that they are fun/exciting, motivate adult learners to take responsibility for their own learning and can connect practice experiences to theory (as cited in Mawhirter & Garofalo, 2016, p.133).

Yet, to develop the game involves expertise from academics, story tellers and gamers. Subject content knowledge is needed from academics in the School of Nursing, Midwifery and Indigenous Health to create authentic story lines and branching scenarios. The scenarios encountered in the game need to align with the learning outcomes for the subject (NRS221) and ANMAC Accreditation. A skilled and sensitive story teller has been invaluable in guiding the development of the storylines and breathing life into the subject matter. The staff from DSL, LDU and LRU are the gaming experts but they require information to be presented in a way that is congruent with developing the final product.

Bringing this diverse range of skilled people together requires time to form true collaborations and to make this vision a reality. Yet making this happen has provided challenges; it is the strategies used to overcome the challenges that we want to share through the round table discussion. This round table is focused on discussing the strategies we have used and have been integral in the formation of a team which has led to the successful development of the game. It is then aimed at generating discussion about how these strategies can be improved on and sustained so that future collaborations across schools and services can enable creativity and engagement in the subjects and teaching material provided to students of CSU.

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Mawhirter, D. A., & Garofalo, P. F. (2016). Expect the Unexpected: Simulation Games as a Teaching Strategy. *Clinical Simulation in Nursing*, 12(4), 132-136.

Tulip, J., & Bossomaier, T. (2013). Drama and learning technologies: To affinity spaces and beyond. How Drama Activates Learning. *Contemporary Research and Practice*, 226.

Discussion points

- How can cross discipline and inter-service provision converge to develop a meaningful yet fun way of learning that align with CSU values and subject learning outcomes?
- What support is needed for future multimedia projects at CSU to promote collaborations in the development of teaching and learning strategies?

R7: Creating real world learning and teaching opportunities through simulation

Krishna Lambert, School of Nursing, Midwifery and Indigenous Health
rlambert@csu.edu.au

Nicole Ward, Faculty of Science
niward@csu.edu.au

Introduction

Learning through simulation has been a well-established teaching and learning modality in practice based disciplines for over 40 years. Due to increase pressures placed on work place learning sites in terms of increased student enrolments, a decrease in academics, a lack of physical spaces and fatigued practitioners, simulation has been used in nurse education as an alternative. The idea of simulation is to allow the nursing student to practice in a safe environment with minimal risk, at the same time, ensuring students are exposed to experiences which are essential to their clinical practice skill development (Shepard, Kelly, Skene & White 2007, Nehring & Lashley 2009, Hicks et al 2009). Relevant literature has suggested at undergraduate level simulation as a teaching modality is just as effective if not more so than traditional methods (Baille & Curzio 2009; Shin, Park & Kim 2015). Our story reveals how we have developed creative but also rigorous learning opportunities to inspire our undergraduate nursing students.

Our story

The School of Nursing, Midwifery and Indigenous Health work with the technical laboratory staff to create rigorous and inspiring learning opportunities through simulation. Simulation has been used to enhance learning and to support the student from theory to practice enhancing the contextual realism of the learning experience. Simulation can take many forms: in this situation we utilised role playing, as it is expected the student nurse takes on the role of the registered nurse throughout the simulation, high/low fidelity mannequins and computer assisted instruction. A theoretical scenario was introduced to students through a case study of a patient: Mrs. Wells.

The students were informed of Mrs. Wells past medical history, her presentation to the emergency department and her current health status. This information was provided to the students in the form of patient notes and real world clinical documentation. Mrs. Wells experienced various forms of clinical deterioration throughout the session which prompted the students to escalate the care of Mrs. Wells based on best practice.

Outcome

Simulation provides students with rigorous learning opportunities which are creative and inspiring without the loss of fidelity or authenticity. The learning opportunities are framed in evidence based practice and are delivered in a safe environment. The graduate outcomes expected focusses on the professional practice domain but also addresses the ethic, information and research literacies, and sustainable practice domains. The students have the opportunity to demonstrate their knowledge and understanding of best practice, they have the opportunity to develop clinical skills associated with the presentation and exercise professionalism, critical thinking and clinical reasoning in their decision making at the novice practitioner level.

Reflections

Simulation offers an opportunity for students to learn authentic real world scenarios in a safe environment. However, it is important to consider the role of pre briefing and debriefing. The higher the fidelity of the simulation the higher the risk of students experiencing an emotional response to what they are confronted with.

Discussion points

- What is authenticity?
- How do we maintain rigor in simulation design?

R8: Evaluating and implementing teacher presence strategies in the online environment

Michelle Wilkinson, Division of Student Learning
mwilkinson@csu.edu.au

Wendy Harris, Division of Student Learning
wharris@csu.edu.au

Teacher presence has the capacity to support online students to feel connected and guided in their learning and is therefore an element of the Charles Sturt University Online Learning Model. (CSU Online Learning Model). The visibility and immediacy of the teacher assists online students with gaining confidence to attempt learning on their own, as evidenced by CSU's Quality Learning Teaching framework for improving learner engagement. (CSU QLT Framework). Knowing that the teacher is there to support them if needed provides the confidence to also make connections with other students supporting the QLT standard of peer to peer interaction. It is this sense of a learning community which the teacher creates that allows online students to successfully achieve the desired learning outcomes. Students value this interaction and find it critical to achieve their academic goals (Yuan & Kim 2014). Teachers therefore must not provide a set and forget subject which students must navigate in isolation but one whereby students know they are important and the centre of the learning experience; encapsulating the central feature of CSU's value of inclusiveness. (CSU Our Values)

The role of teacher presence is to provide guidance, socialisation, motivation and coordination (Elander 2016). This presence however doesn't automatically happen but begins with an understanding by the academic of what teacher presence is and how to apply this knowledge to create a subject which has a considered design approach encompassing all of the student's needs. The look and feel of teacher presence

can be different for each cohort of online students and therefore how do we know what student's needs are and if the presence we are providing is supporting students in the desired ways?

Our aim in this session is to provide teachers with the opportunity to use a reflective evaluation tool we have developed to analyse their online teacher presence. In accordance with the CSU value 'insightful' we will ask academics to consider the 'why' in addition to the 'what' when designing their subjects in terms of teacher presence. (CSU Our Values) Academics will be provided with the opportunity to share their analysis and collectively consider different ways of integrating teacher presence into their online subjects with the goal of transforming the student online experience.

We will also offer reflections discovered during the development of this tool and gain feedback from academics in order to further modify and enhance this strategy for future use within a wider educational context.

References:

CSU Online Learning Model

CSU Our Values

CSU QLT framework

Elander, K. R. (2016) *Creating Teacher Immediacy in Online Learning Environments*. USA: Information Science Reference.

Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. *Journal of Computer Assisted Learning*, 30. 220-232. doi: 10.1111/jcal.12042

Discussion points

- What are your strategies for achieving teacher presence in your online subject?
- How do you evaluate your online environment to check for teacher presence and if it is meeting the needs of your students?

R9: Developing a teaching chatbot

Travis Holland, School of Communication and Creative Industries
tholland@csu.edu.au

With the advent of deep learning algorithms that can interpret natural language input in a meaningful way, universities have an opportunity to deploy useful, intuitive educational technology. This roundtable discussion will consider the potential advantages of a simple example of such technology – the chatbot. Chatbots are designed to hold independent conversations with users, providing accurate and timely responses no matter how the question is asked. Unlike mobile phone applications, chatbots typically operate within existing platforms, allowing users to access them in environments with which they are already familiar and without additional downloads. For example, a chatbot might reside on Twitter or Facebook Messenger and respond to users on those sites. Instead of buttons, they respond to written messages in a manner similar to that of human users. They can potentially alleviate the demands of after-hours emails to staff, and simple versions can be set up with very little programming knowledge. Although the promise of such technology is yet to be fully realised, the underlying platforms are advancing rapidly, and may come to prominence in higher education throughout 2017 and the near term. We will discuss the potential applicability of chatbots in the CSU context, and the practical limitations of their deployment.

Discussion points

- What are the possible use cases for a teaching chatbot, and how would the bot solve a problem in those cases?
 - How could we deploy a chatbot at CSU in such a way that it benefits students, and what limitations should/could there be on such a deployment?
-

R10: Real time cross-campus practical exam moderation: quality improvement

Kristen Andrews, School of Community Health
krandrews@csu.edu.au

Dr Rosemary Corrigan, School of Community Health
rcorrigan@csu.edu.au

Isabel Paton, School of Community Health
ipaton@csu.edu.au

Dr Simone O'Shea, School of Community Health
soconnor@csu.edu.au

Background/context

Clear and robust assessment and moderation processes are required to ensure fair and equitable student assessment (Biggs & Tang, 2007). Additionally the moderation process can provide opportunities for reflection and improvement in subject design. Practical examinations are commonly used in Physiotherapy education to assess students' clinical reasoning and technical skills related to clinical scenarios. The challenge for examiners is to provide consistent, fair and accurate assessment, usually according to predetermined criteria (Bloxham, 2009; Snyder & Smit, 2009). At Charles Sturt University, multi-campus delivery of the Physiotherapy program was identified as a factor challenging the reliability of practical examination marking. Therefore, re-thinking established moderation practices for practical examinations was required.

The initiative/practice

To trial and evaluate a real-time cross-campus moderation approach to practical examination in the Physiotherapy program at Charles Sturt University using a qualitative approach. Semi structured interviews were used to evaluate the experience and value of this moderation process.

Methods

Prior to the practical exams, all examiners reviewed the practical exam procedures, marking rubric and subject learning outcomes. Real-time moderation was undertaken via videoconference (Skype). The moderation process was undertaken on the first day of the practical examination period, and included 10% of the total student cohort. The examiner on each campus conducted three practical examinations with the examiner on the other campus observing and marking in real-time via Skype. At the end of each of the moderated practical examinations, the examiner and the observer would compare and discuss their marks for each component of the rubric, with final marks determined via consensus. The observer also provided peer feedback regarding conduct of the examination. The process was iterative, whereby examiners would carry forward the discussion and apply feedback to subsequent examinations. The initial trial was evaluated through student and examiner feedback, and comparison of the marks from each campus.

Outcomes/Evidence of effectiveness

Students initially reported feeling concerned about being double marked, however they reported that the actual process was not obtrusive. Examiners reported the process provided some additional challenges relating to managing multiple tasks concurrently, but also relished the opportunity for real-time feedback and peer review of their performance. They noted and acknowledged the benefit to their own teaching practice.

A small difference between campuses was found in the spread of marks, which was consistent with consistent with historic performance between campuses irrespective of subject.

The real time moderation process added an extra five minutes per student to the examination process, and the simple and cost-efficient videoconference platform had some limitations (poor sound & picture quality, variable internet connections, availability of suitable devices).

The process led to modification of the marking rubric for future examinations, and enabled identification of areas within the subject's design and delivery that may benefit from further development.

Reflective critique

Real-time moderation was a simple and effective approach to practical examination quality assurance, and provided valuable additional benefits in relation to examiner peer review. Further evaluation is required to determine how this process influences inter-examiner reliability across campuses

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Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university*. Buckingham: Open University Press.

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Snyder, W., & Smit, S. (2009). Evaluating the evaluators: Interrater reliability on emt licensing examinations. *Prehospital Emergency Care*, 2(1), 37-46. doi:10.1080/10903129808958838

Discussion points

- Have you used anything similar to this (i.e. real time/peer review/professional development opportunities within the moderation process/examination process) and how can these practices be modified to suit different needs?
- Are there any opportunities for your moderation practices to be in "real-time"?

R11: Exploring the way students use rubrics in the context of criterion referenced assessment

Ruth Bacchus, School of Humanities and Social Sciences
rbacchus@csu.edu.au

Emma Colvin, Centre for Law and Justice
ecolvin@csu.edu.au

Leonora Ritter, School of Humanities and Social Sciences
lritter@csu.edu.au

The aim of our study is to explore students' responses to rubrics. We wanted to discover how students read and use rubrics, and how useful and clear students find rubrics in explaining what is expected in assessment tasks and, later, explaining marks and marker comments. Rubrics are currently regarded as an important part of the assessment and moderation process, meant to provide markers with a means of achieving consistency and students with clarity and transparency in assessment tasks. We used an online survey with

questions about whether, when and how students read rubrics; whether they feel able to ask for clarification if they do not understand something; to what extent, on return of an assignment, students focus on how their work is judged against the rubric; whether students ever feel overwhelmed by the amount or form of language used in a rubric and what other kinds of clarification might be helpful to them. In the pilot survey stage of this project, 22 surveys were undertaken by student participants from internal Justice Studies and Literature subjects. Analysis of the pilot study data provided several clear indications that warranted further research. Namely, that: class discussion is vital to comprehension of rubrics; the use of exemplars instead of/in addition to rubrics may aid student comprehension; the complexity of language used in rubrics may confuse students; and rubrics may not accurately reflect the work required for the task and therefore influence students to change their approach to the assessment task. We then conducted focus groups and as a result, trialled the use of exemplars, student-designed rubrics and peer assessment. We will briefly discuss the results of these trials.

R12: Supporting students who are First in Family to come to university: a focus on resources

Kara King, Office for Students
kking@csu.edu.au

Charles Sturt University (CSU) and The FirstDegree Project team are using contemporary storytelling methods to engage with and empower First in Family students across their tertiary journey, from pre entry to completion.

Underpinned by Timothy Wilson's (2011) Theory of Psychological Change and Lizzio's (2006) Fives Senses Model the FirstDegree team has developed a series of web-based resources that utilise and celebrate the First in Family student narrative. These resources encourage students to explore, embrace, edit and develop their own narratives: to gain perspective and empowerment through familiarity of the shared experience.

This presentation will showcase the video, print, web, and social media resources that have been created for use in subject design and delivery and discuss the positive impact they are having on the CSU community.

Discussion points

- How well do we understand the impact that being "first" has on the decisions and behaviours of our students?
 - What can you do to improve outcomes for First in Family students in your subject delivery and design?
-

R13: Motivating students in online teaching

Hamid R. Jamali, School of Information Studies
hjamali@csu.edu.au

In the School of Information Studies, all teaching is online only and the demographics of our students show that many of them are working mature women. Balancing life, work and study is a challenge for many of them and as a result, long term motivation plays an important role in remaining in the course and doing well. This presentation seeks to list and categorise all of the practical techniques and practices that can be used for motivating students through their learning journey in the online learning environment. Based on a review of the literature, and a survey of a sample of online open courses, student motivating techniques will be listed and categorised. The presentation will include a description of possible advantages and disadvantages of each technique and a discussion of how the techniques can be applied at CSU given our context of

teaching and learning in this institute (e.g. technology affordance, CSU values). Three different types of categorisation will be presented for motivating techniques including:

- Categorization based on the different types of tools that are used for online teaching including video, audio, online synchronous classes/meetings, forums, announcements, as well as personal communications.
- Categorization based on the different types of motivation including intrinsic (passion for subjects) and extrinsic (e.g. grade).
- Categorization based on the form of motivation including incentive (rewards), fear, achievement and so on.

Discussion points

- What motivation technique is more suitable for what type of students?
 - What techniques might be the most effective ones at CSU given the characteristics of our student cohorts (and perhaps based on past experiences of lecturers)?
-

R14: Building Living Learning Communities

Isabel Fox, Residence LIFE
ifox@csu.edu.au

Sonja Maria, School of Biomedical Sciences
smaria@csu.edu.au

Alexander MacQuarrie, School of Biomedical Sciences
amacquarrie@csu.edu.au

Residence LIFE and The School of Biomedical Sciences have worked together in 2017 to build a paramedic study facility in one of the CSU Bathurst campus residences. The Paramedic Living Learning Community (LLC), located in the Cottrell Tower, is a highly resourced study space that provides residential students 24 hours access to practical equipment and state-of-the-art technology.

Living Learning Communities have a long history in Halls of Residence in North America and Europe, but are relatively unheard of in Australian University Residences.

The philosophy behind the development of this facility is both economic and academic. Providing this sophisticated and highly course specific learning space only to paramedic students who live in is a powerful selling point for our accommodation. But by building a close working relationship between Residence LIFE and the School of Biomedical Sciences, this LLC will also have the potential to provide a space for significant practical and academic achievement for the students who use it.

This presentation will discuss the development and potential for this learning space from a residential business and academic perspective.

Discussion points

- What other courses or academic areas could living learning communities be designed around at CSU?
- What are the limits to the creation of these learning communities?

R15: Preparation programs in an ideal world: How can we best prepare students for entry into CSU?

Ms Sandra M. Fisher

Office for Students

sfisher@csu.edu.au

In this era of government policy to achieve equitable access to higher education, universities are developing a large array of preparation programs to attract and prepare students for degree studies. Preparation programs vary greatly in the students targeted, course length, learning design and outcomes, content and mode of delivery, entry and completion requirements, partnerships, fee arrangements, qualifications obtained, and arguably, effectiveness of preparation (National Centre for Student Equity in Higher Education, Curtin University, 2016).

The Diploma of General Studies Pathway Program is unique in that it is full time, one year, includes subjects which represent four major fields of education at CSU: Education, Communication, Science, and Management. It is also unique to the pathway program sector, in that it incorporates the Cert IV in Tertiary Preparation taught by TAFE, equips students with two qualifications, and provides guaranteed entry into most CSU degrees.

The Pathway Program has been running for seven years now, with the following emergent results:

- Expansion of student numbers and campuses: from 26 students enrolled in Albury in 2010 to 128 students enrolled across four CSU campuses in 2017.
- Strong retention and graduation rates: 2010 to 2017- retention rates average 83%; graduation rates average 74%.
- 329 students from the Diploma of General Studies enrolled in CSU degrees since 2011, and 34 graduations to date.

Faculty	Enrolments	Graduations	Avg GPA
Arts and Education	147	13	4.39
Business, Justice and Behavioural Studies	72	6	5.04
Science	110	15	4.53

295 Diploma graduates currently studying in CSU degrees.

First year retention rates of Diploma graduates in degrees average 89%.

However, the following questions remain:

Is the Diploma of General Studies overkill? Do students need to undertake such an intensive and long (2 x 17 week sessions) pathway into CSU degree study? Is a 'one stop, generalist shop' the way to continue, or can Faculties develop more appropriate, relevant, shorter pathways into their courses?

With the Diploma of General Studies flagged for course review, and a TAFENSW review of the Cert IV in Tertiary Preparation in 2017, academics are invited to attend this roundtable discussion to contribute their ideas on preparation and pathway programs into CSU in general and the Diploma of General Studies in particular.

Discussion points

- There is a plethora of pathway programs into university studies, what would be the ideal preparation program for your course?
- Imagine the “ideal student”, what are the key determinants of successful students in their first year of study, in what ways do they stand out compared to other students?

R16: Gaining professional recognition with a Higher Education Academy Fellowship

Pamela Roberts, Learning Academy, Division of Student Learning
paroberts@csu.edu.au

Kogi Naidoo, Learning Academy, Division of Student Learning
knaidoo@csu.edu.au

HEA fellowships provide professional recognition of academic and learning support staff who:

- can demonstrate experience in, and knowledge of, a range of teaching and/or learning support activities;
- have engaged with relevant professional development; and
- are committed to professional values that include diversity, scholarship and academic integrity.

The CSU Learning Academy offers mentorship to support selected academics through the HEA application process and are redeveloping the Graduate Certificate in Learning and Teaching in Higher Education (GCLTHE) to become accredited with the HEA.

Find out what has inspired more than 80,000 academics and learning support staff to become fellows of the Higher Education Academy worldwide. There are now more than 650 fellows registered in Australasia, with ten Australasian universities providing recognition for their staff.

A panel of CSU HEA Senior and Principal Fellows from the Learning Academy will share their experiences and insights, and answer your questions. Join this roundtable to find out more and consider what would inspire you to become a Fellow?

Discussion points

- What impact would becoming an HEA fellow have on your academic and teaching practices?
- What is the difference between becoming a Fellow and gaining a Graduate Certificate in Learning and Teaching in Higher Education (GCLTHE)?

R17: Using GLOs and Values to transform every day teaching practice

Narelle Patton, Learning Academy/Division of Student Learning
npatton@csu.edu.au

Ellen McIntyre, Learning Academy/Division of Student Learning
elm McIntyre@csu.edu.au

Transformational practice promotes transformative teaching outcomes. Transformational practice refers to the process of reflecting on what and how we teach, and on our belief systems, which shifts our perspectives and assumptions (Knapp, 2013). Transformational learning changes the way students and teachers view

themselves and the world around them. This round table will explore the power of CSU GLOs and Values to transform every day teaching practice. As a university, we aim to develop 'holistic, far-sighted people who help their communities grow and flourish'. To achieve this lofty ambition we all need to work together – we all have a role to play. The decisions we make and the actions we take will have a direct influence on achieving our ethos of developing graduates with 'the wisdom of respectfully knowing how to live well in a world worth living in'. CSU Values -Insightful, Inclusive, Impactful and Inspiring - guide our behaviour and way of working towards achievement of our ethos. Considering these values and how you can incorporate them into your work every day is a key part of being a member of the CSU community.

Contemporary universities (including CSU) seek to equip graduates with not only the technical and cognitive knowledge and skills that they need for professional practice, but also the dispositional qualities that are highly valued by employers and industry (Patton & Fish, 2016). At CSU, our Graduate Learning Outcomes (GLOs) - Professional Practice; Academic Literacy & Numeracy; Information & Research Literacies; Digital Literacies; Ethics; Life Long Learning; Indigenous Cultural Competence; Global Citizenship and Sustainable Practices - are alive in curricula development as course teams undertake curriculum renewal processes. This has enabled the translation of the GLOs into every day teaching and learning practices resulting in the development of knowledge, skills and dispositions necessary for ethical and transformational practice.

While there is strong alignment between our Values and GLOs, consideration of both together opens powerful opportunities to further strengthen curricula that develop students' knowledge, skills and dispositions. In this roundtable, the strong alignment between our Values and GLOs will be presented, highlighting both areas in which we are doing well and areas that could be strengthened. Everyday teaching practices that meaningfully incorporate our Values and GLOs will be explored. Participants will be supported to deepen their understanding of the alignment between the CSU Values and GLOs as well as how they can be meaningfully incorporated into every day teaching practices to transform students' experiences and outcomes.

The handout for this session will include a model of the alignment between the Values and the GLOs to stimulate discussion and act as a starting point for associating these elements with individual teaching practices and activities.

References:

Knapp, D. (2013) Teaching as a transformational experience. *The Journal of Physical Education, Recreation & Dance*, 84(6), pp42-47.

Patton, N. & Fish, D. (2016) Appreciating practice In J. Higgs & F. Trede (Eds), *Professional Practice Marginalia* (pp. 55-64) Rotterdam, The Netherlands: Sense.

Discussion points

- How relevant are the Values and GLOs to teaching in your discipline?
- Can you share a teaching activity or practice that incorporates our Values and/or GLOs?

R18: Overcoming your hurdles in implementing the Sustainable Practices GLO

Jonathon Howard, Faculty of Science
jhoward@csu.edu.au

A resource for implementing the sustainable practices GLO is currently available at:
<https://interact2.csu.edu.au/bbcswebdav/orgs/O-rfell-creative-web/Demonstrations/Sustaibability-Interface/index.html>.

The resource details on how to implement the Sustainable Practices GLO, as well as provide a directory of resources, and a detailed inventory of subjects at CSU that teach and assess components of the sustainable practices GLO.

This roundtable discussion will start with an orientation to this tool and then discuss how to use it, and what needs to be done to develop it or complement it so that it provides a relevant and useful resource in the design of subject and course content. Participants will learn how to access and use this resource, as well as provide input to its future development.

R19: Scholarship in Online Learning: Making It Happen

Lyn Hay, u!magine, Learning Online, Division of Student Learning
lhay@csu.edu.au

u!magine established the Scholarship in Online Learning Group (SOLG) in 2015 to support research and scholarship related to the design and delivery of online learning experiences. The group includes academics from across disciplines, educational designers, and educational support staff interested in exploring the scholarship around their practice, as well as academics and research students undertaking online learning research.

To date, u!magine's Innovation Grant Scheme and SOLG's seminar and workshop offerings have contributed to building a community of online learning scholars and practitioners. It is timely that we develop a more comprehensive Scholarship in Online Learning program to achieve greater reach and impact across the university as well as strengthen CSU's capacity as a leader in online learning scholarship.

Are you interested in making this happen?

This roundtable is an opportunity for people to contribute to the future directions of u!magine's Scholarship in Online Learning (SOL) Program for 2017-2018. Existing members of SOLG are invited to participate in this roundtable, and those interested in becoming involved in the SOL movement at CSU are welcome to join the discussion.

Discussion points:

- Provide feedback on u!magine's proposed Scholarship in Online Learning Program.
- Identify additional strategies, initiatives and services to be included in u!magine's SOL Program.
- How can you contribute to u!magine's 2017-2018 SOL Program?

R20: Innovation and Incubation at CSU

Tim Klapdor, u!magine
tklapdor@csu.edu.au

u!magine is implementing its **Online Learning Innovation & Incubation Strategy** in 2017-18. This Strategy will build the future foundations of CSU's processes and platforms to deliver quality online learning and teaching. This two-pronged approach to develop our own capacity for developing innovative technologies & practices, as well as supporting the adoption and adaptation of innovations externally developed. The strategy will target 4 key areas:

1. Establish processes to develop our own **Creative Solutions** to the issues faced in online learning and teaching.

2. Foster a **Community of Innovation** in online learning that involves our staff and students, businesses, education providers and local communities.
3. Promote the **Adoption and Adaption** of new technologies and practices in online learning.
4. Develop **Future Pathways** for projects beyond the incubation stage.

This round table will outline the planned Activities & Initiatives of the strategy to seek feedback from staff and engage with those interested in developing innovating ideas in online learning at CSU.

Discussion points

- How can we gather innovative ideas from staff and students?
- How can we best engage and support staff and students in the process of implementing innovation at CSU?

R21: Are zombies eating your subject design?

Judy O'Connell, Quality Learning and Teaching Lead – Online, Faculty of Science
juoconnell@csu.edu.au

Knowing how to create pedagogically enriched learning design within current degree programs requires a deep understanding of how technology and digital contexts have changed and influenced how information, ideas, knowledge and practices are established, communicated and maintained within the context of the established educational discourse. Online learning and e-learning is a significant component of course delivery at CSU. Yet zombies are still eating our course designs when it comes to learning and teaching activities in the lead up to assessment – the end game to credentialing. Let's talk about popular zombie survival tactics in learning and assessment design to help us survive the zombie apocalypse and build a new (e-learning) world.

Discussion points

- Real world practice – how do you keep your brain focused on that single constant in the zombie war?
- What important skills/experience do you need to stay alive?

R22: Teacher presence and peer-to-peer learning enhancing an online innovation subject

Cathi McMullen, School of Management & Marketing
cmcmullen@csu.edu.au

Within this session I propose to reflect on how a postgraduate innovation subject has evolved over the past few years to address trends in the higher education environment, changing institutional policies and practices, and ongoing awareness of changing student needs.

I will discuss efforts directed towards creating learning opportunities that are transformational and that provide a platform for students to act as catalysts for change in their workplaces. Change, in the context of the subject under discussion, is directed towards two main areas; firstly, the capacity of the organisation to innovate and secondly strategies for enhancing the successful implementation of new products and services. The postgraduate cohort for this subject reflects diverse business backgrounds and aspirations. Students come from not-for-profit and for-profit organisations, organisations concerned with service and process

innovation as well as the more traditional (physical) new product development. Organisations where students are employed vary widely in size, ranging from microbusinesses through to global organisations.

Not surprisingly careful assessment design plays a key role in creating the conditions to achieve desired learning outcomes in this subject. Taking this as a given, I will outline in detail how teacher presence and peer-to-peer learning opportunities have as '*enhancers*' at each stage of assessment design and delivery. I am using the term '*enhancer*' in the sense of something that is used to strengthen or improve the quality of another item. As part of this discussion I want to draw attention to the cohort specific considerations that need to be carefully considered when crafting teacher presence and when creating collaborative learning opportunities for postgraduate students. I will draw on theoretical work on expertise and identity for this aspect of the presentation.

Finally, I will pose some questions about tensions that need to be navigated in online space – including the desire for flexibility versus structured collaborative learning experiences, customising institutional practices to better suit the needs of specific cohorts, and balancing synchronous learning sessions with broader trend of entertainment, or in this case learning, on demand.

R23: Trigger warnings: Inclusive or intrusive?

Dr Lisa Smallbone, Learning Academy/Division of Student Learning
LSmallbone@csu.edu.au

Igor Mescher, School of Accounting & Finance
imescher@csu.edu.au

Heather Campbell, Faculty of Arts and Education
hecampbell@csu.edu.au

Ellen McIntyre, Learning Academy/Division of Student Learning
elmcintyre@csu.edu.au

Trigger warnings are statements of content inserted at the beginning of teaching materials or activities. They are intended to alert students to the presence of potentially confronting content that may cause adverse reactions in some people. The issue of whether they should be included in the higher education sector has come to prominence lately with the announcement that Monash University has mandated the inclusion of trigger warnings (Palmer, 2017).

Considerations underpinning the Monash University decision are ones that all universities in Australia may have to address at some stage. The argument for trigger warnings is that students come to us from a wide range of backgrounds and life experiences, and some subject content can cause distress and trigger unintended outcomes for some students.

One consideration is about the nature and effect of trigger warnings. Simple statements, such as the explicit content warning that precedes television shows, can provide factual information that allows students to decide whether to engage further with the learning experience. However, once the precedent has been established, the possibility exists of escalating the process to restrict or remove content with attendant impacts on academic and personal freedom, and on learning (Dilevko, 2015). There can also be implications for course and subject design and for the assessment of learning. The inclusion of a trigger warning means that assessment design must provide options to account for the possibility that some students may not have engaged with all the subject content. This session will include example(s) of assessment items that may warrant the insertion of trigger warnings by reason of their content.

Another consideration is whether trigger warnings should be mandated by institutional policy or left to the discretion of individual academics. At CSU, we already have policies such as the Equal Opportunity Policy

and the Harassment and Bullying Prevention Guidelines. These could be regarded as giving sufficient information to allow decisions about whether to include trigger warnings at various points associated with a course of study. However, the freedom to make such decisions is offset by the responsibility to ensure that individual student needs are taken into account.

The CSU Inclusive experience is summarised as “easy, warm and welcoming” and the outcomes driven Impactful experience is “student first, practical and useful”. Without trigger warnings, is course and subject content Inclusive for all students? Does the inclusion of confronting material negatively impact the experience of some students who have experienced significant life issues? With trigger warnings, does the potential for some students to choose not to engage with some material, make the learning less Impactful and inhibit learning outcomes in some subjects?

The subject of trigger warnings is complex and multi-faceted (Morris, 2015). Attendees at this session are encouraged to read the short References and come prepared for some lively discussions.

References

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Morris, L. V. (2015). Editor’s Page: Trigger Warnings. *Innovative Higher Education*, 40(5), 373-374.
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Palmer, T. (2017). Monash University trigger warning policy fires up free speech debate. Retrieved from <http://www.abc.net.au/news/2017-03-28/monash-university-adopts-trigger-warning-policy/8390264>

Discussion points

- Should trigger warnings be added to learning and teaching materials? How can we prepare and support students to engage with potentially confronting material in courses and subjects?
- Should trigger warnings be voluntary or mandated by University policy? How can we approach the issue of trigger warnings and what form would this take if added to learning and teaching materials?

R24: Is your WPL subject best practice?

Celia Barril, School of Agricultural and Wine Sciences
cbarril@csu.edu.au

Danny R. Bedgood, Jr, School of Agricultural and Wine Sciences
dbedgood@csu.edu.au

Compared to Europe, Workplace Learning (WPL) in Chemistry degrees in Australia is at its infancy. Edwards et al. (2015) report some disciplines in Australia – e.g. Health Science, Engineering, and Teaching/Education - have a history of WPL practices; however, Chemistry does not seem to have such a tradition. As such, this creates challenges for Universities and for workplace supervisors.

This roundtable will be a structured discussion about WPL subjects. What are current practices of WPL in your course or discipline? What are the challenges? Is WPL in the course compulsory or optional? Is the WPL contained in a subject? For how much credit? What is the workplace time requirement? How is the WPL mastery assessed?

How is WPL in your discipline conducted across Australia? How is your WPL benchmarked against other Australian University practices?

Edwards et al. (2015) Work Integrated Learning in STEM in Australian Universities. Canberra: Office of Chief Scientist & Australian Council for Educational Research.

Discussion points

- What is best practice in WPL in your course?
 - How are your WPL practices benchmarked against other Australian universities?
-

R25: Implementing Indigenous Competency in courses and subjects: barriers, opportunities, suggestions.

Dr Cesidio Parissi, School of Biomedical Sciences
sparissi@csu.edu.au

At CSU we have strategies, policies, and procedures etc... regarding the implementation and extension of Indigenous Cultural Competencies into the university at virtually all levels. The broad strategy is to assist in increasing the number of Indigenous professionals within our communities. For example, the relatively poor levels of mortality and morbidity among Aboriginal people is constantly recounted in the Prime Minister's annual 'Closing the Gap Report'. Examples of these include health, education and employment. Regarding health, for example, glaring issues exist, such as the lower life expectancy (approximately 10 years in general, and particularly in regard to child mortality) and the extent of diseases that are much higher in Aboriginal communities (trachoma, diabetes, and cataracts). Furthermore, studies show that having more Indigenous health professionals to treat Aboriginal and Torres Strait Islander people increases the chance of attendance at health clinics and thus better health outcomes.

In response to this, and more generally speaking, CSU aims to make the experience of Aboriginal and Torres Strait Islander people both feel culturally safe in our courses and on our campuses, and to thus have greater potential for success in these courses – thus increasing the number of Indigenous health professionals. In addition, there is the onus to improve the level of Aboriginal cultural awareness among the general population of students at CSU. To help achieve these outcomes, there have been several important and interesting advances and innovations, including physical on-campus changes, CSU training programs, hiring more Indigenous staff, and improvements in courses and subjects. Questions remain: as academic colleagues, how can we advance beyond learning from the on line Indigenous Cultural Competency Program (<http://iccp.csu.edu.au/>)? How can we advance 'yindyamarra winhanganha' – the wisdom of knowing how to live well in a world worth living in – among our students?

However, extending these into broader practice seems to have hit several road bumps. If we wish to help in 'Closing the Gap' in Aboriginal and Torres Strait Island outcomes, from the current very poor to a better set of outcomes, then more is needed in this area of CSU activities. What we aim to do is to share our experiences with others who have encountered personal and or institutional road bumps and barriers. Our objective is to explore these, with examples of the successes that some of us have had, as a first step in ultimately achieving positive results, and to share this journey with the rest of our colleagues at CSU. Some suggestions come from our experiences in the School of Biomedical Sciences on the Orange and Port Macquarie campuses. An open discussion is encouraged, with notes taken for dissemination at CSU. A report will be sent to the following for consideration: Executive Dean, Faculty of Science; Head of School, Biomedical Sciences; Head of School, Indigenous Australian Studies; and the Indigenous Curriculum and Pedagogy Coordinator.

Discussion points

- What are your experiences in furthering student's understanding of Indigenous cultural competency in your subjects or courses?
- How can we advance beyond learning from the on line Indigenous Cultural Competency Program (<http://iccp.csu.edu.au/>) to improve our practice?

R26: Reflecting on our First Steps: Indigenisation of the Curriculum in Occupational Therapy and Physiotherapy

Caroline Robinson, School of Community Health
corobinson@csu.edu.au

Barb Hill, Division of Student Learning
bahill@csu.edu.au

Brett Biles, School of Indigenous Australian Studies
bbiles@csu.edu.au

Natalie Hamam, School of Community Health
nhamam@csu.edu.au

This discussion will explore the process of course review and curriculum design in two undergraduate courses at Charles Sturt University (CSU): the Bachelor of Occupational Therapy and the Bachelor of Physiotherapy. The broader context for these course reviews is a requirement to address the CSU Indigenous Education Strategy (IES) (2008), as part of a whole-of-institution approach to Indigenous education founded upon the principles of cultural competence, social justice and reconciliation. The CSU Indigenous Australian Content in Courses Policy (2015) provides guiding principles for Indigenisation of curricula.

The CSU online Indigenous cultural competency program facilitates the staff cultural competency journey and nothing will change unless academics engage in critical self-evaluation and reflexivity. The development of teaching teams supports collaboration between Indigenous and non-Indigenous academics and is paramount to developing subjects and curricula which align with national and institutional frameworks. Indigenous academics – including Indigenous Academic Fellows – have intrinsic value beyond staff support, providing invaluable insights into the procedural and managerial aspects of Indigenous content and curricula.

It takes time to develop Indigenous content respectfully, authentically and collaboratively - one small change has a ripple effect - influencing other smaller changes in the curriculum.

Some important issues for consideration include: potential resistance from academics who conceive the addition of learning outcomes and Indigenous content to subjects, as competition for existing discipline content; non-Indigenous academics who consider themselves to be ill-equipped to enable student learning in relation to Indigenous cultural competency; the ownership of Indigenous knowledge and appropriate acknowledgement of the contributions of Indigenous academics to the process; culturally competent leadership to facilitate conversations about racism, invisible whiteness, decolonisation, and cultural competence.

The process of course review is iterative and discussions are ongoing between the Occupational Therapy and the Physiotherapy course teams, and the School of Indigenous Australian Studies, as work proceeds towards approval of both courses by the CSU Indigenous Board of Studies. Additionally, there is increased activity in the School of Community Health focused on developing existing collaborations and establishing new relationships with Indigenous community members and organisations. Authentic and genuine partnerships with Aboriginal communities are essential in developing and implementing Indigenous curricula but are not replacements for Indigenous academics. Governance structures require careful review and diversification, and this includes establishing positions for Indigenous academics within Schools and disciplines. It is the responsibility of all academics and industry partners to engage with the Indigenous curriculum and to walk together on this journey.

Discussion points

- What is your understanding of Cultural Competence?
 - How can Indigenous Australian content be scaffolded in a course, delivered and assessed to facilitate the cultural competency journey for students and staff?
-

R27: Tear down that wall: barriers to flexible and adaptive learning

Simon Welsh, Division of Student Learning, Learning Technologies Unit
siwelsh@csu.edu.au

Stewart McKinney, Division of Student Learning, Learning Technologies Unit
smckinney@csu.edu.au

Flexible and Adaptive Learning is an element in the CSU Online Learning Model (OLM), addressing the use of learning design, technology and analytics, and teaching practices to provide students with learning experiences that are more responsive to their learning needs. *Flexible and Adaptive Learning* is a complex element, with many concepts/approaches that are new and emerging. The core features of this element – being data-informed practice, personalised support and personalised learning – relate to and enhance all other OLM elements. For example, *Teacher Presence* is enhanced when interaction with students is based upon reflection on data about student behavior and performance. Similarly, the use of such data/analytics can enable better facilitation of *Interaction Between Students* by teaching staff and students themselves. Other examples exist across the OLM elements. The centrality of this element means its effective introduction to the learning and teaching practice of the University is critical to transforming our student online experience. However, the implementation of such a new and complex concept cannot proceed in a purely top-down manner – it requires awareness, understanding and support/trust from everyone connected with its application. It is essential to a) the implementation of the OLM and b) the development of analytic technologies and tools that we discuss and understand the barriers to engagement with *Flexible and Adaptive Learning*. This roundtable will provide a forum to discuss such barriers and possible strategies for their resolution. The results will inform strategies for the further development and implementation of *Flexible and Adaptive Learning* – not just from a technical perspective, but also strategies around organisational engagement to build support for this new concept.

Discussion points

- What are the barriers to adopting the kinds of strategies and approaches associated with Flexible and Adaptive Learning?
 - What can we do to resolve or minimise each of these barriers?
-

R28: Enriching online teaching and learning at CSU

Clarissa Hughes, School of Nursing, Midwifery and Indigenous Health
chughes@csu.edu.au

The starting point of this roundtable discussion is a reflection on the experience of recently becoming a staff member at CSU, with specific reference to online teaching. Just as exposure to other cultures brings certain features into stark relief, the “newbies” within institutions can shed light on particular processes, practices and priorities that may be invisible to most.

By sharing some of my observations about CSU during the short time I've been a part of it, I hope to both prompt acknowledgement of what is already being done well, and ignite discussion about how the online student experience can be further transformed for people involved in developing, delivering, and undertaking

online courses/subjects. Given that my previous institution was the University of Tasmania (named by Dalgarno and Towns (2017) as one of CSU's major competitors in the online learning space) some comparative analysis will presumably be instructive for those implementing the various strategies and models designed to enrich/reinvigorate online learning and teaching at this institution.

The two main areas of focus for the proposed roundtable are: enriching the online experience for students, and facilitating interaction and connection. It therefore underscores the importance of the CSU value of inclusivity, and is consistent with the *CSU Online Learning Model* (that extends Moore's (1989) notion of interactivity) which recognises five categories of engagement including learner-teacher, learner-learner, learner-content, learner-community, and learner-institution engagement.

Based on my early comparative observations, three particular areas of CSU strength include:

- Provision of comprehensive, timely and holistic support to students with diverse needs e.g ALLaN, DIT, Library;
- Integrated systems and clear T/L processes – e.g. Subject Outlines, moderation, NORFOLK;
- Supporting staff to enable the support of students – through professional development, workload planning/management, recognition of online delivery as requiring a specific skillset.

Particular areas of UTAS strength include

- extensive linkages with communities and organisations predominantly locally but also interstate and overseas;
- the formalisation of many connections into MOUs (e.g. with hospitals, professional associations etc.) with specific student benefits like fee reductions for online courses;
- the capacity of those linkages to contribute to both student support (for current students) and marketing leverage (for potential students)

With reference to the online learning model, the CSU strengths appear to relate to categories 1-3, whereas the UTAS strengths noted above focus on categories 4 and 5 (and category 2, to a lesser extent). Therefore, there may be benefit in considering how CSU could capitalise on their existing linkages with various communities and organisations, with the aim of increasing 'brand recognition', furthering inclusivity and connection, and maximising peer support within online courses. Doing so would also contribute towards various recommendations of CSU's *Distance Education Strategy* (Wills, Dalgarno, Olcott, 2015) – most notably Recommendation 8 "*Regional, national and international partnerships as a key driver for increasing enrolments, revenues, and marketing CSU's value proposition to diverse market segments and stakeholders*".

Hopefully this roundtable discussion will prompt lively discussion and debate about this exciting area for CSU.

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Discussion points

- What are we already doing to enrich the experiences of students and staff involved in developing, delivering, or undertaking online courses/subjects? What could we do more of, or do differently, to transform online learning while enhancing quality and distinctiveness, and maximising impact on our communities?
- In online learning, the focus is often on ensuring connection between students and teachers. But what strategies can help us enhance the learner-teacher, learner-learner, learner-content, learner-community, and learner-institution engagement. What can be learned from other institutions like UTAS, and how can the CSU values be further embedded into those connections?

29: Indigenist Standpoint Pedagogy and Indigenous Australian Studies - toward Indigenist Standpoint Online Pedagogy

Dr Jay Phillips, School of Indigenous Australian Studies
jayphillips@csu.edu.au

Susan Beeston, School of Indigenous Australian Studies
sbeeston@csu.edu.au

Kirsten Locke, School of Indigenous Australian Studies
klocke@csu.edu.au

In the past, teachers of Indigenous Australian studies often resisted teaching online due to the assumption that pedagogical approaches designed for critical learning through self-reflection, reflexivity, and the facilitation of high quality peer-peer and teacher-student relationships could not be accommodated in an online learning environment. Since the 1990s, technological developments continue to expand the possibilities for reflexive pedagogies to be employed in these spaces. As such, educators are now faced with abundant choice for instigating interpersonal and intellectual reflexivity for students online.

Given the array of such tools, it would be easy to let the technology drive online design. However, this approach will ultimately impede student learning and limit opportunities for establishing critical teaching moments online; especially in the contested spaces of Indigenous Australian studies. Curriculum design must come first.

In this session, we will provide an overview of our trial of tools inside the blackboard interface to scaffold students' investigation of their standpoint. Indigenist Standpoint Pedagogy (Phillips, 2005; 2011) - whether online or face-to-face - is inherently political, reformative, relational, and inextricably reflexive. Indigenist Standpoint Pedagogy (ISP) privileges Indigenous peoples' experiences and knowledge perspectives to develop a relational learning space for knowing, learning, and unlearning in Indigenous Australian studies.

This will be an interactive session within which participants will experience the first stages of ISP in order to reflect on their own processes for teaching Indigenous Australian content in CSU courses and subjects.

Poster Abstracts

P1: 23 Things for Digital Knowledge

Judy O'Connell, u!magine

juoconnell@csu.edu.au

Charles Sturt University is launching its *23 Things for Digital Knowledge* program, an online, self-directed learning programme, that provides staff with a way to improve digital knowledge and to experiment with a range of new tools. An introduction and a task is provided for each Thing along with suggested readings and resources. How much time and detail is set aside for each Thing is completely up to the participant. Although the program is aimed in the first instance at staff and students of the university, it's open-access and contains a range of useful and informative posts. Starts any time. Do as much as you like!

P2: Learning Resources Unit

Ryun Fell, Division of Student Learning

rfell@csu.edu.au

Janene Wright, Division of Student Learning

jwright@csu.edu.au

Ali Saad, Division of Student Learning

asaad@csu.edu.au

Our poster presentation aligned to the conference theme of *Transforming the student online experience* aims to showcase how the Learning Resources Unit (LRU) supports strategic initiatives to enhance student engagement in the online environment through a variety of quality and distinctive services.

The LRU is a professional unit within DSL containing both Educational Support Coordinators (ESCs) and Media Technologists (MTs). We will be showcasing a broad spectrum of services ranging from: interact2 site, content and tool support; audiovisual projects using drone, action, portable and camcorder equipment; and, interactive and adaptive online resources from bespoke user orientated virtual communities to targeting SmartSparrow activities.

Our presentation will be more than a traditional poster presentation and similar to a tradeshow market stall. The LRU Poster Presentation will consist of a series of printed and digital media representations including demonstrations of completed projects, our service catalogue, how to contact us & request our services and some of the equipment that we use to develop resources.

P3: Student GPS for WPL

Franziska Trede, Learning Academy, Division of Student Learning

ftrede@csu.edu.au

Acknowledgement of project team Goodyear, P., Macfarlane, S., Tayebjee, F., Markauskaite, L. and McEwen, C.

WPL persists to be a major priority for university education courses because it is a powerful strategy to prepare students for the future world of work and enhances employability. Mobile devices as boundary crossing tools can bridge academic with professional learning settings and assist students in WPL because

they enable across space and across time connections with other learners, teachers and professionals as well as with access to information. There are, however, complex perceived professional, ethical, workplace and personal barriers to using personal mobile devices on placements. The “GPS for WPL” has been developed as a resource tool for students, academics and workplace educators to better understand what, where, when, why, how and with whom students can use their personal mobile devices in the workplace for learning. It is a capacity building tool to improve professional learning experiences by making better use of mobile technology. This resource was designed as part of a project funded by the Office for Learning and Teaching, entitled “Enhancing Workplace Learning through Mobile Technology”.

The GPS is part of the Mobile Technology Capacity Building Framework (and it is a student resource that complements general preparation for WPL and could be used in various professional courses (nursing, education, etc.). Further, as digital technology is rapidly changing, this resource is neither focusing on providing a list of apps nor is it solely about enhancing digital literacies.

The GPS is designed in wordpress and has multiple flexible entry points: Guiding questions; FAQ; Quiz; Sitemap; and Search, respectively. The landscape represents common purposes of mobile technology in WPL, such as staying connected, making informed decisions, and integrating theory and practice. The guiding questions of What, When, Where, How, Who, and Why to use technology provide tips, reflective questions, exercises and further links. The resource includes internal webpages and blog posts and links to external objects (e.g., webpages, videos, documents). Most content can be accessed through between 1 to 3 clicks.

P4: Global Citizenship as a Graduate Learning Outcome

Dr Sheeja Samuel, Division of Student Learning
ssamuel@csu.edu.au

University is a transformative experience. Not only do we gain knowledge and skills in the discipline of our choice, we also grow as people. Upon graduation, many of us become professionals with status in our community that involves expectations and responsibilities. Our university experience should prepare us with the necessary qualities and capabilities to practise wisely, ethically, sustainably and inclusively. It should prepare us for our responsibilities as leaders, professionals and citizens in local and global communities.

One example of these qualities and capabilities is being a global citizen. Global citizenship is about developing outlooks and perspectives that appreciate values and ways of working that are informed by different cultures.

Increasingly people see themselves as not only citizens of a state but citizens of the world. Information technology and social media networks have brought us into contact with people from variety of cultural backgrounds. In many respects it is true that the world is getting smaller. The challenge for University graduate is to be able to recognise and respond to people of diverse background. Subsequently it is only natural that courses designed for 21st Century recognise and even celebrate cultural diversity. Being a global citizen is a necessary Graduate Attribute for CSU that can be achieved through the Graduate Learning Outcome “Global Citizenship”.

This poster presentation highlights the necessity to have a Global Citizenship Graduate Learning Outcome. It also seeks to explain how Global Citizenship can be integrated into course design. The challenge for educators and students is to view their course content and curriculum through a Global Citizenship lens. This poster presentation uses a professional reflective practice based on the experiences of the course design team member.

P5: Engaging first year students with dynamic animated videos

Evan Plowman, School of Nursing, Midwifery and Indigenous Health
eplowman@csu.edu.au

We have integrated animated videos into our Interact 2 (I2) site that explore important concepts in fun and interactive ways for first year undergraduate nursing students. These videos are easy to make and can transfer significant amounts of information in very short time frames.

This initiative is aimed at improving poor engagement with the I2 site for this subject by making the online environment more accessible. It is also aimed at improving student satisfaction and reducing the email traffic to academic staff from students, and reducing the feelings of frustration and being overwhelmed that is commonly experienced by students new to study with online delivery.

This initiative is deeply rooted in all of the CSU values. The video helps students gain insight into how the I2 site works and also the subject content. The videos also communicate to the students that their teaching team has insight into how students want learning content to be delivered. The simplicity of this mode of teaching is highly inclusive as all students can easily access the same material with the click of a button. The videos are also a great example of inclusivity because they take complex concepts and make them relatable to all students using simple images, animations and language. The videos are impactful because they use a medium (short, informational videos) that most students are familiar with and can relate to. The videos are made to be visually entertaining and use sound clips as well that enhance the learning experience. They are also fun and easy to watch. Finally, these videos are intended to be inspiring for students to engage with the online format as well as inspiring for other academic staff to make their I2 sites more visually appealing and connect with students in a fun and achievable approach to learning.

The success of this initiative has already been established informally by the students' very positive feedback through a social media poll that was run. The video is run through a YouTube channel so we are easily able to track the number of views. Data of student engagement with I2 will be collected by running I2 site analytics and comparing the usage of the site to the same subject run in a previous offering in 201630. This data will include the number of hits each page gets and which areas of the site students are viewing. It is expected that this video will improve the variety of page visits (that students will view more than one or two pages on the site). All of the above data will be available (mid-session results) and included in the poster. The student view will be included with the Student Evaluation Surveys collected at the end of session and these results will also be compared against the 2016 results but this evaluation will obviously not be available prior to the conference.

P6: Hands-on workshops using bench models: A road to active learning in Periodontology

Dr Allauddin Siddiqi, School of Dentistry and Health Sciences
asiddiqi@csu.edu.au

Background

Periodontology is one of the most imperative clinical subjects in the dentistry curriculum. It is defined as "*the scientific study of the periodontium in health and disease*". The periodontium is a Greek word means "around the tooth". It comprises; gingiva, periodontal ligament, root cementum, and alveolar bone proper. Periodontal disease is broadly classified as Gingivitis and Periodontitis. Gingivitis is the inflammation of the gums and Periodontitis is an advanced form of the gum disease that is initiated by bacteria but progresses due to an inflammatory response. This reaction causes the biochemical destruction of the tissues around the tooth and leads to loss of connective tissue attachment and bone, eventually leading to tooth loss. It is therefore quite

important for dental practitioners to be able to accurately identify patients at risk of periodontal disease and take appropriate measures to manage the disease.

The practice

Treatment modalities for the periodontal diseases like; surgical access therapy, furcation-plasty, crown lengthening, repair of the gingival recession defects and periodontal plastic surgery are in the dentistry curriculum and are frequently used in the general and specialist dental practice. Simple non-surgical management of the periodontal disease is taught on plastic teeth in simulation labs; however, students feel difficulty in understanding the surgical aspects of the therapy due to the anatomical, mechanical and surgical restrictions in typodont models.

Methods

Studies have shown that graded supervision in the clinics and group-work activities are an integral part of the problem based learning. Studies have shown that using animals as bench models for concept building and teaching of technical skills can be transferred to human models in the clinical practice.

Evidence of effectiveness

The advantages of using bench models are they are economical, and the ability to use multiple sites to teach different periodontal procedures. Bench models (animal jaws) can be used to facilitate and enhance students learning experience in Periodontology. Such learning activities can provide the student to work in groups, understand the treatment procedures and can provide an opportunity to develop surgical skills that will be used in the clinical practice.

Hands-on workshops can be tailored according to the need and scope of the practice. They can be a valuable addition to the stude

nts on-campus learning experience. Students will learn from their mistakes while working on the bench side animal models. This will also allow students to learn to cope with pressure in the clinical settings and they will be more efficient in the clinics. Students will learn in-group discussions both with peers and teachers and will be able to self-monitor their performance.

Conference theme

The important aspects of the dentistry curriculum at the Charles Sturt University are that the subjects focus on professional practice, academic literacy, research literacy, ethics, global citizenship and sustainable practices. Such hands-on learning activities using bench models will polish students' higher-level of thinking, reasoning and problem-solving skills. These activities will enhance students' learning experience and boost their confidence in the clinical settings and students will achieve their Graduate Learning Outcomes more efficiently.

P7: Making Professional Development Accessible at CSU

Bruce Stenlake, Learning Academy, Division of Student Learning
bstenlake@csu.edu.au

Kellie Smyth, Learning Academy, Division of Student Learning
ksmyth@csu.edu.au

Professional development resources and events are notoriously difficult to find when you need them. This is especially true for those who are new to CSU, such as new teachers or sessional academics.

The Learning Academy offers an ongoing program of professional development events marketed directly to new teachers and sessional staff. This program helps them understand their role, engage with their students and exploit the CSU teaching and learning technology. Guest speakers from many parts of the university contribute to this program.

A broader, online solution is required to meet the needs of those who were unaware or unable to attend this program.

The Learning Academy built a simple search engine (CSU PD Search) to allow the right professional development resources and events to be easily found. The functionality of CSU PD Search allows for the inclusion of all types of resources including timetabling information, campus maps, video introductions to Interact2 and even guides and tips from other universities. CSU PD Search now contains over 150 professional development resources that are available to all CSU staff. Importantly, all CSU staff can contribute useful resources and events to the site as well.

Come along and meet the team, tell us that else we need to include or contribution a resource that has been valuable to you!

P8: Moderation and benchmarking: improving quality for students through reflection

Deborah Murdoch, Learning Academy, Division of Student Learning
dmurdoch@csu.edu.au

Moderation and benchmarking promote quality assurance in the higher education sector for both institutional level and assessment and course review. Moderation ensures valid, fair and consistent marking of assessment through processes such as review by peers, external experts, or double marking. Benchmarking is the process of comparing course design, assessment, and other institutional processes to determine

where an institutions' functions, practices and courses are comparable to other similar courses across the sector. The Higher Educational Standards Framework (2015) notes that the process of both internal and external monitoring, reviews, external referencing and student feedback "are used to mitigate future risks to the quality of education" and to inform practice. A discussion paper (Reid & Drengenberg, 2017) for CSU's Senate indicates the desire for a move to a quality culture rather than a compliance culture. Charles Sturt University mandates regular moderation of assessment (2016) to ensure quality in grades assigned to subjects and subsequently to ensure course learning outcomes are met and degrees awarded. This process is recorded in an online moderation system where information and reflection is returned to School Assessment Committees. This informs future practice and promotes quality. The process of moderation is a process that is echoed in benchmarking. Benchmarking, according to the HESF (2015) must include analyses of "the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study." (HESF, Section 5.3.4, 2015). The processes of review used at the subject level for moderation are echoed in the review of courses by a benchmarking panel. This poster shows the internal processes of moderation and their links to external benchmarking processes and the systems which can improve the recording and transfer of information to improve quality while meeting the regulatory requirements of the Higher Education Standards Framework (2015).

P9: Our students leave for many reasons: Early intervention is critical

Christine Lindsay, Office for Students
clindsay@csu.edu.au

This poster will explore the many reasons given by students who withdraw from study at Charles Sturt University (CSU). Analysis of Exit Survey data shows that students withdraw in greatest numbers in the two weeks preceding session and the first four weeks of session. The Exit Survey data also shows that students from different backgrounds give different reasons for withdrawal. The poster will provide *Insight* into how and when to best support different students to continue their studies.

While all students face some difficulties navigating the university experience, some groups withdraw in greater proportions than the proportion of these students in the CSU student population. In 2016, students from a non-English speaking background comprised 7% of those who withdrew, while making up only 1.7% of the overall domestic population. Students with disability comprised 5% of those who withdrew, while making up only 4.5% of the CSU population. Aboriginal and Torres Strait Islander students are also over-represented (3.7% and 3.2% respectively).

Results from the Exit Survey show that each of these student groups have different dominant reasons for withdrawing, suggesting that targeted interventions may be necessary to retain them. Interventions are time-critical, with the survey showing that 34% of withdrawals take place in the first four weeks of session, and an additional 10% of withdrawals taking place in the two weeks prior to session commencing. While it is well understood that census date is a critical time-point for withdrawing students, the results from the Exit Survey show that high numbers of students are withdrawing in the six weeks prior. Therefore earlier intervention is essential, particularly for students with disability, Aboriginal and Torres Strait Islander students and those from a non-English speaking background.

The information presented aligns with the CSU value of Insightful, knowing who our students are and what issues they are facing. It also aligns with the 2017-2022 strategy, in the area of our internal capability, as it encourages teaching staff to adapt their offerings to meet the needs of our students. The poster will suggest steps that could be taken at the start of each session to better understand each cohort with a view to reducing withdrawals.

P10-P18: Educating our Students for Success: How GLOs Help Build a World Worth Living In

Bruce Stenlake, Learning Academy
bstenlake@csu.edu.au

GLO Advisors Team

University is a transformative experience. Not only do we gain knowledge and skills in the discipline of our choice, we also grow as people. Upon graduation, many of us become professionals with status in our community that involves expectations and responsibilities. Our university experience should prepare us with the necessary qualities and capabilities to practise wisely, ethically, sustainably and inclusively. It should prepare us for our responsibilities as leaders, professionals and citizens in local and global communities.

At CSU, these aspirational qualities and capabilities are defined as Graduate Attributes and are captured by the phrase "yindyamarra winhanga-nha" - translated from the Wiradjuri language as "the wisdom of respectfully knowing how to live well in a world worth living in".

Until recently, universities have assumed that Graduate Attributes are acquired through the experience of being at university; by a process of osmosis, extracurricular activities, socialisation with fellow students and academics and scholarly contemplation. However, there are fewer opportunities to acquire these attributes for students who are part time, remote, learning online or not fully engaging with university life. Many CSU students are in this position.

How can we help all of our Graduates acquire these Attributes?

CSU has developed a range of Graduate Learning Outcomes (GLOs) required to develop the qualities and capabilities they will need to succeed in life and to build a world worth living in. The GLOs define what is unique about our graduates and are a synthesis of the AQF requirements, CSU Values and "yindyamarra winhanga-nha".

The purpose of the GLOs is to help recognise and articulate the student learning experiences that develop their Graduate Attributes. These experiences can be embedded in all disciplines and subjects across the university. While we teach anatomy, students are learning about ethics and life-long learning. While we teach business, students are learning about sustainable practices and the global context. When we ask students to write an essay, we are teaching them about research and literacy for engaging in contemporary debates. The GLOs provide a framework to assist academics to explicitly identify and enhance these additional learning experiences.

What additional learning experiences are you offering your students?

This series of 9 posters will introduce you to the CSU GLOs, why they are important for our students and how to recognise them and enhance them in your subjects and courses. Come along and meet the GLO Advisors who are here to help you.

P19: STUDY LINK – Preparing Students for Study Success since 1998

David Ward, Office for Students
daward@csu.edu.au

Nicholas Gorrell, Office for Students
studylink@csu.edu.au

STUDY LINK is CSU's enabling/preparation suite of 17 short (14-40 hours), self-paced, online subjects designed to:

- fill knowledge gaps
- enhance skills, and
- build confidence

The subjects are spread across the following five areas of study:

- a) Transition to University
- b) Writing
- c) Mathematics
- d) Statistics
- e) The Sciences

Subjects are delivered free of charge for all CSU Commonwealth-supported students.

In addition to specific learning opportunities provided within subjects, students:

- 1) experience Tertiary studies without pressure, as subjects are non-credit bearing
- 2) experience learning via Interact2, CSU's electronic Learning Management System
- 3) can engage with other students in the same situation through Discussion groups etc.
- 4) can participate in Online Classrooms
- 5) can access help from Subject Coordinators (Subjects are not self-directed MOOCs).

STUDY LINK provides one subject i.e. SSS032 'Introduction to Learning Online', to the majority of new CSU students (approximately 10,000 students), with the subject appearing automatically and free of charge in Interact2 with other enrolments.

The goal of STUDY LINK is to lift students to 'the level playing field' so that they have adequate knowledge, skills and confidence to commence their tertiary course. Many students have gaps in these areas, as well as a gaps in study life of many years which require a revisit of content, concept and skills. Students are time poor and know that they need to up-skill and up-grade in an efficient and inexpensive way. STUDY LINK provides these opportunities in a personal, connected and stress-free learning environment.

P20: Transforming assessment practice institutionally to enhance the student experience

Kogi Naidoo, Learning Academy, Division of Student Learning
knaidoo@csu.edu.au

Deb Murdoch, Learning Academy, Division of Student Learning
dmurdoch@csu.edu.au

Ellen McIntyre, Learning Academy, Division of Student Learning
elmcintyre@csu.edu.au

Dr Lisa Smallbone, Learning Academy, Division of Student Learning
lsmallbone@csu.edu.au

Dr Alison Matthews, Learning Academy, Division of Student Learning
almatthews@csu.edu.au

Dr Sheeja Samuel, Learning Academy, Division of Student Learning
ssamuel@csu.edu.au

1. Background/context

Institutionally, assessment practice is guided by relevant policies. However, the extent to which quality practice complies with institutional policies, especially during organisational change, remains unclear. Without adequate data collection, quality assurance cycles, and closing the loop, institutions cannot confidently claim satisfactory governance to assure learning outcomes and standards (Freeman and Ewan, 2014).

2. The initiative/practice

This initiative, using a Learning & Teaching Quality & Standards Framework (Scott, 2016), showcases CSU's response to meet assessment quality learning and teaching (QLT) standards using two targeted key performance indicators (KPIs 8 and 10) that impact on the student learning experience. Commissioned by Academic Senate (2015), in response to an assessment practice and compliance report of 50 random subjects, 3 QLT Assessment leaders audited 166 subjects and created an institutional baseline to audit and report on assessment policy compliance. In 2016, 5 QLT Assessment leaders, in consultation with faculties, targeted 306 subjects in the second session. This followed professional development support for greater assessment task alignment to subject/course learning outcomes, and clearer communication to students for enhanced student learning. CSU's KPI targets were set for a nominal increase of 5% improvement above the baseline set in 2015. For KPI 10, 24 subjects with final examinations were audited and reported on.

3. Method(s) of evaluative data collection and analysis

Target subjects in key courses were chosen to participate in 2016. The assessment data focused essentially on two key performance indicators relating to assessment (the communication of assessment tasks in subject outlines (KPI 8) and final examinations (KPI 10)). The audit tool (subject assessment checklist) used in 2015 was reviewed and refined by the Assessment Team (A-Team) in 2016, ensuring integrity of the baseline data was maintained. Concurrently, a professional development program to support academics was offered. The assessment literature informed the revised audit tool and support program. Providing the teachers with options for synchronous professional development workshops, additional resources and individual consultations, afforded opportunities for collecting quantitative and qualitative data. The results were reported at the school, faculty and institutional levels.

4. Evidence of outcomes and effectiveness

Despite CSU going through major change from four faculties to three, the results provide evidence of improved assessment practices, policy alignment, and communication of assessment expectations to students. When academics engaged in professional development, there was a significantly higher increase in the quality of assessment design and communication. To ensure ongoing improvements, continuous monitoring through quality assurance mechanisms, and resourcing to support additional professional development is required. In the final phase of this initiative, in order to close the loop, an evaluation will be made of the effectiveness of these quality improvements to enhance and transform the student experience at CSU.

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Orange Campus Map

