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# 2020 SCHOLARSHIP OF TERTIARY TEACHING ONLINE CONFERENCE

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HOSTED BY CQUNIVERSITY ACADEMIC BOARD



**Welcome to the 2020 Scholarship of Tertiary Teaching Online Conference hosted by CQUniversity Academic Board.**

I am delighted to welcome you to our 3rd Annual conference.

In our teaching, it is easy to forget that what is normal for us, may be quite innovative for others. We all have different cohorts, different disciplines and different ways of solving the various problems that emerge during the context of our teaching. This conference is designed to allow you to share the practice of your teaching with colleagues, while also providing you the opportunity to see what others are doing.



We have some incredible teaching scholars at this university and around the world, doing some marvellous things. It is heartening to see how willing people are to share practice, and I encourage you to attend as many sessions as possible.

**Associate Professor Celeste Lawson**  
**President and Chair, Academic Board**

# ACKNOWLEDGEMENTS

A conference like this is not possible without the support of a lot of people. Thanks to everyone who has helped make this conference a reality.

Colin Beer

Marie Foreman

Damien Clark

Chris Lucas

Sherre Roy

Rolley Tickner

Sam Coombe

Michael Cowling

Miriam Ham

Susan McKee

Nahina Islam

Faith Appleton

Celeste Lawson

Desley Pidgeon

Sardana Khan

Jahan Hassan

Michael Hewson

Sabi Kaphle

And all the reviewers and presenters

# THEMES FOR THE 2020 TEACHING SCHOLAR CONFERENCE

## ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE EDUCATION

This theme includes techniques used to embed Aboriginal and Torres Strait Islander issues or content into the curriculum; enabling strategies and practices; and/or Indigenous ways of knowing.

## EDUCATIONAL ASSESSMENT AND EVALUATION

This theme includes authenticity in assessment; assessment that incorporates academic integrity, such as reducing plagiarism or contract cheating; social innovation in assessment design; embedding clinical practice or work integrated learning into assessment; innovative techniques to ensure student success; quality of content and curriculum design; digital badging and microcredentials; and/or attrition and retention.

## EDUCATIONAL TECHNOLOGY

This theme includes approaches that use technology to inform your work as an academic, such as communication techniques, innovative student contact, or monitoring student online engagement. It also includes theory-based practice; the nexus between pedagogy and technology; and/or simulated learning.

## PROFESSIONAL DEVELOPMENT OF EDUCATORS

This theme includes strategies to build capacity in VET and Higher Education teachers; currency in teaching and learning; engaging in scholarship and scholarly activity in tertiary teaching; development of non-award qualifications or short courses.

## THE VIRUS CRISIS

This theme includes approaches used in response to the Covid-19 restrictions that have forced educators to urgently rethink their practice, such as Course/Unit design; assessment redesign; student support and engagement. This theme is particularly suitable for presenters to share their practice and lessons learned regarding the transition from face-to-face to online.

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# INDIGENOUS ENGAGEMENT – IT'S FOR EVERYONE!

## ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE EDUCATION

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### ABSTRACT

At CQUni an important graduate attribute is an understanding and appreciation of Aboriginal and Torres Strait Islander peoples and culture. This means developing students' knowledge around the diversity of Indigenous cultures and language groups and supporting them to develop the skills and capabilities to use the appropriate protocols and terminology. This presentation shares a module that has been developed as part of a new core unit for first term undergraduate students across all disciplines to be introduced in Term 1, 2021 at CQUniversity. The module embeds Aboriginal and Torres Strait Islander content into the curriculum with the aim to interrupt prejudices and develop positive intergroup perspectives and cross-cultural competence. The curriculum includes: appreciation of Aboriginal and Torres Strait Islander peoples and culture in contemporary and historical context, knowledge of diversity of indigenous cultures and Australia's history, appropriate protocols and language that does not exclude indigenous peoples, reflective self-evaluation of own cultural values and perspectives to proactively create an inclusive community that affirms and celebrates cultural diversity. Literature terms this 'reconciliation education' as having positive impacts in developing empathy and positive intergroup perspectives among learners (Heaton, 2020). This core unit module will broaden student engagement with understanding the history and culture of First Nations People in Australia, encouraging a culturally respectful and empowered community. This interactive module will also introduce first term CQUni students to the Office of Indigenous Engagement (OIE) and opportunities for training, research and community engagement. References Heaton, D. (2020). Reconciliation Education: A new conceptual framework for interrupting prejudices and developing positive intergroup perspectives. *International Journal of Education Humanities and Social Science*, 2(1). [https://ijehss.com/uploads2020/EHS\\_3\\_102.pdf](https://ijehss.com/uploads2020/EHS_3_102.pdf)

# USING 'YARNING' AS A METHODOLOGY

## ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE EDUCATION

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### ABSTRACT

The Whanu Binal Indigenous Entrepreneur program is a collaborative project involving CQU and Arrow energy. The focus of the project was to create and deliver an immersive eLearning experience with business as the context. To ensure that the program used the process of sharing information through storytelling to convey the relevance of the content in a culturally safe way (Bessarab and Ng'andu, 2010; Dean, 2010; Walker et al., 2013) a hybrid form of yarning methodology was created and implemented. This novel approach to both content development and delivery enabled a focus on the pedagogically principle of giving a voice to First Nations stories. The content follows as closely as eLearning permits, the approach that all participants and mentors are equal. There are embed stories that relate to the particular business in each module. The team that wrote, and runs the program are non-indigenous. To ensure the cultural appropriateness, the DVP Indigenous Engagement was consulted and remains engaged with the progress of the program. Delivery of the program uses various methods to support the sharing of knowledge such as social media platforms and the piloting of virtual yarning circle. Research is being conducted into using the hybrid 'yarning methodology' to bring an indigenous perspective to learning and applying business content. It is envisaged that the research will add to the body of Indigenist methodologies that are available to both Indigenous and non-indigenous researchers.

# INDIGENISING THE VET CURRICULUM: ONE APPROACH THAT HAS LED TO PROMOTING INCLUSIVITY

## ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE EDUCATION

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### ABSTRACT

How do we Indigenise the VET curriculum? It is such a common place phrase that often leaves VET teachers uncertain as to the approaches. As teachers of the Education Support qualification at CQUniversity, we regularly reflect on our pedagogical practices, seek to improve teaching techniques and content of our units to become more culturally inclusive. Building reciprocal relationships and initiating ongoing collaborative conversations with First Nations people, has assisted our team to develop cultural awareness and explore Indigenous perspectives in the course that we deliver. This has contributed to ongoing development and review of assessment content that embeds the perspectives of First Nation peoples. The Australian Skills Quality Authority standards (2015) Clause 1.7 necessitates RTOs delivering VET accredited courses to provide support to individual learners. At CQUniversity, to ensure student retention and growth within the Education Support qualification, student's individual learning styles are identified and ongoing flexibility in the delivery of the course is offered so learners become confident and involved in their learning. Breaking down communication barriers and promoting the sharing of values has led our Indigenous students to share their knowledge, culture and values. This input has been a valuable influence in addressing the identified gaps within the curriculum, improve pedagogical practices and build cultural competence. In line with CQUniversity's 'Great Guide to Indigenisation of the curriculum' we continue to recognise and understand the diverse complexities of cross-cultural learning. This will be an ongoing self-learning journey for teachers and students alike in embedding Indigenous perspectives into the curriculum.

# HORIZONTALLY AND VERTICALLY INTEGRATING AN INDIGENOUS 'PATIENT' SCENARIO IN AN UNDERGRADUATE PHYSIOTHERAPY CURRICULUM, TO BUILD CULTURAL AND CLINICAL COMPETENCE

## ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE EDUCATION

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### ABSTRACT

The undergraduate physiotherapy curriculum at our university consists of theoretical and practical units taught across a three-year program and a final year of clinical/professional practice. The educational challenge is to integrate basic sciences, clinical knowledge and skills and cultural competence across the four years, to ensure relevance for the students and adequate preparation for clinical practice. It is fundamental that physiotherapy graduates are both culturally sensitive and effective clinicians. A teaching resource that is horizontally and vertically integrated across the four year undergraduate physiotherapy curriculum was developed, presenting a "real life" case scenario of an Australian Indigenous patient. The case scenario integrates knowledge of basic sciences, clinical reasoning, and professional, social, cultural and global considerations that influence the health of Indigenous patients. The case scenario aims to increase students' understanding of Indigenous peoples, the culture of knowing and doing and connection to country, respectful communication and ethical practice, and to incorporate the Australian and New Zealand Physiotherapy Boards' practice thresholds. The case scenario incorporates a storyline of a rurally based Indigenous 'patient' who consults a physiotherapist in the city for the first time, with knee osteoarthritis, one of the most prevalent musculoskeletal conditions. On subsequent visits the 'patient' reports reduced physical activity, develops obesity, diabetes and is experiencing low back pain, all possible comorbidities in a patient population with knee osteoarthritis and of Indigenous background. The case scenario was scripted and produced by professional Indigenous filmmakers into a series of four short films, using Indigenous actors, to ensure authenticity. The short films are embedded into the four year physiotherapy curriculum and present a real-life scenario to enable students to understand the complexity of health issues across the lifespan in a patient of Indigenous background, and to build cultural and clinical competence.

# CL47 IS MOVING TO CL03: THE ENABLING PROGRAM FOR FIRST NATIONS PEOPLE HAS A NEW HOME BASE AT CQUNIVERSITY

## ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE EDUCATION

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### ABSTRACT

The Tertiary Entry Program (TEP) has supported First Nations People to gain the skills, knowledge, and confidence to undertake university study. Historically, First Nations staff has had oversight of the course including the content, and pastoral care of students. This has now changed. TEP is merging with Skills for Tertiary Education Preparatory Studies (STEPS). Following recent voluntary separations, only one First Nations staff member remains as a guide for this transition. For several years, TEP students have been permitted to cross-enrol into STEPS units (subjects), in addition to undertaking their specific TEP course work. With this recent merger of courses, TEP students are now officially part of STEPS; nevertheless, discrete TEP units will remain as offerings and First Nations students will be able to choose culturally specific units of study alongside STEPS units. Independent Learning, however, is one unit that will be terminated. This core introductory unit within TEP will be replaced with Preparation Skills for University (PSU), the core unit within STEPS. The coordinators appreciate the weight of responsibility in providing enabling students an appropriate introduction to the university culture. Term 2, 2020 is the first term TEP students were enrolled in PSU rather than Independent Learning. A dedicated support lecturer has been assigned to the group of 20 students. Together the TEP and PSU team are providing specific knowledge, and the sensitivities needed for this new model. The team have approached the transition as a collaborative project. Three key drivers underpin their partnership: frequent, clear and open communication; prioritisation of students' wellbeing; and guidance on how to ensure PSU conveys the key messages from the TEP introductory unit. This collaboration will continue to provide opportunities for culturally relevant material to be incorporated in the PSU curriculum.

# COVID-19 AND ONLINE LEARNING COMMUNITIES: BEFORE, DURING AND 'AFTER'

## EDUCATIONAL ASSESSMENT AND EVALUATION

### AUTHOR

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### ABSTRACT

The COVID-19 pandemic has accelerated existing trends in online learning, as universities have adjusted rapidly to provide increased online learning. This study will explore the impact of the COVID-19 pandemic on the learning experience of students in an established OLE, ACCT11059 Accounting, Learning & Online Communication: before (T1, 2019), during (T1 & T2, 2020) and 'after' (T1, 2021) the COVID-19 restrictions. A key aim of this research is to apply the findings to Allied Health disciplines (such as paramedic, physiotherapy, and podiatry) as they develop OLEs alongside the use of residential. The research question driving this project is: whether, and if so in what ways, the use of an Online Learning Environment (OLE) in ACCT11059 Accounting, Learning & Online Communication can support the learning of students during the isolation, disruption and social restrictions resulting from the COVID-19 pandemic: before (T1,2019), during (T1 & T2, 2020) and 'after' (T1, 2021)? This project is based on the approach to learning theoretical framework and will adopt a phenomenographic approach. Rather than using interviews, the research will study the assessments submitted by students in the unit. The assessments in this unit involve students completing a series of steps in a major assignment using their own listed company. These are assessed learning tasks designed to introduce students to financial statements as they complete a series of authentic tasks using the financial statements for their listed company. The assignment includes reflective learning journals where students reflect on their learning and provide evidence of their understanding of key concepts. Providing feedback to each other on draft work is also built into the assignment. This includes the use of blogs and other online tools to support students to share their draft work online with other students. Human Ethics approvals: 21383 (2019); 22119/22437 (2020)

# REMOTE INSTRUCTION OR INSTRUCTING REMOTELY: SPRING 2020 EDUCATORS' EXPERIENCE

## EDUCATIONAL ASSESSMENT AND EVALUATION

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### ABSTRACT

Higher Education (HE) institutions across the globe have been mostly endorsing teaching methods ranging between classical and online learning extremes, and all the possible hybrid options between. Following the wide-scale outbreak of the COVID-19 pandemic, HE institutions were forced to shift to online education and deal with remote work conditions surrounding both educators and learners. Prior to the COVID-19 pandemic however, online education was becoming more evidenced. This was accompanied by an increasing number of students' enrollment in online degrees and courses. However, this pandemic caught many HE institutions off-guard leading them to approach online education using classical teaching pedagogies, methods and assessment tools. While on the other hand, HE institutions involved previously in online education were better prepared to deliver a more effective learning experience. Between the two scenarios above, educators were also caught off-guard; the pandemic offered little time for them to better prepare and plan and thus offer quality and fair learning experience. In either case, the constraints existed, though differently. Using qualitative methodology relying on semi structured interviews with 36 instructors selected conveniently, this paper captured the experiences of educators amid the pandemic and their approaches to teaching. The interviews showed that students were less likely to complete the courses' learning objectives as compared with previous semesters, in addition to a dramatic increase in students' drop out. The interviews highlighted that most instructors lacked significantly appropriate knowledge of online pedagogies and teaching methodologies. Though the majority have considered the move to online learning as an opportunity for self-development, most of them preferred face to face teaching. The outcomes of this paper have triggered a three-pronged interventions: upgrading online teaching and assessment with needed ICT support and instituting student engagement and inclusiveness.

# INNOVATIVE ASSESSMENTS FOR QUALITY LEARNING EXPERIENCE

## EDUCATIONAL ASSESSMENT AND EVALUATION

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### ABSTRACT

Higher Education (HE) institutions were compelled to adapt to the abrupt change and disruption stimulated by the aggressive outbreak of the COVID-19 pandemic. Prior to this stage and the sudden shift from traditional face-to-face teaching to emergency online teaching, HE institutions were mainly relying on final examinations as a summative way to assess students' attainment of course learning objectives. Although the effectiveness of final exams has long been debatable, these are still highly considered as authentic assessments. In their quest to continue to provide quality education however remotely, educators discovered that due to technical issues, final exams cannot be deemed as authentic as before. Consequently, universities were urged to search for and adopt alternative means to ensure the appropriateness, fairness, authenticity and quality of the learning process. Whilst most educators and accreditation bodies may assert the inability to conduct a proctored examination as a constraint and a threat to quality education, this threat could be turned into an opportunity. The opportunity is actually in the effective application of various assessment methods, such as formative assessments. Formative Assessments must be highly considered and regarded in online learning. Online Formative Assessments (OFAs) take many forms including Quizzes, Blogs, Journals, Presentations, Assignments, Group Discussions, Debates, Peer Activities, etc..... If utilized effectively, OFAs can play an essential role in the provision of quality online learning. OFAs are used to continuously gauge students learning, and to ensure the accomplishment of the courses learning outcomes. OFAs are extremely time consuming though, and require educators to be intensively trained on its effective application and implications. This paper, using qualitative methodology and relying on interviews with online educators, addresses the benefits and challenges of OFAs. This paper also proposes based on practical experience an implementation plan for universities to potentially follow to ensure quality learning experience.

# INQUIRY-ORIENTED LEARNING IN A FIRST-YEAR CHEMISTRY PRACTICAL CLASS

## EDUCATIONAL ASSESSMENT AND EVALUATION

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### ABSTRACT

Practical classes such as lab blocks and residential schools provide a crucial opportunity to engage students with course material to consolidate information gained through lectures and tutorials. Furthermore, they emphasise how students' new-found knowledge can translate to solving real-life problems. However, the 'recipe-style', instructor-centred expository teaching methods traditionally associated with laboratory practicals typically results in lower student engagement and leaves no room for developing the independent thinking and problem-solving skills that are sought after by many employers. Here, we report on the implementation of an inquiry-oriented learning (IOL) approach in the laboratory classes for a first-year chemistry unit. Groups of five to six students were allocated a project aim and were tasked with conducting a literature review and coming up with an appropriate experiment methodology to achieve the aim. Most respondents found that IOL-style practicals were interesting (85% of respondents) and improved their teamwork skills (>70%) and investigative/critical thinking skills (70%). However, students also indicated a preference toward the provision of more background information on the practicals by instructors. One of the largest challenges to implementing IOL is that a high level of instructor awareness is required to ensure that all students are successfully participating and contributing. This can be difficult to achieve within the staffing limits of many universities, particularly for larger class sizes. However, the promising results from this study suggest that the effort from instructors may be a worthwhile investment in terms of the graduate attributes achieved by students (e.g. teamwork, independent researching skills, critical thinking and problem-solving skills). In the future, we hope to extend IOL-style practical classes to second- and third-year chemistry units. Ethical approval was obtained from the host university's Human Research Ethics Committee (# B14-138).

# INVIGILATED FINAL EXAMS: AN OUTDATED OR A PROPER TESTING SCHEME FOR TERTIARY EDUCATION?

## EDUCATIONAL ASSESSMENT AND EVALUATION

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### ABSTRACT

In the past few years, the global higher education system has witnessed significant changes and transformation such as changes in the teaching mode, curriculum design, assessment pattern, financing and governance patterns, evaluation and accreditation mechanisms, etc. With this evolution, the practice of invigilated final examination is becoming a questionable practice. Studies conducted in the literature show that the invigilated exam is a least efficient way of assessing deep conceptual understanding of students. Rather, it is considered as a process of overstuffing the student's brain with the unit content in the night before the exam day, and dumping that stuff in the exam booklet on the exam day, with very little knowledge retention afterwards. In the defence of keeping final exam, people may argue that invigilated final examinations are inevitable way of preventing students from cheating. However, as presented in [1]–[3], final exams can be replaced with comprehensive final assessment items in such a way that the scope for cheating/plagiarism can be minimised. These alternative assessments have proven to be more effective in engaging the student in learning. In this presentation, we present some arguments for and against the practice of having closed book invigilated final exams in tertiary education. Our argument will be supported by practical evidence taken from some ICT units coordinated and taught by the authors at Central Queensland University, Australia.

REFERENCES [1] J. B. Williams, "The place of the closed book, invigilated final examination in a knowledge economy," *Educational Media International*, vol. 43, no. 2, pp. 107–119, 2006. [2] D. Piedra, "Experiential learning model for online and f2f programs in university continuing education," in *Handbook of Research on Innovative Pedagogies and Best Practices in Teacher Education*. IGI Global, 2020, pp. 276–290. [3] S. Allan, "Migration and transformation: a sociomaterial analysis of practitioners' experiences with online exams," *Research in Learning Technology*, vol. 28, 2020.

# GROUPWORK! SHOULD WE JUST LET THEM PICK THEIR OWN GROUPS? FINDINGS OF AN RCT

## EDUCATIONAL ASSESSMENT AND EVALUATION

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### ABSTRACT

While the benefits of group work are well established, there is no consensus on the best way to allocate university students to groups for assessments. Educators generally believe that students prefer to self-select, but aren't sure if this enhances learning outcomes and experience for students new to university. This study investigated which group allocation method leads to superior student experience and learning outcomes for 1st year occupational therapy students: random, self-selected or mixed-pair. A randomised controlled trial was used. Thirteen tutorial classes of a 1st year occupational therapy unit at a national university were randomly assigned to random, self-selected or mixed-pair groups for one group assignment. Staff were blinded to allocation. Students aged >18 years enrolled in the unit were eligible. This pragmatic study utilised the experience and results from one group assignment. Student experience of the group work was measured using an 8-item Attitude Towards Working in a Group scale and the Team-Q teamwork skills scale. Data were collected via online survey. Learning outcomes were measured by group assignment grade and individual final exam grade. ANOVA, Kruskal Wallis and Chi square tests compared differences in outcomes between group allocation type. 256 students participated (mean age 20.4 years, 88% female, 72% school leaver): 79 random, 93 self-selected, 84 mixed-pair. Compared to mixed-pairs, randomly allocated students had significantly lower group assignment grades (mean difference=-3.1 marks out of 100, 95% CI=-6.2,-0.1,  $p<0.05$ ), as well as poorer scores on a number of teamwork attributes. They also had lower group assignment grades (mean difference=-5.1, 95% CI=-8.1,-2.1,  $p<0.01$ ) than self-selected counterparts. Group allocation method did not significantly affect individual exam grade. Self-selected and mixed-pair groups did not differ on any outcome. Random allocation resulted in inferior student experience and group learning outcomes for one assignment, but not individual final exam.

# IMPORTANCE OF PERSONALISED, FORMATIVE AND SUMMATIVE ASSESSMENT FEEDBACK FOR INDEPENDENT STUDY UNITS

## EDUCATIONAL ASSESSMENT AND EVALUATION

### AUTHOR

Sardana Khan, Lecturer, School of Business and Law

### ABSTRACT

Many university students generally find independent study units to be challenging as this is deemed rather unusual to the more structured instructions of assessments they are used to. For many, this is an enormous task and for varying reasons, including all or some of the following: (1) many are in a quite different academic environment where they are no longer simply told what to do but must learn analysis and creativity, (2) they have had to learn that plagiarism is a really important issue and it is not just about the high similarity score but also about originality of ideas, (3) many have found they can cope with content based courses while taking on substantial part time work that at times overlap with classes and preparation time, and (4) such units offer limited or no face to face lectures and tutorials unlike the other standard units. In most independent or partially independent study units, students often need to commit and engage wholeheartedly and apply their research, academic writing skills and innovation which is hard to fathom for those who are used to a more directive format of learning and teaching. Many of the students do not recognise the importance of using Moodle resources and hence miss the nuances of the assessment task especially where, like most independent study units, it departs from what they have become used to. Consequently, a significant number of students find themselves to be unsuccessful in their final semester when they face the capstone unit, often designed as an independent or partially independent study unit, with serious implications on their career plan and mental health. Based on my gradual success as an unit coordinator in 2018 and 2019, I will demonstrate how a personalised, formative and summative assessment feedback can help combat many of these issues and improve the learning experience and success rate in such independent study units without compromising the standards of assessments or the learning outcomes.

# IS 'CLEVER PARAPHRASING' A SERIOUS ACADEMIC MISCONDUCT? AWARENESS AND IMPLICATIONS

## EDUCATIONAL ASSESSMENT AND EVALUATION

### AUTHOR

Sardana Khan, Lecturer, School of Business and Law

### ABSTRACT

Several new forms of academic misconduct have emerged in recent years in the tertiary education sector, predominantly due to technology facilitated networking. Contract cheating is one such form of contemporary academic misconduct that has received much attention. In contrast, the more traditional form of cheating, clever paraphrasing, is often overlooked in academic integrity policies. Reasons for this could be lack of awareness, difficulty of detection, and policy ambiguity regarding the burden of proof, the gravity of the misconduct and consequences. Guidelines about academic misconduct in the tertiary education sector often fail to provide any specific direction for the detection and treatment of 'clever paraphrasing' cases leaving both students and markers relatively unaware of such practices and the implications. Reliance on plagiarism detection technology, such as Turnitin, to facilitate determination of academic misconduct may have overshadowed the use of good old qualitative judgement of the expert markers with adequate knowledge of the contents. The inconvenience of marking too many papers with elaborated feedback within a limited time frame may have also encouraged the oversight of such hard to detect misconduct. Moreover, the difficulty of proving such misconduct in the absence of any clear direction or awareness among the students leave scopes for dispute about the objectivity of the markers which most academics would like to avoid. Such intentional or unintentional misconduct invariably defeats the purpose of authentic learning due to the demonstrated lack of creativity, originality and criticality in the submitted assessment, especially where these are the integral parts of the unit learning outcomes. In this presentation, I will offer some tips for the markers to detect such practice based on my recent marking and moderation experiences. Policy implications are drawn for the tertiary education sector learning and teaching divisions to increase awareness among both students and academics about such hard to detect academic misconduct cases.

# THE IMPACT OF AN EMBEDDED ACADEMIC LITERACY APPROACH ON INTERNATIONAL STUDENT TRANSITION TO AN AUSTRALIAN UNIVERSITY

## EDUCATIONAL ASSESSMENT AND EVALUATION

### AUTHOR

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### ABSTRACT

Gunawardena (2017) highlight that transitioning students face many academic challenges when entering tertiary education. McWilliams and Allan (2014) affirm that an effective way of developing students' academic literacies is through an embedded approach. CQU's Academic Learning Centre (ALC) has utilised this approach over the last four years. The presentation at the 2020 Tertiary Teaching Symposium will highlight the findings and implications of a research project on a post-graduate unit at CQU entitled: the impact of the embedded approach on international student transition (ethics approval 0000020861). Findings show international students benefited from the embedded approach with improvements in students' ability to reference, analyse assignments and write academically. Other findings include that students use the skills and resources from the embedded sessions throughout their university career. Data was gathered over two years from student evaluation questionnaires and was analysed using the nonparametric Wilcoxon Signed Rank Test. Focus groups were also conducted, attracting a small sample size of 12. There are various approaches to embedding academic literacies in higher education (HE). Devereux, Wilson, Kiley, and Gunawardena, 2018 discuss them as the adjunct model, the integrated model and the embedded model. The adjunct model offers non-compulsory workshops out of class time. However, the literature affirms that this approach is ineffective (Devereux, Wilson, Kiley, & Gunawardena, 2018; Gunawardena, 2017; McWilliams & Allan, 2014). The integrated model builds on the adjunct model by more interaction and collaboration with teaching academics. Thus, ALC staff may deliver generic workshops in class, but with little involvement from teaching academics, and no specific focus on assessment topics. Lastly, the 'pure' embedded approach incorporates most of the above, but a with a greater focus on intense collaboration with teaching academics to alter the curriculum. This includes scaffolding of academic assessment tasks, creating tailored resources and the provision of specific in class workshops (Cleary et al., 2017; Hoadley & Hunter, 2018).

# THE USE OF QUASI-RANDOM NUMBERS FOR INDIVIDUALISED STUDENT ASSESSMENT

## EDUCATIONAL ASSESSMENT AND EVALUATION

### AUTHOR

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Lan Sun, Lecturer, School of Business and Law, CQUniversity

Steven Boyd, Senior Lecturer, School of Business and Law, CQUniversity

### ABSTRACT

This study demonstrates how assessment tasks set in Finance and Property subjects contribute to plagiarism avoidance and marking efficiency. Case studies in the areas of Finance and Property investment are considered to illustrate applications. Many subjects involve the development of advanced practical numerical skills. These provide challenges in assignments because the operations being examined are often quite standardised and if assignments are written with fixed data for the whole class there is undue invitation for plagiarism. However, if different data is generated for each student grading becomes cumbersome. We use the quasi-random data generation to provide individualised student data sets for numerical assignments. Case studies demonstrate the use of student's ID number and other unit specific parameters to generate quasi-random data sets for each student's assessment. The case studies provide an in-depth analysis of how students and faculty apply the individualised data sets with a focus on plagiarism. In addition to generating the student's individualised data set, the ID number is used to generate a solution set for each student to simplify grading. The case studies are based on assignments written into spreadsheets. The spreadsheet format provides a flexible and secure platform for providing assignments and their marking. This will further improve the efficiency in marking and grading. Security issues are considered. It is suggested that seed numbers and access passwords be changed for each class. Submission using alternate platforms such as Survey Monkey are explored. Submission systems that can yield a single spreadsheet including all answers for all students in the class are found to provide the most efficient grading system, especially for larger classes. Automated feedback systems are considered and feedback that indicates which questions were incorrect is argued to provide the most effective feedback for numerical questions, along with ample demonstration resources.

# OFF-CAMPUS INVIGILATED ONLINE ASSESSMENT, COULD THIS BE THE NEW NORM?

## EDUCATIONAL ASSESSMENT AND EVALUATION

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### ABSTRACT

To ensure student and community safety, the Australian healthcare industry stipulates that Bachelor of Nursing students are required to be competent with medication calculations, within the students' scope of practice, before undertaking Work Integrated Learning. Traditionally, the students' competency is assessed during their on-campus learning sessions using an invigilated medication calculation test via a digital program. This year COVID-19 restrictions forced the closure of the on-campus learning sessions, limiting the students to online learning. This presentation looks at the feasibility of conducting invigilated off-campus digital assessments. This presentation discusses our experiences in implementing an invigilated digital online test, and the strategies used to engage students and support learning while maintaining academic integrity and preventing contract cheating. We compare two cohorts of students, those that undertook their medication calculation tests on-campus and those that completed the digital test off-campus. We compare the number of attempts required to pass the test, the amount of time students spent practising for the test, and the cost of conducting digital invigilated tests in terms of teacher hours. We found that off-campus digital assessments are not only feasible, but can also be implemented without compromising the students' learning experience and academic integrity of the assessment item. The off-campus group had a higher level of engagement with the learning resources and a greater first time pass rate. On-campus learning sessions are extremely time-poor. Any time-saving innovations would be advantageous. The adoption of off-campus digital assessments would increase on-campus learning time for nursing students but may have broader applications for other non-clinical units and other courses. Further research is needed to investigate how the use of digital tests conducted off-campus can be applied across CQUniversity.

# EXPLORING ACADEMIC AND NON-ACADEMIC FACTORS ON STUDENT RETENTION AND COMPLETION RATES

## EDUCATIONAL ASSESSMENT AND EVALUATION

### AUTHOR

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### ABSTRACT

Student attrition in the higher education sector is high at 17.67% (Selected Higher Education Statistics, 2017). Higher education learning and teaching is a didactic relationship between academic staff and students to achieve desired learning outcomes through co-creation of knowledge. Morris and Parker (2014) identified technological innovation in teaching methods increased student engagement. Students today are considered digital natives with highly developed technological skills. What is less clear is whether students have developed technological skills that are adaptable to the online education context and whether this improves student retention and completion rates. This research project will investigate how student retention and completion rates are influenced by academic and non-academic factors. Academic factors explored are learner-content interaction, learner-instructor interaction, and learner-learner interaction. The non-academic factors are student-university identification, students' online readiness, and students' personal innovativeness. The research aim is to explore the influence of these academic and non-academic factors on student retention and completion rates. This project will target students studying in an online delivery mode in Australia. A sample size of 600 students will be obtained through CQUniversity's Qualtrics Team. All participants will be asked to respond to pre-existing scales that measure the academic and non-academic factors listed above. Research ethics will be obtained prior to data collection. All data will remain anonymous and only aggregated data will be reported. Data analyses will include both descriptive statistics and multivariate analyses in the form of Structural Equation Modelling. This project will identify the key academic and non-academic factors that influence student retention and completion rates. This understanding will allow universities to provide targeted interventions to maximise student retention and completion rates.

# GAME BASED LEARNING: INDUSTRY CHALLENGES AS CLASSROOM EXERCISES IN UNDER-GRADUATE BUSINESS EDUCATION

## EDUCATIONAL ASSESSMENT AND EVALUATION

### AUTHOR

Mo Kader, Lecturer, Australian National Institute of Management and Commerce

### ABSTRACT

Bringing industry practice and challenges into the classroom in under-graduate business education has often taken the form of excursions or industry speakers. A new concept is explored that is combined with pro-active pedagogy and curriculum design to bring industry challenges to the classroom through gamification. Game-based learning is explored as a potential pedagogy that enlists industry practitioners and uses professional industry body findings to develop in-class, gamed-based learning tools that address these challenges. Supported by lecturer-guided facilitation and qualitative and quantitative game results, under-graduate business students are able to address real-world industry challenges while learning specific business subject matter in class. This model is proposed as a way to enhance linkages between course design and learning outcomes on one hand and industry issues and expectations on the other. The proposed model identifies possible opportunities to improve the student learning experience, diversify assessment events and at the same time improve graduate understanding of industry issues before employment. Various learning theories, operational challenges and proposed solutions are also addressed as well as a model for institution-industry collaboration.

# MAINTAINING ACADEMIC INTEGRITY IN ON-LINE EXAMS UNDERTAKEN BY INTERNATIONAL STUDENTS

## EDUCATIONAL ASSESSMENT AND EVALUATION

### AUTHOR

Richard Stevenson, Academic Director, Flinders International Study Centre

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### ABSTRACT

An integral part of on-line teaching is high quality assessment with academic integrity. The additional impact of COVID-19, has led to the rapid move of courses designed for classroom delivery to this on-line environment. This in turn led to the widespread adoption of invigilation software, leading to complex problems, but also to numerous benefits. We travel the journey of deploying online exams, discussing the benefits and pitfalls encountered through a steep learning curve in a very short period of time. Our focus is on reconsideration of traditional assessments and invigilated exams. Considerations include the special challenges for international students - concerns about technology, risk of failure, and privacy; and for our staff about technology, the extra time involved in supporting students, and analysing the exams. At the start of our journey, we used Zoom to invigilate while exploring further options and reviewing learning outcomes. To ensure exams conformed with valid academic integrity principles, IRIS invigilation software was then selected to record audio and video of the student, and their computer screen. These videos are later invigilated by teaching staff. This differs from other options explored, such as Proctor U, used by a number of Australian universities, despite concerns about student privacy. The deployment of this software required student training, solving subject specific issues, and emergency support. Lessons learned ranged from issues of fairness and equity through to issues with specific question types, as well as the support and communication needs of staff and students. The ultimate lesson, however, is that there is a lot of technology available for assessment and learning that can increase academic integrity. This technology can be integrated into more creative teaching and assessment, enhancing the teaching and learning experiences, and increasing efficiency and effectiveness.

# INDUSTRY EXPERIENCED BUT RESEARCH LIMITED: HOW THE GRADUATE CERTIFICATE IN RESEARCH CAN BRIDGE THIS GAP

## EDUCATIONAL ASSESSMENT AND EVALUATION

### AUTHOR

Adam Rose, Lecturer, School of Graduate Research, CQUniversity

Teresa Moore, Senior Lecturer, School of Graduate Research, CQUniversity

### ABSTRACT

Our institution has been delivering teaching materials in a range of innovative formats to increase access and participation in undergraduate programs for many years. In 2019 to increase access and participation into the RHD sector, the GCR was developed as a non-traditional pathway for students unable to meet the traditional entry requirements. These students represent a growing industry experienced, but research poor cluster. The course has various modules offering flexibility and choice for the student to enhance current knowledge and skills while also introducing new and exciting methodologies to expand horizons. Students are encouraged to explore options to fully understand the research process as we use their project ideas as the example of teaching the fundamental research process. Assessment is reflective of supervision rather than traditional course-based set assignments. Formative assessment processes are key to our teaching and learning format. Enrolment is via the SGR after discussion with College DDRs to arrange potential supervision. The student works with one discipline supervisor and the GCR teaching team. In consultation with the academic supervisor, the student and the GCR teaching team develop an Individual Learning Plan. The intent of the course is to provide teaching and learning in the fundamentals of the research process enhancing the nexus between research application and critical thinking. To date, the program has had five graduations with a current enrolment of twenty students. The course has been designed such that the student fully creates their potential (hypothetical) Masters / PhD project to the point just prior to Preparing for Confirmation and are research ready to go. This is our story.

# BLACKBOARD ALLY: PROVIDING STUDENTS AND EDUCATORS WITH FLEXIBILITY IN CONTENT FORMATS FOR ACCESSIBILITY

## EDUCATIONAL TECHNOLOGY

### AUTHOR

Wendy Taleo, Learnline Developer and Trainer, Education Strategy, Charles Darwin University

### ABSTRACT

In this presentation, you will be guided through the experience of using Blackboard Ally software that provides automated alternative formats for content in the Learning Management System. With an underlying conversation about multimodality, accessibility, usability and inclusion, we look at what it means to 'benefit all' with quality changes to digital content. Blackboard Ally provides an Accessibility Rating and reports at course and university level. Data over two semesters of teaching are provided for a picture of when students access the choice of alternative formats, what formats are popular and when educators are adjusting files to improve scores. A multi-team approach is suggested to cover the educational technology skills required. The presentation concludes with practical tips for educators to improve the accessibility of their content.

# LEARNING MANAGEMENT SYSTEMS: A REVIEW OF THE RESEARCH METHODOLOGY LITERATURE IN AUSTRALIA AND CHINA

## EDUCATIONAL TECHNOLOGY

### AUTHOR

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Ritesh Chugh, Senior Lecturer ICT, School of Engineering and Technology, CQUniversity

Jo Luck, Senior Lecturer ICT, School of Engineering and Technology, CQUniversity

### ABSTRACT

Education is seen as an important vehicle to foster relationships with countries in the Asia-Pacific region – particularly with Australia’s most important economic partner, China. There are many prior studies that have explored the impact of Learning Management Systems (LMSs) on users through a variety of research designs. However, the diversity of research designs used means that the nuances and subtleties of the diverse approaches, particularly in the context of Australia and China are unknown. This presentation proposal aims to compare the research designs employed by empirical studies of LMS usage in Australia and China. Similarities and differences in research methodologies, research approaches, and data collection methods commonly used in a selection of contemporary studies from both countries will be explored. The findings indicate that Chinese studies employ quantitative methodologies more than Australian studies; confirmatory research is more prevalent in China than in Australia; and that there is a distinct preference for surveys in Chinese studies.

# DOES STUDENT PARTICIPATION IN AN ONLINE INTRODUCTORY BIOMECHANICS LESSON PROMOTE STUDENT SUCCESS IN APPLYING KEY BIOMECHANICAL CONCEPTS IN PHYSIOTHERAPY PRACTICE?

## EDUCATIONAL TECHNOLOGY

### AUTHOR

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Megan Dalton, Deputy Head Physiotherapy, School of Allied Health, Australian Catholic University

### ABSTRACT

Application of biomechanical principles of human movement is a foundation skill of a physiotherapist's assessment and management of a client's movement. Biomechanics is taught in the first year of the Bachelor of Physiotherapy at the Australian Catholic University. In 2014 and 2015, 47% of the first-year undergraduate students in the School of Physiotherapy failed to achieve a key learning outcome related to the application of biomechanical principles in the assessment of human movement. An innovative online introductory biomechanics module was implemented in semester 2, 2016 to provide additional self-directed learning material to guide students through the key learning concepts of biomechanics and their relationship to human movement. In 2018, student audits and staff interviews were conducted to collect feedback on the bridging biomechanics module. Ninety-six percent of students indicated the module was helpful in preparation for their summative assessment task. Teaching staff feedback was also positive, indicating increased student engagement with the biomechanics content in face to face classes. Quantitative statistical analysis was conducted on data collected from the student audit, the LEO activity log reports and the students' summative assessment results. Results showed significant improvement in student self-reported confidence with their biomechanics knowledge ( $P$ -value $<0.001$ ). Students with previous physics studies did significantly better on the summative assessment. No significant correlation was found between examination results and student-reported use of the online module's individual resources or self reported confidence with their biomechanics knowledge.

# AN INTERACTIVE VIRTUAL REALITY PHYSICS INSTRUCTIONAL ENVIRONMENT BASED ON VYGOTSKIAN EDUCATIONAL THEORY

## EDUCATIONAL TECHNOLOGY

### AUTHOR

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### ABSTRACT

Physics Education is a popular application for Virtual Reality (VR), with many simulations being available for students to manipulate objects in virtual space. However, the vast majority of these applications take a very Piagetian approach to learning, instructing first in a traditional way and then exposing students to VR in a sandbox environment without the instructor present. This paper instead proposes a design for a VR physics simulation that instead takes a Vygotskian approach to teaching physics, allowing the students and instructor to collaborate in virtual space on a lesson and receive instruction. Using gravity and circular motion as a case study, this paper discusses a design to facilitate this learning comprising a virtual universe with control of planet placement and size, external satellite placement and size, as well as gravitational forces acting on these objects, along with a design-based research (DBR) research design to evaluate both usability and learning for the intervention.

# THE USE OF ARTIFICIAL INTELLIGENCE TO ENHANCE STUDENTS' LEARNING AND SATISFACTION IN HIGHER EDUCATION

## EDUCATIONAL TECHNOLOGY

### AUTHOR

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### ABSTRACT

As a fundamental technology of today's society, Artificial Intelligence (AI) is one of the fastest growing industries in manufacturing, mining, healthcare, agriculture, supply chain, defence industry, and innovation in education. Several types of AI are already being employed by organisations in both public and private sectors. In recent years, particularly after COVID-19, AI received a great deal of attention in Higher Education as it promotes a flexible learning and teaching environment for students all around the world. With AI, learning is stimulated by approaches focused on "doing" and on the production of tools that encourage the learner to activate this "constructive" way of learning. It helps students excel in the arts by providing them with AI-enabled design tools to better understand the subject-matter. It is therefore expected that AI will take higher education technology to a new level, forming the next evolution in learning and teaching. AI is actively becoming used in a wide variety of learning environments in many disciplines. Recent literature shows that AI tools can help to encourage confidence and a positive attitude towards higher education in students. Furthermore, teachers not only consider AI an excellent tool to support teaching, but also view it as a significant change to the monotony of traditional education. Therefore, this paper explores the use of AI in higher education as an effective tool for contemporary education. It provides a comprehensive roadmap with a conceptual framework and discusses the potentials, limitations and concerns of using AI, with many examples. Keywords: Technology, Artificial Intelligence, Learning and teaching, Student satisfaction, Higher Education

# RESILIENCE UNDER PRESSURE: FLIPPING A POPULAR SECOND-YEAR ELECTRONICS COURSE

## EDUCATIONAL TECHNOLOGY

### AUTHOR

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Kim Blackmore, Director Learning and Teaching, Centre for Learning and Teaching and the Interactive Learning Project, Australian National University

### ABSTRACT

Flipped classroom approaches are being introduced in the ANU engineering degree to increase active learning and free up student time to participate in team projects. In this talk, I will share reflections on the experience of introducing self-study modules to a second-year Electronic Systems and Design course in Semester 1, 2020. Self-study modules are a method of content delivery that allows students to study at their own pace, flexibly providing foundation knowledge skills. Self-study modules are a significant change from the previously delivered traditional face-face lecture for this course, and I embarked on this journey with some trepidation, knowing that the previous course format was popular with students. Creating the self-study modules involved writing, designing and producing a new set of videos around the existing curriculum, including setting up a studio with green screen, high-quality microphone, camera, and using OBS software to combine the video and PowerPoint format. The time students spend watching “lectures” was reduced from 48 hours to less than 20 hours, with 87 flipped videos covering the complete curriculum. This course commenced before the travel ban and the closure of the university. However, the ‘flipped’ video format was resilient during these extraordinary circumstances. The lecturer presented highly technical content with enthusiasm and confidence, along with a sense of humour, and the course delivered kept students engaged. Resulting in very pleasing final results: 96% of students reported that the lecturer treated them with respect. 92% of students surveyed said the flipped videos were helpful to their learning, the course supported their learning, and the content was delivered clearly and effectively. 80% of students said this course developed their ability to think. The experience demonstrates that lecturer is a critical ingredient, appearing in the videos and working through the slides, as a weather person would present the weather.

# TECHNOLOGIES FOR ENABLING NEXT GENERATION LEARNING AT UNIVERSITIES

## EDUCATIONAL TECHNOLOGY

### AUTHOR

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Salahuddin Azad, Lecturer - ICT, School of Engineering and Technology, CQUniversity

### ABSTRACT

Teachers today are preparing students for future employment in the global knowledge economy. Many of today's professionals are engaging in professions that did not exist only a while ago. While many believe that educators are falling behind in this area, the way educators work has changed quite dramatically. For example, teachers are now using electronic grading and attendance systems, as well as complex reporting databases. These tools provide new ways to explore student data to inform university policies and teaching practices. Teachers are also engaging in online professional development, and sharing online resources within and beyond their organisations, and even internationally. This has expanded their communities of practice and peer interactions to access a wider range of experience and gain feedback from wide communities. Communication among teachers and students has also shifted from inside the classroom to spaces outside the classroom, such as educational social networking sites and learning management systems. This has provided new ways to provide students with feedback on their work, as they are developing assessments or completing assignments. As in any organisation, many of these changes were introduced to increase teachers' efficiency and accountability in teachers' work. This paper identifies and describes emerging technologies likely to have an impact on learning, teaching, and creative inquiry in education. Six key trends namely Virtual reality and augmented reality, Social media, The Internet of Things, Digital badges and micro-credentials, MOOCs and next-generation learning management systems, and learning analytics and big data in educational technology are investigated in the context of their likely impact on the core missions of universities.

# STRATEGIES TO IMPROVE SURVEY RESPONSE RATES

## EDUCATIONAL TECHNOLOGY

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### ABSTRACT

University students are regularly asked to answer surveys, including unit and teaching evaluation surveys (Nair, Adams & Mertova, 2008). It is perhaps no surprise that with so many surveys being undertaken by university students, survey fatigue and low survey response rates are commonly reported (Brick & Williams, 2013; Fosnacht et al., 2016), a trend that is also broadly reported across social science disciplines (Brick & Williams, 2013). However, low survey response rates can bias results (Dillman, 2007) and having a high response rate is still akin to “reaching nirvana” (Dey, 1997, p. 215). At CQU, there is also an expectation that “Have Your Say” unit surveys should be answered by 50% of a student cohort. What strategies then might researchers adopt to improve survey response rates? In this presentation, we share our initial struggles to get students enrolled in four Disciplines of the School of Business and Law and the School of Medical Health and Applied Sciences to participate in an online survey that is part of our study on “Injecting Positivity in Student Learning” which is funded by a CQU Scholarship of Learning and Teaching Grant. Out of about 250 students enrolled across four units in Term 1 (2020), only four students (1.6%) answered the survey despite multiple invitation emails. We considered new strategies to improve the response rates when we invited our new cohort of students in Term 2 (2020). This time, out of about 250 students, 65 students (26%) answered the survey which represents an increase of 1,525%. We share the strategies of how we improved survey response rates in this presentation. Our findings have broad application to surveys in general, including getting more students to participate in unit and teaching evaluation surveys. (Ethics Application ID 22213)

# THE IMPACT OF INTELLIGENT REMOTE INVIGILATION SYSTEM (IRIS) ON STUDENT PERFORMANCE

## EDUCATIONAL TECHNOLOGY

### AUTHOR

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### ABSTRACT

With increasing number of students studying online, higher education sectors are in the transition from traditional “pen and paper” exams to the use of “point-and-click” radio button exams (Fluck, 2019). One of the biggest challenges posed to many universities is how to ensure students are submitting their own work and actually sitting internet-based tests themselves (Johnston, 2019). The Intelligent Remote Invigilation System (IRIS) is used by pilot universities in Australia (e.g., Curtin University and the Engineering Institute of Technology) to record the audio from the student computer’s microphone, video from their webcam, and take successive screenshots of what the student is seeing on their computer screen during online tests and automatically detect instances of cheating. This provides educators with assurance of assessment integrity, while allowing students to work remotely (Curtin IRIS, 2020). In spite of potential benefits associated with remote invigilation system (e.g., reduced staff workload, enhanced academic integrity, convenient study location, and etc.), it is still unclear whether online invigilation platform has bearings on students learning outcomes (James, 2016; Cramp et al. 2019). To fill this gap in the literature, this research examines whether and how IRIS influences student performance. The IRIS is a computerized system that controls the behaviour of a student during the online tests through audio and video technologies and flag any suspicious behaviour undertaken by the student to maintain the academic integrity. Through a detailed quantitative analysis of International Finance unit, using difference-in-difference (DID) regression model, this paper aims to discover how the performance of students invigilated by IRIS are compared with that of their peers without IRIS, and whether the key learning outcomes of the unit are met. Our study complements the existing literature on online assessment (e.g., Williams and Wong, 2009) and adds to the broad research and considerable debate on the benefits and costs of the use of technology in higher education.

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# THE UNDERUTILISED MOODLE WORKSHOP: AN EFFECTIVE TECHNOLOGICAL TOOL TO DESIGN ENGAGING SELF AND PEER ASSESSMENTS

## EDUCATIONAL TECHNOLOGY

### AUTHOR

Samer Skaik, Senior Lecturer - Project Management, School of Engineering and Technology, CQUniversity.

### ABSTRACT

There is a mounting evidence that self and peer assessment is an effective pedagogical approach to improve student learning (Race, 2009; McGarrigle, 2011; William, 2011). This type of assessment not only improves students' understanding of the subject and attainment of learning outcomes but also boosts students' motivation, communication and critical thinking. Many educators, however, tend not to adopt self and peer assessment in the unit design due to the perceived complexity and efforts in administering such assessments. This barrier can be addressed by using Moodle workshop which was proven to be effective and efficient in designing and administering self and peer assessment (Strang, 2015). The Workshop tool brings many benefits to educators including reduced marking load as well as design of engaging authentic assessments that are less vulnerable to academic misconduct. The online tool facilitates an automated peer assessment process whereas a student submission is distributed randomly and anonymously for peer assessment by one or more students using a given marking tool. Upon the completion of the assessment, the tool automatically calculates two marks for each student based on set criteria; one mark for the quality of the submission and the second mark for the quality of assessment. In addition, the tool facilitates marking an example assessment as a training exercise for students prior to using the tool for the intended assessment. This presentation will showcase the practical aspects of using the tool to run formative assessments in a postgraduate unit (PPMP20015 Research in Project Management) and the impact on student learning. The tool empowered students to be more accountable and genuine. It was found effective in stimulating students, making them more confident in undertaking assessments and improving their knowledge of the subject. The presentation concludes by providing some tips to overcome some barriers associated with the use of the tool including the first-time setup and operational issues in dealing with late submissions and grading.

# ENHANCING POST GRADUATE DIGITAL SKILLS THROUGH IMMERSIVE CONTEXTUALISED CASE STUDIES

## EDUCATIONAL TECHNOLOGY

### AUTHOR

Mo Kader, Lecturer, Australian National Institute of Management and Commerce

### ABSTRACT

This presentation examines various approaches to the enhancement of post-graduate student digital skills while learning online through the use of real-world, contextualised case studies in the form of stories and experiences. It illustrates the practical benefits as well as the challenges associated with teaching students digital skills as part of the subject matter of strategic management in an online environment. The discussion also provides practical examples of solutions to common classroom problems that arise when integrating technology and subject content and explores the use of appropriate exercises that enhance the integration of digital skills into the subject matter. It reviews various tools to critically analyse good practice approaches to teaching and learning in the context of digital story telling.

# PEDAGOGY MEETS H5P - ONLINE ENGAGEMENT!

## EDUCATIONAL TECHNOLOGY

### AUTHOR

Anne Braund, Associate Lecture, School of Access Education, CQUniversity

Laura Baker, Lecturer - MGMT& Org Behaviour, School of Business and Law, CQUniversity

Zoe Allen, Learning Designer, Learning Design and Innovation Directorate, CQUniversity

Kate Ames, Director, Learning Design and Innovation Directorate, Anne Braund, Associate Lecture, School of Access Education, CQUniversity

Laura Baker, Lecturer - MGMT& Org Behaviour, School of Business and Law, CQUniversity

Zoe Allen, Learning Designer, Learning Design and Innovation Directorate, CQUniversity

Kate Ames, Director, Learning Design and Innovation Directorate, CQUniversity

### ABSTRACT

This presentation will showcase a new core undergraduate unit developed on the principles where curriculum content and interactive learning design are co-creating an environment that motivates online student engagement:

1. Develop the learner's competence around effective online learning
2. Encourage positive attitudes towards the learning experiences through personal education relevance (Freirean pedagogy, 1988)
3. Design engaging and challenging learning tasks that are consistent with the learner's goals and desired outcomes (Wang & Kang, 2006)

This presentation shares the nexus between pedagogy and technology as a team develops a new core unit for first term undergraduate students across all disciplines to be introduced in Term 1, 2021 at CQUniversity. The design elements of this unit, demonstrate how it operationalises H5P to create rich interactive content in Moodle. The interactive videos, quizzes, activities, timelines have been developed to engage and support the learning of students from diverse backgrounds. The H5P software has application across all CQUni graduate attributes:

- » Communication
- » Information Literacy
- » Teamwork
- » Information technology (IT) competence
- » Intellectual nurturing skills
- » Problem solving
- » Critical thinking
- » Aboriginal and Torres Strait Islander Cultures
- » Cross-cultural competence
- » Ethical practice

» Social innovation mindset

H5P technology encourages the students to engage in academic and professional communities with the aim of developing the core skills, qualities and capabilities that are required for success in their studies and future careers.

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# SOCIAL CONSTRUCTIVIST LEARNING FROM A DISTANCE: USING TECHNOLOGY TO FACILITATE SYNCHRONOUS GROUP WORK IN THE CONTEXT OF REMOTE LEARNING

## EDUCATIONAL TECHNOLOGY

### AUTHOR

Hayley Griffin, Associate Lecturer - Education, School of Education and the Arts, CQUniversity

### ABSTRACT

The notion that socio-cultural experience enables sophistication of cognitive function is prominent in the context of learning. Many contemporary teachers and teaching academics share the belief that quality teaching and learning occurs through cooperative encounters. This enduring theory was established through seminal works in the field of educational psychology. The learning dyad, characterised by the convergence of those more knowledgeable and those less so, enables socio-cultural experiences pivotal for learning. Increases in online learning platforms, government funding incentives and the need for distance learning have contributed to the rise in online learning opportunities. This shift has forged a subsequent reliance on various learning management systems, including Moodle and Canvas, and the utilisation of virtual classroom software offered by Zoom, Microsoft, Blackboard and others. This development raises the matter of how teaching academics are facilitating socio-cultural experiences in online classrooms. If teaching academics remain devoted to the formative notions of learning through social constructivism, then how is this enacted in a virtual classroom? When teaching occurs in the absence of physically present learners, it is difficult to conceptualise how cooperative learning and group activities are possible. This modernistic educational environment can incite a detached learning interface, where unilateral communication and lecturing tend to dominate, and content delivery is emphasised. This presentation will share my own experiences of professional practice that aim to maintain cooperative experiences in online learning contexts and preserve quality pedagogy, informed by Sociocultural Learning Theory. My insights will reveal how virtual classroom software can be utilised to facilitate synchronous group work, for physically distanced learners, to disrupt the didactic approaches that emerge during remote learning. My intention is to show how innovation in the nexus between pedagogy and technology has reconceptualised theory-based teaching practices that facilitate active, peer to peer knowledge construction. These personal reflections aim to showcase how adoption of these strategies can transform the passive learner experience associated with online delivery into genuinely networked learning.

# OVERLEAF LATEX: AN ON-LINE TOOL FOR SYNCHRONOUS, COLLABORATIVE SCHOLARLY WRITING

## EDUCATIONAL TECHNOLOGY

### AUTHOR

Jahan Hassan, Lecturer - ICT, School of Engineering and Technology, CQUniversity

Nahina Islam, Lecturer - ICT, School of Engineering and Technology, CQUniversity

Ayub Bokani, Lecturer - ICT, School of Engineering and Technology, CQUniversity

### ABSTRACT

Collaborative writing represents a big portion of all writings done in the academic environment, and is considered a core skill in graduates. Around 85% of produced documents in office and university settings had at least two authors [1]. Interestingly, the face-to-face settings of collaborations are being supplemented by various on-line tools, such as Zoom, Dropbox, Microsoft Teams, etc., due to the availability of such feature-rich tools and our need for working flexibly. For on-line collaborative writing tools, the ability of supporting interactions during the writing process through real-time feedback, co-editing, and problem solving with the team [2] is a must. Such interactions in the face-to-face sessions occur naturally, however not so in the on-line environments. While the majority of the on-line collaborative writing tools are inadequate in supporting this requirement, Overleaf LATEX [3] is a welcomed exception. Overleaf is an online LATEX editor, which facilitates writers to contribute collaboratively in scholarly articles, large reports, thesis, journal articles within high quality templates. Writers can work on the article concurrently, and hence it facilitates real time collaborations. Additionally, it eliminates the need of installing any software packages for the desired templates as it has a library of all the latest packages for all templates. Overleaf allows automatic real-time preview by compiling the project in the background, and displaying the PDF output right away. Other useful features such as real-time track changes and commenting, reviewing, providing feedback through the review option, high quality mathematical equation editor, a chat box for communicating with contributors while writing, etc, make it a very effective tool for on-line collaborative writing. Based on our experiences of using the tool, we will highlight the tool's ability to fulfil the need of on-line collaborative writing in the tertiary education setting in this presentation.

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[3] "Overleaf," <http://overleaf.com>, accessed: 2020-08-07.

# “CAN YOU HEAR ME NOW?” BENEFITS AND PITFALLS OF ONLINE ORAL PRESENTATIONS AS ASSESSMENT TASKS

## EDUCATIONAL TECHNOLOGY

### AUTHOR

David Fanany, Lecturer - Public Health, School of Health, Medical and Applied Sciences, CQUniversity

### ABSTRACT

CQ University’s shift to fully online classes in term 1 was very abrupt, completed over a period of two weeks early in term 1 of 2020. This did not leave enough time to change assessments for most subjects, and students who were expected to submit oral presentations did so over Zoom. Though it was initially assumed that presentations would make the transition easily due to student cohorts being generally savvy and experienced with technology, this was not the case. This presentation details some of the issues encountered, offers explanations for their occurrence as a result of common internet use patterns among the student demographic, and suggests possible refinements in assessment design, classroom practice, and student training for future teaching periods.

# ADAPTIVE TEACHING FRAMEWORK FOR COMPUTER PROGRAMMING EDUCATION

## EDUCATIONAL TECHNOLOGY

### AUTHOR

Farzad Sanati, Lecturer - ICT, School of Engineering and Technology, CQUniversity

### ABSTRACT

Higher requirements for student logical reasoning are one of the many distinguishing characteristics of computer programming education. The student's diverse ability in logical reasoning and problem-solving even at the same level of study and in the same class poses great challenges to traditional teaching frameworks. Instructors also often face difficulties in teaching computer programming subjects (CPS) due to the student's diverse learning ability. This research specifically attempting to address how data mining and machine learning techniques can be utilised to help resolve these teaching and learning challenges. In this research K-means datamining technique is used to categorise students in clusters by constructing an abstract representation of students' implicit skill status thus, a series of tutoring projects can be constructed and suggested using a neural network (ANFIS) inference. Every tutoring project is catered for one cluster of students depending on their learning abilities. Hence an adaptive teaching framework for CPS is proposed, which has the potential to positively transform teaching CPS in the future. This paper contributes towards introducing an adaptive intelligent teaching technology that will improve the positive learning outcomes and confidence of CPS instructors and students alike.

# ARE YOU BETTER ON YOUTUBE? A SYSTEMATIC REVIEW OF THE EFFECTS OF VIDEO ON LEARNING IN HIGHER EDUCATION

## EDUCATIONAL TECHNOLOGY

### AUTHOR

Michael Noetel, School of Behavioural and Health Sciences, Australian Catholic University  
Shantell Griffith, School of Health and Behavioural Sciences, Australian Catholic University  
Oscar Delaney, School of Biological Sciences, University of Queensland  
Taren Sanders, Institute for Positive Psychology and Education, Australian Catholic University  
Philip Parker, Institute for Positive Psychology and Education, Australian Catholic University  
Borja del Pozo Cruz, Institute for Positive Psychology and Education, Australian Catholic University  
Chris Lonsdale, Institute for Positive Psychology and Education, Australian Catholic University

### ABSTRACT

Many universities are struggling to move teaching online during COVID-19. Video is one of the two primary technologies being used (alongside videoconferences like Zoom). There is evidence that learning via video is less effective than classes, but our review suggests this is a misconception. A systematic review of the effects of video on learning in higher education was conducted. We searched five databases using 27 keywords to find randomised trials that measured the learning effects of video among college students. We conducted full-text screening, data-extraction, and risk of bias in duplicate. We calculated pooled effect-sizes using multi-level random-effects meta-analysis. Searches retrieved 9,677 unique records. After screening 329 full-texts, 103 met inclusion criteria, with a pooled sample of 7,776 students. Swapping video for existing teaching methods led to small improvements in student learning ( $g = 0.28$ ). Adding video to existing teaching led to strong learning benefits ( $g = 0.80$ ). Although results may be subject to some experimental and publication biases, they suggest that videos are unlikely to be detrimental and usually improve student learning. Understanding why videos are more effective can help make our face-to-face teaching better too: our research gives reasons why video does well, and how to mimic it in other forms of teaching. It's easier to design video that works with the brains of students, but skilled teachers can deliver face-to-face classes this way too. With video, students have control over to learn when they want and how fast they want, but good teaching is also differentiated to the level of the student. Videos can make learning authentic by showing real-life demonstrations, but good teachers make their classes authentic and applied too. Video can be embedded with interactivity that provides personalised feedback, but good teaching involves high-quality personalised feedback too. Overall, video has the capacity to not only fill the gap left during COVID-19, but to enhance our teaching for years to come. (No HREC required for a systematic review; preprint available here: <https://psyarxiv.com/kynez>)

# SAME, SAME BUT DIFFERENT

## PROFESSIONAL DEVELOPMENT OF EDUCATORS

### AUTHOR

Michelle Roberts, Associate Lecturer - Digital Media, School of Education and the Arts, CQUniversity

### ABSTRACT

Online learning is changing as the technology that delivers it becomes more accessible and sophisticated – with this, how educators develop an online learning pedagogy needs to be considered. It is no longer a passive delivery of education materials for the learner to interact with at their own pace, lacking in engagement with the educator. With online and blended learning growing in enrolments historically, it is important to understand how an equivalent learning experience can be achieved for all students, regardless of which mode they study and what factors contribute to this. With the restrictions of face-to-face delivery in Australian universities due to COVID-19, it has become even more vital to understand how to effectively engage with students online. This presentation propose to: 1. Review similarities and differences between the face-to-face and online learning experiences, including cohort analysis, motivations and attrition. 2. Present factors impacting successful online learning and suggest how to build interaction and engagement online. 3. Share practices that support creating a more equivalent learning experience between online and face-to-face students from experiences in teaching Digital Media at CQUniversity. The information is based on practices that earned the Vice-Chancellor’s Award for Exemplary Practice in Learning and Teaching (Tier 1) 2020 at CQUniversity Australia.

# TUTORS WANT PROFESSIONAL DEVELOPMENT IN PEDAGOGY, AND IT IS NOT HARD TO DELIVER

## PROFESSIONAL DEVELOPMENT OF EDUCATORS

### AUTHOR

Adam Piggott, Senior Lecturer – Mathematics, School of Mathematics and Physics, University of Queensland  
Shelley Barfoot, School of Chemistry and Molecular Biosciences, University of Queensland  
Vivian Lui, Associate Lecturer, School of Mathematics and Physics, University of Queensland

### ABSTRACT

Within higher education, little regard is given to tutor training and professional development. Good tutors may be hired again in subsequent semesters, and bad tutors may not, but how can a tutor improve? Many tutors are eager for professional development opportunities, and for documentation that demonstrates their commitment to their craft. Course coordinators know that, when tutors engage in the sort of critical reflection and growth that good professional development engenders, students will benefit. It seems obvious that providing tutors with professional development programs that focus on pedagogy benefits all parties. Nevertheless, such programs are not common, perhaps because the expected resources (time, energy and money) are scarce. In this presentation, we describe a pilot professional development program delivered for nine tutors working in first-year science and mathematics courses at the University of Queensland. Even though the program had no budget, the facilitators and participants found value in the activity, and some even saw it as transformative. The program comprised three one hour workshops, with subsequent observations of teaching and feedback. Each participant was offered a letter recording their participation and an account of the observation. The activity was assessed with an easy email activity that provided rich information about how the participants understood the program. We present the perspectives of designer/facilitator and participant. Each party will present their motivations for involvement, their experience of the activities themselves, and their perceptions of the outcomes.

# EMBEDDING ADAPTIVE PROJECT MANAGEMENT PRACTICE INTO PROFESSIONAL DEVELOPMENT OF EDUCATORS

## PROFESSIONAL DEVELOPMENT OF EDUCATORS

### AUTHOR

Stephen Hartley, Sessional Academic, School of Engineering and Technology, CQUniversity

### ABSTRACT

Educational agility is entwined with strengthening instincts, abilities, and practice that educators need to stay relevant and thrive in a fast-changing, hyper-connected world; a world entrapped by volatility, uncertainty, complexity, risk, change and ambiguity for both themselves and students alike. With technology transforming the way we operate, a culture of accidental experimentation freed from any entrenched practices is overdue. In an era of disruption, the teaching and learning environment requires not just intellectual expertise from educators, it requires intellectual curiosity, and agility in thinking outside the traditional paradigm of what and how we teach. In other words, as project managers would plan and manage their projects, educators need to re-think how we initiate, plan, manage, deliver, and evaluate our teaching and learning practices. Welcome to educational agility, a dynamic, adaptive, and incremental mindset. Rooted in traditional project management and software development, Agile is an uncomplicated manifesto of twelve guiding principles that continue to challenge habits of practice, rigid procedures, and traditions in planning and delivering high-value outcomes. In demonstrating agility, educators need to think 'outside the squares' in designing and delivering their teaching and learning practices, including:

- » Demoting the 'sage on the stage'
- » Removing verbatim PowerPoint slides
- » Meaningful learning is the prime measure of progress
- » Anticipating and reacting to student needs
- » Remaining open to staff and sessional feedback
- » Content and learning that can be consumed continuously and quickly
- » Multiple online discussion forums every week
- » Encouraging a knowledge-sharing culture
- » Focusing on individuals and interactions over processes and tools

As a sessional academic with six Australian universities, the author of seven textbooks and 30 years experience as a project management practitioner, Stephen offers pragmatic insight into challenging the agility of traditional teaching and learning practices.

# THE ADVANTAGES OF VALUE-ADDED LEARNING OPPORTUNITIES IN INITIAL TEACHER EDUCATION

## PROFESSIONAL DEVELOPMENT OF EDUCATORS

### AUTHOR

Alytia Brown, Lecturer - Education, School of Education and the Arts, CQUniversity

### ABSTRACT

Building professional preparedness is an essential part of an educator's job, with a majority of Undergraduate University courses having work-related learning integrated within the course of study. However, in providing mandated work-related environments, students can be limited to or limit themselves to a prescriptive professional experience. This can create a barrier to engaging in and with value-added learning opportunities due to the perception that the course of study provides the required professional preparedness. In an attempt to respond to this limitation observed with initial teacher education students, this presentation explores actions that were taken by an academic to include value-added learning opportunities. Second year Bachelor of Education Secondary students were given the opportunity to visit a Special Assistance School and meet with the Principal and staff. Students gained knowledge and understanding of how an alternative education environment supports students that have disengaged from mainstream education. Highlighted within this presentation are experiences from value-added learning opportunities that are often hard to quantify such as exposure to industry professionals who inspire and motivate. In addition, advantages such as expansion of professional horizons, building of professional networks, exploration of alternative ideologies and affirmation of student career choice were also observed. By valuing and supporting additional professional exposure we give students an opportunity to identify niche career paths that fit with their intrinsic motivation and desired career goals. In turn, as academics we facilitate productive and engaging working partnerships with stakeholders, that enrich and inform our practices.

# CREATING A CULTURE OF POSITIVE FEEDBACK IN HE RECOGNITION SCHEMES: USING WISE STRATEGIES IN HIGHER EDUCATION

## PROFESSIONAL DEVELOPMENT OF EDUCATORS

### AUTHOR

Ian Davis, Senior Academic Developer, Office for the Advancement of Learning and Teaching, University of Southern Queensland

Ian Davis, Senior Academic Developer, Office for the Advancement of Learning and Teaching, University of Southern Queensland

### ABSTRACT

This presentation is based on a recent article that proposes the introduction of a new way of constructing and delivering feedback in Higher Education. To do this we explore a method of feedback originally devised for use in high schools in the late 80s. WISE Feedback is based on Erving Goffman's notion of being WISE, seeing through the temporary deficits of another person and into their humanity. Taking this as a starting point we reconceptualise WISE principles for Higher Education. We explore how low self-efficacy and imposterism, issues rife in Higher Education, can be mitigated through the use of a system of feedback that focuses on and promotes ability and belonging. By examining a set of 12 reviewers engaged in an expert peer review process over a period of three years we present an analysis of how WISE principles can be supported institutionally to positively impact on those working and studying in a higher education setting.

# DESIGN THINKING AND HUMAN CENTRED DESIGN, THE WHAT AND THE HOW

## PROFESSIONAL DEVELOPMENT OF EDUCATORS

### AUTHOR

Tobias M Andreasson, Academic Lead Social Innovation, Learning Design and Innovation Directorate, CQUniversity

### ABSTRACT

Design Thinking (DT) and Human Centred Design (HCD) are key methods often used in different fields, including management but also social innovation. They are also methods introduced to students by several academics across CQUniversity. Staff have demonstrated that these methods can be a successful way to embed social innovation into the curriculum and engage students in creative problem solving. But what are these methods, what is the difference between them and how can you get started using them in your teaching practice? In this presentation, Tobias will draw from extensive experience teaching design thinking and design studies at UTS design school (with international experts in innovative and sustainable design) and his practice experience as a social innovator who applied this in the field with a diverse range of people. The aim is to introduce the methods and explain different ways to understand them and clarify the similarities between different processes. It will provide you with information and suggestions that can be helpful when you want to introduce this to students or in your own practice. Apart from being creative and fun processes, they can also help you to embed social innovation into your units.

# INTRODUCING CLINICAL SUPERVISORS TO ACTION RESEARCH TO STIMULATE PROFESSIONAL DEVELOPMENT PLANNING

## PROFESSIONAL DEVELOPMENT OF EDUCATORS

### AUTHOR

Colleen Ryan, Industry Liaison Educator, School of Nursing, Midwifery and Social Sciences, CQUniversity

### ABSTRACT

In Australia, there is a tendency for tertiary education providers to develop professional development for clinical teachers rather than with them. Consequently, the intended target groups may not participate because the activities are neither meaningful nor relevant. This top down leadership style may also reinforce division. The participatory, dialogical and critical aspects of Action Research (AR) provide a useful alternative. In 2019, a group of clinical facilitators in Queensland formed a community of practice (CoP) to reflect on and discuss individual and group learning needs, and to produce a plan for their professional development that would be owned and wanted. The CoP met four times in 2018-2019. Each meeting was three hours. Critical questions guided their conversations. Clinical teacher's tensions and impacts on their work with nursing students were explored. During this process collective decision making led to the development of a suite of professional development activities. This presentation will introduce the design of the CoP and share the innovative professional development activities implemented by participants. Participants in this research project continue to work on a wish list of professional development activities with their managers. Developing professional development using AR is both effective and vital. Clinical teachers are well positioned to be change maker leaders in healthcare facilities through understanding how to make changes in the status quo.

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# TELLING TALES: STORIES FROM THE FIRST YEARS OF TEACHING

## PROFESSIONAL DEVELOPMENT OF EDUCATORS

### AUTHOR

Nadia Mead, Lecturer - Education, School of Education and the Arts, CQUniversity

### ABSTRACT

There is sufficient research to show that stories are valuable teaching tools; that sharing personal stories of professional experience are beneficial for wellbeing, and that humour has a place in teaching and learning. What has been missing is more recent research that combines all three of these elements. Telling Tales: stories from the first years of teaching aims to address that gap in two phases. The first phase explores the impact on participant wellbeing when sharing humorous stories intended for a pre-service teacher audience. The second phase invites pre-service teachers to read the stories prior to their first placement and evaluate whether or not the stories assisted with their placement preparation. This presentation shares data from the first phase and adds to the literature validating storytelling as part of teacher practice and professional development. It also contributes to the literature that shows how reflecting on teaching experiences across one's career can be a positive experience. The participants' stories were collected via semi-structured interviews, pre-recorded submissions and written submissions. Participants then completed evaluation surveys to record whether sharing their stories was a positive or negative experience. 80% of participants who provided evaluations said the experience was positive. Even those who found the experience to be a negative one still acknowledged the process as being a valuable reflective tool. These phase one findings support the sharing of humorous stories as being beneficial to teacher wellbeing regardless of the length of their career.

# “EVERY TIME I TRY TO PUT MY FOOT DOWN IT FEELS VERY UNSTABLE”: ACADEMIC IDENTITY AND PROFESSIONAL DEVELOPMENT IN LEARNING AND TEACHING

## PROFESSIONAL DEVELOPMENT OF EDUCATORS

### AUTHOR

Angela Daddow, Lecturer - Social Work, School of Health and Social Development, Deakin University

Vanessa Fredericks, Senior Lecturer – Academic Development, Australian Catholic University

Alison Owens, Senior Lecturer, Australian Catholic University

Georgia Clarkson, Academic Developer, Australian Catholic University

### ABSTRACT

“Feeling unstable” is a recurring theme for Australian academics in recent decades. Evolving disruptions from technology, massification, globalisation, corporatisation, and internationalisation have resulted in constant macrostructural changes to higher education. These changes have added complexity to student cohorts, modes of learning, academic roles, accountability demands, international benchmarking, all of which have contributed considerably to systemic and staff stressors (Flecknoe, et al, 2017). Academics are themselves from increasingly diverse cultural and professional backgrounds, employed in differently categorised roles as permanent, contract and now, very frequently, as sessional academics. Roles have further diversified as universities appoint academics to either teaching focused, teaching and research, or research-intensive roles (Owens et al, 2020 in press). Hence, academic identity is complex, contested and evolving. In completing professional development, such as a Graduate Certificate of Higher Education (GCHE), academic staff are encouraged to critically reflect on their practice and apply theoretical models and new technologies to improve student learning as well as develop their scholarly profile. In this process, they inevitably develop metacognitive awareness that may illuminate and/or shift their sense of professional identity. This paper reports preliminary findings from qualitative research investigating the impact of completing a GCHE on an academic’s professional identity (Ethics approval 2018-57E). Chickering’s seminal outcomes from university activity (1969) remain relevant to academic professional development and, for this study, the outcome of “establishing identity - including enhanced self-esteem and self-efficacy and developing purpose” (Hattie, 2015, p. 79) provided a useful lens for analysis. Results indicate that undertaking the GCHE generates differential identity shifts, partly related to degree of experience and employment status. Significantly, many participating academics reported increased Scholarship of Teaching and Learning (SoTL) activity, creating broader profiles for experienced academics, and initiating SoTL profiles for others. Expanding on Chickering’s (1969) concepts, a nuanced continuum of identity shifts has emerged from our research to contribute to the literature.

# EVALUATION OF A LEARNING EXPERIENCE FOR NURSING CLINICIANS WORKING WITH STUDENTS EXPERIENCING MENTAL HEALTH CONCERNS

## PROFESSIONAL DEVELOPMENT OF EDUCATORS

### AUTHOR

Colleen Ryan, Industry Liaison Educator, School of Nursing, Midwifery and Social Sciences, CQUniversity  
Jennifer Mulvogue, Lecturer - Hospital, School of Nursing, Midwifery and Social Sciences, CQUniversity

### ABSTRACT

Working with students experiencing mental health concerns is a hidden burden for nursing clinical teachers (Wynaden et al., 2014). In 2018 a group of nine clinical teachers shared with their manager they were uncertain how best to support nursing students who are distressed or experiencing mental health concerns. Not knowing how to improve their own self-care practices was another burden. At the group's request, their manager commissioned a workshop that would meet their needs. Two nursing academics from a regional Australian university, one who regularly offers professional development to the organisation, and another with mental health qualifications, devised the innovative intervention and the research project. The intervention was co-designed following a focus group attended by four of the clinical teachers to determine the design, duration and content. The two researchers designed a quasi-experimental pre-post-test study using a newly created hard copy survey tool. The tool employed a 5 point Likert scale to evaluate the impact of the intervention on participant understanding and new knowledge around 1) working with distressed students and 2) techniques to support participant emotional self-care. This presentation shares the design of the intervention and the study results. Demonstration of the impact of how a co-designed bespoke educational intervention, that is meaningful to participants has been maximized will be discussed. Now more managers have welcomed the intervention encouraging collaboration between the university, nurses and various health care organisations.

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# THE GRADUATE CERTIFICATE IN HIGHER EDUCATION: MORE THAN A TICK BOX ACTIVITY FOR STAFF?

## PROFESSIONAL DEVELOPMENT OF EDUCATORS

### AUTHOR

Isabelle Lys, Senior Lecturer (Bioscience), School of Behavioural and Health Sciences, Australian Catholic University

### ABSTRACT

Globally and in Australia, there is increased pressure towards formalisation of university teaching, with expectation that completion of the Graduate Certificate in Higher Education (GCHE) will lead to better teaching and learning practices (Kandlbinder and Peseta 2009). This is based on the expectation that upon completion of the GCHE, skills learned will translate to necessary leadership, competence in scholarship of teaching and learning, and successful teaching and learning practices shown by graduates possessing such a qualification. Some GCHE graduates are interrogated by their host universities regarding the efficacy and delivery of the course for audit purposes or to improve future GCHE offerings (Ginns, Kitay et al. 2008; Ginns, Kitay et al. 2010). There has been no Australian study investigating the role GCHE plays in supporting transition from biomedical scientist to teaching focused academics across different Australian universities. This study aims to recruit teaching focused Biomedical Science academic staff who have completed the GCHE and investigate the experiences of such staff upon completion of the GCHE at different universities. This qualitative study explores the experiences of the GCHE by academics via systematic analysis and Critical Discourse Analysis of interview transcripts using Leximancer software. Results from the study offers an insight into the perceived role of the GCHE by academics upon completion and during employment. Future analysis of results from interviews from graduates of the GCHE from other universities will provide an overall understanding of the perception and efficacy of the GCHE in the training and development of academic staff in higher education in Australia.

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# THE DESIGN OF CRITICAL TASKS FOR CRITICAL TIMES

## THE VIRUS CRISIS

### AUTHOR

Kerry Aprile, Academic Director of Professional Practice, School of Education and the Arts, CQUniversity  
Rickie Fisher, Head of College of Education, CQUniversity

### ABSTRACT

'Business as usual' largely became a redundant term in the higher education sector in the face of COVID-19. While disruption affected all spheres of activity in the sector, potential delays to course completion for imminent graduates required immediate, often innovative, solutions. One such solution was enacted in the field of initial teacher education in Queensland when school closures disrupted placements usually completed as assessable determinants of readiness in this discipline. Entry into the teaching profession is regulated through graduates' achievement of benchmark standards. Common to other professions, these standards represent a public statement of practices that underpin the effective and safe performance of tasks deemed critical to the given work role. With the lack of certainty surrounding placement opportunities, this presentation reports on the outcomes of a project designed as a viable alternative capstone experience. The project, aptly named the 'learning@home work integrated placement', focused on graduates' demonstration of professional 'criticality' in tasks that reflected the reality being experienced in educational settings throughout Australia as schools transitioned to remote learning arrangements. Nine students from CQUniversity's Master of Teaching courses participated in the project. Originally devised as a 'fix' to the problem of delayed course completion, analysis of assessment samples and participants' reflections on their experiences in the project produced outcomes that contributed to, and enhanced, the professional readiness of these graduates. While students recognised that the nature of the tasks differed significantly from face-to-face instruction usually associated with their professional roles, four themes that evidenced professional 'criticality' were identified in the data. These themes were: (1) increased depth and breadth of content knowledge for teaching; (2) enhanced oral and written communication skills for diverse audiences; (3) promotion of effective reflection and feedback practices; and (4) improved awareness of and appreciation for teamwork and professional collegiality.

# SUPPORTING THE ACADEMIC SUCCESS OF INTERNATIONAL STUDENTS DURING COVID 19 THROUGH ONLINE STUDY SUPPORT PROGRAMS: THE CASE OF CHARLES STURT UNIVERSITY- STUDY CENTRES

## THE VIRUS CRISIS

### AUTHOR

Seham Shwayli, Charles Sturt University

### ABSTRACT

As the COVID-19 situation continues to develop, it can be hard to keep track of international students' success. However, Charles Sturt University- Study Centres continue to strongly support the student community during the COVID-19 pandemic. We prioritise our students' health, wellbeing and academic success as one of Australian education providers that enrol international students which are signatories to the Department of Education, Skills and Employment National Code of Practice and must comply with to maintain their registration to provide education services to overseas students. The Code identifies requirements for the support of international students and has specific requirements to support their academic success. Charles Sturt University- Study Centres provide Bachelor and Masters courses in Business Administration, Accounting and Information Technology. The centres monitor the academic progress of all international students through the Academic Monitoring Program. This is run by a team of Study Support Coordinators and report to management teams such as National Support Program Manager, Partners, and National Academic Director. Students whose grades fall below a set level are contacted and encouraged to meet with a Study Support Coordinator to discuss their results, progress, goals and any support that they may need to support their future academic success. The purpose of this presentation is to investigate the issues and challenges confronting international students in an International Student Study Centre in Australia in their efforts to acquire higher education academic knowledge and achieve personal development during this difficult time of COVID19 pandemic. It also sheds the light on academic and some interrelated non-academic online support services that provide students with opportunities to improve their online studies. Examples of these programs are intervention program, peer programs and academic English skills development program. Data has been collected in 2020 and confirms that students who attend the study support programs are significantly more likely to improve their grades in terms of study than those who choose not to attend. For example, Charles Sturt University-Study Centres comprehensive approach for connecting with students through the online Academic Monitoring Process is detailed, including the measures taken to ensure the wellbeing of students who are unable to be contacted. This includes the methods used to ascertain current attendance and progress from academic staff and contact with the counselling services on centre to arrange appointments if required.

# LEARNING IN LOCKDOWN: HARNESSING DISRUPTION TO ENHANCE QUALITY AND COLLABORATION

## THE VIRUS CRISIS

### AUTHOR

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### ABSTRACT

For many CQUniversity teams, COVID-19 disrupted the historically mediated ways of working. For the Medical Sciences team, like many others, that meant replacing the traditional end of term invigilated examination with alternative assessment instruments. In the absence of the standard invigilated-examination quality assurance mechanisms, and after factoring in the enormity of the task and it being undertaken against the backdrop of a global pandemic, the team opted for a collaborative approach to the task at hand. The approach was based on a structural framework that included: (1) a set of agreed timelines for the review, feedback and revision of the alternative assessment; and (2) a list of focus areas considered essential to quality assessment instruments, including alignment to learning outcomes, academic integrity, question quality, alignment to year level and student experience (QAA, 2020). While individual unit coordinators were responsible for the mechanics and enactment of the alternative assessment instrument, importantly, they had the broader support of the team and the specific support of a buddy, who was one of two team members to review their proposed instrument. Individually, through self-reflection, unit documentation, collated unit-level feedback; and collectively, through team and committee meetings, the Medical Sciences team reflected on the alternate assessment process and adopted a 'lessons learnt' stance. The emergent lessons spoke to both the staff and student experience during and in the immediate aftermath of the alternative assessment process and so too, elements now in place for future staff and future student cohorts. It also spoke to specific outcomes such as new understandings of assessment practices and assessment quality assurance, approaches to student preparedness and a supportive and supported team who are better prepared to deal with future disruptive events. This presentation explores these lessons in more detail and how what was learnt through the experience of term one is informing future terms. References: 1. QAA (2020). Preserving quality and standards through a time of rapid change: UK Higher Education in 2020-21. Available at: <https://www.qaa.ac.uk/news-events/support-and-guidance-covid-19>.

# THE NEW CHALKBOARD: THE ROLE OF DIGITAL PEN TECHNOLOGIES IN TERTIARY MATHEMATICS TEACHING WITHIN COVID-19 RESTRICTED ENVIRONMENTS

## THE VIRUS CRISIS

### AUTHOR

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### ABSTRACT

Traditional classroom teaching environments have used whiteboards to incorporate handwritten elements in order to develop mathematical thinking. In the tertiary sector, increasing use of LMS (Moodle) and learning environments that emphasise digital displays, constrain the use of handwritten elements. This presentation discusses how the academic staff in School of Access Education and School of Engineering and Technology have used pen-enabled Tablet PCs to provide support for handwritten elements, to build on the benefits of traditional pedagogical approaches and facilitate the development of new approaches in COVID-19 restricted environments. The Tablet is essentially a laptop computer that enables the user, through pen technology, to annotate (write) on the screen. When using the Tablet PC the staff were able to switch instantly between a handwritten problem and using mathematical software. In Zoom lectures the staff were able to provide a visual handwritten step by step guide through the stages involved in solving questions. Also, the use of colour and highlighting was more accessible, and direct pen annotation on images and diagrams that have been incorporated in their presentations. The use of Tablet PCs has enhanced efficiency in two areas. Firstly, electronic marking of assessment items has improved the turnaround time for marking of student assessments. Secondly, utilising the Tablet PC, academics have been able to provide assistance to students by creating handwritten solutions in 'digital ink' and small personalised instructional videos. Tablet, together with a Zoom made a useful teaching aid.

# DIGITAL DISRUPTION IN THE COVID 19 ERA: THE IMPACT ON LEARNING AND TEACHING AND THE ABILITY TO COPE IN AN UNKNOWN WORLD

## THE VIRUS CRISIS

### AUTHOR

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Gabriella Toth, Deputy Associate Dean Operations, School of Access Education, CQUniversity

Melissa Drake, Associate Lecturer, School of Graduate Research, CQUniversity

Brijesh Kumar, Lecturer/Access Coordinator, School of Access Education, CQUniversity

Kerry Bond, Academic Learning Advisor - Science, School of Access Education, CQUniversity

### ABSTRACT

The COVID-19 pandemic will forever be known as a disruptive dilemma that impacted many industries within Australia. The university sector has seen an acceleration in the provision of learning and teaching through online modes of teaching and this transformation has brought about change that required many universities to adjust rapidly. This change occurred so quickly that preparation time was limited for educators and students alike. Change was forced on all the people involved. A research project was undertaken by staff within the School of Access Education, Skills for Tertiary Education Preparatory Studies (STEPS) course that looked at the impact of the transition to online study for both educators and students alike. This project investigated whether this sudden change to the online mode of teaching impacted the efficacy and quality of the educational experience and considered whether this has had detrimental effects or has increased opportunity and confidence for students to continue online study. The role motivation plays, both intrinsically and extrinsically, and the ability to effectively engage in an online enabling program is another aspect of this study. Students who choose to study internally, make this decision because they want face-to-face support from educators. However, COVID-19 forced students to study from home using online technologies. In addition, educators had to adjust their curriculum and deliver it via an online platform. In an ideal world with time to devote to the development and creation of quality resources, this would be ideal for higher level engagement of online students. However, many units of study had to be presented via an online platform to the best ability of the educator. The findings from this study will share how both staff and students were able to transition with the change demanded of them due to the COVID-19 pandemic and the strategies they employed to help them cope during this time. Ethics Approval - 0000022503

# EMERGENCY ONLINE TEACHING - WHAT THE STUDENTS THINK

## THE VIRUS CRISIS

### AUTHOR

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### ABSTRACT

This project explores the impacts of online tuition for performing arts and education undergraduate students during the COVID19 emergency shutdown period. Emergency remote teaching offered in response to a crisis such as COVID19 is different to well-planned online learning experiences (Hodges, Moore, Lockee, Trust, & Bond, 2020). While some institutions opted to cancel tuition, others opted to move tuition to some form of 'online' teaching and learning, which Hodges et al. (2020) carefully label emergency remote teaching. The study included students in a regional university and a metropolitan university to facilitate whether location is a contributing factor. The study is significant as the international pandemic required immediate changes to tuition in the interest of public health and safety. This research is timely in that it occurred with the initiation of emergency remote teaching in response to the COVID19 physical distancing regulation in Australia and overseas. While the regional university has a track record in distance education, one of the undergraduate degree programs in this study has traditionally been offered as a face to face course. The metropolitan students at the metropolitan university have traditionally undertaken their courses through face to face tuition with some blended learning. To help gain a better understanding of how students have been impacted by the move from face to face to online delivery of courses during the COVID19 emergency shutdown period, the research used a mixed methods survey to investigate regional and metropolitan on campus undergraduate students' responses to emergency remote teaching during the COVID19 period and identifies similarities and differences in metropolitan and regional students' responses to the emergency remote teaching of their course. Differentiating factors considered are location, course, year of study and identification of any innovations that may have arisen through the emergency remote teaching period. HER Approval no. 22372

# STUDENT EMOTIONS AND ONLINE CLASS ENGAGEMENT IN THE TIME OF PANDEMIC

## THE VIRUS CRISIS

### AUTHOR

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Fidella Tiew, Lecturer (Tourism Marketing and Management) Department of Marketing, Curtin University Malaysia

Fayrene Chieng, Instructor (Sarawak), Department of Foundation, Curtin University Malaysia

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### ABSTRACT

In an effort to curb the spread of COVID-19 pandemic, the Malaysian government has issued a nation-wide movement control order (MCO) from 18 March to 9 June 2020. All schools and higher education institutions in the country are forced to shut down. At Curtin Malaysia, all formal classes are forced to change from face-to-face to online learning environment. This sudden change of learning environment may hit students hard. Some teething problems are expected, such as limited access to quality internet bandwidth, unfamiliarity of the online learning methodology and e-learning platform. These problems, compounded by social isolation and reduced interactions with teachers and peers, may have taken a toll on students' emotions, academic engagement and achievement. Past studies recognised the role of students' emotions on student engagement achievements. Much of the prior research associated with students' emotion and engagement has focused on the traditional learning environment, not enough has focussed on the online learning experiences. Teaching and learning in an online learning environment present a distinct set of issues that may affect student engagement. The objective of this research is to examine the relationship between student emotions and online class engagement under a non-normative context – a sudden shift from a traditional brick-and-mortar learning environment to a forced-change of online learning environment. Such study has never been performed before and the pandemic has offered a unique case for exploring student engagement in online learning. Different from previous literature where studies are performed on students who have the choice of choosing a face-to-face or online learning, this study explore the impact of a forced-change of learning option on learning experience. At present, this paper remains at a conceptual stage and is constructed to further explore possibility of improvement before actual data collection. Ethic Approval Code: HRE2020-0297

# STORIES FROM THE BURBS: SOME EXAMPLES OF THE REALITY OF THE COVID 19 PANDEMIC ON STUDENT RETENTION IN HIGHER EDUCATION IN LOW SOCIO-ECONOMIC COMMUNITIES

## THE VIRUS CRISIS

### AUTHOR

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### ABSTRACT

One small, tiny detail of a person's life - their postcode - can determine how a national health crisis unfolds. The Higher Education Participation and Partnerships Program (HEPPP) also determines a student's eligibility based on postcode. It's no wonder these two random entities collided during Term 1, 2020. Within STEPS, the role of the Online Support Officer is HEPPP funded and students enrolled in STEPS from low SES backgrounds are targeted for additional support to improve retention and completion. At first, it was unclear how, or even if, the global pandemic would impact our group. Technically, as online students, not much had changed. Geographically, the majority were isolated from the virus. It soon became apparent, however, that the group was experiencing rapid, unplanned and unwanted lifestyle changes. Many of them found themselves labelled as "essential workers". As part-time cleaners, shelf-packers, shop assistants and teachers' aides, our students had no option but to accept the increased work hours. And then, the schools were closed. Entire families were sharing one computer. Carers of disabled loved ones no longer had the support of respite. For others, the impact to their studies came in the form of anxiety. The unfolding pandemic is still part of our students' lives in Term 2, but we have learned some lessons from the Term 1 experience. This term we are harnessing the extra support that the HEPPP funded role can offer. For example, in the unit Preparation Skills for University where 124 targeted students are currently studying, the Unit Coordinator and Teaching Team are working more strategically with the HEPPP Support Officer. Our successes are measured in small but meaningful ways, often via text message: "The year I decide to stretch my brain the world throws in a Pandemic...thank you for your support during the term."

# SIMULATION-BASED VIDEO ASSESSMENTS IN THE STUDENT'S HOME – THE NEW WAY FORWARD?

## THE VIRUS CRISIS

### AUTHOR

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### ABSTRACT

In 2020, temporary closure of face-to-face learning resulted in many students being unable to attend compulsory on-campus learning sessions. For students enrolled in NURS12156 Clinical Nursing Practice 2, these sessions included a simulation-based assessment, a prerequisite for students to proceed to Work Integrated Learning (WIL). Inability to conduct these assessments would result in students not being able to progress through the course. With students unable to attend campuses, we were forced to consider alternative forms of simulation-based assessment. The benefits of using video self-recordings for reflection on practice are well documented in current literature. In this unit, we took this approach a step further and used video self-recordings for off-campus simulation-based assessment. Students were required to record and submit a video of themselves undertaking their simulation assessment involving a clinical scenario in their own home. Students were provided with learning resources akin to those provided on-campus. Not all aspects of the on-campus simulation space could be replicated, therefore students were provided an exemplar video which showed how they could demonstrate their ability to meet the learning objectives in their home environment. The Unit Coordinators found additional anecdotal benefits to the self-video simulation assessment versus the traditional simulation assessment conducted on-campus. These benefits included opportunity for students to practice and reflect prior to submission, 1:1 assessor/student marking, ability for assessors to moderate video recordings, increased time to provide performance feedback, no dispute of grades, and overall decreased performance anxiety in students. This presentation will report the Unit Coordinators' experiences of creating and conducting a simulated-based assessment in the student's own home via video recording and will also discuss the benefits and feasibility of incorporating this new approach into future unit delivery. Further research to investigate the student experience of undertaking an off-campus self-recorded simulation assessment is currently underway.

# REPLICATING CLASSROOMS ONLINE: LESSONS FROM CHINA

## THE VIRUS CRISIS

### AUTHOR

Darren Turnbull, Doctor of Philosophy Student, School of Engineering and Technology, CQUniversity

### ABSTRACT

The COVID-19 epidemic has had a major impact on the way that teaching and learning is conducted in our schools and universities. This is especially true for institutions delivering traditional face-to-face teaching that have limited experience with online education. For institutions that are involved in the delivery of programmes requiring international collaboration, the problems associated with abruptly transforming classroom delivery to an online environment are extreme to say the least. The aim of this presentation is to share the experiences of an educator normally located in Ningbo, Zhejiang province, China, in transitioning VET training in China from a physical classroom situation to an online environment. The presenter is an employee of Ningbo City College in China and is unable to return due to travel restrictions imposed as a consequence of the COVID-19 epidemic. Ningbo City College primarily provides courses in a face-to-face environment and was required to transition to online delivery when the institution had to cease classroom instruction. The inability of students to return to their own campus has meant that instructors largely had to use their own initiative to create online platforms and environments for students to continue their studies. This has led to the adaptation of synchronous communication tools such as Zoom, Skype, WeChat, and QQ, to recreate face-to-face classroom instruction in a scheduled, online environment. There are significant implications for educators normally engaged in classroom instruction who are confronted with externally imposed crises that require an immediate transition to online delivery. The establishment of contingency plans that include the ability to recreate classroom environments online is crucial to ensuring the continuity of instruction during a time of significant disruption.

# PROMOTING SOCIAL PRESENCE AND INTERACTION IN AN ONLINE LEARNING ENVIRONMENT

## THE VIRUS CRISIS

### AUTHOR

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### ABSTRACT

One of the common concerns about online learning is the feeling of isolation where students feel that they are not connected to the instructor and other students in an online classroom. This feeling of isolation has negative impacts on students' learning experience. The purpose of this presentation is to share teaching practices in enhancing social presence and interactions (online learning climate) which may reduce students' perception of isolation in an online classroom. These practices have been applied in selected management and marketing units offered the Faculty of Business, Curtin Malaysia. Blackboard Collaborate was used to conduct interactive lectures, tutorials, live case study presentation, and consultations. Online courses have their own "climates." Kaufmann, Sellnow and Frisby (2016) define an "online classroom climate" as "a perceived connection to, rapport for, or affinity with teacher and students within a mediated or online class" (p. 318). A welcome email was sent at the beginning of the semester to inform students on teaching day and time, consultation hours, learning tips and other L&T support to create an initial connection with students. Several learning tools in Bb Collaborate and discussion board have been applied to promote social presence and interaction with instructors and other students, such as chat, raise hand, express emotion, polling, and breakout groups. Students were allowed to interact with others through various 'in-class' activities. The positive outcomes of these practices were high satisfaction rates shown in eVALUate and class attendance. Students also participated actively in the chat box and discussion board. Furthermore, they presented their case study analyses enthusiastically and critically over Bb Collaborate.

### REFERENCES

Kaufmann, R., Sellnow, D. D., and Frisby, B. N. 2016. "The development and validation of the online learning climate scale (OLCS)." *Communication Education*, 65: 307–321. doi:10.1080/03634523.2015.1101778

# BALANCING EQUITY AND QUALITY ASSURANCE IN THE RAPID SHIFT FROM INVIGILATED TO ONLINE ASSESSMENT DUE TO COVID 19 RESTRICTIONS

## THE VIRUS CRISIS

### AUTHOR

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### ABSTRACT

Attendance restrictions implemented at the University of Newcastle in response to the COVID 19 pandemic dictated significant changes to the assessment practices used in a large (approximately 600 students) multi-campus, first year course in human physiology. This included rapidly adapting an invigilated mid-semester multiple choice question (MCQ) exam to online delivery, by adjusting the proportion of questions that tested higher order cognition. Each MCQ (n=30) in a previously used invigilated exam and the online exams was independently categorised according to a modified Blooms taxonomy (L1: recall; L2: comprehension; L3: application and/or analysis) by two assessors; discrepancies were addressed by discussion. The invigilated exam had 13 x L1, 11 x L2 and 6 x L3 questions, and the online exam 7 x L1, 11 x L2 and 12 x L3 questions. The online exam was available at three timeslots over two days in accordance with the original assessment schedule at the two campuses, with an additional evening timeslot to accommodate students with childcare responsibilities due to pandemic restrictions. Minor changes (not affecting Blooms classification) were made to 10 questions for each sitting to monitor potential sharing of information. The average score for students taking the online exam ( $19.4 \pm 4$ ) was similar to the class average for the 2019 cohort that sat the invigilated exam ( $18.6 \pm 6.0$ ). Whilst the proportion of students that failed the online exam was lower than the invigilated exam (15% v's 23.4%), the proportion of students achieving a HD grade ( $\geq 85$ ) was also lower (10.5% v's 16.4%). Analysis of performance in the separate sittings of the online exam and the Blooms taxonomy L1-3 questions will inform future practice for modification of assessment, and provide evidence that it is possible for an 'open book' online assessment to have similar rigor and discriminating power as an invigilated assessment.

# FUN AND GAMES WITH ZOOM: HOW INTRODUCING OLD-FASHIONED GAMES INTO AN ONLINE TUTORIAL CHANGED THE DYNAMIC AND ENGAGED STUDENTS IN THE CONTENT BY STIMULATING CONNECTIONS AND CHANGING THE POWER RATIO

## THE VIRUS CRISIS

### AUTHOR

Katrina Johnston, Associate Lecturer, School of Access Education, CQUniversity

### ABSTRACT

One of the biggest challenges for many educational institutes due to COVID-19 was the transition to a fully online environment to teach internal classes. Zoom is an effective video interface and with a bit of imagination, it can be used to engage students in a fun and enjoyable manner. However, what educators have experienced is that many students don't turn their cameras on and avoid talking to the group, only using the chat box or not participating at all. This makes for a very challenging educational environment. As an educator in the Computing Skills for University (CSU) Unit in the STEPS program, I wanted to engage my student cohort and help them to overcome the fear that many of them have with participating in this platform. In CSU, the students learn basics computing skills needed to format essays, reports, and to create presentations, plus they learn how to use spreadsheets with formulas and graphs. I decided that one of the best ways to engage students was through the use of games that encourage interaction. My goal was to create a fun enjoyable learning experience by incorporating games made in the applications that the students are being taught in that module: Word, PowerPoint or Excel. Using a blend of board games and polls each week students were encouraged to participate and gain confidence in using both their microphones and the chat function. The games had a twofold purpose of teaching them computing skills whilst also demonstrating how those same skills can be used to create a variety of different resources. Therefore, incorporating fun through the use of old-fashioned games, helped these students to better engage in this online environment.

# COVID 19 TRANSITION FROM FACE TO FACE TO ONLINE TEACHING IN 1 WEEK: PERSPECTIVES FROM THE TEACHING TEAM OF ONE PHYSIOTHERAPY UNIT

## THE VIRUS CRISIS

### AUTHOR

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Maria Constantinou; Senior Lecturer (Physiotherapy), School of Allied Health, Australian Catholic University  
Kylie McMahon, Lecturer (Physiotherapy), School of Allied Health, Australian Catholic University  
Mo Kader, Lecturer, Australian National Institute of Management and Commerce

### ABSTRACT

The Bachelor of Physiotherapy at the Australian Catholic University (ACU) is a four-year course that incorporates a combination of theoretical content delivery, practical classes and clinical contact hours. Some physiotherapy units contain over 65% of student contact hours dedicated to face to face teaching in practical classes and assessment of manual skills. One such unit is PHTY206, Musculoskeletal Physiotherapy Practice 1, a second-year unit. In March 2020, within one week, COVID-19 and the subsequent government health guidelines with social distancing restrictions required the teaching team to re-think the traditional mode of delivering PHTY206 concurrently on three different campuses in three states. Modified unit outlines, assessment tasks, online lectures, tutorials and practical classes with upskilling of staff was undertaken to produce an online curriculum. Upskilling of students in ZOOM platform for online content delivery was also undertaken. The conversion to online teaching of this theoretical and practical course has been captured by the teaching team as a 'time capsule', and documents the affordances, pitfalls and long term positive outcomes that are the result of the PHTY206 COVID-19 experience from the teaching staff and student's perspective.

# REDESIGNING THE DELIVERY OF LABORATORY EXERCISE BASED ASSESSMENT IN RESPONSE TO COVID-19 RESTRICTIONS IN ELECTRICAL ENGINEERING UNIT

## THE VIRUS CRISIS

### AUTHOR

Shaminda de Silva, Lecturer - Engineering, School of Engineering and Technology, CQUniversity

### ABSTRACT

Electrical Component and Circuit Analysis (ENAE12013) is an electrical engineering foundation unit offered via Online mode to second year electrical discipline students. The ENAE12013 unit is heavily loaded with complex mathematical concepts and most of the theorems used within this unit are abstract in nature. These associated complexities bring forth a new set of problems to educators in designing Learning and Teaching (L&T) tasks. Laboratory exercise-based assessment is a key assessment component of this unit which facilitates students to consolidate their learned theoretical concepts. Students who enrolled for this unit need to complete a set of hands on practical activities by participating in a face-to-face compulsory residential school on the Rockhampton campus. Due to Covid-19 restrictions, we had to change our face-to-face residential school into online mode to facilitate hands on laboratory activities without compromising student L&T experiences. We decided to maintain same laboratory activities while allowing students to carry them out in their home environment. In order to facilitate home-based laboratory activities, laboratory kits were made and posted to students. A new set of instructions and videos were developed to demonstrate how to use and operate the laboratory kit and make them available in the unit's Moodle site. A number of online Zoom sessions were organized to help students to carry out hands on practical activities. During these sessions, each student's needs were addressed and clarification was provided. For the laboratory exercise-based assessment task students average mark was 86.40% and 80% of students scored more than 75% while acquiring the hands-on practical skills. Students were happy with provided alternative arrangements for face-to-face residential school considering the prevailing Covid-19 restrictions. Many students highly regarded our response to Covid-19 and their appreciation was reflected positively in student evaluation.

# COVID19: EXPLOITING THE AVAILABLE TECHNOLOGY FOR IMPROVING ONLINE LEARNING AND TEACHING

## THE VIRUS CRISIS

### AUTHOR

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### ABSTRACT

The transition to online learning, in the wake of the coronavirus pandemic, brought many challenges to educators such as engaging students, combatting cheating and dealing with new technology. Students, in a virtual setting, often feel disadvantaged, isolated and invisible (Hrastinski, 2008) and traditional teaching approaches are ill-equipped to improve their experience. The technology being readily available in virtual settings creates many opportunities to educators to improve unit design and delivery in response to this problem. This presentation aims to showcase how technology facilitated the novel changes to a postgraduate unit to be appropriate for online delivery. The unit is PPMP20015-Research in Project Management, nested within the Master of Project Management Course at CQUniversity, predominantly attracts international students. Those students tend to be more vulnerable to disengagement and academic misconduct, compared to domestic students, due to their competing priorities and language barriers (Brimble, 2017; Bretag, 2019). Furthermore, the unit mainly covers research methods which have long been perceived by students as a boring and difficult subject due to the dry nature of the content (Sillaots, 2014; Winn, 1995). Those challenges informed the development of different teaching strategies aiming to provide a student learning experience akin to the experience in the 'face to face' delivery, if not greater. The presentation elaborates on the most effective strategies adopted in the unit which mainly include: 1) improving the faculty-student communications; 2) developing student-centred content; creating experiential activities closely related to the assessments and 4) revising the assessments to be more relevant, engaging and manageable. According to the first-hand observations, the strategies seems to have an obvious positive impact on student interaction, motivation and inclusion. Students' performance has significantly improved in undertaking assessments and a few cases of academic integrity breaches were detected during the term. The presentation concludes by indicating technological barriers hindering the smooth implementing of the teaching strategies and possible measures to address that in future offerings of similar online units.

# COVID CONNECTION- CHANGING PRACTICE TO STAY CONNECTED IN THE FACE OF ADVERSITY

## THE VIRUS CRISIS

### AUTHOR

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Tracey Schafer, Teacher - Childcare, School of Education and the Arts, CQUniversity

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### ABSTRACT

The worldwide pandemic has forced the implementation of change in many organisations including CQUniversity. This presentation will focus on the approach a Vocational Education Training (VET) team has taken in using a vast range of available technologies to assist in remaining connected with students during this difficult time. In a VET Early Childhood learning environment where pedagogical practice relies on student connection with learning through teacher delivery and vocational placement within specific industries, the COVID 19 restrictions has presented a number of delivery and assessment completion challenges. There were specific vocational placement requirements within the government training that had to be assessed. Students needed to be able to continue their assessments and completion of units without access to vocational placement. The VET team collaborated to urgently rethink their practice and establish strategies for student engagement and continual completion of student assessments. Clustered units and assessments were reviewed, and the team were able to restructure and modify some of the current assessments to allow students the opportunity to complete units during the "lockdown". The on-campus delivery structure was changed to bring forward the cluster with limited vocational placement tasks for students to complete. Moving to closure of on campus classes the team strategized to combine the on-campus classes into one online virtual classroom across all campuses. This utilised teacher time more efficiently as one teacher delivered online, compared to three teachers delivering across multiple campuses. Connectivity and engagement were the focus, with the team being able to deliver one highly interactive learning presentation to all on campus students using the Zoom platform and teacher supported break out rooms. This effective strategy benefited all students as it was recorded and uploaded onto the Moodle platform. The team demonstrated pedagogical leadership that positively impacted on the quality of delivery and meeting our students needs through adversity.

# SOCIO-TECHNICAL INTERACTION: LEARNING DESIGNERS, PROFESSIONAL LEARNING AND PANDEMIC PEDAGOGIES

## THE VIRUS CRISIS

### AUTHOR

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### ABSTRACT

Work in transforming the curriculum of courses and units, at Curtin, has been characterised by high-quality learning and teaching, rapidity of development turnaround, and collegiality in negotiating learning design with teaching academic subject matter experts (SMEs). The COVID-19 pandemic created accelerated demand for digital learning support that focused on technology-enhanced learning, digital learning tools, designing authentic assessment alternatives, and digital accessibility, to name but a few. The learning design team was suddenly faced with a shopping list, and professional learning was the top pandemic purchase. The early days of the crisis were certainly characterised by a sense of urgency and some confusion, though overlaid with general feelings of goodwill and camaraderie across the institution. Professional learning rapidly became a key resource to support learning and teaching continuity, as the physical campus emptied and LMS logins erupted. The centrally-based learning design team confronted challenges in curriculum and assessment design for online delivery, pedagogical approaches, and the use of learning technologies. As teaching staff faced new complexities, uncertainties and pressing need, the learning designers looked to helping them navigate rapidly changing conditions. The virus crisis presented a unique learning and teaching opportunity for designers to respond to staff needs and contribute to capacity building through: Curricula - Broaden and deepen pedagogical repertoires and curriculum design, Improve confidence and skill with technology; Relationships - Increase visibility of the learning design team, Build trust in the learning designers; Processes - Revise existing process to include follow up contact and, Expand development efforts to include more units and courses. Response efforts have led to much learning and deeper insights into supporting staff in learning and teaching. Coherence and unintentional duplication of efforts is an area to be addressed. The ongoing impacts on teaching practices and technological skill development are yet to be fully explored.

# A ZOOM READING CLUB TO SATISFY HIGH-ACHIEVING FIRST-YEAR STUDENTS

## THE VIRUS CRISIS

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### ABSTRACT

The Bachelor of Advanced Science program at UQ is an elite program that aims to challenge high-achieving students, developing their critical thinking and analytical skills in preparation for a possible research career. Enrolling students are promised that in the first year they will “learn interdisciplinary approaches to problem-solving and build networks with other high-achieving students and research scientists.” Delivering on this promise, especially in the time of COVID-19, requires learning activities that allow students to explore intellectually, and to mingle in a productive way. In this presentation we will describe the benefits of a simple, effective and pandemic-proof learning activity designed to encourage deep engagement with the material in a required interdisciplinary course and foster a sense of community—a reading club. Throughout Semester 1, 2020, participants met via zoom once per week to discuss a scientific paper related to the course content in SCIE1100 Advanced Theory and Practice. Participation in reading club was encouraged, but entirely optional. The benefits for participants included intellectual stimulation via deeper engagement with scientific material from diverse disciplines, practice in scientific discourse, and a connection with classmates over a shared endeavour. We shall also discuss some key considerations when designing the activity, including how to select papers and how best to conduct the conversation. The presentation will include student and faculty perspectives. Each of the presenters was a regular participant in the reading club (including the course coordinator and reading club organiser).

# A CRISIS OR AN OPPORTUNITY: CHALLENGES TO E-LEARNING PROTOCOLS DEVELOPMENT AND IMPLEMENTATION

## THE VIRUS CRISIS

### AUTHOR

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### ABSTRACT

Embracing online teaching and learning takes time and the full transition from classroom-based learning to e-learning takes a long time. However, in the light of the recent dramatic pandemics-fuelled developments, the Australian training providers have been left with no other options but to move their courses online literally overnight. This includes training providers with no prior experience in online delivery as well as delivering courses that have previously been considered as suitable for face-to-face delivery exclusively. As development and implementation of consistent operational protocols enables organisations to function productively and to ensure that all the necessary business processes are executed consistently (Rifkin, 2020), the Australian training providers have been reviewing their pre-COVID19 business processes and consequently tailoring the processes to the e-learning requirements so the business operations could be sustained in the “brave new world”. Given the speed and the suddenness of the challenge emergence – the shifts from the classroom-based learning environments towards the e-learning have seldomly gone smoothly. The aim of the presentation is to share the author’s challenges in development and implementation of the e-learning protocols for their clients (TAFE colleges) as well as to discuss the lessons learned throughout the e-learning protocol development processes.