Ready to Teach Week 2021 | **Program**

2–4 February 2021 | Room 202, Learning Innovation Building (17), St Lucia campus

REGISTER **itali.uq.edu.au/ready-to-teach-week**	
DAY ONE: TUESDAY 2 FEBRUARY	
9–10.30am	**How do I communicate with my students with compassion, efficiency and fairness?** Ensuring your ECP, Blackboard site and student communications align will mean a better, more equitable experience for your students and a more enjoyable semester for you.
9–10.30am **ONLINE**	**How can I improve my assessment design to strengthen Student Identity Verification (SIV)?** Academic integrity is an important aspect of assessment design principles. While assessment design is only one part of our response to contract cheating, we can tighten the security of our assessment in various ways. This workshop will provide you with support from experienced educators and dedicated time to work on your own assessment tasks.
11am–12.30pm	**How can I design effective questions for online open book exams?** Online open books exams are very different to traditional examinations. Students have access to Google, Wikipedia and a range of other resources. This session will introduce you to approaches used to write effective questions for these conditions and support you to write questions for your examinations.
11am–12.30pm **ONLINE**	**Who is the COVID student? What do we know about our students in 2021 and what are the implications for us?** Our 2021 new student cohort are coming to us after a year of disrupted learning and limited social interaction. How will this affect their learning habits? How will we need to adapt to better teach and support them? Join us and hear from some Year 12 teachers as we workshop solutions to these thorny questions and more.
1–2.30pm	**How do I make formative quizzes that increase student engagement?** Online quizzes can be powerful tools to motivate students. They inform both students and teachers about how students are progressing in their courses. In this session, explore how quizzes have been used to engage students and get hands-on support while building quizzes for your course.
3–4.30pm	**How do I build Blackboard sites where students can find stuff and send me less emails?** Your Learn.UQ connects students with resources, each other and their teachers. In this session, we will discuss ways to make sites more effective for students, helping them to find what they need to succeed in your course.

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DAY TWO: WEDNESDAY 3 FEBRUARY	
9–10.30am	### How should I think about my whole course design and get students to understand their journey? UQ courses can be predominantly on campus with minimal online content, to fully online and everything in between. In this session, you will use mapping tools to reveal your course design. You will then think about how best to share the course design with your students so that they appreciate how they should work through the course.
11am–12.30pm	### How do we plan for feedback that is timely and works? Feedback is critical for learning but generally where students are least satisfied and often a source of frustration for teachers. In this session, you will explore models and practices for effective feedback and plan tweaks to your assessment and feedback practices to enhance learning and satisfaction around feedback.
11am–12.30pm **ONLINE**	### How to run Zoom lectures that students attend all semester? Engaging students in our classes is challenging and can be even more so with Zoom. Join Dr Hassan Khosravi to discuss how he engages students in his classes and keeps them attending throughout the semester. Plan activities for your classes to increase engagement and attendance.
1–2.30pm	### How can I manage external and flexible modes in large classes? Designing to interact equitably with some students enrolled who can only engage online and other students enrolled for some on-campus activities is tricky, yet do-able. Learn practical and achievable approaches with Professor Gwen Lawrie, who will guide you through the design and planning processes while sharing tips and tricks based on her experiences.
3–4.30pm **WAITLIST**	### How do I use emerging technologies to support learning? See how some academics have used emerging technologies in their courses. Explore innovative approaches and what to look out for when using emerging technologies.

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DAY THREE: THURSDAY 4 FEBRUARY	
9–10.30am	**How can we make group or team assessment effective in 2021?** Explore ways to support students to work effectively in teams and groups. Discuss innovative ways to empower students to learn about team and group work and engage in ways that are effective for them.
11am–12.30pm	**How can I create interaction with my students online?** Many of us will still be engaging with students online in 2021. We want to create more effective opportunities for students to interact online in meaningful learning activities that build collaboration and peer learning. A/Prof Kelly Matthews will share how she fostered an online learning community students valued, participated in, and that improved their learning. Then plan your approaches and get personalised guidance on your plans.
11am–12.30pm **ONLINE**	**How do I prepare my teaching team to teach my updated course?** Drawing your teaching team together and providing clear direction and resources will ensure an improved learning experience for your students. Explores practical ways to manage your teaching team.
1–2.30pm	**How do I design online video and supporting activities that help students learn?** Video can be a powerful way to deliver content, particularly when accompanied by pedagogically sound, learner-focused and accessible learning activities. In this session, we will discuss when you should use video, methods for capturing video content, and how to approach the development of learning activities that reinforce the learning.
1–2.30pm	**Who is your cohort? Making the most of Course Insights** In 2021, students will be working more and more in an online space. How are they interacting with the learning materials? Have they completed their Academic Integrity module? Who is at risk? How will you contact them? Course Insights provides a one-stop shop to support your understanding of how students are engaging with your course.
3–4.30pm	**What did we achieve and where to next?** Drawing together the learning from the week, this session allows time for evaluation, reflection and forward planning. This session will conclude with networking and nibbles.