

HEA@UQ Forum 2022



Contents

HEA@UQ Forum Program	3
Panel session.....	4
In Conversation – a provocation	5
Parallel sessions overview	6
Parallel session abstracts.....	7
THEME 1: NEW APPROACHES TO CURRICULUM DESIGN	7
Pecha Kucha presentation: Mind the gap – perspectives on where short courses fit in the ‘Learning for Life’ paradigm.....	7
Paper presentation: Co-designing digital dashboards to enhance student learning in the workplace.....	8
Paper presentation: Co-designing curriculum and support resources with key stakeholders at teaching session, module, and programme levels.....	9
Paper presentation: Introducing learning workshops into the biosciences: A student-staff partnership	10
THEME 2: NEW APPROACHES TO PEDAGOGY AND ASSESSMENT	11
PechaKucha presentation: Incorporating cultural awareness in Clinical Skills teaching of MD curriculum	11
Paper presentation: Experiential learning and citizen development: How to integrate theory with practice in Information Systems Education	12
Paper presentation: Constructive peer feedback: an essential skill to learn in higher education	13
Paper presentation: Do we need to mark 21st century skills?.....	14
THEME 3: ENGAGING STUDENTS IN ONLINE AND INCLUSIVE LEARNING ENVIRONMENTS.....	15
PechaKucha presentation: Do we need to go back to face-to-face? Lessons learnt during COVID lockdown improved constancy and quality of learning experience in a Preparation for US Medical Licensing Examination (USMLE) Step 1 Course across two continents.....	15
Paper presentation: Too many is not enough: exploring effective motivation strategies in nursing and midwifery students.....	16
Paper Presentation: Using Open Textbooks to Enhance the Student Learning Experience.....	17
Paper Presentation: Breaking barriers and balancing roles in dual mode teaching and learning.....	18
THEME 4: SUPPORTING STUDENT LEARNING	19
Round table discussion: Mentoring tutors to build a pathway for AFHEA.....	19
Round table discussion: Supporting students in writing about research	20
Round table discussion: Embracing disruption and learning from disengagement. Exploring student engagement in the emerging HE landscape	21

HEA@UQ Forum Program

Time	Activity
9–9:15am	Opening
9:15–10am	Photo
10–10:20am	<i>Morning tea</i>
10:20– 11am	Panel session: <i>What will the classroom of the future look like?</i>
11:15am –1pm	Parallel sessions: <i>What’s happening in our classes now?</i>
1–1:30pm	<i>Lunch</i>
1:30–2:30pm	Provocation dialogue: <i>What constitutes authentic engagement in a higher education context transformed by COVID?</i>
2:30–3:30pm	Whole group discussion: <i>What should we, as Fellows, be doing differently into the future?</i>
3:30–3:45pm	Discussion wrap up and action setting
3:45–4pm	New Fellows Welcome Ceremony
4pm	<i>Collegial drinks and networking for all Fellows</i>

Panel session

The changes in teaching practice foisted by COVID may not necessarily go away. In this future focused panel discussion, a panel of potential future university leaders (recent graduates or current students) imagine what teaching and learning at the university of the future will be like. They will share their hopes and ambitions, their learnings and their experiences to envision future university teaching and learning opportunities and challenges.

Panel members



Graham is a PhD Candidate, exploring how children with (dis)ability nonverbally interact with others to co-create physical activity participation experience, a HEA Associate Fellow, and an interprofessional education advocate. Graham coordinates and lectures sports and physical activity management in the School of Human Movement and Nutrition Sciences. His teaching practices are influenced by the Graduate Teaching Associate Program, and business and technology skills and experience from previous information technology and sports administration careers.

Graham Lee



Jessica is a senior education designer and SFHEA with international experience in academic development. She has a Master of Arts (Hons) from the University of St. Andrews, a Master of Philosophy from Trinity College, Dublin, and is currently in the second year of a Doctor of Education program at QUT. Her research focuses on how to support and enhance the first-year university student experience.

Jessica Leonard



Isaac is a lecturer in the Academy for Medical Education in the Faculty of Medicine and a HDR Scholar at the Queensland Brain Institute

Isaac Akefe



Passionate about science education and improving tertiary outcomes for students through qualitative research in both her BSc(Hons) and Ph.D. studies, Lauren is a casual academic teaching into six undergraduate courses in anatomy, physiology, and cell biology. She is currently a PhD candidate at UQ. Lauren's PhD project focuses on university connections with industry, to improve employability curricula and assist science graduates in thriving in their chosen career.

Lauren Carpenter

In Conversation – a provocation

What does engagement and engaged learning look like going forward into a (hopefully) post-COVID world? How do teachers encourage such engagement? Does in-class attendance actually mean engagement? Is the lecture dead? Resting? Re-emerging?

There is a big push to come back onto campus and a consistent defence of old-fashioned lectures/tutorials/practicals, all of which seems to hinge on the notion that if we can just get students here, they will engage.

Kelly and Jason will challenge this view – and us – as to how we, as a community of Fellows, might engage with these issues. Drawing on evidence informed by their current research, they will lead a dynamic conversation, setting us up for our conversation about the agenda of work that the HEA Community can focus on in 2023.

[Kelly Matthews](#) is an Associate Professor (Higher Education) at the University of Queensland's Institute of Teaching and Learning Innovation. She is an internationally recognised scholar of teaching and learning with over 120 articles, chapters, and books in the areas of:

- curriculum development;
- student partnership in co-design and co-creation;
- professional development of university educators; and
- scholarship of teaching and learning.

Kelly has co-created an impressive array of new structures and communities for change, both nationally and internationally, that facilitate teacher–student dialogue through partnership and shift culture. She has organised and led international collaborative writing groups and change institutes; created the *Students as Partners Network* (now numbers 1000 students and staff); co-founded the *International Journal for Students as Partners*; and mentored countless scholars to write and publish about teaching and learning.

Connect with Kelly on Twitter [@kellymatthewsUQ](#), learn more about her research in this [podcast conversation](#), and read her recent co-authored book, [Writing about teaching and learning in higher education](#).



**Associate Professor
Kelly Matthews**

[Jason Lodge](#), PhD is Associate Professor of Educational Psychology and Director of the Learning, Instruction, and Technology Lab in the School of Education and is Academic Lead, Student Learning in the Institute of Teaching and Learning Innovation (ITaLI) at The University of Queensland. Jason has published over 100 refereed articles and is a national award-winning educator. His research focusses on the cognitive, metacognitive, and emotional mechanisms of learning, primarily in post-secondary settings and in digital learning environments. Jason currently serves as Lead Editor of *Australasian Journal of Educational Technology* and Editor of *Student Success*.



**Associate Professor
Jason Lodge**

Parallel sessions overview

New approaches to Curriculum Design (Venue: Building 46 – Room 242)

11:15– 11:25am	Pecha Kucha <i>Mind the gap –perspectives on where short courses fit in the ‘Learning for Life’ paradigm</i>	Wightman
11:30– 11:55am	Paper: <i>Co-designing digital dashboards to enhance student learning in the workplace</i>	Wozniak, Gibson, et al
12– 12:25pm	Paper: <i>Co-designing curriculum and support resources with key stakeholders at teaching session, module, and programme levels</i>	Slade, Wong, Brown Wilson
12:30– 12:55pm	Paper: <i>Introducing learning workshops into the biosciences: A student-staff partnership</i>	Ainscough, Brown, Cai, Cuffe, Jones, Tosovic

New approaches to Pedagogy and Assessment (Venue: Building 46 – Room 243)

11:15– 11:25am	Pecha Kucha <i>Incorporating cultural awareness in Clinical Skills teaching of MD curriculum</i>	Amirtharajan
11:30– 11:55am	<i>Experiential learning and citizen development: How to integrate theory with practice in Information Systems Education</i>	Matook, Axelsen, Wang, Rinaudo
12–12:25pm	Paper: <i>Constructive peer feedback: an essential skill to learn in higher education</i>	Darssan, Bryer, Williams
12:30– 12:55pm	Paper: <i>Do we need to mark 21st century skills?</i>	Wieneke

Engaging students in online and inclusive learning environments (Venue: Building 17 – Room 202)

11:15– 11:25am	Pecha Kucha <i>Do we need to go back to face-to-face? Lessons learnt during COVID lockdown...</i>	Gray
11:30– 11:55am	Paper: <i>Too many is not enough: exploring effective motivation strategies in nursing and midwifery students</i>	Faber, Carniel, Ainscough
12–12:25pm	Paper: <i>Using Open Textbooks to Enhance the Student Learning Experience</i>	Bonner
12:30– 12:55pm	Paper: <i>Breaking barriers and balancing roles in dual mode teaching and learning</i>	Stell, Tran, Iwashita

Supporting student learning (Venue: MODWEST, Building 11A Room 110/111)

11:15– 11:35am	Roundtable: <i>Mentoring tutors to build a pathway for AFHEA</i>	Sun
11:40am– 12:15pm	Roundtable: <i>Supporting students in writing about research</i>	Wegener
12:20– 12:55pm	Roundtable: <i>Embracing disruption and learning from disengagement. Exploring student engagement in the emerging HE landscape</i>	Shevellar, Olson

Parallel session abstracts

THEME 1: NEW APPROACHES TO CURRICULUM DESIGN

Chair: Louise Ainscough

Venue: Building 46 – Room 242

Pecha Kucha presentation: Mind the gap – perspectives on where short courses fit in the 'Learning for Life' paradigm.

SMI Transformational Learning Team: Elaine Wightman (FHEA), Kylie Pettitt, Rosemarie Tapia Rivera and Michelle Rowland.

ABSTRACT

Access to reliable sources of specialised knowledge is a foundation for lifelong learning. The Covid19 pandemic, gaps in global economic growth and development, languages barriers, and limits on the time available for working professionals to engage with learning are among the issues that contribute to lack of access to learning opportunities. Short courses make a vital contribution to reducing some of these challenges. The aim of this presentation is to share the tools and approaches used to overcome accessibility barriers and deliver content to a global audience.

The Transformational Learning (TL) team sits within the Sustainable Minerals Institute and works daily to facilitate the transfer of knowledge from researchers to working professionals in the resources sector, through the development of short courses. One of the goals of this work is making the knowledge that is generated within the institute available to the widest audience possible. To achieve this the TL team has: transitioned many in-person courses into an online self-paced or blended format; worked in collaborative teams to co-create MOOCs with global reach and free enrolment options; and built a portfolio of courses that are available in four different languages. These approaches provide access for people in different geographical locations and with different cultural and language backgrounds. Participants can engage at their own pace and spend a few hours, a few days, or a few weeks, according to their specific needs. The range of short courses offered cater to both professional and technical skills and build from foundational knowledge through to thought leadership.

These approaches showcase the Professional Values dimension of the PSF by respecting the contexts of individual learners and diverse learning communities and promoting participation in higher education and equality of opportunity for learners (V1 and V2).

The Transformational Learning team at SMI is made up of specialist staff with skills in learning design and media who work collaboratively with academics to develop learning materials, video and audio content, and interactive activities for SMI's short courses.

Paper presentation: Co-designing digital dashboards to enhance student learning in the workplace

Assoc Profs Helen Wozniak SFHEA & Justine Gibson SFHEA and the project team members: Dr Aneeshah Bakharia, Shari Bowker, Dr Rachel Claydon, Dr Robert Garrard, Dr Anna Kull, Dr Christy Noble, Dr Asela Olupeliyawa, Kym Ward

ABSTRACT

Work-integrated learning (WIL) provides the essential authentic context for students to apply theoretical knowledge gained from their classroom activities to real-world activities and forms the foundations of all professional programs (K2). However, students often struggle with transition into WIL settings. Thus, universities need to generate strategies to enhance the development of students' professional capabilities in WIL settings by enabling students, university staff and clinical supervisors to monitor their progress longitudinally (K3), provide effective feedback (A3) and identify students who are falling behind with workplace-based assessments (WBAs) (A4).

The aim of this presentation is to illustrate how our Teaching Innovation Grant is engaging in a co-design process between staff and students from the Schools of Medicine and Veterinary Science and ITaLI to develop digital dashboards and other learner supports for students WBAs in the clinical setting (A4, K4, V1).

Adopting an educational design research framework, the project is initially completing an exploration and analysis phase to evaluate the available digital data sets, review the literature and seek advice from our international reference group members from across the globe (A5, V3). Drawing from an analysis of focus group and interview data with our stakeholders, we are aiming to develop dashboard and reporting prototypes that include real-time visualisation of learner engagement in WIL activities (including WBAs) (K4). This will enable students and supervisors to monitor learning longitudinally, as well as supporting students to set realistic goals and actions in response to feedback they receive from their clinical supervisors (V2). We will present insights from our work completed to date, including outcomes from our initial participatory co-design workshop with student partners and the project team. This cross discipline inclusive approach acknowledges the wider context of student learning in the professional setting and will guide the development of insights for the wider university community (V4)

Assoc. Prof. Helen Wozniak PhD SFHEA MHIthScEd DipAppSc(Orth)

With over 30 years' experience in the higher education sector, I am currently leading the redesign of assessment for the new Doctor of Medicine Program in the Academy for Medical Education, School of Medicine. As a HEA senior fellow with multiple teaching awards, I am passionate about student learning and have a keen interest in designing systems of assessment that harness effective use of technology to develop student's professional capabilities while maintaining robust assessment outcomes.

Assoc. Prof. Justine Gibson BVSc(Hons1) PhD SFHEA GCHed

Since 2010, after completing my PhD in veterinary microbiology, I have supported the learning of veterinary bacteriology and mycology and antimicrobial therapeutics in the School of Veterinary Science. In 2013, I completed a Graduate Certificate in Higher Education and in 2019 became a Senior HEA Fellow. As Chair of T&L from 2018-2022 I led the school's COVID teaching response. I have led the development and implementation of capstone assessments, integrated eLearning tutorials and eWBA.

Paper presentation: Co-designing curriculum and support resources with key stakeholders at teaching session, module, and programme levels

Associate Professor Christine Slade PFHEA, Dr Amy Wong SFHEA, Professor Christine Brown Wilson PFHEA

ABSTRACT

Engaging students as partners is an important and developing field of practice to ensure student led learning. However, in curriculum design, there are often more stakeholders that could be involved. This presentation presents illustrative case studies from Advance HE Fellows based at UQ and Queen's University Belfast (QUB) that highlights the benefits of co-design where all relevant stakeholders are involved. Co-designing curriculum and support resources with key stakeholders (both internal and external to the university context) showcases all areas of activity of the PSF. The presenters will share their experience of engaging with students, educators, service-users, and industry partners throughout the co-design process at three levels:

- Co-design the curriculum at programme level engaging all stakeholders within one discipline. This evidence-based process will illustrate how multiple perspectives in curriculum development can promote better decision making.
- Co-design with students at module level showcases a student champion model created through short cycles resulting in the co-creation of learning support resources.
- Codesign of resources with educators and students to support assessment decision making across disciplines. The roadmap and resources, developed by this community of practice, will be showcased.

The presenters will illustrate the co-design process to highlight the respect for individual learners and diverse learning communities. Further, the process and the resources developed promote equality of opportunity for learners, educators, service users, and industry partners. As a result, all partners can participate in the codesign of programmes and resources that will ultimately impact the opportunities for students as they enter the workforce. In summary, the co-designing process not only creates learner centred materials but also transferable skills the students can use once in employment.

Associate Professor Christine Slade PFHEA is an academic in the Institute for Teaching and Learning Innovation (ITaLI) at UQ where she is the Academic Lead for Assessment. Her co-design journey began in 2016 and includes curriculum development both across Nursing and Midwifery disciplines at UQ and Queen's University Belfast. Christine is a strong advocate for the Higher Education Academy Fellowship Scheme having mentored over 20 applicants, both academic and professional staff, to successful completion.

Dr Amy Wong SFHEA completed her PhD study exploring the impact of providing assessors with feedback on enhancing the consistency of their judgements of student performance in clinical examinations at UQ in 2019. She has been appointed as a Lecturer in School of Nursing and Midwifery at Queen's University Belfast in January 2022, focusing on health professions education research with specific research interests in assessment, faculty development, digital literacy and learning analytics across disciplines.

Professor Christine Brown Wilson PFHEA is Professor Nursing (Education) in the School of Nursing and Midwifery at Queen's University Belfast. She leads the Education and Practice Research Theme in the School and is leading the development of an Educational Scholarship Framework for QUB. Christine uses co-design methods to engage diverse stakeholders in curriculum development and design. Her research focus is on connected learning and how the use of technology enhanced learning promotes students' digital capability.

Paper presentation: Introducing learning workshops into the biosciences: A student-staff partnership

Dr Louise Ainscough, Sarah Brown, Yumeng Cai, James Cuffe, Madison Jones, Danijel Tosovic

ABSTRACT

The biosciences can be difficult for nursing and midwifery students, and embedding study skills into the curriculum may help overcome this challenge. This project aimed to evaluate students' perceptions of pass/fail 'learning workshops' introduced into a first-year anatomy and physiology course.

The learning workshops were co-designed and co-facilitated by past students and teaching staff. The first workshop (prior to the mid-semester examination) covered effective learning strategies, while the second (prior to the final examination) covered examination strategies. Consenting students' (n=165) perceptions were measured using an open-ended question, which was coded using inductive thematic analysis. Students' exam scores were compared between 2021 (no intervention) and 2022 (intervention).

Most students (80%) found the workshops to be useful, citing their value for learning study tips and new strategies (57%) and gaining insights into examination marking (38%). The workshops also facilitated a sense of connection with others in the course (14%). Of the students who did not find the workshops useful, many stated already knowing effective learning strategies (39%). A two-way mixed ANOVA showed a significant interaction between the year students completed the course and their exam performance. The 2022 students had significantly lower mid-semester exam results ($59\% \pm 1.7$) compared to students enrolled in 2021 ($65\% \pm 1.4$). However, the students enrolled in 2022 significantly improved on the end of semester exam ($66\% \pm 1.4$), whereas 2021 students did not ($64\% \pm 1.2$).

Learning workshops are low-stakes activities that can be easily embedded within the curriculum. By focusing on how to learn, these workshops may reduce inequality between students with different levels of academic preparedness. The learning workshops align most closely with A4 and K3 of the professional standards framework.

Louise Ainscough, Danijel Tosovic and James Cuffe are lecturers within the School of Biomedical Sciences. Sarah Brown, Madison Jones and Yumeng Cai are second year students in the School of Nursing and Midwifery. In 2022, our team collaborated to develop and run learning workshops for first year nursing and midwifery students.

THEME 2: NEW APPROACHES TO PEDAGOGY AND ASSESSMENT

Chair: Professor Gwen Lawrie

Venue: Building 46 – Room 243

PechaKucha presentation: Incorporating cultural awareness in Clinical Skills teaching of MD curriculum

Dr Sophia David Amirtharajan

ABSTRACT

Australia is home to people from all around the world with 27.6 percent of the population born overseas (Australian Bureau of Statistics, 2021 Census). Medical graduates will need to have the skills to manage this culturally diverse population of Australia. The skills will provide students the ability to not just treat the disease but manage the patient holistically addressing the psychological needs (V4). Building a good rapport with the patient by showing a good understanding of cultural needs will create a pathway for effective doctor and patient relationship. Therefore, the medical curriculum should incorporate teaching cultural awareness as a part of clinical skills (A1). Although formal teaching of theoretical cultural awareness exists in the curriculum, a practical approach will best address the needs of the patients from different cultures (A1, A4, V4). This presentation will include ideas and suggestions to incorporate cultural learning in clinical skills teaching.

I work as a Senior Lecturer in Medicine – Teaching Specialist within the College of Medicine and Public Health, Northern Territory Medical Program, Flinders University and hold a casual relief tutor position with The University of Queensland Medical School (UQ). Previously I was a Lecturer in Clinical Medicine and Case-Based Learning coordinator for Doctor of Medicine program of UQ. As a senior lecturer in Flinders, I teach years 1,2,3 and 4, 'Doctor of Medicine' students. I coordinate the 'Year 2 Doctor and Patient' part of the Doctor of Medicine curriculum. 'Doctor and Patient', involves small group learning sessions in which students learn and develop clinical skills such as history taking from patients and performing physical examination of various body systems on patients.

Paper presentation: Experiential learning and citizen development: How to integrate theory with practice in Information Systems Education

Associate Professor Sabine Matook, Dr. Micheal Axelsen, Yazhu Maggie Wang, Nadia Bello Rinaudo

ABSTRACT

The SOTL research team in the UQ Business school examines digital work integrated learning (WIL) regarding the integration of theory with practice. Students use digital technologies (no-code and low-code) and citizen development approaches to undertake under industry conditions – real tasks and business needs, real clients, real deadlines, and delivery expectations – an IT project resulting in the production of a ready-to-use software app for a client. The clients are Non-Governmental Organisations (NGOs), including Brisbane Living Heritage (digitalised catalogue of heritage places), Children’s Charity Variety QLD (event app) and QLD Playgroup (booking app).

The research presents study findings of the first-of-its-kind digital WIL experience for coursework Business Information Systems (IS) students in Australia and New Zealand (Siemens, 2022) on their mastery of theory-practice integration. In a survey, we measure experiential learning factors (authenticity, active learning, self-relevance, and utility) and students’ metacognitive problem-solving abilities in the digital WIL. Results show that authenticity, active learning, and utility influence metacognition; however, self-relevance of the WIL does not. We discuss how educators must tailor their digital WIL to be authentic and useful, for active learners to support metacognition in citizen development WIL teaching.

The study showcases how an effectively designed learning environment – the digital WIL – and corresponding approaches – the citizen development with no-code/ low-code – supports student learning. By drawing on the literature of WIL (Jackson 2017; Patrick et al. 2009) and experiential learning (Kolb and Kolb 2017) and IS theory (Woo 2020), we benefit from these evidence-informed approaches to contribute to scholarship and continuing professional development in the IS field.

*Sabine Matook is a passionate educator and a champion for work-integrated learning in higher education who received numerous Teaching Excellence Awards. Sabine is a Senior Fellow of [Advance HE](#) and an Assessor of the [HEA@UQ](#) Review Panel. Sabine engages in the scholarship of teaching with a focus on authentic, student-led experiences through citizen development (i.e., no-code and low-code approaches). She published [initial findings](#) at Information Systems conference and other outlets (*The Conversation*, *Times Higher Education*).*

Paper presentation: Constructive peer feedback: an essential skill to learn in higher education

Darsy Darssan, Brittnee Bryer, Gail Williams



THE UNIVERSITY
OF QUEENSLAND

CREATE CHANGE

ABSTRACT

Providing constructive feedback to peers is an indispensable skill we all need in our collaborative work environment. An established peer feedback environment will increase communication, dispel academic anxiety, promote engagement with course content, encourage classroom participation, and exposes learners to the essential aspects of the professional environment.

Creating a peer feedback environment involves understanding how students learn the course content, proficiency in using advanced eLearning systems, ongoing support to learners as they build new academic skills and a passion for educating the future generation.

Progressive assessments that integrate peer feedback allow learners to provide, receive, apply, respond to feedback, and reciprocally learn from peers that imitate the crucial components of a working professional environment.

We implemented two different peer feedback environments at UQ. A postgraduate course was initially put into practice in 2020 as part of the UQ2U program. Learners completed their individual tasks, were randomly allocated to two anonymous peers at weeks 3 and 8, and educators assessed their feedback as per rubrics. In week 10, they were requested to respond to the feedback they received with their final report.

The second was an undergraduate course, first administered in 2022. Learners were required to attend group meetings to discuss previously completed individual tasks. They then had to reflect on their peers' engagement and contribution to the group. This process of reciprocal learning not only benefited learners who were struggling with concepts but also those who were performing well as they continued to learn by teaching their peers.

Should all courses at UQ provide a peer feedback environment that fits their course philosophy? Peer feedback component to all courses across the university would provide career readiness. Sharing knowledge, establishing equality, providing reassurance, admitting mistakes, understanding peers' viewpoints, interpersonal skills, and cultural awareness are some crucial skills our learners will start to build.

REFERENCES:

- Barac, K., et al. (2021). "Using peer review to develop professional competencies: an Ubuntu perspective." *Accounting Education* 30(6): 551-577.
- Huisman, B., et al. (2019). "The impact of formative peer feedback on higher education students' academic writing: a Meta-Analysis." *Assessment & Evaluation in Higher Education* 44(6): 863-880.

Paper presentation: Do we need to mark 21st century skills?

Dr Axel Wieneke

ABSTRACT

Presentation and collaboration skills are considered essential by employers (Australian Industry Group, 2018), but does this imply they should be marked at university?

I wish to share the insights I gained from trialling various forms of team presentations including presentation formats (live face to face, live zoom and recorded video submissions), and especially marking schemes (including / excluding fluency, individual vs team marks, peer marks) with the wider HEA community and receive feedback and further inspiration.

My insights are based on personally providing feedback for over 1,200 team presentations with over 2,400 students.

Why is this topic important? Even if the student prepared appropriate content, the perception of expertise will still be strongly affected by the delivery:

- Free speech versus reliance on notes. Everyone can read, thus reading undermines the perceived expertise.
- Appropriate language, jargon, grammar, pace, vocal variety, and minimal use of filler words (ums and ahhs) makes listening more enjoyable.
- Confident body language such as positioning, movements (minimise nervous tics and own the room), eye contact, gestures to support talk and stay connected to slide set.

These three dimensions of presentation performance affect the perception of true expertise, and it is perception that is important in job interviews, and real-world presentations (V4).

However, marking these skills resulted in unintended consequences (e.g., disadvantages non-native and anxious students, V1), and undermined students' openness to constructive criticism at feedback time. A change in assessment design (marks only for content), significantly improved the atmosphere during the feedback session (A3, A4).

Notably, students' effort remained high when presenting to a live audience of peers. This is consistent with John Biggs and Catherine Tang's (2011) idea that peer audience motivates due to the chance for ego enhancement.

REFERENCES

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. Maidenhead, UK: Open University Press

Australian Industry Group (2018). *Survey Report, Skilling: a National Imperative*

Dr. Axel Wieneke (FHEA) is a lecturer at the School of Economics. With the initial goal of teaching young adults, Axel studied "Business Education" (Wirtschaftspädagogik) before switching to a MA Economics/Finance and a PhD in Economics (Thesis: Banks, risk, and economic growth).

Coming full circle towards education again, Axel has lectured at numerous universities in Australia and overseas. His design for learning and assessment is heavily influenced by his 3-year stint in banking.

THEME 3: ENGAGING STUDENTS IN ONLINE AND INCLUSIVE LEARNING ENVIRONMENTS

Chair: Daniella Cave

Venue: Building 17 – Room 202

PechaKucha presentation: Do we need to go back to face-to-face? Lessons learnt during COVID lockdown improved constancy and quality of learning experience in a Preparation for US Medical Licensing Examination (USMLE) Step 1 Course across two continents

Dr Christian Gray

ABSTRACT

USMLE Step exams was established to provide a uniform evaluation system for registration in the United States. In partnership with the University of Queensland, MD students from the Ochsner Health System (New Orleans, LA) complete their first two years (phase 1) in Australia, before finishing their clinical rotations (phase 2) in the USA. UQ Ochsner MD students must attempt Step 1 prior to starting phase 2. A dedicated USMLE preparation course was established to support student's preparation for Step 1.

During COVID lockdown, the USMLE preparation course shifted to online teaching. Whilst most courses, post COVID have now trended back to face-to-face or delivered as a hybrid, the USMLE preparation course remains online and has expanded to provide support for UQ Ochsner MD students located in the USA. The online format provides greater quality of teaching experiences with peer tutorials facilitated online lead by senior UQ Ochsner MD students located in the USA. Constancy in teaching experience is also provide for students located in Australia and the USA. The experience of shifting the USMLE preparation course online maps to areas of activity A1-2,4; and core knowledge K2,4 within the UKPSF.

Dr Christian Gray joined the Medical School as a Senior Lecturer in 2019 and is a course coordinator and module lead. He developed an interest in student learning through a "teaching for researchers' course" for postdoctoral scientist in Liverpool, UK. He qualified for AFHEA which supported his successful teaching fellow position at Peninsula Medical School, University of Plymouth, UK. Dr Gray completed a post-graduate certificate in higher education and qualified for a FHEA.

Paper presentation: Too many is not enough: exploring effective motivation strategies in nursing and midwifery students

Luli Faber, Laura Carniel & Louise Ainscough

ABSTRACT

Learning and motivational difficulties encountered by nursing students studying biomedical science have been well-documented (McVicar et al, 2015). The aim of this study was to investigate motivational strategies employed by first year nursing and midwifery students, to determine the types and number of strategies reported, and whether the use of certain strategies is correlated with improved academic performance (A2, K3, K4, K5, V1, V2, V4).

Participants were consenting first year undergraduate students (n=181) at the University of Queensland, undertaking a physiology and anatomy course as part of a nursing and midwifery degree. Students were asked an open-ended question to describe the techniques they use to maintain motivation. Responses were subjected to thematic analysis (Braun & Clarke, 2006). Academic performance was assessed using the overall percentage obtained in the course.

Fourteen motivation strategies were identified. The most commonly reported approaches were time management (reported by 47% of students); goal setting (26%); socially driven motivation (21%); and experiencing positive emotions (21%). None of the individual strategies were significantly correlated with academic performance ($p > 0.05$). However, when the strategies were broadly grouped into interest enhancement strategies or goal-based strategies, the goal-based strategies were weakly and positively correlated with academic grade ($r = 0.16$, $p < 0.05$). Most students (73%) reported using two or more motivational strategies. The number of motivational strategies reported by students was also weakly, but positively, correlated with final grade ($r = 0.31$, $p < 0.001$).

Together, these findings highlight that engaging with multiple motivational techniques is most beneficial for improving students' academic performance, giving students multiple, individually tailored strategies to draw upon. The findings suggest that interventions to educate and encourage students to engage with multiple motivational strategies, especially those that are goal-based, may be helpful for improving learning outcomes (A1, A2, A4, K3, K4, V1, V2, V3).

Luli Faber is a teaching-focused lecturer at the School of Biomedical Sciences. Laura Carniel is a third year undergraduate student enrolled in the Bachelor of Advanced Sciences Program. Louise Ainscough is a teaching-focused senior lecturer at the School of Biomedical Sciences.

Paper presentation: Using Open Textbooks to Enhance the Student Learning Experience.

Dr Suzanne Bonner

ABSTRACT

Open access educational resources can be used to address equity issues relating to textbook availability and affordability. Furthermore, the use of open access resources such as online textbooks can provide student-centred learning opportunities including a diverse range of activities such as links to online resources, media articles, and videos.

In this session I will discuss and reflect on the development of a fully integrated interactive textbook created as part of the OpenTextbooks@UQ project for use in ECON2101 Cost Benefit Analysis. I will discuss:

- motivation for adopting the platform in my course;
- capabilities of the Pressbook platform that I used;
- development and implementation of the OpenTextbook project for ECON2101;
- student feedback received so far; and
- the ability to measure the impact through the analytics.

The OpenTextbook has been deployed for students to use in ECON2101, Semester 1 2022. The format specifically utilised in this course engages students in active learning through h5p activities and Excel tasks. The textbook activities provide an additional layer of formative feedback for students to receive in their own time.

For context, as part of this OpenTextbook project I have:

- developed a new and innovative pedagogy to teach CBA to second year students consisting of 13 chapters of new content;
- built an interactive, student-centred personalised learning experience using over 200 H5P activities; and
- designed new content-specific topics relating CBA to Ethics and Social Understanding PLOs, which has been marginalised in many other economic programs.
- Further future developments in this project include utilising the OpenTextbook as part of the digital uplifting of the postgraduate cost-benefit analysis course.

Time will be provided for Q&A for those considering developing their own OpenTextbook.

A link to the specific textbook I would discuss is here: [Social Cost Benefit Analysis and Economic Evaluation](#) (pressbooks.pub).

Dr Suzanne Bonner received her Senior Fellowship HEA in 2019 and has over ten years teaching experience in economics education. She completed her PhD research in fertility and family economics, with a focus on applied econometrics and policy evaluation. Suzanne joined UQ as a teaching focussed lecturer, where she currently provides her expertise in teaching cost-benefit analysis to undergraduate and postgraduate students.

As a teacher in economics, Suzanne focuses on the expansion of student's knowledge to achieve real world application of economic theory and construct connections between students and the global economy in a constantly changing world climate. Suzanne has more recently focussed her research on the teaching and learning of ethical perspectives in decision-making.

Paper presentation: Breaking barriers and balancing roles in dual mode teaching and learning

Dr Annita Stell, Dr Hao Tran and Associate Professor Noriko Iwashita

ABSTRACT

SLAT2001/7001 Second Language Learning course aims to develop students' understanding of second language learning processes and enhance their familiarity with various second language teaching methodologies. While SLAT2001 has been offered to undergraduate students majoring in Arts, Languages, and Education, SLAT7001 is offered to students in the Master of Applied Linguistics Program as a foundation course. Since the COVID-19 pandemic, SLAT7001/2001 has been offered in dual mode which means in each class there are two cohorts of learners, online and face-to-face, delivered by one lecturer in class and supported by another online instructor. While students' satisfaction rate shown in the SECaT scores has been consistently high, we have found some challenges in promoting active engagement for students in both on-line and face-to-face modes. In particular, the challenge is intensified with uneven numbers of students between the two modes and varied needs and expectations of students' linguistically and culturally diverse backgrounds combined. In addition, finding ways to maintain and balance the communication and teaching roles between two instructors in one class to achieve the highest learning outcome has not been always easy.

In this presentation, we will report on various strategies we have tried, which align with PSF, to break the barriers between the two cohorts of students and two instructors within a class to promote students' active engagement (V2). We particularly focus on developing effective learning environments to enhance students' learning experience (A2, A4). Besides the effectiveness of the flipped mode, with the use of LearnX (UQ Edge), various online apps (e.g., Menti, Padlet, Kahoot) were used alongside to provide equal individual access to materials (K4) and shared virtual learning space regardless the study mode. Some class management strategies will also be presented to offer further discussion to generate altogether some practical tips for delivering future dual-mode classes (A2).

Annita Stell, Hao Tran and Noriko Iwashita have taught various applied linguistics courses to both undergraduate and postgraduate students. They have focused on collaborative learning approaches across different modes of delivery and enquiry-based learning approach to help students draw on their own ideas and experience to pursue individual lines of enquiry. They have also implemented various strategies to meet varied needs and expectations of students from diverse backgrounds to attain the highest learning outcome.

THEME 4: SUPPORTING STUDENT LEARNING

Chair: Lynda Shellevar

Venue: MODWEST, Building 11A Room
110/111

Round table discussion: Mentoring tutors to build a pathway for AFHEA

Dr Jennifer Sun

ABSTRACT

I would like to collect feedback on a 3 year tutor mentoring program as a learning opportunity/career development trajectory for tutors. As one of the objectives of this program, tutors are getting support for developing their teaching expertise following the PSF framework. Upon completing the program, they can submit an application for the AFHEA fellowship.

Why important:

- Providing mentoring to tutors, who are future academics can help to reshape the teaching practices in the long run.
- Building up teaching identity and good practices takes time, a three-year program can help tutors to build up their skills gradually to explore their teaching identity. RHD students who are tutors can participate in the program while completing their research degree to improve their teaching practice and be ready for future teaching/coordinating roles.

How to implement:

The program has three milestones. For each milestone, the participant is expected deliver a draft of a specific PSF objective(s). An example is listed below:

- Year 1 – A2 – focus on teaching in a small class context
- Year 2 – A3, K1 – improve the feedback practices, improving teaching practice in the subject
- Year 3 – K2, K3, V3 – explore strategies to enhance teaching, learn about the pedagogy in teaching

Depending on the area/subject, the mentor should make adjustments accordingly.

Resources required:

Existing HEA fellows would be the supervisor of new academics (and this might be an interest for the TFA staff to claim supervision).

Why Showcase?

This session would be a good opportunity to gather the TFA community's thoughts about "mentoring new academics for supervision experiences" and "Level up teaching practices by mentoring future academics."

Jennifer is a lecturer in Finance at UQ Business school. Her disciplinary research interests include mutual funds and empirical asset pricing.

She is keen to develop research in Finance in higher education that embedded work Integrated Learning (WIL) into teaching. Her current research area in scholarship of teaching is in transition pedagogy, assessment and feedback for sustainable learning.

Round table discussion: Supporting students in writing about research

Dr Margaret Wegener

ABSTRACT

I want to share strategies I have used with Honours students to enhance their capability to write about research. A particular focus is how you actually go about writing a literature review. A suite of activities have been developed (A1) that are both connected to contemporary research process and contextualised for the discipline; I envisage these strategies could be transferred across disciplines.

This proposal is based on my experience as UQ Physics Honours Co-ordinator. Part of my motivation is to foreground discussion, amongst colleagues with similar roles, of appropriate methods for teaching, learning and assessing at the academic program level of Honours research (K2). For students, undertaking Honours is a significant challenge, and, because of research projects, perhaps more individualised than anything they have experienced previously in their university education. Therefore, respect for individual learners (V1) and developing effective approaches to student support and guidance (A4) are imperative in this teaching situation.

Amongst the suite of “Research skills training” activities I have designed and planned is a task that addresses student difficulties with moving from a collection of notes about various research papers to a cohesive, logical summary and critique of a research field (K3). I reverse-engineered a published literature review on an accessible topic, providing students with an example of what an annotated bibliography might look like on this topic, then asked them to organise these reference notes into a feasible structure for a literature review. We discussed the variations that they came up with, then I revealed the published paper, and we dissected how the ideas were structured and signposted by the authors. This activity authentically incorporates discipline-based research (A5). By breaking a complex task up into manageable chunks and enabling students to practise on those chunks, it supports students’ learning (A2).

Other activities for these Honours students involve feedback to learners (A3) from both student peers and academic experts.

Margaret Wegener is a Teaching-Focused Senior Lecturer in Physics at UQ. She teaches aspiring physicists as well as physics courses that service the life sciences. Her physics education work aims to make physics accessible and meaningful. Major themes are contextualisation and development of technology-enhanced activities. Margaret is deeply interested in the relationships between science and art. She is UQ Physics Honours Co-ordinator and Deputy Chair of the Australian Academy of Science’s National Committee for Physics

Round table discussion: Embracing disruption and learning from disengagement. Exploring student engagement in the emerging HE landscape

Dr Lynda Shevellar & Associate Professor Rebecca Olson

ABSTRACT

Universities are (ever) changing. In the emerging post-COVID Higher Education (HE) teaching landscape, the role of universities in students' lives, and the way students engage with learning, has changed dramatically. In this hybridised digital-traditional setting, pre-pandemic patterns are more pronounced (V4). On one hand, there is appreciation for the broader transformative potential for becoming that face-to-face connectivity offers. There is deep valuing of the deep social connections that support belonging, identity, social skill development, and social capital (V2). And for some educators and students, the performativity or predictability of the classroom stage is embraced. Yet on the other hand, there is a welcoming of the freedoms offered in more transactional external learning when juggling work, family and study (V1). The discourse of choice resonates loudly, and is reinforced by the lure (and myths) of flexibility and multitasking. Students' expectations are shifting, creating new demands on the role of the educator, and broader institutions. Assumptions about effective learning environments and approaches to student support and guidance (A4, K3), as well as taken-for-granted approaches to the design and plan of learning activities (A1), have been disrupted. The demand for rapid mastery of new learning technologies (K4) has shaken the confidence and identity of many educators (V4), while also delivering new creative prospects, and the opportunity for revisiting thinking about higher education. In this discussion we strive to understand why disengagement occurs, and (if we dare) why it might be seen as useful by students (and educators!). In doing so, we will engage with the implications for the knowledge, activities and values of educators. From breaking the timetable to fostering psychosocial safety, we go on to explore temporal, emotional and other possibilities for supporting transformative, dispositional and life-long learning in flexible and external HE settings.

Dr Lynda Shevellar, a Senior Lecturer in the School of Social Science, is an award-winning teacher, dedicated to the development of inclusive learning communities, through creative teaching practices, participative research strategies, and engaged citizenship. Dr Rebecca E. Olson, Associate Professor of Sociology and Program Director of the Bachelor of Social Science, is a cutting-edge translational qualitative researcher, employing innovative sociological theory to engage with emotions and reflexivity in higher education teaching and learning.

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