



2012 JCU Teaching and Learning Week
Rethink, Innovate, Redesign
May 28- June 1

Abstracts - Practice Sharing Day

Kate Galloway & Peter Jones- The Teaching/Research Nexus: Possibilities and Strategies

One aspect of the curriculum refresh project that has received relatively little fanfare is that of the teaching/research nexus. While this concept encompasses a number of different modes, emphasis tends to lie on discipline research as a means of informing teaching. Inevitably this focus reflects academics' own identity as discipline scholars and the traditional image of academics expert in their discipline.

In this session, the presenters open up the possibilities of expanding academics' discipline identity to embrace the scholarship of teaching and learning through another domain of the teaching/research nexus – that of research on our own teaching. This session takes participants on a guided tour of strategies on, and approaches to, this aspect of the scholarship of teaching and learning. In doing so, it underscores the value of such research to curriculum and also to our identity as educators in the tropics.

Peter Grainger - Legacy of the Grading master: A way forward for criteria and standards based assessment in tertiary education?

Criteria and standards based assessment is the most commonly used assessment regime used in tertiary institutions in Australia. However, despite the rhetoric surrounding the use of such a system, the tools by which assessors make judgments about student work, are not always well understood. This is in part due to misunderstandings surrounding good assessment principles, but also in part due to the tools used by assessors to make judgments.

This presentation discusses the use of the most common grading tool referred to as a matrix style criteria sheet. More importantly, it suggests there may be better tools that can be used to grade student work, tools that enhance consistency of teacher judgments, tools that encourage a focus on what I call "threshold quality" and tools that provide better guidance for students in understanding the task requirements. An alternative grading tool is presented and explained.

Margaret Carter - The student voice: A study of students' perceptions of the online delivery of a blended postgraduate course

This session reports the perceptions of 26 students enrolled in the JCU Singapore hybrid Master Guidance and Counselling (MGC) course, 2011. These students were surveyed as part of a larger study

to identify their perceptions of the online and face to face components of this blended course. 62.5% of students satisfied with the online community of inquiry were also satisfied with the quality of online delivery.

Students voiced that less time searching for online material would equate with more time exchanging, engaging, interacting, and reflecting in the online learning community. Suggestions for improving the online platform included online student orientation sessions in navigating the platform, in conjunction with standardizing the layout of the platform. The enactment of these suggestions will be explained and discussed.

Shashidhar Venkatesh Murthy - Technology Enhanced Cognitive Scaffolding “innovative pathology teaching tools” for large classes with limited resources

Faced with large number of students with decreasing staff and resources, I have tried several innovations. Here I present some of my successful innovations which have significantly improved student learning, motivation and support. I call this “one man army”...!

1. New work integrated pathology curriculum (case based) *
2. Continuous feedback and support using Electronic Student Response System (Keepads).
3. Teaching practical gross pathology using video & webcast.
4. Teaching microscopy using digital slides to whole class at a time with webcasting.
5. Identification, support and monitoring of weak students using “Winners Club”.

With these tools, I can teach pathology to large class with one to one support for needy students. I call this “Technology Enhanced Cognitive Scaffolding (TECS)” a innovative concept for effective teaching of pathology to large class of students alone....!

In this presentation I will practically demonstrate electronic student response system, digital web slides, video & webcast. Audience are encouraged to explore more, ask questions and experience these tools.

George Jacobs – Collaborative Learning for Lectures

Lectures have been a tradition in academia dating back hundreds of years to the days before the printing press. Are lectures still relevant in the Information Age? This workshop explains and demonstrates ideas for making lectures interactive via small group (2-4 students) activities. The goal is for there to be short activity breaks during lectures during which students check, enhance and deepen their understanding of what is being taught.

Furthermore, these activities allow lecturers to assess whether to move on in their lectures or whether they need to reteach points. For these reasons, collaborative activity breaks have the potential to increase student engagement in lectures.

Soheil Ahmed - Academic Writing for the School of Medicine: A Generic and Specific Model

This presentation looks at an academic writing program developed specifically for the School of Medicine, now in its third year of running. Although the program has not been fully integrated into the curriculum, it remains a good candidate for this initiative, for at least one reason: it now forms a part of the Ecology of Health assignment. The grounding of this program in this assignment makes it simultaneously generic and specific.

The moot question such a program poses for us is: How do we carve out a space in the curriculum for the teaching and learning of generic skills such as writing? Such a question has significance for other disciplines in the university. Unless programs are built within the curriculum, they cannot hope to make the desired impact. Typically, such programs, while perceived to be thoughtful gestures, suffer the stigma of a non-credit bearing status that automatically devalues them. Such programs suffer the fate of all infrastructures, necessary but unglamorous.

The necessity of maintaining student engagement and of catering to student diversity makes it imperative to invest in such programs. The presentation also looks at what leadership TLD can provide in such matters.

Anita Lundberg - Photo-Doco & Pecha-Kucha: FYE and Public Display

First Year students need to be simultaneously supported by subjects *and* encouraged to go further. The ability to address the specifics of each subject and/while venturing beyond subject prescribed limits is the mark of innovative analysis.

Negotiating this dual aspect of subjects prepares first year students to cross the threshold into their studies and take up the undergraduate journey as independent scholars.

Even as students ride this duality, so do academics. Assessment items are material spaces where we want students to address criteria and marking rubrics – yet also invoke that ‘something more’ which is the hallmark of academic distinction.

This presentation addresses two small assessment items. The Anthropology 1001 Photo-Doco engages students with weekly set texts, the participant-observation practice of fieldwork, and curatorial design. The BA1002 Pecha-Kucha teams take up one case study topic and work it through the six key concepts of the subject – thus preparing students for individual essay case studies that follow. Both assessments engage students in creative use of digital technology, lateral thinking, and analysis of cultural diversity. Furthermore, these assessments products are put on public display for JCU Open Day, thus engaging students in the life of their university.

Ralph Pinnock - Designing a curriculum to teach clinical reasoning

Clinical reasoning, one of the most important skills medical students must acquire is often poorly taught and assessed. The redesign of a clinical rotation provided an opportunity to assess if it was possible to embed clinical reasoning in the design, delivery and assessment of a curriculum. To help students learn and store knowledge like experts a presenting complaint design was used.¹ The clinical presentations were chosen by wide consultation using a modified Delphi technique and the ‘key features’ concept was used to define the knowledge required.

We developed a website to deliver the knowledge, skills and attitudes required to manage each clinical presentation.² We initially used simple hide and show case examples and later, a unique hybrid design of virtual patients for medical students to practice clinical reasoning in a safe environment with immediate expert feedback.³ The virtual patients are used by students on the clinical rotation and also in the basic science courses to introduce clinical reasoning early in medical training. Work-based assessments, case reports and miniCEXs are used to assess clinical reasoning. It is possible to design a curriculum to facilitate the learning of clinical reasoning.

Felicity Croker - Growing educators for the future from within the undergraduate dental program: A WIL story

In 2012, over 40 Dentistry students were employed in educational roles within and beyond the Dental Surgery program. This presentation will report on a scaffolded process of Work Integrated Learning that has evolved over time and which, in conjunction with Teaching and Learning Development, has developed undergraduate students' abilities to competently fill educational roles. These roles range from home group facilitation, teaching assistants, tutoring, clinical demonstrating and community information sessions as JCU Ambassadors. This WIL has multiple benefits for the students and the university, while also building professional workforce capacity for the future. Lessons learnt during the development of the program, factors which make it so successful today and proposed future directions will be shared during this presentation.

Jo Mensinga – e-Portfolios: Personal Learning Environment for Social Work Field Education

This presentation will provide an overview of the TLD funded project to research, design, implement and evaluate e-portfolios as an Assessment tool for Social Work field education. The project plan has been designed using an Action Research methodology and includes a community engagement strategy involving key stakeholders in the design, implementation and evaluation of the e-portfolio. The presenters will deliver a literature review that provides evidence to the benefits of e-portfolios in Higher Education including:

- Being capable to collate a diverse range of student documents (artefacts) in a personal learning environment format
- Enhancing students learning by providing a tool for critical reflection, evaluation and feedback
- Ability to be inclusive of Subject learning goals, JCU Strategic goals and Professional Standards.

Ralph Pinnock - Teaching, learning and assessing *Hauora Māori*

The teaching of *Hauora Māori* doesn't always follow recommended practice.^{1,2} Students are exposed to *Hauora Māori* throughout their training but because Māori children receive a lower standard of health care and have poorer health outcomes than *Pakeha*, we introduced additional teaching and assessment into the paediatric rotation. One of the four lectures at the start of the rotation was on *Hauora Māori* as it pertains to child health. One of the three case reports used in the paediatric assessment is on a Māori child and their *whanau*.

These case reports were marked by the same clinical teachers, who routinely marked the other case reports. Clear criteria for assessment resulted in acceptable inter-observer variability. Students showed a good understanding of the particular issues involved in providing equitable care to Māori children and most rated the case report as useful or very useful in terms of increasing their understanding of providing health care to Māori children. Clinical teachers, irrespective of their cultural backgrounds, can assess cultural aspects of care.³ To be clinically competent students must be culturally competent. These competencies must be taught and assessed by clinical teachers in all rotations.

Sharon Harwood – Student success through partnerships and community engagement

The purpose of this presentation is to share some of the successes we have had (including the challenges) and the partnerships that we have established (in terms of delivering practice based education) in the creation of the Graduate Certificate in Planning and Indigenous Communities. It has been a huge challenge to create a course that is perceived to be a 'social good' by some (ie a money loser) and a necessity by others – particularly locally based planners and Traditional Owners who understand that the planning system must legitimise two knowledge production processes in one system.

The course goes beyond embedding Indigenous perspectives and knowledge in curriculum design, because we recognize that traditional knowledge is not universal throughout the Tropics. The way that our students will learn about how planning is perceived and received in communities is to go on country and be taught by Traditional owners. This experience enables the students to learn through multiple senses (hear, see, smell, touch, cognitive). More importantly to the Traditional Owners this course has created an income stream making the much hypothesised 'cultural economy' – a reality!

Shaun Belward et al- Improving first year university mathematics teaching: An action research approach

In tertiary mathematics teaching, the challenge of catering for a diverse cohort is exacerbated by the downwards trend in general mathematical preparedness of students entering the sector. These circumstances need to be addressed by changing teaching practice within the university system.

At JCU these challenges were met in July 2010 when a team of three mathematicians from the Discipline of Mathematics and Statistics and the mathematics educator from the School of Education formed an action research team. The team is called the Mathematics Action Research Team (MathsART). During its existence, positive change has occurred in the teaching practices of the academics, in the learning experiences of the students and in the amount of research undertaken on teaching and learning in first year mathematics.

In this presentation we will discuss the action research approach adopted by the MathsART and some of the initiatives we have employed to engage students inside and outside class. The response of the teaching team to the introduction of a collaborative learning initiative will also be discussed. This research will be presented at a Symposium during the Mathematics Education Research Group of Australasia Conference in Singapore later this year.

Martina Mylrea - Professional identity development during year 1 of the BPharm: using PebblePad™ to reflect on professional learning opportunities.

The professional role of the pharmacist has evolved in the past few decades from the supply of medicines to one concerned with the broader concept of pharmaceutical care whereby patient education about medicines and health are key responsibilities of the pharmacist in all areas of practice. For the health professional educator the facilitation of this professional development has been described as the most important and yet complex aspect of educating pharmacy students.

This project aims to bring the development of professional identity to the foreground of student experience and consideration during the first year of study. This will be done by exploiting student familiarity with online platforms and social networking where expressing identity is a pervasive theme. Pebblepad™ will be used to actively engage students in constructing and interpreting their own professional identity through reflective learning approaches,

This presentation will be a discussion of the benefits of the underlying pedagogy and the introduction of this new approach in learning technology.

Susan Gair et al- Believing in the cause: The evolution of WS2121: Aboriginal and Torres Strait Islander Skills and Frameworks for Practice

Introduced in 2009 as a DE elective with a quota of 20, through ongoing 'rethink' and 'redesign' in 2012 WS2121, Aboriginal and Torres Strait Islander Skills and Frameworks for Practice, is a core subject with 100 students enrolled. This is the first year it has been taught as an internal subject. Through the innovation of a core group of believers, this subject was developed in partnership with our Indigenous Advisory Group and Indigenous support staff. We sought to provide discipline-specific skills and knowledge to Indigenous and non-Indigenous social work students.

The subject provides DE students with a DVD, produced in partnership with Education Queensland staff and featuring Aboriginal elder Ernie Grant's model, along with a community engagement/work integrated learning component. Internal students attend a lecture series presented by Aboriginal and Torres Strait Islander guest lecturers, with strong links to community, video-linked to Cairns. Finally an on-campus workshop was delivered in Mackay. As evidence of students' embrace of the subject, in 2011 DE students were invited, at their own expense, to attend a non-compulsory workshop in Townsville- and approx one third of enrolled students attended, from as far away as Canberra. This subject is ever evolving as we seek to enable social work students to grow their skills for working with Aboriginal and Torres Strait Islander peoples/