

Rapid Fire Presentation

Aboriginal Culture through storytelling in 360 video.

Presented by Kam Kaur, John Murphy, Rod O'Brien, Frank Wanganeen.

In 2020-21, Dr Kam Kaur collaborated with Aboriginal Elders and Learning Enhancement and Innovation (LEI, DASE) to design, record and produce a 360 Video resource on Aboriginal cultural knowledge along the River Torrens.

Evidence-based principles were used to design and create the immersive, blended learning experience, bridging technology and pedagogy and linking to learning outcomes.

The LEI Media Production team recorded a Welcome to Country by Uncle Rod O'Brien and a Cultural Tour by Uncle Frank Wanganeen in 360 Video. They then generated animations matched to music with historical images to develop the immersive, interactive experience for students.

This blended learning resource is being used at Wirrtu Yarlur with positive feedback from on campus and remote students. It could potentially be used across the University to support the Indigenous Curriculum.

Acknowledgements: Fred Agius (Kurna Elder) John Murphy (Learning Design); Dave Johnston, James Donovan, Aaran Shannon-Honson (LEI Media Production Team)

Co-authors names

Dr Kam Kaur (Academic Lead) Rod O'Brien, Frank Wanganeen, Fred Agius, (Aboriginal Elders); John Murphy (Learning Design); Dave Johnston, James Donovan, Aaran Shannon-Honson (LEI Media Production Team)

Rapid Fire Presentation

Using FLOW-3D to offer virtual laboratories in water engineering teaching.

Presented by Jessica Bohorquez, Wei Zeng, Byron Guerrero.

It's July 2020. It was time to plan out Water Engineering and Design course. Laboratories are an essential part of this course, but they were no longer an option with the Covid-19 situation. It was time to innovate. Industry projects with no access to physical laboratories conduct numerical modelling to assess water infrastructure design. Then, why not take advantage of the simulation tool FLOW-3D to expose our students to virtual laboratory sessions? This process involved research, planning and brand new content development from the teaching team. What started as an alternative to a conventional course activity quickly started showing important advantages. It allowed for the exploration of topics that are not typically covered in laboratories, it exposed students to complex but highly desired skills in the workforce and it inspired school academics to create Honours and Master projects around FLOW-3D. Now it is July 2021. Do we want to go back to the traditional laboratories? Why not make the best out of both worlds?

Co-authors names

Wei Zeng, Byron Guerrero and Martin Lambert

Rapid Fire Presentation

Blended Learning: Content, Community & Covid.

Presented by Brie Willoughby-Knox.

Robust blended learning experiences are more important now than ever in the COVID era of quick pivots between modes of delivery. Blended learning design has created opportunities to “abandon flawed approaches to teaching and learning” (Owston et al., 2012, p. 340) and create a widespread adoption of transformative practices that go beyond imitating traditional practices (Torrissi-Steele & Drew, 2013). The LEI design and development team working on the Allied Health Project is taking up those opportunities and creating meaningful blended learning experiences. We are using innovative approaches to bridge online, classroom and real-world learning experiences on several concurrent dimensions. In this short talk, I will share some of the strategies and tools that we use to blend two key dimensions of learning: content and community. The main implications are for future-proofing courses and continuing to evolve our shared understanding of what learning and teaching can look like.

Rapid Fire Presentation

Multiple learning and administrative advantages when an advanced course in genetics adopted a “flipped-classroom” format with continuous, online assessment.

Presented by Michael Lardelli.

We instituted a flipped-classroom learning environment for teaching advanced undergraduate genetics that consisted of pre-recorded lecture material followed by face-to-face workshops. Student engagement was promoted, and learning reinforced, by a recursive arrangement of electronically delivered formative and summative multiple choice question assessment in every workshop instead of a final end of semester examination. Our teaching approach dramatically increased student attendance, and student engagement with instructors. It simplified examination administration, and adapted easily to the online-only requirements of the SARS-CoV2 pandemic of 2020. The majority of student feedback regarding the revised learning format was positive. A manuscript describing the course structure and student and instructors experience with it is available at EdArXiv Preprints: <https://edarxiv.org/7dr94/>

Rapid Fire Presentation

Choose your own assignment.

Presented by John MacLean.

I want to discuss a strategy for formative assessment: an assignment structure in which students generally know their mark before their assignment is marked. A common target for formative assessment is to provide on-the-fly feedback, feedforward, etc. My goal here was to efficiently bypass much of the difficulties of providing on-the-fly feedback by communicating an escalating goal structure to students.

The result was "the clearest assignment I've ever had," an assignment in which students temporarily forgot marks while they fought to move up my established goal structure.

I'll quickly present the idea, then move to an open forum discussion in which you can criticise or improve on it.

Rapid Fire Presentation

Enabling the 360- Feed-forward Cycle through an Effective Partnership with PASS Student Leaders.

Presented by Kayoko Enomoto and Rebecca Leung.

Language students require practical experiences of using the target language, just as science students do through their practical/laboratory sessions. More time is also required for students to learn non-cognate languages (e.g. Japanese) than cognate languages (e.g. German). In this regard, maximising our Japanese language students' course engagement stands paramount in our course delivery. There is the strong need to systematically embed an effective communication pathway connecting the teaching team with students' realities and to hear their voices. This need was facilitated creatively through partnering with PASS Leaders. Drawing on the Student as Partners framework, we present a collaborative course delivery model, the 360° Feed-forward Cycle consisting of three dimensions in Japanese 2A. This innovative approach enabled realistic anticipation and proactive addressing of content-related difficulties and, crucially, student experience and well-being issues, whilst also providing the Japanese 2A team with a heightened sense of cohesion and mutual support.

Rapid Fire Presentation

Integrating Ethics – Using real case studies.

Presented by David Hunter.

In this brief presentation I will address one strategy for dealing with a common issue in ethics teaching to professionally focused students - namely that the student's focus in their first years is often on what they consider the core knowledge for their future role - rather than how to behave well in that role for example. I will discuss how using cases drawn from students in later years involved in work-integrated learning can work as an effective way to assess those students but also provide a rich and engaging resource for cases for students in earlier years of study.

Rapid Fire Presentation

Managing the risks of discrimination and harassment for legal intern.

Presented by Anne Hewitt and Stacey Henderson.

Employers increasingly expect graduates (including legal graduates) will already have practical workplace experience. At the same time, we are recognising that bullying, discrimination and sexual harassment are endemic in our society, including in the law. Students undertaking WIL are particularly vulnerable, as they are often inexperienced, desperate to develop the employability skills and industry contacts, and needing to complete the placement to obtain course credit. Given this, Law Schools have a social, moral, and legal obligation to support and protect our students' learning in the workplace.

This presentation will explain the nature of this problem, explore existing resources to educate students about their workplace rights, and introduce a new Law School project to create resources which are specific to legal workplaces which can inform students of their rights, assist them to recognize and respond to inappropriate workplace behaviours, and for workplaces, and those in them, to engage in positive change.

Rapid Fire Presentation

Work-Integrated Learning Activities in the Translation and Interpreting Program: which are popular and cost effective?

Presented by Hong Cai.

In this presentation, I will share four types of work-integrated learning activities implemented in the Master of Arts (Interpreting, Translation and Transcultural Communication; MAITTC) program between 2019 and 2021. In order to enhance students' skills and competencies required for a professional interpreter and develop their workforce readiness, I take a four-step approach. The activities from the first three steps are work simulation, which includes fully structured role-playing scenarios in the lab, semi-structured role-playing scenarios with Year 2 Medical School students and unstructured live-action scenarios with Year 6 Medical School students in Adelaide Health Simulation. The activities in the fourth step are work shadowing, in which students go to the field (e.g. hospitals) to observe practitioners' interpreting. Students' feedback and reflections are collected and analysed to better understand the pros and cons of these activities and how to further improve work-integrated teaching and learning. Furthermore, I will also discuss how collaborations with the Medical School and practitioners have made these activities replicable and cost-effective.

Rapid Fire Presentation

Positioning for future careers.

Presented by Saira Ali.

As a first-year Bachelor of Media core course, MDIA 1020 Media Professions and Identities provides opportunities to begin scaffolding knowledge and understanding of media careers and professionalism from the start of the program. Exploring the changing nature of media professions and the role of communications professionals in different sectors in the very first year of their degree, allows students to position themselves in response to possible future careers and career pathways. The course content and assessments facilitate this process by encouraging reflection as well as acquisition of practical skills such as developing content for digital platforms, applying for an advertised job in their preferred field of media work, practicing professional communication forms (including correspondence and resumes), report writing and building personal brands. These activities are further complemented by opportunities for networking with industry professionals via special guest presentations and mentorship programs.

Rapid Fire Presentation

Using the Five-Microskills Method in Veterinary and Medical Sciences Clinical Teaching.

Presented by Kiro Petrovski and Roy Kirkwood.

Teaching clinical reasoning is a challenge in the medical sciences (e.g., dental, pharmacy, medical, veterinary) as many lack adequate training in clinical teaching. In this workshop, we propose the use of the five-microskills (FMS or the one-minute preceptor) model of clinical teaching as a tool that can be used not only in teaching during clinical encounters but also during traditional teaching sessions (e.g., practicals). The FMS model

- assists the instructor in estimating the level of knowledge and development of the learner
- allows for providing feedback
- is applicable in the busy clinical or teaching schedule of the instructor
- requires training only of the instructor (1 – 4 hours recommended), not the learner

We will provide two brief examples of the use

- clinical encounter in veterinary clinical practice
- biochemistry practical

Expected outcomes:

- From the examples, the basis of the model and start using can be extracted and implemented in clinical and other teaching.

Rapid Fire Presentation

Blended by Design.

Presented by Cheryl Pope.

As many of our courses were subject to emergency transition in response to COVID-19, one course transitioned seamlessly (for the students at least!) A lot of the reason for this success is that the course was designed from scratch to be a blended course making use of technology to increase the opportunities for students to engage and challenge themselves at scale (this course has around 800 students) and using valuable face-to-face time for interactive activities. In this presentation, I highlight the key design decisions and how these mapped to learning technologies in MyUni and the impact for students.

Rapid Fire Presentation

Adapting to Blended learning - undergraduate pathology and pharmacology course.

Presented by Rachael Farrington and Abdallah Salem.

Taking lessons learnt from last year's teaching and assessment modifications to the delivery of the course in response to the COVID19 situation, we have been able to create a supportive self-directed blended learning environment for health and medical science students. This second year course provides a general introduction to pathology and basic pharmacological concepts together with principles needed to understand mechanisms of disease and treatment.

The use of H5p to create interactive videos allowed us to break-up tutorial/ case-based learning content with imbedded questions to keep students engaged and facilitate remote learning. This approach allowed us to exploit the pedagogic advantages of the interactive online material and assess students' knowledge and understanding of the course content. This presentation will report on students' preferences for online and face-to-face resources which allowed them to choose their own style of learning and provide a useful way of revision.