



LTO Bulletin - March /April 2021

Welcome to the March/April Edition of the LTO Bulletin. It's hard to believe that one year ago we were abruptly shifting gears and moving to emergency remote teaching due to COVID restrictions. Whilst the speed of this change brought its challenges, everyone has enhanced their blended learning skills to some extent, which has been fabulous to see. However, it's important that we recognise the difference between 'emergency remote teaching' and online learning. The former is usually in response to a crisis and involves the temporary use of technology solutions to continue education that would otherwise be delivered face-to-face (Hodges, Moore, Lockee, Turst & Bond, 2020). Robust online learning is in a different league altogether, as it involves the careful design of material using principles that aim to maximise student engagement with the content, with the teacher and with other students. Technology is ubiquitous in the online environment and seamlessly supports social and cognitive learning.

As Notre Dame continues to increase its presence in online learning, we encourage you to continue to build and refine your curriculum design and your teaching practices. The Learning and Teaching Office is here to assist you and offers some advice and tips in this edition of the Bulletin. You will see a new Spotlight on how to create quizzes in Blackboard using Excel, and we take a look at what is new in Collaborate. Also in this edition we celebrate excellence in learning and teaching and congratulate our recent VC's PELT award winners. And two of our experienced Sessional Academics share their wisdom about sessional teaching practices.

If you would like any further information on any of the material contained in this edition, do not hesitate to [contact the LTO](#).

Reference: 2020 Charles B. Hodges, Stephanie Moore, Barbara B. Lockee, Torrey Trust, and M. Aaron Bond. The text of this work is licensed under a [Creative Commons BY-NC-ND 4.0 International License](#)

Congratulations to the Vice Chancellor's Promoting Excellence in Learning and Teaching (PELT) Award Recipients

The PELT Awards recognise educators from across the University who shine in their work, their learning and teaching communities, and their own learning. This year many of the recipients are leaders in the significant adjustment to teaching needed during the pandemic. They stand out for their deep commitment to building strong learning communities with and among their students and their

colleagues, disciplines and professions. As advocates they consistently show creativity, compassion and flexibility.

Some of the hallmarks of their outstanding commitment to excellence include: creating self-guided activities, field trips and projects that encourage students to tackle some of our most wicked problems and to share this knowledge with local communities; designing authentic and creative activities and assessments that support students to use evidence-based practices in their own learning; and championing the adoption of innovative teaching, learning and assessment approaches across Courses and Schools.

Warmest congratulations to this year's awardees:

VCAWARD FOR TEACHING EXCELLENCE



1 -

- **Ben Piggott**, School of Health Sciences, Fremantle

Ben Piggott, School of Health Sciences, Fremantle. For a distinctive contribution to enhancing learning and the student experience through experiential and work integrated learning in health and physical education.

VC AWARD FOR INITIATIVES THAT ENHANCE STUDENT LEARNING



2 - Dylan Korczynskyj, School of Arts and Sciences, Fremantle

Dylan Korczynskyj, School of Arts and Sciences, Fremantle. For sustained excellence in the use of authentic learning environments to enhance student engagement and achievement in science.



3 - • *Kathie Ardzejewska, Learning and Teaching Office*

Kathie Ardzejewska, Learning and Teaching Office. For leading innovative learning and teaching practices across three levels of the University: the institution, schools and individuals.



4 - • **Linda Davies**, School of Arts and Sciences, Fremantle

Linda Davies, School of Arts and Sciences, Fremantle. For incorporating project-based learning and industry linkage throughout undergraduate teaching to motivate and inspire students with job ready and sustainable life skills.



5 - • **Shannon Saad, Cassandra Richmond, Marion Thomas**, School of Medicine, Sydney

Shannon Saad, Cassandra Richmond, Marion Thomas, School of Medicine, Sydney. For sustained excellence in the design and implementation of an innovative, evidence-based communication skills curriculum to enrich medical student learning and enhance prospective patient-centred healthcare.

More information on these and how to apply for a Vice Chancellor's PELT award is available from the [Awards and Grants](#) website.

Educator Scholar Summit



Blended Learning to reach, teach and care

Tuesday 28 September to Friday 1 October 2021

The LTO is pleased to announce the annual gathering of educator scholars. This year we are adopting a summit format which showcases good learning and teaching; we will hear from our students as partners; a panel of experts from a range of institutions about how they use learning technologies to enhance student learning and we will be holding a workshop for those interested in, or who are new to the scholarship of learning and teaching (SoTL).

The theme is *Blended Learning to reach, teach and care*. The four sub-themes are

- **Blended learning**
- **Engagement**
- **Community**
- **Wellbeing**

The sessions in the 2021 Educator Scholar Summit are as follows:

Professor Claire Macken Keynote speaker - Wednesday 29 September



Professor Claire Macken, Associate Deputy Vice Chancellor (Learning and Teaching), College of Business and Law, RMIT University is driven by a passion for student learning and experience in higher education, and the meaningful intersections of technology, education and industry. Claire inspired customers to think differently in incorporating technology into their practice in her previous roles at KPMG as Director of Education and at Apple leading Higher Education and Industry.

Claire has also held various senior roles in Australian Universities, including as Pro Vice-Chancellor (Innovation and Future Learning) and Director of Online and Blended Learning at La Trobe University, and as an Associate Dean (Teaching and Learning) in the School of Law at Deakin University. Claire is also a national award winning teacher, with an Australian Award for Teaching Excellence, and an Australian Citation for her work in relation Student Engagement and is the author of nine books and multiple book chapters and journal articles in both law and education. View [Claire's LinkedIn](#)

[Click to view other Educator Scholar activities](#)

***Student Panel - Tuesday 28 September:** The student voice is integral to designing learning and teaching experiences. Hear from a panel of our current students as they share how we might engage them in the blended education landscape.*

***Staff teaching and learning research presentations - Wednesday 29 September:** We invite presentations focusing on scholarly learning and teaching practices focusing on the sub-themes.
Abstracts close 19 July 2021.*

***SoTL workshop for new researchers - Thursday 30 September:** This workshop is designed for newer researchers to look at how to turn your new practice ideas into scholarship of learning and teaching (SoTL). The workshop will break down SoTL, i.e. creating evidence, collating, putting into practice, and evidencing your teaching. The second part of the workshop will concentrate on sharing your ideas and how to get started.*

Expert panel using learning technologies to enhance your curriculum - Friday 1 October: Hear from educational experts who will provide a short presentation on what is happening now, in each of the conference themes. Each is recognised as a leader in their field, and will encourage you to try ideas that you can implement tomorrow. Take the opportunity to ask them your vexing questions.

Learning from our Sessional Academics

The inaugural LTO Essential Sessionals Program opened this semester with a 30-minute webinar with the goal to celebrate our colleagues, giving them the opportunity to meet each other, and to learn more about the support offered by the LTO.

Two of our experienced sessional academics – Kylie Kam (School of Education) and Piers Truter (School of Physiotherapy) shared their insights into the teaching practices. Here are some of the learnings that we took away:



- Anything you teach for the first time takes time;
- Even when provided with all of the learning material, anxiety that you are not prepared is normal;
- Instead of trying to work everything out on your own, ask course coordinators/permanent staff – it can save time;
- Be very organised right from the start;
- Make sure to save all teaching materials;
- Create a welcome video introducing the course and yourself;
- Create videos that provide an overview of each assessment task;
- Make use of Discussion Boards instead of answering the same question over and over by email;
- It is unproductive to approach teaching online the same as face-to-face teaching;
- Design for online from the start:
 - Students will appreciate having materials up-front, but do not overwhelm them;

- Make explicit to students what they have to do from week to week;
- Think bite-size learning material;
- Use a variety of media to promote engagement, both synchronous (Zoom and Collaborate) and asynchronous (discussion boards);
- Let student know what is 'required' learning material and what is additional or optional;
- Build a bank of feedback comments from students.

The full recording of the workshop is available in [LT1004 Continuing Professional Learning with the LTO](#), inside the Supporting Sessionals section of the course menu. We also published the slides that accompanied the workshop which offer a variety of useful links.

A note from the LTO:

Being a sessional academic can be daunting - reach out for help, whether you need someone to show you around the campus, help you to select the best learning technology, or serve as your critical friend.

Did someone show you kindness in the past? Whether you are a new sessional academic or already have experience, please keep that ball rolling by helping someone else and getting involved. Please join our [private Facebook group](#) of Notre Dame sessional academics if you have not yet done so and take part in the Discussion Forums in our [LT1004 Continuing Professional Learning with the LTO](#).

Learning for our sessional academics: Modules in Blackboard

[These six short modules in Blackboard](#) are part of the Essential Sessionals Program (***please log into Blackboard before clicking the link***). They are focused on supporting academics in identifying, developing and implementing good practice in a variety of different teaching and learning contexts. Each takes between 20 and 30 minutes.



The modules are available at any time; please share any questions, thoughts or useful strategies on the [Essential Sessionals discussion forum](#).

Also, if you could not make any of the three Essential Sessionals Program workshops the LTO conducted recently, you will find the links to the recordings in Blackboard course [LT1004 \(Continuing Professional Learning with the LTO\)](#). Look in the [Supporting Sessionals](#) section of the course menu.

Technology Enhanced Learning (TEL)

Take a Fresh Look at Collaborate

The team behind Collaborate have been working hard on the software to make it the online synchronous tool of choice for educators. Collaborate has the advantage that it is integrated into Blackboard. The Collaborate designers now want to roll out more features to bring them into line with the Zoom experience. Collaborate gives you security, ease of distribution and control of recordings and an increasing range of features, so if you had stopped using it, here is a list of the current features:

- Mention attendees in the Chat session. Anyone mentioned will hear a chime to direct their attention to the chat
- Format chat text
- Profanity filter
- Status and instant feedback reactions (accessed by clicking one's face at the bottom of the screen)
- Improved whiteboard
- Download poll results
- Share camera as content
- Reminder to switch on recording
- Ability to deactivate access to recordings to just those logged onto Blackboard (link cannot be shared)
- Ability to limit recording downloads to just instructor
- Improved session settings in scheduler
- Webinar mode (ability to specify a large session - 250 to 500 participants)
- Gallery view, with 24 faces per screen (any day now)

Features that Collaborate is piloting for release later in the year:

- Maximum participants per session will increase to 1000;
- A warning to participants will come up if they are using an incompatible browser;
- Integration with Course Announcements; and
- Integration with Blackboard Groups.

Did you know that you can create your quizzes in Excel and upload into Blackboard – saving you time?



Do you write your own test or quiz questions? If yes, it is likely that you are using Microsoft Word.

Excel will provide you with the same conveniences as Word (i.e. see all of the questions at a glance, decide on the value). However, by adding codes for Blackboard and specifically arranging test questions and answers you can bulk-upload test questions into Blackboard. When the LTO has shared this with colleagues lately, a familiar refrain is –*It's like magic! I am going to tell everybody!*

Our latest Spotlight explains step-by-step how to create quizzes in Excel for uploading into Blackboard. To provide you with the opportunity to practice, we have also created a test file called *Blackboard Test Ready to Load*. You will find both the new Spotlight and the test file in Blackboard course [LT1004 \(Continuing Professional Learning with the LTO\)](#). Look in the [Spotlight](#) section of the course menu.

Online testing tools and assessment methods: opportunities, challenges, and lessons learned



The Learning and Teaching Office recently hosted a Blended Learning Community event on the Fremantle campus. The Blended Learning Community is multi-disciplinary, consisting of members from all Perth-based universities. The workshop focused on sharing and fostering good practice in blended learning, including online assessment with two-stage marking, assessment re-design during times of a global pandemic and using structured discussion boards for deeper learning. Student engagement technologies, such as Nearpod and Cadmus, were also presented. Nearpod is a free app that allows teachers to create interactive lessons which students upload to their own devices, and Cadmus is a peer assessment tool that integrates with Blackboard.

You will find presentations from this and previous workshops on the [Blended Learning Community Website](#).

Stay Connected

You can visit the [LTO online](#), or send us an email [LTO](#). We also invite you to follow us on [Twitter](#) or [Facebook](#). We also have a special [Facebook Group for Sessional Academics](#).

If you would like some more support or just want to give feedback on this Bulletin, please [contact us at the LTO](#).

