



Learning & Teaching Office

*Together, achieving excellence in
learning and teaching*



Bulletin February – March 2022

Welcome back! We hope that you had a restful break and spent some well-deserved time with your loved ones.



New to Notre Dame?

What is the Learning & Teaching Office, and who is in the team?

The role of the LTO is to build learning communities to support academics to enrich their practice. One way we do this is to produce a bulletin every two months. The bulletin provides University and sector updates in learning and teaching including, but not limited to, strategies that support University initiatives, upcoming Continuing Professional Learning (CPL) opportunities, ideas on teaching with technologies, and celebrations of award and grant winners.

To give you a better idea of the breadth of expertise in the LTO and how we can provide support, here is a brief overview of the roles and knowledge of each person in the team.



1 - Professor Carole Steketeer (PhD)

National Director of Learning and Teaching

- *Institutional strategy to promote faculty excellence in learning and teaching*
 - *Innovation in learning and teaching and student success*
 - *Academic governance*
 - *Curriculum theory; design; mapping; transformation*
 - *Health professional education*
 - *Principal Fellow of the Higher Education Academy*



2 - Associate Professor Kathie Ardzejewska (PhD)

Senior Academic Developer and Manager of the LTO

- *Strategy to promote excellence in learning and teaching*
 - *Scholarship of Teaching and Learning (SoTL)*

- *Academic leadership*
- *Curriculum design and implementation*
- *'Critical Friend' - academic reflective practice and peer review of teaching*
 - *Staff and student wellbeing*
- *Principal Fellow of the Higher Education Academy*



3 - Dr Jenny Pizzica

Senior Lecturer and Academic Developer

- *Teaching awards and recognition*
- *Integrating technologies in curriculum design*
- *Evaluating and researching learning designs*
- *Senior Fellow of the Higher Education Academy*



4 - Inna Geoghegan

Learning Technologies Developer

- *Designing sustainable and effective Blended and Online programs and courses*
- *Selecting tools and technologies to fit Intended Learning Outcomes and goals*
- *Using Assessments in Blackboard and Turnitin (basic to advanced skills)*
 - *Using Blackboard to its full capacity (basic to advanced skills)*
- *Selecting learning technologies to help you engage students and save time*
 - *Senior Fellow of the Higher Education Academy*



5 - Dr Lee Partridge

Adjunct Senior Lecturer

- *Transition and retention*
- *Peer review of teaching*

- *Learning and teaching in higher education*
- *Early career academic development*



6 - Lyn Marks

Senior Administrative Officer

- *Supports the team in delivering excellent CPL, including the annual Educator Scholar Summit*
- *Providing pastoral care to students studying the Graduate Certificate/Diploma and Master in Learning and Teaching in Higher Education program*



7 - Ani Amis

Administrative Officer

- *Supports the team in delivering excellent CPL*
- *Designing materials for the Graduate Certificate/Diploma and Master in Learning and Teaching in Higher Education.*

Educator Scholar Summit 2022



[Save the Date: 20 - 23 September](#)

Join us for 2022 Educator Scholar Summit, hosted by the Learning and Teaching Office

The Summit is dedicated to celebrating the unique richness and complexity in the work of Notre Dame's community of scholarly educators. Together we will share research, ideas, practices and resources for effective, creative and collaborative approaches to learning and teaching across the University.

This year's virtual summit will feature research talks, panels, and keynote presentation.

It creates a collegial space to share evidence-supported teaching innovation.

The theme for this year's summit is Partnerships for Student Success.

We invite presentations focusing on scholarly learning and teaching practices in the following areas:

- **Developing purposeful partnerships**
- **Tools and strategies for creating sustainable partnerships**
- **Future-proofing learning and teaching through partnerships**

We hope you'll make plans to submit a presentation and invite your colleagues to join us during the semester 2 non-teaching week.

Abstracts open 7 March and close 11 July 2022

More details to follow soon.

Continuing Professional Learning (CPL) Calendar: Semester One



We are running a series of 45 minute webinar cafes where you have the chance to participate in synchronous skills development and practice sharing with peers. This format gives us the opportunity to support the growth of academics in learning communities.

You can find the Semester One calendar [HERE](#).

Australian Awards for University Teaching

Celebrating our Awardees

The prestigious Australian Awards for University Teaching (AAUT) recognise Australia's most exceptional university teachers. Awardees are honoured for their dedication to quality teaching, innovation and their outstanding contribution to student learning. The Awards are highly competitive. This year Universities Australia received 131 applications from across all Australian Universities.

CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING	AWARDS FOR PROGRAMS THAT ENHANCE LEARNING	AWARDS FOR TEACHING EXCELLENCE	CAREER ACHIEVEMENT AWARD
131 Nominations	20 Nominations	33 Nominations	9 Nominations
78 Awards	4 Awards	9 Awards	1 Award

The LTO is excited and proud to share the news that three Awardees from Notre Dame have been recognised with Citations for Outstanding Contributions to Student Learning. Each year the LTO works with the University nominees to develop applications to the exemplary standard. This year, the LTO also joins in the success, as the recipient of a team award.

Please join us in congratulating our colleagues for their success in receiving an Award in the following areas:

Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn.

Dr Ben Piggott

School of Nursing and Midwifery, Health Sciences & Physiotherapy

For sustained best practice in promoting a social justice perspective, highlighting inclusive practice as a critical attribute of pre-service teachers.

AAUT feedback: "This is a high-quality application demonstrating the impact higher education subjects can have on students, teachers and the community. The nomination demonstrates an impressive commitment to inclusive practice, with evidence of impact on the student learning experience"



Development of curricula, resources and/or services that reflect a command of the field.

Dr Shannon Saad, Dr Cassandra Richmond and Dr Sarah White (Team)

School of Medicine

For sustained and exemplary longitudinal integration of an evidence-based communication skills curriculum in medicine to enrich medical student learning and enhance future healthcare delivery

AAUT feedback: "The scholarly practice described has been well thought out, demonstrates intellectual rigour, enables preparation of medical students for safe practice, and all claims are well substantiated with evidence."



Innovation or leadership that has influenced and enhanced learning and teaching and/or the student experience.

Prof. Carole Steketee, A/Prof. Kathie Ardzejewska, Dr Jenny Pizzica, Dr Alison Casey, Inna Geoghegan and Lyn Marks (Team)

Learning & Teaching Office

For the stewardship of a scholarly approach to fostering a culture of reflective evidence-based practice that enriches our students' learning experiences across all campuses

AAUT feedback: "(T)his is an excellent application that uses strong evidence of impact on colleagues and their students. The LTO has had a significant impact on institutional culture and teaching support in a relatively short time frame."



[Read more about the work of the Awardees here](#)

Supporting Retention and Transition



Notre Dame already has the enviable reputation of rating amongst the highest in the country for student satisfaction, but there are always enhancements that can be made in the way we support students through their university journey. The LTO has exciting plans to join with the University community to focus on the promotion of best-practice related to student retention and transition. In the coming weeks the LTO will be facilitating the development of communities of practice to engage with aspects of learning and teaching for student success and retention.

We will be extending the available resources for staff. The current resources are grouped [here](#) under practices which have been shown to have a positive impact on first year transition.

We will be offering tailored workshops and webinar cafes reflecting what we know to be best-practice in curriculum and teaching practices. The events are for both early career and experienced academics. Support to carry out investigations in the form of small-scale SoTL projects is also coming.

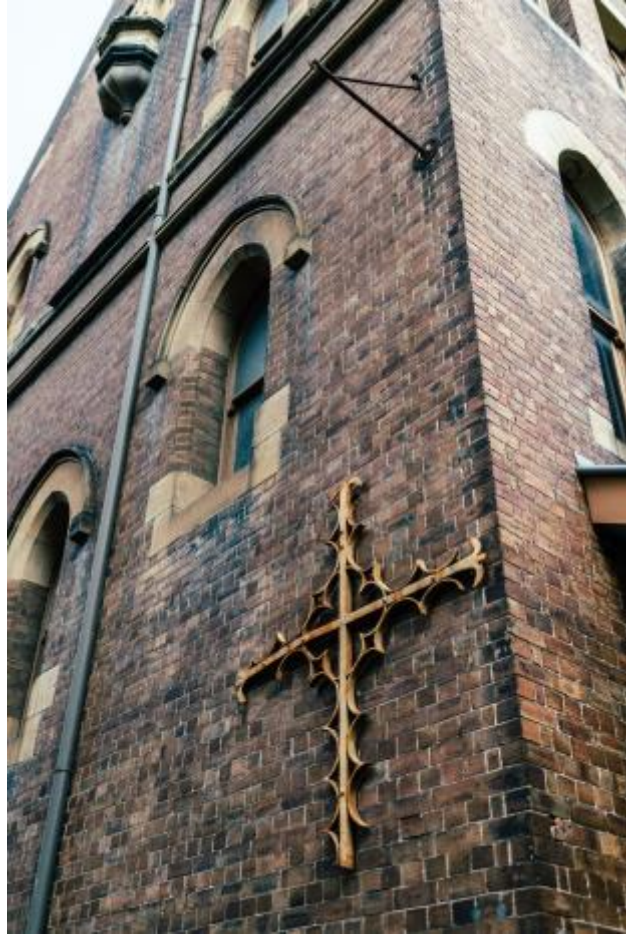
Further details of this initiative will be available in the coming staff Communique '*Support for Improving Student Retention*'.

The ESSENTIAL SESSIONALS Program in 2022

It is not too late to join!

The ESSENTIAL SESSIONALS is a continuing Professional Learning Program ran by the LTO for Sessional Academics at Notre Dame. The aim of this program is to support new staff at Notre Dame through:

- Orientation to learning and teaching at Notre Dame
- Assistance to develop effective learning environments
- Examination of student engagement in learning and respond to their needs
- Identification of strategies to improve responsiveness to diverse learning environments
- Identification of different Technology Enhanced Learning opportunities to support teaching and learning to enrich the student educational experience
- Use of research-informed guidelines on effective feedback to reflect on approaches to assessment
- Location of a variety of sources for peer feedback of teaching
- Exchange of strategies and sources of support with other academic colleagues
- Support to use enquiry-oriented methods to frame individual development goals



The program has been created so that you can tailor your participation to what you are most interested in learning about and to the areas where you would like to grow and thrive. It consists of five 45-minute long Zoom sessions in which you get to share ideas with academics from the LTO and sessional colleagues from across the University; and six self-paced self-directed online modules in Blackboard.

To complete the program, and **obtain a certificate** acknowledging your commitment to learning and teaching, you need to complete **two modules and participate in two webinars**. Three of the webinars have already taken place, and [you will find the materials and recordings here](#) (please log into Blackboard first), but even if you were not able to attend so far, we hope that you can join us for the remaining two webinars:

Webinar 4: Engaging students in assessment



[Register here for Webinar 4](#)

45 minutes – Tuesday 22nd March 2022, 10am AWST/12pm AEST

The webinar will provide a forum for you to discuss assessment and its many types, purposes and implementation. You will have the opportunity to share your reflections and favourite assessment strategies with your peers, and the LTO will help you grow your practice. The goals of the webinar is to learn more about:

Preparing your students for assessment

Working with tried and tested ways of communicating assessment expectations effectively

Building student agency through assessment

Help students feel a greater sense of control and responsibility over their own learning by creating more engagement opportunities in the assessment process and support them to better understand the principles behind assessment criteria.

Fostering authentic assessments

Some simple ways to boost the authenticity of existing assessment tasks, even if you can't re-design the task from scratch.

Webinar 5: Marking and feedback



[Register here for Webinar 5](#)

45 minutes – Friday 25th March 2022, 10am AWST/12pm AEST

Timely and informative feedback is a key element in supporting students' progress. This webinar will help you reflect on your own practices in feedback and marking. We will work through some common scenarios to illustrate how to provide effective feedback in a sustainable way. The goals of the webinars are to learn more about:

Constructive feedback

What kind of feedback makes the greatest difference to students' learning – where and how is this best done (both online and face-to-face)?

Sustainable marking

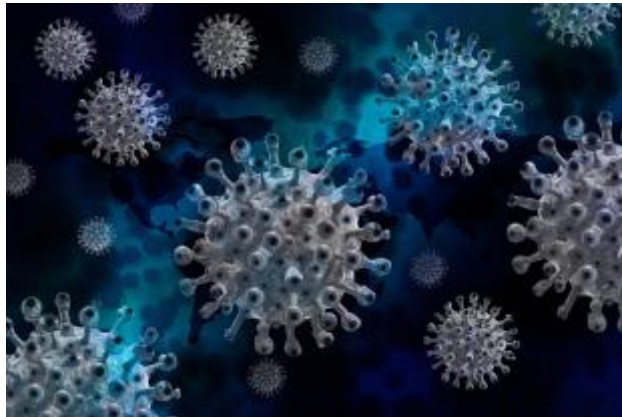
Finding ways to mark more efficiently and make the most of your precious time.

Preparing students for feedback

Helping students make the most of feedback (which will also save you time later down the track).

Teaching Online

Intentional (blended) learning design beyond the pandemic



This [article](#) from “The Educationalist” brings together ten important aspects of intentionally designing learning experiences supported by technology and might inspire you to try something new.

The article focuses on asking yourself what decisions you are making to ensure that the learning journey you produce for students has an engaging narrative that meets the learning objectives. It also explores how we can consider the student experience so that the program or course is well-tailored to students' needs.

[ASCILITE TELall Blog: Improving Cognitive Presence in Online Discussions in Large Enrolment Courses](#)

This [blog post](#) explores implementing protocols to help facilitate meaningful discussion in courses with large numbers, and provides a number of suggestions to achieve this goal.

New Technology Enhanced Learning Resources



The LTO has two new practice guides to help you with making videos using Zoom, and uploading them to your own YouTube channel.

[Record a Video with Zoom](#) and [Upload Your Video to YouTube](#)

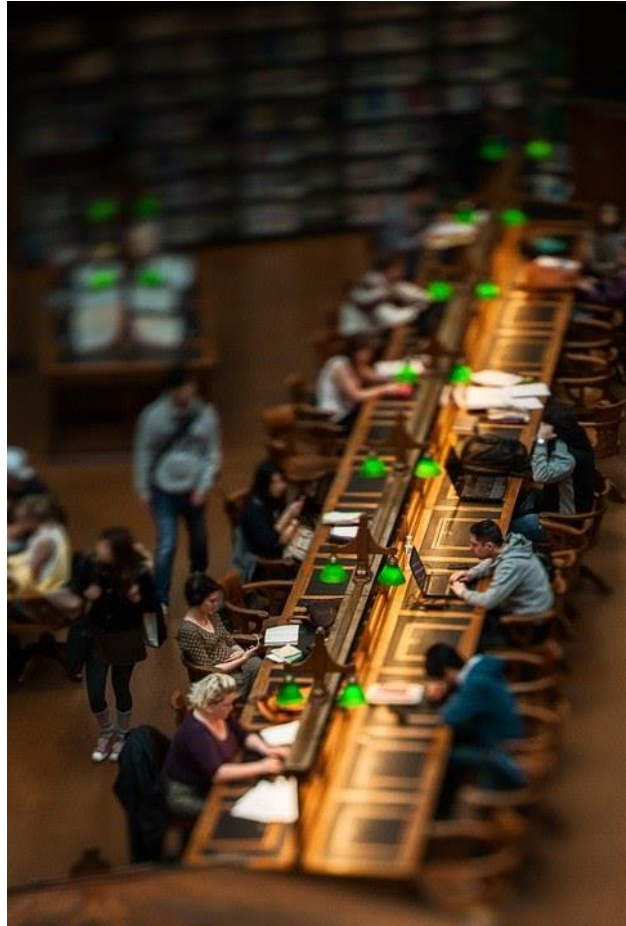
Teaching Tip: Building Trust with Students

[How to Promote Psychological Safety in Your Classroom](#)



We know that it has been a very difficult few years and it is well recognised that students (as well as ourselves) need to be treated with extra kindness, care and compassion. This short article walks through how we can intentionally build trust with our students by setting appropriate expectations, providing engaging, relevant lessons and student choice, and celebrating milestones and accomplishments. Read on by clicking [here](#).

Upholding academic integrity in 2022



TEQSA is continuing to work with the sector to strengthen cultures of academic integrity within higher education and to reduce the integrity risk posed by commercial academic cheating services.

They have updated [some of the downloadable resources](#) on their website. The resources include slides that can be added to a presentation and posters for display on campus.

The focus with these materials is raising awareness that it is illegal to promote or sell academic cheating services to students studying at an Australian higher education provider.

UTAS wants to know about the mental wellbeing of academics.

The research team would really appreciate your assistance by completing a survey about your experience as an Academic working in an Australian Higher Education Institution.

This study has been approved by the University of Tasmania Human Research Ethics Committee.

If you would like to complete the survey, please click on the following [link](#).



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 cannot see it here, would like some more support or just want to give feedback on this Bulletin, please contact the [LTO](#).

