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Bulletin - April 2019

The mission of the LTO is to support the academic community in its quest to sustain and enhance high quality teaching across Notre Dame. In this bulletin we outline a number of ways we are working towards assisting academics to take a scholarly approach to developing their learning and teaching knowledge.

2019 Educator Scholar Conference: Assessment in Times of Change



LTO Educator Scholar Conference

The professional learning journey of an academic never stops and the LTO Educator Scholar Conference is an important opportunity for both permanent and sessional academics to be part of the practice of Scholarship of Teaching and Learning (SoTL). There are varying definitions, but put simply SoTL is:

In order to have a better understanding of learning, educators undertake the systematic investigation of teaching and learning, apply what they have learnt and importantly, share this knowledge with their peers.

The theme for this year's conference is '**Assessment in Times of Change**'

To help guide your thinking as either a presenter or participant the sub themes for the conference are:

- Assessment design
- Academic integrity
- Feedback

The keynote speaker is Associate Professor Phillip Dawson from Deakin University. Phill is a leader in the field of assessment research and is so enthusiastic about sharing his knowledge that he has also offered to facilitate a workshop on both the Fremantle and Sydney campuses.

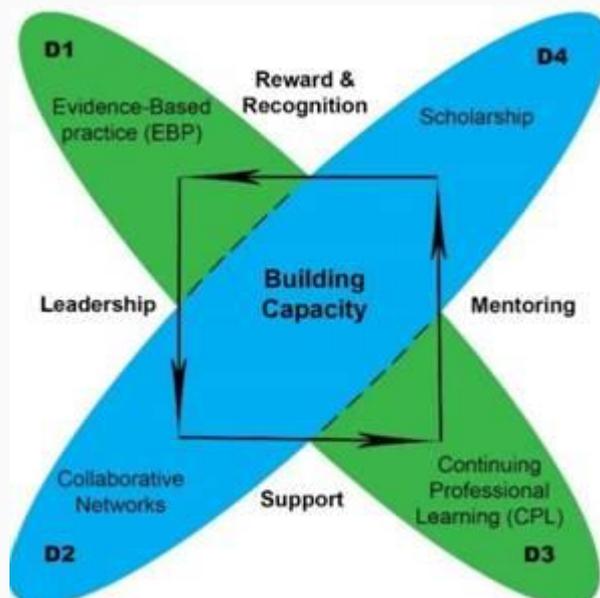
The dates?

- **Tuesday 1 October – Sydney**
- **Thursday 3 October – Fremantle**

In recognition of the work of Notre Dame academics a number of awards in connection with the conference will also be presented.

There is also a DVCA prize for a paper prepared for a peer reviewed journal that makes the most significant contribution to enhancing student learning.

See the [LTO webpage](#) for further information.



Awards and Grants

The LTO is committed to strengthening the connection between teaching and research and to ensuring teaching excellence is recognised and rewarded. Last year Academic Council endorsed the Strategic Plan to Enhance a Culture of Educator Scholar Professional Practice. The figure above shows the intersection of the four dimensions of educator scholar professional practice and how these combine and lead to awards. In adopting this framework the LTO hopes to enhance the opportunities for academics to apply for internal and external learning and teaching awards.

Every year academics are invited to apply for the VC Award for Promoting Excellence in Teaching, Learning and Supervision (PETLS). A committee then reviews the evidence of quality learning and teaching outlined in each application against a set of criteria. After careful consideration, the Selection Advisory Panel recommends the candidates for Awards to the VC. This year the following colleagues were recognised for their contributions:

VC Awards for Initiative that Enhance Student Learning

- Gillian Kennedy and Anna Dwyer (Nulungu Research Institute) *Subcategory: Indigenous Education*
A cultural immersion project on Karajarri country
- Elizabeth McKenna (School of Education, Sydney) *Subcategory: Innovation in curricula, resources & approaches to student learning*
Leading the development of the International Baccalaureate (IB) programs

VC Award for Teaching

- Dr Gregory Hine (School of Education, Fremantle) *Sub-category: Undergraduate Teaching*

As part of the implementation of the Framework the LTO is currently undertaking a review of the internal and external awards policy and procedure. If you ever wondered if you are ready to apply for an award, please join us at one of our workshops to find out. Watch out for details about these workshops.

Seed Grants for Scholarship of Teaching and Learning (SoTL) Project

The LTO is excited to announce the launch of seed grants for scholarship in learning and teaching (SoTL). The grants provide additional funding and support for Educator Scholars to conduct University-based SoTL projects. The grants are open to all teaching staff, and we invite applications for projects that have a strong focus on improvements and innovation in the learning and teaching space.

For more information on the requirements of the grants and how to apply see the [LTO Grants webpage](#).



Peer Review

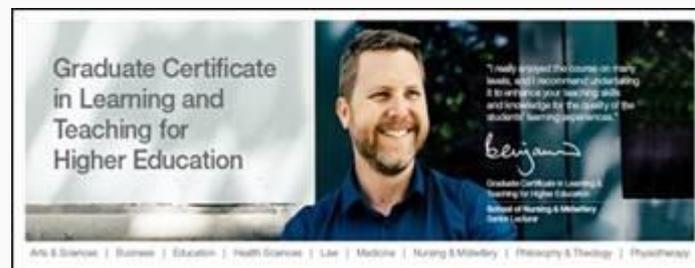
A revised face-to-face peer review of teaching tool is currently being used in a number of Schools on the Sydney campus. It is underpinned by a 'conversational approach framework' (Earl & Timperley, 2009, adapted by Wilson, Bedford, & Readman, 2018). The framework uses respectful relationships, inquiry of mind, and data to guide the conversation, and as a result reduces the emphasis of the reviewee, and shifts increased expectations to the reviewer. The LTO is using a partnership approach developing bespoke workshops at the request of a School. The School of Education in Sydney is taking a further step, planning a Scholarship of Teaching and Learning (SoTL) project where all staff will come together to share what they have learned as a result of the peer review experience.



First Year Experience Community of Practice

In 2018 the LTO partnered with the Sydney School of Nursing to embed academic and professional literacies into a first semester course. The pedagogical framework for this course design led to the development of a number of resources: reading and writing, referencing, note-taking/critical viewing, evaluating sources, feedback, unpacking marking rubrics, Turnitin, summarising and paraphrasing,

structuring compare-contrast essays, and exam strategies. The Fremantle School of Business is using a similar pedagogical approach, tailoring it to their discipline. These two approaches are being drawn together to develop a pedagogical framework suitable for all first year undergraduate courses.



Graduate Certificate in Learning and Teaching for Higher Education (GCLT)

The GCLT has been created to support academics deepen their knowledge of teaching in higher education including how to get started, designing curriculum and designing assessment. It's fully online eBook delivery means that all of the content and activities are found in the one place. The authentic assessment design allows academics to enrich their current practice and feedback from academics strongly suggests we have hit the mark. The course is open to people outside of the University too, so please feel free to pass on this opportunity to external colleagues.

Technology Enhanced Learning



The LTO Blackboard course:

Have you noticed a course entitled LT1004: Blackboard, Turnitin and Beyond on your Blackboard Course List? It is sitting under the subtitle "Courses where you are: Student".

This course is our work in progress and currently has a number of Blackboard tools that you can trial from student perspective (including submitting papers into Turnitin), as well as a variety of resources. It also has Discussion Boards where you can submit any technology-related question anonymously and expect our answer within 48 hours.

Weekly drop-in Collaborate session:

The LTO also offers an open weekly online drop-in session entitled "Blackboard, Turnitin and Beyond" where you can ask any questions about using technology in teaching, enhance your technical skills and discuss the choice of appropriate learning tools to meet your teaching goals. The session is opened for 60 minutes every Thursday, starting at 9am in Fremantle (which is 11am Sydney time), please drop in any time during this hour and either Inna or Alison will be there. The session is run using the following Blackboard Collaborate link: <https://tinyurl.com/asktheLTO>

To visit the session using your mobile device, you have to first make sure that you have a Blackboard App installed (you do not need to open it, you just need it installed on your device). Go to your browser and type up tinyurl.com/asktheLTO to join the open Collaborate session. We hope to see you at the session; please email Inna or Alison (inna.geoghegan@nd.edu.au or alison.casey@nd.edu.au) with any questions.



Academic Integrity

According to the International Centre for Academic Integrity (2014, p. 16), academic integrity is defined as:

'A commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. From these values flows principles of behavior that enable academic communities to translate ideals to action.'

The six fundamental values of academic integrity align closely with the University's values of an intellectual life. Recently the Learning and Teaching Committee established the Academic Integrity Reference Group to provide leadership on initiatives that foster an institutional culture of academic integrity. There are a number of ways the University is currently tackling ethical scholarship including, but not limited to:

- Revising the academic integrity policy and procedure
- Embedding the Academic Integrity Rubric into first semester foundation courses
- Making available TurnItIn
- Facilitating sessions on developing intended learning outcomes and assessment that make it harder for students to engage in opportunities for unethical practice.

Keep your eyes open for the launch of the University Academic Integrity Campaign early next semester.

For those academics on the Fremantle campus, you might be interested in the following workshop: 'Contract cheating – working to do something about it' <https://www.atem.org.au/events/event/contract-cheating>

It's being held on the 30th May at Murdoch University. We'd love to hear your thoughts on how it went if you get along to it.



Stay connected with the LTO!

The LTO is on Twitter!

Twitter allows us to follow institutions and academics doing great work in learning and teaching around the world. Our academic developers choose what they feel is most relevant for us at Notre Dame and then share it with you. We will also tweet learning and teaching eResources (e.g. how to spot contract cheating); and tips for getting the most from Blackboard.

If you are involved in a learning and teaching project that deserves wider publicity, or you have come across some interesting work, and/or an academic let us know [@LTONotreDameAUS](https://twitter.com/LTONotreDameAUS).

If you have no idea about Twitter, don't feel embarrassed ... simply drop by the LTO on campus for a quick lesson. It really is only a quick lesson!

Staying connected with Sessional staff on Facebook

The LTO would also love to stay connected with sessional academics so we can keep them up to date with upcoming events, continuing professional learning opportunities and the latest news in the sector regarding learning and teaching.

While we try to do this via email, we recognise that email fatigue and semester contracts can make this a less than ideal medium. To combat this, we have created a [Notre Dame Sessional Academics' Facebook Group](#).

We invite all sessional staff to click on the link and join our Facebook Group.



Continuing Professional Learning Opportunities

See the [LTO webpage](#) for news and events, and [CPL opportunities](#) from: groups such as ACEN, ASCILITE, and Blackboard



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