

Educator Scholar Conference 2020

The Scholarship of Teaching
and Learning in Higher Education

Integrity

Design Principles

Excellence

Educator Scholar Conference Compendium

Tuesday, 29 September

Friday, 2 October

There are varying definitions of SoTL but the LTO defines it as the following:

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.



Follow us on [@LTONotreDameAUS](#) to stay up to date with the latest events, news, achievements, highlights and continuing professional learning opportunities.



Find us on [here](#) on Facebook

Contents

Program	4
Associate Professor Cath Ellis, Keynote Speaker	6
Celebrating Learning and Teaching Excellence at Notre Dame: Video Reflections	7
Rommie Masarei, Facilitator - Student Panel	8
A/Professor Kathie Ardzejewska & Dr Alison Casey, Learning & Teaching Office, Sydney	9
Developing a standards-based and meaningful academic peer review of teaching tool	
Dr Linda Bellen, Liz McKenna, Professor Lauren Stephenson, School of Education, Sydney ...	11
Professional learning and the supervision of pre-service teachers in the early years	
Dr Min De Leo, Notre Dame Study Centre, Fremantle	13
Peer-assisted study sessions as course-specific academic support at UNDA	13
A/Professor Lucy Gilkes, School of Medicine, Fremantle	15
Peer Assisted Learning (PAL): Using simulation to teach GP consultation skills during the pandemic lockdown	
A/Professor Sharon Herkes, School of Medicine, Sydney	17
What are you looking at? Evaluation of a peer observation and review of teaching (PORT) program	
Julie Maakrun, School of Education, Sydney	19
An intercultural immersion: Personal, professional and cultural expectations of student participants	
Nicholas Pratt, Notre Dame Study Centre, Fremantle	21
Evaluation of the Consequential Validity of a Post Entry Language Assessment (PELA)	
Dr Ainslie Robinson, Dr Laurel Collin, Symblye Paul, School of Nursing, Fremantle	23
Research in Progress: Evaluating the transferability of a newly designed assessment task from offline to online at a critical moment: A case study observation of a first-year nursing cohort undertaking a mandatory “Health Research and Informatics” course	
Dr Thuan Thai, Dr Gregory Hine, Dr Linda Bellen, Rachelle Glynn, Kylie Kam, School of Education, Sydney & Fremantle	25
Exploring primary teacher education students’ self-perception of readiness to teach primary mathematics	
Scholarship of Teaching and Learning Resources	28

New Learning and Teaching Policies, Procedures and Guidelines to Enrich Your Teaching in 2020 31

Graduate Certificate in Learning and Teaching for Higher Education & Graduate Diploma of Learning and Teaching in Higher Education 33

Educator Scholar Conference 2020

The Scholarship of Teaching and Learning in Higher Education

Integrity
 Design Principles
 Excellence

Program

A week of celebrating excellence in learning and teaching at Notre Dame

Tuesday, 29 September - Friday 2 October 2020

Tuesday 29 September

Conference Start 8:30am AWST/ 10:30am AEST

Prayer	Father Mariusz Grzech, University Chaplain (Fremantle)
Acknowledgment of Country	Associate Professor Clive Walley, National Director Indigenous Education
Welcome and Opening	Professor Francis Campbell, Vice Chancellor
Introduction to Scholarship of Learning and Teaching	Professor Carole Steketee, National Director of Learning and Teaching
Keynote Speaker	Associate Professor Cath Ellis, Associate Dean (Education), University of NSW Contract cheating: What is it and what can we do about it?

Short Break 5 Minute 10:10am AWST/12:10pm AEST to 10:15am AWST / 12:15pm AEST

Introduction to Presentations	Dr Jenny Pizzica, Academic Developer
Presentations	<p>Research in Progress</p> <ul style="list-style-type: none"> Lucy Gilkes, School of Medicine - <i>Peer Assisted Learning (PAL) using simulation to teach GP consultation skills during the pandemic lockdown. Theme: Design Principles</i> Nick Pratt, Notre Dame Study Centre - <i>The Consequential validity of a coursework embedded post-language entry assessment. Theme: Excellence</i> Ainslie Robinson, Laurel Collin and Symble Paul, School of Nursing and Midwifery- <i>Evaluating the transferability of a newly designed assessment task from offline to online at a critical moment: An observational study of a first-year nursing cohort undertaking Health Research and Informatics. Theme: Design Principles</i> <p>SoTL Presentations</p> <ul style="list-style-type: none"> Min De Leo, Notre Dame Study Centre - <i>Peer-assisted study sessions as course-specific academic support at UNDA. Theme: Excellence/Design Principles</i> Linda Bellen, Liz McKenna and Lauren Stephenson, School of Education - <i>Professional learning and the supervision of pre-service teachers in the early years. Theme: Excellence</i> Kathie Ardzejewska and Alison Casey, Learning and Teaching Office - <i>Developing a standard-based and meaningful academic peer review of teaching tool. Theme: Excellence</i> Sharon Herkes, School of Medicine - <i>What are you looking at? Evaluation of a peer observation and review of teaching (PORT) program. Theme: Excellence</i> Thuan Thai, Gregory Hine, Linda Bellen, Rachelle Glynn, and Kylie Kam, School of Education - <i>Exploring primary teacher education students' self-perception of readiness to teach primary mathematics. Theme: Excellence</i> Julie Maakrun, School of Education, Sydney - <i>An intercultural immersion: Personal, professional and cultural expectations of student participants. Theme: Excellence</i>

Tuesday 29 September (Program continued)

Questions and Answers 11:50am AWST / 1:50pm AEST

Questions and Answers	Panel of Presenters Coordinated by Associate Professor Kathie Ardzejewska, Manager Learning and Teaching Office
-----------------------	--

Awards Presentations 11:55am AWST / 1:55pm AEST

Award Presentation	Professor Carole Steketee, National Director Learning and Teaching Presentation of the Award for: A project demonstrating the best representation of the conference theme/sub-themes
--------------------	--

Conference Close 12:00noon AWST / 2:00pm AEST

Tuesday 29 September

Senior Leaders Workshop (by invitation) 12:15pm AWST / 2:15pm AEST to 2:15pm AWST / 4:15pm AEST

Workshop	<i>Contract Cheating for Teaching and Learning Strategy and Policy</i> Associate Professor Cath Ellis, Associate Dean (Education), University of NSW
----------	---

Wednesday 30 September

Video Reflections from Award and Seed Grant recipients 10:00am AWST / 12:00noon AEST

We invite you to watch these pre-recorded reflections at your leisure throughout the week.	Pre-recorded video Reflections from our: <ul style="list-style-type: none">• Teaching award winners; and• SoTL seed grant recipients These will be accessible from the ESC website
--	---

Friday 2 October

Student Panel - Exploring experiences and teaching practices that have supported students' learning during COVID

10:30am AWST / 12:30pm AEST to 11:30am AWST / 2:30pm AEST

Prayer	Father Mariusz Grzech, University Chaplain (Fremantle)
Acknowledgment of Country	Associate Professor Clive Walley, National Director Indigenous Education
Student Panel <ol style="list-style-type: none">1. What most helped you feel connected to:<ol style="list-style-type: none">a. Your courseb. Your educatorc. Your peers?2. What most helped you to behave with academic integrity?3. What could we, as an institution and as educators, do better to help you learn at your best?	Panel of Pathway, Undergraduate and Postgraduate Students from across the University Facilitated by Rommie Masarej, Executive Director, Admissions and Student Services Questions from all participants

Associate Professor Cath Ellis

Associate Dean (Education), University of New South Wales

Keynote Speaker



Joining us this year as the keynote speaker is Associate Professor Cath Ellis from the University of NSW. Cath was appointed Associate Dean (Education) in the Faculty of Arts and Social Sciences at UNSW, Sydney in 2014. Previously she worked at the University of Huddersfield in West Yorkshire, UK and the University of Wollongong in Australia.

Cath's background is in Australian and Postcolonial Literature. More recently she has undertaken research in the area of assessment management and academic integrity with a particular interest in contract cheating. Cath was part of a research team that was funded by the Office of Learning and Teaching to explore the connections between assessment design and academic integrity. She

has advised regulatory bodies and educational institutions in Australia, New Zealand, the United Kingdom and Ireland about the problem of contract cheating and was named by the Times Higher Education as one of the 'People of the Year' for 2019 for her work in this area. She brings a wealth of knowledge and practical experience around academic integrity which strongly support our focus on quality learning and teaching.

Celebrating Learning and Teaching Excellence at Notre Dame: Video Reflections

In these busy times it is important to stop and celebrate the great work happening in learning and teaching. The LTO is proud to share with you videos which are a compilation of the reflections of Award winners and SoTL Seed Grant recipients.

These videos have been produced as part of the [LTO Educator Scholar Conference](#), to showcase, celebrate and share good learning, teaching and research practices at Notre Dame.



Rommie Masarei

Executive Director, Admissions & Student Services, Fremantle

Facilitator - Student Panel



Rommie Masarei is the Executive Director of Admissions and Student Services at the University of Notre Dame on the Fremantle campus. Over the course of a decade at Notre Dame, Rommie has worked hard to promote the health, happiness and wellbeing of all students. She and her team have been instrumental in engaging prospective students and welcoming new students to Note Dame. She has also designed and led a range of programs that enrich the students' extra-curricular experience while studying at Notre Dame. A mother of three children - family, faith, education and hospitality are her passions.

A/Professor Kathie Ardzejewska & Dr Alison Casey

Learning & Teaching Office, Sydney



Kathie Ardzejewska is the Manager of the Learning and Teaching Office (LTO) at the University. Kathie provides strategic leadership in the development of quality learning and teaching practices. She writes on leadership in higher education; assessment and transition; and the intersection of social determinants and how these play out in the success and wellbeing for people on the margins.

Alison Casey is a Learning Technologies Developer at the University. She coordinates courses in the Graduate Certificate in Learning and Teaching for Higher Education and has taught as a sessional academic in the School of Education. Alison researches higher education - including academic peer review, sessional academics' experiences of the University, academic integrity and design-based research methods.

Developing a standards-based and meaningful academic peer review of teaching tool

One of the Objects of the University of Notre Dame is excellence in teaching and learning. Key to developing expertise as an educator is access to continual professional learning (CPL). Gosling (2002) notes that one model of supporting growth is academic peer review, however academics often complain that peer review can be subjective and punitive (Sachs & Parsell, 2014). Nevertheless, the Higher Education Standards (2015) has motivated institutions to engage in peer review and in 2016, the Learning and Teaching Office (LTO) with the Learning and Teaching Committee began creating an academic peer review framework. This included a tool to review teaching. Using the lens of practice wisdom (Bamber & Stefani, 2016) and experiential learning (Kolb, 1984) this presentation charts the phases of the development of a peer review tool using design-based research methodology (Barab & Squire, 2004), in which research and practice advance concurrently in a series of iterative phases. The first phase of the design resulted in the creation of a standards-based tool. It arose from the recent endorsement of the University Quality Learning and Teaching Framework (2017), based on

the Australian University Teaching Criteria and Standards (AUTCAS) (Chalmers, et. al, 2014). A scan of the sector and a literature confirmed that while institutional tools are in place, no standards-based CPL style tool exists. Phase 2 piloted the tool, and feedback using focus groups led to a further phase focused on usability. Phase 3 trialled a triad peer review model where academics of a single School and the LTO engaged in practice wisdom to improve the usability of the tool and also to increase the ownership, collaboration, self-reflection and ongoing CPL by academics. This tool may well overcome many of the current barriers, leading to meaningful uptake throughout the institution and improved teaching practice.

References

- Bamber, V., & Stefani, L. (2016). Taking up the challenge of evidencing value in educational development: from theory to practice, *International Journal for Academic Development*, 21(3), 242-254, <https://doi.org/10.1080/1360144X.2015.1100112>
- Barab, S., & Squire, K. (2004). Design-based research: Putting a stake in the ground. *Journal of Learning Science*, 13(1), 1-14. https://doi.org/10.1207/s15327809jls1301_1
- Chalmers, D., Cummings, R., Elliot, S., Stoney, S., Tucker, B., Wicking, R. & Jorre de St Jorre, T. (2014). *OLT Report. Australian University Teaching Criteria and Standards Project. Final Report.* Sydney: OLT from www.uniteachingcriteria.edu.au
- Engin, M. (2016). Enhancing the status of peer observation through the scholarship of teaching and learning, *International Journal for Academic Development*, 21(4), 377-382, <https://doi.org/10.1080/1360144X.2016.1225576>
- Gosling, D. (2014). Collaborative peer-supported review of teaching. In M. Parsell and J. Sachs (Eds.), *Peer Review of Learning and Teaching in Higher Education* (pp. 13–31). Springer.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Prentice-Hall.
- Potter, M. K., & Kustra, E. D. H. (2011). The Relationship between Scholarly Teaching and SoTL: Models, Distinctions, and Clarifications. *International Journal for the Scholarship of Teaching and Learning*: 5(1), Article 23. <https://doi.org/10.20429/ijstotl.2011.050123>
- Sachs, J., & Parsell, M. (2013; 2014;). *Peer review of learning and teaching in higher education: International perspectives* (2014th ed.). Springer Verl. <https://doi.org/10.1007/978-94-007-7639-5>.
- Quality Management Office (2015). *Report To The Learning And Teaching Committee: Schools Feedback On The 'Peep Paper' LTO011/2015.* University of Notre Dame
- The University of Notre Dame Australia. (2017). *Quality Learning and Teaching Framework.* https://www.notredame.edu.au/_data/assets/pdf_file/0017/51317/Quality-Learning-and-Teaching-Framework.pdf

Dr Linda Bellen, Liz McKenna, Professor Lauren Stephenson

School of Education, Sydney



Dr Linda Bellen is a lecturer in the School of Education at the University of Notre Dame Australia – Sydney. She has taught in various early childhood contexts both in the USA and Australia, and her current research interest areas include the transition to formal schooling and approaches to mentoring pre-service teachers during the early childhood professional experience.



Liz McKenna is a Senior Lecturer in the School of Education at the University of Notre Dame Australia. She coordinates the International Baccalaureate programs and has spent the last 35 years teaching in the Primary and Early Childhood Education sectors both in Australian and overseas. She is currently researching in the area of inquiry based learning and the mentoring experiences in the Early Childhood sector.



Lauren Stephenson, Professor is currently the Dean of the School of Education, University of Notre Dame Australia, Sydney Campus. Lauren has over 25 years of experience in a range of educational leadership roles. She has published in the areas of educational leadership, English language and literacy, teacher education and professional learning, EAL/D, action research, autoethnography and narrative inquiry. She holds a PhD in Educational Leadership from the University of Sydney.

Professional learning and the supervision of pre-service teachers in the early years

This presentation reports on the initial findings from Phase 1 of a research project which examines the different ways early childhood mentor educators and pre-service teachers understand, interpret, and conceptualise the phenomenon of mentoring. The study adopts the use of a phenomenographic approach (Marton, 1981; 1986) in order to describe the variation in their experiences. Professional experience is a key aspect of initial teacher education programs to help pre-service teachers develop their professional learning and identity, and to

begin to understand their role as a teacher (Pendergast, Garvis, & Keogh, 2011; Van Schagen Johnson et al., 2016). In highlighting the ways that mentor educators and pre-service teachers experience mentoring, universities can gain insight into what contributes to successful experiences. This understanding is important if initial teacher education programs are to build capacity for excellence in approaches to teaching, learning and assessment in order to help improve the overall mentoring experience. To date, the literature base reveals there is scant research in the early childhood domain, particularly in the Australian context. During Phase 1, semi-structured, face-to-face interviews with 10 second year early childhood pre-service teachers were conducted to explore how they negotiated and navigated their mentoring experiences over the course of a ten-week professional experience in early childhood settings. Data analysis used an inductive approach where meaning units were identified and then categories were constructed by the researchers with relationships between the categories identified. The initial findings reveal the tensions, challenges and successes of the mentoring relationship. The findings can contribute to reconceptualising how the professional experience is negotiated and organised between universities and early childhood education contexts and have implications in the design of initial teacher education courses and professional learning programs.

References

- Marton, F. (1981). Phenomenography—Describing conceptions of the world around us. *Instructional Science*, 10(2), 177-200.
- Marton, F. (1986). Phenomenography—A research approach to investigation different understandings of reality. *Journal of Thought*, 21(3), 28-49.
- Pendergast, D., Garvis, S., & Keogh, J. (2011). Pre-service student-teacher self-efficacy beliefs: An insight into the making of teachers. *Australian Journal of Teacher Education*, 36(12), 46-58.
- Van Schagen Johnson, A., La Paro, K., & Crosby, D. (2016). Early practicum experiences: Pre-service early childhood students' perceptions and self-efficacy. *Early Childhood Education Journal*, 45(2), 229-236.

Dr Min De Leo

Notre Dame Study Centre, Fremantle



Dr Min De Leo is a Lecturer and Learning Advisor in the Notre Dame Study Centre. Min has over seven years' experience in biological science teaching. Prior to academia, Min was a Research Scientist at the University of Toronto and Curtin University with interest in pancreatic physiology and T1 diabetes. Her current research focus includes supplemental instruction and academic support for STEM.

Peer-assisted study sessions as course-specific academic support at UNDA

The Notre Dame Study Centre at UNDA provides students with academic support focused on literacy and language, numeracy, and study skills. Increasingly, students have sought content-specific support to persist and succeed in challenging courses. Peer-Assisted Study Sessions (PASS), introduced in study period 1, 2020, target traditionally challenging courses to provide supplemental instruction (SI) for student who seek support.

PASS allows for collaborative learning through regular group-study sessions facilitated by students who have been successful in the course (Arendale, 1994). This social constructivist approach to learning promotes student-centered, shared experiences and allows for cooperative learning using materials which will enrich the course materials (Millis, 2010). Peer learning as SI allows for the integration of content and learning skills where the peer leader takes on the role of a model student.

Studies have purported positive impact of SI on academic success, student engagement and student retention. However, heterogeneity in research methods and outcomes have illustrated the need for academic rigor when assessing the effectiveness of individual PASS initiatives (Dawson et al., 2014; Ning & Downing, 2010). Evaluation of PASS at UNDA will include student participation, academic success, student retention and a survey of student experience.

Key selection criteria identified candidate courses, HLTH1000 and NURS2019 on the Fremantle campus, in which PASS was offered in SP-1, 2020. The program has expanded in SP-2 2020 to include ENAB0080 and ENAB0020 which runs as a national course.

Preliminary data show significant program uptake in HLTH1000 and NURS2019 in SP-1 with 112 attendances and 92 attendances recorded, respectively. Of the 31 students who attended PASS for HLTH1000 more than 40% attended regularly (≥ 5 sessions). Student feedback indicates that students find value in the program through, "learning with others", "getting others perspectives on the course" and "helped me to enjoy my learning". Challenges during

SP-1, 2020 came from COVID-related changes to course delivery moving from face-to-face to online during week 6 of semester. Evaluation of the effect on academic success will compare final marks of students in these cohorts.

Development of a robust measure of the impact of PASS on student outcomes will help direct funding of student academic support at UNDA. Positive impact of PASS on student success would see the program expand which would allow students to persist in challenging learning and in supporting the development of key graduate attributes.

References

- Arendale, D. (1994). Understanding the supplemental instruction model. *New directions for teaching and learning*, 1994(6), 11-21. <https://doi-org.ipacez.nd.edu.au/10.1002/tl.37219946004>
- Ning, H., & Downing, K. (2010). The impact of supplemental instruction on learning competence and academic performance. *Studies in higher education*, 35(8), 921-939. <https://www.tandfonline.com/doi/full/10.1080/03075070903390786>
- Dawson, P., van der Meer, J., Skalicky, J. & Cowley, K. (2014). On the effectiveness of supplemental instruction: A systematic review of supplemental instruction and peer-assisted study sessions literature between 2001 and 2010. *Review of educational research*, 84(4), 609-630. <https://www-jstor-org.ipacez.nd.edu.au/stable/24434251>
- Millis, B. (2010). *Cooperative learning in higher education*. Stylus. <https://ebookcentral.proquest.com/lib/unda/detail.action?docID=911872>

A/Professor Lucy Gilkes

School of Medicine, Fremantle



MBBS, FRACGP, M Clin Res.

Lucy is a practicing General Practitioner. She joined the School of Medicine Fremantle as Discipline Lead of General Practice in 2020. She has previously worked at the University of Western Australia as a General Practitioner academic since 2004. She presented her original, peer reviewed, medical education projects at the 2016, 2018 and 2020 Ottawa conferences.

Peer Assisted Learning (PAL): Using simulation to teach GP consultation skills during the pandemic lockdown.

Rationale

In 2020 the urgent nature of the COVID19 pandemic resulted in a sudden cessation of clinical placements which are the key element of teaching in medical school. In response to the crisis, some teaching innovations were implemented including online peer assisted learning of General Practice consultation skills.

PAL can be defined as people from similar social groupings, who are not professional teachers, helping each other to learn and learning themselves by teaching (Topping 1996).

PAL has become a common feature of medical education and its benefits for both peer teacher and learner are well described (Ten Cate 2007).

Method

This project represents a pilot and evaluation to determine the feasibility and acceptability of PAL in the virtual classroom using case based simulations of General Practice consultations.

26 4th year students taught 38 3rd students in PAL sessions using the Zoom platform. Training was provided to 'tutors' with a demonstration session and written resources.

Classroom size: 2 PAL tutors were assigned 3 students and taught 2 three hour sessions each.

Following the sessions, feedback was received through student emails and formal evaluation surveys.

Results

In the evaluation survey 6/7 responding third year students valued the sessions and thought

they should continue in the future.

After two invitations only one participating 4th year student completed the formal evaluation. Email feedback from 4th years includes comments that they 'learnt more as an educator than as a student' and there were valuable networking and mentoring opportunities.

Impact

PAL teaching of consultation skills using an online platform is valuable to students and feasible using existing resources.

There is potential to implement PAL teaching in medicine or other schools in the future. This may be in a modified format with interested collaborators.

References

Topping, K. J. (1996). The effectiveness of peer tutoring in further and higher education: A typology and review of the literature. *Higher education*, 32(3), 321-345.

Ten Cate, O., & Durning, S. (2007). Peer teaching in medical education: twelve reasons to move from theory to practice. *Medical teacher*, 29(6), 591-599.

A/Professor Sharon Herkes

School of Medicine, Sydney



A/Prof Sharon Herkes recently joined UNDA to coordinate the Graduate Diploma in Health and Medical Sciences program for the School of Medicine. Previously she worked as theme leader in entrepreneurial education, senior reviewer of teaching practices and academic in physiology at the University of Sydney where she received the Vice-Chancellor's award for Outstanding Teaching. She is a Senior Fellow of the Higher Education Academy UK.

What are you looking at? Evaluation of a peer observation and review of teaching (PORT) program

Peer review and observation of teaching are favoured approaches used to support university teachers to enhance their teaching practice. Such programs benefit from being efficient and having the potential to be transformative for teachers whilst enabling quality student learning. There is evidence that peer review of teaching, in which a teacher receives constructive feedback from a colleague about their performance, and peer observation in which a teacher observes a colleague teaching well, lead to improvements in teaching practice (Barnard et al, 2011; Hendry, Bell, & Thomson, 2014). Whilst peer review and peer observation programs are well described whether or how they affect practices remains under researched and little is known of the combined benefits of supporting the same teacher through both approaches. This presentation describes the design and evaluation of a professional development PORT program which uses both peer review and observation in an integrated design of reflective-practice activities to enhance teachers' practice in a faculty of Science in a large Australian university. Our aim was to evaluate whether university teachers' practice was enhanced, and improvements sustained as a result of participating in the program. 16 of 45 academic staff completing the PORT program between 2014 and 2016 completed a 35-item online questionnaire and five went on to complete a post-questionnaire interview. Results indicate that participants overwhelmingly believed the program enhanced their teaching practices and that teaching strategies developed during the program continued years beyond. Particular features implicated in the success of the program, were the role and experience of the 'reviewer' and the review cycle. It is believed the program had a transformative effect and changed the way participants thought about teaching while developing a community-of-practice for improving university education.

References

Barnard, A., Croft, W., Irons, R., Cuffe, N., Bandara, W., & Rowntree, P. (2011). Peer partnership to enhance scholarship of teaching: A case study. *Higher Education Research and Development*, 30(4), 435-448.

Hendry, G. D., Bell, A., & Thomson, K. (2014). Learning by observing a peer's teaching situation. *International Journal for Academic Development*, 19(4), 318-329.

Julie Maakrun

School of Education, Sydney



Julie Maakrun is a passionate preservice teacher educator involved in immersion programs to Kenya, Tanzania and Timor-Leste. Julie has published in this field, presented at National conferences and has received recognition for her work through both National and Institution Awards.

An intercultural immersion: Personal, professional and cultural expectations of student participants

Increasing global migration across geographical, linguistic and cultural borders has resulted in culturally and linguistically diverse classrooms. In response, teacher education programs are capitalising on ways to enhance preservice teachers' ability to appropriately and effectively engage with cultural diversity. One way is through the provision of intercultural immersion programs. As experiential learning, these programs allow opportunities for students to be embedded in the breadth and depth of human experience, to better understand themselves and the cultural other. These programs offer a distinctive opportunity to enable an examination of personal beliefs, habits and values, which may assist students in moving from a rigid dualist view of the world to a more relativist perspective. The transformation that comes through awareness of the cultural realities of other people, can lead to a growth of tolerance and empathy.

One particular immersion program offered through the School of Education at the University of Notre Dame, involved 20 Australian preservice teachers in a 3-week immersion to Kenya. As one component of a broader doctoral thesis, this presentation explores the expectations of the participants prior to their departure. Analysis of survey responses, semi-structured interviews and written applications, revealed expectations that fell into three categories: personal, professional and cultural. The implications of this research include a better understanding of internationalisation programs in higher education; greater clarity as to the effect of these programs on participants and for any tertiary educators who are interested in assisting students, who as professionals will be required to work with culturally diverse people.

References

Bamber, P., Lewin, D., & White, M. (2018). (Dis-) Locating the transformative dimension of global citizenship education. *Journal of Curriculum Studies*, 50(2), 204-230.

Charles, L., Maltby, H., Abrams, S., Shea, J., Brand, G., & Nicol, P. (2014). Expanding worldview: Australian nursing students' experience of cultural immersion in India. *Contemporary Nurse*, 48(1), 67-75. 10.5172/conu.2014.4288

Mangram, J., & Watson, A. (2011). Us and them: Social studies teachers' talk about global education. *Journal of Social Studies Research*, 35(1), 95-116.

Nicholas Pratt

Notre Dame Study Centre, Fremantle



Nick Pratt has taught English for Academic Purposes in England, Turkey, and Australia for 13 years. He has also managed and designed pathway and bridging programs in Nanjing, China, and Perth, Australia. He has a strong interest in assessment and e-learning course design. He works as Learning Advisor and Course Coordinator at the University Of Notre Dame Study Centre.

Evaluation of the Consequential Validity of a Post Entry Language Assessment (PELA)

It is now widely recognised that of the increasingly heterogeneous population of students, both domestic and international, who enter higher education in Australia many may face problems with the English proficiency demands of academic study. As part of the response to this issue, 70% of 30 universities surveyed in 2017 ran a form of Post Entry Language Assessment (PELA) as a means of identifying these students and targeting support towards them (Association for Academic Language and Learning [AALL], 2017). This project evaluates the consequential validity of a course work embedded PELA at a small Australian University ran in Semester 1 of 2020. Consequential validity refers to the intended and unintended outcomes of a test (Messick, 1989). To evaluate consequential validity, a section of warrants from Knoch and Elder's (2013) argument-based framework for PELA validation was used to consider whether the consequences of the test were beneficial to stakeholders. Of note are three warrants: 1.) students act on test recommendations, 2.) students who take up support are likely to improve in subsequent course work than those that did not and 3.) feedback from the test is useful and directly informs student's future learning. Project results for warrant 1 show a 52% average attendance rate in follow up workshops (n=90), and for warrant 2, students who attended workshops had a higher subsequent assessment (average of 63% in course assessments) than those that did not (54%) (n=55). As the PELA was embedded in a formative assessment, and the support workshops provided feed forward to a subsequent summative assessment, the third warrant may be confirmed. Further research is required to examine other warrants in the framework. This project may be of interest to policy makers and Learning Advisors involved in PELA testing and follow up support.

References

Association for Academic Language and Learning. (2017). *Do you PELA or not? 2017 summary survey report* [Symposium presentation]. Perth, WA: Curtin University. <https://aall.org.au/wp-content/uploads/2019/09/AALL-PELA-Symposium-Feb-2017.pdf>

Knoch, U. & Elder, C. (2013) A framework for validating post-entry language assessments (PELAs). *Papers in Language Testing and Assessment*, 2 (2), 44-68. http://www.altanz.org/uploads/5/9/0/8/5908292/4_knoch_elder.pdf

Messick, S. (1989). Validity. In R. L. Linn (ed.), *Educational measurement* (3rd ed) (pp. 13–103). Macmillan.

Dr Ainslie Robinson, Dr Laurel Collin, Symble Paul

School of Nursing, Fremantle



Dr Ainslie Robinson was recently appointed to the new role of Academic Programs Advisor in the School of Nursing and Midwifery, Fremantle having completed a secondment as Learning and Teaching Coordinator. She is currently undertaking a further Ph.D. in Nurse Education in the area of strategic leadership of BN curriculum.



Dr Laurel Collin has worked as a nurse in Zimbabwe, Northern Territory and country WA, moving into research in 1996 with the Aged Care Research Group and UWA Psychiatry and Neurosciences. Since 2009, she has worked at ND with nursing students in the roles of lecturer, tutor and Clinical Facilitator. Laurel's PhD was on the enhancement of Emotional Intelligence in undergraduate nursing students.



Ms Symble Paul is a sessional with over twenty years of clinical experience. Her areas of expertise include medical/surgical, high dependency, leadership, clinical facilitation, and medical simulation. She has a Masters in Nursing, with specialisation in teaching and education. Prior to her academic career, she held a variety of positions in clinical practice.

Research in Progress

Evaluating the transferability of a newly designed assessment task from offline to online at a critical moment: A case study observation of a first-year nursing cohort undertaking a mandatory “Health Research and Informatics” course

Redesign of health assessment tasks can be undertaken to shift them from passive to active, and from less authentic to more authentic learning experiences for students (Villarroel et al., 2018). The task in question underwent two specific implementation design transitions in a single semester: the first related to a considered transference to an active learning approach through devolving leadership of the weekly tutorials to students, and the second shifting this

active learning approach online expeditiously due to COVID-19.

This case study using observation to interpret student performance, participation and feedback, involves first-year nursing students (n = ~500) in a mandatory Health Research course. It explores the aforementioned transitions employing two renowned change models often used in contemporary nursing to explain and manage change (Das, 2019; Nelson-Brantley, 2017) as developed by Kotter (1996) and Lewin (1949). It asks how design approaches engendering change in learning and teaching delivery can help explain the potential impact on students' engagement in active learning (Smith & Kennedy, 2020). The authors (also tutors) support and evaluate the student leadership efforts using an assessment rubric and self/peer evaluation, and have amassed case study data through reflective team analysis.

The data collected to date suggests that notwithstanding the literature around measured versus sudden transitional impacts on students (Ramzan & Akhtar, 2016; Taha et al., 2020), our students were already in an empowered position through the first transition and this authentic design galvanised the cohort allowing them to work effectively through the risks inherent in transition two. This study will contribute to understanding the impact on student performance of sudden transition between teaching methods particularly in times of heightened anxiety, and in underlining students' capacity for self-efficacy and resilience in managing transitions into previously untried learning spaces provided robust design principles facilitate such flexibility.

References

- Das, V. (2019). Comparative study of Kotter's and Hiatt's (ADKAR) change models. *Journal of Leadership and Management*, 1(15).
- Nelson-Brantley, H. V., & Ford, D. J. (2017). Leading change: a concept analysis. *Journal of advanced nursing*, 73(4), 834-846.
- Ramzan, M., Jalal, S., & Akhtar, N. (2016). Problems of end users associated with curriculum change. *MIER Journal of Educational Studies, Trends and Practices*, 5(2).
- Smith, S. B., & Kennedy, S. (2020). Authentic teaching to promote active learning: redesign of an online RN to BSN evidence-based practice nursing course. *Journal of Professional Nursing*, 36(2), 56-61.
- Taha, M. H., Abdalla, M. E., Wadi, M., & Khalafalla, H. (2020). Curriculum delivery in Medical Education during an emergency: A guide based on the responses to the COVID-19 pandemic. *MedEdPublish*, 9.
- Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic assessment: creating a blueprint for course design. *Assessment & Evaluation in Higher Education*, 43(5), 840-854.

Dr Thuan Thai¹, Dr Gregory Hine², Dr Linda Bellen¹, Rachelle Glynn¹, Kylie Kam¹

School of Education, Sydney (1) & Fremantle (2).



Dr Thuan Thuan is a Senior Lecturer in the School of Education, University of Notre Dame Australia, Sydney, where he teaches mathematics content and pedagogy in the teacher education programs. His research interests include professional experience, development and identity, as well as the use of technology to enhance learning and teaching.



Dr Gregory Hine is a Senior Lecturer in the School of Education, Fremantle. He teaches predominantly in the areas of secondary mathematics education and applied educational research methods. In 2019, Greg was awarded the Vice Chancellor's Award for Excellence in Undergraduate Teaching for his teaching and leadership efforts in secondary mathematics education.



Dr Linda Bellen is the Early Childhood Coordinator and Lecturer in the School of Education, Sydney. She has taught in various early childhood contexts, both in the USA and Australia. Her research interests include the transition to formal schooling and approaches to mentoring pre-service teachers during the early childhood professional experience.



Rachelle is the Acting Assistant Dean and Lecturer in the School of Education, Sydney. Her research interests are in equity issues in mathematics education learning outcomes, including achievement, engagement, and affect. Rachelle is currently completing her PhD and has published and presented her research at national conferences. Rachelle has 20 years of teaching experience and has taught in Australia and the UK.



Kylie is a sessional Lecturer in the School of Education, Sydney. Drawing on her 19 years experience as a Primary School Teacher, Kylie has taught a variety of courses at Notre Dame in the teacher education programs. She is a Research Assistant on this project and is completing a Master of Philosophy (Education) under the supervision of Dr Thuan Thai and Dr Gregory Hine.

Exploring primary teacher education students' self-perception of readiness to teach primary mathematics

In all initial teacher education programs, there is an assumption that teacher education students (TES) who pass the requisite mathematics courses, pedagogical courses, and practicum will be capable and competent to teach primary school mathematics. However, there is ongoing debate about the most appropriate models to develop classroom ready primary mathematics educators in university education programs (Norton & Allen, 2020). Research in this area often focuses on three key areas: TES' mathematical content knowledge (MCK), mathematical pedagogical knowledge (MPK), and mathematical knowledge for teaching (MKT) in association with TES' effectiveness in the classroom (Hine & Thai, 2018). Even within each of these focus areas there is a lack of agreement on how best to prepare TES (Boyd et al., 2009). In addition, research has also demonstrated that TES' course performance does not directly translate to effective mathematics teaching in the classroom (Boyd et al., 2009; Tatto et al., 2008). As such, we sought to investigate the self-perceptions of our primary TES at the Sydney campus in relation to their readiness to teach primary mathematics throughout their education degree program.

This study is interpretive in nature and relies on qualitative research methods to collect and analyse data about how primary TES perceive their readiness to teach primary school mathematics. The study used a previously published online qualitative survey, developed by the researchers (Hine & Thai, 2018). The instrument comprising a 10-item questionnaire of mostly open-ended question. Survey items 1-4 asked about participants' background information (gender, age, degree/program, and specialisation) and items 5-10 asked participants to report on their MCK, MPK, MKT and other areas that they require further training. Our preliminary data show that even after the completion of a course focused on MCK, only 44% of undergraduate TES feel confident about their MCK, 16% feel confident about their MPK, and 8% feel confident about their MKT (n=25). Importantly, TES' self-perceptions improved after the completion of a course on MPK, with 70% feeling confident about their MCK, 57% about their MPK, and 48% about their MKT (n=23). This shift in TES' self-confidence demonstrates the impact of discipline-specific pedagogical knowledge in initial

teacher education programs and is consistent with our previous study on secondary TES (Hine, 2018; Hine & Thai, 2018).

References

- Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, 31(4), 416-441.
- Hine, G.S.C. (2018). Exploring pre-service teachers' self-perceptions of readiness to teach secondary mathematics. In M.E. Strutchins, R. Huang, D. Potari & L. Losano (Eds.), *Educating prospective secondary mathematics teachers: Knowledge, identity and pedagogical practices* (pp. 287-306). International Congress of Mathematics Education (ICME) 13 Monographs. Cham, Switzerland: Springer.
- Hine, G.S.C., & Thai, T. (2018). *Readiness to teach secondary mathematics: A study of pre-service mathematics teachers' self-perceptions*. In Hunter, J., Perger, P., & Darragh, L. (Eds.). *Making waves, opening spaces*. Proceedings of the 41st annual conference of the Mathematics Education Research Group of Australasia (pp. 392-399). Auckland: MERGA.
- Norton, S., & Allen, J. (2020). Pre-service primary teachers have a say on genericism in mathematics curriculum preparation. *Curriculum Perspectives*. doi.org/10.1007/s41297-020-00105-5.
- Tatto, M. T., Schwille, J., Senk, S., Ingvarson, L., Peck, R., & Rowley, G. (2008). Teacher education and development study in mathematics (TEDS-M): Conceptual framework–policy, practice, and readiness to teach primary and secondary mathematics 2008. *East Lansing, MI: MSU*.

Scholarship of Teaching and Learning Resources

Read new research on academic integrity

Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., van Haeringen, K., Saddiqui, S., and Rozenberg, P. (2019). Contract cheating and assessment design: Exploring the relationship. *Assessment and Evaluation in Higher Education*, 44(5), 676-691. [10.1080/02602938.2018.1527892](https://doi.org/10.1080/02602938.2018.1527892)

This study reports large-scale survey findings from 15,000 participants (staff and students) across eight universities. Students reported that in-class tasks, personalised and unique tasks, vivas and reflections on practical placements were the types of assessments least open to cheating. Those most open to cheating, according to students, were heavily weighted assessments and those with short turnaround times.

Ellis, C., van Haeringen, K., Harper, R., Bretag, T., Zucker, I., McBride, S., Rozenberg, P., Newton, P. and Saddiqui, S. (2019). Does authentic assessment assure academic integrity? Evidence from contract cheating data. *Higher Education Research and Development*, 39(3), 1-16. [10.1080/07294360.2019.1680956](https://doi.org/10.1080/07294360.2019.1680956)

The authors find that the authenticity of a task does not ensure academic integrity. This is early-stage research and there are many suggestions for more in-depth studies to better understand the context in which authenticity may make it less likely for students to engage another person (such as a paid contractor or an unpaid family member) to complete authentic assessment tasks.

Access these online resources on academic integrity from The Learning and Teaching Office

[Webinar: What you should know about the new Academic Integrity Policy and Procedure for Students](#) (University of Notre Dame, Learning and Teaching Office, May 2020)

[Practice guides](#) on academic integrity and assessment design

Guide: How to use the University of Notre Dame Academic Integrity Rubric ([pdf](#) and [video](#))
For all you need to know about using the Academic Integrity Rubric in your Courses

[Micromodule: Academic Integrity](#)

This micro-module will assist you to applying Notre Dame's policy on academic integrity to a variety of case studies, and to promote a shared and consistent approach to academic integrity. It can be completed at any time to suit your learning needs.

Use TEQSA's resources on academic integrity

<https://www.teqsa.gov.au/academic-integrity-toolkit>

Explore the SOTL journals

[Higher Education Research and Development](#)

This is the principal journal of the Higher Education Research and Development Society of Australasia (HERDSA). Its focus is on higher education – the theory, practice, history and research thereof. It is an internationally peer-reviewed journal and publishes articles from the educators, researchers, administrators and policymakers who offer new and critical perspectives on all higher education issues and topics.

[Teaching and Learning Inquiry](#)

This is the journal of the International Society for the Scholarship of Teaching and Learning (ISSOTL). It publishes only two journals per year and has high quality papers in SoTL, often with an international or interdisciplinary focus with scope for creative methodologies and writing genres. An interesting journal worth following, particularly in the times when your writing needs a creative boost.

[International Journal for the Scholarship of Teaching & Learning](#)

An open access journal from the Center for Teaching Excellence at Georgia Southern University. Although the journal has publications from many of the North American luminaries in SOTL, it does international submissions. Here's a good article to look at:

Potter, M. K., & Kustra, E. D. H. (2011). The Relationship between Scholarly Teaching and SoTL: Models, Distinctions, and Clarifications. *International Journal for the Scholarship of Teaching and Learning*: 5(1), Article 23. [10.20429/ijstl.2011.050123](https://doi.org/10.20429/ijstl.2011.050123)



Scholarship of Teaching and Learning Modules

Try an online module about SoTL

All staff at Notre Dame are eligible for access to the modules in this series from the Higher Education Research and Development Society of Australia. Email LTO@nd.edu.au for access details to the modules.

Watch the Scholarship of Teaching and Learning Web Series by Dr Nicola Simmons

SoTL: Why Care? <https://youtu.be/k9MoXmxysE>

SoTL: Words of Wisdom to Those Starting Out https://youtu.be/-P_uA_SNjJk

SoTL: What Works? <https://youtu.be/hOeNMtETMAg>

SoTL: Processes vs Outcomes <https://youtu.be/pCEKJqtKjzk>

SoTL: Microscopic vs Macroscopic <https://youtu.be/k9MoXmxysE>

New Learning and Teaching Policies, Procedures and Guidelines to Enrich Your Teaching in 2020

Vice Chancellor's Promoting Excellence in Learning and Teaching (PELT)

A new and improved [Policy](#) for the Vice Chancellor's Awards for Learning and Teaching is now on the Notre Dame website. In addition, [see these resources](#) for how you or your students might recommend an educator for this Award, or how you can put in a nomination.

Assessment

In 2020, the University released its new [Assessment Policy](#), [Assessment Procedure](#) and [Guideline](#) for Good Practice in Assessment. This new assessment package provides a new set of student-focused assessment principles and improved quality assurance processes. Looking for a good summary of what's changed? Watch this [LTO webinar](#) for an update with reflective prompts for reviewing your assessment design practice.

Technology Enhance Learning Definitions for the University of Notre Dame

To support the future planning of delivery options using technology, the LTO (on behalf of the LTC) developed an evidence-based [paper](#) defining the terms for Technology Enhanced Learning at Notre Dame. Consideration was given to the underpinning ethos of the University, as well as the current and most likely future direction of its technology infrastructure. The paper was reviewed and endorsed by the relevant University learning and teaching focused committees and approved by the Vice Chancellor.

The paper made a number of recommendations including the adoption of the following terms:

- Technology Enhanced Learning (TEL)
- Online learning
- Blended learning
- Flipped learning
- Social media
- Social networking
- Face-to-face learning and teaching

If you would like to know more about how this document will inform your future practice, see the [LTO webpage](#).

Academic Integrity

In 2020, the University released its new Academic Integrity [Policy](#) and [Procedure](#) for students. A significant change is the focus from the punitive to the educative. Underpinned by the growth mind set model, a single Level 1 breach (e.g. a breach made by a first semester student) is seen as a result of naivety and is no longer considered misconduct. In keeping with this approach roles and responsibilities for detecting and managing breaches have changed with greater responsibility being given to the Course Coordinator. Leverage the [LTO assessment resources](#) to hone your skills in supporting students in ethical scholarship.

Graduate Certificate in Learning and Teaching for Higher Education

Graduate Diploma of Learning and Teaching in Higher Education

Master of Learning and Teaching in Higher Education



Learning and Teaching Office: *Together, achieving excellence in learning and teaching*

Do you want to become a more effective higher education teacher? Do you want to improve your teaching, curriculum planning and assessment and research skills? The LTO now offers a [highly focused program](#) with two exit points: a Graduate Certificate (four courses) or a Graduate Diploma in Learning and Teaching for Higher Education (eight courses). It is also designed so that you can continue go on to earn your Masters by Coursework or Research.

The programs have been created so that educators (currently teaching or aspiring to teach) in higher education can enhance their knowledge and skills of the contemporary adult learner. The programs are underpinned by a growth model that understands that higher education teachers are learners and that growth requires a scholarly approach.

In order to work around the multiple commitments in your life, the programs are delivered fully online. Not all of these courses are offered in every Semester, and enrolment is typically on a part-time study basis.

Graduate Certificate

- Introduction to Teaching in Higher Education
- Designing Curriculum for Effective Learning
- Principles and Practices of Assessment and Evaluation
- Introduction to Scholarship of Teaching and Learning OR Supervising Postgraduate Research

Graduate Diploma

- The above courses (or similar studied at another institution) plus four of the following electives
 - Aboriginal and Torres Strait Islander Peoples and Higher Education
 - Global Learning in Higher Education
 - Leadership in Learning and Teaching in Higher Education
 - Learning and Teaching for Optimal Wellbeing
 - Introduction to Scholarship of Teaching & Learning
 - Ethical Issues in Professional Life

Thank You

It is so important to stop and celebrate the great work happening in learning and teaching across our University.

Thank you for your contribution to the LTO Educator Scholar Conference.



<https://www.slowfood.com/2020-the-year-of-plant-health/>

We look forward to working with you in 2021