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Fremantle

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Bulletin - July 2020

In this edition of the Bulletin, we provide a summary of changes resulting from the new Assessment Policy and how these will impact your work. To support you to fine-tune how you engage with your students in Semester 2, we have included a summary of available resources. We also ask you to join us in congratulating one of our academics who received an industry Teaching, Learning and Curriculum award.

For further information or support on any of the information presented in this Bulletin [contact the LTO](#) and we can help guide you through questions regarding learning and teaching.

Educator Scholar Conference 2020

The Scholarship of Teaching
and Learning in Higher Education

Integrity
Design Principles
Excellence

20:20 Vision for Quality Learning and Teaching

The Educator Scholar Conference is getting closer: Sydney 28 September and Fremantle 2 October.

Abstract submissions close 30 July 2020 (including submissions for the DVCA SoTL paper prize).

So take this opportunity to share your scholarship and enjoy the collegial approach to learning and teaching. The conference covers three themes:

Integrity: SoTL that enhances academic integrity;

Excellence: SoTL that demonstrates a commitment to excellence in learning and teaching;

Design principles: SoTL that demonstrates the creation of effective learning environments, particularly new online spaces.

Submit a short presentation addressing the conference focus and responding to one of the themes, as it relates to student learning in higher education. See the [ESC website](#) for submission details. Also don't forget to register for the conference.

[Sydney registration](#)

[Fremantle registration](#)

Continuing Professional Learning (CPL)

We now have an [LTO calendar of activities](#) to help you plan what you'd like to learn about. Make sure you diarise and register using Eventbrite for those events that interest you. We have webinars and spotlights coming up and drop-in sessions to help with your curriculum design as well. Here are the upcoming webinars ...



Webinar: Students tell us "we want more engagement" – here's how!

Thursday 9 July – 1.00pm AWST/3.00pm AEST

Teaching online will be with us for a while, so take this chance to get some tips about making your online sessions with your students more engaging. You probably already know about strategies like breakout rooms, but how else can we motivate students to engage?

In this webinar we'll share (and we hope you'll share too) what the sector now knows about:

- Building relationships with students;
- What parts of the teaching experience work best in a synchronous session?
- How to make asynchronous learning engaging; and
- Collaborative tools.

[Register Here](#)

Webinar: What does the new University Assessment Policy and Procedure mean for me?

Friday 10 July - 12.00pm AWST/2.00pm AEST

The University's new Assessment Policy, Procedures and Guidelines were developed after lengthy and wide consultation. Having been recently approved, now's a good time to catch up on what's new and how it could influence your teaching in Semester 2 and beyond. This webinar will cover:

- The differences between the old and the new policy/procedure;
- How the changes benefit academics and students;
- How to manage the changes in a sustainable way; and
- Resources to assist you now and into the future.

[Register Here](#)

Webinar: Online Tools: What works best at critical points during the semester?

Thursday 23 July - 1.30pm AWST/3.30pm AEST

Every course is different but the learning and teaching journey follows similar patterns where every phase has a particular focus.

This webinar will show you how to:

- Select the best tools for each stage of the course;
- Manage student expectations;
- Know, what, how and when to use a 'pulse check'; and
- Use Blackboard monitoring and reporting tools.

[Register Here](#)

Changes to Assessment: The New Assessment Policy, Procedure and Guidelines

The University first began considering revisions to the Assessment Policy in November 2016 with a discussion paper to the Learning and Teaching Committee with the preliminary impetus for change. Now, just over three years later after deliberations by the Assessment Committee Working Group and considered consultation with Deans, the Deputy Vice Chancellor Academic, Learning and Teaching Committee, the Learning and Teaching Office, the Quality Management Office, the National Director (Regulatory Assurance and Policy) and Legal - the revisions are done and the new Assessment package has been released.

The changes simplify the assessment process by bringing together the previously disparate assessment information into student and staff friendly, accessible documents – this includes removing some information regarding assessment from the University General Regulations.

From the National Staff Newsletter, you'll have seen the top six changes and some of the main considerations for Course Coordinators and course teams as they prepare for the coming semester. As a reminder these are:

1. Criterion referenced assessment;
 2. New quality assurance processes;
 3. Board of Examiners (BoE);
 4. Assessment variety;
 5. Formative assessment and early formative assessment; and
 6. Online submission.
-

However, the changes amount to more than just those six listed above. The [Policy](#) also provides a new set of student-focused assessment principles which articulate with improved quality assurance processes. Where previously we had one Assessment Policy document, the new [Procedure](#) provides for review, improvement and quality assurance of assessment prior to, during and at the conclusion of each semester/teaching period to ensure assessment is robust, equitable and valid. The new [Guidelines](#) outline the effects of different assessment patterns on assessment outcomes as well as good practices that provide opportunities for students to engage in, and demonstrate their learning such as how to involve students in developing and evaluating assessments. It also support academics to engage in peer review in evaluating assessment and; acting on the feedback to revise assessments.

We know that how assessments are designed and delivered depends on the students, the Course Coordinator(s) and/or teaching team, the advice of colleagues and the actions of School committees, supervisors and senior leadership. To this end in the coming weeks, expect to see:

- Communication with Deans, Associate Deans, Program and Course Coordinators regarding assessment roles and responsibilities.
- School-based information sessions highlighting the changes in assessment practices and that provide staff the opportunity to ask questions about their course(s)/program.
- A range of further 'just-in-time' resources e.g. webinars, practice guides, spotlight notices on a variety of assessment-based topics e.g. mapping learning outcomes to assessment, assessment design including authentic assessment, online assessment and assessment that supports academic integrity, and marking rubrics.

Technology Enhanced Learning

Simple ways to refresh the look and feel of your Blackboard Course

If you didn't manage to catch our *Student-Centred Blackboard Course Design* webinar, find it [here](#). There are lots of strategies and tips on how to make your course site more appealing and easy to navigate for students. Don't forget your Course needs to meet the [Blackboard minimum presence standards](#). To meet good practice it would be ideal if you asked a colleague to peer review your course. A tool to assist you is currently in development.

In regards to practice guides, while we already have a [practice guide for the flipped classroom](#), there is also a micro module on the same subject. If you want to go more deeply into the theories and subtleties of this active learning method you can find it in the LTO Blackboard site [LT1004](#). Working through it should only take you a solid afternoon, and as it is designed around modifying a course you will end up with a fresh experience for your students in Semester 2.

New way to mark on Blackboard

A whole new marking experience is coming to Blackboard. If you've used Blackboard Assignment in the past and have been a little underwhelmed by the marking experience, that is all about to change as Blackboard rolls out *Annotate*. Marking with Annotate allows you to add comments (and you can save a comments bank), add freehand drawings (like ticks and circles), highlights, and files as well as the features you are used to, like the rubric and the ability to record spoken feedback. Blackboard Assignment supports a much wider range of file types than Turnitin Feedback studio. However as per the Academic Integrity (Staff) Policy, staff are responsible for upholding academic integrity by:

“Using text-matching detection software in accordance with University Guidelines.” (section 7.2.8)

This means that if you've got a text based assignment, but you'd rather mark in Blackboard Assignment, you can set up links for both and ask students to submit into both links. Just put both links into the same folder and make your submission instructions clear.

New to Notre Dame or Teaching Online for the First Time

If you are new to Notre Dame, or teaching online for this first time this semester there is a whole suite of resources to help you get started. See the [LTO Webpage Online Learning](#). Please also see our full [Catalogue](#) of resources and let us know if there are others that you would like.

Graduate Certificate in Learning and Teaching for Higher Education

The [Graduate Certificate in Learning and Teaching for Higher Education](#) provides a continuing professional learning opportunity for staff. In Semester 2, 2020 we are offering all four courses in the Graduate Certificate as part of the Government's Higher Education Relief package. The Graduate Certificate articulates into the Graduate Diploma and/or Masters of Learning and Teaching in Higher Education. For Notre Dame permanent and sessional academics, this program incurs no cost to you individually.

Teaching, Learning and Curriculum Award



Congratulations to Amitav Saha, Senior Lecturer from the School of Business in Sydney, on winning the Teaching, Learning and Curriculum Award for his paper presented at the American Accounting Association (AAA) Western Region Virtual Conference held on 11/12 June, 2020.

The [AAA](#) is an international association based in Florida in the USA and is the largest community of accountants in academia. Amitav's paper was titled "*Improving the Employability of Accounting Graduates Using a Reflective Learning Framework*" in which he proposes an innovative learning framework focusing on continuous reflection and problem-based learning. Find out more about [Amitav's paper](#).

Workshops to prepare for the VC's Promoting Excellence in Learning, Teaching and Supervision (PETLs) Awards

Every year Notre Dame recognises the excellent work being done by its teachers through the Vice Chancellor's Awards. Categories of Awards are:

- VC Awards for Initiatives that Enhance Student Learning;
- VC Awards for Teaching; and
- VC Award for Leadership in University Teaching and Learning.

The call for recommending a nominee and for nominees opened in May this year. The closing dates are Friday 13 November 2020 for recommendations and Friday 11 December 2020 for completed applications.

So, now is the time to consider whether you are ready to apply for a VC PETL award! The LTO is offering two webinars to assist you in the preparation

of an award application.

Webinar 1: Are you ready to apply for a VC PETLS award?

Thursday 6 August 1.00 pm AWST/3.00 pm AEST

Applying for an award requires being able to demonstrate and evidence your teaching practice. This workshop will:

1. Outline the various categories of awards to help you determine the one that best aligns with your practice;
2. Explain what applicants must be able to demonstrate; and
3. Discuss what counts as evidence.

Participants will be able to work through a series of exercises to help them determine their readiness.

[Register now to receive the zoom link](#)

Webinar 2: Writing your VC PETLS award application

Thursday 8 October 1.00 pm AWST/3.00 pm AEST

This workshop will:

1. Outline the nomination process;
2. Clearly describe different application formats and the essential components of each category;
3. Explain how to evidence exemplary practice;
4. Discuss the importance of demonstrating impact in your application; and
5. Consider who you can work with as a critical friend as a sounding board for ideas and to get feedback on your application.

[Register now to receive the zoom link](#)

For more information about the VC Promoting Excellence in Teaching, Learning and Supervision Awards visit the [LTO PETLs website](#).

REMOTE Summit

The REMOTE: The Connected Faculty Summit, hosted by Arizona State University in the USA, is being held 13 and 14 July 2020.

The Summit “will showcase best practices, techniques, and tools to provide actionable insight to Higher Education faculty around the concept of “the best of online education.” Find out [more](#).

LTO News and Events

For higher education updates, conferences and other news items, visit the [LTO News and Events](#) website regularly to keep informed. Also visit the LTO News webpage if you are looking for previous issues of the LTO Bulletin.

Stay connected with the LTO

If you can't see it here, but would like some more support or just want to give feedback on our bulletin, please let us know.



[Feedback](#)

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file” and will ask you to accept and download at your own risk. Do not worry about this message, it is completely safe to do so.