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## Learning and Teaching Office

*Together, achieving excellence in learning and teaching*



THE UNIVERSITY OF  
**NOTRE DAME**  
AUSTRALIA

Fremantle

Broome

Sydney

## Bulletin - August 2020

We hope you have now settled in to Semester 2. It certainly started off with a flurry for the LTO with our [Graduate Certificate in Learning and Teaching for Higher Education](#) attracting a large number of people taking advantage of the Higher Education Relief Package, including those teaching at Notre Dame. We are also preparing for the annual Educator Scholar Conference which will be held online for the very first time.

In this edition we provide an update on a wide variety of resources including a new look for the *LTO Learning and Teaching Catalogue*. There are more webinars and guides to assist in: the implementation of the new Assessment Policy and Procedure; ongoing development of blended learning; and Blackboard/PeopleSoft marks integration. You will find information about the Vice-Chancellor's PETLS Awards and a link to an article on how teaching makes a community as well as an upcoming event looking at care and compassion in the curriculum.

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



## **20:20 Vision for Quality Learning and Teaching**

The Educator Scholar Conference is now going virtual. This gives us the opportunity to try something new. The new format will cover a week of showcasing, celebrating and investigating good learning and teaching practices and research at Notre Dame.

The program for the conference will be spread out over the course of a week. At the start of the week - **Monday 28 September** - we have the Conference keynote, staff presentations and an afternoon workshop. At the end of the week - **Friday 2 October** - we have a student panel exploring learning and teaching experiences during COVID. Friday's session aims to work with students as partners from a strengths-based approach, hearing about their experiences this year; which teaching practices have supported their learning with a particular focus on academic integrity, engagement and connection. This interactive panel session will run for one hour with everyone encouraged to ask questions. During the week you will see videos showcasing PETLS winners and winners of the 2019 Seed Grant for SoTL Projects. These videos will be released on **Tuesday 29 September** for you

to watch at your convenience.

See the [provisional program here](#).

If you previously registered to attend the Fremantle Conference on Friday 2 October via Eventbrite, you will be manually added to the 28 September event which should appear in your calendar. If you have not registered yet, please click on this [link](#).

To register for the student panel please go to this [link](#).

Alternatively visit the [ESC website](#) but please note it is currently being updated to reflect the changes in format.

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## The Learning and Teaching Resources Catalogue

The LTO has taken the opportunity to redevelop the catalogue of resources that provides support to our educators in response to the *20S1 Student Experience of Learning Survey: Part 1 – Institutional Level Summary of ‘Pulse Check’ Qualitative Feedback for Online Learning* and recent conversations with Academics. We now have an all-inclusive [Learning and Teaching Resources Catalogue](#). The material has been produced by the LTO specifically for the Notre Dame community. It is organised by subject and now contains links to the following:

- **Practice guides** – short evidence and research based guides demonstrating good pedagogy in practice;
- **Webinar recordings** - addressing a variety of topics and concepts that the Notre Dame academic champions from each of the Schools/Areas identified as urgent and important;

- **Videos** - demonstrating how to use a wide variety of learning technologies and tools;
- **Guides** – short illustrated step by step instructions on the use of tools and aspects of learning technologies supported by Notre Dame;
- **Extended guides** – materials containing both digital pedagogy and how-to instructions;
- **Open book exam protocols** – examples of instructions for both students and staff;
- **Spotlights** – researched and evidence based *just-in-time* helpful hints illustrating digital pedagogy in action;
- **Links** - to new academic **learning and teaching focused policies, procedures and guidelines**; and
- **Links** - to **Web portals** containing a curated topical collection of materials addressing various aspects of learning and teaching practice.

## Assessment Resources for Semester 2 and Beyond

With the introduction of the new *Assessment in Higher Education Coursework, ELICOS and Enabling Courses [Policy](#) and [Procedure](#)*, and *Good Practice in Assessment [Guideline](#)*, the DVCA established that Schools had until the beginning of Semester 1, 2021 to be in full compliance. In the interim, understanding the changes and implementing them may require some support and the LTO can assist in planning for the associated changes, e.g. assessment design, moderation and calibration of assessment tasks and marking.

Deans have been advised that changes to the assessment regime of any course (involving the weightings of tasks and/or where there is no longer an end of Semester exam), between now and the next program accreditation cycle, must be endorsed by the School Learning and Teaching Committee

(or equivalent); signed off by the Dean; and then forwarded to the Program Course and Accreditation Committee (PCAC) for recording purposes.

The LTO has specifically created and curated resources to assist good assessment practice. Explanations of and the associated links are provided for the following: early formative assessment, creating assessment rubrics, open book exams, assessment during social distancing, and feedback in online learning.

### **Early formative assessment**

Formative feedback is focused on promoting student learning, fostering student's ability to make judgements, and to assess the quality of their own work. The Assessment Procedures require all courses to include a formative assessment task early in the semester so that students receive individual feedback prior to the HECS census date. This may be a formative feedback activity which is ungraded or low-stakes. The feedback can occur through students' self-reflection, through discussion with peers, through the automated feedback provided from formative quizzes and polls or via comments from the course coordinator. From Semester 1, 2021 Students will encounter an early formative assessment in all courses. This [Early Formative Assessment Guide](#) has suggestions and resources to help academics create new and interesting learning activities to sustainably embed formative feedback opportunities.

### **Assessment rubrics**

Academics find that using rubrics can reduce marking time and help students engage with assessment as they strive to achieve and exceed the expectations of the task. However creating rubrics can take a little practice, so if you need some advice on writing an assessment rubric, have a look at LTO's new practice guide: [Creating and Using Assessment Rubrics](#). This handy guide explains the features of rubrics and how to create your

assessment criteria and descriptors. Furthermore, there is a list of useful sites containing good examples of rubrics which you can customize.

### **Open book exams**

While students appreciate the flexibility of open book exams, it can be a challenge to write questions which will address complex scenarios or authentic problems. The TEQSA Experts Advice Hub includes a timely advice sheet on [Assessment considerations in moving from closed-book to open-book exams](#) which includes good examples of exam questions and topics and a short list of do's and don'ts to consider with this type of assessment.

The LTO have a protocol for you to use when creating online open book exams in Turnitin: [SoE Turnitin Exams STAFF Instructions](#). There is also a guide which you can provide to students if you are using this type of exam: [SoE Turnitin Exams STUDENT Instructions](#)

### **Assessment during social distancing**

To assist in revising assessment practices in coming semesters, Professors Kay Sambell and Sally Brown provide a quick introduction to alternative assessments which have been implemented in higher education during the shutdown: [\*The changing landscape of assessment: some possible replacements for unseen, time-constrained, face-to-face invigilated exams.\*](#)

Their examples range from familiar but little used practices such as take-home exams or portfolios to new and innovative practices such as patchwork assessment or in-tray exercises. In describing these various forms of assessment they provide advice on how to implement them, the advantages and disadvantages, and what to watch out for when using them with students. With a focus on practical implementation of alternative assessments the guide sets out, in simple and readable terms, what we have learnt about the effectiveness of alternative assessment practices. It also

explores how we can best implement them going forward to safeguard ourselves and our students against further disruptions while ensuring we are still providing a high quality learning experience.

### **Feedback in online learning**

The Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin recently hosted a seminar on *Feedback in online learning*, featuring Australian luminaries Associate Professor Rola Ajjawi, speaking about how best to structure feedback to students in the online environment; Professor Michael Henderson on peer and self-evaluation online; and Professor Michael Sankey on how online exams were used in Australian universities last semester. You can watch it [here](#), it will be an hour well spent.

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## **Technology Enhanced Learning (TEL)**

There is a lot happening in the TEL space this month. The Blackboard/PeopleSoft marks integration was launched with a webinar introduction to Deans. To support a train-the-trainer model of implementation, a more in-depth session for School Champions was conducted. In the information that follows there is also an explanation of the maximum number of attendees for Zoom and Collaborate sessions as well as recording Zoom to the Cloud. You can also read about the Blackboard family in 'merging courses - the parent-child relationship'.

### **New Marks Integration Process**

There is a new process for entering student marks – you no longer have to manually enter them into Peoplesoft! There are new resources to guide you through the time saving process, found [here](#).

### **Collaborate sessions of over 250 participants**

The maximum number of Zoom session attendees is 300 and the default for Collaborate is 250.

However, with Collaborate your session can be set up to support up to 500 attendees. Should you need this option, please consult this detailed how-to guide: [Large Scale Collaborate Ultra Sessions](#).

### **Recording Zoom to the Cloud**

If you book your own Zoom sessions (e.g. if you are a primary, not alternative host), you should consider recording your Zoom sessions to the cloud. Once the recording is generated, you will receive an email with the links to both full video and audio recordings of the session and a password to access them. Simply post this information into your Blackboard course and your students will be able to either watch the recording online or download and save it on their devices.

The IT Office has advised that Zoom session recordings on the cloud never expire and that the limit of the storage allocated to staff members is 1 Terabyte (TB). Although it appears large, it is very possible for some users to hit this limit within few months, especially if you have a number of recorded Zoom sessions every week. This [Zoom Cloud Storage](#) guide shows where to find your recordings so that you can keep an eye on the usage and archive older recordings if, or as required.

### **Merged (Parent and Child) Courses in Blackboard**

Are you teaching a merged, or Parent/Child course in Blackboard? If yes, you need to be aware of a number of issues associated with mergers, namely:

- The course nominated as Parent becomes the 'main' one and overrides any design changes that you may have made in the child;



- Although the students are still enrolled in the child course, after a merge they cannot see their 'child' course in Blackboard and will access both the content (Modules) and tools (such as Discussions and Assessment submissions) in the parent course;
- Students cannot move between merged sites after a merge;
- If there were any student submissions made in a course that became a child after a merge, the students will not be able to see them.

A convenient way to administer a merged course is by using Blackboard groups. Although any announcement made in a merged course is visible (and emailed, if selected) to the whole cohort, by using groups you can:

- Email to a selected group only (using Blackboard email function);
- Use Group Discussion Board to communicate with a group privately;
- Use Adaptive Release to make folders or items only visible to a certain group;
- Set up Turnitin submission box for a group (so that only this group can submit to it);
- Use private Group Collaborate Ultra sessions (the recordings will be inside the group page so only visible to this particular group); and
- Set up smart views in the Grade Centre (so if different tutors mark different groups they do not have to scroll through the whole list).

You will find a variety of guides on [Blackboard](#) and on the [LTO Resources](#) web pages.

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**Preparing for a Vice Chancellor's Promoting  
Excellence in Learning, Teaching and Supervision  
(PETLS) Award**

If you missed the information session *Are you ready to apply for a VC PETLS award?* held on Thursday 6 August, 2020 you can access the webinar [here](#).

The next session focusing on **writing your VC PETLS award application** is on:

**Thursday 8 October 2020 - 1.00pm AWST/3.00pm AEST**

In this webinar we will work through the application writing process in greater detail. We will start with a quick review of the criteria and documentation requirements and then focus on you/your colleague's account of their teaching practice and contribution. We will:

- Consider different ways to write about exemplary practice and how to use supporting evidence;
- Discuss what 'impact' could look like in an application; and
- Consider choosing a critical friend as a sounding board for ideas and feedback on the application.

[Register Here](#)

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## **Good Teaching Practice News from the Higher Education Sector**

### **TEQSA Online Learning Good Practice**

TEQSA have pulled together a continually updated set of resources on online teaching by drawing on the experience of experts around the country. The resources have been broadly arranged by subject area and level of

expertise of the user. It is useful to be aware of the resources – to find out more click [here](#). You can even offer your own contributions.

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## Teaching Makes a Community - Merlin Crossley Explains

You may wonder what the DVCA at UNSW might offer Notre Dame in regard to learning and teaching? We suggest that you take the time to read this very short piece about the changing nature of learning and teaching where Professor Crossley advocates for opportunities for academics to come together to engage in collaborative learning. The potential gains in growth on the continuum of becoming an educator scholar are great and is an underpinning principle of the LTO. See the article [here](#).

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## Care and Compassion in the Curriculum

The Society for Research into Higher Education have a short online event scheduled for **Wednesday 7 October 2020** which provides the opportunity to explore and discuss the role of care and compassion in the curriculum within a university context. Find out more about the speakers and the event [here](#).

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## 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.

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## Stay connected with the LTO

If you cannot see it here, would like some more support or just want to give feedback on this Bulletin, please use the link below.

[Feedback](#)

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