

# LTO Bulletin February 2021



Welcome back! We hope you had a well-deserved rest and managed to spend time with family and friends. Amongst the business of this time of year, we encourage you to grab a few minutes to relax and find out a little more about what is happening in learning and teaching.

We have used Microsoft Sway for this edition. Any links or videos can be activated by simply clicking on them.



Given the changes at the University of late, we thought it would be useful to introduce, or perhaps reintroduce, the LTO staff and how we support learning and teaching. We also feature your colleague Dr Annette Watkins from the School of Business and her work in the scholarship of teaching and learning. There is also information about getting your Blackboard site ready, interesting new ways of creating presentations and upcoming webinars.

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

## Who are the LTO?



**Professor Carole Steketee (PhD)** - National Director of Learning and Teaching: Carole leads institutional strategy to promote faculty excellence, innovation in learning and teaching and student success. She is published in academic governance and health professional education and is currently Chair of Academic Council. She has held leadership positions in learning and teaching in the School of Medicine and is a Principal Fellow of the Higher Education Academy.



**Associate Professor Kathie Ardzejewska (PhD)** - Academic Developer and Manager of the LTO: Kathie steers the team in collaborations with the academic community in developing quality learning and teaching practices and provides pedagogical support, supervises HDR candidates and teaches and conducts research into learning and teaching in higher education. Kathie is also Deputy Chair of the the LTC and member of PCAC. She is a Principal Fellow of the Higher Education Academy, and a Fellow of the Higher Education Research and Development Society Australasia (HERDSA).



**Dr Alison Casey** - Learning Technologies Developer: Alison tailors continual professional learning for individuals and groups, and develops resources to help academics effectively use all aspects of online learning, drawing on her extensive experience in face-to-face and online learning in higher education. Her research interests are in academic integrity, peer review of teaching and online learning.



**Dr Jenny Pizzica** - Senior Lecturer and Academic Developer: Jenny works with academics on program and course design, authentic assessment design and recognising and rewarding good teaching. Jenny has more than twenty years' experience in academic development and supervises research students interested in higher education, curriculum and professional learning. She is a Senior Fellow of the Higher Education Academy.



**Inna Geoghegan** - Learning Technologies Developer: Inna assists academics select digital learning strategies most suitable for their course, and use learning technologies to their full potential to increase student engagement. She has a wealth of experience in online and blended learning and teaching and is a Senior Fellow of the Higher Education Academy.



**Lyn Marks** - Senior Administration Officer: Lyn works with LTO staff to deliver and provide pastoral care to students studying the Graduate Certificate/Diploma and Masters in Learning and Teaching in Higher Education programs. She also works to ensure the team creates excellent continual professional learning sessions, including the Educator Scholar Conference. Lyn has a wealth of experience having provided years of support to executive leaders of higher education.



**Ani Amis** - Administrative Officer: Ani supports the LTO Academic Developers and Course Coordinators using her creative skills to design the innovative delivery of the Graduate Certificate/Diploma and Masters in Learning and Teaching in Higher Education. She also supports the team in delivering excellent continual professional learning. She has previously taught in secondary schools where she primarily focused on History education.

### **The Learning and Teaching Office goals for the next six months**



From now until the end of June our focus will be on:

- Working with new positions in the Faculty structure to support the implementation of the University's academic strategy;
- Supporting digital learning;
- Supporting the University's sessional academic workforce;
- Developing postgraduate micro-modules in learning and teaching in higher education;
- Building the HDR programs for learning and teaching in higher education.
- Creating a draft peer review of teaching policy; and
- Creating resources and activities that are responsive to the learning and teaching needs.

We are keen to hear if there is anything in particular around these priorities, that you would like support with.

## Scholarship



*1 - Dr Annette Watkins, Associate Dean, School of Business*

For those of you who do not know Dr Annette Watkins, she is the Associate Dean (School of Business). Annette is passionate about the pastoral care of students and is using this interest to drive a scholarship of teaching and learning project in partnership with industry.

Watch this short three minute [video](#) to learn more about a pilot study of how she is using an app in partnership with industry to support student well-being.

You can also find out more about Annette's teaching by clicking this [link](#).

## New Nested Suite in Learning and Teaching in Higher Education Programs



One way to learn more about becoming an educator scholar is to study the Graduate Certificate in Learning and Teaching in Higher Education (GCLTHE) offered by the LTO. It has been incredibly popular and as part of a nested program, leads into the Graduate Diploma (8 courses) and to the Masters (by coursework, 12 courses). We encourage you to seriously consider engaging with the programs if you want to become a more effective teacher of contemporary adult learners and enhance how you plan curriculum and assessment.

The University is currently developing a framework for HDR Supervisor Training. In the interim there are 3 pathways to develop your supervisor skills. The options, experience and thus outcomes are not equivalent but they are based on benchmarked skills needed for a good supervisor. They are as follows:

Option 1: Enrolling in EDUC5119: Supervising Higher Degree Research Students **for assessment**;

Option 2: Enrolling in EDUC5119: Supervising Higher Degree Research Students **for audit**; and

Option 3: **Reviewing** the three modules based on EDUC5119 located on the Research Office Blackboard community site.

Options 1 and 2 give you the opportunity to be part of a community of learners facilitated by an experienced HDR supervisor.

The difference between option 1 and 2 is that in option 1, you can complete three assessment tasks. Following good assessment design principles, the assessment tasks are authentic and you will receive constructive feedback that supports your quest to be a better supervisor. You can do this as a standalone course or as part of the Graduate Certificate of Learning and Teaching in Higher Education. It is no cost (via fee remission) for Notre Dame staff with the support of the Dean.

Option 3 gives you the opportunity to work at your own pace. It does not involve an assessment task.

For further information regarding options 1 and 2 please contact the [LTO](#).

For option 3 please contact Marc Fellman or Qian Grant from the Research Office (Fremantle and Sydney respectively).

In order to work around the multiple commitments in your life, the programs are delivered fully online with no compulsory attendance sessions. Not all of these courses are offered in every Semester, but this semester we are offering all five of the GCLTHE courses and EDUC5013: Leadership in Higher Education as part of the Diploma.

Fee remission is available for Notre Dame staff (permanent and sessional) who want to study these programs. Find out more about each of the [LTO Programs, click the relevant link](#):

- [Graduate Certificate in Learning and Teaching for Higher Education](#)
- [Graduate Diploma in Learning and Teaching for Higher Education](#)
- [Master in Learning and Teaching for Higher Education by coursework](#)

## Are you interested in flipping your classroom?

Have you thought about how you can make your students' learning experiences even better in S1/21? If you are interested in transforming your face-to-face lectures into engaging digital resources, but are not sure where to begin, the LTO would love to assist you.



Recorded content (both audio and video) is a powerful means to introduce students to subject material throughout a course, which can then be workshopped in more detail in tutorials. Pre-recorded lectures frees up face-to-face time for more engaged interaction with the content, with peers and with the teacher. Recorded content can be accessed at the student's own pace, and as often as required. An added benefit is that recordings can be re-used and shared with colleagues. Recorded content is an integral part of the flipped classroom model and it is never too late to begin.

**We are seeking expressions of interests from academics keen to be innovative and flip their classroom.**

We will ask some of you if you would like to formally evaluate your strategies and the perspectives of your students in order to share the experience with the wider Notre Dame community.

If you would like to develop your resources on your own we have a range of [eResources](#) to get you started, such as our [Flipped Classroom Practice Guide](#).

## Contract Cheating: what it is and what we can do about it?

An outcome of the Educator Scholar Conference workshop with Associate Professor Cath Ellis, UNSW, we have developed a collection of videos looking at a variety of aspects of contract cheating:



2 - Associate Professor Cath Ellis, University NSW

[Roles & responsibilities in dealing with AI breaches and predominant form of cheating](#) (4:28mins) Talking about the roles and responsibilities that arise from dealing with the breaches of academic integrity and which form of cheating is predominant in contemporary higher education.

[AI Breaches: Types of Evidence](#) (4:56mins) Explaining the continuum of the ease by which evidence can be found to support a breach of AI.

[AI Breaches: Standard of Proof](#) (4:48mins) Discussing the standard of proof that the decision maker should use when suspecting a breach of AI and steps the viewer through the stages of a typical investigative process.

[Tools to support the investigative process](#) (10:39mins) Sharing the key tools that support investigative process and walks us through one of the most valuable - Turnitin Originality. With a similar look and feel to Turnitin, 'Authorship' saves us considerable time by looking for patterns in submissions across multiple courses. Cath also provides multiple examples of how she works as an integrity officer and what doing investigative work may entail.

[Conversations with students](#) (3:30mins) Addressing the all-important matter of talking to students suspected of breaches of academic integrity. She considers the four types of such conversations and discusses how and when to have them.

[Penalties for breaches of Academic Integrity; Sacrament of Reconciliation](#) (3:34mins) Using history to examine why AI has become a focus for TEQSA, and how the drawing on the sacrament of reconciliation can be used to reconsider our future practice.

## TEQSA resources to support *flexible access* to learning and teaching



3 - <https://www.teqsa.gov.au/online-learning-good-practice>

In response to the pandemic and the rapid transition to online learning, TEQSA has collated a set of resources. A recent promotion of the resource noted that what **students liked** was ***flexible access*** to **course content**, ***good access to academic help and advice on-line*** and **technology** being used in ways that made it *easier* for **students to learn**. “Often students commented that they hoped such flexibility might continue after the return to face-to-face teaching,” Dr Lin Martin (former TEQSA Commissioner) adds. Click this [link](#) for the TEQSA Guide.

## Assessment



*‘Deliberately designing feedback for learning has the added benefit that students recognise that they are cared about and that their learning matters’*, argues Associate Professor Rola Ajjawi from Deakin University. Recognising that good feedback takes time, this very short [article](#) argues for fewer tasks that are nested which allows students to apply their learning in a meaningful and scaffolded manner. It has links to evidence-based articles, all of which support the recently introduced University Assessment [Policy](#) and [Procedure](#) (2020). Visit the [LTO webpage](#) for specific resources including [Guidelines](#) to assist academic staff meet the expectations of the policy and procedure.

## Continuing Professional Learning with the LTO: Welcome to the Essential Sessionals Program



**Essential Sessionals Workshop # 1: Celebrating Sessional Academics and Welcome from the LTO**

**Webinar: Thursday, 25 February 2021 at 9.30am AWST/12.30pm AEST**

**Essential Sessionals Workshop #2: Supporting a Confident Start to the New Teaching Period**

**Webinar: Thursday 11 March 10am-12 noon AWST/1pm - 3pm AEST**

**Essential Sessionals Workshop #3: Growing Your Confidence around Assessment and Feedback**

**Wednesday 7 April 2021 at 10am - 12 noon AWST/12pm - 2pm AEST**

Whether you are new or have worked at Notre Dame before, the aim of the first three workshops in the 'Essential Sessionals Program' is to support sessional academics in developing effective learning and teaching practices, and to nurture an effective community of teachers as learners. Workshop materials will be stored in the community CPL course in Blackboard (LT1004) for those of you who can't make it to any of the sessions.

**All workshops will be delivered via Zoom. Please register using the links provided below.**

**Essential Sessionals - Workshop # 1: Celebrating Sessional Academics and Welcome from the LTO**

**30 minutes - Thursday, 25 February 2021, 9:30am AWST/12:30pm AEDT**

The [Learning and Teaching Office](#) invites all sessional teaching staff to this 30 minute workshop especially designed for you, whether you are new or have worked at Notre Dame before. The goal of the webinar is to:

- Celebrate our sessional teaching colleagues, and create an opportunity for you to meet each other;
- Outline the support that the LTO can provide, and introduce our continuing professional learning (CPL) programs, networks, and resources; and

- Provide you with insights into the teaching practices of two of our experienced sessional academics – Kylie Kam (School of Education) and Piers Truter (School of Physiotherapy).

[Please register here](#)

### **Essential Sessionals - Workshop #2: Starting the new teaching period with confidence**

**2 hours - Thursday, 11 March 2021, 10am AWST/1pm AEDT**

This workshop will provide you with the opportunity to reflect on your recent teaching, sharing the challenges as well as the successes. Together with your peers, and with advice from the LTO, you will work through scenarios to grow your practice. The goals of the workshop are to learn more about:

- Structuring lessons effectively
- Managing time and student expectations;
- Selecting strategies and techniques to enhance student engagement;
- Navigating the blended learning landscape at Notre Dame.

[Please register here](#)

### **Essential Sessionals - Workshop 3: Assessment and feedback**

**2 hours - Wednesday, 7 April 2021, 10am AWST/12pm AEST**

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

- Feedback: how to give constructive and useable feedback;
- Marking: how to mark more efficiently and how to make your marking sustainable;
- Preparing your students for assessment and communicating expectations effectively.

[Please register here](#)

## Technology Enhanced Learning (TEL)

Is your Blackboard course site ready for S1/21?



Blackboard course sites are especially important, with Notre Dame increasing the use of blended and online learning modes of study (see this [paper](#) for a definition of technology enhanced learning at Notre Dame). As you plan for the semester ahead and prepare the learning materials in Blackboard, keep in mind that the students gain access to Blackboard sites two weeks prior to the start of the time period.

New to Blackboard and not sure where to start? Do not panic, [this video](#) will guide you through creating and sending your first announcement and adding content.

Not quite ready yet? Simply [hide all uncompleted sections](#) from students on the Course Menu in Blackboard.

Other before-the-start-of-the semester tasks may include:

- Moving last year's course materials to the new Blackboard site: see the updated [Blackboard Course Copy](#) guide;
- Personalising your course in Blackboard: [change the colour of the Course Menu](#), design your own [course banner](#) and [show your face via Avatar](#);
- Updating assessment submission boxes: you can now [Recycle Turnitin Assessments](#).

[Please contact us](#) with any questions related to learning technologies and teaching in all study modes.

### Planning on recording or re-recording your lectures?



PowerPoint can now do a lot more than deliver slide after slide of information. Brush up your skills and discover new features with the LTO's new video, [PowerPoint can do more](#). It will show you how to incorporate videos seamlessly into your lecture presentation through auto-play, and add a variety of

interactive activities directly into the slide presentation. The video features Office 365, which all staff are able to download at home. Our office computers have Office 2016 installed, which have all the same features (they might look slightly different), except for video narration. Using these features will help your students to stay engaged, and this new video will demonstrate and explain how.

You can also record your lecture in Zoom, Collaborate or using your smart phone. The [LTO Learning and Teaching Resources Catalogue](#) is organised by subject so that you can easily find our how-to materials.

Please remember that even with the interactive features, the best videos are short (ideally 5-6 minutes, and no longer than 15mins) and cover a limited number of new concepts.

### Present with Microsoft Sway



If you are looking for a new way to present to your students try Microsoft Sway. You can use Sway for items such as newsletters, blogs, ePortfolios, slideshows - and so can your students. It is part of our Office 365 suite, and you access it via your browser. [Click here](#) for a short video to help you find it and get started. Or you could just dive in, Microsoft have plenty of inbuilt resources to help you find your way around. Have a bit of a play with it before semester starts; it is designed to be discovered by clicking around and trying new things.

### ***New Spotlight Discussion Boards [Innovative and Creative Ways To Use Discussion Boards](#)***

#### ***New Spotlight Discussion Boards [Innovative and Creative Ways To Use Discussion Boards](#)***

View our new [Spotlight on innovative and creative ways to use Discussion Boards](#). It gives multiple examples and outlines a number of strategies for using Blackboard discussion boards to foster a sense of engagement and belonging in your learning community, whether you are teaching partially or fully online.



