



LTO Bulletin – May/June 2021



Where has the first part of the year gone? We hope that you are able to take some time to re-charge for the next engaging round of teaching. For those teaching in Winter term, we wish you well in your preparations. While you are recharging we hope you will read on to see what is happening in learning and teaching ...

At the forefront of the work of the LTO is continuous professional learning (CPL) and recognition of our staff and their learning and teaching practices. Now that the Faculty structures are taking shape, the LTO has had the pleasure of working with the new Executive Deans, the National Heads of School and the Associate Deans Learning and Teaching and Research. One project we are collaborating on at present is the University Course Outline Template and the development of a new procedure for Semester 1, 2022. Looking ahead, we aim to partner with Faculties and Schools to better assist them to enhance learning and teaching outcomes for students.

We also want to let you know that we are aware that there are amazing learning and teaching practices happening across the University. We encourage you to consider sharing your ideas and submit an abstract for presentation to the 2021 Educator Scholar Summit. For further information including important dates, keep reading.

In this edition you will find a new collaborative mental health framework for students, a summary of the survey of sessional academics, scholarship insights from Adjunct Professor Sally Robertson, and the achievements of recent PhD graduate Dr Safiya Okai-Ugbaje who created a framework for using mobile devices. We also give you an update on our upcoming webinars.

Finally, 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.



Educator Scholar Summit – Save the Date

Tuesday 28 September to Friday 1 October 2021

Abstract submission is [now open here](#) until Monday 12 July 2021.

Nurture your professional growth by being part of the Educator Scholar Summit. This year we reflect on blended learning strategies and practices that create a supportive learning community for student success and wellbeing.

We invite you to share your research-in-progress or scholarship of teaching and learning (SoTL) and submit an abstract for consideration.

There are tips for writing an abstract and presenting SoTL on the [ESS website](#)

We believe that presenting and/or participating in the Summit will grow your scholarship, and collaborative relationships.

[Register now for sessions across the week:](#)

Day 1: Tuesday 28 September 2021, 10am AWST/12noon AEST (1.5 hours) [Register here](#)

- Open and Welcome from the Vice Chancellor
- Student Panel: *Maintaining Connectedness in Blended Learning*

Day 2: Wednesday 29 September 2021, 10am AWST/12noon AEST (1.5 hours) [Register here](#)

- Keynote [Professor Claire Macken](#): *How are we going to manage this one? Blended learning for engagement, community and wellbeing as the future of higher education.*
- Academic Staff Presentations

Day 3: Thursday 30 September 2021, 10am AWST/12noon AEST (1 hour) [Register here](#)

- SoTL Workshop for New Researchers

Day 4: Friday 1 October 2021, 10am AWST/12noon AEST (1 hour) [Register here](#)

- Expert Panel: *Using learning technologies to enhance your curriculum (blended learning, engagement, community, and wellbeing)*
- Networking Session



Keep up-to-date by regularly visiting [Educator Scholar Summit website](#)

Boost the Authenticity of your Assessment Tasks this Semester

Authentic assessments can boost student motivation by attending to how relevant, rewarding and interesting you and your students consider the task. But it can be difficult to balance the creativity and careful planning is needed to really get students involved in assessment for learning.

Luckily you do not need to start from scratch! Whether you have just enough time to fine-tune your assessment/s, or are looking to revamp them completely, the following three resources are filled with feasible and inventive examples to help you be even more creative:

What is authentic assessment

Characterised by one or more:

1. Relevant to future employment
2. Relevant to the advancement of the discipline community
3. Relevant to our shared collective future and social good
4. Relevant to student's own aspirations

Additionally:

- Often mirrors real, complex challenges as part of the assessment task;
- Results in diverse assessment outputs rather than sameness – students must interpret the task;
- Equips students to work with new and unexpected situations;
- Causes students to meaningfully reflect on their learning.

A good test of relevance is to ask 'who is the audience for the assessment product?' – if it has an interested audience beyond the marker, it has relevance!

1 - An overview of authentic assessment - Lydia Arnold, Director of Education, Harper Adams University

- Sally Brown and Kay Sambell (UK assessment researchers) [provide these examples](#) of Covid-ready amended assignment questions that improve students' motivation and achievement by increasing the relevance of the activities.
- Lydia Arnold (Harper Adams University) provides [these reflective examples](#) of authentic tasks to stimulate conversations about what makes an assessment 'authentic'.
- The LTO Practice Guide: [Authentic Assessments in the Online Environment](#) takes you through the steps and tools needed to add flexible approaches to your assessments.

We can also assist you to amend your tasks. The following upcoming webinar will also help.

Upcoming Webinars

Enhance the effect of your feedback on students



Across the sector students rate feedback consistently low, and yet we spend a huge amount of time and energy on crafting feedback that we believe will improve student success.

Now is the time to build your feedback resources that create a feedback culture that students' value and sustains your wellbeing.

Join us in this 30 minute webinar on **Friday 2 July at 10am AWST/12 noon AEST** to:

- Identify the attributes of effective feedback;
- Expand the type, purposes, and sources of feedback you can use; and
- Build a collaborative culture of feedback with your colleagues.

We hope you will join us. [Click here to register](#).

Designing Curriculum for Blended Learning



Friday 16 July 2021 at 10am AWST/12noon AEST (30mins)

Blended learning gives you the best of both worlds, but you cannot just translate face-to-face experiences into the online space.

This webinar will show you how to design your curriculum so that what you put on Blackboard supercharges engaging and interactive face-to-face sessions.

We hope to see you there. [Click here to register](#)

Designing rich feedback tasks and activities for blended learning



Feedback is critical for building student understanding and skills, yet research indicates that there is no single universal feedback strategy that is equally effective across all contexts and environments.

We will discuss the types of feedback that could successfully be used in blended learning in this 30 minute webinar on **Friday, 23 July, at 10am AWST/12 noon AEST.**

Please join us to:

- Discover what feedback/feedback factors students prefer and why;
- Consider a variety of tasks and activities that offer rich feedback for blended learning; and
- Help your students to understand and use feedback better.

We hope to see you at the webinar. [Click here to register](#).

University Mental Health Framework



A collaborative framework, co-designed between young people, Universities Australia, and Orygen has been released. This framework presents an opportunity to make students' mental health a priority. It provides guidance for universities to achieve a mentally healthy university setting. The practical framework is structured around 6 key principles – [click here](#) to learn more about these principles and framework to see if you are doing everything you can to support students' mental wellbeing.

Nested Programs in Learning and Teaching for Higher Education

[Learn more](#) about becoming an educator scholar, through studying the fully online *Graduate Certificate in Learning and Teaching in Higher Education* (GCLTHE). Offered by the LTO, it has been incredibly popular and is part of a nested program that articulates into a Graduate Diploma and Masters (by coursework). The programs will help you become a more effective teacher of contemporary adult learners and enhance how you plan curriculum and assessment. In Semester 2 we offer the following courses:



- EDUC5009 Global Learning in Higher Education (Graduate Certificate and Diploma)
- EDUC5115 Introduction to Teaching in Higher Education
- EDUC5116 Designing Curriculum for Effective Learning
- EDUC5119 Supervising Postgraduate Research

You can enrol in any offering as a standalone course. There is no cost (i.e. via fee remission) for Notre Dame staff with the support of the Head of School.

What sessional academics told the LTO in the recent survey



To better understand the continuing professional learning (CPL) needs of sessional academics at Notre Dame we asked about their interest to attend CPL events offered by the LTO and the factors that support and inhibit attendance. Approximately 25% of sessionals responded demonstrating they are keen to have their voices heard and contribute to the scholarly life of our academic community.

The good news is that 92% said they are interested in attending events and identified the top five factors supporting attendance as: personal relevance of the topic; convenience; reward and recognition; duration; and delivered online. The top three factors inhibiting attendance are: lack of time; relevance; and reward and recognition. Many were currently enrolled in a postgraduate program for teaching in higher education. (See earlier material for information regarding such programs). Sessional academics also told us that the best time to participate in events is Friday morning.

Sessional and permanent academics will see a range of changes based on the feedback over the coming year. A final report has been forwarded to the appropriate University leaders in order that the professional needs of sessional staff are systematically discussed and addressed.

We would like to thank all of those sessional academics who responded.

The call for nominations for the VC Promoting Excellence in Learning and Teaching (PELT) Awards is now open!

Nominations are now open for the Vice Chancellor's PELT Awards. These Awards celebrate outstanding individual, program and collaborative achievements in learning and teaching.



Being acknowledged via these awards is a means of publicly celebrating our staff for their commitment and excellence to teaching our students. The Awards also provide an opportunity for reflection on our collective achievements in sustaining powerful learning environments during some very challenging of years.

We are telling you about this now as we recognise that many people, especially sessional academics do not teach in semester two and we do not want people to miss out.

Please consider putting forward a nomination, or recommending a colleague or a team, by going to: https://notredame.qualtrics.com/jfe/form/SV_6J37eLv3hrH3V8W no later than 15 November 2021.

All Academic (including Sessional staff) and General staff are eligible for the awards.

More information is available on the Learning and Teaching Office's [Applying for a PELT Award](#) page.

Notre Dame Scholarship

In this [short video](#), Adjunct Professor Sally Robertson describes the benefits to students of a scholarship of teaching and learning project conceived and achieved with the LTO and Study Centre.

She also describes the University-wide policies and frameworks put into place by the Learning and Teaching Committee using a scholarly approach. We can support you also in taking a scholarly approach to your practice to give students an even better learning experience.



2 - Adjunct Professor Sally Robertson

Technology Enhanced Learning (TEL)

Death of the Lecture

'*The Death of the Lecture*' makes an attention grabbing headline, and almost every educator has an opinion on it. Professor Mitch Parsell, Academic Executive Director at the University of Tasmania, has produced a more nuanced picture of the status of lectures by examining academic responses to such a headline on Twitter. His summary may be found [here](#). In short – it depends. Even though you are an excellent lecturer, it is worth asking – how much of the lecture is spent educating and how much is spent entertaining? Entertainment will engage students, but there are other way such as the flipped classroom to deliver content.



Blackboard “Sandboxes” are coming soon!

The LTO receives many enquiries from academics who are unsure about how Blackboard will work, and what students will experience. Not knowing this, rightfully makes academics nervous about adopting learning technologies. This is problematic as Notre Dame repositions itself as an institution that delivers quality blended and online learning.



We heard you!!

The LTO and the ITO are working together to deliver Blackboard sites that act as a testing ‘sandbox’ for each School. Each of these sandboxes will have a "test student" and all academics will have access as instructors. This will allow academics a space to trial new tools and more engaging teaching methods in a risk free environment.

Each School will have a Community Leader assigned to their sandbox who will be responsible for providing access to academics. If you are a Community Leader for your School, you will find the new "Community Leader User Guide" in the Course Administration section of the LTO [Course & Content](#) page.

Academic Integrity Research Project

Webinar of the past - if you missed the presentation of research into the behaviour of academics at Notre Dame around academic integrity by Dr Alison Casey, you can find it on Blackboard in the [CPL LT1004 course](#). We found that academics had a deeply personal sense of academic integrity and were committed to pastoral care, but this sometimes caused them to vary their behaviour from what was outlined by University policy. A report of this research is being forwarded to the Learning and Teaching Committee to give them the opportunity to recommend further support for academics.

Take a moment to find out more. Contact [Alison](#) if you would like to discuss further the findings.



Graduation PhD - Safiya Okai-Ugbaje

The LTO academic developers are experts in learning and teaching in higher education and from time-to-time draw on their expertise to supervise higher degree research students across the disciplines. One

recent graduate from the School of Arts and Sciences is Safiya. Safiya created ‘a framework for using mobile devices to improve current pedagogical approaches in Nigerian universities’.



Working from a social justice perspective, Safiya saw that despite inadequate social amenities and traditional telecommunication infrastructure, the significant growth in personal mobile phones in Africa meant that it might be possible to use m-learning for a richer student learning experience. As we know effective technology enhanced learning, requires more than the technology itself. It requires consideration of the pedagogical, socioeconomic and sociotechnical contexts. Safiya’s published work provides a holistic roadmap for the implementation of sustainable m-learning in higher education in developing countries, which to date has been missing.

What do you think about the LTO Bulletin?

We would be very grateful if you could spend a minute to give feedback on our bulletins by sending us an email to LTO.

Stay Connected



You can visit the [LTO online](#), or send us an email [LTO](#). We also invite you to follow us on [Twitter](#) or [Facebook](#). We also have a special [Facebook Group for Sessional Academics](#).