



Learning & Teaching Office

Together, achieving excellence in learning and teaching



Bulletin –December 2021

Wow – what a rollercoaster of a year it has been!! We have seen some exciting new challenges, changes in structures, said goodbye to some Notre Dame icons, and we have met and worked with some amazing staff.



We generally tested our “work-from-home” versatility and hope that the blended and online learning series of seven workshops helped you to teach and care for your students online with positive outcomes.

We celebrated our sessional workforce with the “Essential sessionals workshops”, saw the roll-out of Echo 360, and held the Educator Scholar Summit (summarised in the last edition).

Thank you from the bottom of our hearts and we wish you a safe and healthy festive season, and that you take time to share goodwill with your friends, neighbours and family. We look forward to supporting you in any way we can in 2022.



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

Seed Grant Winners

Congratulations to the three successful teams who have been awarded the 2021 SoTL Seed Grants for the Scholarship of Teaching and Learning.

The SoTL Seed Grants foster a culture of collaborative scholarship and evidenced-based research designed to contribute new knowledge related to learning and teaching at Notre Dame.



Join us in congratulating the following project teams:

The Art of Cultural Safety: Decolonising Pedagogy

Sadie Geraghty, Sheena McChlery, Neta Knapp, Kate Buchanan, Kirstie Balding & Rosemarie Hogan (School of Nursing, Midwifery, Health Sciences & Physiotherapy)

Developing a Blended Interprofessional Learning Experience for Paramedicine and Medical Students

Aishah Moore, Carmel Mezrani, Claudia Ng, Andrew Dean, Samuel Bulford, Gisselle Gallego, Suzanne Avis, David Donato & Mike Richer (School of Medicine)

Working with Older People

Annie Holt & Elizabeth Mortley (School of Medicine)

We look forward to hearing more about the outcomes of these projects at the 2022 Educator Scholar Summit (19-22 September, 2022 – mark it in your diaries now).

New Course Outline Template & Procedure



The University Course Outline Template has had a complete review, in the main, to provide consistency and transparency for students across the University. The Course Outline Template (and supporting Course Outline Procedure) has now been approved by the Vice-Chancellor for use in Study Periods commencing from 1 January 2022.

Some course coordinators have already commenced developing their course outlines for Summer Term on the old template which is fine, but from Semester 1, 2022 the new template must be used.

The Course Outline is now two parts:

Part 1: Provides specific learning information about the course (to be completed by the course coordinator)

Part 2: Provides general and essential information that students will need during their studies (to be updated as necessary by the owners of this information). This information is exactly the same for every course. Please make yourself familiar with its content.

In response to student feedback and to provide students with a better experience the Blackboard course template has also been modified. If you are teaching before Semester 1, 2022, it will mean that information in Part 2 will be present in both the course outline document and the old Blackboard course template. Refer students to the Blackboard course site as it is the most up-to-date.

A couple of things to help with understanding and finding your way around the new template:

- View this video by Lawrence Pang (the Associate Dean Learning and Philosophy and Theology and Education, and a member of the course outline working party) on why we have a new template ([click link](#)); and
- A video provided by Dr Jenny Pizzica from the LTO on the layout and use of the new template ([click link](#)).

Where to find the template: Click on the [Course Outline Template](#) to access the template, and if accessing remotely, please log in from the Notre Dame portal - the Template is available at [N: Fremantle/Shared/LTO/Course Outlines](#) **Please do not use previous template versions.**

The Learning and Teaching Office (LTO) is able to provide support in curriculum development, moderation of assessment tasks and peer review of course outlines. If you would like more information, please visit the LTO's [website](#) or [contact the LTO](#).

Nested Programs in Learning and Teaching for Higher Education



Learn more about becoming an educator scholar, through studying the fully online asynchronous *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 1, 2022 we will offer the following courses:

- EDUC5115 Introduction to Teaching in Higher Education
- EDUC5117 Principles and Practices of Assessment and Evaluation
- EDUC5011 Introduction to the Scholarship of Teaching and Learning
- EDUC5014 Learning and Teaching for Optimal Wellbeing

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.

Explore these options by [hearing what graduates have to say about the Program](#) and by contacting the [Learning and Teaching Office](#)

Series in Blended Teaching and Learning in Higher Education

Calling all curriculum designers and educators ...

Transform your teaching practice with this set of self-paced fully online modules from the Learning and Teaching Office. Drawing on the sage and scholarly advice from leaders in technology enhanced learning, this suite of five modules gives you a grounding in designing curriculum for highly engaging, student-centred learning in the blended and online space. In completing the activities in the modules, you will gain confidence in distinguishing quality online courses from those that might 'look good', but fail to deliver deep learning experiences. Culminating in the development of your own online course, your students will flourish as they engage in a community of inquiry where learning is flexible as well as interactive, collaborative and highly supported.



Enrol in these modules today and start the journey of transformation in Semester 1, 2022. It is free and you have the entire year to complete the series.

Learning and Teaching Resources Catalogue

Save valuable time with this easy to use LTO [Learning and Teaching Resources Catalogue](#). The catalogue is organised by subject and features all of the eResources created by the LTO (e.g. a Guide on how to use Padlet, a 30 minutes webinar on authentic assessment).

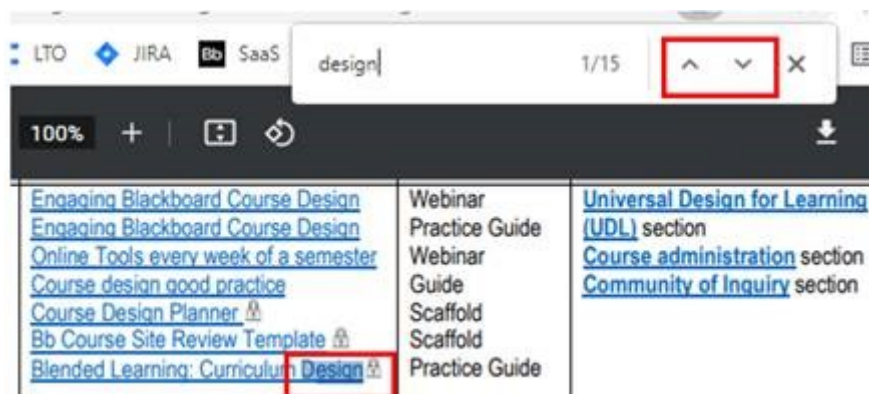


The types of resources:

- Practice guide – short evidence and research based guide demonstrating good pedagogy in practice
- Guide – short illustrated how-to guide with step by step instructions on the use of a tool
- Extended guide – a guide containing both digital pedagogy and how-to instructions
- Spotlight – researched and evidence based guide illustrating digital pedagogy in action
- Resources in Blackboard – a mini-repository of a variety of resources on a topic
- Scaffold – a detailed planner that breaks a process into simple steps underpinned by pedagogical frameworks and evidence-based practice
- Video – a demonstration of how to use a particular learning technology or tool
- Webinar – a recording of an LTO webinar on your chosen topic

How to find what you're searching for? (see the diagram below)

- The padlock icon indicates that the resource is password-protected and you will need to use your Notre Dame login and password to access it.



Open the [Catalogue](#) in your browser and use **Ctrl + F** keyboard shortcut (or Command + F if you use an Apple computer) to open a find box to locate a specific term, word or phrase in a document. For example, if you are interested in improving your “course design”, typing the term into the find box will locate 15 occurrences.

Up and down arrows on the right-hand side take you to the highlighted text of these occurrences.

Connecting with students online



You may be fairly comfortable putting your content on Blackboard, and may have started to chunk it into smaller sections that the students can easily access. Despite your success however, you may still feel that you are missing that sense of contact with them. You are not the only one; nor is it the first time that educators have worried about a loss of connection. Read [this article](#) for research-backed ways to bring a sense of connection between you and your students.

Inclusive teaching

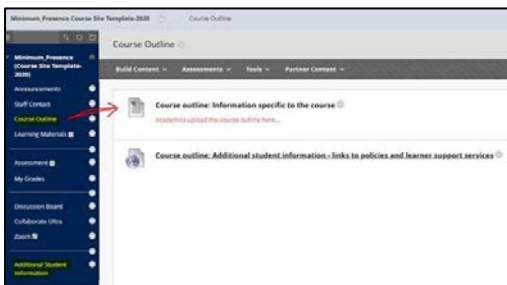
The [Disability Awareness portal](#) offers a range of self-paced eLearning resources that allow educators to raise their awareness of, and find out about planning for, diversity. [UDL in Tertiary Education](#) is a new resource. A free course consisting of four self-paced modules, it aims to increase knowledge of designing, developing and implementing Universal Design for learning teaching practice. The LTO was a member of the advisory panel that developed the resources, so you know that they will be easy to use and thorough.



As part of our commitment to support you support students with a disability, the LTO recently spoke to three students about their experiences of navigating tertiary education with a disability. Hear what they have to say [here](#).

New planners that help you design your curriculum for blended and online learning

Minimum Presence in Blackboard



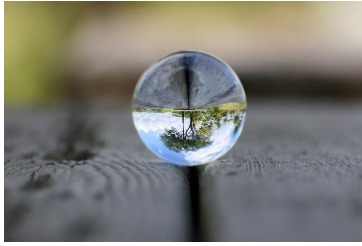
Whether your students study face to face, online or in a blended mode, your Blackboard course site should make students feel connected to a community of learners and motivated to learn. To help you with this important task, we redesigned the *Minimum Presence in Blackboard Guide*. This new Guide is underpinned by the principle that opportunities must exist for **students to link with**

their educator; students to link with content; and students to link with other students. It will help you realise in Blackboard **the three essential facets of teaching:**

- teaching presence
- learner activities, and
- learner engagement.

This Guide distinguishes between the three modes of delivery in relation to what needs to be in Blackboard, and offers links to relevant LTO resources to help you achieve the most engaging design.

Flipped classroom planner for online and blended learning



The evidence is now clear that delivering lessons using a flipped classroom approach results in better student engagement and deeper learning. Flipped classroom ensures that the valuable face to face time with students is used for active learning rather than content acquisition. Created by the LTO as part of an HREC endorsed research project, the LTO worked with academics to create the [flipped classroom planner](#). The planner will guide the re-purposing of current course materials (i.e. you do not have to start from scratch), into a flipped classroom design. It includes: contextualised support resources at every stage of planning; a reflective section to drive improvement; and can serve as evidence of innovative practice.

The planner was created to serve Notre Dame academics, so once you had a chance to use it, we welcome all suggestions for extra resources, deeper explanations, and also examples of successful use to share with our teaching community at Notre Dame.

Course Design Planner for Online and Blended Learning



To support Notre Dame's goal to increase online course offerings the LTO has been working with Faculties to develop a [design planner](#) to help educators design high quality engaging courses for blended and online delivery. The aim of the planner is to support educators to work independently to create and/or transform courses currently delivered on-campus to blended/online delivery. It is underpinned by a model of online learning and teaching excellence, and is non-discipline specific.

The planner breaks curriculum (content/learning activities) planning down into simple steps that educators can easily transfer to Blackboard once they have finished their course design. It also assists academics who deliver on-campus courses to enrich their use of Blackboard.

The design planner and flipped classroom planner go hand in hand assisting you to ensure your ideas produce good practice, constructively aligned, engaging student learning experiences ... positive learning outcomes are sure to follow!

New 'How To' Technology Enhanced Learning Guides



Do you use **Zoom** for your online sessions with students? These two new guides will help you increase student engagement efficiently.

- [Polls in Zoom](#): create in advance and launch during the session.
- [Create a Zoom Meeting Template](#): set up a meeting template so that you can reuse polls or their formats in your regular class sessions

If you prefer **Collaborate**, these two new guides address both the polls and where to find the reports:

- [Polls in Collaborate](#): how to use, tips and tricks
- [Collaborate Session Reports](#): access after each session – both for polls and for attendance.

If you are interested in engaging external tools and have not tried **Padlet** yet – it is well worth taking a look. Padlet is very versatile, fun to use, great for brainstorming, ice-breaking, gathering

student work, creating personal student portfolios, mind mapping, note-taking, and as a discussion board alternative. This new guide starts with creating a free Padlet account, explains the available formats and how to create them, and shares a link discussing the use of Padlet for higher education.

- [Using Padlet](#)
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New Practice Guides

How to write your Learning Outcomes

Are you looking for inspiration to craft learning outcomes for a new course or module? Do you need to refocus the learning outcomes to respond to a course reaccreditation or course review?

Have a look at our new [Learning Outcomes Practice Guide](#) for succinct guide to writing outcomes that are specific, assessable, and focussed on the students' actions. The guide is loaded with examples and strategies (and many verbs) to help you and your students find interesting ways to express the learning journey in your Course.



How to use online discussion boards better



Have you found that students do not use Discussion Boards in Blackboard? If yes, this [new Practice Guide](#) will help you discover the typical problems that impede student engagement and help you use online discussions in new and engaging ways. The Practice Guide provides both general and specific rules for successful online discussions and shares the types of online activities that best lend themselves to a discussion format. If you need further assistance [contact the LTO](#).

Teaching International Students

One of our marvelous alumni, Daniel Nzima, helped the LTO create a series of short videos on how to make learning more successful for international students. Illustrating his stories with often funny personal experiences, Daniel discusses everyday challenges of Australian academic life such as differences in learning cultures, the use of colloquialisms, group work, perceptions of time and interactions with academics. The videos provide tips on how making small changes to our teaching practices can make for a better experience for everyone; you can find them [here](#).

Need more resources? The following articles may be helpful:



- Baik, C., Uzhegova, D., Teo, I., Arkoudis, S., & Palmer, S. (2020). *Pathways to Success in International Education*. Melbourne Centre for the Study of Higher Education. <https://www.researchgate.net/publication/338397193>
- Ruegg, Petersen, N., Hoang, H., & Marianne. (2021). Effects of pathways into university on the academic success of international undergraduate students. *Higher Education Research and Development*, 40(6), 1283–1297. <https://doi.org/10.1080/07294360.2020.1804336>
- Arkoudis, S., Dollinger, M., Baik, C., & Patience, A. (2019). International students' experience in Australian higher education: can we do better?. *Higher Education*, 77. <https://doi.org/10.1007/s10734-018-0302-x>

Exercise & Sport Science Lecturer wins 2021 The University of Notre Dame Australia Aspire Award



Congratulations to Dr Jenny Conlon from the School of Nursing, Midwifery, Health Sciences and Physiotherapy on receiving a 2021 Aspire Award.

Funded by Business Events Perth, winners are awarded \$5000 each to contribute towards travel, accommodation and registration expenses for a relevant international conference in their discipline, to assist in their professional development.

Lecturing from the School of Nursing, Midwifery, Health Sciences & Physiotherapy, Dr Conlon's award recognises her expertise in developing the course 'Wellbeing Fundamentals for Success'. The course equips students with skills and strategies that enable them to approach their professions (and lives more generally) with mindfulness, and promotes positive mental health.

Click [here](#) to find out more about Jenny's award. Congratulations again Jenny.

Applying for an Advance HE – Higher Education Academy Fellowship



Advance HE is an internationally recognised organisation that works with institutions across the world to improve higher education for students, staff and society. It awarded over 150,000 fellowships to higher education professionals working in over 100 countries of the world.

An award of an Advance HE Fellowship means an international recognition of an individual's commitment to high quality learning and teaching practice in higher education, and an acknowledgement of their personal impact and leadership.

Are you interested in learning how to apply for an Advance HE Fellowship and how Notre Dame can support you? You will find both [the recording](#) and [the slides](#) of our recent webinar addressing these questions in the LT1004 (Continuing Professional Learning with the LTO) course in Blackboard.

Western Australian Teaching and Learning Forum



ARE YOU LOCATED ON FREMANTLE CAMPUS?

If yes, you are probably aware of the Western Australian Teaching and Learning Forum - an annual conference held in Perth, Western Australia. The inaugural Teaching and Learning Forum was held in 1992 by the five Western Australian universities.

Each year since then, the Forum has continued the tradition of bringing together educators from across the higher education sector to share, challenge and develop their ideas about teaching and learning. The next forum will be held on **3 and 4 February 2022** at Murdoch University. The theme for TLF2022 is **(Re)connecting**.

This theme captures our desire to connect and reconnect arising out of a truly disruptive two years for tertiary learning and teaching globally. The Teaching and Learning Forum for 2022 is focused on acknowledging, engaging and celebrating connection and reconnection with learning and teaching in all its forms and ways. The Forum offers Showcase Presentations, Interactive Workshops, Immersive Teaching Bites and Nuts and Bolts sessions.

REGISTER NOW!

Give yourself an end-of-year celebratory present, use up some of that 2021 budget before it disappears, take something off your to-do list before the break, give in to that FOMO! **The early bird registration discount closes on 13th January 2020.**

Register now to attend the Forum: go directly [here to register](#)

For more information, please visit the [Teaching and Learning Forum webpage](#).

Christmas Wishes from the LTO

The LTO wish you a safe, restful and blessed Christmas.



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](#).

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.