

# LTO Bulletin Special Edition



## Educator Scholar Summit Edition

### Learning to Reach, Teach and Care

The success of last year's conference led us to revise the format of the annual gathering of educator scholars and student partners. In this edition, we share the good learning and teaching practices showcased during the 2021 Educator Scholar Summit.

You will find links to all sessions including the keynote and the learning and teaching research presentations from colleagues. If you would like to be a presenter next year, watch the workshop on how to get started on your own evidence-based learning and teaching research project. The student panel, where a mix of students from various disciplines and stages of their programs, told us what helped them feel connected and what aspects of teaching they would like educators to continue with once we are all able to return to campus. We were also blessed to have had an extraordinary panel of leaders across the sector share their work on supportive blended learning experiences. Read on to learn more about each session and to access the links to each session. You will also find the full program and all of the recordings and resources here<sup>1</sup>.

We are grateful for the support of the Vice Chancellor, Deputy Vice Chancellor Academic Development, Father Laundy and Pro Vice Chancellor, Student Experience at this year's ESS. And of course, the success of the Summit would not have been possible without the commitment to excellence in learning and teaching of our Notre Dame educators. Thank you!

We look forward to seeing you at next year's Summit.

**To help us plan, the anonymous 30-second survey<sup>2</sup> asks you for your feedback on when we should hold the Summit. Thank you in advance for your advice.**

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<sup>1</sup><https://researchonline.nd.edu.au/es/2021/>

<sup>2</sup>[https://notredame.qualtrics.com/jfe/form/SV\\_9RoUuU2TiUco8B0](https://notredame.qualtrics.com/jfe/form/SV_9RoUuU2TiUco8B0)



1 - Student Panel

## Student Panel: Maintaining Connectedness in Blended Learning

This is what Kate Saw (Undergraduate Nursing), Stephen Haydon (Undergraduate Arts), Tracey Mythen (Undergraduate Logos), Reiniera de Vox van Steenwijk (Undergraduate Commerce) and Isabella Sheman (Masters Program) told Professor Allix when she asked them for their ideas on what educators can do to design for blended learning:

- Notre Dame educators went above and beyond for their students during lockdown
- There is merit in both face-to-face and online learning
- Active learning is preferred and blended learning provides this when content is available online and students use face-to-face time to discuss and drive further learning
- Highly valued, yet still lacking in online teaching is community, connection, openness, pastoral care
- Online learning takes enormous self-discipline and good study skills which students find difficult to sustain alone
- It is hard to learn when online sessions are long. To assist students, educators must structure the session with engagement in mind, e.g. use a variety of strategies and plan for synchronous and asynchronous activities
- When creating videos, students want educators to be authentic, i.e. they want to be able to relate to their educators as human beings (e.g., be natural; be yourself)
- Setting clear expectations for students in the online environment is important to engagement e.g. students want other students to turn on their cameras, although are cognisant of reasons why this might not be possible
- Online group work has great potential but needs structure with tasks clearly explained and expectations set and met
- Wellness (physical and mental health) should be taken into consideration, encouraged and taught
- Some educators and students lack technical skills to maximise the digital environment

Click this link<sup>3</sup> to watch a 14 minute compilation of the panel sharing their ideas. We have also made this available to all students through the Student Newsletter.



*2 - Isabella Sheman*



*3 - Kate Saw*

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<sup>3</sup><https://youtu.be/vv6tb0GPnaI>



*4 - Reiniera de Vos van Steenwijk*



*5 - Professor Selma Allieux*



*6 - Stephen Haydon*



*7 - Tracey Mythen*

## Keynote: Professor Claire Macken, Associate Deputy Vice Chancellor (Learning and Teaching), RMIT University

“How are we going to manage this one? Blended learning for engagement, community and wellbeing as the future of higher education.”

Professor Macken drew on her experience as a leader in learning and teaching in higher education, her current teaching and being an online student during lockdown to remind us to always place the student at the centre. She argued that students are not customers, but learners, and as educators we are entrusted to ensure students meet the expected outcomes. Using this lens requires us to set the conditions for learning and place the onus on students to learn.

She went on to explain the Community of Inquiry (CoI) Framework (Garrison et al., 2000<sup>4</sup>) which tasks educators to create strategies to ensure the following is evident in the design of your blended curriculum:

1. Social presence – educators and students feel part of a community of learners
2. Cognitive presence – students engage as learners
3. Teaching presence – students feel connected and trust their educators.

It is good to know that the LTO is on the front-foot when designing for blended and online learning, having recently produced a Using the Community of Inquiry Framework for Online Learning Design<sup>5</sup> Practice Guide. If you have attended and/or watched our webinars you will also know that we have been promoting the model as a framework that supports the creation of authentic assessment design and student engagement.

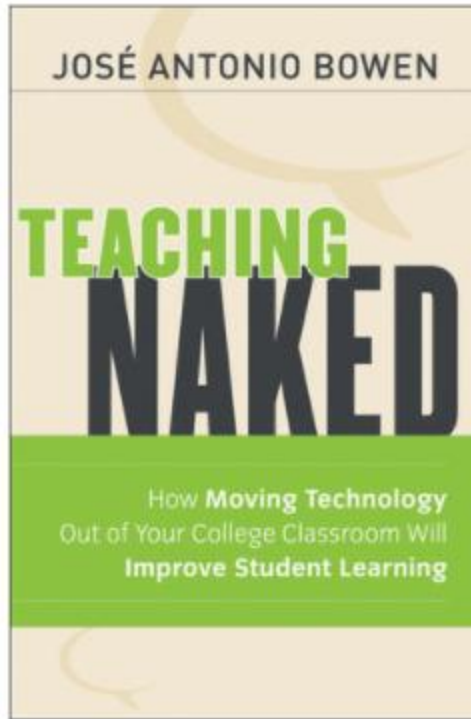
Claire also identified the importance of defining what we mean by blended learning. At Notre Dame blended learning means a mixture of on-campus and online activities. Garrison and Vaughan (2008, p.5), described blended learning as a "thoughtful fusion of face-to-face and online learning experiences". Claire left us with this powerful idea - blended learning involves technology when students are away from campus, however when they come to campus, they should leave the technology at home. She cited the work of Jose Bowen (2012) and "Teaching Naked: How moving technology out of your college classroom will improve student learning" as the inspiration for this idea, i.e. use planned meaningful learning and teaching strategies to facilitate active learning on campus. Click this link for Claire's presentation<sup>6</sup>.

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<sup>4</sup>[https://www.researchgate.net/publication/222474115\\_Critical\\_Inquiry\\_in\\_a\\_Text-Based\\_Environment\\_Computer\\_Conferencing\\_in\\_Higher\\_Education](https://www.researchgate.net/publication/222474115_Critical_Inquiry_in_a_Text-Based_Environment_Computer_Conferencing_in_Higher_Education)

<sup>5</sup><https://www.notredame.edu.au/staff/work/LTO/assets/assessment-in-practice/Using-CoI-for-Online-Learning-Design.pdf>

<sup>6</sup><https://researchonline.nd.edu.au/es/2021/wednesday/1>



8 - *Teaching Naked*, Jose Bowen (2012)

## Scholarship of Teaching and Learning Staff Presentations

This year many of the presentations addressed student engagement in blended and online environments. They provided helpful insights and practical examples with the goal of informing practice and promoting evidence-based teaching. Each presentation title is linked to the abstract and seven minute presentation. Every idea presented gives educators, no matter your discipline, ideas about trying something new. Thank you to each of our presenters for sharing your research – teaching and learning research does not become SoTL until it is presented to peers.

- Prof Joan Squelch, School of Law: Implementing a Blended Learning Strategy in the School of Law (Fremantle): Constitutional Law as a Case-Study<sup>7</sup>
- Dr Lara Pratt, School of Law: Teaching academic integrity through legal problem solving<sup>8</sup>
- Prof Lauren Stephenson, Dr Cynthia a'Beckett, Kylie Fitzgerald & Bahia Malas, School of Education: Critical reflexivity and the role of yarning to support the scholarship of teaching and learning (SoTL)<sup>9</sup>
- Dr Dane King, Dr Stephen Bested, & Dr Sharon Herkes, School of Medicine: Our Experience Adapting Team Based Learning (TBL) for Online Teaching: Our New Normal<sup>10</sup>

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<sup>7</sup><https://researchonline.nd.edu.au/es/2021/presentations/2>

<sup>8</sup><https://researchonline.nd.edu.au/es/2021/presentations/1>

<sup>9</sup><https://researchonline.nd.edu.au/es/2021/presentations/3>

- Prof Lauren Stephenson, Prof Boris Handal, Rachelle Glynn, Prof Kevin Watson, Rene Demos, Jonathon Mascarella, & Catherine Sze, School of Education: Professional Experience in Times of Covid<sup>11</sup>
- Dr Ben Piggott & Dr Jenny Conlon, School of Health Sciences: HLTH1004 Well-Being Fundamentals for Success: Our learnings from the development and implementation of a theoretical and experiential well-being course for students<sup>12</sup>

Each year to recognize the work of Notre Dame's educators, the Review Panel selects the abstract that best meets the conference theme or sub-themes.

**The winners of the 2021 Best Abstract are Dr Ben Piggott and Dr Jenny Conlon.**



*9 - Dr Ben Piggott*

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<sup>10</sup><https://researchonline.nd.edu.au/es/2021/presentations/5>

<sup>11</sup><https://researchonline.nd.edu.au/es/2021/presentations/6>

<sup>12</sup><https://researchonline.nd.edu.au/es/2021/presentations/4>





10 - Dr Jenny Conlon



## TEL Leaders' Panel

Using learning technologies to enhance your curriculum to explore ideas and ask your most vexing questions from four experts in higher education

Hear each of the panelists deliver their seven minute presentation and provide solutions to some of the challenges Notre Dame educators are experiencing regarding blended learning, student engagement, building student community and student wellbeing<sup>13</sup>:

- Colin Simpson, Monash University

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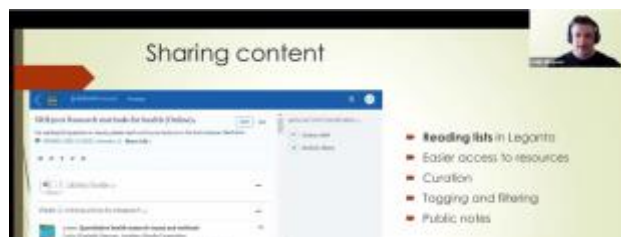
<sup>13</sup>[https://researchonline.nd.edu.au/es/2021/expert\\_panel/1](https://researchonline.nd.edu.au/es/2021/expert_panel/1)

- Dr Srecko Joksimovic, University of South Australia
- Conjoint Associate Professor Cathy Stone, University of Newcastle
- Associate Professor Chi Baik, Melbourne University

The main messages:

- Engagement can be defined as the mediating factors between the context and the outcomes
- We cannot capture something that we did not design for – we need to think about what we really want to measure – such as teacher cognitive and social presence
- Learning Management Systems data cannot measure meaningful student engagement
- Wellbeing should not be confused with making students feel good, rather it's about creating the conditions where students feel they have a sense of purpose
- Academics do not have to be experts in mental health, but they play a key role in supporting student wellbeing through curriculum design
- An early indicator for student retention is whether a student feels a sense of belonging
- Fostering student engagement improves cognitive engagement which assists students to take a deeper approach to learning
- Before the semester starts set expectations around attendance and when you will respond to student queries
- Use authentic short videos to share information about yourself, assessment, checking in
- Support students to learn together outside of the formal space through mechanisms such as social media
- For each stage of the learning cycle, from acquisition of knowledge to using feedback to improve conceptualisation of new knowledge, there are a number of tools that can support student engagement and reduce the workload for educators (once you have learned to use the tool).

## A new Zoom feature



If you attended the panel session or watched the video you will see Colin Simpson's face superimposed on his slides as he presented. It's a new feature in Zoom that everybody can use.

Here's how to use it:

1. Click on Share Screen.
2. Click on Advanced.
3. Click on Slides as Virtual Background. You will be prompted to open a PowerPoint slide deck (it doesn't have to be already open), and it will start displaying it as a Slide Show from the beginning without you having to mess about with screen choices and presenter displays. It is actually easier to use than the traditional method of presenting with PowerPoint!

## --Scholarship of Learning and Teaching for New Researchers

The Scholarship of Learning and Teaching (SoTL) is poorly understood, mostly because it is not well defined. To support Notre Dame academics to become researchers of learning and teaching the LTO defines it as:

*SoTL is a relatively new in field of academic research. It involves curiosity, reflection, and evidence-based methods to research effective teaching and student learning, specifically in higher education. Educational research more generally (K-12) is its own field.*

The Centre for Engaged Learning, Elon University (a leader in the field) defined it in 2013 as:

*The (SoTL) involves faculty (sometimes in partnership with their students) undertaking systematic inquiry about student learning – informed by prior scholarship on teaching and learning – and going public with the results.*

While SoTL follows all of the conventions of any research process. Experience tells us however, that educators often find the first two steps the most difficult: defining the research question and designing the study. To get you started on your own SOTL project, the links takes you to a recording of the one-hour workshop or videos broken into three shorter, more accessible sections:

- 1) What is SoTL<sup>14</sup>
- 2) The SoTL research process and some examples<sup>15</sup>
- 3) Starting your own SoTL project. <sup>16</sup>

If you would like to know more about SoTL, the LTO offers EDUC5011: Introduction to the Scholarship of Teaching and Learning<sup>17</sup> as a fully online course in semester 1.

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<sup>14</sup>[https://youtu.be/Ok96X5Dwf\\_M](https://youtu.be/Ok96X5Dwf_M)

<sup>15</sup><https://youtu.be/68ynL9vyL3w>

<sup>16</sup><https://youtu.be/ja1rV7Qfy60>

<sup>17</sup><https://www.notredame.edu.au/staff/work/LTO/programs/course-descriptions>



## 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<sup>18</sup>.

## Stay Connected

You can visit the LTO online<sup>19</sup>, or send us an email LTO<sup>20</sup>. We also invite you to follow us on Twitter<sup>21</sup> or Facebook<sup>22</sup>. We also have a special Facebook Group for Sessional Academics<sup>23</sup>.

If you cannot see it here, would like some more support or just want to give feedback on this Bulletin, please contact the LTO<sup>24</sup>.



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<sup>18</sup><mailto:lto@nd.edu.au>

<sup>19</sup><https://www.notredame.edu.au/staff/work/LTO/the-LTO/contact-us>

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<sup>23</sup><https://www.facebook.com/groups/NDAUSSessionalAcademics>

<sup>24</sup><mailto:lto@nd.edu.au>