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Learning and Teaching Office

Together, achieving excellence in learning and teaching



THE UNIVERSITY OF
NOTRE DAME
AUSTRALIA

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Sydney

Learning and Teaching Office Bulletin - November/December 2020



Source: <https://www.catholicsun.org/2013/12/18/christmas-season-calls-families-to-holiness/>

This is the LTO's final Bulletin for 2020, and we would like to take the opportunity to say a special thank you for your superhuman efforts this year. We also focus on the implementation of the new assessment policy and procedure by showing you how to enrich your practice, and cover assessment moderation - to assist you in preparing your courses for next year. We also feature a colleague's scholarship of learning and teaching – which will be a new section in our Bulletins going forward.

Thank you for your readership of the LTO Bulletin in 2020, and for your collegiality and support. We have really enjoyed working with you. We wish you and your families a safe, healthy and joyful Christmas.

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.

Acknowledging our academics for their commitment to teaching excellence and pastoral care of their students

Captured at the LTO 2020 Educator Scholar Conference, the quote below from the keynote speaker beautifully sums up the spirit of our Notre Dame academics as they endeavoured to support students achieve positive learning outcomes in 2020 ...



"It's been a real honour and a pleasure to work with you ... and also to listen to those presentations ... they're just so polished, so thoughtful, methodologically informed, with rich theoretical foundations. But I think the thing that really struck me was a clear sense of purpose, and all the interactions I've had so far with your University have all been driven by this clear sense of purpose! You're very student-centered people ... you take student care and student welfare very seriously."

Keynote: Associate Professor Cath Ellis, University of NSW

The LTO would like to take a moment to echo these sentiments and express our gratitude for the opportunity to have worked in partnership with academics and (oftentimes) general and professional staff, in what can only be described as a formidable year. We have been witness to the late night emails, the robust debates, and the commitment to embrace technology enhanced learning, and to provide students with every opportunity for success. Well done to you all!

Assessment Moderation

Moderation is a critical component of the learning, teaching and assessment cycle in higher education. The University's new [Assessment Policy](#), [Procedures](#) and [Guidelines](#), in line with the changes to the TEQSA requirements and the Higher Education Standards, delineates moderation as much more than just the usual post-marking activities. Moderation is regarded as an academic practice created as the Schools, Program and Course team members develop a shared understanding of the assessment requirements, standards, and the evidence of differing qualities of student achievement. Key to moderation, and something we often forget when we are weighed down with our day-to-day activities, is that moderation also

fosters collaborative improvement efforts with colleagues across academia via the peer review of assessment design and the analysis of samples of student work. Although assessment moderation can focus on accountability, research also highlights that regular moderation can support collegiality, community building and equity (see for example [Bloxham, Hughes & Adie, 2016](#)).

Notre Dame's assessment policy, procedures and guidelines identify where different moderation activities can occur before, during and after marking. The documents provide helpful pointers for benchmarking and peer review of assessment design, tasks and rubrics.

If you need further information [contact the LTO](#).

Designing and Revising your Courses, Assessments or Rubrics

As the semester ends there is likely to be some things you would like to revise in your course(s) for next year. You might be thinking of revising an assessment task, or feeling that a new assessment rubric would help you and your students. You might be looking for ways to enhance student engagement so that the classes and assessments are more interesting, challenging and still workable for all students and sustainable for your own workload. Or you might be wondering about how best to address comments and suggestions from student feedback. A 'Creating and Using Assessment Rubrics' Practice Guide has been developed and is available [here](#). You can also book in a time to [talk to the LTO](#) before the new semester begins and we will work with you and your Course and/or Program team to make this more enjoyable and easier!

Upcoming webinar for your diary: *Responding to the student voice: Engagement in the online environment*

It is so timely that Dr Jill Downing has recently joined Notre Dame on our Broome campus. Jill is an experienced lecturer and researcher in Higher Education, with a particular interest in student experience, online design and facilitation. For many years Jill has worked in the dual role of lecturer and program director for fully online undergraduate and postgraduate teacher-education courses while also supporting academics as they transition into online learning.



While we know that we were successful in swiftly moving to emergency remote teaching this year, students have told us that they would like to feel more 'engaged' with the content, their peers, and their teachers. Jill has kindly agreed to present some of what she knows about engaging students in the blended environment.

Her presentation will report on the findings of a recent research project undertaken at the University of Tasmania where feedback from over 1,000 online students was analysed through Kahu's (2013) Framework of Engagement. From this presentation, attendees will gain an informed insight into:

- What engagement 'looks like' in the online environment and what matters most to students;

- Institutional implications for supporting student online engagement; and
- The importance of effective design and teacher engagement for online student engagement.

**Thursday 28 January 2021 11.30AWST- midday AWST/2.30-3.00pm
AEST via Zoom**

Register [here](#)

Students Experiences of online learning in COVID-times

Reinforcing what our students told us in the 2020 Educator Scholar Conference Student Panel, a group of academics in New Zealand explore student online learning experiences during the pandemic in this article. [View the article](#) to learn some interesting things about online learning and social learning. (Ref: ASCILITE TELall Blog, 6 November 2020)

LTO Scholarship



In supporting learning and teaching at Notre Dame, one of the LTO's goals is to expand the awareness of the role of scholarship of teaching and learning. Scholarship of Teaching and Learning (SoTL) occurs when we approach our teaching in a scholarly way. For example, if we seek out great teaching practice in published journals and at conferences, critically examine our teaching

methods, collect data on how our students' learning responds to our practice, and honestly and methodically evaluate our effectiveness, then we are engaging in the scholarship of teaching and learning. If you start to approach your teaching in this way, then you become a reflective practitioner who is systematically giving students a very high quality learning experience. An important element of SoTL is to *share* the findings from your scholarship with your peers which can be done via conference presentations, publishing in journals and by joining a range of academic fora where the focus is how to enhance student learning.

We would like to take the opportunity to showcase Dr Alison Casey's scholarship. Alison is a Learning Technologies Developer with the LTO. Click [here](#) to watch her two minute video where she discusses her research project on the behaviour around academic integrity of Notre Dame academics.

Technology Enhanced Learning (TEL)

Find out more about two new resources that will keep you up-to-date with what is happening at Notre Dame, including: a new flag report in Turnitin; and a new Blackboard resource 'weighted column report'. The latter enables

you to view the performance of all assessment marks together.

You will find these resources in our all-inclusive regularly updated Learning Resources Catalogue. It is organised by subject and contains links to practice guides, videos, webinar recordings, spotlights, how to guides and many more. Please save the link for your convenience:

<https://www.notredame.edu.au/staff/work/LTO/resources-catalogue>

Below is a short overview of two new resources:

Flags in Turnitin



Marking in Turnitin? Now there is a new feature: Above the Similarity percentage in Feedback Studio, there is now a Flag report. Turnitin now not only analyses student work for similarity to text available on the Internet, it also looks for things such as hidden text and replaced characters (for instance if a student is using a different alphabet for some letters to throw off the similarity search). Click on any Flag for more information about student work.

Weighted Columns

As you review your marks at the end of semester, you might want to see each of your student's total mark for the course in the Grade Centre in Blackboard. A Weighted Column will allow you to collect all assessment marks together even if your assessment structure is complex. Along with Column Statistics, a Weighted Column will allow you to get a quick overview of your marks list. Click [here](#) to find out how.

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

Graduate Certificate in Learning and Teaching for Higher Education

Graduate Diploma of Learning and Teaching in Higher Education

Master of Learning and Teaching in Higher Education



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The Graduate Certificate has been incredibly popular this semester and as part of a nested program, leads into the Graduate Diploma (8 courses) and to the Masters (by coursework, 12 courses). You should seriously consider engaging with the program if you want to become a more effective teacher of contemporary adult learners and enhance how you plan curriculum and assessment, and research of teaching and learning. The programs are underpinned by a growth model that understands that higher education teachers are learners and that growth requires a scholarly approach.

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, and enrolment is typically on a part-time basis.

For Notre Dame staff (permanent and sessional) if studying this program part time, it incurs no cost to your School or to you individually. Please speak to your Dean who needs to sign-off the 'fee remission form'. 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
-

News and Events

For higher education updates, conferences, and other events visit the [LTO News and Events](#) website regularly to keep informed. Visit the LTO News webpage if you are looking for previous issues of the LTO Bulletin.

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.

***Note:** The software used for this notice, makes links to documents within Notre Dame's firewall, appear with a message "This link downloads a potentially harmful file" and will ask you to accept and download at your own risk. Do not worry about this message, it is completely safe to do so.*





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