



THE UNIVERSITY OF
MELBOURNE

2023 University of Melbourne Teaching and Learning Conference

Transforming Teaching, Learning and
Assessment

Tuesday 6 – Wednesday 7 June



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In line with Melbourne CSHE’s commitment to the University’s Sustainability Plan this program will only be available electronically.

Venue:

Arts West, Building 148

Professor's Walk, University of Melbourne

Parkville

The conference will be held in the Arts West Building at the Parkville Campus. Due to the number of concurrent streams, the conference will take place on several floors of the building in both the North and West Wings. There are stairs and several elevators to help you get between floors, and time has been built into the program to allow you to move between rooms as needed.

Basement Level:

- Kathleen Fitzpatrick Theatre – Plenary Sessions

Ground Floor:

- Atrium - Registrations and catered breaks

Level 1:

- Forum Theatre (153) – Breakout Room 5

Level 2:

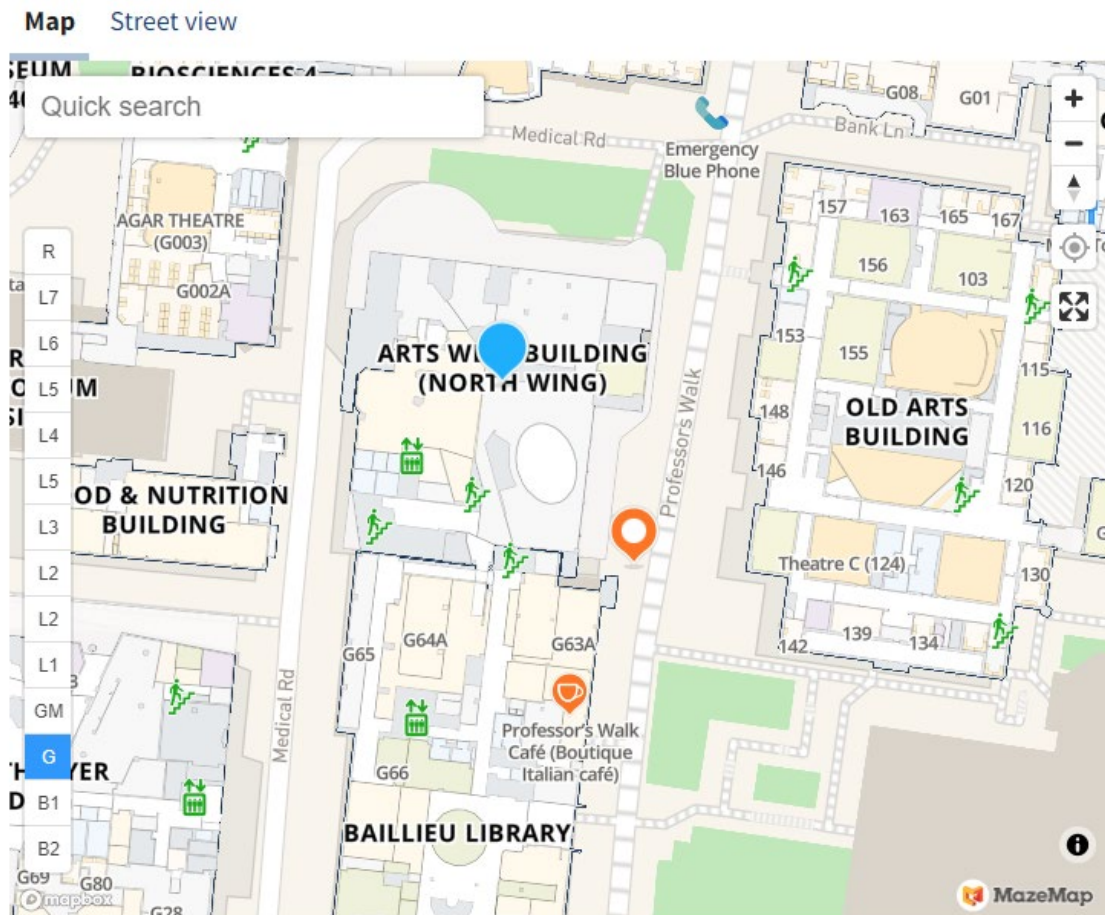
- Room 253 – Breakout Room 1
- Room 256 – Breakout Room 2

Level 3:

- Room 356 – Breakout Room 3

Level 4:

- Room 456 – Breakout Room 4



Welcome

On behalf of the Conference Organising committee, we would like to welcome you to the 2023 Teaching and Learning Conference: *Transforming Teaching, Learning and Assessment*. This conference seeks to bring together academic and professional staff involved in teaching and learning from across the University to share scholarly approaches that contribute to a unique Melbourne experience.

This year, the focus is on evidence-based approaches in terms of what works best for teaching and learning across the five themes of the Advancing Students and Education Strategy:

Theme 1: A curriculum defined by quality and relevance

Theme 2: A community in which students thrive

Theme 3: Nurturing excellent students from all backgrounds

Theme 4: Valuing excellence in education

Theme 5: Environments and systems that enable innovation

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Parkville, Southbank, and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years.

We pay respect to Elders – past, present, and future – and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff, and students we are privileged to work and learn every day with Indigenous colleagues and partners.

We hope that you enjoy the Conference and it provides you with an opportunity to network with colleagues, forge new collaborations and gain new insights into teaching and learning.

Professor Sophie Arkoudis and Melissa Hendicott
Conference Convenors

Organising Committee

Professor Sophia Arkoudis

Ms Melissa Hendicott

Professor Jamie Evans

Professor Raoul Mulder

Professor Elizabeth Molloy

Professor Sally Male

A/Professor Kate Tregloan

Keynote Presentations

Tuesday 6 June | 9:20 – 10:25am | Kathleen Fitzpatrick Theatre

Professor Anna Ryan

Head of Department & Director of Assessment

Department of Medical Education, Melbourne Medical School



Assessment innovations – what does it take to make transformative change?

Our Advancing Students & Education Strategy highlighting the role of continuous, authentic and digital assessment practices to support student learning. This emphasis is consistent with more global evolutions in assessment practices - from compartmentalised and measurement-based approaches towards more authentic and programmatic designs. Yet this transition from traditional to programmatic assessment is not necessarily an easy one. This presentation will provide a detailed case report of one such transition spanning ten years, and with further changes in train. The role of the existing evidence base, a shared purpose, frequent scholarly outputs, and the right digital

resources will all be highlighted as essential enablers of such transformative change.

Professor Anna Ryan is Head of Department (Interim) and Director of Assessment in the Department of Medical Education at the University of Melbourne. Anna is a medical doctor and a chiropractor and has a number of educational qualifications including a PhD in Medical Education. Her work extends across graduate entry medical education, post graduate clinical education, research supervision, accreditation and regulation contexts. Anna's overarching research interest is in the use of assessments to guide learning, while still supporting the traditional role assessments play in certifying competence and ensuring patient safety. She is an associate editor of the journal Advances in Health Sciences Education and a Fellow of the Australian and New Zealand Association for Health Professional Educators.

Wednesday 7 June | 9:35 – 10:35am | Kathleen Fitzpatrick Theatre

Professor Julie Willis

Dean

Faculty of Architecture, Building & Planning



Supporting all students to thrive: How can we ensure inclusivity?

At the University of Melbourne, we aim to educated talented students and help them thrive in their chosen areas of study. But for students who face barriers to joining us and completing their studies, such as those living with a disability or significant ill-health, the University of Melbourne can be a difficult place to navigate, where the onus is too often on the student themselves to overcome such hurdles. Too often the answers are 'we can't' or 'it's too difficult' or, even worse, 'it wouldn't be fair to others to accommodate you'. Instead, we need to focus on how we can enable all students to thrive at the University.

Julie Willis is a Redmond Barry Distinguished Professor of Architecture and Dean of the Faculty of Architecture, Building & Planning at the University of Melbourne, Australia. Fully trained as an architect, she is an expert architectural historian alongside researching gender equity in the profession and contemporary healthcare design. She has been the chair of the University's Diversity & Inclusion Committee since 2018.

Provocation Panels

Tuesday 6 June | 2:05 – 3:35pm | Kathleen Fitzpatrick Theatre

What does AI offer to teaching and learning in our University?

In late 2022 OpenAI launched the large language model ChatGPT. ChatGPT is an example of generative artificial intelligence that is capable of synthesising fluent largely-convincing text, including computer code, in response to written prompts. Importantly, the responses generated by ChatGPT are not skimmed from the internet or other sources and are completely new and unique. Additionally, ChatGPT is an example of non-explainable AI and its output is not repeatable; given the exact same prompt, it can generate two completely different outputs. The capability of generative AI also ranges to art, music and many other types of media.

Since the launch of ChaptGPT there has been a tsunami of interest in the power of artificial intelligence and especially concern about what it means for managing academic integrity. In this session, a panel of our University's academics with immense experience and insight will provoke us to step back and see AI in the wider historical and technological context, ask ourselves what it really is and is not, and consider the medium and especially the long term opportunities and challenges. We will start with a wide view, delve deeply into the implications for a specific discipline, and then step back to general practical questions and implications.



Discussant / Chair:

Professor Sally Male
Director, Teaching And Learning Lab (TLL)
Engineering and IT

As Director of the Teaching and Learning Laboratory in the Faculty of Engineering and IT at the University of Melbourne, Professor Sally Male leads a program of research in engineering and computing education, and higher education, and a program of development and support for engineering and IT educators. Her mission in her teaching and research is to ensure that students have the best possible opportunities to develop capabilities and attributes to lead successful lives contributing to society.

Panellists:



Professor Eduard Hovy
Executive Director
Melbourne Connect

Eduard Hovy is the Executive Director of Melbourne Connect, a professor at the University of Melbourne's School of Computing and Information Systems. In 2020–21 he served as Program Manager in DARPA's Information Innovation Office (I2O), where he managed programs in Natural Language Technology and Data Analytics.

Dr. Hovy completed a Ph.D. in Computer Science (Artificial Intelligence) at Yale University in 1987 and was awarded honorary doctorates from the National Distance Education University (UNED) in Madrid in 2013 and the University of Antwerp in 2015.

Dr. Hovy's research focuses on Natural Language Processing, computational semantics of language, and machine learning. As it happens, ChatGPT comes from exactly this field, and its effects on our lives, especially on teaching and learning, is of great interest to him personally



Associate Professor Thomas Cochrane
Technology Enhanced Learning in Higher Education
Melbourne Graduate School of Education

Thomas' interest in Generative AI is around the potential to enhance teaching and learning and enable authentic assessment design. He facilitated an ASCILITE Mobile Learning Special Interest Group webinar on "GPT3 + AI: What is the human value in light of AI developments?" in October 2022 and has been involved in several Webinars in 2023 exploring ChatGPT in higher education as well as the development of the CSHE two-page brief guide "ChatGPT and Academic Integrity: Options for adapting assessment for Semester 1 2023



Associate Professor Kate Coleman
Associate Professor
Melbourne Graduate School of Education

Associate Professor Kate Coleman (she/her) is co-lead of [SWISP Lab](#) with Dr Sarah Healy. Her research and teaching is positioned in the intersection of art, design, digital, practice, culture and data. Kate is a neurodivergent, feminist, artist, researcher and teacher. Her praxis includes taking aspects of her theoretical and practical work as a/r/tographer to consider how artists, artist-teachers and artist-students use site to create place in digital and physical practice. She is CI on 'The Learning with the Land', SSHRC project at the Melbourne Graduate School of Education, and an Academic Convenor for the University of Melbourne, Petascale Campus.

Wednesday 7 June | 11:45am – 1:15pm | Kathleen Fitzpatrick Theatre

How can we raise the value and improve the quality of teaching within the University?

A central goal of the university's Advancing Students and Education (ASE) strategy is to elevate the value we place on the education of our students so that it is equal to the value we place on research. In this Provocation Panel, participants will offer institutional, teacher and student perspectives on what changes to our systems, practices and processes will be needed in order to achieve this ambitious outcome.



Discussant / Chair:

Professor Elizabeth Molloy
Associate Dean (Learning And Teaching)
Medicine, Dentistry and Health Sciences

Liz is responsible for learning and teaching strategy and implementation in the Faculty. Her research focuses on workplace learning, feedback and assessment, interprofessional education, and teacher professional development. Prior to her current role, Liz worked as Academic Director of Interprofessional Education and Practice in the Faculty of Medicine, Dentistry and Health Sciences. In 2015, Liz received an inaugural Fellowship of the Australian and New Zealand Association for Health Professions Education and in 2019 received a Karolinksa Fellowship

Prize for Excellence in Research in Medical Education.

Panellists:



Associate Professor Antonette Mendoza
Deputy Head (Academic), School of Computing and Information Systems
Faculty of Engineering and Information Technology

Antonette's research is on innovative design for appropriation and effective deployment of systems in the health-IT discipline and on evidence-based approaches to university teaching. In recognition of her work, Antonette received two national awards, a citation for 'Outstanding Contributions to Student Learning' in the 2017 Australian Awards for University Teaching, and a Computing Research and Education (CORE) excellence in teaching award in 2018. As a recipient of the Gem Scott Teaching fellowship in 2021, her work focusses on practical strategies to promote and foster a 'sense of belonging' for students undertaking blended learning through an inclusive curriculum design and delivery.

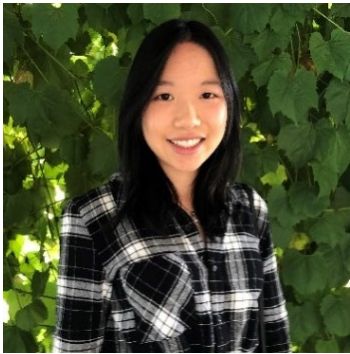


Professor Raoul Mulder

Faculty of Science

Melbourne Graduate School of Education

Raoul Mulder holds dual appointments as Professor of Evolutionary Ecology in the School of BioSciences (Faculty of Science) and Professor of Higher Education (Centre for the Study of Higher Education, Melbourne Graduate School of Education). He is passionate about maximising opportunities for student learning in higher education, and in scientific, evidence-based approaches to university teaching. He has a long-standing interest in the potential of educational technologies to improve learning outcomes. He has pioneered the use of student peer review and automated grading in his own subjects and taught one of the early successful MOOCs in Australia. His work in teaching innovation has been supported by a range of grants and university and national teaching awards.



Rachel Lim

Mentor Leader & Doctor of Medicine student

Medicine, Dentistry and Health Sciences

Rachel is passionate about peer-to-peer learning and developing an inclusive and supportive university community that will allow students and staff to thrive and flourish together. As both a staff member and student at the University of Melbourne, Rachel is able to share her experiences in facilitating student life enrichment and learning, as well as actively participating in it. She has been a mentor in many programs involving student leadership such as the Bachelor of Biomedicine Chancellor's Scholars' Mentoring Program, the Melbourne Peer Mentor Program, the Melbourne University Health Initiative Student Welfare

Outreach Team, and Med Mentors Australia.

Other Speakers



Professor Gregor Kennedy
Deputy Vice-Chancellor (Academic)
Office of the Provost

The DVC (Academic) provides strategic leadership in the development and delivery of the University's undergraduate and postgraduate programs, driving excellence in education and the student experience across teaching, learning and assessment, teaching and learning infrastructure and academic quality. Prior to taking on the position of Deputy Vice-Chancellor (Academic), Professor Kennedy has undertaken a range of senior leadership roles including Pro Vice-Chancellor, (Teaching and Learning), Pro Vice-Chancellor (Educational Innovation), and Director of eLearning.

Professor Kennedy has led a number of research and development groups, Units and Centres, in the areas of higher education, educational technology, and the learning sciences. He is currently a Professor of Higher Education in the Centre for the Study of Higher Education (CSHE) and was Director of the CSHE for a number of years.



Professor Jamie Evans
Pro Vice Chancellor Students and Education
Office of the Provost

Jamie Evans is the Pro Vice-Chancellor (Education) at the University of Melbourne and Professor in Electrical and Electronic Engineering within the Faculty of Engineering and Information Technology. In his PVC role Jamie leads whole-of-University approaches to education programs and development in key areas of the Academic and Student Life portfolios. This includes leading the advancement of Discovery Subjects, Capstone Subjects, Breadth Subjects, Work-Integrated Learning programs, and Co-Curricular opportunities for students. His role also supports the professional development of academic staff and recognition of staff through awards and grants.



Professor Sophie Arkoudis
Director, Melbourne Centre for the Study of Higher Education
Melbourne Graduate School of Education

Sophie Arkoudis is Professor in Higher Education and Director of the Melbourne Centre for the Study of Higher Education. She is a national and international researcher in higher education.

Her research program spans English language teaching and assessment in higher education, student employability, quality of teaching and learning, academic workforce and internationalising the curriculum. Sophie has led major national studies in recent years, including projects commissioned by Australian Education International, Federal Government and Universities Australia.

Sophie has published widely in the area of English language education. She has presented keynotes both nationally and internationally on her research into language and disciplinary teaching, English language standards, international students in higher education and English language development. She has supervised 24 research higher degree students to successful completion.

Programme

Tuesday 6 June 2023

Pillar 1	Pillar 2	Pillar 3	Pillar 4	Pillar 5
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8:30 – 9am	Registration - Ground Floor Atrium				
Opening and Keynote Sessions: Kathleen Fitzpatrick Theatre (B101)					
9:00 – 9:20am	Welcome and Setting the Scene Professor Gregor Kennedy, Deputy Vice-Chancellor (Academic)				
9:20 – 10:05am	Keynote: Assessment innovations – what does it take to make transformative change? Professor Anna Ryan, Head of Department & Director of Assessment, Department of Medical Education Melbourne Medical School				
10:05 – 10:25am	Response to keynote and Q&A – Professor Jamie Evans, Pro-Vice Chancellor (Students and Education)				
10:25 – 10:55am Morning Tea - Ground Floor Atrium					
Concurrent Sessions	Room 1 Room 253	Room 2 Room 256	Room 3 Room 356	Room 4 Room 456	Room 5 Forum Theatre
10:55 – 11:25am	Generative AI is here to stay, so how do we assess learning? Dr Sarah Yang- Spencer, Dr Valerie Cotronei-Baird, Dr Justin Park and Dr Andy Wear (Faculty of Business and Economics)	Building a partnered learning community through teaching and learning with students Dr Ha Nguyen & Devyani Vadke, Fan Li, Hoi Cheng Cheung & Yueqi Annie Dai - Students as Partners	Digital transformation: How designing an online subject has enhanced the quality of teaching and learning for students for whom English is an additional language Ms Amy Hume & Mr Mark Wong (Faculty of Fine Arts and Music)	A Community of Practice approach to empower teaching staff to develop their small group facilitation skills Dr Kylie Fitzgerald & Associate Professor Lisa Cheshire (MDHS)	From strength to strength - cross university collaborations to provide a strong portfolio in health education Associate Professor Femke Buisman-Pijlman (MDHS), Rachel Enders (MDHS) & Alana Horton (MSPACE)
11:30 – 12pm	Creating a Masterclass: cultivating genuine interaction and collaborative learning in large undergraduate lecture sessions	Community beyond campus: A framework for engagement. Kintara Phillips & Dr Amanda Samson (MGSE)	Implementing a networked support approach to enable sustained curriculum innovation Dr Elisa Bone (MGSE) & James Thompson (Architecture, Building and Planning)	Interactive learning in large lectures Paul Wiseman & Professor Michael Davern (Faculty of Business and Economics)	Transformative teaching and learning with Museums and Collections Dr Ethel Villafrance, Dr Kyla McFarlane & Dr Heather Gaunt (Chancellery)

	Associate Professor Michelle Rank & Dr Yossi Rathner (MDHS)				
12:05 – 12:35pm	Enhancing student experience with career education Mr Murray Dixon (COO Portfolio), Dr Allison Creed (Arts) & Dr Michael 'Maxx' Schmitz	Creative Community Connections: Building arts and cultural employability skills through social learning Dr Kim Goodwin (Arts)	First years outdoors, with help from a Field Friend Dr Lisa Godinho (Science), Dr Rebecca Hull (Science), Ms Eirene Carajias (Science), & Gordon Yau (Learning Environments)	Tutor and demonstrator professional development - Lessons from across the university Ashlee Pearson, Valerie Cotronei-Baird, Gab Corbo-Perkin, Christopher Duffy	Virtual reality performance simulation to enhance tertiary music training. Dr Margaret Osborne & Dr Solange Glasser (Faculty of Fine Arts and Music) & Ben Loveridge (Learning Environments)
12:40 – 1:10pm	The role of near peer-led simulation in Physiotherapy education: a mixed methods study Associate Professor Catherine Granger (MDHS)	Employability skills: closing the gap between academia and industry through personalized student journey maps Dr Eduardo Oliveira (Engineering & IT)	The mental health of international university students from China during the COVID-19 pandemic and the protective effect of social support: A longitudinal study Ms Tianhui Ke (MDHS)	Innovative approaches to designing and delivering online activities for practical subjects Mr Nathan Grieve (Faculty of Fine Arts and Music)	Media as Dialogue: Designing media that empowers academics to inspire students Jen Farrow, Pru Burns and Auyrn Ona (COO Portfolio)

1:10 – 2:05pm Lunch - Ground Floor Atrium

Panel and Closing Sessions: Kathleen Fitzpatrick Theatre (B101)

2:05 – 3:35pm **Provocation Panel: What does AI offer to teaching and Learning in our university?**
Chair: Professor Sally Male, Director, Teaching and Learning Lab (TLL), Faculty of Engineering and IT
Professor Eduard Hovy, Melbourne Connect
Associate Professor Kate Coleman, Melbourne Graduate School of Education
Associate Professor Thomas Cochrane, Melbourne Graduate School of Education

3:35pm – 3:50pm **Summary and Closing Remarks** – Professor Jamie Evans, Pro-Vice Chancellor (Students and Education)

4pm – 5pm **Networking Event (*Drinks and Canapés – RSVP Essential*) - Ground Floor Atrium**

Programme

Wednesday 7 June 2023

Pillar 1	Pillar 2	Pillar 3	Pillar 4	Pillar 5
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8:30 – 9am	Registration - Ground Floor Atrium				
Opening and Keynote Sessions: Kathleen Fitzpatrick Theatre (B101)					
9:15 – 9:30am	Welcome and Setting the Scene Professor Sophie Arkoudis, Director, Melbourne Centre for the Study of Higher Education				
9:30 – 10:15am	Keynote: Supporting all students to thrive: How can we ensure inclusivity? Professor Julie Willis, Dean, Faculty of Architecture, Building and Planning				
10:15 – 10:35am	Response to keynote and Q&A – Professor Sophie Arkoudis, Director, Melbourne Centre for the Study of Higher Education				
Concurrent Sessions	Room 1 Room 253	Room 2 Room 256	Room 3 Room 356	Room 4 Room 456	Room 5 Forum Theatre
10:40 – 11:10am	Authentic Learning Designs for ENV510001 Natural Environments through FlexAP Dr Alexis Pang & Beau Picking (Faculty of Science)	Supporting the transition of international students into the Doctor of Veterinary Medicine: a student co-creation project Dr Laura Dooley (Faculty of Science)	Exploring collaborative co-learning models between consumers and health professionals Dr Sathana Dushyanthen & Dr Kara Burns (MDHS)	Supporting our Teaching Specialists for their Career Progression Dr Sarah Yang- Spencer, Associate Professor Antonette Mendoza, Dr Samantha Byrne, Dr Amy Hahs, Associate Professor Georgina Such & Associate Professor Wonsun Shin	Partnering in Design: FlexAP Online, Blended and Alternative Mode Delivery Ms Annabel Orchard & Ms Catherine Manning (COO Portfolio)

11:10 – 11:45am Morning Tea - Ground Floor Atrium

Panel and Closing Sessions: Kathleen Fitzpatrick Theatre (B101)

11:45am – **Provocation Panel: How can we raise the value and improve the quality of teaching within the University?**
1:15pm Chair: Professor Elizabeth Molloy, Associate Dean (Learning And Teaching), Medicine, Dentistry and Health Sciences
Professor Raoul Mulder, Melbourne Graduate School of Education
Associate Professor Antonette Mendoza, Education Specialist, Computing and information Technology
Rachel Lim, Mentor Leader & Doctor of Medicine student, Medicine, Dentistry and Health Sciences

1:15pm – 1:30pm **Summary and Closing Remarks**
Professor Sophie Arkoudis, Director, Melbourne Centre for the Study of Higher Education

1:30 – 2:30pm Lunch - Ground Floor Atrium
The conference will conclude after lunch. RSVP essential

Abstracts: Concurrent Sessions

Tuesday 6 June | 10:55 – 11:25am

Generative AI is here to stay, so how do we assess learning?

Room 1

To embrace or not to embrace generative AI, that is the question. It is evident that Generative AI is here to stay. Suppose we choose to discourage our students from using the tools or even ban their use; in choosing this path, do we deny our students the opportunity to learn how to command AI tools in professional, ethical, and disciplinary-based ways, subsequently harming their career prospects? On the other hand, embracing Generative AI in our assessment is no easy task, requiring careful planning, re-examining the assessment's intended learning outcomes and task redesign.

This presentation showcases the instructional re-design of a group research assignment for a postgraduate accounting capstone subject in which Generative AI technologies are allowed to be used for brainstorming ideas. In the task re-design, we provide students with AI support resources via LMS, teach them about the AI tools, communicate our expectations of using them in the assignment, and specify the reference requirements. Secondly, we change the assessment task from one output – the business report – to multiple, low-stakes assessment tasks that focus on the process of learning. These tasks range from documenting the group brainstorming process in a diary format, reflecting on individual and group learning in a video, to submitting a creative eBook-style report. Lastly, we re-adjust our assessment rubrics to capture the student development in human-centric skills, such as teamwork, reflection, critical thinking, and creativity.

The presentation will demonstrate how our instructional design, in which a sequence of assessment activities is nested, can represent a paradigmatic shift in AI-responsive pedagogy to help students develop human-centric skills. Moreover, we will share anecdotal evidence of how students brainstorm ideas using Generative AI technologies. We will also discuss whether the assessment design can benefit students' learning experience without compromising academic integrity.

Presented by: Dr Sarah Yang Spencer

Co Presenters: Dr Valerie Cotronei-Baird, Dr Justin Park and Dr Andy Wear

Faculty: Business and Economics

Building a partnered learning community through teaching and learning with students

Room 2

Academic Skills (AS) routinely incorporate student voice in teaching and learning as part of our programs, underpinned by the Students as Partners paradigm, which centralises building a partnered learning community and mutually enriching relationships towards cultural transformation, diversity and inclusion. This presentation showcases Student Partners (SP) involvement in AS workshops, where staff and students build trust and shared responsibility for the delivery and impact of workshops.

Our learnings from the partnership are deeply transformative. Through co-designing and co-delivering workshops, staff's fundamental assumptions and practices have evolved towards cultivating students agency and representation in shaping their education. SP value the co-design process because it has created an avenue where they can use their voice and effect change in a complex institution. SP also recognise the importance of creating warm and friendly scholarly communities, which further motivates students' involvement and participation. In an SPs words, I planned each workshop from my perspective as a student to provide other students with tailored solutions and suggestions, where I was no longer a participant - but included as a co-facilitator. Partnerships with AS also enable SP to work with differences and similarities to foster a nurturing environment for all students. One SP saw their transition, from participant to SP, as a chance to reflect on my experience to help make the session easier to navigate and more user-friendly.

SP have shined through this partnership by stepping up for and taking charge of workshops. Their connections to staff and peers, constructive feedback, authenticity and courage in sharing personal stories, demonstrated joy and love of

learning and willingness to stretch themselves and take risks all exemplify the transformative power of higher education. Naturalising the inclusion of student voice and working in partnership with students is key to renewing the meaning of teaching and learning in uncertain times.

Presented by: Dr Ha Nguyen

Co Presenters: Devyani Vadke, Helen Cheung, Fan Li, Annie Dai

Faculty: COO Portfolio

Digital transformation: How designing an online subject has enhanced the quality of teaching and learning for students for whom English is an additional language

Room 3

This presentation will explore the successful transition of Breadth subject Clear Speech and Communication from face-to-face to online delivery. The subject, offered mostly to international students, focuses on developing fluency, clarity and confidence in spoken English. The transformation was made possible after receiving a University of Melbourne LTI Flex-AP grant in 2020. The purpose for moving this subject online was threefold: to nurture excellence in students from all backgrounds by creating a flexible, comfortable learning environment; to make a greater contribution to a thriving international student community by reaching more students each semester; and most important of all, to use online platforms, systems and resources to enhance the quality of teaching and learning.

VCA Theatre staff Amy Hume and Mark Wong worked closely with Learning Environments to design and develop innovative and imaginative resources for successful online learning. By utilising elements of Canvas, coherent tools have been created to support each student's learning experience, including an interactive chart of the International Phonetic Alphabet, interactive syllabic stress chart and word and sentence stress tables. The tools feature pictures, written descriptions and audio recordings, to appeal to auditory, visual and reading/writing learners. Their careful and considered design was informed by Shannon Vickers (2020) research into creating successful online learning environments for voice and speech practice. A front-loaded process that involved filming lectures and recording audio files has led to a high-quality, sustainable teaching and learning model that rolls out each semester, with the possibility for ongoing adjustments and updates to the curriculum, assessments and resources as required.

This live paper uses the case study of Clear Speech & Communication to critically examine the efficacy of online teaching and learning for a practical, skills-based subject. Research into this specific subject area is limited, and we are gathering evidence each semester, learning what makes the subject engaging, how to ensure excellence for each student in an online setting, and finding ways to help students apply skills from this subject across their academic, social and professional environments.

Presented by: Ms Amy Hume

Co Presenters: Mr Mark Wong

Faculty: Fine Arts and Music

A Community of Practice approach to empower teaching staff to develop their small group facilitation skills

Room 4

Background:

Staff development is crucial to build teaching and learning skills to maximise students' experiences. In 2022, we launched the redesigned Doctor of Medicine, shifting to a flexible, student-centred, blended-delivery curriculum. Our face-to-face small group learning was facilitated by our staff cohort. Feedback from students and staff highlighted that our staff required improvement of their small group facilitation skills to achieve the outcomes for the redesign. A community of practice (CoP) approach for learning and implementing best practices can offer an effective and sustainable method for staff development.

Our aim was to evaluate satisfaction with and perceived usefulness of our staff development program for small group facilitation skills via our Community of Practice (CoP) approach.

Method:

To grow our culture of excellence in teaching and learning, we increased support for our teaching staff to embrace their roles to provide outstanding experiences for our students, aligning with Theme 4: Valuing Excellence in Education.

We developed a two-month weekly small group facilitation curriculum. We commenced with a half-day intensive before semester 1, 2023, then an eight-week plan, where in-person and online weekly discussions focused on the major themes from the intensive training (e.g., lesson planning; quiet students). Via our CoP, staff shared practices and offered feedback and support to each other throughout. Staff completed an anonymous post-intensive survey and two online surveys (mid and end of semester 1, 2023) rating satisfaction or usefulness on a 5-point Likert scale.

Preliminary Findings:

Thirty-four staff (87.2% response rate) responded to the post-intensive survey, where mean satisfaction was 4.41 (1=very dissatisfied, 5 very satisfied) and mean usefulness was 4.21 (1=not at all useful, 5 highly useful).

Thirty staff completed our mid-semester survey (60% response rate), where the mean usefulness of the weekly discussions was 3.96 and reflection on the intensive content rated usefulness as 3.91.

Discussion:

Our preliminary data suggests teaching staff found the intensive training and repeated weekly discussions useful to build skills in small group facilitation. Our CoP approach offers sustainable and engaging options to build practice and support autonomy which can be applicable to other course teams. Continuing evaluation through staff and student experience data will further inform this approach.

Presented by: Dr Kylie Fitzgerald

Co Presenters: Associate Professor Lisa Cheshire, Tamara Clements

Faculty: Medicine, Dentistry and Health Sciences

[From strength to strength - cross university collaborations to provide a strong portfolio in health education](#)

Room 5

A strong offering for postgraduate students is key in lifelong learning. This training can support optimal care, developing research, education or leadership skills or mastering a professional pathway. The Faculty of Medicine, Dentistry and Health Sciences (MDHS) offers a large range of (mainly) postgraduate and CPD courses; the Melbourne School of Professional and Continuing Education (MSPACE) is a key development partner of most of the online courses. Online and hybrid modes provide opportunities for working professionals with care responsibilities independent of location.

Developing new online courses requires a considerable investment. Reviewing the portfolio and deciding what should be developed with MSPACE needs to be based on demand of a specific audience, relevance and a business model that is sustainable.

Three key questions to develop the optimal course are Who, What and How? 1) Who is your audience that wants to learn; 2) What do they want to learn (not what you want to teach); 3) How they want to learn? Some key questions are: what is the optimal way of teaching this content and skill? How can we develop authentic assessment? Is it new and affordable (not cannibalising UoM courses)?

Both MSPACE and MDHS have developed rigorous processes to support academics and Schools to build the idea and business case. Over the last few years, processes have become more integrated and best-practise from one has been adapted by the other. Capturing advice from peers and academic directors can help crystallise the plan and provide the strongest chance of success and facilitate innovation.

Optimal approaches to select programs that warrant large development investment is essential as the University looks to the future in which online and hybrid learning are becoming mainstream. Examples of two mature partners can provide a great foundation for others who venture into the field.

Presented by: Associate Professor Femke Buisman-Pijlman

Co Presenters: Rachel Enders (MDHS) and Alana Horton (MSPACE)

Faculty: Medicine, Dentistry and Health Sciences

Tuesday 6 June | 11:30am – 12pm

Creating a Masterclass: cultivating genuine interaction and collaborative learning in large undergraduate lecture sessions

Room 1

University students in Australia seek out study experiences that offer more than just learning. A recent study¹ identified that the chief concerns expressed by young people are about climate change, work, health and well-being, and equity and inclusion. These data collectively demonstrate that contemporary students are searching for opportunities to gain employability skills, but equally prioritise social and civic causes. Universities are ideally placed to equip young people with employment skills, but also have the unmet capacity to offer skills that enhance students ability to participate in civic roles and be leaders of change. Supporting graduates to become both job-ready and life-ready can be challenging, especially when engaging with large undergraduate cohorts. Here we describe our efforts to transform a traditional didactic subject into a modern curriculum defined by digital dexterity, career readiness and collaborative learning opportunities in the form of weekly Masterclasses. We scaffolded small group collaborative learning opportunities in timetabled lectures, in large lecture theatres, within a second-year BBiom core subject with an enrolment of more than 600 students. Using a combination of technology resources (discussion boards, Padlet, PollEverywhere and Zoom) and abundant enthusiasm we were able to transform the lecture experience into a workshop format with small group team-based activities that cultivate job-ready and life-ready skills. We curated opportunities for students to explore career pathways by including industry professionals in the curriculum, and ensured each session featured opportunities for collaborative learning, writing, problem solving and assessment preparation. This presentation will be a how-to guide in building Masterclasses that privileges genuine interaction and inquiry-based learning in a format that students will actually attend campus for. Its not for the faint of heart, but our data show the Masterclasses yielded a positive student experience.

1 Australian Youth Barometer. Monash Centre for Youth Policy and Education Practice (2022)

Presented by: Associate Professor Michelle Rank

Co Presenters: Dr Yossi Rathner

Faculty: Medicine, Dentistry and Health Sciences

Community beyond campus: A framework for engagement.

Room 2

As education providers, our goal is to create spaces where students can explore, take risks and grow. How do we ensure that these experiences are reflected in, and reflective of, the wider communities our graduates need to thrive in, both on campus and in the real world? Graduates will experience various roles during their career; learner, expert, mentor and leader. The transformative nature of education, therefore, does not end at graduation. UoM graduates should be encouraged to support and mentor others, undertake further learning and contribute to their field of practice in ways that benefit societies. Through a continued relationship with UoM, there are genuine opportunities to establish, and continuously refresh, a cycle of engagement where learning and belonging thrive throughout students lives and careers.

To identify the points of engagement between MGSE and schools and centres, we conducted an analysis of current partnerships, implemented a stakeholder consultation and undertook a literature review. We found that partnerships tended to be limited to the provision of professional experience placements, failing to consider the broader possibilities of developing a cohesive, transparent, and reciprocal relationship between universities and the workplace.

The result is a framework that promotes a holistic approach to engagement with internal and external stakeholders, incorporating the cyclic nature of learning where points of connection can occur.

While this engagement framework focuses on Initial Teacher Education, overlaying it on other core faculty programs identifies opportunities to develop engagement strategies that extend beyond professional experience placements. Taking a holistic approach to reciprocal relationship building, work integrated learning, and identifying points of engagement throughout a UoM graduates career, has the potential to create communities beyond campus, enriching connections and a sense of belonging with the power to transform societies.

Presented by: Kintara Phillips

Co Presenters: Dr Amanda Samson

Faculty: Education

Implementing a networked support approach to enable sustained curriculum innovation

Room 3

Curriculum innovation in universities requires support that is contextualised and draws on collegiate supportive networks. We describe the implementation of a networked hub and spoke program to facilitate academic capacity building and curriculum innovation associated with the Flexible Academic Programming (FlexAP) initiative. In this program, Education Innovation Fellows (EIFs) were appointed within each academic division as spokes connected to the central hub of Chancellery (Academic) and its delivery partners (the Centre for the Study of Higher Education and Learning Environments). The mission of the EIF program was to improve local awareness of the FlexAP initiatives, identify opportunities and potential roadblocks through collegiate conversations; facilitate two-way communication between academic divisions and the Centre; support the embedding of scholarly evaluation into funded projects and teaching and learning innovation more generally.

One year into implementation, several measures suggest that the EIF program has been highly successful. First, increased local awareness of the FlexAP program has translated in a doubling of funded projects. This growth has resulted from deeper engagement by academics with no previous history of involvement with subject uplift initiatives. Second, the culture around evaluation of project outcomes has shifted dramatically, with all funded projects including a robust evaluation plan and many projects incorporating ethics-approved designs with intended scholarly outcomes. Third, an ongoing, co-designed and responsive program of professional development has improved the skillset of EIFs and subject teams in educational research approaches that will be sustained beyond the life of the program. Finally, EIFs report that these roles have provided high levels of professional satisfaction and opportunities for advancement; several Fellows will reflect on their experiences with the program in a panel discussion.

The success of the EIF program suggests that networked structures have considerable promise and should serve as a model for ongoing business as usual support for curriculum innovation.

Presented by: Dr Elisa Bone

Co Presenters: James Thompson, Eduardo Oliveira, Rachel Colla

Faculty: Education

Interactive learning in large lectures

Room 4

CMCE10001 Sustainable Commerce is the new Discovery Subject in the Faculty of Business and Economics. In this session we present the learning design and teaching practices we are using to foster interactive learning in large lecture settings (~350).

The literature suggests that learners benefit from regular peer-to-peer interactions and student-to-teacher interactions in classes, yet this is quite challenging to deliver in large lectures. Our model uses a team-teaching approach to contextualised problem-based learning.

Students in our lectures work frequently in small groups to enable peer-to-peer learning, are supported by a team of tutors who facilitate and enrich group discussion and are led by two lecturers who co-present using Socratic dialogue to model academic discourse, questioning, and argument.

In this style of lecture delivery, we create layers of feedback opportunities between individuals within groups, between student groups and tutors, between student groups and the lecture cohort, and between the lecturers and the cohort. These multiple layers of feedback allow students to hear, to reflect upon, and to contribute to, key concepts in in multiple ways, expanding their learning experience and deepening their understanding.

Presented by: Paul Wiseman

Co Presenters: Professor Michael Davern

Faculty: Business and Economics

Transformative teaching and learning with Museums and Collections

Room 5

The Museums and Collections Academic Engagement (M&C AE) team catalyse and co-deliver partnered inter and trans-disciplinary opportunities for teaching, learning and research that engage the University community with Museums and Collections. By co-developing bespoke engagements with students and academics across all disciplines and Faculties, the team sparks deep inquiry through curricular and co-curricular activities and collaborations with the rich cultural collections and venues of the University.

In this presentation, we explore various environments and systems within in which we support academics in developing and co-delivering innovative curriculum structures and learning activities that deepen the student experience. A suite of partnerships from across Faculties that create opportunities for transformative teaching and learning will also be shared.

Presented by: Dr Ethel Villafranca

Co Presenters: Dr Kyla McFarlane & Dr Heather Gaunt

Faculty: Chancellery

Tuesday 6 June | 12:05 – 12:35pm

Enhancing student experience with career education

Room 1

Many students struggle to prepare for their transition from academic life to professional work as they near the end of their university studies. This is partly due to the lack of clear articulation of the knowledge and capabilities developed over the course of their studies and how they will apply them in the workplace. It is therefore crucial to incorporate relevant career education and quality resources into the subject design to develop students career skills.

The aim of the presentation is to showcase a productive partnership between academic and professional staff, namely, the Subject Co-Ordinator's of the ARTS30001 Industry Project subject and the Careers and Employability team that sits within Student & Scholarly Services. In doing so, we will demonstrate a flexible, measurable, and scalable career intervention that enables career and employability modulesâ€”targeted workshopsâ€”adapted to subject learning outcomes to be embedded during curriculum design. The intervention outcomes, using a pre-and post-testing evaluation system, will also be shared. Recommendations are presented and strategies advanced for flexible and meaningful subject design drawing from a constructivist approach (Savickas, 2013) that considers the learning context and emphasises career self-management in response to an ever-changing labor market.

References

Savickas, M. L. (2013). Career construction theory and practice. In Lent R. W., Brown S. D. (Eds.), Career development and counseling: Putting theory and research to work (2nd ed., pp. 144-180). Hoboken, NJ: John Wiley.

Presented by: Mr Murray Dixon

Co Presenters: Dr Allison Creed & Dr Michael 'Maxx' Schmitz

Faculty: Arts

Creative Community Connections: Building arts and cultural employability skills through social learning

Room 2

Creative Community Connections (CCC) was created in 2022 and funded by a Chancellery Graduate Student Life Grant and the School of Culture and Communication (SCC). CCC aims to build employability skills and connect graduate students in arts management, curatorship and art history with industry and alumni through events, online communities and shared development opportunities. In 2022, CCC built a community of over 130 members and achieved several positive employability outcomes. As a result, the program has been funded for 2023-25 by SCC. Membership has grown to over 240 in the first months of 2023.

CCC works with the Art History and Curatorship and Arts and Cultural Management capstone subjects and is built on intelligent career theory principles. Unlike many career development initiatives, it is run within the academic program, ensuring a solid disciplinary focus and industry credibility for members. Research into career development in the Australian arts and cultural sector highlights the critical role that communities of practice play in supporting career development for emerging arts workers. Participation in career communities enhances career optimism, self-efficacy, and resilience. Disciplinary-based social learning is also found to facilitate labour market understanding and help participants depersonalise the failures that often come from seeking work in the arts context.

This paper will show how Creative Community Connections uses the principles of intelligent career theory to create a career-oriented community of practice that builds upon and aligns with the academic curricula. First, the paper will explore the goals, structure and processes associated with CCC. Next, it will present the first-year impact assessment that measured participant engagement and self-identified career and employability outcomes. Finally, it will end by discussing how the program is evolving and examining future evaluation strategies and contributions to practice and theory.

Presented by: Dr Kim Goodwin

Faculty: Arts

First years outdoors, with help from a Field Friend

Room 3

For many disciplines, learning outside the classroom is critical for developing the skills and knowledge that graduates require. For students, field, or place-based experiences are often the highlight of a subject and sometimes a whole degree. In traditional curriculum structures, students generally wait until later in the degree to get into the field as field experiences are expensive and logistically difficult to curate, particularly for large first year cohorts. Yet it is this first year of tertiary education that can benefit most from experiences that develop students sense of belonging in their cohort and their passion for and commitment to their studies.

In 2016, the Field Friend app was developed by a team at The University of Melbourne, including authors Gordon and Pang. The app enables field-based learning whereby instructors map out a learning trail at their chosen field site using GPS coordinates so that students can then visit independently. Once on site, students work together with their peers to follow the directions in the app, which is connected to their smartphones GPS. The app originally supported field-based learning in the first-year environments subject Natural Environments (ENVS10001). More recently it has been used to transform another first-year subject, Biology of Australian Flora and Fauna (BIOL10001).

In 2022, students in BIOL10001 completed their first two outdoor field experiences with their peers, supported by Field Friend with embedded on-site pre-recorded video guidance from their virtual demonstrator. We learned a lot from this new deployment of Field Friend, including that this technology could successfully support novice students to engage in field-based learning. We are now in the process of re-developing the app to improve the user interface, key features, and accessibility. In this interactive presentation, we will share ours and our students experiences, some of the potential novel applications, and let participants try Field Friend for themselves.

Presented by: Dr Lisa Godinho

Co Presenters: Dr Rebecca Hull, Ms Eirene Carajias, Mr Gordon Yau, Dr Alexis Pang

Faculty: Science

Tutor and demonstrator professional development - Lessons from across the university

Room 4

The University of Melbourne (UoM) and the broader higher education sector employs a sessional staff workforce to contribute to the delivery of teaching experiences and assessment marking. It is imperative that these sessional staff, often called casual tutors and demonstrators, receive training in their roles to ensure the quality of education delivered to students. Similar to subjects that are offered in multiple departments (e.g. ethics), there is no one way of undertaking casual tutor and demonstrator training.

In this session we will hear an overview of three examples of tutor and demonstrator training programs currently being delivered at UoM in the Faculty of Engineering & IT and the Faculty of Business & Economics. The presenters will form a panel sharing their departmental approaches to tutor and demonstrator professional development and hold an open discussion exploring training needs and future opportunities inviting audience contributions.

Presented by: Ashlee Pearson

Co Presenters: Valerie Cotronei-Baird, Gab Corbo-Perkin, Christopher Duffy

Faculty: *Engineering and IT, Business and Economics*

Virtual reality performance simulation to enhance tertiary music training.

Room 5

Performance anxiety is a significant health and performance issue for musicians in university training. Simulation training has been shown to enhance the learning and practice of performance anxiety management interventions. This may enable musicians to acclimatise to real-life stressors and anxiety-inducing scenarios in a psychologically safe environment. Typically, these simulations require musicians to access a physical room in order to practice. Yet extensive lockdowns and restrictions in place during the COVID-19 pandemic reduced opportunities to access physical spaces to practice and perform. In response, fully immersive virtual reality (VR) technologies may support musicians to develop performance techniques and execute skills under pressure, while providing realistic and ecologically valid performance situations to practice managing the stress of live performance.

This LTI-funded project interrogates the utility of a fully immersive VR performance environment to reduce performance anxiety, enhance learning outcomes, and provides equitable learning opportunities in music performance curricula. Students from undergraduate music performance subjects are participating in the intervention, which is generating a protocol for the use of VR in performance teaching, representing a fundamental innovation in curriculum delivery.

In this presentation we will demonstrate the use of Ovation VR, a public speaking simulation application, to approximate a virtual performance hall. A performer will be guided through an anxiety management strategy, before playing a short musical excerpt from memory. Heart rate, anxiety and confidence measurements will be taken across the task.

Our project will inform teaching and learning interventions in music, and any discipline that encounters high-stress and/or dangerous scenarios. Identifying and triangulating design principles from immersive reality projects across various contexts supports ongoing work to refine the development of a design framework to enhance performance in higher education.

Presented by: Dr Margaret Osborne

Co Presenters: Ben Loveridge, Dr Solange Glasser

Faculty: *Fine Arts and Music*

Tuesday 6 June | 12:40pm – 1:10pm

The role of near peer-led simulation in Physiotherapy education: a mixed methods study

Room 1

Aims: To determine the student experience of near peer-led simulation in physiotherapy education from the perspectives of students and their near-peer teachers.

Design: Mixed methods, single site, prospective pre-post study.

Methods: Participants were 111 first year and 20 second year students enrolled in a three-year graduate entry Doctor of Physiotherapy course at The University of Melbourne. The study was approved by the ethics committee and all students provided written informed consent prior to participating in the study. Peer-led simulation was delivered as a finale to first year cardiorespiratory, musculoskeletal, and neurological physiotherapy curricula and as a precursor to clinical placements in second year. Second year students acted as both the patient and near peer teacher, and first year students were the near peer learners. Focus groups, pre/post questionnaires and direct observation, with both groups, occurred for the project. The methodological orientation underpinning the qualitative methodology was content analysis.

Results: Five themes emerged related to near peer-led simulation: 1) it improved their confidence, and the ability to make mistakes in a supportive and safe environment was valued; 2) peer feedback was an integral part of the learning process; 3) the authenticity and realism created seriousness, promoted engagement and supported knowledge transfer; 4) there were benefits for learning for both peer learners and peer teachers; and 5) anticipation and emotional impact of experience was evident.

Conclusion: Near peer-led simulation is viewed by students as a valuable and engaging teaching and learning activity, with benefits to the peer learner and peer teacher. Students perceive a broad range of benefits on their learning especially from giving and receiving feedback and had increased confidence following simulation. Peer-led simulation is an authentic and valuable component of entry-to-practice physiotherapy education. It may be considered for incorporation into national physiotherapy curricula.

Presented by: A/Professor Catherine Granger

Faculty: Medicine, Dentistry and Health Sciences

Employability skills: closing the gap between academia and industry through personalized student journey maps

Room 2

Employability skills have become increasingly important in higher education. A 2020 report from the Australian Computer Society (ACS) states successful careers in ICT depends heavily on the skills of effective and compassionate communication, ethics, self-regulated learning, collaborative teamwork, or impactful stakeholder engagement, among others. The report also highlights ICT programs in higher education often do not sufficiently prepare students for jobs in governments or businesses which rely on these non-technical skills.

We identify two challenges in the current higher education programs: (1) we do not sufficiently assess employability skills as learning outcomes; and (2) we do not provide a clear student journey map of employability skill acquisition across courses. To this affect, students are often unaware of what employability skills they have attained as part of their course structure or are unaware of what additional skills they need to micro-credential as part of their preparation to be industry ready ie. employable. Further, determining ways to cultivate learners employability competences without the direct support of teachers in digital environments is a significant educational challenge.

For students to become skilled, self-regulated, and learn in unstructured environments, they must be provided with feedback about their own employability skill development, in addition to their mastery of domain competence. Furthermore, assessment should be regarded as the collection and presentation of a range of authentic, compelling evidence that supports the on-balance judgment about where on the continuum of not just domain expertise, but also employability skills, the learner has reached at that point in time.

In this context, we developed IntelliJourney, a research-informed scalable platform that provides customised evidence-based data from Canvas LMS to students in the form of easy-to-understand charts and graphs. Current solution provides 7 dashboards to help students monitoring their professional skill development at entire course structures. Over 200 UOM students from 3 subjects participated in our trials.

Presented by: Dr Eduardo Oliveira

Faculty: Engineering and Information Technology

The mental health of international university students from China during the COVID-19 pandemic and the protective effect of social support: A longitudinal study

Room 3

Background:

During the COVID-19 pandemic Chinese international students were reported to experience racism, food security issues and social isolation. However, no study has investigated the prevalence of these issues and the potential for worsening mental health in this population group during the pandemic. Therefore, this study aimed to examine the effect of this pandemic on the mental health of Chinese international students living in Australia and China, and the protective effect of social support.

Methods:

Data were extracted from the Towards a Health Promoting University study (April-June 2019) conducted by the University of Melbourne with the partnership of BUPA Health Foundation and its follow-up survey during the pandemic (Sept-Oct 2020). The prevalence of anxiety, major depression and pandemic-related stressors was reported. Multivariable logistic regression was used to assess the association between country of residence, social support (baseline/follow-up), and follow-up self-reported mental health.

Results:

With the pandemic, there was a substantial increase in the prevalence of anxiety (24.7% vs 45.7%) and major depression (22.1% vs 43.8%). Major depression was less likely to be reported by international students in China (34.8%) than in Australia (46.3%). Students with high social support during the pandemic were less likely to report major depression (Adjusted OR:0.15 [95% CI 0.06,0.34]), although this effect was not observed longitudinally (1.03 [95%CI 0.58,1.83]).

Conclusion:

The pandemic appeared to have had a strong negative effect on Chinese international university students mental health. Those living in Australia were more likely to experience poorer mental health, highlighting the need for increased support to this group.

Presented by: Miss Tianhui Ke

Faculty: Medicine, Dentistry and Health Sciences

Innovative approaches to designing and delivering online activities for practical subjects

Room 4

In this session we will discuss the types of innovative approaches to designing and delivering online activities for blended learning with best practice examples drawn from the design and delivery of a Fine Arts subject that creatively utilised online technologies including Padlet and Feedback Fruits to achieve practical learning outcomes. By shifting many of its learning activities online, this breadth subject was also able to be offered to many more students, and provided opportunities for in-studio activities to be conducted in more flexible environments, with the added benefit of increased feedback. The subject was also delivered as a standard semester-based subject and as an intensive, with three completed offerings in 2023. The impact this subject design had on the overall student experience and on teaching staff will be considered, with further discussion on how these types of innovative design principles can translate into other disciplines and teaching scenarios.

We will begin by discussing the challenges that are typically faced with designing online learning activities for practical subjects, and walk through the thought processes and steps that were taken to arrive at an optimal solution that ultimately enhanced the student experience, and provided many pragmatic solutions to the challenges faced by students and staff. Participants will learn from these best practice examples how technology can aid learning and remove barriers that would otherwise exist.

We will present several examples from the subject that show how students engaged with the practical activities, with a special focus on Padlet and FeedbackFruits. This will lead into a discussion of the steps involved in selecting suitable learning and teaching technologies to support learning outcomes, and the implications that need to be considered, such as the impact on student cognitive load, ease of use and accessibility.

Finally we will invite participants to think through, reflect and share through discussion the ways in which these innovative design and delivery approaches can be adopted in other disciplines and how they can support a variety of assessment strategies and learning outcomes.

Presented by: Mr Grieve Nathan

Co Presenters: Georgina Cue, Colleen Ahern

Faculty: Fine Arts and Music

Media as Dialogue: Designing media that empowers academics to inspire students

Room 5

Media as Dialogue: Designing media that empowers academics to inspire students

As digital natives, our students are leading the way in using media as a language of learning and innovation. The world of education is changing and it is critical that tertiary educators are empowered to embrace these innovations as they are occurring (Advancing Students in Education Strategy: 2023- 2030 (ASE), p.9). At Video and Media (VM), we collaborate with and coach academics to create media that facilitates a dynamic and multi-level dialogue using principles of multimedia learning (Mayer, 2020).

Dialogue within the university: By 2030, the University of Melbourne aspires to have a culture of excellence in teaching and learning that parallels our culture of excellence in research, where students are engaged in interactive learning environments supported by cutting-edge technologies (ASE, p.31). In response to this university-wide goal, we ask how teaching academics with a wealth of experience but many competing demands on their time can be empowered to lead this change?

In dialogue with academics: At VM, we draw on over 40 years of experience working alongside academics at the university. Continuing this conversation, our system of collaborative media brings together media professionals and academics to translate the expertise of teaching teams into the language of media. Here, media design is a process for big picture thinking, designing, and developing media solutions that help achieve positive student outcomes.

As dialogue with students: In finding a common language, the potential for a more meaningful dialogue with students emerges, whereby their conversation with teachers can continue seamlessly across synchronous and asynchronous online and in person learning environments (ASE, p.15).

To illustrate the ways VM supports innovation in media, we discuss a curated selection of media solutions developed in collaboration with academics and how collaborative media design creates these results

Presented by: Jen Farrow

Co Presenters: Pru Burns, Auyrn Ona

Faculty: COO Portfolio

Wednesday 7 June | 10:40 – 11:10am

Authentic Learning Designs for ENVS10001 Natural Environments through FlexAP

Room 1

Our Natural Environments (ENVS10001) FlexAP project aims to enhance authentic learning by integrating student-centred use of Australian web databases, and landscape information; and improve assessment literacy and feedback by integrating peer review processes for groupwork-based analysis of landscapes and student presentations of findings.

Redesigned tutorials facilitate students learning about landscapes using web GIS tools from Victorian and Australian governments. This enables students ability and confidence in using tools used by professionals in Natural Resource Management industries.

We transformed the mid-semester assessment from a traditional quiz to a comprehension and discussion-based Perusall social annotation assignment on a Parks Victoria Conservation Action Plan poster. Preliminary results are highly encouraging.

Instead of in-class group presentations, students will pre-record video presentations of their field landscape observations. To facilitate assessment literacy and peer-learning and assessment, students from different classes examining the same landscapes will use Feedback Fruits for inter-group peer-review. This component is included in the assessment rubric and contributes 5% to 10% of the assignment mark. Feedback Fruits will also be used for within-group peer review of contributions to the group assessment. Students would be better prepared for their final assessment.

The final, summative assessment component is the Landscape Function Analysis (LFA) Report. We have rephrased the assessment description and rubric to better reflect real world examples of multi-disciplinary landscape assessment report writing. In the penultimate tutorial, students will analyse professional documents (e.g. Environmental Impact Assessments) to understand the expected style, format and standard of writing and analysis, for their LFA Reports.

The overall aims of these changes to the tutorials and assessments in our subject are to improve assessment literacy and develop students capabilities and confidence in professional scientific writing, while increasing student engagement and satisfaction, and meeting the subject intended learning outcomes.

Presented by: Dr Alexis Pang

Co Presenters: Beau Picking

Faculty: Science

Supporting the transition of international students into the Doctor of Veterinary Medicine: a student co-creation project

Room 2

Veterinary education has become increasingly globalised, with a greater number and diversity of veterinary students choosing to undertake their training internationally. These students gain the opportunity to broaden their educational experience, but also experience challenges during the transition phase in adapting to their new learning environment. An online survey of first year international students in the Doctor of Veterinary Medicine (DVM) program was conducted in 2022 and three key challenges emerged as themes; finding friends and building connections, experiencing homesickness and adapting to new learning demands.

In this project, supported by a FlexAP Foundational Curriculum grant, current international students in the program were employed to co-design a new online community to specifically address these transition challenges. The students worked together alongside a designer from Learning Environments to create new online learning modules within a dedicated canvas page. This included content to assist with the logistics of moving to Melbourne, finding new friends, approaches to manage homesickness and adjusting to the academic demands of the program. Incoming international DVM students in 2023 are the first cohort to have access to these new online resources, and an evaluation project is underway to assess the impact of these resources. Provisional student feedback has indicated that this online community supported incoming students to build connections with their peers and navigate their adaptation to their

new learning environment. This project also provides a model engaging students as co-creators in learning and teaching innovations.

Presented by: Dr Laura Dooley

Faculty: Science

Exploring collaborative co-learning models between consumers and health professionals

Room 3

Though it is recognised that patients play a crucial role in research and improving healthcare delivery, there are very few examples of consumers co-learning together alongside health professionals. Using the lens of collaborative learning, we present a qualitative evaluation of an educational program; the Applied Learning Health Systems short course, designed to build workforce capacity in leading digital transformation through quality improvement methods in healthcare. This project aimed to evaluate the perspectives of patients and healthcare professionals participating in this co-learning model.

In order to recruit consumers, we extended an EOI through open call amongst consumer networks. A panel then shortlisted N=5 consumers from the application, with participation from different states in Australia. One consumer was placed in five different groups, composed of various professionals working in healthcare. The participants undertook the co-learning together over 12 weeks, while participating in group activities weekly online, over a 2-hour class. At the end of the course, we undertook a focus group with consumers (N=3) who successfully completed the course. Separately, we undertook individual interviews online, with professionals (N=4) who volunteered through email recruitment. Thematic analysis was undertaken to draw out the main ideas from the consumers and professionals perspectives.

Overall, both consumers and health professionals found the experience of co-learning together useful and eye-opening. From the professionals perspective, consumers provoked different ways of thinking; provided unique insights into their experiences of navigating the health system, digital technologies and their healthcare pathway. Additionally, they challenged clinician communication styles inclusivity of language. Having consumers in their group allowed them to realise how they could meaningfully involve consumers in their own projects and committees.

It is evident that co-learning models between patients and health professionals, have the power to meaningfully involve lived experience, transform perceptions, provoke changes in practice and ultimately improve patient experience and outcomes.

Presented by: Dr Sathana Dushyanthen

Co Presenters: Dr Kara Burns

Faculty: Medicine, Dentistry and Health Sciences

Supporting our Teaching Specialists for their Career Progression

Room 4

People are at the front and centre of every organisation, and the University of Melbourne is no exception. As we spark our Advancing Students and Education strategy, examining our workforce infrastructure and its readiness to implement the Universitys strategy becomes urgent and timely.

This presentation is one of the action learning projects of the 2022 Academic Women in Leadership Program (AWIL), in which a group of female academics from various faculties of the University joined forces to tackle some of the challenges they perceived. This project aimed to understand the urgency of supporting our teaching specialists in Advancing Melbourne Strategy, explore how teaching specialists can be better supported in their career progression and provide recommendations to nurture, value and recognise teaching excellence.

The project team studied staff demographic data made available by our People and Culture department, interviewed three teaching specialists and three academic promotion panellists and undertook some comparison studies of other universities. We found an imbalance in the number of teaching specialists who just started their careers and experienced teaching specialists, confusion over the roles and expectations for teaching specialists, and finally, insufficient guidance and resources to support teaching specialists in preparing for their promotion applications.

Based on the findings, we present a set of recommendations that is directly aligned with the Advancing Students and Education strategy, addressing one of the critical pillars that states that we will value and recognize excellence in teaching and learning and empower and support our academics to be their best.

Presented by: Dr Sarah Yang Spencer

Co Presenters: Assoc. Prof. Antonette Mendoza, Dr Samantha Byrne, Dr Amy Hahs, Assoc. Prof. Georgina Such, Assoc. Prof. Wonsun Shin

Faculty: Various

Partnering in Design: FlexAP Online, Blended and Alternative Mode Delivery

Room 5

The FlexAP project is celebrating five years of productive partnerships in learning and teaching innovation. We invite you to join us to see how faculty Subject Coordinators and Learning Environments team worked together in partnership in the Online, Blended and Alternative Mode Delivery stream.

Come along to this session to hear about the strategies, processes and environment to co-design, develop and implement excellence and innovation in subject design - and how the partners have used project innovations as a springboard to systematise and scale up for lasting change.

In this session we will focus on the journey of the academic teams and the processes in place to support them through design, development and delivery of teaching goals and learning innovations in their subjects. We will outline projects that have been completed and what the experience has been for academics of working in a cross-functional team to co-design their subject.

We will showcase innovations that are sustainable and are robust in the face of technological advances such as generative text AI.

The 61 completed projects include:

Small-scale implementations as part of a blended delivery (e.g. the development of one or more online modules)

Improvements to LMS subject sites

Large-scale implementations (redesign of subject learning sequences to increase study flexibility transition to fully online asynchronous delivery).

Presented by: Ms Annabel Orchard

Co Presenters: Catherine Manning, faculty academic partners

Faculty: COO Portfolio

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In line with Melbourne CSHE's commitment to the University's Sustainability Plan this program will only be available electronically.