



Curriculum, Teaching and Learning Colloquium

4–5 December 2008

John Scott Meeting House, Bundoora, La Trobe University

Curriculum, Teaching and Learning Centre

DAY 1 PROGRAM THURSDAY DECEMBER 4

	CHAMBER	MEETING ROOM 3
8.30	<i>Registration</i>	
9.00	<i>Welcome to Country</i> Doreen Garvey	
9.15	<i>Conference opening</i> Professor Belinda Probert	
9.30	<i>Curriculum Taskforce Report</i> Professor Belinda Probert	
10.30	Morning tea	
11.00	<i>Curriculum Taskforce faculty meetings</i> – venues as directed on the day	
12.45	Lunch	
1.30	<i>Career development learning in the curriculum</i> Ms Anne Stansfeld and Dr Judith Booth	<i>Screen literacy for Teachers and Students</i> Dr Gabrielle Murray, Mr Harry Kirchner and Ms Anna Dzenis
2.00	<i>ICTs in the daily lives of La Trobe students</i> Mr Matthew Riddle	<i>There's more to biotechnology than what you see in the tube</i> Dr Peter Cartwright
2.30	<i>Nitty-grit in the classroom: A photojournalism project</i> Dr James McArdle and Ms Julie Millowick	<i>University-community engagement as a means of promoting environmental sustainability</i> Mr Eben Quill and Mr Earl Jobling
3.00	Afternoon tea	
3.30	<i>Symposium: Blended learning for active teaching</i> Mr Zoran Georgievski, Ms Claire Brooks and Dr Caroline Walta Facilitated by Mr John Hannon	<i>Workshop: Faculty Scholars and Distributive Leadership</i> Ms Ana Maria Ducasse, Dr Jeffrey Barnes, Dr Liz Johnson and Dr Glyn Thomas
5.00	Close	

KEYNOTE SPEAKERS

Professor Owen Hicks

Affairs of Curriculum in Australian Universities

Professor Hicks will review what is happening in relation to curriculum around Australia and position La Trobe within that context.

Professor Hicks is currently a senior consultant with the Australian Learning and Teaching Council where he provides support to a wide range of projects and has been working on the development and application of the concept of curriculum in higher education in Australian universities. In 2004-5 he completed an Australian Volunteers International placement as a senior advisor to the Dili Institute of Technology, Timor-Leste, providing support in relation to institutional governance, curriculum and timetabling, staff development and classroom teaching. He returned late in 2007 to assist with the institution's preparation of government accreditation documentation.

Prior to that, Professor Hicks spent ten years at The University of Western Australia as Director of Organisational and Staff Development Services (incorporating the Centre for the Advancement of Teaching and Learning, the Evaluation of Teaching Unit and the Centre

for Staff Development) and was responsible for broad range of program and policy developments relating to teaching and learning and academic leadership.

Dr Hamish Coates

Australian Council for Educational Research
Engaging students in 2009

Dr Coates will discuss the results of the Australasian Survey of Student Engagement (AUSSE) survey recently conducted at La Trobe University.

Dr Coates is a Principal Research Fellow at the Australian Council for Educational Research (ACER). He was appointed in February 2006 to lead ACER's research on higher education. His track record includes a large number of projects which have influenced educational research, policy and practice.

Dr Coates' research and publications focus on the definition, measurement and evaluation of educational processes, contexts and outcomes. Active interests include student learning and engagement, higher education policy, large-scale educational evaluation, university pedagogy, online and distributed education, quality assurance systems and assessment methodology.

CONCURRENT SESSIONS

Career development learning in the curriculum

Ms Anne Stansfeld and Dr Judith Booth
Thursday 1.30 pm, Chamber

This presentation will outline the fundamentals of career development theory and argue the case for embedding career development learning in the curriculum. Examples of current practice from La Trobe and other higher education institutions will be given; these will include stand-alone subjects as well as modules that can be inserted within subjects at the time most relevant to a student's needs.

Screen literacy for Teachers and Students

Dr Gabrielle Murray, Mr Harry Kirchner and Ms Anna Dzenis
Thursday 1.30 pm, Meeting Room 3

In 2008, the Cinema Studies Program received a Learning and Teaching Development Grant to produce an online module on how to use film in teaching and assessment to improve screen literacy. In this session Gabrielle Murray and Anna Dzenis will discuss Stage 1 of the Screen Literacy project which involved collation and analysis and the subsequent stages in curriculum development. Harry Kirchner

DAY 2 PROGRAM FRIDAY DECEMBER 5

	CHAMBER	MEETING ROOM 3
8.30	<i>Registration</i>	
9.00	<i>Welcome to Day 2</i> Professor Belinda Probert	
9.10	<i>VC's Awards for Teaching Excellence and Response to Green Paper</i> Professor Paul Johnson	
9.30	<i>Keynote: Affairs of Curriculum in Australian Universities</i> Professor Owen Hicks	
10.30	Morning tea	
11.00	<i>Keynote: Engaging students in 2009</i> Dr Hamish Coates, ACER	
11.45	<i>What do the students think?</i> Student panel to unpack aspects of the survey and LTU curriculum	
12.45	Lunch	
1.30	<i>Students not in lectures, not online: Why is it so?</i> Dr Peter Cox and Dr Prem Kurup	<i>What do I believe and how does it relate to what I'm learning?</i> Ms Clare Coburn and Ms Alikki Vernon
2.00	<i>Why can't I just Google? Developing scholarship in first year undergraduates</i> Ms Fiona Salisbury, Ms Claire Brooks and Ms Jenny Corbin	<i>Learning without vision</i> Mr Darren Britten and Mr Anthony Earl
2.30	<i>Writing Skills: An integrated approach in First Year Biology</i> Dr Fiona Bird	<i>Running a tutorial group through active discussion</i> Mr John Benson
3.00	<i>Common First Year Curriculum in Health Sciences</i> Dr Sherrie Wentworth, Dr Paul O'Halloran and Dr Bruce Rumbold	<i>Culturally safe or just simple good teaching?</i> Dr Kim Keamy
3.30	Poster session and drinks reception	
4.30	Close	

will report on the development and success of his video online pilot program Advanced Screenwriting which will inform the next stage of the Screen Literacy project: the development of a set of online learning objects that can be integrated into existing subject designs and accessed by students and staff through the LMS or via the web.

ICTs in the daily lives of La Trobe students

Mr Matthew Riddle
Thursday 2.00 pm, Chamber

This qualitative pilot study examines the use of information and communications technologies from the perspective of La Trobe students as co-researchers. Using methods developed for a similar study at the University of Cambridge (Riddle & Howell, 2008), students are prompted 8-10 times over a 24 hour period to fill out a diary and take photographs of technologies and techniques they are using. This presentation reports on the progress of this study, including sampling student attitudes towards their own personal technologies; technology infrastructure; classroom technologies and library facilities.

There's more to biotechnology than what you see in the tube

Dr Peter Cartwright
Thursday 2.00 pm, Meeting Room 3

Dr Cartwright describes a learning activity he used in a Masters of Biotechnology and Bioinformatics subject that provides an alternative to standard lecture mode delivery for larger classes. Students worked as groups of about 8-9 to establish a virtual biotechnology company. Students created a company and allocated roles within the organisation to distribute the work for the benefit of the team. Their task was to identify a suitable antibody target from a fairly generous list (requiring scientific reasoning and research); set up a company to make the product (teamwork); establish a marketing strategy (more research); carry out market research to determine the competition; determine the financial feasibility of taking the product to market, perform a SWOT analysis and eventually sell their product to a market using a 30 minute presentation (communication skills).

Nitty-grit in the classroom: A photojournalism project

Dr James McArdle and Ms Julie Millowick
Thursday 2.30 pm, Chamber

Photojournalism has been offered at La Trobe since 1990. The investigators are realising a project to present the course online in 2009: adapting and applying current digital photojournalistic practice in a technologically advanced industry.

Photojournalism invites students to see themselves as producers and authors of media, of creative analysis, new cultural theory and as creators of alternative cultural forms. Learning strategies incorporate escalating expectations that LTU students initiate projects and play a gradually more active role in researching and publishing their own creative work.

University-community engagement as a means of promoting environmental sustainability

Mr Eben Quill and Mr Earl Jobling
Thursday 2.30 pm, Meeting Room 3

The importance of university-community engagement in Australia has taken on added significance as a result of government reforms

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to the higher education sector. Universities must demonstrate the relevance of their research and teaching activities to the needs of the communities that they serve. The purpose of our presentation is to highlight how a community-oriented research project focusing on environmental sustainability can benefit a local community and students and staff at La Trobe.

Symposium: Blended learning for active teaching

Dr Zoran Georgievski, Ms Claire Brooks and Dr Caroline Walta.

Facilitated by Mr John Hannon
Thursday 3.30 – 5.00 pm, Chamber

Blended learning is an approach to flexible learning widely used at La Trobe and suits its multi-campus teaching and learning environment. In this session we have three presentations that exemplify different modes, models and styles: the first uses blended learning to unite students on block mode clinical placements, the second as a means of engagement in real world learning by online role play, and finally for the co-construction of knowledge in a live (synchronous) online learning environment using the software Illuminate.

Workshop: Faculty Scholars and Distributive Leadership

Ms Ana Maria Ducasse, Dr Jeffrey Barnes, Dr Liz Johnson and Dr Glyn Thomas
Thursday 3.30 – 5.00 pm, Meeting Room 3

The Faculty Scholars program develops leadership capacity in staff and addresses key curriculum issues such as assessment at the same time. In this workshop we will explore what academic leadership means for teaching innovation and managing change.

Students not in lectures, not online: Why is it so?

Dr Peter Cox and Dr Prem Kurup
Friday 1.30 pm, Chamber

After implementing Lectoria in Integrated Science Learning a third year B.Ed unit we noticed a steep decline in lecture attendance. This unit provided all aspects of the lecture online via LMS including Lectoria. We became concerned when we discovered that the Lectoria usage statistics did not match with the declining lecture attendance. We decided to survey the cohort of students to ascertain how they obtained the material covered in lectures. The results and implications from the survey will be shared and discussed in an interactive presentation.

What do I believe and how does it relate to what I'm learning?

Ms Clare Coburn and Ms Alikki Vernon
Friday 1.30 pm, Meeting Room 3

Personal values, beliefs and style affect the way that students approach the subject matter of any form of teaching. Incorporating an exploration of values (Lang & Taylor, 2000, p.98) as part of teaching offers students a way to relate to theories and models of practice. New models and theories may challenge or confirm existing beliefs and allowing open reflection on this area may assist student learning. Traditional lecturing and teaching rarely provides opportunities to engage students with these aspects. Citing their experiences with the exploration of values in an

intensive workshop style and seminar teaching of conflict resolution skills, Alikki and Clare will use interactive and enquiry-based learning to explore values and beliefs in teaching.

Why can't I just Google? Developing scholarship in first year undergraduates

Ms Fiona Salisbury, Ms Claire Brooks and Ms Jenny Corbin
Friday 2.00 pm, Chamber

This interactive session will explore how Faculties in partnership with the Library can transform new students from confident Google searchers to graduates who understand scholarly sources, search methods and how to use and evaluate what they find. Participants will gain an understanding of the successful collaborative model used to develop the Health Sciences common first year information literacy program and how this model may be applied to their own teaching context and possibilities for future collaboration in other faculties.

Learning without vision

Mr Darren Britten and Mr Anthony Earl
Friday 2.00 pm, Meeting Room 3

- How does a student with a print disability access learning materials?
- What technologies are available and do they affect comprehension?
- What can staff do to make course materials more inclusive?

This interactive session will empower participants to 'see' education through the eyes of a print disabled student and provide practical advice to assist staff in removing barriers to education.

Writing Skills: An integrated approach in First Year Biology

Dr Fiona Bird
Friday 2.30 pm, Chamber

The First Year Biology Learning and Teaching Group works together on learning and teaching issues relevant to the four First Year Biology (FYB) subjects. Our first major achievement is the development and implementation of an integrated program of training, tasks and assessment which teaches and builds the skills of scientific writing throughout First Year. The program includes common training (an in-class Writing Workshop), practice and assessment of writing skills. The FYB Communication Skills Manual describes a single set of instructions and expectations, consistent style and formatting requirements for reports. The skill of scientific writing is built throughout year by repeating exercises and increasing complexity over time. This integrated program was introduced in 2008 and preliminary results will be discussed.

Running a tutorial group through active discussion

Mr John Benson
Friday 2.30 pm, Meeting Room 3

The purpose of this session is to encourage people to use a more interactive, discussion-based methodology in tutorials. The first part of the session will explore how to teach a topic through a question and answer approach, the second half of the session will involve some analysis of that teaching and in particular the framing and structuring of question and answers as a teaching technique.

Common First Year Curriculum in Health Sciences

Dr Sherrie Wentworth, Dr Paul O'Halloran and Dr Bruce Rumbold
Friday 3.00 pm, Chamber

The Faculty of Health Sciences has restructured the first year of all of their courses into one common year, significantly reducing the number of subjects taught. The restructure includes a shift in the teaching paradigm to an enquiry-based learning (EBL) focus with a strong interdisciplinary base. This session will provide an overview of the change with some specific examples of the scenarios developed incorporating media, real situations to contextualise learning and building team skills.

Culturally safe or just simple good teaching?

Dr Kim Keamy
Friday 3.00 pm, Meeting Room 3

The focus of this presentation is to share a combination of activities that I have used at various times in my teaching and which were brought together on two occasions in 2007 when facilitating sessions on behalf of two reviews conducted for Mungabareena Aboriginal Corporation and Wodonga Regional Health Service. The activities were seen as empowering by all the participants, with the Indigenous participants also describing the activities as being 'culturally safe'.

My purpose is for the participants to make some decisions about what might constitute good and appropriate teaching, to hopefully inspire them to consider ways in which they might approach their own teaching so that their own students feel empowered and engaged in the process of learning.

POSTER SESSIONS

Friday 3.30 pm

Comic and sequential art in teaching and learning

Mr Trevor Wood

The Enquiry-Based Learning (EBL) Approach to Unit Design

Dr Iain McAlpine

The first year pre-service teacher's experience of mathematics

Dr Dona Martin

Fostering Innovation in Teaching and Learning: Turning Ideas into Projects

Mr Matthew Riddle and Dr David Hirst

Getting from A to E: pathways to promotion

Mr Jason Brown

Multi-Campus Teaching by Videoconference at La Trobe University

Mr John Hannon

A small group peer assessment task for an oral presentation.

Ms Ana Maria Ducasse

Teaching in the Virtual Classroom

Ms Alyson Waterson and Dr Ric Canale

Teaching with Technology

Mr Simon Knight, Mr Joe Hayes, Mr Craig Coster and Mr Andrew Noble