

Monday 4 November, 2019

08:30 - Registration - Building 32 Foyer

09:00 – Open ECulture – Professor Angela Hill, Deputy Vice-Chancellor (Education)

09:05 – Welcome to Country – Shaun Nannup

09:10 – Introduction to ECulture – Professor Angela Hill

09:20 – Introducing keynote – Professor Rowena Harper, Director, CLT

09:25 – Keynote – Professor Sophie Arkoudis “*Shifting the internationalisation narrative in higher education*”

10:10 – Response to keynote – Professor Steve Chapman, Vice Chancellor

10:15 – Question period – facilitated by Professor Steve Chapman, Vice Chancellor

10:30 – Blackboard sponsored Morning Tea – Building 32 Foyer

11:00 – Session 1 – JO Building 4

<i>Curriculum design, teaching and evaluation</i>	<i>Student diversity and inclusivity</i>	<i>Experiential learning, career development learning, and WIL</i>	<i>Technology Enhanced Learning</i>	<i>Technology Enhanced Learning</i>
<i>Room JO 4.209</i>	<i>Room JO 4.236</i>	<i>Room JO 4.237</i>	<i>Room JO 4.224</i>	<i>Room JO 4.226</i>
<p>11:00-11:20 Trudi Cooper Lutie Sheridan, John Sutcliffe & Emma Lyons</p> <p>Responding to 'alternative facts': Why information discernment should be embedded in all degrees (and how to begin)</p>	<p>Ruben Phillips Bianca Cross, Nakita Harmon, Gemma Watson, Liam Jones & Nicole Philippon</p> <p>Study Tours To China - Reflections from Staff & Students</p>	<p>Kristina Lemson Anna Hopkins & Harriet Mills</p> <p>WIL in Science: Alignment of student, employer & institutional conceptualisations of employability in science</p>	<p>Ross Yates</p> <p>Custom Videos: Secret Weapon For Student Engagement & Assignment Success</p>	<p>Jemma Berry Sara Hansen, Luke Brook & Brennen Mills</p> <p>Utilising Virtual Reality to Enhance Student Learning in the Forensic Environment</p>
11:20-11:25 Transitions				
<p>11:25-11:45 Alecka Miles</p> <p>Developing a globally-relevant curriculum in an emerging speciality Masters course: A benchmarking exercise in postgraduate Paramedicine.</p>	<p>Min Zhu Gabrielle Metcalf</p> <p>How can we integrate Chinese culture and traditions with Western Drama Pedagogy: A case study for intercultural teacher training in drama</p>	<p>Natalie Ciccone Melanie Day, Gemma Jenkins, Abigail Lewis, Karen Long, Dylan Meldrum, Tracey McConaghy, Anne Polley, Keith Rappa, Jill Darby & Paul Crabtree</p> <p>Development of a Medical and Health Science placement manual</p>	<p>Magdalena Wajrak Sam Prosser, Mariet Labuschagne & Heather Pate</p> <p>Trial implementation of OneNote in Chemistry laboratory classes</p>	<p>Craig Dalton Jonathan McIntosh & Patricia Alessi</p> <p>Live-stream Video in the Group Keyboard Classroom at WAAPA</p>
11:45-11:50				
<p>11:50-12:10 Christina Gray Kirsten Lambert</p> <p>Being the adult you needed as a kid: Why the AITSL standards are not the best fit for drama teachers</p>	<p>Andrew Ewing</p> <p>Using Cadmus to develop creativity and academic skills with a diverse student cohort</p>	<p>Ros Sambell Stephanie Godrich, Shelley Beatty, Amanda Devine & Sara Moore</p> <p>ECU can do more to support contextualisation of employability skills for the workplace</p>	<p>Julie Nyanjom Dawn Naylor</p> <p>Educators' Emotions involved in the transition to online instruction in Higher Education</p>	<p>Bill Allen Gillian Willmer, Rebecca Roberts, Brigitte Elliott & Robbie Russo</p> <p>Peer-assessment in an online delivery using Cadmus technology and Blackboard</p>
12:10-12:15				
<p>12:15-12:35 Deborah Hersh Luzita Fereday, Dave Hall, Charn Nang, Natalie Ciccone & Christine Hinsley</p> <p>Seeing Voices: An inter-professional learning and teaching opportunity for speech pathology and WAAPA</p>	<p>Lois Balmer Megan Lloyd & Robbie Russo</p> <p>Improving academic skills & academic achievement in a diverse student cohort</p>	<p>Craig Harms Bronwyn Harman & Catherine Moore</p> <p>Authentic assessment in undergraduate Psychology: Some thinking is needed</p>	<p>Zina Cordery</p> <p>Using a Digital Learning Tool to Authentically Enhance Student Engagement and Success</p>	<p>Favil Singh Brennen Mills & Luke Hopper</p> <p>Virtual reality platform for Graded Exercise Stress Test</p>
12:35-12:40				
<p>12:40-13:00 Abigail Lewis Emily Brogan, Emily Hunt, Teresa Petrich & Ruyi Tong</p> <p>Teaching and Learning Circles: enhancing peer observation of teaching</p>	<p>Ruth Sibson Ashlee Morgan, Anthony Kerr, Robert Somerville & Sonja Coetzee</p> <p>Valuing and Respecting Diversity and Inclusion: Embedding Aboriginal and Torres Strait Islander content, knowledges and perspectives into the curriculum</p>	<p>Lesley Andrew</p> <p>Developing an approach to WIL for international students in the Master of Public Health</p>	<p>Syed Mohammed Shamsul Islam Glen McCulloch, Zak Spratt, Lakshan Perera, Malaka Nawarathne, Majed Alkeldi, Jock Roza, Martin Mesek, Naeem Janjua & Kristina Lemson</p> <p>3dTEL: A web-based 3D visualisation tool for enhancing learning</p>	<p>Claire Lambert Catherine Moore & Stephanie Goodrich</p> <p>A toolkit for using technology to enhance learning</p>

13:00 – 13:50 – Lunch – Foyer Building 32

Have you seen the Poster Display?

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Curriculum design, teaching and evaluation	Student diversity and inclusivity	Experiential learning, career development learning, and WIL	Technology Enhanced Learning	Curriculum design, teaching and evaluation
Room JO 4.209	Room JO 4.236	Room JO 4.237	Room JO 4.224	Room 4.226
13:50-14:10 Ruth Wallace Shelley Beatty, Jo Lines, Catherine Moore & Leesa Costello Using peer review to improve student engagement	Danielle Kong Workshops for International Students' Series: Introducing specialised library support programs	David Reid Developing an International Placement and Pathway to Employment	Fiona Foxall Olivia Gallagher & Rebecca Scriven SNM Employability Strategy	Bill Allen Elizabeth Serventy 'Invisible learners': Generation 1.5 first year university students and why we need to identify them.
14:10-14:15				
14:15-14:35 Ken Yin The use of syllogism as a pedagogical tool in tertiary studies	Catherine Ferguson Graeme Gower, Matt Byrne & Geoff Lummis Multicultural competence needs of pre-service teachers	Heather Pate Tina Fleming, Harriet Mills & Rob Davis Communicating for the future: A whole of course approach to embedding communication skills	Megan Lloyd Robbie Russo & Lois Balmer Conveying Academic Data: Get the message to your students with CADMUS!	Naeem Khalid Janjua Syed Mohammed Shamsul Islam Argumentation: A tool for critical thinking and reflective writing for HDR students
14:35-14:40				
14:40-15:00 Jo Lines Elizabeth Cook Using data to evaluate and enhance your teaching	Shelley Beatty Supporting international students in SMHS: International students' perceptions	David Reid Do overseas placements enhance the student experience? 5 years of data	Brennen Mills Sara Hansen, Peggy Dykstra, Alecka Miles, Luke Hopper, Luke Brook & Jess Watson Mass casualty training for paramedic students using virtual reality: A within-subject trial comparing live simulation to virtual reality	Sue Hickton Linda Riebe Developing communication skill set rubrics for assurance of learning: An action research project
15:00-15:05				
15:05-15:25 Elizabeth Cook Data-driven reform: Intentional engagement and evidence-based actions	Olivia Gallagher Jacqui Sawle & Fiona Foxall International Adaptation Program to support international registered nurse success	Rosemary Saunders Bev Ewens, Olivia Gallagher, Kim Oliver & Michelle Pedlow Conversations about Healthcare: Window into practice	Kate Rodgers Brendan Cuff & Diane Ingram The Turnitin Detectives	Bill Allen, Gillian Willmer, Robbie Russo and Brigitte Elliott Using Cadmus to develop a formative assessment architecture in three units in on-campus mode

15:30 – 16:15 – JO 32.101 – Closing Keynote – Professor Rowena Harper:

'Contract cheating, assessment, and academic integrity: what do we know and what should we be doing?' Register: via [Staff Development Calendar](#)
 ECulture will conclude with a provocative closing keynote by Professor Rowena Harper, Director CLT. She will provide an overview of emerging challenges to academic integrity in higher education, and discuss the latest research findings and their implications for teaching and assessment practice. It promises to be eye-opening, but also educative and practical, providing knowledge and evidence-based strategies for fostering academic integrity in your courses.

16:15-16:45 JO 32 Foyer - PRIZE Draws / Turnitin sponsored Sundowner -
 Join us for refreshments and the final prize draws. Remember you have to be there to win!

Posters:

Emma Chessell-Keevers – Julia Lane, Chaminda Ranasinghe, Koroush Esfandiar & Kunal Dhiman

The SOAR Centre: Supporting international integration through peer connections

Melissa Davis – Eyal Gringart, Ken Robinson, Paul Chang, Natalie Gately, Robert Somerville, Darren Garvey & Ken Hayward

Developing a tool for mapping students' cultural capabilities for working with Aboriginal and Torres Strait Islander peoples

Barnard Clarkson – Jo Jung & Alistair Campbell

A single Question Interview App for novice (or serious) researchers to improve their data collection

Elizabeth Reid Boyd

HEART SKILLS: Embodied Interpersonal, Social and Employability Skills for the 21st Century

Nicole Johnston

Development of ECU Library's Digital Literacy Framework

Jemma Berry

Flipped classroom tools for student transition into the Super Labs

Sponsors:



ABSTRACTS

Trudi Cooper

Lutie Sheridan, John Sutcliffe & Emma Lyons

Responding to 'alternative facts': Why information discernment should be embedded in all degrees (and how to begin)

This presentation will report a collaboration between academics, library staff and learning advisors. An academic decision was made to embed information discernment into a large first year core unit in youth work and social science. The curriculum approach was informed by theory, using Barnett and Coate's (2005) curriculum framework and Meyer, Lands & Bailey's (2010) Threshold Concepts in the unit design. Initial implementation used an action learning approach to support staff reflection to adjust and improve implementation. After implementation, a literature review helped to place the practices developed into the context of literature on information discernment in higher education. This was used to identify the next steps for improvement, which will be to formally adopt the information discernment approach developed by Lupton and Bruce (2010) in this and subsequent units.

The presentation will focus on:

- What is information discernment?
- Why digital discernment is an essential skill for all undergraduate degree programs
- Why digital discernment skills are best taught embedded in a disciplinary context
- Importance of partnerships between academics, librarians and learning advisors
- How we implemented this process
- Our learning and next steps

Ruben Phillips

Bianca Cross, Nakita Harmon, Gemma Watson, Liam Jones, Nicole Philippon

Study tours to China - Reflections from staff & students

The School of Medical and Health Sciences has been conducting study tours to China since 2013, first to Tianjin Medical University and then recently to Harbin Medical University. These are multidisciplinary tours which encourage students to forge and maintain contact with local Chinese students. These study tours attract New Colombo Funding and students have access to additional funding to facilitate their travel and activities on the tour. The tour program is a mix of cultural, academic and social activities. Students participate in formal classes and visit key research and clinical organisations to enhance their understanding of the medical and health system of China. During the tour, students interact with local Chinese students on a daily basis and through this, they learn about the daily life of a Chinese student. To further enhance the tour we visit sites of local and national importance, reflecting the rich cultural heritage and history of China.

In this presentation, students from the most recent tour to Harbin Medical University in 2019 and previous tours to Tianjin Medical University will share their experiences on tour, how it has shaped their futures, broadened their horizons and forged international friendships.

Kristina Lemson

Anna Hopkin & Harriet Mills

WIL in Science: Alignment of student, employer and institutional conceptualisations of employability in science

We have encountered an unexpected reluctance among students in School of Science courses to take up Work Integrated Learning (WIL) opportunities. While WIL has long been an integral part of accrediting courses in science, technology, engineering and mathematics (STEM; e.g. Engineering) it has not been a prominent element in non-accrediting disciplines (e.g. biology, chemistry) until recently. We suspect that the lack of uptake reflects an undervaluing of WIL and limited opportunities to develop understanding of how employability is inferred and communicated in Science. If so, our message about WIL may have fallen on unprepared ears.

Our project probes the nexus between understanding of 'employability' and participation in WIL in Science, focusing on three questions:

1. How do undergraduate science students at ECU conceptualise 'employability'? What key themes, aspirations and concerns emerge from their understandings?
2. How do the concepts of 'employability' among Science students compare with those of employers in their disciplines and with the institutional discourses around employability? What are the points of intersection, divergence and potential miscommunication. Is there evidence of a mismatch between the three points of view?
3. What gaps and opportunities for enhanced participation of science students in WIL can be identified on the basis of this knowledge?

The answers will contribute to design of targeted, course-level interventions aimed at enhancing science students' understanding of the links between employability and WIL, and maximizing uptake of WIL in science at ECU.

Ross Yates

Custom videos: Secret weapon for student engagement & assignment success

The rapid deployment of targeted video content is the new secret (TEL) weapon for student success. Tracking student video viewership patterns and mapping the message to assignment deliverable has shed new light on student understanding and knowledge application using synchronous and asynchronous modes of tuition.

This presentation showcases examples of rapidly-deployed videos along, with new tools and techniques employed in Semester 1, 2019 using both tools available to ECU teaching staff, as well as high-end equipment such as a mirrorless camera, steadicam, greenscreen, a teleprompter, studio lighting and wireless and studio microphones.

Also covered in the presentation is the use of interactive webinars as another powerful medium of instruction, and how to set this service up in a unit to offer a high-quality lecture and involving all students enrolled in the unit. The session concludes with a number of teaching technology tips and ideas for academic staff members to use in their next class.

Jemma Berry

Sarah Hansen, Luke Brook, Brennen Mills

Flipped classroom tools for student transition into the SuperLabs

Undergraduate laboratory classes provide an important hands-on learning opportunity for students at ECU. These classes are often reported in UTEI surveys as being one of the most enjoyable elements of the student journey, providing a tool to demonstrate complex topics and to help students develop their critical thinking skills.

The move to the new SuperLab environment will provide even greater teaching opportunities, but also some new logistical obstacles that will need to be overcome to ensure our teaching is still effective and engaging. One such hurdle is to ensure students are adequately prepared for laboratory classes. Currently, tutors gather students around a central bench to demonstrate tasks or equipment, something that will not be feasible in the SuperLab environment.

We propose to introduce 'flipped' activities to SuperLab units, utilising first person view (FPV) technology to capture demonstration videos, which will be accompanied by pre-lab tasks that students should complete on Blackboard before coming to class. The use of pre-lab tasks in other fields at other institutions has been shown to decrease student anxiety, increase student understanding and increase the consistency of laboratory content delivery across multiple tutors.

Alecka Miles

Developing a globally-relevant curriculum in an emerging speciality Masters course: A benchmarking exercise in postgraduate Paramedicine

The role of Paramedic Practitioner is an emerging pre-hospital care speciality in Australia. ECU offers a postgraduate course, the Masters of Paramedic Practitioner to meet this need. In Australia, five ambulance services employ Paramedic Practitioners, however, no standardisation of the skills and knowledge they require for this role appears to exist. Internationally, there have, however, been developments in this regard. New Zealand (NZ) has extended the role of Paramedics across two ambulance services by developing Scopes of Practice and the National Health Service (NHS) in the UK has an established Core Capabilities Framework for the role of Paramedic Practitioners in primary and urgent care settings that is considered the industry gold standard to date.

This project used a form of standards-based bench marking(1) called Criterion-based Bench Marking(2) to map the ECU Master of Paramedic Practitioner curriculum against the current Scopes of Practice for Paramedic Practitioners in State ambulance services in Australia, NZ and the Core Capabilities Framework within the NHS.

This presentation will discuss the benchmarking project and consider how it has contributed to internationalisation of the curriculum and improved the sustainability of the ECU Masters of Paramedic Practitioner course.

Min Zhu

How can we integrate Chinese culture and traditions with Western drama pedagogy: A case study for intercultural teacher training in drama.

In response to the call to promote the development of drama education in Chinese schools in 2015, Beijing Normal University Education Group launched a drama education project called "Creative Drama - Dynamic Campus". From 2017 - 2019, teachers from The Western Australian Academy of Performing Arts (WAAPA) were invited as international collaborative partners to offer a series of drama education workshops for teachers affiliated with Beijing Normal University. This presentation will focus on the pedagogical processes and practices that were used in workshops for more than 150 Chinese teachers both in China and Australia. The objectives, content, and structures of the training will be analysed including a reflection on the challenges and misunderstandings encountered in the project. An insight into how Western drama pedagogy can be used to train Chinese teachers in a cross-culture collaboration is explored. Drawing on Bharucha's (1977) metaphor of interculturality as a stream where, "the stronger stream with greater volume and erosive power cuts into the weaker stream, thereby diverting the course of water" (p. 32), the nature of cultural exchange is investigated and an ethics of pedagogical practice is developed for teacher learning across Australia and China.

Natalie Ciccone

Melanie Day, Gemma Jenkins, Abigail Lewis, Karen Long, Dylan Meldrum, Tracey McConaghy, Anne Polley, Keith Rappa, Jill Darby & Paul Crabtree

Development of a Medical and Health Science placement manual

The School of Medical and Health Sciences (SMHS) delivers nine courses in a range of Health and Exercise Science disciplines. Students across these courses participate in local and International WIL experiences, specifically extended placements based in industry. The majority of these placements are a requirement for professional accreditation. With an increased focus on interprofessional education, a cross-disciplinary approach to developing an understanding of WIL (Cantatore, Crane & Wilmoth, 2016) and to preparing students for placements is recommended. Sound preparation for placements helps to reduce the burden on placement providers (Grace & O'Neil, 2014), therefore safeguarding placements into the future. Although each discipline within SMHS has unique WIL needs, there are shared aspects of placement preparation that could be streamlined. The development of a SMHS Placement Manual to support preparation and management of WIL across disciplines is the first step in this process. A literature review regarding best practice for preparing students on placement has been completed and the current, discipline specific manuals and placement preparation processes analysed to find the commonalities and differences. This presentation will outline findings from these investigations and discuss how they will inform the direction for a new SMHS Placement Manual.

Magdalena Wajrak

Sam Prosser, Mariet Labuschagne & Heather Pate

Trial implementation of OneNote in teaching chemistry laboratory classes

The aim of this presentation is to share experiences from the implementation of OneNote in teaching laboratory classes in two first year chemistry units in semester 2, 2019.

With the introduction of Microsoft Office 365 into University system and the drive to introduce students to the latest digital innovations and experiences, a trial of OneNote program, available through Office 365, was implemented in two of first year laboratory chemistry units. OneNote program allows for collaborative digital design lab books and instant feedback from the demonstrator on student's laboratory performance through online sharing of electronic lab books. It also allows for data analysis using Excel spreadsheet within OneNote, drawing using digital pen, taking videos and photos and most importantly easy sharing of data between students in the same lab class or other lab classes.

OneNote offers a new platform for academics to teach from and a new learning experience for students. This trial was done to investigate how this new approach to teaching in a laboratory classroom can potentially enhance student's understanding of chemical concepts and increase the value of laboratory experience for first year chemistry students.

Craig Dalton

Jonathan McIntosh & Patricia Alessi

Live-stream video in the group keyboard classroom at WAAP

Despite recent advancements, new technology - especially video - has not been widely or effectively used in the music teaching classroom. This presentation will detail the integration of a GoPro camera with live-stream capability into the group keyboard classroom within the BA (Music Theatre) course at WAAPA. In this course, all students must complete keyboard training as part of compulsory Music Skills units and students receive one 60-minute group keyboard lesson in a MIDI-lab. By the end of their training students are expected to demonstrate the ability to utilise the keyboard as a tool for learning new music and be able to accompany themselves and others in a range of musical styles. To begin, the presentation will examine the advantages and limitations of training in the keyboard lab prior to the introduction of the camera, with reference to student feedback. Following, and after an interactive demonstration, the presentation will discuss the impact and advantages of live-streaming in the group classroom context. The presentation will conclude by discussing the potential for expansion of the project to further integrate video technology into the keyboard classes through video assignment submission, peer-review activities and modules for skill development.

Christina Gray

Kirsten Lambert

Being the adult you needed as a kid: Why the AITSL standards are not the best fit for drama teachers

The Australian Professional Standards (AITSL, 2011) for teachers attempts to regulate the profession and improve teacher quality. Yet the standardisation of teachers' work has attracted criticism from researchers who assert that a 'one size fits all' model for judging teacher quality fails to recognise the affective, enactive and relational aspects of teaching. Given the interactive and interpersonal nature of drama teaching, this concern has salience. Our research into the experiences of early-career drama teachers reveals the positive influence these teachers have on their students and in their schools. Of particular note, are the strong role models they have become through the development of authentic, professional relationships where students feel supported and empowered to explore their feelings, achieve academically and flourish as human beings. These relationships are co-constructed during extra-curricular activities, namely in production rehearsals, where together they work towards common goals. Our findings suggest a case can be made for re-evaluating the process of judging teachers against a standardised set of criteria that neglects to capture the nuances of drama education and the passion, commitment and relationality of early-career drama teachers.

Andrew Ewing

Using Cadmus to develop creativity and academic skills with a diverse student cohort

The development of strong communication skills is critical for university graduates' employability prospects (Arkoudis & Doughney, 2015). In the subject, Creativity: Theory, Practice and History, course coordinator Andrew Ewing faces a unique variant of this universal challenge. While Andrew teaches students about creativity and helps them communicate their individuality, Andrew must also support the development of their written communication skills so they can participate in the international design community. Furthermore, the class contains a variety of students from different year levels and disciplines. This means Andrew's teaching and assessment must cater to a diverse cohort.

In this talk, Andrew will describe his assessment strategies and how he integrates the development of academic skills alongside the development of student creativity for his diverse cohort. It is intended for all those who wish to develop students' communication skills alongside their disciplinary knowledge.

Andrew will share how he has made the communication of ideas and the development of academic skills central to his teaching by using Cadmus. He will explain how his assessment structured changed to encourage particularly student behaviour and how the Cadmus Learning Analytics facilitated his reflective approach to teaching.

Ros Sambell

Stephanie Godrich, Shelley Beatty, Amanda Devine & Sara Moore

ECU can do more to support contextualisation of employability skills for the workplace.

Universities can identify and embed employability skills in curricula for workplace preparedness. This study aimed to understand student perspectives regarding skills requiring strengthening to increase employability. An online Employability Skills Cluster Matrix - Self-Assessment Tool (ESCM-SAT) measured self-reported ratings across five skill cluster areas: Communication; Interpersonal; Career Management; Self-management; Academic. Students rated their skill competence from 1 (low) to 5 (highly proficient) and commented on how they could improve their skills across respective clusters. Ratings within each cluster area were tallied to form a score. A total of 222 first-year students from two ECU Schools were invited to participate. One hundred students completed the ESCM-SAT. The average score across all cluster areas was $\geq 80\%$. Students suggested improving data interpretation and active listening to enhance their communication skills. To increase interpersonal skills, students aspired to be more assertive and build trust. Strategies to improve career management skills included goal setting and undertaking reflection. Self-management strategies included open-mindedness. To improve academic skills, students wanted to undertake professional development and improve critical review skills. ECU staff should embed specific employability skills in curricula and use targeted teaching strategies and assessments to enhance employability outcomes.

Julie Nyanjom

Dawn Naylor

Educator's emotions involved in the transition to online instruction in HE

Over the past decade the nature of learning and teaching in higher education (HE) has seen a growing trend towards external, fully online or blended/multi-modal study. This change in the modality of teaching and learning in HE is well documented in terms of student's experiences; implementation of technology, and facilitation of online learning communities; however, less is known about the impact on educator's emotions to teaching online. Teaching is deeply connected to one's beliefs, values and commitments, and to the relationships with students. A change in mode of instruction and pedagogy has the potential to disrupt these deep and personal connections giving rise to an emotional response.

The purpose of this study was to investigate the nature and significance of emotions in HE from the perspective and voices of the HE educators. In addition, this study was interested in how universities can best support the transition to teaching online. The benefits of this investigation should further our understanding of the impact of emotions on teaching in the HE online environment and how educators and faculty can support or impede the process. Additionally this could inform instructional designers about issues that support and encumber HE educators

Bill Allen

Gillian Willmer, Rebecca Roberts, Bridgette Elliot & Robbie Russo

Peer-assessment in an online delivery using Cadmus technology and Blackboard

In ECUlture 2018, Willmer and Allen presented "Peer assessment: Conducting peer-assessment in the online learning environment" which explored our experiences in developing an on-line peer-assessment exercise for students in a wholly online unit. In this academic year, we have extended our work in this area by using a wholly online peer-assessment in the same off-campus unit and integrated within the Cadmus assessment environment, as part of a larger-scale formative assessment strategy.

This presentation reports on the strategies we employed and the methods used to achieve our goals. It also concludes with an analysis of students results in the unit over the last three years. These results present a longitudinal analysis in terms of the progress we have made in enhancing student learning. With such evidence, we argue for the use of peer-assessment in an on-line environment because of the benefits for student learning, collaboration and engagement in an on-line delivery mode where students are often considered remote and isolated.

Deborah Hersh

Luzita Fereday, Fiona Palmer, Dave Hall, Charn Nang, Natalie Ciccone & Christine Hinsley

Seeing Voices: An interprofessional learning and teaching opportunity for speech pathology and WAAPA

Students of performing arts are reliant on their voices for professional success but demonstrate limited knowledge of vocal anatomy/physiology, of the role of speech pathology (SP) or of voice care. They are at risk of vocal misuse during their college years and beyond. Equally, SP students have little understanding of the demands of vocal training for singers and actors. Creating clearer understanding between different professional perspectives on voice is important to improve training and healthy voice use. Seeing Voices, an innovative project funded by an ECU Learning and Teaching Grant (#27259), brought an inter-professional team together to offer 18 WAAPA and SP student volunteers a flexible nasendoscopic/stroboscopic examination of their vocal folds in real time live in front of an audience. Held during 'Voice Week' (March 2019), Seeing Voices was attended by 176 WAAPA and ECU SP students, 50 staff members and others, and was reported on ABC TV and news. With ECU ethics approval (#22431), quantitative data (pre-post Qualtrics survey of the audience) and qualitative data (interviews and focus groups with volunteers) were collected to evaluate the work. Results were overwhelmingly positive. Seeing Voices will result in new teaching/learning approaches and development of an online teaching resource.

Lois Balmer

Megan Lloyd & Robbie Russo

Improving academic skills & academic achievement in a diverse student cohort

In 2019, Dr Lois Balmer, lecturer in the School of Medical and Health Sciences, integrated the development of communication skills into her assessment by taking her assessment online with the Cadmus platform. This change resulted in 73 of 75 students improving their grades throughout the semester. There is strong evidence that the integration of communication skills and assessment has the highest impact on student learning (Arkoudis, S., Harris, A., & Kelly, P. (2015)). This talk will be targeted at those lecturers wishing to embed the development of academic skills into their assessment. It will be particularly relevant for those who have a large number of students with English as a second language.

Lois believes every student who walks through her class should learn how to write at an academic journal quality. She will discuss how she presented her assessment in Cadmus and used the platform to give targeted support to students to develop their communication skills in a discipline-specific context. This is particularly important where student entry skills are highly variable, as each student receives support at their point of need. Lois will also address the shift in focus; from the final product to the process, how Cadmus supported the focus on process, and how this influenced her in-class teaching.

Craig Harms

Bronwyn Harman & Catherine Moore

Authentic assessment in undergraduate psychology: Some thinking is needed

While lacking in many courses, the roles of psychological literacy and the Work-Integrated Learning for undergraduate psychology (UP) in Australia has been discussed. The place of role of authentic assessment is similarly lacking but has received limited attention. Edith Cowan University (ECU) policy defines authentic assessment as "An assessment requiring students to use the same combination of knowledge, skills and attitudes that they would need to apply in relevant work or life situations". While a number of current assessments in undergraduate courses are authentic in preparing UP students to undertake research work, authentic assessment tasks in the training of post-graduate students focus on competencies for psychological practice, and the inclusion of academic tasks related to psychological practice are limited due to external accreditation standards, the question remains: what amounts to an authentic assessment for UP students who won't graduate to work as a researcher or as a psychologist (which is up to 87% of students in the US)? The purpose of this presentation is to report on initial findings regarding a project in the Psychology discipline at ECU designed to explore the development of authentic assessment tasks for UP students regarding occupational careers in the helping and other professions. The findings of this project will be particularly pertinent to the refinement of undergraduate psychology courses in Australia as we move into the 2020's.

Zina Cordery

Hendradi Nastiti

Using a digital learning tool to authentically enhance student engagement and success

Identified by many leading world authorities in education, collaboration, critical thinking, communication, and creativity are vital skills that the 21st-century learner needs. Industry leaders are also calling for their employees to have these skills along with digital literacy, which encourages them to be life-long learners.

Because of these factors, we have researched the effectiveness of an innovative digital learning tool, called Nearpod, to better engage students in lectures, tutorials, and online and develop these vital skills. Nearpod is a comprehensive student engagement platform that makes teaching with technology easy. Nearpod's student-centric, mobile-friendly design enables lecturers to connect learners and deliver highly interactive experiences - improving participation and academic effectiveness.

The research used a mixed-methods approach to examine the students' perceptions of using Nearpod in their studies during lectures, tutorials and online. In addition, we investigated the lecturers' practice in the creation and implementation of these sessions and their perception of students' engagement and affected retention. We will present these findings, and you will have an opportunity to try Nearpod for yourself. (Bring along a laptop or an iPad if possible).

Favil Singh

Brennen Mills & Luke Hopper

Virtual reality platform for Graded Exercise Stress Test

Graded Exercise Stress Tests (GESTs) are an essential tool used by exercise physiologists to evaluate patient heart health and prescribe rehabilitative exercise. Understanding, interpreting and communicating the different pathological cardiac conditions that are exposed during GESTs, is crucial for exercise treatment and can reduce patient deaths.

GEST training is typically conducted through live simulation experiences which are highly resource-intensive and unable to reflect actual clinical cases, as the majority of patient actors are asymptomatic. This limits Accredited Exercise Physiology students' clinical decision-making abilities and communication skills under realistic and critical conditions.

Virtual reality technology provides a means of delivering reliable and immersive simulated experiences that can engage and enhance student learning. We propose to conduct a formative study to consult with appropriate experts and develop prototypes towards a VR platform which simulates GESTs. This platform would provide students with the ability to experience a variety of GEST conditions, build expertise in clinical interpretation and effective discipline specific communication of results to patients and ultimately enhance patient health outcomes.

Abigail Lewis

Emily Brogan, Emily Hunt, Theresa Petrich & Ruyi Tong

Teaching and Learning Circles: enhancing peer observation of teaching

Peer observation of teaching (POT) is a common strategy used to evaluate teaching effectiveness and enhance the development of teaching skills (Siddiqui, Jonas-Dwyer & Carr, 2007). However, some staff are uncomfortable with and may resist the use of POT (Siddiqui et al., 2007). The climate surrounding the POT is of paramount importance and a method that encourages dialogue, reflection and support is more likely to be successful (Donnelly, 2007). Rogers and colleagues (2019) have developed a reflective, supportive alternative to the traditional POT, called Teaching and Learning Circles. Teaching and Learning Circles involve reciprocal observations and group reflective discussions to enhance own teaching practice. There is no critique of others' teaching, thereby enhancing participation and the enjoyment of the process. Five of the speech pathology academic team have trialled Teaching and Learning Circles this semester. This paper describes the process used in detail and gives the personal experiences of the participants involved. Recommendations for the extension of this strategy to other disciplines are given.

Ruth Sibson

Ashlee Morgan, Anthony Kerr, Robert Somerville & Sonja Coetzee

Valuing and Respecting Diversity and Inclusion: Embedding Aboriginal and Torres Strait Islander content, knowledges and perspectives into the curricula

In 2008 the Federal government recommended that "Indigenous knowledge should be embedded into the curriculum to ensure that all students have an understanding of Indigenous culture" (Bradley, Noonan, Nugent & Scales, 2008, p. 33). Despite an increased effort by universities to deliver graduates who can "work effectively with and for Indigenous peoples" (Page, Trudgett & Bodkin-Andrews, 2018, p. 1), there are still barriers to participation and retention for Aboriginal and Torres Strait Islander peoples to participate in Higher Education (Altman, Young, & Lamontagne, 2017); and historically, universities have "underperformed against their obligations to Australia's Aboriginal and Torres Strait Islander peoples" (Universities Australia, 2017, p. 10).

This presentation provides an overview of an ECU Teaching and Learning grant project which seeks to address this important issue in the context of the School of Business and Law's Sport, Recreation and Event Management program. It focuses on recognising the importance of situating this project within a wider framework of diversity and inclusion; identifying what type of Aboriginal and Torres Strait Islander cultural content, knowledges and perspectives to embed; how and where this information will be embedded; and how this project can have relevance for other disciplinary programs.

Lesley Andrew*Developing an approach to WIL for international students in the Master of Public Health*

Work Integrated Learning (WIL) is key to student employability and is regarded by industry as a highly desirable graduate attribute. International MPH students, unlike their domestic counterparts, tend to lack work experience in the Australian public health setting and social capital within its public health sector.

The 'gold standard' approach to WIL involves off-campus experiences such as internships and cadetships. In reality, however, a myriad of factors restrict its appropriateness for international students. A dissonance in cultural values and expectations limits their preparedness for work experience and their 'fit' within the industry setting. English proficiency in oral and written communication are further potential barriers rendering the external WIL experience less than ideal for many.

This presentation explores a School of Medical and Health Sciences project to explore alternative on-campus WIL opportunities tailored to international students. The scaffolding of employability skills throughout the curriculum and the development of a bespoke professional skills unit that prepares international students for employment in the Australian workplace are discussed.

Syed Mohammed Shamsul Islam

Glen Mcculloch, Zak Spratt, Lakshan Perera, Malaka Nawarathne, Majed Alkeldi, Jack Roza, Martin Masek, Naeem Janjua & Kristina Lemson

3dTel: A Web-Based 3D Visualisation Tool for Enhancing Learning

Three-dimensional (3D) virtual models have been demonstrated as an effective alternative in many study areas where real objects are inaccessible or fragile, and their 3D dummies/printed models are very expensive. We have developed a web-based tool named 3dTel for visualizing the 3D features of a complex object after scanning it with the Artec Space Spider, a high-resolution 3D scanner. It is initially focused and evaluated on the Form and Function in Biology (SCI1187), an undergraduate unit offered by ECU School of Science.

Currently, the students (of the South-west campus) enrolled in SCI1187 rely on 2D photographs and videos to study the structures and functions of different plants and animals. The preliminary evaluation of 3dTel by 30 JO students of SCI1187 in Semester-181 shows that 3dTel can better visualise these objects. The tool is gradually enriched with 3D scans of most of the objects covered in the unit. We are in plan to fully utilize/engage the tool (by teacher and students) in Week-10 to 13 and evaluate its performance (using Qualtrics surveys) in supporting student learning and their achieving the unit learning outcomes. The pass rates, retention and student satisfaction of the unit will be also compared against those of Semester-181.

Claire Lambert

Stephanie Godrich & Catherine Moore

A toolkit for using technology to enhance learning

Today's students call for new approaches to teaching that encompass more flexible learning opportunities and promote social interaction, requiring universities to be more innovative in teaching (Selingo, 2018). Active learning is key, with technology playing a role in making the learning experience more engaging and creating more personalised learning strategies in multi-cultural environments (Redecker & Punie, 2013). About fifty percent of Gen Z students believe technology can enhance their learning experience and see technology being a tool, not a solution (Selingo, 2018). ECU is dedicated to increasing student success via raising retention rates, as well as raising academic performance through Technology Enhanced Learning strategies (TEL Blueprint).

The intentions of this 2019 T&L grant are to showcase how technologies can be utilised to increase student success, enrich and personalise the student experience, and underpin innovative and engaging teaching. This session will present a TEL toolkit encompassing two technologies containing short instructional videos, exemplar lesson plans, reflective pieces, formative feedback activities and sample assessments across two schools. Insights from Academics who have tested the toolkit will be shared, with participants gaining awareness of how to effectively incorporate technologies to promote desired learning outcomes and support a more engaging and effective learning process.

Ruth Wallace

Shelley Beatty, Jo Lines, Catherine Moore & Leesa Costello

Using peer review to improve student engagement

International students who have completed previous education in countries where English is not the main medium of instruction typically feel uncomfortable when interacting with domestic students. Providing students with opportunities to participate in peer-review feedback activities is one way to facilitate interaction between students. This research aimed to evaluate student engagement and satisfaction with a peer-review of assessments process offered in an undergraduate Health Science unit at ECU. Students were coached how to provide constructive feedback using a sample assignment. They prepared a draft of their assignment and then peer-reviewed that of another student. Pre- and post-test surveys were administered to assess the usefulness of the peer-review activity. Thirty-two students completed the pre-test wherein 94% (n=30) reported the peer-review coaching helped them prepare their own assignment, and 85% (n=27) reported learning how to provide constructive written feedback. Twenty-one students completed the post-survey, 76% (n=16) of whom reported modifying their own assignment as an outcome of participating in the peer-review activity. The majority of respondents also reported improvements in their critical thinking (76%; n=16) and written communication skills (62%; n=13). Peer-review activities provide opportunities for domestic and international students to interact and engage in their learning.

Danielle Kong*Workshops for International Students Series: Introducing specialised library support programs*

The Workshops for International Students' Series was a sequence of specialised hands-on sessions launched in the first part of semester two, 2019 to deliver library instruction to assist international students with developing their library skills in research and referencing. The workshop series was developed after a 2018 ECU survey, examining international student expectations of information literacy instruction, highlighted a gap in student understanding of information literacy and the need to provide dedicated library sessions for international students. To help alleviate the feelings of anxiety that international students often experience from travelling to a foreign country and being introduced to a new educational system and library system they are not accustomed to, the literature shows that implementing targeted instruction programs in support services run by qualified ESL instructors is good practice in helping international students integrate with the wider university community and with achieving academic success. While the initial uptake of the workshops were promising and feedback from students were especially positive, our own review findings show that adjustments still need to be made to further improve and expand the program. The lessons learnt from initiating this workshop series will hopefully provide useful learning points for best practice and help develop an internationalised learning culture within ECU.

David Reid*Developing an International Placement and Pathway to Employment*

Since 2015 ECU has been 'exporting' paramedic graduates to various international destinations including the UK, Ireland, UAE, Saudi Arabia as well as New Zealand. In 2019 we were approached by a potential partner agency in the USA to provide an opportunity for clinical placement for up to 30 students, and graduate employment with Acadian Ambulance in southern USA for up to 50 students. Acadian is one of the largest ambulance services in southern USA, operating across 4 states and transporting around 2,000 patients each day. This presentation outlines the process undertaken to review curriculum alignment, national registry examinations and employment opportunity. This presentation will also include detail on the approach taken to developing clinical placements including the risk assessment and management process, scope of practice, supervision and academic outcomes developed for the program.

Fiona Foxall

Olivia Gallagher & Rebecca Scriven

SNM Employability Strategy

Nurse graduate employment has been declining in recent years due to a department of health freeze on employment of registered nurses. This has made the graduate program application process extremely competitive. Anecdotally, the majority of ECU graduates obtain interviews from their applications; however, they are often unsuccessful during the interview process. This issue identifies a greater need for the School of Nursing & Midwifery (SNM) to not only prepare career ready graduates, but to further assist nursing students to develop their employability skills in preparation for employment application and interview. The SNM seeks to support an increase in graduate employment to align with state levels. The SNM employability strategy has been developed and implemented throughout the Bachelor of Science (Nursing) curriculum, to embed the teaching and learning of employability skills. The use of the Pebble Pad platform promotes technology enhanced learning and integrates WIL assessment with the development of employability skills. The Pebble Pad application builds upon the established Pebble Pad e-portfolio to further capture WIL assessment and evidence of nursing practice performance. Functionality, guided by the nursing employability framework is built in to facilitate students' compilation and presentation of evidence against the Registered Nurse Standards for Practice. A program of education for students delivered via Panopto and Blackboard to prepare them for the employability challenges they face has been developed to enable students to manage their final year of study, whilst preparing for the job market.

Bill Allen

Elizabeth Seventry

"Invisible learners": Generation 1.5 first year university students and why we need to identify them.

The term "Generation 1.5" was coined to describe a recent phenomenon in western societies that are experiencing a rise in demand from overseas migrants from non-traditional sources: learners who are recent immigration arrivals, including children of refugees. They are officially 'domestic' students but English is not their first language, and they may have only been using English for some months or years. Their school experience in the reception country, in this case Australia, is often limited. They present certain positive skills and capabilities which have helped them access university, but which make them "invisible" to teachers and learning support staff who, unsurprisingly, ignore the special needs that these students actually require.

We present findings from Doctoral research into a group of Generation 1.5 learners in their first year of study, here at ECU, with special emphasis on the implications for university teachers. These implications are important to ensure that, as Andrew Harvey said at ECulture (2018), 'access' converts to 'success' at university. There are important implications for teaching and learning, assessment, academic integrity and learning support in the findings which we will discuss.

Ken Yin

The use of syllogism as a pedagogical tool in tertiary studies

A 'syllogism' is a statement of relationship in three parts: a major premise, a broad statement of general application; the minor premise, a narrow statement of application of the major premise; and the conclusion, the logical consequence of the major and minor premises eg:

- All humans are mortal
- Socrates is human
- Socrates is mortal

Aristotle is historically lauded as the foremost champion of syllogism and syllogistic logic is considered synonymous with logic itself.

The Socrates syllogism is a simplistic model, with countless variants comprising a multiplicity of rule structures, each attracting a different form of logical analysis to yield a desired supportable syllogistic conclusion. It is propounded that it is not desirable or necessary to master syllogism in the abstract. Rather, this paper posits that a fundamental understanding of the proposition that to yield a supportable conclusion, the major and premises must be true, is adequate to apply syllogistic logic in conventional tertiary studies.

The argument will be supported by offering various examples of conventional syllogistic structures likely encountered in tertiary modules, then demonstrating how the syllogism template be adopted as a pedagogical tool to facilitate the derivation of a logical conclusion in each instance.

Catherine Ferguson

Graeme Gower, Matt Byrne & Geoff Lummis

Multicultural competence needs of pre-service teachers

Australian teachers are required to follow a number of standards to maintain registration and their employment as a teacher. These standards set in place in 2011 address a number of different aspects of teaching and include cultural and multicultural competence.

The literature about teachers indicates that in most Western countries, the majority of teachers are Caucasian despite the fact that societies, including Australia, are becoming more multicultural.

This research investigated the multicultural competence of pre-service teachers, using a modified version of the Californian Brief Multicultural Competence Scale (CBMCS). With the permission of unit co-ordinators and tutors, the research team approached preservice teachers in tutorial classes and invited them to complete CBMCS. An information sheet was provided to each student. Informed consent was assumed if the completed instrument was returned. Over 400 pre-service teachers participated. About one half of the participants provided scores that indicated a need for training in multicultural competence. Our results indicate that our pre-service cohort would benefit from more information/training about multicultural issues and diversity. Such training would better prepare these individuals for their work in schools and would better enable them to achieve the AITSL standards.

Heather Pate

Tina Fleming, Harriet Mills & Rob Davis

Communicating for the future: A whole of course approach to embedding communication skills

A scaffolded approach to building communication skills across a course is necessary to allow academic staff and students to see a clear link between Course Learning Outcomes, Unit Learning Outcomes, assessment tasks, and the feedback students receive. In this presentation, we examine an approach where a team of professional and academic staff members work collaboratively to ensure that the discipline-specific communication genres and text types of a course, Bachelor of Science (Conservation and Wildlife Biology), are used and linked to developmental levels throughout a course of study.

Megan Lloyd

Lois Balmer & Robbie Russo

Conveying Academic Data - get the Message to your Students with CADMUS!

Research on student outcomes clearly states that integrating the development of communication skills within a discipline and particularly within assessment tasks has the potential to be transformative (Arkoudis, Baik, & Richardson, 2012). Cadmus is a digital assessment tool that supports implementing these ideas. It can be used to provide individualised formative feedback to support a culturally diverse student cohort and improve student writing, thereby, improving student success.

This is particularly important in STEM subjects as it allows students to find their scientific "voice" and to start to think like scientists. This also helps them understand research paper formats and appreciate the basics of good scientific communication.

In the first-year science subject, Fundamental Biomedical Techniques, movement of the lab-book hard-copy based project to an online format (Cadmus) created opportunities to break down the assessment tasks and to embed the supported development of scientific writing. Without the ability to clearly convey results and knowledge of how to integrate previously published scientific data into a discussion, science projects become another hurdle for students, rather than an important preparation for their future contribution to international scientific discourse.

This presentation shows how an existing paper-based assignment has been converted to an online assignment with an improvement in student success and reduced academic misconduct, without making plagiarism the focus. Good written communication is an important student outcome, and moving assignments to this online platform can provide an integrated, well-supported assessment framework with individualised feedback and good student acceptance. These changes improved student success overall by 21.9%.

Naeem Khalid Janjua

Dr Syed Mohammed Shamsul Islam

Argumentation: A tool for critical thinking and reflective writing for HDR students

Critical thinking has been defined in many ways, but essentially it is a process of deliberation, systematic logical thinking based on certain evidence. Critical thinking facilitates reflective writing and reflective writing, in turn, improves critical thinking capability. Most of us acquire these through experience. In fact, Higher Degree by Research (HDR) in its very nature is an exercise of learning this skill. Every research output HDR students produce is in fact an outcome of critical thinking and reflective writing. While most higher education institutions agree that critical thinking is central to the graduate outcome, few have a clear idea of how to teach it effectively. In this paper, we propose an argumentation tool as an attempt to inculcate critical thinking skill in HDR students at the start of their candidature. The proposed tool has three steps. Firstly, to focus on a research question using a thorough review of the literature. Secondly, to develop arguments, sub-arguments and counter-arguments and finally, to analyze arguments that survive counter-arguments using argumentation schemes

Jo Lines

Elizabeth Cook

Using data to evaluate and enhance your teaching

Data provides us with insights into the effectiveness of our teaching and the success of our students. While it doesn't evaluate or solve problems for us, by effectively using data we can monitor trends, make comparisons, identify strengths and weaknesses and plan intentional, evidence-informed improvements in unit re-design.

In this session, we will explore the Unit Review Dashboard and show you how to use this data tool, in addition to other ECU learning and teaching tools, to review student performance, evaluate teaching practice and identify strategies for enhanced learning and teaching. Our insights and practical tips for data-informed teaching will guide and enhance your decision-making around resource requirements, learning and teaching needs and assessment design. You will learn how to maximise your use of ECU learning and teaching data to enhance student learning, experience, retention and success.

Shelley Beatty*Supporting international students in SMHS: International students' perceptions*

The number of international students at Australian universities continues to rise (Australian Government, Department of Education and Training, 2018). The majority of courses offered in the School of Medical and Health Sciences (SMHS) contain international students and the retention and success rates of this subgroup of students are problematic and below University targets (Cook, 2019). As a response, in 2019, a School-wide strategy was implemented whereby a checklist of 10 evidence-based (Arkoudis, 2006) teaching tips designed to assist academics to internationalise both their curriculum content and delivery was disseminated. The extent to which international students perceived the teaching tips were implemented by academics was formally evaluated via an ethics-approved on-line anonymous survey conducted in June 2019. The survey collected data on the extent to which international students perceived the curriculum to be internationalised; whether lecturers made information accessible for them; whether they had opportunities to speak in class; to meet and make friends with Australian students; the extent to which their lecturers helped them to learn about academic integrity and to develop their critical thinking skills; and if they were provided with assistance with assessments. Finally, they were asked if they had experienced any racist comments or behaviours and if lecturers made it clear that racism at ECU is unacceptable. From this research it has become apparent that disseminating a set of evidence-based teaching tips designed to assist academics to internationalise both their curriculum content and delivery is only the first step. The importance of consulting international students on the extent to which they actually experience curriculum content and delivery to be internationalised is a critical next step. While the sample size was small (n=40) it is very apparent that there is room for improvement in the way lecturers in SMHS are internationalising both their content and delivery in ways that resonate with international students.

David Reid*Do overseas placements enhance the student experience? 5-years of data*

In 2014 the Paramedicine Team undertook its first clinical placement in Sanglah Hospital, Bali. Since then over 80 third year paramedic students have undertaken a clinical placement in this location. Sanglah is the main public hospital on the Island and, with over 800 beds, is the tertiary referral hospital for the Island and surrounding areas. This presentation provides an overview of 5-years of student feedback, from over 70 students who have participated in the 2-week placement rotating through emergency, paediatrics, ICU, burns and cardiology. Planning, execution and learning experiences, including the students' perceived ability to transfer learnings back to Australia, have all been collated in an ongoing post-placement survey. Risks and incidents have also provided challenges for the team and are identified. In a unique relationship, we also have a qualified St John Ambulance (NT) paramedic accompany us and the benefits of this arrangement will also be presented.

Brennen Mills*Mass casualty training for paramedic students using virtual reality: A within-subject trial comparing live simulation to virtual reality*

Mass-casualty incidents (MCIs) are catastrophic. Whether they arise from natural or man-made disasters, the nature of such incidents and the multiple casualties involved can rapidly overwhelm personnel. The provision of mass casualty triage training has traditionally been taught via large-scale simulations. However, the design and delivery of live simulation exercises are logistically challenging, requiring the coordination and time of multiple personnel, and are costly to replicate. We developed a virtual-reality (VR) based MCI training platform and evaluated it in comparison to an equivalent live simulation with undergraduate paramedicine students.

29 second-year paramedicine students completed the live simulation and virtual-reality simulation in random order. Each saw participants allocate triage cards to ten patients injured during a police car chase/shootout. Perceived physical demand was higher in the live simulation compared to VR ($p < 0.001$), with no differences observed across mental demand, temporal demand, performance, effort or frustration domains. No differences were found for participant satisfaction across the two platforms. No differences were observed in the number of cards correctly allocated to patients in each platform. However, participants were able to allocate cards far quicker in VR ($p < .001$). Cost of running the VR came to \$712.04 (staff time), compared to the live simulations which came to \$9,413.71 (staff time, moulage, actors, director, prop vehicle).

VR MCI resources show promise as a valuable training tool for paramedics. The VR platform showed comparable immersion, performance and satisfaction outcomes to live simulation and provides a far more cost-minimising method of delivering mass-casualty training.

Sue Hickton

Sonja Coetzee, Linda Riebe, Bruno Santarelli, Chris Ohly, Tracy Ware & Julia Wexler

Developing communication skill set rubrics for assurance of learning: An action research project

Communication skills are considered vital for business degree graduates (Jackson, 2014), given 100% of graduate employers in Australia surveyed in 2018 assess for communication skills in recruitment processes (AAGE, 2019). Whilst communication continues to be ranked as highly important by employers, the skill set is also a requirement of professional accreditation bodies, for example, AACSB, CPA. Yet the approach to assessment of this skill has been at best ad hoc across business disciplines. A desktop audit undertaken across the School of Business and Law (SBL) revealed gaps in the embedding of communication assessment. Communication assessment practice varied widely across SBL in quality, transparency, lack of explicitness in what was required to achieve desired grades (Grainger & Weir, 2016), fairness, validity and reliability (Bennett, Smart & Kumar, 2017; Grainger et al., 2017). Preliminary analysis suggests that despite students performing well in assessment tasks, they struggle with specific communication skills. It is anticipated that results will inform a more consistent, fair, valid, reliable and transparent process of assessing communication skills at SBL. Full results will be presented at ECulture.

Elizabeth Cook*Data-driven reform: Intentional engagement and evidence-based actions*

Data-driven reform is shaping the ways that universities work to deliver and evaluate learning, teaching and student experiences. Through intentional data collection, use and reporting, universities are increasingly able to provide personalised educational experiences that students expect, including timely and appropriate messaging, tailored support services and a differentiated curriculum. This year, a single unified reporting system for higher education institutions was developed through consultation between the Australian government and higher education providers. The Transforming the Collection of Student Information project is scheduled for implementation in 2020. This project, in addition to new measures for performance-based funding, highlights the importance of data to evidence learning and teaching practices and interventions. However, despite heightened demand for data-informed practices in higher education, universities continue to find it difficult to establish what works, and what doesn't, for specific student cohorts. This presentation will:

1. Summarise the current data-driven reforms in Australian higher education;
2. Showcase ECU's recent data-driven reform achievements involving intentional engagement with academic and professional staff across the institution; and
3. Outline ECU's future plans for the use of data to inform and enhance student experiences, retention and success.

Olivia Gallagher

Jacqui Sawle & Fiona Foxall

International Adaptation Program to support international Registered Nurse success

The International Adaptation Program (IAP) is a supportive preparation program for internationally qualified Registered Nurses entering the Bachelor of Science (Nursing) with 240 credits points of advanced standing. The IAP aims to support student transition into a culturally unfamiliar environment and prepare students to undertake clinical practice in Australian health care settings. There may be marked differences in the equipment, systems, processes and nursing practice standards applied in Australia compared to the students' countries of origin. The IAP provides students with a mix of self-directed theory, access to resources and simulated clinical practice experience to support preparation for clinical practice. Students report the IAP has enabled their clinical skill development and increased their confidence to undertake clinical practice in Australia. Students enjoy participating in the IAP and report feeling well supported in their transition. The IAP has been running for three years and is regularly evaluated and reviewed to ensure it is meeting the contemporary learning needs of the internationally qualified student cohort.

Rosemary Saunders

Bev Ewens, Olivia Gallagher, Kim Oliver & Michelle Pedlow

Conversations about Healthcare: Window into Practice

Understanding patient experiences of care are essential for effective patient-centred healthcare. Nursing students enrolled in the first semester unit NPP6101- Adult Health Practice 1 (Master of Nursing -Graduate Entry) completed a hypothetical case based assessment to understand patient healthcare experiences. However from anecdotal student feedback the case based assessment lacked realism. Studies have found that by creating learning opportunities for students to engage with individuals to discuss their healthcare experiences it enables a deeper understanding and promotes empathetic person centred care.

In semester 1 2019 the unit was revised and a new learning activity linked to the unit assessment was introduced. Students participated in a learning activity: Conversations about Healthcare: Window into Practice where students visited a community centre and talked with an older adult about their healthcare experiences. Students then completed an assessment to critically analyse the factors that impacted on the person's health care experiences and well-being. The assignment also required the student to reflect on how the activity will inform their role as a nursing student and future practice.

Feedback was overall positive with students recognising the value of the learning as preparation for clinical practice, development of a professional nursing role and interpersonal skills.

Kate Rodgers

Brendan Cuff & Diane Ingram

The Turnitin Detectives

Contemporary cheating behaviours are often be difficult to detect when reviewing a Turnitin report. Complexity is increased when false-positive matches are present, increasing text-match percentages and inaccurately indicating potential misconduct. Confidence may decrease as staff endeavour to navigate matching sources, trying to determine which source is reasonably indicative, and what the students' intent may have been. To further complicate matters, many contemporary cheating behaviours cannot be picked-up by text-matching systems, relying instead on the markers' gut instinct and experience to determine with reasonable plausibility that misconduct may have occurred. Join the Turnitin Detectives as they investigate cases of alleged misconduct, deconstructing the steps to recognise, detect and evidence misconduct allegations. Like an episode of True Crime, our own Sherlock and Watson will reveal how contemporary cheating including text-spinning, note-sharing and ghost-writing may show up in assessments and how these may or may not appear on a Turnitin report. They will then provide you with techniques evidencing allegations of misconduct, that will aid investigation. Join us as we delve into the professional practice of misconduct detection, with real strategies and techniques that will improve your detective skills.

Bill Allen

Gillian Willmer, Robbie Russo & Brigitte Elliott

Using Cadmus to develop a formative assessment architecture in three units in on-campus mode

A succession of meta-analyses (Black & Wiliam, 1998; Black & Wiliam, 2010; Hattie, 2009; Kingston & Nash, 2011; Yeh, 2010) confirm the value of formative assessment for teaching and learning, and further studies reveal similar effect sizes for related aspects of formative assessment e.g. Hattie and Timperley (2007) on feedback: Schunk and Swartz (1993) on self-efficacy and writing. This paper reports on our work in developing a formative assessment architecture to support summative assessments in three units in 2019. Cadmus allows a range of support materials and regular or intermittent submissions of drafts of work during the period leading up to submission of the final assessment task. Tutors can then provide students with individual written feedback and/or group oral feedback leading to feed-forward towards meeting success criteria. Other aspects include use of rubrics and exemplars. All these can exist within the Cadmus technology which provides all the necessary resources to support such an architecture. The implications for teaching and learning and the impact on student outcomes are also presented.

Emma Chessel-Keevers

Julia Lane, Chaminda Ranasinghe, Koroush Esfandiari, Emma Chessell-Keevers & Kunal Dhiman

The SOAR Centre: Supporting international integration through peer connections

One of the most important factors to consider regarding the effective integration of international students is providing support through peer connections. ECU's SOAR program (Support, Opportunities, Advice, Resources), is a peer-to-peer support service which works to bridge academic, cultural and social gaps for all students. Run by higher degree by research students, most of who are international students themselves, the SOAR Centre provides one-to-one consultations tailored to each individual student, focusing on areas such as literature review, research design, methodology, software, writing, communication, and as well as personal issues that may be impacting a student's progress. SOAR ambassadors also run group sessions, working to connect students to each other and to other services and networks within the University. This service has been particularly helpful for international students in having a safe and friendly contact point where SOAR ambassadors actively ask students what they want help with, listen to their queries and concerns, and accommodate their shifting needs as they progress in their research journeys. SOAR has evolved and shaped itself to be an holistic endeavour, seeking to assist in students' academic needs, while helping them to adjust to Australian research and university culture. It is important to acknowledge the many changes international students endure, from new living arrangements, to language barriers, to communication and learning styles, to work/life balance, to having no immediate friends or family close by - essentially they are expected to adapt seamlessly to a whole new way of life, while pursuing a higher degree by research. In acknowledging this, universities can work toward a more effective model of integration for international students. The implementation of programs like SOAR can positively impact the academic success, interpersonal and institutional connections, and future career opportunities for international students, as well as fostering a thriving internationalist culture within universities which benefits all students.

Melissa Davis

Eyal Gringart, Ken Robinson, Paul Chang, Natalie Gately, Robert Somerville, Darren Garvey & Ken Hayward

Developing a tool for mapping students' cultural capabilities for working with Aboriginal and Torres Strait Islander peoples

Developing cultural capabilities in our graduates is a critical part of ECU's internationalisation focus. This includes ensuring that our graduates have knowledge, attitudes, and skills for engaging effectively with Australia's First Peoples. Essential to our work in embedding Indigenous Australian cultural content is developing effective ways of assessing students' cultural capabilities so that we can be assured that students have developed these capabilities across a course of study. This requires an evidence-based tool that defines and maps different cultural capabilities at different levels of development. This project, which is a collaboration between Aboriginal and non-Aboriginal staff supported by an ECU Teaching and Learning Grant, sought to develop such a tool for use across psychology and criminology courses. The work drew upon a range of bodies of work, including the Australian Indigenous Psychology Education Project, the Department of Health Aboriginal and Torres Strait Islander Health Curriculum Framework, and Indigenous Allied Health Australia Cultural Responsiveness Framework and the WA Department of Education Aboriginal Cultural Standards Framework. We will present the draft tool along with feedback from staff and students, and our plans for embedding the tool in the curriculum.

Barnard Clarkson

Jo Jung & Alistair Campbell

A single Question Interview App for novice (or serious) researchers to improve their data collection

Imagine an interview app for which you write only one question, that needs only a prompting role by the interviewer and yet produces triangulated data via a numerical score and rich qualitative data as your participants express their views on the question in front of them. Thus international student researchers are not disadvantaged by the simplicity of the EoC App. No interview takes longer than 15 minutes, some much shorter, and the results can be stored online or on the same local tablet or phone. Any number of interviews are possible, and initial analysis can be done right on the device.

The Experience of Change (EoC) Interview app, was developed by the authors to run on iOS phones and tablets. The tool was originally paper based (Ainscow et al, 1994). This app quickly gathers the feelings of your participants on a numerical scale, while simultaneously recording the rich detail. The end result is an approach to research which integrates both quantitative and qualitative research methods, and therefore the EoC interview app elegantly exposes early researchers to the important area of mixed methods research.

Elizabeth Reid Boyd

HEART SKILLS: Embodied Interpersonal, Social and Employability Skills for the 21st Century

To be mindful means to be conscious or aware. When we are practicing mindfulness, we are engaging with the present moment, noticing the feelings, thoughts and sensations that arise at the time. Often, we can get so caught up in our heads, or in a task, that we lose awareness of ourselves and what is going on around us. Mindfulness can help. It is a practice and strategy that initially developed from Buddhist traditions. It has recently received attention in psychological fields, and has been found to be a successful way of managing anxiety, stress and even depression. Mindfulness can be a crucial skill for our graduates in the workplace, especially those who work in stressful and challenging interpersonal environments. This poster brings together some techniques and experiences in teaching and learning mindfulness that form part of a broader strategy of self-care and burnout prevention in CSV1103 Interpersonal and Helping Skills, a first year unit in the Social Science course in the School of Arts and Humanities at ECU.

Nicole Johnston

Development of ECU Library's Digital literacy Framework

ECU library has developed a digital literacy framework after extensive benchmarking and in consultation with CLT, GRS, careers and employability services, ADTL's and selected academics currently working on digital literacy projects in the Schools. The framework outlines and builds on the work already done throughout the university in the area of digital literacy, for example SLIDE as well as outlining strategies and actions the Library services centre will take the lead on (in collaboration in other Centres and Schools) in order to equip students at ECU with digital literacy skills. Digital literacy is the ability to use digital technologies to access, evaluate, create and communicate information in a socially responsible and ethical manner. The poster will outline the development of the framework, the five strategies of the framework and the actions outlined to meet those strategies. The five strategies of the library's digital literacy framework are: Equip staff within the Library Services Centre and wider university community with the digital literacy skills required to meet the digital learning needs of students; Ensure ECU students develop information, academic, media and data literacy skills; Educate ECU students about digital citizenship and their digital identity; Enable students to be able to create and communicate in digital environments; Promote digital literacy as a lifelong learning concept and equip students with digital literacy skills needed in the workplace.

Jemma Berry

Megan Lloyd, Rachel Alexander, Ruben Phillips, Leanne Downie, Rachel Simpson & Jo Lines

Flipped classroom tools for student transition into the SuperLabs

Undergraduate laboratory classes provide an important hands-on learning opportunity for students at ECU. These classes are often reported in UTEI surveys as being one of the most enjoyable elements of the student journey, providing a tool to demonstrate complex topics and to help students develop their critical thinking skills.

The move to the new SuperLab environment will provide even greater teaching opportunities, but also some new logistical obstacles that will need to be overcome to ensure our teaching is still effective and engaging. One such hurdle is to ensure students are adequately prepared for laboratory classes. Currently, tutors gather students around a central bench to demonstrate tasks or equipment, something that will not be feasible in the SuperLab environment.

We propose to introduce "flipped" activities to SuperLab units, utilising first person view (FPV) technology to capture demonstration videos, which will be accompanied by pre-lab tasks that students should complete on Blackboard before coming to class. The use of pre-lab tasks in other fields at other institutions has been shown to decrease student anxiety, increase student understanding and increase the consistency of laboratory content delivery across multiple tutors.