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Leadership in Education:

Showcasing and
celebrating the special
character, innovation
and impact of Learning
and Teaching at UOW

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UNIVERSITY
OF WOLLONGONG
AUSTRALIA

‘At UOW we focus on
offering personalised
experiences and
outstanding learning
environments.’

Professor Paul Wellings
CBE, Vice-Chancellor



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Introduction



Leadership is shared across all staff and students at the University of Wollongong (UOW). They work together with the aim:

‘To provide an exceptional learning and student experience - Maximising student success.’

UOW's Strategic Plan - Goal 2

We are a vibrant university community with an undiminished sense of purpose. We aim to transform lives through a strong and connected presence in Australia and throughout the world.

UOW is recognised as a global leader in discovery and learning. We are a dynamic community of learners where staff and students work in partnership towards a shared purpose. We champion a learning experience

that produces exceptional, socially connected leaders in their chosen fields and their communities.

Appropriately, we begin an exploration of the University's educational style and impact by focussing on *leadership*. At UOW, leadership in education spans many activities. It is there in the clear vision and strategy that coordinates student support; the actions of innovators who solve curriculum challenges; the policies that assure quality teaching across all locations; the mentoring of peers or community members who enrich learning opportunities in co-curricular spaces; or, simply, in the work of outstanding educators.

Excellence in Learning and Teaching is achieved through a diversity of learning experiences that are rich, coherent, relevant, challenging and maximise the opportunities for future success. It demands collective action and energy.

At UOW, staff and students are co-learners on separate yet entwined journeys, often moving in tandem with community partners. Together, they construct the distinctive, exciting environment that saw UOW recognised as a finalist in the inaugural HEA Global Teaching Excellence Award.



The institutional context for this shared experience includes four key features:

- 1. Communities:** our campus network in Australia and overseas generates new learning communities who reinvent physical and virtual learning spaces as they interact and discover together.
- 2. Research and scholarship:** we advance knowledge and educational practice on the basis of investigation, evidence and assessment.
- 3. Digital strategy:** technological advances inspire innovation, inform research, and power our technology-rich learning environments.
- 4. Global outlook:** UOW plans and governs astutely with consultation, an eye on global standards, and a commitment to the needs of students, staff and external stakeholders across the globe.

We plan to explore these themes and others in future publications. Enjoy the stories presented in these pages: they feature the voices of staff, students and community members from a range of disciplines.

Their stories are grouped in three chapters, each featuring the benefits or outcomes of conversations, the sharing of ideas.

Chapter 1: Students learning through immersion

Conversations with and between students about their motivations, aspirations and informal learning drive the curriculum innovation that supports their transition into, through or beyond University.

Chapter 2: Collaborative innovation in course design and delivery

Conversations among educators, professionals, researchers and students inform when, how and why students learn.

Chapter 3: Educators learning in professional communities

Conversations among educational and disciplinary researchers inspire creative solutions to complex problems thus shaping future course design and research.

All of these conversations, and many more, contribute to leadership in learning and teaching. Regardless of how programs and initiatives are designed (the formal curriculum), they are subsequently refined, co-created and lived with learners, leading them to discover and engage with the discipline, course and the wider community.

I invite you to sample these stories and catch sight of what makes learning and teaching at UOW so special and so widely recognised.

Professor Joe Chicharo

Deputy Vice-Chancellor (Academic)
University of Wollongong

Chapter 1:

Students learning through immersion



Overview

The stories in this chapter take us behind the labels often applied to student learning these days. What do ‘active’ and ‘student centred’ actually mean? In these UOW experiences, they are about building social relationships and connections and exploring significant challenges for which there are no definitive answers.

Learning is not isolated, passive or solitary here; it happens in collaborative spaces within communities. The activities are authentic, grounded and experiential. They share a focus on social networks that not only foster student friendships but also enable community experts to shape learning. Experts or expertise may be found within the student community, within professional communities, or among members of the ‘global’ public.

Stories

Why it’s good to be a POD person	Creating the confidence to engage sooner in learning, friendships and support networks
Native speakers give language students the edge	An online community connecting students and native speakers
Students lead the fight against mental health stigma	A unique experience, a profound impact
Students helping students - the Learning Co-Op	A positive environment to discuss the challenges of learning and academic study
‘I would love to have this student as my doctor!’	A unique model helping to produce ‘better, more rounded, more grounded doctors’
Students meet real world IT challenges	Collaboration across campuses, companies and countries to create career-ready graduates
Leadership in Peer Assisted Study	Creating a vibrant community committed to engaging, active learning

Why it's good to be a POD person



Creating the confidence to engage sooner in learning, friendships and support networks.

Motivation

Research over the last decade has shown that law students and legal professionals experience significantly higher levels of stress, distress and depression than other students and professions. The demands of legal education can be a trigger and the first year is critical.

The transition to university is a truly transformative time for students. At the beginning of the course, law students often feel overwhelmed with the expectations of their first semester, managing their assessments and understanding what is expected of them as future lawyers and legal professionals. To counter this, we decided to accentuate the positives, to harness their enthusiasm for their studies and their quest for a professional and ethical identity in the law.

Through our design of integrated and scaffolded learning opportunities, students are set up to succeed in the remainder of their degree. Our first-year program enhances students' wellbeing by connecting

students with one another, with their teachers and with the broader University community. Law is studied *in its social and political context* - integrating knowledge of substantive law with the core skills and values needed to understand and interpret the law.

Features of the first year Law program

- Cohorts or 'PODS' of 25 students for seminar attendance across all subjects in the first session
- Integrated subjects with coordination and scaffolding of assessments across first year to develop key skills and support those 'at risk'
- A First Year Coordinator as students' critical first point of contact

Outcomes

Students consistently report that the PODS are a central, extremely positive experience in their law studies. Attending all seminars with the same POD of 25 students in their first session enables them to develop confidence to engage sooner in learning and to develop friendships and support networks more quickly. The levels of student satisfaction are strong, they feel well prepared for the rest of the degree, and the overall university experience is positive.

‘The PODS system is hands down one of the best innovations in law school I have ever seen, heard of or had the pleasure of being involved with. Representing UOW at an Australian level has allowed me to talk to law students from all over the country. None that I have spoken to have had the benefit of enjoying the amazing relationship with their peers and staff that I have. The amount that it increases student engagement on campus is astounding.’

Nathan Johnston, Graduate

‘The teaching program has been incredibly well structured. There was a clear understanding and communication between first year subjects as each week the skills and foundational subjects aided students’ understandings of the ‘high content’ subjects (criminal and contract law). With essay writing skills being taught the week before an essay assignment was set and referencing skills well taught before the first research task was due, all students I spoke to felt supported for every assessment they undertook. Moreover the knowledge taught in the Foundations subject also complemented the lessons in the content subjects such as when the concepts of equity and common law are taught thoroughly before introducing the role of equity in contract law.’

James Ly, Graduate

Staff have demonstrated educational leadership through teamwork to develop a sustainable model of the first year of study that is a unique point of difference for the law degree. First year teaching staff are highly collegial, with a strong sense of

ownership and investment in the success of the first-year program.

‘The Team works exceptionally hard to make the content of the First Year Curriculum thoroughly integrated. They have successfully created strategies and programs to ensure a coherent first year learning experience, including a structured approach to case law analysis. For this reason the Faculty enjoys a high level of student satisfaction in the first year program. This has substantial flow-on effects for both students and staff as the cohort progresses into later years of the undergraduate degree.’

Professor Warwick Gullett

The team’s success in developing and implementing this program has been recognized at UOW by the Vice Chancellor’s Award for Excellence in Teaching in 2013 and nationally by an Australian Office for Learning and Teaching Citation for Outstanding Contributions to Student Learning in 2015. Building on the program’s success, the integration philosophy is being introduced into the second and later years of the LLB degree.

About the author and team

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Native speakers give language students the edge

An online learning community connecting students and native speakers.

Motivation

One of the main challenges of learning Italian or any foreign language in Australia is the physical distance from the target language country and the lack of regular opportunities to interact with its native speakers in everyday situations. While mastering grammar is important, providing students with the opportunity to communicate with native speakers in natural contexts is essential.

Native speaker mentors put tasks in context

An online learning environment enables students of Italian to connect their structured in-class learning tasks with the social and cultural context in which Italian is spoken. They are linked with each other, and with a group of selected native speaker mentors, to complete authentic, real-world tasks. In one example, students plan and develop a detailed itinerary of an exchange trip to Italy for the whole Italian class. They create a comprehensive travel guide (in their choice of medium) that includes specific information such as transport, accommodation, activities and cost. This project is relevant to their interests and future aspirations.

‘The task was great, our group really got into it. We planned every single aspect of it so carefully, it didn’t even occur to us that it was a pretend thing and that we were not doing it for real.’

3rd year student, Spring 2015

Students collaborate and communicate in the online community with several native speaker mentors to reflect the diversity of Italian language and culture and expand their range of language learning experiences. The mentors are usually current or former tutors of Italian or Italian students completing a postgraduate language teaching qualification.

Other locally based mentors such as Italian student interns from Italian universities (who visit UOW as part of a European funded mobility program) or Italian exchange students participating in the UOWx International Language and Culture Ambassador Programme participate face-to-face. They are selected for their enthusiasm, personality and ability to connect with the students, motivating and inspiring them to use Italian to communicate in an informal, authentic setting. A simple, specific set of guidelines assists online or face-to-face mentors and ensures that students fully benefit from the interaction and assistance received.

Outcomes

Students are motivated to apply what they learn in class in real-world contexts. They value access to native speakers who can provide them with linguistic and motivational support and can engage them in social communication both online and face-to-face.

‘It was an excellent opportunity to be able to listen, write and speak to a native speaker mentor in a real situation outside of the classroom. The extra practice and support from the mentors helped me immensely and I gained more confidence in using the language. I also thoroughly enjoyed the social aspect of the communication.’

2nd year student, Spring 2016

From the mentors’ perspective, the interaction allows them to build a positive relationship with the students and to critically reflect on their teaching and mentoring practices. The volunteer mentors have commented very positively on the opportunity to assist student learning and participate in activities that contribute to their own development as language teachers in a structured and supportive academic environment.

‘The experience was an invaluable learning curve for both the students and myself. Working alongside Mariolina allowed me to develop leadership skills, having to organise discussion groups, but also prioritise students’ needs, helping them with their interaction and making them feel comfortable while learning the language.’

Luca Faidutti, UOWx International Language & Culture Ambassador, Spring 2016

The program has resulted in a set of design principles and guidelines for the development and implementation of a thriving community of second language learners. These guidelines can be referred to and followed by other language educators interested in designing effective language learning environments in their own educational context. The program designer, Dr Mariolina Pais Marden, received the 2017 Faculty of Law, Humanities and the Arts Award for Outstanding Contribution to Teaching and Learning.

‘The design principles offer both theoretically based and learner centred guidance to providing meaningful and purposeful approaches to achieve exemplary learning and teaching outcomes.’

Dr Shirley Reushle, Honorary Associate Professor, University of Southern Queensland, 2016

The ongoing addition of new members sustains the learning community. This includes advanced level students and former graduates who continue to be actively involved and contribute to community development.

A next step is to assist and guide other language educators in the task of creating and sustaining a vibrant community of learners and native speaker mentors in their own educational context.

About the author

Author:

Dr Mariolina Pais Marden
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Students lead the fight against mental health stigma

A unique experience,
a profound impact.

Motivation

Mental illness will affect 1 in 4 Australians – a statistic that has steadily increased over the past decade, and looks set to rise even further. Our future health professionals are currently in training. No matter what their eventual area of specialisation, they will inevitably encounter people with a lived experience of mental illness (consumers).

Most students who are working towards a degree in a health-related discipline are required to undertake clinical placements which take them into the ‘real’ world. This valuable work practice forms the basis for their future careers and opportunities are in high demand. In the mental health sector, most placements occur in hospital-based settings where consumers are their most symptomatic and psychologically unwell. Often, encountering people when they are at their most distressed perpetuates the negative stereotypes that many have toward people who live with serious and enduring mental illness. Such encounters contribute to stigma.

Recovery Camp

Recognising the demand for quality clinical placements that address mental health stigma, a team of interdisciplinary researchers developed an innovative program called *Recovery Camp* that is far removed from a ‘typical’ or ‘conventional’ hospital-based clinical placement. When health students attend *Recovery Camp*, they head into the Australian bush and spend five immersive days participating in therapeutic adventure activities alongside consumers and other future health professionals from various disciplines.

Recovery Camp aims to be the leading provider of evidence-based, experiential learning of mental health for health students, whilst also providing a personal, recovery-oriented experience for people with mental illness. Interdisciplinary collaboration, facilitated by educators and mental health specialists, aids students’ understanding and appreciation of the roles within the multidisciplinary health team. Above all, they learn firsthand from people about their lived experience of mental illness. Though many are initially apprehensive about this unique experience, students consistently report a profound impact.

‘Very quickly, my misconceptions of people experiencing a mental illness were challenged and I learned to see beyond the symptoms and view the whole person. I was humbled and inspired by the openness, courage and resilience of people who are often stigmatised and marginalised by their diagnosis.’

Nursing student, 2016

Students contribute to the program by conducting health education sessions and building authentic, therapeutic relationships during structured activities and meal breaks.

‘I feel as though I have made a difference... This experience has been really beneficial for me in acknowledging that I have chosen the right career path.’

Dietetics student, 2015

Consumers speak of the motivation *Recovery Camp* instilled in them, encouraging them to tackle long-standing goals and creating connections that bring their life meaning.

‘I have just completed an Introduction to Peer Support Course ... *Recovery Camp* has had a very positive effect on my wellbeing and I’m very proud of myself for now starting to achieve things that are important to me.’

Consumer, 2014

Outcomes

All students undertake guided critical reflection on their *Recovery Camp* experience and speak about how it has altered their perceptions about people with mental illness. Students learn things they can’t learn from books. They emphasise how *Recovery Camp*

made them more accepting, empathic, and caring health practitioners. Research indicates that this experience increases student clinical confidence, refines interpersonal and leadership skills, and reduces stigma.

Carers of people who live with mental illness express their gratitude for the much-needed respite they receive while their loved one is away at camp. One carer reported ‘never’ having been in a situation where they had ‘any’ free time. All this changed when *Recovery Camp* was introduced to their daughter.

Recovery Camp has provided nursing, psychology, exercise science, nutrition, and dietetics students with over 16,000 hours of innovative professional experience since 2013. By participating in this immersive program, students become leaders in the provision of quality, strengths-based mental health care that actively promotes acceptance and understanding of mental illness, and discourages stigma. Research remains a core feature of the *Recovery Camp* project, and enables continual improvements in alignment with the educational and leadership needs of students, and the recovery needs of consumers.

Students are encouraged to translate what they learn at *Recovery Camp* and put it into practice, wherever their careers take them. This means focusing on individual strengths and challenging negative judgements. What students take away from *Recovery Camp* cannot be found in a journal article or heard in a lecture, and its impact can last a lifetime.

About the authors and team

The cross-faculty *Recovery Camp* team

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Students helping students - the Learning Co-Op

A positive environment to discuss the challenges of learning and academic study.

Motivation

Personalised support that enables students to reach their potential has long been central to the UOW experience. Despite an array of student-oriented academic advisory services, student feedback indicated that they were somewhat disconnected and difficult to navigate. In response, a Learning Co-Op was designed to make finding advice on academic study a lot easier, through increased visibility and accessibility.

The Learning Co-Op

Students wanted a positive environment, one where they would feel comfortable in discussing challenging academic issues. They now have access to peer support in the form of trained Peer Academic Coaches and Library Rovers who draw on their own experience as students and their knowledge of academic study services and resources.

‘This is great. I don’t feel like my questions are so silly when I ask other students.’

Student

The Co-Op offers advice on study skills as well as assistance with technology, including the online learning environment. Popular topics include: essay writing, especially how to write in an academic style, research assistance, referencing, language grammar, academic integrity and computer/technology assistance. Importantly, all disciplines of study are supported.

Outcomes

Established in 2015 as a pilot, the Learning Co-Op has since expanded beyond the Wollongong Campus to the Sydney, South Western Sydney, Southern Sydney and Shoalhaven campuses. Last year, over 2,660 students across all faculties used the service. Most students get the answer they need straight away. If more help is needed, they are expeditiously referred for individual consultations and to workshops from expert professional teams. Over the past year, the Co-Op has delivered 100 workshops and nearly 3,000 professional consultations. A recent survey shows the average satisfaction rating for the Learning Co-Op is 9 out of 10.

‘...having these resources develops my confidence in overcoming the challenge of academic writing.’

Student

‘I find the Learning Co-op absolutely amazing and vital to my study.’

Student

The Co-Op is a win-win solution: students get the help they need when it's needed and the Peer Academic Coaches and Library Rovers are recognised for their contributions through programs such as UOWx.

The forthcoming Online Learning Co-Op will bring existing content together in one, easily navigable online portal for students to access learning and academic study support when and where it's needed.

About the authors and team

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‘I would love to have this student as my doctor!’

A unique model helping to produce ‘better, more rounded, more grounded doctors’.

Motivation

The UOW Medical School was launched in 2007 with a mission to graduate excellent doctors who are competent to work in all medical fields and, especially, in regional areas struggling with a medical workforce shortage. As a new and relatively small medical school, we could be innovative in our curriculum content and delivery.

Patients have been telling doctors for decades that they need to learn to communicate better - to listen carefully with empathy, to demonstrate respect and to give simple and clear explanations and instructions. To embed these sought-after qualities as crucial adjuncts to history taking and examination skills, we developed a unique program that involves the assistance of simulated patients.

Simulated patients

Simulated patients are volunteers from the local community trained to play different patient roles and provide feedback to students on their communication skills. Dr Helen Rienits, Academic Leader Clinical Skills, recalls:

‘When I first began teaching clinical skills at UOW, I instantly noticed the difference between lessons where students were practising examinations with simulated patients, compared to lessons without. With simulated patients, the students were more respectful and professional towards the patient. They not only appeared to learn the examination skill well but also had more opportunity to practise those essential communication skills. I determined then to maximise the number of times our students interacted with simulated patients.’

Dr Helen Rienits
Academic Leader Clinical Skills

We have recruited over 250 Simulated Patients across two UOW campuses, Wollongong and Shoalhaven. Our volunteers come from broad backgrounds, but are all motivated to ‘give something back to the community’. Some have had medical backgrounds themselves and this motivates them to contribute to education, some are motivated by their own or their families’ good and bad experiences with health care, while others simply enjoy the challenge and stimulation of playing different characters and interacting with future young doctors. All contribute a significant amount of time and effort but universally report finding their participation extremely gratifying. When asked why they take part, some of our simulated patients commented:

‘I feel it a privilege to be able to watch and assist in the development and training of these young people into rural doctors and it’s also of benefit to me in that it keeps me in touch with the health profession after spending most of my working life associated with it. There’s a sense of achievement as their initial nerves vanish, when at first they are almost afraid to touch you during a physical examination in case they should hurt you and comparing that to the confident and caring approach further down the track.’

Ms JS

‘I love being a simulated patient... It is one of the few voluntary activities where you have to think on your feet, or lying down as the case may be, and can make a contribution that benefits society in general.’

Ms JB

‘My greatest enjoyment comes from the belief that I am positively contributing to the success of the course, and helping to produce better, more rounded, more grounded doctors at the end - by genuine feedback, no holds barred in the many different volunteering sessions.’

Ms JP

Student experience

While other medical schools sometimes use simulated patients for some history-taking lessons, UOW students interact with simulated patients in over 80% of their weekly lessons for the first two years of their course commencing at the beginning of first semester. This unique aspect of our program provides far more ‘patient’ interface time than other medical schools.

Student assessment is another innovative aspect of the program. For almost 40% of their assessments, students are observed in clinical interactions with patients. In all assessments using simulated patients, the patient awards 10% of the student’s mark based on whether they would like to see this student as their future doctor. The students are aware of this from the beginning of their course and it affects the way they learn to treat patients with compassion and respect. Our patients use the following scale:

FAIL	I would never want to see this person as a doctor.
BORDERLINE FAIL	I would prefer not to see this person as a doctor.
BORDERLINE PASS	I would not choose to see this person as a doctor but would see them if I had to.
CLEAR PASS	I would be happy to see them as a doctor.
EXCEPTIONAL	I would love to have them as my doctor. I would recommend them to friends.

Other universities, impressed with our results, are planning to introduce similar programs in their teaching and assessment of clinical skills. A senior academic at another university commented:

‘I really like its simplicity.’

Senior Academic

UOW medical students report that they enjoy and benefit from learning with simulated patients:

‘Getting to practice clinical skills with simulated patients is great because it adds an element of formality that is not present when we practice amongst ourselves, which better prepares us for the real world when we meet strangers and have to build rapport with them in a short time.’

Current second year student

‘The SPs [simulated patients] are greatly beneficial for my learning and have helped build my confidence as a future physician tremendously over the last 4 years.

I remember being so nervous when we had a clinical skills session involving SPs in phase 1; they create a much more realistic patient doctor environment compared to practicing with peers. The SP sessions ... are a needed stepping stone to develop the confidence required to talk to real patients with real medical issues.’

Phase 4 student

Outcomes

When asked to indicate the best aspect of their undergraduate course, the significant majority of UOW medical students indicated: Clinical Skills, Patient Interactions and Clinical Placements.

‘UOW graduates are the best prepared for internship of all the new graduates from different universities.’

Supervisor

Junior Doctors, The Wollongong Hospital

‘At the start of internship I was not as anxious as the graduates from other schools in my first few weeks because I felt so well prepared due to the Clinical Skills teaching and especially the simulation program.’

Recent graduate

Mr Shawn Tyler and Ms Judith Hayes coordinate the Simulated Patient program and our simulated patients are overwhelmingly positive about the support and assistance they receive from them. Shawn is clear about the value of the program:

‘In the past, we have had simulated patients that have required hospitalisation and have been cared for by the students they helped train. ... Nothing makes our simulated patients prouder than to see the skilled medical practitioners they have invested in, serving the health needs of the local community.’

Shawn Tyler

Simulated Patient Program Coordinator

Judith adds:

‘A few years ago, a simulated patient was so believable with her history, that when the student saw her a few days later at the cafeteria, she quietly went over and asked the simulated patient if she was feeling any better...!’

Judith Haye
Simulated Patient Program Coordinator

The clinical teachers also find working with simulated patients a very useful teaching tool.

‘It has been a wonderful experience to work with Simulated Patients over the past 6 years. Through their training and experience, the simulated patients are in an excellent position to provide relevant and specific feedback to the students regarding their communication, history taking and examination skills. The simulated patients are an incredible asset to the program, partnering with the teachers to help students develop their clinical skills and give the students insight into the patient experience.’

Dr Sanaz Khanlari, Lecturer in Clinical Skills

To improve the quality of our patients’ performance and increase their engagement, we have developed several advanced training modules on more specialised topics, including male and female pelvic examinations and mental health scenarios. We also recruit simulated patients with specific health conditions for some sessions, and we are currently developing new online recruitment and training modules.

‘It’s certainly good to practice clinical skills on real people ... In particular sessions like the heart murmurs and breast examinations are fantastic with simulated patients because you get real pathology and can practice ‘intimate/invasive’ exams on real people.’

Current second year student

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Shawn Tyler



Students meet real-world IT challenges

Collaboration across campuses, companies and countries to create career-ready IT graduates.

Motivation

The increasing globalisation of Asia-Pacific economies demands information technology (IT) graduates with a suite of technical *and* social skills. They need to perform in the highly internationalised environment of modern business.

Bachelor of Information Technology (BIT) students at UOW's Wollongong campus and at our partner institution - INTI International College, Subang, Malaysia - are given a unique opportunity to develop such skills in a subject titled ISIT302 *Corporate Network Management*. Students in ISIT302 form cross-campus groups to problem-solve a real-world IT challenge and develop skills in intercultural collaboration in the process.

The IT Challenge

Work-integrated learning (WIL) exercises aim to provide university graduates with career-ready skills when they enter the workforce. The WIL exercise for ISIT 302 students is based on real-world problem scenarios developed by local Malaysian representatives of multinational IT companies such as IBM and DELL Computers.

The WIL exercise is organised around four cross-campus video conference (VC) sessions where students are given opportunities to interact and get to know the industry representative. This person plays a key role in explaining the problem scenario, responding to questions mid-session and assessing student presentations at the completion of the subject.

Outcomes

The students generally begin their journey with some trepidation and scepticism. The initial problem scenario is dependent on knowledge of the company's business, which students do not initially possess. This comes as an unwelcome development, even for high-performing students, as they typically expect assessment tasks to be specified in detail at the outset of a subject.

It is interesting to observe these misgivings transform into increased engagement and interaction in groups using social media technologies. The growth in their social relationships is evident in the casual banter between group members in the final video conference session and as they prepare the delivery of their final presentation. Their shared satisfaction with the completion of this task is obvious.

The industry representative plays a critical role in lending credibility to the exercises as well as giving students increased confidence in their abilities. More than half of the combined student cohort (54%) reported increased confidence in their abilities while 73% agreed that the problem scenario was authentic and worthwhile.

The students at INTI Subang, certainly appreciated the opportunity to interact with Wollongong campus students. As one INTI student commented:

'[B]eing able to work along with UOW students are incredible. We can sense the cultural difference and practices over there. They are more straight to the point and systematic in task delegations.'

INTI Student

The ongoing sustainability of this cross-campus partnership is partly explained by its surprisingly efficient use of existing resources. The initiative relies on academics and technologies that are already supported by UOW and INTI Subang in the delivery of the subject on both campuses. The improved use of learning analytics is being studied to better track and record students' contributions.

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Leadership in Peer Assisted Study

Creating a vibrant community committed to engaging, active learning.

Motivation

In a world where learning 'how to learn' is just as important as 'what to learn', Peer Assisted Study Sessions (PASS) offer a seamless vehicle for academic and social engagement. PASS encourages students to be proactive about their learning journey.

For over 15 years, UOW has been an international leader in engaging students to support other students in 'peer learning'. This practice has great benefits for both student participants and peer leaders. Since its introduction in 2002, the PASS program has grown into a vibrant community of students, leaders and staff who are committed to engaging, active learning strategies.

How PASS operates

PASS is based on the international model of Supplemental Instruction (SI) and is now a flagship, institution-wide learning strategy that supports student transition, retention and success. PASS is attached to 'high risk' or challenging subjects, so all students have voluntary access to support at recognised points of need. Student peer leaders, who are often only one year ahead of participants, facilitate regularly scheduled, one-hour PASS sessions.

'Thanks so much for PASS! It is such a great opportunity to have group study sessions already organised and structured for us - and for free is the best!'

Engineering student

It is difficult to fully capture that relaxed, collaborative learning environment that PASS represents. In the words of some participants:

‘I love the encouraging environment. I feel very at ease with peers and the pass leader to share ideas and thoughts, especially in the smaller setting, feeling less pressure and/or hesitation to answer questions or ask them and speak up about anything in relation to the class.’

International Business Student

‘I like the relaxed environment and hearing the methods other people use to solve problems. I like interacting with other students and helping each other on the subject.’

Chemistry student

Outcomes

For students at UOW: In 2017, PASS was attached to 193 subject instances, from all Faculties, delivered at 9 campuses. In voluntary programs, it is common to hear that students will ‘vote with their feet’. The proof of this program’s success is evident in the high level of engagement. UOW students have participated in over 200,000 hours of PASS since it began. A student who attends PASS five or more times on any subject will achieve on average 12.82 more marks than a student who does not attend. Many studies have shown that PASS is equally beneficial to students from all academic and demographic backgrounds. The impact on first year students is particularly telling: a recent study indicates that students in their first semester of study achieve an additional 2.97 marks per hour of participation in PASS.

‘I believe PASS really did help improve my marks. I found it difficult to understand what was expected from my assessments and PASS helped me gain a better understanding of the assessment expectations and lecture/class content.’

Nursing student

For PASS Leaders at UOW: PASS is an internationally recognised program based on the contributions of 400+ UOW students who have been employed as PASS Leaders since 2002. These exceptional students demonstrate a commitment to supporting their peers by facilitating up to 4 sessions per week throughout the semester, meeting with Faculty and planning learning activities.

‘Our pass leader was knowledgeable, encouraging, and supportive of our learning. It made for a great study experience outside the lectures and tutorials.’

Business student

Being employed as a PASS facilitator in a world-class program offers a unique UOW leadership development opportunity for students who demonstrates a capacity for communication, group dynamics, creativity and teamwork. Each year, UOW PASS Leaders are accepted for positions with the top graduate employers. Many stay in contact with the program long after graduating, commenting that the skills they gained as a PASS Leader serve them well in their careers years after leaving UOW.

‘Being a PASS Leader has significantly improved my professional practice by receiving personalised, one-on-one feedback from mentor observations, designing innovative learning activities, liaising with faculty and in my ability to reflect and continuously improve’.

Social Sciences Leader

For the PASS Program: PASS has been recognised through national commendations, a Program Award from the Australian Learning and Teaching Council (ALTC), and a Vice Chancellor's Award for Outstanding Contribution to Teaching and Learning (OCTAL). The UOW PASS Program was also the first outside the USA to be recognised for a most outstanding program award by the International Centre for PASS/SI.

National Centre leadership: UOW has served as the National Centre for PASS since 2005, representing the Australasia region globally. The UOW National Centre has trained over 500 staff from some 70 institutions across Australia, New Zealand, Fiji, Malaysia, Hong Kong, Singapore and China. It is estimated that 39 Australian universities currently have active PASS programs (or programs based on the PASS/SI Model). The National Centre for PASS leads an extensive network of PASS practitioners and an Australasian PASS and Peer Learning Conference, and publishes the Journal of Peer Learning (established 2008). The 10th volume was published in June 2017. A senior colleague at the University of Tasmania recently contacted UOW to:

‘Acknowledge the ongoing professionalism and high standard of leadership that the National Centre continues to provide to the peer learning community in Australasia.’

Dr Jane Skalicky
Director, Student Retention and Success,
University of Tasmania

Many models of peer learning have been informed by PASS practice and UOW continues to find innovative ways to embed and integrate peer learning into learning strategies. The PASS team are now transitioning the traditional PASS model to an online, synchronous (real time) delivery mode, to extend access to the program for students who cannot attend face to face.

About the author and team

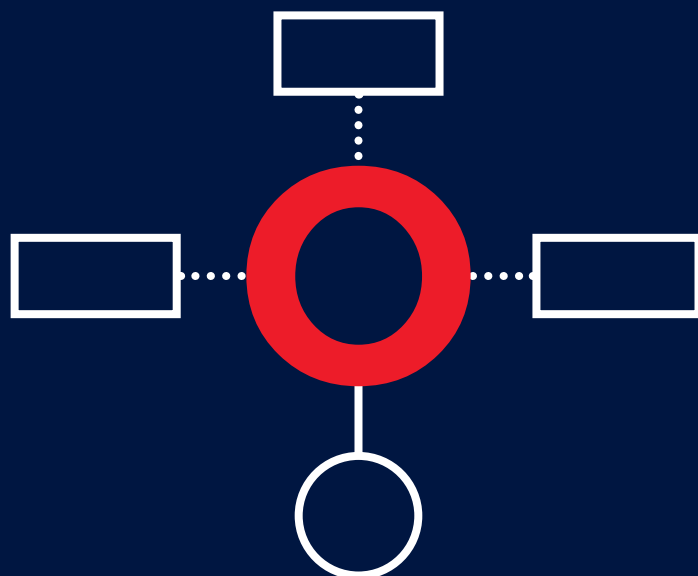
From Learning, Teaching & Curriculum:

Melissa Zaccagnini (Author)
Melissa Stephen
Sian O'Sullivan
working with UOW's 130 Senior PASS Mentors and PASS Leaders



Chapter 2:

Collaborative innovation in course design and delivery



Overview

Curriculum design is about courses, their content and how they are taught. Change and innovation can be driven by many different factors, ranging from the discovery of new knowledge to advances in technology.

UOW educators have taken the initiative to set trajectories for courses well into the future. The stories in this chapter showcase just three of the areas where they have acted with insight based on ongoing educational research. Collaborative co-construction of new courses is a constant theme in the development of:

- ‘MOOCs’: free online learning modules, to link with cutting edge discipline research and reach new student cohorts.
- Courses rethought and redesigned from the beginning to anticipate and reflect how professions work across a global landscape.
- Course changes based on evidence-based monitoring of emerging student needs

Stories

Studying at sea: the Masters in Maritime Policy	The law and policies of the sea made available to meet a ‘clear and present’ need
The FutureLearn partnership	High profile research at UOW powering online learning through conversation
Working as a mathematician from day one	A program calculated to address global demands
The Early Years course paves the way in blended delivery	Combining the traditional and the new in a breakthrough course
School teachers learn and develop through mentoring	A program to enhance the quality of teacher mentoring in schools
Promoting academic integrity, awareness and practice	Ensuring students earn their degrees through ethical study and practice
Positive partnerships in work integrated learning	Internships create satisfied industry partners and work-ready graduates



Studying at sea: the Masters in Maritime Policy

The law and policies of the sea made available to meet a ‘clear and present’ need.

Motivation

The Australian National Centre for Ocean Resources and Security (ANCORS) at UOW consistently received feedback on how useful our Maritime Policy programs *could* be to so many people. The courses are of direct relevance to the work of navy and coastguard officers, fisheries officers, and those with management and policy responsibility for ports and marine areas. The unfortunate reality was that many were not able to access them. Our team thus drew on UOW’s Technology Enhanced Learning and Curriculum Transformation principles to broaden the reach of our Masters offerings, and make them available to a significantly wider audience. We decided to place them online.

Our Journey from MOOC to Masters

To develop our skills for this project, we took on the challenge of developing a MOOC, (a ‘*massive open online course*’ available to all). We learned ‘on the job’ about the mechanics of what was needed to produce audio and video course materials in-house for subject delivery. Next, with the aid of funds secured from the Department of Foreign Affairs and Trade (DFAT), we designed and delivered an online Graduate Certificate program to judges and prosecutors based in East Africa. This experience provided further lessons in both delivery and integration of online learning with university systems. In 2016, the Minister for International Development and the Pacific launched our full Masters program. We have also offered one online subject to the UOW Law School for final year students.

Outcomes

We offer a complete online Masters of Maritime Policy program that equips graduates to evaluate the key principles of the law of the sea as well as timely areas of maritime policy such as maritime enforcement, maritime security, marine environmental law, oceans policy and fisheries management. The revenue from the course has already substantially exceeded the total cost of its creation and delivery. The online Masters subjects are now being transferred to a DVD so the program can be undertaken by mariners at sea.

Student feedback has been excellent to date.

‘Streamed video – the videos are of very high quality and replicate a lecture environment.’

Student

‘The videos are well detailed and the teachers are dedicated in teaching.’

Student

About the author and team

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The FutureLearn partnership

High profile research at UOW powering online learning through conversation.

Background of FutureLearn partnership

Founded by The Open University in 2012, FutureLearn is a leading social learning platform, enabling online learning through conversation. With over 7 million people from more than 200 countries across the globe learning together online, it offers courses from 95 leading UK and international universities and 56 specialist education providers. The platform uses design, technology and partnerships to create flexible and innovative courses and attracts a truly global social learning community.

The UOW-FutureLearn partnership began in 2015 with the aim of producing short, online courses

free for anyone, anywhere. Key UOW Research Centres have engaged in developing MOOCs with FutureLearn. Early leaders included:

- Australian Institute of Innovative Materials (AIIM)
- The Centre for Archaeological Sciences (CAS)
- The Early Start Research Institute (ESRI),

together with Learning, Teaching and Curriculum (LTC).

Massive Open Online Courses (MOOCs)

MOOCs are **free online courses** available to anyone. They are designed to provide an affordable and flexible way to learn new knowledge and skills and thus advance personal and career growth.

Current MOOCS	MOOCS in production
Bioprinting: Printing Body Parts (AIIM)	How to Survive on Earth: Finding Materials for a Sustainable Future (AIIM)
Homo Floresiensis Uncovered: The Science of 'the Hobbit' (CAS)	The Power of Podcasting for Storytelling (Faculty of Law, Humanities and the Arts)
Preventing Childhood Obesity: An Early Start to Healthy Living (ESRI)	
Research Writing: How to write a Literature Review (LTC)	

www.futurelearn.com/partners/university-of-wollongong

Motivation

The aims of our partnership with FutureLearn are to expand our education footprint by developing a global social learning environment to engage more students online; diversify the demographic of our students; profile the research at UOW; and strengthen our social learning impact.

Hence researchers and educational specialists are collaborating to showcase innovative research from UOW's research priority areas such as AIIM, CAS and ESRI. At the same time, they are exploring social and networked relationships that facilitate change and innovation in learning and professional development.

Example: Bioprinting MOOC that builds networks while providing a customised training program

The ability to assemble the best educational expertise from across the world and develop an effective online training program is transforming the way we think about education. The *Bioprinting* MOOC is both a free, short general interest online course *and* a customised training course highlighting diverse clinical case studies in 3D Bioprinting.

The MOOC conversation

When Distinguished Professor Gordon Wallace was invited to attend Austrade's Innovation in Healthcare Research trade show in Dubai (March 2017) as a plenary speaker and panelist for 'Commercialising Innovation: Australian healthcare technologies', he highlighted the free Bioprinting MOOC in his presentation to the health care professionals and medical technology companies at the trade show.

Within the MOOCs, our lead educators are introduced to the cohort of learners via videos and online discussion. Learners feel a connection with the educators and this encourages them to engage further in the course. A large cohort of learners, with diverse views and experience, adds to a better social learning experience. Learners gain a deeper understanding of topics and a connection with other learners.

Through our MOOC discussion space, learners often identify connections with others and continue a social interaction well after the MOOC has ended. After completing the Bioprinting MOOC, many learners gain the confidence to consider further education and enquire about enrolling in online undergraduate and postgraduate courses in similar areas. In a recent example, a learner emailed to say:

'I am a mechanical engineer and my parents are doctors. I want to help my fellow citizens via design and implementation of prosthetics and implants. Do you have any contacts in India who would be interested in mentoring and guiding me in my pursuit? Awaiting your reply. Once again thank you for the course and please keep it free to access.'

Mr Dinesh Hemnani

MOOC as training course

Distinguished Professor Wallace was also invited by the UOW Dubai (UOWD) President, Professor Mohamed Salem, to host a 3D Printing workshop for staff and students at UOWD. As pre-training for the workshop, all attendees were required to complete the MOOC to ensure they would benefit from the workshop.

Outcomes

The visit by Professors Wallace and Salem resulted in a significant spike in enrolments from Saudi Arabia for the Bioprinting MOOC. It also initiated new connections between the University’s ARC Centre of Excellence for Electromaterials Science team and researchers and professionals in the UAE.

In a new direction, an on-line Masters course in 3D Biofabrication is being developed for introduction in 2018, initially as a Graduate Certificate. This initiative builds on the content of the FutureLearn MOOC and the global Masters degree program in Biofabrication.

Total Enrolments to date: 25,106 (as at November 2017)						
Run 1	Run 2	Run 3	Run 4	Run 5	Run 6	Run 7
7480	3614	2669	1950	6557*	1526	1310

*Due to Dubai visit in Feb/March at start of year

About the authors and team

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The team works with researchers and educators across UOW.





Working as a mathematician from day one

A program calculated to address global demands.

Motivation

This initiative began with a meeting over coffee one day in early 2015. Dr Glen Wheeler and Professor Song-Ping Zhu were puzzled why some parts of the mathematics curriculum didn't feel right. Their insight? A change in global demand and subject creep* required a re-think of what it means to study mathematics in the world of today.

Subject Creep

The process of **subject change and adjustment** over the years as modules are brought in or out, styles of lectures change, and assessment tasks are modified.

In the past, students in mathematics degrees graduated with skills focused on the efficient execution of algorithms. In today's world, a truly competitive degree program must give graduates a focus on 'meta-skills': the ability to create, to innovate, and to abstract.

These essential skills are what makes up the core of the *modern mathematician*. The most basic problem-solving technique of a mathematician is to devise a mathematical formulation of the problem, analyse this problem in the abstract and then re-interpret what they have found in terms of the actual problem in the real world. This process is cyclical, feeding innovation and new discoveries.

Many employers found themselves suddenly needing to solve new problems in better ways; they definitely wanted mathematicians but now they needed them to be refocused, more creative and innovative. Slowly, mathematics degrees around the world were changing to address this new demand.

In 2015, Glen had just moved from Germany, where the national university curriculum for mathematics had recently undergone fundamental changes to keep pace with this global market. Song-Ping proposed a formal curriculum review with Glen as the chair. The report generated from the lengthy, complex review was endorsed externally and formally approved. The new curriculum was launched in 2018.

How the curriculum was re-shaped

Although the global demand for graduate skills initially drove the review, it quickly expanded in scope. The curriculum review committee worked with the whole School of Mathematics and Applied Statistics, in a series of half-day events, to share and collectively refine:

- A set of 6 guiding principles (*student-centric, graduate-focused, opportunity, clarity on standards and expectations, UOW's Curriculum Transformation Project (CTP) and external drivers, and adaptivity*)
- A technical document describing all the things that a graduate in mathematics *should be able to do*
- A curriculum map of natural categories of skills to shape subjects in the new curriculum
- As a school, reflection on the *learning journey* for each student, pooling past positive learning experiences and working to design these into the new curriculum

The Pilot

As a pilot exercise, several changes were implemented in a second year differential equations subject (MATH 202) in Spring session 2016. They included a focus on devising mathematical models to solve real-world problems (for example, in predicting peak oil), and on the understanding of theoretical details of rigorous mathematical proof. The latter is especially difficult for students but absolutely crucial, as developing a new model must have a firm theoretical foundation for it to be worthwhile in the real world.

'He [Dr Wheeler] is doing everything in his power to help our MATH202 class excel! He is putting in so much effort both inside class time and out to help us out like no lecturer has done before. He is so enthusiastic about the subject that it makes us look forward to class on a Monday morning!'

Student

The Keystone – MATH 100

The aim was to introduce students to this experience by having them act as mathematicians from the very beginning. Hence, the concept of 'Mathematician from Day One' was born. The defining base subject, MATH100, is the critical keystone in this new curriculum experience.

Students will take MATH100 at the start of their university learning journey. The key goal is to help them discover their scholarly identity. The subject will be delivered by three mathematicians, one representative of each of the major areas of mathematics - pure, applied, and statistics – working together to show how interactions between the fields have yielded fundamental advances in science. Students will learn how these advances have manifested themselves in our everyday life and are integrated so seamlessly into modern civilisation that, although we see them constantly, we are hardly aware of their existence. As well as lectures, tutorials, and labs, MATH100 will include guest lectures woven into the schedule. These will range from exciting talks on cutting-edge work by research professors to inspirational seminars by former students on their own personal journeys.

Student teams will be taken on a voyage through mathematics to find a suitable research project. Each team member will choose an individual research project that will eventually form a part of the team's final work. Along their journey, teams will complete a number of milestone tasks, including giving a popular culture presentation of their research project, for example, in the form of a Q&A-style TV show or Australian Story. Audience participation is highly encouraged.

In order to engage in this significant amount of mathematical communication, new and, very likely, completely alien skills are needed. In particular, the labs will offer students a finely-tuned course on LaTeX, the premier mathematical typesetting system in use by mathematicians worldwide.

MATH100 is designed to culminate in a major poster event, where every team comes together and presents at a Mathematics Open Day. The students, together

with their peers and facilitators, will reflect on and assess the learning journey. Guests from the faculty will speak to them about what they have created, how they have analysed their topic and what they have learned. Previous cohorts of MATH100 students will be invited as well.

Outcomes from 2018

At the heart of this new curriculum is the idea that a Bachelor degree in Mathematics should allow graduates to experience what it means to be a mathematician. Mathematicians as researchers must travel and give talks around the world to huge audiences. Networking keeps them in touch with how mathematics is moving on a global scale.

This is then the goal: from the MATH100 experience and, on through subsequent subjects, to build a community of emerging mathematicians, a new network full of incredible potential.

Our students are being given the very best and the most honest experience in their undergraduate degree. They can stand proud and say that they are receiving a world-class education in mathematics, armed with the skills of the modern mathematician, and evidence to back it up on graduation.

About the authors and team

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UOW SOUTHERN SYDNEY





The Early Years course paves the way in blended delivery

Combining the traditional and the new in a breakthrough course.

Motivation

In 2015, the *Bachelor of Education – The Early Years* commenced transition, from a traditional face-to-face model of delivery at the Wollongong campus to a hybrid blended learning design targeting four UOW campuses: Wollongong, Shoalhaven, Batemans Bay and Bega. Research had identified the significant role early childhood educators play in children's lives. Broadening the footprint and outreach of the degree to include pre-service educators from these communities was, therefore, a vital step toward promoting positive outcomes for children across regional and rural areas.

This transition coincided with the opening of the state-of-the-art UOW Early Start facility (<https://>

earlystart.uow.edu.au/index.html), with a core purpose to 'Help Children Flourish and Realise their Potential' and a focus on children from vulnerable and disadvantaged backgrounds as well as those living in regional, rural and remote areas.

Researching practice

In 2016, grant funding from the University enabled a comprehensive evaluation of undergraduate student engagement and learning within the hybrid blended learning program. One aim was to improve our understanding of the student experience in terms of geographic location, access to technology, and the diversity of student profiles. Overwhelmingly, student responses indicated the need to develop two modes of degree delivery to better cater to the diverse needs of two distinct cohorts: on-campus students and flexible students located in diverse regional and remote communities.

Research findings inform ongoing program design to most effectively support student learning and engagement and enable *The Early Years (EY)* team to continuously improve the program according to evidence-based practice. A two-cohort model was thus introduced in 2017 to allow both on-campus and flexibly enrolled students to engage in a shared community of practice through effective blended learning design. The major challenge inherent within this model of delivery is ensuring that the quality of the online learning context is comparable to the traditional educational context.

‘I have personally thoroughly enjoyed the method of blended learning. It allowed me to engage more intently with the weekly work. It even allowed me to engage on a deeper level with my classmates as I was able to see their thoughts and learn from them. I’m looking forward to continuing my studies as an Early Childhood Teacher through blended learning.’

Rural/remote Student

Strategies, partnerships and resources

Following a rigorous curriculum renewal process, coupled with biannual planning days, the EY teaching team adopted several strategies to ensure equity of student experience. This included interventions and supporting tactics to reduce student attrition and mitigate known risks for students in disadvantaged circumstances and communities.

An online student HUB welcomes and introduces students to the EY team and provides access to degree-wide resources and inter-cohort communications.

‘From a program level, we also introduced what we called the Early Years Learning Hub, which was a one-stop shop where students knew where to get information... it was about developing an identity as an EY UOW student, not seeing themselves as a ‘Bega student’ or a ‘Shoalhaven student’.’

Academic Program Director

An online mentoring program and resources provide Professional Partners in Practice (PPP) training in regional areas. This increases the number of practicing professional student mentors in early childhood services and broadens the reach of the PPP mentor training for early childhood services across NSW, including Early Start Engagement Centres.

‘Students have come to me to share how excited they are about being able to share with their mentor centre what they are learning on a weekly basis. They also develop their professional identity much earlier than students in more traditional educational degrees as they are being asked to regularly contribute to the ongoing practice and life of their PPP centre.’

Community Links Coordinator

Both on-campus and flexible learning students have access to the Early Start *Discovery Space*. Learning experiences include observing children’s play, analysing the Discovery Space experiences, looking at access to spaces for children with additional needs, and ultimately coming up with innovative ideas for new learning and play experiences. A number of these have already been incorporated into the Discovery Space.

‘Being able to collaborate with early years students will help assess what activities can be done, give the visitors a taste of a more genuine and developmentally appropriate play experience that they ordinarily wouldn’t have the chance to explore.’

Manager, Experiences and Visitors, Early Start Discovery Space

Engaging online content has been developed in partnership with community agencies. Where partners previously delivered face-to-face guest lectures at Wollongong campus, video interviews have been produced in partnership with health professionals from the Public Health Unit and Grand Pacific Health.

‘The collaboration between Public Health and Early Childhood Students has been very beneficial. It enables Public Health staff to provide important, up to date, evidence-based information to students that will assist them in dealing with child care enrolments, infectious diseases and any immunisation issues.’

Immunisation Coordinator, Public Health Unit

To promote student interest and engagement, we replaced the traditional 50-minute lecture with a combination of short lecture bites, blog posts, illustrative videos, quizzes and short readings housed within online workbooks. Subject assessments are designed to promote online connections amongst students who monitor their progress through automatic task completion tracking. Participation and engagement marks promote a culture of engagement for students in the early stages of the degree.

‘The online content of this course makes learning more flexible as I can easily schedule my work and studying as well as repeatedly access the learning resource. Furthermore, the online forums in each lesson empower my ideas and thoughts via the posts from other students and teachers which can inspire me.’

International Student

Outcomes

The new degree structure has opened pathways for students who would otherwise not have been able to study. More importantly, the inherent flexibility of the degree introduces enrolment options for a diverse range of students.

‘Without this degree, I would not have been able to pursue my dream of attending university as a mature age student this year. ... I am a working parent and to have the opportunity to also study with flexibility is fantastic.’

Part of OCTAL Award Nomination

Early Years blended learning strategies are profiled in ‘Designing for blended/flexible subjects’, a Continuing Professional Development (CPD) module for all UOW staff. It focuses on ways to design effective learning experiences to optimize students’ deep engagement with learning. There is significant potential for the project outcomes to be applied in other faculties and campuses transitioning to blended/flexible learning for diverse cohorts of students. Students located in regional and remote areas, as well as those requiring more flexible learning contexts to support work/life balance, can be successfully supported and integrated into a community of learners alongside their on-campus peers.

We are also exploring the potential for different ways to deliver subjects. For example, making professional development programs, delivered through Early Start, available to students so they can access content alongside educators from the sector. This will ensure stronger sector relationships with the University and support students in their transition into the workforce. We have forged partnerships with large Early Childhood Education and Care providers, which are specifically designed to enhance career pathways and ultimately improve the quality of early education and care settings through staff development and training. Our ongoing Professional Partners in Practice mentoring program ensures that graduates are already connected with the sector and their skills are relevant in a constantly changing educational context.



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School teachers learn and develop through mentoring

A program to enhance the quality of teacher mentoring in schools.

Motivation

Young people are not the only ones learning in our schools. Investing in teachers' ongoing professional learning is critical for ensuring high quality teacher knowledge, skills and understandings, and by extension, the quality of education provided to young people. A team of six academics and a project officer from UOW's School of Education, Faculty of Social Sciences, have made this investment. They worked with a teacher-leader from a local school to design and implement a six-month professional learning program for experienced schoolteachers in New South Wales.

The LPLTM Program

'Leading Professional Learning through Mentoring' (LPLTM) was designed to support school teachers to develop and implement a school based mentoring program designed specifically for their own school context.

Throughout the program teachers explore mentoring approaches that have been used internationally across different school systems. They consider how such approaches might apply within their own school context by analysing, for example, personnel, strategic plans, budgets and timetables.

Fostering a collaborative culture among participants is a key strategy in the program. Online forums and small focus groups provide a platform to share ideas and give and receive feedback on mentoring plans and to network and problem-solve together.

In a unique feature of the LPLTM, UOW academics function as critical friends by working one on one with school teachers to provide expert advice and feedback throughout the program.

Outcomes

In 2017, over 40 school teachers from schools across NSW participated in the program. School leaders involved noted:

‘Collaboratively constructing a plan of action was beneficial to reflect on how our current school mentoring/coaching program is operating. This has led to a deeper understanding of staff needs and differentiated mentoring/coaching techniques within our school context. Also, formulating a plan of action will drive our future coaching/mentoring and our school planning.’

School Principal, Illawarra

‘I have gained a lot from the Professional Learning Through Mentoring and have applied learning and my refined skills to many aspects of my role.’

Head Teacher, Sydney

‘My colleagues and I have learnt a lot from the program, which is great for improving our school.’

Middle Leader, Illawarra

A research project is currently being conducted to capture evidence of how a program like the LPLTM can successfully engage teachers in Australian schools in continuous professional development through mentoring.

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Promoting academic integrity

Ensuring students earn their degrees through ethical study and practice.

Motivation

How do you ensure graduates have earned the degrees they are awarded? What drives students to try to avoid preparing their own work for assessment? Addressing these questions has led to the development of a considerable body of research at UOW about the detection and prevention of academic integrity issues, now shared across the higher education sector.

Practice underpins research on academic integrity

Students come from a wide variety of backgrounds and experiences – from schools, or previous tertiary/ workplace experiences both inside and outside of Australia. Drawing on her own learning experiences as a post-graduate student and previous industry experience, UOW's Dr Ann Rogerson aims to integrate good scholarly practices with educational

skills about how to study and write, while creating links between theory and real world situations. This includes openly discussing the importance of integrity both from a personal standpoint, and from an academic perspective in relation to how students approach their studies. It involves continually examining new ways and different methods to make assessments engaging and rigorous, while embedding sound academic skills.

'She [Dr Rogerson] really wants students to experience success. She gives us simple-step-by-step structures, so they not only know what needs to be done but how it can be done. Her patience to explain the same concept with different real-world examples as well as analogies is note-worthy. She maintains the fine balance between giving students all the help they need, and drawing the line, so they help themselves.'

Student, 2015

In the organisational behaviour subjects, students are made aware of the importance of feedback as a key requirement of effective leadership. They learn about meaningful feedback and, by role modelling, understand how it can be used in a practical way.

This practice led to a body of work promoting online marking and grading tools (in particular Turnitin®) to enhance students' learning experiences and research into academic integrity issues. Effective assessment design is central to improving student learning and learning experiences, while encouraging them to complete their own work, rather than adopt inappropriate educational practices.

Outcomes

Analysis of assessment submissions, interviews and ongoing testing has identified patterns and clues evident in non-original student work and led to the development of the AWARE framework. Adopted by UOW and shared with other institutions, AWARE (acknowledge-warn-assess-respond-educate) is designed to promote and manage academic integrity.

Widely recognised for her work in assessment design, feedback and academic integrity, Dr Rogerson actively shares knowledge and contributes to continuing professional development in the sector via seminars and conferences. She has been interviewed on academic integrity by national and international media including The Times Higher Education, Inside Higher Education and The Australian.

She received the 2016 Turnitin® Global Innovators Award for Australia/New Zealand, and was runner up in the worldwide Turnitin® awards for 2016. Her recent webinar on interpreting Turnitin® similarity reports attracted over 1600 participants from 30 countries.

Interest in this work has led to a chapter in the Handbook of Academic Integrity (Bretag, (Ed) 2016 Springer), involvement in cross-institutional academic integrity research projects, editorial boards and membership on the scientific panel for European Network for Academic Integrity. Dr Rogerson continues to develop methods to identify unoriginal materials through clues and effective assessment design and to disseminate her findings.

'Our feedback from staff was very positive as they all very impressed with your detailed knowledge.'

UOW College Board Report

'Thanks for sharing these resources they are extremely helpful.'

Senior Lecturer (Academic)
Faculty of Science, Medicine and Health, UOW

'The session was more than helpful. I thoroughly enjoyed it. Thanks for coming up with the idea. Looking forward to further sessions from you.'

Turnitin webinar participant



About the author

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Positive partnerships in work integrated learning

Internships create satisfied industry partners and work-ready graduates.

Motivation

Aware of industry demands for graduates to be 'work capable', students are actively seeking internship opportunities. The successful Business Internship Program aims to make the crucial process of linking students with industry easy for all parties involved. It is attached to a Faculty of Business third year subject, *Professional Experience in Business* (COMM391), and offers students a work-based experience that is aligned to their field of study.

The new team managing the program decided to take a fresh look at the internship process and system, while also incorporating new industry practices. We wanted to enhance and streamline both the student and industry experience.

After a program audit, the team undertook to create a more structured recruitment process. We streamlined administration and improved communication. To ensure students were ahead of the game prior to graduation, we also incorporated the type of video interviewing that recruitment agencies, graduate programs and organisations were using as part of their recruitment strategy.

The collaborative journey to develop a new system

The team works closely with our partners and shortlists students based on a deep understanding of the business needs and culture. Students are supported throughout the process so they know what to expect and can showcase their knowledge and skills. The program offers preparation workshops and provides students with feedback on their video interviews. They are also linked with our Faculty Careers Consultant for assistance with interviewing, resume refinement and preparation of material to meet selection criteria.

‘I received a full time human resources job within the Accor group at their Sofitel Darling Harbour hotel. I wanted to let you know of this news as it was a direct result of my internship, whereby my internship supervisor had actually forwarded the job opportunity to me, months after my internship. She also supported me throughout the interview process which was great. I am very glad I undertook COMM391 as it has led me to my first graduate job, just weeks after finishing exams.’

Student

‘I recently completed my internship with COMM391 (through the Innovation Stream) and am actually now working in a Marketing & PR firm called Wordstorm PR in Surry Hills... FULL-TIME. ... my new role involves managing the recruitment and progress of our firm’s interns (funny how things work!) and thought establishing a relationship with UOW would be great for both Wordstorm and the university. All the best & thank you for a great internship subject!’

Student

‘I completed my COMM391 internship at Tynan Motors as a social media intern in their marketing team. Just letting you know that they have offered me a position as a Marketing Trainee and I have accepted!’

Student

‘They said I was the best intern that they’ve ever had and it feels amazing to know that I will be graduating at the end of this year with a marketing position at the age of 20!’

Student

In developing a system that was easy to navigate, we held a clear vision of the process from different user perspectives, and focussed on the importance of a customised and personable experience for students and the Business Faculty’s partners. Faculty-based IT development was highly responsive to ‘make it happen’ in tight timeframes.

Throughout the development and integration phases, it became more obvious that different tools were required to support students and industry partners. A good idea became great through collaboration and ongoing feedback from students and industry partners on what was and was not working for them. We were agile in refining our process accordingly. Students’ feedback was particularly relevant.

‘Don’t send us heaps of emails cause we won’t read them.’

Student

We adapted our communications to include individual text messages to give them updates.

Outcomes

The refined Business Internship system supports industry partners and students through an administration portal that captures all data and workflow activities in the one location. Activities supported by the system include:

- Sourcing internship opportunities through business development
- Managing internship opportunities and their legal requirements
- Creating an online application form which works with central data systems
- Handling submission of applications
- Shortlisting students for internship opportunities
- Allowing Industry Partners to view student applications, shortlists and ultimately to select students for interviews
- Scheduling of interview times
- Completion of all legal documentation associated with the internship

After two cycles of the Business Internship System, our improved work practices are 50% more efficient. We have now eliminated:

- Emailing applications as attachments (cover letter, resume and transcript) to industry partners for review
- Manually scheduling interviews by phone between the student and industry partner often having to go back and forward to reach an amicable arrangement
- Emailing students information (average of 10 emails per student)
- Manually collating business intelligence indicators

The development of an internship system at the Faculty of Business has created effective communication to all stakeholders, captured all data for reporting, and minimised and streamlined the workflow. Both students and industry have a functional interface that makes it easier to do business. The best outcome is the team can focus more on what's important, which is building and strengthening relationships with our students and partners to ensure a rich and meaningful internship experience. COMM391 equips graduates to confidently and successfully undertake the recruitment process.

The Business Internship Team was recently invited to showcase the Internship system as best practice at the Global Internship Conference held in Santiago, Chile. Current new developments include enhanced reporting capabilities, and customised notification and update texting to students and industry partners. We will incorporate our postgraduate internship program for supply chain, logistics and project management students into the system as it runs in trimesters and we are looking forward to an equally great result.

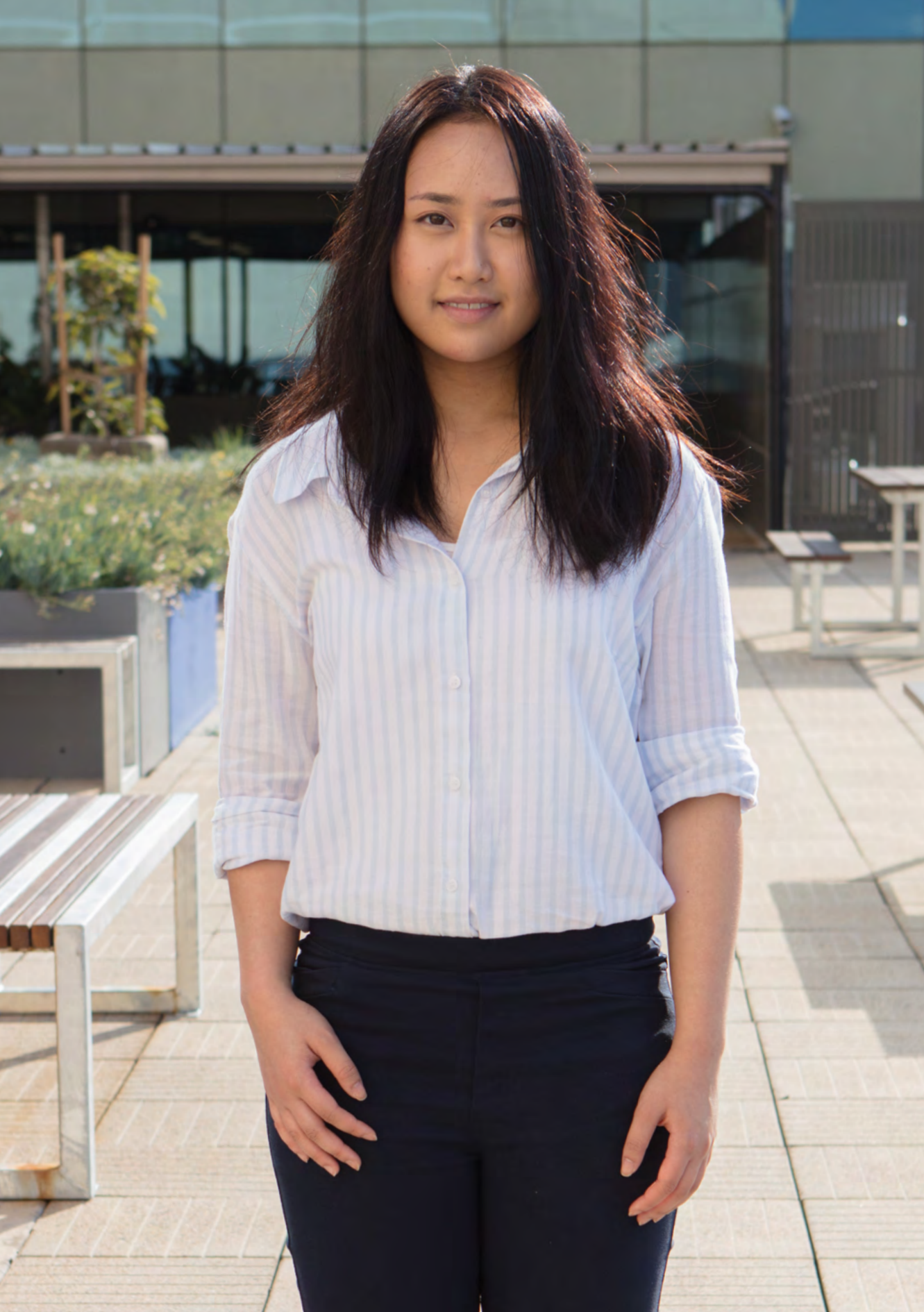
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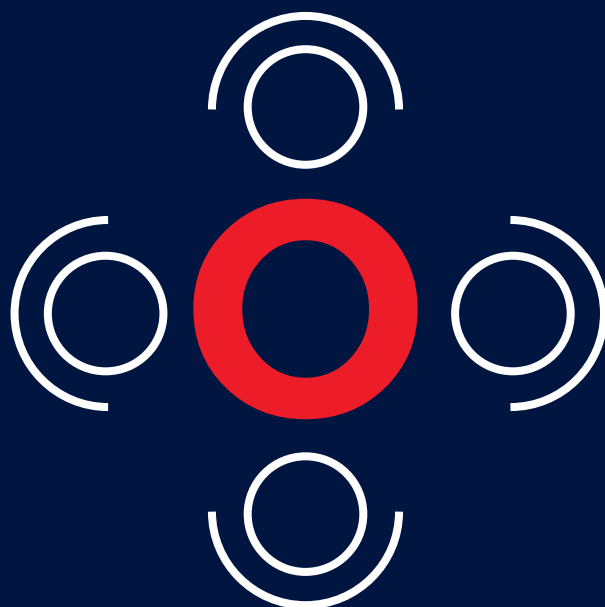
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Chapter 3:

Educators learning in professional communities



Overview

Educators are lifelong learners. The stories in this chapter show how they engage with multiple communities simultaneously to achieve different outcomes. One practice common to all of them is mentoring.

‘Working with colleagues, students and alumni, and with employers and community representatives to enhance the student experience at UOW is a wonderful way of life.’

Associate Professor Grace McCarthy
Dean, UOW’s Sydney Business School

Individual educators are expected to demonstrate their achievement of standards in learning and teaching in Higher Education, but they also work collaboratively (often with a mentor) to bring those standards to life within a discipline context. Partnering with students, professions and communities, teams co-design curricula to meet faculty or institutional strategic priorities. In wider informal networks, colleagues engage with students, fellow educators and discipline researchers within and beyond UOW to learn, motivate and inspire individual or group creativity, problem solving and research. Finally, faculty teams seek to experience another cultural perspective and translate this into curriculum design principles and practices for their discipline.

Stories

Educators as life-long learners	The continuing professional development of teaching staff to achieve a rich, diversified student experience.
Developing educational practice strategically	Evidence-based and informed change at a faculty level
WATTLE: a community of expertise, collaboration and innovation	Like-minded colleagues networking and developing skills to better engage students in the learning process
Jindaola: an Aboriginal approach to embedding knowledges & perspectives in the UOW curriculum	Respect and value for traditional knowledges systems, cultural practices, original customs and authentic perspectives



Educators as life-long learners

The continuing professional development of teaching staff to achieve a rich, diversified student experience.

Motivation

Students highly value UOW's innovative and student-centred learning and teaching. Their feedback inspires us, in turn, to diversify and enrich their experience by offering teaching staff opportunities to fine-tune their skills and insight through continuing professional development (CPD).

The University's CPD (Learning and Teaching) Framework mirrors national standards, ensuring an ongoing commitment to high quality practice. Programs and activities are aligned with the Framework's specifications to:

- design learning experiences that embrace technology
- engage students through face-to-face and online teaching
- support student diversity and transitions
- design rigorous assessment and provide effective feedback
- engage with, and contribute to research on learning in higher education
- evaluate student learning and program impact
- develop effective personal and collaborative practices



Professional Learning Programs

CPD programs encourage all teaching-related staff to advance their knowledge and expand their networks across disciplines and levels of experience. Ultimately, they also support their learning and teaching accreditation.

The programs are designed to give busy people the opportunity to innovate and enhance learning and teaching within their own context. The Learning, Teaching and Curriculum (LTC) team are continually looking to improve and expand a schedule that currently offers:

- *Workshops, seminars and information sessions* on related topics where staff can share practices, engage and develop.
- A suite of *online modules* for those who prefer to learn in their own space and time. Each module supports staff to develop their understanding and practice of different aspects of the CPD (L&T) Framework through interaction with information, resources and activities. The format has been so successful

that their developers have created one of a national suite of modules recently released to university teachers across the country.

- *Teaching in Focus*, a program designed for UOW academics new to university teaching or those looking for new ways to refresh their teaching practice. Fostering self-renewing, reflective and innovative teaching practices, this three-day program runs for one semester. UOW champions illustrate teaching innovations, provide exemplars, and feature authentic activities to improve practice.

‘The program has been a very positive and dynamic learning environment - with inspirational teachers/ leaders - all high calibre and relevant. Built on my extensive knowledge and affirmed what I am already doing - thank you!’

Participant

- *Springboard into Teaching*, a program which brings casual teachers together from across the University in an online environment designed to support their development and sharing of teaching practices. The program's five modules span one semester.

‘As a first-time tutor, I don’t have a history of teaching. I will definitely be using strategies I’ve learned about here in my future career!’

Participant

- *Peer Review of Teaching*, a vital activity for teacher development conducted at any time. Educators gain feedback on an aspect of teaching after first hand observation or review of educational materials by a colleague. This feedback is crucial to every teacher’s development and assists teaching staff to reflect on their practice.

‘The peer review process highlighted my teaching blind-spots and enabled me to better understand what my students do as a result of the way I had designed my lectures.’

Participant

Outcomes

UOW educators, who wish to gain accreditation of their teaching, are able to demonstrate their unique practices in a CPD (L&T) Portfolio, aligned to the CPD (L&T) Framework. The portfolio is reviewed and validated by a panel of learning and teaching experts who offer constructive feedback to further support the teacher’s practices.

‘This is the first time in my career that I have been asked to step back and reflect on the relationship between my theoretical framework, everyday teaching and assessing, and research. I have found it to be a worthwhile and productive process. I have made some significant changes to my teaching practice since creating my portfolio, which is a good thing.’

Participant

UOW is proud of its reputation as an institution that provides an outstanding student experience. Professional learning for staff is seen as a key opportunity to empower staff to design and deliver innovative and engaging learning experiences for students.

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Developing educational practice strategically

Evidence-based and informed change at a faculty level.

Motivation

University and Faculty strategic plans at UOW have long recognised the importance of advancing educational practice. Major initiatives such as the UOW Curriculum Transformation project have lately sharpened the means to achieve this goal by presenting models and principles for transforming institutional practice.

The Strategic Educational Development Initiative (SEDI) was launched in 2015 to support the advancement of educational practice at a faculty level, across the Faculty of Science, Medicine and Health (SMAH). SEDI adopts a project-based approach, with a focus on bringing about evidence-

based and informed change. Projects must include a research element which seeks to measure the success of the educational advancement implemented. This encourages academics to think about, and share, how they can enhance their educational practice to achieve better student outcomes and experience.

The program's design has been informed by other National Leadership Development projects funded previously through the Australian Learning and Teaching Council (ALTC) and by a PhD study that was undertaken by the SEDI project leader. The long term goals are broader adoption of the successful innovative educational practices, formal recognition of those who implement educational innovation, and enhanced esteem for learning and teaching in a faculty that is very accomplished in research.

How SEDI operates

Individuals or teams of academics propose projects that are designed to specifically address institutional or faculty strategic learning and teaching priorities. A team of senior learning and teaching leaders in the faculty evaluate the proposed projects against a set of criteria, negotiate a budget and assign a mentor to those projects rated most highly.

Ongoing support is provided not only by the individual mentors but also through regular formal meetings (every 2-3 months) with all project teams, the mentors and the Associate Dean (Education). These gatherings are referred to as Community of Practice (COP) meetings, in which project updates, issues, insights, successes and challenges are shared.

Funding is provided in installments and is contingent upon meeting and reporting on project milestones. Project teams present the outcomes of their SEDI project in multiple ways – at a Faculty Learning and Teaching Forum, on the Faculty learning and teaching website and via Conference presentation or Journal publication. The Faculty Education Unit coordinates and provides research assistance, achieving economies of scale, quality assurance and rigorous regular refinement of protocols.

Outcomes

SEDI has grown from a little known faculty activity to a talked about and sought after program of interest to both teaching and research-focused academics. It has provided academics with the opportunity and the support to pilot innovative teaching and learning strategies and enabled them to implement projects as educational research that can be shared and showcased.

In the 2015-2016 round, nine out of thirteen SEDI applications were funded and six projects achieved all of their project milestones and deliverables. In the 2017-2018 round, seven out of fifteen applications were funded. To date all have achieved their project milestones and SEDI deliverables. Some of the projects that have been funded through SEDI include the following titles:

- Impact of magnified digital content to EESC101: Past, present and future.
- Utilising technology in a 3-phase approach to teaching in the laboratory.
- Fun games and active learning – Can curriculum ‘gamification’ partner with the flipped lecture?
- Exploring whether neuroanatomy pre-labs increase student satisfaction and engagement and result in enhanced student performance.
- Virtual radiology clinic – teaching medical imaging skills to senior medical students.
- How are medical students using technology to enhance their learning in the clinical years?
- Creation of a professional learning community to promote the use of technology to enhance student experience and engagement in learning.
- Identifying employability skills and career pathways in the Medical and Health Sciences program.
- Co-creating a shared understanding of the Assessment and Feedback between staff and students across SMAH - Students as Partners for Change Approach.
- Encouraging active technology enhanced learning in computational programming and modeling from the first year.
- Using technology to deepen learning about science concepts for nursing students.
- Empowering students and promoting active participation in assessment and feedback in clinical practice.

The COP meeting protocols have been refined in the current round to allow for the up-front selection of dates for the year and a unique reporting template for each meeting to reflect anticipated project progress and developments. The meetings are facilitated in a variety of ways to ensure a very conversational tone focused on sharing experiences, lessons and factors for success. They also introduce participants to others in the Faculty that they might not otherwise meet.



Engagement in a learning and teaching research project has been a new experience for quite a number of the project team members. It has been interesting to share in their journey as they undertake new research methodologies that are different from those of their discipline research, such as the preparation of ethics applications for learning and teaching research. Research assistance and tips from others in the community provide valuable support. Central funding is dispersed, as needed, along with resources for key activities such as data collection and entry, ethics applications, data analysis and literature reviews. This approach motivates SEDI project teams to meet negotiated timeframes and deliverables including project reports.

‘Several students mentioned liking the review quizzes as a way to consolidate information. So whether or not it worked for majority, seems to have achieved goals for at least a few...’

SEDI Project Team Lead, 2017

‘We all enjoyed working with you and colleagues through these challenging research questions. And we are looking forward to sharing outcomes of our project with the group and with the wider community.’

SEDI Project Team Lead, 2017

The purposeful assignment of mentors gives SEDI project teams the opportunity to work with colleagues outside of their discipline and School. As with mentoring generally, the SEDI relationship provides reciprocal learning benefits for mentors and project team members through experiencing the broader discussions and perspectives of COP gatherings. Ideas are thus simultaneously born and shared across the Faculty. As SEDI projects focus on bringing about significant educational change, project team members also develop knowledge and skills of change management as a consequence of their engagement in this initiative.



For SEDI teams, the greatest challenge in implementing the educational innovations is time –how much they can commit to the project in light of competing priorities and demands or time to access key stakeholders to participate in SEDI implementation activities.

About the author and team

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The SEDI initiative is supported by academics engaged in the SEDI projects and as mentors for the SEDI project teams together with administrative and research assistance by the SMAH Education Unit staff.



WATTLE: a community of expertise, collaboration and innovation

Like-minded colleagues
networking and developing skills
to better engage students in the
learning process.

Motivation

The mission of the Wollongong Academy for Tertiary Teaching and Learning Excellence (WATTLE) is to enhance the student learning experience on all University of Wollongong (UOW) campuses. Our goal is to enable staff to enhance student learning through excellent pedagogical practices.

Established in 2014, WATTLE now has a membership of over 270 Senior Fellows, Fellows and Associate Fellows. They include educational researchers,

staff and students from a range of disciplines and backgrounds, all with a passion for teaching and learning. The academy provides them with an opportunity to come together to share their experiences, expertise and innovations. All are welcome to contribute and to participate in events and activities.

WATTLE priorities are to enhance learning and teaching, within and outside UOW, through building:

- community of expertise, scholarship and research to lead discussion, collaboration and innovation, and
- networks of knowledge fostering national and international relationships

We aim to both draw from and increase UOW's national and international reputation.

‘The WATTLE model is a sound way to recognise and promote teaching excellence in higher education and to share experience and expertise as well as disseminate valuable resources. It’s a way of raising the bar and this must remain our focus.’

Natalie Laifer, Acting Branch Manager, Office for Learning and Teaching (OLT) 2014

The WATTLE experience

WATTLE members discuss the latest innovations in teaching and learning via five ‘*Hot Topic*’ groups selected by more than 80 academy members. These groups provide local networking opportunities and are now regarded as a source of institutional expertise. Events, workshops and seminars as well as research funding also ensure our pedagogy and curriculum are relevant and accessible for all students.

‘Getting to work with my teachers as a student facilitator was definitely advantageous for me personally. I have thoroughly enjoyed it and it has opened up other doors for me and my professional development.’

Feedback from a student partner on a research project, 2017

Key hallmarks of the WATTLE community include: partnering with students in the development of curricula; innovative practices to assess student learning; student employability skill development; and utilising technology for student learning. The intent is not only to make sure students are actively engaged in their learning at UOW but also to promote ongoing learning for life after graduation.

‘I have thoroughly enjoyed working alongside my teachers to develop this program for the benefit of other students’

Feedback from a student partner on a research project, 2017

Outcomes

WATTLE provides a relevant and engaging forum for teaching staff to connect with others interested in teaching and learning research and development. WATTLE members share good practices, form networks, join like-minded individuals, engage, and develop skills to better engage students in the learning process at UOW. They also set students up for lifelong learning as they move through their careers.

‘It was one of the most engaging WATTLE sessions I have been to, most likely by the focus on students and by the careful and friendly incorporation of their voice in a well managed panel.’

Staff feedback 2017

‘These types of events are always useful in some way - networking, reflection, time with colleagues. Thank you for putting this on!’

Staff feedback 2017

The WATTLE Executive Committee includes representatives from a range of faculties as well as Learning, Teaching and Curriculum. WATTLE welcomes disciplinary contexts and perspectives, while fostering an interdisciplinary and collaborative focus on teaching and learning. Award winning UOW staff also share their innovative teaching practices at forums and workshops.

‘For me just knowing what is happening nationally and globally is very informative and permits me to look for ideas and resources in a more focussed way when I am working with others on the development of capstone experiences and subjects and thinking about course design overall.’

Staff feedback 2017



Collaboration extends to other teaching and learning academies. Nationally, WATTLE is working in partnership with the new NUW alliance between UOW, the University of New South Wales and Newcastle University to host collaborative events and share knowledge across academies.

Internationally, WATTLE embeds experience from teaching and learning experts, such as Chris Rust from Oxford Brookes University, and Lorna Froud, Director of Employability at the University of Reading. These relationships have strengthened and influenced our policy development to ensure UOW is leading the way in teaching and learning.

‘Professor Chris Rust is a world expert on Assessment and Feedback, and yet he makes difficult concepts easy to understand and relate to in our own teaching practice. It was also good to see how UOW compares to other universities in the UK and the US... He encouraged us to make linkages between our units and showed how we could improve the quality of feedback and assessment practices across our undergraduate subjects.’

Staff feedback, 2017

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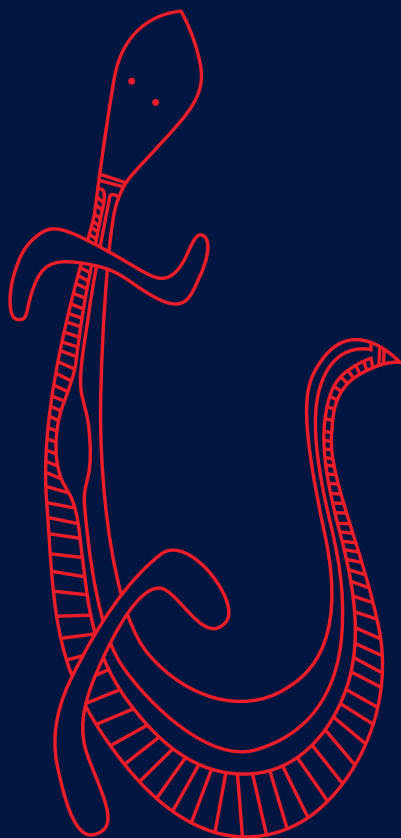
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Jindaola: an Aboriginal approach to embedding knowledges & perspectives in the UOW curriculum



Respect and value for traditional knowledges systems, cultural practices, original customs and authentic perspectives.

Motivation

A protector of many, many knowledges, the goanna *Jindaola* [*Jinda-ole-la*] walks from place to place helping people know '*proper way*'. He speaks of protocol, the sacred and the special, and the appropriate practices we must perform to maintain the continuation of these ways.

The Australian experience of colonisation, settlement and the ensuing treatment and positioning of its Aboriginal peoples differentiates its reconciliation efforts from all other colonised nation states in

the world. This is especially true for '*curriculum reconciliation*' and the embedding of Indigenous knowledges and perspectives in an Australian context. To date in Australia, the embedding of alternate perspectives into mainstream tertiary curriculum has, for the best part, followed traditional non-Aboriginal approaches.

Jindaola is a new and exciting program, developed by staff in the Learning, Teaching and Curriculum unit, in consultation with local Yuin Elders and Knowledge holders. It presents a methodological approach to embedding Indigenous knowledge and perspectives into the UOW curriculum, modelled on traditional Aboriginal systems for conducting business and maintaining knowledge integrity. This approach is unique to the shared places of UOW and the Aboriginal communities which its campuses rest upon.

The Journey

Jindaola is made possible by grant funding, offered through the office of the UOW's Pro Vice-Chancellor (Inclusion & Outreach). Annually, groups from across the university apply for these monies to support activities that enable them to embed Indigenous knowledges and perspectives into their core curriculum. *Jindaola* is a grant program that differs from the norm. Rather than simply offering money based on pre-defined funding proposals and requesting a report back upon completion, *Jindaola* seeks expressions of interest and fruitful feeding grounds to bring together grant recipients, the LTC and Aboriginal communities, on a collaborative journey and authentic knowledge exchange for the purposes of knowledge creation, learning development and sharing. Following such a way ensures the authentic, meaningful, respectful and appropriate integration of Aboriginal knowledges and perspectives into the curriculum at UOW. While it is a grant program... and a way of approach... *Jindaola* is most importantly a journey..... you see... *Jindaola* has left his tracks across this place for us to follow... long ago before we knew his tracks were even there... it is simply our time to walk with him in this new way... together... and build meaningful connections and perspectives into the curriculum.

Aboriginal peoples, not having a written alphabet, used symbols and iconography to visually share stories and information. The symbolic diagram in Figure 1 represents the path of *Jindaola* carrying knowledges and perspectives between local Aboriginal communities of knowledge and UOW communities of knowledge. The tracks that are left behind symbolize a connection and knowledge trail between these groups and places. As knowledge flows between 'Big Bora' and 'Little Bora' - places and spaces of yarning, co-creation and development, and knowledge-based relationship are formed through a philosophy of practice, based upon the principles of respect, responsibility, and reciprocity.

Walking this journey together in an 'Aboriginal way' means many things... however to facilitate the significance of sitting together, sharing together, and learning together... that is... doing 'business' together... the construction of regular gatherings has given structure to this unique grant program.



Figure 1: *Jindaola* pathway

As relationships and shared experiences between the participants in the program have developed, feedback is positive:

'I have begun to understand the extent to which my own cultural influences/bias shape my world view... the workshops deepen my understanding of this... I need to slow down, be reflective, and approach the task ahead with the humility that it deserves. There is so much to learn and what a gift is being bestowed on us! I am very grateful.'

Academic Staff feedback 2017

'It is a privilege to attend the workshops, the gatherings are some of the most real experiences that I have participated in. They are personal, they are communal, they help each of us to reflect on so many things and they provide an appreciation of the many and varied paths that each of us have taken to get to where we are today.'

Academic Staff feedback 2017

Outcomes

An Aboriginal approach to embedding Indigenous knowledges and perspectives into the curriculum is more meaningful and more effective in enhancing the relationships between the ancient knowledges of this land and those imparted within the institution. While this approach may offer unique contributions to other Indigenous peoples of the world addressing similar complexities particular to their places and peoples, *Jindaola* should foremost be understood as an opportunity for Yuin Aboriginal Elders and Knowledge Holders to co-create in the curriculum of UOW, as it is their land on which the University sits. Of most significance... we are all in this new 'way'... learning together... sharing together... walking together...

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‘It all comes down
to investing in social
relationships
to support learning.’

Professor Maarten de Laat,
Learning, Teaching and Curriculum (LTC)

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