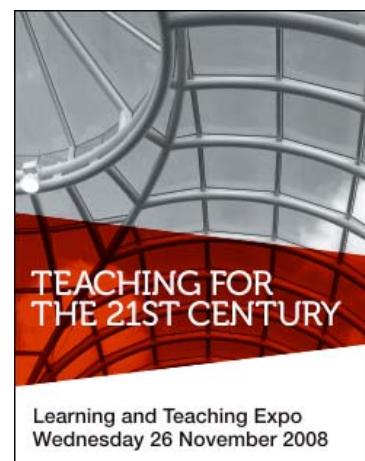


RMIT Learning & Teaching Expo 2008

This is tomorrow calling: Teaching for the 21st Century

Workshops



Workshop One 10.15 am	Rebecca Carmichael Andrea Chester Rick Ryan Sophie Xenos	Talkin' bout a revolution: Using peer to peer interaction to enhance student performance and wellbeing in large classes and promote a community of learning
<p>This hands-on workshop will illustrate an effective model of peer to peer interaction that significantly enhances:</p> <ul style="list-style-type: none"> • engagement • academic performance • academic confidence • student wellbeing • retention • learning communities • university transition and first year experience <p>Participants will have an opportunity to explore issues and problems in their own courses amenable to change through peer to peer interaction and to hear first hand accounts from staff and students involved in a successful peer to peer program. At the completion of this workshop participants will have an appreciation of how peer to peer interaction might be used in their own courses as well as strategies for implementation and evaluation.</p>		
Workshop Two 10.15 am	Helen Smith Margaret Taylor	Engaging with RPL applicants around evidence
<ul style="list-style-type: none"> ▪ How do we engage with RPL applicants? ▪ What is the nature of the evidence we collect? ▪ How do we get away from a reliance on written portfolios and encourage a wide range of appropriate evidence collection strategies? ▪ What can we do in 2009 to further enhance RPL practice? <p>In this workshop you will be exposed to an experience of conducting RPL, and have 5 minute snapshots from participants on successful engagement with RPL applicants and evidence collection. Through demonstration, discussion and Q&A you will gain new ideas for good practice, which will assist in making decisions for action in 2009.</p>		
Workshop Three 11.00 am	Annalea Beattie Alison Brown	Building Learning Skills in Your Teaching Program (excursion)
Location Study & Learning Centre	<p>Building Learning Skills in Your Teaching Program will focus on the ways the Study and Learning Centre can work with staff across disciplines to help identify what is needed to provide integrated knowledge acquisition and skill development. This task focused workshop will examine assumptions and expectations around student knowledge and will discuss the ways that study skills can be embedded into course content, with a focus on early intervention. Participants will be asked to think about what kind of students they want and what they really have and how to bridge this gap.</p> <p>Workshop participants will uncover the true nature of collaboration and further understand how working together with the staff from the S.L.C. can support them, as well as their students.</p>	

Workshop Four	Philip Poronnik	Engaging students in Large Classes.
11.00 am	<p>Successful design and delivery of larger first year classes is a major but exciting challenge in 21st century tertiary education. In this workshop I will present some of the key issues and encourage discussion around the following points:</p> <ol style="list-style-type: none"> 1 - What are the goals of the first year undergraduate curriculum 2 - What are the essential aspects of orientation/induction/advising 3 - Zones of indifference - Staff/Student expectations 4 - Assessment vs graduate attributes and student workload 5 - Course delivery - is the lecture dead? 6 - extra-/co-curricular engagement and the e-portfolio 7 - Supplemental instruction/peer support <p>It is hoped that the workshop will stimulate ongoing discussions around these topics that will lead to consensus and direction in course design and implementation.</p>	
Workshop Five	Danilla Grando	Digital Wet Laboratories - An improved student learning environment. (excursion)
11.00 am Location 14.13.8	<p>What are the limitations of traditional delivery of practical classes? How can a traditional laboratory class be transformed into a blended learning environment? What are the advantages of blended delivery? Can these classes be more aligned to industry practice in order to provide work-integrated learning?</p> <p>Location 14.13.8</p>	
Workshop Six	Kathryn Hegarty	Sustainability Education: you're standing it in.
12.00 pm	<p>What <i>exactly</i> is education for sustainability? Where and how do students learn about the role of their profession or discipline in creating sustainable futures?</p> <p>This workshop will give participants some background on the growing sustainability education movement, with opportunities to identify the direct links between sustainability challenges and ALL academic fields and disciplines. This interactive workshop will explore, from a learner perspective, some of the key materials, activities and assessment tasks which foster sustainability learning. You will reflect on those sites where sustainability education locates in your discipline/field, and identify how transferable 'graduate attributes' enable learning for sustainability.</p>	
Workshop Seven	Garry Allan Meaghan Botterill	ePortfolios @ RMIT
12.00 pm	<p>This session will introduce participants to the following:</p> <ul style="list-style-type: none"> • What ePortfolios are and their relevance to student learning and assessment practice • The potential to utilise ePortfolios to support student career development • PebblePad, an ePortfolio product currently being trialled at RMIT • Current work in progress of trial and directions for 2009 <p>Through this you will gain:</p> <ul style="list-style-type: none"> • Awareness of ePortfolios at RMIT see: www.rmit.edu.au/eportfolio • How to get involved in the Trial • Joining the RMIT ePortfolio Forum on the 28th November • Resources to support the introduction of ePortfolios to your curriculum 	
Workshop Eight	Allan Thomas David Carlin	Peer and Self Assessment in Practice
2.00 pm	<p>Pedagogical and professional rationale for self and peer assessment. How we use it in our teaching practice in the Media Program.</p> <ol style="list-style-type: none"> 1. How, why, and where might participants consider using it in their teaching practice. Outline of the place of self & peer assessment within the Media program. Pedagogical and professional justification for self & peer assessment. 2. Discussion of how they are implemented in practice within the media program (including handouts of worksheets/assessment matrices used in different courses.) 3. Activity: Small group work - identifying professional contexts in workshop participant's fields that 	

	require self/peer evaluation skills; where these contexts are dealt with in specific courses; how self/peer assessment tasks might be implemented in those courses in relation to those contexts. Discussion of issues / problems / opportunities identified by participants via the above activity.	
Workshop Nine 2.00 pm	Lynnel Hoare Barbara Morgan	“If I knew then what I know now”... international student’s talk about their experiences at RMIT
	This session will introduce a web resource being developed with funding from the Learning and Teaching Initiative Fund. The web resource focuses on ‘learning shock’: the experiences that students from overseas have had studying in Australia, and the lessons they have learned. The ‘target group’ for this resource will be new international students at RMIT – although the messages the students share (via video vignettes) would be applicable to most new students. This session seeks to present the resource in its current (draft) format, to promote the availability of the resource in 2009 and to seek uptake from around RMIT.	
Workshop Ten 3.00 pm	Lyndon Medina Simon Jenkinson	Understanding distressed students
	We have all experienced the student who is distressed, whether as teachers or as administrators, and how we respond is vital to the wellbeing of the student and the RMIT community. This seminar will cover: <ol style="list-style-type: none"> 1) What we mean by ‘distressed’ students 2) Varieties of staff responses 3) Case scenario 4) Model of support 5) Questions & Answers The intended outcome being to assist you in exploring effective ways of responding to students who are distress.	
Workshop Eleven 3.00 pm	Jody Fenn Meg Colasante	Simply Media Annotation (smpl+mat); Tools to bring annotation and artefact-centred learning into the 21st Century
	Overview and demonstration of newly designed and developed project and annotation tools including usability testing (interface design). ‘smpl’ is the online ‘shared media project lab’ allowing students and academics to share and comment on media including audio, video and more. ‘mat’ is the online ‘media annotation tool’ that provides a learning cycle attached to media. This learning cycle allows for artefact-centred (representational) learning which includes reflection, peer collaboration and teacher feedback.	