

# Day 1 Tuesday Morning

9–9.30 am Registration (foyer)

**Auditorium**

9.30–9.45 am Welcome to Country MC

9.45–9.55 am Welcome and introduction Vice-Chancellor and President RMIT University

**Keynote address**

10–11 am **Designing teaching, creating learning—Engaging students in active learning**

*Professor James Arvanitakis, University of Western Sydney*

James Arvanitakis is a lecturer in the Humanities, including cultural studies, research methodologies, and social and cultural analysis at the University of Western Sydney. He is a member of the University's Institute for Culture and Society and is a research fellow at the Centre for Policy Development. James is known for his innovative teaching approaches. He has received various teaching awards including being named the 2012 Prime Minister's University Teacher of the Year.

11–11.30 am Morning tea (foyer)

**Concurrent sessions**

	Auditorium	Seminar rooms 1 & 2	Seminar room 3	Seminar room 4	Green Brain
11.30–12.10 am	<p>Learning to fly—Capstones across disciplines <i>Associate Professor Nicolette Lee</i> <i>OLT Senior Research Fellow</i></p> <p>As the culminating experience of a qualification, capstones are increasingly being implemented across institutions in Australia. The rationale, models and implications of this phenomenon are the topic of a National Senior Teaching Fellowship. The Fellowship aims to develop a clearer picture of the nature of capstone models across the sector, as well as the key themes in the literature. This presentation will explore the purpose of capstones as part of the final year experience, why they are important to students, key concepts for capstone design and some of the findings from our international survey of capstones in higher education.</p>	<p>Engaging and teaching associate degree students—The challenges, initiatives and success with the transformation of old school teaching to modern education <i>Dr Ejanul Haque</i> <i>School of Vocational Health &amp; Sciences</i> <i>Mitesh Natvarlal Patel and Shatirsingh Inderjeet</i> <i>Ex-Associate Degree Students</i></p> <p>There are many challenges in teaching Associate Degree courses as it has two distinct pathways - one, where students articulate to Higher Education and the other, where they join the workforce. This presentation will deal with a variety of techniques and technologies, including smart pens and social media, that are used to motivate and engage the Associate Degree students to ensure the smooth transition towards their academic journey. Two graduates from Associate Degree will also share their journeys and experiences at RMIT University.</p>	<p>Learning analytics at RMIT—using data to inform my learning and teaching practices <i>Dr Garry Allan, David McLay</i> <i>ODLT</i> <i>Geoff Edlund</i> <i>Office of Business Intelligence</i></p> <p>This session will present RMIT's position and direction on both academic analytics and learning analytics. The presentation will be framed to facilitate staff engagement with the concepts, and to extend this into the refinement of online learning and teaching practices.</p>	<p><i>Farewell Lecture</i> revisited. What strategies can we use to support large class learning <i>Dr Richard Guy</i> <i>OLT citation winner, 2012</i></p> <p>In 2009 Eric Mazur published a paper in <i>Science</i>, <i>Farewell Lecture</i>, where he described the problems with didactic lectures. He commented that it was, 'Hard to face reality'. In this workshop we will revisit these problems and explore alternative strategies that can be used to support large class learning.</p>	<p>Practical feedback strategies for building academic and communication skills in assessment <i>Barbara Morgan, Paula Keogh, Lyn Bond</i> <i>Study and Learning Centre</i></p> <p>This workshop will showcase practical strategies that can be readily used by teaching staff to develop academic and communication skills in assessment feedback. Included will be a demonstration of the RMIT Communication Skills Rubric and Quick Marks which can be used to provide feedback on assignments submitted online through Turnitin in all RMIT Blackboards classrooms.</p>
12.15–12.55 pm	<p>Learning, teaching and the brain <i>Associate Professor John Munro</i> <i>University of Melbourne</i></p> <p>This presentation will explore an explicit knowledge framework that answers three fundamental questions, <i>What we learn, How we learn and Why/When do we learn</i>. This framework can then be used to develop a systematic approach to teaching. This will be further expanded on in a hands-on workshop.</p>	<p>Career development learning—The motivational bridge linking graduate attributes, capstones and a student's transition into graduate employment/enterprises <i>Sally Brooks, Career Development Education</i></p> <p>This session will provide insights into career development learning and how it can be used to build a coherent link for students between what they learn in their programs, graduate attribute development and co-curricular activities in the transition to graduate employment. Bridge building strategies will be explored focusing on graduate attributes and capstones to enhance graduate employability outcomes.</p>	<p>Capstones in action <i>Associate Professor Nichola Porter</i> <i>School of Applied Sciences</i></p> <p>3rd year Environmental Sampling and Analysis students undertake a mock environmental consultancy at Lakes Entrance, acting as employees tasked with preparing environmental analyses of the area. This involves the integration of previous studies, such as ecology, geology, sampling and analytic techniques, as well as interaction with secondary students and the responsible local authority.</p>	<p>Creating communities of inquiry in higher education <i>Dr Vanessa Cooper</i> <i>OLT citation winner, 2013</i></p> <p>This session will explore the "Community of Inquiry" (Col) framework and how Col concepts have been embedded into a post-graduate course, along with a series of lessons learned. It will provide an opportunity to reflect on the relationship between Col concepts, your teaching and questions on the CES.</p>	<p>Designing teaching to create learning in the first year—Planning the first year experience <i>Joy Harley, ODLT</i> <i>Pauline Porcaro, SEH</i></p> <p>In this workshop, we will introduce you to <i>First Glance: A planner for first year success</i>. Using easily accessible technology, you will learn how to develop and customise a calendar of activities and strategies which are known to support student engagement and success, particularly in the first year.</p>

1–2 pm Lunch (foyer)

### Auditorium

#### Keynote address

**2–2.55 pm** Inclusive teaching in action  
*Professor Ruth Wallace, Charles Darwin University*

Ruth Wallace is the Director of The Northern Institute, Charles Darwin University. Her particular interests are related to undertaking engaged research that improves outcomes for stakeholders in regional and remote Australia. Ruth has extensive experience in innovative delivery of compulsory, post school and VET programs in regional and remote areas across Northern Australia. She has extensive expertise in VET practice development, learning communities, literacies and flexible learning and developing effective materials and assessment for marginalized students.

#### Concurrent sessions

	Auditorium	Seminar rooms 1 & 2	Seminar room 3	Seminar room 4	Green Brain
<b>3–3.40 pm</b>	<p>WIL and student work-readiness  <i>Leoni Russell, Dr Lynne McArthur</i>  <i>School of Mathematical and Geospatial Sciences</i>  <i>Sarah Oakes, student</i></p> <p>This presentation provides an overview of the national Office for Learning and Teaching project <i>Assessing the impact of work integrated learning on student work readiness</i>, with a focus on key curriculum dimensions that contribute to quality WIL outcomes. It will provide an analysis of the RMIT WIL data from the national project, as analysed by a 3rd year mathematics student (as her WIL project).</p>	<p>Learning and Teaching for sustainability—Naturally...  <i>Dr Jude Westrup</i>  <i>ODLT</i></p> <p>This workshop is for staff who are interested in developing assessment tasks and curriculum that enhance student learning outcomes in Sustainability as it relates to their discipline. The workshop focuses on student, alumni and staff experiences and ideas that excite and increase relevant graduate learning outcomes in Sustainability and their subsequent contributions to their interdisciplinary professional, industry and communities.</p>	<p>Transitions for success  <i>Professor Ruth Wallace</i>  <i>Charles Darwin University</i></p> <p>This panel discussion involving staff from Engineering, Plumbing, Community Services and Justice Studies, and facilitated by Professor Ruth Wallace, will explore the educational and cultural transitions experienced by learners moving into and through tertiary education.</p> <p>The discussion will in particular address opportunities arising from the partnership between RMIT and the Sunrise Health Service Aboriginal Corporation for enhancing the tertiary experience for remote area learners.  <i>(Double session to 4.30 pm)</i></p>	<p>Designing Excellence—Implementing the SAB vision. A case study of the transition to new learning spaces in the College of Business  <i>Dr Cathy Hall, Dr Tom Palaskas</i>  <i>College of Business</i></p> <p>This session will present outcomes and resources developed to support academic and teaching staff in new learning spaces in SAB. These resources have been developed to enhance staff capabilities in the use of new learning spaces and associated educational technologies.</p>	<p>Learning, teaching and the brain  <i>Associate Professor John Munro</i>  <i>University of Melbourne</i></p> <p>Following John's previous presentation on examining an explicit knowledge framework, this workshop will apply the framework and deconstruct teaching practices in order to provide a model for a systematic approach to teaching for students at any level.  <i>(Double session to 4.30 pm)</i></p>
<b>3.45–4.25 pm</b>	<p>Flipping the classroom—Principles, practices and outcomes  <i>Associate Professors Amanda Telford and Joan Richardson,</i>  <i>Dr Cindy O'Malley and Nicky Carr</i></p> <p>This panel discussion, facilitated by Amanda Telford, explores the principles, practices and outcomes of flipped classrooms in the colleges.</p>	<p>Real-time learning via Skype  <i>Mandy Penton, Tina Guglielmino</i>  <i>School of Fashion</i></p> <p>This session will case study the life cycle development of the learning and teaching relationship between Salford University and RMIT University's Fashion program students over the past four years. It will highlight the learnings gained from each team project and the student outcomes.</p>	<p>WONDERSTUFF &amp; TURBULENCE—The RMIT Building 36 project: Re-imaging WIL through the architecture design studio  <i>Associate Professor Vivian Mitsogianni</i>  <i>School of Architecture and Design</i></p> <p>The session will discuss a live design project as a dynamic model for a research-led WIL studio. WONDERSTUFF &amp; TURBULENCE—The RMIT Building 36 project (2014) brought the presenter's RMIT design practice research project, <i>The Speculative Campus Project</i>, RMIT Property Services, the Building 36 property owner, Paul Morgan Architects together with RMIT Masters of Architecture students in order to develop speculative propositions for Building 36. This enabled a rich and complex series of WIL experiences for students while they were producing their own design practice research projects.</p>		

#### Toasting the Inclusive Teaching Project

### Auditorium

**4.30–4.45 pm** The Inclusive Teaching Assessment and Practices Project, a Higher Education and Participation and Partnerships Program (HEPPP) funded initiative, has delivered face-to-face professional development to well over 1,000 RMIT staff and developed a wealth of resources to support teaching staff in their teaching practice since its beginning in mid-2012.

**from 4.45 pm** **Drinks** — *Please join us for drinks and nibbles to celebrate the achievements of the project and to find out how you can benefit from the project outcomes.*

9–9.30 am Registration (foyer)

**Auditorium**

### Keynote address and presentation

9.30–9.45 am Global Learning by Design

*Associate Professor Andrea Chester*  
Deputy PVC, Learning and Teaching, DSC

Global Learning by Design (GLbD) has been a major business project run from the ODLT, and funded by the university. The project aims to position RMIT to effectively use new and existing technologies in the design and delivery of its programs in multiple locations and through multiple channels in order to meet the needs and expectations of our students.

9.45–11 am Global Learning by Design project presentations

*Jac Smit, Andrew Buntine, Spiros Soulis*  
ODLT

This session will present six curriculum design patterns produced in semester 1:

- Personalising the flipped classroom (Bus)
- Virtual Global WIL (Bus)
- Rich media assessment portal (SEH)
- Engineering materials (SEH)
- Breaking the pattern: Building critical thinking and reflection capabilities from the first assessment (DSC)
- How we Live in the World: Fine Art online collaborations and exhibitions between Hong Kong and Melbourne (DSC).

11–11.30 am Morning tea (foyer)

### Concurrent sessions

	Auditorium	Seminar rooms 1 & 2	Seminar rooms 3 & 4	Green Brain
11.30 am–12.10 pm	<p>EdTech @ RMIT</p> <p>Do you want to know about the systems, applications and services available that support learning and teaching at RMIT? Come and visit the EdTech displays and talk to experts about how these can be used successfully in learning and teaching. (Double session to 1 pm)</p>	<p>GLbD projects—Meet the teams</p> <p>Come and talk to the GLbD teams about their curriculum patterns and projects. Find out about how they went about developing their patterns and the outcomes. Pick up patterns for use in your programs, courses and teaching practice. (Double session to 1 pm)</p>	<p>OUA Quality framework and good online education</p> <p><i>David Cummings</i> OUA</p> <p>This workshop will present OUA's quality framework and how to design and construct good online education experiences to enhance student learning and satisfaction in online classrooms.</p>	<p>Flipping the classroom</p> <p><i>Pauline Porcaro</i> SEH</p> <p>This workshop will introduce you to the flipped classroom. It will cover approaches, tools and resources available at RMIT to help you flip your classroom.</p>
12.15 –1 pm			<p>OUA Quality framework and good online education (Repeat)</p> <p><i>David Cummings</i> OUA</p> <p>This workshop is a <b>repeat</b> of the previous workshop on OUA's quality framework and how to design and construct good online education experiences to enhance student learning and satisfaction in online classrooms.</p>	<p>Flipping the classroom (Repeat)</p> <p><i>Pauline Porcaro</i> SEH</p> <p>This workshop is a <b>repeat</b> of the previous workshop on the flipped classroom. Once again, it will introduce the flipped classroom and cover approaches, tools and resources available at RMIT to help you flip your classroom.</p>

1–2 pm Lunch (foyer)

Concurrent session		Video conference with RMIT Vietnam
	Auditorium	Video conference room, Conference rooms 7 & 8
2–2.30 pm	<p>VE, eLearning and engaging non-traditional students in flexible education  <i>Professor Ruth Wallace</i>  <i>Charles Darwin University</i></p> <p>This discussion, facilitated by Ruth, will focus on practices to engage non-traditional VE students in online environments. Come along to exchange issues, practices and solutions to create good learning experiences, particularly in remote and rural areas.</p>	<p>Overview of RMIT Vietnam and teaching and learning in the Vietnamese context, to scaffold the afternoon session from RMIT Vietnam  <i>Professor Anne Herbert in Vietnam and Catherine Peck in Melbourne</i></p> <p>This session from RMIT VN will show how activities in Vietnam are being designed to engage students and create learning with a view to promoting excellence and innovation in learning and teaching. The session includes videos of the campus and students talking about their experience at RMIT VN to provide the audience a taste of being in Vietnam. The priorities and ways of working in the Learning and Teaching Unit at RMIT VN will be outlined, so Australian-based participants can understand the structural differences in our Vietnamese campus operations.</p>
2.30–3 pm		<p>Improving feedback in accounting education in Vietnam—Lecturers and students perspectives  <i>Frederique Bouilheres, School of Accounting</i></p> <p>This research project focuses on how feedback in accountancy courses at RMIT Vietnam can be enhanced to improve student performance. The study seeks to identify the issues that lead to poor assessment feedback and to try find ways to significantly improve assessment and feedback across the accounting discipline in particular through the use of blended learning.</p>
3–3.30 pm		<p>Approaches to Global Classrooms—the University of the Future?  <i>Wayne Marriage, Ian Stuckey, RMIT Vietnam</i></p> <p>Higher education is changing as a result of technology, globalization, competitive markets offshore and possible changes in Government funding models. This will have an impact on instruction, learning, assessment and the way a university will function as a whole in the future. So what will the University of tomorrow look like? We will discuss a contemporary model which explores the relevance of communication, feedback and self-management for teaching across campuses, utilizing an inquiry-based learning approach within an authentic environment.</p>
3.30–4 pm		<p>Learning Communities—Creating opportunities for teacher learning  <i>Melanie Brown, RMIT Vietnam</i></p> <p>Learning communities are able to have a profound and sustainable impact on teacher development because of the outcomes and relevance to practice are determined by the teachers themselves. Creating learning opportunities for teachers is fundamental in developing their capacity to create learning for students. This presentation will outline the establishment of learning communities at RMIT Vietnam.</p>
4–4.30 pm		<p>Meeting students' expectations—A new trend in internships  <i>Nhi Bui, RMIT Vietnam</i></p> <p>According to the <i>WIL Mapping Project</i> report conducted in April 2014 at RMIT Vietnam, the Internship Program is the major WIL activity of the curricula. The program is run by the Career Development and Employment unit. The program has successfully connected 3800 students with 1300 organisations for internship placement over the past 10 years.</p> <p>However, there seems to be a change in demand. How could the program be upgraded to meet students' expectations and continue to provide them with meaningful internship experiences? This discussion is to explore potential ways to upgrade the program to meet new trends.</p>
<b>Closing address</b>		
	<b>Auditorium</b>	
4.30–4.45 pm	<i>Deputy Vice-Chancellor Academic and Vice-President</i>	
from 4.45 pm	<b>Drinks</b> — <i>Please join us for discussion, drinks and nibbles.</i>	