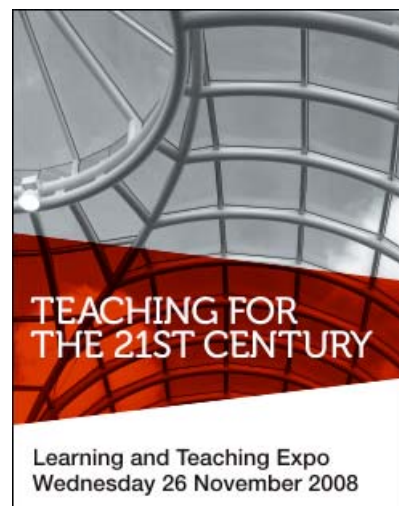


# RMIT Learning & Teaching Expo 2008

## This is tomorrow calling: Teaching for the 21<sup>st</sup> Century



## Learning and Teaching Investment Fund Grants

### Presentations Main Stage, Building 8, Cafeteria

10.15 am	<b>Associate Professor Anthony Mills</b> School of Property, Construction and Project Management	<b>Work-Integrated Learning in Construction</b>
<p>In this presentation there will be an examination of:</p> <ul style="list-style-type: none"> <li>• Employers perspective on WIL</li> <li>• Work time arrangements</li> <li>• Skills and attributes</li> <li>• Work-place culture</li> <li>• Enterprise Education</li> </ul>		
10.35 am	<b>Dr Anthony Bedford</b> School of Maths & Geospatial Sciences	<b>Integrating and reinforcing the learning of statistical concepts used in discipline-specific journal articles</b>
<p>Relevant Journal Articles from Osteopathy, Chiropractic, Occupational Health &amp; Safety were identified for use in this project. Each of the articles was annotated via the statistical content and linked to a glossary of explanations for the underlying statistical concepts via PDF technology.</p> <p>Statistical tests on similar data used in the articles were used to enable students to simulate the analyses carried out by the journal article authors. Through these simulations, students get to apply statistical concepts learned in the glossary in a data analysis. By doing these simulations, students learn how to use the statistical package SPSS in data analysis.</p> <p>In summary, the project was able to fulfil its aims through getting students to learn statistical concepts used in a journal article specific to their discipline, reinforce the learning of these concepts via data analysis and getting to know how to use the statistical package SPSS for the analyses via an integrated learning experience called statsBOARD (stats <b>Based On Articles Relevant to Discipline</b>)</p>		
10.55 am	<b>Garry Allan</b> Project Manager Academic ICT Integration, EduTAG, Office of the DVC	<b>Using Campus LX as a Learning and Teaching Tool</b>
<p>This project addressed sustainable University-wide activities (including RMIT Vietnam) in each of: educational blogs, educational wikis and e-portfolios. A core outcome in the project was the establishment of a community of practice in each of these areas that could inform and guide the installation and management of the Campus LX suite, this was mediated from the '<i>Educational Technology Development Wiki</i>' which is now a resource for the University to support and extend further staff use of technology. (For an account in this Wiki merely request access from the Helpdesk).</p> <p>The project addressed full student and staff user support documentation, and the creation of Career Track, an online entity to support students' self-directed career development. Engagement and use of the services for Blogs and Wikis is now available from ITS Training (see: <a href="http://www.rmit.edu.au/its/training/courses">http://www.rmit.edu.au/its/training/courses</a> )</p>		

	This presentation will address the opportunities available to staff to advance the flexibility of their teaching delivery by using Blogs and Wikis in an educative framework. The future positioning of ePortfolios will also be discussed, along with information on how Career Track can be used to assist with the introduction of Career Development Learning in your curriculum.	
<b>11.15 am</b>	<b>Liam Fennessy</b> School of Architecture & Design	<b>Project Diabetes: Ways of working together</b>
	A key aim of Project Diabetes was to determine ways of providing rich educational experiences for students in learning projects that co-locate learners from several disciplines and seek to contribute to significant social and economic concerns in the community. At the outset, it was anticipated that Project Diabetes would amplify the issues of learning beyond the boundaries of a singular disciplinary discourse.	
<b>11.35 am</b>	<b>Dr Fiona Peterson</b> Director of Learning and Teaching, School of Creative Media	<b>WIL in the Creative Industries: Ethics &amp; Professional Practice in Coursework Programs</b>
	In this presentation there will be an examination of ethical and professional practice aspects of WIL in the Creative Industries, including: <ul style="list-style-type: none"> <li>o risk management</li> <li>o designing WIL experiences</li> <li>o doing WIL</li> <li>o Community of Practice</li> <li>o Online resources</li> </ul>	
<b>11.55 am</b>	<b>Professor Mark Shortis</b> School of Mathematical and Geospatial Sciences and Academic Development Group, College of SET	<b>An evaluation of semi-automated, collaborative assessment and feedback systems.</b>
	Many systems have been developed to enable semi-automated and collaborative assessment of student submissions, with an online submission process by students and semi-automated distribution of assessed material back to the students. This project has established a list of criteria for the evaluation of systems, and then evaluated 29 available systems and conducted user testing of the four most promising systems. The results of the evaluations and testing will be presented.	
<b>12.15 pm</b>	<b>Assoc. Prof. Sandra Jones</b> School of Management	<b>Evaluating a Virtual Multi-Disciplinary WIL Project</b>
	The project involved staff and students from 4 disciplines (Architecture, Engineering, Social planning and Management) with the aim of engaging students in a WIL activity that addresses the question of what changes need to be made to traditional separation of disciplines and tasks to encourage a systematic approaches to work required in a knowledge era that was less demanding on industry partners.	
<b>12.35 pm</b>	<b>Sally Leavold</b> Associate Director TAFE, College of Design and Social Context <b>Ruth Moeller</b> Educational Developer, College of Design & Social Context	<b>Taking competencies to Laos</b>
	This presentation will show the digital stories developed and used in Laos. The audience was a group of people at the Oxiana mine site who were taking part in a professional development project centred around the competency based training & assessment. The digital stories were used to convey new and difficult concepts to a group of Lao and English speaking participants. They also show how materials can be contextualised to create better transfer of learning.	
<b>2.00 pm</b>	<b>Dr Pia Ednie-Brown</b> Senior Lecturer, School of Architecture and design	<b>The Biospatial Workshop</b>
	The Biospatial Workshop was a research-led teaching project. It brought together students from fashion, architecture and environmental science to explore ways in which ecological/biological systems might be employed in designing for environmental contamination and sustainability. Students studied and generated interactions between biological life (plants, earthworms, humans), soil, air and the design of residential spaces and fashion collections. Design students investigated ways in which digitally generated, field based formal systems might contribute aesthetically and pragmatically to these issues.	

2.20 pm	<b>Leo Berkeley</b> Programs Director (Journalism & Media), School of Applied Communication	<b>Screen Production Project – the development of a cross-sector, cross-School and cross-disciplinary elective.</b>  This project has involved a trial for a new elective, where students from seven different screen production programs have worked together on producing a pilot for a TV drama series on C31. The presentation will outline the research that has been undertaken so far and the challenges and benefits that have been identified in relation to: <ul style="list-style-type: none"> <li>• work-integrated learning;</li> <li>• interdisciplinary &amp; collaborative learning experiences;</li> <li>• dual sector project work.</li> </ul>
2.35 pm	<b>Douglas McManus</b>  School of Fashion & Textiles	<b>RMIT Neckware Student Design Brief</b>  The project involved creating two ties for a corporate image with RMIT as the client. The brief described two types of clients that may receive a tie as a gift or memento; one should be “classic”, the other more contemporary or innovative. Students were given the task and worked with a tight design brief as to what they could incorporate in order to fit in with the new RMIT marketing image.  We hope you enjoy the results of this challenging design WIL project.
2.50 pm	<b>Rod McCrohan</b> Team Leader, production Unit, College of Business	<b>Reuse of Learning Objects: Industry video case studies/interviews</b>  This project is an E-Learning initiative that will improve the student learning experience both in Australia and overseas partner institutions by providing access via casestudy/interviews with local and international industry leaders across curriculum areas.  The project created both new and used existing learning objects. These learning objects, primarily video case study/interviews, were then made available for reuse by others via the re-use repository. The repository contains approximately 200 learning objects.
3.05 pm	<b>Prof Mike Adams</b> T&L Director, School of Applied Sciences, SET College	<b>Formative Assessment for First-Year Science Students</b>  In this presentation there will be an examination of the implementation of good practice, within School of Applied Science, of formative assessment for first year science students.  Review current assessment strategies in: <ul style="list-style-type: none"> <li>• School of Applied Sciences</li> <li>• other Science programs at RMIT</li> <li>• Science programs at other universities, in Australia and internationally.</li> </ul>
3.20 pm	<b>Ass. Prof Iouri Belski</b> School of Electrical and Computer Engineering	<b>Establishing the TERESA Activity Group (TAG) to refine, trial and promote the Task evaluation and Reflection Instrument for Student Self Assessment</b>  TERISSA engages students in self-assessment of their subject knowledge while they resolve problems. It requires a student to conduct two task evaluations: when the task is first presented and after the task has been resolved, and to reflect on each of these evaluations and on the reasons for the discrepancy between the evaluations. This engages students in regular reflection, provides them with valuable feedback on their learning and gradually enhances their thinking and problem solving skills.  TERISSA can be used every time a student is involved in subject activities (both individual and group). This ensures that students receive feedback on their learning frequently and in a timely manner.