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  - Dr Tammie Choi

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- Teamwork assessments in the Biomedical Science degree: What is the best approach to optimise the student experience and learning outcome?
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**SESSION 3**
- The Centre for the Employment of Students
  - Dr Laurence Orlando
SESSION 1

Monash Nutrition mentoring support group: Putting international students’ needs in the centre
Dr Tammie Choi

International students often face significant challenges in the Australian classroom and clinical environment. Monash Nutrition mentoring support group is uniquely designed to align with the Asian cultural process of learning and collectivistic-orientation. The approach was found to preserve students confidence and better prepare them for clinical placement.

Unconscious bias in higher education
Dr Gabriel Garcia-Ochoa

This presentation discusses different strategies for discussing the importance of unconscious bias amongst university students. It highlights the importance of unconscious bias in developing intercultural communication skills, and how it can be applied in different disciplines.

Data driven decisions with learning analytics to promote inclusion
Prateek Jindal

At Monash College, staff have been using Learning Analytics dashboards to gain insights about their students prior to class time. This has helped identify potentially at risk students, which has enabled staff to intervene in a timely manner and provide extra support to those who need it.

Universal design and asynchronous applications to enhance access
Andrew Moshirnia

Universal design (UD) provides a framework to overcome access barriers for differently situated learners and to thereby enrich outcomes for all learners. This presentation discusses various access barriers and UD approaches to live-streaming classroom instruction.

Strengthening cultural understanding in Psychology graduates
Dr Swati Mujumdar and Dr Chris Siva

Embedding cultural awareness in Psychology graduates is an important requirement. In compliance with APAC guidelines, the School of Psychological Sciences has endeavoured to incorporate content and assessments that contain concepts of intercultural diversity and Indigenous psychology. We hope these steps will increase cultural understanding in our graduates and strengthen appreciation of multicultural diversity.

Monash University Library’s Inclusive Teaching Toolkit
Dr Lenise Prater and Susannah Phillips

At Monash University we teach students from diverse backgrounds and with a range of life experiences. Our presentation will showcase the Library’s new Inclusive Teaching Toolkit, which features straightforward guidelines about how to teach inclusively within the library context.

Forming diverse teams (so students can keep their friends)
Dr Peter Serwlyo

Allowing students to choose project teams inevitably results in them choosing (and subsequently losing!) their friends. However, in industry people are recruited into a team based on the needs of a given project. We will discuss how to engineer culturally and academically diverse teams to get better outcomes.
SESSION 1

Peer review writing groups for HDR students in Law
Dr Katherine Brabon
This presentation provides an overview of the HDR peer writing group led by a Learning Skills Adviser from the Law Library. This group has been running for a number of years and provides HDR students with the opportunity to read and critique one another's work, as well as read material relevant to editing and structuring an academic thesis. This small group, interactive style session provides an inclusive space for HDR students, who often work alone or with limited colleague contact, to meet with fellow students and develop their critical thinking, editing, and oral feedback skills. The presentation will discuss the structure of these classes and plans for the sessions in semester 2 this year.

From lecture theatre to career. Co-facilitating lectures with first year education students
Dr Maria Gindidis
As CE and lecturer of a high stakes first year undergraduate Education core unit I will present my trial of co-facilitating core lectures with undergraduate students both face to face and online. This intense, hands-on learning fosters the ability to actively mentor tomorrow's teachers in an immersive university teaching context.

Creating a culture of mentoring in student programs
Dr Rosalind McFarlane and Lucas Santos
As a peer-based program English Connect has created a culture of mentoring (both formal and informal) to enhance both students and student facilitators experiences and professional development. This presentation will also include details on how a formal culture of mentoring can be achieved at scale (70 student facilitators and 200+ Ambassadors) as well as some preliminary research results.

App-assisted peer evaluations for group projects
Dr Joel Moore
I will introduce an approach that streamlines peer evaluation in extended group projects.
- Student groups develop effective contribution to team performance criteria, utilising elements from several approaches
- Selected criteria mapped onto pooled distribution of peer marks
- Students evaluate one another based on their groups criteria, using a web application I developed.

Students at the centre of the process: Engaging students in peer review for assessment tasks
Dr Kristin Reimer and Amber McLeod
When creating assessments, we usually focus on the finished product. Last year, in EDF1010, instead of the traditional finished essay, students submitted an essay draft and anonymously reviewed their peers essays. Students engaged rigorously with the rubric and received individual feedback from peers. Their final product positively reflected the process.

Student-led development of practicals using the Raspberry Pi
A/Prof Noel Rutter
Third-year Materials students work in small teams over 8 weeks to develop practical class exercises (aimed at students in lower year groups) which make use of the Raspberry-Pi. Tasks include pitching a suitable plan with a bid for financial resources, building experimental hardware and developing software.
Teamwork assessments in the Biomedical Science degree: What is the best approach to optimise the student experience and learning outcome?
Dr Kim Catania and Jessica Gibbons

While students should be learning critical employability skills, teamwork assessments and peer-evaluation can be brutal in the competitive Biomedical Science degree. We analysed the peer-evaluation comments and identified key themes that contributed to student teamwork experiences. The following year we changed the team allocation method and introduced a teamwork tutorial. Overall the student experience has improved.

A curious feast: Re-imagining authentic assessment and cross-disciplinary learning through food films
Dr Deana Leahy, Dr Rosie Welch and Dr Melissa Wolfe

Our presentation discusses the development of learning tasks across four units from the Faculty of Education around a common exhibition theme 'Curious Feast'. Students create digital artefacts responding to the theme but fulfilling individual unit requirements. Artefacts will be displayed throughout the LTB as part of a Faculty film festival.

Embedding real life applications in assessment
Dr Jaai Parasnis

In first year macroeconomics, we designed assessment which puts students in the role of a policymakers. Using real data, they apply the concepts and tools learned in the subject to identify macroeconomic challenges for an assigned country and work in groups to design policy solutions. We share lessons from design and implementation of this encasement on student engagement, achievements and learning extending beyond the teaching period.

Using real world challenges as assessment
Dr Jaai Parasnis

Assessment and feedback can be effective drivers for promoting student centred, active learning. Using real world macroeconomic challenges as assessment in first economics subject, we have put the students at the centre of economic policy making. Feedback from students such as "I now see the world differently", shows the positive engagement of students with their learning.

ePortfolio: Reflection and assessment for pre-service Education students at Monash College
Sharon Whippy and Dr Nhai Nguyen

The Mahara ePortfolio tool is being used at Monash College as a method for students to document and share reflections on their learning and which contributes to their summative assessment. This has facilitated development of students' professional identity, built confidence and allowed insight into the students' learning journey.
SESSION 1

21st Century learning in Monash units and courses
A/Prof Gillian Kidman and Dr Niranjan Casinader
Our presentation will report on a six faculty + eSol team project exploring the presence of 21st Century skills, Graduate Attributes and Industry Standards in our units and courses.

Designing business futures: Opening student learning through the creative act of futuring
A/Prof Nick McGuigan and Dr Alessandro Ghio
A means by which to facilitate a broader, integrated and student-centered education is to work across disciplines and embrace new forms of pedagogical design. Futuring, a creative design methodology, can be used to stimulate thought, negotiate futures and develop critical thinking and collaborative communication. The presentation will describe the innovative process of futuring using the Double-Variable Method, to identify major social uncertainties and potential opportunities. Illustrative examples and feedback will be provided on how futuring has been used with accounting students, educators and the profession to illicit new creative ways forward in accounting.

Destination unknown: Internship induction in the Arts faculty
Dr Felix Nobis
The career paths of Arts graduates are not always be predictable. How do we embed employability into a program with yet-to-be-determined employment destination(s)? The Arts Faculty has been developing a program of short videos and webinar activities that focus on fields such as Ethics; Researching (in) the Workplace and Networking.

An eBook learning experience to increase students’ intercultural competence
Dr Nadine Normand-Marconnet
This snapshot is an update of a transdisciplinary project aiming at increasing Monash students’ intercultural competence through an innovative approach. Designed with the support of a MEA Inter-Faculty Transformative Grant, this eBook includes simulations based on critical incidents involving diverse cultural backgrounds, an illustration of quality enhancement of the curriculum.

Employability Week: A tool to increase students’ engagement, career awareness and employability through industry experience
Dr Laurence Orlando
Employability week is an intervention that aims to improve students’ career prospects. The activities range from setting up students professional profiles to mini interviews with relevant industry partners and industry visits. The results of a survey show a drastic positive change in students’ beliefs and confidence in undertaking recruitment processes.

Connecting Monash: An innovation challenge as unit preview
Mr David Robertson and Anette Bos
Creative, collaborative problem solving brings many learning benefits. We restructured a unit to ‘blend’ more online content and enable high-impact, longer, challenge-based face to face workshops. We’ll share insight on our “Connecting Monash” full day innovation workshop as a pedagogic experiment.
SESSION 1

Analysis and interpretation of student experience survey data
Dr Matthew Butler, Michael Morgan and Chris Gonsalvez
This presentation provides insights into the development of a framework for using Student Experience Survey data for benchmarking course performance. Computing Studies has reported poor performance over the past 5 years, and we will use this framework in examining how future improvements may be made to address areas of concern.

Learning methods amongst medical students
Associate Professor Anil Gandhi
Learning method is a process by which a medical student understands and retains information, thereby gaining knowledge and skills. Different medical schools have adopted different learning/teaching styles. Previous studies have looked at correlation of Learning styles and academic success; however few have investigated the student's preference of learning methods.

Higher-level, enquiry-based learning in immunology practical classes
Dr Kim Murphy
Active learning approaches are student centred and reported to improve student outcomes. Achieving higher-level enquiry-based learning in large classes can be difficult, but achievable. Practical classes are often ‘recipe-based’; we designed an exercise where students designed and constructed an experiment, allowing students to develop a deeper understanding of experimental science.

Activating student-centredness
A/Prof Robert Nelson
This snapshot extends research from the chapter Student-centredness in Creativity Crisis. The text debunked the widely-held belief that student-centredness occurs through constructive alignment. Add to this case, I want to show how student-centredness is ideally achieved through active learning strategies that build dynamic relations between student and teacher.

Experiential learning in doctoral training programmes: fostering personal epistemology through collaboration
Dr Lynette Pretorius
This presentation describes a learning experience designed to help doctoral students understand scholarly publication. The collaborative learning experience helped students develop their skills in academic writing, collaboration and teamwork, intercultural competence, and reflective practice. Importantly, each student also created more individualised knowledge, gaining insight into how they and others think.

Humanities for the young global citizen: engaging learners in active and blended learning
Ms Emily Takayama and Carly Damen
In 2017/2018, we designed two completely new Humanities units with the remit that they be skills-based, student-centred and blended, but otherwise it was carte-blanche! Exciting and daunting, come and hear about our experience developing a course with a constructivist approach to learning in a blended environment.

Can weekly feedback capture enhance current students learning experience?
Nafisa Ovi
Using the ‘feedback’ function in Moodle, this approach aims to help students within the semester time by capturing individual understanding level of subject content. By addressing those reflections, lecturers can better aid the students in a better way and offer assistance to enhance and promote a positive learning experience.
SESSION 2

Using vignettes to embody learning and develop critical inquiry skills
Dr Karen Lambert

The pre-service teacher (PST) classroom is a site where the questioning of, and inquiry into
discourses of movement, bodies, health, identity, ability and self provide the possibility for critical
disruption and emancipatory pedagogies to emerge. This presentation uses vignettes to embody
learning and develop critical inquiry skills in PST.

New eBook to support academic mentors of students on IME
Associate Professor Graham Parr and Dr Judy Williams

Research suggests that international mobility experiences (IME) are among the most transformative
experiences that universities can offer students and academic mentors. But mentors need quality
resources and professional development to best support students' learning before, during and after
their IME. This snapshot introduces a new eBook that meets this need.

Embed critical thinking in your teaching
Dr Laurence Orlando

Transform your learning objectives, learning activities and assessment tasks to explicitly teach Critical
Thinking to your students. A set of resources (icons, videos, quizzes) based on a selection of key
Critical Thinking actions and standards has been developed to create a common language around
Critical Thinking.

Object based learning in ATS1317 Renaissance Europe
Melanie Thorn and Roslyn Halliday

The Library (subject librarian for History, Rare Books manager, and Arts learning skills advisers) and
History academic staff, collaborated to provide students with an Object Based Learning session - an
authentic learning experience that saw students engage with medieval manuscripts and early modern
books from Monash's Rare Books collection.

Hands on History: Inquiring that's exciting
Dr Rosalie Triolo

Inquiry methodology with objects enables students to replicate the work of historians who, in a
museum, archive, library or field-site, sort evidence, ask questions and frame tentative hypotheses,
before repeating the processes or introducing new ones to confirm or challenge findings. The study of
History is, therefore, living, incomplete and exciting.

Higher Education Research Program - Design and Impacts
Dr Joy Whitton

This paper discusses the impact of an 18-month professional learning initiative called the Higher
Education Research (HER) Program. The program aimed strategically to improve the quality of
education by fostering the development of skills and building professional networks in real sites of
academic work. Qualitative methods were used to gather data from two iterations of the program.
Themes in the findings included skill and knowledge development (of both mentee participants and
mentors), confidence, perception changes of leadership and identity, increases in collaboration, and
building networks across faculties.
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| **The virtual lab**  
Dr Natalie Bennett and Elise Randle-Barrett  
In collaboration with Kris Nagy (Biomedical Education Advancement Team) we developed a virtual laboratory experience that allowed nursing students to explore the concept of tonicity. The simulation allowed them to perform an experiment with red blood cells which then facilitated class discussion on clinical application of the concept. |
| **Use of gamification to increase student engagement and performance in Macroeconomics**  
Dr Dinusha Dharmaratna  
Gamification of Macroeconomics was implemented using gamifying mobile app - Quitch. There was positive correlation between students scoring highly on the app and achieving higher grades for the subject. Use of the app has increased the student engagement and motivation. This research provides inspiration for inclusion of gamification into academic activities to improve student performance. |
| **Students customising weekly revision to suit their group’s learning**  
Stephanie Joshua-Anandappa  
To enhance active learning with a personalised framework, choice activity was introduced to MCD 1090. The tool enabled the teaching team to provide customised recap of the lecture material for each tutorial on a weekly basis. This enabled students to take a driver's seat in structuring their own class. |
| **Gamification of lectures**  
Chris Starbuck and Trish Cap  
Contemporary Worlds 2 using runs an activity called the Global Crisis that has been created to Gamify lectures and improved student engagement and student attributes in the unit. |
| **Gamifying Psychology**  
Chris Starbuck and Gabriella Quadara-Green  
What happens when you combine abnormal psychology, the plot from an international heist movie and Articulate Storyline? We have made just such a game. This presentation will quick a quick overview of the game and how it teachers students about abnormal psychology. |
| **Goodbye MARS, hello FLUX**  
Nathan Sherburn and Jonathan Li  
MARS (Monash Audience Response System) has received an huge upgrade - and a new name! In this talk, we'll explain the pedagogy and theory behind the features as well as how people can try it out for themselves! |
SESSION 2

New technology and approaches for integrating 3D medical imaging into anatomy education
Dr Justin Adams and Paul McMenamin

Anatomy represents a fundamental discipline for medical, allied health and science students. Among the many challenges faced by students learning anatomy is access to detailed anatomical specimens within and outside of classroom environments for self-directed learning and revision. Equally, when moving from anatomy classrooms to medical or allied professional environments, most students will eventually interact with anatomy through diagnostic medical imaging (CT, MRI) that require an ability to understand complex three-dimensional relationships and structures from two-dimensional representations. Here we present a novel application of the SECTRA radiographic imaging table and Educational Portal software, coupled with our world-first 3D digital database of human anatomy specimens, that provide a comprehensive and accessible resource for students learning anatomy across disciplines.

Use of technology to improve feedback practices
Zahra Aziz and Dr Lilani Arulkadacham

We are currently piloting the audio-visual feedback using Panopto, an online video platform fully integrated with Moodle. We report the experience of moving away from text-based to audio-visual feedback, the enablers of and barriers to the adoption of technology, and the perceived benefits for instructors as well as for students.

Skills coaching: embedding reflective practice in student learning
A/Prof Kirstie Galbraith and Dr Jen Short

The Faculty of Pharmacy and Pharmaceutical Sciences is implementing new curricula with a focus on student skill development. One component is small group skills coaching with an emphasis on reflective practice as a tool for students to identify their personalised learning needs. Cycles of reflection and feedback are embedded using an online portfolio which has been developed by the faculty.

Perusall: The collaborative reading tool
Paul Hellwege and Norman Paskin

Our adult learners were required to read and comment on documents relevant for their workplace to show their understanding. By using Perusall, we were able to engage our learners to interact in a collaborative way, to discuss written content, all while monitoring progress and engagement in an online space.

I assign reading to my students and they often don't do it - an online interactive solution
Dr Yolanta Kwiecien and Ranjini Tissera

Through integrating Perusall into the curriculum, I sought to create an online learning community by changing traditional weekly pre-tutorial reading and comprehension from a solitary task into an engaging collective experience by allowing students, mostly with the non-English background to share their answers with their peers and offer constructive feedback and opinions.

Using augmented reality for teaching in Biotechnology
Dr Hue Seow Mun (Jasmine)

Technology has change the way we organise, assess and conduct classes. In this project, we incorporated the usage of Augmented Reality for a Year 2 Biotechnology unit. Each team is required to incorporate technology in their poster presentation (conference style). This activity promotes peer learning and teamwork among the students.
SESSION 3

What builds community in online learning environments?
Dr Emily Adam
This presentation will outline the results of a mixed-methods study we conducted with our fully online, graduate student cohort to examine their perspectives of the types of formal and informal learning activities that increase sense of community in intensive-mode online learning environments.

Using interactive activities to increase online student engagement
Dr Lilani Arulkadacham and Dr Tony Mowbray
H5P enables course developers to create rich interactive learning content. Research has shown that students exposed to interactive learning content demonstrated better achievement of learning outcomes and greater satisfaction. The GDPA are currently creating a suite of interactive activities for our fully online students, including videos enriched with interactive elements to facilitate differentiated learning.

Identifying the indicators of optimal student outcomes in online education
Dr Lilani Arulkadacham and Zahra Aziz
Despite more higher education institutions offering online course alternatives, little attention has been paid to understanding the key drivers of student success in online tertiary education. The preliminary study results have revealed that discipline-specific factors, such as learner resilience, is a key indicator of effective online learning, within Psychology courses.

Evaluating and expanding the usability and user satisfaction of the Monash Research Portal
Zahra Aziz and Dr Stephen McKenzie
The School of Psychological Sciences recently developed the Monash Research Portal, an online research integrated environment, which provides a comprehensive range of research capacities needed to conduct online research. This platform guides students through the entire research process and leverages supervisor and student communication using industry standard online technologies.

Online education: One size does not fit all
Dr Filia Garivaldis and Dr Stephen McKenzie
The effectiveness of an online course depends on the uniqueness of its students, and their response to the online mode. In this presentation, three examples of the dynamic relationship between online teaching and learning are discussed, as experienced in the GDPA, demonstrating that one size, online, does not fit all!

A fully online undergraduate first year: Psychology pilot
A/Prof Matt Mundy and Dr Katrina McKie
We will give an overview of and review progress in our fully online first year large undergraduate cohort, including the challenges and opportunities we have faced.