

## 2022 BADUGULANG TEACHING AND LEARNING SHOWCASE

# The Future is Now: Teaching and Learning Innovation and Success

## PRESENTATION ABSTRACTS AND SPEAKER BIOGRAPHIES

**Keynote: World #1 for Impact – How our learning and teaching matters**

Brittany Vermeulen, Sustainability Coordinator, Sustainability Education, Office of the Pro Vice-Chancellor Learning Futures

Western Sydney University has been named number one in the world for its social, ecological and economic impact in the prestigious Times Higher Education (THE) University Impact Rankings. Come and discover how our learning and teaching matters.

**Keynote: Peer Review**

Dr Alexandra Johnston PhD, Associate Lecturer, Williams Centre for Learning Advancement, Faculty of Business & Economics, The University of Melbourne

Dr Alexandra Johnston (PhD) is an Associate Lecturer with the Williams Centre for Learning Advancement, at the University of Melbourne. Alexandra's PhD explored peer review of teaching in Australian higher education. Her substantive theory, *becoming scholarly*, is an approach to safeguarding, affording, and sustaining opportunities for academics to develop scholarly teaching capabilities. Alexandra's central recommendation is that peer review of teaching programs scaffold meaningful conversations about scholarly teaching. These conversations can transform teaching quality in higher education and result in evidence-based knowledge, skills, and behaviours – or scholarly teaching capabilities.

Alexandra holds several qualifications, including a Masters in Applied Positive Psychology, Graduate Certificate degrees in Educational Research and University Teaching, and bachelor's degrees in education and fine arts. She has extensive experience in a range of educational settings over 20 years and brings both industry practice and academic research skills and knowledge to her work in higher education teaching and research. Alexandra is also a consultant in education, with experience working with a range of educational providers across the public and private sectors.

## Concurrent streams

### Stream 1 – Peer Review/Mentoring

Moderator: Associate Professor Jo-Anne Chuck, Head of Teaching and Curriculum, Office of the Pro Vice-Chancellor Learning Futures

#### Peer Review Mentors

- Dr Jess Richards, Lecturer, Sports Management, School of Business
- Dr Roger Dawkins, Senior Lecturer in Digital and Social Media, School of Humanities and Communication Arts

Biographies: Roger is a Senior Lecturer in Digital and Social Media in the SoHCA. He teaches media law and ethics for communications and creative industries students, as well as podcasting and a little bit of advertising and immersive screen technologies. In the last couple of years, he's been a Peer Review Champion and Peer Review Mentor at Western. Recent research interests include film-philosophy, podcasting pedagogy and Technology Enhanced Learning.

Abstract: Join our Peer Review Mentors as they discuss what peer review means to them, reflect on the past two years and “putting peer review on the map”, and share learnings from their collaboration with the University of Melbourne.

#### Peer Review Champions

Dr David Lim, Director of Academic Program (Postgraduate Health Sciences), School of Health Sciences

Biography: Having spent 12 years in rural Western Australia and 3 years in South Australia influencing primary healthcare reform and improving patient care through collaborative partnership prior to joining academia, David continues to look for opportunities to make a meaningful positive difference through his teaching, research and community service.

#### Sessional Staff Mentoring Scheme

- Dr Christina Curry, Senior Lecturer, School of Education
- Maria Charalambous, Learning and Teaching Coordinator, The College
- Dr Christine Krol, Casual Academic, School of Social Sciences
- Shatha Aziz, Lecturer and Tutor, School of Computer, Data and Mathematical Sciences

Biographies: Maria Charalambous is an Academic English Learning and Teaching Coordinator at The College. Maria has been a literacy teacher of adult learners in various contexts since 2007. In the last few years, Maria has overseen the creation of a number of customised literacy subjects for various cohorts including Construction Management, ICT, and Policing and CCJ. Maria took part in the Peer Review Showcase in 2019. Maria is passionate about embedding active learning strategies into curriculum and class activities and building class rapport through meaningful group interactions.

Christine Krol graduated with a Bachelor of Social Work in 2016 and PhD at Western Sydney University in 2020. She has been a sessional tutor for the SoSS, Social Work and Community Welfare, for seven years. Her research interests include increasing the equitable participation of higher education students with disability under the UN Sustainable Development Goal Four, Quality Education, as well as promoting and using a Universal Design for Learning pedagogy.

Abstract: The Sessional Staff Mentoring Scheme was a targeted program aimed at Western's integral Session Staff, providing them the opportunity to be mentored by Badugulang's leaders in teaching and learning. Sessional Staff identified an area of teaching and learning to focus on and worked with their mentor on their strategy and goal implementation. This session will showcase the journey and work of the Sessional Staff involved in the program.

## Stream 2 – Educational Partnerships

Moderator: Mitchell Liddle, Acting – Associate Director, Academic Pathway Programs, The College

Western Sydney Online - Supporting professional standards in the Master of Teaching (Primary), through the use of simulated reality and visual literacy to enhance pre-service teachers' placement readiness and employability

- Karen Harvey, Academic Director, OES
- Kylie Doye, Director of Learning Design, OES
- Darren Cutajar, Lead Learning Designer, OES

Biographies: Passionate about creating equitable access to education, Karen Harvey oversees academic quality for one of OES's partnership with WSU. Karen has more than 15 years' experience in business and academic leadership roles. She joined OES in 2018 following a career in business consulting and FMCG management. A doctoral candidate, Karen's research on career change experience contributes to her deep understanding of students' needs. She is also a board director for a not-for-profit youth education foundation.

A former educator, Kylie ensures teaching expertise is genuinely embedded in learning design. Her leadership sees OES create highly trusted partnerships with university stakeholders. Kylie's rich career spans teaching, policy, project management, educator training and learning design roles across K-12, VET and higher education settings. She has served on committees and boards within the Victorian government and community.

Darren is a dynamic Learning and Development professional, with 25 years of practical and demonstrated experience in leading and supporting teams through change. He has a diverse background, with experience in education, technology, employability, marketing and design. Darren is deeply interested in optimising the student experience, through meaningful, industry-relevant and technology enhanced learning. He is equally passionate about pedagogical practice and user experience with a passion for helping people build their capability through supportive and holistic learning approaches.

## The College

Mark Raven, Director, RTO, The College

Biography: Mark Raven has been involved with the education sector for over twenty years, as a CEO and Director with a range of educational quality assurance, tertiary, and vocational education providers. He has working closely with state and federal government departments, and regulatory agencies locally and abroad. As an owner entrepreneur of a privately owned group of technical training-oriented RTO's, he has also held senior executive roles with Kaplan Australia, and most recently as a Director of a University based VET provider.

Abstract: Mark's recent interest has been in the exploration of complementary relationships between 'high-demand' vendor certifications and qualifications issued under the Australian Qualifications Framework. Exemplar to this, includes the embedding of the Prince2 Project Management suite of certifications, into accredited Diploma and Bachelor programmes. He considers how the information technology sector recognises software vendor certifications, at least as well as University-issued testamurs.

His presentation considers a commercial case-study, where his commercially oriented training organisation embedded IT-related vendor certifications into Diploma qualifications, for the international education market. The presentation reflects on the changing attitudes to commercial education providers as partners, not competitors.

### Venture Makers - Partnership Pedagogy approaches in Entrepreneurship Education

Inu Rana, Launch Pad Senior Business Advisor

Inu Rana is a highly experienced professional and has spent last 25 years managing ventures, consulting & advising businesses, supporting startups, and contributing towards research in entrepreneurship, innovation and advanced manufacturing. Inu has worked across the two regions, Australia & South-East Asia and holds extensive experience in working in tertiary education in both industry facing and teaching roles. Her past 9 years have been with the Western Sydney University, Australia.

In relation to her Teaching & Learning role, her work in developing transdisciplinary curriculum in entrepreneurship is notable. She has high expertise in designing and delivering hybrid-delivery curriculum and she has designed and delivered courses in Australia, India, Vietnam & China. She has great interest in partnership pedagogy, where her focus is on co-creating, co-designing, and co-delivering curriculum with various industry partners, bringing together different stakeholders to build a rich learning environment. Her expertise is also in using high impact strategies for blended learning and teaching.

### Stream 3 – Teaching Innovation

Moderator: Dr Nicole Bridges, Lecturer, Public Relations and Advertising, School of Humanities and Communication Arts

### Innovation in Physiology Education: The Past, Present and Future

Dr Ben Perry PhD, School of Science

### Open Education Resources

Fiona Salisbury, Executive Director, Library Services

Biography: Fiona Salisbury has been at WSU since March 2022 in the role of Executive Director, Library Services. Before joining WSU, Fiona was the University Librarian La Trobe University. At La Trobe, Fiona was an advocate for open access textbook publishing and established the La Trobe eBureau to publish open textbooks by La Trobe authors for La Trobe courses. Fiona is currently a member of the CAUL (Council of Australian University Librarians) Board and the Director of the CAUL Enabling a Modern Curriculum Program, which includes connecting libraries and academics across institutions to create open textbooks.

Abstract: This presentation summarises the potential and benefits of open education resources (OER) for learning and teaching. Examples of current good practice at WSU will be showcased to inform discussion of possible future directions and next steps for WSU.

### Indigenous Education

Professor Susan Page, Director of Indigenous Learning and Teaching, Office of the Deputy Vice-Chancellor Indigenous Leadership

Biography: Professor Susan Page is an Aboriginal Australian academic whose research focuses on Aboriginal and Torres Strait Islander peoples' experience of learning and academic work in higher education and student learning in Indigenous Studies. Susan has held a variety of leadership positions including Associate Dean, Centre Director and Head of the Department. Recently she led a university-wide Indigenous graduate attribute project. Susan's current role is Director of Indigenous Learning and Teaching at Western Sydney University. She has collaborated on several competitive research grants, has received a national award for Excellence in Teaching and is well published in the field of Indigenous Higher Education.

Abstract: Colleagues from across the university have been engaged in exciting learning and teaching projects designed to enhance learner understanding about Indigenous Australian matters and to prepare graduates to work effectively with and for Indigenous peoples and communities. This presentation draws together an eclectic cluster of initiatives and uses a one slide/one project approach to highlight creative and innovative work from a range of programs across the university. Snapshots include the work of Ali Gebhardt and Dr Liz Thyer, Alison Barnes and Renae Coleman, Jenni Whelan and Rebecca Dominguez, A/P Azadeh Dastyari, and Dr Souheir Edelbi. If you are wondering about where to start with Indigenous curriculum development, come along and hear a range of possibilities from colleagues who have already begun.

### **Keynote: Vice Chancellor's Teaching Excellence Award 2021 Winner**

Dr Jenna Condie, Senior Lecturer in Digital Society, School of Social Sciences, and research Fellow, Young and Resilient Research Centre

In this keynote, Jenna discusses the transdisciplinary curriculum innovation and development work that formed the basis of her application. She explains how she pulled together a seemingly disparate body of work into two coherent themes that resonated with the University's missions and also reflected her personal commitments to activist curricula for more just futures. Jenna critically reflects on the application process as an opportunity to identify who you are becoming as an educator, and where you might go next with your learning and teaching practices.