

PECHA KUCHA ABSTRACTS

<p>Lisa Bugden and Kate Pardy</p>	<p><i>Blueprinting in learning design – what can we learn</i></p> <p>As learning designers and content builders, we often work with content writers or academic staff to create units of learning, but how we do this, and the process of learning design can depend on individual experience and understanding. This paper reflects on the development of learning blueprints and how they evolved. This aims to provide context to how learning design practitioners can best support academic staff through this process of design and development of learning within a higher education context.</p> <p>University teachers juggle many pressures as they design learning experiences for students, such as ensuring learning is underpinned by contemporary pedagogy, aimed at producing quality courses and units (Agostinho et al., 2020) that in turn develop job-ready graduates, whilst addressing attrition and retention. This is compounded in the era of COVID-19 where technological presence plays a pivotal role in the student learning experience (Lee, 2021). Research undertaken by Postareff and Lindblom-Ylänne (2008) identifies that university teachers who begin the learning design process from a learning-centred approach often leads to a more complete approach to teaching. Goodyear (2015) identifies that good learning design practice often includes the development of learning plans, or blueprints that mark out how the learning will occur.</p> <p>Two careers education units were recently developed for first year students at University of New England. A student focussed design process was implemented whereby the unit coordinators took time to consider and analyse the student profile. This then informed the pedagogical approach that would be best suited to the student profile, learning outcomes, graduate attributes, assessment and content. This mirrors the findings of Bennett et al. (2017), whereby designing broadly or to an overarching framework, or in this case, the pedagogy was the initial focus.</p> <p>To determine how the units evolved from the blueprint process, the blueprints were reviewed after the content creation stage and then after the first teaching period. The analysis of both unit blueprints identified that most of the changes from the initial unit blueprint were to the order/structure of topics in the content creation stage. Other aspects such as the pedagogical approach, learning outcomes and development of graduate attributes remained largely unchanged. As learning designers, this can help provide context to how we work with teaching staff in the design and development of learning.</p>
<p>Isabelle Lys and Michael Sobek</p>	<p><i>Be prepared: Transitioning first year students to a university online learning environment using ECHO360 Active Learning Platform on enrolment</i></p> <p>The ECHO360 Active Learning Platform (ECHO360ALP) is an online active learning platform allowing the creation of interactive multimedia content for anytime student learning, with the potential for comprehensive analytics. This ECHO360ALP has previously been shown to enhance student participation and engagement during in-class university activities however it can be challenging to use at first. To enhance the uptake of ECHO360ALP in and out of the classroom throughout their enrolment at university, familiarisation of students to ECHO360ALP needs to be facilitated upon enrolment to all students. This case study at one Australian</p>

	<p>university investigates the development, implementation and student experience of an online ECHO360ALP training module. This study also shows that the design of pedagogy and timely introduction of online learning tools and technology to engage diverse students in preparation for university study is vital for engaging students in transitioning and thriving in university online learning environments.</p> <p>ECHO360ALP was introduced at an Australian university at the commencement of semester one in 2017. Previously, ECHO360ALP has been shown to increase student participation and engagement in class at the University of Adelaide (Adelaide), University of Canberra (Canberra, 2016) and at University of New South Wales (Medicine, 2016). Some suggested uses of the ECHO360 ALP include taking attendance, analyse learner behaviour through learning analytics and for peer instruction (ECHO360, 2015). A previous study of an older version of ECHO360ALP termed “Learning Tools” showed that the resource enhanced student-teacher relationships and student engagement in large classes as evidenced by making the learning environment a collaborative one between student and academic staff by providing feedback during and after class via polling, annotating slides in lecture presentations and participating in discussion board during and after class (Shaw, Kominko, & Terrion, 2015).</p> <p>At this case study Australian university, there was no formal online induction or training modules, or training sessions made available to students upon enrolment to assist them in transitioning to the ECHO360ALP online learning environment. Hence this led to the design and implementation of a self-enrolment online training module tailored to suit first year students enrolled at this university. Students will have access to this online unit throughout their enrolment and progression at university.</p> <p>In order to gain student experience of this online ECHO360ALP training module, students provided feedback via completion of an online survey that was provided to students at the end of the semester. The design and implementation of the online ECHO360ALP module, and the analysis of results from 2019-2020 student feedback from this case study Australian university will be presented at the conference.</p>
<p>Lincoln Barrett, Brian R von Konsky, David Gibson and Irene De Pater</p>	<p><i>Reframing reflection: Leveraging technology and coaching methodology to enhance and extend student reflection during Work Integrated Learning</i></p> <p>Work integrated learning (WIL) is a multi-domain practice that entwines classroom learning, or theory, with an opportunity for students to refine their professional knowledge and practice in the field through experiential learning and reflection (Jackson et al., 2017). Reflection, the process of critical introspection and evaluation designed to enlighten and empower the learner to instigate positive and meaningful action for growth (Black & Plowright, 2010), is a universal component of WIL practicums (Davies, 2012) and has been linked to improvements in performance, wellbeing and work engagement (Matsuo, 2019; Faller, Lundgren, & Marsick, 2020).</p> <p>Research suggests, however, that there are five challenges to harnessing the power of reflection. Firstly, reflection is widely considered to require a high level of cognition and can be challenging to practice (Smith, 2011). Secondly, although critical reflection can be learnt, it is rarely taught, leading to a lack of understanding about the process and a reluctance to engage (de Souza, & Brunstein, 2018). Thirdly, tools and prompts to scaffold reflection can be time consuming, inauthentic and too problem- focused (Walsh & Mann, 2015). Fourthly, supervisors, who are responsible for extending student reflection, often lack the knowledge, skills,</p>

	<p>time and resources to do so (Gaitskell & Morley 2008; Cooper & Wieckowski, 2017). Finally, when self-reflection is linked to evaluation, the temptation to self-promote coupled with fears around potential negative ramifications can result in inauthentic and inaccurate self-reporting (Benade, 2018; De Stefano, Hutman & Gazzola, 2017).</p> <p>Perhaps the solution to these challenges can be found in the learnings of a similar field, coaching. Coaching is often defined as “unlocking people’s potential to maximise their own performance (Whitmore, 2009, p.10).” While it is a highly nuanced practice, coaching can be considered as an extension of reflection as the core skill of the coach is to ask questions that stimulate the high level, rigorous reflection, or metacognition, required to broaden perspective, gain clarity and elicit action (Clutterbuck, 2010).</p> <p>There is potential, therefore for a combination of technology and coaching methodology (the art/science of questioning), an online Assistive Reflective Coach (ARC), to both enhance student reflection and extend its benefits to supervisors and organisations. Firstly, an ARC could assist students to broaden their perspective, gain clarity and set goals for growth, thereby potentially improving their performance, wellbeing and work engagement. Secondly, by providing access to real-time student reflection data (a log of questions and answers), an ARC could support supervisors to have follow up support and development conversations with students that are personalised, authentic and targeted, potentially improving supervisor effectiveness. Finally, by generating aggregated data viewable at either faculty or unit level, an ARC could illuminate practice and identify trends, potentially improving organisational learning.</p> <p>Research is currently underway to design, develop and evaluate an ARC. In consultation with subject matter experts, WIL students, supervisors and course administrators, a prototype ARC has been designed and developed. The next stage of the research will investigate the impact of the prototype ARC on student self-reflection, insight and self-efficacy.</p>
<p>Punithalingam Youhasan, Yan Chen, Mataroria Lyndon and Marcus A. Henning</p>	<p><i>Implementing flipped classroom pedagogy in undergraduate nursing education in Sri Lanka: A mixed-methods study</i></p> <p>The nursing education system has evolved with an increased emphasis on student-centred education, such as implementing flipped classroom pedagogy. Given the promising positive educational outcomes, the trend of using flipped classroom pedagogy has become increasingly popular in undergraduate nursing education. However, little is known about how these flipped classroom methods impact on nursing educational practices in limited-resource settings situated in South Asia. Therefore, this study intended to assess the feasibility for implementing flipped classrooms in undergraduate nursing education in Sri Lanka.</p> <p>This mixed-methods study employed a quantitative questionnaire survey and six focus group discussions conducted in three state universities in Sri Lanka. The Nursing Students’ Readiness for Flipped Classroom (NSR-FC) questionnaire was used to collect quantitative data. The semi-structured focused group discussions were conducted by using 18 reflective and open-ended questions. Descriptive statistics and analysis of variance methods were employed when analysing quantitative data. An inductive thematic analysis approach was used to summarise the focus group discussions.</p> <p>The questionnaire survey revealed that nursing students reported high levels of personal, technical, and pedagogical readiness across all three universities, while environmental readiness was perceived as low. The inductive thematic analysis identified three themes, namely: enablers, challenges, and benefits. Specifically,</p>

ASCILITE 2021

Back to the Future

	<p>nursing students valued the student-centred approach. They were ready to utilise their own devices to overcome limited technological provision; however, a short training session about how to engage in the flipped classroom was desirable. Also, their exposure to basic educational technology was perceived as adequate and they were well aware of the positive outcomes of flipped classroom pedagogy.</p> <p>Nursing students were ready to enrol in a flipped classroom program. The provision of technological resources in the education environment was identified as a great challenge for flipped classroom implementation. Overall, the findings indicate there are promising feasibilities for the flipped classroom implementation.</p>
Jack Sage and Michael Sankey	<p><i>PALD - Peer Assisted Learning Design</i></p> <p>This Pecha Kucha introduces the idea of PALD – Peer Assisted Learning Design and proposes that ASCILITE members offer their pro-bono services to charities, volunteering organisations and other non-for profits as a means of supporting the development of Learning Design and leadership skills while “giving back to the community”. Sage & Sankey (2021) quote the Australian Government forecast about the double-digit growth of the profession cluster that includes Learning Designers (Instructional Designers as the Government documents refer to the profession) in the five years between 2020-2025. PALD is proposed to help aspiring learning designers manage their career transitions by filling skill shortages, while addressing authentic industry needs, raising awareness, standards and demand for Learning Design in the post-Covid future. This presentation taps into the Back-to-the-Future: Post-Covid Landscapes and Leadership themes.</p> <p>The ASCILITE community surveyed by Sage & Sankey (2021) offered a number of insights on how to successfully manage a career transition from third spaces (Smith et al. 2021) into the postsecondary Learning Design. This advice was in line with the existing literature (Peck, 2021a, 20201b), suggesting that aspiring Learning Designers complete LD qualifications, but most importantly develop experience and a portfolio to prove it. At the same time, Heggart & Dickson-Deane (2021) posited that many of the LD education courses on offer do not provide opportunities to develop the learning designer skills in practice and industry exposure varied enough to claim employability. While they have developed a very innovative design for a new Learning Design qualification course that has employability and practical skills at heart, we anticipate that other education providers will take time to catch up. PALD, particularly delivered in conjunction with the ASCILITE Community Mentoring Program (CMP), could play a role in helping to bridge the practical skill gap for those who opted for more theoretical education.</p>
Geok Mui Koh, Xingkuan Liu, Jessie Tan, Diana Toh, Dorothy Ng and Abirami Ramanathan	<p><i>An investigation into student and educator attitudes and perceptions towards the integration of AI tutor and marker in nursing education</i></p> <p>The pandemic has accelerated the adoption of technology-enabled learning in many educational institutes to support students’ learning. Artificial Intelligence (AI) has become more evident in online learning (Kim et al., 2020; Iles, 2019; Shen & Shu, 2020). For instance, AI fills the gaps in teaching and learning, drives efficiency, facilitates personalisation and allows schools to streamline administrative work so that educators have more time to handle complex tasks which machines are incapable of resolving (Marr, 2020). Technology has also simplified the collection and analysis of learner data; and performance can be used to tailor courses and learning environments, which in turn achieve better learning outcomes.</p> <p>The Diploma in Nursing (NSG) from the School of Health Sciences (HS) at Ngee Ann Polytechnic, has an intake of 625 per year and an enrolment of 1,500 students. The programme has 41 modules, with 15 examinable modules which are heavy in content. Nursing students who are academically weaker, typically require</p>

	<p>additional guidance in these examinable modules. In addition, the rapid transition from face-to-face to online learning in response to COVID-19 measures posed specific teaching and learning demands, making it more challenging to track learning progress and provide timely individualised feedback to the large cohort of students.</p> <p>To address these challenges, HS leveraged AI-based learning solutions, such as AI tutor and AI marker, for teaching and learning. The AI tutor provides immediate answers to common students' queries pertaining to the modules which tend to recur every semester. The AI marker grades and provides immediate feedback to students on their responses in short answer questions. These AI-enabled systems are accessible anytime and anywhere. They free up educators to focus on educating their students and improving students' learning experience.</p> <p>While there is ample research relating to the contributions of AI to student learning (Kim et al., 2020; Iles, 2019), there seems to be limited research from the students' and educators' perspectives on the use of AI and its ethical considerations. This study aims to provide new insights into tertiary nursing students' and educators' perceptions and attitudes toward the integration of AI in Education.</p> <p>An online survey was constructed based on past literature (Joshi et al., 2021; Kim et al., 2020) to measure nursing students' and educators' perceived benefits and attitudes towards the AI tutor and marker. The survey will be administered to Year Two and Three nursing students and educators from the Diploma in Nursing in July 2021. The analysis will focus on the students' and educators' perceptions of the usefulness of AI in nursing education and highlight similarities and differences in their perceptions. The implications of the findings on the implementation of AI in education will be discussed. The findings will be ready for sharing at ASCILITE 2021 in November 2021.</p>
<p>Nona Press and Grace Yue Qi</p>	<p><i>Mentorship and distributed leadership as digital citizens</i></p> <p>Mentoring is recognised as an important developmental medium that warrants consideration at many levels within education, corporate and community contexts. However, despite its relative importance, we know little about specific mentoring behaviors that result in challenging experiences and positive outcomes. This study specifically set out to uncover the meaning of mentoring as we enacted and experienced this concept in a formal mentoring relationship. We examined the characteristics of mentoring relationships through our experiences of mentoring in a technology-enabled academic setting. A fusion of case study and collaborative autoethnography was employed, with the aim of understanding mentoring in our shared context as academics. We asked:</p> <ol style="list-style-type: none"> 1. What do we mean by the idea of mentoring, and what are their inherent characteristics? 2. How and in what ways does our understanding of mentoring reflect our actions and influence our expectations as mentee and mentor? <p>In-depth semi-structured interviews were conducted by a critical friend. The interviews were recorded and subsequently transcribed. We each verified interview transcripts and read repeatedly upon which a recursive process of inductive analysis was undertaken.</p>

	<p>This research was necessarily framed by our personal narrative, where we reflected upon our subjective views and understanding, and where reflexivity manifested while we engaged in autoethnography as a collaborative endeavour of exploration and learning. Chang, Ngunjiri and Hernandez (2013, p. 21) suggested that “... a study of one’s self lacks the possibility of demonstrating researcher accountability during the research process because the researcher is also the participant.” However, we were mindful that our collaborative study of ourselves embodied accountability and transparency both as an individual and together as collaborators.</p> <p>The stories we shared and the insights generated created a rich and colourful tapestry, and brought to bear greater understanding to the different dimensions of mentoring. One such dimension is the role of technologies in mediating communication and interaction that without technology-enabled connections mentorship would have been ineffective. We were ‘Digital Citizens’ traversing the tyranny of distance. Themes that emerged highlighted mentoring as “developmental, reciprocal, <i>ako</i> in te ao Māori, culturally responsive/intercultural awareness, as well as longitudinal relationship development”. This view of mentoring emanating from this case study concerned reciprocal learning and in the process helped in “making informed decisions that encouraged deeper self-awareness”. Another noticeable aspect of this understanding was that “there’s reciprocity in the way that we accommodate each other’s uniqueness”.</p> <p>The themes on the characteristics of mentorship were conveyed as “mutually beneficial, like-minded, equal, encouraging”, “transformative”, “reflective and reflexive”. The study revealed that, in mentorship, relationships can evolve as “collaborators, work partners” as well as “friends” where “distributed leadership” (Spillane et al., 2001) manifest with shared roles as leaders. From the mentee’s perspective, this mentorship has been “an inspirational” experience that resulted in “personal growth”, demonstrating the “unique care, generosity, patience and understanding” that a mentor could offer to a mentee. And for the mentor, seeing the mentee achieve her “sense of ownership, sense of leadership, and sense of accomplishment” confirms what being a mentor is all about.</p> <p>Our plan to extend a formal mentoring relationship through the ASCILITE Mentoring Program has also proven to be positive and sustaining. Our stories in this research have the potential to influence future mentees and mentors in academic communities and beyond.</p>
<p>Morwenna Kirwan, Verity Pacey, Alexandra Bhatti, Kelly Gray and Catherine Dean</p>	<p><i>Connected Curriculum for Professionals in Health: a sustainable and innovative approach to curriculum development</i></p> <p>We are living in a world of information overload. In the internet era of social media, fake news and online propaganda, distinguishing health misinformation is an ongoing challenge. Ensuring our future health and medical professionals have ongoing access to high-quality, evidence-based information is critical to supporting student learning. Resource development is frequently duplicated within institutions resulting in wasted effort and time. To overcome these issues, we established the faculty-wide <i>Connected Curriculum for Professionals in Health</i> initiative in 2018.</p> <p><i>Connected Curriculum for Professionals in Health</i> (Connected Curriculum) brought together teaching academics and students across the faculty to co-design a centralised online repository of high-quality, evidence-based educational modules that support student learning across disciplines. Figure 1 explains how the modules have been designed to reflect best practice. Each module includes formative knowledge checks, providing a low-risk environment for students to assess their level of understanding, as well as interactive activities (e.g., drag and drop, sorting activities, flip cards) to ensure the learning experience is active rather than passive.</p> <p>Connected Curriculum modules are utilised by faculty academics in a variety of ways: in a flipped classroom setting, as preparatory activities for assessments or</p>

	<p>prior to tutorial or practical based classes; as supplementary resources following on-campus or online synchronous learning sessions; and in some instances, as group activities to be completed during class time. These modules are also commonly delivered as stand-alone content, particularly on topics that are complex and relevant across multiple units and years within a course, thereby offering sustainability and consistency of teaching.</p> <p>Student engagement with the Connected Curriculum platform and associated modules was evaluated via Learning Management System (LMS) analytics. A sample (n=283) of undergraduate (n=170) and postgraduate (n=113) students were invited to complete a questionnaire about the utility and design of the Connected Curriculum modules.</p> <p>According to LMS analytic reporting, over the past 3 years (2018-2020), 85% of faculty students and staff (n = 1430/1680) have accessed and searched Connected Curriculum modules on 27,114 occasions*. Table 1 shows the five most popular Connected Curriculum modules. These five bespoke in-house modules are cross-disciplinary and interprofessional in nature, with students revisiting the modules on many occasions.</p> <p>A total of 147 students provided responses to the Likert scale questions on the utility and design of Connected Curriculum, a 52% response rate. The undergraduate students (n=122) were studying clinical science, and the postgraduate students (n= 25) were studying public health. Most students reported that Connected Curriculum modules enhanced their learning experience (83.7% agree/strongly agree), the modules were engaging (84.4% agree/strongly agree) and the modules included valuable resources that helped with preparation of assignments (88.4% agree/strongly agree).</p> <p><i>Connected Curriculum for Professionals in Health</i> is a well utilised platform hosting high-quality, interactive, and engaging modules that support student learning. This centralised online repository of high-quality educational materials has reduced unnecessary duplication of content across all courses in our faculty and offers sustainability of teaching. This approach to curriculum development has been adapted to other disciplines in our university and could provide benefits across higher education institutions globally.</p>
Gloria Gomez	<p><i>Advancing novel and sustainable technology enhanced learning with bridging design prototypes</i></p> <p>The bridging design prototype (BDP) approach aims to strengthen the activity of design in new product development undertaken by small enterprises. Design is the weak link in the fuzzy front-end process of new product development in small and medium-sized enterprises. Often, these enterprises cannot afford to bring a human-centred design (HCD) perspective early into the research and development (R&D) process of innovative services or products. During the fuzzy front-end, the BDP approach provides a rapid and organised way to research and sort design opportunities into those that deserve more effort and those that should be deferred. The problematic situation just described is also a concern in the field of technology-enhanced learning (TEL).</p> <p>Originally, BDPs enabled an individual designer to undertake HCD studies in education from an interaction design perspective, with difficult to access and technologically dis-inclined user communities. A BDP is a fully functional rapid prototype built with features familiar to a user community and with novel features a designer incorporates after careful analysis of relevant data. It capitalises on a user community's prior knowledge and recognises their context realities. These characteristics bring users into the development process early because they accept to incorporate it into their real activities. At the same time, individual designers or R&D teams use it for learning about the community, the context, and the practice.</p>

	<p>The BDP approach is comprised of six agile and flexible principles underpinned by concepts drawn from human-centred product development, user-centred design, inclusive design, participatory design and a theory for meaningful learning. The concept map in figure 1 illustrates the phases and principles and relationships among them.</p> <p>Two case studies illustrate the application of BDPs in novel TEL implementations. One case “a resource for self-paced learning for first year students” was carried out in the role of educational designer as member of an academic institution. The second case “a web app for online academic study” was carried out in the role of interaction designer as a small business co-founder. A meta-analysis on qualitative data provides information on the relevance and impact of these cases for the period 2010-2020. Two frameworks inform the analysis: Buchanan’s four orders of design for wicked problems in design thinking and Rogers’ model of diffusion of technological innovation.</p> <p>BDPs appear to mitigate adoption barriers and afford easier experimentations with real students. Bottom-up problem solving activities appear to promote microinnovations such as the emergence of online learning communities, students becoming co-designers of learning, and decentering of external designer participation to give way to community designs. These results might address what researchers have described as the gap between the promise of research in TEL and practice in educational institutions, which can only be bridged through the dissemination of a participatory culture of learning among teachers and decision makers at institutional level.</p>
Carmen Vallis	<p><i>I will not be lectured about business: A meme story</i></p> <p>Active learning and transforming the student experience using the affordances of web and digital technologies is not new; both have been on education agendas for the past twenty years. While the pandemic has accelerated a shift to digital practice, the passive form of the lecture is still prevalent in higher education in large-scale cohorts. Time-poor academics may find it easier to lecture (synchronously or asynchronously) than to design and facilitate active and collaborative experiences. At the University of Sydney Business School, our strategic project (Connected Learning at Scale) aims to increase interaction and decrease lecturing by leveraging educational technology. Students learn and apply business discipline knowledge by engaging in digital activities and interaction wherever possible and wherever they may be, rather than by reproducing traditional content transmitted via a lecture. We share lessons learnt from students who will not be lectured about business, preferring a 21st century learning experience.</p>
Kwong Nui Sim and Michael Cowling	<p><i>Conceiving career coaching during COVID-19: A Case Study of 2020 ASCILITE CMP</i></p> <p>Mentoring is not a new idea and has existed in some forms for perhaps hundreds or thousands of years. Even in the area of academia, the concept of having a mentor is not foreign, with communities of practice and recommended practices sharing all contributing to this sense of community. In fact, such programmes have existed for more than decades as they are significant at all career stages for both mentors and mentees to navigate the demands of individual roles and develop the essential skills to support and empower each other (Guccione, 2021). New for 2021, however, is the concept of mentoring at a distance. Whilst this</p>

ASCILITE 2021

Back to the Future

	<p>has clearly existed before, the COVID-19 pandemic brought to the forefront a need to understand how mentoring could be conducted outside of the usual hallway conversations and coffee meetings, and whether there was more or less value in mentoring in these situations (Termini, et. al., 2021).</p> <p>This Pecha Kucha presentation will explore this new world of remote mentoring using the ASCILITE Community Mentoring Programme (CMP) as a context. The CMP has been running for close to 20 years and is popular amongst members, but in 2020 was forced to go predominantly online due to the pandemic. Undoubtedly, digital technologies play an important role in this aspect. Not only that the digital technologies allow the programme to run smoothly 24/7, coming out of 2020 with its forced isolation and many online meetings, the role of CMP as a tool for connections has never been more apparent.</p> <p>Using a lens proposed by Scutt (1998), selected comments from the 2020 CMP participants will be presented to show how the mentoring programme provides support across psychological needs, contacts, the nitty gritty and the big picture. By using this lens, we hope to provide insights into the key benefits and challenges of a mentoring programme designed for a new world involving hybrid or online only interactions between members, as well as the need for such a programme.</p> <p>For example, many comments we received highlighted the value of the support that was given during such a challenging time. Further, some consideration will be given on how this might be extended in the future. As the programme co-ordinators, we realise that there is a huge opportunity for us to further support the professional development of the programme members, such as by inviting them to contribute to co-publish or even opportunities to showcase themselves beyond the programme. Further, it is noteworthy that the most rewarding of our coordinating role is to see mentor-mentee relationships strengthened over time and relationships continuing after the programme ends.</p> <p>We finish by advocating for an open and inclusive practice as the foundation of a community mentoring programme, underpinned by effective and efficient use of digital technologies, specifically the world is still in its unsettling mode. Moving forward, our plan is to build an even closer and more open network, not only between mentors/mentees, but between the entire cohort of the programme members, both past and present.</p>
<p>Christopher Deneen, Thomas Cochrane, Micheal Cowling, Siew Fang Law, Catherine Manning and Brian Martin</p>	<p><i>The new normal: Dialogues and ways forward</i></p> <p>As we grapple with adapting higher education to COVID-19, dialogic spaces are needed where we can explore lessons learned and consider paths forward. This Pecha Kucha synthesizes key discussions from a 12-month dialogic webinar series, The New Normal, aimed at understanding current experiences and sustainable solutions in the meeting places of technology, teaching, learning, assessment and student engagement in higher education.</p> <p>The Pecha Kucha is organised into four topic areas, each briefly discussed in this abstract: ‘busting’ higher education myths, student engagement, dual delivery, and assessment. For each topic area, the Pecha Kucha addresses the nature of disruptions and consequences to practice, teachers’ discourses and experiences around attempted solutions, and students’ responses to teachers’ perceptions and solutions. We conclude the Pecha Kucha with a brief synthesis of perspectives and recommendations for ways forward in technology-informed higher education practices.</p> <p>Online learning operates under too many false assumptions. These range from the myth of the digital native (Margaryan, Littlejohn, & Vojt, 2011). to the belief that online engagement should closely replicate in-person practice. This section of the presentation dismantles some persistent online learning assumptions and</p>

	<p>explores different perspectives on how ‘myth busting’ may lead to better online learning.</p> <p>Student engagement is a seminal issue in higher education. As we examine data from our first COVID semester, specific engagement issues appear at the forefront: what does engagement look like when we decrease synchronous learning and can’t ‘see’ our students? How does online engagement differ from in-person paradigms? What are the implications for our practices, cultures, evaluation systems and services?</p> <p>The part of the presentation explores student engagement in the context of the current pandemic and beyond. The discussion focuses on how we might best define, support and evaluate engagement. Also discussed are what ‘deep’ versus ‘surface’ engagement looks like (Author, 2019) and how we may avoid mistaking one for the other.</p> <p>Effective dual delivery has become an imperative as universities struggle with articulating meaningful learning in both online and in-person paradigms (Author, 2021). Some of the key topics addressed in this part of the presentation are, what are effective approaches, outcomes and affordances? What tensions have emerged and how are they (not) being resolved? Is blended learning the same as dual delivery? As we venture back into on-campus teaching and learning for the second half of 2021 and leverage what we have learnt from the rapid move to online learning, what principles and practices can enhance the face-to-face teaching and learning experience in the future?</p> <p>In higher education, assessment is simultaneously the topic of greatest concern to students and the most difficult area of practice to change (Winstone & Boud, 2020; Deneen, Cochrane, Cowling, Fang Law, Manning & Martin). The disruptions of COVID have led to fraught and confronting experiences for instructors and students around assessment and accompanying technologies. This section of the presentation addresses key areas of tension and dialogue around remote proctoring, transitions to open book and online examinations, provision and framing of feedback and formative assessment, and how we negotiate fundamental issues of trust, validity and community.</p>
Stephen Grono	<p><i>Tips and tricks for planning your next post-apocalypse symposium: Taking an international conference online</i></p> <p>Can the intentional use of human-centred design frameworks save the conference format?</p> <p>The traditional academic conference format has proven a long-standing community of practice space for engaging with emerging research and practices within one’s field of interest, drawing on and sharing experiences from other professionals who are working and engaging in similar areas. It provides opportunity to network not just within one’s usual local sphere, but with the wider international community through travel. It becomes therefore apparent that the continuing covid-19 era threatens this traditional format of social learning, and the challenge of how to adapt and maintain both its professional learning and social engagement elements effectively is an emerging need.</p> <p>In February 2021; unable to host the Art in Early Childhood’s 9th biennial conference originally planned to be held internationally in Exeter, Devon; as a small organising team we successfully launched and ran an interactive online symposium for just over 950 delegates, providing a flexible, self-paced structure while</p>

	<p>incorporating spaces for social interaction and engaging with other professionals, within a safe, socially distanced platform. For my part, I was given the creative control of solving how to adapt this into an engaging online experience for our global participants.</p> <p>To achieve this design, I approached the challenge through use of clean design principles (Duvall, 2021) and the utilisation of a Human-Centred Design framework, which considers human perspectives throughout the design process (SnapOut, 2020), an empathy-driven approach to problem solving and design.</p> <p>This short presentation looks at this journey through the lens of Human-Centred Design's three phases: inspiration, ideation, and implementation.</p> <p>Inspiration: Consider who we design for, and their needs. In this scenario, our target audience's backgrounds are diverse (Asad, 2019) – an international crowd of people whose interests overlap between art and early childhood education, in varying professions. This cast of characters includes an overlap of professional artists, teachers, ECE Centre workers, academics, and more. Their recurring similarity is in their creativity and social nature. While their exposure to more formal higher education Learning Management Systems, is therefore varied (which comes into play in the design phase later), through the shared global situation their exposure to online platforms for engaging with peers is a familiar one.</p> <p>Ideation: Interpreting what we've observed so far, identify and prototype potential solutions (Waggoner, 2021). Like our intended audience's experiences, for our own design approach we began to ask can we draw on, iterate, and improve on online learning approaches we'd experienced so far within our designs in a way that meets delegates own needs.</p> <p>Flexibility of navigation, given the diverse timezones and availability, became a key focus. Can delegates move between strands and sessions at a pace and order that meets their availability and interests. Here, a mix of pre-recorded materials and interactives provided a richer experience than the time constrained nature of traditional conference structures, enhancing rather than simply adapting. Interactive social sessions were run in multiple times to allow international attendees access inclusively, with the use of countdown clocks to ensure clarity across timezones.</p> <p>Implementation: Creation, feedback, and launch, allowing for iterative changes based on the users continued experience (Yukti, 2017). For both familiarity and functionality, a modified Learning Management System was an effective way to manage user accounts, access to content, accessibility, and consistency of design. For the end user however, considering their contexts, unlike a typical higher education use of the LMS, designing with clean design principles in mind instead allowed us to provide an experience that focused on the content (Levitt, 2019) not the users' ability to navigate and understand a particular new platform, especially an LMS. This included minimising, wherever possible, menu options in favour of graphical navigation and clear paths. It also allowed us access to rich analytics data to allow for iterative improvements.</p> <p>Responsiveness and clear communication allowed us to provide social presence, encouraged feedback, and provide a more personalised experience.</p> <p>While it's increasingly appearing that visiting Devon may now be pushed back another year, reflection of this structure's repeatable strengths and its areas we could improve on will be invaluable for design of a possible sequel online symposium that engages delegates just as meaningfully.</p>
Ali Ogilvie	<p><i>Learnings on authentic digital leadership through crisis</i></p> <p>Reflections on an organisational and personal leadership journey through COVID impacted 'remote learning' responses and how this has influenced a culture which</p>

	<p>was already working towards an intentional digital transformation. Positive and negative impact of the rapid changes implemented will be considered alongside early review of evidence on how this has shaped initiatives that were already underway as well as future planning for long term recovery and institutional direction.</p> <p>How University of Adelaide responded to the COVID19 impact on face to face teaching with an immediate institutional reframing of 'Remote Learning' and how this was received, translated and implemented across Faculties and Service Areas. In addition, the impact this activity had on in-flight strategic initiatives in the fully Online arena and comparisons of the two streams of activity ('remote' and 'online') in terms of:</p> <ul style="list-style-type: none"> • Readiness of teaching staff • Engagement of teaching staff • Quality of content • Student experience <p>From a leadership perspective, driving the University's fully online development and delivery of postgraduate programs, this scenario provided challenges and opportunities in simultaneously being required to bridge the gap and yet maintain the difference between these two very different approaches to 'distance' learning, including internal framing of this distinction and extensive triage of misaligned content in both streams.</p> <p>For the institute, and especially senior leadership tasked with delivering this message, this was a particularly challenging exercise in communication and collegiality, often providing both technical and pastoral support to intensely overwhelmed academic colleagues. Authentic leadership was the lynchpin tool by which University of Adelaide, and this author as an agent within that, managed to navigate and learn from the experience, in order to leverage the momentum of an unexpected transition towards online as 'business as usual' in order to assist with the ongoing digital transformation of the organisation at large. This Pecha Kucha, utilising both narrative and data based evidence, will showcase the learnings from this experience.</p>
<p>Michael Henderson, Cliff Ashford, Mike Bryant, Jennifer Chung, Matthew Mundy and Kris Ryan</p>	<p><i>Online proctored exams: Factors that impact on student experience and academic integrity behaviours</i></p> <p>Online proctored exams are now a common experience for large numbers of students in higher education. Although the dramatic increase in online proctoring may have been stimulated by rapid shifts to online education as a result of the COVID-19 pandemic, commentators predict that online exams, and remote proctoring of those exams, will not only remain but continue to increase, becoming a commonplace experience in higher education (Dodge, 2021; Selwyn et al., 2021). The motivation to use online surveillance is centred around the assumption that such approaches are a necessary measure to assuring academic integrity. However, the efficacy of such systems as well as the overall impact on student comfort, stress and performance are surprisingly under-researched. This presentation reports on a large scale study within a single institution using online exams, exploring the implications of online exams, particularly in the factors that impact on student comfort, stress and academic integrity behaviours.</p> <p>While Dawson (2020) acknowledges the importance of working with students to strengthen academic integrity, he also argues that "... we also need a sharper and unfortunately more negative and adversarial focus, too. We need to focus on making cheating very difficult, on detecting cases of cheating, and on proving when cheating has happened. We need to focus on assessment security" (p.141). However, in the pursuit of what Dawson (2020) characterises as an 'adversarial focus'</p>

ASCILITE 2021

Back to the Future

there is a risk that the measures to achieve assessment security may also have a negative impact on student experience and performance. Some researchers have already noted students' concerns about infringement of privacy, the cognitive effects of being surveilled, equity, and a generally heightened sense of discomfort and stress (Eaton & Turner, 2020; Elsalem, 2020; Dawson, 2020; Selwyn et al., 2021).

In response to these concerns, this Pecha Kucha will report on a large scale survey conducted at a large metropolitan university in Australia. The 57 question (121 item) survey was completed by 7,846 undergraduate and graduate students who sat online exams at the end of Semester 1, 2021. A number of assessment security measures were used in different ways across the cohort according to the assessment design and disciplinary requirements. These included online proctoring, locked down browsers, identity verification, time frames for completion, and open/closed book conditions.

This Pecha Kucha will reveal the key findings in terms of how these assessment security measures as well as online exam functions, interacted with student reported ease of use, access, comfort (including sense of privacy and security), stress, perceived academic success, and cheating behaviours. In relation to cheating, some insight will also be provided about how students cheated, why students were tempted, and the factors that discouraged cheating.