

CEPSW Learning & Teaching Newsletter April 2022

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To: **CEPSW All Staff** <CEPSW-AllStaff@flinders.edu.au>

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CEPSW Learning & Teaching Newsletter April 2022

Acknowledgement of Country

We recognise that Flinders was established on the lands of the Kaurna nation.

We acknowledge the traditional owners, both past and present, of the various teaching locations the University now operates on, and recognise their continued relationship and responsibility to these lands and waters.



From the Deans (Education)

Hello all,

Congratulations to those appointed to important leadership roles in the College in the new governance structure. We appreciate and value your willingness and commitment to take on these roles and look forward to working with you.

Congratulations also to Rachael Hedger who has been selected as a member of the Flinders Learning Experience project team which commenced on Monday 4th April. All staff should have received an invitation from the DVC (Students) to provide input as well. Please see below for additional details on this significant project.

Important date for changes to 2023 Teaching Programs

Please be mindful that the 1st May is the closing date for submission of any proposed changes to Teaching Programs within Colleges for the 2023 Academic Calendar.

College Teaching Awards

The criteria and process for College Teaching Awards has been reviewed and updated to align with the VC Awards criteria for 2022. Applications for the awards are now invited, and the application information process, criteria and application form can be downloaded from the Whole of College teams site - [Link here](#). Please remember to download the form and save to your own files as any edits made in teams will be visible to all staff. Alternatively please email cepsw.operations@flinders.edu.au and the team will email the form directly to you.

Teaching and Learning Academy

Recently, the Learning and Teaching Academy have begun to advertise professional development opportunities, and we look forward to staff feedback on these and to 'what else' people are interested in to help with achieving quality teaching and your advancement of university initiatives, such as the Reconciliation Action Plan. **The April Learning and Teaching focus is Digital Learning & Authentic Online Engagement.** For some interesting reading in this area, see [*Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment*](#)

You may also be interested to read from The Conversation in 2021, and perhaps consider or rebut the arguments in this article in a workgroup conversation: [*Digital learning is real-world learning. That's why blended on-campus and online study is best*](#)

Covid Response to Teaching

Course Coordinators are due to consider their Covid responsive teaching plans before the re-commencement of classes. The College Leadership is anticipating that few changes will occur to plans given the ongoing Covid challenged environment. The reporting line for these conversations is initially Topic Coordinators with their Course Coordinator/s, and then through TPDs to the Deans of Education. Any major changes to a plan will go from Deans of Education to VPED: Deb West for check and approval.

Indigenous Knowledges in Curricula

Flinders has launched an Indigenous Knowledges in Curricula CoP. The soft launch of the CoP was April 12, led by Courtney Ryder, with Carol Le Lant, Steve Corrie, Ruth Ratcliff and Shane Pill from CEPSW present at the launch. Conversations at the launch included that if we seek transformation, doing things differently is imperative. A desire to move beyond cultural awareness approaches to a reflexivity in action approach to course and topic design and enactment providing appropriate and contextualised Indigenous knowledge and Indigenous ways of knowing, was evident. People were keen to know about frameworks and approaches, readings and ideas for practice that were being used at Flinders and elsewhere, including inviting people who are doing great work locally and nationally to share with us. This may be a role the College Learning and Teaching Academy can play. Good practice case studies was suggested as an idea of RAP evidence collection for courses undergoing either internal or external accreditation processes.

Courtney Ryder has developed an Indigenous Research framework based on the metaphor of weaving as a research interface, which you can read about

here: <https://www.tandfonline.com/doi/abs/10.1080/13645579.2019.1669923> Another framework using the idea of interface that is focussed on teaching is Tyson Yunkaporta's 8 Ways of Knowing, which Shane has been using in his work the past couple of years. If you are interested in reading about the 8 Ways of Knowing, this is a good starting point from USQ <https://open.usq.edu.au/mod/book/view.php?id=7448&chapterid=645> .

College Student Load

University student load is still tracking below 2021 load, as is CEPSW 2021 to 2022 as part of these overall numbers. Mid-year enrolment offerings are an important activity in attempting to increase load this year. There are ongoing conversations about marketing our courses and how to make our courses, where relevant, more available more often for those interested in a university course but who can't make the 12-week, Mon-Fri, 8am-6pm, timetable always work for them.

Current Load Vs. Prior Year

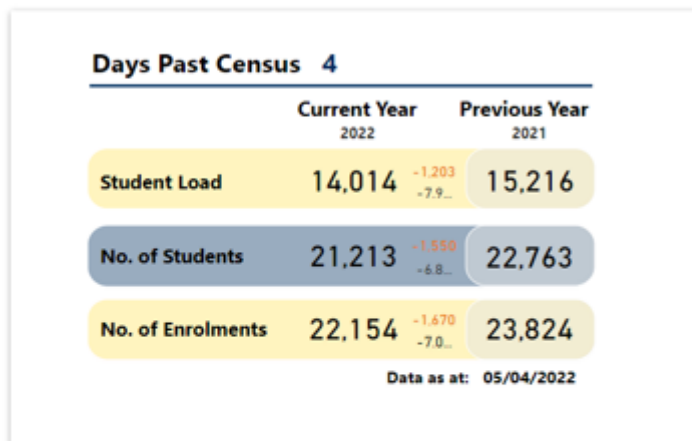


Figure 1. University 2022 current load v 2021

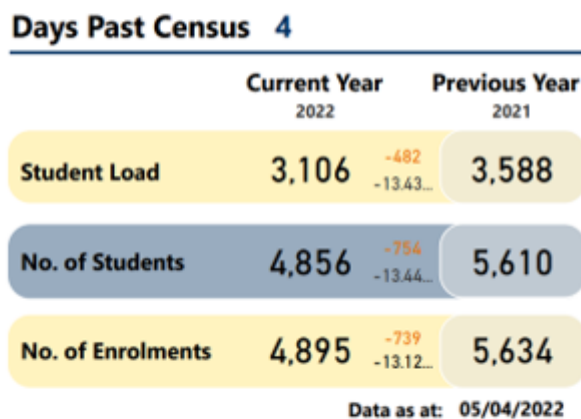


Figure 2. CEPsW 2022 v 2021 load variation.

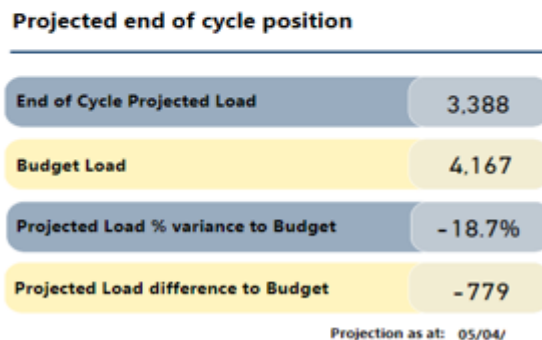


Figure 3. Load projections v budget projection (excludes international offshore)

Student Associations

We have met with the three student associations in our College, and it's encouraging to note their commitment to ensuring positive learning and social experiences for all students. The associations shared plans for engagement opportunities and support services and it was exciting to note the three associations are keen to engage in greater collaboration and events as well. The association members also spoke highly of their engagement with our Student Success lead, Ali Enright, and were pleased to hear there will be Student Success leads in each discipline. The three association presidents have also been active attendees of our College Education Committee providing detailed reports and valuable input. We encourage staff to engage with the organisations and contact can be made through the three presidents:

Flinders University Psychology Student Association President – Mark Letheby
Flinders University Social Work Student Association President - Lucas Clayton
Flinders University Education Student Association President – James Meissner

Kerry & Shane

Student Success Working Group update

We're halfway through semester one and now is a good time to reflect on how to best support students in their current experience of a topic. Teaching weeks 6/7 present a key time for students as deadlines for several assessments, across multiple topics transpire, and a change in routine of lectures, workshops, seminars, and the like, occurs because of the mid-semester break.

As such, remind students of the student academic support services available to them and who to contact should they require support (academic or other) during the mid-semester break. Clearly articulate the expectations of communications between students and Topic Coordinator during the break to ensure students understand who, when and how to communicate during the two-week break.

Top Tip for Student Success: Studiosity

Send students a FLO announcement about Studiosity, a service designed to support students with core study and writing skills. It offers students draft assignment feedback and one-to-one live chat with a learning advisor. Studiosity is particularly useful now given the timing of assessments in the current semester one student lifecycle.

Student Course Representatives & Student Course Advisory Committees

I encourage Topic Coordinators to support student course representatives by posting an introduction to course reps via FLO announcements or quick intro in the first few mins of class. Student Course Advisory Committees will be meeting in April. As such, it is helpful to encourage students to interact with their course reps via their discipline specific emails (Primaryedrep@flinders.edu.au, Secondaryedrep@flinders.edu.au, Specialedrep@flinders.edu.au, Earychildhoodrep@flinders.edu.au, cperep@flinders.edu.au, shaparep@flinders.edu.au, bswrep@flinders.edu.au, mswrep@flinders.edu.au, psychrep@flinders.edu.au, epswpostgradrep@flinders.edu.au).

Student Success Discipline Leads

A warm welcome to our Student Success Discipline Leads – **Kym Williams** (Health/Community), **Luke Roberts** (Social Work), and **Chido Alozie** (Education). Together we will establish the key objectives and implementation strategies targeting the CEPSW framework for Student Success. We look forward to supporting our college to provide evidence-based student success initiatives in the next couple of years.

Wishing you all a lovely mid-semester break,

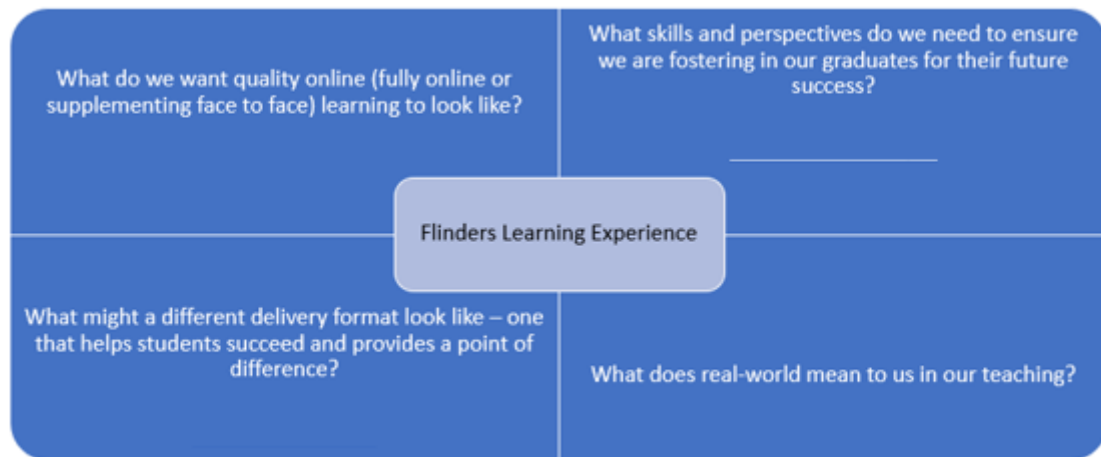
Ali Enright
Student Success College Lead



Finding the Flinders Learning Experience

What will set Flinders apart heading into the future? How can we create a **point of difference** for our students and offer a truly Flinders Learning Experience? We already have a solid foundation, with learning and teaching principles, digital learning guidelines and other initiatives. How can we build on these and enhance how we deliver the curriculum, with a model that disciplines can then nuance?

Join us in this important institutional conversation and **add your voice** to help shape and define the Flinders Learning Experience. Over the next 12 weeks, conversations will be structured around four initial themes: What do we want quality online learning to look like? What skills and perspectives should we be fostering in our graduates to support their future success? What does real-world mean to us in our teaching? How might we deliver our curriculum differently? We are also seeking other ideas that will help us define what the Flinders Learning Experience will look like into the future and these ideas may inform other themes.



Ways to be involved?

You can contribute to defining the Flinders Learning Experience by adding your thoughts to the individual menti wordcloud groups below:

- Future expectations around online learning and materials
- <https://www.menti.com/iw5ws3eyt5>
- How we should think about real world learning experiences and connecting with industry - <https://www.menti.com/thxgxq1is2>
- What skills and perspectives should we be fostering in our graduates
- <https://www.menti.com/oogynq73uo>
- How we might think differently about how we deliver courses
- <https://www.menti.com/iv4i8vrqg4>

We'll also be launching a survey in the next couple of weeks to hear from you so watch this space.

Be part of the conversation and **help define the Flinders Learning Experience** for the future.

Finding the Flinders Learning Experience Webpage

<https://students.flinders.edu.au/uni-life/get-involved/flinders-learning-experience-conversations>

Centre for Innovation in Learning and Teaching - Rubrics Working Group

The rubrics working group, which has membership from across the Colleges has designed an [Examples of Rubrics](#) FLO site (which is a self-enrolment site) to help you develop rubrics for use in your topics. Each rubric example is linked to an assessment type and stamped to indicate when it was collected. The idea of the collection is to provide examples of rubrics (not exemplars) for you to adapt to suit your specific assessment requirements and Learning Outcomes. It is not a static collection, so if you have feedback or wish to contribute one of your own rubrics or a useful resources related to developing them, please use the input and feedback point on the site. To contribute a rubric or resource please include contact details.

In addition to the collected rubrics, the site provides:

- information about types of rubrics and the differences between rubrics and marking guides
- supporting resources on how to develop your own rubrics
- information about creating and using rubrics in FLO
- links to a range of carefully curated resources about developing rubrics

Dr Ann Luzeckyj

Senior Academic Developer (Teaching Specialist)

Staff Spotlight - Anne Bayetto

We asked Anne what external partnership she is engaged with? And how these contribute to her teaching

Our Flinders University *Making a Difference 2025 Agenda* discusses the importance of engagement with a range of stakeholders. Since I started working full-time at the University in 2007 I have been actively involved in a range of external partnerships.

For example, from 2012-2020 I was the reading expert for the *Principals as Literacy Leaders* (and later, *Leading Literacy*) programs. This saw me liaising with Education Department managers and providing professional learning to leaders and teachers (F-12) in all states. In 2021 I was invited by Catholic Education SA to write their *Literacy and Numeracy Framing Paper* which will guide their planning and practice for the next three years. The Premier of Tasmania invited me to be part of the *Literacy Advisory Panel* (2021-2022) with a brief to audit all current literacy programs offered from birth-post school with a view to the panel making recommendations about ways forward. I am a member of the SPELD Council which is the key association in SA with a focus on school students who have learning difficulties. I regularly provide professional learning (PL) sessions to individual and clusters of schools.

This active engagement with education systems, schools, and service providers has greatly benefited my university teaching because I am well informed about current system and school literacy and numeracy policies, practices, and initiatives. This has allowed me to better support our students when they are preparing for their Professional Experience placements and in their, soon to be, own classrooms. I regularly receive phone calls and emails from previous students and attendees from PL sessions who have information to share or questions to ask. I also know that we have had interstate people enrol in our postgraduate Distance topics as a result of my work with them. For me, it is all about ensuring that our students are knowledgeable and secure in what I call their 'L Plate' knowledge as they begin, or strengthen, their teaching careers.

My external partnerships continue to give me windows into current and emerging policies and practices and this offers two-way benefits in so many ways.

eLearning News

Interested in using new technology in your teaching?

As online learning becomes an increasingly prominent feature of the contemporary teaching landscape, many people find themselves seeking out new tools.

Using non-supported tools can be fraught with unintended consequences. At times, these knock-on effects could pose even bigger problems for students and the University, than the initial issue that was trying to be addressed. This concept is explored in more detail in the article [Things to consider if you want to use non-FLO tools in your teaching](#), but to briefly provide some perspective, consider the following:

- where is data stored, is this secure, and what sort of legislative protection exists?
- are there fees involved, and if so, for whom and at what point of the usage?
- what if the tool is removed part way through the semester, or accessibility provisions suddenly change?
- is the tool accessible for all users?
- how are you going to support your staff and students if they run into issues (given that University support will not be available)?

However, that is not to say that new tools and technologies can never be used. Rather, what we advocate is that new tools should not be introduced before careful examination, analysis and consideration has occurred. To accommodate this, we have developed a pilot process, which largely can be broken into the following stages:

- pilot request
- conduct pilot
- request to operationalise

If you have an idea for a product that you would like to see introduced, start by reading over [Piloting new learning technology or digital content for teaching page](#). From there, please feel free to reach out to Cheryl via [Service One](#).

The eLearning Team



Non-Graded Passes (NGP's) and the Gradebook

While most assessment items showcase achievement over a spectrum of possible outcome ranges, there may also be times when assessments simply need to reflect whether a baseline competence has been met or not. Such items are known as non-graded pass (NGP) assessments, and they can be incorporated into topics in different ways.

All assessment items are NGPs

In this scenario, successful completion of the topic will see the student awarded with a final outcome of NGP. NGP's are not counted in the calculation of grade point averages or weighted grade point averages. In some cases, a topic may have a single NGP assessment item, whilst in other topics, multiple NGP items may be present.

Irrespective of the number of assessment items in a topic, NGP assessments should not have weightings attached to them. Algorithmically, there is no way to ascribe a meaningful weighting to each item – each NGP item can only achieve a pass or a fail.

There is a mixture of NGP and graded assessment items

In these instances, successful completion of the topic will see the student awarded a standard grade. Again, NGP assessments should not be given a weighting, with the remaining graded assessments being appropriately weighted and adding up to 100%.

A common scenario that we see is outlined in the table below. In this example the TC has designated the NGP assessment as being worth 30% (column 2). In reality however, the calculation of the grade will exclusively come from the graded assessment item, meaning that it has a weighting of 100% rather than 70% (column 3). NGP assessment items need to be listed as having a weighting of zero - regardless of how many there are in a topic - because computationally, they cannot contribute a numerical value to the overall topic outcome.

Assessment No.	Weighting that has been assigned by the TC	Weighting that should be assigned in the Gradebook
1 (NGP)	30%	0
2 (Graded)	70%	100%

Keeping information consistent

In order for your topic to be administered effectively and efficiently, it is also important to make sure that the wording contained in the SAM is the same as the wording that is in your Gradebook. Processes related to the release of student grades cannot be finalised unless students have been assessed on what has been stipulated in the SAM. Using consistent language when describing assessments in FLEX and the Gradebook – and indeed throughout the entire FLO site – is very important for avoiding delays.

If you have any further questions about setting up NGP assessments in your topics, please don't hesitate to reach out to the eLearning team via [Service One](#), who will be happy to talk you through your individual circumstances.

Kindly,

The eLearning and SAS teams



Student Administration Services (SAS)

The College SAS teams provide integrated, local support services for student, teaching and learning activities and consist of a number of support roles providing services across the student administration lifecycle from enrolment to completion.

Statement of Assessment Methods

The transition of assessment data from SAM's in FLEX to CourseLoop is now complete. This means the following:

- Assessment types and weightings are now visible in CourseLoop, and can be viewed publicly without a student needing to enrol in a topic
- All data in FLEX, other than the due dates for assessment items, is managed out of CourseLoop, and therefore any changes to Assessment data will need to be made in CourseLoop and will require a Level 2 change, per the normal curriculum approval process.
- However to complete a SAM as a Topic Coordinator, you will be able to view a list of SAMs from the 'My resources' section in the FLEX system
- To edit the SAM, fill in the 'due date' for each assessment item then click 'Save changes'. From here, click 'Save and exit' and 'Submit for moderation' to complete the SAM. An updated version of the PDF SAM will be automatically attached to the topic site in FLO after clicking 'Submit for moderation'.
- If your SAM isn't in Drafts, you can contribute your own SAM by clicking the 'Contribute' button, selecting the topic and the relevant availabilities and then doing the same steps listed above

Staff changes in the Student Admin Services team

To manage the workload associated with enrolments for the start of the new academic year together with the curriculum changes associated with the ITE transition and in Social Work, we were able to have Amanda Neill working full time as an Enrolment and Course Advisor (ECA) in CEPSW instead of her substantive role being in CMPH. This arrangement has now come to an end and Amanda has returned to CMPH. Kelly Masters has joined the team in place of Amanda and will remain with the CEPSW team until Jacqui Muirhead returns from maternity leave. We welcome Kelly to the team and also thank Amanda for her work during this incredibly busy period.

Enrolment and Course Advisor 'patches'

The Enrolment and Course Advisors (ECA) operate in particular course 'patches' which builds a knowledge base that ensures efficiency when liaising with student queries. We have structured it so that there are two ECA's in each area to assist with the incoming queries together with having team members available for any academic staff queries. With Kelly joining the team, we have revised the patches as follows:

Course Area	ECA
ITE BED Early Childhood including Special Ed EC	Caroline Robinson and Kelly Masters
ITE BED Primary including Special Ed PR	Caroline Robinson and Heidi Barber
ITE BED Secondary including Special Ed Secondary	Caroline Robinson and Seya Manawamma
Postgraduate Education (Includes all CPE and MTeach degrees)	Kelly Masters and Seya Manawamma
BSHPA and Psychology	Heidi Barber and Seya Manawamma
Social Work	Heidi Barber and Kelly Masters

Student Prizes, Letters and Medals

The Student Progress and Assessment Advisors (SPAA) are currently finalising all the student prizes, Chancellor's Letters of Commendation and University Medal recipients for 2021. These details are being completed and will be reflected on the student's documentation for Graduation.

To be eligible for consideration for the award of a University Medal a student must have completed a bachelor program comprising 144 units or more or a 72 unit graduate entry bachelor degree program, and have undertaken an honours program if one is available.

A student must have achieved an outstanding level of performance in the final 36 units of the course, as demonstrated by results equivalent to a Grade Point Average of 6.25, on a scale of 7.00, or above, calculated to two decimal places. Where an honours program forms part of the course, a student must have achieved the award of first class honours. In the preceding 36 units of the course, a student must have achieved a Grade Point Average of 6.1 or more on a scale of 7.00, calculated to two decimal places.

There were 32 University Medals nominees

- B Psyc Hons = 19
- B Psyc Sciences Hons = 12
- B Social Work Hons = 1

For the Chancellor's Letters of Commendation, a student will be eligible where their academic performance in an undergraduate or postgraduate course (excepting higher degrees by research) in their most recent 36 units of study and within the last 10 years from the date of evaluation has been judged to be outstanding.

A student must normally have achieved a Grade Point Average of no less than 6.25, on a scale of 7.00, calculated to two decimal places, over the last 36 units not counted previously towards the same award. The last 36 units will be determined on the basis of the topic census date. The eligible recipients are currently being finalised.

There are currently 13 prizes offered by the College and details including previous winners can be found at <https://students.flinders.edu.au/my-course/awards/cepsw>. The 2021 winners are currently being finalised and prize winners are being contacted.

Casual Academic Teaching

With census date now passed (Friday 1st April), the Education Resources Officers (ERO) will now be entering marking payments for Casual Academic Teachers. If there are any discrepancies or changes from the original submission you will have made, please inform the ERO's via the cepsw.cat@flinders.edu.au email and advise accordingly.

Jeremy Chance

College Manager, Student Administration Services



Restock alert! - Fresh merchandise to assist with engagement and recruitment

College marketing merchandise stock has recently been replenished! The primary objectives of this stock is to assist in:

- Student recruitment
- Industry, partnership and community engagement
- College profile-raising

Current student retention, recognition and engagement may also be an appropriate use, but please note we don't have vast quantities of these items, so use in this respect will need to be discussed on a case-by-case basis.

Items available include keep cups, mugs, wine glasses, drink bottles, picnic blankets, luggage tags, sanitiser carabiners, A5 hardcover notebooks, pens, USBs and tote bags.

Please contact Kelly Meier or Jahan Emery if you'd like to make use of some of this merchandise.

Brag points

If you have questions about the application of these brag points, would like to access them as separate, higher resolution files or require them provided in a different format, please contact the College's Marketing Communications Business Partner Kelly Meier:
kelly.meier@flinders.edu.au.

Undergraduate

No.1 in SA
in Education & Training for learning
resources, overall educational
experience, skills development,
student support and teaching quality
The Good Universities Guide 2022 (undergraduate), public SA-founded universities only

Five Stars
in Education & Training for learning
resources, overall educational
experience and skills development
The Good Universities Guide 2022 (undergraduate)

No.1 in SA
in Psychology for full-time
employment, overall educational
experience and teaching quality
The Good Universities Guide 2022 (undergraduate), public SA-founded universities only

Five Stars
in Psychology for overall
educational experience
The Good Universities Guide 2022 (undergraduate)

No.1 in SA
in Tourism, Hospitality, Sport &
Leisure for overall educational
experience, skills development,
student support and teaching quality
The Good Universities Guide 2022 (undergraduate), public SA-founded universities only

No.1 in SA
in Tourism, Hospitality, Sport & Leisure
for full-time employment, learner
engagement and learning resources
The Good Universities Guide 2022 (undergraduate), public SA-founded universities only

No.1 in SA
in Social Work for median salary
and learner engagement

The Good Universities Guide 2022 (undergraduate), public SA-founded universities only

Postgraduate

No.1 in SA
in Education & Training for full-time
employment, median salary, overall
educational experience, student
support and teaching quality

The Good Universities Guide 2022 (postgraduate), public SA-founded universities only

Five Stars
in Education & Training for median
salary and learning resources

The Good Universities Guide 2022 (postgraduate)

No.1 in SA
in Psychology for overall educational
experience, skills development and
teaching quality

The Good Universities Guide 2022 (postgraduate), public SA-founded universities only

Five Stars
in Psychology for teaching quality

The Good Universities Guide 2022 (postgraduate)

No.1 in SA
in Social Work for full-time
employment, median salary and
overall educational experience

The Good Universities Guide 2022 (postgraduate), public SA-founded universities only

Broad study areas

No.1 in SA
for Psychology

2021 Academic Ranking of World Universities, public SA-founded universities only

Top 150
in the world for Education
2021 Academic Ranking of World Universities

Top 250
in the world for Psychology
THE World University Subject Rankings 2022

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