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CEPSW Learning & Teaching Newsletter Feb 2022

Acknowledgement of Country

We recognise that Flinders was established on the lands of the Kurna 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,

Welcome to the first Learning and Teaching Newsletter for 2022 and also the Year of the Tiger. Apparently, the Year of the Tiger is expected to bring a confident and authoritative energy to all, let's hope so! The year has started with ongoing challenges, but we've been impressed with the solution-focused and positive attitudes of all. We have also appreciated the warm welcome to our roles from those we have engaged with to date. The meeting schedule has certainly been hectic but again, we appreciate the willingness of all to support the work of this portfolio.

There has been ongoing discussion re approaches to teaching in Semester One and the new DVC (Students), Professor Romy Lawson, has certainly indicated a preference for all students to have some on-campus experience (if they are enrolled in on-campus courses), especially for topics with international students returning to campus, possibly for the first time in two years. We have

established guiding principles for face to face or online teaching approaches and shared these with TPDs and Course Coordinators, but here is a summary of the principles:

- Face to face teaching is available for those activities which can't be done online or are highly interactive (such as practical and clinical activities)
- Prioritise the face to face opportunities especially for first year cohorts and onshore international students
- Build flexibility into teaching planning to avoid having to keep changing approaches if the health orders change
- Keep in mind student and staff wellbeing and health in planning, and if on campus, adhere to Covid protocols such as physical distancing (e.g. adhering to the 1 person per 2 square metres and 1.5m apart wherever we can), QR check-ins and mask requirements.

If you haven't checked the Covid 19 Information FAQs for staff, we recommend you do so:

<https://staff.flinders.edu.au/coronavirus-information>

Thanks to the Course Coordinators and TPDs for their work with Topic Coordinators to develop a whole of course picture of the teaching responses to the Covid 19 situation in what has been a period of fluid measures and messaging to start the year.

Another of the challenges being faced by the College this semester is high attrition rates from 2021 (25.1% for commencing students and 17.3% for continuing students) and lower than expected acceptance rates for the 2022 intake. People may have noted smaller enrolment numbers than in previous years, so it is important to review your topic enrolments and ensure even distribution of students across workshops and possibly closing some workshops where enrolment numbers are low.

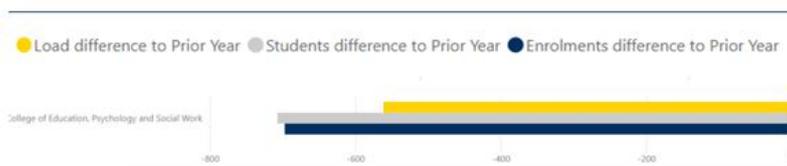


Figure: 2022 load difference for CEPSW at 8/2/2022

We wish to acknowledge and thank Jeremy and his team who have managed an extremely high number of student

enquiries at the start of this year, assisting students transition into new degrees, navigate changes in topic codes and study plans, commence their enrolments or transfer their study.

Last year the Dean of Education called for expressions of interest in being part of a working group to develop the CEPSW Learning and Teaching Academy. That group met last year to discuss what the Academy might be and do. A meeting of the group took place in January to recommence that thinking, and the group will meet again in February to progress a proposal for the structure, form and function of the Academy.

We encourage your contributions to this newsletter so that it becomes "the voice of the College" in matters of Learning and Teaching. We particularly encourage contributions that share stories of success and recognition in the area of Learning and Teaching - industry acknowledgements, speaking engagements, consultancies, recognition and awards, scholarship of teaching activities etc. Contributions can be emailed to cepsw.deaneducation@flinders.edu.au with the subject - Education News.

Kerry & Shane

Student Success Working Group update

Welcome to CEPSW's Student Success Working Group 2022. For the past three years, Joss Rankin chaired the Student Success Working Group (SSWG) and represented CEPSW in Flinders University Retention Working Group. Joss' passion for student success is clearly visible by his many accomplishments both during and outside of his time as chair for the SSWG.

Notably, in 2020, Joss received the Vice-Chancellor's Innovation Teaching Award. Then, in 2021, Joss was nominated by his students and received the FUSA Student Led Teaching Award for CEPSW. FUSA then extended Joss' recognition to award him with the University Ducks in Teaching Award, awarded to the staff member who demonstrated exceptional nomination from the winners from all colleges.

Joss notes: 'I feel most proud of the processes by which student input has been established as a regular part of systems and processes that impact and celebrate student success and achievement'.

Please join in me in thanking Joss Rankin whenever you see him. He has been most generous with his time and efforts preparing me for the role of chair of the SSWG.

As a Teaching Specialist in psychology, I care deeply about the success of our college's students. I look forward to establishing a working group that works, in collaboration with students, for students, to deliver world-class experiences that foster support and progression as students transition year-to-year, through degrees, and into employment. A key piece of work achieving student success and retention is to ensure that all disciplines in CEPSW are embedding transition pedagogy into curriculum, especially in first year topics.

Importantly, all S1 2022 Orientation events have been moved to an online format. This means that CEPSW will not hold the traditional Student Welcome Lunch or Mature Age Welcome. Instead, course information sessions will be held via Collaborate. As such, it is imperative that Topic Coordinators work to establish a culture of support and welcome to all students, particularly our first year and new students.

Establishing a culture of support and welcome can be achieved by ensuring Topic Coordinators communicate with students early to indicate how their topics will run – what will be held online, which activities are face-to-face? Work to establish a sense of belonging by connecting students with each other. Provide them with opportunity and space (even if online via breakout groups) to share a personal introduction with their peers. These are simple but effective tasks that are evidence based, that lead to student success and retention.

I look forward to championing our students and contributing to the already great work achieved by many in this area.

Cheers,

Ali Enright



Scholarship of Teaching

Embodied pedagogies are inherently embedded in the teaching undertaken in Physical Education and Outdoor Education. The benefits for student learning and engagement and classroom relationships however should not be isolated to these inherently physically active learning areas. This news article and linked article explores the concept further. The research was undertaken by **Joss Rankin** (Flinders University), Robyne Garrett (University of South Australia) and Belinda Macgill (University of South Australia).

<https://www.educationtoday.com.au/news-detail/Maths-gets-physical-5512>

[Education Today](#)

Primary students in some of South Australia's most disadvantaged schools who had seen maths as irrelevant and boring, have found excitement, motivation and new ways to access and express their knowledge of the subject.

www.educationtoday.com.au

Celebrating Student Success for Employability

Students who undertake **HLPE3411 Facilitating Learning and Development in Outdoor Environments** engage in 6 weeks of learning in local cliff environments and a 1-week camp experience further afield. During the topic they immerse themselves in experiential learning to explore concepts of leadership and investigate ways in which they might apply themselves to become safe and effective facilitators of learning in natural environments. Theoretical concepts are embedded in their weekly practices in which

students develop a range of technical and essential skills for working with groups on and around cliffs.

The topic runs as a Semester One offering, however on the 1st of November, six of these students decided to take the next step and present to be assessed at the nationally recognised level of assistant top rope instructor. Although the achievement of this award is not required as a component of the topic, it is an opportunity to improve employability and take an important step towards the next stages of rock climb instructing for those wishing to continue their leadership. Students were put through rigorous examination of their knowledge in relation to equipment capability, use and care, risk and safety management, instructing, personal climbing, setting of climbs for others, rope work and abseil guiding. I would like to extend congratulations to Jesse Maker, Jessica Pacifico, Erin Hicks, Moneeta Deans, Indra Carey and Nikki Wall for their achievement of the assistant top rope instructor award and challenging themselves beyond the requirements of their studies.

Joss Rankin



A Celebration and Culmination in 'Becoming the Outdoor Educator'

At the beginning of October Bachelor of Sport, Health and Physical Activity students specialising in Outdoor Education undertook a field trip to Kangaroo Island to inform their final assessment piece before looking to their careers beyond university. This expedition was a culminating opportunity to test our learning and development in the development of meaningful outdoor education experiences and consider our own development through messy space as we have grappled with troublesome knowledge in 'becoming the professional' (Meyer & Land, 2005). The entirety of the experience presented us with a fantastic opportunity to learn, explore, and give back to local community in applying our knowledge and

capabilities. As such, we were able to consider our engagement with the Outdoor Educator Threshold concepts that we had engaged with over the past two years (Thomas et al., 2019).

The expedition was planned in a way that enabled us to demonstrate a range of essential and technical skills, whilst collaborating with the local community on Kangaroo Island to consider what support we could provide in the ongoing recovery from the 2020 bushfires. Our schedule across the five days gave us the opportunity to explore and map potential locations for local walking groups, collaborate in a curriculum review with the local school, engage with local environmental conservation groups, meet with members of the local council and explore opportunities for eco-tourism on the island. From these experiences we continue to consider how our actions do not end when we graduate or even simply with us. These meaningful partnerships and engagements need to be considered as ongoing.

Through this topic we challenge our thinking regarding the place, purpose, and opportunity of Outdoor Education, critically analyse our interaction with the Outdoor Education Threshold Concepts and apply ourselves as an Outdoor Educator as we prepare to transition from our university studies to working as a professional. The key component of learning is to consider our interaction with the environment and others as medium in which learning, and development can exist meaningfully, contextually and authentically. One comment from Joss on the trip that has stood out to me was

"...the outcomes that I believe to have been achieved from this are outstanding. We have developed and nurtured some wonderful relationships on the island whilst making meaningful and valuable contributions to the broader community. For yourselves, this should stand as a significant point of reflection on your journey and what outdoor education is, can be and should be. Honestly, give yourselves a very large pat on the back and consider the enormity of what you have achieved this semester. I believe there are many examples through your actions and our debrief conversations where threshold crossing was experienced as you made meaningful sense of what it has meant to be an outdoor educator and the ways in which you experience your responsibility and related actions in relation to the threshold concepts. This is a lived experience of the world which will no doubt have influence on your future endeavours. At the beginning of your outdoor studies, I described what I

endeavour Flinders graduates of outdoor education to be. Look back over this as it brings me great joy to see the culmination of your studies through this topic."

This trip is an experience that we could never forget as the learning will continue to be with us as we head out into the 'real world' once when we graduate. I am prompted to consider the Flinders graduate quality of 'cultivating bright minds and inspiring innovative, passionate and highly skilled citizens for future ready careers, and delivering connections for life.'

Some key words the described our experience were....



Written by a student in the topic.

Library and eLearning

Information literacy support 2022

The Library's Education Engagement team continues to partner with academic staff to ensure that all students receive the information literacy skills they need to succeed, regardless of their mode of study.

The team has been busy building and improving our suite of online resources, including:

- A redesigned version of the '[Searching with confidence](#)' topic, which empowers students to find credible sources for their assignments; and
- A new topic on '[Systematic literature searching](#)', suitable for honours and masters students.

This suite of resources can provide scaffolded support, embedded directly into FLO topics.

The Education Engagement team can also provide:

- Point-of-need support, such as Q&A sessions via collaborate, FLO discussion forums, and drop-in sessions;
- Learning resources and activities for teaching staff to use in developing students' information literacy (including train the trainer support); and
- Help creating quizzes to check students' understanding.

We are happy to discuss your needs, and those of your students – simply contact us via the '[Embedding library skills in my topic](#)' form under Education on Service One.

Need help creating or updating your Reading list?

Now is also a good time to create or refresh your Readings lists. There is a self-paced [Readings FLO topic](#) which steps you through the process. If you would prefer to work directly with a Librarian, they are running [online workshops](#).

What you will learn:

- Create and order your reading list
- Send a list
- Publish a list
- Reporting – assess how and when students are using your reading list

Go to [iEnrol](#) for more information or [contact the Library](#) for assistance.

Digital Innovation Group (DIG) update

The Digital Innovation Group (DIG) is currently undergoing an update in terms of staffing, objectives and focus for 2022. It is clear, going forward DIG will play a significant role in the College's teaching and learning academy and intends establishing itself as a committee rather than a community of practice.

It is hoped for 2022 the key roles and functions of the group can be shared between three academics in our college. In the current climate DIG will play a key role in driving and fulfilling the College and University's key objectives. Keep your eyes open for a call out to nominate for the committee in due course.

Dr. Troy Piechnick on behalf of DIG



Student Administration Services (SAS)

Assessment Variation Procedure Changes for 2022

The revised Assessment Policy for 2022 has some implications on the results processing procedures. This is a top level summary and further detail will be provided via the Teams site and also with further information sessions nearer the time.

The key points are:

- There are new interim notations to be used in 2022
- There is a change when recording a Fail grade for a student
- NGP topics
- Change of Grade form

Interim Notations

There are some new interim notations for 2022 that allow us to distinguish between further assessment managed

through the central Examinations team and those managed within the College/Topic.

Old Interim Notation Grade	New Interim Notation Grade for 2022	Description
F/A	SA	Supplementary Assessment
F/A	SE	Supplementary Examination
I/M	IDE	Incomplete Deferred Examination
I/M	IDA	Incomplete Deferred Assessment

In order to facilitate this, there is an updated Fail/Holding Grade column to be set up in Gradebook. Instructions from eLearning relating to the setup of the Fail/Holding Grade column in Gradebook can be found [here](#). This needs to be done once and then applies across all your topics. This will allow the new interim grades to be chosen and also the existing Interim Grades. Therefore a full list is F, FCP, IDA, IDE, SA, SE and I.

Other than the Interim Grades covered above, F = Fail, FCP = Failed Compulsory Part, and I = Incomplete

Recording a Fail grade

No longer can the mark of 49 or below drive the grade result. Academic staff must select a 'Fail or Holding Grade' result as part of the finalisation of their topics grades in Gradebook and there must be a selected 'Fail or Holding Grade' result. So in the instance of a fail for the student, (e.g. 40%) you would choose F in the Fail/Holding Grade column and add 40 as the mark. The mark of 49 or below can no longer be left solely as the exported grade from Gradebook for a Fail

NGP Topics

- In 2022 and beyond all NGP topics will need to be in FLO and have a fully functioning Gradebook. You will need to contact the eLearning team for assistance in setting up these NGP FLO sites as there is a specific NGP scale that is to be used. The eLearning team can assist with this.
- The same principle applies to NGP topics where academic staff need to provide the appropriate 'Fail or Holding Grade' outcome for those students who are not going to pass. The result may well be a Fail, but that must be selected from the drop-down menu, not as a result of a sub 50 or 0 (zero) mark.

Change of Grade Form

A new Change of Grade form has been produced that also covers the updated interim notations, and this will be made available to all staff at the appropriate time. Please note this is only for changes of grades in 2022 and beyond. Please use the existing form for all 2021 grade changes.

Jeremy Chance

College Manager, Student Administration Services

Full Class - Special Consideration Refresher

The following is a refresher on the process used University-wide when students request special consideration for entry to a full class. To ensure consistency of approach please direct students to this process and this link if they make a direct request to you for special consideration.

[Here is the link](#) available to students when searching on Ask Flinders for special considerations.

The student needs to meet at least one of these four criteria:

- Clash between core topic classes
- Part time student (9 units or less)
- Elite athletes registered with Flinders University
- Medical/disability

The student is expected to submit a request to Ask Flinders and provide documentation (if required) proving they are eligible.

The SAS Team responds to these requests and criteria where possible. Requests may fall outside of the specific criteria and if there may be a case for consideration the SAS team will enquire further with a TC if it is an exceptional case.

Some students lately who receive a polite but firm no from the SAS team have then proceeded to ask their TC directly and receive a positive response which can create precedence for other students to request the same. Please follow the protocols as indicated above knowing the SAS team will make contact for exceptions beyond the standard criteria.

Education Resource Office

Updated Brag points

We've recently developed refreshed graphic brag points - many of which have been updated according to 2022 accolades.

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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