

CEPSW Learning & Teaching Newsletter May 2022

CEPSW Dean Education <cepsw.deaneducation@flinders.edu.au>

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

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CEPSW Learning & Teaching Newsletter May 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,

Student complaints

The number of student complaints reaching DoE has diminished as the semester has progressed. Initially, many complaints arriving at DoE didn't need to be escalated to this level and would have been better handled initially by Course Coordinators if not able to be managed by the Topic Coordinator.

University Accreditation

We were advised at the last Education Quality meeting that a focus will be on **Academic**

Integrity and Third-Party Arrangements, areas that we therefore need to make sure that we are 'ticking all the right boxes'.

Internal Course Accreditations: CILT Approved Schedule 2022

We have been notified of the following 2022 Schedule for Internal Course Accreditation. TPDs and/or Course Coordinators were alerted to this list in the last College Education Committee meeting papers.

EPSW	4. Education UG	
	5. Psychology / Behavioural Science	
	6. Education/ Organisational PG /GE	<p>Postponed from 2021, noting the approval at EQC March 2021:</p> <p><i>Most courses in this group are phasing out from mid-year 2021 and have been replaced by newly approved courses. Only four courses will remain that are not new (listed below). These will be reviewed in 2022, and the whole group will be reviewed again in 2026.</i></p> <ul style="list-style-type: none"> • GCE Graduate Certificate in Education • MED Master of Education • MEDLMOS Master of Educational Leadership and Management • MEDUOS Master of Education
	7. Teaching – PG	

Course Narratives

A group has been consulting with Kelly Meier: Marketing Communications Business Partner, on a narrative and key selling points for the CPE suite of courses. It is important that all courses have developed or are developing their course narratives, and that teaching teams understand how topics contribute to that narrative, and how to use the narrative when explaining the value proposition of a course to students, prospective students, and to external partners, interest groups and stakeholders.

Academic calibration

CILT have proposed the following EPSW topics for calibration in 2022.

- PSYC1101 Psychology 1A
- PSYC2022 Psychological Assessment and Measurement
- PSYC9210 Foundations in Psychological Practice
- PSYC9212 Assessment Across the Lifespan

Academic Calibration is an important component of the Award Course Improvement and Accreditation Procedures within the Educational Quality Framework. Flinders University participates in Academic Calibration together with the Innovative Research Universities (IRU) network of universities. Academic Calibration aims to provide a comparable review and constructive feedback for selected higher education topics, to demonstrate the appropriateness of the standards of learning outcomes and grades awarded in IRU universities; maintain and improve the academic standards of IRU; enable comparisons of learning outcomes in similar subjects across IRU; promote discussion on good practice in learning and teaching across IRU. This benchmarking exercise facilitates compliance with the Higher Education Standards Framework which expects higher education providers to undertake "regular external referencing of the success of student cohorts against comparable

courses of study including ... the assessment methods and grading of students" (Higher Education Standards Framework 2015, Section 5.3, Part 4.b.).

College Teaching Awards

Applications for the awards are now invited following announcement in the last newsletter. The application information process, criteria and application form can be downloaded from the Whole of College Teams site.

Student Attrition

Kerry and Shane provided information on attrition trends for all College staff at the May 3 College Forum. Important now is Course Coordinator action with course TCs to 'drill down' into the data to formulate responses to trends. Attrition is a topic suitable for a Course Quality Advisory Group meeting agenda.



Congratulations

Congratulations Andrew Bills, recently awarded the ACEL SA Distinguished Contribution to Educational Leadership Researcher Award for 2022. See the full article on the Award [here](#)

Dr Bills is leading an ACEL HOT Topic forum on Wednesday, the 25th May on *It's Time to Act* and *It's Time to Reflect*, critiquing the policy assumptions underlying World Class and FLO, starting at 5.30 pm, online. You can find more information [here](#).



Student Success Working Group update

Now is an important time to focus on **student wellbeing**. For several students, now is when they feel unsure of their ability to finish the semester successfully, particularly as they have received feedback and have a sense of how they are travelling in the topic.

There are several ways that you can bolster student support during this time. You might like to consider doing an informal lunch catch-up outside of class. You can remind students of your consultation hours and encourage them to drop-in just for a chat, rather than solely focus consultations on resolving issues.

Top Tip for Student Success: Connecting outside of class

Consider all the various ways you can engage with students to develop a sense of belonging outside of their class context. For example, [OASIS Community and Wellbeing Centre](#) runs several weekly wellbeing-focused events, including Community Market (where they will soon be serving food again), conversation groups, yoga, meditation, and more. Welcome students to join you for a walk in our very own Flinders gully, where together you can experience the beautiful nature available to us on campus.

Student Success Framework

The Student Success Leads and Deans Ed have been meeting regularly to establish the Student Success Framework. This framework is a collective effort and includes key objectives targeting student retention, satisfaction, experience, support, wellbeing, and partnership. Each discipline will work with their Student Success Lead and relevant others, to apply the framework. The Student Success Working Group will resume regular meetings shortly to support each discipline's application of the framework. Developing the framework is important, but the application of the framework is paramount.

Importantly, one key message that continues to ring loud and clear across the entire college is that staff are genuinely interested in supporting our students and their success. This whole of college collective interest is key to our ability to improve our students' success.

Student Consultative Committees

Student voice is paramount to our collective ability to improve student success. Please continue to support students to provide feedback to their course representatives, so we can lead active student consultative committee meetings. You can encourage students to contact course reps via posting course rep emails – which have changed to be discipline, rather than course, specific: education.scac@flinders.edu.au, psychology.scac@flinders.edu.au, socialwork.scac@flinders.edu.au.

Wishing you all a lovely transition into the colder months,

Ali Enright

Student Success College Lead



Flinders Learning Experience Update

The Flinders Learning Experience has been picking up pace over the last few weeks. With data from staff and student conversation groups, we are looking at commonalities and ways forward following everyone's feedback. On Tuesday 3rd May we held a free student lunch at The Plaza and surveyed students on their ideas. We discussed what they consider to be important Graduate Qualities, what good online learning looks like to them, and how they would define the word "flexible". We had a huge amount of feedback which we will now review and use to make recommendations moving forward.

Over the coming weeks we'll be reviewing teaching approaches and graduate qualities at other universities, both within Australia and beyond, so that we can consider how we might make Flinders the best possible university for teaching and learning excellence. We've been collecting case studies of teaching examples, thank you to those who have contributed, we are happy to still receive these if you'd like to contribute. Please email these to fle@flinders.edu.au at any time. You can also share ideas and feedback to this email address whenever you like.

Please keep an eye on the website for additional ways to contribute over the coming weeks <https://students.flinders.edu.au/uni-life/get-involved/flinders-learning-experience-conversations>



Staff Spotlight

A/Prof Glen Bodner - TPD, Psychology

Glen joined Flinders in 2018, we asked him about his research, teaching and Flinders as a way of introduction.

What research are you currently involved in?

I'm a "coggie" and our lab conducts basic and applied research on memory, reasoning, and metacognition. One line of research is exploring the utility of simply reading information aloud ("production") for enhancing learning, memory, and task performance; we recently established that reading aloud improves error detection when proofreading. Another line of research is examining the consequences of drawing a traumatic experience (a component of art therapy) on memory, intrusions, and PTSD symptoms.

What teaching activities are you involved in?

Being Psychology's TPD since 2020 has certainly kept me busy. Psychology topics and courses are very popular with students, and there are a lot of moving parts to coordinate so that things run smoothly in our undergraduate and graduate courses. In 2021, we completed our external (APAC) accreditation, and we are now implementing a number of course improvements. This year, we are slated to undertake an internal accreditation cycle. We are also working to increase online options for students, while also designing potential new course offerings.

I also enjoy coordinating and teaching into our second-year Cognition and Learning topic (PSYC2020). I recently redesigned the tutorials in this topic to feature teamwork. Teams of students complete online experiments and then work together to develop original research proposals with the potential of furthering our understanding of cognitive processes.

How long have you been at Flinders?

I started at Flinders in 2018, on the heels of a year as a visiting scholar. Before moving down under, I was an academic at the University of Calgary (in Canada) for 18 years.

What do you enjoy about working at Flinders?

Tackling challenges and savouring successes at work with students and colleagues. I love biking to campus. The Tav and the Lakeside Walk are fab—I keep both in regular rotation.

How do you like to relax or spend your spare time?

Craft beer, weird music, and a good novel. Bushwalks, a hit of tennis, and watching Lego Masters and NHL hockey with my fam.



Digital Innovations Group (DIG)

Classroom of the future: online teaching strategies

While it is commonly reported that online teaching will become increasingly prolific in the years ahead, many people have questions about what sorts of practices they will need to adopt to do this well.

If you are interested in not just hearing about new strategies but also in participating in a session to gain insights from a students perspective, this session that will be led by Dr Mai Ngo from HASS might be just what you are after. Mai is a highly experienced educator who has been recognised for her innovative teaching approaches which make her online teaching sessions interactive and engaging. Her sessions are always memorable.

When: Wednesday May 29, 11:00 – 11:45am

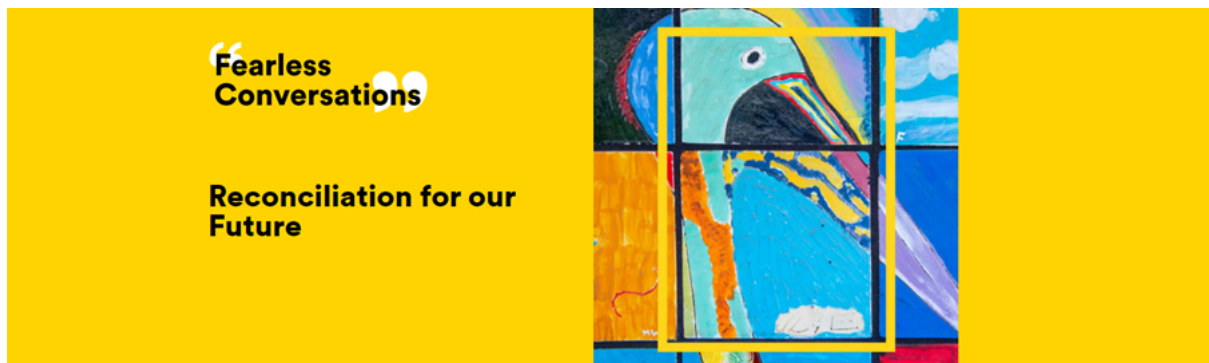
To register: Please register via iEnrol <https://ienrol.flinders.edu.au/index.php/course/DIG>

If you have any questions, please feel free to reach out to Cheryl
(cheryl.schelbach@flinders.edu.au)

Kindly,

The DIG (Digital Innovations Group)





Ahead of National Reconciliation Week 2022, this episode will explore how to continue advancing Indigenous participation in higher education and beyond; and will discuss issues of justice, rights and Aboriginal and Torres Strait Islander community priorities and aspirations

Facilitated by 7NEWS Journalist and Presenter, Jane Doyle OAM, the panel includes Flinders University's Associate Professor Simone Ulalka Tur, Pro Vice-Chancellor (Indigenous), of the Yankunytjatjara community in north-west South Australia and Uncle Richard Fejo, a Larrakia (Darwin) and Warramungu (Tennant Creek) man who is the Senior Elder on campus in Darwin. EPSW grad Shona Reid (BBehavSc '20) is on the panel with other panelists to be announced.

<https://www.flinders.edu.au/fearless/conversations/reconciliation-for-our-future>

Learning and Teaching Academy

On behalf of the central Learning & Teaching Academy, Professor Petrea Redmond and Dr Alice Brown from USQ will host a webinar exploring the Online Engagement Framework they outline in [their seminal 2018 paper](#). Petrea and Alice will be discussing the framework, teacher presence, and encouraging participants to share their challenges and successes. See the promo linked [here](#) for more details.

To register for the event email: anna.smith@flinders.edu.au

Exploring an Online Engagement Framework: elements and strategies to support student learning and success

Date: Tuesday 24 May, 10:00-12:30pm (ACST) / 10:30-1:00pm (AEST), via Zoom



Student Administration Services (SAS)

[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.

Course Summary for Student Prizes 2021, Chancellor's Letters and University Medals

The various prizes, medals and letters have now been finalised for the College. The following summary shows the number of students in each course that received a prize, medal or letter:

Student Prizes

Bachelor of Education (Early Childhood), Bachelor of Arts	1
Bachelor of Education (Primary R-7), Bachelor of Arts	1
Bachelor of Education (Primary R-7 and Special Education), Bachelor of Disability Studies	1
Bachelor of Education (Secondary), Bachelor of Languages	1
Bachelor of Psychological Studies (Graduate Entry)	1
Bachelor of Sport, Health and Physical Activity	1
Bachelor of Social Work	1
Bachelor of Psychological Science (Honours)	1
Master of Social Work (Graduate Entry)	3
Master of Teaching (Early Childhood)	2
Master of Teaching (Primary R-7)	3
Master of Teaching (Secondary)	1

University Medal

Bachelor of Psychology (Honours)	19
Bachelor of Social Work (Honours)	1
Bachelor of Psychological Science (Honours)	12

Chancellor's Letters

Bachelor of Arts, Master of Teaching (Secondary)	7
Bachelor of Arts	1
Bachelor of Arts (Psychological Science Pathway)	1
Bachelor of Behavioural Science (Psychology)	11
Bachelor of Early Childhood Education - Birth to 8	1
Bachelor of Education (Early Childhood), Bachelor of Arts	7
Bachelor of Education (Early Childhood), Bachelor of Special Education	2
Bachelor of Education (Early Childhood and Special Education), Bachelor of Disability Studies	3
Bachelor of Education (Middle and Secondary Schooling), Bachelor of Health Sciences	1
Bachelor of Education (Primary R-7 and Special Education), Bachelor of Disability Studies	12
Bachelor of Education (Secondary), Bachelor of Arts	17
Bachelor of Education (Secondary), Bachelor of Health Sciences	9
Bachelor of Education (Secondary), Bachelor of Languages	3
Bachelor of Education (Secondary), Bachelor of Science	11
Bachelor of Education (Secondary), Bachelor of Special Education	1
Bachelor of Letters (Sports Performance Coaching) (Graduate Entry)	1
Bachelor of Psychological Science	27
Bachelor of Psychological Studies (Graduate Entry)	12
Bachelor of Psychology (Honours)	78
Bachelor of Science, Master of Teaching (Secondary)	4
Bachelor of Sport, Health and Physical Activity	3
Bachelor of Social Work	10
Graduate Certificate in Loss, Grief and Trauma Counselling	1
Graduate Diploma in Psychology (Advanced)	3
Bachelor of Education (Honours)	1
Bachelor of Psychological Science (Honours)	15
Bachelor of Sport, Health and Physical Activity (Honours)	1
Master of Education (Cognitive Psychology and Educational Practice) [1.5 years]	1
Master of Education (Educational Research, Evaluation and Assessment)	1
Master of Education (Languages Education) [1.5 years]	1
Master of Education (Leadership and Management)	1
Master of Educational Leadership and Management	1
Master of Education (Leadership and Management) [1.5 years]	2
Master of Education (Special Education)	3
Master of Education (Wellbeing and Positive Mental Health)	1
Master of Education (Wellbeing and Positive Mental Health) [1.5 years]	4
Master of Social Work (Graduate Entry)	17
Master of Teaching (Early Childhood)	8
Master of Teaching (Secondary)	16
Master of Teaching (Special Education) (Secondary)	1

Potential To Complete

The Enrolment and Course Advisors (ECA) and also the Student Progress and Assessment Advisors (SPAA) are in the process of looking at all students who are to be classified as Potential to Complete. This is where a student will have 0 units left to complete after their current enrolments, and therefore could complete in Semester 1 or NS1. Students who have the POTC status in the Student System and then pass the remaining topics will automatically be conferred in their degree. Therefore the ECA's and SPAA's check the student's academic record against the course rules to confirm their eligibility.

Preparation for Results Processing

As outlined in a previous newsletter, there are some changes to the use of interim grades and also the holding grade column in Gradebook that become applicable in 2022, and therefore will become part of the Semester 1/NS1 results processing period:

Key points are:

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

- No longer can the mark of 49 or below drive the grade result.
- When setting up the Gradebook in FLO, ensure that the new 'Fail/Holding Grade' column is working correctly;
 - This new column will have the following grades to be selected: F, FCP, IDA, IDE, SA, SE and I.
 - Academic staff must select a 'Fail or Holding Grade' result as part of the finalisation of their topics grades in Gradebook (no longer can the mark of 49 or below be left as the exported grade from Gradebook – there must be a selected 'Fail or Holding Grade' result).
 - Instructions from eLearning relating to the setup of the Fail/Holding Grade column in Gradebook can be found [here](#).

The SAS team will offer an information session regarding the changes prior to the results processing period.

In readiness for the results processing, please note the following key deadline dates:

Timelines for Final Grades: Semester 1, 2022

1. 18 June to 2 July is University designated exams weeks.
2. Deadlines for Topic Coordinators to finalise grades in Gradebook:
 - Topics with no exams by 30th June.
 - Topics with exams by 7th July;
3. 18-23 July is Deferred and Supplementary exams week.
4. 12 and 13 July - College Course Assessment Committee (CAC) meets to approve grades.
5. 14-15 July certification and ratification of results.
6. Friday 15 July - University's official date for release of grades to students; degree completions take place the following week.
7. Friday 29 July – Release of grades to students for S1 deferred and supplementary topics.

Jeremy Chance

College Manager, Student Administration Services

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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