

L&T:22

University of Sydney
Business School
Learning & Teaching
Forum 2022

Wednesday 28 September



Master of Ceremonies – Welcome to L&T Forum

Associate Professor Elaine Huber

Academic Director, Business Co-Design,
The University of Business School



Welcome to Country

Yvonne Weldon

Chairperson,

Metropolitan Local Aboriginal
Land Council



Welcome from the Business School

Professor Suresh Cuganesan

Deputy Dean (Students and
External Partnerships),
The University of Sydney
Business School



Welcome and Opening Remarks

Professor Joanne Wright

Deputy Vice-Chancellor (Education),
The University of Sydney



Strategy 2032

DVCE THREE YEAR ROADMAP DEVELOPMENT

DVC EDUCATION



THE UNIVERSITY OF
SYDNEY

How we have approached initiative development

For each strategy, we have proposed three initiatives classified under the following headings:

Foundational	Essential initiatives required to deliver on the 10-year strategy
Quick Win	Initiatives that can be delivered within the first 12 -18 months
Accelerator	Initiatives that enable more rapid progress in roadmaps two and three

DVCE Strategy Ownership for 3-year roadmap development

Strategies

3.0 Our Student-focused education is transformational

3.1 Better understand our students by leveraging academic research, data and insights to drive a leading education that is transformational for our learners and sustainable for the institution

3.2 Make partnership key to our education offerings

3.3. Become an in-demand provider of dynamic lifelong learning

4.0 Our community thrives through diversity

4.1 Commit to pathways that ensure a greater diversity of students succeed at Sydney

Commitments

Student Equity Scholarships

Master of Ceremonies – Introduction of Keynote

**Associate Professor
Angela Knox**

Academic Director,
Professional Development,
The University of Business School



Keynote Address

Professor Karen Benson

**Director, Institute for Teaching and Learning Innovation,
The University of Queensland**



L&T:22

University learning in challenging times

Embracing co-creation and hyper-hybridization

Professor Karen Benson

**Director, Institute for Teaching and Learning Innovation
The University of Queensland**

Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.

The Brisbane River pattern from A Guidance Through Time by Casey Coolwell and Kyra Mancktelow.



Outline

1. Our current teaching environment

2. Restoring the joy of teaching

3. Change of language and culture

- Supporting people
- Building relationships
 - ✓ with staff
 - ✓ with students

4. Embracing the digital world in curriculum, pedagogy and assessment

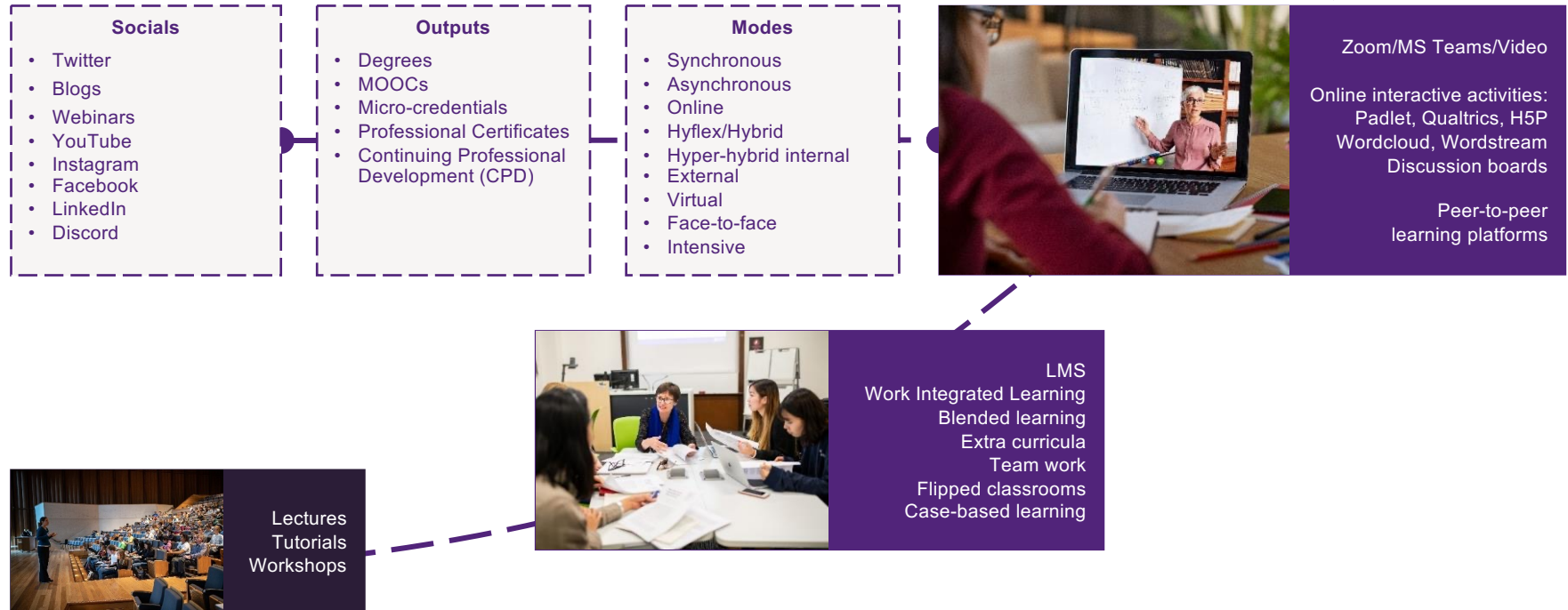
- Pushing beyond dichotomies



1 Our current teaching environment



Student learning opportunities

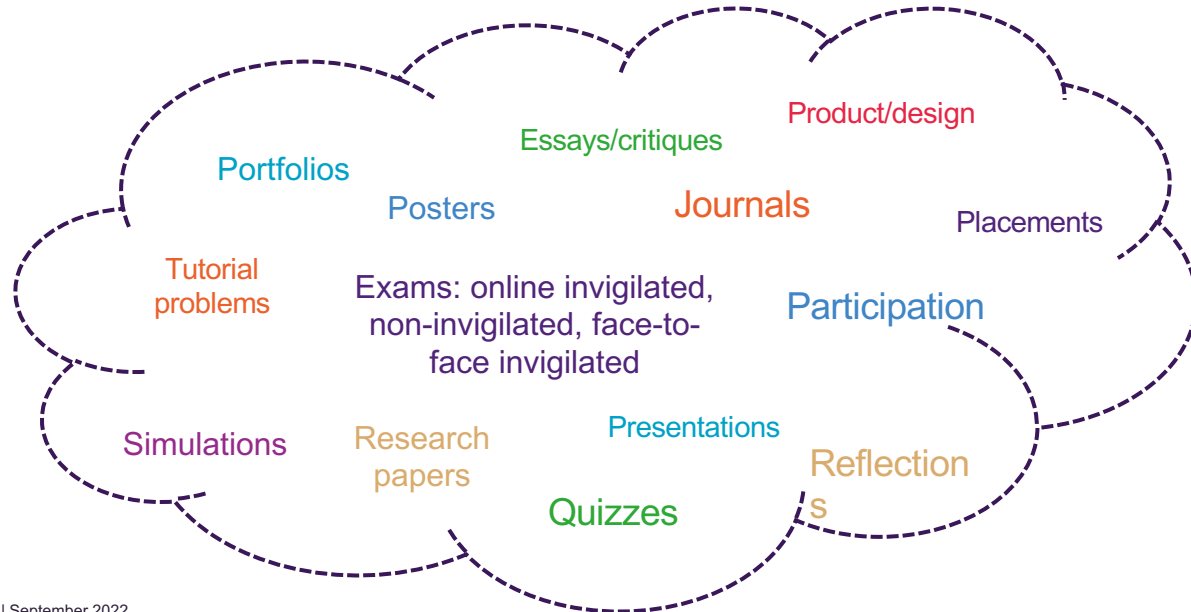


New assessment landscape

Assessment used to be
separate from learning



Today: variety of assessment types
+ feedback is key



Our domestic environment



Regulations

- Accrediting bodies
- Government bodies
- Job-ready Graduates Package
- Different pricing structures
- University policy.



Teaching and learning

- Teaching and research
- Education focused
- Learning design
- Program perspective
- Curriculum and Assessment design
- Authentic assessment
- Academic integrity
- Modes of delivery
- Quality assurance processes
- Learning analytics.

Our global environment



Global Higher Education sector

- Globalisation and privatisation of educational provision
- Commodification of higher education as an economic good
- Globalisation of educational outcomes (transnational credentialing)
- New networks and partnerships
- Confluence of educational technologies, data, and learning research.

The University of Sydney Strategy

sydney.edu.au/strategy

‘Students graduate with skills and knowledge to adapt and thrive in a changing world.’

‘Teachers become their (the students’) mentors and learning partners.’

‘Our curricula are both learner-focused and sustainable.’

‘Regardless of where and how they learn, our students are confident in their abilities, sure of their personal goals, and feel that they belong.’



Sydney in
**20
32**
Strategy

Tensions

Students as customers

- Transactional vs. experiential

Social purpose of higher education

- Job ready vs career ready
- Student expectations

In a system where its purpose is no longer clear to all participants:

- How do business academics see themselves in the University?
- What are the incentives?



2 Restoring the joy of teaching



How do we navigate?

- Where do we start?
- What happened to the joy of teaching?



Learning experience

For both students and teachers



Our students

Who are our students?

- Domestic – Sydney, NSW, Australia
- International
- Higher achievers
- Full-time workers
- Indigenous
- EAL CALD
- Many more

What are the students' expectations?

- Skills, engagement, teacher quality, support, learning resources???
- Flexibility?
- Job ready? Career ready?



What do we want our students to say?

- “My lecturers know my name”
- “I feel I belong in my cohort and across the University”
- “My lecturers care about me – I am not just a number”
- “I have a great peer network – social and intellectual”
- “I engage with a diverse group of people”
- “I learn and I have fun”
- “I can fit Uni into my life”
- “My assessment is meaningful, relevant, fair”
- “I learnt from my assessment”

Our graduates

What do we want our graduates to **be/have**?

Graduate attributes

- Depth of disciplinary expertise
- Critical thinking and problems solving
- Oral and written communication
- Information and digital literacy
- Inventiveness
- Cultural competence
- Interdisciplinary effectiveness
- Integrated professional, ethical and personal identity
- Influence



What do we want our graduates to **say**?

- “My lecturers knew my name”
- “I found life time friends and connections”
- “Uni was a vital part of my life’s journey”
- “I want to study more at USyd”
- “I want to give back to USyd”
- “Helped me launch my career”
- “I enjoyed learning at uni”

Our teaching staff

What do we want for our T&L **staff**?

- Experience the joy of teaching
- Engagement with students
- Relational not transactional
- Good support network
- Teaching connected across the program
- Space to research
- Space to think
- Able to bring research into teaching.



3 Change in our language and culture surrounding our teaching



Student experience

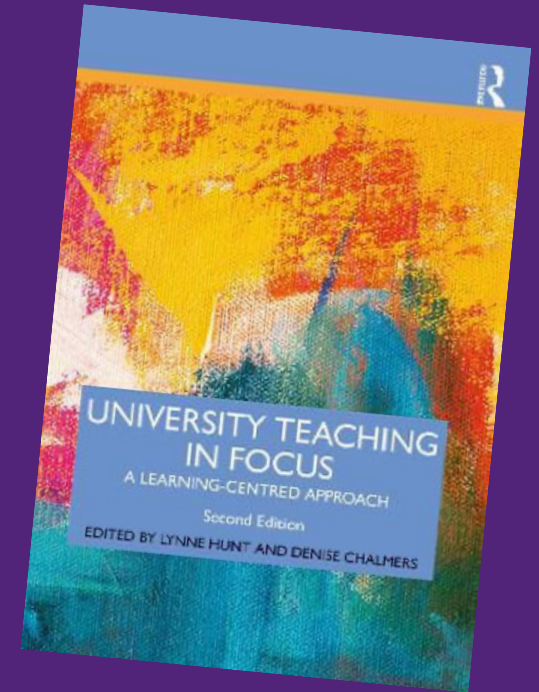
- QILT
 - the student voice in a survey
- Is it all about jobs skills, is it about knowledge?
- Let's put **People** and **Culture** first and what does that look like?



Engaging with students

“Pedagogical partnership: engaging with students as co-creators of curriculum, assessment and knowledge” by Alison Cook-Sather, Kelly E. Matthews (2021)

- Relationships
 - Student – Teacher
 - Student – Student
- Mutual respect
- Reciprocity
- Shared responsibility
 - Students are learners, knowers, teachers and researchers
 - ‘Learning models that acknowledge the identities of those learning’
- Co-creation of educational experiences (Matthews, 2017)
 - Nurture power-sharing relationships through dialogue and reflection
 - Accept partnership as a process with uncertain outcomes.



Partnering with students

“Co-creation in learning and teaching: the case for a whole-class approach in higher education” by Catherine Bovill (2019)

Bovill (2019) outlines six reasons academics are motivated to engage with student partners:

1. To improve **course quality**
2. To enhance **student engagement** in the course
3. To foster a **socially just** higher education environment
4. To leverage the benefits of pedagogical partnerships to motivate **further involvement**
5. To gain **insights** from students' perspectives
6. To develop **skills and knowledge** among students.



Does it work?

Yes, but not without challenges...

Nattalia Godbold, Tsai-Yu (Amy) Hung
Kelly E. Matthews (2022)

- complicated as the power dynamics shift
- conflicts difficult to navigate.

Advance HE

- development of students' high-level skills
- engender a sense of belonging.

Bovill (2020)

- partnership is a relational pedagogy
- students become more engaged and motivated, with associated positive outcomes.

Gravett & Winstone (2020)

- importance of achieving authentic connections.

Yale (2019)

- participant had to feel that the tutor genuinely cared.

How do we succeed?

Cook-Sather, Matthews, et al. (2019). Bron et al. (2016)

To create successful student-staff partnerships, we need to:

- Support academics to shift their beliefs about the role of students in the curriculum
- Rethink traditional models of professional learning for academics and teaching teams
- Consider curriculum negotiation
- Change the language we use.

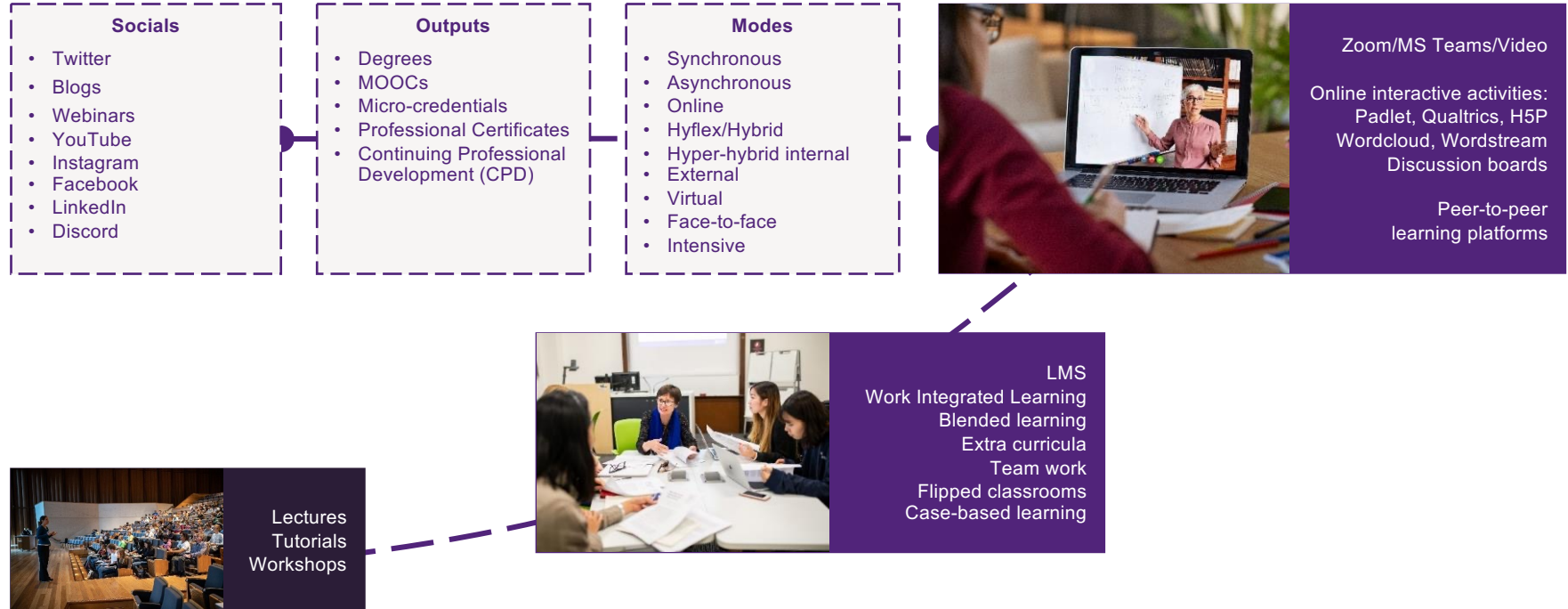


Challenges

To create successful student-staff partnerships, we also need to:

- Understand pedagogical relationships as a way of interacting
- Reduce excessive workloads and tensions
- Prioritise understanding of the importance of communication rather than community
- Recognise heterogeneity rather than normativity
- Provide mentoring opportunities
- Provide time for student–staff interactions
- Prioritise the value of teaching within institutions
- Have conversations regarding relational pedagogies.

Yet... how do we navigate?



Is partnerships a solution for the complex world?

- Navigating the systems
- What works for the context
- Student expectations:
 - “My place, space and pace”
- Student social identity

4

Embracing the digital world in curriculum, pedagogy and assessment



Developing learning experiences

Campus Morning Mail, 16 September 2022, featured story by Professor Merlin Crossley

Is the lecture obsolete?

- Student engagement
- Sustainable for staff
- Contextual

How to develop learning experiences?

- One size does not fit all
- Classroom technology
- Personalised learning experiences:
 - Accessibility for students
 - Data analytics supports digital transformation.

“Lectures aren’t dead, they’re not even just resting.

There are some dead parrots, but the Norwegian Blue is alive and lecturing.”

Developing learning experiences

Awidi, Isaiah T. and Paynter, Mark (2022). *An Evaluation of the Impact of Digital Technology Innovations on Students' Learning: Participatory Research Using a Student-Centred Approach*. Technology, Knowledge and Learning.

Awidi & Paynter (2022) tested interventions using digital tools.

Digital tools

- Helped students prepare for class
- Increased levels of interaction and collaboration.

Collaboration and peer support enhanced learning

- Formative feedback valuable

Personalised learning experiences

- Accessibility for students
- Data analytics supports digital transformation.

Avoiding dichotomies

Harvard webinar, Mohanbir Sawhney

- cannot be product or modality centric
- Start with learners and their needs
- Omnichannel learning experiences with a blend of modalities.

In-person

- Immersive experience
- Intensive teamwork
- Social networking
- Ad hoc conversations.



Online, synchronous

- Location agnostic
- Efficient breakouts
- Multiple participation methods
- Pop-in speakers (e.g. just 5 minutes).



Online, asynchronous

- Self-paced
- On-demand convenience
- Repeat and review.



Hyper-hybrid

Rikke Toft Nørgård, *Hyper-Hybrid Learning Spaces: Higher education teaching and Learning beyond Hyflex*, Cradle Seminar Series, 6 September 2022

- Fusion of separate parts
- Dissolve dichotomies
- Avoid: online-onsite, digital-physical, informal-formal, individual-collective, institution-society synchronous-asynchronous, external-internal
- **Approach spaces, interactions and experiences with a view to hybridization**
- Characterised by open-endedness, risk-taking, experimentation, collaboration, dialogue, empathy, critical creativity, mutual care, commitment and ecological entanglement.



University support

- Budgets and workload models
 - Effective hybrid teaching and learning
- Stability in supported software platforms with appropriate support and training
- Further investment in upskilling staff and students
 - Co-creation
 - Hybrid environments.
- Enhanced teaching spaces
 - Enable an equitable experience for all.



In summary

- **Co-create with students and stakeholders**
 - Move from the individual lecture to a teaching team
 - Embrace the diversity – there is no ‘average student’
 - Know your values
 - Shift our language.
- **Avoid dichotomisations**
- **Seek University support**
 - Workload, budgets, professional learning programs
- **Work together as a community (change incentives)**
 - Within the Business School
 - Within the University
 - Internationally.



References

- Awidi, I.T., Paynter, M. (2022) An Evaluation of the Impact of Digital Technology Innovations on Students' Learning: Participatory Research Using a Student-Centred Approach, Tech Know Learn, <https://doi.org/10.1007/s10758-022-09619-5>
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Thank you

Professor Karen Benson

Director, Institute for Teaching and Learning Innovation (ITaLI)
The University of Queensland (UQ)

italidirector@uq.edu.au
+61 7 3365 2788



@uqITaLI



[uq-institute-for-teaching-and-learning-innovation](https://www.linkedin.com/company/uq-institute-for-teaching-and-learning-innovation)

Master of Ceremonies – Q&A with Keynote Speaker

Associate Professor Angela Knox

Academic Director,
Professional Development,
The University of Business School





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Q&A

2022 L&T Forum – Keynote Address

Questions can be directed to
www.slido.com

Event Code #**LTForum_Keynote**

Master of Ceremonies – Introduction of sessions and launch of People's Choice Award Polls

Associate Professor Elaine Huber
Academic Director,
Business Co-Design,
The University of Business School



L&T Forum Website

- Check out the Program = <https://ltf-business.sydney.edu.au/>
- Read Speakers Bio and Session Abstracts
- People's choice award polls (menti.com)



Scan me
L&T Forum
Website

Concurrent Sessions

10:45 – 12:00
(75 minutes)



Showcase and Lightning Talks – Session 1			
Online and Face to Face 🗣️👤 📍 ABS Collaborative Learning Studio 2100, Level 2, Abercrombie Building H70	Face to Face 🗣️👤 📍 ABS Case Study Lecture Theatre 2140, Level 2, Abercrombie Building H70	Face to Face 🗣️👤 📍 ABS Seminar Room 2290, Level 2, Abercrombie Building H70	Face to Face 🗣️👤 📍 ABS Seminar Room 2130, Level 2, Abercrombie Building H70
Showcase – Session 1A Theme: Assessment Chair: <i>Oliver Hannon</i>	Showcase – Session 1B Theme: Employability/Transition to Workplace Chair: <i>Raffaele Ciriello</i>	Showcase – Session 1C Theme: Team-teaching and Sustainable Teaching Practices Chair: <i>Danika Wright</i>	Lightning Talks – Session 1 Theme: Mixed Themes Chair: <i>Carmen Vallis</i>
Zoom link ID: 891 8751 9076 Vote on Menti	Vote on Menti	Vote on Menti	Lightning Talk 1 – Business Simulation Games as an Authentic Assessment Tool ~ <i>Roel Boomsma</i>
Showcase 1 – An Integrated Approach to Complexity and Leadership Through Self-reflection and Action ~ <i>Corina Radulescu and Andrew Cram</i>	Showcase 1 – Using the Corporate Board Theatre to Enrich WIL ~ <i>Steven Hitchcock, Kaiying Ji, Rachael Hains-Wesson and Eliza Wu</i>	Showcase 1 – Together We Do More: How the Unit Co-ordination Worked in FINC6013 ~ <i>Juan Yao and Wei Cui</i>	Lightning Talk 2 – A Specialization-level Digital Portfolio to Enhance Students' Employability ~ <i>Sebastian Boell, Dirk Hovorka, Na Liu and Corina Radulescu</i>
Showcase 2 – Detecting and Reducing Academic Misconduct in Programming Assessments ~ <i>Stephen Tierney and Priyanka Cheema</i>	Showcase 2 – Looking Ahead – A Focus on Future Skills ~ <i>Janine Coupe, Louise Luff and Mark Waddington</i>	Showcase 2 – An Exploratory Study on Grade Inflation Practices at a Higher Education Institution ~ <i>Abdul Razeed and Craig Mellare</i>	Lightning Talk 3 – Breakout Ninja – Engaging Remote Learners in Ways Not Possible In-person ~ <i>Terry Wickenden</i>
Showcase 3 – Meeting the Academic Integrity Needs of Academics and Students Through Cadmus ~ <i>Andrew Allan</i>	Showcase 3 – Authentic Addendums: Creating Career Development Learning Opportunities in Each Assessment ~ <i>Steven Hitchcock</i>	Showcase 3 – Educating the Responsible Management Accountant Through Keith Tulloch Wines ~ <i>Tanya Fiedler, Vijaya Murthy and Ravi Seethamraju</i>	Lightning Talk 4 – The Five Main Considerations of Hybrid Teaching ~ <i>Robyn Martin</i>
Showcase 4 – Cadmus – A Powerful Tool for Improving Academic Integrity Outcomes for Take Home Assessments ~ <i>Simon Loria and Danny Li</i>	Showcase 4 – Accounting Capstone Project with USD's Sydney Analytical ~ <i>Maria Cadiz Dyballi, Antonije Krivokapic and Peter Southon</i>	Showcase 4 – Strategic Framework for Feedback at Scale ~ <i>Jane Kerr</i>	Lightning Talk 5 – Do not publish this module! Unite your teaching team using Canvas ~ <i>Rachael Lowe and Sunprit Singh</i>
			Lightning Talk 6 – Quick Connections with Humour ~ <i>Janine Coupe and Angela Hecimovic</i>

Research and Student Experience





1:00 – 2:30 (90 minutes)

Research and Student Experience	
Face to Face 🗣️👤 📍 ABS Case Study Lecture Theatre 2140, Level 2, Abercrombie Building H70	Online and Face to Face 🗣️👤 📍 ABS Case Study Lecture Theatre 1070, Level 1, Abercrombie Building H70
Student Experience Chair: <i>Jane Kerr</i>	Research Papers Chair: <i>Elaine Huber</i>
Student Experience Session Title: Embracing industry engagement in the classroom: the Student Experience	Research Presentation 1 – Cultivating Entrepreneurs and Innovators Through Connected Learning ~ <i>Qingqing (Claire) Bi and Cheryl Brown</i>
<ul style="list-style-type: none"> Beta Alpha Psi ~ Janine Coupe and participating Students The Engage Asia Challenge ~ Sandra Alday and participating Students Leading in a Post-Crisis World ~ Craig Gilliver and participating Students 	Research Presentation 2 – Finding Imperfection and Impact: Developing Self Reflection in our Future Managers ~ <i>Lynn Gribble</i>
	Research Presentation 3 – Framework for evaluating online assessment in business education: Trade-offs in promoting innovation ~ <i>Andrew Cram, Sandris Zeivots and Corina Radulescu</i>
2:30 – 2:35	Break and walk to next session/panel discussion (5 minutes)




Panel Discussion

2:35 – 3:20 (45 minutes)	Panel Discussion: Where to From Here for Higher Education in the Next Few Years? Online and Face to Face   Lecture Theatre 1130, Level 1, Abercrombie Building H70
	<p>Panellists:</p> <p>Robert McLean, Manager, Corporate Category and Governance, Procurement, Finance, Reserve Bank of Australia</p> <p>Marni Lysaght, Vice President, Equity Research at Macquarie Capital</p> <p>Catriona Lavermicocca, Assessment Development Manager, Chartered Accountants Australia & New Zealand (CA ANZ)</p> <p>Chair: Associate Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School</p>
3:20 – 3:35	Afternoon tea break (15 minutes)

Concurrent Sessions

3:35 – 4:40 (65 minutes)	Showcase and Research – Session 2			
	Online and Face to Face  📍 ABS Collaborative Learning Studio 2100, Level 2, Abercrombie Building H70	Face to Face  📍 ABS Seminar Room 2130, Level 2, Abercrombie Building H70	Face to Face  📍 ABS Seminar Room 2290, Level 2, Abercrombie Building H70	Face to Face  📍 ABS Case Study Lecture Theatre 2140, Level 2, Abercrombie Building H70
	Showcase – Session 2A Theme: Student Engagement or Experience Chair: <i>Robyn Martin</i>	Showcase – Session 2B Theme: Mixed Themes Chair: <i>Maria Cadiz Dyball</i>	Showcase – Session 2C Theme: Mixed Themes Chair: <i>Juan Yao</i>	Research Papers Chair: <i>Angela Knox</i>
	<i>Showcase 1 – Cultural Consultation in Work Integrated Learning Placement Programs Through a China Lens – Stacey Petersen and Rachael Hains-Wesson</i>	<i>Showcase 1 – Critical Reflection as an Authentic Assessment Mode in Strategy, Innovation and Management Learning – Jessica Tyrrell and Paul Finn</i>	<i>Showcase 1 – Engaging Students in Complex and Multidisciplinary Content: the BUSS5220 Meta Narrative Video Series – Anna Young-Ferris and Max Baker</i>	<i>Research Presentation 1 – Engagement Through Encouragement in Online Learning – Danika Wright</i>
	<i>Showcase 2 – Teaching Leadership in Post-crisis Through Object-based-learning – Dewa Wardak and Lilia Mantai</i>	<i>Showcase 2 – Nurturing Graduate Employability with Pro-social Engagement – Raffaele Ciriello and Blair Wang</i>	<i>Showcase 2 – Parallel Projects: a Model for Low-risk, High-Impact Interdisciplinary Projects – Steven Hitchcock</i>	<i>Research Presentation 2 – How to Teach Critical Thinking, a Buddhist Perspective – Max Baker</i>
	<i>Showcase 3 – Deep Fakes and Deep Questions: AI Avatars as Guest Lecturers – Carmen Vallis, Boyd Britton and John Buchanan</i>	<i>Showcase 3 – Virtual Agile Learning Management – a Structured Approach to Student Teamwork – Rohan Miller</i>	<i>Showcase 3 – Dynamic Pictures for Greater Information Engagement – Stephen Tierney, Enosh Yeboah and Stephanie Wilson</i>	
4:40 – 4:45	Break and walk to next session/closing address (5 minutes)			

People's Choice Awards Presentation and Closing Address

4:45 – 5:00	Online and Face to Face   Lecture Theatre 1130, Level 1, Abercrombie Building H70
	People's Choice Awards Presentation & Closing Address Associate Professor Peter Bryant, Associate Dean (Education), The University of Sydney Business School
5:00 – 6:00	Wine and Cheese Networking  Level 2 Foyer, Abercrombie Building H70

Next Sessions

See the L &T Forum website for next session:

- 15 minutes morning tea break
- 10:45am – 12:00pm

Showcase and Lightning Talks - Session 1



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Website**

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Thank you!



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