10 Blended Learning Guidelines – practical advice in Australian Higher Education contexts

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This poster addresses the pedagogical issues and discussions around blended learning guidelines and approaches in the Australian Higher Education context. Over the past few decades there has been numerous definitions and pedagogical frameworks proposed for blended learning in Higher Education (Garrison & Vaughan, 2008). Given the variety of strategic directions and diversity of student cohorts at universities, institutions need their own interpretations of what blended learning entails and offer institution-specific guidelines for implementing contextualised blended learning approaches (Garrison & Kanuka, 2004). The project team have undertaken research on existing literature of blended learning including principles, frameworks and policy documents in Australian tertiary institutions (cf. Bath, 2010; Saliba, 2013). We have carefully extracted ten prominent and practical guidelines for designing and implementing blended learning: learning activities, assessments, technology, feedback, communication and collaboration, active and reflective learning, student control, accessibility, usability and copyright, consistency, and resources and support. The set of guidelines was created as part of the blended learning project undertaken at Victoria University, Melbourne in 2013-2014. The project was aimed at helping academic staff establish processes in using the new Learning Management System (Brightspace) and its associated eLearning tools. The poster details each guideline along with practical advice and visual representations and concludes with the consequences and future implications for such guidelines for a tertiary institution.

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Daily mindfulness practice increases psychological capital and reduces depression in doctoral students

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Doctoral study presents many challenges and the level of attrition is between 30-50% in the UK, Australia, and North America. To determine how doctoral students can be better supported in order to increase retention, performance and student satisfaction, a randomized controlled trial was conducted to evaluate whether a daily mindfulness practice could reduce psychological distress and increase psychological capital indicators, which are known to have strong relationships with learning progress. Prior to treatment allocation the 81 recruited students were surveyed to examine their experiences of stress related to candidature and their perceptions of study progress. The majority of PhD candidates (70%) who participated in the study reported they were meeting or mostly meeting their study schedule and these students had significantly greater psychological capital attribute (hope, resilience, self-efficacy and optimism) values compared to students who were categorised as being behind schedule. The biggest challenges in doctoral study reported were candidature- and project-related, with self-confidence and motivation of particular note. Half of the participants were randomly allocated to an intervention consisting of a daily mindfulness practice for eight weeks (supported by an audio resource) and half received no intervention. Findings indicate that students allocated to the intervention had a significantly greater decrease in depression, and significant increases in the psychological capital attributes of hope, resilience and self-efficacy. This study highlights that wholistic approaches which blend academic and wellbeing support are important for student progress.

Maximising the teaching and assessment opportunities for higher education students: Data driven decision making for quality assurance purposes

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It has become increasingly important to collect institutional data to measure and evaluate teaching and assessment improvements and to evidence quality assurance for both internal policy obligations and external review. However, how this data is presented, reported and targeted to individuals at various levels is of equal importance in ensuring that the correct decisions are made to maximise the student learning experience. The primary aim of this work was to see how best to provide analytic data on subjects and courses at the University of Wollongong to staff and committees for monitoring and quality assurance improvement. The group has targeted the review and presentation of data for quality assurance purposes, for processes including: Faculty and School assessment committee meetings, subject monitoring reporting, comparative student outcomes, annual and 5 yearly course review processes, and annual collaborative partner (third party provider) reviews. Specifically, the group has been looking at the types of data captured, data display formats for different audiences, its timing and method of delivery and how data reports can be targeted to particular end users. The group will also review the process for closing the loop and following-up on outcomes, improvement actions and recommendations.

The group has so far looked at the data needs of 1) assessment committees, and 2) subject monitoring, for internal quality assurance purposes and in relation to the revised Higher Education Standards Framework (Threshold Standards) 2015. In particular the group has focussed on what changes are required to ensure all relevant data is captured, the method of delivery of this data (hard vs soft reports), the timing of the data collection and making it available at key points within the academic cycle. These data contain valuable teaching and assessment information for academics, part-time teaching staff and professional staff on students' engagement, motivation and progression in courses of study. The premise behind this work is that the higher the quality of the data provided the more informed will be the quality enhancements.

Student reflections on work integrated learning informing the preparation of future graduates

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Student experience in work integrated learning (WIL) in undergraduate professional preparation degree programs forms a pivotal element of the curriculum. In these programs students' learning is usually highly structured and contained within content crowded curricula, potentially limiting choice and agency. Multiple and interacting factors are present in WIL curriculum, replete with tension and contradiction, which impact on the student experience, engagement, learning and the preparation of future graduates. Research has been conducted into structural and organisational factors that shape WIL, as well as ways to prepare and support students as "agentic learners" in practice (Billett, 2014). It is important to understand the student experience and how WIL fosters their interest, enthusiasm and sense of belonging in the profession in order to facilitate authentic and agentic learning and in turn support graduate outcomes, capabilities and competencies (Scott et al., 2010).

We will present findings from a project in which we gathered students' reflections on their first WIL experience at the end of their introductory year in a Bachelor of Nursing Science degree program (Edwards et al., 2015). We will use Kahu's (2013) student engagement framework to highlight aspects of student learning experience that relate to their agency, including the curriculum, level of learning, sense of belonging, enthusiasm and interaction. We argue this detailed analysis of engagement informs our understanding of student agency, which in turn facilitates the design curriculum that will optimise agency, support the development of graduate capabilities and competencies, and success in a profession.

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A 2016 OLT National Teaching Fellowship: A national, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching

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Teaching well is a complex task and staff who are new to teaching have many and varied teaching professional development needs. In 2015 twenty five percent of thirty six Australian universities did not provide more than a one day workshop inducting new staff into teaching and learning. These institutions employed approximately 5,000 new teaching staff in 2015. This poster identifies the current shape of teaching induction in Australian Universities and outlines an Office for Learning and Teaching (OLT) Fellowship program of activities that will address some of the current gaps in the sector. Representatives from 11 Australian institutions, including eight of the nine institutions without a teaching induction program, will collaboratively investigate the under-developed area of teaching induction through the Fellowship Program. We will explore contemporary teaching induction practices and develop a teaching induction research agenda, develop a Teaching Induction Special Interest Group, and develop a fully online, open access Learning and Teaching Induction Program (LTIP) which is specific to the Australian regulatory context and informed by the OLT funded "Australian University Teaching Standards and Criteria Project" (Cummings and Chalmers, 2014).

Ideally the program will require approximately 20 hours of staff engagement across a semester allowing:
1) any academic, regardless of where they teach, to access the program;
2) any Australian university to use the program as their teaching induction program or to complement their teaching program; and
3) resources which comprise the program to be contextualised and embedded into any university's existing teaching induction program (an adaptable OER).

We expect to use the technical functionalities of MOOCs to overcome this significant professional development issue and develop a national LTIP. Because of the just in time nature of the online program, and with the potential development of 'specialty modules' that institutional teaching induction programs traditionally do not include (for example clinical education or performing arts education), LTIP has the potential to be relevant also to institutions that do have an established teaching induction program.

3D Curriculum Design: Supporting a whole-of-program approach to curriculum design in Higher education

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While academics teaching in higher education may focus on units of study or disciplines (Becher & Trowler, 2001), the mechanism by which students engage with the institution is through a program. It is the program that is branded and marketed, resourced and funded, accredited and accounted for against external measures. However, few resources exist that support those responsible for curriculum planning. Where guides to support higher education curriculum design do exist, they tend to be at the level of discipline (Grundy, 1987; Toohey, 1999; Becher & Trowler, 2001) or at the level of institutional support (Gaff & Ratcliff, 1997; Billett, 2003; Barnett & Coate, 2005; Lattuca & Stark, 2009) with little guidance for the program convener to engage with the practice of whole-of-program curriculum design. This poster proposes an approach to address the gap in resources to facilitate a whole-of-program focus to curriculum development. This approach draws upon processes typically adopted in design-based thinking (Brown, 2008) and the innovation value chain (Hansen & Birkinshaw, 2007). By combining these principles, the 3D curriculum design approach works as a guide to plan, design, develop and implement curriculum in a higher education context. Curriculum is co-created, facilitating collaboration across disciplines and amongst stakeholders, thus ensuring that what is designed is enacted by teachers and experienced by students (Matthews et al., 2013). The poster presents strategies and resources that underpinned the 3D curriculum model. It outlines how this approach has been used in 9 large-scale curriculum design projects at the University of Queensland.

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A blended learning approach to supporting student learning of scientific writing skills with an embedded Academic Integrity Module

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A particular challenge for university Science students is the academic skill of scientific writing. Key scientific writing skills include effectively managing and integrating the research literature; however, appropriate use of the literature is problematic with many students accidentally plagiarising because they lack paraphrasing and referencing skills (Devlin & Gray, 2007). Writing support materials are neither hands-on nor discipline-specific and are often disregarded by students. As writing scientific reports accounts for a substantial proportion of many undergraduate science assessments, discipline-specific writing support resources must be embedded early in the science curriculum. The goal was to design, embed and evaluate a new academic integrity module (AIM) for a large core first year biology subject that: (a) Builds student understanding of what constitutes plagiarism and academic integrity in the scientific discipline, and how these relate to being a professional scientist; (b) Improves student skills in correctly citing the scientific literature and paraphrasing.

The AIM was designed using a blended learning approach with scaffolded online and face-to-face activities. Pre-workshop learning included an introduction to academic integrity as a professional skill, and instruction on referencing and paraphrasing in Science via an online interactive tutorial. In the workshop, students applied their new knowledge in a hands-on paraphrasing activity, with peer discussion and feedback. Referencing and paraphrasing skills were evaluated in the final scientific report assessment task. The AIM was evaluated (2014 and 2015) using a mixed methods approach (with ethics approval). Students' completion of the online tutorial and their corresponding academic performance in the scientific report were recorded and post-task evaluation surveys were conducted on students' learning experiences. Engagement with the AIM has been high with 60-64% of students (n = 650) completing the online tutorial even though no marks are associated with it. In both 2014 and 2015, students who completed the online tutorial performed better (on average) on the referencing criterion in their assessment than those who did not attempt the online tutorial. Student evaluation surveys revealed that students agreed that they had a better understanding of why academic integrity (85% in 2015; 94% in 2015) and correct use of the scientific literature (85% in 2014; 94% in 2015) are important for a scientific career. The AIM has enhanced the development of first year Science students' understanding of academic integrity and their confidence in applying scientific writing conventions. It contributes to shaping the next generation of competent, employable science graduates.

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Harnessing digital games to engage adult learners and improve their learning

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Research interest in the use of digital games for serious applications has been increasing since the early 2000s. This has included a significant amount of research into individual game platforms and how they can be used in areas such as adolescent education. However, there is little research into the benefits of digital games for adult learners and the research is very unevenly distributed. This is particularly true in health education, where much of the current work is narrowly focused on areas such as surgical training. This study evaluates two team-based digital games for health education. The project focuses on special characteristics of digital games that are valuable for adult learners - for example the ability to access games for brief but productive periods of revision and to improve memory processes to reduce problems of dormant knowledge. Mixed methods were used to evaluate two online digital games - They Know: Anatomy (Game A) and the Qstream: Cancer Cup Challenge (Game B). Game A was played by 24 second year medical students studying anatomy, and team members were co-located in the same computer lab. Game B was played by 31 junior doctors undertaking adverse events training. They were dispersed across New South Wales. After participants had played their assigned game, metrics collected by each game platform were analysed to determine the accuracy of participant responses. Additionally, a post-game survey and semi-structured interviews were undertaken to rank engagement with the platforms and help identify their educational benefits. Analysis of game platform metrics demonstrated that in both games, the majority of players improved their response accuracy each time a question was repeated. Both platforms were rated highly for individual engagement, but Game A was more engaging as a team experience than Game B. In contrast Game B participants were strongly motivated by individual competition and the ability to progress up the game leaderboard Thematic analysis of interview data indicated participants found both platforms beneficial for encountering a large amount of subject matter over a short time frame. Additionally, data indicated participants found the platforms particularly valuable for re-activating knowledge that had not been used for periods of up to a year.

Student perspectives on a three-step facilitation strategy to enhance engagement with assessment marking criteria

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We facilitate a first-year engineering foundations unit focused on the study of processes and practices of humanitarian engineering design. Student evaluations of learning in this unit in recent years consistently indicated their disengagement with assessment practices. Students reported that their disengagement surfaced chiefly because of the inability to meaningfully grasp assessment marking criteria and how those criteria link back to the nature of humanitarian engineering design. Evidence based research on higher education assessment practices suggests that this issue can be resolved when purposeful activities are introduced so that students engage directly with marking criteria and immediately receive constructive feedback. Accordingly, we designed a contextually situated facilitation strategy to engage students with assessment marking criteria through peer-evaluation and feedback on students' draft assessment submissions (drafts), followed by self-assessment, and further followed by tutor feedback. Simultaneously, we undertook a qualitative inquiry into student and tutor perspectives to ascertain whether the above facilitation strategy was worthwhile. Evidence was gathered from observations of assessment interactions involved in the facilitation strategy, and focus group discussions with students and tutors. This corpus of evidence was examined interpretively using thematic narrative analysis. We found that the students considered the facilitation strategy to be worthwhile and instructive in particular ways. For example, they reported that peer-evaluation and feedback provided a different perspective on their drafts which they had not previously considered; furthermore, it highlighted and reinforced the need for structural improvements to the drafts. Simultaneously, tutor feedback clarified content-specific aspects of the drafts. Overall, the facilitation strategy enabled students to draw three crucial lessons about the success of humanitarian engineering design practice: first, it is predicated on careful study and inclusion of stakeholder perspectives, next, it requires good quality documentation, and last and vitally, it requires efficient time management. The students also offered the authors constructive recommendations to improve the unit; these recommendations will be actioned in the subsequent study period. Disengagement with marking criteria can deform the shape of the student experience of teaching and learning in engineering study. To avoid such disengagement it makes sense to prioritise and privilege activities that clarify the expectations underpinning assessment marking criteria. Wes have

implemented a three-step facilitation strategy that has qualitatively improved student understanding of assessment marking criteria, and in turn, improved student engagement with assessment practices in their unit.

Implementing the threshold learning outcomes for agriculture at two Australian universities to inform curriculum design and quality assurance

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The national Learning and Teaching Academics Standards Statement for Agriculture (AgLTAS) defines the nature and extent of the discipline and provides a set of Threshold Learning Outcome statements (TLOs) that define what a graduate should know, understand and be able to do on graduation (Authors, 2014). The Australian Council of Deans of Agriculture has endorsed the AgLTAS document, which can be used to communicate to potential and current students the minimum standards of their degree, and also inform curriculum design. While the AgLTAS document provides explanatory notes to assist educators to further understand the intent of the TLOs there are no exemplars on how the AgLTAS can be implemented. We present two case studies of how academics at the University of Tasmania and the University of Adelaide used the AgLTAS to map their respective agriculture curricula. Curriculum mapping, via a curriculum mapping tool (CMT) adapted from the Sciences, was used to evaluate the links between the curriculum and the target learning outcomes, and to identify gaps and areas for improvement. The mapped degrees met graduate level TLOs for agriculture and, in some instances, individual contributing units exceeded them. In general, external evaluation aligned well with the results from the CMT reports. A survey of academic staff in collaborative workshops suggested a positive reaction to the TLOs. The workshops also had the benefit of providing a forum for academics to engage in peer-to-peer development in curriculum design and identify areas of improvement. The convergence between curriculum mapping and stakeholder feedback has provided a strong basis for making recommendations for revitalising the curriculum of the degrees. The next phase is the development of Good Practice Guides for each overarching TLO, which will showcase case studies of assessment and student learning outcomes that embed each TLO in the curriculum.

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"I expected it to be hard, and my instincts were right."
Mature-aged men in higher education

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Based on a scoping study undertaken in Australia and the UK, we argue that universities are failing to meet the needs of mature-age male undergraduates; in particular, students from culturally and linguistically diverse backgrounds, from low SES backgrounds and students with mental health issues. These men are among the students most likely to experience difficulty in making the transition to university study (EDA, 2008). They are under-represented in higher education, and consequently, vulnerable to exclusion from a globalised, knowledge-based economy with far reaching social and economic implications (Berry et al, 2011). Results of an online questionnaire completed by 91 students at Murdoch University and 41 students at the University of Lincoln showed that many mature-age male students disliked contemporary approaches to learning, teaching and assessment. They were critical of over-reliance on online learning, calling it 'DIY education'. They found group work frustrating and believed that group assessment was unfair when younger students – who were focused on 'having a good time' – did not contribute equally. This was attitude was very prevalent among students struggling to combine study, work and family responsibilities. Many also reported feeling ill-at ease when mixing with younger students and constrained by anxiety about the ways in which their behaviour might be misinterpreted as sexual predation. Findings from this study question common assumptions about university practices, and suggest universities need to adopt a more nuanced approach to curriculum and pedagogy in order to meet the needs of mature-age male students.

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Talking past each other: Recalibrating professional discourses in the Higher Education workplace

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The Higher Education workplace is facing unprecedented change. A sector that has traditionally depended on academic and discipline literacy combined with text-based resources has had to adapt to a rapidly shifting practice landscape that challenges academics to engage with students and communities, across a range of locations, utilising new digital technologies and literacies. Successful navigation of this new terrain requires a multi-skilled, team based approach to student engagement and learning design. Specialists in the design and development of multimedia learning and teaching resources in Higher Education are usually employed as professional staff and one of the challenges for them is to work collaboratively with academic staff to interpret and translate traditional lecture based content into digestible, engaging multimedia artefacts. Professional staff in learning support roles are expected to maintain currency in their own skills and knowledge practices as well as navigate and interpret academic culture and discourses. This interaction and process is often akin to working with someone from a foreign country who speaks a different language and observes strict cultural practices. It requires multiple forms of communication, signals – and sometimes dance steps! This poster will illustrate the competing discourses of making and sharing meaning in higher education from the perspective of a multi-faceted team of academics and professional staff engaged in supporting academic staff with curriculum design in an Australian University. It will highlight work-practices, resources and innovative strategies utilised to navigate competing discourse challenges.

Validating and evaluating a rubric for citations

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As part of the Australian Awards for Teaching Excellence, the Office for Learning and Teaching offered *Citations for Outstanding Contributions to Student Learning*. To support staff prepare their application, many Australian universities have aligned their institutional teaching awards with the criteria and format of the national citations. These criteria are deliberately broad to encompass a wide range of contributions. They state "The applicant must demonstrate through evidence how their contribution has: 1. influenced student learning, student engagement or the overall student experience; 2. gained recognition from fellow staff, the institution, and/or the broader community; and 3. been sustained for a period of no less than three years". Effective assessment of applications at the institutional level requires institutions to provide clarity to staff on the standard of contribution and writing required. Without clarity, standards may vary from year to year with changing membership of assessment panels, potentially leading to inaccurate guidance from support staff and mentors, and staff dissatisfaction and disengagement with the award application process.

To help address this problem, in 2015 a rubric for the citations was created. For simplicity the rubric lists only three levels of achievement: national citation, institutional citation, and illustrates good practice. Citation components are grouped by topic: Period of Contribution (duration, sustained); Contribution (impact on students, context/significance, innovation, philosophy of teaching or practice, scholarship); Evidence (relevance, credibility, diversity of sources); Narrative (cohesion, examples, author's voice, structure); and Reference Letters (content, second referee). Despite the list of components, the rubric is intended to be holistic rather than analytic. The rubric has progressed through several versions based on feedback provided by a variety of awards support staff and assessors from Queensland[3]. The current draft is being trialled at Southern Cross University in 2016. This trial will evaluate the rubric as a guide to applicants and the awards panel. The purpose of this poster is to invite feedback on the rubric from qualified and experienced staff from across the sector.

Project-Based Learning within a blended curriculum in Iraqi Higher Education

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Due to the lack of innovative, purposeful and engaging learning in Iraq, it is hard for students to take part in critical learning on global themes. This prevents students from getting a global perspective on wider issues. In my opinion, lengthy syllabi and annual assessment patterns overload students with assignments that require rote memorization rather than independent learning and creativity. After getting an M.A. in Applied Linguistics, I was hired to teach at a newly-founded English Language Center, an initiative of the Prime Minister's Office in conjunction with the U.S. Embassy. We prepare Iraqi scholarship recipients culturally and linguistically for their graduate studies abroad. Due to poor security in Iraq, students who cannot make a full-time face-to-face commitment, especially those from outside Baghdad, attend a blended learning program, in which they come to the school once a week and do the rest of the work on-line. As both teacher and coordinator in this program, I have had the opportunity to guide my students into creative and critical-thinking activities, such as project-based learning. This offers an engaging instructional method to make learners active constructors of knowledge. As noted by Fritz (1996:181), teaching in the constructivist manner allows students to reconstruct their learning in a way that is meaningful to them. An example of a constructivist learning approach is problem-solving skills, which are a component of the project. The focus of this project was to let students engage in activities exploring critical issues that impact society. The final product was a poster, after a process of exploration and discovery over eight weeks. The process included brainstorming, on-line and in-class discussions, reading, analyzing, and evaluating articles, data collection, group work with varied tasks, poster design, and self-reflections. Each poster embodied the issue and its impact on society, solutions, sources, and graphics. A short written reflection accompanied each poster. The project involved whole-brain learning (creative and critical faculties), reinforced both intrapersonal and interpersonal skills, and placed the learner within the global community. Evaluation was made by rubric that included: study skills, individual performance, research and evaluation of sources and data, group work, presentation, evidence of learning, and thoughtful reflection.

Do students want to be flipped? An evaluation of the flipped classroom approach in a large interprofessional unit

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With the increased use of digital technology, the academic environment and the role of the tutor has changed. The flipped classroom is a pedagogical approach that recognises this change, with students required to complete preparation tasks online prior to attending class (Davis, 2013; Schwartz, 2014). This approach has been used to engage students and promote retention through tapping into intrinsic as well as extrinsic motivation (Stewart, Stott & Nuttall, 2011). To date, however, it has been difficult to identify whether the flipped classroom approach does engage students and promote retention due to a lack of studies with methodological rigour and an unclear and inconsistent definition of student engagement (Eaton, 2015). The aim of this study was to determine whether the flipped classroom approach engaged first year students in their learning and improved the student experience. The study was completed with a large interprofessional health sciences first year unit (~3000 students) which had undergone a flipped classroom restructure. Students completed the Flipped Classroom Student Engagement Questionnaire Version 2.2 (Kynn, Taylor and Cole, 2015) at the end of the tuition period. In general, 80% of students felt engaged in the unit with 20% reporting that they were more engaged than in "non-flipped" classes. Motivation and level of independence was a factor influencing engagement. Interestingly, 24.7% of students found getting a good grade in the unit was more important than being challenged (2.3%). This poster will provide an overview of the findings and recommendations for how to engage students in the flipped classroom.

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Speaking to the occupational therapy competencies

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Occupational therapy is a profession concerned with people's ability to participate meaningfully in society and do what they want and need to do. It encompasses issues such as health and social care, social justice, and inclusive societal structures and processes. Professional programs need to address both university graduate attributes as well as the new graduate competencies required by the profession. Such integration is often undertaken through capstone courses, which aim to extend and consolidate student learning, assist in the development of professional identity and the transition to employment, and confirm mastery in the chosen field of study (van Acker & Bailey, 2011). I established a new learning activity and assessment based on the *Australian Minimum Competency Standards for New Graduate Occupational Therapists* (Occupational Therapy Australia, 2010). Over twelve weeks of the semester, in groups of six (three pairs), students engaged with the competencies through a structured online task discussing their learning experiences throughout the program. Group leadership rotated, in that each pair led the discussion of their assigned competencies for four weeks. Students were assessed through an individual viva examination. Four weeks prior to the examination, they were given three questions relating to each of the competencies to be discussed in the examination. These questions were designed to enable students to demonstrate their knowledge of the competencies, their understanding of occupational therapy practice more broadly, and their own preparedness to practice as an occupational therapist.

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Putting ourselves in our students' shoes: Visualising the efficacy of faculty tested student assessments as a method of curriculum design

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"Good design practice calls for testing elements of an emerging design even as design development is under way" (American Association for the Advancement of Science, 2001, p. 65).

There are many challenges that arise when crafting a new curriculum. Though best practice advocates redesigning and modifying already existing curriculum programmes and elements, rather than 'reinventing the wheel', access to such information is not always possible in the competitive tertiary education sector. The nascency of the curriculum being designed becomes a major issue. Pre-testing of a draft curriculum allows developers to assess whether it is "understandable and relevant to the users and whether it works in practice" (Fatmawati, 2012). But what happens when there are no user testing groups available to assess this curriculum? More often than not the first iteration of an assessment is the first time it is run in a real world teaching situation. This also means there are no pre-existing student exemplars to assist with the demonstration of creative briefs grounded in Project Based Learning, which serves as the main means of assessment. This was the situation for a faculty launching a new Bachelor of Animation programme. Faced with demonstrating and teaching a new curriculum, and given that the lecturers are all creative practitioners as well as teachers, a methodology emerged organically whereby the faculty undertook to make projects in a similar fashion, and under similar conditions, as their students. Essentially, teachers made student projects, either individually or as a group on integrated projects, thereby testing and improving the efficacy of the assessments through iterative cycles of design change, before providing them to students. While working on the project, lecturers reflected on the demands of the assessment and considered how this might impact on students at varying points in their skill and knowledge development. This poster visualises the process by exploring a number of examples where faculty undertook to make student projects, such as: writing a script, illustrating a storyboard and animatic, completing a life drawing portfolio, making a 3D animation, building a Unity game, collaborating to create a short film, and 3D printing a character. It demonstrates an engaging way for staff to get to grips with design of assessments and projects, where the appeal comes from letting creative people do creative things.

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Open Education Licensing: Copyright tools for education in the 21st century

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The future Shape of Higher Education will unquestionably include Open Education Resources (OER), but how do Australian teachers and institutions make the right decisions around copyright and licensing when providing online access to their teaching resources? The Open Education Licensing (OEL) project is working to identify and analyse the critical copyright and licensing challenges that teachers and policy makers face when using and developing OER. The project is exploring licensing practices for OER in Australia. The project team is developing a toolkit to help Australian educators working online to match open licensing decisions to their institutions' learning and teaching strategies and business models, in the global market for online educational products and services. This is a joint project between two Australian universities. The project team has undertaken a survey of teachers and others working with OER in Australian universities, and conducted a series of interviews with key individuals on their experiences with using and creating OER. This information is being analysed and incorporated into the development of the content and interface for an online OEL Toolkit. The toolkit will be available in mid-2016 and disseminated through a national series of workshops for educators, developers, users and policy makers interested in OER. This poster will outline the process undertaken for the OEL research project and themes arising from the data analysis. It will detail the interface structure and content planned for inclusion in the OEL Toolkit and the national dissemination program. The adoption of OER by Australian Higher Education institutions has the potential to enhance innovation in teaching and learning in the digital environment and 'improve the quality and accessibility of teaching and learning provision'. (OECD, 2015, p.11) However; the traditional reliance by teachers in Australia on blanket remunerated statutory licences (Copyright Act, 1968) and the lack of a Fair Use exception in Australian law, means there is not a wide understanding of how to deal with copyright and licensing for openly available online content. This has the potential to create uncertainty and limit the speed of adoption of OER in Australia. The OEL project will address these concerns and provide Australian educators with the confidence to use and produce OERs as part of the shape of Australian higher education in the 21st century.

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