

New to Teaching at SCU

2024



**Southern Cross
University**



Transforming > Tomorrow

Presented by the Centre for Teaching & Learning

Acknowledgement of Country



I acknowledge and pay respect to the ancestors and descendants of the Lands upon which we work, meet and study.

I am mindful that within and without the buildings, the Land always was and always will be Aboriginal Land.

Our Aims are to introduce you to...



Key SCU systems and processes



What the Southern Cross Model is, and how you find out more about it



Some effective teaching strategies: online and face to face



Assessment, Academic Integrity and Grading Calibration



What support and resources are available



Networking!! ... and connection



Welcome to Country and
Introductions

1.00pm – 1.20pm

Module 1: SCU Campus, Student
Diversity, SCU and Partners

1.20pm – 1.30pm

Module 2: The Southern Cross (SC)
Model.

1.30pm – 1:50pm

Module 3: Self Access.

1:50pm – 2:00pm

Module 4: Workshops, tutorials,
zoom

2:00pm – 2:40pm

Module 5: Assessment and marking

2:40pm – 3.10pm

Module 6: Resources and wrapping
up

3:10pm – 3:30pm

Breakout Rooms: Introductions

Introduce yourself to your colleagues:

- What do you teach?
- How long have you been teaching?
- Have you transitioned from another university?

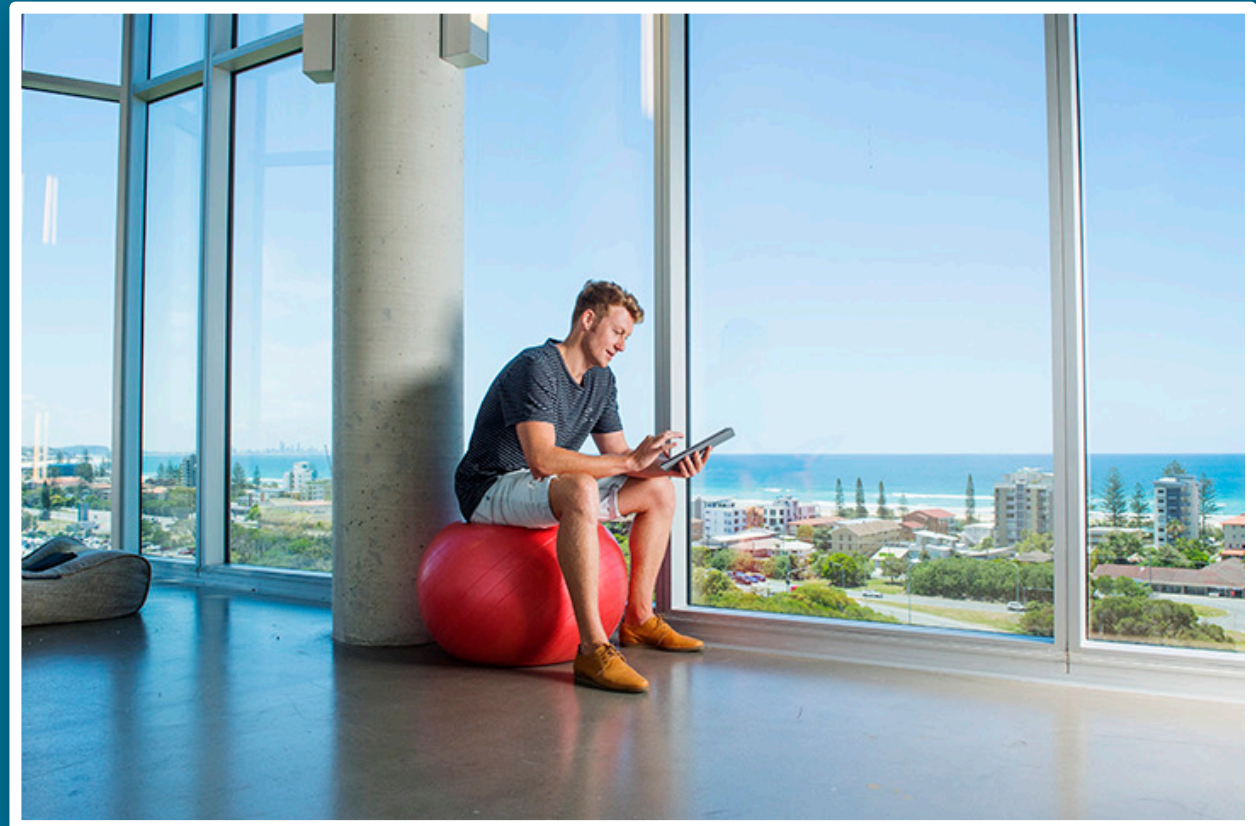


Module 1: Welcome to SCU (About SCU and our students)

Introduction to the Southern Cross University context



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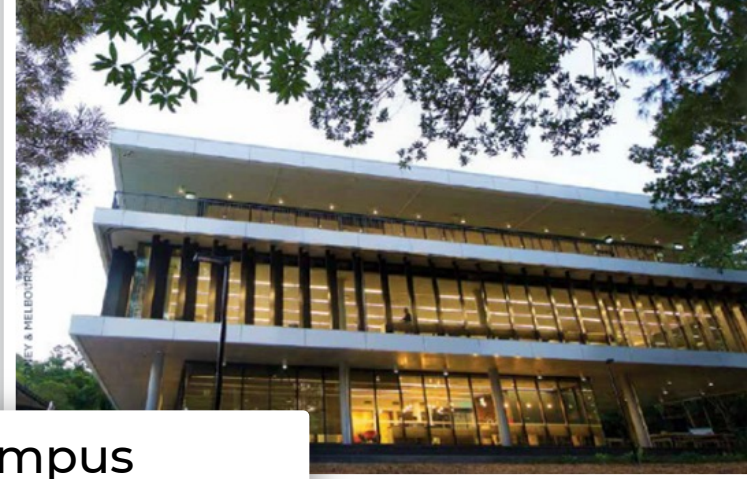
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SCU Campuses

Gold Coast Campus



Lismore Campus



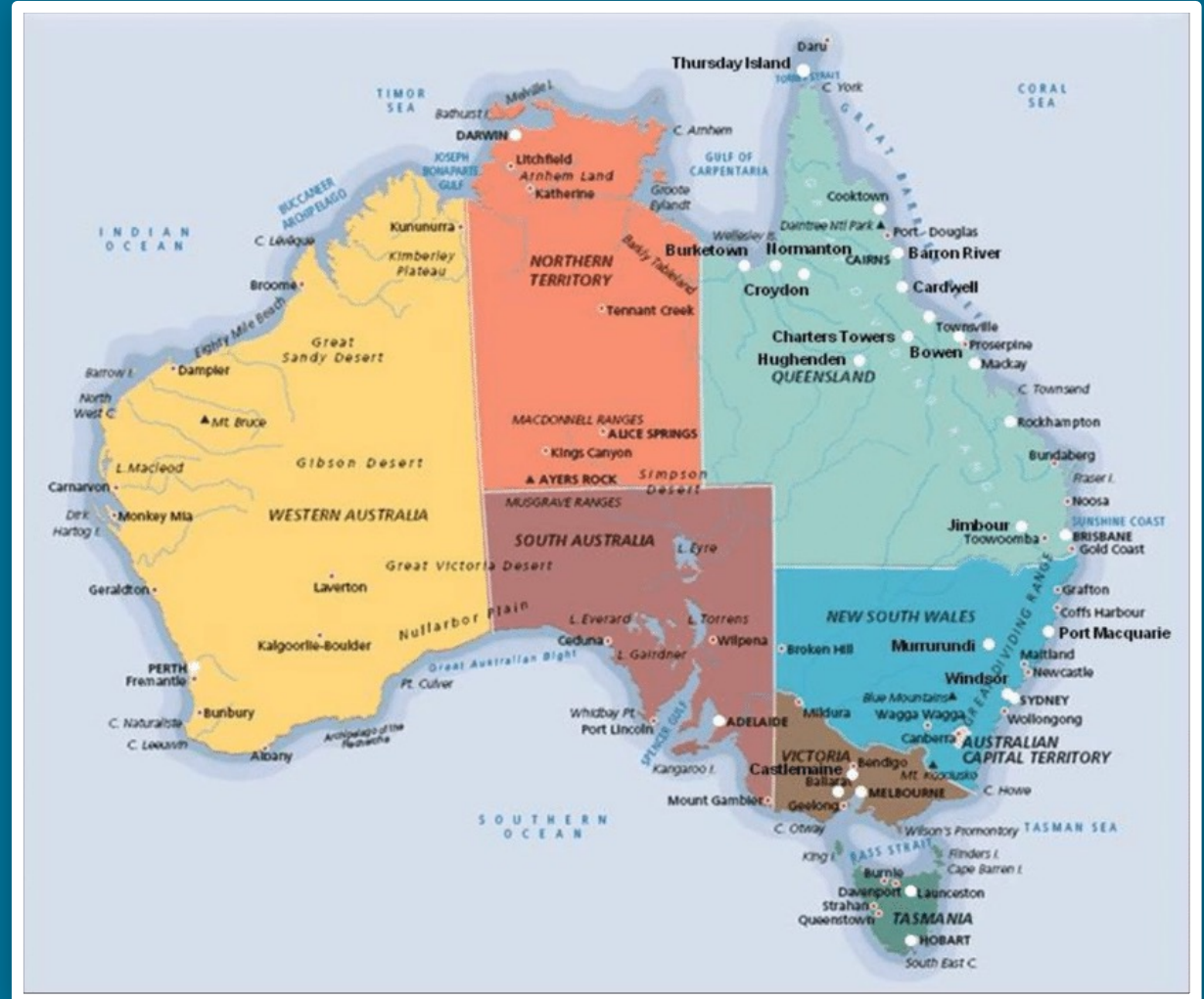
Coffs Harbour Campus



SCU Partners

Partners include:

- EduCo / SCU Ventures (Melbourne, Perth, Sydney)
- The Hotel Schools (Brisbane, Melbourne, Sydney, Hayman Island)
- Keypath Education
- Tianjin University of Science and Technology (China)
- Guangxi University of Science and Technology (China)
- Dalian University (China)
- Changchun Normal University (China)
- IBS University (Papua New Guinea)





**Southern Cross
University**

Our students are diverse

69%

Women

65%

Part-time

57%

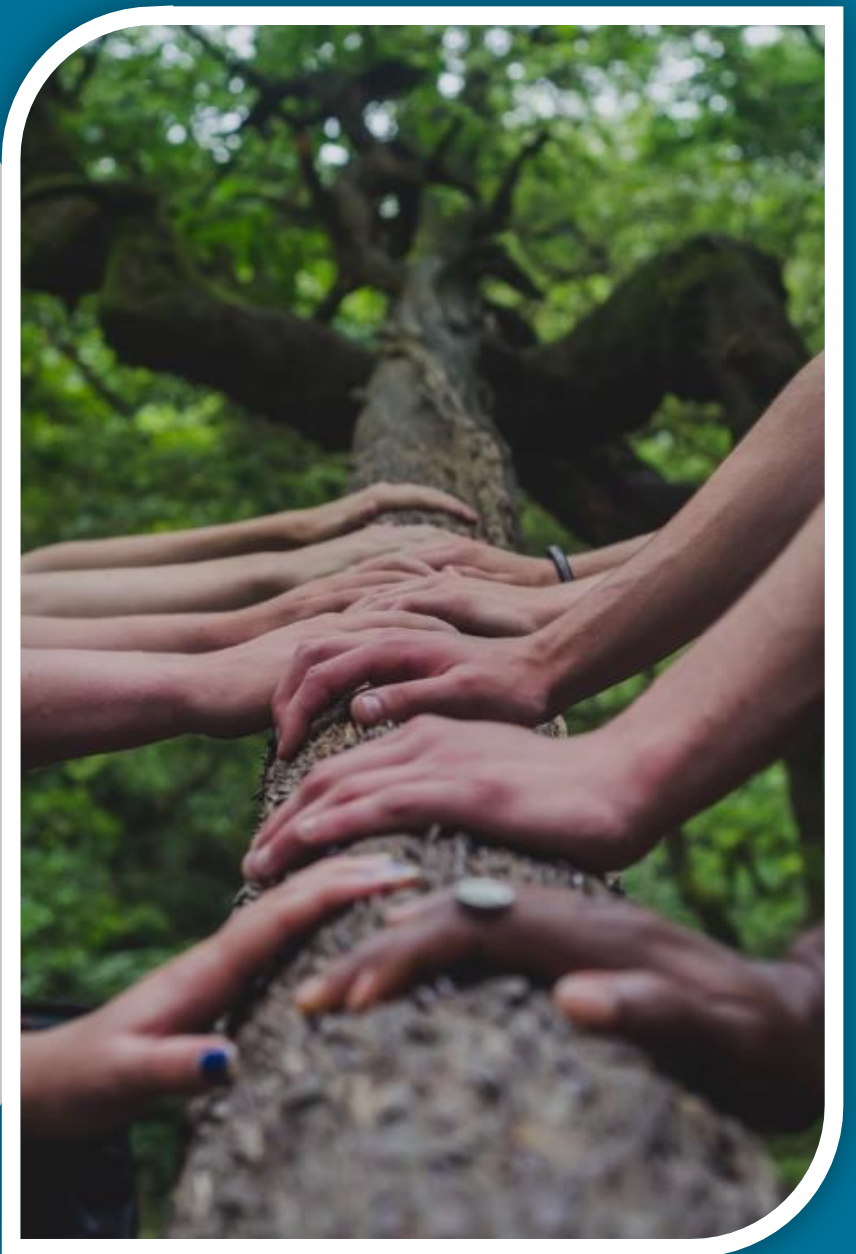
Aged 25 or
older

21%

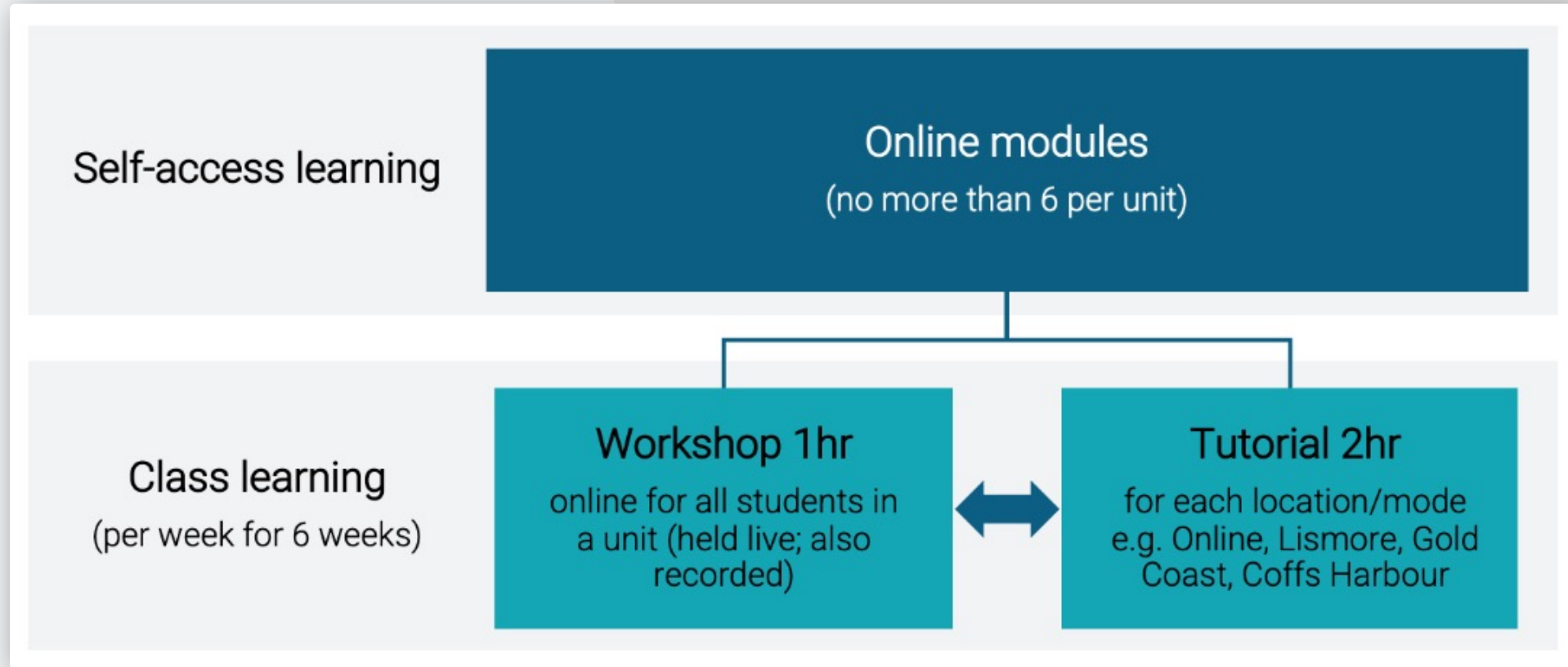
International

5%

Aboriginal or Torres
Strait Islander



Module 2: The Southern Cross Model



Teaching and learning in the Southern Cross Model – Students and staff testimonials: [Link](#)



The Southern Cross Model

A better way to learn

6-week Terms



Six Terms of six weeks each across the year. Complete one or two units every Term with a two-week break in between each one.

Increased success



Average GPA of Southern Cross Model students increased by 11% from 2019 - 2022.

Deeper dive



Focus on just one or two units each Term for an immersive study experience. Learn more, quickly, in workshops and tutorials.

Greater completion



16% Increase in completion rates for units studied in the Southern Cross Model (2019 vs 2022).

You're in control



The Southern Cross Model works with you in juggling all your other commitments – family, work, sport, friends. It's university for the 21st century.



The Interconnected SCU Model

How do we interweave
the teaching modes to
enhance student
learning?

Intersect

**Self-access
(20 hrs)**

How do we ensure that
learning activities lead
to constructive
alignment?

Assessment

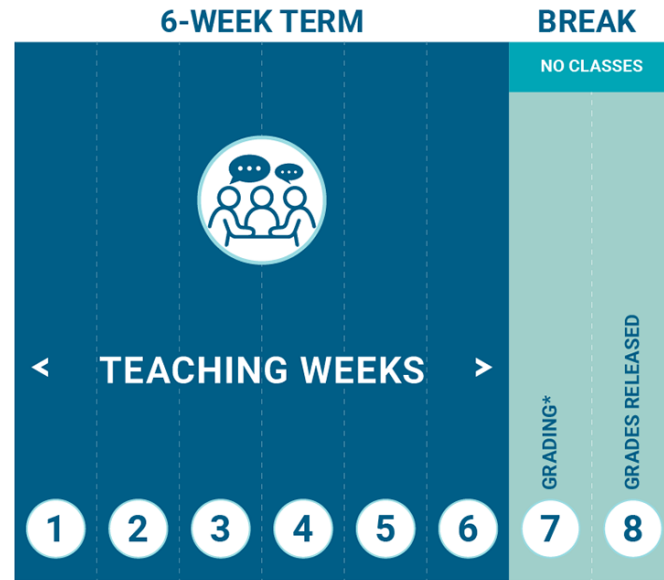
**Tutorials
(2 hrs)**

**Workshop
(1 hr)**



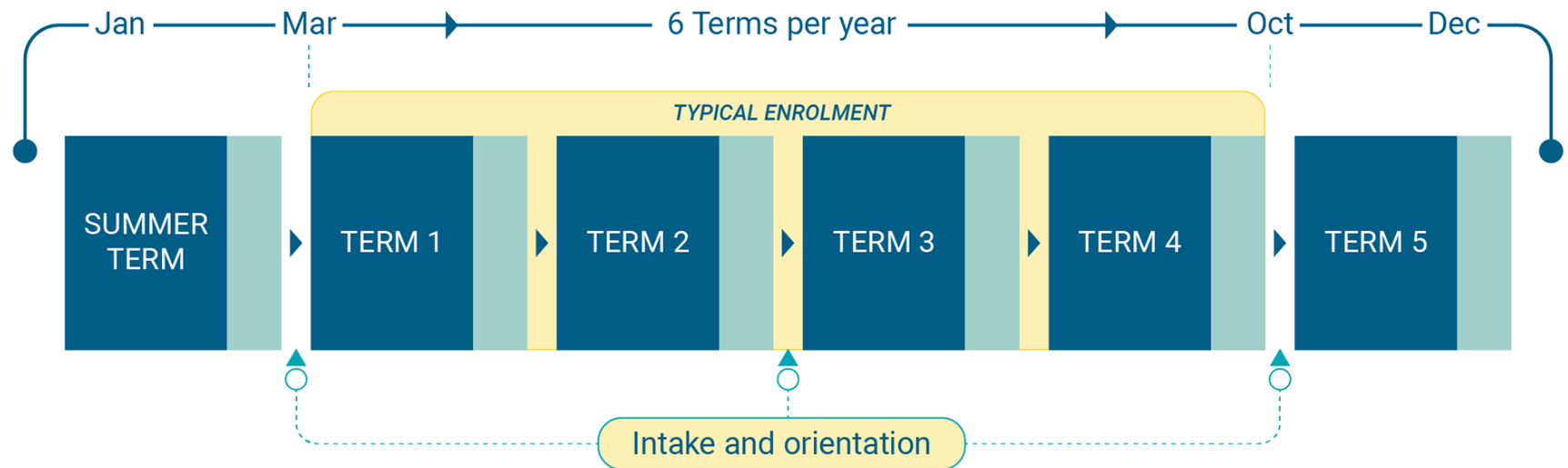
Southern Cross University

Southern Cross Model Delivery



- Students can enrol in a maximum of 2 units per Term
- The standard full-time study load is 8 units over 4 Terms per year
- Students submit a maximum of 3 assessments per unit

* Some units may have assessment in Week 7





Forms of learning in the Southern Cross Model

Focus – a maximum of two units at a time → **guided, active learning**



Up to 20 hours of learning per unit per week



Self-access modules

Interactive, media-rich, responsive learning introducing content

Class learning

Three hours per week of case studies, discussions, application

Authentic assessment

No exams unless required by an accrediting body (e.g., law, accounting)



Principles of unit design in the Southern Cross Model

Focused

Focus on what students **need to know**

(Biggs, 2014; Mayer et al., 2001; Walsh et al., 2019)

Guided

Guide students through the curriculum

(Kellermann, 2021)

Signpost links in the curriculum

(Kirschner et al., 2006)

Active

Learning activities are **media-rich**

(Covello, 2019; Joyner & Isbell, 2021)

Learning activities are **interactive** and **responsive**

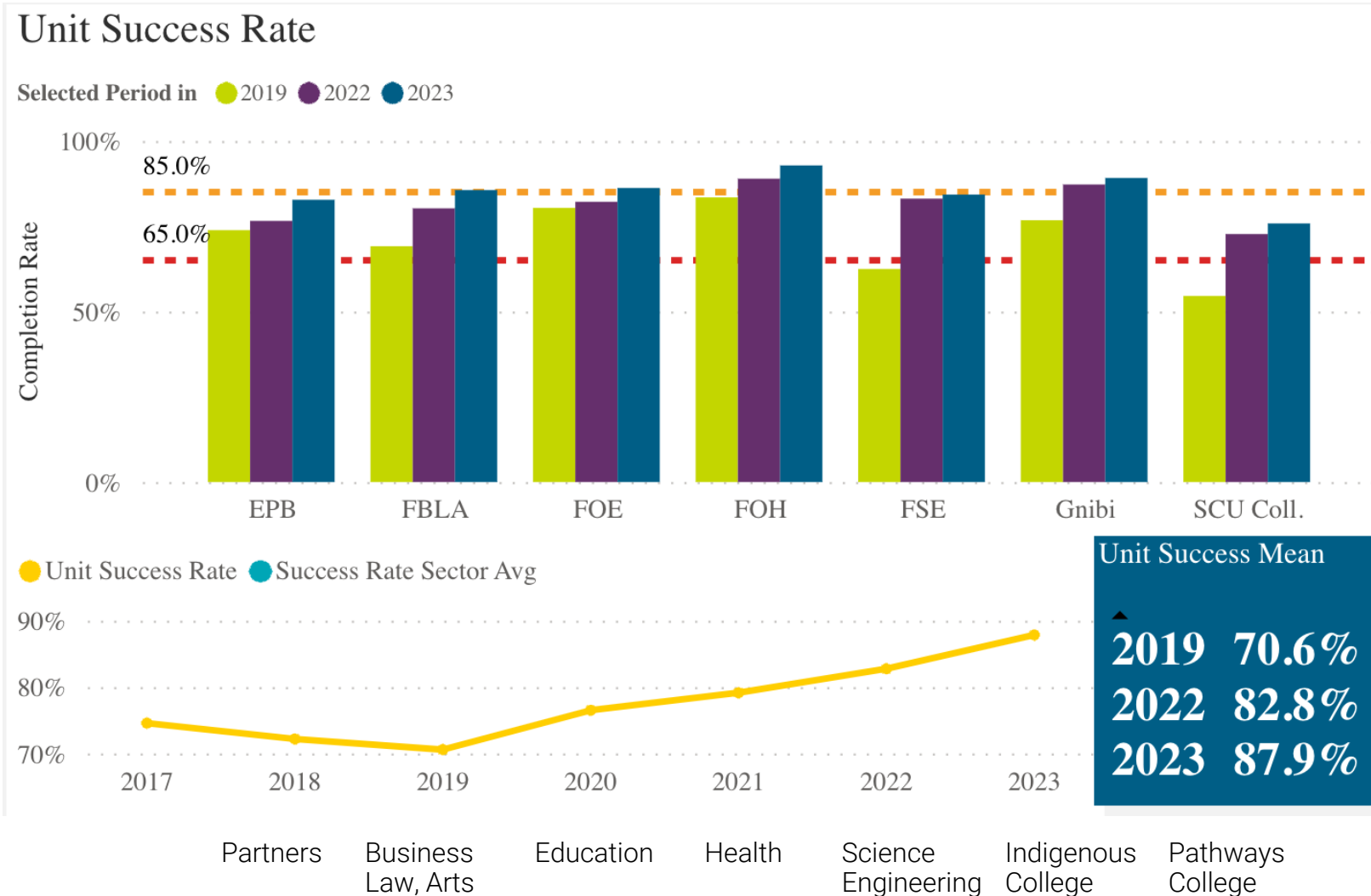
(Crouch & Mazur, 2001; Karpicke et al., 2009; Roediger & Butler, 2011)

Learning activities contribute towards a **community of inquiry**

(Garrison et al., 2000; Yin & Yuan, 2022)

(Biggs, 1999; Bonwell & Eison, 1991)

Student success (pass) rates increased*



Notes:

- Data include observations from:
 - units offered in Sessions in 2019 and Terms in 2022 and 2023
 - domestic and international students
 - non-award, undergraduate and postgraduate students
- Success rate is calculated as: $(\text{Completed}) / (\text{Completed} + \text{Failed} + \text{Withdrawn})$

*Statistically significant difference ($p < .05$) 2019 to 2022 and 2023

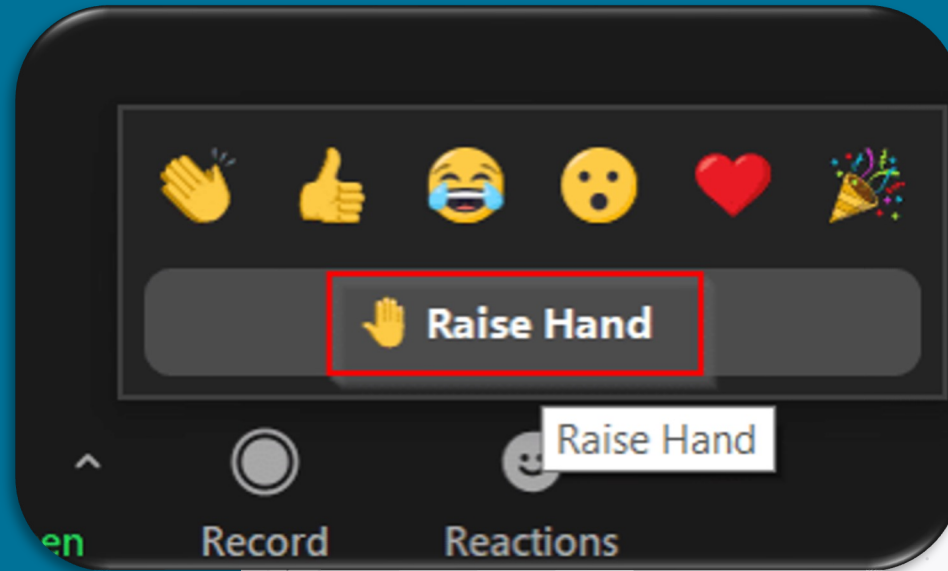
Module 3: Self Access

Discussion

We will use a Zoom Whiteboard for this activity. We will also demonstrate the Zoom Polls tool.

We also invite you to 'chip in' with voice and video, 'raise your hand' to share your thoughts.

- Zoom whiteboard is a great collaborative tool that helps create and promote student engagement in the online environment.



Module 4 : workshops and tutorials

What does good teaching look like online?

See also:

New to Teaching at SCU Module 4 Designing Unit Modules

- ISCM Module 4 – Class Learning
- ISCM Practical Guide:
 - Planning for Class
 - Class Planner Template



<https://spark.scu.edu.au/kb/x/covMAg>

Software for online teaching



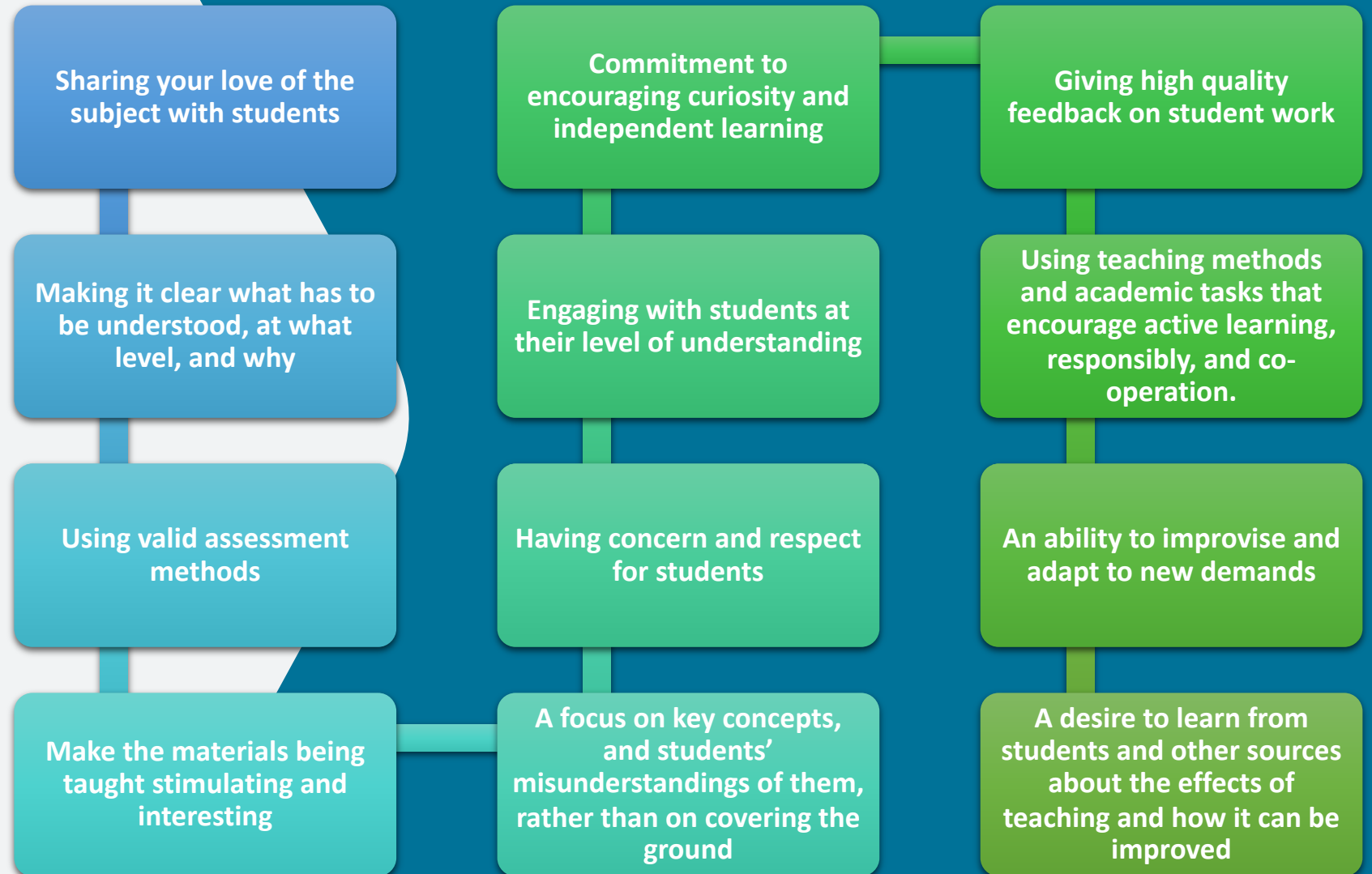
Blackboard
collaborate™



Effective Engagement

According to Ramsden (2003, pp.86-87),

“among the important properties of good teaching, seen from the individual lecturer’s point of view, are...”



Some useful teaching strategies



Have a backup plan



Use what you are comfortable with



Use a range of varied activities



Use what suits your students

Elizabeth St. Germain (2011) <https://www.facultyfocus.com/articles/online-education/five-common-pitfalls-of-online-course-design/>



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Let's take a 10-minute Break



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Active Learning



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Academic Integrity

- [Academic Integrity Framework](#)
- [Academic Integrity Guidelines](#)
 - Minor breach
 - Moderate breach
 - Major breach
- [Educative Interventions](#)
- [Academic Integrity and Turnitin](#)



<https://www.scu.edu.au/staff/teaching-and-learning/teach/academic-integrity/>

Academic Integrity policy

Assessment Teaching and Learning Procedures

- (11) Design of assessment tasks will include explicit and detailed specification of:
- b. how the task is designed to uphold academic integrity

Assessment, Teaching and Learning Policy

Assessment Principle 1: Assessment is designed for student learning, engagement and success.

- (6) Our assessment:
- b. Facilitates students' induction into higher education and the principles of academic integrity

<https://www.scu.edu.au/staff/teaching-and-learning/teach/academic-integrity/>





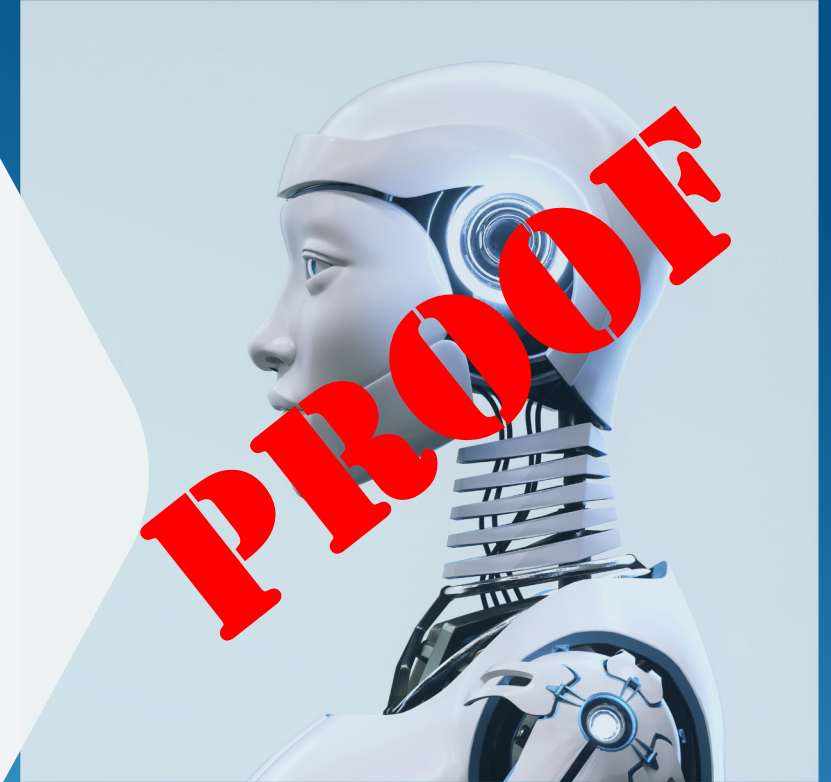
GenAI at SCU

At SCU students may use GenAI:

- *appropriately acknowledged* , and not beyond the acceptable limits as defined in the University's [Academic Integrity Guidelines](#).

(Also includes descriptions of minor, moderate and major Academic Integrity breaches using GenAI)

- Assessment brief must include details of "any restrictions on the use of particular technologies (including generative artificial intelligence technologies), tools or other resources for completing the task" ([Assessment, Teaching and Learning Procedures 11b](#)).





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Module 5: Assessment



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Marking Calibration

Calibration is a process of peer review carried out by members of a disciplinary and/or professional community who typically discuss, review and compare student work in order to reach a shared understanding of the academic standard which such work needs to meet.

The screenshot shows a web page titled "ASSESSMENT MODERATION GUIDELINES". At the top, there is a navigation bar with tabs: "Current Version", "Status and Details", "Associated Information", "Historic Versions", "Future Versions", "Print", and "Feedback". Below the navigation bar, there is a green banner that reads: "This is the current version of this document. You can provide feedback on this policy to the document author - refer to the Status and Details on the document's navigation bar." The main content area is titled "SECTION 1 - WHAT IS MODERATION, AND WHY THESE GUIDELINES?". On the left side, there is a "Hide Navigation" section with a list of links: "Section 1 - What is moderation, and why these Guidelines?", "Improving our moderation processes by using academic calibration", "Moderation at Southern Cross University", "Practical considerations", "Part A - Before Term starts: Initial calibration conversations about teaching and assessment alignment", "Part B - During Term: ongoing calibration conversations to enhance assessment readiness and consistency of marking.", "Part C - After Term: monitor grade allocation and quality of feedback through the Grade Centre", "Sole teaching scenario", and "References". The main content area contains a list of five numbered points:

- (1) The University's [Assessment, Teaching and Learning Procedures](#) state "The Unit Assessor will develop, implement and articulate a consistent moderation process for each task, at all locations and partner collaborations, in line with the Assessment Moderation Guidelines."
- (2) Moderation of assessment helps establish comparability of standards of student performance across, for example, different markers, locations, subjects, providers and/or courses of study ([TEQSA – Glossary of Terms](#)). However, moderation is only one part of a broader approach to assure standards in a subject area (Sadler 2012, Gillis 2020).

Improving our moderation processes by using academic calibration

- (3) Good moderation is based on a framework of academic calibration. Calibration is a process of peer review carried out by members of a disciplinary and/or professional community who typically discuss, review and compare student work in order to reach a shared understanding of the academic standard which such work needs to meet.
- (4) Research advises enhancing, refining and supporting the academic rigour of our quality assurance by using academic calibration conversations to achieve comparability of standards (Sadler 2012).
- (5) Calibration also helps establish that learning tasks used are valid preparation for key learning outcomes in a subject or discipline (Sefcik et al., 2017).



Rubrics

Rubrics are guides to assist markers to make consistent and reliable judgements about the quality of student work.

They are also used to provide feedback to students about the quality of their work and how they might improve.

Standards Levels of performance								
Marking Criteria (% weighted)	High Distinction+ 100%	High Distinction 85% - 99%	Distinction 75% - 84%	Credit 65% - 74%	Pass 50%-64%	Marginal Fail 35% - 49%	Fail 1% -34%	Not Addressed 0%
Criteria 1 (30%) Demonstrates knowledge of the selected fundamental principle of physics.	Achieves all the criteria for a high distinction to an exemplary standard, without any errors.	Clearly and comprehensively explains the physics principle, using an extensive range of real-world applications across various fields. Expertly integrates scientific terminology and demonstrates a high level of expertise.	Clearly explains the chosen principle of physics, using detailed real-world examples across various fields. Effectively incorporates scientific terminology and exhibits a strong understanding of the subject matter.	Adequately explains the physics principle using real-world examples, some areas may lack depth. Appropriately incorporates scientific terminology and concepts, minor inaccuracies or omissions may exist.	Basic explanation of the physics principle with limited depth. Real-world applications are mentioned, but their connection to various fields lacks specificity. Scientific terminology and concepts are included, with some inaccuracies or misconceptions.	Limited overview of the physics principle, lacking detail and clarity. Real-world applications are mentioned but connection to fields is unclear. Limited use of scientific terminology and concepts, many inaccuracies and misconceptions.	Superficial or unclear explanation of the physics principle. Limited or no real-world applications are mentioned. Limited or no use of scientific terminology and concepts.	Not attempted.
Criteria 2 (40%)	...and so on...							
Criteria 3 (35%)								
Criteria 3 (5%)								

Criteria
Aligned to the ULOs being measured

Descriptors
Observable characteristics of students work

Providing constructive feedback

Four types of constructive feedback:

- **Negative feedback** – corrective comments about past behaviour. Focuses on behaviour that wasn't successful and shouldn't be repeated.
- **Positive feedback** – affirming comments about past behaviour. Focuses on behaviour that was successful and should be continued.
- **Negative feed-forward** – corrective comments about future performance. Focuses on behaviour that should be avoided in the future.

Positive feed-forward – affirming comments about future behaviour. Focused on behaviour that will improve performance in the future.



<https://spark.scu.edu.au/kb/tl/assess/using-quizzes-to-evaluate-student-learning/how-to-write-constructive-feedback-for-quiz-questions>

Teaching and Learning Support

Teaching Technologies
DROP-IN SESSIONS
Tuesdays 1pm (NSW time)

Every Friday 12pm (NSW time)
Blackboard LEARN

Southern Cross Model Training

The Southern Cross Model: A Quick Guide
Exploring the Southern Cross Model
Assessment Design
Self-access Resources

My Learning Sites

Learning Sites

- COMM0207-2021-2: Communication in Organisations** [Lecturer] [unavailable to students]
- EDUC2021-2023-T5: Storylines: Reading, Writing, Listening and Speaking** [Lecturer]
- EDUC5005-2023-T5: Leading Professional Learning** [Lecturer]
- ENVR2011-2023-T5: Ecological Economics** [Lecturer]
- Knuth-Sandpit: Kelli Knuth Sandpit** [Lecturer]

Past

- 2020**
 - CSC10215-2020-1: Developing the User Experience** [Lecturer]
- 2019**
 - CSC10214-2019-1: Designing the User Experience** [Tutor]
 - CSC10214-2019-3: Designing the User Experience** [Lecturer]
 - CSC10215-2019-2: Developing the User Experience** [Lecturer]
 - CSC10215-2019-3: Developing the User Experience** [Full Access]
 - ISY00243-2019-1: Systems Analysis and Design** [Tutor]
 - ISY10212-2019-2: Contemporary Issues in Information Technology** [Grader]
- 2018**
 - ISY00243-2018-3: Systems Analysis and Design** [Grader]

Collaborate Ultra & Blackboard Release Schedules

Collaborate Ultra Release Schedule

Blackboard Help | **Blackboard Learn Release (CD) Schedule**

Using Blackboard

My Information and Workgroup Sites

Organisations where you are: Participant

[Blackboard Support for Staff Users](#)

[Corporate Induction](#)

[Professional Learning Centre](#)

[Reducing the Southern Cross Model](#)

[Teaching at SCU](#)

[Research @ Southern Cross University](#)

Organisations where you are: Organisation Builder

[School of Business and Tourism Staff Workgroup](#)

Organisations where you are: Assistant

[IT Discipline Workgroup](#)

Support resources for staff

Practice marking, collaborate here

Academic Life
Administration
Learning Support
Services
Health & Wellbeing

Module 6: Resources

- **Key Dates** - <https://www.scu.edu.au/current-students/student-administration/key-dates--teaching-calendar/>
- **Centre for Teaching and Learning (CTL)** - <https://www.scu.edu.au/staff/teaching-and-learning/>
- **Technology Services (TS)** - <https://www.scu.edu.au/technology-services/>
- **SCU Library** - <https://www.scu.edu.au/library/>
- **Student Learning Zone** - <https://www.scu.edu.au/learning-zone/>



Module 6: Resources

This module includes:

- Useful contacts
- Resources for staff
- Resources for students

More teaching and technology resources:
<https://spark.scu.edu.au/kb/tl>

When to contact CTL

Other teaching resources:

- Search our CTL Knowledge Base for answers to your questions (link provided in resources document)
- Come to our drop-in sessions on every Friday during term.
- Find recordings of professional learning workshops run previously.

Academic Practice Team for:

- Course content development and design.

Contact CTL for:

- Setting up Blackboard - assessments, grading, rubrics, VoiceThread, Turnitin, H5P Quizzes, Kahoot!, Zoom, Blackboard Collaborate

Contact Service Desk for:

- Access issues for login, email and software installs, hardware, licenses, Office365 installs, technical support for IT issues.

Contact Student Services for:

- Calendar changes, workshop timetables, administrative tasks.

Helpful links for academics

Resources for Staff

- **Academic Integrity Toolkit** (CTL)
- **Academic Integrity Framework Staff Training Resources and FAQs** (login required)
- **Academic Integrity and Turnitin** (Learning Zone)
- **Turnitin** (CTL)
- **Assessment Items or Grades** (TS resources on Turnitin)
- **Academic Integrity in Australian Higher Education - A National Priority (TEQSA)**

Contacts for Staff

Co-ordinator, Academic Governance and Student Misconduct:

University wide email contact

Email Academic Integrity Officers:

Gnibi College

SCU College

Faculty of Business, Laws and Arts

Faculty of Education

Faculty of Health

Faculty of Science and Engineering

Policies, Procedures and Guidelines

- **Academic Integrity Procedures**
- **Student Academic and Non-Academic Misconduct Rules**
- **Academic Integrity Guidelines**
- **Students rights and Responsibilities Charter**
- **Text Matching Software Policy**

<https://www.scu.edu.au/staff/teaching-and-learning/teach/academic-integrity/>

CTL New2Teaching Zoom Poll

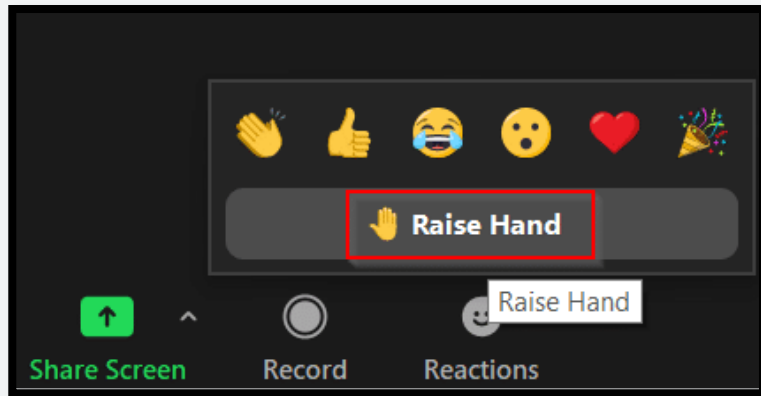
Zoom poll link to survey:

https://scuonline.zoom.us/survey/al2GSyrZmY6P7ZtMxKJqUtddBQAb9Up0JGtl4hVjzkn7kwDB34w._Q2ttu5u2YcS7Upt/view?id=tp7KtQnSTAyJTRfJe1VX8A#/sharePreview



Q&A

Please raise your hand or type in the chat if you have any questions or concerns you would like to share



Further Questions?
Contact ctl@scu.edu.au



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Thank you
for attending

From the CTL team

