

# 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.

# Highlights from the Symposium

*Ellie Magee-Jessup, Centre for Teaching and Learning*

*Dr Liz Goode, Academic Portfolio Office*

*Dr Mieke Witsel, Centre for Teaching and Learning*

*Tina van Eyk, Centre for Teaching and Learning*

scholarship  
*of* **Learning & Teaching**  
symposium 2021

THE SOUTHERN CROSS MODEL: LEARNING CENTRED EDUCATION

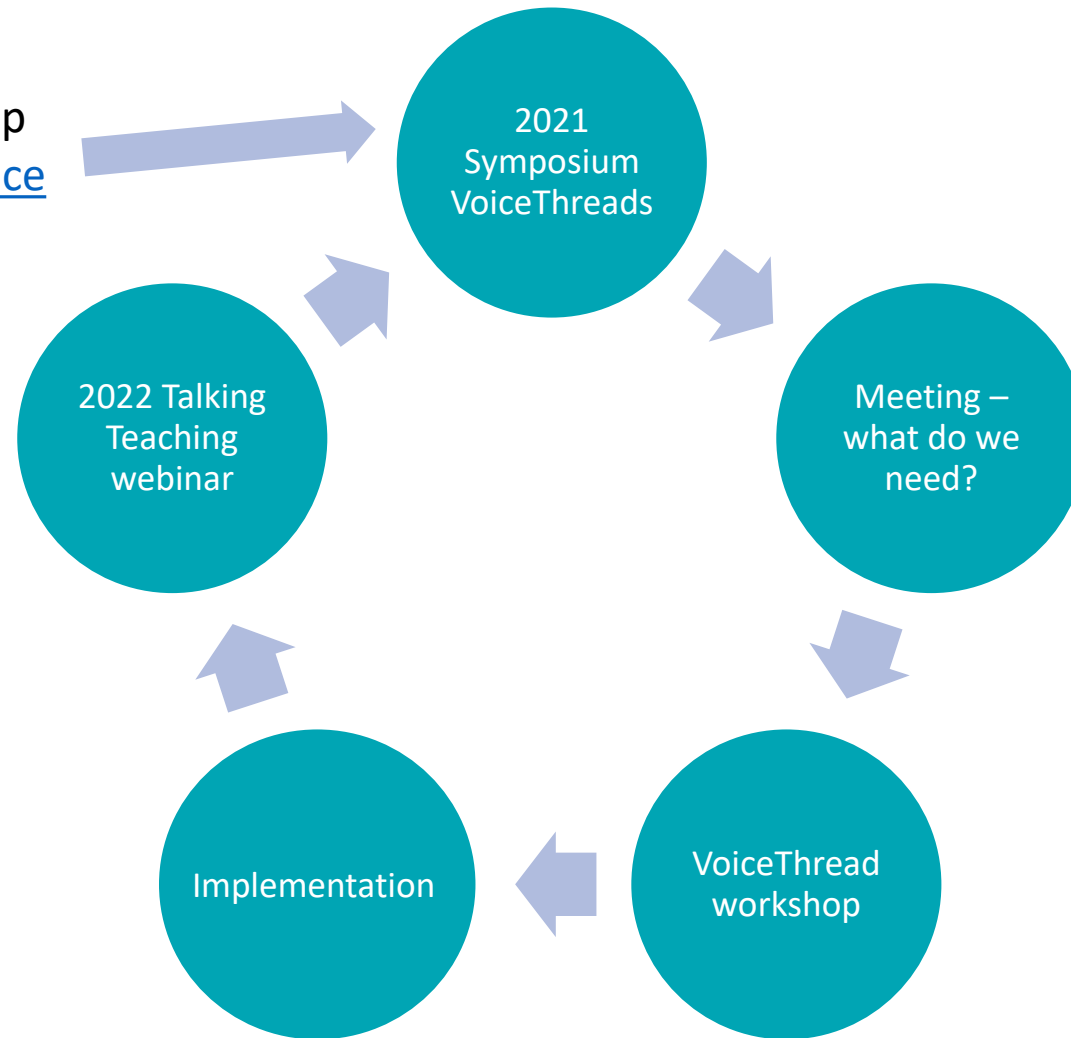


## Webinar overview

- Symposium experience with collegiality and kindness (*Mieke*)
- Symposium experience and key resources (*Tina*)
- Symposium Highly commendable award team recipient (*Ellie*)  
*Collaborative design team process: Building branching scenarios*  
*Ellie Magee-Jessup, Dr Alessandro Pelizzon, Ros Walpole, Nikola Kalamir, Thalia Kalkipsakis*
- SC Model Community of Practice group (*Liz*)  
*Continuing the Community of Practice conversations and sharing with VoiceThread*
- Questions (*All*)

# The VoiceThread journey ...

Teaching Technologies workshop  
<https://voicethread.com/myvoice/thread/17898157>



# Symposium, ISCM and CTL resources

- [2021 Symposium recordings](#)



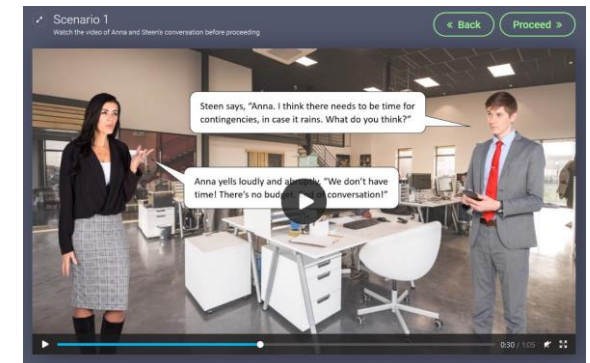
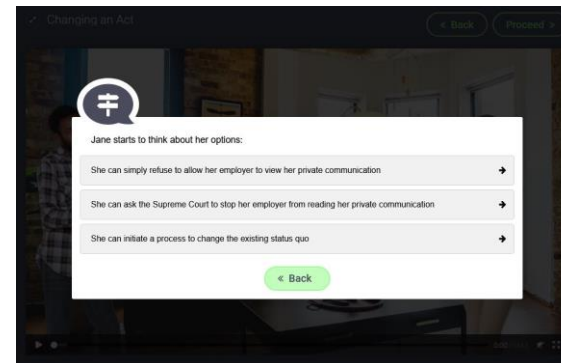
- *Introducing the Southern Cross Model (ISCM) learning site module 4 - [Class Learning](#) (first level)*
  - [Planning for Class](#) (second level)
  - [Knowledge Base](#) resources and [cognitive load](#) (third level).
- MS Teams [The Greenhouse SoLT Symposium](#) space.

# Collaborate design team process: Building branching scenarios

## Academic + Educational Designer + Digital Designer

- Step 1:** The Academic (and educational designer) decides on a problem/scenario/idea. This might be chosen through finding the core content of the unit focusing on the Learning Outcomes.
- Step 2:** A discussion occurs between the academic and the educational designer, around what sort of questions are best, pedagogically
- Step 3:** A rough-draft word document is prepared, with some basic questions or scenario information. (e.g. five simple multiple choice questions)
- Step 4:** A meeting occurs between all three: the academic, the educational designer, and the digital designer.
- Step 5:** The digital designer will build the scenario from there.
- Step 6:** The branching scenario will then be reviewed by the academic and educational designer, and any tweaks can be made.

[drhelp@scu.edu.au](mailto:drhelp@scu.edu.au) or contact your CTL rep

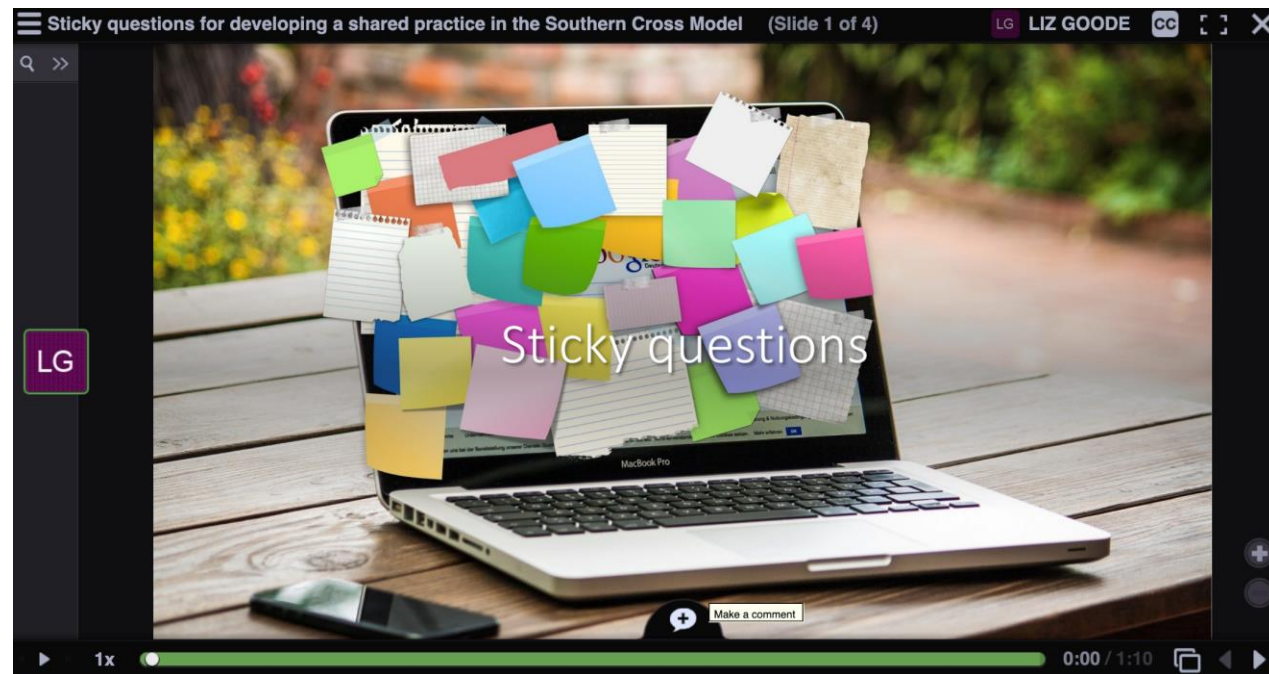


# SC Model Community of Practice group



- Does a sense of challenge and/or of opportunity in transitioning to the Southern Cross Model resonate with you? If it does, can you share your challenges and opportunities?
- How can we create a safe space for colleagues to share their authentic thoughts and experiences as they transition to the Southern Cross Model?

Highlights from the Symposium – Talking Teaching November 2021 webinar



- What 'sticky questions' - questions that are unresolved, recurring, problematic - do you have about designing and delivering learning experiences in the SCM?
- How would you like to explore these sticky questions?

# Questions



Image from <https://depositphotos.com/>

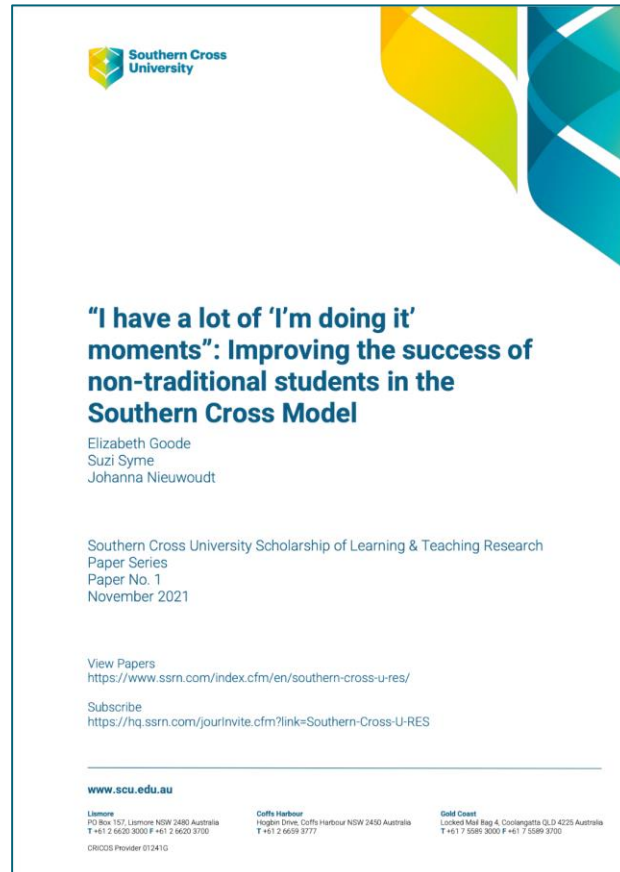
**Thanks for listening and  
for the feedback!**


- *Questions from today's presentation?*
- *Symposium participants - what did you experience? Take home insights? Enjoy?*
- *For colleagues unable to attend - what are you looking forward to from the recordings?*
- *All - What would you like to see more of?*



# 8 December - Scholarship in Action!

## Southern Cross University Scholarship of Learning & Teaching Papers



 Southern Cross University

**"I have a lot of 'I'm doing it' moments": Improving the success of non-traditional students in the Southern Cross Model**

Elizabeth Goode  
Suzi Syme  
Johanna Nieuwoudt

Southern Cross University Scholarship of Learning & Teaching Research  
Paper Series  
Paper No. 1  
November 2021

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### What is it?

An opportunity to disseminate an early form paper to a network of scholars via the Social Science Research Network (SSRN; 2.2M users; Scopus-listed)

### How does it work?

Submit a paper to the SCU Research Paper Series

> blind peer review

> paper uploaded for distribution internationally via the SSRN *and* to all SCU colleagues

# 8 December - Scholarship in Action!

## Southern Cross University Scholarship of Learning & Teaching Papers

### Where can I find out more?

- Access author instructions and a template:  
[Scholarship and evaluation](#) in the *Introducing the Southern Cross Model*  
Blackboard site
- Ask a question or submit a paper:  
[solt-papers@scu.edu.au](mailto:solt-papers@scu.edu.au)
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