

Session	Paper No	Author/s	Paper title	Abstract
D1	3	Alagu Sundaram	Nurturing Self-Directedness in Learners in a Fully Online Module	Polytechnics in Singapore are striving to make impactful changes to the curriculum, teaching, learning and assessment practices to produce 'Work Ready' graduates for Industry 4.0. Ngee Ann Polytechnic's initiative to offer online learning experiences for all students can potentially build students' e-competencies and self-directed learning (SDL) skills. In the Diplomas in Hotel and Leisure Facilities Management (HLFM) and Sustainable Design and Engineering (SDE), the Computer Aided Design (CAD) module offers a fully online learning experience. CAD is a skill-based module where students learn various AutoCAD software commands to prepare technical drawings. This abstract shares how this fully online CAD is designed to encourage SDL while developing specific technical competencies.
D1	15	Isabelle Lys, Belinda Martinac, Jonathon Teoh, Santha James, Lara Grollo, Anna Lister and Paul Denny	Get Wise with PeerWise in Biomedical Sciences?	PeerWise is an award-winning, global, freely available web-based tool that instructors can use to support collaborative student learning in many disciplines. PeerWise was implemented for the first time in a second-year national cohort of biomedical science unit at an Australian university from 2017-2019. The study aimed to investigate the use of PeerWise in encouraging peer learning and engagement in biomedical science. Students were provided with an allocation of marks when they engaged with PeerWise online. Results of the student experience from three cohorts of student participants in Biomedical Science over three subsequent years will be analysed and presented at the conference. This case study at one Australian university provides information to academic teaching staff regarding experience and acceptance of PeerWise by Biomedical Science students. This study also shows potential design of appropriate pedagogy to utilise this online PeerWise tool to engage both independent and peer to peer student learning.

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D1	17	Pin Lay Chi and David Kwok	Piloting Online Lesson using Gilly Salmon's 5-Stage Model with Technology-Enhanced Learning Tools	The Covid-19 pandemic has led to an unprecedented surge in the demand for online courses. While schools and universities are ramping up their efforts converting face-to-face classroom lessons to online learning mode given the short notice, it is critical to ensure the quality of online lessons and student learning are not compromised. This paper aims to share a pilot study on how Salmon (2000)'s 5-stage model (i.e. Access and Motivation, Online Socialisation, Information Exchange, Knowledge Construction, and Development) integrated with purposefully selected technology-enabled learning (TEL) tools can be used to design and deliver effective online lessons during home-based learning for a particular institute of higher learning in Singapore. TEL tools such as Padlet, Google forms, Microsoft (MS) Teams and LEO 2.0, a Learning Management System were used to deliver online learning lessons. A pilot study was conducted with a group of 20 first-year engineering students undertaking a 'Critical Thinking and Problem Solving' online course via home-based learning.
D1	26	Charlotte Phelps, Christian Moro and Zane Stromberga	Delivering health sciences and medicine online: Does live quizzing translate well to digital teaching?	With the mode of delivery rapidly switching from face-to-face instruction to online learning in many institutions, it is important to identify teaching tools that can be effectively translated from one mode to the other. Interactive online polling has been employed during live face-to-face sessions to assist in assessing student progress and understanding, as well as to enhance the overall learning experience. This study investigated the effectiveness of using interactive polling, designed for face-to-face instruction, with students learning in online-only classes. 150 participants studying health sciences and medicine utilised Kahoot! in either face-to-face or online during live sessions, and their experiences and perceptions were recorded. Overall, students enjoyed the online polling platform, with no significant differences between those studying online or face-to-face. This study presents online polling as a suitable

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				method of instruction that is not impacted by the mode of delivery in a health sciences and medical course.
D1	38	Popi Sotiriadou and Danielle Logan	The COVID 19 Crisis: Rationalising Assessments and Offering Viable and Authentic Experiences Online	Headlining newspapers across Australia and the world in 2020 has been the financial impact of COVID19 on the Higher Education Sector (Dodd, 2020). As the ripple effect of the drop in international student numbers and non-existent government support (Marshman & Larkins, 2020a) for the sector is assessed, Universities are investigating the implications of radical cost cutting measures, including the rationalisation of course offerings and assessment designs to meet targets in reductions of employee costs (Marshman & Larkins, 2020b) and address online delivery requirements. In the midst of a pandemic, large scale lectures and big exam halls are prohibited by both common sense and law, leaving a mix of non-invigilated assessment modalities and where necessary exams, that may be proctored online, as the only options. The shift to these alternate forms of assessment fosters a culture of commercial contract cheating (Dawson, 2020) and escalates the workload associated with the detection and investigation of these cases by academic staff.
D1	71	Michelle Pedlow, Rebecca Scriven and Fiona Foxall	Pandemic induced journey to assessment transformation	The coronavirus (COVID-19) pandemic posed a significant challenge for the higher education sector in 2020 (Lee, 2020). Academics from the School of Nursing and Midwifery (SNM) at Edith Cowan University (ECU) in Western Australia (WA) were faced with the uncertainty rapidly unfolding before them daily, and how they were going to efficiently and effectively transform their on-campus teaching and invigilated assessments to be undertaken by students online. SNM's transformation of (accredited) course curricula assessments needed to ensure equivalent authenticity, rigour and robustness was maintained (Harper et al, 2020). Learning designers (LD) and academic staff worked together to best

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				leverage the university supported technologies available and to ensure that students were prepared and well equipped in order to be able to effectively undertake their assessments off campus.
D1	75	Meredith Hinze and Bronwyn Disseldorp	Finding the Path: Supporting the rapid and dynamic development of online assessment activities	Universities have experienced rapid changes during 2020, transitioning to more online teaching and learning activities in response to the disruptions to campus attendance caused by Covid-19. In addition to developing alternatives to face to face classes, many assessment activities were redesigned and restructured, presenting teaching and support staff with a series of new decisions and actions to create these activities. Deploying and implementing redesigned assessment activities utilising a range of learning technologies has involved additional logistical challenges as well as opportunities. This session explores ways to recognise and manage some of the practical considerations and complexities.
D1	14	Xieling Chen, Di Zou, Haoran Xie and Gary Cheng	Thirty-five years of Computers in Human Behavior: structural topic modeling and bibliometric analysis	Computers in Human Behavior (CHB) is a well-established source with a wide range of audiences in the field of human interactions with computers and has been one of the leading venues in the field of for over 35 years, during which time it has developed into a well-known journal with significant scientific impact on the field. To have a comprehensive overview of the status, trend, and particularly the thematic structure of the CHB community, bibliometric and structural topic modeling analyses were conducted on 5957 articles published from 1985 to 2019. Specifically, we analyzed the trend of CHB publications, identified major institutions and countries/regions, detected collaborations patterns, and uncovered important issues over the past 35 years. This work contributes by justifying the interest in the human behavior issues concerning computer use, and identifying what the future lines of research should be to further this field.

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D1	8	Kwong Nui Sim, Sarah Stein, Mike Rose and Kim Brown	23 Things For Research: A Pilot International Collaboration	<p>23 Things is an online, self-paced programme consisting of 23 'Things' – useful tools or techniques that doctoral supervisors and PhD students may not have encountered before or want to develop further. Institutions frequently take a global approach to Information and Communication Technologies (ICT), and struggle to identify and resource discipline- or group-specific needs. In the case of doctoral education, this is partially because of a focus on 'completing the thesis'. ICT use is often regarded as simply 'embedded naturally'. Thus, doctoral students' and supervisors' knowledge of ICT affordance has, for the most part, been taken for granted in practice, and to a large extent in the literature (e.g., Author & Author, 2019). This undervalues the possibilities of ICT for improving research practice, supporting scholarly communities, and preparing PhDs for careers beyond the thesis. In a collaboration between three universities (Otago, Surrey, and Victoria, Wellington), the programme attracted 250 participants in March 2020. Over the 14-week course, participants were introduced to easily accessible technologies, with guidance to experiment, further reading, group tasks and discussion points. Key elements included building a website, infographics, collaboration software, professional profile-building, crowdsourcing and copyright. A 'pod' system grouped participants of different institutions and career stages, but with overlapping research interests, to promote network-building and collaboration.</p>
D1	27	Christine Slade and Kathleen Smeaton	The Digital Essentials modules: Targeted and just-in-time resourcing for educators and students	<p>Strong digital literacies (capabilities) are necessary for student academic success and future work. Universities seek to integrate digital capabilities in curricula, but educators are time poor and may feel ill-equipped to undertake this work. Students also understood the importance of digital capabilities but in an institutional-wide survey reported lack of time for professional development and/or the inability to pre-empt what they needed. Institutional departments that support teaching and learning are</p>

				<p>key actors in developing resources to enhance the digital capabilities of educators and students. This presentation briefly outlines a case study of a collaboration within a large metropolitan university to develop and then further enhance a suite of online open source digital essentials modules.</p>
D1	28	Weiling Xu and Joyce Lim	Using Interactive Ebook as an Instructional Scaffold for Students' Learning of Digital Electronics: A Case Study	<p>Many engineering students are not keen in reading textbooks and often skip the pre-class readings assigned to them. As a result, lecturers find the need to cover most of the content knowledge in the lessons which greatly reduce the time for students to have hands-on practice. According to Shin, Go, Harbke and Scaife (2017), interactive ebooks are potential interactive online tools which could help motivate students to read assigned materials to acquire content knowledge before attending lessons.</p> <p>The aim of this paper is to present a case study of how engineering is taught through the use of an interactive ebook as an instructional scaffold to guide students to solve problems in an institute of higher learning in Singapore. An ebook on '<i>Digital Electronics: Principles and Applications</i>' by Tokheim (2013) was selected to be used in the Digital Electronics course undertaken by second-year engineering students.</p>
D2	30	Chun Ming Teoh and Daniel Fried	An Engaging Learning Design that Motivates Learning Science Online	<p>Students in a bridging programme for Life Sciences-based diploma courses struggle with the many abstract concepts in Biochemistry as many lack background knowledge. An integrative Biochemistry learning package incorporating the use of the Biochemistry Literacy for Kids curriculum, Kahoot! for assessment and Instagram for reflection was created. Learning analytics from Kahoot! show students' performance overall and inform the areas where students are struggling and actionable insights to be taken by educators. Students' feedback from Kahoot! and reflection from Instagram have been positive with the majority finding the learning package "interesting", "fun" and</p>

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				<p>“informative”. There is a significant increase in student engagement and performance even though the learning package was conducted online compared with the previous semester when learning took place face to face.</p>
D2	34	Amelia Dowe	<p>Online academic language and learning development in 2020: filling the gaps and closing the loop</p>	<p>Opportunities for students to develop the academic and language skills that underpin success at university are essential, regardless of the mode in which they are studying. To meet this need for the growing cohort of online students in recent years, academic language and learning (ALL) practitioners have created a range of co-curricular online programs, modules and resources (Garcia, 2020; Podorova et al., 2019). Whilst much of the work produced to date has been admirable, it is evident that practitioners face a range of unique challenges due to their varied positioning within their institutional contexts and the nature of their teaching work (Podorova, 2019; Smith 2019). This session will share the findings of a series of interviews with professional and academic staff working in co-curricular student support. It will explore the ways in which ALL practitioners have been meeting the challenge of providing online academic skills development since the outbreak of COVID-19, in terms of filling gaps in their skillsets and closing communication loops within their institutions. It will also make several suggestions for improving future practice.</p>

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D2	43	Javihn Chan	Reading Together – Using Perusall to create a collaborative online “reading & learning” community	It is often said that getting students to “read” is a challenge. Being digital natives, this generation of learners are accustomed to the ‘hashtags culture’ with rapid bite-sized information in limited texts. In the Diploma in Business and Social Enterprise in Ngee Ann Polytechnic, the online collaborative reading application – Persuall (https://perusall.com/) is used to encourage “social reading” and to promote reading and learning as a community. This tool simulates ‘social media’ familiarity and allows learners to experience collaborative learning in an otherwise “isolating” learning process. 38 students participated in this exercise. Using Jeong & Hmelo-Silver’s (2016) “Seven Affordances of Computer Supported Collaborative Learning” (CSCL), the study designed reading activities using Perusall aligned to the framework, which provided the basis for review and evaluation.
D2	65	Michael Henderson, Phillip Abramson, Matt Bangerter, Matt Chen, Jamie Fulcher, Veronica Halupka, Jo Hook, Craig Horton, Barbara Macfarlan, Rosie Mackay, Kristofer Nagy, Kirsten Schliephake, Jacqueline Trebilco and Thao Vu	Embrace the fail – what we learn when things go wrong	Creative risk taking is a core principle in educational design, and a fundamental task of Educational Designers. However, risk taking and failure are rarely discussed or studied in the field of educational design and educational technology. As a result, this Pecha Kucha sets out to celebrate and affirm creative risk taking by exploring what we have learned from our failures. This session reports on 10 cases of productive failure in educational technology designs drawn from 12 Educational Designers working centrally and across nine Faculties. Findings reveal a diverse range of failures and lessons learned. Importantly, we also reveal an inherent aversion to sharing failures, and reflect on what this means for the field.

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D2	66	Rebecca Ng, Sharon Alton and Meredith Hinze	The time is right to be a learning designer! Or is it?	<p>The COVID 19 pandemic has thrown many Australian universities into disarray. Aside from the changes in government funding, policy, and organisational structures, teaching has also been disrupted, with universities globally being forced to pivot rapidly towards remote and online learning (Crawford, Butler-Henderson, Rudolph & Glowatz, 2020; Hodges, Moore, Lockee, Trust & Bond, 2020). While this unprecedented disruption has presented many challenges, it also provided opportunities and new ways for university teaching staff, administrators and students to reimagine higher education curriculum and learning. As a result, it triggered the need for the immediate and rapid upskilling of university teaching staff in the areas of online facilitation, technologies, and online course and assessment design - skills typically held by learning designers/learning technologists, who have often been perceived as "IT Support" or "the Ed Tech people" (Author, 2019). As Decherney and Levander (2020) from Inside Higher Ed wrote, learning designers have become one of the most wanted resources in higher education institutions as they are the "sherpas of online learning teams, experts in how to teach and design a course" (para 5). This sentiment is similarly echoed by Ross (2020) where he envisions a shift in the organisational structure and architecture of Higher Education institutions in response to the pandemic in which the need for learning designers "supplant many traditional academics" (para 2) as funding and the ways education is provisioned change. However, the role of learning designers, while well established within higher education, is not well defined (Author et al. 2019). Previously reported results of an extensive pre-COVID 19 scoping review about the role of learning designers in higher education found that their work ranged from providing technical support on the use of educational technologies, to thought leaders in pedagogical innovations</p>
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(Author et al. 2019). So, how has COVID 19 further shaped our understanding of the role of learning designers?				
D2	76	Aleksandra Trifkovic	Student Partnerships for Progressive Tertiary Education	<p>Within our time, tertiary education has seen the embodiment of standardised methods in teaching and learning. Recent advances have demonstrated the rise of progressive education and an introduction to variations in learning, including the implications of collaborative technologies, a student-centred approach and enriched classrooms. Twenty-first century and digital skills emphasise the use of technology to engage the learner, as well as incorporating industry demands and ensuring competency with current advances (Van Laar et al., 2017). Universities sustain the role of guiding students to become equipped with current and future industry needs and promote competency in pertinent technological abilities. Often, and in substantial ways, students drive collaborative technology adoption in higher education. Novel programs that incorporate students as partners are facilitating this change. This paper details the processes and outcomes of a Students-As-Staff program at a dual-sector University in Melbourne, Australia, in which students work to increase learning management system capability in staff, take part in curriculum design teams, and develop resources and tools to enrich the learner experience. Through involvement in learning design teams, Students-As-Staff contributed to the transformative 'Block Model'. Participants worked closely with educational professionals to develop and redesign curriculum and were active participants in assisting the implementation of this project. This program provides an insight into the value of collaboration and innovation within academia, both between</p>

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peers and technology-enhanced education. The partnership has demonstrated positive outcomes within tertiary education and certifying student success. Through the establishment of educator-student relations, concepts regarding student learning are deliberated on and implemented to suit the needs of university students. Assessments and learning material are explored for their pedagogical abilities in enabling student success and the achievement of prescribed learning outcomes. Material is shaped to engage the learner in a differentiated manner prompting inquiry-based learning. Alternative means of acquiring knowledge are explored and compared to conventional methods such as long lecturing with rote assessment. Students worked alongside staff to innovate the processes of learning whilst considering the online interface and provided a perspective on educational experiences and systems. Through the establishment of educator-student relations, ideas are shared, discussed, built upon, and implemented to create a more purposeful learning experience. We reflect on the advantages of participating as a student in this program and focus on the development of the learning space. Examples include the creation of online interactive activities, the use of virtual and augmented reality, and contribution to the design of learning activities. The latter include blurbs elaborating the purpose of assessments in the student's voice. When considering the learner experience, we factored the reduction of cognitive load and the enhancement of aesthetic and engaging qualities to improve learner access. Student-educator working relationships helped to overcome hesitations in adopting new technologies. So far, there has been an emphasis on the importance of engaging students in their academic communities and to be seen as co-learners alongside professional staff (Little, 2010). Formal programs such as employing and incorporating

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				students-as-staff have promise in enhancing tertiary education and are an important area for future research.
D2	85	Clementine Annabell	Supporting university teachers during a pandemic: From emergency remote teaching to enhanced online teaching	As a result of the Covid-19 pandemic of 2020, educational providers have had to move very rapidly towards online teaching. This presentation describes an online initiative to provide support and guidance to teaching staff in order to develop their online delivery. The initiative took the form of regular synchronous online drop-in sessions, in which teaching staff could access advice from a number of experts based in a centralized teaching development unit. The origins, structure and benefits of the drop-in sessions are described.
D2	87	Upasana Gitanjali Singh	Debit your ASSET© for successful transition to online teaching	Just as a flower cannot blossom without sunshine, so too academics in Higher Education Institutions (HEIs) cannot be successful in the sudden transition from face-to-face lectures to adopting an online learning space, necessitated by the COVID-19 pandemic, without re-skilling. These unprecedented times required that academics adapt to this unexpected change, sometimes with minimal digital teaching skills and capabilities. This sudden shift was compounded by the forced work-from-home (WFH) scenario, which brought with it its own set of challenges. Through the facilitation of Digital Teaching and Assessment workshops, during the pandemic I have been exposed to the challenges faced by academics at HEIs in South Africa and internationally, to the modification of the learning spaces they traditionally worked with. It became evident that academics need to equip themselves with a new skillset for successful navigation of the online teaching, learning and assessment spaces now created. When educating online, where lecturers no longer have immediate face-to-face engagement with their students, the academic skillset is vastly different from the skillset required in a traditional face-to-face environment.

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D2	5	Ee Tee Germaine Chua and Jessica Shan Mei Yang	Training Future Professional Optometrist through Virtual Simulations	Optometrists are primary healthcare professionals, responsible for examining the eyes and managing vision disorders and eye diseases. Ngee Ann Polytechnic's Diploma in Optometry (NP OPT) is a practice oriented 3-year course, designed to equip students with foundational conceptual knowledge and practical skills in the first three semesters. From the fourth to sixth semesters, students have to perform general eye examinations on public patients at NP Optometry Centre (NPOC). Many students face difficulties in integrating the conceptual knowledge and practical skills across modules, as well as applying these in real world work contexts. The transition from classroom practical to practices involving actual patients is challenging. The Virtual Optometry (VO) aims to ease this transition through simulation of optometry scenarios. This abstract highlighted key VO design features that could facilitate student learning, based on student survey findings.
D2	21	Glen Currie, Logan Balavijendran and Ariana Henderson	The new LMS is coming! Canvas for Engineers through the lens of motivation	The University of Melbourne transitioned to a new LMS (Canvas) in 2020. In response, Melbourne School of Engineering (MSE) sought to upskill its academics early to encourage thoughtful redevelopment of subjects and avoid a rushed mass rollover. Given the known challenges of Technology Enhanced Learning (TEL) professional development (Vogel, 2010), our main challenge was: How can we motivate academics to engage early, meaningfully and consistently in the lead up to launch?

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D2	29	Christian Moro, Jessica Smith, Charlotte Phelps, Zane Stromberga and Emma Finch	Can Augmented Reality be utilised for disease education in health sciences and medicine?	Augmented reality (AR) offers users the ability to interact with virtual 3D models of the human body, providing a great potential for improving one's understanding of health. The aim of this study was to assess the effectiveness of AR in contrast with a pamphlet as a learning tool. 59 participants were randomised into two groups, one used AR and the latter used a printed pamphlet to learn identical content relating to stroke. Participants answered a pre-test multiple choice questionnaire to evaluate knowledge prior to the intervention. A Likert-scale questionnaire was used to determine participant perceptions post-learning intervention, followed by another multiple-choice post-test. Pre- and post-test scores suggested that participants learned in both interventions, although there were no significance differences between the interventions themselves. Participants reported better learning experiences when using AR, perceived that AR allowed them to better understand anatomy and that AR was a better learning tool.
D3	42	Heath McGowan, Aaron McDonald and Mollie Dollinger	The Future of Science-Based Education: Virtual Adaptive Learning at Scale	Despite the continuous introduction of innovative platforms, Technology Enhanced Learning (TEL) is often still perceived as less interactive than traditional face-to-face (f2f) environments. However, with the recent shift to online learning, interactive platforms that showcase how students and teachers can virtually communicate and even co-create their learning experiences have come to the forefront of higher education, and are, in fact, more valuable than ever (Author, 2018; Khosravi, Sadiq & Gasevic, 2020; Liu, Atif, Frossard & Richards, 2019). In this presentation, we will highlight how an online learning platform called RiPPLE (Recommendation in Personalised Peer-Learning Environments) was used to increase student engagement, improve student outcomes, and allow peer-to-peer learning interactions at scale (see Khosravi, Kitto & Williams, 2019). The platform was piloted in 2019 in a first-year human anatomy subject at La Trobe University, a multi-campus institution

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				<p>spanning both metropolitan and regional campuses. A total of 1,377 students were included in the study and included a diverse range of academic abilities and disciplines. The design of this pilot encouraged students to use RiPPLE to submit learning resources and/or study questions across 15 key learning topics in the course. Students were also encouraged to answer and rate one another's submissions and were notified that coordinators would review resources and select a small number of submissions to use in the final exam. To further increase engagement, students were also told that if they authored a selected submission, they would receive an extra 2 marks on the assessment.</p>
D3	53	Briony Wainman and Henk Huijser	Improving accessibility of online materials in undergraduate programs: Piloting Ally	<p>The rush to provide remote learning options during Covid-19 has helped to expose the systemic inequity of university course materials and practices. Concerns that may have been a mild irritation to students with disabilities prior to the move to online learning became problems that functionally prevented some students from accessing the learning and left some feeling isolated and unvalued. Ensuring online accessibility in higher education is challenging and many evaluations of web accessibility continue to show unacceptable levels of compliance, which in turn can lead to major barriers to a large number of students (Acosta-Vargas, Luján-Mora & Salvador-Ullauri, 2016; Laufer Nir & Rimmerman, 2018). Reasons include lack of staff awareness and professional development as it relates to online accessibility as well as lack of adequate policy levers. Acosta-Vargas, Acosta and Luján-Mora (2018) argue for example that accessibility policies should be strengthened and better directives applied in order to improve accessibility and inclusivity. However, these arguments are not new and yet achieving accessibility remains a challenge. In terms of professional development, Gilligan (2020) explores what should be expected of teachers in higher education and what are the required competencies to meet those expectations. The current</p>

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				<p>Covid-19 situation, along with many challenges, has also presented a unique opportunity, which can be leveraged to enact change in practice and to potentially prepare teachers better to accommodate the student diversity in their online learning environments.</p>
D3	62	Stephen Grono	<p>Augmented reality games as a mirror dimension – how AR reframes real world engagement and real world events impact it in return</p>	<p>This short presentation explores three facets of the AR platform, Pokémon GO: new additions to the game aimed to maintain ongoing social engagement since these initial papers were published and how these may apply to online learning concepts; its role in fostering local & global community networks and in raising awareness of hyperlocal cultural landmarks; and to situate it in the current crisis, how has a platform with over 147 million active users (Iqbal, 2020) based on rewarding real world travel and social interaction adapted to survive (and potentially thrive) in the covid landscape through the addition of reactive changes to provide new ways to engage with content in safe and inclusive ways.</p>
D3	69	Tanisha Jowsey, Gabrielle Piggin and Lisa Ransom	<p>Playful Pedagogy with Lego: online interactivity in Covid-19</p>	<p>In Aotearoa New Zealand, Level Four lockdown for Covid-19 forced our hand to increase interactive engagement for asynchronous online learning. The stresses to learning borne of Covid-19 were nowhere more keenly felt than in medical and health sciences education. For these learners, there was (and remains) a very real possibility that they could be called upon to help manage the global pandemic. In our transition to online learning, we wanted learners to feel supported in this new interface while being prepared for their interprofessional practice in an uncertain future. We explored the opportunities of interactive software, H5P, to facilitate learner engagement in learning activities through creating short films using Lego.</p>

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D3	72	Karen Miller	Learning with Certitude: an online game for digital literacy	This Pecha Kucha showcases a narrative based online game designed to introduce players to concepts around referencing, plagiarism, critical thinking, and the importance of using accurate sources of information. The game was created for Curtin Library by a small team of students to help their peers and illustrates the benefits of working with students as partners.
D3	89	Sue Gregory, Brent Gregory, Sharon Lierse, Marcu McDonald, Pauletta Irwin, Grant Meredith, Mathew Hillier, Lindy Orwin, Belma Gaukrodger, Merle Hearn, Lisa Jacka, Sasha Nikolic, Kim Flintoff, Dale Linegar, Chris Campbell, Suku Sukunesan and Jason Zagami	Virtual World Education: Opportunities (missed) COVID-19	University lecturers from Australia and New Zealand explore virtual world education in an academic context during COVID-19. A survey was sent to participants to determine how virtual world education is used, and whether there are any trends, particularly in relation to the impact of COVID-19. Seventeen participants responded to the survey representing institutions from both countries. Respondents found that the digital divide has been thrown into stark relief during COVID-19, for example: equitable availability bandwidth and/or equipment for students (or rather lack thereof); or, that Australia has ended up with a 'fraud band' network being a missed opportunity where decent fibre to the home by NBN as was originally planned would have seen Australia positioned much better in relation to the use of bandwidth intensive applications (such as virtual worlds) for education and in workplaces; not all students have the bandwidth (good connection); the affordance to log in synchronously and experience the environment; or, returning to virtual worlds to helping universities engage with the latest platforms. Respondents indicated the discipline areas in which they used virtual worlds. Education was the most used area with 30% of respondents, Health 14%, Business 9%, Science and Information Systems 7% each, Pharmacy 5% and all other areas 2%

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D3	60	Naomi Holding and Chris Swan	Translating orientation to the online environment: A case example of an orientation specifically designed for an online student cohort	<p>First impressions count, and at university, important impressions are formed at orientation. Effective orientation programs aim to encourage social brand engagement between students and the university (Altschwager et al. 2018), enhancing students' sense of belonging and connectedness (Sliuzas & Brady 2015). But more than this, effective orientation aims to increase student engagement, and prepare students psychologically and sociologically for future learning efficiency and success (Grier-Reed et al. 2012; Nguyen et al. 2018; Zepke 2013). Despite this importance, students who fall outside of the semester 1, on-campus O-Week are often overlooked in orientation programs (Sliuzas & Brady 2015). Consider, for example, those students who pursue online or blended learning opportunities. Traditionally, such options are taken up by students from historically underrepresented groups, such as mature-age students, those with caring responsibilities (most of whom are women) or those from regional areas (Dodo-Balu 2018; Stone 2017). While online study reduces educational inequity by broadening access to further education (Dodo-Balu 2018; Stone 2017), such online students may miss out on the structured on-campus orientation experience that O-Week provides. This is a concern considering TEQSA's guidance note on technology enhanced learning requires that students have "equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, or mode or place of study" (TEQSA 2019).</p>
D3	47	Erica Ho	Give students a new identity, not just a role: Exploring the use of an anonymous online role- playing environment for peer tutoring	<p>Joseph Joubert, a French moralist, once said "<i>To teach is to learn twice</i>" (Joubert, 1899, p. 163). Students could experience this "learning by teaching" through role playing as tutors of their peers. Peer learning and peer tutoring have a long history and are now theorised (Topping, 2005). Empirical research has shown that students can learn by teaching and this effect has been explained from the cognitive perspective (Roscoe &</p>

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				<p>Chi, 2007, 2008). Currently, peer tutoring is conducted in a setting where students' identity is known to everyone. Despite students might feel more comfortable asking for assistance from a classmate than the teacher, students who play the tutor role, particularly low-performing students, may not consider themselves as tutors. However, previous research has found that there is a strong correlation between role identity and academic commitment and performance (Burke & Reitzes, 1981, 1991), therefore students who do not consider themselves as tutors are less likely to engage in the tutoring activity. In addition, studies on education role-play have found that role engagement, anonymity, and asynchronicity could be important components for effective role-playing (Bell, 2001; Cornelius, Gordon, & Harris, 2011; Freeman & Capper, 1999). As virtual identities can be created online, students are more likely to immerse themselves in the tutor/tutee role-play activity if the peer tutoring is conducted in a specifically designed virtual environment. Unfortunately, research on online peer tutoring (Akobe, Popoola, Atayero, Oseni, & Misra, 2019; Chung & Tan, 2019; Evans & Moore, 2013) focused on using technologies for tutor selection and tutor-tutee matching process. For example, Evans and Moore designed an online tutoring system that required students to answer a problem (e.g. old exam questions) correctly to be qualified as tutors. While they claimed that their design may help reducing tutees' dissatisfaction with incompetent tutors, such design is flawed because it excludes low-performing students from the benefits of teaching their peers and labels them as "unqualified".</p>
D3	33	Bee Hwee Lim and Christopher Tapia	Using Online Community of Practice for Knowledge Sharing of Technology-	Many higher educational institutions are facing barriers which prevent their faculty members from sharing knowledge effectively. Issues such as inadequate awareness of faculty members with similar interests, shortage of time and lack of institution-wide sharing platforms, make

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			Enhanced Learning Tools during Covid-19 Pandemic	<p>knowledge sharing a challenging endeavour within the institution, causing its inability to leverage faculty members' know-how and expertise optimally. Cross, Parker, Prusak, and Borgatti (2001) proposed that effective knowledge sharing occurs when appropriate connections are built between knowledge seekers and knowledge sources, and Community of Practice (CoP) can be an effective way to overcome these barriers. However, CoP have limited reach to the faculty members for knowledge sharing, and other success factors such as technology and management support should be considered. This paper aims to share how a polytechnic can leverage (i) CoP, (ii) technology, and (iii) management support to enable knowledge sharing among lecturers on the use of technology-enhanced learning (TEL) tools so that they could conduct off-campus learning (OCL) lessons quickly and effectively in respond to the nation-wide schools' closure due to the Covid-19 pandemic.</p>
D3	80	Sabina Cerimagic	Higher Education Curriculum Renewal Through Systems Thinking	<p>The aim of this presentation is to get the audience thinking about educational system thinking, its strengths, weaknesses, and future directions. Which will be done by using the Sydney Medical School case study and linking it to the Business education environment by exploring what evidence needs to be collected to determine success of a system thinking process in curricular renewal in complex settings. The Sydney Medical School in January 2020 launched a new Medical program which was transformed to better prepare graduates for practice – there are a number of important lessons that the Business Faculties/Schools can learn from this Sydney Medical School case study, around educational system thinking, its strengths, weaknesses, and future directions. Other substantive components which will be explored include:</p> <ul style="list-style-type: none"> • Critical reasoning approaches shaping constructive alignment of learning objectives, learning activities, and assessment

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- As underpinned by the theory of programmatic assessment, the dichotomy of formative and summative assessments will be replaced. In its place, there will be a system of compulsory assessments which will be on a continuum of stakes (i.e. low, medium, high). The stakes of the assessments will be considered in making holistic progression decisions on the ePortfolio and formulating remediation
- ePortfolio to supporting programmatic assessment for learning (iPAL)
- System thinking on an integrated ePortfolio to support programmatic assessment provided a push pull mechanism for driving curriculum change across a large and diverse research-intensive faculty.