

Keynote and ARTS INDIGENOUS Lunchtime Facilitated Dialogue

Keep the Fire Burning with Fire-Starter: Curricula

Professor Sandra Phillips

The wide range of disciplines homed in the Faculty of Arts represents unique histories and transformative opportunities in relation to Indigenous Knowledges and partnerships with Indigenous Knowledge-holders. **ARTS INDIGENOUS**, a portfolio within the Office of the Dean provides Indigenous leadership in a collaborative approach with academic colleagues across the Faculty in this space.

We hear a lot of terms in this space – anticolonial, decolonial, embedding, Indigenising, Indigenous knowledges, perspectives, studies, partners and partnerships, and more. This presentation will contribute clarity on the spectrum of possibilities in this space.

Professor Sandra Phillips, Associate Dean Indigenous in the Office of the Dean will present and then facilitate dialogue amongst colleagues enabling sharing of what Faculty of Arts colleagues are already doing in this space, what they aspire to doing, and what professional learning opportunities they would find valuable in enacting their aspirations and in evaluating the effectiveness of what they are doing.

Presentations

Reimagining carceral spaces – A guerilla tour of HM Prison Pentridge

Dr Bree Carlton and Dr Liam Gillespie

In this paper, we reflect on our experience of running a *Guerilla Walking Tour of the now decommissioned and repurposed HM Prison Pentridge*. This original teaching activity, conducted with *Master of Criminology students*, was grounded in traditions of critical and radical pedagogy, which stem from the broad recognition that education can never be neutral or value free, but rather, that it is a political process through which students can become actively engaged in the worlds they are learning about such that they can critique and transform them. To this end, our walking tour was designed to encourage students to examine the role power plays in the (re)constitution of social memory, and to reflect on the implications this has for addressing colonial and carceral violence in contemporary institutions. In this short presentation, we reflect on our experiences of running the *Guerilla Walking Tour*, as well as the insights our students were able to generate.

Postcards from Italy - Experiences and opportunities from an intensive travel subject

Natasha Brooks, Annabelle Romano, and Dr Callum Reid

This paper is a reflection on *Museology in Florence*, a 3-week travel intensive taken in November/December 2023. Taught on-site across museums, galleries, libraries and cultural institutions, students learn about the birth of the modern museum, encounter issues with contemporary curatorship in historic sites, and build skills for living and researching abroad.

Presented by a Masters student, a BA Honours graduate and member of the teaching staff, we will discuss the range of motivations for taking an immersive cultural subject, the modes of learning and inquiry onsite, and how the experiences inform a student's next steps. A student-led conversation, we'll discuss good practice for assessment on site, how to foster community within the group, and how to build on the curiosity and motivation that students return home with.

Experiential Learning and VR experiences in the teaching of Italian language and culture

Elisabetta Ferrari and Mitch Buzza

This paper offers an overview of two virtual reality (VR) projects, developed by Elisabetta Ferrari and Mitch Buzza, and integrated into two Italian subjects. These experiential learning experiences are created to enhance students' engagement and understanding of the material studied.

The first project (*From the Roman Forum to the Foro Italico*) is a non-immersive virtual tour, produced from 360 and 2D elements, and interspersed with interactive features. It offers a dynamic virtual tour of Rome where students explore two areas of the city to better understand the connection between Fascist propaganda and architecture.

The second project (*The Expedition of the Thousand*) is an immersive VR 360 experience, accessible via Oculus Quest, that recreates part of the voyage undertaken by the Expedition of the Thousand in Italy (1860-61) that led to the Italian unification. Produced in Italian and English, it includes a narration using diaries by volunteers who participated in the expedition.

A further experiment on the DPC method incorporating literacy methods and strategies: the case of teaching Chinese character writing

Dr Zhenyi Guo, Dr Tracy Hong, and Dr Liping Du

The challenge of Chinese character writing to learners of an alphabetic language background has been well recognized. Among scholarly contributions, the innovative and groundbreaking training method of Driving, Progressing and Consolidating (DPC), which we developed in 2018, has been verified as effective, specifically in mobilizing students' positive physical and psychological motivations, which the learners of an alphabetic language background have largely overlooked.

This paper examines the authors' second-stage experiment in which the DPC teaching method was applied in conjunction with literacy methods, focused explicitly on character components and aimed at developing students' understanding of characters' structures and etymological and cultural roots. In this experiment stage, the effective cycles of Driving, Incremental Enhancement and Utility were vertically embedded into weekly teaching programs; for beginners, the 24 most frequently used radicals were introduced and analysed. For

intermediate-level students, etymological stories of 88 characters, explaining their logographic structures and character-making methods, were integrated into the teaching process.

The result of the experiment was encouraging, showing that the DPC method opened a more efficient way for students in the character learning and writing process and significantly enhanced their learning experience, thereby their study motivation sustained.

Teaching journalism to a changing cohort – innovations in teaching and engagement and integration

Lucy Smy, Associate Professor Andrew Dodd, and Dr Jeff Sparrow

The Centre for Advancing Journalism has been teaching international students since 2018 with a clear student-centred approach at the heart of its mission. The Centre, originally set up to train domestic journalists for local newspapers, has seen a rapid rise in students from China – a country with very different press traditions. This presentation will showcase six years of innovations to improve engagement and integration in our multinational cohort – covering pre-semester reading groups, and welcome videos; journalism bootcamp, academic pastoral tutor groups, a language ‘tandem’ program with students from translation studies, as well as innovations in teaching including streaming, tailored tutorials and academic support schemes.

Teaching without PowerPoint

Professor Margaret Cameron

Ever since first used in the classroom, PowerPoint and other similar visual projection tools have been subject to serious scrutiny and debate. Does the use of visualisation materials actually enable, enhance, and enrich the student learning experience? What is the difference between *reported* student learning satisfaction and *actual* learning outcomes with or without the use of this technology? In this presentation, we will discuss these debates and their conclusions. More importantly, we will engage in a ‘stripping back’ exercise to try to determine what is, and what is not, essential for the student learning experience.

Grattan Street Press: Making the simulation model of WIL real

Dr Sybil Nolan and Dr Matt Holden

“Simulation” WIL is an inspiring and fun mode of on-campus WIL experience that also offers great opportunities to improve students’ work confidence and employability. But how difficult is to develop, stage and operate?

The team from the teaching press in the School of Culture and Communication offer their insights gleaned from eight years of making books with graduate publishing and editing students.

Arts Discovery – Listening to stories from the field

Dr Wajeehah Aayeshah, Dr Nira Rahman, and Professor Jacqueline Dutton

Arts Discovery is going through its 6th and final iteration. The subject has been a mammoth undertaking. In these three years, we have worked with over 7000 students and over 60 teaching staff.

Arts Discovery was initially developed on the basis on comprehensive student feedback. This tradition continued for each iteration, where students were actively involved in providing snapshots of their experiences throughout the semester. These snapshots were then analysed and used to modify the next iteration. Listening was a fundamental aspect of Arts Discovery.

In this presentation, we share how listening to student voices influenced the evolution of Arts Discovery. We offer highlights of the foundations of the subject and its growth, along with student partnerships formed. This part of the presentation will take the form of an interactive panel discussion involving the three authors of the paper. Then we continue with this circle of listening by inviting stories from teaching team members of Arts Discovery about how listening to students made us feel. This part of the presentation will take a more creative format involving a wider range of staff voices, and various visual interventions to draw out key themes.

Join us for a circle of stories about mementos, trophies, and scars. The joy and tears that went into working on this subject. The lessons learnt and the impact Arts Discovery is leaving on all its members.

Enhancing students' professional skills: learning to write through writing labs

Dr Sonja Molnar and Dr Elena Balcaite

MECM90017 Media Writing: Rhetoric and Practice, an elective subject in the Master of Global Media Communication, is particularly focused on developing students' writing skills. More than 60% of students plan on pursuing a career in media writing, and around 20% of students get at least one of their assignments published after the completion of the subject. In this presentation, we discuss possible teaching and learning innovations to facilitate active learning in practice-oriented writing classes. Specifically, we will build on Lerner's idea (2009) of a writing laboratory as a method for teaching writing through hands-on experimentation. Additionally, we will discuss how GenAI tools can be embedded in the subject's delivery to prepare students for future industry settings and to empower students to appreciate their own writer's voice.

“GENius in the Machine”: Socratic Chatbots for Collaborative Learning

Dr Rachel Woodlock

The rise of generative AI is propelling teaching and assessment reform. Although SoTL researchers have long advocated for authentic assessment (French, Dickerson, and Mulder 2023; Race 2014; Wiggins 1990 etc.), the launch of ChatGPT reveals the susceptibility of traditional methods to cheating. Yet, educators are also becoming more open to integrating genAI tools given they may soon become integral to the future workplace. This presentation will discuss an experimental learning intervention based on a Socratic chatbot originally developed by Dr Chris Honig, Deyan Pejovic and Aditya Desu (FEIT). The chatbot has been used in a Chemical Engineering course and as a medical role-play tool. In my case, I developed a tutorial exercise for Islam in the Modern World (ISLM10002), requiring students to learn prompt engineering to craft a topic-based Socratic chatbot as a group exercise, and to then use it to teach their peers.

Perspectives on translation technology and assessment: Towards creative and ethical appropriation

Dr Yu Hao and Professor Anthony Pym

Against the current high-tech GenAI context, we will talk about how we evaluate students' achievements during and at the end of a translation-technology course in the HE context. We first delve into students' interactions with technologies of various kinds (e.g., machine translation, GenAI, translation memory suites). Technology, the subject matter here, often provides instant feedback to students: failure is when a student gets stuck; success is when their progress continues. It will further address, through human (i.e., teacher, students themselves, peers, external experts) and non-human agents (i.e., automatic evaluation methods), how to measure and foster learning outcomes beyond how to operate a piece of technology, such as self-learning, teamwork, and the critical use of technology to augment creativity. We will provide a list of suggested assessments following the current university policy.

Innovations and Challenges in Creating a Diverse and Inclusive Korean Classroom

Dr Adam Zulawnik

In this paper, I offer real examples of some of the LGBT inclusive strategies that I have employed over the years in teaching Korean language at an introductory level accompanied by first-hand student reactions and feedback. As has been the case with most language teaching resources (particularly) for East Asian languages, under(or non)-representation the LGBT community and even lack of depictions of more progressive gender roles and racial diversity have created a disconnect between what is taught in textbooks and then actually experienced by students, LGBT community or not, in the "real world". I argue that textbooks should be treated by educators not as a restrictive frame or a limitation, but rather a creative tool and blank canvas for inclusive language use and even activism in raising awareness about diversity. I finish by sharing a range of challenges faced by educators when trying to foster an LGBT inclusive Korean language classroom and how these may be addressed in the future.

Embodied learning, relationality and art-making in small-group humanities teaching

Dr Kay Are

This paper considers embodiment in/as education and the impact of bodily difference on student relationships. I propose Art-Based Pedagogies (ABPs) as a teaching model that engages bodily experience in support of learning and a sense of group belonging, aka 'inclusivity'. ABPs provide experiences of collaborative art-making that prompt inquiry formation and creative problem-solving as a means to engage students with key subject concepts and questions. Recent evidence points to ABP's capacity not only to enhance outcomes but also to increase access to alternative knowledges; provoke awareness of affect and embodiment as learning resources; build group trust; and foster 'sustainability-mindset' skills including adaptability, solidarity, and tolerance for uncertainty. My study theorises that in positioning diverse students to rely on each other to problem-solve an aesthetic challenge, ABPs make available a 'queer phenomenology' ([Ahmed 2006](#)): a non-normative student-to-student relationality that can productively re-orient their engagement with a subject and with each other, and which perhaps can redress some limitations of the hierarchical nature of 'inclusive' teaching ([Talpade Mohanty 2003](#)).

Teaching and Learning Resources: Experiential Learning and Reinventing the Lecture

Dr Elena Balcaite and Dr Tahlia Birnbaum

In this presentation, we will introduce two new online resources on experiential learning and alternatives to the lecture. These resources have been created in response to staff demand; they are intended to inspire educators to reinvigorate their teaching practice and showcase innovative practice from staff across the Faculty.

The first resource provides a theoretical background on experiential learning and its different varieties, as well as showcases experiential learning examples across the Faculty, including simulations, project-based learning and VR experiences. The lecture resource expands on some of the ideas drawn from experiential learning, and includes performance, debate, film, place-based learning, case studies and object-based learning. Both resources include advice on integrating these activities into your subject and showcase ways of assessing learning.

During this presentation, we will guide you through these resources and take any questions you may have about using these ideas in your classroom.

Can Poll Everywhere Save Lectures?

Dr Nick Pendergrast

Lecture attendance is low across a wide range of disciplines. This has raised questions regarding abolishing or reforming the lecture. For those interested in the reformist route, I'll discuss how I have changed my lectures to significantly increase student engagement, particular through the use of the online tool Poll Everywhere. I'll cover the evolving ways I have used the tool, student responses to it being used in lectures and suggestions for other teachers. This tool can assist with bringing student voices into lectures in a way that is less intimidating for them. It can greatly enhance inclusion and accessibility in lectures, including through allowing students to contribute to lectures live even if they are just accessing the lecture online. As a result, it can assist with creating more student-centred lectures that have greater attendance and engagement from a wide range of students.

What shall we do with the lecture?

Dr Kristian Camilleri

The last few years, many academics have reported an alarming decline in lecture attendance. While this is partly a consequence of the impact of the COVID pandemic, it is undoubtedly a longer-term trend, driven by inevitable timetable clashes, the recent cost of living crisis, and the availability of Lecture Capture. But there is little doubt that non-attendance has also become something of a norm, which is now having a demoralising effect on both staff and students. At the same time, there are now growing doubts about the pedagogical value of the lecture itself. In response, academics have been encouraged to find innovative new ways to reinvigorate the lecture, by making it more engaging and interactive, and trial new methods of teaching such as the flipped classroom. In this talk, I examine some of the challenges we are currently facing as educators, and how we might respond, both individually and as a Faculty.

Future (Im)perfect: Challenges and Opportunities for HASS Education in the Age of Gen-AI

Dr Mitch Goodwin

This future-focused presentation will explain that the potentialities of AI tools and system overlays are twofold in the provision of Humanities, Arts and Social Science (HASS) education. Firstly, the introduction of AI tools into the teaching environment should be cognisant of the ethical implications of the potential [relational effects](#) between students and AI (Harris & Raskin, 2023; Danaher & Nyholm, 2024) and the labour implications for educators and teaching communities (Alexander & Watson, 2024; Chesterman 2021). Secondly, despite the prevailing uncertainty around the efficacy and reliability of generative AI – indeed, for the very reason these deficiencies have been identified, from a lack of [context awareness](#) to [pink slime](#) to machine [hallucinations](#) – institutions like our own are well-placed to build knowledge and policy frameworks in this area. In terms of teaching delivery, we should recognise the opportunity for radical enhancement of scholarly practice through the provision of technology workflows that enhance knowledge discovery and foster opportunities for innovative assessment.

I will also make the case that while automation presents cross-sector challenges for society on a global scale (from the ecological, to the economic, to the political), HASS disciplines are uniquely placed to flourish in this new epoch of synthetic media (Manovich, 2023) large-scale compute (Crawford, 2021) and radical futures (Bratton, 2024). However, none of this is possible without a recognition that notions of digital (media) literacy have changed in a post-Covid emergent-AI environment. In fact, change may be the defining feature of education going forward – permanently fluid, rapidly iterative and far reaching (Meeker, 2024). Thinking and being creative will continue to be a core responsibility for academics. And perhaps most crucially, a shared engagement with this reality between student and teacher – the humans in the loop – is the foundational promise of a HASS education.

Leveraging generative AI for assessment: Observations and lessons

Alice Boer-Endacott, Dr Anna Kosovac, Brian Martin, and Dr Megan McIntosh

The last 18 months have seen an explosion in generative AI technology, impacting a number of sectors, particularly higher education. As we transition from the early, jarring realisation that these new tools can produce passable academic papers with little more than a cut-and-paste, we reflect on what this new era of technology means for assessment in higher education. Drawing on three diverse approaches to integrating (or forbidding) generative AI use in our classrooms, this roundtable reflects upon our own knowledge generation as a result of tools such as ChatGPT, as well as what we have observed from students.

First, we share our observations of student writing through 2023. We consider the issue of ‘sameness’ and consider how this impacts our notions of originality while also demonstrating a discernible lack of critical thinking among students vis-à-vis AI outputs. Second, we discuss how we as educators have navigated the time, effort and uncertainty of ‘policing’ work produced by generative AI.

Our final discussion centres around the insights gained over the last year and how, even in the wake of rapidly changing technology, we can chart some ways forward. We share our renewed commitment to embedding academic skills in each stage of the teaching and writing process, consider what it really means to assess ‘authentically’ and re-emphasise our role as teacher-experts supporting students to find their own voice in a world increasingly reliant on technology to produce the most ‘normal’ of outputs (Bender, et al., 2021).

Breaking Out of the SILO Silo: Leveraging Human Expertise and Generative AI

Dr Guy Morrow and Dr Allison Creed

This paper examines the critical role of Subject Intended Learning Outcomes (SILOs) in curriculum design and assessment. Through a case study of a School of Culture and Communication project, we explore the challenges and opportunities in developing SILOs aligned with the [CSHE model](#), the appropriate Australian Qualifications Framework (AQF) level, and effective learning design. We advocate for the importance of constructive alignment between SILOs, Course Intended Learning Outcomes (CILOs), and assessment tasks. To address the complexities and workload involved in this process, we discuss opportunities for the integration of artificial intelligence (AI) to support academic teaching staff in creating high-quality learning outcomes. By leveraging AI tools as assistive technologies, we aim to enhance efficiency, improve learning outcome clarity, and foster consistency across the institution. This paper will discuss the potential of the University of Melbourne's Spark AI platform in supporting this endeavour.

Teaching and assessing a new project-based language subject: the challenges of non-examined language assessment in the world of AI

Dr Natalia Batova and Associate Professor Robert Lagerberg

This paper will present the design and first iteration of a new capstone subject in language (Contemporary Russia: Culture and Society). The subject has been designed so that in the first part of the semester students discuss key societal and cultural elements of contemporary Russia. In the second part of the semester students engage in independent project work on a topic of their choice (the subject has no examinations), which results in both a written text and oral presentation of their research in the target language (Russian). Language work of this kind is particularly prone to dishonest use of AI and other computer translation tools, and this paper will also report and reflect on the question of AI in non-examined language work. Another key focus of the paper will be the motivation of students for such project work, as well as the range of topics researched, and the advantages and disadvantages of allowing group projects alongside individual projects.

Certainly! Here's a possible title for your presentation: Beyond Perplexity: Developing Robust Assessment Criteria to Address AI-Generated Text in the Humanities

Fiannuala Morgan

This presentation proposes the development of robust assessment criteria and rubrics to address the use of generative AI in academic writing, moving away from reliance on proprietary AI detection software based on perplexity. Relying on perplexity-based AI detection is insufficient, as not only do these tools exhibit significant biases, particularly against non-native English speakers, they are also easily manipulated by students, undermining their reliability (Liang et al., 2023). Instead, the traditional academic essay serves as a powerful counter to commercially available AI models, especially within the humanities. To effectively address these challenges, I advocate for an assessment approach that prioritises robust criteria focused on argumentation, research, and comprehension, rather than on AI detection metrics. This approach requires evaluating the quality of writing through well-theorised standards of critical analysis and research, which commercially available AI models consistently fail to meet. By adopting these criteria, we can ensure fairness, uphold

academic standards, and disincentivise the uncritical use of AI-generated text by highlighting its inadequacy in producing what is required of academic writing.

Developing protocols for oral examinations

Dr Gerhard Wiesenfeldt

Problems with the improper use of AI in student assignments have contributed to a reappraisal of oral examinations as assessment. As I have reintroduced this form of assessment in one of my subjects for 2025, I wanted to use this presentation to reflect on ways to make such assessment a fruitful learning experience for students (and academics) as well as a suitable means to evaluate student learning. I will draw on experiences made with oral examinations made in two UoM 2nd/3rd year subjects from 2009-2013, discuss the protocols, results and student feedback received then. I will also look at ways how the protocols may change due to a changed technological environment, including the possibility to hold oral examinations online.

Enlivening learning through role-playing games, board games, and object-based learning

Dr Hannah Gould

This talk presents strategies for increasing student engagement and experiential learning through the use of tabletop role playing games (trpgs), board games, and object-based learning activities within both tutorials and assessment tasks. These activities can supplement or replace a focus on textual analysis and group discussion to great effect. This includes positive effects beyond the classroom, such as fostering a sense of community. This talk will present a number of examples of games and objects that have been integrated into teaching at the University of Melbourne to date, in subjects in anthropology, medical humanities, and Buddhist studies. These activities are particularly useful for teaching challenging or sensitive topics, such as religion and death. Finally, the talk will highlight best practice for sourcing and adapting games, managing the classroom, and integrating these activities into other curricula.

Object based assessments: Opportunities and Challenges

Dr Gerhard Wiesenfeldt

The presentation will discuss the use of objects in assessment tasks in two subjects: *Astronomy in World History* (HPSC20015) and *Magic, Reason, and Science* (HPSC30034). In *Astronomy in World History*, the students write a report on their astronomical observations with self-made instruments, the object of the assignment is to familiarise students with basic principles of historical astronomical observations. In this process, they need to engage with their own instruments and reflect on their usage. This is enhanced in a second assignment where students work on historical instruments as a case study. In *Magic, Reason, and Science*, students write a report on a book from the University Library Rare Books Collection. They are given the task to treat the copy as a historical object, so to take binding, notes and other traces of previous ownership into account. While both subjects share the focus on objects, the functions of object based assessments are quite different: In the former objects serve primarily to enhance students' understanding of essential subject matter, in the latter objects provide students with an opportunity to engage in primary research. The presentation will look at the consequences these different perspectives have for the assessments.

Simulation or real-life action? How to teach democratic innovations through practice

Dr Benjamin Leruth

Considering the growing disconnect and lack of trust between citizens and decision-makers, democratic innovations have become an increasingly salient topic for students and researchers alike. Such innovations can take multiple forms, ranging from participatory budgeting (mostly at the local or district level) to nationwide or even transnational citizens' assemblies. These are generally informed by rich theoretical accounts of what participatory and deliberative democracy entails. Yet, most of these democratic innovations were implemented and sometimes institutionalised through trial and error.

This presentation reflects on the design and evolving delivery of an award-winning graduate subject on democratic innovations over a period of three years. Within the framework of this subject, students were tasked to develop, design, run, and evaluate a democratic experiment, initially through simulation (delivery 1), and then involving stakeholders to solve a real-life problem (deliveries 2 and 3). The presentation emphasizes the challenges and opportunities such experiences entail, drawing on feedback from academics, students and stakeholders involved in the process.

Empathy & Imagination: Methods for reflecting on and fostering empathy as a teaching practice for social pedagogies

Dr Scott Welsh, Dr Andrea Dodo-Balu, Professor Jacqueline Dutton, Dr Tahlia Birnbaum, Dr Annelise Roberts, Dr Sally McIntyre, and Dr Callum Reid.

Social pedagogies teach for the transformation of personal and social reality (Freire 1972). Whilst the practice of social pedagogy is commonly associated with the practice of social and welfare work, some of the methods used in these professions, such as empathy and imagination, are crucial for 21st century educators (Corney et al 2023). As university educators who emphasise a pedagogy of care, we see the development of empathy through creative practice as a central to the development of our own teacher identities and the humanisation of our students in our classrooms.

In this collaborative presentation, that will incorporate arts practice and performance, we will explore our own personal processes as educators to reveal how we foster empathy in our relationships with our students. For example, one part of the presentation involves the performance of a theatrical monologue that embodies an imaginary student, to see the students' perspective. This application of arts practice and other diverse forms of reflection on our students' positionality, lays the foundation for a student-focused approach to our teaching and challenges us to transform our pedagogies through our deep reflections on imagined student voices.

Teaching Palestine on Stolen Indigenous Land

Dr Claire Loughnan and Dr Charlotte Mertens

This panel examines the challenges of teaching and learning about Palestine in a University that uses disciplinary action against students who protest the genocide against Palestinians. We interrogate: what does it mean to teach at the University amidst ongoing genocidal violence and global student protests? How do we teach settler colonialism in an institution with its own deep-seated colonial legacies, past and present? What are the ethics of a "pedagogy of discomfort" (Rudolph 2024) and a "pedagogy of the oppressed" (Freire 1970) that this moment calls for? As Aboriginal and settler academics, we share some reflections on what it means to

teach Palestine on Stolen Indigenous Land. We reflect on the need to think collectively on teaching Palestine and will explore debunk the myth of a 'neutral education' in settler colonial societies.

Acknowledging Country: Experiences from Arts Discovery

Dr Tahlia Birnbaum, Dr Rikke Bundgaard-Nielsen, Dr Andrea Dodo-Balu, Professor Jacqueline Dutton, Natalie Lynch, and Dr Scott Welsh

In this paper, a group of non-Indigenous academics reflect on their experiences of Acknowledging Country in Arts Discovery during 2023-2024. We discuss our attitudes, positionalities, and individual decisions around Acknowledging Country in the classroom. We reflect on student attitudes and responses, including concerns around resistance or indifference. Through Acknowledging Country, we encourage students to reflect on their positionality and relationality when studying on Wurundjeri lands and frame our seminars as spaces in which we value Indigenous knowledges and experiences.

Our reflections suggest that Acknowledging Country is ethically demanding yet rewarding. Each person approaches the act differently, but we all recognise the need to continuously reflect on our experiences and positionalities within the social dynamic of the classroom as well as in the larger political, economic, cultural, and intellectual context. We hope our paper will inspire others to Acknowledge Country in their own classrooms and consider what perspectives such an act may bring to their teaching.

Embodying the value of Kindness in the changing landscape of universities

Dr Wajeehah Aayeshah

In this paper, I offer a framework of kindness as a value-laden approach to deal with the changing dynamics and nature of universities. Kindness as a core value can enable a pragmatic way of bringing in diverse styles of teaching and learning, researching, and administration.

Higher educational institutions are going through unprecedented changes. The impact of AI, remnants of COVID19, and issues caused by neoliberal capitalistic leanings, such as job precarity, systematic racism, and ties with unsustainable industry practices.

This framework is based on data collected through interviews, photo elicitation, surveys, and creative workshops. It weaves different actions and philosophies to offer a healthier approach towards how universities can be. Some of these include pedagogy of hope, joyful teaching, student partnerships, sustainable education, relational accountability, and restorative social justice. An insightful framework of kindness aims to reclaim the integrity and trustworthiness of our higher educational institutions in contemporary societies.

Enhancing International Students' language efficacy in the classroom via teamwork

Dr Simon Christie

This study focuses on the benefits of team projects to the language skills and inclusivity of International Students in the classroom. Previous studies have shown that team project work has proven results in improving outcomes in language classes. Self-efficacy, one's belief of achieving in a task based on experience, in their second language (L2), and reduced language anxiety have been found to be major factors. While most existing

research focuses on the language teaching classroom, this presentation will highlight how this intervention leads to L2 improvements in non-language teaching contexts.

Using observations compiled by experienced linguists in the Arts foundation subject, Arts Discovery, over the 2023-24 teaching period, this presentation will demonstrate that team project work is a useful pedagogical tool for increasing students' L2 self-efficacy and communicative confidence in the classroom. This study concludes that this increased efficacy achieved through team projects leads to increased rates of inclusion for International Students in the classroom.

Reflections on International Students' L2 Subject Content Anxiety

Dr Beatrice Venturin

The field of emotions in language learning, blossomed over the last 50 years, originated with the study of Foreign Language Classroom Anxiety (FLCA). However, in today's world, where student mobility and the internationalisation of higher education have become the norm, particularly in English-speaking countries, focusing solely on learners' FLCA is limiting. This narrow focus overlooks the difficulties faced by contemporary international students, who are pressured not only to demonstrate their ability to articulate meaningful and grammatically correct ideas in a second language (L2), but primarily to engage critically with subject content using that L2.

As an applied linguistic educator primarily working with cohorts of international students, I have often observed the complexities of their language anxiety. Drawing on a review of studies on FLCA, I propose that the anxiety experienced by international students requires a novel approach. Specifically, I argue for a revision of the FLCA construct to encompass international students' discomfort when engaging in academic discourse in their L2 within the context of tertiary education.

Experiential Learning in practice: Honours Students discuss their experiences of Peer to Peer Learning

Hannah Harrison, Ashjayeen Sharif, Eugene Watson, Minzi Shen and Yijing Wang, and Dr Liz Dean

An intensive Honours sociology subject conducted over six days was grounded in experiential learning. Including group work and peer to peer learning, the subject's key focus was to invite students to take responsibility for their own learning, while providing scaffolding that allowed each student to build their critical reading capacities and writing skills throughout the subject. Students also led required reading discussion in seminars and practiced editing of peers written work in preparation for assessments, which built an excellent cohort experience. Members of the Winter Intensive (2024) will discuss what we learnt, how it built trust amongst us as a group, extended our knowledge and communication skills (oral and written), and confidence, through presenting our work to the group, sharing written drafts, and working on each other's introduction to our essays, for instance. We will discuss how this opportunity to learn differed from any of our undergraduate subjects and experiences of this subject.

Engaging students in learning through flipped classroom and nested assessment design

Associate Professor Kate Macdonald, Dr Heath Pickering, and Dr Elena Balcaite

PPMN90056 Business and Government is an elective subject in the Master of Public Policy and Management. Over the last few years, the subject has experienced a steep rise in enrolments (from 28 students in 2020 to 74 students in 2024), a dramatic change in the composition of the cohort (from majority domestic to majority international students), and increasingly complex academic integrity risks. To address these challenges, we updated the subject for Semester 1 2024 in two ways: through a flipped classroom model and nested assessment design (including a new oral defence component). Despite these significant changes and assessments that could be perceived as demanding, the subject was received well. In this presentation, we discuss how these changes were implemented, and share our insights on what worked and what further improvements can be made.

‘Trying things out’ – Beware the pitfalls of novel teaching techniques

Dr Kerstin Knight

In this paper I want to critically assess the difficulties of trying out new teaching approaches in the classroom. Based on a recent experience with a novel classroom activity and its corresponding feedback from multiple stakeholders within the university, I want to offer a reflection on the pitfalls that can present themselves in relation to teaching innovation. This will include drawing attention to the slightly vague distinction between experimental teaching, teaching research and ordinary variation in teaching techniques and the different ethical dimensions (harm/benefit assessments, consumer expectations, consent) associated with each of those categories. Other important aspects such as teaching team communication, the necessity of tolerating some relative risks in developing new teaching methods as well as consistent support structures for embarking on teaching innovation will also be considered.

Close encounters of the multisensory kind: incorporating objects and props into the art history classroom

Dr Jenny Hall

Traditionally Japanese artists “learn and remember by body” (*karada de oboeru*). This method of learning is slowly being replaced by written instruction, textbooks, and video. In the art history classroom, there is a reversal of this trend in which texts, written instruction and slide lectures, are being supplemented by the use of objects and props – sensory items for the body to learn and remember. The School of Culture and Communication's *Arts of East Asia* course incorporates the use of various objects, props and student-centred activities that draw on students' senses and experiences. Multisensory activities are shown to increase student engagement, improve knowledge retention and enhance inclusion. In addition, these activities have served to elicit a deeper understanding of material culture and the role of objects in their original historical context. This presentation will detail five of these hands-on interactive activities to highlight the possibilities of multisensory learning.

Object-Based Learning: Teaching innovation and new opportunities in Art History & Curatorship

Dr Georgina S. Walker

Object-Based Learning (OBL) is an important teaching vehicle as it has the capacity to positively enhance students' confidence and learning, develop team skills whilst providing an 'even playing field' in terms of students' experience and cultural knowledge; an 'even playing field' where everyone has something to say as culturally diverse object selections allow students to integrate more effectively. Furthermore, they encourage increased participation, cross-cultural discussions and exchanges between domestic and international students and higher overall student satisfaction.

It shall be shown that establishing a pilot project with a suite of pedagogical and interactive teaching resources and e-Teaching tools where OBL, exhibition elements, object and curatorial focused classes can inform the subject's content, assessment and teaching outcomes.

Learning on display

Dr Matthew Martin and Dr Heather Gaunt

In Semester 2, 2024 a trial collaboration between teaching staff in the Master of Art Curatorship and Museums and Collection staff at the Grainger Museum saw students enrolled in MULT90064 *Industry Core and Project*, a capstone subject shared by the Masters of Art Curatorship and Masters of Arts and Cultural Management programs, work collectively to conceive and deliver an exhibition in the Grainger Museum, drawing upon University collections. The exhibition also involved a collaboration with Interactive Composition students from the VCA who composed work to accompany the exhibition displays. This presentation will reflect on the challenges and learning opportunities that this complex multidisciplinary teaching and learning project presented, with a view to how such an exhibition-based subject can be incorporated into the art curatorship curriculum in an ongoing fashion.

Reflecting with rubrics

Professor Maria Rost Rublee

This presentation discusses the use of rubrics, not simply to mark assignments, but to encourage students to self-reflect on their writing. Research shows that when students use rubrics to self-reflect, they are more likely to internalize standards of quality, develop the habit of self-assessment, and become self-regulated writers. This presentation examines my experience using a rubric-guided self-reflection assessment in an international relations undergraduate class, highlighting the usefulness of the task and discussing the practical pitfalls in asking students to assess their own work with a critical eye.

Promoting student engagement through the use of subject comprehension assessment

Associate Professor Aaron Martin

The presentation will discuss a pilot I employed in my third year subject this year whereby students were required to contribute to discussion boards prior to class.

Teacher training, learning technologies and practical judgement: Enabling learners to reflect on experience and realise care ethics in the workplace

Dr William Wilding

Lodge, Kennedy and Lockyer (2020) indicate DLEs will enable university students to direct their own learning in the future, especially if learning scientists can help teachers develop the judgement in students required to succeed in the workplace. While the reflective practice theory of design could underpin such a learning science, the philosophy underlying that theory is under- developed. This philosophical gap in knowledge is problematic because universities are investing in powerful technologies that may not only undermine relations between learners and teachers, but also generate vast institutional waste. Yet, design researchers have revealed Schon's reflective theory is based in Dewey's educational theory, and philosophical researchers have shown Dewey's philosophical thought is anchored in Schelling's process metaphysics. Reflecting on pre-semester teacher training in a subject at UoM, I argue a process metaphysical view of learning science and educational design can help teachers master technologies to strengthen student judgement and realise care ethics.

French 8 Multilingual Video Series: Capturing the Vibrant Voices of Melbourne's Street Artists

Claire Dumans and Sandrine Michel

As part of the French 8 course, this project offers students a first-hand exploration of the intersection of language, culture, and art through the creation of a series of video portraits featuring street artists in Melbourne who speak French and other languages taught at the University of Melbourne. These portraits reflect on ways identities are expressed, made visible, and perceived in the urban space. One of our goals is that by engaging with these video portraits, students will gain insights into their own personal and cultural identities. These videos will not only be integrated into individual and group activities conducted in class but will also serve as the foundation for the final assessment. In this research project, students will interact directly with a specific artwork located in Melbourne and provide a detailed analysis of it.

Learning Materials: Building a Film Technology Archive

Dr Alicia Byrnes and Dr Nonie May

In 1944, noted Soviet film maker and theorist Lev Kuleshov (quoted in Petric 1974) remarked that "studying film history and theory without a corresponding experience in the elemental aspects of filmmaking leaves theoretical research without a solid basis, forcing students to plunge into abstraction." Despite this claim being made some eighty years ago, theory and practice remain decidedly separate within most tertiary film courses. Such demarcation seems especially fraught in the context of the digital turn, where the film student is newly distanced from analogue processes and an understanding of the formal precepts those processes helped to establish. With these issues in mind, this paper outlines our plans to create an archive of film technology within the School of Culture and Communication. Bringing together miscellaneous materials held by the University, purchased historical objects, and donations, the collection will serve as a dynamic teaching aid for the Screen Studies program.

Teaching Media and Communications in the Era of Knowledge Economy and AI Aesthetics

Dr Tommaso Durante

By means of a conceptual and empirical discussion, my presentation aims to reflect on and to share with you learning practices, experiences, and directions of my teaching. To discuss my practices, I chose two cultural objects which are part of the extra curriculum material I produced in 2023 to carry out a seminar and a lecture for two different subjects in Media and Communications program. In the first case, for the undergraduate subject of Media & Society, I chose a segment of the episode 'Nosedive' (2016) by Charlie Brooker taken from the TV series 'Black Mirror'. The cultural object helped me to capture the students' attention emotionally and conceptually to discuss Marshall McLuhan's theory that "the medium is the message" through the theoretical framework of 'technological determinism'. In the second case, for the graduate coursework of Political Economy of Digital Life, I chose the video clip of the British heavy metal band Savage, titled 'Silence Yourself'. (2013), which assisted me in investigating and discussing with the students 'the economy of distraction' as the defining characteristic of 'digital (global) capitalism'. Informed by my academic research and the epistemological power of still and moving images that contribute to enhance accessibility and inclusion in the classroom, my creative, inquiry-based pedagogical approach attempts to offer the students a unique perspective to move beyond simple forms of thinking like basic memorisation and comprehension, towards more complex learning processes like analysis, evaluation, and creation.

Creating a Sustainable and Intellectually Stimulating Capstone Experience: Decoloniality and Sustainability in the Sociology Curriculum

Dr Liz Dean and Dr Elena Balcaite

SOCI30016 Social Sustainability, a new Sociology capstone, was designed to provide final-year Sociology undergraduates with opportunities to apply their discipline specific skills and knowledge. The subject moved beyond the paradigm of job-readiness by giving soon-to-be Sociology graduates the tools to productively engage with current social crises. To that end, the subject was in part informed by an online resource created by Dr Liz Dean, which showcases the work of over 550 authors spanning areas of Indigenous pedagogies, reparations, decoloniality and queer Indigeneity.

In our presentation we will introduce this online resource and consider its possible uses for students and time-poor subject coordinators. We will reflect on how this online site was utilised in the development of the Sociology Capstone and how this resource and the subject's overall design contributed to students' sociological practice. This discussion will be grounded in the preliminary analysis of student survey and focus group data.

Arts education and climate justice – How can we integrate global heating into our curricula?

Dr Stephen Burrell

The climate crisis affects every aspect of society – it leaves no academic discipline or area of research untouched. The humanities and social sciences therefore have a vital role to play in helping us to understand and craft responses to it. As an unfolding catastrophe created by humans, we can and must shed light not only on the unequal and devastating social impacts of climate change, but on its social causes, and possible

solutions. One vital way in which humanities and social science scholars can do this is in our teaching – helping our students to understand and prepare for a changing climate, and how it connects to the variety of subjects that we teach. This is something that many students themselves are calling for. So how can we integrate education about climate justice into our curriculums in creative, impactful, and mobilising ways?

Emancipatory Political Ecology Pedagogy In and Out of the Classroom

Dr Denisse Rodriguez and Professor Simon Batterbury

In this paper, we discuss two issues that inspire us to think of the future of political ecology in a decolonizing world as a form of emancipatory pedagogy and praxis, committed to guiding students towards assuming a role in socio-ecological change themselves. We explore the relational positionalities emerging from practising political ecology, and the frictions unfolding from including political ecology pedagogies as decolonial praxis in a curriculum determined by the neoliberal university. We also discuss the affective labour of pedagogies of care that are capable of supporting students in this process. We conclude by highlighting how these political ecology pedagogies contribute to blurring the separation between teaching, research, and action through service or engagement, activism, advocacy, etc, as increasingly promoted by academic institutions or desired by scholars and students.

Roundtables

The University of Melbourne Critical Ethnography Lab (CiEL): Researching the future of ethnography and training the next generation of ethnographic researchers

Dr Jeff Garmany, Dr Fabio Mattioli, Cindy Stocken, Ridge Pang, and Nina Zepcan

This roundtable discussion looks back on the first year of the UniMelb Critical Ethnography Lab (CiEL), launched in 2023. CiEL investigates the future of ethnography through creative methodological experimentation that leverages critical pedagogy. CiEL researches how traditional ethnographic methods can respond to the accelerating pace of change in our modern world; fostered by factors such as climate change, artificial and distributed intelligence, and growing inequalities and injustice. CiEL also acts as a catalyzer, improving existing research capabilities and enabling future ethnographic research. The Lab enables researchers from across the University of Melbourne to undertake interdisciplinary and collaborative ethnography research experimentation. For students, the Lab fosters a rich training environment and provides research opportunities at the University of Melbourne. CiEL also cultivates relationships with similar ethnography labs in universities across Australia and around the world in pursuit of exchange and innovation. In this session, faculty and students working with CiEL will critically reflect on lessons learned, challenges identified, and emergent opportunities that have come from their experience working with the Lab.

Inclusive classrooms: possibilities and challenges

Professor Claire Maree, Julius Chun Sang Mok, Associate Professor Ikuko Nakane, Dr Liz Strakosch

This roundtable discusses possibilities and challenges in creating inclusive classrooms. Four presenters will explore how we can create inclusive classroom practices from the perspectives of anti-racism, LGBTQIA+ inclusion, multiculturalism and transcultural communication.

Propping up Computer Literacy: objects and experiences in Digital Studies

Dr Michael Falk, Dr Mitch Goodwin, Dr Richard Gillespie, Dr Fabio Mattioli, Dr Claire Loughnan, Meredith Hinze, and Grace Quiason

In this roundtable, we reflect on how object- and experience-based learning can improve students' computer literacy. Increasing computer literacy is the key aim of the *Digital Studies* program in the Faculty of Arts. *Digital Studies* aims to give students more control over computation, so they can master the systems that mediate their study and research. In *ARTS10003: Our Digital Worlds*, students learn fundamental concepts of computing, such as *programmability*, *simulation* and *algorithm*, from a HASS perspective, and learn to implement these concepts in practice. In *ARTS20001: Digital Tools and Methods*, students learn to apply digital research methods in the Python programming language. In *ARTS30003: Digital Humanities and Social Sciences*, students meet scholars from across the University who are pursuing cutting-edge digital research, and implement their research practices in hands-on workshops. Throughout these subjects, we use a range of objects, props, and experiences to invite students into the craft of computing.

In this roundtable, two teachers from *ARTS10003* and three from *ARTS30003* will reflect on the use of props and experiences in their weeks of their respective subjects. The discussion will be facilitated by Michael Falk, the coordinator of the Digital Studies program.

Strength in numbers: opportunities and challenges of team teaching

Dr Annelise Roberts, Dr Scott Welsh, Dr Laura Lori, Dr Rikke Bundgaard-Nielsen, and Dr Fiona Druitt

Universities around the world are currently facing a range of challenges in improving the student experience in higher learning. Bigger and more diverse cohorts, uneven transition pathways from secondary education systems, various impediments to supporting student wellbeing and socialisation, and the increasingly apparent inadequacy of traditional pedagogical modes of delivering course content, are just some of the aspects of this issue. (E.g. [Warren and Pokorny 2021](#); [Thompson et al 2021](#); [Maphosa and Kalenga 2017](#)) In the local Australian context, many university educators are also grappling with burdensome administrative workloads and, more broadly, multiple roadblocks in career advancement.

Team teaching – including within a ‘flipped classroom’ model – has been considered in education research literature as a way of meeting some of these challenges and enlivening the student learning experience. ([Ajmal and Hafeez 2021](#); [Plank 2011](#)) This roundtable discussion features five staff who will consider perspectives from Arts Discovery, a three-year experiment in innovative pedagogical design distinguished by its interdisciplinary team teaching approach. Our conversation will draw on our own personal experiences to discuss team teaching from multiple angles: as a professional development tool (for both early career and more established educators); as a means of building engagement and rapport with a diverse cohort of students; as a method for growing different kinds of social and cultural wellbeing in the classroom (for both staff and students);

as a way of modelling and inducting students into the dialogical process of academic meaning-making; and as a classroom pedagogical mode that comes with its own practical and theoretical challenges and opportunities.

Seeing You, Seeing Me: Exploring Common Misperceptions about Chinese International Students and Possible Engagement Strategies

Dr Yu Hao, Dr Eric Fu, Anne Farrelly, and Dr. Qiuping Pan

Chinese international students tend to be perceived as less active in classroom engagement. Students' lower levels of engagement could not only compromise their learning outcomes, but also affect classroom dynamics and undermine the morale of teaching staff which in turn could impact negatively on their experiences with the university. Thus, this roundtable discussion aims to explore possible strategies for building a more vibrant and inclusive cross-cultural environments that benefits both the students and teaching staff.

This roundtable brings together staff from the Faculty of Arts and the Faculty of Education. Together, we will share our past and present experiences of interacting with Chinese international students, personal reflections, and our empirical research findings on the related topics.

Our discussion will be structured around three themes. First, we will discuss common misconceptions about Chinese international students in HE settings. Second, we will unpack interesting misunderstandings between teaching staff and these students. Finally, we will explore culturally informed approaches for enhancing mutual understandings and classroom engagement.

Safe and Inclusive Learning Spaces

Associate Professor Ika Willis, Dr Wajeehah Aayeshah, Dr Kay Are, Dr Tahlia Birnbaum, and Larissa Tittl

Teaching in the Arts, Social Sciences, Humanities and Languages gives our students the opportunity to grapple with the human and social dimensions of complex and challenging questions. This poses endlessly interesting questions for us as educators. How do we create learning spaces that are *safe enough* for our students to be able to engage authentically and deeply with material that is difficult – intellectually, emotionally, ethically, and politically?

In this roundtable, we discuss some ways that Faculty of Arts educators might create safe and inclusive learning environments for our highly diverse student body, with a focus on trauma-aware teaching and somatic learning. We'll talk about our own projects, both tentative and proven; share knowledge and frameworks; suggest some quick wins and weird tips; and, we hope, begin a conversation with educators throughout the Faculty of Arts on how trauma-aware, neuroaffirming, socially and culturally inclusive teaching isn't an additional burden of boxes to tick – it's just good pedagogy.

Reflections on peer review of teaching

Associate Professor Beth Driscoll, Dr Antonia Wimbush, Dr David Tittensor, Dr Guy Morrow, Dr Jane Eckett, Marie Trbovic, Dr Michael Falk, and Sharon Mullins

Peer Review of Teaching involves opening up your classroom so that a colleague can observe and offer feedback on your teaching. It can be a useful form of evaluation and evidence of teaching practice, as well as a developmental opportunity, and a way to develop a collegial relationship with a peer. It can also make you feel

vulnerable, which is a little daunting. In this roundtable, participants from the Faculty's opt-in peer review of teaching program, launched in 2024, reflect on their experiences in the scheme, what they gained from it and how they plan to implement feedback.

UMOS as International and Intercultural Experiences

Associate Professor Rachel Diprose, Dr Yasu Watanabe, Matt Absalom, Professor Claire Roberts, and Associate Professor Nicole Tse

In this panel a number of teachers from across the Faculty will share their experiences of running overseas subjects. They will introduce the subjects they run and reflect on some of the teaching and learning experiences they have provided and the benefits of co-teaching subjects in country with local partners.

Teaching 'sensitive' material: reflection on pedagogical practices and experiences in criminology

Dr Stephen Burrell, Associate Professor Bianca Fileborn, and Dr Charlotte Mertens

As a discipline fundamentally concerned with examining and interrogating concepts such as harm, violence and justice, teaching in criminology routinely involves delving into a range of 'sensitive' or potentially traumatic material. Topics such as gender-based violence, genocide, land theft and state violence, amongst many others, represent examples of core areas commonly explored in criminological teaching and research. Yet, despite the routine occurrence of these topics in the classroom, there is surprisingly little research or pedagogical literature reflecting on how we might safely and productively grapple with confronting or traumatic material in the classroom. Much advice centres on the use limited strategies such as 'trigger' or content warnings, or simply responsabilises students for managing their own well-being in the classroom. Indeed, there is little consideration of what constitutes a 'sensitive' topic that might require a careful pedagogical approach. In this roundtable, we reflect on our experiences as educators in criminology, whose teaching and research regularly grapples with sensitive material. We explore the pedagogical practices deployed in our classrooms and consider what supports might be needed in the Faculty and University to foster safer learning environments.

The Future of Sustainability (in the Faculty of Art Curriculum)

Professor Chris Healy, Dr Liz Dean, Dr Fallon Mody, Dr Sonja Molnar, and Professor Sandra Phillips

The articulated Graduate Attributes of the BA include the aspiration that 'Melbourne graduates... have a high regard for ... the environment ... [and will be] able to lead change for a sustainable future.' While existing expertise in teaching and learning in the Faculty of Arts focused on these attributes and/or broadly concerned with sustainability is already substantial, that expertise has grown and is now dispersed across majors in an uneven and sometimes disconnected fashion.

This Roundtable will hear from scholars in a range of disciplinary backgrounds—including History, Indigenous Studies, Media Studies, Publishing, and Sociology—all of whom have considerable and distinctive investments in thinking about sustainability in the curriculum. We will be reflecting on that expertise with a view to mapping out some of the terrain on which further, and perhaps more articulated, work on 'The Future of Sustainability (in the Faculty of Art Curriculum)' might proceed. Our discussion will consider (amongst other matters) how students are impacted by teaching and learning on (un)sustainability, distinctions and connections between

Indigenous Studies and sustainability, the challenges of thinking about sustainability through the more-than-human, and environmental history, and the affordance of thinking socially about sustainability. The roundtable will also include an invitation for others to participate in framing and shaping these and future discussions.

Doing the reading

Associate Professor Beth Driscoll, Dr Callum Reid, Professor David McInnis, and Dr Claire Parnell

Engaging with subject readings is a central piece of the traditional student experience in Arts, both as a resource to prepare for tutorials and assessments, and one of the main avenues to develop critical reading skills (an almost inherent expectation of a tertiary degree). The challenge of encouraging students to “do the readings” is not new (Smith & Feathers, 1983), however it has become more complex with new challenges, including multiplying formats for scholarly communications (from digital readings to video to podcasts), the challenges of sustaining concentration (Clinton, 2019), and time poverty (Burston, 2016). This roundtable will discuss what “doing the reading” looks like for current-day students, and consider ways that educators can encourage and support critical reading and class preparation.

Non-traditional assessment roundtable

Dr Guy Morrow, Dr Wilfred Wang, Dr Joshua Pocius, Associate Professor Ika Willis, and Associate Professor Sean Chaidaroon

Our students learn in different ways. Like non-traditional research outputs, non-traditional assessment tasks provide evidence of the extraordinary diversity of human intelligence and ability. Before 2003, most films, audio recordings, photographic works etc. were made by students in specific film, audio, and photography courses. Having cameras on phones changed this. Smartphones and digital media now enable our students to ‘make, create, and do’ in subjects that formerly primarily concerned ‘appraising’ – understanding and appreciating the creative work of others often through the writing of essays. The emergence of creative and non-traditional assessment also provides new opportunities for assignment presentation; such assignments potentially become accessible beyond the classroom to the public. Non-traditional assessment also aligns nicely with the current interest in/ panic over ‘AI-proofing’. Some research suggests that the closer your task gets to the top of the following activity scale, the more AI struggles with it; creating/making/doing wins out at the top:

- creating
- evaluating
- analyzing
- applying
- understanding
- remembering

This roundtable will discuss guidelines for managing such assessment tasks. Topics to be discussed include, but are not limited to:

- What are examples of best practice in relation to non-traditional assessment tasks and how they can be used to facilitate engagement with our curriculum?
- How do we balance our students’ processes in both making and appraising in our assessment designs?

- How do we ensure that literacy and the ability to write essays is not abandoned in the process of designing non-traditional assessment tasks?
- Are we teaching our students the technical skills non-traditional assessment tasks require? If not, how do we manage this?
- How do we ensure students have equal access to the required technologies so that they are equipped with the skills needed to express their ideas in non-traditional ways?
- What other ethical issues do we as a school need to consider regarding non-traditional assessment tasks?

Interactive Roundtables

Unlocking Learning: Enhancing Student Engagement and Teamwork through Interactive Escape Rooms

Dr Michael 'Maxx' Schmitz

Teamwork is a key skill for graduates in the Arts and Humanities, but it is often challenging to teach and assess in a university setting. This presentation reports on a project that designed and implemented a virtual escape room as an experiential learning activity to enhance teamwork in a third year Industry Project subject and will present attendees with an opportunity to experience an escape room built to promote rapid team formation. In this creative presentation an interactive workshop will be presented that will allow the participants to experience a bespoke virtual escape room and an after-action review for themselves. The workshop will consist of three parts: (1) a brief 5-minute introduction to the project background and the design principles of the escape room; (2) a 25-minute escape room session in which the participants will form teams of between 3 and 6 participants and try to solve a series of escape room puzzles; and (3) a guided 5-minute critical reflection activity in which the participants will discuss their team's performance and identify areas for improvement. The workshop will conclude with a 10-minute Q&A session. This workshop aims to demonstrate how a virtual escape room can be used as a pedagogical tool to develop and test teamwork skills in and beyond work integrated learning contexts, and to provide some practical tips and suggestions for implementing such an activity in different disciplines and settings.

Campus as Classroom

Professor Paul Rae, Associate Professor Andrew Dodd, Dr Hayley Singer, and Dr Rachel Standfield

The Parkville campus is not only a place of learning, but a site of enquiry and an invitation to site-specific invention. Richly textured by history and meaning, host to a diverse community of students, staff and visitors, habitat for a range of flora and fauna, and an architectural adventure playground for all, the campus offers countless opportunities for thematic and/or experiential learning. Extending such opportunities to our students offers provocation, novelty, and a connection to place that is at once strengthened and critically informed.

This roundtable and workshop combines the insights of teachers who regularly use the campus and its surroundings as a classroom with an activity aimed at prompting more of us to consider its pedagogical potential.