



Free for all ASI Members (registrations open now):

<https://www.immunology.org.au/events/Education-SIG-5th-annual-meeting-Immunology-pedagogy-and-indigenous-ways-of-learning/>

Keynote Speakers for Indigenous Ways of Learning:

Associate Professor Karyn Paringatai
University of Otago

Karyn is a lecturer in Te Tumu – School of Māori, Pacific & Indigenous Studies where she teaches and researches in te reo Māori (Māori language) and tikanga Māori (Māori culture). She has expertise in the creation, application and transmission of mātauranga Māori (Māori knowledge) in a diverse range of environments.



Associate Professor Joe Sambono
Queensland University of Technology

Joe is a Jingili man and curriculum specialist in embedding Australian First Nations histories and cultures across the Australian education sectors, specifically primary to tertiary. Joe followed his passion and cultural connections to wildlife to start his career as a zoologist later merging his biology interests and cultural background with a career in secondary education. Joe has previously lead curriculum projects at CSIRO and ACARA and is currently a Professor of Practice in Indigenous Australian Perspectives with the Queensland University of Technology.



Online Conference Program ED SIG 2024

Monday 5th August 11am to 2pm (AEST)

*** all times below provided in AEST*

11:00 am

Welcome

- Acknowledgment to country
- Welcome Dr Samy Sakkal (Victoria University)

11:10 am to 12:30 pm

Session 1: Keynote Indigenous Perspectives in teaching & learning

30 mins presentation + 10 mins discussion

Session chairs Dr Andrew Highton (University of Otago) & A/Prof Danica Hickey (Queensland University of Technology)

- Keynote 1: Professor Karyn Paringatai (University of Otago)
- Keynote 2: Associate Professor Joe Sambono (Queensland University of Technology)

12:30 pm to 12:50 pm

Session 2: Lunch box open forum

Session chair A/Prof Odilia Wijburg (University of Melbourne)

12.50pm to 1pm

Break

1 pm to 1:50 pm

Session 3: Pedagogy Oral Presentations

12 min presentation + 5 mins discussion

Session chair Dr Kathryn Hally (University of Otago)

- Dr Daniel Clarke (The University of Melbourne)
Integrating mind mapping into low-stakes assessment to enhance students' writing proficiency of immunology concepts
- Dr Kylie Shaddock (The University of Sydney)
Using SRES to engage with students in immunology
- Dr Jessica Borger (The Walter and Eliza Hall Institute of Medical Research)
Getting to the CoRe of collaborative online international learning

1:50 pm to 2:00pm

Session chair Dr Maria Demaria (Monash)

- ASI Education Cheers Buchan Award – Applications open
- ASI ED SIG Sponsors
- **Meeting Close**

Pedagogical Abstract

Title: Integrating mind mapping into low-stakes assessment to enhance students' writing proficiency of immunology concepts.

Authors: Daniel Clarke, Keit Loi, Odilia Wijburg

Affiliation:

Department of Microbiology and Immunology, The University of Melbourne, Melbourne, Victoria.

Abstract

The incorporation of new teaching tools can be crucial to nurture effective learning for different undergraduate students. One such transformative tool is mind mapping, which has been seen to surpass simple note taking and instead serves as a powerful aid in integrating ideas and consolidating difficult concepts. Since the online learning changes that were instated through COVID, we have observed that students have had increased difficulty making connections and structuring their thoughts into well organised and coherent responses, particularly when it counts in exams. Consequently, we set out to better prepare students for success by scaffolding their ability to compose well-structured narratives through the completion of various learning activities, including structured mind maps in low-stakes online quizzes. These tasks involved students choosing words or phrases that accurately reflected the integration of immunological concepts in a mapping exercise, with an increase in the empty 'blanks' that had to be inserted with each new quiz. Here, we report our experiences and outcomes regarding the implementation of the method, including the overall sentiments of students in how it impacted their learning. We found that while students generally viewed this way of learning useful, and it helped students construct their responses in the written part of exams, there was still some apprehension as the cognitive process was assessed, contributing to their overall subject mark. With further consideration and tweaking, we aim to refine this learning approach and hope to empower students to better construct their written responses in the future.

Title: Using SRES to engage with students in immunology

Author: Kylie Shaddock (nee Webster)

Affiliation:

Discipline of Infectious Diseases & Immunology, Education Innovation Theme, School of Medical Sciences, Faculty of Medicine and Health, The University of Sydney.

Abstract

Providing timely and personalised student feedback is a challenge to many teaching academics. Feedback on assignments is typically given using a Learning Management System (LMS) via a marking rubric or a written comment field. These approaches have limitations, are not customisable and can be laborious for large cohorts. Furthermore, they typically don't provide an avenue to connect with students over their overall engagement or performance. The University of Sydney's Educational Innovation team, along with affiliates, built the Student Relationship Engagement System (SRES). SRES is a database of student information that allows the import of student data from a LMS as well as an academic's own custom-built spreadsheets. We have used this system to interact with students in our 3000-level immunology unit, Molecular and Cellular Immunology, at the University of Sydney. In this presentation, the use of SRES in this unit, from attendance taking, to personalised student emails and building web portals to provide customised feedback within the LMS, will be detailed.

Title: Getting to the CoRe of collaborative online international learning

Authors: Jessica G Borger^{1,2,3}, Megan F Taylor^{1,2} and Kyoko Hombo³

Affiliation:

¹The Walter and Eliza Hall Institute of Medical Research, Parkville, VIC, Australia.

²Department of Medical Biology, The University of Melbourne, Parkville, VIC, Australia.

³Monash University, Clayton, VIC, Australia

³Osaka University, Osaka, Japan

Abstract

Educators faced unprecedented challenges during the COVID19 pandemic, in the conversion of face-to-face interactions into online, virtual classrooms, with many educators unprepared and untrained to do so. Yet, the introduction of online digital technologies for pedagogical interactions expanded the internationalization of previously limited curriculum prospects, to create global interconnectedness to invoke students' awareness and appreciation of cultural differences in communication, leadership and conflict. The development of international and pedagogical knowledge, and linkage between the two is key for internationalization of the curriculum and for future career advancement of PhD student to become part of an expanding global community. With the growth of new digital communication, learning opportunities such as Collaborative Online International Learning (COIL), aims to foster the development of student intercultural competencies (ICC) through participation in joint PhD coursework programs. There remains a tenable lack of available tools for educators to facilitate students actively participating in objective, equitable and inclusive intercultural communication. Herein, we propose the novel application of a conceptual tool, a 'content representation' or CoRe-matrix. Previously applied in science curriculum to support early career educators to develop their pedagogical content knowledge (PCK) the CoRe-matrix is ideally placed to support educators in their professional learning and creation of a novel PCK framework to ICC. As the CoRe-matrix explicitly separates a particular topic into divergent, yet linked dimensions of the knowledge and skills attributed to its content, teaching and learning, we hypothesised it could similarly be applied to enhance an educators PCK of ICC, providing the valuable link between international and pedagogical knowledge, for effective internationalization of the curriculum within PhD programs