

2026 Scholarship of Tertiary Teaching Conference

Join the Conversation

↻ MARIE Aug 21, 2026 03:00pm

Welcome! This Padlet is a space for you to share your thoughts, reflections, and comments. Feel free to include the session number with your feedback if you can, but don't worry if not. We'll gather all comments at the end of the Conference and share the feedback with everyone. Sit back, enjoy the sessions, and have a wonderful Conference!

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Day 1 - Tuesday 25th August

↻ DR ALICIA CARTER Aug 25, 2026 10:34am

Panel Discussion

I really liked Claire's point about the phrase 'change fatigue'.

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↻ NAOMI MILLGATE Aug 25, 2026 10:39am

Metaphors

I'm loving the metaphors being used, Pink elephants, big rocks, small rocks particularly that students are the drivers and educators and university are the F1 teams

Add you name here
Naomi Millgate

❤️ (3) 🗨️ 2

Marie Aug 25, 2026 10:41am
love the pink elephant

Naomi Millgate Aug 25, 2026 10:45am
I'd always imagined a grey elephant but the pink makes it much more visible



↻ MARIE Aug 25, 2026 10:39am

Panel Discussion

- Be authentic in leadership
- Paint vision for the future
- 5 different generations; all with different needs and expectations
- set priorities; will help staff being asked to innovate & change while adapting

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↻ NAOMI MILLGATE Aug 25, 2026 10:46am

Tertiary harmonisation

No level of tertiary organisation is superior to another

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↩️ **ROB BUTTERY** Aug 25, 2026 10:49am

RPL

The idea of an "RPL Clearing house" has some merit. There is a lot involved in the process, and having subject matter experts (SME) dedicated to RPL/Credit should provide enough return to justify the investment, plus an increase in enrolments of students to complete qualifications.

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↩️ **GEORGIA FINNEGAN** Aug 25, 2026 11:02am

Panel Discussion Summary

- Pink Elephant - call out the big issue
- Big and Little Rocks - note all issues
- Evidence and Data - back it up
- Ask Questions - listen & understand
- L&T Strategy for CQU

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↩️ **RLSCOTT4** Aug 25, 2026 11:03am

What a great start to the conference. Such good questions, discussions, ideas and sharing! Very interested in the 5 generations of students, the idea of a 'North Star', the need for collaboration and the future skills students will require.

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↩️ **MARIE** Aug 25, 2026 11:46am

1.1.3

Things to do today: set-up a folder "Evidence of Impact" to help curate your cumulative, scholarly evidence
Connect over LinkedIn
Take time to reflect on practice (30mins per week)
Calendar block: protect your time.

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↩️ **SUE** Aug 25, 2026 11:48am

I wanted to highlight Sarah-Jane's instruction: you need to be active in "curating how awesome you are" with regards to collecting SoTL evidence

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↩️ **HAYLEY MOLONEY** Aug 25, 2026 12:07pm

Shaneel Chandra

I really like the point Shaneel Chandra made that GenAI may not necessarily replace you in the workplace, but someone who knows how to use GenAI more effectively than you might. It highlights the importance of developing the skills to use AI as a tool to complement and enhance our existing knowledge and professional skills.

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Shaneel Chandra Aug 26, 2026 09:08am

Thanks Hayley. :). And agree, at the end of the day, it is an ICT skill. (For those who may not have been able to attend), I commented (from experience) that workplaces are now paying attention to job applications with Gen-AI inclusion, to the extent of pointedly asking about how much and the manner in which the Applicant used Gen-AI. In a successful interview, I had to show them my prompts and outputs.

↩ MARIE Aug 25, 2026 12:27pm

1.1.3 Fae Heaselgrave

student 'no show' in online teaching (includes no camera, non-attendance & no interaction) has resulted in loss of relationship with students and / or decline in morale, motivation & confidence of educators.

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↩ RLSCOTT4 Aug 25, 2026 12:27pm

11:45am Teaching into the void

Interesting presentation on the new research conducted into this - It's not just how students are affected by learning online, but also how educators are affected by teaching to 'empty' or 'black screens' online. Thought provoking!

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↩ MARIE Aug 25, 2026 02:15pm

Rena, Darren & Ayub (Session 1.2.2)

Gen AI and Cognitive Learning Studio

Ideal graduate:

- Agile Lifelong Learner
- Strategic AI Collaborator
- Creative, Conceptual Thinker
- Responsible Digital Citizen
- Ethics-of-Care Practitioners

Learning Studio is a guided pathway to get students to think about the work, with scaffolded interaction to guide their learning and reflection.

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↩ RLSCOTT4 Aug 25, 2026 02:40pm

Assessment Reimagined

Great presentation by Jim Picton. Looks like the students get a lot out of building their games across the 2 units. I love that the games need to link to one of the 17 sustainable goals too, and the use of Moodle badges :)

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Sue Burgess Aug 25, 2026 03:14pm

I immediately want to institute his pulse check tool as well. :)

↩ QASIM NISAR Aug 26, 2026 10:14am

1st Day Reflection

The first day of the conference was an enriching and highly engaging experience, offering a diverse range of perspectives on online learning, student success, assessment innovation, and the evolving role of Generative AI in higher education. I particularly appreciated the strong focus on student-centred approaches, inclusivity, and evidence-based teaching practices across the sessions.

The discussions on GenAI highlighted both opportunities and challenges, while sessions on belonging, wellbeing, and student transition reinforced the importance of designing learning experiences that support diverse learners.

The conference provided valuable insights, practical ideas, and opportunities for reflection that I can apply to my own teaching practice, making the day both rewarding and inspiring for my professional development.

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Day 2 - Wednesday 26th August

↩ DR DANIEL MADDOCK Aug 26, 2026 11:09am

Keynote Reflection

Loved Dani's Keynote this morning. She pinpointed a problem that, as she said, was always there but AI had made that problem more acute. The fact is education and assessment is at it's best a proxy for the real practice one studies to be able to do once graduated. Judgement is difficult to observe so we rely on external artefacts as proxies. Oral disputations, essays, and examinations are the classic technologies we have used to make judgement and understanding visible. AI makes the production of written artefacts in particular increasingly independent of the judgement they were intended to represent and the interactive oral is a fantastic solution for this. The quote at the end of her keynote about how they make (and I paraphrase) the understanding and thinking behind the learning clear is the perfect elevator pitch for this assessment type for both educators and students.

Add you name here

Dr Daniel Maddock

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rlscott4 Aug 26, 2026 12:30pm

I also loved the Fruit basket analogy about the various types of oral assessments that can be used!

⇒ **MARIE** Aug 26, 2026 11:34am

Lego Serious Play 2.1.3

Arshia talked about:

* Constructivist, hands-on way of teaching business ethics & sustainability One Brick at a Time

If you used Lego to model your career - what would it look like?

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⇒ **PENNY** Aug 26, 2026 11:50am

UDL: Making it Easy

This session was so interesting with so many tools I was not aware of to help us as academics provide the best, most inclusive and engaging resources for our students - can't wait to try them out.

Add you name here

Penny

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Arshia Kaul Aug 26, 2026 12:30pm

Would love to here more, but was presenting in a parallel session :)



⇒ **QASIM NISAR** Aug 26, 2026 12:02pm

Keynote Session

Fleming's keynote highlighted the value of interactive oral assessments as an authentic and engaging way to evaluate student learning.

The session demonstrated how oral assessments can enhance academic integrity, encourage deeper understanding, and develop students' communication skills.

I particularly enjoyed the Mentimeter activity, which encouraged active participation and allowed attendees to share ideas in real time. The presentation reinforced the importance of innovative assessment approaches that promote meaningful learning and student engagement.

Add you name here

Day 3 - Thursday 27th August

↩️ **AMY B** Aug 27, 2026 10:15am

What Daniel is saying is very reminiscent of Critical Discourse Analysis (CDA)- particularly around truth claims and authority. Really interesting stuff!

Add you name here

Amy B

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Dr Daniel Maddock Aug 27, 2026 02:26pm

Thank you Amy

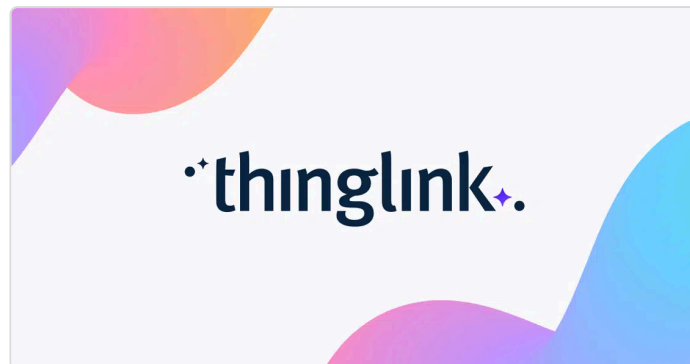
↩️ **COLLEEN HODGINS** Aug 27, 2026 01:13pm**Thinglink - exploration**

If you want to explore Thinglink after watching today's session, register at Thinglink and use this invite code. <https://www.Thinglink.com/register>
Invite code RAY9EKGK I will then update your access to teacher over the next few days

Add you name here

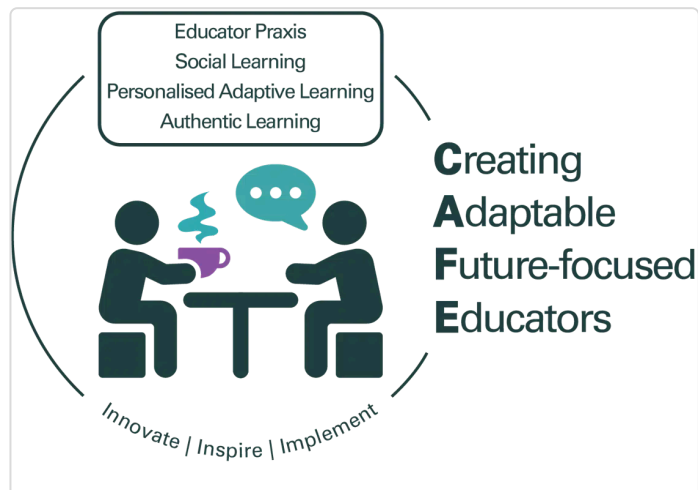
Colleen.hodgins@cqu.edu.au or a teams message

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↩️ **COLLEEN HODGINS** Aug 27, 2026 01:23pm**CAFE teams site**

Don't miss out on all the news about the CAFE series
OPT in to the site here [General | CAFE - Creating Adaptable Future-Focused Educators](#) check out the takeaway packs for the series 2/3 sessions here [C.A.F.E Series 2 Takeaways.](#) | [CAFE Series 3 Takeaway Packs](#)

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↩️ **RLSCOTT4** Aug 27, 2026 01:28pm**The anchor and the window keynote**

What a great keynote presentation by Daniel! Really thought provoking with a great justification for the need of the professional identity (the anchor) to be behind the (AI) content (the window). I love the connection that education is not just about delivery. That the education artefact needs to show what the student needs to see - it needs to be clearly relevant. So educators should determine if it is educationally justified, not just a way to automate the 'face'.

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Dr Daniel Maddock Aug 27, 2026 02:26pm

Thank you [rlscott4](#) 🙌

**Learning Through Design in Online Mathematics and Statistics:
Scaffolding Confidence, Engagement, and Conceptual Understanding**

I related to Dr Dushyant's comment about the gap between watching an educator work through a problem then when the student tries it themselves, they struggle. This is where we as educators can scaffold the conceptual understanding. One way I know of is "I do, We do, You do" but Dr Dushyant said it much more elegantly.

He also mentioned: "Just in time" refreshers for when previous knowledge becomes a bottleneck. Try this:

- What is missing (diagnose)
- 5 min recap
- Show why it matters now
- Back to the current concept

Great takeaways!

Add you name here

Brenda Brown

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Program

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Tue 25 Aug			
10:00 - 11:00am	Panel Discussion Leadership in HE Join Chair Matt Riddle (Deputy Director Learning Design Futures) for the conference opening and welcome, followed by a discussion with our panellists Anthony Weber (Director of Learning and Teaching Futures), Professor Claire Macken (Monash), and Cathryn Jackson Vice-President (VET and Business Development).		
	Session 1.1.1	Session 1.1.2	Session 1.1.3
	Collaboration, Inclusion, and Belonging	AI-Enhanced Learning and Teaching	Professional Identity and Practice
11:00 - 11:45am	Kelly Hennessy & Damien Clark: Student experiences of workplace-based assessment using the Online Real-Time Assessment System (ORAS) in oral health education	Dr Shaneel Chandra: Teaching in the Age of GenAI: The Emergence of the Silent Teacher	Dr Sarah-Jane Gregory: Marlene Page & Marie Foreman: What's in it for me? The value of Awards, Grants & Fellowship and the evidence needed.
11:45 - 12:30pm	Dr Jay Deagon Designing Belonging: Collaboration, Inclusion and Professional Identity in Home Economics Teacher Education	Dr Ty Jones: Embracing GenAI in First-Year Chemistry: Redesigning Assessment, Learning, and Engagement Across Large, Multidisciplinary Cohorts	Fae Heaselgrave: The wellbeing impacts of 'no show' students on tertiary online educators
12:30 - 1:30pm	Lunch Break		
	Session 1.2.1	Session 1.2.2	Session 1.2.3
		AI-Enhanced Learning and Teaching	Contemporary Assessment Reimagined
1:30- 2:15pm	WORKSHOP (90 mins) Sophie Kempson & Naomi Milgate: Who Are Your Students? Rethinking Online Learning Design for Diverse Contexts	Dr Rana MacLeod: Reimagining Learning with GenAI: Practice and Possibility in the Cognitive Learning Studio	Jim Picton: Games for Social Good: Building Industry-Ready Graduates Through Collaborative Learning, Ethical AI, and Real-World Problem Solving
2:15 - 3:00pm		Dr Meena Jha: Understanding student perspectives on	Leonie Webster: Learning Through Design - Supporting Student

Padlet Drive ⇒

Program

