

Learning and Teaching Matters 28 November 2024

Overview from Director, CEI Professor Anthony Whitty

A big thank you to all the staff who attended and presented at this week's teaching and learning showcases on the Ballarat and North Sydney campuses, we have had incredibly engaging and innovative discussions about the power of storytelling in teaching at ACU.

I'd like to encourage Brisbane, Canberra and Melbourne staff to attend their campus events next week. You'll have an opportunity to share teaching initiatives, hear from the student panel and catch up with campus colleagues.

On behalf of the CEI team and myself, I want to thank all staff for their dedication and persistence in providing excellent learning experiences and environments for our students. Your engagement and collaboration with our team throughout the year has been fantastic.

Professional learning workshops will be advertised at the beginning of 2025, if you require advice or assistance in the meantime, please contact CEI@acu.edu.au.

[Register here to attend the Showcase](#) →

Read the presentation and workshop abstracts and access the day's program for your campus by clicking the links below.

- [Brisbane: Monday 2 December](#) 9.30 - 3.20pm
- [Canberra: Wednesday 4 December](#) 9am – 1.40pm
- [Melbourne: Wednesday 4 December](#) 9am – 4pm

Enrol now in the GCHE

The Graduate Certificate in Higher Education (GCHE) is now open for enrolments to commence on **20 January 2025** for Professional Term 2. The GCHE is designed to help you to develop your career as a tertiary educator and to contribute directly to extending a culture of excellence in learning and teaching at ACU.

The course is work-integrated so that you undertake learning activities that are of direct relevance and benefit to you. It aims to model and illustrate good practice and ensure your learning experience is transparently relevant and strategically beneficial.

Teaching academics, including casual staff and professional staff who have a role leading teaching and learning at either the School or Faculty level are eligible to have their fees waived.

[Read more about the GCHE](#) and [enrol now](#).

Student Advocacy Service student information sessions

Students can be anxious and disappointed when they receive their grades and frequently don't understand well how to respond when they get academic progress letters. Relieve their stress, and yours, by referring them to the online information sessions offered by the Student Advocacy Service in December and January.

Receiving results information sessions cover:

- options regarding results, including fail grades
- appeals – grounds for appeal and how to submit
- supplementary assessments – what to expect

- Re-credit of unit/s and refund of fees in special circumstances.

Academic progress information sessions cover:

- at risk notification – what it means and what to do about it
- show cause notification – creating a plan to improve results and writing a formal response
- termination of enrolment notification – grounds for appeal
- an overview of ACU support services.

[Information about the Receiving Results info sessions](#)

[Information about the Academic progress info sessions](#)

For more information, students can email us on: advocacy.service@acu.edu.au or visit studentportal.acu.edu.au/advocacy

iThenticate upgrade

iThenticate is a web-based plagiarism detection software that assists researchers in the detection of plagiarised material in draft manuscripts and in Higher Degree Research (HDR) theses prior to submission.

The Centre for Education and Innovation (CEI) is **upgrading** iThenticate to version 2.0 to improve the user experience through an enhanced layout, navigation interface and similarity report.

For a short period on **7 January 2025**, we will be migrating content to the new iThenticate 2.0 site, during this time iThenticate will not be able available to submit or view similarity reports. iThenticate users will be sent advice and instructions to their ACU email before the outage and following.

If you have questions or concerns, please contact learning.technologies@acu.edu.au.

Improving standard comment libraries

Have you used the standard comment libraries for marking?

ASU recently developed and released [a set of standard comment libraries](#) that academics can use in their marking. Dr Rhonda Siu and Associate Professor Georgia Clarkson are now seeking feedback from academics to improve the libraries. Academics, including academic developers and those involved in Equity and Pathway programs, who have used at least one of the standard feedback comments in their marking are invited to participate in a research study.

To express interest in participating, please contact Dr Rhonda Siu at rhonda.siu@acu.edu.au.

Project title: 'Enhancing feedback literacy in higher education: Refining standard-comment libraries based on teaching staff's perceptions of their effectiveness' (2024-3132E).

Academic Misconduct Processes

The Academic Integrity Team (AIT) would like to highlight key processes to follow when lodging potential academic integrity cases in SAMMS:

Timeframes to lodge cases

Once a Lecturer in Charge (LIC) is aware of a case, they must make a preliminary analysis within 5 working days; they then have an additional working day to lodge the case. Cases should not normally be lodged after results release. Cases lodged outside of the timeframe specified by the [Procedures](#) will be dismissed.

LICs determining Poor Academic Practice (PAP)

LICs can make a direct determination of a PAP by entering 'LIC determines PAP' into the 'Details of Alleged Misconduct' field in SAMMS. PAP help guides are available below:

- [LIC Guide to Determining the Application of Poor Academic Practice](#)

- [LIC Process for Determining Poor Academic Practice \(Flowchart\)](#)
- [LIC Summary: Lodging a determination of Poor Academic Practice](#)

Evidence required

After a preliminary analysis has been conducted, the LIC must provide appropriate evidence when lodging a case in SAMMS. The Turnitin AI indicator alone is not sufficient to support a case of unauthorised use of AI. Cases that are not supported by additional evidence will be dismissed.

[Download the Turnitin AI indicator checklist](#) and the [best practice evidence guide](#) to learn more.

Prioritised cases

If a potential case of academic misconduct needs to be prioritised for any of the reasons listed below, please email the case details to academic.integrity@acu.edu.au:

- Course completion
- Needs result for practicum
- Potential visa issues
- EIPs or specific mental health issues
- Pre-requisites

Associate Deans Learning and Teaching – Contact Details

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Learning and Teaching Matters 29 August 2024

**Overview from Director, CEI
Professor Anthony Whitty**

Dear colleagues,

I hope that you have had a productive and engaging start to Semester 2. I understand that this point in the semester can be especially demanding with staff fully engaged in teaching and supporting students. To support you, we have curated a brief selection of just-in-time resources related to your learning and teaching.

I wish you all the best with your teaching endeavours for the remainder of Semester 2. Please reach out to CEI@acu.edu.au if you require any support or guidance.

LICs can now determine PAPs

One of the possible outcomes of an investigation of potential academic misconduct is a finding of 'Poor Academic Practice' (PAP). When a PAP is determined, it is recorded, and the student is provided with counselling and can be directed to compulsory education. Importantly, a PAP does not constitute academic misconduct.

Under changes to the [Procedure](#), Lecturers in Charge (LIC) can now directly determine a PAP finding and assign compulsory education, typically through a module in Canvas. Previously, only an Academic Integrity Officer (AIO) could make a PAP determination following investigation from the referral by the LIC.

To attend one of four informative training workshops in the next two weeks, [please register for a session here](#).

Feedback from academics suggested that this change will lead to quicker resolutions for staff and students and make the process less intimidating for students, enhancing their overall experience.

HELTA's GenAI series

CEI's Higher Education Learning and Teaching Academy (HELTA) is hosting a three-part series focussed on GenAI looking at what concerns us, and students, and to hear the innovations happening in this space.

You're invited to participate in these sessions starting with campus-based staff forums, student panels, and rounded out by a keynote presentation from Professor Danny Liu.

[Register for the sessions here](#).

Session 1: *Promise or problem: How do we use Gen AI and what concerns us*

What: A campus-based, in person staff forum.

Date: Tuesday 24 September, 9 am – 12 pm.

Session 2: *You can't ask that: How students use Gen AI and what concerns them*

What: A campus-based, in person student panel.

Date: Tuesday 8 October, 10 am – 12 pm (9 am – 11 am QLD).

Session 3: *How can we CRAFT a response to generative AI together? Looking at Culture, Rules, Access, Familiarity, and Trust*

Keynote: Prof. Danny Liu

What: Hybrid delivery: North Sydney and online.

When: Tuesday 29 October, 10 am – 12 pm (9 am – 11 am QLD).

CEI Teaching & Learning Showcase 2024

The 2024 CEI Showcase will be hosted on the Ballarat, Brisbane, Canberra, Melbourne and North Sydney campuses. This year's theme is "***The power of the story in learning and teaching***".

If you or your teaching team are interested in participating in the showcase, we invite you to [submit an abstract](#). Abstract submissions should include a 250-word summary of your presentation (15 minutes & 5-minute Q&A) or workshop (40 minutes). Abstract submissions will close on **7 October 2024** and will be peer-reviewed by panels from CEI and Faculty, with feedback and outcomes advised by late October 2024.

Registrations will open soon for Showcases to be held on the following dates:

- **Ballarat:** Tuesday 26 November
- **North Sydney:** Thursday 28 November*
- **Brisbane:** Monday 2 December
- **Canberra:** Wednesday 4 December
- **Melbourne:** Wednesday 4 December

**Strathfield and Blacktown staff are invited to participate in the North Sydney Showcase.*

The library's AI Hub

The library has created an [AI hub](#), that explores the responsible and ethical use of generative technology. The hub also promotes the application of critical thinking skills, which are essential in evaluating the accuracy and authenticity of generated results.

The hub is designed to improve your understanding of generative AI and how it can assist with your teaching and research at ACU. The hub is also a valuable tool to direct your students to.

The AI hub features 4 tiles:

- [AI basics](#)
- [AI prompts](#)
- [AI tools](#)
- [AI research](#)

GenAI comes in many forms, each capable of producing different types of content. These include AI that create art, videos, text, music, and computer code. The AI tools section provides an overview of these various genAI types and offers a curated selection of examples for you to investigate.

Explore the AI hub today!

Canvas Instance Merger

As we approach ACU Term 4, this is a reminder that our two Canvas instances will be merged into a single, unified platform. The change will take effect from Monday, 30 September 2024. This consolidation is part of our ongoing efforts to improve the Canvas experience for both staff and students, ensuring better support and more streamlined operations.

From Term 4 onwards, all on-campus and online units will be available at <https://canvas.acu.edu.au>

Staff and students will be able to access their completed ACU Online units via the archived site <https://canvas.online.acu.edu.au/>

For any assistance, please contact the Learning Technology Team via [Service Central](#).

Learning and Teaching Matters 29 August 2024

Curriculum Management and Approval System (CMAS)

CMAS is the ACU system for managing curriculum information from approvals through to publication. Whilst adhering to the [Course Accreditation, Amendment and Review Policy](#), each faculty's governance team oversees curriculum approvals, which in turn are published by the Curriculum Management Team in Student Administration.

Step-by-step training guides, including detailed processes for creating, amending and reviewing units and courses are available on the [CMAS Resources section](#) of the staff website.

To receive an introduction to CMAS please contact Annette.Rigby@acu.edu.au who will liaise with relevant faculty governance teams to arrange group introductory sessions.

Invitation to take part in October Graduations

ACU October graduations are coming up in Sydney and Melbourne! This is a significant event in the university's calendar and an opportunity for staff to offer a final show of support and celebrate the accomplishments of our graduates. All staff (academic and professional) with a university degree or diploma are welcome to participate in the academic procession and be seated on stage for the ceremonies. Academic regalia can be provided, or you may bring your own.

The Graduations team are also looking for more staff to join the mix of academic and professional staff who love volunteering on the day: welcoming grads, scanning tickets and ushering grads in and out of their seats. The graduates love seeing a familiar face behind the scenes to calm their nerves before crossing the stage! No special skills or experience necessary, just a big smile.

Anyone wishing to attend, participate in, or support the graduation ceremonies must submit the [Staff Registration for Graduation](#) form. Visit the graduation website to access the full schedule of [ceremonies](#). We can't wait to see you at graduation!

CourseTrack – ACU's new enrolment tracking tool

Progress continues apace on ACU's new enrolment tracking tool, which, following a student survey, is now officially known as CourseTrack .

Course Coordinators of 13 courses now have access to the CourseTrack enrolment audit. Feedback during our consultations sessions has been overwhelmingly positive. Course Coordinators are finding the student audit intuitive and easy to use and anticipate that it will save a significant amount of time identifying students who are course complete.

We have also been able to identify over 30 students with potential enrolment errors for Semester 2 units before the census date.

Over the next two months we'll be continuing our consultation meetings with Course Coordinators, undertaking user testing with students and staff and rolling out another 12 courses to staff in preparation for going live to students in early October.

Enrol now in the GCHE

The Graduate Certificate in Higher Education (GCHE) is designed to help you to develop your career as a tertiary educator and to contribute directly to extending a culture of excellence in learning and teaching at ACU. The GCHE is now open for enrolments for commencement on **23 September 2024**. The final date for enrolment is 20 September 2024.

The course is work-integrated so that you undertake learning activities that are of direct relevance and benefit to you. It aims to model and illustrate good practice and ensure your learning experience is transparently relevant and strategically beneficial.

Teaching academics, including sessional staff and professional staff who have a role leading teaching and learning at either the School or Faculty level are eligible to have their fees waived.

[Read more about the GCHE](#) and [enrol now](#).

Associate Deans Learning and Teaching – Contact Details		
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Learning and Teaching Matters 22 July 2024

Overview from Director, CEI Professor Anthony Whitty

Dear colleagues,

As we prepare for a busy start to Semester 2, please find a selection of just-in-time resources below to support your learning and teaching.

We encourage staff to join [HELTA](#), a community of over 500 staff members engaging in inspiring activities, including workshops, research programs and mentoring. Don't miss out on the next workshop scheduled for next Thursday 'The Teaching-Research Nexus: different paths to a shared destination' by joining the [HELTA Teams site](#) to register and stay updated on all upcoming events.

A quick reminder that applications for ACU Grants, Awards and Citations are still open. Submissions for [ACU Teaching Development Grants](#) close on Monday, 19 August 2024 and nominations for [ACU Citations and VC Awards](#) close on Monday, 9 September.

Please reach out to CEI@acu.edu.au if you require any support or guidance in your learning and teaching. All the best in your final preparations for the upcoming teaching period.

Canvas news and workshops

Stay informed about the latest Canvas features and improvements by checking [Canvas releases](#). Some features are already available in the production environment on the indicated dates, while others are still in the beta testing environment. Click the title of a release or deploy notes to view the full details.

Training and Workshops

CEI are pleased to share a series of workshops aimed at supporting teaching staff with mastering specific Canvas features.

The workshops will cover topics including creating quizzes, managing courses with large cohorts and grading submissions. There will also be drop-in sessions for staff requiring assistance with the rollover of units for the upcoming semester.

[Book a workshop now](#) to secure your place or view [July's Canvas workshop menu](#) to see what is on offer.

Canvas Instance Merger

We are thrilled to share that we will be consolidating ACU's two Canvas platforms into one unified learning platform in time for ACU Term 4. This exciting change aims to create a more seamless and enriched learning experience for staff and students.

Stay tuned for further updates and improvements coming soon. If you have any questions, please contact CEI@acu.edu.au.

Student-Athlete Experience at ACU

To increase knowledge and understanding of the challenges experienced by student-athletes, we are pleased to share a video resource developed with the Australian Institute of Sport and the ACU EAPP team. We encourage staff to access and share this video, which highlights the experience of one of our student-athletes. [Watch "A Day in the Life of a Student Athlete"](#).

Research indicates that athletes can struggle with mental health when they transition out of sport particularly if they haven't prepared for life after sport. Evidence suggests that successful student-athletes tend to have a

more successful transition out of sport. The academic success of student-athletes is also influenced by the involvement of various stakeholders, including academics.

Allyse Wilcox, Ann-Marie Gibson and Justine Stynes have been exploring the student-athlete experience with the Elite Athlete and Performer Program (EAPP) at ACU. They documented the knowledge and experiences of various stakeholders regarding the challenges and resources that may hinder or support student-athletes. The research included input from ACU current and alumni student athletes, ACU academic staff, athlete wellbeing staff at National Sporting Organisations, and sports coaches.

New resource: Supervising pre-HDR students

A new [supervising pre-HDR students resource](#) is now available, designed to enhance the supervision of Masters and Honours research students. Developed through an ACU Teaching Development Grant, it is tailored to staff who supervise pre-HDR students but are not typically accredited PhD supervisors and may lack access to relevant resources and training.

The resource offers an asynchronous learning experience with a monitored discussion forum. It has been designed with the potential to be a badged microcredential. With the new [Microcredentials and Short Course Policy](#) in place, CEI will be working through our professional learning resources to establish badging and pathways for possible accreditation.

We encourage academics to share this valuable resource developed by Dr Jenny Martin and her cross-disciplinary team with any staff involved in pre-HDR supervision. If you have any feedback, please contact Alison.Owens@acu.edu.au.

Unmasking the truth: the SIFT approach to reliable sources

In today's digital age, misinformation spreads rapidly. It is crucial that students have effective tools to evaluate online information. The SIFT method is a quick, practical approach to assessing digital content. SIFT stands for:

1. **Stop:** Pause before sharing or acting on information.
2. **Investigate:** Check the source's credibility.
3. **Find:** Seek better coverage or context.
4. **Trace:** Track claims to their original sources.

This simple framework, developed by Mike Caulfield from University of Washington, helps students quickly determine if a source is trustworthy and accurate. It will enhance their critical thinking skills and encourage them to be more discerning consumers of information.

The [Evaluate Resources](#) module in the Library's Assessment Help pages has been updated to provide students with information about the SIFT method. This may be a useful resource for your students, and you may wish to provide a link to the page from Canvas.

Enrolment information sessions

The Enrolments team will be hosting two information sessions in August. Both academic and professional staff are encouraged to attend to learn about key student enrolment processes and related regulations and policies.

From the sessions, you will:

- Dive deep into key student enrolment processes.
- Find out why we do things the way we do (eg. Which Regulations and Policies apply)
- Learn which Service Central forms to complete
- Learn more about Banner, Student Connect and Argos
- Find out where to get more information and help
- Meet the brilliant minds behind the scenes.

Have your burning questions answered on the spot. Click on the link of your preferred session to read more sessions highlights and secure your spot:

1. [Monday, 5 August 2024 11:00 am – 12:00 pm AEDT](#)
2. [Wednesday, 7 August 2024 2:30 pm – 3:30 pm AEDT](#)

If you're unable to join the live sessions the video recording and handbook will be posted on the [E&SR SharePoint site](#).

Credit Management System training and Census Date

The Credit team runs monthly training sessions for new course coordinators on the last Wednesday of each month. The next scheduled training is at 10:30am, 31 July 2024. Please contact credit.admin@acu.edu.au if you wish to join.

As we head towards the Semester 2 census date on 31 August 2024, we'd like to remind staff that assessing credit applications is critical for our students to adjust their enrolments without financial penalty. Please check your credit dashboard for any open tasks.

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Learning and Teaching Matters 10 May 2024

Overview from Director, CEI Professor Anthony Whitty

With only two weeks remaining in the Semester 1 teaching period and the exam season approaching, I encourage you to take a moment to pause and explore the following resources. They are tailored to provide you with key information during this busy time of year.

Thank you for your ongoing commitment to the start of the 2024 academic year. You have all played a crucial role in fostering a supportive learning and teaching environment at ACU, benefiting both students and colleagues alike. We all know the change you have all been navigating through both internally at ACU and across the sector itself and your continued dedication and passion to deliver a high-quality learning experience for our ACU is always felt and valued.

Please reach out to CEI@acu.edu.au if you require any support or guidance in your learning and teaching.

Lodging Academic Misconduct Cases

Potential academic misconduct cases must be lodged via the [Student Academic Misconduct Management System \(SAMMS\)](#).

Under the [Student Academic Misconduct Procedure](#), a Lecturer in Charge must conduct a preliminary analysis of possible academic misconduct **within 5 working days** of detecting or being made aware of the matter. If they determine that the matter needs to be investigated by an Academic Integrity Office (AIOs), it must be referred to the Academic Integrity Team (AIT) via SAMMS **by the next working day**.

Providing high-quality information when lodging cases assists AIOs in understanding the reasons for your concerns. Cases that do not provide adequate evidence may be returned for clarification or may be dismissed by the AIO.

Access the support guides around useful evidence to provide, and evidence to look for in the case of artificial intelligence, below:

- [Best practice supporting evidence](#)
- [Turnitin AI indicator checklist](#)

The AIT is offering workshops to small groups of academics to enhance their understanding of providing high-quality evidence in referrals. If you are interested, please contact academic.integrity@acu.edu.au.

For more information about lodging academic misconduct cases via SAMMS, please visit [Academic Integrity](#).

Compulsory Student Modules

All students including ACU Online students need to complete the [Academic Integrity](#), [Respectful Relationships](#) and [Protecting our Children](#) modules on the main instance of Canvas.

Students are bulk enrolled in the modules they are required to complete, which appear on the [Canvas Dashboard](#). **Please note that ACU Online students will need to access the main instance of Canvas to complete the modules.**

Upon completion, students earn shareable Canvas badges. Students who have previously completed any module in LEO or ACU Online Canvas have been awarded a completion badge and do not need to complete the module again.

Results for students will be withheld until they have completed any outstanding mandatory modules, as per [ACU's Academic Regulations](#) (S. 10.95c). This initiative represents ACU's ongoing commitment to academic integrity and fostering a safe community.

The AskACU Knowledge Articles below can be shared to students who may contact teaching staff with questions about compulsory student modules:

- [How do I check if I have completed the compulsory student modules?](#)
- [Where can I find the compulsory student modules?](#)

If you have any questions or a student requires assistance regarding any module, please contact student.modules@acu.edu.au.

Elevate your impact with HELTA

CEI has launched its new Higher Education Learning and Teaching Academy (HELTA). [HELTA](#) aims to inspire and enable informed decisions that improve student learning experiences and outcomes across the higher education sector. It has a focus on:

- Teaching excellence and recognition through awards, citations and grants
- Future-focused education through undertaking educational research and leading the INSPIRE project
- Collaborative partnerships through mentoring programs, communities of practice, and cross-institution partnerships

HELTA is the new home for several existing initiatives run by the CEI and introduces new programs of work that seek to elevate higher education. Staff can participate in HELTA's many activities – including workshops, research programs, mentoring programs, and more. Stay up-to-date by [registering as an affiliate of HELTA](#), joining the [Teams site](#) and following [our LinkedIn page](#).

Assessment modification

ACU's [Assessment Procedure](#) Section 5(9n) aims to mitigate the risk of the **re-use of non-modified assessment tasks** from one iteration to another. Assessment expert Dawson (2020, 133) argues that such re-use 'leads to an accumulation of answers for that task, which students can submit as their own work'. Sharing of assessments is commonly done on websites that encourage students to upload and share. The student is very often not aware that this is inappropriate sharing, but the consequence is that past assessments are readily available online.

Practice prompts

- There is no need to completely change the assessment; consider how to modify the focus.
- Develop assessment moderation practices as a course team.
- Develop several versions of high stakes assessments and keep records of which version is to be used for which iteration.
- Completely audit assessments after several iterations.

Look out for a workshop on this topic where you'll have the opportunity to modify an assessment.

References

Dawson, P. (2020) *Defending Assessment Security in a Digital World: Preventing e-Cheating and Supporting Academic Integrity in Higher Education*, Taylor & Francis Group, ProQuest Ebook Central.

First Peoples Learning and Teaching Report

In December 2023, Dr Jessica Russ-Smith led an inaugural [First Peoples Learning and Teaching Event](#). With financial support from the First Peoples Directorate, the event sparked vital conversations and actions about integrating First Peoples Knowings, perspectives, and pedagogies into ACU's curriculum.

The purpose of the resulting First Peoples Learning and Teaching 2023 Event Report, authored by Dr Russ-Smith is to:

1. Summarise the key discussions and themes that arose from the Event
2. Examine First Peoples Curriculum at ACU to understand where it is supported and where it can be strengthened.
3. Identify key recommendations to support university structures, policies, processes, and staff to better support both Indigenous and non-Indigenous students.

[Read the report here.](#)

Dr Russ-Smith wishes to extend her deepest gratitude to the First Peoples Director and the First Nations academics and ACU leaders who contributed to and participated in the event, as well as to those who continue their commitment to fostering a culturally inclusive and safe learning environment at ACU.

Student Advocacy Service – Staff Information Sessions

The Student Advocacy Service plays a vital role in our campus community, offering support and guidance to students facing challenges, empowering students to self-advocate, and fostering a sense of belonging.

Student Advocacy will be running online information sessions to provide staff with an overview of the Advocacy Service, how staff can assist in directing students to the resources and referring students to the services they may need.

The sessions will be held on the following dates:

1. Thursday, 16 May 2024, 2:00pm - 2:45pm
2. Friday, 24 May 2024, 11:00am - 11:45am
3. Thursday, 30 May 2024, 2:00pm - 2:45pm

By attending these information sessions, staff members can gain a deeper understanding of the service and learn how to leverage its resources to better support our students.

If you have any questions or are interested in attending one of the sessions, please email advocacy.service@acu.edu.au the date of the session you would like to attend to receive a calendar invitation.

Timetabling System Upgrade

On Wednesday 8 May the timetabling system, TimeEdit, was upgraded.

How will this affect staff?

From Thursday 9 May, the way you log in to TimeEdit may change.

If you log in using the Timetabling Home page, you will go straight to the Timetable view log in page.

If you log in using an old bookmark, you will be redirected to the first screen below. Follow these steps to see the timetable view log in page:

1. Select Australian Catholic University from the organisation drop down
2. Click 'Viewer'
3. Click 'SSO Authenticate with SAML2 viewer for staff'

Should you encounter any difficulties, please contact timetabling@acu.edu.au.

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Learning and Teaching Matters 26 March 2024

Overview from Director, CEI Professor Anthony Whitty

At what is a busy period of the semester, I encourage you to take note of the range of programs and opportunities that support ACU's commitment to the development of staff and the encouragement of continued professional learning ([ACU Vision 2033](#)). These diverse opportunities come from across the University and are provided to enhance your daily practices and the overarching student experience.

As we approach Easter, I wanted to wish you a safe and peaceful break. I hope that you can take a moment to rest, reflect and spend time with loved ones. Please reach out to CEI@acu.edu.au if you require any support or guidance in your learning and teaching.

Professional Learning Session: ACU Internal Chair Course Reviews

CEI is hosting a professional learning session for staff who will be undertaking the role of ACU (Internal) Chair of Course Reviews. The session will be held on **Thursday 28 March 2024 from 1-2pm (AEDT)**. [Register now](#).

To support staff in this role, the session will provide guidance on reviewing and improving the course rationale, course aim, course learning outcomes, and mapping the alignment between those outcomes and the units comprising the course.

If you cannot attend the session but would like to watch a recording, please register for access.

Semester 1 Graduations

All staff are invited to participate in the upcoming graduation ceremonies. By attending and supporting these events, you can make a valuable contribution to our students' graduation experience and it's a wonderful opportunity to experience the culmination of many years of hard work from both our students and staff.

Visit the graduation website to see the full [schedule of ceremonies](#). To register your interest, please submit the [ACU Staff Registration form](#) before registrations close on the following dates:

- Ballarat – Thursday 28 March
- Melbourne – Thursday 28 March
- Brisbane – Wednesday 10 April
- Sydney – Monday 29 April
- Canberra – Friday 10 May

Please contact the Graduations Office at graduation@acu.edu.au or via [Service Central](#) with any enquiries.

Enrol now in the GCHE

The Graduate Certificate in Higher Education (GCHE) is designed to help you develop your career as a tertiary educator and to contribute directly to extending a culture of excellence in learning and teaching at ACU. The GCHE is now open for enrolments for new students in Professional Term 4 **commencing on 15 April**. The final date for enrolment is 14 April 2024.

Teaching academics, including sessional and professional staff who have a role leading teaching and learning are eligible to have their **fees waived**.

The course is work-integrated so that you undertake learning activities that are of direct relevance and benefit to you. It aims to model and illustrate good practice and ensure your learning experience is transparently relevant and strategically beneficial.

[Read more about the GCHE](#) and [enrol now](#).

Enrolment information sessions and Census Date

Many thanks to all the staff who attended our Enrolments Info Sessions on 5th and 7th March. We appreciated your engagement and insightful questions.

In case you missed out, or need a refresher in the future, don't forget about our treasure trove of resources waiting for you on our [SharePoint site](#).

As we head towards Semester 1 census (Sunday 31st March 2024) we'd like to remind you that timely action and submission of various enrolment forms is critical for students, staff and helping the University meet government reporting and compliance deadlines.

COIL Faculty Scholars Training Program EOI

ACU partner, the University of the Fraser Valley in BC Canada is inviting expressions of interest from ACU academic staff to participate in a comprehensive Collaborative Online International Learning (COIL) Faculty Scholars Training Program. The program, fully funded by UFV, is focused on developing COIL programs between our two universities and helping academics develop skills and capabilities in the design and facilitation of COIL projects.

The program includes a series of workshops, access to a tool kit of resources, matching with a UFV faculty to develop a COIL project facilitated by [Going Global U](#), and building skills to sustain these across faculty staff.

Facilitators Greg Tuke and Karim Ashour have more than a decade of experience teaching COIL courses and training in different regions to integrate COIL components into existing courses across various disciplines. Together, they have taught over 30 COIL courses, collaborated with faculty partners worldwide, and successfully trained over 150 international faculty across dozens of countries who planned and conducted their own COIL courses.

If you are interested in participating, please contact globallearning.outbound@acu.edu.au for application forms and further information. Completed forms are due in early April to allow faculty matching to commence in time for the first workshops.

Changes to the reporting of Academic Misconduct

From Monday 8 April 2024, the Student Academic Misconduct Management System (SAMMS) will be the new platform for lodging academic misconduct cases.

What is SAMMS?

SAMMS is a platform that will streamline the process of submitting and processing cases of suspected academic misconduct. Lecturers in Charge (LICs) are responsible for lodging academic misconduct cases through SAMMS. Once submitted, the case will be assigned to an Academic Integrity Officer (AIO).

The system will send email notifications at stages of the process and allow staff to monitor the progress of their open cases in the platform. We look forward to improving the efficiency of the process for staff through the SAMMS roll-out.

Staff can access a [best practice supporting evidence guide](#) and a [Turnitin Artificial Intelligence checklist](#) to learn more about how to provide high quality evidence when lodging cases for potential academic misconduct.

SAMMS will be available via [Academic Integrity](#) from 8 April 2024.

Communicating with students in Canvas

CEI would like to inform staff of the guidelines for communicating with students through the platform to maintain a positive student experience. Course/Unit Announcements should only be used to communicate important information, updates, and reminders to students enrolled in a course.

Teaching staff should not post information to students that are unrelated to the learning and teaching of the unit, eg. Invitations to participate in research projects.

An announcement in Canvas will automatically trigger an email to your students, therefore staff should avoid duplicating the message through multiple channels.

Should your students express concern about the number of emails they are receiving, they can view [this AskACU article](#) to change their Canvas notification preferences to a daily summary email.

Thank you for your support and ongoing commitment to improving the student learning experience.

ACU Thrive

In the coming weeks, the [ACU Thrive](#) project will connect with the teaching teams of Semester 2 2024 units that have been identified to transition to the ACU Thrive model, as well as several units that will be 'thrived' over a longer period in preparation for 2025.

Currently, over forty first-year units are being delivered as part of the ACU Thrive model for Semester 1. Collectively, all four faculties are represented in the model and more units, courses, and Schools will be brought on in the future.

The evaluation for ACU Thrive across 2023 revealed an impressive upturn in pre- to post-census retention rates compared to previous years, as well as general improvements in SELTs and final grades. A similar evaluation is underway for S1 2024, and we look forward to sharing further insights with staff.

Pop-up PASS Program

In 2024, ACU's Peer Assisted Study Sessions (PASS) team has extended its efforts to enrich student learning experiences and bolster support systems by introducing Pop-up PASS (PUP) alongside the traditional PASS model. PUP is designed to cater to units with smaller cohorts or those with historically low attendance in the traditional PASS sessions.

While PASS typically consists of weekly small-group study sessions led by high-achieving students, PUP offers a modified approach. PUP sessions are condensed and scheduled three times per semester, strategically aligning with crucial assessment periods. This adaptation allows for more targeted academic support and flexibility, particularly in units with specific characteristics or smaller student populations.

The introduction of PUP underscores our commitment to ensuring that students in challenging courses receive support to excel academically. This semester, PUP is being piloted in five units across two faculties. Successful outcomes from this trial period may pave the way for further expansion.

For comprehensive details, interested parties are encouraged to reach out to PASSACU@acu.edu.au. We remain dedicated to refining our support systems and enhancing the learning journey for all students at ACU.

Academic Skills Unit

The Academic Skills Unit (ASU) can assist staff in supporting students learning by creating bespoke online resources and targeted workshops. Resources and workshops can be designed to cover a wide range of maths, academic language and learning skills including:

- Approaching different assessment types
- Statistics for research
- Reflective writing

- Maths for specific assessment requirements
- Group work and group assessment
- Interpreting marking rubrics
- Discussion forum posts
- ePoster assessment
- Oral presentations
- Writing a literature review

To request resources or workshops on the above topics and more, please submit a request via [Service Central](#). Staff who would like to discuss what support options are available can email academicskills@acu.edu.au.

Associate Deans Learning and Teaching – Contact Details

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Learning and Teaching Matters 15 February 2024

Overview from Director, CEI
Professor Anthony Whitty

Dear colleagues,

As we prepare to begin another exciting semester, I trust you have enjoyed a restful break and are ready to commence Semester 1 with renewed energy.

All course coordinators were invited to an informative workshop in preparation for the semester, the virtual session was held on **Friday 16 February**. [Access the resources and session recordings](#).

I am pleased to announce that CEI has established a **New Teacher Induction Resource** to enhance the currency, consistency, and efficiency of our onboarding process for academic staff. New staff can [self-enrol in the module on Canvas](#). Access to the information outside of Canvas is available as a PDF on the [Professional Learning Program](#). Please access the module or share the resource with your staff and encourage them to become acquainted with the information.

The ACU Thrive model will be delivered in 45 units in Semester 1, covering roughly 90% of commencing undergraduate students. Thank you to all the staff who have actively contributed to its implementation. Your engagement and dedicated efforts to review and develop the learning content are crucial to its success. As the semester progresses, we look forward to continuing to evaluate the initiative and advancing the model based on staff and student feedback.

I wish everyone a successful year ahead filled with rewarding learning experiences and impactful teaching efforts. If you have any questions or need support over the next few weeks, please don't hesitate to reach out to CEI@acu.edu.au.

Request Canvas support via Service Central

If you need assistance configuring your Canvas course, enrolling a staff member, requesting access to archived LEO content or support for other Canvas technical issues, **please submit a [Service Central](#) request**.

Staff can also visit [Canvas Training & Support Resources](#) to access training modules, tutorial and skills videos, and support guides. For answers to frequently asked questions about LEO archiving, Canvas features, final grades and more, please visit [Canvas FAQs](#).

Presenting curriculum information to students without an Extended Unit OutlineReminder from Semester 1, ACU has moved away from an EUO approach. Access the guide, '[Presenting curriculum information to students in Canvas](#)' to aid you in the transition to the new model.

CEI has been working with L&T leaders in the Faculty of Education and Arts (FEA) to develop a pilot quality assurance process of the curriculum and unit information presented to students in Canvas. This pilot project involved moderators from within schools to peer review the Canvas courses of approximately 200 FEA units. The feedback from moderators was then provided to LICs to consider and act upon (if needed), before opening the units to students. Findings included discrepancies between GUO and Canvas assignment information, missing teaching team details and information that could be included in the Canvas 'Extended Unit Information' page. Lessons from the pilot will now be shared across all faculties as we look to build a process for Semester 2, 2024.

In the coming weeks, CEI will continue to refine ACU's Canvas configuration and curriculum-related tools in Canvas based on faculty feedback.

Graduate Attributes

From Semester 1, 2024 [ACU's four graduate attributes](#) **insight, empathy, imagination, and impact**, will be embedded in ACU's curriculum through the ACU graduate statement and the 12 graduate capabilities (GC). Our graduate attributes reflect ACU's focus on learning as an interconnected journey between staff and students.

Graduate statement

The ACU graduate statement describes a holistic understanding of the ACU student on completion of their studies. It reflects the aspirational goals ACU has for each student through a consideration of each graduate attribute. The ACU graduate statement is now included in ACU courses under Course Details on the Course Browser.

Graduate capabilities

ACU's graduate capabilities (GC), which underpin the graduate attributes, enable job ready graduates through a focus on the skills and capabilities students develop on their learning journey. The 12 graduate capabilities have been integrated into ACU's units through a process of mapping the graduate capabilities to the Unit Learning Outcomes. This mapping is now included in the 2024 handbook.

Now that the ACU graduate attributes are embedded in the curriculum, we highly encourage all staff to familiarise themselves with [ACU's graduate attributes](#) and the relationship between the [graduate statement](#) and [graduate capabilities](#).

Thank you to all staff that were involved in this ACU-wide initiative.

Important changes: Student Academic Integrity and Misconduct Policy

ACU has implemented changes to the Student Academic Integrity and Misconduct [Policy](#) and [Procedure](#) from January 2024, introducing a more streamlined approach to poor academic practice findings for academic misconduct allegations.

Poor academic practice (PAP) constitutes a very minor contravention of the expected academic standards for university-level study in Australia, including but not limited to:

- a. lack of familiarity with academic writing conventions; and/or
- b. poor referencing or paraphrasing practice.

The new changes extend the educational intervention approach:

- **More experienced students** who have no academic misconduct history may receive a PAP instead of facing an allegation of academic misconduct for very minor contraventions.
- **Less experienced students** may receive a PAP in most circumstances, with only specific serious matters leading to a breach. This approach recognises the ongoing learning process for students adjusting to academic standards.

These changes aim to strike a balance between accountability and educational growth, ensuring that appropriate measures are taken to address poor academic practice while guiding students towards improvement.

For detailed information on the handling of PAP, please refer to Section 8 of the [Student Academic Misconduct Procedure](#) or contact academic.integrity@acu.edu.au if you have any questions.

Enrolments & Student Records information sessions

The Enrolments and Student Records team will be running information sessions for academic and professional staff to explain and answer questions about various functions relating to key student enrolment processes. These sessions will further develop knowledge in the following areas:

- Amendments to enrolment (adding and withdrawing units)
- Credit/Recognition of Prior Learning
- Cross Institutional Enrolment (AX)
- Increase credit point limit

- Interruption of studies (IoS) and Interruption of Studies under exceptional circumstances
- Late Addition of Unit (LAU)
- Right of Correction (RC)
- Unit substitutions
- Unit Enrolment Waiver Requests (Prerequisite, Campus, Course restriction and repeat)
- Waive Late Fee (WLF)
- Withdrawing from course (WC)

Information sessions were held on Tuesday 5 March and Thursday 7 March 2024. If you were unable to attend one of these scheduled sessions but would still like to receive training or information on the enrolments process, they are available on the [E&SR SharePoint site](#).

Mandatory modules for students are now on Canvas

Academic Integrity, Respectful Relationships and Protecting our Children modules are now on Canvas. Students are automatically enrolled in each module they are required to complete, visible on their Canvas dashboard. Upon completion, students earn shareable Canvas badges. These badges are automatically awarded to students who have previously completed the modules in LEO, they do not need to complete them again.

Access to the modules in Canvas for ACU Online students will soon follow, from ACU Term 2 in April. Results for students will be withheld until they have completed their mandatory modules, as per [ACU's Academic Regulations](#) (S. 10.95c). This initiative represents ACU's important and ongoing commitment to academic integrity and fostering a safe community.

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