AAF Dr Kim McLeod's talk 15th June, 2021

Vinh

Good afternoon everyone and welcome to webinar 5 of the Australia ASEAN economic for online education during COVID-19 and beyond. Before we start can I ask you to check that you are on mute or not. If you haven't muted yourself, can you please do so before we start thank you very much. Okay so now I'm going to do the acknowledgement of the country this is a very important part in formal webinars in Australia so I will do the acknowledgement of the country before I introduce our wonderful speakers today the Australia is ASEAN economic for online education during COVID-19 and beyond acknowledges the traditional owners of the land where this program was developed the palawa people of the lutruwita nations who pay respect to the traditional owners and to elders past present and emerging of the land on which all the University of Tasmania campuses stand. On behalf of the University of Tasmania, we acknowledge all countries participating in this for and also acknowledge their elders and ancestors and their legacies to us. We acknowledge the traditional owners of the lands where our partners and participants live and work across Australia and southeast Asia.

Now it's my honour to introduce our speaker today out of the first webinar of the week and the fifth webinar of the June webinar series. First of all thank you very much Dr Kim McLeod for accepting our invitation to be a speaker in our important webinar series about online education. So Dr Kim McLeod is a senior lecturer in the school of social sciences at the University of Tasmania. Kim is philosophically informed approaches to explore the social dimensions of health and well-being. Kim has one single auto book published in 2017 is titled *Wellbeing Machine: How Health Emerges from the Assemblages of Everyday Life.* The book presents her approach to understanding how as ongoing processes of change, Kim's research program aims to articulate the social change required to achieve health equity in Australia.

Dr Kim McLeod is particularly interested in how we might harness cultural diversity as a strength in health care and education context. She has been absolutely excellent in her teaching. She leads the social diversity and health teaching program for the school of social sciences. She delivers modularised content related to cultural diversity, health and culturally safe health care into a range of health profession courses at the University of Tasmania. Dr Kim McLeod is also a co-editor of the first Australian textbook about culturally PSY healthcare for hair professional students and she has been awarded three University of Tasmania teaching merit certificates in recognition of her excellent teaching practices.

It's my absolutely pleasure to introduce Dr Kim McLeod. Thank you very much everyone for joining us today and I'm sure all of us are really looking forward to her presentation thank you.

Dr Kim

Thank you so much Vinh for that kind introduction. I'm just trying to share my presentation let me see. Apologies. I'm sorry I'm not sure why this isn't working.

Wonderful. Thank you everyone for your patience and thank you so much to the for this opportunity to present I'm really excited to present to such a dynamic group of researchers across Australia and Asia.
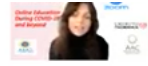
The importance of tending to relationships:

Cultural safety education in online spaces

Dr Kim McLeod
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School of Social Sciences
The University of Tasmania

So in in my presentation today I'm going to be talking about the importance of attending to relationships cultural safety education in online spaces.

I'll just introduce myself a little bit more just building on Vinh's introduction.

Dr Kim McLeod

Health social sciences: contexts of wellbeing and recovery

Research focus:

• how does being responsive to cultural and social diversity contribute to positive health and education outcomes?

• developing social sciences theories and methods which include a diversity of experiences and voices

• how to best teach students to appreciate the links between culture, diversity and health

I lead the 'Cultural Safety and Health Care' teaching program at UTAS

education

So the area of my broad research is the health social sciences I'm particularly interested in the context of well-being and recovery. And my research really focuses on the moment the question how does being responsive to cultural and social diversity contribute to positive health and education outcomes? And I'm particularly interested in developing the social sciences theories and methods which include a diversity of experiences and voices.

So this is my teaching program is also part of this and I'm really interested in researching how to best teach students to appreciate the links between culture, diversity and health. And as part of this I leave the cultural safety and health care teaching program at the University of Tasmania.

Presentation overview

- Presentation makes the case for the importance of *tending to relationships* in online cultural safety education
- Outline of the *Cultural Safety and Health Care* teaching program at UTAS
- Distinctive features of cultural safety education
- Shared physical space (SPS) workshops go online during Covid
- Generated research question: How does the online classroom mediate dimensions of cultural safety education, for students or teachers?
- An exploratory study to comparing cultural safety education in SPS and online workshops
- How to further best practice in online cultural safety education

Just to give you a quick sense of what I'm going to work through in the course of my presentation. So I'm going to make the case for the importance of tending to relationships in online cultural safety education. And in particular, in a way that includes the affordances of the online space. I'm going to quickly outline the teaching and learning context to this presentation which is the cultural safety and healthcare teaching program. And then I'll identify what we know to be some really distinctive features for cultural safety education. I'll then move into describing the change in context which we encountered last year here in Australia and other places which was a rapid move to the online teaching environment. So in my teaching context, this meant shifting shared physical space workshops to online workshops. And out of this was generated the research question: how does the online classroom mediate dimensions of cultural safety education for students and for teachers? I'll then move into talking about a research project that we undertook to really explore this to compare cultural safety education in shared physical space classrooms and online classrooms. And out of this, I'll discuss some of the ways that this helps us to think about best practice in online cultural safety education.

Cultural Safety and Health Care teaching program at UTAS

Nationally, all accrediting bodies for allied health, nursing and midwifery and medical professions in Australia require tertiary students to be culturally safe with regards to cultural and social diversity.

Culturally safe and sensitive practice involves an awareness of the cultural needs and contexts of all patients and clients, to obtain good health outcomes.
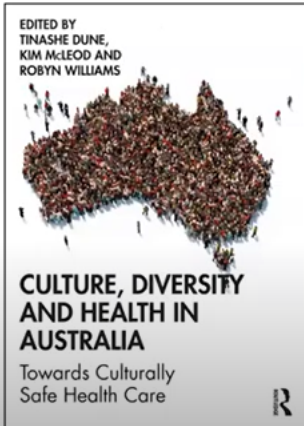
Key aims:
- Develop students' critical thinking about how broader context shapes health experiences and outcomes
- Cultivate self-reflection and cultural self-awareness and an acknowledgment of how these factors impact care (De Souza, 2008; Ramsden, 2002).

So first the cultural safety and health care teaching program at UTAS. So nationally all accredited bodies for allied health, nursing, midwifery, and medical professions in Australia require tertiary students to be culturally safe with regards to cultural and social diversity. So when I talk about culturally safe and sensitive practice, this means having an awareness of the cultural needs and context of all patients and clients to obtain good health outcomes. And in this setting, cultural difference is really broadly defined. It includes a range of variables including age and generation sexual orientation, socioeconomic status, religion spiritual beliefs, gender and sexuality and so on.

So the key aims of the teaching program are to develop students critical thinking about how the broader context of a person's life experience shapes their health experiences and their health outcomes. And the other main aim is to really get the students to develop their self-reflection and their capacities for cultural self-awareness and really start to try and make some links about how both those things may potentially impact their care of others.

Just to give you a little bit of a sense of the program underpinnings or the pedagogical underpinnings to the teaching program, there are several frameworks that I draw on to deliver this teaching program.

So the first is there's a real focus on translating the philosophy and the principles of cultural safety into practice. Now this is quite an emerging field, the textbook that you see on the screen was published a couple of weeks ago by colleagues and myself. And it's the first textbook in the Australian context which is really around getting students to develop their capacities in relation to culturally safe healthcare.

One of the other main pedagogies is transformative pedagogy. So the teaching is really focused on facilitating students capacities to be transformative in their future healthcare practice. So all the students are going to move on to be health professionals of some sort. So the teaching really aims to create teaching and learning environments which cultivate a desire in students to be change agents and committed to their on their own ongoing learning about navigating culturally safe healthcare.

The teaching program is also informed by the frameworks and politics of decolonisation. So in this this way I draw on these ideas to really interrogate how my whiteness shapes my thinking, the curriculum development, and teaching practice and so this sort of flags the commitment in the

teaching program to continually interrogating the politics and the power that interplays with intention to facilitate a transformative learning experience.

And the final pedagogy that underpins the program are relational pedagogies. So these are pedagogies where learning and knowledge is seen as a result of the relationships, and the interaction between teachers and students and the interaction or the in between the space is seen as a space where education takes place.

So these pedagogies are appropriate for the teaching program because they really hone in on our focus on relationships. This is working in relationship is crucial to the students later capacities to work in culturally safe ways with their colleagues and also with their clients and patients.

Shared physical space (SPS) workshops go online during Covid

Pre-covid - mixed delivery
Online content, teaching and learning activities
Shared physical space (SPS) workshops, peer-led, tutor facilitated activities

During covid – online delivery
Rapid shift from SPS to synchronous online workshops

Aim of workshops – critical thinking about health contexts; cultivate self-reflection and cultural self-awareness and an acknowledgement of how these factors impact care

The teaching program pre COVID was delivered in a mixed mode delivery. So we have multiple campuses with campuses Hobart Launceston Burnie and also on the mainland at in Sydney. I have really large teaching cohorts and I have a large teaching team around 14 casual academics who helped me to deliver the program. So when COVID happened, pre COVID it was a mixed delivery so we had online content so there were teaching and learning activities that were delivered online as well as online content for the students to engage with. And in conjunction with that we also had shared physical space workshops so in these workshops students undertook peer lead and due to facilitated teaching and learning activities. So it was mixed delivery and it worked very effectively the students engaged online and they also followed up with teaching and learning activities that they undertook together in the shared physical space classroom.

When COVID-19 happened, we moved to entirely online delivery. So the online content stayed the same but we had to rapidly shift the shared physical space workshops to synchronous online workshops. So the online the work in the workshop space, the aim is to really get the students to experience teaching and learning activities that help them to fulfill the aims of the teaching program which is to really develop their thinking their critical thinking about how the broader context shapes health experiences and outcomes, and also to take part in teaching learning activities that help them to develop their own self-reflection and their own cultural self-awareness.

So, because this all happened really quickly, there wasn't a great deal of scope for transforming the teaching and learning activities. Basically that the teaching learning activities that were designed for

the on-campus workshops or the shared space workshops were just translated pretty directly to the online space. So these were teaching and learning activities like some students would respond to a case study, they would engage in small group discussions, or they would participate in a brainstorm together.

Shared physical space (SPS) workshops go online during Covid
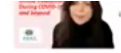
- ❏ Going online of interest to the teaching team! Community of practice over several years
- ❏ Ongoing collaborative reflective practice with teaching team (Ng & Tan, 2009; Wegner et al 2002; Allard et al 2007); 3 research projects
- ❏ Effective cultural safety education requires positive, respectful relatedness between students, and students and teachers; a shared co-learning stance (McLeod et al., under review).
- ❏ Trusting, respectful relationships are critical to:
  - ❏ Ensure student resistance and discomfit become positive learning experiences
  - ❏ Manage the affective and emotional aspects of cultural safety education

- ❏ Little literature about the SPS environment – very little about online environment

So this happening was of great interest to myself and to the teaching teams over the past several years we've been working together in a community of practice. And in our community practice we've been engaging in ongoing collaborative reflective practice through speaking with each other in collaborative conversations, and also by doing individual effective writing. And this our community of practice evolved into three research projects where we examined this practice in relation to teaching in this space.

So when we knew from the literature, but also from our experiences in working together, reflecting together, and doing research together, that effective cultural safety education requires positive respectful relatedness between students and teachers and students and students. In other words, that we all need to be in the teaching and learning environment together as co-learners effectively learning together. We knew from our teaching experiences that trusting respectful relationships in the space are absolutely critical to ensuring the student resistance and discomfort, which is characteristic of teaching in this space, become positive learning experiences and also that positive respectful relationships are so important to teachers and students finding ways to manage the effective and emotional aspects of learning in this space which is again a key characteristic of cultural safety education.

So we know that it's really important to attend to and care for these really these distinctive dimensions of cultural safety education both for students and for teachers. And there is very little literature about this about how to do this in relation to the shared physical space workshops but there's even less when we come to looking to what it means to create caring teaching environments in the online space.

Comparing cultural safety education in SPS and online workshops: an exploratory study

Research question: How does the online classroom mediate dimensions of cultural safety education, for students or teachers? With view to making a contribution to best practice.

Exploratory, qualitative research project led by Dr Robyn Moore, with Dr Natalie Maystorovich, Rachael Jones and I.

5 Tutors for units on cultural safety:

- all had previously facilitated the workshops in SPS classrooms.

- invited to reflect on challenges and rewards of online workshops, comparison to SPS workshops.

- shared their written reflections about online teaching with other research participants and participated in collaborative reflective conversations

The conversations were not solely focused on data collection, but also designed to cultivate a community of practice. In line with our aim of building collegial relationships, reflections were not anonymised.

Reflective writing and conversations thematically co-analysed by the research team.

So this led us to undertake a research project together and it came out of the research question which grew from the teaching team which was: how does the online classroom mediate dimensions of cultural safety education for students or teachers? And so we developed this research question really with a view to make a contribution to best practice in teaching in this in this space.

It was an exploratory qualitative research project which was led by my colleague from the social sciences Dr Robyn Moore, with Dr Natalie Maestarovich, Rachel Jones and myself. So it's a small exploratory project. There were five tutors, members of the existing teaching team, who were involved in facilitating the online workshops. And all these the five tutors had previously facilitated workshops in the shared physical space classroom.

So these five tutors the research, who were the research participants in the project, were invited to reflect on the challenges and the rewards that they were encountering in the online workshops and to really think about that by way of comparison to their teaching experiences delivering very similar workshops in the shared physical space workshops. So the participants in the study shared their written reflections about online teaching with each other and they also participated in a collaborative reflective conversation. So the purpose of this engagement was just not purely data collection, we're also really interested in using the conversation and the sharing as means of continuing the community of practice that's really run alongside the teaching program for several years. So the process of analysis was to the research team thematically co-analysed the reflective writing and the collaborative conversations.

The online environment affects 'turning up'

- ➢ 'Blackboard collaborate' web conferencing = the online environment
- ➢ Bandwidth issues for teachers and students - freezing, dropping out.
- ➢ Student learning environments – busy, noisy, avoiding turning camera on.
- ➢ The experience of teaching online highlighted the impact of economic inequality on accessing learning in the virtual classroom: use of phones.
- ➢ Some forms of contact and communication between students, and students and their tutor, no longer happened

Okay so I'll just turn to the key findings from the study now and I guess although the findings that I'm going to go on to describe now really centre on showing what the online environment mediates in comparison to doing the workshops in the shared physical space.

So firstly the online environment affects how students turn up. It's really fundamental to how students engage in the teaching and learning environment. At the University of Tasmania, we use Blackboard Collaborate as the web conferencing tool so this effectively created the online environment for students and teachers. So we encountered in this in this space in Tasmania and also connecting with Sydney students that there were bandwidth issues for teachers and students that were common freezing students and teachers dropped out and this was quite disruptive and stressful. And it took time away from the time that the teachers would usually use to facilitate the learning process.

We also found that the student learning environment was fundamentally different. Students it was clear that they were often in a home environment that was busy that was noisy and as such they avoided turning the camera on. So overall, this experience of teaching online highlighted the impact of economic inequality on accessing learning in the virtual classrooms, because what we also found was that many students were using their phones to access their online learning workshop.

There also some forms of contact and communication between students and students in the tutor that no longer happened now that we're in the online space. There was the absence of informal conversation between students which is possible when students move in and out of the classroom and the incidental learning that happens when students discuss unit content as part of their social connections with other students was also missing.

The online environment shapes how students communicate

Students overwhelmingly relied on the written chat function

Enables	Limits
Opportunity for peer learning	Student responses short and perfunctory
Ask relevant questions	Difficult to elicit expanded response
Suits some students' preferred communication style	Often express agreement or indicate understanding, little reflection or critical thinking

Another key way that the online environment mediated student engagement was it shaped how students communicated. So this was very specific to what happened in our workshops which was that the students overwhelmingly relied on the written chat function in the web conferencing space. So this we can see like it enabled some things and it really limited other forms of student communication. So in and of itself, the chat function was an opportunity for peer learning. It did and it was effective for students to ask relevant questions of each other and of the teacher. And it was possible that it did suit some students preferred communication style. But we also noted how it limited what students did online. So student responses in the online chat were often short and perfunctory. It was difficult for the tutors to elicit an expanded response. So a student would like make a small statement and it's very difficult to grow that and to generate some conversation around it. And so students sort of use the chat function in a limited way, they'd often just express agreement or indicate a degree of understanding, and there was very little further reflection or critical thinking that was undertaken just using the chat function.

So this, the impact of the chat function, and the reliance really on using that as the means of communicating in the online space did really mediate the kind of relationship making that could happen between the students between the students and the teacher. And it limited the capacity for growing a sense of class relatedness or the sense that the class is developing in its ability to learn and share and discuss quite complex and challenging issues together.

Students avoided using video cameras: loss of body language and non-verbal cues

Tutors realised the value of students' embodied responses to the learning process, 'reading the room'.

"For me, the main classroom was like talking to the empty room I was sitting in"

Not possible to develop the relationships and relatedness so students can feel that it is a safe space to share their values, ideas and experiences

Another way that the online environment mediated relationship is by shaping how it is that students and teachers were their bodily presence was part of the online space. Now this is particularly significant in relation to the cultural safety classroom because we know that cultural safety education is highly embodied as difference by students and teachers alike. Ao in our workshops, our online workshops, we found that students avoided using the video cameras and this meant there was just a complete loss of body language and the visual element for the tutors who are facilitating the workshops. Now this is connected to the limitations of Blackboard Collaborate which only allow for five camera feeds at any one time. So this the platform does not have the capacity to replicate what happens in the in the face-to-face teaching experience where a teacher can view the entire classroom.

So what happens is that when one student does speak and use their video make their video visible they become a large tile with some smaller tiles in the background. So this left the tutors in a in a without any official [background noise] in the workshop. And in the process of this teaching the online teachers realized the value of embodied responses, as it was not there okay. So they really noticed that without their capacity to respond in an embodied way and to see the students bodies, they were very limited in their facilitation capacities and they realized how much they had really relied on this to read the room and to direct students engagement.

So the workshop activities are often designed around finding ways to get students to think about their own their values, their beliefs, or experiences, and the need to reflect on prejudices with the view to preventing unsafe healthcare experiences for patients when they're in the workplace. And so for this co-learning to take place students need to engage with material based on their ideas and their experiences. And we found it wasn't possible to develop the relationships and the relatedness so that students can feel that it's a safe space to share their values, their experiences, and their ideas.

The online environment mediates teachers' and students' bodily presence

Students avoided using video cameras: loss of body language and non-verbal cues

Tutors realised the value of students' embodied responses to the learning process, 'reading the room'.

"For me, the main classroom was like talking to the empty room I was sitting in"

Not possible to develop the relationships and relatedness so students can feel that it is a safe space to share their values, ideas and experiences

One tutor indicated you know the impact of this on their teaching experience saying that for me being in the main classroom the main web blackboard collaborate classroom was like talking to the empty room that I was sitting in.

The online environment informs possibilities for critical discussion

A familiar range of responses, but:

Online classroom prevents conditions tutors know are required to facilitate critical discussion

"I want to have difficult, tough conversations that are going to ontologically disturb them, but you need to bring people close to that for that and you can't in this environment"

We also found that the online environment does shape the kind of possibilities for critical discussions. So tutors did report that they found that the students did give a familiar range of responses in the online classroom similar to those that they would encounter in the shared physical space classroom. So this this this meant that the students you know sometimes do show the generalized and stereotyped ideas and knowledge, but then on other occasions they do offer insightful and empathetic and thoughtful observations.

But given this there was a key limit to how it is that students responded. So tutors discussed how the online classroom prevented the conditions that they know are required to facilitate critical discussion, and the necessary ontological disturbance in students. As one tutor describes I want to have tough difficult conversations with the students so they're going to ontologically disturb them but you need to bring people close to do that and you can't do this in this environment. And it means the online environment.

One of the conditions that facilitates critical discussion, and the necessary ontological disturbance is teachers observing, feeling and sensing that the students are invested in and care about their learning. And again the tutors really grappled with the lack of data that they usually draw on to ascertain investment in care, which is through students bodies their bodily demeanour and also their facial discussions.

So this just you know there was an overall absence of the conditions necessary for open discussion and exploration of different topics which limited the kind of critical discussion that research participants wanted to facilitate in their workshops. So an example of this would be students being able to identify their beliefs, but they're not stepping into critically evaluating those beliefs.

# The online environment intensifies teachers' emotional labour
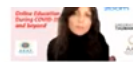
- Hard conversations, student discomfit and resistance – facilitation requires embodied responses and emotional labour
- In combination with teachers' attempts to engage students, the lack of reciprocity from students left teachers feeling 'exhausted', 'tired', 'drained' or 'pooped'.
- One-way exchange
- Increased 'performativity'
- Struggle to feel effective in teaching

So another aspect of cultural safety teaching that the online environment mediates relates to teachers emotional. Labour cultural safety education aims to develop students awareness and appreciation of difference and an understanding of the importance of this capacity to the future healthcare practice. So this necessarily involves legitimizing differences as well as an exploration of the self and one's own beliefs attitudes and values.

This means that teaching in this space is characterized by the emotional labour that is involved in facilitating and participating in what can only be described as hard conversations. So this is just part of the terrain of cultural safety teaching that there are you know there are challenges that are integral to the context such as student discomfort with their learning and resistance. And the milieu overall produces effective and embodied experiences for teachers.

So we found that the online environment intensified teachers emotional labour because students were unable or unwilling to engage with the video and audio. This really added to the emotional labour that the tutors engaged in. In combination with teachers attempts to engage students the lack of reciprocity from students left teachers feeling exhausted and tired, drained, or pooped. One tutor said by the end of the workshops I just felt completely drained and exhausted after having been switched on and engaging with while my students were just there it's really hard to be talking to students and not getting anything back from them the experience felt like being on radio or doing a podcast and not knowing how the audience's is experiencing the learning online.

So this contributed to the experience by teachers that the teaching online was a was a one-way exchange, and that their role had shifted more into being a deliverer of content. So to mitigate some of these, the tutors modified their teaching practice some of them became more performative and as attempt as an attempt to encourage interaction and participation in the online workshops. But again this did add to the emotional labour of the teaching. The overall lack of student engagement left the participants in this study struggling to feel like they were effective tutors. They described feeling disheartened inadequate and dejected by these teaching experiences. As one research participant, said and I feel like an at the end of a workshop like an absolute failure like just what am I doing. So there's quite significant impacts on teaching practice.
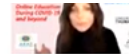
The online environment mediates:

• how students 'turn up' to the teaching environment
• The kind of contact and communication that happens
• The aspects of experience, identity and self that are shared

All of this impacts relationship-building and community building
The technological affordances of the online space are co-creating the teaching and learning environment.

If creating trusting relationships is crucial in cultural safety education,

The importance of tending to relationships:
Including the affordances of the online environment

So just to recap what it is that the research project shows, so the online environment does mediate a great deal it mediates how students turn up to the teaching environment mediates the kind of context and communication that happens. It mediates the kind of aspects of experience identity and self that are shared. And all of this impacts the relationship the potential for relationship building and community building. So we can really see that one of the sort of key outcomes from this study is that shows that the technological affordances of the online space are co-creating the teaching and learning environment.

So if we know that creating trust in relationships is crucial in cultural safety education, I would argue that it's really important to tend to relationships but in a way that includes and factors in and works in a productive way with the affordances of the online environment.

Pedagogy and *then* "engage the technological infrastructures of our online learning environments, to explore how to cultivate environments that priortise relational capacities" (Montelongo & Eaton 2019, p. 42).

Consider how students relate to online environments

Clarify intended learning outcomes of online teaching activities

Teacher training

So I'll just discuss some of the possible approaches that can be potentially be taken to do this and which I hope to move into doing in my own in my own practice.

So one of the ways to do this is to really actively think about how to add online affordances so that the consistent part of the pedagogies that are used to inform teaching. And I think the process is proposed by Montelongo & Eaton is a strong approach. They suggest to be really clear on pedagogy and then to engage the technological infrastructures of our online learning environments to explore how to cultivate environments that prioritize relational capacities.

So in this setting, I think it's it would be very productive to expand the pedagogies that enable relational learning, the ones that I mentioned at the start of this presentation transformative pedagogies relational pedagogies, to really think through these pedagogies in relation to the affordances and the capacities of online technology. So this would mean really investing in thinking through the links between the pedagogy, the content, the learning process, and the technological infrastructure. It would mean extending the pedagogies that are used to create specific consistent critical digital pedagogical strategies. So for example pedagogies that support relationship building. So really to think through how to enable this by harnessing what is possible online.

For example, we know that engaging bodily responses is really important in this teaching context. So how can we positively engage the body through online activities? We're wanting to model the importance of active and deep listening. Well, how would this be possible thinking about it learning developing these capacities with students in online ways? And I think it's important. I know that the research project presented a lot of I guess less than positive aspects of what happened in the student engagement, participation, communication in the in the online work workshop space. But I do think that it's really possible to approach the technological affordances as potentially enabling you know. If we can work with them and what they can do and what they can't do what they enable and what they constrain, in a productive way it will open up more ways of working in dialogue with students. It will open up more engagement and more scope for developing relationships and community with students. So this is this actually there's not a great deal of work that's been done in this space. So it will be really great to develop it for cultural safety education.

Another way would be to really consider further how students relate to their online environments. So actively explore what different spaces online spaces enable for students in relation to their sense of connection, relationship or community building. So looking at what different chat rooms or video meeting spaces like the interactive whiteboard for example, like what are the actual capacities of these technologies in terms of forming relationships. And use this knowledge as a basis for developing a range of teaching and learning activities that take up and use these different online space. Also I think it's possible to think about well how can these different online spaces be used in a cumulative way across the course of a subject or a unit to develop the feeling of relatedness and positive trust between teachers and students?

I have taken up this idea in my return to a mixed delivery this year. So I've wanted to really try and develop students feeling connected to the online and digital teaching strategies in an ongoing way. So I've really tried to develop the program to emphasize the continuous nature of online and on-campus teaching and learning spaces. So not, the students are coming on campus to learn, but I'm wanting to them to really use digital learning strategies in the classroom to really feel that they are staying connected to their online learning skills while they're in the on-campus spaces.

I think it would be a really positive step to clarify more, the intended learning outcomes of online teaching activities. So to develop intended learning outcomes that really assess students' own insights about their own learning about their relation relational capacities for collaboration for being sensitive to difference as they are enacted and explored in online spaces. I think it's also really important to look at how teachers intersect with all of this. And it's really important to think about how to train and support and resource teachers in the in the work in this in this space. So I think this could involve you know making sure that this the teachers you know understand how the technological infrastructure is actively being worked with to enable relational outcomes and training in for this for the teachers to really understand we're working with particular online spaces in particular ways because we know that they make certain forms of teaching and learning possible even though they may limit it in other ways.
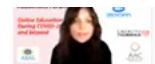
Lines of enquiry

- How students engage with online content and learning activities
- How cultural safety philosophy and other critical frameworks and pedagogies are taken up in online teaching
- Relationship and community building activities that are effective in online spaces
- Embodied practices and online teaching

The importance of tending to relationships:
Including the affordances of the online environment:

A way to further best practice in online cultural safety education

I'll just finish up by pointing to some lines of inquiry that come out of the research project. So I think there is a lot of work to be done to do research into well how do students engage with online

content and learning activities? It's a very undeveloped field in particularly in relation to cultural safety education. There's a lot more work to be done to explore how cultural safety philosophy and other critical frameworks and pedagogies are actually taken up in online teaching strategies and the doing of online teaching.

We need to do a lot more investigation into what other relationships and community building activities that work effectively in online spaces using different technological affordances? And there's also a whole host of work that that can and needs to happen which really looks at how it is that embodied practices intersect with online teaching because this is such an important component of effective cultural safety education. So I think this is the overall case that I wanted to make through my presentation which is you know the importance of tending to relationships, to develop good online cultural safety education, needs to necessarily needs to include tending to how it is that the affordances of the online environment are part of creating the overall teaching learning environment, which in turn shapes the sorts of relationships that can happen. And I think doing more work in this space is a way to further best practice in online cultural safety education. Thank you.

Vinh

Thank you very much Dr Kim McLeod for a very fascinating presentation. I'm so we have learned a lot from your presentation and consider student engagement in the online space. So it's now time for questions and comments everyone feel free, we have we still have a lot of time now so feel free to turn on your video to engage with the speaker. So we have one question from Warrangurt already are you there can you turn on your video and engage with the speaker because one of the finding and one of the challenges she identified in the research if that student didn't turn on the video soon again and they can't see the body language! So now we need to upload this turning in our for everybody feel free to turn on your videos if you feel comfortable and so we can see your body language.

Dr Kim

Thank you again I can tell you've been a very active listener of my presentation.

Vinh

Thank you so where are you wood where are you would you like to ask some Kim directly just introduce yourself first where are you from et cetera your research teaching interest and then you can ask your question so first of all we can get to know you a little bit more and then you can interact with others…

Warrangurt (Thailand)

Yes I'm well I'm working in University Bangkok in Thailand and actually I used to study in Sydney for a year at Macquarie university and I like Australia. Okay just a quick question because I was thinking about my students as well but in in your case I'm not really sure what the students like the nature of students are they from like different backgrounds? Or are they normally active by themselves or you? So I'm thinking about how can like we try to engage our students in in our teaching.

Dr Kim

So in what in what engage in what way?

Warrangurt (Thailand)

So for example some students may feel shy some, students may you know be outspoken or extrovert students something like that.

Dr Kim

Oh you know yes I think I think that that speaks to the point that I made earlier just around the importance of having a whole range of teaching and learning activities that can happen in different kinds of online spaces. Because as we found as I found in the research project, there are some students who did feel more comfortable writing a comment in the chat function and that's great but there also needs to be spaces that where students I guess are given the opportunity to relate and respond to you know perhaps us a small group of other students or to relate and respond just to the teacher. So I think just providing a whole range of different activities that are configured in different ways. Using different online spaces, it is a way really to give students an opportunity to participate in a teaching and learning activity that does lend to their preferred communication style but also gives them the opportunity to be challenged and to communicate and be part of teaching and learning in new ways.

Warrangurt (Thailand)

Thank you thank you very much.

Vinh

Thank you very well for your questions and Kim for your insightful answers any more questions every once we still have plenty of time it's time to interact with the speaker and each other. You can type a question in the chat spot and I can invite you to read your question aloud or you can turn on your video and mute yourself to ask a question. Do you share the same challenges that Kim encountered in and shared in her research? And do you have any thoughts about that? So Kim, my questions so what did you do and your teams do to encourage students to turn on their videos or to ask questions or to engage with the tutors directly rather than used in the chat function?

Dr Kim

They tried a range of things so yeah I mean that there were there were just a lot of factors that prevented students from turning on their cameras. So there was a practical issue of bandwidth, there was a practical issue of students not wanting to show their home environments, it was a practical matter of students having children at home and having people with them in their you know their classroom at home. So there are a whole lot of sort of practical factors that prevented students from wanting or being willing to turn on their video.

I mean that the tutors encouraged students to turn on their video they invited particular questions, they reached out to specific students. But I guess there wasn't an overall sort of culture or feeling that it wasn't going to be a common practice in those particular online workshops.

Vinh

Yeah and I also feel that maybe they don't want to share their privacy [inaudible]. And privacy is taken seriously some in in some parts of Australia also.

Dr Kim

Yes, that's that that that's correct. So there were a lot of a lot of barriers to that that being something that the students were very readily and easily took up in in the online workshops. And also I would say that that Blackboard Collaborate doesn't have the capacity to let the whole class be present on the screen as we have here in Zoom. So the students, and I do feel that the students would like that, it does having being able to see your classmates and see you at see your teacher on the screen like it's been shown to give a feeling of connection. And I mean obviously I'm sure we're experiencing that right now so I so just the limitations of Blackboard Collaborate don't enable that whole classroom feel or you know don't allow more than five people on the screen at any one time. So it didn't really let students and teachers have a chance to experience well it's really it's worth it you know if everyone turns their video on because we are going to get a chance to kind of you know be here as a group together participating in this in this workshop together. So I think that that didn't get a chance to get started and students didn't get a feel for that just makes everything a lot more productive in in the classroom. So that that also sort of prevented you know students taking up actually turning on their videos.

Vinh

Yeah yes yeah thank you very much and I also think now UTAS are using [platform name] so we are you we are using two platforms at the moment so Collaborate Blackboard and [uMedicine?] time so hopefully this will help tackle the challenges also. Thank you very much for your answer Kim and Irish you put your hand up that's wonderful can I invite you to share your questions.

Irish Mae (Philippines)

Thank you so much Dr Kim for that very insightful discussion actually I have a lot of things in my mind right now especially considering the challenges that we have. I don't know if it's true I mean this experience is also mutually shared with the rest of my colleagues in the Philippines, but basically one of the challenges that I see as you know teachers even for college students is that we are competing with other social media platforms, other distractions online we have TikTok. I don't know I have observed that a lot of students seem to be so interested in other stuff outside of the academic stuff. Like they tend to be more discursive they tend to be more sort of aware and very participative when talking about stuff that's outside of the academy. But then if you know tell them okay we'll be using Facebook since Facebook is very popular to you so we'll use Facebook but then apparently their participation you know dwindles once it's already part of the academy. But then when you try to look into how they engage with their colleagues or with their classmates outside of school they're so participative they're so noisy online so basically yeah that's one of the challenges that I would wish really for some other you know participants here in the Zoom room to probably address and probably from Dr Kim herself I don't know how did you do that as you know as a team?

And basically, second to that is now that we're competing with the rest of the distractions, you are already problematizing their engagement their participation and all that. How much more is the problem becomes even worse because you wanted as much as possible for them to assert their identities for them to understand what the cultural pedagogy is etc so yeah the second problem is how are we going to really inculcate in them that basically this online classroom is intentionally you

know for them to understand their issues that's happening around them, for them to be more participative, for them to be more assertive and all that so I hope you got my question thank you Dr Kim.

Dr Kim

Thank you so much Irish that they're really excellent questions. So to your first question around your observations of how students are so active and so engaged and got it all going on in their personal online communication. Look I just think you know and I think it's really your observation of the gap between that and how it is that the same online platforms and modes of communication have been able to be taken up in teaching and learning in the tertiary sector is something that's just really worthy of a lot more investigation. I guess you know I feel that academic educators need to come to the party and really start to investigate and learn how it is that you know young people in particular are communicating and learning and thinking and speaking in their online spaces and to really harness those and learn from those modes of engagement and take those modes of engagement and use them in teaching and learning spaces. And to me the only way of that happening is by co-designing teaching and learning with young people with students and you know just really banking on young students generosity in teaching educators and academics about how to like, yeah I just I think it's such a it just needs it needs a lot more active engagement because I think without it, there is going to be an increasing gulf between how online education is delivered by educators and how it is that that particularly young people are just living thinking writing connecting communicating making sense of the world all those ways that they're currently using it in their social media.

Yeah and your second question was also really excellent and I had it in my head it was that's right sorry it was how it is that the teaching team was able or tried to, correct me if I'm wrong, get across in the online space the importance of I guess all the things that we're wanting them to learn out of you know a culturally responsive pedagogy is that Irish so do we get across the importance of active listening, how do we get across the importance of reflective thinking, how do we yeah and that's such a great question. Because I think what really struck the teachers who participated in the reflective research project is that they getting that stuff across is often what the teachers in this study do by how they model their comportment in the classroom it's how they show themselves, how they model their own active listening in the classroom, it's how they embody relating to people in the physical classroom. So a lot of that was around modelling that the teachers just do I guess without really recognizing the skills that they're drawing on and what is it they're doing when they're in the shared physical classroom. So it was really interesting to see you know the expertise that teachers have to do all that modelling that they don't realize that they are doing.

And I guess that the challenges of doing that in the online space just made me realize what it is one of the points that I put in my discussion which is that I just think it shared physical space but even more so in the online space what it is that this has to be made more explicit to students. So whether that's through you know the intended learning outcomes need to be ones that directly speak to the capacities that you're wanting students to cultivate so capacity is inactive listening, capacity is in reflective practice and for that to be clear to the student. And I guess also I'm just naming that up and being explicit about that when it's happening in a teaching and learning activities so that so that the teachers and the students and everyone really knows that the point of why it is that we're engaging in this way is to develop X or to you know learn a new insight into Y. So yeah I just think it's just so important to yeah and this is for myself too just thinking about well how is that named up

and conveyed to students as being important and also it kind of gets to the guts of what the teaching is about you know so that they know that that's the key so what is actually in the doing of that activity. You know wherever it happens in shared physical spaces or on online. Yeah but I just think that it's such a great question because it points to that work and research that needs to happen around well how does a teacher model active listening just working in online spaces in relation to cultural safety you know. So what would actually configuring an activity and some modelling and some feedback to the students and some you know a form of assessment. You know just working in the online space using different platforms using different ways of configuring people yeah so I I've absolutely answered that but it's yeah such rich questions thank you yeah.

Irish Mae (Philippines)

thank you so much Dr Kim it boils down to us again doing a lot of things especially now that we have turned online thank you.

Dr Kim

Correct and I think one of the things that strikes me around that is also learning about as I said in my presentation the affordances of what the different technologies available to us actually do. You know that the active players and shapers of what happens in the teaching and learning activities. Active in how it is you know the sort of teaching and learning environments that we can create. So I just think there's also just such a lot of work to be done around investigating the specificity of the different technologies that are available to us in the online spaces and what it is that they enable and what they what they limit.

Vinh

Okay thank you very much Irish for interesting questions and Kim for sharing your answers and your experience about that thank you so much. And we have another questions from the [name] and from Vietnam can you ask the question directly.

[Name] Viet Nam

hello, miss Vinh, hello miss Kim yeah thank you that's okay everybody can you hear me this okay yeah thank you for a very interesting topic and this afternoon. With my position at the university I have some my difficulty in making the environment especially for engaging the collaborations of my students. Could please share some experiences in that case? thank you miss Kim.

Dr Kim

Thank you very much for the question so I think you're asking about how to enable collaboration between students. Great so this is I mean this is such a good question and I guess you know just in an ongoing process of exploring how to do this myself, so I guess yeah experimenting with different ways of seeing what works. So for example you know like I clearly struck some I don't know some real learning around how it is that students are willing to collaborate and engage with each other in the synchronous online web classroom but for example I just think it's really important as I said before to really mix up the kind of platforms and kind of spaces and the kind of options that students have. So one collaborative activity that I've since added to the teaching program is to get students to do a peer sharing activity with each other but in an asynchronous discussion board. So this clearly works for some students. Some students didn't engage with it very well but other students you know they went away and they had reflected about part of their life and took a photo and then they

shared that and then they responded to another student's post who did a similar thing. And for some students that was a really great space for them to have a collaborative engagement with each other. And there's the other students that clearly didn't suit or interest. So I guess it's just yeah that's that just trying things in a range of different ways to see what works.

Vinh

Thank you very much Kim for the question and for the answers but it's really it's a really interesting discussion isn't it and now we have a lineup of speakers a question so next I will invite Grace great she put her hand up please really right to the grace I remember you from Hobart

Grace (Philippines)

My name is Grace Abad from the Philippines one state universities in the Philippines. Yeah, I interested with your output on the online environment intensifying the teacher's emotional labour. Okay so it is really true that sometimes teachers also had a hard time also conversing with students online because of, yes we also share the same experience on bandwidth and then we also have experiences on students having discomfort in talking. But my one of the challenge that I would like to ask you is how did you go about with your struggle to feel effective in your teaching?

Dr Kim

Thank you grace that is a that's a good question. So I guess as I flagged in in my presentation, it I just to speak on behalf of the teachers who participated in in the study, working in that kind of online classroom in that way just presented some really fundamental challenges to how the teachers felt about their own teaching. So I guess what I get from that is that it's really great that we had a learning experience and, from that I guess the learnings from that are that it's really I don't know important to… I guess you know as I as I mentioned for teachers to really learn and understand what is limited and is impossible in online teaching spaces. So I guess to kind of you know go, through a process of managing expectations. And I and I think just like as I pointed to when I was responding to Irish's question that work of really I guess getting really linking what happens in the online learning spaces with the pedagogies that you're using and really using like you know developing teaching learning activities that are very well tailored to the different online technologies. And understanding what you're doing and just explaining and making that clear to the teachers so that they really understand what it is that being a teacher in that space is going to entail for them.

And you know providing some training and some resourcing so that they understand what is going to happen in the space you know how they might potentially respond effectively to the space. And I guess also to me, I feel like I can't send my teachers out into this out into this world again until the I can really communicate to them that that there is a there is a bigger picture of teaching and there's a bigger picture of pedagogy which is informing this big range of teaching and learning activities that happen in a range of ways using this range of technologies and across all of that the students will be getting a certain teaching and learning experience and across all of that the teacher is going to get a range of different teaching experiences. I think your question is so great because it really points to how it is that teachers' identities need to evolve and change around expectations, you know who we are, what we rely on to give us a feeling that our good teaching and learning interaction has happened. I mean that was what was really striking to the teachers who participate in the research study is that they just felt like all the means that they have to really and get a sense that the students understand the content you know to read the room to you know to see that oh there's a student over there who's looking a bit distressed or all the things that we do in that embodied way

in the classroom. If that if that's not there we still need to have ways of feeling like you can be an effective teacher. So I guess that's just real you know learning about what is possible and accepting limitations and you know and the possibilities. And I guess you know it's contributing to conversation with teachers around yeah. That there's different modes of teaching for different spaces and that you know overall, there should be a package of teacher engagements that happen across the course of a program of teaching that allow the teacher to experience a whole lot of different things and to and to kind of accept that it's a bigger range now.

You know what I mean it's not just the shared physical classroom where you're relying on your kind of your tacit knowledge of you know I can feel this the class has got it now or I can moderate this student because I can tell they're getting a bit upset. Like it's there's just a whole new repertoire of engagement that I think teachers need to and myself need to understand moving through different spaces, different capacities are required at different times. Yeah and that hopefully should let teachers feel and understand that they still they're being a good teacher but just perhaps not in the one mode that they developed through being a teacher in shared physical space classrooms.

Grace (Philippines)

Thank you very much Kim for the enlightenment of such a very struggling truth about teaching now and our struggle as teachers thank you.

Vinh

Thank you grace thank you again for the great questions and Kim for sharing I really like the concept that you mentioned in your answer about various moments the teacher needs to engage in different ways in various modes regarding even the important roles of multi-modality in our teaching now. So that's concept so we had lots of questions now. James can I invite you to ask questions?

Thanousoune (Laos)

I'm a teacher in Laos and I teach English for leading subject. I asked my questions that how to encourage how to engage students in teaching reading on online?

Dr Kim

The question is how to engage students in a reading subject in the online space.

Thanousoune (Laos)

Yes because while what I teaching some students do not do not like to participate. Some students less of I mean that the joy for a few minutes and they leave the meeting. How to encourage them?

Dr Kim

Yeah thanks that's a great question. I look it's just I wish I had had some really good answers about the realities of students who are doing their learning at home. Like I just I think it presents really fundamental kind of challenges to students staying with their online learning and I guess just to sort of to go back to the one of the points that I made before just around giving the students an opportunity to really engage in a range of different online spaces and on online activities so that there's not just the one form of engagement that perhaps is quite not workable for a lot of a lot of students. There's you know the students who you know I've been reflecting on in this presentation

like there was a very large proportion of students who were clearly in very busy distracted people heavy environments on their phone you know listening on and off to their online learning classroom.

So yeah I just think there needs to be other options in addition to that.

Thanousoune (Laos)

Yeah can I share some something for this problem I give some assignment for my students to do at their home in their free time. And after that they hand in me in other hours or after other weeks that are possible?

Dr Kim

Yeah look I think that sounds like a really great strategy that is really great to have that have that in in the mix and I think that's … you know this has come up a few times just that that you know being open to having a whole mix of ways of engaging and that sort of looking at is an overall package of teaching and learning activities and engagements that together work together to create the overall teaching and learning outcomes that you're aiming for.

Thanousoune (Laos)

Yes thank you very much Kim.

Vinh

Thank you that's wonderful thank you very much to you both and we had two more questions one from James.

James (Brunei)

Okay I think we're ready to go thank you very much for giving the time thank you Dr MacLeod for your presentation. I've actually got two questions if that may be permitted. Firstly what extent are your findings that you shared specific to your particular discipline of cultural safety and healthcare education? Or do you think they're relatable to other disciplines?

I'll go ahead and ask the second question which is maybe more in line with the discussion so far. You talked at one point about returning to on campus face-to-face teaching which is something that we here in Brunei had to do recently in the previous semester. I'd like to ask how did your students react at that particular point? Did they really love to be back in the same room and they really wanted to carry on in blended mode or did they were they neutral or even negative about it you'd like to address that?

Dr Kim

Thanks James thank you for your question so just to I've got such a positive response to your second question I'll attend to that one first the students. I mean the students that traditionally like in this space you know, they're health profession students and they're often it's not they often have quite a focus on clinical learning and it's not always entirely obvious to them the importance of why they're doing this teaching and learning. So in previous years, there's we you know we just anticipate and expect and work productively with you know a degree of student resistance to the teaching program. But I would say the students returned to campus and on-campus workshops, so we returned to the delivery which we've been doing prior to COVID, which you know I feel is pedagogically sound. So the students get online content and on learning and teaching activities and

then they come on campus and do peer-led learning activities facilitated by a tutor. And they have just been so open and responsive and attentive and contributing in class and just really conveying with their bodies how grateful that they are to be learning in a group of people with a teacher. Yeah it was quite it's been quite a stark change of demeanour and application by the students across the board. Yeah so there you go like it's that's a really unexpected positive outcome and I guess it's also the teachers were just so grateful to be in the shared physical space classroom again too because you know just being able to draw on all those skills of teaching that that you know educators often just have without really even being aware of them. To be able to bring all that into play again was just a huge relief for the tutors in in the teaching program.

To go to your earlier question it's a really good question and I know I was thinking I should have something to say about that in my presentation but I didn't quite get there. I kind of outlined the distinctive features of the cultural safety education which really do focus on learning in and through relationships. So, I you know I guess that any kind of teaching that has that as a little as a bit of a focus everything that I say should be applicable to that to that kind of teaching. Certainly you know my students are all allied health professionals but I but I think any student who is going on to work with people or to have an applied dimension of their of their learning I'm hoping that most things most of the observations would be consistent for that student population as well. Yeah it's interesting though there's it's like there's yeah there's just not a great deal of research and engagement in the cultural safety space. There's a little bit more in the diversity and inclusion space so yeah it's these yeah that they're perhaps not as separate as they as they need to be.

Vinh

Thank you James and thank you Kim can I ask because I have one question related to your answer can I ask a question related to that? Because it's related to Kim's answer so keep I know you are coordinating big units at UTAS and as you share previously with me made one you have over 1000 students in one unit right and or are they all in Tasmania? Or are they from different parts of Australia and even from overseas? If they are oak into back to campus so you said you won't do any on education for or for student outside Tasmania or as outside Australia can you share a bit more about your teaching context?

Dr Kim

Yeah sure so this this is actually the way that I've always worked in my time at UTAS so working across multiple campuses and there's we have a campus in Sydney we have three campuses on the island of Tasmania. I mean I guess I imaginatively see the student cohort as like they're all kind of the same they're just physically based at different places and all the students get the same teaching and learning experience, so they all engage with the same online content and they all do the same teaching and learning activities online. And then they go to their respective campuses and participate in on campus or shared physical space workshops.

Now as I said before that I feel that that works very well as a way of students exploring in an experiential peer-led way the concepts and the ideas that they're being exposed to in the online content. Now the way that I work is that I have a large team of casual academics who do the work of being the teacher facilitators of the online workshops at all the different campuses. So I have teaching staff in Sydney, I'm teaching staff in Launceston, I have teaching staff in Hobart I have teaching stuff in Burnie and they go to those campuses and they're physically present as the teachers in the on-campus workshops at the four different campuses.

And I think I've always emphasised the importance of team building of reflective practice of collaborative research of the teaching team knowing each other and developing relationships with each other, and you know work really hard to mentor and support my casual academic teaching team. And I think the model works because the teachers are very well supported in terms of guidance as to how it is that they facilitate in the classroom so I provide a really detailed teaching guide which you know outlines each teaching learning activity, it explains what the intended learning outcome is for each of the teaching and learning activities, and I provide all the classroom teaching materials that that teachers need to teach in their shared physical classrooms. So, and also the teachers debrief and talk with me and each other. So I guess there's a lot of resourcing and care that I put into working with my teaching team that makes it like, I feel sure that the students across all the campuses are getting a similar on-campus in-person experience when they're in the classroom which is really important given you know I'm expected to deliver a pretty much standardized teaching learning experience to all students in all places.

Vinh

That's wonderful thank you very much and I have learned from your teaching contest and that the purpose of the seminar series not only about engaging with ASEAN participant academics but also for UTAS academics to learn from each other and we learned from different disciplines so that's really interesting to know because in my units and in my teaching I'm also teaching I had teaching staff at different campuses at the same time I had students out of Tasmania and overseas so I'm still doing online teaching I did before COVID-19 during COVID-19and after COVID-19. So really interesting to learn more from your experience your teaching content thank you very much. Martin can you invite you to ask your question please?

Martin (Vietnam)

Yes thank you so I'm martin I'm in Vietnam. So I don't know if it's in the scope of your research, but I was wondering if you have tried using different types of teaching scripts to see which one was the one that gives the best engagement and the other one is if you found different ways to understand or to measure engagement? Because you see it is quite different to teach on offline and online so the way to measure engagement should also be different right. So the way we deliver lecturers offline should be also different online? So I was wondering if you had your research scope with that?

Dr Kim

Thank you for the question martin. I, yeah, it's a good one. I think the only way to really investigate student engagement is to invite students to give you that feedback. And I'm planning on moving into that space for the next iteration of my teaching which happens mid-September through to Christmas. I think it's yeah I'm just at the moment at the moment thinking about I guess creative and qualitative ways of engaging with students to really drill down into how it is that that they are engaging with online teaching and learning as well as in the shared physical spaces. So yeah that's being planned.

And on the matter of different teaching scripts, can you explain a little bit more what you mean?

Martin (Vietnam)

Right so yeah normally we have a way to deliver lectures offline and so normally we have to change it let's say make the lectures shorter include more tasks individual tasks group tasks and you know

teaching from larger groups into in smaller groups there's a number of changes that we have to make. So have you tried using different sort of scripts on the lectures? Or have been they all the same?

Dr Kim

Yes so I have transitioned into ditching the online lecture together. So and this is that changes the shape and design and look of my online content. So effectively the students are led through a series of teaching and learning activities online. So they don't have that passive learning experience of just watching an online lecture, they are actively engaged in their learning all the time. And I guess you know pedagogically you would think that's great you know we should have we should have more of that, but I do feel that that there is a space for short online lectures to still be part of the mix. I think there is for some students just receiving and learning through engaging with information that's been distilled for them and is being explained by an expert is still good to have as part of the mix of what they do they do online.

So in terms of experimenting with what students respond well to, you know I'm just noting at the moment the feedback that the last lot of students gave to that mode of delivery. Yeah and they you know it's more challenging for them it asks more of them. So it's you know it's that interesting thing of balancing I know it's stronger pedagogically but also just also wanting you know students overall to have teaching learning experience that they can move through you know and enjoy.

Vinh

Thank you very much everyone we have such a productive discussion today and perfect timing 5 30 now so it's maybe if you don't have any further questions perhaps we can stop now. And once again let us express our thanks to Dr Kim MacLeod for sharing your fascinating research to us and for to all wonderful participants for your active engagement. Thank you so much for your time and we look forward to seeing you tomorrow a Professor James Vickers director of the Dementia Centre at the University of Tasmania to talk more about online and education in his discipline. Thanks very much everyone have a great afternoon have a great evening and I'll look forward to seeing you all tomorrow thanks very much bye thanks so much goodbye thanks everyone.