

v a n
g u a
r d

- COBL 2021 -

- LEARNING AND TEACHING AWARDS -

**v a n
g u a
r d**

- COBL 2021 -
- LEARNING AND TEACHING AWARDS -

vanguard
2021



vanguard

/ˈvɑːŋɡɑːd/

noun:

1. a group of people leading the way in new developments or ideas.

The articles in this edition of Vanguard are crafted from the submissions made for Learning and Teaching Awards in the College of Business and Law, in 2021. The vanguard are the teachers and staff that turned struggle into opportunity. These are the teachers who saw their students disengaging and made active changes to their practice to bring them back. Those who reached out to collaborate and form partnerships to enrich student experiences, even from behind their camera. And those who continued to support teachers and enable change even as they themselves wrestled with home schooling or lonely lockdowns.

What stands out in this edition of Vanguard is not big budget, well-funded, flashy innovation. It is everyday innovation. Not every day in the sense of ordinary! But every day in the sense of accessible, in the sense of making impactful changes with just the tools at hand.

Make no mistake, the innovators in this issue are exemplary and commendable, but they are also more than that, they are leaders who have led by example. They have taken their knowledge and expertise, and perhaps more importantly, their passion for positive student outcomes and driven meaningful changes.

As we look forward to what comes next in higher education, particularly our opportunities to re-engage in campus-based activity, this is an opportunity to pause and identify the innovations that we must not lose- the parts of 2020/21 that we can all take in, build upon further or use to inform our L&T practices. We hope you will see these stories as inspirational, and importantly, within your reach. By putting names and faces to the different initiatives, we also hope that you will identify like-minded colleagues, reach out to them, and further connect across the College's vast network of amazing educators, enablers and L&T superstars.

*Professor Claire Macken
ADVC Learning & Teaching, CoBL*

one

pg 8–39

*learning and
teaching initiatives*

two

pg 40–51

*learning and
teaching leaders*

three

pg 52–57

*sensational
sessionals*

four

pg 58–61

*our students
appreciate...*

COBL 2021 LEARNING AND TEACHING AWARDS



one

learning & teaching initiatives

Explore a showcase of teaching and learning initiatives that have had real impact in 2021

Challenging RMIT students to envision Melbourne in 2030

From a vibrant CBD to sprawling suburbs each filled with unique character, Melbourne presents a unique challenge for future mobility designers. How will technology change the way we work and live?

Inspired by this question, RMIT Marketing Lecturer Dr Marian Makkar launched the #YourMelbourne competition, challenging RMIT students to engage in multidisciplinary work and conceptualise a vision for Melbourne in 2030 by addressing the 17 United Nations Sustainable Development Goals (SDGs).

Applying a problem-based learning (PBL) approach, students were tasked to address critical global challenges, encouraging a deeper understanding of world issues. Urban agriculture incorporating energy sourced from EV batteries, a plan to reinvent Melbourne as a green oasis with recharge zones, and creation of business hubs on the city outskirts were just some of the progressive concepts submitted.

The competition, in collaboration with BMW Group Australia, offered over \$10,000 in prizes across individual and group categories as well as rich opportunities to gain industry experience working with BMW and cross discipline collaborations across RMIT colleges.

First prize in the group category was won by Bachelor of Engineering student Ruchitha Gummadi and Bachelor of Design student Brittany Keyworth.

They thanked Dr Makkar for launching the challenge.

“It was a fantastic opportunity and Ruchitha Gummadi and I are so pleased with the outcome!” Kenworth said. “So happy to see RMIT and BMW partner to push such forward thinking initiatives and awesome work to everyone who participated!!!”

“Future generations rely on today’s actions and decisions; our submission addresses how creating a circular economy elevates sustainability and efficiently produces green energy incorporating futuristic technology and networks. Winning first prize at this competition means a great deal

to me as it validates my passion for future tech, sustainability, and renewable energy!” Gummadi said.

Bachelor of Arts student Jade Armstrong won first place in the individual category.

“It was a challenging topic to reimagine the future of a city you call home. Imagining a greener city through #YourMelbourne has raised my awareness of the possibilities and deepened my desire for change”, she said. “I am proud that my work and vision of a greener future for Melbourne were recognised through this competition.”

As a true cross college collaboration, this initiative created opportunities for cross-disciplinary team collaborations involving academics and professional staff (industry and student facing) across the University.

As project leader, Dr Makkar collaborated extensively across the University, including working with Associate Professor Wendy Steele (School of Global Urban and Social Studies) and Catherine Cabacis (CoBL Strategy and Innovation) who managed the relationship between BMW and internal stakeholders. Stephanie Parma and Geraldine Griffiths (Central Careers and Industry Experience team) provided end-to-end support of the students, from promoting the competition to running the information sessions successfully.

Academics from many different disciplines also took the opportunity to integrate this competition as an extracurricular activity in their courses to build students’ critical thinking and problem-solving skills. Importantly, this competition led students and academics to reflect on what companies like BMW are focusing on in terms of tackling challenges of climate change, the growing population and the need for future mobility solutions amidst a rapidly evolving landscape.

There was also a high level of engagement in the competition from academics and student groups across CoBL, demonstrating the value of impactful industry projects for societal change and the value of cross college collaboration in teaching and learning.

Your Melbourne, with BMW

Participants

*Dr Marian Makkar, Lecturer, Marketing (EFM)
Team - Catherine Cabacis, Stephanie Parma, Geraldine Griffiths*



From left to right, Wolfgang Buechel, CEO of BMW Group Australia, Associate Professor Wendy Steele, Sustainability and Urban Planning, Dr Marian Makkar, Lecturer in Marketing.

integrating XPLAN

Participants

Orhan Azizoglu, Industry Fellow for Wealth Management (AISSC)



Bringing industry software to learning

When thinking about industry partnerships, guest speakers and collaboration on assessment tasks come swiftly to mind. These have of course proven to be valuable elements in engaging students with industry. When Orhan Azizoglu reflected on the presence of industry in the Financial Advisory Practice capstone course however, he identified a different gap in the authenticity of the learning experience.

As course coordinator as well as Industry Fellow for Wealth Management in the School of Accounting Info Systems and Supply Chain, Orhan has extensive industry as well as teaching experience. In reviewing his course, he saw opportunities to significantly increase the authenticity of the assessments.

He started by integrating XPLAN, industry standard financial planning software. XPLAN is used by the majority of financial planning firms to construct compliant and effective financial statements of advice.

Students in the capstone course are now able to use the XPLAN platform to prepare compliant personal financial advice as part of their two major assessments for real-world case scenarios and apply authentic strategies to come up with solutions.

Students can input clients' goals and complete a risk profile questionnaire to match with appropriate strategies. Clients personal and financial circumstances can also be uploaded to XPLAN and, with integrated tools, students can create a client's Insurance Needs Analysis.

XPLAN also provides simulation tools to generate accurate financial projections allowing for rich and authentic learning activities. Multiple strategies can be used through simulation tools to come up with the best recommendations.

To extend the value of this new problem-based approach, Orhan introduced an additional industry component. Students in the course can now present their personal financial plan to an active licenced financial planner and receive feedback as part of their assessment. This authentic learning approach also provides students with networking opportunities with industry representatives and valuable opportunities to receive authentic feedback on their work.

As a result of these course changes the Financial Advisory Practice capstone course saw a significant jump in overall satisfaction and good teaching scores from 2019 to 2020.

02
L&T Initiatives



xplan																						
Proposed Mr John M. Smith: Smith, John (2 of 2 accounts selected) Run compliance																						
Account Group					Asset Allocation					Regional Allocation												
Portfolio	Value	Cash	Amount	HYB	Other	UK Eq	Prop	Govt B...	Cash	Eur Eq	Emerg	US Eq	InvGrd.	Struc Prod	Asia Pac	UK	USA	EURO	JAP	PAC	EM	
Target				30%		20%			10%	20%		40%										100%
Proposed	2,968,642	38.54%	1,144,247	5%	9%	11%	4%	8%	30%	2%		3%	16%		2%	33%	8%	2%		1%	1%	54%
Variance				5%	9%	-19%	4%	8%	29%	-18%		-37%	16%		2%	33%	8%	2%		1%	1%	-45%

Instrument	Units	Native Cur...	Cost Base	Value	Target Value	Proposed Value	Open Orders	Target Units	Proposed	Fees	Net value	Taxable FY Real	Gain/Loss	Taxable Gain/Loss
				1,874,342.12	2,968,642.75	1,094,300.63							104,706.37	(91,016.24)
				1,587,903	2,699,557	1,111,654.29							84,516.00	(65,251.7)
UK EQUITY				541,368.47	290,548.45	(250,820.02)							20,281.48	
Artemis Fund Managers Limited - Artemi...		GBP	31,758.07		31,758.07			13274.5667	13,274.5667		31,758.07			
BARCLAYS - ORD 25P	60,0000	GBP		10,107.55		(10,107.55)			-6,790.0000	1.00	(10,106.55)		(8,750.74)	
BHP GROUP - ORD \$0.50	35,0000	GBP		14,178.15		(14,178.15)			-7,350.0000	1.00	(14,177.15)		(1,636.59)	
BP - \$0.25	37,0000	GBP		40,085.43		(40,085.43)			-7,437.0000	1.00	(40,084.43)		7,851.08	
BR AMER TOB - ORD 25P	23,0000	GBP		24,011.03		(24,011.03)			-823.0000	1.00	(24,010.03)		(8,976.46)	
DIAGEO - ORD 28.10/1108P	35,0000	GBP		25,170.08		(25,170.08)			-735.0000	1.00	(25,169.08)		14,817.04	
Fidelity (FIL Investment SVCS (UK) Ltd...		GBP	115,879.04		115,879.04			128014.847	128,014.8...		115,879.04			
G4S - ORD 25P	72,0000	GBP		24,711.36		(24,711.36)			-11,372.00...	1.00	(24,710.36)		(8,589.05)	
GLAXOSMITHKLINE - ORD 25P	46,0000	GBP		29,214.80		(29,214.80)			-1,846.0000	1.00	(29,213.80)		4,880.62	
HSBC HLDGS UK - ORD \$0.50 (UK REG)	89,0000	GBP		40,746.43		(40,746.43)			-6,289.0000	1.00	(40,745.43)		8,835.49	

embedding industry

Participants

Dr George Majo, Lecturer (SBM)

The value of growing student internships

Dr George Majo has been a lecturer at the School of Business and Management in RMIT Vietnam. for the past 10 years. He is a member of the Business Innovation Department, and has coordinated and taught a number of courses during his time at RMIT.

Over his teaching career, Dr Majo has been lauded by peers and students for his teaching and course development. With a firm eye on the value of student and industry collaboration, Dr Majo was quick to replace lectures with active learning and open discussions. He consciously links as many industry-related aspects into his courses as possible, drawing on his wide industry networks to incorporate discussion with organizations as well as current and potential employers of RMIT, interns and alumni.

Where his experience really takes hold though, is in student internships.

“Not only does he demonstrate exceptional supports for students through inspiring and engaging them, his industry engagement for RMIT in Vietnam is unparalleled, and from this internship students and other course students are afforded exceptional insights and supports from his knowledge” Professor Robert McClelland, Deputy Dean, at the School of Business and Management in RMIT Vietnam said.

Dr Majo has been responsible for exponentially growing the internship program in Saigon and Hanoi. From 12 internships in 2017, Dr Majo has progressively grown the program enabling 859 internships, with 433 internships in 2021 alone.

“[Dr Majo’s] valuable work in connecting the company with RMIT Career Industry and more importantly, with the talented RMIT students is highly appreciated.” Thomas Harris, Vice President, Fulfilment, Tiki Vietnam said.

Dr Majo’s students are highly valued as interns, particularly for their critical thinking and problem solving, and they are known as being fast learners.

This has been noted by industry:

“Overall, we are really astonished and satisfied by the preeminence of RMIT students. Therefore, we also want to convey our compliments towards the RMIT students and thank [Dr. Majo] again for creating and supporting such a wonderful connection.” One industry partner said.

In addition to building relationships and growing the number of student internships, Dr. Majo has also put significant work into developing and refining the internship curriculum in SBM, and supporting the development of other staff by running sessions on internships across the university.

To improve the quality of the internship program, Dr. Majo changed the structure of the course from a pass/fail course that had little feedback provision to a graded course with new assessments allowing for more real-life application and authenticity and increased contact with, and feedback from, industry. Adjustments like these have both improved the quality of the program and helped students achieve greater outcomes - including success in global competitions.

“Your industry knowledge and patience have really given us an opportunity to broaden our knowledge and hone necessary presentation skills to thrive in such a challenging international contest.” one student said.

“Without your support and many efforts to connect us with industry partners (many of whom used to be in panels of judges with insightful reviews), we would not have been able to improve and ultimately enter the Final Round of the Global HSBC Case Competition in Hong Kong.”



impactful partnerships

04
L&T Initiatives



Pictured: Industry experts from the Executive MBA industry speaker series organised by Dan Bao

Participants

Dan Bao, Sessional Lecturer (GSBL)

Transforming the ‘Managing Business Operations’ course

Dan started his MBA journey by sitting his first MBA class at Stanford University, but that dream was placed on hold, until resuming as an Executive MBA candidate at RMIT. From his industry experience as Program Director leading Digital Transformation initiatives, Dan knew exactly what he wanted from RMIT’s E-MBA program. Now as a sessional lecturer, he understands first-hand the importance in bringing relevant industry insight into E-MBA curricula and was provided an opportunity to implement a vision he long held, by teaching the ‘Managing Business Operations’ course. This was restructured and led by Dr. Tim O’Shannassy with assistance from Associate Professor Justin Peirce.

The course restructure enabled a focus on three main elements, as the vision was to:

1. Create a partnership with Ability Works (a not-for-profit social enterprise) which focused on providing benefit to the local community and assisting disadvantaged people.
2. Provide innovative assessments aligned to real-world scenarios, covering both strategic and tactical aspects.
3. Experience C-suite engagement through guest speakers, who gave firsthand insight into their own lived experiences.

Dan arranged for the Executive MBA candidates to be provided with insight into the real-world business operation challenges that the partner Ability Works faced. This was enacted through the capture of high-level videos and voice recorded briefs on the organisation, coupled with an opportunity to ask questions live online, which resulted in over 100 follow up questions to Ability Works which enthusiastic candidates embraced.

As part of assessment, students were tasked with solving these real-world challenges and presented recommendations and potential solutions to Ability Works, moderated by an assessment panel which enabled live feedback.

The Executive MBA cohort provided meaningful outcomes linked back to course syllabus and teaching and learning objectives. In addition to the formal group presentations, Dan provided detailed written feedback highlighting areas to focus, based on similar scenarios in real-world industry projects.

“From our perspective, each of the group presentations provided at least one key new insight not previously considered by Ability Works.” Sue Boyce, Ability Works CEO said.

“This demonstrates the value and impact of RMIT Executive MBA students and their innovative contributions toward real-world, industry-immersed learning. Ability Works are extremely appreciative of these insights, and plan to follow up on each of them.”

Employees of Ability Works provided Dan a video expressing thanks for the outcomes of the E-MBA candidates’ work, which was shared with all participants including the class and guest speakers.

“The recommendations have the potential to add enormous value and be of great benefit to employees of Ability Works, thereby demonstrating a connection between real-world industry immersed learning, led at the forefront by Dan, showcasing innovation in teaching and learning.” Sue Boyce said.

In perfect complement to the Ability Works partnership and aligned with assessment tasks, was the guest speaker series that ran alongside delivery of the course to provide industry insight into managing business operations challenges. This also created networks and pathways for E-MBA Candidates to enhance their career after completing studies. This was one of Dan’s visions which he sought to implement, as part of his own Executive MBA experience with an aim to strengthen networking opportunities and career development.

Guest Speakers were specifically chosen to align with Executive MBA candidates’ careers/industries, and to provide professional connections for future post-MBA relationship building. Several speakers represented the Recruitment, Executive and Talent Acquisition field, while other speakers gave insight into opportunities and challenges in specific industries in Banking/Financial Services, Technology and Management Consulting.

“Thank you for reaching out and inviting me to something so incredibly important, supporting students, and in turn supporting such a great organisation like Ability Works.” Guest speaker and Head of Talent at Capgemini Kate Hickman said.

This has been a unique experience for Dan; as he is grateful for the opportunity to provide input in shaping a course; and is humbled by the positive feedback and encouragement from the class, his academic peers and also his guest speaker colleagues; as all participants have made extremely valuable contributions towards this partnership.

integrated perspectives on business problems

05

L&T Initiatives

Supporting students into becoming a professional and in their transition to learning

Our first-year BUSM2577 Integrated Perspectives on Business Problems foundation course in the BBUS 2022 program is a WIL course that teaches students to examine the accelerating relationship between government, business, law, and the not-for-profit sector to deliver social (including environmental) value in communities and how this drives social innovation. With this mission, we provide several supports towards students in the course that serve as the basis of our innovative pedagogy:

1. Supporting students into becoming professionals through the project-based non-placement WIL component --> For this, we facilitate them to work on a shared authentic industry challenge provided by multiple industry partners
2. Supporting students in their transition into learning, especially of a complex context --> For this, we use scaffolded blended pedagogy design and a simulation through a serious game.

First, this is a WIL course, thus allowing students to work on an authentic industry project. WIL is usually offered towards the end of a program rather than the beginning (Edwards et al. 2015).

However, many educators have begun to realise the importance of introducing WIL at the beginning of the program to introduce students to the profession early (Milliken, Dean & Eady 2021), such as the introduction of a WIL project in this foundation course. Therefore, in the course, supported by the Strategy and Innovation team from the College, we have successfully secured four (4) industry partners (a mixture of for-profit and non-profit

companies), providing a societal challenge shared amongst the industry partners. We had a series of workshops with the industry partners discussing what might a shared challenge within the industry look like.

What is normally expected in a WIL course is students will work on one industry partner's challenge. However, in this course, they will work on a broader societal challenge shared amongst multiple industry partners.

This innovative shared challenge between multiple industry partners is a way to fulfil the course's mission, teaching students about the relationship between various stakeholders in society and coming up with an innovative solution to a problem addressing the different needs of the stakeholders in the community with their interests and connection to the challenge.

Secondly, we understand that students enrolled in the course will be in transition (i.e. school leavers).

Hence, we developed a pedagogy as per the needs of the students in transition (Kift 2009), and we put them in the centre of our pedagogy design. Informed by the literature, we understand that these students are digital natives (Prensky 2010) and still learning to become effective students (Gale and Parker 2014).

They define success as not only about grades and feedback but also about happiness and satisfaction (Picton, Kahu & Nelson 2018). Hence, there is a need of designing a pedagogy that is engaging, fun and can improve student satisfaction.

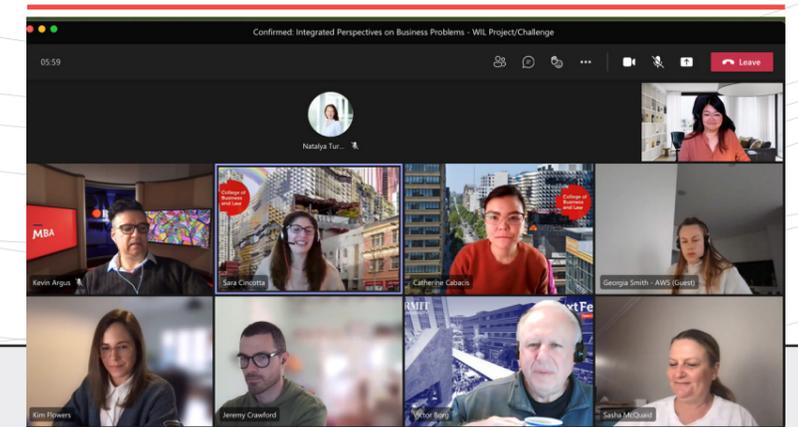
Therefore, as part of our scaffolded blended activity design in the course, we are developing a fun-yet-serious game centred around a shared challenge theme within a mining town context, shared by various stakeholders within the town.

This game will simulate a complex societal challenge, such as the relationship between businesses and other stakeholders in the community towards a shared challenge in alignment with the mission of the course. This serious game will let students experience being in a business profession interacting and empathising with multiple stakeholders in the community when solving a business challenge.

This game will be introduced early in the course and then will be used as a base of a role-play activity in class in one of the synchronous tutorials to bring students through discovering and defining a problem together as a group to work out some innovative solutions. The prompts and activities in the game will serve as discussion points for the role-play simulation activities in the tutorial.

Participants

Dr Jessica Helmi (GSBL)
Dr Ling Mei Cong (GSBL)
Dr Natalya Turkina (GSBL)
Dr Kevin Argus (GSBL)
Dr James G. Stuart (GSBL)
Viktor Borg (AISSC)
Dr Keith Toh (SOM)



learning from the inside out

06
L&T Initiatives



Progressive integration of introspective practices

According to Dr Jessica Bellingham, lecturer in the Graduate School of Business & Law, an impactful and transformative student experience in the Master of Business Administration is one that leads students to achieve personal and professional growth. This can only be achieved when active self-reflection is enabled in addition to other learning strategies.

In the ‘Leadership and Management’ and ‘Personal Branding and Authentic Leadership’ courses Dr Bellingham tackles this challenge by embedding a process of progressive introspection across the two courses and teaching students to reflect on how the learning concepts relate to their personal and professional development.

Throughout the ‘Leadership and Management’ course, particularly in the latter half, Dr Bellingham prompts students to reflect on how the course materials, case examples, and experiences can contribute to their self-awareness and professional development.

This underlying emphasis on self-development allows the students to engage in self-reflective techniques that plant the seeds of introspective practice.” Dr Bellingham said. “Students then continue to fertilise these seeds as they progress through the program and gain new knowledge and insight.”

In 2019/20, Dr Bellingham developed a new MBA elective course within the leadership specialisation. The new elective ‘Personal Branding and Authentic Leadership’ served as the perfect opportunity to further embed the introspective learning approach in the final semester of the program to encourage students to continue their self-development journey.

The subsequent course builds on the introspective journey with a more specific, tailored, in-depth reflective process that leads students in developing a personal leadership brand with an authentic leadership identity that aligns their values, beliefs, and purpose.

The process allows students to bring their self-reflection journey full circle by using the personal insight gained through introspection to look outward and create their own personally meaningful and authentic professional brand development plan and well-defined future career direction.

“Self-reflection is an essential yet often understated trait of effective managerial leaders.” Dr Bellingham said. “Its importance in MBA education can sometimes get lost between discussions about other learning methods such as experiential case study learning. In addition, engaging in introspective practice can be overwhelming for students if they are not given the proper guidance to build and hone their self-reflective skills.”

A key to Dr Bellingham’s success with this method is in allowing these skills to build up over time.

Student feedback from the second (Personal Branding and Authentic Leadership) course in particular shows the effectiveness of the self-reflection journey built into both courses:

“This has definitely been one of my favourite courses throughout my MBA.” one student said.

“From understanding my life story and uncovering my personal purpose, I have been able to create my personal brand development plan, which I will continue to utilise for many years to come. The course itself had a great balance of reflective, theoretical, and practical elements. I am about to graduate this year and as I reflect on my overall MBA experience, this is one of the courses that has definitely had the most impact on me.” They said.

Participants

Dr Jessica Bellingham, lecturer (GSBL)

Educating marketers to understand designer's thought-worlds

For several years Dr. Janneke Blijlevens, Senior Lecturer in the school of Economics Finance and Marketing, has been reflecting on how the concept of design thinking is taught to marketing students.

“Marketers and designers are likely to work together on innovation teams as they both have customer satisfaction as their end goals.” Dr Blijlevens notes. “It is often taught with the aim of marketing students becoming more creative and intuitive, essentially designers, themselves. One or two courses in a program cannot provide this immersion. However, integration of the two disciplines does not require that marketers become designers, and vice versa, as both bring unique skills necessary for successful innovation.” She said

However, Dr. Blijlevens also recognised that collaboration between marketers and designers is often impaired due to a lack of understanding of each other's ‘thought-worlds.’

In response to this challenge Dr. Blijlevens developed an educational framework for teaching marketing students an understanding of design thinking and integrated this framework into the design and delivery of the classes she teaches.

Dr. Blijlevens’ framework aligns design thinking (DT) phases with critical thinking (CT) phases—marketing students’ dominant thinking style—through specifically chosen activities to scaffold the understanding of an intuitive, divergent, and creative thinking approach to the development of innovative marketing ideas.

The framework allows for scaffolded educational activities that by aligning a DT phase to equivalent CT phase that students are familiar with the activities provide students with a deep experience of intuitive, divergent, and creative thinking in a scaffolded manner.

According to Dr. Blijlevens choosing one activity per phase specifically focussing on experiencing a different way of thinking, instead of introducing a multiplicity of tools, has its basis in activity-based learning (ABL) pedagogy.

“ABL facilitates deep learning and synthesis of understanding. Indeed, students indicate that the active experience of DT scaffolded by CT aids in

a significantly high understanding of a different thought-world.” Dr. Blijlevens said.

The educational activities are designed such that they allow for constructive alignment to assessment tasks as each activity generates a facet of all the elements needed for a strong argument to justify their ideated future-forward marketing solution in their final assessment.

This constructive alignment of activities with the elements of an argument provides a rubric-based structure to assessment that students and the educator can rely upon to judge the ideated solutions when students cannot rely on using objective prospective market data, like they usually would.

As part of developing and publishing on the framework, graduates now employed in marketing roles were asked to reflect on their learning and how the use of the framework enabled them to gain an understanding of designers’ thought-worlds and prepares them for collaboration with designers in innovation teams and their marketing careers.

Student feedback through this survey and other feedback channels was resoundingly positive.

“The structure has been very helpful in taking an overwhelming task like innovation and making it manageable and achievable.” One student said.

“I found the in-class exercises really beneficial this semester. They seemed to actually help me a lot with my final assignment.” Another said.

“The coursework structure allowed me to easily process the concepts as they flowed seamlessly and became the ‘thread’ that tied it all together. Said another.

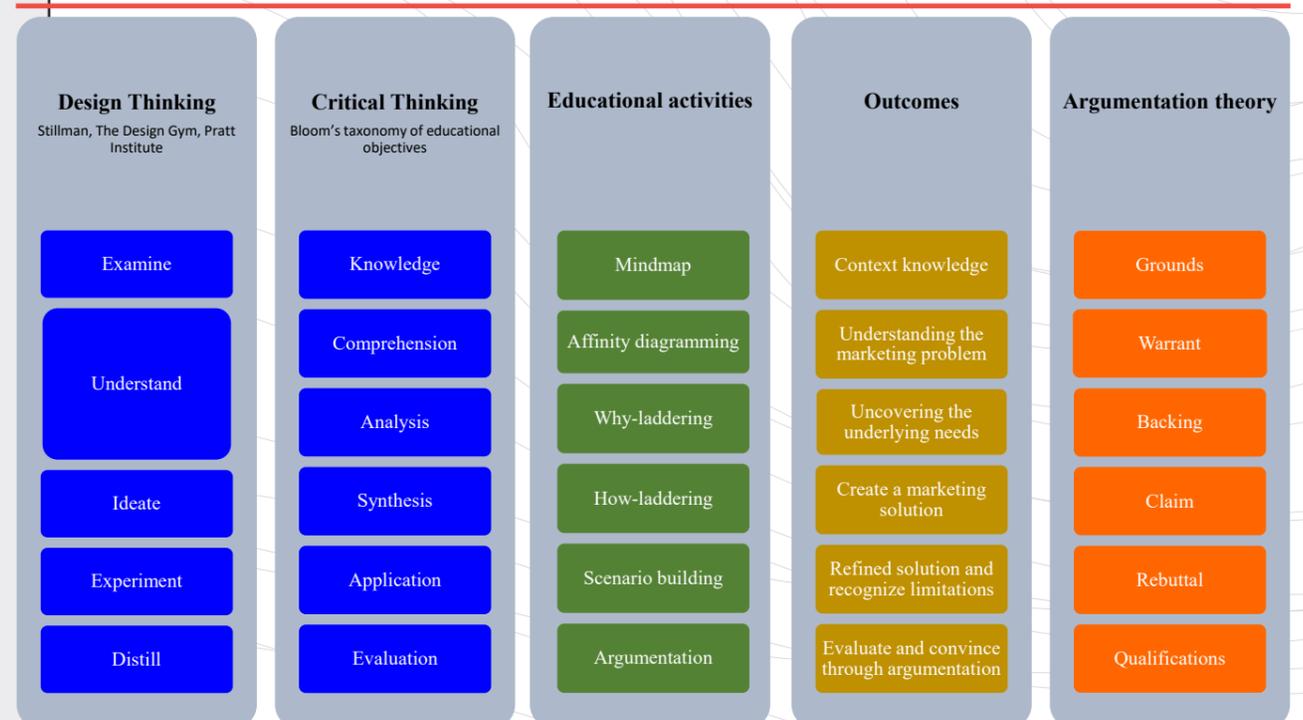
Dr. Blijlevens work provides an innovative example of how a framework can be integrated with learning design to address discipline specific challenges.

You can read more about the framework in the *Journal of Marketing Education*, *Educating Marketers to Understand Designers’ Thought-worlds*. doi:10.1177/02734753211038997

enabling understanding of new ways of thinking

Participants

Dr Janneke Blijlevens, Senior Lecturer (EFM)



staying relevant at the speed of change

Alternative video production methods during COVID restrictions

Unpredictable and lengthy COVID-19 restrictions and mandates made traditional video production methods challenging in 2021. From balancing social distancing requirements and mask mandates to eventual stay at home orders, it became impossible to bring people together physically for filming. There was an urgent need to adapt the digital development team's repertoire to still be able to continue supporting the RMIT community in an online learning environment through the creation of scenario and instructional video content.

formats such as talking head style, how to use mobile devices to shoot and record audio in high quality, to also structuring content, framing shots effectively, to choosing appropriate backgrounds.

The development of simulated meetings using Microsoft teams allowed the team to capture scenario-based business situations. This proved effective to the alternative of group-based filming and received positive feedback from students as the authentic context correlated effectively to a COVID-19 and globalised world where virtual meetings are now the norm.

The implementation of virtual puppets was effective in replicating traditional group video where characters were required to interact. These virtual characters only required audio from the actors who could film and record in a COVID safe environment. Another benefit was the opportunity to develop different personas and separate the voice actor from the on-screen characters. This benefit allowed the same actor to be placed in various scenarios across courses and for recordings to be repurposed over time.

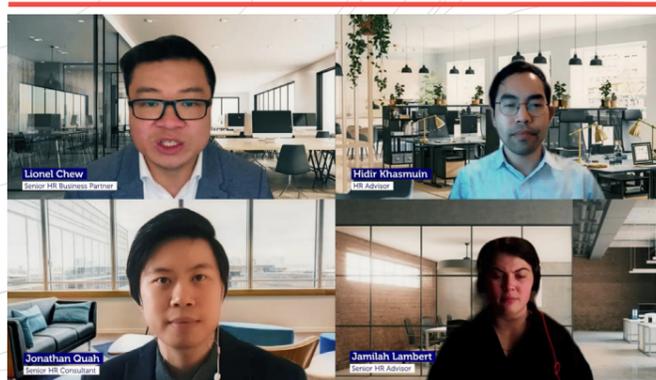
The first step to achieve this pivot to exclusively remote filming, was through holding various workshops with our teaching staff. Coaching them on how to record at home in different

Finally, the use of photographic novels was useful in response to mask mandates and social distancing requirements. Actors were not required to perform together, nor did they need to spend time learning scripts which can require multiple 'takes' or for the production crew to spend time setting up shots. This allowed for quicker and responsive creation of content which could have a variety of different aesthetics that was more engaging for students.

The inclusion of video production workshops, scenario videos, virtual puppets and photographic novels has allowed the Digital Development team to continue providing compelling video content while in lockdown.

Participants

Digital Development Team (L&T):
Hidir Khasmuin, Jamilah Lambert,
Jonathan Quah, Lionel Chew, Norman Chee



L&T teams unite for curriculum transformation

From the inception of the new ‘Bachelor of Business’ (BBus) – which was just an idea on a slide deck in early 2021- the four CoBL Learning and Teaching portfolio teams: Academic Capability & Professional Development (AC&PD); Digital Design (DD); Learning Design (LD); and the Quality Enhancement Team (QET) have collaborated to bring a new approach to business education, to life.

Initially taking part in the program’s conceptualisation alongside the schools and the college as a whole, the four L&T teams have since seen the program through the approvals processes, the development phase and are now collaborating again to support the initial (and ongoing) delivery phase. This has involved breaking down traditional disciplinary silos and bringing together our amazing colleagues across schools, campuses, and the university as a whole. It has been nothing short of inspiring to see academics, learning and teaching staff, industry engagement, industry partners, RMITO, the Library (and many more) working together to realise a different kind of business degree.

In a very short period of time, the CoBL Learning and Teaching teams have pulled the college’s vision together- integrating capability development and professional growth as core learning; further embedding industry and authenticity/real-world outcomes to the business courses in the program; and refreshing, redesigning or developing anew every course in the program (incorporating 15 majors and 22 minors) as well as ensuring that quality, and RMIT and COBL policies, are being met at every stage of the process.

The contribution of each team-

- AC&PD: facilitating workshops for each of the CoBL schools, and then for each discipline (major) to ensure alignment of the BBus courses to the BBus program principles and chosen pedagogical approaches/directions
- LD and DD: Design (including redesign and new design) of courses and digital resources that incorporate the new program approaches
- QET: Liaising with the Academic Registrar’s Group; Global Development; Vietnam; and CoBL Student Life-cycle Services to ensure quality, policy and processes were aligned.

In order to bring together a project this large in just

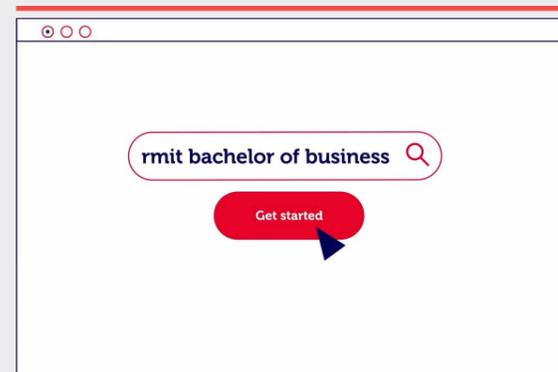
a few months, each team has actively collaborated with multiple partners- and each other- at every stage. This has required high quality coordination and communication to ensure that each team’s efforts are maximised, and progress is both shared and continuous.

An example of these efforts is the development of a process to enable the uplift of existing courses (Refresh or Redesign) and the development of new courses (Intensive) to support the roll out of the new BBus. This was based on a highly structured course development process (LD and DD Team) that would ensure delivery deadlines were met without forfeiting quality (QET team) while aligning each part of the program suite to the program principles (AC&PD team).

The teams worked closely with the leaders and academics from all CoBL schools, providing L&T advice and using their technological and pedagogical expertise to bring the BBus elements to life and to solve development and delivery issues caused by the COVID-19 environment.

Industry input was sought and embedded via the ‘Voice of Industry’ workshops and all of the work was underpinned by advice from the QET team to ensure all aspects of quality and compliance were being met.

Key outcomes of this BBus collaboration will outlive the development of the Bachelor of Business courses themselves, including the joint development of the ‘CoBL model’ of L&T (active, authentic, blended) and strong relationships built from working across disciplines, schools and business units to create a consistent student journey through the program.



leading and operationalising the new bachelor of business

Participants

The CoBL Learning and Teaching portfolio: Academic Capability & Development; Digital Design; Learning Design and Quality Enhancement Teams



transforming course industry partnerships

Participants

Associate Professor Bernardo Figueiredo (EFM)

Using authentic, artefact-driven learning to improve work integrated learning.

Over 2020, Bernardo Figueiredo, Associate Professor of Marketing watched the popularity of The Customer Experience Design course (MKTG 1373) grow from 15 students to 55 students.

In reviewing the course Dr Figueiredo attributed the growth in student numbers to an increasing relevance in the topic but reflected that that the course might not be living up to its full potential, with students lacking an opportunity to apply their new design skills.

It was this reflection that prompted Dr Figueiredo to form a partnership with Deloitte Digital to rebuild the course in the second half of 2020.

Dr Figueiredo worked with three Deloitte consultants to map the course goals into authentic activities and the reconstruction of assessments as a scaffolded authentic process that use industry-relevant frameworks and the creation of authentic artefacts.

The team was also able to source two real clients from the pool of Deloitte clients for students to work with in their assignments, one from the government and one from market.

Bringing the design into practice several key elements were added to the delivery of the course to bring the partnership with Deloitte to the front of the learning experience.

These changes included:

- Four touchpoints with the classes, in which the Deloitte team provided specific feedback to students' teamwork, while also providing the course coordinator with feedback on skills developed by students for each
- Two masterclasses by Deloitte consultants on how they go about performing the same tasks students were asked to do to set expectation about the industry standard.
- Categories for awarding student work including best presentation, most innovative idea, crowd favourite, revealing skills in presenting, thinking outside the box and creating empathy.

The impact of these changes in both design and delivery was immediately evident in the positive response of students on this new level of industry focus.

Many students commented on the value of working with industry partners.

“Working with Deloitte Digital and the local government was an incredible experience, Deloitte was especially involved at every step of the course and very hands on, this really gave insight into what

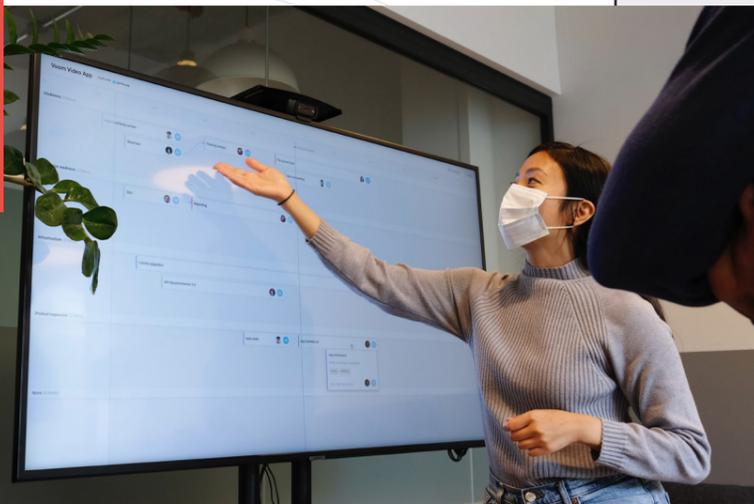
working in the industry may be like in this field.” one student said.

Student feedback also indicated that a critical factor in the success of the course redesign was the dedication, passion and commitment of Dr Figueiredo himself.

“This was overall my favourite subject in the entire Masters Degree, and would really want to commend Bernardo in his efforts to provide as much feedback as possible through weekly consultation sessions to assist students under these COVID-19 circumstances. This course really supported my journey in learning, and somehow made learning via distance fun and engaging.”

Overall changes in the course directly resulted in doubling overall satisfaction scores and Deloitte expressed great satisfaction with the quality of the redesigned course and the strength of the partnership.

Despite the massive disruption of COVID-19, the transformation of this course speaks volumes about the power of authentic design and the impact of a dedicated course coordinator.



Deloitte.
Digital

voice of industry workshops

A collaborative BBUS22 course level design initiative

The BBUS course design and development process in 2021 provided a unique opportunity to think of ways other than Work Integrated Learning (WIL) to integrate industry into course design. How could the Learning Design and Digital Development team use the opportunity of working with over 70 course coordinators over a short period, to integrate industry into their design process? Industry validation was one way of ensuring that course learning outcomes and assessments were authentic.

The Voice of Industry workshop initiative presents a collaborative and scalable industry integration model that can be rolled out regularly. The model can be included in formal course development processes but can also be used as a regular validation measure to ensure course relevancy to changing industry requirements and to industry hiring practices. The workshops also offer a way to cohesively include the course coordinators and learning designers in a conversation that underpins the integration of industry perspectives in course design.

The problem faced by the design team though was scalability. How could they use industry partners in a way that that was efficient but that spread around the industry expertise the team had access to? How could they establish a baseline to ensure industry was embedded in our course design?

“The work done by the COBL Industry Engagement and The Learning Design and Digital Development team has been exemplary in leading us through the extensive work for BBus22, and also enhanced expectations for industry relevant student experiences. “Keith Toh, Deputy Dean of Learning and Teaching, School of Management said. He also commented, “The collaboration between these two teams has delivered opportunities for industry led class experiences in ways we did not anticipate...”

The solution came out of a series of meetings with the Industry Engagement teams from both the College and RMIT Online, and the COBL Learning Design and Digital Development Team.

Feedback from course coordinators across CoBL on the Voice of Industry workshops has been equally as positive.

“This workshop was highly beneficial, and I would recommend it for course coordinators. We were able to listen to industry expectations about what our graduates should be able to do when they graduate into the 21st century’s world of work... I think this workshop was brilliant.” Dr Kathleen Adams, Course Coordinator, Services Marketing said.

Industry partners involved in the workshops echoed the praise of the course coordinators.

“That was a great session – I can’t think of another partnership in the past few years where the development phase was so inclusive to align on the partnership objectives (well done to RMIT for leading these sessions). Jeremy Crawford, Head of Talent Acquisition – Medibank and Program Level Partner said.

From this meeting came the Voice of Industry workshops.

Working closely with the Learning Design and Digital Development team, the Industry Engagement team devised a structure for a series of workshops whereby course learning outcomes and assessments along with a series of questions would be gathered and sent to industry partners prior to workshops.

Sixteen workshops with 70+ course coordinators and 25 industry partners were then held between July and November in 2021. The teams experimented successfully with different formats, resulting in extensive and innovative changes to numbers of courses, increased numbers of industry partners and workshop length to ensure maximum benefit to course coordinators from the collaboration.

The workshops reaped a number of innovative benefits including critical validation of new ideas, new connections to industry, new WIL opportunities, strengthened industry partnerships and internal upskilling and networking.

Participants

*Vicki Saray & CoBL Learning Design Team
Sara Cincotta & CoBL Industry Engagement Team
Over 70 Course Coordinators
BBUS Industry Partners*



11
L&T Initiatives

an interdisciplinary approach to course development

12

L&T Initiatives

Drawing on a diversity of expertise in the development of BUSM2567 - Business Decision Making

The College of Business and Law's new Bachelor of Business (BBus) program has provided exciting new opportunities for academics across various disciplines to come together with skilled learning designers in collaborations that cross traditional boundaries.

BUSM2567 Business Decision Making, a foundation course in the Bachelor of Business, was collaboratively and skilfully designed by a team representing five disciplines (accounting, financial planning and tax, information systems, economics and econometrics), two schools (AISSC and EFM) and two learning designers.

The design team for this development included academics Dr Meredith Tharapos, Dr Konrad Peszynski, Viktor Arity, Assoc. Prof. Ashton De Silva, Dr Ankita Mishra and Danny Moosa working with Senior Learning Designer Erika Beljaars-Harris and Learning Designer Maddy Tyers.

Drawing on the diversity of the course development team, BUSM2567 Business Decision Making assists students to identify, obtain and analyse both financial and non-financial data in order to make more informed business decisions. It also incorporates two simulations to stimulate active and authentic learning experiences in a blended learning environment.

During the design phase, an email from the Senior Learning Designer every Monday specified the

team objectives for the week. On Tuesday morning, the academic team members met to collaboratively plan and discuss how a multidimensionality approach could be applied to the specified objectives.

Discussion outcomes were then shared in regular meetings with the learning designers and stakeholders from RMITO, RMIT Vietnam, Singapore, Vocational Education, the Library and industry partners for comment, feedback and/or validation.

Following validation, assessment and content were designed. Working collaboratively with the team learning designers (Campbell et al., 2009), content was recorded in a storyboard and built in Canvas within stipulated timeframes.

Not only did this process result in the development of a high-quality course, it provided rich and meaningful collaboration across all stakeholders and important opportunities to compare practice.

"The Business Decision Making design team was highly professional in their approach and fantastic to work with." Gowri Raviganesh, VE Teacher, B&E Business & Commerce said. "Personally, it was an enriching experience for me. The course was developed in a collaborative manner and inclusive of all the team members."

"It was eye opening for a person that teaches in the VBE Associate Degree in Business to be involved in the collaboration of disciplines and schools in the development of such a relevant HE course" Maurice Sheridan, Teacher in the Associate Degree of Business said.

This rich collaboration also offered opportunities for academics to connect across the oceans.

"As a lecturer in RMIT Vietnam, the collaboration offers me the opportunity to share my course design ideas, previous industrial experiences, and my observations on the course learning outcomes and assessment" Stanley Teck Lee Yap, Lecturer, Business and Innovation said. "I have learned a lot from the ideas and experiences shared by each team member, who are from diversified discipline areas, in each discussion meeting" he added.

Hoa Phan, Associate Lecturer Economics, RMIT Vietnam also commented on the value of the collaboration. "I am impressed at the cooperation between the diversified academics at different levels, from different campuses... Meetings are very open, and feedback is constructive and well received. I found that the participation in this project is very beneficial for myself to continuously improve courses in Vietnam" she said.

As Holley (2017) states, 'interdisciplinary learning requires interaction of knowledge from different disciplines; integration of knowledge from different disciplines; and an overarching topic, theme, or problem that shapes the learning experience' (p. 1). BUSM2567 Business Decision Making completely crossed traditional boundaries in its collaborative design of active, applied, and interdisciplinary blended learning.

Participants

Dr Meredith Tharapos (AISSC)

Dr Konrad Peszynski (AISSC)

Victor Arity (AISSC)

Associate Professor Ashton De Silva (EFM)

Dr Ankita Mishra (EFM)

Danny Moosa (EFM)

Erika Beljaars-Harris (CoBL L&T)

Maddy Tyers (CoBL L&T)



Integrating MIRO into assessment and curriculum

Feedback from industry partners (gained via the “Voice of Industry” workshops) indicated a need for students to: think and pivot quickly; talk to- and collaborate with- different demographic groups; use and work on new digital technologies; and communicate effectively, conscious of both language and tone. This feedback coincided with the redevelopment of Dr Torgeir Aleti’s ‘Digital Marketing’ course and provided an opportunity to apply a technological solution to meet these needs and more.

Course Snapshot: MKTG1415 Digital Marketing is part of the new BBus program and generally has large student enrolments (approx. 350+ students). The course requires learners to become independent thinkers, complex problem solvers and lifelong learners. It features a scaffolded assessment approach where students plan and implement a digital marketing plan and write a series of published blogs throughout the semester for peer and teacher feedback.

The learning design challenge was to find a technology tool that would encourage student collaboration, incorporate peer and teacher feedback, promote each student’s blog page, host over 350 URLs and empower students with the digital skills that industry is calling for.

The learning design solution – MIRO. MIRO is a visual and digital sharing platform that makes it easy for collaboration both synchronously and asynchronously amongst students, teachers and industry. MIRO allows multiple users to access the boards simultaneously. Importantly, it both integrates into Canvas and is heavily used in the marketing industry for tasks such as managing projects, brainstorming, product design, delivering presentations, hosting company resources and team collaboration.

With a large student cohort and teaching team, it was decided that Digital Marketing required one mega MIRO board that hosts multiple functionalities. The board is designed to take students on an interactive learning journey.

Two examples of how it is being used in this course are:

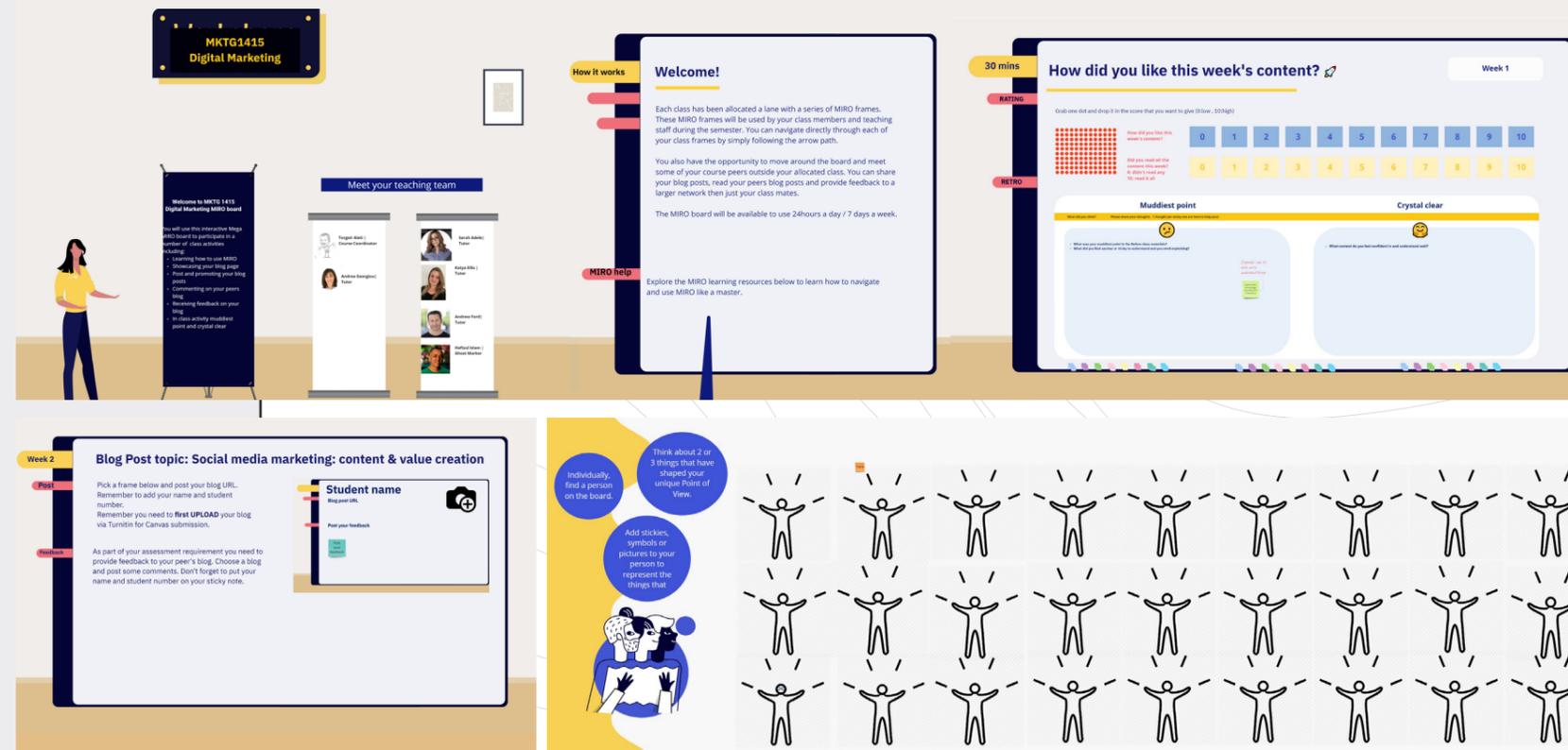
1. The ‘Muddiest point and Crystal clear’ reflection- this is simple blended learning technique which asks students to jot down what they do and do not understand from their weekly online learning module. Students populate the board with areas that are clear and unclear. This activity is advantageous for both teaching staff and course coordinators. Teaching staff can see the key areas which their students need further assistance and guidance on, whilst the course coordinator can review the entire MIRO board of all their class cohorts and holistically look at the content and receive direct feedback on what students are finding clear and unclear from the learning content.
2. The ‘Promote your Blog’ page: here, the board is divided into 30 individual student profiles. Students nominate themselves a square and personalise it to represent themselves. Students upload their blog URL post (part of their assessment) and write a quick introduction of who they are and what blog they are writing about. Students are encouraged to navigate around their peers’ profiles on the board, introduce themselves, comment and explore their blog page. As part of their assessment students are required to provide feedback on their peer’s blog posts. (Image: Blog post page)

The use of the MIRO board build allows students to broaden their peer groups and network opportunities by accessing other student cohorts outside of their designated class. Students can navigate across the multiple boards, access their blog page, read their blog posts, provide comments and introduce and collaborate and encourage peer to peer learning.

moving forward with MIRO

Participants

Katie Crandon, Senior Learning Designer (CoBL L&T)



EFM internships event

Participants

Dr Amanda Spry, WIL coordinator (EFM)

Showcasing the power of learning from peers

In August 2021, Dr Amanda Spry, WIL coordinator for the School of Economics, Finance and Marketing (EFM) designed and delivered the first EFM Internships Event as an online event and mentoring initiative.

The event was aimed at enabling students to flourish and succeed in the transition process between university and employment contexts.

This event was designed to achieve three goals related to enabling this transition:

1. To equip students with the requisite knowledge and skills for successful recruitment outcomes
2. To foster confidence and motivation amongst students in navigating internships
3. To build peer-to-peer connection, as well as connection to EFM, during this isolating process

The event was organised around a panel formed of 3rd and 4th year Applied Students who are currently completing, or have previously completed, a work placement.

Showcasing students rather than staff as panellists enabled the audience to learn from those just a step or two ahead of them in their journey from university student to business graduate.

Utilising a panel discussion that answered FAQs as well as audience questions allowed for authentic engagement amongst students. Student panellists shared candid advice and experiences, and their insights were cutting edge.

Like the current cohort of students, panellists faced a highly competitive, post-COVID business environment and their information was highly attuned to the current student experience. Importantly, panellists were able to empathise with students and guide them accordingly.

This event put peer-to-peer learning at its core to leverage relationships amongst the student body that are characterised by deep trust and openness.

Student feedback demonstrated that the event was a success and met its three goals.

- 100% of students agreed that the event provided useful information to help them with finding internships
- 83% agreed that they found it motivating to hear from other students about their internship experiences
- 66% agreed that they were now more confident in searching for and securing internships
- 94% agreed that it was useful to hear from other students about their internship experiences

Looking for internships in Economics, Finance, & Marketing?

Wednesday 18th August,
3:00pm via MS Teams

What's next...

Register now!
<https://bit.ly/EFMIntern>



Student panellists were very positive about the opportunity to share experiences and expertise.

“The EFM Internships event was a great experience to showcase my growth as an intern in the workplace, as well as provide insight to prospective students for when they begin their work placement.” Alec Pangalidis – 3rd year Applied Marketing student said.

“The organic, free-flowing styled event, allowed for all panellists to have a real and open conversation, sharing each other’s thoughts on their experiences. I Would highly recommend it to future students!”

Participants also spoke of the value and impact of hearing from the experience of students undertaking placements.

“What I found most helpful was hearing the steps the panellists had to take to secure their internship, as well as their tips. It eased a bit of my anxiety and pressure, knowing that these students were also in my position now.” One participant said.

Looking forward, Dr Spry believes the positive impact of this event on EFM student outcomes could be scaled College-wide and aligned to the new Professional Practice pathway.

effective leadership requires a global mindset

Participants

Dr Nuttawuth Muenjohn, Senior Lecturer (SOM)
Tallulah Forrest, Education Partnerships Manager (RMIT Europe)



Learning from leaders across the globe

In the School of Management, Dr Nuttawuth Muenjohn leads, coordinates, and teaches the ‘Leadership and Decision Making’ course which is offered in four countries, Australia, Singapore, China, and Vietnam, with approximately 1,500 enrolments a year.

Dr Muenjohn is dedicated to increasing authenticity in the context of industry-relevant content in this course, prompting him to reach out to his colleague Tallulah Forrest, Education Partnerships Manager at RMIT Europe, Barcelona to form a partnership.

Together they formed an industry partnership series, organising interviews and facilitated discussion with prominent business leaders from Spain, the UK, and Germany on various issues of contemporary leadership in a modern workplace.

As Tallulah explains, RMIT Europe has great connections across a wide range of market sectors and international contexts: “these speakers are very often RMIT Alumni with high positions in top European companies, who are willing to reconnect with the University to share their expertise, experience and career journeys with the students, providing them with valuable insights into the sectors that they may be developing their future careers in and the professional opportunities that lie ahead of them.”

The initiative helps students understand the

leadership challenges stemming from working in international and culturally diverse environments. In the series, industry partners describe how having a global mindset influences leadership practice and explain how global leadership skills contribute to leadership effectiveness.

The ‘Global Industry Mindsets on Contemporary Leadership’ series aims to enhance industry engagement and experience within the course and, more importantly, provide diverse industry experience with global perspectives to students in Melbourne, Vietnam, Singapore and China.

Students are presented with background information on the career and education trajectory of five global leaders including (2021 example):

- Atish Gonsalves is a social technologist, entrepreneur and the Founder and CEO of Gamoteca, a prominent London-based enterprise that innovatively uses micro-learning experiences with human interaction and game-based activities. Atish also leads research & innovation in education at the global humanitarian organisation, the International Rescue Committee (IRC).
- Dr. Daria Tataj, the Founder & CEO of Tataj Innovation. Dr Tataj is the inventor of Network IQ which provides a ground-breaking development enabling leaders throughout Europe and beyond to develop skills to enhance

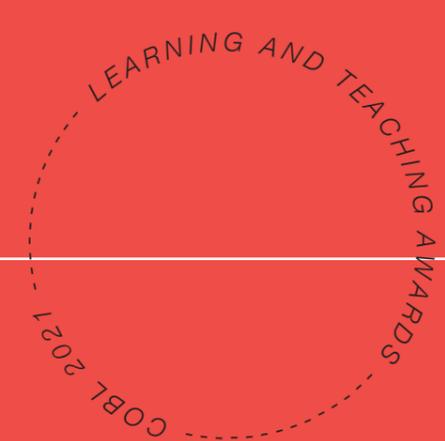
their social network skills and foster useful, productive, and beneficial innovations to the broader community.

- Ms Amber Williamson, the Founder and CEO of Digital Willow runs a London based company, operating in over 50 countries around the globe. Digital Willow helps businesses solve marketing challenges like increasing leads, exporting products in a new country, growing sales and maintaining customer retention. Her company embraces technology to solve these problems, mastering channels such as social media, search engines, emails, automation and programmatic buying.
- Mr Björn Jahncke works in a prominent leadership role as a project and change management consultant in the aviation sector at Lufthansa Systems in Germany. He also volunteers as team lead for partnerships for “Diversify”–Lufthansa Group’s LGBTIQ+ network. Mr Jahncke is also renowned for his work in sustainable development through his leadership role.

Dr Muenjohn says the initiative has been developed to improve students’ appreciation of the link between theory, practice, and the importance of effective and ethical industry leadership. The initiative also embeds authentic learning by challenging critical reflection and transferring knowledge through real-world application and feedback from industry partners.



15
L&T Initiatives



two

learning & teaching leaders

Introducing a few of our standout
leaders in learning and teaching

a tour guide for the times



01
L&T Leaders

Supporting teachers to transition to online delivery

The Travelling Theory, defined by Fox (1983), views education as a journey, and the subject under study as one of many regions to be discovered. Students don't know what they don't know and when they come into a learning environment many of them will be unfamiliar with not only the concepts but the tools and mechanisms which can assist them.

This is akin to a tourist visiting a foreign country, they may be able to do some research and have

an idea of what they want to do, but often, the means they utilise to get around and experience the country is inefficient and quite often many precious experiences can be missed altogether.

The tour guide, who understands the country, the attractions and how to achieve a great experience, is there to guide the traveller and ensure an unforgettable experience while avoiding negative events.

Bill Au, Program Manager (Online Programs & Courses) at RMIT Vietnam, sees his role as a teacher as akin to a tour guide. This means understanding the course and learning objectives and continuously identifying technologies which can help students achieve learning goals while enhancing the student experience.

Much like the tour guide understanding the country and infrastructure, Bill is well versed in all the tools in RMIT's toolkit, and beyond. When the COVID-19 pandemic forced RMIT to shift to online delivery this put him in a position to support his colleagues and the wider academic community.

In addition to his normal teaching load Bill developed online learning strategies, conducted training workshops and developed instructional videos enabling others to enhance their approaches to learning and teaching online.

Bill also worked to create awareness, motivate, and inspire students and parents by educating them on what they can expect with online learning at RMIT through video resources, discussion panels and contributing to marketing efforts.

For staff, Bill ran a series of workshops and support sessions which covered numerous concepts such as: an overview of the online learning framework, processes, and checklists to prepare content and canvas shells, the use of standardized online toolkit for course delivery, development, and facilitation of online classes.

Ongoing ad-hoc support was also provided to staff in the form of individual consultation, sharing of resources, workshop videos and technical support which helped guide and support staff in both 2020 and 2021.

Bill's impact on teaching pedagogy, and staff and student morale, is apparent from staff feedback and course feedback metrics such as the GTS and OSI which demonstrates staff's growing capability over time. It also sets a stellar example of how teachers can support each other to overcome new challenges.

"Bill Au makes outstanding contributions to Learning and Teaching and as an academic practitioner. He is supportive to academic staff in this area and has been 'on call' throughout the whole of the COVID-19 period." Professor Robert McClelland, Deputy Dean School of Business and Management at RMIT University Vietnam said.

"His wide support for staff have been exemplary and of the highest quality, from discussion groups to intensive staff training and instruction in RMIT Vietnam agreed protocols (many developed by Bill)."



Participants

Bill Au, Program Manager (Online Programs & Courses) and Associate Lecturer in Logistics and Supply Chain Management at RMIT Vietnam.

putting students first

The power of teacher presence

Dr Schrage says authenticity is a critical element in the quality of his teaching.

Dr Schrage takes a deliberate and dedicated approach to student centred, active learning in his course design and delivery; including:

- class meetings/tutorials based on the Socratic method and engaging students through constant questioning (see, e.g., Trepanier, 2017).
- creating digital teaching materials with localized content and context
- linking courses to industry practices through visits to companies or bringing industry experts into the classroom and;
- providing effective and empathic guidance to students through various feedback and feed-forward mechanisms, enabling students to take ownership of their learning.

The results of these clear and targeted strategies speak for themselves. Dr Schrage's teaching has been awarded with numerous school-wide teaching recognitions, culminating in winning the 2018 RMIT Vietnam Excellence in Learning and Teaching (Outstanding Contributions to Student Learning) award.

While Dr Schrage's practice is driven by student centric pedagogy, it is clear from student feedback that he is a powerful, supportive presence in his students' learning journeys. This has come out strongly in student feedback, including at a time when many struggled with the unexpected shift to online learning.

"Burkhard really cares about my health status when I was in lock down. He creates drop-in session and

online party every week to connect everyone together, which I have never seen done any better in another course before."

"The content he prepared and all the in and out class activities were exciting and useful regardless that we were taking the course online."

Dr Schrage takes a deliberate and dedicated approach to student centred, active learning in his course design and delivery; including:

"I strive to render my courses as authentic as possible." He says.

"To better understand what "meaningful" means for industry, I consulted with a variety of organizations and potential employers of our students about meaningful skills and graduate attributes. Consequently, I adapted the content and assessments of the Strategic Management course towards real-life applications and authenticity, which after long negotiations with Melbourne, were accepted."

As a veteran teacher Dr Schrage doesn't keep his experience to himself either.

In the MBA program for example Dr. Schrage has focused on creating a "teaching DNA" across lecturers, who typically come from various parts of the university and from the outside. This consists of kick off and analytical wrap-up sessions with the teaching team, and numerous one-on-one mentoring sessions with the teaching staff.

"Burkhard possesses talent, experience and acumen that inspires and is deserving of recognition. This talent is focused

exclusively on the benefit of students, his teaching, and his peers." Professor Robert McClelland, Deputy Dean in the School of Business & Management in Vietnam, says.

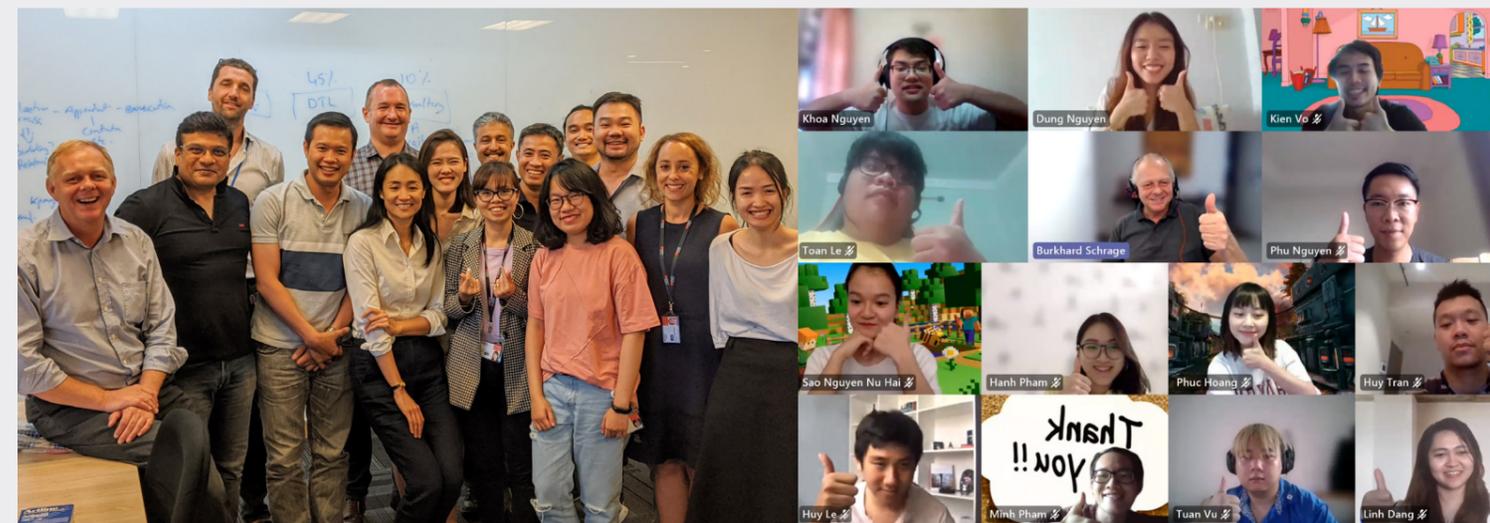
Professor McClelland goes on to say; "His online and blended course materials are innovative, applauded by students and provide a shining example to peers on blends that support impactful teaching approaches. He has made significant contributions to the development of authentic assessment in the department whilst cognizant of education development needs of students especially in the area of industry engagement.

Dr Schrage's embracing of active, authentic learning and industry engagement, not to mention his work in guiding new teachers, provides an inspiring example of the impact that talented teachers can have on both their students and colleagues.



Participants

Dr Burkhard Schrage, Senior Lecturer (SBM)



enabling belonging in remote learning

Fostering belonging in times of transition

Wind back to 2019 and who could have predicted that 2020 and 2021 would be some of the most disruptive years in education for decades, with teachers, students and professional staff all having to rapidly transition to online learning?

With such unexpected disruption it is understandable that it would be easy for teachers and students alike to become disengaged.

In the midst of this, Dr Jessica Helmi a Lecturer in the Graduate School of Business & Law, recognised the critical role that the educator plays in fostering belonging in times of transition.

Dr Helmi coordinates and teaches Digital Entrepreneurship and Business Research Design. Over 2020-21 she implemented a range of strategies to enable belonging for students who are transitioning to remote learning.

Facing the challenges of engaging students with pre-recorded lecture materials she divided the videos into several shorter durations which made them easier to take in for students. Interactive pop-up questions were added in the recording to keep students engaged with the lecture content. Weekly online responses to these questions were then used as discussion points in the synchronous tutorial.

Student feedback shows that this strategy has helped to keep students engaged with the courses.

“Jessica’s lecture is really well laid out and really interesting to understand. Also really like how subjects are broken into shorter videos so it’s easier to pay attention to a long lecture.” one student said.

“The way lectures were recorded and broken up online really helped me to pinpoint and search for information when needed.” another said.

In her courses Dr Helmi also provided several online networking opportunities and interactive tutorial activities in the weekly synchronous sessions. Students worked collaboratively and in real time by using online collaborative tools like MIRO.

This was combined with a dedication to student wellbeing and belonging with students given opportunities to attend weekly drop-in sessions where they can talk about things other than their studies with Dr Helmi and their peers.

Collectively, by actively addressing online interactivity and engagement Dr Helmi transformed what was for many a challenging learning experience in 2020 and 2021.

In feedback, many students commented on how these changes had a positive impact on their learning through a difficult and unexpected transition to online learning.

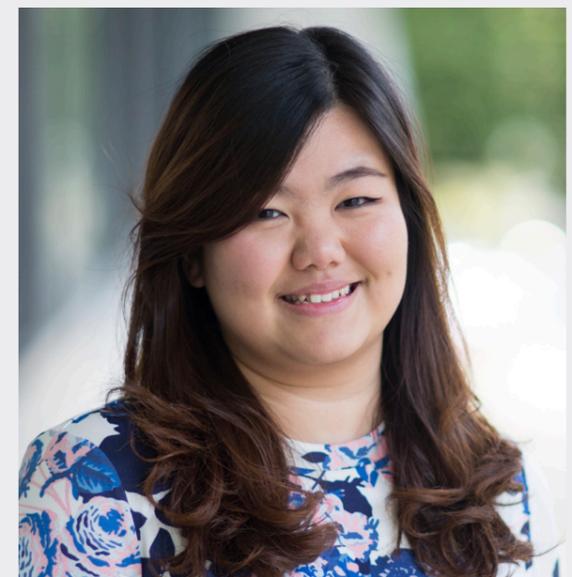
Here are just a few of the student reactions to her teaching.

“My tutor Jessica Helmi was one of the most supportive and encouraging professors I have come across in my MBA degree until now. Her constant encouragement and open discussions in lectures allowed the students to have productive discussions and at the students network and connect with each other on a more personal level. The in class activities and interactions were very stimulating.”

“In order to keep us engaged with our respective teams, Jessica frequently conducted breakout room sessions on Microsoft Teams with a class activity

to be done. This was supportive in forming a good relationship with the tutor and the other students in the class. This was highly effective in contributing to the beneficial value of this course, especially in terms of understanding concepts...”

By embracing simple but powerful online interaction tools and a dedication to giving students and opportunity to interact with her and each other, Dr Helmi has demonstrated clear and manageable actions that teachers can take to increase engagement and belonging.



Participants

Dr Jessica Helmi, Lecturer (GSBL)



03

L&T Leaders



enabling social connection online

04

Innovations to practice in the face of COVID-19

The disruption of COVID-19 undoubtedly features high in the challenges and triumphs of all teachers over 2020 and 2021. Like others in this edition of Vanguard, Dr Ling (Irene) Deng took this time of disruption to adapt her course and put extra emphasis on student social connections.

Dr Deng has been teaching and coordinating BUSM3127 Managing Across Culture for the Master of International Business Program since 2016.

Standing out from the many adjustments Dr. Deng made in response to moving online is an extra focus on feedback.

“By systematically giving early and ongoing feedback and promptly responding to students’ work formally and informally, students made ongoing improvements during the semester and ultimately achieved their learning outcomes.” She said. “By creating such an inclusive socio-cultural

virtual learning environment, students have also successfully enhanced their sense of belonging and strong connections with peers in this unique learning journey.”

Dr Deng’s attention to making connection between concepts, cultures and students crosses the design and delivery of her content, lectures, tutorials and assessments. In student feedback, many students noted how this helped with their engagement and achievement in the class.

“Irene was fantastic in describing key content and supporting students for assessment tasks including expert delivery of lectures in an engaging manner. One student said, “The tutorial structure really assisted in reinforcing the lecture content through the use of in-class discussions.”

Another student noted how the structure of the classes helped them connect with other students.

“At the beginning of the semester, I was a bit nervous to select this elective subject as I was going to do this will different department

students.” They said, “Most of my classmates were from different cultural backgrounds and geographical places. However, the online class activity, group discussion, and mainly final group assignment mad an opportunity to create connection between ourselves. It was a great chance to understand each other and their perception about the topics related to the subjects.”

While 2020 and 2021 proved a tough time for students and teachers alike, Dr. Deng’s changes to her course in this time also saw student satisfaction increase. Another clear are of focus for Dr Deng is how she sees her role as multi-faceted.

“I play multiple roles in my blended teaching practice: learning facilitator and life mentor.” She said. “In a remote learning environment, I focus on cultivating students’ learning interests, facilitate meaningful intercultural dialogue and provide context-specific support. Students enjoy applying the learnings in their immediate workplace and life and are always willing to share their reflections and experience with myself and peers.”

In a time of much uncertainty this open and honest communication with students has been very well received. One comment amongst the feedback particularly stands out.

“You always made us feel comfortable in the classroom by sharing our thoughts and cultural experience. Also, you treated all of us equally and accepted our differences. Your lectures were full of practical examples, your own life cultural reflection, and that made me understand the topic more easily.”

“I appreciate the efforts you made for us to stimulate my interest to talk more, participate more and interact with others confidently.”



Participants

Dr Ling (Irene) Deng, Lecturer (SOM)

looking out and looking in



05

L&T Leaders



PATA®
Pacific Asia Travel Association

Building networks to grow the Tourism and Hospitality Management discipline

As the Senior Program Manager of the undergraduate Bachelor of Tourism and Hospitality Management (THM) degree at RMIT Vietnam, Dr. Lei Tin (Jackie) Ong has led this fledgling discipline through significant growth. Initially, there were less than 30 students in the first intake, with 2 classes. Now there are more than 550 students enrolled with more than 30 classes per semester, in 2021. The program has also grown from two, to ten, academic staff.

Professor Robert McClelland, Deputy Dean, School of Business and Management at RMIT University Vietnam, attributes this growth to collaboration and Dr. Ong's leadership.

"Collaboration is integral to the discipline of Tourism and Hospitality Management" he said. "Dr. Jackie serves as a role model for her THM staff in this pursuit, and in doing so has developed a national and international network of tourism-related business, industry and professional body associates, affiliates and partners to support the THM program."

Dr. Ong gained a prestigious accreditation from the UK's Institute of Hospitality for her program, which had (at the time) not even graduated its first cohort. This accreditation places RMIT Vietnam on par with other leading global Tourism and Hospitality programs.

She has also led a range of collaborations and partnerships that have grown the reputation of the THM program. This has included gaining membership of the Pacific Area Travel Association (PATA), the leading Asia Pacific group of its type, and signing four MoUs with leading tourism and hospitality groups.

While the profile and prominence of the program has grown, students have also benefited from stronger, broader and wide industry connections. Internships have grown from approximately 20 (in 2018) to 200 in 2021. These engagements with industry have also provided links for excellent guest speakers, authentic problems and authentic assessments for the THM students.

And while Dr. Ong has focussed outwardly, growing partnerships and industry connections for the program, as a teacher she has not lost sight of the value of student collaboration.

"Her supports in the development of a student tourism club and mentorship of THM students in external national and international competitions have been exemplary." Professor McClelland said. "These were not only to provide competent participants but winners of competitions and leagues both nationally and internationally."

Across 2020 and 2021 THM students have competed successfully in international competitions including winning positions and places in final four, top six and top 12 in The World Tourism Organization's (UNWTO) Student League.

It is inspiring to see how the undergraduate Bachelor of Tourism and Hospitality Management has grown and just how much of an impact collaborating nationally and internationally has had both on the profile of the program and the opportunities for students.



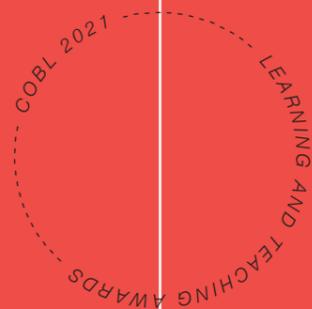
Participants

Dr. Lei Tin (Jackie) Ong, Senior Program Manager of Bachelor of Tourism and Hospitality Management, RMIT Vietnam

three

sensational
sessionals

Meet some of our sensational sessional
teachers



sensational sessionals

Universities simply cannot run without the input of sessional staff. In the College of Business and Law, we are lucky to have many dedicated, accomplished, and inspiring contributors who teach in this capacity.

Here we highlight three of these educators and thank all of our sessionals for the integral role that they play in providing amazing student experiences, and deep learning, in the College.

Teaching philosophy: “To create interest, scaffold progressive-learning & facilitate students’ acquisition of necessary tourism & hospitality skills and knowledge, through the use of pedagogical application of realistic, current and relevant industry-related scenarios, resulting in job-ready candidates who can meet and exceed the expectations of local and global establishments and the economy.”

Dr Pang explains that one of his L&T highlights, is a workshop titled ‘Certification in Hospitality Industry Analytics’ (CHIA), where students get to learn how to measure the success of hospitality establishments. This workshop is professionally accredited by the American Hotel and Lodging Association (AHLA). Students passing the course examination obtain a certification from AHLA, and the use of post nominals i.e., ‘CHIA’, enhancing their professionalism and employability.

Justin’s Senior Program Manager (Dr Jackie Lei Tin Ong) describes him as: “a truly committed and distinguished teacher and an asset to the THM Program and the School of Business Management (SBM)”



Dr Justin Matthew Pang
Tourism and Hospitality Management
(THM) program (Vietnam)



Hua My Sang
 Educator,
 Digital Marketing (SBM)

Teaching philosophy: “I strongly believe in the connection between education and real life and work experience. Whenever relevant and possible, I use my personal experience and network to bring students closer to the real-life industry experience so that they can be more ready for life and work.”

Sang brings industry into her classroom and develops internship and career opportunities for her students, leveraging her networks

and her personal expertise and experience to mentor students and provide authentic learning opportunities.

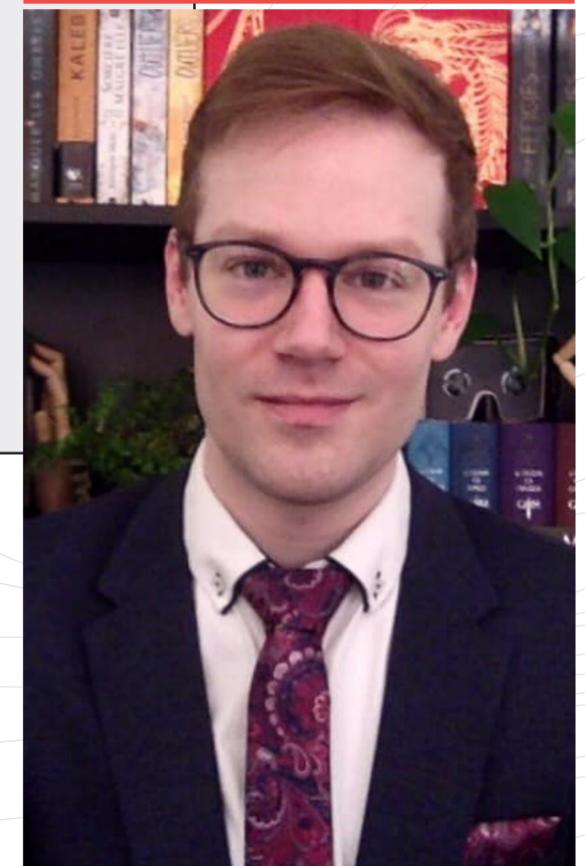
Sang introduced her teaching team (16 lecturers) to online tools such as Miro, Coggle, Padlet, and Kahoot to enhance online collaboration and critical thinking during the pivot to online teaching due to COVID-19.

Professor Robert McClelland, Deputy Dean, SBM describes her achievements: “Sang brings a wealth of experience from the digital marketing industry. Her industry contacts and network are extensive, and she brings her knowledge and industry representatives into her teaching and, physically into the classroom to support her authentic assessments and case studies.”

Teaching philosophy: “My view of constructivist pedagogy is based on the belief that knowledge is not a tangible thing that can be disseminated by a sage on the stage. I view my role as a facilitator that guides participants through a process of discovery, development, and creation of new meanings and knowledge. This is accomplished through my use of critical (Freire, 2000), feminist (Hooks, 1994), andragogical (Knowles, 1970), and social constructivist methods (Vygotsky, 1978).”

This is achieved, in part by creating a supportive space where the importance of grit, perseverance, and resilience are emphasised. Thomas strives to develop growth mindsets, allowing students to be their authentic selves and comfortably admit when they don’t understand something. He encourages social engagement and robust discussions amongst participants, ensuring they value each other’s learning as well as their own. Seeing himself as a facilitator of learning, Thomas democratises the classroom by giving the students meaningful choice regarding how the class progresses.

Thomas’ Program Manager (Dr Lena Wang) describes him as: “an example of the type of educator this university is proud to produce.”

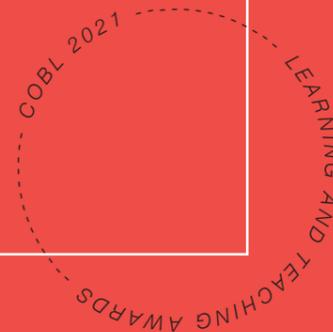


Thomas Bierly
 Educator, Human Resource Management
 program (SOM)

four

our students
appreciate...

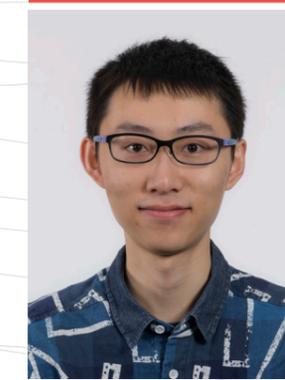
Our students nominate the teachers that
have motivated and inspired them in 2021



our students appreciate...



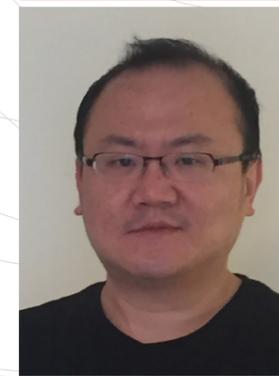
Reza Akbari
(Logistics and Supply Chain)



Viktor Arity
(Accounting in Organisations & Society)



Peter Walters
(Marketing)



Daniel Chai
(Finance)



Karlheinz Kautz
(Digital Business)



Marian Makkar
(Marketing Management)



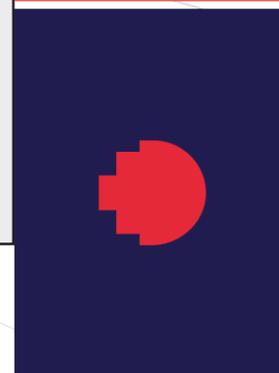
Huy Pham
(Cryptofinance)



Linh Nguyen
(Financial Markets)



Huan Vo-Tran
(Business Information Systems)



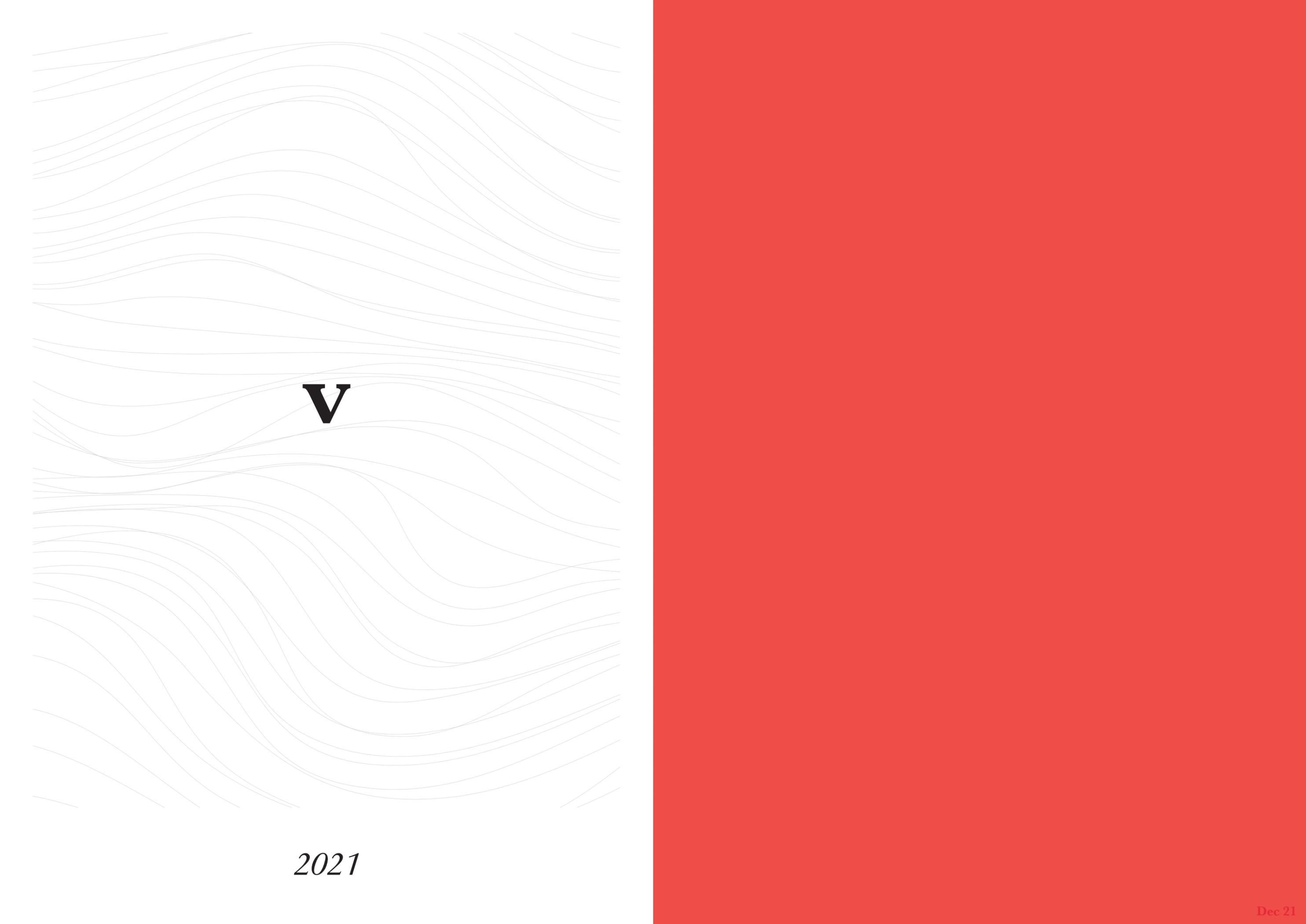
Peter Budd
(Marketing)

01

Our Students Appreciate...

Meet our finalists in the 2021 'L&T Impact Award' category. This award is student nominated and in 2021 we had a total of 130 nominations indicating 45 CoBL educators that our students wanted to show particular appreciation for.

In a year of disruptions, the sheer number of nominations is evidence of the strong connections built between teachers and learners. While we celebrate all of the amazing work that CoBL educators do, we further congratulate our amazing finalists:



V

2021



V

2021