

DISCIPLINE DAY: FRIDAY OCTOBER 1

10.00-12.00 AEST

CHEMISTRY DISCIPLINE MEETING

Presenters: Stephen George-Williams, Reyne Pullen, Erica Smith, Sara Kyne

[Join Session](#)

In this workshop, we will present an analysis of the recent assessment workshop led by Dr Stephen George-Williams at the 2021 RACI Chemical Education Division Symposium before diving into how we could tackle the current assessment challenges at an individual and institutional level. The outcomes of this workshop will be used for discussion in the ACDS workshop planned for the same day.

10.00-12.00 AEST

SHARING OF ONLINE RESOURCES FOR TEACHING PHYSICS

Presenters: Jacinta den Besten, Kate Jackson, Elizabeth Angstmann

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The rapid move to online teaching in 2020 led to many of us developing innovative online teaching and assessment resources. During this workshop, Jacinta, Kate, and Elizabeth will present resources they have developed, explaining their rationale for the design decisions. These resources include: a virtual experiment where students are guided through a logic driven quiz; a novel written assessment that randomly allocates unique images to each student, allowing for increased creativity, flexibility, and intrinsic motivation; and a question bank giving students ample opportunities to practice answering questions while receiving constructive feedback. **Participants will then be invited to share a resource that they have developed or found particularly useful over the past couple of years, so in preparation for this workshop, we ask participants to find a teaching resource they are willing to share.** We encourage participants to consider submitting these resources to the [ACDS resource repository](#).

10.00-12.00 AEST

BACK TO THE FUTURE: FACILITATING ASSESSMENT DESIGN, COLLABORATION, AND OUTCOMES ALIGNMENT WITH AN ASSESSMENT FRAMEWORK

Presenters: Philip J. MacKinnon, Alan Hayes, Ammar Aldaoud, Kristy C. Osborne, Louise Lexis, Kathy Tangalakis, on behalf of the members of the National Bioscience Assessment Collaboration (NBAC)

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Aligning assessment questions to content and process variables is a collaborative activity. Robust practice requires participants to first make an individual judgement about the alignment, and then share their

judgements and adjust them to work towards building consensus. In this workshop, attendees will participate in an interactive activity using the Australian Council for Educational Research's Swift platform to judge exam questions against the content and process variables of an assessment framework and then build consensus as a group. This will inform academics how they can use the framework in their own practice and within their own institution.

People from any disciplinary background are welcome to join us. We will be using life science example questions, but it will only be necessary to understand the intent of the question, not be able to answer it.

We request that attendees have access to a web browser so they can engage with the Swift platform.

12.00-2.00 AEST

TEACHING FOR DIVERSITY AND EQUITY IN STEM: IN PRACTICE

Presenters: Reva Ramiah, Lisa Godinho, Joanne Castelli, Angela Ziebell, Stephen George-Williams

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This session is part of the ACDS funded Teaching and Learning project 'Enabling Student Success through Teaching for Diversity in STEM'. Participants will gain practical experience in identifying and adopting teaching strategies that can create more inclusive learning experiences for students in STEM.

2.00-4.00 AEST

A VISION FOR ASSESSMENT IN SCIENCE

Presenter: Chris Thompson, Rebecca LeBard, Michael Drinkwater

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This workshop seeks to bring together science and mathematics colleagues and their discipline groups to collectively identify our aspirations and challenges for assessment into the next decade. The disruptions associated with COVID-19 delivery and assessment, especially exams, have resulted in both compromise and innovation at an accelerated pace. What does best-practice in assessment look like in a post-COVID era? Do we expect to revert back to our assessment practices pre-COVID, or do we see ourselves on a new path? Are exams still fit for purpose, and if not, what are the alternatives we value? Do we trust technology and what it can deliver, or is it creating more problems than solutions? To what degree do issues with academic integrity push us in particular directions?