

INNOVATIONS IN TEACHING & LEARNING: APPROACHES TO PROFESSIONAL DEVELOPMENT FROM ACROSS THE DISCIPLINES

VOLUME 1: BOND UNIVERSITY

Section 1: Professional Development Programs in University Settings

FROM NOVICE TO EXPERT: BUILDING PROFESSIONAL ACUMEN THROUGH TERTIARY EDUCATION PROGRAMS

Clive M. Jones (HSM)

The effective training of any professional is an important responsibility that universities undoubtedly must uphold. Due to the extensive range of professionals trained through the tertiary education sector and the potential impact of university graduates in their local, national, and international communities, university students must be equipped in the best possible way to ensure professional expertise is developed across all domains. This chapter highlights the important role of long-term practical experience in the development of professional skills and expertise for university students. It also provides a template to demonstrate how practical experience can be incorporated incrementally within university degrees from first year through to graduation as a way to ensure the gradual, yet sound, development of professional acumen is attained.

Section 2: Learning from Within: Five Classroom-Based Projects and Programs Designed to Foster Professional Development

USING THE MULTI MINI INTERVIEW IN THE BOND MEDICINE PROGRAM: DEVELOPING STUDENT SELF DIRECTED LEARNING

Christine Tom (Medicine, HSM)

The Bachelor of Medicine/Bachelor of Surgery (MBBS) degree program in the Faculty of Health Sciences and Medicine at Bond University is relatively young, with an establishment date of 2005. One of the assets of being a new program is the opportunity for innovative program design. In this vein, we developed an eight station Multi Mini Interview (MMI) template and process as a tool for ensuring that prospective students who were applicants for the program were a good fit. For fit within the context of the entire degree program, the four Bond University graduate attributes were used as the basis for the MMI process. These attributes include cognitive and non-cognitive areas that require students to demonstrate abilities in communication, ethical and clinical reasoning, leadership and teamwork together with scientific knowledge and understanding.

As a result of the item analysis of the MMI results, taken together with students' previous academic ratings, a Student Profile was constructed on each of the successful applicant's performance at the MMI. The students were asked to construct a Personal Development Plan

(PDP) to identify their areas of development and to determine what mechanisms they would enlist in order to strengthen their competencies in those areas, thus becoming more self-directed in their learning. The PDP exercise has indeed provided a constructive context for students to develop these self-reflective skills and, together with a Learning Styles Inventory (LSI) for each student, will continue to be incorporated into the early part of the MBBS program. To date, the feedback from students, tutors and academic staff regarding the incorporation of the MMI, PDP and LSI has been uniformly positive.

INTEGRATING RESEARCH AND CURRICULUM DESIGN: AN EVENT STUDY IN INTRODUCTORY ACCOUNTING

Keith Duncan, Simone Kelly, & Ray McNamara (Accounting, BTSD)

Accounting education has attracted significant criticism leading to calls for change and innovation in accounting curricula. Despite extensive work on curriculum redesign, evidence suggests there continues to be a miss-match between subject objectives and assessment (1998; Palm & Bisman, 2010). While decision usefulness is cited as the core concept of many accounting subjects, pedagogy and assessment are still largely focused on examining technical aspects of accounting. In this chapter, we describe an Event Study assessment project that integrates research findings and business press into introductory accounting as a mechanism for students to develop broader research, communication, analysis and reasoning skills. The project requires students to locate and analyze the impact of an earnings announcement on the share price of a company, controlling for market movements and industry factors. The Event Study promotes an understanding of the links between accounting process, method choices, earnings management and their relationship with market value.

BioSMART: AN INTEGRATED PROGRAM TO ENHANCE GRADUATE SKILLS IN BIOMEDICAL SCIENCE

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& Russ Chess-Williams (Biomedical Science, HSM)

The BioSMART (Scientific Methods for Analytical and Reasoning Skills and Critical Thinking) program was developed to support the professional development of Bachelor of Biomedical Science students in the Faculty of Health Sciences & Medicine at Bond University. BioSMART comprises an integrated suite of learning activities and assessments embedded across the degree program in three phases. In Phase One, students develop foundational laboratory and scientific reasoning and writing skills. In Phase Two, students plan and conduct scientific research projects and other activities, which develop work-ready competencies including project design, implementation, data analysis, team work and presentation skills. Finally, in Phase Three, students develop higher cognitive skills such as critical thinking and reasoning and advanced laboratory skills through a weekly Journal Club and a curriculum centred on Problem Based Learning. By integrating learning activities

relevant to the core practices of biomedical scientists into an innovative curriculum, graduates are well prepared for a successful transition into the scientific professions. The BioSMART program was awarded an Australian Learning & Teaching Council Citation for Outstanding Contributions to Student Learning in 2008.

TRIAL PRACTICE FOR LAW STUDENTS

Lee Stuesser (Trial Advocacy, Law)

Trial practice is the quintessential lawyering skill. To succeed in a trial requires both knowledge of the law and skill in application. When students engage in trial practice, they are essentially bringing law to life and bridging the gap between the study of law and professional practice. This chapter will describe the teaching of trial advocacy at Bond and underscore the need for such skill subjects in Australian legal education. Trial advocacy, as taught at Bond, focuses on student learning through doing. The subject includes weekly small group workshops that are designed to provide progressive and incremental advocacy exercises, where students receive immediate feedback. Moreover the workshops are video recorded and students are given the opportunity to review and reflect on their work. The subject culminates in the students preparing and presenting a full trial.

TEACHING INFORMATION TECHNOLOGY SUBJECTS WITH REAL-WORLD SOFTWARE: THE VIRTUAL INFORMATION TECHNOLOGY TEACHING LABORATORY

Michael J Rees (Information Technology, FBTSD)

To date, it has been extremely difficult if not impossible to set practical assignments for advanced information technology (IT) subjects since the software interferes with the operation of the this University's network. Like many other Universities, we have dedicated computer teaching laboratories that are set aside to support a range of operating systems and specialised software (platforms). Within these laboratories, elaborate platform setups have been required each semester to allow a single physical workstation to support multiple uses. Even then, the platforms interfere and the students cannot be granted administrative access to allow them to install and manage their software. To further compound the problem, when not required by IT students, these expensive and functional teaching laboratories lie idle.

As a way to remedy the above, the Virtual IT Teaching Laboratory project was designed and is managed by the author; it uses advanced virtualisation technology and central servers. IT students are allocated individual virtual machines for each subject that requires their use. Virtual machines run on a 24 hours a day/7 days a week basis and students can be given full administrative privileges to install and manage complex software just as in the real world. Students can then access their own virtual machine(s) from any standard computer on campus, and their own laptop connected via the Internet.

This advanced virtualisation technology allows Bond IT students to gain experience with advanced software, servers and systems required by employers, thus enabling the

development of real-world skills required for careers in the IT industry while freeing up valuable teaching space on campus for use in other domains.

Section 3: Moving Outside of the University: Five Projects and Programs that Rely Upon External Partners, Clients and/or Placements

DEVELOPING ADVOCACY IN PHYSIOTHERAPY STUDENTS: WORKING WITH OUR TANZANIAN COLLEAGUES

Mara Bennett (Physiotherapy, HSM)

The United Republic of Tanzania (URT) is an impoverished Eastern African country with poor health status and shortages of medical personnel. The Kilimanjaro Christian Medical College, which includes a School of Physiotherapy, has been training health professionals in URT since 1997. The costs of educating students in the URT are significant given local indigence - the Diploma of Physiotherapy program costs \$600 per year for one student and the Bachelor of Science (Physiotherapy) degree costs over \$1000 per year, per student. As part of the Doctor of Physiotherapy degree at Bond University, students are asked to be advocates for their profession generically, and their distant colleagues specifically, by fundraising for their colleagues in URT. In so doing the students gain experience in marketing, promotion and event management as well as knowledge of and integration into the larger community of global physiotherapists. This initiative commenced in 2008 and in the first year raised over \$2000. These funds were forwarded to the Physiotherapy School in URT along with personal communications from the involved Bond University students.

HUMAN RESOURCE CONSULTING BY BEGINNERS: APPLYING KNOWLEDGE IN THE REAL WORLD

Cynthia D. Fisher & James B. Shaw
(Human Resource Management, FBTSD)

Bond University has offered students in the introductory human resource management subject a powerful hands-on and real-life approach to learning since 1992. We supplement the usual textbook/lecture/case/role play approach with a large scale semester-long HR consultancy project in a real organisation. This innovative assessment task requires students to describe and evaluate current HR practices in their client organisation, and then to develop detailed recommendations and value-adding HR tools for improving those practices. The project is unique in allowing inexperienced students to have direct contact with organisations and to provide them with advice. Students are highly motivated by the applied nature of the project. They achieve a better understanding of the techniques presented in class and develop the wisdom to selectively choose, modify, and develop HR tools to suit specific organisational needs. Extensive feedback and the opportunity to revise recommendations assure both student learning and sound professional advice to participating organisations

OBSERVE, EXPERIENCE AND INTEGRATE: ENHANCING PROFESSIONAL DEVELOPMENT USING INTERNATIONAL STUDY TOURS

Li-Anne Woo, Titan Liu, Justin B. Craig, & Timothy Kiessling
(International Business, FBTSO)

This chapter provides evidence of the positive benefits associated with adopting an international study tour as a unique and effective professional development tool. Specifically, we show how involvement in an international study tour has the potential to make a significant contribution to students' ability to lead, their understanding of how important it is to show initiative particularly in uncertain situations and to be an effective contributor to a team. We couch our conversation within Kolb's (1984) experiential learning frame and use Bloom's Taxonomy (Bloom et al., 1956) to illustrate how the study tour's learning objectives are assessed. Finally, we discuss our insights into the points of differentiation that we believe international study tours are uniquely designed to deliver.

SERVICE-BASED CONSULTING PROJECTS: REAL-WORLD, REAL-TIME, REAL-PRESSURE LEARNING IN NEGOTIATION

Amy L. Kenworthy, George A. Hrivnak, Jane Murray
(Negotiation, FBTSO)

Negotiation is defined as an interpersonal process in which two or more parties attempt to allocate scarce resources or resolve a conflict (Pruitt & Carnevale, 1993). Scarce resources and conflict permeate, at varying levels and in numerous forms, all aspects of our personal and professional lives. That said, as an academic subject area, negotiation is something that students of every disciplinary domain should be exposed to as a component of their professional skill development. In this chapter, we describe a semester-long consulting project aimed at developing students' negotiation skills. Students work in teams, serving as consultants to a non-profit organization to produce a product or service designed to result in both short- and long-term positive outcomes for the organization's staff and clients. The project involves numerous, frequent, real-world intrateam and interorganization negotiations. Student learning is grounded in real-time, pressure-filled, chaotic, and often resource-poor environments – all components that mirror many of the constraints students will face in their future professional careers.

CAPSTONE PROJECT READIES MULTIMEDIA AND GAME STUDENTS FOR CLIENT-FOCUSSED SUCCESS

Jeffrey E. Brand, Jan Jervis, & Sandra Thwaites
(Multimedia Design, HSS)

Interactive Media Project and Presentation is a capstone subject in a suite of multimedia degrees. The subject gives students a guided learning experience in which they complete a commercial multimedia project. Students test their knowledge and skills through work that is

scaled according to their enrolled numbers, the needs of a client and a deadline for deliverables. Students learn to apply disparate knowledge domains in a single project, distribute work roles, set feasible project scope and overcome limitations with tools of their profession. Research in multimedia education establishes the need for project-based learning for the application of theory to project, team and client management (Simkins, Cole, Tavalin, & Means, 2002). The Bond University Interactive Media Project and Presentation subject leverages small class sizes by personalising and scaling instruction aligned with constructionist educational philosophy: teachers and students modify their roles so that students take personal responsibility for learning and thus migrate from multimedia consumers to professional content producers.