

Learning and teaching activities

A learning and teaching activity enables students to engage with a facilitator to learn the knowledge or skills required to achieve the desired educational outcome.

A list of the learning and teaching activities that are currently available in the Timetabling system are provided in the table below. A full review of learning and teaching activities is beyond the scope of this review, which focusses on existing activities in the Timetabling system.

The list provides:

- a definition of the activity
- advice on whether it can be delivered online and if so whether it can be delivered:
 - synchronously - occurring at the same time; coinciding in time; contemporaneous; simultaneous or,
 - asynchronously – has a lack of synchronism or coincidence in time
- an indication of which activities can be a hybrid, i.e., allow for some students to attend on-campus and some to attend online, at the same time.

| Activity | Description | Can the activity be delivered online? | | |
|-----------------------------|--|---------------------------------------|--------------|--------|
| | | Synchronous | Asynchronous | Hybrid |
| Case Study | A defined series of activities, usually weekly or fortnightly, where the same small group of students study a case together. A facilitator generally uses the first activity to introduce the subject or discussion topic. Subsequent activities build on the case analysis and provide an opportunity for students to apply their knowledge. | ✓ | | ✓ |
| Clinical orientation | A session that usually involves a facilitator sharing critical information with students before going on placement. Sessions may also be used to introduce students to their placement supervisor at the participating organisation. Attending an orientation session is usually a requirement that must be completed before going on placement. | ✓ | ✓ | ✓ |
| Clinical placement | Clinical placements provide an opportunity for a student to focus on applying the knowledge and skills that they have acquired to a clinical or allied health care setting working with patients or clients. The placement is only available to students following successful completion of required assessments and other requirements. | | | |
| Clinical simulation | A specialised practical that provides students with hands-on experience in a simulated real-world or learning environment. Typically requires the use of a specialised teaching space, equipment or software e.g., the Clinical Skills & Simulation Unit, or spaces that are equipped with activity video recording equipment | | | |

| Activity | Description | Can the activity be delivered online? | | |
|----------------------------|---|---------------------------------------|--------------|--------|
| | | Synchronous | Asynchronous | Hybrid |
| Computer laboratory | A session involving a brief informal presentation by a facilitator followed by group discussion and skills-based learning that allows students to apply the theory learned to develop practical skills. It always requires the use of specialised computer equipment or software e.g., equipment or software required for VFX, 3D modelling, or software engineering. | | | |
| Exam | Students complete set practical tasks/questions in pre-determined, time-restricted, invigilated conditions covering professional, practice or performance-related proficiencies. Some exams may be online where invigilation software is used. Exams are defined and governed by the Assessment Policy and related Assessment Practice Procedures . | ✓ | | |
| Excursion | An excursion is a group activity whereby students undertake a facilitated trip for an educational purpose to an off-campus location, usually for a short period. For example, a museum, art gallery, performance space, cultural centre, or conservation area. | | | |
| Field placement | Field placements provide a learning opportunity for students to focus on applying the knowledge and skills they have acquired to a practical setting. Students will typically work directly with clients in an allied health or educational organisation. The placement is only available to students who have successfully completed the required assessments and other requirements | | | |
| Field trip | Field trips are any work, research, study or activity approved by a college/portfolio undertaken by staff and students off-campus at an urban, rural, remote, freshwater or marine location. * Field trips must be approved by a College or Portfolio and undertaken according to the Flinders Workplace Health and Safety policies and procedures. | | | |
| Film screening | Film screening is usually facilitated by an expert in a specialised space for educational purposes e.g., the analysis of the scriptwriting, cinematography, directing or visual effects or where the content of the film has specific educational value relevant to the topic being studied. Another activity, such as a workshop, is typically scheduled and sequenced after the film screening for further discussion and analysis. | | | |
| Independent study | An activity that provides an opportunity for an individual student, or small group, to undertake work related to their area of research with minimal supervision. | | | |

| Activity | Description | Can the activity be delivered online? | | |
|---------------------------|--|---------------------------------------|--------------|--------|
| | | Synchronous | Asynchronous | Hybrid |
| | Independent study is also used as an important means of addressing the core curriculum in some taught topics, (e.g., PBL-based postgraduate topics). | | | |
| Industry placement | Industry placements provide a learning opportunity for students to focus on applying the knowledge and skills acquired to a practical setting. Students will typically work directly with staff and clients from a partner organisation in an industry relevant to their course, excluding organisations in the clinical and allied health sectors. The placement is only available to students who have successfully completed the required assessments and other requirements. | | | |
| Intensive workshop | A facilitated group discussion or demonstration that usually has a specified outcome or goal. Smaller than a lecture, with more opportunities for participation and engagement, and larger than a tutorial, typically five or more hours in duration. | ✓ | ✓ | ✓ |
| Laboratory | A session involving a brief informal presentation by a facilitator followed by group discussion and skills-based learning. It always requires the use of specialised equipment or teaching space. A laboratory allows students to apply the theory learned to develop practical skills, usually working in small groups with discussion. | | | |
| Lecture | A formal presentation by a facilitator, typically to a large number of students, that usually has limited opportunity for engagement and group discussion with repeat lectures containing the same content. They are also automatically recorded when scheduled in a teaching space, such as a lecture theatre, that provides this functionality. | ✓ | ✓ | ✓ |
| Negotiated program | An activity typically undertaken by an honour or postgraduate student that negotiates a project with a specific outcome with a facilitator and a defined unit value. | | ✓ | |
| Online exercises | An educational activity that must be undertaken and completed online, such as online quizzes, discussions threads or workbooks. | ✓ | ✓ | ✓ |
| Online lecture | A formal presentation by a facilitator, typically to a large number of students attending online, that usually has limited opportunity for engagement and group discussion. There is no opportunity for attending the online lecture on campus. Some lectures may be pre- | ✓ | ✓ | |

| Activity | Description | Can the activity be delivered online? | | |
|------------------------|--|---------------------------------------|--------------|--------|
| | | Synchronous | Asynchronous | Hybrid |
| | recorded and available for students to view asynchronously. | | | |
| Online tutorial | An online facilitated discussion and exploration of ideas and key concepts. Students are encouraged to have a high level of engagement and participation. There is no opportunity for attending the online tutorial on campus. | ✓ | | ✓ |
| Oral viva | An assessment activity where students discuss their work in depth with examiners in pre-determined, time-restricted, invigilated conditions as part of the overall examination process. It is defined and governed by the Assessment Policy and related Assessment Practice Procedures . | | | |
| PBL | A session, or series of sessions in which students are presented with a usually complex, real-world, workplace-based problem or scenario that they explore as a group to identify learning needs to be addressed in subsequent independent study, and/or the development of possible solutions to the problem. In addressing the identified learning needs and developing possible solutions, students may acquire new knowledge and/or build on their knowledge by applying the concepts and principles previously learnt. Variations of PBL include: <ul style="list-style-type: none"> • Team Based Learning (TBL), usually held in a larger space with multiple groups (teams) working through the problem. Where PBL has a dedicated facilitator for each group, TBL is facilitated by a much smaller teaching cohort, sometimes just one person, covering multiple (or all) groups. • Case Based Learning (CBL) where students present a case from their placement experience, that illustrates a particular diagnostic dilemma or process. Discussion develops from the small group questions and exploration of shared and individual knowledge. | ✓ | | ✓ |
| Practical | A practical session involving a brief informal presentation by a facilitator followed by group discussion and skills-based learning, typically but not always requiring the use of specialised equipment or teaching space. A practical allows students to apply the theory learned to develop practical skills, usually working in small groups with discussion. | ✓ | | ✓ |
| Project work | A discrete project of substantial size with a defined outcome, or deliverable, negotiated between a student, or small group of students working as a team, and a facilitator. | | | |

| Activity | Description | Can the activity be delivered online? | | |
|-------------------------|---|---------------------------------------|--------------|--------|
| | | Synchronous | Asynchronous | Hybrid |
| Seminar | A semi-formal presentation, typically by an expert, followed by a facilitated discussion on an identified topic supporting advanced study. | ✓ | ✓ | ✓ |
| Supervised study | An activity that provides an opportunity for students to reflect on their learning undertaken in other sessions such as tutorials or workshops. Sessions can be facilitated by an expert or student peers, such as third-year students facilitating sessions for first-year students. | ✓ | | ✓ |
| Tutorial | A facilitated discussion and exploration of ideas and key concepts. Usually smaller than a workshop or a lecture. Students are encouraged to have a high level of engagement and participation. | ✓ | | ✓ |
| Workshop | A facilitated group discussion or demonstration that usually has a specified outcome or goal. Smaller than a lecture, with more opportunities for collaboration and engagement, and larger than a tutorial. Typically, less than a total of five hours in duration. | ✓ | | ✓ |