

Meeting 2/16

20 May 2016

For general publication

**Present:** Miss Talia Enright (in the Chair), Dr Denise Adams (minutes), Dr Joanne Blanchfield, Mr Joshua Chai, Miss Zoe Cornwell, Mr Liam De Villiers, Ms Tammie Fair, Miss Shazura Lawrence, Ms Audrey Tsouza, Dr Simon Worrall, Ms Luoping (Abbi) Zhang.

**ACTION**

**Apologies:** Mr Peter Giang and Miss Alicia Kirk.

**Absent:** Nil.

**Minutes:** Minutes of the meeting held 13 April 2016, having been circulated, were taken as read and were confirmed.

**3. Business Arising out of the minutes:**

**3.1 Molecular Image Design Contest**

Members discussed the Molecular Image Design Contest and agreed that the competition would be launched before semester 2 commences. Talia Enright offered to help prepare the posters that will be used to launch the competition. Talia confirmed that members had agreed that a \$50 cash prize voucher would be an appropriate prize. Simon Worrall confirmed that entries could be as individual or in pairs. Simon also confirmed that the caption would be up to 150 words. Jo Blanchfield noted the need to explicitly inform applicants that they may not be enrolled in a RHD or Honours course.

**ACTION**  
**Denise**  
**Talia**

**3.2 SCMB Hoodies**

Members noted that the SCMB Research Students Social Club (a.k.a. SCuMB CLUB) had taken over the promotion and ordering of the School hoodie and/or polo shirt. The hoodie had originally been an initiative of the Research Student Advisory Group (RSAG) and Talia Enright (CSAG) had subsequently contributed to the design. The School hoodie is now available for purchase for \$40 and the deadline for orders is the 17 June. A Google doc form is available for students to complete an order <http://goo.gl/forms/JFV0tX6mgV>

**3.3 Student Facebook Pages**

At the April 2016 meeting, Zoe Cornwell asked if Course Coordinators could be encouraged to create Facebook (FB) pages that would be monitored by students. Jo Blanchfield took this request to the Teaching and Learning Committee and members from this Committee had no objections, but noted that Blackboard would continue to be the primary content management site for courses. Justin Ridge stated that course FB pages must be created within UQ groups.

Jo undertook to prepare a slide that could be sent to Course Coordinators and lecturers that invited students to create course FB pages within the UQ groups.

**ACTION**  
**Jo**

Simon Worrall, SCMB's Integrity Officer, discussed the fact that FB pages could not be used to discuss current assessment items. If the answer to a current piece of assessment was posted on FB, this was considered to be general misconduct. If a student used the answers from this post, this was academic misconduct. Simon clarified that it was appropriate to discuss how to go about solving a problem, but that it was not allowable to post the absolute values used in a question or answer. Simon also answered Talia Enright's question regarding FB discussions about past exam and tutorial questions, which may be discussed as they were not current assessment items. Simon also confirmed to Shazura Lawrence that students could seek guidance for online quiz help, after the quiz had closed. Talia noted that the academic and general integrity issues should be highlighted in the slide that Jo produced. Simon noted that as the SCMB Integrity Officer, he did not want to encourage sites that could lead students to get into trouble. Jo reminded students that they should never look for answers on the internet as this represented academic misconduct.

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**3. Business Arising out of the minutes: (continued)**

**3.4 SCMB Newsletter**

At the April meeting, Joshua Chai had noted that he would like to start a School newsletter that contained information about events and coursework. Members reviewed the draft of an example newsletter that Joshua had prepared.

Several suggestions regarding content were received:

1. Talia Enright liked the section that contained upcoming deadlines.
2. Simon Worrall and Jo Blanchfield noted that the newsletter should include the names and contact details of the Majors Convenors.
3. Members thought there should be information regarding SCMB social networking (Abigail Downey could be contacted for further information). For example, the SCMB Research Students Social Club had been organising social netball on Friday afternoons. Talia is involved with SUSS (Science Undergraduate Student Society) and they often organised social events.
4. Members agreed that information regarding summer and winter scholarships and internships should be included.

The distribution of the newsletter was discussed. Tammie Fair reported that UQ policy was such that it would not necessarily be eligible to be distributed to all SCMB coursework students via bulk email, but information about the newsletter could be included when students were emailed regarding CSAG meetings and outcomes. Joshua Chai suggested that students could opt in to receive the newsletter. The newsletter could be promoted in lectures and via Blackboard. Shazura Lawrence thought an electronic version would be better than a printed version as the newsletter would contain several web links. Joshua suggested that the newsletter be distributed quarterly to second year students and above enrolled in SCMB courses. Joshua aimed to have the newsletter ready in week 3 of second semester. Shazura volunteered to help find stories for the newsletter. Zoe Cornwell recommended that the newsletter should be available so that students had time to find follow up information regarding events advertised in the newsletter. Talia undertook to send a copy of the logo she designed to be included on top of the newsletter. Joshua will contact Tammie with a request for photos required for the newsletter.

**ACTION**  
**Joshua**  
**Shazura**  
**Talia**

**3.5 Postgraduate Coursework Biotech Suite Representative**

The PG Biotech suite representative, Audrey Tsouza, reported that she has not seen and mixed with her fellow students during the last six months of her course as she was completing a project at QUT. Members agreed that it was best to recruit a student in the first or second semester of their course for this representative role. As Audrey will finish her studies at the end of this semester, members thanked her for her contributions while on the advisory group. Denise Adams undertook to recruit a new representative for next semester.

**ACTION**  
**Denise**

#### 4. Other Business

##### 4.1 CHEM1100 and CHEM1200 Labs and Lectures

Liam De Villiers provided feedback regarding the first year chemistry courses, CHEM1100 and CHEM1200. Liam reported that he and fellow students preferred it when lecturers used the visualiser rather than PowerPoint slides. They found it easier to follow the concepts when lecturers presented ideas with writing and drawing.

Liam and his fellow students found it hard to understand the concepts in the CHEM1100 practicals but found the CHEM1200 practicals fairly straightforward. CHEM1100 practicals were a “race against time” to complete the tasks and it was difficult to know why they were being asked to complete many of the techniques. In addition, students did not know how to use the equipment in the first year lab and believed that explanations of the equipment and how it worked would be useful. Students found it difficult to complete the experiment, the Excel graph, the calculations and answer the analysis question, especially when they were having difficulties understanding the concepts that the experiment was covering.

Zoe Cornwell said it was helpful in a practical situation where the tutor asked students to regroup several times during the practical to confirm what completed steps and discussed how to do the next task.

Zoe reported that her preference was to hand in the report at a later date and not during the practical class. Jo Blanchfield reported that CHEM1100 already contained a high number of assessment items and that if a report was added after each practical that would increase the number of items that students were required to submit. Denise Adams noted that practical 1 was Pass/Fail and practical 5 required the submission of a practical report. Only practicals 3, 4 and 5 required that the results sheets and analysis question were submitted at the time of the practical.

Shazura Lawrence noted that she found the CHEM1100 prelab questions difficult to answer despite having read the laboratory manual. Shazura reported that the prelab questions were not reviewed in the laboratory, so she was still uncertain of how to complete the calculation questions. Shazura would prefer that no calculation questions were asked in the prelab quiz. Jo Blanchfield noted that the deep understanding of the concepts would increase once the content was covered in the lecture material. Jo noted that the lectures could not be completely aligned with the practicals as each practical ran for a two weeks. Jo noted that practicals used to run in a round-robin configuration so are more aligned now that they were in the past.

Talia Enright reported that Lab Skills (video information that supported the practicals) was very slow. Talia and Shazura both agreed that they would like more videos showing laboratory techniques. Jo Blanchfield suggested that the Teaching and Learning grant money could be partly used to prepare videos of procedures and equipment used in the first year laboratory. Talia suggested that laboratory videos could be prepared using a GoPro on the chemist's shoulder.

Jo reported that Philip Sharpe, Andrew Allsebrook and Lawrence Lo had received a teaching and learning grant, “Students as Partners in Chemistry Laboratory Learning” and this project would engage students as partners to revitalise the chemistry laboratory program.

**ACTION**  
**Jo**

##### 4.2 Teaching and Learning Committee Event

Jo Blanchfield asked members if week 8, semester 2 would be a good time to hold the Teaching and Learning Discipline mixer event. Members agreed that this time of the semester was suitable.

#### 5. Next meeting:

The next meeting was scheduled for week 3, semester 2, 2016.

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**ACTION**  
**All members**