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**Developing and assessing Deakin graduate attributes through team-based learning**

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Critical care nurses require high order critical thinking and problem solving skills to make timely, accurate decisions based on best available evidence to improve patient outcomes. The Australian College of Critical Care Nurses (ACCCN) as the professional accrediting body for critical care nurses and Deakin University as an education provider, expect graduates to have attained specified generic and discipline specific attributes. Team-based Learning (TBL) was introduced to the post graduate suite of critical care courses in 2009 as an educational strategy to accelerate student acquisition of the knowledge, skills, and attitudes required for specialty practice. The aim of this presentation is to explore how both Deakin and discipline specific graduate attributes are developed and assessed through the implementation of Team-Based Learning in the post graduate suite of critical care courses. The clinical context for critical care nurses and the graduate attributes expected of our students will be discussed before providing a brief overview of the TBL process. The components of TBL will be mapped to the specific graduate attributes and the findings of our research that suggest the acquisition of these desired graduate attributes will be discussed.

**Session 3**  
HD3.009  
**Variety of topics**

**Convenor** Stephen Segrave

**Making connections: initiatives to use mobile technology in journalism education**

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This paper reports on a new ‘mobile journalism’ teaching initiative in which students use mobile technology to record, edit and report their own video stories and publish them online. Professional journalists increasingly use mobile phones as portable digital newsgathering and communications devices and it is important to update teaching practices and curricula to respond to these changes. The teaching initiative is informed by baseline data from successive surveys of Deakin journalism students, tracking changes in the ways they use the content-gathering and publishing functions of their mobile phones. The latest, in August 2011, compares results from a survey of third year journalism students, with results from the same survey with this cohort when starting at Deakin in 2009. The latest survey reveals an increase in the number of students taking video on their phones and a big increase in students publishing photos and videos from the phone. The survey also finds the number of students going online on their phones nearly doubled from 53 per cent in 2009, to 96 per cent in 2011. This successful teaching initiative and the accompanying data raises the question of whether the much-heralded advent of a generation of ‘digital natives’ is getting nearer.