



Concurrent Session K
Wednesday 2 September
1.00pm – 1.50pm

Session 6

Managing a MOCC: reflections on a Year of Coordinating a Massive On-Campus Course

Mary-Rose Adkins Gregory Nash

University of the Sunshine Coast

Mary-Rose Adkins has taught in higher education since 2002 both at a TAFE and University level. She has been employed as a course co-ordinator, lecturer and tutor. Her teaching has included delivering courses in certificate and diploma level TAFE studies, tertiary preparation, first year introductory units and advanced level units in Indigenous studies, communication and social sciences. She is currently employed in a team of associate lecturers managing and teaching a first year compulsory foundational course at the University of the Sunshine Coast. Her interests are in cultural competencies, Indigenous governance and student's early experience within the academy.

In semester one 2014, Communication and Thought (COR109) became the first mandatory course for all students enrolled in their first semester of study at the University of the Sunshine Coast (USC). This inaugural semester saw a post-census enrolment of 2,424 students involving 60 teaching staff, followed by a second semester offering with 751 students enrolled and 20 teaching staff. The course has faced significant design and logistical challenges firstly, in delivery of whole-of-institution content and secondly, in the management of staff, students and space. Student feedback on the teaching and delivery of COR109 during 2014 along with feedback received from USC academic colleagues strongly indicates the course is having a positive and substantial impact on the student learning experience. This paper follows on from 'Rise of a MOCC: Massive On-Campus Course' that was presented at the 2014 TEM conference, and reflects upon the lessons learned from the coordination of what is one of Australia's largest university courses and the lessons, which are now influencing the future direction and iterations of the course. First, this paper discusses the strengths and weaknesses of specific assessment items, how they were taught in a way that made them relevant to every discipline, and how they evolved from semester one to semester two through consideration of feedback received from students and staff. Second, statistical data on student attainment and attendance is provided, alongside specific student feedback related to identified strengths and weaknesses of COR109 content and delivery. This analysis includes a discussion on a high Fail Absent (FA) rate and provides specific examples of how attendance directly impacted final grade attainment. Finally, taking into account what has been learned in the inaugural year, a discussion of future teaching solutions and directions for delivery of the course will be provided, including plans to accommodate more assessment types and more discipline relevant focus for particular assessment items in order to better cater for the whole-of-university nature of this course.