

D8

Effective Teaching

## Exploring Metacognition as Support for Learning Transfer

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This presentation will share our efforts to investigate how metacognition might enhance the transfer of learning from one context to another. This topic is of relevance because the ability to transfer one's learning to new situations lies at the heart of lifelong learning and the employability of university graduates. Our exploratory study investigated whether students (N=118) and instructors (N=74) from five institutions reported similar or different perceptions and behaviors related to transfer and metacognition. Our survey data indicate that many instructors and a majority of students do not have a clear understanding of what learning transfer entails, and that there are many mismatches between instructor and student perceptions, attitudes, and behaviors regarding learning transfer. Significant correlations between thinking about transfer and thinking about learning processes and the likelihood to use awareness to guide practice support further inquiry into the use of metacognitive practices to support learning transfer.

D9

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## Progressing Quality Teaching: Effective Reflective Practices with Casual Tutors

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Changes in our approach to university teaching have come about due to the casualization of academic staff. The emerging 'uberisation of work' model of employment characterises many university faculties facing academic teaching staff shortages. Typically, casual tutors fill the staffing gap, yet their voices tend to go unheard when it comes to making improvements for effective teaching. This research investigated whether casual tutors' perspectives offer an untapped source of knowledge that could benefit lecturers in-charge of subject design and delivery. Telling the story of the collaborative process used in undertaking qualitative reflective moderation and online tool development with five casual tutors, may provide a new community of practice model relevant to others who are keen to progress quality teaching.