



# Learning & Teaching Repository Newsletter

June 2021

The Universities Australia Learning and Teaching Repository is a collection of higher education learning and teaching research valuable to university academics.

This newsletter highlights recent Fellowship and Project reports added to the Repository: <https://ltr.edu.au>. It highlights resources on blended learning, and discusses project websites.

## Latest Fellowship Reports



[Promoting resilience in higher education: a collaborative approach to curriculum development for student resilience in teacher education](#)

Caroline Mansfield, Murdoch University

Built upon the Building Resilience in Teacher Education (BRITE) project to develop authentic cases

Website: [www.stayingbrite.edu.au](http://www.stayingbrite.edu.au)



[Where's the WIL? Facilitating and promoting WIL in an emerging profession: The case of financial planning](#)

Mark Brimble, Griffith University

A Work-Integrated Learning Framework that is sensitive to business needs and commercial competitiveness.



[Students as partners: Reconceptualising the role of students in curriculum development](#)

Kelly E. Matthews, University of Queensland

Created a community successfully changing the discourse from students as passive consumers to students as partners.

Website: <https://itali.uq.edu.au/matthews-studentsaspartners>



[Enhancing learning in the laboratory: Identifying and promoting best practice in the professional development of demonstrators](#)

Mauro Mocerino, Curtin University

Refined the Laboratory Demonstrators Professional Development Program for national rollout.

## Repository contact

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## Latest Project Reports added to the Repository



### [Promoting professional learning for academic teaching practice](#)

This La Trobe University-led project involved all Innovative Research Universities and focused on how a range of formal and informal learning activities in different institutions can be recognised as contributing to a mutually-recognisable Graduate Certificate of Higher Education qualification.

Rhonda Hallett & Roger Gabb



### [Asynchronous critiques via video to enable studio collaboration for employability skills in distance education](#)

University of New England

William Billingsley, Huy Phan, Bing Ngu, Paul Kwan & Nicolas Gromik

The dynamics of using an asynchronous video-based approach to critiques, in studio classes that predominantly comprise distance education students. In this approach, students submit video presentations of their work in progress, and then record video critiques of each other's work using an open source tool.



### [An interdisciplinary model and resources for culturally competent service-learning in Aboriginal Community Controlled Organisations](#)

Students from the University of Sydney in partnership with Notre Dame University engaged with the Gundjeihmi Aboriginal Corporation, Murdi Paaki Regional Assembly, and Tiwi Islands Regional Council. The project team of Gabrielle Russell, Juanita Sherwood, Julie Maakrun & Arlene Harvey developed an interdisciplinary service learning model that combined community-driven projects undertaken by interdisciplinary student teams with cultural competence training.

Website: <https://sl.nccc-portal.techlab.works>



### [Open education licensing: Effective open licensing policy and practice for Australian universities](#)

A joint research project undertaken by Swinburne University of Technology and the University of Tasmania to clarify copyright and licensing issues around MOOCs and other open online resources in Australian higher education.

Robin Wright, Carina Bossu, Luke Padgett & Derek Whitehead

Website: <http://www.oel.edu.au>

## Featured topic: Blended learning

A search for **blended learning** in the Repository shows the depth of research from Australian universities since 2008. Revisit the core principles and recommendations in these works.



[Blended synchronous learning: Uniting face-to-face and remote students using rich-media real-time collaboration tools](#) by Matt Bower, Jacqueline Kenney, Gregor Kennedy, Barney Dalgarno & Mark Lee

[The impact of web-based lecture technologies on current and future practice in learning and teaching](#) by Maree Gosper, David Green, Margot McNeill, Rob Phillips, Greg Preston & Karen Woo

[Good practice report: Blended learning](#) by Helen Partridge, Deborah Ponting & Meryl McCay

## It's time to talk about project websites

'We need a project website'. It's one of the early discussions for many research and project teams. An online presence is important to let the world know about your project. It provides somewhere to document and share your progress.

Designing and negotiating hosting for project websites can also eat up resources. What domain shall we have? What platform to host on? For cross-institutional projects the decision gets harder with universities generally preferring to create as few new websites as possible, to use standard templates, and to limit editing access. Here's one example of a guide from The University of Adelaide: [Research projects and groups](#).

### **What's on a good research project site?**

Check out practical advice from the [Research Whisperer](#) on the decisions needed to set up a project site on a small budget with limited access to web-designers or developers. Once the site is up, it needs content and care. Pat Thomson shares valuable insights into the joys and struggles of [research project blogging](#), and raises the important question of what happens to this site when a project finishes.

### **Archived or lost for ever!**

All too often, what we see with Learning and Teaching projects featured in the Repository is that the project finishes, the contacts move to another university, the website domain is not renewed and the project website and its content disappears. In some cases it has been preserved thanks to the [Internet Archive's Wayback Machine](#) or the [Archived Websites collection in Trove](#).

Before you decommission a project website please send files and publications to [contact@ltr.edu.au](mailto:contact@ltr.edu.au) to be reviewed for the Repository. We also welcome updates about new publications related to projects, and stories of impact.

## Featured institution: Edith Cowan University

A selection of Learning and Teaching projects from the Repository which were led by Edith Cowan University researchers.



[Achieving economic sustainability for niche social profession courses in the Australian higher education sector](#)

[Australian youth work education: Curriculum renewal and a model for sustainability for niche professions](#)

[Building leadership capacity in undergraduate students](#)

[Exploring the impact and national implementation of iPREP: A post submission industry program for PhD candidates](#)

[Journalism capstone units: Capstone units for journalism programs to facilitate the demonstration of graduate capabilities](#)

[Standards and quality indicators for best practice in paramedic and inter-professional experiential practica](#)