

**GRANTS SCHEME
2009 Project Summaries**

Note. The data presented in this report is based on the arrangements that existed at the time funding decisions were made. Some changes to data may have occurred since that time, for example in the nominated partners or as a result of movements of staff.

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1.0 ALTC Grants Scheme: Overview

The Grants Scheme is a central activity of the Australian Learning and Teaching Council (ALTC) and incorporates three programs:

- Competitive Grants Program
- Leadership for Excellence in Learning and Teaching Program
- Priority Projects Program.

The priorities for each of the programs reflect the strategic directions of the ALTC as documented in the organisation's *Strategic Directions 2008-2012*.

Program Values

The ALTC's core values and principles for action underpin the Grants Scheme.

- Collaboration – through the programs it funds and in its work practices, respecting the existing strengths of the systems and of the people within the higher education sector nationally and internationally.
- Diversity – by recognising and valuing institutional and discipline differences and similarities and by ensuring an appropriate balance between generic and disciplinary approaches to the enhancement of learning and teaching.
- Excellence – through the recognition of quality in its programs and awards, through its encouragement of such recognition in all higher education institutions, and through building the reputation of the ALTC as a leading-edge, prestigious organisation
- Inclusiveness – by assisting the development of networks and communities which support higher education staff who have a direct impact on the advancement of learning and teaching.
- Long term change – through a focus on systemic change and capacity building.

Projects Funded

A total of 52 projects were funded across the three programs in 2009. In addition to these one commissioned project on dissemination was approved.



2.0 Competitive Grants Program

Overview

The Competitive Grants Program supports research, innovation and development related to learning and teaching in higher education. The topics covered are more broadly based than the other two Grants Scheme programs, the Leadership for Excellence in Learning and Teaching Program and the Priority Projects Program.

The program had the following priorities in 2009:

- research and development focused on issues of emerging and continuing importance
- strategic approaches to learning and teaching that address the increasing diversity of the student body
- innovation in learning and teaching, particularly in relation to new technologies.

Project funding was available in the range of \$80,000 to \$220,000. Projects could take up to two years, with small projects completed in one year.

Funded Projects

Nineteen proposals were approved for funding in 2009.

Table 1: Competitive Grants Projects Approved 2009

ALTC Ref.	Project Title	Lead Institution	Partner Institution(s)
CG9-1158	A collaborative multifaceted approach to address the gaps between student expectation and experience at university	The University of Adelaide	Flinders University, University of South Australia
CG9-1080	Addressing cultural diversity in health ethics education	The University of Melbourne	La Trobe University, The University of Queensland
CG9-1049	Advancing science by enhancing learning in the laboratory (ASELL)	The University of Sydney	Curtin University of Technology, Deakin University, Flinders University, The University of Adelaide
CG9-1020	Building a stronger future: balancing professional and liberal education ideals in tourism and hospitality education	Southern Cross University	James Cook University, University of South Australia, Victoria University
CG9-1000	Double degrees: research pathways, enabling cross-disciplinarity and enhancing international competitiveness	University of Technology, Sydney	Curtin University of Technology, Queensland University of Technology, RMIT University, University of South Australia



ALTC Ref.	Project Title	Lead Institution	Partner Institution(s)
CG9-1135	eDST: decision support tools for multidisciplinary applications in higher education	University of New England	University of Tasmania
CG9-1156	Employability of Bachelor of Arts graduates	The University of Adelaide	Flinders University, James Cook University, The University of Sydney, University of Otago (NZ)
CG9-1077	Enhancing the student experience: transition from vocational education and training to higher education	University of Western Sydney	Charles Sturt University
CG9-1242	e-Teaching leadership: planning and implementing a benefits-oriented costs model for technology enhanced learning	University of New England	Australian Catholic University, Central Queensland University, University of Southern Queensland
CG9-1114	Investigating the theory (and practice) of pedagogic resonance: making disciplinary thinking visible within university classrooms	The University of Queensland	Griffith University, The University of Sydney
CG9-1112	IS-IT learning? Online interdisciplinary scenario-inquiry tasks for active learning in large, first year STEM courses	The University of Queensland	Purdue University (USA)
CG9-1091	Learning to teach online: developing high-quality video and text resources to help educators teach online	The University of New South Wales	n/a
CG9-1111	New media to develop graduate attributes of science students	The University of New South Wales	The University of Queensland, The University of Western Australia, University of Otago (NZ)
CG9-1120	Plant breeding by example: contextual examples linking theory with practice in plant breeding education	The University of Adelaide	The University of Sydney, University of Tasmania, The University of Western Australia
CG9-1065	Promoting resilience and effective workplace functioning in international students enrolled in health courses	Queensland University of Technology	University of South Australia, Princess Alexandra Hospital, Ramsay Health Care, Royal Brisbane & Women's Hospital
CG9-1061	Resources and methodologies for learning and teaching effective communication in emergency health care settings	University of Technology, Sydney	The University of Melbourne
CG9-994	'Seeing' networks: visualising and evaluating student learning networks	University of Wollongong	Murdoch University, RMIT University, University of British Columbia (Canada)



ALTC Ref.	Project Title	Lead Institution	Partner Institution(s)
CG9-1006	The engineering design journey – needs, concept and reality	The University of Melbourne	Charles Darwin University, Coogee Energy P/L, Curtin University of Technology, The University of Queensland, The University of Sydney
CG9-1068	The Medici project: developing a multidisciplinary, sustainable resource for blended learning initiatives in tertiary medical education	The University of Adelaide	Flinders University, Monash University, The University of Notre Dame Australia, The University of Western Australia, University of Western Sydney, University of Wollongong



A collaborative multifaceted approach to address the gaps between student expectation and experience at university

Lead Institution

The University of Adelaide

Partner Institutions

Flinders University, University of South Australia

Project Leaders

Dr Russell Brinkworth, Dr Ben McCann

Project Abstract

Addressing the mismatch between student expectations of university and experiences once they commence has important ramifications for student satisfaction and retention.

By bringing together all three universities and a number of secondary schools in South Australia, this project will make a substantial contribution to this important issue. By gathering opinions of students, school teachers and lecturers of first year students all points of view will be explored. This project will track students as they progress through their transition year and compare university entrance scores with student expectations, experiences, grades, transfers and attrition rates. This thorough analysis of transition will make it the most comprehensive investigation of its type. Furthermore, the creation of an interactive university expectations and experiences website, school visits by both academic and professional staff, and possible changes to university activities will help disseminate the findings of this work to the people who need it most: potential and commencing university students.

Project Funding

\$219,000

Program Priority

Research and development focussing on issues of emerging and continuing importance

Key Words

Transition, high school, university, secondary school, teachers, expectations, retention, experience, first year

Scheduled Completion Date

January 2012



Addressing cultural diversity in health ethics education

Lead Institution

The University of Melbourne

Partner Institutions

La Trobe University, The University of Queensland

Project Leader

Dr Giuliana Fuscaldo

Project Abstract

This project aims to improve the relevance and applicability of health ethics education. Health ethics is a compulsory requirement of medical and allied health curricula for course accreditation, and its application is particularly sensitive to cultural context.

To date, little attention has been paid to the complexities of teaching health ethics in culturally diverse contexts. Current health ethics curricula in Australian universities are based on western-developed bioethics frameworks. However, there are concerns about the appropriateness of delivering homogenous western-developed health ethics education to students who come from, or will practise in, non-western settings.

The project aims to enhance teaching and learning in health ethics by developing teaching materials addressing cultural diversity. The materials will be developed after extensive consultation with health ethics educators, students and early career health practitioners. The project outcome will be a practical health ethics curriculum that addresses cultural diversity and is relevant across a range of health disciplines and teaching contexts.

Project Funding

\$210,000

Program Priority

Strategic approaches to learning and teaching that address the increasing diversity of the student body

Key Words

Curriculum development, student cultural diversity, health ethics, theory-practice gap

Scheduled Completion Date

October 2011



Advancing science by enhancing learning in the laboratory (ASELL)

Lead Institution

The University of Sydney

Partner Institutions

Curtin University of Technology, Deakin University, Flinders University, The University of Adelaide

Project Leader

Professor Scott Kable

Project Abstract

ASELL has four objectives:

- to build a database of scientifically sound and educationally-tested experiments to share;
- to provide professional development for science academics in the area of laboratory education;
- to build a community of practice amongst science educators; and
- to research how students learn in the laboratory.

The objectives will be realised by holding a series of experiential workshops across the three main discipline areas of physics, chemistry and biology where science educators will test their preferred experiments and participate in the educational evaluation of other experiments.

Teams of educators will then evaluate experiments in their home institution leading to broad programs of laboratory evaluation, recognition of strengths and weaknesses, and measurable improvements in the student laboratory learning experience. The Australian Council of Deans of Science is a partner in this project, which will lead to ASELL activities being recognised as valued academic activities, and support participation in ASELL activities in the future.

Project Funding

\$219,000

Program Priority

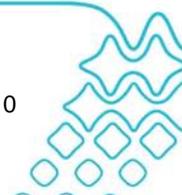
Research and development focussing on issues of emerging and continuing importance

Key Words

Laboratory education, professional development, strategic change, enhancement of learning and teaching, dissemination of good practice in learning and teaching

Scheduled Completion Date

March 2011



Building a stronger future: balancing professional and liberal education ideals in tourism and hospitality education

Lead Institution

Southern Cross University

Partner Institutions

James Cook University, University of South Australia, Victoria University

Project Leader

Associate Professor Dianne Dredge

Project Abstract

The aim of this project is to clarify what constitutes tourism and hospitality (TH) education in the Australian higher education environment. This will be achieved by mapping the TH curricula including core knowledge and skill requirements and pathways through the curricular space. This project will involve an analysis of current programs in the Australian TH education environment. Data will be collected from university managers, students, educators and employers about the future of TH education, core knowledge and skills and the ideal balance between liberal and vocational education in higher TH education.

The outcomes of this project will:

- inform strategic decision-making within universities about TH education;
- provide practical level guidance to program coordinators and administrators about curriculum renewal, and to those dealing with articulations admissions, credit applications and partnership arrangements with other universities and education providers;
- inform curriculum content, graduate skills and knowledge requirements; and
- inform discussions about TH accreditation.

Project Funding

\$201,000

Program Priority

Research and development focussing on issues of emerging and continuing importance

Key Words

Tourism and hospitality education, accreditation, stakeholder-centred, values approach, vocational, liberal education, curricula space, pathways

Scheduled Completion Date

January 2012



Double degrees: research pathways, enabling cross-disciplinarity and enhancing international competitiveness

Lead Institution

University of Technology, Sydney

Partner Institutions

Curtin University of Technology, Queensland University of Technology, RMIT University, University of South Australia

Project Leader

Dr Bruce Moulton

Project Abstract

Cross-disciplinary expertise is becoming increasingly valued in many fields. Around the world, many university courses claim to be cross-disciplinary, but in reality a large proportion of these are essentially two unrelated courses placed side by side.

This project has five parts.

1. It tests methods to improve the integration of teaching and research across disciplinary interfaces.
2. It investigates approaches for improving the standard and international competitiveness of Australian double degrees.
3. The project trials techniques to improve supports for double degree staff and students.
4. It explores and develops ways to improve research pathways for students to move from undergraduate double degrees to postgraduate research.
5. The project hosts a national forum to discuss findings and draft recommendations for the Australian Council of Engineering Deans.

It is expected that the outcomes will enable a better understanding of variability between institutions, and inform policy that seeks to improve academic standards and the nexus of learning and research.

Project Funding

\$90,000

Program Priority

Research and development focussing on issues of emerging and continuing importance

Key Words

Combined degree, cross disciplinary, discipline, double degree, employer, engineering, evaluation, graduate, integration, interdisciplinary, quality indicator, research pathway

Scheduled Completion Date

September 2010



eDST: Decision support tools for multidisciplinary applications in higher education

Lead Institution

University of New England

Partner Institution

University of Tasmania

Project Leader

Professor David Cottle

Project Abstract

There are two key objectives for this project:

- to identify and resolve barriers to sharing educationally useful software; and
- to negotiate an agreed protocol for students and other academics in a variety of contexts that is extensible and able to be re-purposed, as well as being robust, secure and appropriate for use in higher education.

The agreed protocol for implementing a shared software delivery system via thin-client technology, that satisfies end-user needs, will include the following documentation:

- identification and recommendations for resolution of technical issues;
- audit of software available among participating institutions and recommendations for additional software, as necessary;
- draft IP agreement;
- draft MoU based on the implementation protocol;
- decision-making tool/checklist to assist potential users of the system to assess the adequacy/suitability of their hardware/software and identity management system for interfacing to the shared DST system; and
- an overview of the structure for an interface to the Learning Management Systems commonly used in the higher education sector.

Project Funding

\$215,000

Program Priority

Innovation in learning and teaching, particularly in relation to new technologies

Key Words

Decision support tools, simulation software, software delivery, thin-client servers, workplace competency, competency teaching, competency assessment, graduate attributes, e-Learning, problem-based learning

Scheduled Completion Date

March 2011



Employability of Bachelor of Arts graduates

Lead Institution

The University of Adelaide

Partner Institutions

Flinders University, James Cook University, The University of Sydney, University of Otago (NZ)

Project Leader

Professor Nick Harvey

Project Abstract

This project builds on the ALTC-funded BA scoping project, which identified five key models of the contemporary BA and noted that arts graduates are not a homogenous cohort in terms of their employability prospects. The main focus of this project is to conduct in-depth research into selected Australasian case studies of BA programs in different institutional and geographic contexts in order to provide insight into the employability of the respective graduates in these different settings. Interviews will be conducted with employers, students and academics. These case studies will be complemented by comparative but less detailed investigations into a broader suite of BA programs across a number of Australian universities. It is anticipated that this broad coverage of BA programs will provide a robust underpinning to the findings from this study which will be disseminated throughout the sector.

Project Funding

\$217,000

Program Priority

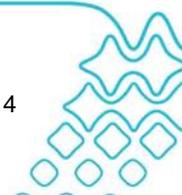
Research and development focussing on issues of emerging and continuing importance

Key Words

Bachelor of arts, employability, work integrated learning, value, BA, arts graduates, graduate attributes

Scheduled Completion Date

January 2012



Enhancing the student experience: transition from vocational education and training to higher education

Lead Institution

University of Western Sydney

Partner Institution

Charles Sturt University

Project Leader

Professor Stuart Campbell

Project Abstract

With the increase of students articulating from vocational education training (VET) into universities, support for successful student transition to university has become an issue of national importance. Transition problems are associated with such factors as lack of familiarity with university systems, gaps in academic literacy skills, and lack of experience in some areas of numeracy and mathematics.

This project aims to address these transition issues from the perspective of the non-dual sector provider, although it could be argued that similar transition issues exist as students in dual sector institutions move from the VET to the university curriculum. This project will also compare VET to university transition at two universities by way of parallel studies at the partner institutions (UWS and CSU).

The project will:

- investigate students' transition experience into university;
- develop strategies to enhance the support for VET students transitioning into university;
- evaluate the proposed change initiatives; and
- disseminate the outcomes nationally.

Project Funding

\$118,000

Program Priority

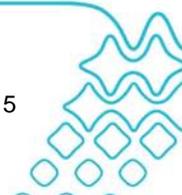
Research and development focussing on issues of emerging and continuing importance

Key Words

VET, vocational education and training, learning experience, transitional pathway, transition to higher education, strategies for support to students, strategic framework

Scheduled Completion Date

July 2011



e-Teaching leadership: planning and implementing a benefits-oriented costs model for technology-enhanced learning

Lead Institution

University of New England

Partner Institutions

Australian Catholic University, Central Queensland University, University of Southern Queensland

Project Leader

Professor Grant Harman

Project Abstract

This project seeks to assess the costs and benefits of online teaching, specifically via development of appropriate methodologies for within-institution costing of online teaching, and exploring the implications of online teaching for staff workloads. The project team will work with schools and course teams within the four participating universities to plan and implement strategies for a prospective rather than retrospective cost-benefit model, which can enable innovators to plan and understand the relationship between the expected learning benefits and the likely teaching costs. The approach will be based on the models of Laurillard and Twigg. A guidebook for staff will be produced detailing strategies to enhance learning and cost effectiveness in online teaching.

Project Funding

\$217,000

Program Priority

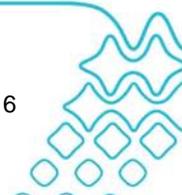
Innovation in learning and teaching, particularly in relation to new technologies

Key Words

Online learning, workload models, teleworker, eLearning, online teaching, cost effective

Scheduled Completion Date

September 2011



Investigating the theory (and practice) of pedagogic resonance: making disciplinary thinking visible within university classrooms

Lead Institution

The University of Queensland

Partner Institutions

Griffith University, The University of Sydney

Project Leader

Dr Mia O'Brien

Project Abstract

Disciplinary epistemologies exert a real effect on student learning (Barnett, 2009; Kreber, 2009), as do emerging interdisciplinary epistemologies, as they represent valued and powerful ways of engaging with the world. This project will facilitate a set of action research investigations drawn from a range of disciplinary settings to consider:

- how distinctive forms of disciplinary thinking and reasoning require students to employ particular kinds of learning, thinking, and knowledge building;
- why these may prove difficult and challenging for students to learn; and
- what university teachers do to support and enable students to overcome such difficulties.

This project will develop, refine, document, evaluate and disseminate a methodology designed to directly address the learning and teaching of disciplinary epistemologies within university classrooms. The project outcomes will include:

- a set of case studies;
- discussion papers and resources for curriculum renewal, assessment design, teaching and learning innovation; and
- recommendations for the support and enhancement of university teacher professional learning and practice.

Project Funding

\$217,000

Program Priority

Research and development focussing on issues of emerging and continuing importance

Key Words

Disciplinary epistemologies, disciplinary pedagogy, disciplinary thinking and reasoning, action research

Scheduled Completion Date

January 2012



IS-IT learning? Online interdisciplinary scenario-inquiry tasks for active learning in large, first year STEM courses

Lead Institution

The University of Queensland

Partner Institution

Purdue University (USA)

Project Leaders

Associate Professor Lawrence Gahan, Dr Gwen Lawrie

Project Abstract

This project will deliver an adaptable model for large, introductory science, technology, engineering and mathematics (STEM) courses with guidelines for shifting passive, content-driven courses to active, inquiry-driven pedagogies within an aligned course curriculum. This will be achieved through the introduction of a series of interactive, online Interdisciplinary Scenario-Inquiry Tasks (IS-ITs). By enabling a shift from passive to active learning, this project will assist students to transition to a deeper approach to learning; analyse, synthesise, and evaluate problems via IS-ITs; actively engage in learning; transfer knowledge across traditional disciplinary boundaries; gain an understanding of the interdisciplinary nature of modern science; and increase their enthusiasm for STEM disciplines. A key feature of the new model is that it will benefit students across the full spectrum of abilities and backgrounds.

Project Funding

\$215,000

Program Priority

Research and development focussing on issues of emerging and continuing importance

Key Words

STEM education, science, technology, engineering, mathematics, interdisciplinary, scenario, active learning, large classes, transition, blended learning, student engagement, peer assessment, first year

Scheduled Completion Date

July 2011



Learning to teach online: developing high-quality video and text resources to help educators teach online

Lead Institution

The University of New South Wales

Partner Institution

n/a

Project Leader

Mr Simon McIntyre

Project Abstract

This project will use online distribution channels such as YouTube and iTunes U to freely disseminate well-designed, practical, easy to apply and pedagogically-focused digital training resources to help academics from any discipline to learn to teach online.

'Learning to Teach Online' is for first-time online teachers, and those with experience aiming to improve their online teaching practice. Unlimited numbers of academics, teachers and tutors worldwide from any discipline can access digital resources designed to be fast to find and easy to use, addressing key areas of: curriculum development, assessment, teaching practice, and evaluation. Teachers may quickly find training topics that relate to them, see current examples and receive easy step-by-step guidance on how to get started.

A global online community of practice acts as an additional dissemination point for the digital resources and enables those using the materials to engage in scholarly discourse, establish a supportive peer network, showcase developing initiatives and provide direct feedback about the resources.

Project Funding

\$219,000

Program Priority

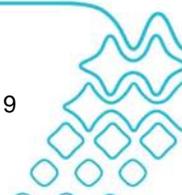
Innovation in learning and teaching, particularly in relation to new technologies

Key Words

Online teaching, e-learning, pedagogy, training, itunes, youtube, podcast, video, community of practice, planning, curriculum design, teaching, evaluation, dissemination, best practice, feedback, lectures, assessment

Scheduled Completion Date

July 2011



New media to develop graduate attributes of science students

Lead Institution

The University of New South Wales

Partner Institutions

The University of Queensland, The University of Western Australia, University of Otago (NZ)

Project Leader

Dr Will Rifkin

Project Abstract

This project will enable science students to gain new media communication skills, preparing them to be professionals who can engage the public on issues involving science. The students will learn from science lecturers coached by science communication academics. This partnership enables addressing science communication within core science subjects. Members of this cross-disciplinary community of practice will engage students in multimedia web publication as a form of authentic learning, a favoured avenue for graduate attribute development. Participatory design of teaching materials will include “early adopter” science lecturers recruited at conferences and university workshops. Recruits will be trained to be agents of change, coaching colleagues on these new teaching methods and materials. Evaluation will assess learning impact, ease of use of teaching/learning materials, and quality of the multimedia web publications. Dissemination will occur through workshops and online.

Project Funding

\$217,000

Program Priority

Innovation in learning and teaching, particularly in relation to new technologies

Key Words

New media, science communication, generic skills, graduate attributes, student engagement, teamwork, work-integrated learning, cross-institution collaboration, community of practice

Scheduled Completion Date

October 2011



Plant breeding by example: contextual examples linking theory with practice in plant breeding education

Lead Institution

The University of Adelaide

Partner Institutions

The University of Sydney, University of Tasmania, The University of Western Australia

Project Leader

Professor Diane Mather

Project Abstract

In this project, educators from Australian universities will create and exchange educational resources based on recent, real-life examples in plant breeding. Examples will be chosen to be relevant to defined learning outcomes and to sample diverse biological, methodological, geographic and economic contexts. The resources developed in this project will be made freely available in electronic format for use via multiple delivery methods. Availability of a pool of example-based resources will diversify learning and teaching experiences in plant breeding education, supporting educators in enriching their teaching and supporting students in learning to apply scientific principles in a wide range of contexts. Through collaboration in the development of these resources, this project will contribute to the development of a community of practice that will support ongoing innovation in plant breeding education in Australia and internationally.

Project Funding

\$214,000

Program Priority

Innovation in learning and teaching, particularly in relation to new technologies

Key Words

Plant breeding, genetics, agriculture, forestry, horticulture, educational resources, contextual examples, plant breeding education

Scheduled Completion Date

November 2011



Promoting resilience and effective workplace functioning in international students enrolled in health courses

Lead Institution

Queensland University of Technology

Partner Institutions

University of South Australia, Princess Alexandra Hospital, Ramsay Health Care, Royal Brisbane & Women's Hospital

Project Leader

Associate Professor Robyn Nash

Project Abstract

This project addresses the increasing cultural and linguistic diversity of the student body aiming to develop and build supportive strategies for international students in the nursing, nutrition and dietetics, and public health disciplines.

The project will develop, implement and systematically embed a supportive model for promoting resilience and effective workplace functioning for international students. In addition to the provision of direct student support, this model will involve enhancing the mechanisms by which international students are mentored and supervised when on practicum placement in clinical settings. The model and accompanying resources developed through the educational partnership will be informed by critical iterative feedback from a network of tertiary health education experts, specialists in the area of language and learning support, and other key stakeholders to ensure that project outcomes have the potential for mainstream adoption across both the education and health service sectors.

Project Funding

\$220,000

Program Priority

Strategic approaches to learning and teaching that address the increasing diversity of the student body

Key Words

International students, student resilience, workplace functioning, work-readiness, supportive model, clinical support, health education, diversity, supportive strategies

Scheduled Completion Date

July 2011



Resources and methodologies for learning and teaching effective communication in emergency health care settings

Lead Institution

University of Technology, Sydney

Partner Institution

The University of Melbourne

Project Leader

Professor Diana Slade

Project Abstract

This project will create evidence-based resources for learning and teaching effective communication in health care settings, focusing in particular on complex, high-risk contexts such as emergency departments. A key feature of this project will be the authenticity of the materials, their relevance to the cultural and linguistic diversity of current health settings and the accompanying innovative teaching and learning methodologies for implementing the resources.

The resources will be applicable to health care contexts beyond emergency departments and will be made available nationally for use by medical and nursing educators and clinical supervisors as well as for independent learning by students. The focus on communication in high-risk, high-stress settings will enhance the capacity of the Australian higher education sector to meet the needs of the 21st century health care workforce.

Project Funding

\$220,000

Program Priority

Research and development focussing on issues of emerging and continuing importance

Key Words

Medical education, health education, language education, nursing education, emergency healthcare, communication practices, reflexive practices

Scheduled Completion Date

July 2011



“Seeing” networks: visualising and evaluating student learning networks

Lead Institution

University of Wollongong

Partner Institutions

Murdoch University, RMIT University, University of British Columbia (Canada)

Project Leader

Dr Shane Dawson

Project Abstract

Despite the vast volumes of student data captured and recorded within learning management systems (LMS), there has been minimal research that investigates how such analytics can meet design, delivery and evaluation of teaching and learning practices. The challenge for higher education institutions is no longer simply to generate data and make it available, but rather to readily and accurately interpret data and translate such findings to practice. This project aims to provide teaching staff with the resources to use LMS-derived data to enhance teaching practice.

The implementation of social network analysis and data visualisation techniques provides educators with an early and timely opportunity to make learning networks and their value explicit to their students. It also provides the necessary learning support to address gaps in students' understanding of learning concepts and enhance socialisation within the wider network, thereby reducing attrition, a common outcome of isolation.

Project Funding

\$148,000

Program Priority

Innovation in learning and teaching, particularly in relation to new technologies

Key Words

Social networking, academic analytics, attrition, performance indicators, higher education, learning and teaching, information and communication technology, evaluation

Scheduled Completion Date

September 2010



The engineering design journey – needs, concept and reality

Lead Institution

The University of Melbourne

Partner Institutions

Charles Darwin University, Coogee Energy P/L, Curtin University of Technology, The University of Queensland, The University of Sydney

Project Leader

Associate Professor David Shallcross

Project Abstract

Design is a vital thread of engineering education. It should run throughout an undergraduate program, from first semester to a major interdisciplinary project in the final semester. Design is often taught by challenging students with a series of un-integrated, open-ended problems that fail to make appropriate links to the bigger picture beyond the individual subject, and certainly beyond the discipline. Sometimes, it is not until their final year that engineering students have the opportunity to integrate their learning across all subjects into a capstone design activity.

This project involves the development of an innovative, interactive learning environment that will allow students to explore the design of several key projects from inception, through construction, to operation. Using spherical photographic images and animations, students will be able to take a virtual tour of a major engineering project following its design, construction and use.

Project Funding

\$219,000

Program Priority

Innovation in learning and teaching, particularly in relation to new technologies

Key Words

Interactive, virtual reality, spherical photography, immersive, learning environment, engineering, design

Scheduled Completion Date

November 2011



The Medici project: developing a multidisciplinary, sustainable resource for blended learning initiatives in tertiary medical education

Lead Institution

The University of Adelaide

Partner Institutions

Flinders University, Monash University, The University of Notre Dame Australia, The University of Western Australia, University of Western Sydney, University of Wollongong

Project Leader

Mr Edward Palmer

Project Abstract

This project aims to extend an effective blended learning initiative in a single discipline in the Bachelor of Medicine: Bachelor of Surgery (MBBS) into several other critical areas of tertiary medical education. The learning materials will be comprehensively evaluated for validity, reliability and effectiveness as a formative assessment tool and strategies will be developed to provide a sustainable model for keeping the content up-to-date.

The result will be a fully evaluated, mature and innovative learning tool disseminated across the tertiary sector nationally, combined with a detailed formative assessment strategy. Methods of sustaining the quality and appropriateness of the content provided as part of the blended learning package will be investigated in order to ensure that the resources developed in 2009 can remain topical and useful for student learning past the duration of the project and well into the future.

Project Funding

\$219,000

Program Priority

Innovation in learning and teaching, particularly in relation to new technologies

Key Words

Formative assessment, blended learning, online education, medical education, online resource sustainability

Scheduled Completion Date

July 2011



3.0 Leadership for Excellence in Learning and Teaching Program

Overview

The Leadership for Excellence in Learning and Teaching Program is designed to build leadership capacity in ways that promote and advance learning and teaching in Australian higher education.

In 2009, applications were sought addressing three program priorities:

- institutional leadership
- disciplinary and cross-disciplinary leadership
- consolidating leadership by building on the outcomes of projects funded under this program in previous years.

Institutional Leadership

The ALTC expects the major outcome from Institutional Leadership Projects to be a demonstrable enhancement of learning and teaching through leadership capacity-building at the institutional level in Australian higher education.

Funding was available in the range \$150,000 to \$220,000 for projects which could be designed to take up to two-and-a-half years.

Disciplinary and Cross-Disciplinary Leadership Projects

The ALTC expects the major outcome from Disciplinary and Cross-Disciplinary Leadership Projects to be a demonstrable enhancement of learning and teaching through leadership capacity-building in discipline structures, communities of practice and cross-disciplinary networks.

Projects should strengthen learning and teaching throughout the higher education sector within a discipline, national community of practice or cross-disciplinary area. Funding was available in the range of \$80,000 to \$220,000. Projects can take up to two years.

Consolidating outcomes of leadership projects

The ALTC expects the major outcome of projects funded under this priority to be consolidating leadership by building on the outcomes of projects funded in earlier years under the Leadership for Excellence in Learning and Teaching Program.

Funding was available in the range \$80,000 to \$120,000 for projects which could be designed to take up to one-and-a-half years.

Funded projects

Thirteen projects were approved for funding in 2009.



Table 2: Leadership for Excellence in Learning and Teaching Projects Approved 2009

ALTC Ref.	Project Title	Lead Institution	Partner Institution(s)
LE9-1248	A national discipline-specific professional development program for lecturers and tutors in the mathematical sciences	Macquarie University	University of Tasmania, Murdoch University, University of Southern Queensland, The University of Sydney, The University of Queensland
LE9-1234	Building leadership capacity for work integrated learning: developing fieldwork coordinators as academic leaders	Curtin University of Technology	Charles Sturt University
LE9-1177	Building university leadership capacity in the teaching of implant dentistry to dental students and local professional communities	Griffith University	The University of Sydney, The University of Adelaide
LE9-1246	Create•Ed: strengthening learning and teaching in the creative arts disciplines	RMIT University	Queensland University of Technology, University of Tasmania, Central Queensland University, The University of Newcastle, Charles Sturt University, Curtin University of Technology
LE9-1183	Demonstrating distributed leadership through cross-disciplinary peer networks: responding to climate change complexity	University of Tasmania	University of Wollongong, Murdoch University, The University of New South Wales
LE9-1219	Facilitating a whole-of-university approach to Indigenous curriculum development: leadership frameworks for cultural partnership	Griffith University	James Cook University, Charles Sturt University
LE9-1215	Leading excellence: application of Engaging Leadership Framework (ELF) to new higher education sites and contexts	Monash University	University of Ballarat, University of New England, Edith Cowan University, Monash University (South Africa Campus)
LE9-1228	Learning without borders: linking development of transnational leadership roles to international and cross-cultural teaching excellence	Swinburne University of Technology	Curtin University of Technology
LE9-1222	Lessons learnt: identifying synergies in distributed leadership projects	RMIT University	Australian Catholic University, Macquarie University, University of Wollongong



ALTC Ref.	Project Title	Lead Institution	Partner Institution(s)
LE9-1231	Professional staff as leaders in enhancing student engagement: building capacity in emerging technologies	The University of Western Australia	Murdoch University, Edith Cowan University
LE9-1206	Social, communicative and interpersonal leadership in the context of peer review	Macquarie University	La Trobe University, The University of Hong Kong, Lund University (Sweden)
LE9-1212	Subject coordinators: leading professional development for sessional staff	University of Wollongong	University of Western Sydney, University of Technology, Sydney, Australian Catholic University
LE9-1210	Succession planning at universities: program for preparing early leaders (PROPEL)	University of Wollongong	n/a



A national discipline-specific professional development programme for lecturers and tutors in the mathematical sciences

Lead Institution

Macquarie University

Partner Institutions

University of Tasmania, Murdoch University, University of Southern Queensland, The University of Sydney, The University of Queensland

Project Leader

Dr Leigh Wood

Project Abstract

Australia has a distinct and increasingly urgent need for a formal professional development program for lecturers and tutors teaching in disciplines in the mathematical sciences. Each year in Australia, around 18,000 undergraduate students study a subject in the mathematical sciences (DEEWR, 2008). Mathematics teaching staff receive some training in learning and teaching, but many of the courses run at university level are not tailored to the mathematical sciences.

This project aims to explicitly embed the acquisition of teaching skills by developing a discipline-specific program of teacher development and disseminating it through tertiary institutions across Australia.

The impact on the profession and the student experience will be significant. Higher degree by research and honours students will be included in this project as these are our future academics and academic leaders. To ensure that this professional development is sustainable, it will be attached to the Australian Mathematical Society annual conference, building capability as the conference moves around Australia each year.

Project Funding

\$215,000

Program Priority

Disciplinary and cross-disciplinary leadership

Key Words

Mathematics, professional development, student-centred

Scheduled Completion Date

March 2011



Building leadership capacity for work integrated learning: developing fieldwork coordinators as academic leaders

Lead Institution

Curtin University of Technology

Partner Institution

Charles Sturt University

Project Leader

Ms Sue Jones

Project Abstract

Fieldwork, a form of work integrated learning, is an integral component of many courses. It provides students with an opportunity to build their graduate employability and consolidate their professional skills and confidence, as well as helping them develop positive, professional attitudes and qualities. The aim of this project is to design and implement an academic leadership development program for fieldwork coordinators from a wide variety of disciplines to enhance their leadership capabilities, enabling them to provide high quality fieldwork learning experiences through appropriate pedagogy and management. An expected outcome of the project is to strengthen peer and industry relationships, reduce risks for all parties and ultimately improve the quality of student learning, as well as preparation and support mechanisms for supervisory staff.

Project Funding

\$205,000

Program Priority

Disciplinary and cross-disciplinary leadership

Key Words

Fieldwork, work integrated learning, leadership, management

Scheduled Completion Date

December 2011



Building university leadership capacity in the teaching of implant dentistry to dental students and local professional communities

Lead Institution

Griffith University

Partner Institutions

The University of Sydney, The University of Adelaide

Project Leader

Associate Professor Nikos Mattheos

Project Abstract

Implant dentistry is the fastest developing and most dynamic area in dentistry. The aim of this project is to support strategic change and develop collaborative, cross-disciplinary leadership capacity for universities in the field of implant dentistry. The leadership envisioned in this project involves the development of the long-term and sustainable capacity to design, produce and deliver cross-disciplinary education within implant dentistry, addressing the needs of the undergraduate curriculum and of communities of local practitioners.

A critical mass of expertise from institutional, national and international sources will be developed and directed towards providing structured support for academic leadership through a cross-disciplinary, blended-learning curriculum in implant dentistry and a supportive peer and expert network. This curriculum will target the needs of both undergraduate students and local general dental practitioners. The developed expertise will be directed towards the development of leadership and mentoring capacity among junior staff members, post-graduate students and researchers who will then undertake leading roles in the teaching of implant dentistry, both within and outside universities facilitating long-term sustainable change.

Project Funding

\$219,000

Program Priority

Disciplinary and cross-disciplinary leadership

Key Words

Implant dentistry, cross-disciplinary curriculum development, multidisciplinary input, undergraduate, continuous professional development, national consensus building workshop

Scheduled Completion Date

September 2011



Create•Ed: strengthening learning and teaching in the creative arts disciplines

Lead Institution

RMIT University

Partner Institutions

Queensland University of Technology, University of Tasmania, Central Queensland University, The University of Newcastle, Charles Sturt University, Curtin University of Technology

Project Leader

Professor Barbara de la Harpe

Project Abstract

Create.Ed aims to strengthen learning and teaching across the creative arts disciplines, including architecture, creative writing, design, performing arts (dance and music), and visual arts. The project will facilitate those in learning and teaching leadership roles nationally to work together strategically to enhance their leadership capability, to address issues of learning and teaching importance, and to contribute publications on leadership to the scholarship of teaching and learning. The development of leadership capability will be both a focus and an outcome of the project through individuals joining forces to (re)position, promote, enhance and influence institutional and discipline-specific learning and teaching practices, as a strategic knowledge network: Create.Ed.

Project Funding

\$220,000

Program Priority

Institutional leadership

Key Words

Create.Ed, leadership, collective leadership, transformational leadership, strategic knowledge network, architecture, creative writing, dance, design, music, performing arts, visual arts, learning and teaching, change management in tertiary education, higher education, scholarship of teaching and learning, collaborative learning, multidisciplinary, strategic thinking

Scheduled Completion Date

December 2011



Demonstrating distributed leadership through cross-disciplinary peer networks: responding to climate change complexity

Lead Institution

University of Tasmania

Partner Institutions

University of Wollongong, Murdoch University, The University of New South Wales

Project Leaders

Dr Aidan Davison, Dr Emma Pharo, Ms Kristin Warr

Project Abstract

This project creates cross-disciplinary teaching networks at each of the four partner institutions, extending a successful pilot project at the University of Tasmania. These cohesive and active networks will develop distributed leadership within and between institutions through the collaborative design and delivery of student-led interdisciplinary learning activities around climate change. This project will build institutional capacity for distributed leadership in cross-disciplinary teaching about climate change by creating tight-knit collegial hubs or peer networks that respond to complex issues transcending traditional curricular boundaries.

Applicable to a wide variety of pressing real-world problems, this approach builds leadership in two ways. Network members develop individual leadership capacities through collaborative processes including peer mentoring, interdisciplinary roundtable discussions, and team-based curriculum development and teaching delivery. Network members also participate in collective forms of leadership that build trust and reciprocity across disciplinary boundaries, produce group interactions exceeding the sum of individual contributions and further embed distributed leadership development as 'business as usual'.

Project Funding

\$220,000

Program Priority

Disciplinary and cross-disciplinary leadership

Key Words

Distributed leadership, cross-disciplinary, climate change, peer networks, mentor partnerships, interdisciplinary learning, complex problems, collaboration, reciprocity, trust, problem based learning

Scheduled Completion Date

January 2012



Facilitating a whole-of-university approach to Indigenous curriculum development: leadership frameworks for cultural partnership

Lead Institution

Griffith University

Partner Institutions

James Cook University, Charles Sturt University

Project Leader

Dr Chris Matthews

Project Abstract

The project aims to develop, implement and evaluate a leadership framework for a culturally appropriate and sustainable whole-of-university approach to Aboriginal and Torres Strait Islander curriculum development, based on a distributive model of leadership.

The project will:

1. establish multi-level working partnerships and governance structures between local elders and communities, senior management, Indigenous and non-Indigenous academic staff, and students;
2. develop the capability of cross-cultural institutional project teams to lead curriculum change in disciplinary contexts;
3. recruit and train Indigenous and non-Indigenous teams of faculty curriculum development advisers to facilitate curriculum development at a school/departamental/disciplinary level;
4. pilot and evaluate the leadership-partnership model and best practice resources by faculty curriculum development advisers; and
5. systematically evaluate, review and re-design both the leadership-partnership model and curriculum resources.

Within this project, the cultural authority of Aboriginal and Torres Strait Islander peoples is paramount. Hence, notions such as leadership and capacity building need to move beyond the bounds of Western cultural frameworks.

Project Funding

\$220,000

Program Priority

Institutional leadership

Key Words

Indigenous leadership curriculum development, Aboriginal and Torres Strait Islander curriculum development, cultural partnership

Scheduled Completion Date

June 2012



Leading excellence: application of Engaging Leadership Framework (ELF) to new higher education sites and contexts

Lead Institution

Monash University

Partner Institutions

University of Ballarat, University of New England, Edith Cowan University, Monash University (South Africa Campus)

Project Leader

Dr Lorraine Bennett

Project Abstract

The Engaging Leadership Framework (ELF) provides a strategic and practical approach to leading change and improvement. The framework is a product of a previous ALTC-funded project, 'Leading excellence leadership for implementing improvements in the learning and teaching quality cycle'.

The ELF provides both a conceptual structure and systematic process to guide actions. Its three dimensions bring together:

- a vision – expressed as the 'trilogy of excellence' (the pursuit of excellence in scholarship, engagement and management);
- a process – the incorporation of a quality cycle; and
- participants – acknowledging diverse leadership perspectives, inputs and roles.

The purpose of this project is to apply the ELF to four new sites and contexts. Each site has identified an issue for improvement from stakeholder feedback. The intention is to workshop the ELF on the nominated sites, customising resources and strategies that already exist and developing others, in order to address these issues and to build leadership capacity in dealing with them.

Project Funding

\$120,000

Program Priority

Consolidating leadership by building on the outcomes of projects funded under this program in previous years

Key Words

Leadership, engagement, scholarship, management, diversity, tool, capacity building, data, alignment, evidence, communication, relationship building, diversity

Scheduled Completion Date

January 2011



Learning without borders: linking development of transnational leadership roles to international and cross-cultural teaching excellence

Lead Institution

Swinburne University of Technology

Partner Institution

Curtin University of Technology

Project Leader

Professor Margaret Mazzolini

Project Abstract

This project will identify, support and recognise leadership roles amongst academics at on and off-shore Australian campuses.

The project team working with subject convenors and program coordinators responsible for interacting with transnational partners for program delivery and quality assurance, will identify key issues for leadership and the nature of distributed leadership in these roles. The project team will explore and initiate support and development models for wider implementation and arrange trials and evaluation of development and support mechanisms, with a particular concern for effectiveness from the participants' perspective.

The results will be used to develop and disseminate guidelines and good practice examples that provide a framework for the development of academics in leadership roles. The results will also provide the basis for ongoing implementation of programs and structures within the partner institutions. Project outcomes will include sustainable approaches for achieving both 'two-way' internationalisation of the curriculum and improvements in cross-cultural learning.

Project Funding

\$220,000

Program Priority

Institutional leadership

Key Words

Leadership, distributed, transnational, internationalisation, curriculum, development, induction, convenors, coordinators, cross-cultural, international, on-shore, off-shore

Scheduled Completion Date

January 2012



Lessons learnt: identifying synergies in distributed leadership projects

Lead Institution

RMIT University

Partner Institutions

Australian Catholic University, Macquarie University, University of Wollongong

Project Leader

Associate Professor Sandra Jones

Project Abstract

This project aims to explore the implications for institutions of distributed leadership approaches that use less formally defined structures. The project will use the experience and outcomes of four completed ALTC Leadership projects which implemented different approaches to distributed leadership. Each was underpinned by the use of experts and enthusiasts to build networks and communities of practice to deal with institutional change.

The aims of this project are to identify synergies between these completed projects and from these to develop:

- a distributed leadership matrix of contextual conditions and leadership skills needed to achieve an effective distributed leadership process; and
- a flexible, self-evaluative tool for institutions that seeks to encourage and support a distributed leadership approach to learning and teaching improvements.

Project Funding

\$116,000

Program Priority

Consolidating leadership by building on the outcomes of projects funded under this program in previous years

Key Words

Distributed leadership, leadership skills

Scheduled Completion Date

June 2011



Professional staff as leaders in enhancing student engagement: building capacity in emerging technologies through cascade and viral leadership

Lead Institution

The University of Western Australia

Partner Institutions

Murdoch University, Edith Cowan University

Project Leader

Dr Lisa Cluett

Project Abstract

The goals of this project are threefold:

- to develop an ongoing, Western Australian-based network of professional staff leaders who foster student engagement through emerging technologies;
- to design, implement and evaluate web-based resources to support this network and to ensure its continuity; and
- to create a new model of leadership for application in the tertiary sector, based on applying the cascade/viral model to building leadership capacity.

The first phase of the project is a structured learning component and the establishment of a community of leaders across the three partner institutions. Subsequent phases will develop this community through mentoring, networking and community activities, all under the auspices of a new cascade and viral leadership model. The growing community of leaders in Western Australia who are able to recognise, initiate and integrate emerging technologies into the engagement of students will be a lasting outcome of the project.

Project Funding

\$212,000

Program Priority

Institutional leadership

Key Words

Professional staff, viral leadership, cascade leadership, digital literacy, generation Y, emerging technologies, student engagement, community of practice and capacity building

Scheduled Completion Date

June 2012



Social, communicative and interpersonal leadership in the context of peer review

Lead Institution

Macquarie University

Partner Institutions

La Trobe University, The University of Hong Kong, Lund University (Sweden)

Project Leaders

Professor Judyth Sachs, Dr Mitch Parsell

Project Abstract

The project is focused on the social, communicative and interpersonal skills required to be an effective leader in higher education, examined through the lens of peer review. The project will provide two tightly connected outcomes:

- a theoretical understanding of what it means become a leader; and
- a range of resources for participants to test, re-test and practise leadership skills.

The resources will focus on leadership as a process, as well as an outcome.

The project will build communities of practice at global, institutional and local levels, devoted to the quality enhancement of leadership and teaching while providing stakeholders with a non-threatening environment in which to practise the skills needed to maintain peer review relationships. Further the project will develop a national and international network against which to benchmark and share information together with a rich pool of practical resources and research literature on leadership skills in higher education.

Project Funding

\$219,000

Program Priority

Institutional leadership

Key Words

Leadership, social, interpersonal, peer review, higher education, cross-cultural, communication

Scheduled Completion Date

January 2011



Subject coordinators: leading professional development for sessional staff

Lead Institution

University of Wollongong

Partner Institutions

University of Western Sydney, University of Technology, Sydney, Australian Catholic University

Project Leader

Dr Geraldine Lefoe

Project Abstract

This project aims to enhance the quality of teaching through the development of leadership capacity of subject coordinators, thereby improving capacity for academic leadership and management of the teaching team. This will be achieved through the creation of a leadership capacity development framework that includes targeted professional development for subject coordinators to enable them to create contexts for learning about teaching practice by sessional staff. This will be supported by adapting the Integrated Competing Values Framework for use by subject coordinators to develop their own leadership skills (Vilkinas, Ladyshevsky and Saebel, 2009). Good practice examples will be identified including video triggers and other identified resources from across the participating institutions and collated to make them available through a website to support subject coordinators in their leadership and management of teaching teams. We aim to influence institutional policies, guidelines and practices in leadership and management of teaching teams involving sessional academics, specifically including role and responsibility statements for subject coordinators.

Project Funding

\$219,000

Program Priority

Institutional leadership

Key Words

Leadership, distributed, subject co-ordinators, sessional staff, tutors, tutoring, casual staff, teaching team, capacity building

Scheduled Completion Date

December 2011



Succession planning at universities: program for preparing early leaders (PROPEL)

Lead Institution

University of Wollongong

Partner Institution

n/a

Project Leader

Professor Sara Dolnicar

Project Abstract

Australia needs to prepare a new generation of effective leaders to ensure a sustainable future for its tertiary education sector. Pro-active development of such leaders needs to start in the early stages of an academic's career, well before their first leadership roles.

The PROPEL project will develop, implement and evaluate a one-year intensive leadership program for early career academics. This program will train future academic leaders, both locally and nationally, and will result in a model that is transferable to other institutions.

PROPEL's major focus will be on breaking down the borders between disciplines and closing the gap between learning, teaching and research. Collaboration and interdisciplinarity will be taught and demonstrated to program participants, who will work together with peers and academic leaders across all faculties and disciplines as they complete the six elements of the program:

- mentoring component;
- leadership skill component;
- interdisciplinary component;
- big picture component;
- active component; and
- reflection component.

Project Funding

\$220,000

Program Priority

Institutional leadership

Key Words

Academic leadership, interdisciplinary, collaborative, teaching-research nexus

Scheduled Completion Date

March 2012



4.0 Priority Projects Program

Overview

The Priority Projects Program responds to priorities emanating from the ALTC's designated responsibilities and priorities identified by the Board.

The ALTC's designated responsibilities which are supported through this program are:

- liaison with the sector about options for articulating and monitoring academic standards
- improvement of assessment practices throughout the sector, including investigation of the feasibility of a national portfolio assessment scheme
- facilitation of benchmarking of effective learning and teaching at national and international levels.

The funding priorities in 2009 were:

- academic standards, assessment practices and reporting
- curriculum renewal
- teaching and learning spaces
- peer review for promotion.

Project funding was available in the range of \$80,000 to \$220,000. Projects could be designed to take from one to two years with smaller projects to be completed in one year.

Academic Standards, Assessment Practices and Reporting

The ALTC expects the major outcome from this priority to be improvement in higher education assessment practices and student outcomes within a number of disciplines/fields of study.

Curriculum Renewal

The ALTC expects the major outcome from this priority to be the development and modelling of contemporary curricula which meet students' and employers' needs and provide the basis for continuing personal and professional development for students.

Teaching and Learning Spaces

The ALTC expects the major outcome from this priority to be designs/evaluations of leading edge, creative solutions and models for new and modified learning spaces to enhance learning and teaching in higher education.

Peer Review For Promotion

The ALTC expects the major outcome from this priority to be development and modelling of systems of peer review of learning and teaching in a number of Australian higher education institutions.

Funded Projects

Nineteen projects were approved for funding in the 2009 general funding round. Two additional projects — detailed in Part 5: Special Projects — were also funded: a commissioned investigation project on dissemination and The Remarks PDF markup editor (Stage2).



Table 3: Priority Projects Funded in 2009¹

ALTC Ref.	Project Title	Lead Institution	Partner institution(s)
PP9-1306	A musicians' health national curriculum initiative	The University of Western Australia	The University of Sydney
PP9-1341	A national soil science curriculum in response to the needs of the students, academic staff, industry and the wider community	The University of Sydney	The University of Adelaide, The University of Melbourne, The University of Queensland, The University of Western Australia
PP9-1591	A review of the dissemination strategies used by projects funded by the ALTC Grants Scheme ²	The University of Queensland	University of the Sunshine Coast
PP9-1274	Addressing ICT curriculum recommendations from surveys of academics, workplace graduates and employers	University of Wollongong	Murdoch University, Swinburne University of Technology, The University of Queensland, Australian Council of Deans of Information and Communications Technology
PP9-1288	Assessing creativity: strategies and tools to support teaching and learning in architecture and design	The University of Newcastle	Deakin University, Monash University, Queensland University of Technology, RMIT University, University of Tasmania
PP9-1380	Assessment of individual learning in teams: examining grading decisions in practice-based curricula in engineering	Central Queensland University	Aalborg University (Denmark), The University of Melbourne, Victoria University,
PP9-1374	Curriculum renewal in legal education: articulating final year curriculum design principles and a final year program	Queensland University of Technology	Griffith University, The University of Western Australia
PP9-1327	Developing a systematic, cross-disciplinary approach to teaching and assessing reflective writing in higher education	Queensland University of Technology	n/a
PP9-1280	DYD: Defining Your Discipline to facilitate curriculum renewal in undergraduate programs	University of Southern Queensland	University of Tasmania
PP9-1317	Exploring problem-based learning pedagogy as transformative education in Indigenous Australian studies	The University of Queensland	Charles Darwin University, Monash University, The University of New South Wales, The University of Newcastle, University of Technology, Sydney

¹ Includes one Investigation Project: PP9-1591 *A Review of the Dissemination Strategies used by Projects Funded by the ALTC Grants Scheme*

² Refer to page 65, Section 5 Special Projects, for project abstract.



ALTC Ref.	Project Title	Lead Institution	Partner Institution(s)
PP9-1283	Facilitating WIL through skills-enabled e-portfolios in the disciplines of construction and nursing	The University of Newcastle	University of Western Sydney, RMIT University, Avondale College (NSW)
PP9-1392	Getting a MUVE On: developing web 2.0 curricula in the humanities	The University of Adelaide	Murdoch University
PP9-1386	Graduate professional entry courses in accounting and law	RMIT University	Curtin University of Technology, Queensland University of Technology
PP9-1370	Keeping cool: embedding resiliency in the initial teacher education curriculum	Murdoch University	Curtin University of Technology
PP9-1285	Pre-service teacher education partnerships: creating an effective practicum model for rural and regional pre-service teachers	Australian Catholic University	La Trobe University
PP9-1326	Re-conceptualising and re-positioning Australian library and information science education for the twenty-first century	Queensland University of Technology	University of Technology, Sydney, Edith Cowan University, University of South Australia, Charles Sturt University, Victoria University, RMIT University
PP9-1373	Remix, mash-up, share: authentic Web 2.0 assessment scenarios and criteria for interactive media, games and digital design	Murdoch University	Curtin University of Technology, RMIT University, University of Canberra
PP9-1320	Renewing rural and regional teacher education curriculum	Deakin University	Edith Cowan University, Charles Sturt University
PP9-1593	The ReMarks PDF markup editor (Stage 2) ³	University of New England	Deakin University, Monash University, The University of Newcastle
PP9-1340	Veterinary pharmacology curriculum renewal to improve graduate outcomes and public safety	The University of Queensland	The University of Sydney, The University of Melbourne, Murdoch University, James Cook University, Charles Sturt University, Australian Veterinary Association, Massey University (NZ), Chapter of Veterinary Pharmacology
PP9-1350	Web 2.0 authoring tools in higher education learning and teaching: new directions for assessment and academic integrity	The University of Melbourne	Monash University, RMIT University

³ Refer to page 66, Section 5, for project abstract



A musicians' health national curriculum initiative

Lead Institution

The University of Western Australia

Partner Institution

The University of Sydney

Project Leader

Dr Suzanne Wijsman

Project Abstract

Many years of training are required to become a skilled performer on a musical instrument. The complex physical and psychological demands of musical performance lead to the common comparison between musicians and athletes. Unlike athletes, musicians receive little or no education in health issues as part of their studies. Consequently, the rates of occupational injury for musicians are unacceptably high. This project aims to develop a tailored national curriculum that will enable music students to better understand and apply relevant health concepts in performance, and equip them with strategies to prevent and manage performance-related injury for themselves and their future students. It aims to develop a component that can be incorporated into existing music teaching curricula and which will also be made available to teachers and musicians, with particular emphasis on accessibility for regional Australia, using information technology. Testing of the curriculum will occur at several Australian tertiary music schools and the final curriculum will be made available at low cost throughout Australia.

Project Funding

\$220,000

Program Priority

Curriculum renewal

Key Words

Performing arts health, music medicine, occupational health, music education

Scheduled Completion Date

October 2011



A national soil science curriculum in response to the needs of the students, academic staff, industry and the wider community

Lead Institution

The University of Sydney

Partner Institutions

The University of Adelaide, The University of Melbourne, The University of Queensland, The University of Western Australia

Project Leader

Professor Alexander McBratney

Project Abstract

The project aims to develop a national soil science curriculum using transferable learning and teaching approaches that produce work-ready graduates with the interdisciplinary knowledge, skills and capabilities relevant to the needs of Australia. The method for achieving this is an incremental four cycle process designed to bring about required change.

- Cycle 1 will identify the university issues concerning learning and teaching soil science where the national critical mass of expertise is dwindling and local students may not experience the full discipline or optimal learning.
- Cycle 2 will bring on board the industry perspective by consulting employers and soil science graduates in the workplace about the curriculum. The outcome of these cycles will be a shared picture of teaching and learning practices, limitations and capability deficiencies, and curriculum revision requirements.
- Cycle 3 will scope and implement the platform for delivering the required revised curriculum at a national level.
- Cycle 4 includes national and international dissemination to agriculture and related disciplines.

Project Funding

\$219,000

Program Priority

Curriculum renewal

Key Words

Action learning cycles, generic graduate attributes, domain knowledge, cross-institutional, problem-based learning, industry stakeholders, propositional learning, learning communities, experiential learning

Scheduled Completion Date

January 2012



Addressing ICT curriculum recommendations from surveys of academics, workplace graduates and employers

Lead Institution

University of Wollongong

Partner Institutions

Murdoch University, Swinburne University of Technology, The University of Queensland, Australian Council of Deans of Information and Communications Technology

Project Leader

Professor Philip Ogunbona

Project Abstract

Following surveys of major stakeholders the project will address four main areas:

- poor and erroneous perceptions of ICT and the ICT profession;
- lack of understanding by students including: perception of, and attitudes towards, ICT; motivation in choosing to study ICT (or not); poor enrolment of women; lack of participation and attendance in class in some cases; and relatively high attrition;
- lack of industry involvement in the design and implementation of the curriculum and greater experience by students of industry, i.e. work integrated learning; and
- understanding the nexus between teaching-research-industry-learning in ICT which has profound implications for the curriculum and what students and other participants do.

Project Funding

\$215,000

Program Priority

Curriculum renewal

Key Words

ICT education, ICT WIL practices, gender inclusive curriculum, student attrition, industry-based curriculum

Scheduled Completion Date

October 2011



Assessing creativity: strategies and tools to support teaching and learning in architecture and design

Lead Institution

The University of Newcastle

Partner Institutions

Deakin University, Monash University, Queensland University of Technology, RMIT University, University of Tasmania

Project Leader

Professor Anthony Williams

Project Abstract

One of the most contentious issues in contemporary architectural and design education is the assessment of the creative component of work. Research has demonstrated that the highest levels of student stress and pressure in architecture and design is assessment of creative works. In the 2008 ALTC study into the architecture discipline in Oceania it was identified that the traditional methods used to assess design in architecture schools are failing to fulfil quality assurance standards for teaching and learning.

This project responds to this problem by developing a conceptual framework for understanding creativity and an associated suite of practical strategies and tools to assist architecture and design academics to:

- define which aspects of curricula and professional competencies call for an assessment of creativity;
- assess creative works in a consistent, transparent and objective manner;
- ensure that the assessment practices conform to national standards; and
- ensure that the assessment and reporting practices support student learning and increased confidence.

Project Funding

\$194,000

Program Priority

Academic standards, assessment practices and reporting

Key Words

Creativity, design, curriculum design, teaching strategies, assessment methods, architecture

Scheduled Completion Date

January 2012



Assessing individual learning in teams: developing an assessment model for practice-based curricula in engineering

Lead Institution

Central Queensland University

Partner Institutions

Aalborg University (Denmark), The University of Melbourne, Victoria University

Project Leader

Dr Prue Howard

Project Abstract

Grading individual students in teams has always been problematic. To accurately measure individual learning outcomes, students' grades need to be based on what they have learned as an individual, within the team context. Traditionally, individuals have been assigned a grade heavily influenced by the result of the team's project. Consequently, a poor team project results in poor grades for the team's members, even if significant individual learning occurs. As assessment drives behaviour, the desire for higher grades influences the team dynamics resulting in an emphasis on project outcomes rather than individual learning, potentially degrading collaborative learning.

This project aims to change significantly the Australian engineering discipline's understanding and acceptance of assessment of individual learning in teams by developing a valid assessment model to assess individual students' learning in a team environment, specifically in the context of project-based learning. The model will encourage students to learn from mistakes and failures, be creative and challenge themselves, and to develop reflection and self-assessment skills.

Project Funding

\$210,000

Program Priority

Academic standards, assessment practices and reporting

Key Words

Teams, assessment, PBL, project based learning, practice based, grading, portfolio

Scheduled Completion Date

January 2012



Curriculum renewal in legal education: articulating final year curriculum design principles and a final year program

Lead Institution

Queensland University of Technology

Partner Institutions

Griffith University, The University of Western Australia

Project Leader

Professor Sally Kift

Project Abstract

There are 32 law schools in Australia and 20,678 law students (DEEWR, 2008). This project focuses on curriculum renewal of the final year of legal education and transition-out to professional practice. Project outcomes will include:

- articulated curriculum design principles for the final year (with adaptability potential to other disciplines);
- a transferable model for an effective final year program; and
- a final year in legal education forum and website.

An iterative action learning methodology will be employed in the project design phase, engaging national and international legal education experts, including ALTC teaching award winners, and two key representative bodies – the Australian Academy of Law and the Australian Law Students' Association. Focus groups will be conducted with students and recent graduates to obtain feedback on the developing draft principles and program. Preliminary research has suggested that the following three cornerstone curriculum objectives should inform the development of the final year principles and program: reflection, closure and transition.

Project Funding

\$208,000

Program Priority

Curriculum renewal

Key Words

Final year, curriculum renewal, capstone, legal education, curriculum design principles, model program

Scheduled Completion Date

December 2011



Developing a systematic, cross-disciplinary approach to teaching and assessing reflective writing in higher education

Lead Institution

Queensland University of Technology

Partner Institution

n/a

Project Leader

Dr Mary Ryan

Project Abstract

The aim of this project is to develop staff and student capacities for teaching and learning reflective writing in higher education. A model and accompanying resources will be developed to support assistant deans (T&L) and course co-ordinators to embed a systematic and developmental, evidenced-based, whole-course approach to the teaching and assessment of reflective writing for the purpose of transformative professional practice. The project will embed a model of good reflective practice across courses that support portfolio submissions, work integrated learning, transitions into university, and transition from higher education into the professions. It will develop essential skills for academic staff and students to support the widespread introduction of the e-portfolio as an assessment item within units, and as a capstone assessment of professional practice and standards within courses. This will be achieved by working collaboratively across the disciplines of education, law, health, creative industries and business at Queensland University of Technology, with potential for widespread adoption across the sector

Project Funding

\$215,000

Program Priority

Academic standards, assessment practices and reporting

Key Words

Reflective writing, reflective practice, assessment practices, work-integrated learning, theory to practice, professional standards

Scheduled Completion Date

January 2012



DYD: Defining Your Discipline to facilitate curriculum renewal in undergraduate programs

Lead Institution

University of Southern Queensland

Partner Institution

University of Tasmania

Project Leader

Professor David Dowling

Project Abstract

The project will develop an efficient, effective, and inclusive consultation process, the Defining your Discipline (DYD) process, which may be used by discipline stakeholders to define practitioner-authenticated graduate outcomes for their discipline.

The two-year project has five stages.

1. The project team will review the literature and consult widely to develop potential DYD processes.
2. A DYD process will be used to consult the stakeholders in a smaller engineering discipline and develop a set of draft graduate outcomes that are specific to that discipline. These will expand on the generic graduate attribute statements defined for all engineering disciplines.
3. The DYD process will be reviewed and refined, and the project will be formatively evaluated, culminating in a mid-term report.
4. The DYD process will be used to develop a set of overlapping graduate outcomes for one of the larger engineering disciplines.
5. The DYD process, and associated documentation, will be published and made available for use by other disciplines and professions.

Project Funding

\$220,000

Program Priority

Curriculum renewal

Key Words

Graduate attributes, graduate outcomes, stakeholder consultation, curriculum renewal, accreditation

Scheduled Completion Date

January 2012



Exploring problem-based learning pedagogy as transformative education in Indigenous Australian studies

Lead Institution

The University of Queensland

Partner Institutions

Charles Darwin University, Monash University, The University of New South Wales, The University of Newcastle, University of Technology, Sydney

Project Leader

Dr Elizabeth Mackinlay

Project Abstract

This curriculum renewal project seeks to understand the ways in which problem-based learning (PBL) in Indigenous Australian studies can transform tertiary education as a pathway to social justice and empowerment for Aboriginal and Torres Strait Islander peoples. The study will take place in five key centres of teaching in Indigenous Australian Studies using PBL approaches. As educators, we are well placed to effect a positive change in the relationship between Indigenous Australian peoples and other Australians, and to implement reconciliation in practical ways. The aim is to evaluate the effectiveness of PBL as transformative education in Indigenous Australian studies at tertiary level and explore the relationship between Indigenous pedagogies and PBL.

Project Funding

\$220,000

Program Priority

Curriculum renewal

Key Words

Problem-based learning, critical pedagogies, Indigenous Australian studies

Scheduled Completion Date

January 2012



Facilitating WIL through skills-enabled e-portfolios in the disciplines of construction and nursing

Lead Institution

The University of Newcastle

Partner Institutions

University of Western Sydney, RMIT University, Avondale College (NSW)

Project Leader

Associate Professor Anthony Williams

Project Abstract

The professional institutions accrediting the construction management and nursing professions have developed well defined competency requirements. These disciplines are therefore in a similar and unique position to provide students with opportunities to relate these competencies to the skills they develop during their time at university, (including their work integrated learning (WIL) and other life experiences) through e-portfolios. This study will develop a design brief and specifications for a resource that will be readily transferable to other disciplines.

Project Funding

\$130,000

Program Priority

Curriculum renewal

Key Words

E-portfolios, work-integrated learning (WIL), skills development, curriculum alignment, curriculum renewal, engineering, nursing

Scheduled Completion Date

June 2011



Getting a MUVE on: developing Web 2.0 curricula in the humanities

Lead Institution

The University of Adelaide

Partner Institution

Murdoch University

Project Leader

Professor David Lemmings

Project Abstract

The past decade has seen an explosion in the use of multi user virtual environments (MUVEs) in education. This has predominantly occurred in the United States and United Kingdom, in the sciences and health sciences. This project breaks new ground in several ways. Firstly, it evaluates Web 2.0 technologies in the humanities in which they have yet to be studied critically to any significant depth. Using a reconstruction of eighteenth-century London in Second Life, students will be able to explore and experience the world in which the texts and events they study were created in a way books, articles and even DVDs cannot match. Secondly, the project approaches MUVE from an Australian perspective: observing and recording the pedagogical and practical benefits and challenges of learning and teaching within a virtual environment. In other words, the project conducts a critical study of Web 2.0 technology in order to develop humanities curricula which meet the present and future needs of both students and universities.

Project Funding

\$204,000

Program Priority

Curriculum renewal

Key Words

MUVE, humanities, multi-user virtual environment, Web 2.0

Scheduled Completion Date

December 2011



Graduate professional entry courses in accounting and law

Lead Institution

RMIT University

Partner Institutions

Curtin University of Technology, Queensland University of Technology

Project Leader

Professor Margaret Jackson

Project Abstract

This project will examine the growing number of graduate entry courses, being introduced by Australian universities which are designed to allow graduates to enter a new profession. To date, there has been limited work undertaken to understand the educational implications of these new courses and to understand in particular the academic standards for postgraduate professional entry courses, as opposed to undergraduate courses also leading to professional entry.

This project will explore whether a masters level degree that meets the requirements for entry into a profession applies different academic standards from those applied in an undergraduate degree that also meets the same professional entry requirements. The project will articulate what those different standards are or should be.

Clarification of the exact status and academic standards of these professional entry courses will assist potential students, institutions and professional bodies as well as other disciplines that offer or are proposing to offer similar professional courses.

Project Funding

\$209,000

Program Priority

Academic standards, assessment practices and reporting

Key Words

Learning outcomes, academic standards, assessment practices, professional entry programs, accounting, business, law

Scheduled Completion Date

October 2011



Keeping cool: embedding resiliency in the initial teacher education curriculum

Lead Institution

Murdoch University

Partner Institution

Curtin University of Technology

Project Leader

Dr Caroline Mansfield

Project Abstract

There is an alarming rate of attrition among early career teachers, both in Australia and internationally, with between 25% and 40% of early career teachers leaving the profession in their first five years. Investigations of teacher attrition have largely focused on stress and burnout, however, more recent perspectives have considered how teacher resiliency influences retention. This project draws on the experiences of early career teachers and pre-service teacher education students to identify key characteristics of resilient teachers and gain a deeper understanding of how and in what contexts resilience develops. These understandings will form the basis of an effective practice framework for the redesign of the teacher education curriculum. Key deliverables of the project include:

- development of a resiliency framework for initial teacher education;
- development of an instrument to measure constructs associated with teacher resiliency; and
- an interactive website to promote resiliency among pre-service teachers and early career teachers.

Project Funding

\$217,000

Program Priority

Academic standards, assessment practices and reporting

Key Words

Resiliency, initial teacher education, curriculum renewal

Scheduled Completion Date

January 2012



Pre-service teacher education partnerships: creating an effective practicum model for rural and regional pre-service teachers

Lead Institution

Australian Catholic University

Partner Institution

La Trobe University

Project Leader

Dr Josephine Ryan

Project Abstract

The project will develop and implement inter-university strategies designed to reshape curriculum in the practicum aspect of rural and regional teacher education programs. This collaboration between ACU National and La Trobe University addresses the challenges of establishing effective teaching approaches in the school practicum, in particular that of providing supervision for preservice teachers who are placed across a wide geographical area. The project will develop a secure ICT platform shared between ACU and La Trobe which supports rural and regional preservice teachers' learning during their practicum; create processes and protocols which will allow universities to share supervision of preservice teachers in these areas and develop new strategies for universities to create positive partnerships with rural and regional teacher supervisors.

The partnership model developed, together with documentation of lessons learned, will be designed to meet the varying needs of other universities with similar challenges.

Project Funding

\$135,000

Program Priority

Curriculum renewal

Key Words

Teacher education, teaching practicum, information communication technology and education, teacher education supervision, rural and regional teacher education

Scheduled Completion Date

January 2012



Reconceptualising and repositioning Australian library and information science education for the 21st century

Lead Institution

Queensland University of Technology

Partner Institutions

University of Technology, Sydney, Edith Cowan University, University of South Australia, Charles Sturt University, Victoria University, RMIT University

Project Leader

Associate Professor Helen Partridge

Project Abstract

The project will develop a framework for the education of the information professions in Australia. The project will help to reposition and reshape Australian library and information science (LIS) education to ensure it remains dynamic, responsive and sustainable in the evolving information age in order to meet the ever-changing marketplace demands of the 21st century. It will also provide a vehicle for increased collaboration between LIS professionals and LIS educators. This will help not only bridge the gap between LIS theory and practice, but also foster a more inclusive and authentic engagement between LIS educators and other parts of the LIS industry in the education of the next generation of professionals.

Project Funding

\$219,000

Program Priority

Curriculum renewal

Key Words

Library and information science education, curriculum renewal, sustainable models, professional education, participatory research

Scheduled Completion Date

March 2011



Remix, mash-up, share: authentic Web 2.0 assessment scenarios and criteria for interactive media, games and digital design

Lead Institution

Murdoch University

Partner Institutions

Curtin University of Technology, RMIT University, University of Canberra

Project Leader

Dr Ingrid Richardson

Project Abstract

This project focuses on an under-researched aspect of Web 2.0 and its impact on university learning in the disciplines of interactive media, games and digital design.

Increasingly, Web 2.0 is characterised by new media content production that is collaborative, shared, and more significantly, comprises the remixing of existing media content, or the 'mashing-up' and aggregation of existing services and applications. Such 'derivative' work presents a fundamental paradigm shift away from conventional student-authored assessments in new media production, and goes against the grain of current university assessment and plagiarism policies. Yet, to prepare students for professional practice, universities must develop authentic Web 2.0 assessment components and criteria, and adjust assessment regulations accordingly.

This project will design and implement a series of Web 2.0 assessment components with a view to:

- determining assessment criteria for student work that involves re-use, remixing and aggregation; and
- developing guidelines for university assessment committees for the trialling of revised assessment policy that effectively accommodates Web 2.0 assessment scenarios.

Project Funding

\$185,000

Program Priority

Academic standards, assessment practices and reporting

Key Words

Interactive media, games, digital design, Web 2.0, authentic assessment, assessment criteria, scenario-based design, phenomenography, produsage, remixing, participatory media, user-generated content

Scheduled Completion Date

July 2011



Renewing rural and regional teacher education curriculum

Lead Institution

Deakin University

Partner Institutions

Edith Cowan University, Charles Sturt University

Project Leader

Dr Simone White

Project Abstract

This project aims to develop a curriculum that is both inclusive of rural education needs and forward-thinking in meeting the growing need for well-prepared teachers for a rural workforce shortage. The project will produce a new adaptable curriculum package that focuses specifically on the need to better prepare and support student teachers for and in their rural professional experience.

This curriculum package will include advice for the three phases of a rural education curriculum: preparing for the rural practicum; teaching in a rural community; and reflecting on and learning from the experience. A set of curriculum guidelines and strategies will be developed which will enable teacher educators in Australian higher education to develop a dedicated rural education unit of study, as well as to infuse existing units with rural education components. The project will also collate all relevant, high quality existing research and scholarship in rural education and make it easily accessible for teacher educators to renew their current curriculum.

Project Funding

\$218,000

Program Priority

Curriculum renewal

Key Words

Higher education, teacher education, rural education, teaching, professional experience, curriculum

Scheduled Completion Date

October 2011



Veterinary pharmacology curriculum renewal to improve graduate outcomes and public safety

Lead Institution

The University of Queensland

Partner Institutions

The University of Sydney, The University of Melbourne, Murdoch University, James Cook University, Charles Sturt University, Australian Veterinary Association, Massey University (NZ), Chapter of Veterinary Pharmacology

Project Leader

Associate Professor Paul Mills

Project Abstract

This project will facilitate improved understanding and clinical application of veterinary pharmacology by veterinary science students throughout Australia and New Zealand. The need for curriculum renewal arises from a greater focus on day one competencies and increasing pressure to be aware of emerging issues associated with the use of pharmacological agents. The outcomes will be achieved by developing a dynamic and flexible online curriculum with practical resources, accessible to all stakeholders, to ensure that veterinary science students can successfully and swiftly make the transition to professional clinical practice.

This project is buttressed by three strong advantages.

- The approach establishes a unique nexus of academics, students, clinicians, industry and professional bodies within a single forum to focus, evaluate and learn.
- This will be a highly effective model for other disciplines, particularly professional programs, successfully providing training to allow graduates to apply knowledge.
- Graduated veterinarians will have an avenue of continuing education, ensuring life-long learning with a familiar tool.

Project Funding

\$220,000

Program Priority

Curriculum renewal

Key Words

Veterinary clinical pharmacology, public health and safety, clinical application, web-based curriculum, national and international collaboration, day one competencies

Scheduled Completion Date

April 2011



Web 2.0 authoring tools in higher education learning and teaching: new directions for assessment and academic integrity

Lead Institution

The University of Melbourne

Partner Institutions

Monash University, RMIT University

Project Leader

Dr Kathleen Gray

Project Abstract

This project aims to develop a set of guidelines formalising academic practices, standards and reporting relating to the use of Web 2.0 or social software in higher education for assessing student learning. Web 2.0 forms of authoring or content creation include blogging/microblogging, audio/video podcasting, social bookmarking, social networking, virtual worlds and wiki writing (e.g. WordPress, Twitter, Flickr, YouTube, Second Life, Delicious, Facebook, MediaWiki, etc). Increasingly these activities are being used to support students' learning in higher education. However, very little is known about appropriate academic practices for assessing students' work or authorship with Web 2.0 technologies. By identifying and addressing these issues, this project will meet a growing need in Australian institutional and disciplinary communities to establish and maintain good practice in the design and conduct of new forms of assessment.

Project Funding

\$158,000

Program Priority

Academic standards, assessment practices and reporting

Key Words

Academic integrity, academic policy, assessment, authorship, digital literacy, e-assessment, e-learning, scholarly communication, social software, student writing, Web 2.0

Scheduled Completion Date

March 2011



5.0 Special Projects

In addition to proposals sought through competitive rounds, the ALTC may seek or consider proposals on issues of national significance. Normally applications are sought in response to a specific project brief.

- Investigation projects respond to priorities emanating from the ALTC's designated responsibilities and priorities determined by the ALTC Board.
- Consolidation projects are to consolidate and/or further disseminate the outcomes of successful ALTC projects.

Guidelines for applications may vary from those of the general funding rounds. The ongoing management and oversight of projects funded rests with the relevant Grants Scheme Standing Committee.

A review of the dissemination strategies used by projects funded by the ALTC Grants Scheme

Lead Institution

The University of Queensland

Partner Institution

University of the Sunshine Coast

Project Leader

Ms Deanne Gannaway

Project Abstract

This investigation uses an illuminative evaluation strategy to identify how effective project dissemination strategies are in embedding and consolidating outcomes from ALTC-funded projects. The investigation also proposes professional development and resources for future applicants and support staff. All funded projects completed between January 2006 and December 2009 will be subject to scrutiny. Through a data mapping exercise, and in-depth study of a sample of projects, strategies planned in initial proposals will be compared to the strategies actually used to diffuse and implement outcomes. This investigation will confirm whether the ALTC Dissemination Framework is achieving the desired outcomes and will determine necessary refinements to the Framework in response to changing needs of the sector. Findings will further expand on the key set of effective dissemination strategies. Using an engaged dissemination strategy, this investigation will assist future applicants to employ effective dissemination strategies, informed by a strong evidence base.

Project Funding

\$208,000

Key Words

Review of ALTC dissemination framework, dissemination, sustainability of innovation, investigation, ALTC Grant Scheme

Scheduled Completion Date

January 2011



The ReMarks PDF markup editor (Stage 2)

Lead Institution

University of New England

Partner Institution

Deakin University, Monash University, The University of Newcastle

Project Leader

Professor Stephen Colbran

Project Abstract

ReMarksPDF Stage 2 further develops the ReMarks PDF and XML marking editors in line with feedback from beta testing. Stage 2 also involves development of an e-submission and assessment allocation system, tracking and mapping of learning outcomes and business intelligence features. Work will involve developing a dimensional data model and associated database to enable reporting using different business intelligence systems. A flexible model for mapping and tracking of learning outcomes will be created to cater for the development of learning outcomes through one or more levels, all mapped to unit teaching and assessment, whether formative or summative. The project will develop enterprise level solutions to student assessment feedback.

Project Funding

\$250,000

Program Priority

Academic standards, assessment practices and reporting

Key Words

Assessment feedback, e-submission, e-portfolios, learning outcome mapping and tracking

Scheduled Completion Date

August 2010



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