



2014 OLT Round One Grants and Fellowships

Through the first tranche of funding for 2014, the Office for Learning and Teaching (OLT) is providing almost \$5 million to enhance the quality of learning and teaching in Australian higher education institutions. Round One Grants and Fellowships are funding a wide range of work which supports students, educators and professional staff and continues the discovery and development of good practice in all areas of learning and teaching.



Engaging students

Supporting teaching



Preparing students for the future

Together with the Higher Education Standards Panel, the OLT has established a research fellowship: National consensus on higher education standards in a disaggregated learning environment

Round Two Grants will be assessed and announced in the second half of 2014. See the following pages to learn more about the HESP Research Fellowship, Round One Grants and 2014 National Teaching Fellowships



Image: Monash University Faculty of Science

Engaging students

In 2014, the OLT has supported a wide range of new projects and fellowships dedicated to understanding the ways in which students come to higher education and how they engage with tertiary study at all levels and in all environments, with the aim of giving more students access to a transformational higher education experience. Click on a link to find out more about a project or fellowship of particular interest.

Optimising direct entry success: an online transition course for students beginning university at second year

Lead institution: Monash University Project Leader: Dr Mark Symmons

[more](#)

Defining a unified model of vocabulary acquisition via extensive reading

Lead institution: RMIT University Project Leader: Dr Alexandra Uitdenbogerd

[more](#)

Enhancing engagement of agricultural students in learning mathematics through innovative teaching and learning strategies

Lead institution: The University of Queensland Project Leader: Dr Madan Gupta

[more](#)

Students, universities and open education

Lead institution: Charles Sturt University Project Leader: Professor Sandra Wills

[more](#)

Effective open licensing policy and practice for Australian universities: making online education really work

Lead institution: Swinburne University Project Leader: Ms Robin Wright

[more](#)

Ready for take-off: preparing students for intercultural learning in Asia

Lead institution: University of South Australia Project Leader: Dr Tracey Bretag

[more](#)

Improving visually impaired students' access to graphics in higher education

Lead institution: Monash University Project Leader: Professor Kim Marriott

[more](#)



Engaging students

Professor Dennis McDermott, Flinders University

[National Senior Teaching Fellow](#)

Having the hard conversations: strengthening pedagogical effectiveness by working with student and institutional resistance to Indigenous health curriculum

"Assisting student health professionals to stay engaged with challenging aspects of Indigenous health curriculum, to help institutions provide culturally safe environments for all involved, and to contribute to a more-effective Indigenous health workforce"



Dr Katelyn Barney, The University of Queensland

[National Teaching Fellow](#)

Pathways to postgraduate study for Indigenous Australian students: enhancing the transition to research higher degrees

"Facilitating an approach to address the issue of low participation rates for Indigenous students in Research Higher Degree (RHD) programmes and promoting a national dialogue in the higher education sector to support successful pathways for Aboriginal and Torres Strait Islander students into RHD programmes across the disciplines"



Associate Professor Karen Martin, Griffith University

[National Teaching Fellow](#)

Aboriginal studies in higher education in the 21st century: a framework for learning; teaching; leadership and change

"Understanding the role of Aboriginal studies and knowledges in higher education in relation to learning; teaching; leadership and change in the 21st century"





Engaging students

Professor Joe Shapter, Flinders University

[National Teaching Fellow](#)

Developing tailored study plans for the new higher education environment

“Engaging the tertiary education community in a discussion of study plans; how they are set; how they might be set in the future; can they be tailored to individual needs and what is ultimately a successful study plan?”



Dr John Willison, The University of Adelaide

[National Teaching Fellow](#)

Realising research modes of learning for Masters by coursework using state-based clusters

“Nurturing four state-based clusters to collaboratively develop pedagogies appropriate for Masters by coursework students' research learning at Australian Qualifications Framework 9 level”





Supporting teaching

The OLT has also provided support to projects and fellowships aimed at exploring and developing teaching practice, establishing frameworks to strengthen whole-of-sector approaches and interdisciplinary knowledge, and supporting academic and professional staff in their work. Click on a link to find out more about a project or fellowship of particular interest.

Transforming one-to-one learning and teaching in conservatoires: strategies and resources for improving pedagogical practices

Lead institution: Griffith University Project Leader: Dr Gemma Carey

[more](#)

Benchmarking quality assessment tasks to facilitate interdisciplinary learning in the creative arts and humanities

Lead institution: Monash University Project Leader: Dr Kit Wise

[more](#)

Supporting a new generation: development and transfer of pedagogical content knowledge in tertiary chemistry

Lead institution: Queensland University of Technology Project Leader: Dr Madeleine Schultz

[more](#)

Guiding assessment for learning in Indigenous health at level 9 of the Australian Qualifications Framework

Lead institution: The University of Melbourne Project Leader: Associate Professor Clare Delany

[more](#)

Assessing the assessments: evidencing and benchmarking student learning outcomes in chemistry

Lead institution: The University of Sydney Project Leader: Dr Siegbert Schmid

[more](#)

Developing a course handover tool to support new course coordinators

Lead institution: University of South Australia Project Leader: Dr David Birbeck

[more](#)

Using standardised vignettes to assess practicum competencies in psychology and other disciplines

Lead institution: University of Wollongong Project Leader: Associate Professor Craig Gonsalvez

[more](#)



Supporting teaching

Professor Geoff Scott, University of Western Sydney

[National Senior Teaching Fellow](#)

Assuring the quality of achievement standards and their valid assessment in Australian higher education

“Developing the capacity of the sector to ensure that the quality of graduates being produced by our universities is relevant to the rapidly changing needs of the 21st century”



Professor Roy Tasker, University of Western Sydney

[National Senior Teaching Fellow](#)

Research into practice: evidence-informed best practice visualisation for a deeper understanding of science

“Building a community of practice that focuses on visualisation in science to develop mental models of imperceptible worlds to explain phenomena”



Dr Elizabeth Beckmann, The Australian National University

[National Teaching Fellow](#)

Professional recognition and self-efficacy in university teachers as tools to enhance teaching quality

“Engaging ANU staff and the sector in a discussion of the potential benefits for individual university teachers and their institutions of a formal professional recognition scheme”





Preparing students for the future

The OLT has funded a range of projects looking at the intersection between tertiary education and the workplace, with the aim of enhancing the workplace readiness of graduates and developing future leaders. Click on a link to find out more about a project of particular interest.

Enhancing graduate employability of business school alumni through establishing an Australian business case network

Lead institution: Bond University Project Leader: Assistant Professor Colette Southam

[more](#)

Developing a national interdisciplinary educational framework for professionals working with children in the early years

Lead institution: Flinders University Project Leader: Dr Julian Grant

[more](#)

Improving work placement for international students, their mentors and stakeholders

Lead institution: Griffith University Project Leader: Dr Georgina Barton

[more](#)

Collaborative development of a blended humanitarian engineering course for the Australian engineering sector

Lead institution: The Australian National University Project Leader: Mr Jeremy Smith

[more](#)

Redefining tacit knowledge in music performance evaluation: preparing perceptually-aware music leaders

Lead institution: The University of Sydney Project Leader: Dr Helen Mitchell

[more](#)

Building institutional capacity for peer leadership: informing strategic decision-making to enhance student leadership capabilities

Lead institution: University of Tasmania Project Leader: Dr Jane Skalicky

[more](#)

The PIVOTAL leadership model: innovative curriculum design and enhanced postgraduate learning experiences for school leaders

Lead institution: University of the Sunshine Coast Project Leader: Dr Susan Simon

[more](#)

Quality in Australian outbound student mobility programs: establishing good practice guidelines for international work-integrated learning

Lead institution: Curtin University Project Leader: Dr B-K Tan

[more](#)



2014

Higher Education Standards Panel Research Fellow

Emeritus Professor Christine Ewan, University of Wollongong

[HESP Research Fellow](#)

National consensus on higher education standards in a disaggregated learning environment

The present international and national higher education landscape is characterised by a drive towards flexibility, diversity, accessibility, transportability, quality assurance and improvement, consistency and comparability. On the face of it, some of these drivers could appear to be mutually contradictory. However, the common theme uniting all of them is the identification and operationalisation of standards and the development of ways to verify that those standards have been achieved as learning outcomes. The definition of standards is itself a fraught task, largely because the term has many potential meanings and the dialogue is therefore often hampered by ambiguity.



The focus of this fellowship will be the development of a national consensus, informed by existing national and international practice, on the ways in which institutions can demonstrate to themselves and the regulator that their engagement in alternative disaggregated and distributed delivery methods for award courses is compliant with the Higher Education Standards Framework. Incorporating a review of the literature, site visits, interviews, consultations and workshops, it will provide a focus for sharing the considerable expertise that already exists in Australia and in established international networks. It will synthesise the various national and international as well as disciplinary and institutional perspectives, incorporating the views of private and non-self-accrediting higher education providers as well as universities, students, teachers and employers. An issues and possibilities paper will be iteratively refined and shared at a national forum, resulting in a report that will inform the application of some of the standards, particularly relating to course accreditation and qualification.