

A national, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching

2018 Final Report Achievements Statement

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Partners: Australian Catholic University, Charles Sturt University, Curtin University, CQUniversity, Flinders University, University of Canberra, University of Tasmania, University of the Sunshine Coast, The University of Western Australia

Teaching well at university is a complex task and staff who are new to teaching have many and varied teaching professional development needs. Through this Fellowship, the lead institution and nine partner universities collaborated to develop a fully online, open access learning and teaching induction program, a teaching induction website, and a teaching induction research agenda.

On January 23rd, 2018, *Contemporary approaches to university teaching* was launched via the Canvas Network. In the first 15 months, 2,791 people from 50 countries¹ enrolled with a participation rate of 68%. Staff from 39 of the 42² Australian universities enrolled in the MOOC, which included all nine partner institutions and the lead institution. These figures far surpass the anticipated uptake of the MOOC.

Fifteen months after the launch of the MOOC, 27 tertiary institutions from Australia, New Zealand, Portugal, Malaysia and Hong Kong are using the MOOC. In late 2018, Hong Kong colleagues started translating the MOOC into Mandarin (Putonghua) and Cantonese and in 2019 the MOOC is being translated into Spanish and Portuguese.

Pilot MOOC participant perceptions

The research data from the pilot MOOC trialled in Semester 2, 2017, in which 225 staff enrolled, showed that the vast majority of those who responded to the post-MOOC and end-of-module/resource surveys reported that they found the modules useful. Survey respondents repeatedly mentioned that the things of most value to them were the resources, frameworks and templates, tips for student engagement, feedback and evaluation, and the opportunities to share with other higher education teachers. They also valued a deeper understanding of teaching as a discipline and the scholarly work which informs practice. Ninety-four percent of post-MOOC survey respondents perceived that completing the MOOC helped to improve their confidence in teaching.

Website and research agenda

The Fellowship developed a teaching induction website that includes information about the MOOC, an annotated teaching induction bibliography and references. The Fellowship proposed a substantial teaching induction research agenda in five areas. Colleagues from the Fellowship anticipate undertaking at least some of this research agenda.

The Fellowship collaborators are very proud of our cooperative endeavour and I am confident that the MOOC will continue to be nurtured by many colleagues into the future.

Teaching induction website: <https://www.caultt.edu.au/project-resources/olt-fellowship-and-mooc-available/>

Course enrolments: <http://www.canvas.net/browse/swinburne/courses/contemporary-approaches-university-teaching>

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¹ Participants who introduced themselves in the first activity indicated that they came from Albania, Algeria, Argentina, Australia, Azerbaijan, Bangladesh, Belarus, Bolivia, Brazil, Cambodia, Cameroon, Canada, China, Costa Rica, Egypt, England, Ethiopia, Ghana, India, Indonesia, Kenya, Kyrgyz Republic, Malaysia, Mexico, Moldova, Mongolia, Namibia, Nepal, New Zealand, Pakistan, Peru, Philippines, Puerto Rico, Republic of Ireland, Republic of Somaliland, Saudi Arabia, Scotland, Slovenia, South Africa, Spain, Tanzania, The United Arab Emirates, Trinidad and Tobago, Uganda, United States of America, Venezuela, Vietnam, Wales, Zambia and Zimbabwe.

² As defined by the Australian Government's *Higher Education Support Act 2003*, Section 16.15.