



Promoting excellence in higher education

2011 GRANTS PROGRAMS Projects funded

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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Contents

1.	ALTC Grants Programs: overview	1
2.	Innovation and Development Grants	2
3.	Leadership for Excellence in Learning and Teaching Program	52
4.	ALTC Legacy Program	63
5.	Extension Grants	103

1. ALTC Grants Programs: overview

One of the Australian Learning and Teaching Council Limited's (ALTC) designated responsibilities was to provide "grants for academics and professional staff to investigate, develop and implement innovations in learning and teaching, and to develop leadership capabilities." (Transforming learning and teaching in Australian higher education ALTC Strategic plan 2010–2013, ALTC 2010, p.3). The Grants Programs enabled ALTC to realise this responsibility. In 2011, there were four programs:

- Innovation and development grants
- Leadership for excellence in learning and teaching
- ALTC Legacy Program
- Extension grants

The ALTC Legacy Program was introduced in 2011 following the announcement in January by the Prime Minister that the organisation would close at the end of 2011. Through the Legacy Program, the ALTC funded national discipline and scholarly networks, peak bodies and state-based promoting excellence networks to advocate for and support learning and teaching, and provide leadership in addressing national higher education priorities.

A number of other special initiatives were funded in 2011 through the Legacy Program.

The priorities of each of the Grants Programs reflect the strategic directions of the ALTC.

Program Values

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

- Collaboration – through the projects 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 104 projects were funded across the four programs in 2011.

2. Innovation and Development Grants

Innovation and Development Grants respond to priorities emanating from the ALTC's designated responsibilities and priorities determined by the ALTC Board.

The program was new in 2011, replacing the Competitive Grants and Priority Projects programs (2006-2010).

Innovation and Development had the following priorities in 2011:

- Academic standards
- Assessment and promotion of student learning
- Curriculum renewal
- Improving tertiary pathways
- Innovation and development in learning and teaching, including in relation to the role of new technologies
- Internationalisation
- Strategic approaches to learning and teaching which enhance student access and progression, and respond to student diversity
- Research and development focussing on issues of emerging and continuing importance

Project funding was available in the range of \$80,000–\$220,000. Applications building directly on previous ALTC or AUTC projects had a funding range of \$80,000–\$150,000. Projects could take up to two years, with small projects to be completed in one year.

Funded projects

Forty-five proposals were approved for funding in 2011.

Table 1: Innovation and Development projects approved in 2011

Project Ref.	Name of Project	Lead Institution	Partner Institutions
ID11-1963	A shared, applied epistemology for competency in computer programming	University of Technology, Sydney	Monash University, Queensland University of Technology, RMIT University, The University of Newcastle, The University of Sydney
ID11-1900	A state systems approach to embedding sustainability in teacher education	James Cook University	Griffith University, Queensland University of Technology
ID11-1913	Achievement matters: external peer review of accounting learning standards	The University of Western Australia	Deakin University, RMIT University, The University of Adelaide, The University of Sydney, University of Western Sydney
ID11-2066	An approach to aligning assessment with threshold learning outcomes in the creative and performing arts	Griffith University	The University of Newcastle, University of Tasmania

Project Ref.	Name of Project	Lead Institution	Partner Institutions
ID11-1925	Applying quality principles to Australian university transnational teaching and learning	Curtin University	The University of Adelaide, The University of Western Australia, Victoria University
ID11-2074	ARstudio: creating opportunities for multimodal layered learning through augmented reality	University of Canberra	Macquarie University, The Australian National University
ID11-1956	Assessing undergraduate nursing students' integration of theory and practice within a capstone clinical stream	Holmesglen Institute of TAFE	Monash University
ID11-1931	Blended synchronicity: uniting on-campus and distributed learners through media-rich real-time collaboration tools	Macquarie University	Charles Sturt University, The University of Melbourne
ID11-1949	Bridging the gap: teaching adaptations across the disciplines and sharing content for curriculum renewal	University of Tasmania	Monash University, The University of Queensland, The University of Western Australia
ID11-2059	Can DVD simulations be used to promote empathic behaviours and interprofessional collaboration among undergraduate healthcare students	Monash University	Deakin University, Edith Cowan University, University of South Australia
ID11-1946	Clearing the pathway: improving the transition for students moving between AQF levels 5, 6 and 7	RMIT University	Curtin University, Deakin University, University of Western Sydney
ID11-2025	Collaborative exchanges with museums to engage humanities and education students in experiential learning and citizenship	Victoria University	Charles Sturt University, Deakin University, Queensland University of Technology, Immigration Museum - Museum Victoria, Chifley Home and Education Centre, Flagstaff Hill Maritime Village, Redland Museum
ID11-1988	Curriculum renewal for evidence-based practice in Australasian optometry	The University of New South Wales	Deakin University, Flinders University, Queensland University of Technology, The University of Melbourne, The University of Sydney, The University of Auckland (NZ)
ID11-1972	Defying the odds: establishing support systems to maximise university success for young people with refugee backgrounds	University of Western Sydney	Charles Sturt University, La Trobe University, Queensland University of Technology
ID11-2048	Degrees of proficiency: building a strategic approach to university students' English language assessment and development	Curtin University	RMIT University, Swinburne University of Technology, The University of Sydney, University of South Australia

Project Ref.	Name of Project	Lead Institution	Partner Institutions
ID11-2053	Design as a catalyst for engaging students in creative problem solving	University of South Australia	James Cook University, RMIT University, The University of Adelaide, University of New England, Massey University (NZ)
ID11-2099	Developing a collaborative national postgraduate research program for 22 Australian film schools	Murdoch University	Flinders University, Griffith University, RMIT University, The University of Melbourne
ID11-2091	Developing a toolkit and framework to support new postgraduate research supervisors in emerging research areas	Swinburne University of Technology	Central Queensland University, Edith Cowan University, University of Southern Queensland, Victoria University
ID11-1958	Developing engaging, effective and enlightening practical experiments in geotechnical engineering	The University of Adelaide	Curtin University, Monash University, The University of Melbourne, The University of Sydney
ID11-2004	Enhancing and assessing group and team learning in architecture and related design contexts	Deakin University	The University of Newcastle, University of Tasmania, Victoria University
ID11-2081	Enhancing Indigenous content in performing arts curricula through service learning with Indigenous communities	Griffith University	Curtin University, The University of Sydney, University of Western Sydney
ID11-1934	Enhancing remote laboratory learning outcomes through lesson plan integration within an LMS framework	University of Technology, Sydney	Curtin University
ID11-2041	ePortfolios for creative arts, music and arts students in Australian universities	The University of Sydney	Curtin University, Griffith University, The University of Melbourne, University of Western Sydney
ID11-2056	Establishing a framework for transforming student engagement, success and retention in higher education institutions	Queensland University of Technology	Griffith University, The University of Queensland
ID11-2021	Experiential learning in planning education: resources and tools for good practice	University of the Sunshine Coast	Edith Cowan University, Griffith University, La Trobe University, University of Tasmania, Planning Institute of Australia
ID11-2032	Get set for success: using online self-assessments to motivate first year engineering students to engage in and manage their learning	University of Southern Queensland	University of New England, The University of Newcastle, The University of Queensland, University of Technology, Sydney
ID11-1998	Graduate qualities and journalism curriculum renewal: balancing tertiary expectations and industry needs in a changing environment	University of Wollongong	Edith Cowan University, University of South Australia

Project Ref.	Name of Project	Lead Institution	Partner Institutions
ID11-2003	Indigenising Australian social work education	Australian Catholic University	Curtin University, The University of Western Australia, NSW Department of Health
ID11-1940	Indigenous online cultural teaching and sharing	The University of Sydney	Edith Cowan University, The University of New South Wales
ID11-1914	Managing patient deterioration: enhancing student nurses' competence through web-based simulation and feedback techniques	Monash University	Deakin University, The University of Queensland, Gippsland TAFE (GippsTAFE)
ID11-1990	New paradigms for learning and teaching histology; changing focus from histological sections to 3D reconstruction and animation	The University of Western Australia	Charles Sturt University, Edith Cowan University
ID11-2011	New tools and techniques for learning in the field: studying the built environment	The University of Melbourne	Monash University, The University of Sydney
ID11-2050	Not a waste of space - professional development for staff teaching in New Generation Learning Spaces	RMIT University	The University of Melbourne
ID11-1984	Outcomes and uptake of explicit research skill development across degree programs: 'It's got a practical application in my world'	The University of Adelaide	James Cook University, La Trobe University, Monash University, University of Canberra
ID11-1938	Physclips III - Light	The University of New South Wales	N.A.
ID11-2026	Professional competence standards, learning outcomes and assessment: designing a valid strategy for nutrition and dietetics	Monash University	Queensland University of Technology, The University of Queensland, Dietitians Association of Australia
ID11-2018	Promoting student peer review in Australian tertiary education	The University of Melbourne	N.A.
ID11-2077	Quality, learning spaces, social networking, connectedness and mobile learning: exploring the student voice in online education	The University of Queensland	Central Queensland University, University of Southern Queensland

Project Ref.	Name of Project	Lead Institution	Partner Institutions
ID11-2080	Renewing the sustainable energy curriculum in the 21st century: providing internationally relevant skills for a carbon constrained economy	Murdoch University	Queensland University of Technology, The Australian National University, The University of New South Wales, University of South Australia
ID11-2010	Rethinking law curriculum: developing strategies to prepare law graduates for practice in rural and regional Australia	University of New England	Deakin University, Griffith University, Southern Cross University, University of Southern Queensland
ID11-2005	Shaping the future of psychology through developing and assessing graduate attributes using collaborative learning	Deakin University	Macquarie University, Queensland University of Technology
ID11-2069	Standards and quality indicators for best practice in paramedic and inter-professional experiential practica	Edith Cowan University	Monash University, University of Sunshine Coast, Paramedics Australasia
ID11-2045	Teaching research - evaluation and assessment strategies for undergraduate research experiences	The Australian National University	University of Canberra, University of Western Sydney
ID11-1939	Transition in, transition out: peer mentoring for sustainable development of first and third year psychology students	RMIT University	University of Southern Queensland
ID11-2096	Virtual world interview skills for health professionals	The University of Sydney	The Australian National University, University of Canberra

A shared, applied epistemology for competency in computer programming (ID11-1963)

Lead institution

University of Technology, Sydney

Partner institutions

Monash University, Queensland University of Technology, RMIT University, The University of Newcastle, The University of Sydney

Project leader

Dr Raymond Lister

Project abstract

The ICT degrees in most Australian universities have a sequence of three subjects/units that teach programming. This project will document the academic standards associated with those three subjects, in the six participating universities and elsewhere. This will necessitate the development of a rich framework for describing the learning goals associated with programming – an epistemology. It will also be necessary to benchmark exam questions that are mapped onto this epistemology. This project unifies three existing unfunded projects, running across ICT departments in six Australian universities. The three projects are strongly related, but began from different viewpoints, and currently only one person is a member of all three. At present the members of each project communicate primarily via email. ALTC funding will provide the participants, from the three eastern mainland states, with the funds necessary to meet regularly face-to-face, allowing for a much richer exchange of ideas and making the unified project more than the sum of its parts.

Project funding

\$146,000

Program priority

Academic standards

Keywords

Computer programming, assessment, academic standards

Scheduled completion

2013

A state systems approach to embedding sustainability in teacher education (ID11-1900)

Lead institution

James Cook University

Partner institutions

Griffith University, Queensland University of Technology

Project leader

Professor Robert Stevenson

Project abstract

Education systems have a key role to play in preparing future citizens to engage in sustainable living practices and help create a more sustainable world. Many schools throughout Australia have begun to develop whole-school approaches to sustainability education that are supported by national and state policies and curriculum frameworks. Preservice teacher education, however, lags behind in building the capacity of new teachers to initiate and implement such approaches (ARIES, 2010). This proposed project seeks to develop a state-wide systems approach to embedding education for sustainability (EfS) in teacher education that is aligned with the Australian National Curriculum and the aspirations for EfS in the Melbourne Declaration and other national documents. Representatives from all teacher education institutions and other agents of change in the Queensland education system will be engaged in a multilevel systems approach, involving collaboration at the state, institutional and course levels, to develop curriculum practices that reflect a shared vision of EfS.

Project funding

\$151,000

Program priority

Curriculum renewal

Keywords

Action research, curriculum renewal, teacher education, sustainability, education for sustainability

Scheduled completion

2012

Achievement matters: external peer review of accounting learning standards (ID11-1913)

Lead institution

The University of Western Australia

Partner institutions

Deakin University, RMIT University, The University of Adelaide, The University of Sydney, University of Western Sydney

Project leader

Professor Phil Hancock

Project abstract

Accounting is the first discipline seeking to collaboratively develop and implement a national model of expert peer review for benchmarking learning outcomes against nationally-agreed thresholds. This project is a critical next stage, building on the Learning and Teaching Academic Standards project (2010) and the pilot benchmarking project funded by the Australian Business Deans Council and accounting professional bodies, which is currently being undertaken by this research team. The proposed project will not only expand the latter to all other accounting degree providers, including private and TAFE providers, but importantly refine a model peer review process, that is inclusive, efficient, and supports rich, reliable, valid information that promotes capacity building, guides enhancement decisions and self-regulation. Benchmark evidence will be used for quality assurance (eg. TEQSA), and, importantly, for quality enhancement initiatives (eg. curriculum renewal). As other business disciplines set national standards, the model process developed in this project will be ideal for adoption. Professional learning is a third outcome.

Project funding

\$183,000

Program priority

Academic standards

Keywords

Benchmarking, quality assurance, standards, quality enhancement, peer review, thresholds, learning outcomes

Scheduled completion

2013

An approach to aligning assessment with threshold learning outcomes in the creative and performing arts (ID11-2066)

Lead institution

Griffith University

Partner institutions

The University of Newcastle, University of Tasmania

Project leader

Dr Don Lebler

Project abstract

This project aims to develop and trial consensus moderation strategies that will address the alignment between learning and assessment and national threshold learning outcome statements (TLOs) in tertiary music programs. It will focus on the development and description of a shared understanding of academic standards within the discipline of music at the undergraduate level using the ALTC Creative and Performing Arts Learning Outcome Statements (Holmes, 2010) as a benchmark, with particular attention to the basis for grading student work. It will develop and trial assessment procedures that specifically align with the national TLOs and disseminate these for further evaluation and adoption across the sector. Deliverables will include a resource repository made available through a website and disseminated through related forums. The Queensland Conservatorium Griffith University (QCGU) will host the project and oversee initial development and implementation of models and resources, with partner institutions The University of Newcastle and the University of Tasmania involved in the project rollout.

Project funding

\$203,000

Program priority

Academic standards

Keywords

Assessment, academic standards, music, constructive alignment, graduate attributes, learning outcomes

Scheduled completion

2013

Applying quality principles to Australian university transnational teaching and learning (ID11-1925)

Lead institution

Curtin University

Partner institutions

The University of Adelaide, The University of Western Australia, Victoria University

Project leader

Associate Professor David Pyvis

Project abstract

The project addresses internationalisation, specifically, enhancement of learning/teaching quality in transnational higher education. Building on a successful ALTC-funded project that developed key quality principles for transnational delivery, this project is the application of these principles to practice. Australia's Transnational Quality Strategy and the university sector recognise an urgent need for principles to be set in place. Uneven quality across the sector risks student/academic investments, the reputation of Australian universities and education's position as Australia's largest service export industry. Partnering four universities, this project strategically employs a collaborative, participatory approach to enlist universities in developing effective applications. Outcomes/deliverables are: a professional development program for academics delivering Australian university transnational education; implementation of the principles in ten Australian university transnational programs across the range of models of delivery; a set of case studies of applications of the quality principles; and sustainable, collaborative, cross-institutional networks of onshore/offshore academics fostering and ensuring offshore program quality.

Project funding

\$116,000

Program priority

Internationalisation

Keywords

Internationalisation, quality enhancement, transnational education

Scheduled completion

2012

ARstudio: creating opportunities for multimodal layered learning through augmented reality (ID11-2074)

Lead institution

University of Canberra

Partner institutions

Macquarie University, The Australian National University

Project leader

Mr Danny Munnerley

Project abstract

Augmented reality offers opportunities to expand our concept of learning spaces, to create new dimensions to mobile learning and to increase connectedness of learners in multiple contexts. From simple systems where a tagged artifact reveals hidden images when viewed through a fixed web cam to interactive environments accessible from mobile devices allowing for communication and co-design, the technology for augmented reality is here now. Augmented reality is being embraced in marketing, the visual arts and in the museum sector. There is a real imperative for the education sector to experiment and find ways of using augmented reality to enhance student learning. We propose a two-year project with the primary goals of developing effective uses of augmented reality in an educational context, together with tools for mapping its uptake and evaluating its effectiveness.

Project funding

\$204,000

Program priority

Innovation and new technologies

Keywords

Collaboration, learning spaces, mobile learning, augmented reality

Scheduled completion

2013

Assessing undergraduate nursing students' integration of theory and practice within a capstone clinical stream (ID11-1956)

Lead institution

Holmesglen Institute of TAFE

Partner institution

Monash University

Project leader

Ms Leone English

Project abstract

Assessment of professional practice within undergraduate nursing programs entails designing user-friendly tools that assess reliably against a broad set of national competency standards and across a range of clinical contexts. Clinicians and supervisors often struggle to relate to the plethora of different tools employed by multiple nursing education providers. In 2009 Holmesglen commenced a project to develop a clinical assessment framework and tools for implementation within the Bachelor of Nursing. An assessment framework was developed and comprises of: a professional portfolio; objective structured clinical assessments (OSCEs); multi-source assessments and mini health assessments (based on the Mini-CEX used extensively in post and under-graduate medical education). The aim of this project is to further develop and evaluate the validity and reliability of the tools across the three year course, which were piloted in first semester, to ensure they are adaptable to multiple clinical contexts and facilitate integrated learning and assessment in both undergraduate nursing and other health professional.

Project funding

\$117,000

Program priority

Assessment and promotion of student learning

Keywords

Assessment framework and tools, assessment of theory and practise, professional portfolio, multi-source assessments, mini health assessments

Scheduled completion

2013

Blended synchronicity: uniting on-campus and distributed learners through media-rich real-time collaboration tools (ID11-1931)

Lead institution

Macquarie University

Partner institutions

Charles Sturt University, The University of Melbourne

Project leader

Dr Matt Bower

Project abstract

University students find it increasingly difficult to commit to regular face-to-face classes, yet real-time interaction and collaboration are often essential to achieving successful learning outcomes. This project will identify, characterise, and evaluate technology-enhanced ways of bringing together on-campus and geographically dispersed students and engaging them in media-rich synchronous collaborative learning experiences. A base of innovative practices in the use of desktop video-conferencing, web-conferencing and 3D virtual worlds will be compiled, and in conjunction with a capability analysis of the technologies will lead to the development of a framework for tool selection and use plus a collection of exemplar learning designs. Working with members of a practitioner network established at the project outset, six case-study implementations will be supported, monitored and evaluated to trial and refine the technology capabilities framework and exemplar designs while simultaneously generating practical guidelines for staff. Outcomes will be disseminated through a handbook, webinar series and nationwide workshops.

Project funding

\$220,000

Program priority

Innovation and new technologies

Keywords

Student engagement, learning design, blended learning, technology, virtual world, collaborative learning, web-conferencing, video-conferencing, rich-media, synchronous, real-time

Scheduled completion

2013

Bridging the gap: teaching adaptations across the disciplines and sharing content for curriculum renewal (ID11-1949)

Lead institution

University of Tasmania

Partner institutions

Monash University, The University of Queensland, The University of Western Australia

Project leader

Professor Imelda Whelehan

Project abstract

This project's key aim is to identify a community of academics involved in the teaching of adaptation studies, and encourage them to share resources via a repository. This will allow scholars located across several disciplines to benefit from others' experiences in delivering and assessing a cross-disciplinary subject, and profit from peer review by sharing materials. The project partners, both adaptations scholars and open educational resource specialists, allow the pooling of expertise and the testing of strategies to populate a repository, as well as constructing a toolkit to facilitate easy use, while exploring the use of Creative Commons licensing. The project anticipates challenges around copyright, gaining trust from those who might share materials, but is well-placed to learn lessons from existing feasibility studies and projects in Australia and beyond. The resulting hub will encourage further OER initiatives in universities, offer opportunities to improve the quality and range of teaching materials and provide a resource bank for students.

Project funding

\$160,000

Program priority

Curriculum renewal

Keywords

Cross-disciplinary, peer review, adaptations, open educational resources, repository, shared content, community of practice

Scheduled completion

2012

Can DVD simulations be used to promote empathic behaviours and interprofessional collaboration among undergraduate healthcare students (ID11-2059)

Lead institution

Monash University

Partner institutions

Deakin University, Edith Cowan University, University of South Australia

Project leader

Mr Brett Williams

Project abstract

Empathy is a vital characteristic for all health professionals. However, it is also a difficult behavioural trait and professional skill set to teach and assess; as a result it is often a neglected component of health science curriculum. This project has two aims: i) to develop a toolkit that includes a range of interprofessional empathy DVD simulations and workshop resources, and ii) to evaluate the toolkit through exploring empathic behaviours and interprofessional levels pre- and post-involvement in a DVD simulation workshop. The nature of the project will allow for comparisons and differences between the health disciplines and institutions. The findings will inform curriculum development in each of the disciplines, as well as facilitate the development of empathic behaviours and interprofessional collaboration in the health sciences students. In addition the toolkit will be available to other universities to embed in their curriculum.

Project funding

\$220,000

Program priority

Curriculum renewal

Keywords

Behaviour, interprofessional education, empathy, interprofessional collaboration, healthcare students, DVD simulation, toolkit

Scheduled completion

2013

Clearing the pathway: improving the transition for students moving between AQF levels 5, 6 and 7 (ID11-1946)

Lead institution

RMIT University

Partner institutions

Curtin University, Deakin University, University of Western Sydney

Project leader

Dr Patricia McLaughlin

Project abstract

This project examines pathways between vocational education and higher education in the built environment. Less than 10 per cent of the built environment workforce has higher education qualifications, compared with almost 50 per cent with vocational education qualifications. In the built environment discipline, students are the least likely of all Australians to move between VET and HE or to continue their lifelong education. The barriers to AQF levels 5, 6, and 7 are precipitous for this discipline. As a key economic leader, the industry suffers critical skills gaps, with chronic shortages of professionally qualified graduates. This project examines tertiary pathways models in this discipline that account for successful high retention student transitions between these levels and using the DEMO evaluation matrix developed by National Centre for Student Equity in Higher Education (NCSEHE), will isolate the critical success factors within these models. This evaluation and dissemination will allow outcomes to be adopted across other disciplines by all tertiary providers, thus enhancing opportunities for all students to participate in transitions that promote lifelong learning.

Project funding

\$101,000

Program priority

Improving tertiary pathways

Keywords

Articulation, lifelong learning, pathways, transition, built environment, AQF, built environment

Scheduled completion

2012

Collaborative exchanges with museums to engage humanities and education students in experiential learning and citizenship (ID11-2025)

Lead institution

Victoria University

Partner institutions

Charles Sturt University, Deakin University, Queensland University of Technology, Immigration Museum - Museum Victoria, Chifley Home and Education Centre, Flagstaff Hill Maritime Village, Redland Museum

Project leader

Professor Maureen Ryan

Project abstract

Museums are underutilised learning spaces by universities in Australia. Practice-based learning exchanges with museums, such as the humanities and education programs at Victoria University (VU) and Deakin University, have the potential to foster the acquisition of cross-disciplinary skills, including personal attributes such as citizenship through civic engagement. This project will create a national resource which promotes and enables Higher Education (HE) collaboration with partner museums, by providing pedagogical support for curriculum renewal in pre-service education, social science and humanities course programs. The project will distil the principles into a framework for effective collaboration with museums, and produce guides and a digital resource that, with ongoing support, will enable the embedding of the new curricula into two new institutional sites (Queensland University of Technology, Charles Sturt University) which will trial the resources. Feedback will be analysed and used to inform a refined, final version of the pedagogical resources.

Project funding

\$219,000

Program priority

Curriculum renewal

Keywords

Experiential learning, authentic learning, collaboration, museum, practice based learning exchange, identity, civic engagement, digital media

Scheduled completion

2013

Curriculum renewal for evidence-based practice in Australasian optometry (ID11-1988)

Lead institution

The University of New South Wales

Partner institutions

Deakin University, Flinders University, Queensland University of Technology, The University of Melbourne, The University of Sydney, The University of Auckland (NZ)

Project leader

Dr Catherine Suttle

Project abstract

In the profession of optometry, responsibilities for eye and general health care make evidence-based practice (EBP) essential. Current optometry curricula include isolated teaching and learning strategies that aim to develop the knowledge and skills required for EBP, but our recent pilot work suggests that optometry graduates have not uniformly adopted EBP. This project will: examine current optometry curricula and develop strategies for EBP learning and teaching in optometry; develop an optometry-specific test of EBP knowledge and skills; design and implement an optometry-specific online resource to support EBP learning and teaching, accessible to all Australasian optometry schools; using the resource, embed strategies into the curricula as appropriate; measure competency in EBP pre- and post-curriculum renewal in optometry students. These processes will be informed by discussions with stakeholders (included in our reference group), and by academics from other health disciplines with proven expertise in curriculum design for the learning and teaching of EBP.

Project funding

\$217,000

Program priority

Curriculum renewal

Keywords

Optometry, curriculum renewal, blended learning, evidence-based practice

Scheduled completion

2013

Defying the odds: establishing support systems to maximise university success for young people with refugee backgrounds (ID11-1972)

Lead institution

University of Western Sydney

Partner institutions

Charles Sturt University, La Trobe University, Queensland University of Technology

Project leader

Professor Margaret Vickers

Project abstract

Substantial numbers of students from refugee backgrounds are now entering Australian universities. Although these students are at greatest risk of failure and disengagement during their first year, across the sector, customised supports for them are almost non-existent. These students need access to mentors and supportive networks, since their needs are not being met through existing one-size-fits-all University student support programs. Our application proposes long-term reforms to teaching, learning, and student-support programs, based on a student-driven needs analysis. Our project will develop a sustainable student-mentoring support system delivering academic and social support to all UWS students from refugee backgrounds. Student-mentors will receive course credit, because the mentoring will be delivered through service-learning units. The project also aims to ensure that academic staff gain greater cultural awareness, leading to greater support for these students. Dissemination and uptake of project outcomes will be promoted through partner institutions.

Project funding

\$118,000

Program priority

Strategic approaches to student access, progression and diversity

Keywords

Refugee students, mentoring, student retention, equity and access, peer networks

Scheduled completion

2013

Degrees of proficiency: building a strategic approach to university students' English language assessment and development (ID11-2048)

Lead institution

Curtin University

Partner institutions

RMIT University, Swinburne University of Technology, The University of Sydney, University of South Australia

Project leader

Associate Professor Katie Dunworth

Project abstract

This project will be an inter-university, collaborative investigation into the development and effectiveness of institution-wide approaches to post-entry English language assessment and language development in the university sector. Through document analysis, survey research and case study research, the project will produce and disseminate across the higher education sector a set of online resources that will assist universities to develop effective and sustainable institutional approaches to the implementation of post-entry language needs analysis and strategies to develop English language proficiency. The resources will (a) map existing institutional strategies and activities nationally; (b) identify and model institutional strategies and activities that constitute good practice; (c) provide case study data on these issues from five Australian universities; (d) develop measurable criteria for evaluating the success of institutional approaches on these issues; and (e) provide access to a community of practice that is able to offer support and assistance around the key issue of higher education students' English language development.

Project funding

\$211,000

Program priority

Internationalisation

Keywords

English language proficiency, language development, language assessment

Scheduled completion

2013

Design as a catalyst for engaging students in creative problem solving (ID11-2053)

Lead institution

University of South Australia

Partner institutions

James Cook University, RMIT University, The University of Adelaide, University of New England, Massey University (NZ)

Project leader

Dr Denise Wood

Project abstract

This collaborative project addresses an identified need to support academics in the design and development of curricula in which creativity is embedded and serves as a catalyst for engaging students in the creative problem solving (CPS) process. The project aims to achieve this the design, development and evaluation of a CPS framework and online CPS system which will act as a scaffold for academics in the development and redevelopment of courses, and a tool box for students designed to guide them through the creative problem solving process in their coursework. The CPS system will be open source, to enable it to be adapted by other institutions to suit their learning and teaching contexts. The project will also develop pedagogical guidelines and case studies showcasing the effective use of the CPS system. The major focus of this Innovation and Development Grant project is on curriculum renewal and innovation in learning and teaching through the use of new technologies.

Project funding

\$191,000

Program priority

Innovation and new technologies

Keywords

Innovation, curriculum renewal, creativity, creative problem solving, CPS framework, learner engagement, innovative technologies

Scheduled completion

2012

Developing a collaborative national postgraduate research program for 22 Australian film schools (ID11-2099)

Lead institution

Murdoch University

Partner institutions

Flinders University, Griffith University, RMIT University, The University of Melbourne

Project leader

Dr Josko Petkovic

Project abstract

Developing a collaborative national postgraduate research program for screen producers potentially has many educational, cultural and commercial benefits. To achieve this potential a number of major structural, funding and practice-based research problems need to be addressed. This project will initiate sector-wide consultations regarding conditions required for a viable postgraduate research development while liaising with relevant state and federal organizations. The project will build upon the Western Australian experience with intercampus collaboration to map out a synergistic network of national screen production research hubs, regional nodes and local knowledge trails. This framework will be used to form an inter-university research centre to service postgraduate researchers with supervisors and to actively seek production grants. The organizational task will be undertaken in partnership with 30 existing national and international collaborators and 22 institutions. The project outcome is expected to lead to a more directed, sustainable and mix-funded national postgraduate development in screen production, one with local as well as global connections.

Project funding

\$220,000

Program priority

Research and development

Keywords

Film schools, practice-based research, strategic planning, policy development, postgraduate research

Scheduled completion

2013

Developing a toolkit and framework to support new postgraduate research supervisors in emerging research areas (ID11-2091)

Lead institution

Swinburne University of Technology

Partner institutions

Central Queensland University, Edith Cowan University, University of Southern Queensland, Victoria University

Project leader

Professor Eddie Blass

Project abstract

This project will develop a 'toolkit' of resources to underpin the training of novice PhD supervisors in new and emerging areas, including business and management, education, nursing and allied health professions, creative and performing arts. It will build on evaluations that the project will conduct of previous ALTC outcomes and tools in the doctoral supervision area. The project engages the experience/expertise of postgraduate research leaders in five institutions which enrol doctoral students in these new and emerging areas. It is based on a collaborative four stage methodology that incorporates data collection, testing, and analysis of the proposed tool kit based on a nationally agreed mixed methods protocol . It will lead to training tools and outcomes that will be disseminated during and beyond the project's two year life. This project is expected to significantly enhance both the quality of doctoral supervision in Australia and the capacity to supervise larger doctoral student numbers, in line with national research workforce requirements.

Project funding

\$219,000

Program priority

Research and development

Keywords

Professional development, postgraduate supervision, supervisor development, research degrees

Scheduled completion

2013

Developing engaging, effective and enlightening practical experiments in geotechnical engineering (ID11-1958)

Lead institution

The University of Adelaide

Partner institutions

Curtin University, Monash University, The University of Melbourne, The University of Sydney

Project leader

Associate Professor Mark Jaksa

Project abstract

The study of soils is fundamental to a civil engineer's education and examining how soil behaves under various conditions in the laboratory is paramount to a sound understanding of geotechnical engineering. Measuring soil behaviour is, however, a tedious process and, almost universally, students find lab classes uninspiring and often disengage from the unique learning experience that the lab environment provides. The project will develop a new framework for geotechnical lab classes which will use online tools to give students a more engaging and deeper learning experience. There will be a pre-lab online module; a streamlined, more focussed lab component; and a post-lab online module to introduce, teach and reinforce learning from the lab. The online modules will be media-rich, with computer-assisted learning objects to enhance engagement and learning outcomes. The framework and modules will be available publicly in order to improve the laboratory experience and boost the long-term viability of laboratories in higher education worldwide.

Project funding

\$199,000

Program priority

Innovation and new technologies

Keywords

Engagement, laboratory experiments, curriculum renewal, learning objects, computer-assisted learning and teaching

Scheduled completion

2013

Enhancing and assessing group and team learning in architecture and related design contexts (ID11-2004)

Lead institution

Deakin University

Partner institutions

The University of Newcastle, University of Tasmania, Victoria University

Project leader

Dr Richard Tucker

Project abstract

Architects must be able to design as part of a team, yet this essential professional competency is largely neglected by architecture schools. This project will advance best-practice models of teaching and assessing teamwork within the emotive and highly subjective learning context of creating architecture. Three questions in particular need answering: how do we teach teamwork skills in the context of design?; how do we assess teamwork skills?; and how do we fairly assess individual contribution to team designs? The project will propose curriculum renewal via a structured framework for teaching teamwork with an associated suite of assessment strategies and tools. This framework will assist teachers of architecture (and other design and applied arts disciplines) to: develop innovative approaches to collaborative learning in multidisciplinary and monodisciplinary contexts; structure group work and team design within curricula; develop graduate attributes for teamwork; and assess team design in a consistent, transparent and objective manner to support team-working skills and increased learner confidence.

Project funding

\$220,000

Program priority

Assessment and promotion of student learning

Keywords

Design, group work, curriculum renewal, assessment, architecture, teamwork

Scheduled completion

2013

Enhancing Indigenous content in performing arts curricula through service learning with Indigenous communities (ID11-2081)

Lead institution

Griffith University

Partner institutions

Curtin University, The University of Sydney, University of Western Sydney

Project leader

Dr Brydie-Leigh Bartleet

Project abstract

This project aims to demonstrate how collaborative partnerships between students and Indigenous communities can create Indigenous curriculum content in culturally appropriate ways. Using service learning as its pedagogical framework and performing arts as its disciplinary base, this project will extend prior work in this field to communicate how these projects develop students' intercultural competencies, transform their understandings of Indigenous culture, and support Indigenous communities through cultural knowledge exchange. Its outcomes will include a set of guidelines, a website, and a special Issue journal that will have wide transferability across the sector. These outputs will encourage the broad uptake of these strategies by demonstrating how service learning partnerships are designed, how they facilitate intercultural exchanges between students and Indigenous communities, and how they can be embedded within existing curricula. As such, it addresses the ALTC priority curriculum renewal, by developing and modelling contemporary curricula that meet student and community needs, and provide the basis for ongoing personal and professional student development.

Project funding

\$220,000

Program priority

Curriculum renewal

Keywords

Curriculum development, performing arts, Indigenous studies, community service learning, cross-cultural collaboration

Scheduled completion

2013

Enhancing remote laboratory learning outcomes through lesson plan integration within an LMS framework (ID11-1934)

Lead institution

University of Technology, Sydney

Partner institution

Curtin University

Project leader

Professor David Lowe

Project abstract

Over the last decade remote laboratories have emerged as valuable educational resources, providing the potential for improved educational outcomes, student flexibility, richer laboratory experiences, and cross-institutional resource sharing. Recent work has seen the successful establishment of a national laboratory sharing initiative. Whilst successful, the shared laboratories have been limited by a lack of a mechanism for systematically guiding students through laboratory lesson plans that aim to structure their learning. Preliminary work, carried out in conjunction with the EU-funded LiLa project, has shown the feasibility of integrating sharable content object reference model-based (SCORM) e-learning support with remote laboratory access. This project extends this work by creating lesson templates that capture best practice in laboratory-based learning, and then provides for automated linkages between stages of the lesson plan and the physical laboratory session. The result will be a learning tool that supports structured guidance for students in undertaking remote laboratory experiments.

Project funding

\$216,000

Program priority

Innovation and new technologies

Keywords

Experiment, remote laboratory, learning management system, SCORM, lesson plan, guidance

Scheduled completion

2012

ePortfolios for creative arts, music and arts students in Australian universities (ID11-2041)

Lead institution

The University of Sydney

Partner institutions

Curtin University, Griffith University, The University of Melbourne, University of Western Sydney

Project leader

Dr Jennifer Rowley

Project abstract

This project establishes ePortfolios for undergraduate music and theatre performance students in Australian universities by adapting their use at Sydney Conservatorium of Music (SCM), University of Sydney, to students at University of Western Sydney, Melbourne Graduate School of Education, Curtin University and Queensland Conservatorium Griffith University. Building on work accomplished at SCM, it designs, implements, evaluates ePortfolios for professional needs of music education to music (composition, performance, musicology, music technology, professional practice, sound recording technology) and theatre performance students preparing for entry to professional positions, grant application, and/or graduate study. It is based on student needs, training of students/staff and embedding ePortfolios into courses across undergraduate degree programs of the institutions. It is innovatory, changes forms of assessment/reporting, influences teaching and learning, focuses on individuals' needs/artistic strengths, provides students with a capstone product, provides a portfolio for employers in the arts sector and brings about change in tertiary study through creative application/development of current technology.

Project funding

\$218,000

Program priority

Innovation and new technologies

Keywords

ePortfolio, higher education, music, theatre performance, professional career identity, graduate employment, evidence of learning, teaching, curriculum renewal, application of technology

Scheduled completion

2013

Establishing a framework for transforming student engagement, success and retention in higher education institutions (ID11-2056)

Lead institution

Queensland University of Technology

Partner institutions

Griffith University, The University of Queensland

Project leader

Professor Karen Nelson

Project abstract

The perennial issues of student engagement, success and retention in higher education have attracted recent attention as teaching and learning funding performance measures are discussed. The aim of this project is to develop and provide a holistic framework consisting of a series of sequential and increasingly sophisticated stages that will allow higher education institutions (HEIs) to manage and improve their student engagement and retention strategies/programs. The framework and main project deliverable is a capability maturity model (CMM) for student engagement, success and retention (SESR-CMM) with case study exemplars at each stage or 'maturity level'. The project involves three Australian HEIs with acknowledged experience and reputations in SESR activities working cooperatively to develop and trial the project deliverables. The SESR-CMM has the potential to positively transform the holistic - academic, social and personal - engagement experiences of students in Australian universities by providing the sector with a mechanism for benchmarking and improving programs designed to enhance student experience.

Project funding

\$220,000

Program priority

Research and development

Keywords

Retention, widening participation, student experience. student engagement, student success, institutional programs and initiatives

Scheduled completion

2013

Experiential learning in planning education: resources and tools for good practice (ID11-2021)

Lead institution

University of the Sunshine Coast

Partner institutions

Edith Cowan University, Griffith University, La Trobe University, University of Tasmania, Planning Institute of Australia

Project leader

Dr Claudia Baldwin

Project abstract

This project will develop an integrated package of curriculum activities, assessment and evaluation resources that will support planning educators in delivery of good practice experiential learning. Academics from five Australian tertiary planning schools, led by the University of the Sunshine Coast, will collaboratively develop and test experiential activities and assessments according to a framework based on experiential learning theory. The activities will reflect a variety of experiences in the continuum of experiential learning modes, beyond workplace learning, the focus of a previous ALTC project. The framework and associated materials will be evaluated through qualitative and quantitative surveys of students, practitioners, and educators to identify materials that achieve key learning principles and contribute to improved student learning outcomes. Inclusive engagement of students, planning practitioners, the Planning Institute of Australia (PIA) as the accrediting body for planning programs, and planning educational staff in other Australian universities from commencement will build a knowledge network, and ensure the outcomes are embedded in

Project funding

\$176,000

Program priority

Academic standards

Keywords

Experiential learning, academic standards, teaching and assessment resource materials, planning education

Scheduled completion

2013

Get set for success: using online self-assessments to motivate first year engineering students to engage in and manage their learning (ID11-2032)

Lead institution

University of Southern Queensland

Partner institutions

University of New England, The University of Newcastle, The University of Queensland, University of Technology, Sydney

Project leader

Associate Professor Lorelle Burton

Project abstract

This project involves collaboration among five universities and has the potential to alleviate the current critical engineering skills shortages in Australia. It aims to improve the retention and progression of engineering students by identifying key factors that impact on successful transition past the first year hurdle and will outline strategies for motivating first year students to engage in their studies. To this end, an online engineering career appraisal tool (EngCAT) that enables individuals to self-assess their cognitive and non-cognitive abilities, will be developed. EngCAT will provide automatic individual feedback to help students: access support and develop an individual plan to address any gaps in their knowledge and skills; use their self-assessment results to enhance and manage their learning; and review and refine their career plan to become an engineer. EngCAT will also become a source of information for prospective students, enabling them to self-assess their readiness to study engineering and make an informed career choice.

Project funding

\$220,000

Program priority

Strategic approaches to student access, progression and diversity

Keywords

Engineering education, retention, attrition, engagement, transition, motivation, first year student experience, academic success, self-assessments, progression, engineering career, career choice

Scheduled completion

2013

Graduate qualities and journalism curriculum renewal: balancing tertiary expectations and industry needs in a changing environment (ID11-1998)

Lead institution

University of Wollongong

Partner institutions

Edith Cowan University, University of South Australia

Project leader

Professor Stephen Tanner

Project abstract

Journalism education is a constantly evolving field, with journalism programs and industry all seeking to respond to the latest technological advances. This project is designed to encourage dialogue between university-based Journalism educators and their industry-based peers who are providing jobs for graduates. The project is based around a fundamental question: what skill set should a Journalism graduate have when they enter the industry? Linked to this is a second question: to what extent should they be adaptable to change? In seeking answers to these questions, the project will conduct comprehensive interviews with 50 academics and 50 industry practitioners with a view to producing a widely supported curriculum. It will also host a national roundtable and conduct a series of benchmarking exercises (both national and international) with a view to encouraging debate on this important topic.

Project funding

\$120,000

Program priority

Curriculum renewal

Keywords

Curriculum renewal, journalism education, graduate qualities, industry input to curriculum renewal

Scheduled completion

2012

Indigenising Australian social work education (ID11-2003)

Lead institution

Australian Catholic University

Partner institutions

Curtin University, The University of Western Australia, NSW Department of Health

Project leader

Dr Joanna Zubrzycki

Project abstract

The project is concerned with long term change and curriculum renewal in social work education. The purpose is to make a substantial contribution to the process of Indigenising Australian social work education. In 2011 the Australian Association of Social Work (AASW), the professional accrediting body for Australian social work education, will for the first time, release new national educational guidelines aimed at increasing curriculum content in Aboriginal and Torres Strait Islander social work education. These guidelines will, however, only indicate what values, knowledge and skills need to be taught to students, not how this material might be taught and developed. This project addresses the 'how' by developing learning and teaching strategies to assist the 26 Australian Schools of Social Work to integrate the guidelines into the curriculum. The project outcomes will be disseminated through a national learning and teaching round table and the development of local networks for social work educators.

Project funding

\$220,000

Program priority

Curriculum renewal

Keywords

Indigenous education, Aboriginal and Torres Strait Islander people, social work education

Scheduled completion

2013

Indigenous online cultural teaching and sharing (ID11-1940)

Lead institution

The University of Sydney

Partner institutions

Edith Cowan University, The University of New South Wales

Project leader

Ms Janet Mooney

Project abstract

The project will provide pilot online cross-cultural training based on an existing workshop. The process of constructing the material will involve developing a pedagogical framework for cultural awareness training at university level. We will then add the knowledge of Indigenous students from the university. The aim is to credit the knowledge of their culture held by these students in a comparative and affirmative context, and thus develop their learning and research skills during tertiary study. Strategies such as immersion and development of identity in pedagogy will be used in an online workshop and game to embed Aboriginal knowledge and its values within different professional learning contexts such as law, health and education. Workshops for Aboriginal student will assist them to upload their experiences in the online format. An interface for creating interactive games will be generated, to combine example stories from different perspectives. The online material will be available for the professional development of students and staff

Project funding

\$220,000

Program priority

Strategic approaches to student access, progression and diversity

Keywords

Indigenous knowledge

Scheduled completion

2013

Managing patient deterioration: enhancing student nurses' competence through web-based simulation and feedback techniques (ID11-1914)

Lead institution

Monash University

Partner institutions

Deakin University, The University of Queensland, Gippsland TAFE (GippsTAFE)

Project leader

Associate Professor Simon Cooper

Project abstract

Hospitalized patients who experience physiological deterioration are frequently mismanaged, and there are growing international concerns over their safety. Following a series of pilot studies examining the performance of nurses/ midwives in simulated settings, we identified significant deficits in clinical performance¹⁻³. Based on these experiences we have developed a provisional program of learning FIRST2ACT (Feedback Incorporating Review and Simulation Techniques to Act on Clinical Trends) which in a recent nursing trial, using time series analysis, had a significant impact on clinical practice. However, we do not fully understand students' clinical decision strategies and best practice educational approaches, and in its present delivery model FIRST2ACT is resource intensive. This project aims to address these issues through collaboration with Universities and TAFE sector partners to produce an evidence-based, sustainable on-line learning program called FIRST2ACT Web. The final program will include learning materials, assessments, and simulations that develop based upon student decisions aiming to enhance students' management of patient deterioration.

Project funding

\$211,000

Program priority

Innovation and new technologies

Keywords

Human patient simulation, virtual simulation, pre-registration nursing education, patient deterioration

Scheduled completion

2013

New paradigms for learning and teaching histology; changing focus from histological sections to 3D reconstruction and animation (ID11-1990)

Lead institution

The University of Western Australia

Partner institutions

Charles Sturt University, Edith Cowan University

Project leader

Professor Geoffrey Meyer

Project abstract

When studying histology using traditional teaching methods 3D interpretation from 2D representations of cell, tissues' and organs' structure is very difficult for many students. This new paradigm is based on technologies now available that enable educators to bypass traditional 2D representation of cells, tissues, and organs as the learning tools and present them now in life-like, 3 dimensions (3D) and include animations to simulate histological, physiological and pathological processes/correlates. Its premise is that 3D and animations provide a much more valuable/powerful learning tool and a more beneficial learning experience by eliminating inherent difficulties with studying only 2D representations of structures. Animations in the Movie industry capture the audience and leave them with long-lasting visual explanations and impressions - so animations in the educational sector of histology will similarly capture the attention of students and deliver far more appealing and successful learning environments for them to complete learning outcomes.

Project funding

\$195,000

Program priority

Innovation and new technologies

Keywords

Animations, self-directed learning, histology, online educational resources, microanatomy, microscopy, 3D reconstructions, cells, tissues, organs

Scheduled completion

2012

New tools and techniques for learning in the field: studying the built environment (ID11-2011)

Lead institution

The University of Melbourne

Partner institutions

Monash University, The University of Sydney

Project leader

Dr Wally Smith

Project abstract

Our proposal is to develop and evaluate innovative approaches to learning and teaching in the field. The motivation rests on the long-recognised benefits of fieldwork: the application of abstract knowledge to practical reality outside the lecture theatre; skills of interrogation and interpretation; an emphasis on student-initiated learning; and social interaction between students as a part of learning. Three Australian universities will partner to explore new approaches to fieldwork with the catalyst for innovation being new mobile technologies. Four studies of subjects taught in the built environment will investigate the benefits and limitations of using multimedia resources in situ, and of students creating assessable content for a mobile medium. The varied sub-disciplines of the built environment provide a sound basis for extending findings to other disciplines. The project will produce nationally applicable cross-disciplinary resources for the enhancement of fieldwork in the form of demonstration case-studies, technology development models, and guidelines for designing mobile learning activities.

Project funding

\$212,000

Program priority

Innovation and new technologies

Keywords

Experiential learning, architecture, built environment, built environment, fieldwork, field trips, teaching methods, mobile technology, landscape

Scheduled completion

2013

Not a waste of space - professional development for staff teaching in new generation learning spaces (ID11-2050)

Lead institution

RMIT University

Partner institution

The University of Melbourne

Project leader

Professor Barbara De La Harpe

Project abstract

Australian universities have spent millions of dollars transforming teaching spaces into new generation learning environments. This trend in funding appears set to continue into the future. While a number of ALTC funded projects have focussed on the design and evaluation of spaces, little work has been done on supporting activities, post design, for the staff required to teach in them. This project aims to design, implement and evaluate a flexible, 'bite-sized' 'just-in-time' and 'just-for-me' continuous professional development (CPD) approach focused on new generation learning spaces (NGLS) with an accompanying interactive electronic step-by-step institutional implementation 'eGuide'. It aims to capitalise positively on the need for staff to respond to the demands that NGLSs place on both teachers and learners in order to maximize student learning and engagement. The outcome will be underpinned by theories of contemporary learning, organisational systems and behavioural economics and be available for easy use, adaptation and contextualisation by universities across the sector.

Project funding

\$220,000

Program priority

Research and development

Keywords

Curriculum development, academic development, continuous professional development, new generation learning spaces

Scheduled completion

2013

Outcomes and uptake of explicit research skill development across degree programs: 'It's got a practical application in my world' (ID11-1984)

Lead institution

The University of Adelaide

Partner institutions

James Cook University, La Trobe University, Monash University, University of Canberra

Project leader

Dr John Willison

Project abstract

The research skill development (RSD) framework has informed semester-length course curriculum renewal in more than twenty disciplines across eight universities, providing academics with a new way of conceptualizing the purpose of the curriculum and students with demonstrable improvements in research skills. Students in these courses enjoyed the benefits of having their research skills explicitly developed and stated subsequently that these skills were relevant for employment, as well as for future study. Whilst usage of the RSD to inform curriculum change is increasing, this uptake is slow compared to that warranted by its potential merits. Because of positive course-level outcomes, a systematic evaluation of the long-term benefits of RSD is needed to determine its optimum utility before larger-scale promotion of RSD approaches can reasonably take place. This project seeks to evaluate the long-term benefits of RSD use at degree program level with the aim of accelerating its uptake at course level and, if warranted, at program level.

Project funding

\$150,000

Program priority

Curriculum renewal

Keywords

Research skill development, research skill assessment, degree program evaluation, undergraduate student research, inquiry-based education

Scheduled completion

2013

Physclips III – Light (ID11-1938)

Lead institution

The University of New South Wales

Project leader

Professor Joe Wolfe

Project abstract

This project will develop an extensive set of learning resources to cover the topic areas Light and other electromagnetic radiation, at the level of introductory university or senior high school. It will add a new volume to Physclips, a widely used and recommended electronic resource. For each chapter in this new volume, it will include a rich multimedia tutorial, supporting pages giving broader and deeper materials and laboratory exercises. Film clips, animations and their combinations will be available for download by teachers. The various learning resources are all hyperlinked and offer extensive user control and indexing to facilitate their use in constructing a learning program to suit the learner, or for review, revision or research.

Project funding

\$146,000

Program priority

Innovation and new technologies

Keywords

Multimedia, undergraduate physics, online educational resources

Scheduled completion

2013

Professional competence standards, learning outcomes and assessment: designing a valid strategy for nutrition and dietetics (ID11-2026)

Lead institution

Monash University

Partner institutions

Queensland University of Technology, The University of Queensland, Dietitians Association of Australia

Project leader

Dr Claire Palermo

Project abstract

Major health issues threatening the nation include increasing diabetes, obesity and an ageing population. These challenges demand a competent nutrition and dietetics workforce. Nutrition and dietetics professionals practise across the continuum of care, including patient management, food service and community nutrition. The professional entry-level competency standards are used to guide assessment of competence in the education of dietitians throughout Australia. A range of different assessment methods are used in programs to determine competence for commencement in the workforce, however their reliability and validity is unknown. This project aims to align professional competency standards with threshold learning outcomes, test the validity and reliability of competence assessment and improve the consistency of assessment processes of nutrition and dietetics graduates nationally. It will engage all universities involved in educating dietitians and build the capacity of nutrition and dietetics educators to assess competence. Accurate and supportive competence assessment is essential for the evaluation of student progression and for creating positive student learning experiences.

Project funding

\$177,000

Program priority

Academic standards

Keywords

Assessment, learning outcomes, professional competence, nutrition and dietetics, student learning

Scheduled completion

2013

Promoting student peer review in Australian tertiary education (ID11-2018)

Lead institution

The University of Melbourne

Project leader

Associate Professor Raoul Mulder

Project abstract

Student peer reviews can play a valuable role in tertiary education, promoting student learning and increasing satisfaction with feedback. However, implementation of peer review remains challenging, since at present there is no flexible and customisable software available to manage student peer review in diverse educational contexts. This project will make a user-friendly and feature-rich online student peer review tool available to educators and students across the higher education sector in Australia, building on an award-winning prototype developed at The University of Melbourne. Our tool will be tailored to the needs of Australian academics, and we will develop an extensive set of accompanying resources, including guides for academics and students, links to tutorials and examples, and social networks of practitioners. We will promote these resources to encourage broader uptake, sharing of best practice, and research into student peer review, and in the process help to bring about long-term improvements in the quality of learning and teaching nationally.

Project funding

\$219,000

Program priority

Innovation and new technologies

Keywords

Learning, e-learning, curriculum development, inclusive curriculum, student peer review

Scheduled completion

2013

Quality, learning spaces, social networking, connectedness and mobile learning: exploring the student voice in online education (ID11-2077)

Lead institution

The University of Queensland

Partner institutions

Central Queensland University, University of Southern Queensland

Project leader

Ms Trish Andrews

Project abstract

Over the last two decades the adoption of ICT technology to support teaching and learning has created a blurring of the boundaries between different modes of learning. This has resulted in a loss of focus on the special needs of online distance learners. Adding to this, the majority of research into ICTs for teaching and learning focuses on first year on-campus students, providing little understanding of online learner's experiences. This project intends to investigate the online learner's voice in relation to the use of ICT for teaching and learning. It intends to develop an understanding of the spaces online learners use for learning and the ways in which they use technologies for learning in these spaces, including mobile and social networking technologies. The project intends to develop a student experience kit (SEK) which will include policies, strategies and informed guidance for adopters and educators using ICTs for teaching and learning particularly in relation to online learners.

Project funding

\$219,000

Program priority

Innovation and new technologies

Keywords

Distance learning, social networking, online learning, student voice, quality, mobile learning, ICTS for teaching and learning, connectedness

Scheduled completion

2013

Renewing the sustainable energy curriculum in the 21st century: providing internationally relevant skills for a carbon constrained economy (ID11-2080)

Lead institution

Murdoch University

Partner institutions

Queensland University of Technology, The Australian National University, The University of New South Wales, University of South Australia

Project leader

Associate Professor Chris Lund

Project abstract

This ALTC project seeks to develop sustainable energy curriculum frameworks for Australian higher education Institutions that meet the needs of Australian and international student graduates and employers, both now and into the near future. The frameworks will be developed based on existing literature and reports related to skills and knowledge required, surveys of graduates, employers and employer representative bodies as well as best practice in other international institutions. The curriculum frameworks will enable the assessment of existing curricula, course content and delivery methods (e.g. F2f vs online; classroom vs work integrated learning) in Australian institutions and provide guidance on how they can be made more relevant to graduate and employer skills and knowledge needs. It will also provide guidance in the development of new sustainable energy courses and programs in this critical area.

Project funding

\$220,000

Program priority

Curriculum renewal

Keywords

Curriculum renewal, work integrated learning, multi-disciplinary, curriculum frameworks, sustainable energy, face-to-face, flexible delivery, internationalisation.

Scheduled completion

2013

Rethinking law curriculum: developing strategies to prepare law graduates for practice in rural and regional Australia (ID11-2010)

Lead institution

University of New England

Partner institutions

Deakin University, Griffith University, Southern Cross University, University of Southern Queensland

Project leader

Dr Amanda Kennedy

Project abstract

The purpose of this project is to develop strategies within the undergraduate law curriculum to prepare and attract lawyers and other legal professionals for legal careers in rural and regional Australia. The project seeks to first understand what factors distinguish rural and regional legal practice as a career option, and then to examine how the law school curriculum might embed strategies to expose students to, and prepare them for such career pathways. The research aims to parallel the success of similar targeted initiatives in medical and teacher education, where the point of entry to the profession (i.e. the tertiary education and training phase) is actively engaged to form part of the solution for a growing concern both within the legal profession, and in rural and regional communities.

Project funding

\$133,000

Program priority

Curriculum renewal

Keywords

Rural education, legal education, rural and regional lawyers, law curriculum

Scheduled completion

2012

Shaping the future of psychology through developing and assessing graduate attributes using collaborative learning (ID11-2005)

Lead institution

Deakin University

Partner institutions

Macquarie University, Queensland University of Technology

Project leader

Dr Gery Karantzas

Project abstract

Recent changes to the accreditation of psychologists in Australia have brought into sharp focus the competencies of psychologists. Now more than ever, psychology graduates need to demonstrate various graduate attributes pertaining to specialist knowledge of the discipline, the application of this knowledge, critical thinking, and research and communication skills. As a result of this recent emphasis on psychology graduate attributes, calls have been made to: (1) assess these attributes in the undergraduate psychology courses offered to students, and (2) design curricula that embed learning activities fostering the development of these attributes. Despite this need, there exists no valid measure of psychology graduate attributes, nor have curricula been designed to assist students in achieving these attributes. This project fills these gaps by refining a self and peer assessment measure of psychology graduate attributes, and developing an innovative problem-based, collaborative learning approach to enhance psychology students' development of these attributes and improve learning outcomes.

Project funding

\$220,000

Program priority

Assessment and promotion of student learning

Keywords

Peer assessment, self assessment, psychology, undergraduate, collaborative learning, graduate attributes

Scheduled completion

2013

Standards and quality indicators for best practice in paramedic and inter-professional experiential practica (ID11-2069)

Lead institution

Edith Cowan University

Partner institutions

Monash University, University of Sunshine Coast, Paramedics Australasia

Project leader

Associate Professor Richard Brightwell

Project abstract

The work-readiness of the paramedic graduate is related to the quality of the experiential practica and the ability to interact and communicate effectively with other health professionals. Inter-professional education and practice have an increasing role in clinical practica in the health professions; however, most inter-professional programs do not yet include paramedics. Only in recent years have paramedics undergone vocational preparation at universities in Australia and to-date national professional standards and registration of graduates have not been established. A national curriculum with well-described standards is imperative to ensure reliable consistency in graduate preparedness for employment subsequent to degree completion. Engaging all institutions offering paramedical qualifications in Australia, this project will generate and document indicators of quality standards based on best practice experiential practica in International paramedic programs. The outcomes will be shared with the wider education community and it is anticipated that they will be incorporated into a new national paramedic curriculum.

Project funding

\$196,000

Program priority

Academic standards

Keywords

Experiential learning, standards, clinical practice, paramedic

Scheduled completion

2013

Teaching research - evaluation and assessment strategies for undergraduate research experiences (ID11-2045)

Lead institution

The Australian National University

Partner institutions

University of Canberra, University of Western Sydney

Project leader

Associate Professor Anna Wilson

Project abstract

The goal of this project is to improve the effectiveness of programs that use undergraduate research experiences to foster generic and research skills. Such experiences are increasingly being included as assessed components in coursework degrees. Studies have shown that both students and academics exhibit a wide range of perceptions of the nature and value of these experiences, and it appears that prior expectations and perceptions may limit potential and actual learning outcomes. This proposal will promote the use of reflective practice within research experiences to develop deeper understandings of research and to provide evidence of changes in critical thinking on which to base assessment. Workshops with staff will result in the development of frameworks for reflective practice, with specific disciplinary components to help students better understand both of the nature of research and the way in which research experiences foster generic skills.

Project funding

\$182,000

Program priority

Assessment and promotion of student learning

Keywords

Reflective practice, phenomenography, assessment for learning, undergraduate research experiences, learning journals

Scheduled completion

2013

Transition in, transition out: peer mentoring for sustainable development of first and third year psychology students (ID11-1939)

Lead institution

RMIT University

Partner institution

University of Southern Queensland

Project leader

Dr Andrea Chester

Project abstract

This project proposes a unique, sustainable solution to issues arising for students in the transition into and out of undergraduate programs. Bringing transitioning students together in peer mentoring relationships embedded in the curriculum simultaneously supports first year students and develops third year students. The theoretical framework for the project is Lizzio's (2006) 'five senses of student success' model. The five senses, which predict student success in first year, provide the framework for the first year mentoring program designed to support students on their first assessment tasks. In a novel application, the five senses will also guide the training and development of third year mentors, supporting development of graduate attributes and professional identity. The project will compare outcomes for students enrolled in face-to-face delivery of psychology courses at a large metropolitan university with those at a smaller regional university learning via a blended model. Although the project is psychology-focused, its outcomes have application across higher education.

Project funding

\$120,000

Program priority

Strategic approaches to student access, progression and diversity

Keywords

Peer-mentoring, first year transition

Scheduled completion

2013

Virtual world interview skills for health professionals (ID11-2096)

Lead institution

The University of Sydney

Partner institutions

The Australian National University, University of Canberra

Project leader

Dr Andrew Campbell

Project abstract

The project will evaluate health professional interview skills training via a virtual world, in comparison to interview skills training undertaken via case study review. The health science faculties at The University of Sydney and University of Canberra will engage their students in the disciplines of psychology, physiotherapy and the general community health care sector, with simulated interview skills training via MyCosm Virtual World software. Ethical care situations within these environments will be created in collaboration with Faculty of Law at The Australian National University. Typically, clinical interview skills training employ non-interactive strategies, such as fictional case studies. Advancements in simulated world technology now allow avatars to provide behaviour cues, as well as verbal responses, for recording in interviews. As such, the current study hypothesises that this technology will improve clinical interview skills training when compared to case study reviews of clients. The project outcomes will be transferable to other disciplines outside of health, such as law and policing.

Project funding

\$114,000

Program priority

Innovation and new technologies

Keywords

Health ethics, allied health training, virtual world teaching, interview skills

Scheduled completion

2012

3. Leadership for Excellence in Learning and Teaching Program

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.

Through this program, the ALTC provided grants for projects that build leadership capacity in ways consistent with the promotion and enhancement of learning and teaching in contemporary higher education, and which reflect the ALTC's values of excellence, inclusiveness, diversity and collaboration, and its commitment to long-term, systemic change.

The ALTC identified the need for systematic, structured support for academic leadership as a key focus for its activities in 2008-12. Evidence suggests that leadership capacity-building in higher education is uneven across the sector, and that many academic leaders rely too much on learning on the job. By contrast, the ALTC's position is that academic leadership is a highly specialised and professional activity. The ALTC therefore established a program focused on leadership for excellence in learning and teaching as one of its major grants programs.

The three priorities for funding in 2011 were:

1. Institutional leadership to enhance learning and teaching through leadership capacity-building at the institutional level.
 - Funding range: \$150,000 to \$220,000
 - Project duration: up to 2 years
2. Disciplinary and cross-disciplinary leadership to enhance learning and teaching through leadership capacity-building in discipline structures, communities of practice and cross-disciplinary networks.
 - Funding range: \$80,000 to \$220,000
 - Project duration: up to 2 years
3. Consolidating leadership by building on the outcomes of projects funded in earlier years under the Leadership for Excellence in Learning and Teaching Program.
 - Funding range: \$80,000 to \$150,000
 - Project duration: up to 1.5 years

Funded projects

Nine projects were approved for funding in 2011.

Table 2: Leadership projects approved in 2011

Project Ref.	Name of Project	Lead Institution	Partner Institutions
LE11-2020	A handbook: Leadership for excellence in learning and teaching	University of the Sunshine Coast	PhillipsKPA
LE11-1896	Building leadership with the sessional staff standards framework	Macquarie University	University of Canberra, University of Tasmania, University of Technology, Sydney
LE11-1982	Building local leadership for research education	University of Technology, Sydney	Macquarie University, The Australian National University, University of Western Sydney
LE11-1980	Developing a culture of peer review of teaching through a distributive leadership approach	Queensland University of Technology	Charles Darwin University, Curtin University, The University of Adelaide, University of Technology, Sydney
LE11-2000	Evidence-based benchmarking framework for a distributed leadership approach to capacity building in learning and teaching	RMIT University	Macquarie University, The University of Melbourne, University of Wollongong
LE11-1967	Fostering institutional and cultural change through the Australian network of university science educators	The University of Sydney	Charles Sturt University, Curtin University, La Trobe University, Monash University, Queensland University of Technology, University of Tasmania
LE11-2084	Leading WIL: distributed leadership approach to enhance work integrated learning outcomes	Griffith University	Central Queensland University, Deakin University, University of Western Sydney, Victoria University, Australian Collaborative Education Network (ACEN)
LE11-1978	Turnaround leadership for sustainability in higher education	University of Western Sydney	The Australian National University, University of Gloucestershire (UK), Sustainable Futures Academy (Salzburg)
LE11-2082	Working together: intercultural academic leadership for teaching and learning in Indigenous culture and health	Curtin University	N.A.

A handbook: Leadership for excellence in learning and teaching (LE11-2020)

Lead institution

University of the Sunshine Coast

Partner institution

PhillipsKPA

Project leader

Dr Craig McInnis

Project abstract

This application is submitted by PhillipsKPA in conjunction with the University of the Sunshine Coast. The project will involve the preparation of a handbook to support capacity building across all aspects of institutional leadership for excellence in learning and teaching. The handbook will include a concise and accessible theoretical framework, key research findings, practical guidelines, templates and resources to support the design, delivery and evaluation of institutional programs for the leadership of learning and teaching. The handbook will be based on a close analysis and synthesis of how leadership development is understood and delivered across Australian higher education institutions from a review ALTC reports and projects on effective leadership including evaluations of funded projects, and the findings of important international research on academic leadership. It will be targeted at leadership in Australian universities with an eye to new and emerging demands on leadership for excellence in learning and teaching.

Project funding

\$219,000

Program priority

Institutional Leadership

Keywords

Academic leadership, guidelines, handbook, theoretical frameworks, leadership development resources, leadership capacity-building

Scheduled completion

2012

Building leadership with the sessional staff standards framework (LE11-1896)

Lead institution

Macquarie University

Partner institutions

University of Canberra, University of Tasmania, University of Technology, Sydney

Project leader

Dr Marina Harvey

Project abstract

The Building Leadership with the Sessional Staff Standards Framework project develops a national standards framework for quality learning and teaching for sessional staff. The project directly addresses the ALTC (2008) RED report recommendations. The use of the framework, underpinned by a distributed leadership paradigm, can be led by individuals, departments, faculties and/or organisations, developing leadership capacity at multi-levels, thereby responding to the ALTC priority one, of Institutional leadership to enhance learning and teaching through leadership capacity-building at the institutional level. The Sessional Staff Standards Framework will be piloted and refined with three partner universities. It will be designed as an online interactive with the power of automatic generation of summary reports and action plans. A national summit will invite leaders from all Australian universities to workshop the framework and to disseminate through peer-reviewed papers.

Project funding

\$215,000

Program priority

Institutional Leadership

Keywords

Standards, distributed leadership, sessional staff

Scheduled completion

2013

Building local leadership for research education (LE11-1982)

Lead institution

University of Technology, Sydney

Partner institutions

Macquarie University, The Australian National University, University of Western Sydney

Project leader

Emeritus Professor David Boud

Project abstract

This project addresses leadership in research education at faculty and local levels. Research education is facing a number of challenges as it expands, diversifies and is subjected to greater scrutiny and quality control. As a consequence of these challenges skilful leadership is required to work with these changes particularly at the Faculty and School level. A major challenge for academics with local responsibility for research degrees is to see themselves as leaders of research education rather than as processors of applications and allocators of supervision. Using a distributed leadership framework, this project will work with these academics through institutional research education coordinator communities to develop a series of programs, strategies and resources to build their leadership capacity so that they can lead the necessary changes in research education. The strategies and resources will be adapted and disseminated through workshops, an existing sector-wide consortium and the Deans and Directors of Graduate Studies network.

Project funding

\$220,000

Program priority

Institutional Leadership

Keywords

Distributed leadership, faculty development, research education

Scheduled completion

2013

Developing a culture of peer review of teaching through a distributive leadership approach (LE11-1980)

Lead institution

Queensland University of Technology

Partner institutions

Charles Darwin University, Curtin University, The University of Adelaide, University of Technology, Sydney

Project leader

Professor Robyn Nash

Project abstract

This project is a two phase design working in partnership with 4 universities to develop, implement and systematically embed a distributive leadership model aiming to embed peer review within the culture of teaching and learning. The focus is on promotion of workplace capacity building for strategic improvement of teaching and student learning through peer review. The design integrates leadership development for champions and strategic mentors with a community of practice approach that provides multi-level support for all stakeholder groups. It builds on evidence that successful peer review requires an across-the-board commitment to embed momentum toward change. In Phase 1, the project will pilot the implementation and evaluation of a prototype model within three partner universities. During Phase 2, the model will be refined and cascaded to all partner universities. The project will develop guidelines for sustainable peer review processes and transferable resources that will serve as effective mechanisms for the embedding of peer review across the sector.

Project funding

\$215,000

Program priority

Disciplinary and Cross-Disciplinary

Keywords

Community of practice, research, teaching quality, scholarship of teaching, higher education, leadership, peer review, cultural change, teaching, academic staff development, student outcomes, models, teaching culture

Scheduled completion

2013

Evidence-based benchmarking framework for a distributed leadership approach to capacity building in learning and teaching (LE11-2000)

Lead institution

RMIT University

Partner institutions

Macquarie University, The University of Melbourne, University of Wollongong

Project leader

Professor Sandra Jones

Project abstract

The proposal has as its focus ALTC Leadership Priority One: institutional leadership to enhance learning and teaching (L&T) through leadership capacity-building at the institutional level. The intent is to develop a systematic, evidence-based benchmarking framework for Distributed Leadership (DL) to build leadership capacity in learning and teaching (L&T). The project will use the principles and practices identified in the Action Self Enabling Reflection Tool for DL (developed from project LE9-1222) to undertake the initial desk audit of ALTC projects funded as DL and disciplinary and cross-disciplinary projects and to provide questions for a national survey of existing practice using DL to build leadership capacity. A Community of Practice (CoP) will be established as part of the project to network developments, evaluate findings and monitor developments. The evidence-based benchmarking framework will be developed and designed as a web-based interactive tool to facilitate benchmarking across the sector.

Project funding

\$220,000

Program priority

Institutional Leadership

Keywords

Distributed leadership, evidence-based practice, benchmark, institute wide, disciplinary and cross-disciplinary.

Scheduled completion

2013

Fostering institutional and cultural change through the Australian network of university science educators (LE11-1967)

Lead institution

The University of Sydney

Partner institutions

Charles Sturt University, Curtin University, La Trobe University, Monash University, Queensland University of Technology, University of Tasmania

Project leader

Associate Professor Manjula Sharma

Project abstract

We will improve teaching in science and mathematics by developing 100 (transformational) leaders among academics, associate deans (education), and academic staff developers. They will engage in twenty-five action-learning projects, working with heads of school to foster change in pedagogy. Their efforts will be supported by evidence from communities of practice in the scholarship of teaching and learning (SoTL) formed to focus on four areas of need, or themes, identified by consensus across a new national network of science and mathematics educators. The network will build on existing disciplinary and regional ties and draw on the constituency for the eighteen-year old national conference on university science and mathematics education. Network members will collaboratively liaise with Deputy Vice-Chancellors (Academic) to identify, develop, and publicise modes of refereed SoTL publication that will enable network members to advance within the traditional reward structures of science. These opportunities for collaboration, impact, and appropriate and consistent reward structures will sustain the network.

Project funding

\$216,000

Program priority

Disciplinary and Cross-Disciplinary

Keywords

Institutional change, scholarship of teaching and learning, build leadership capacity, science and mathematics, university education, disciplinary change.

Scheduled completion

2013

Leading WIL: distributed leadership approach to enhance work integrated learning outcomes (LE11-2084)

Lead institution

Griffith University

Partner institutions

Central Queensland University, Deakin University, University of Western Sydney, Victoria University, Australian Collaborative Education Network (ACEN)

Project leader

Ms Carol-joy Patrick

Project abstract

Work Integrated Learning (WIL) provides rich, relevant learning through a partnership between universities and employers. Through a collaborative approach to building knowledge, the capability and capacity of experienced WIL leaders in the university and workplace will be enhanced for improved student outcomes. Having established how and where WIL leadership is situated, the project will identify the critical challenges to WIL leadership capabilities and structures. Through institutionally-based Master Classes that model and employ a distributed learning approach, through national Communities of Practice and a WIL Leadership Summit, a framework and guidelines to support WIL leadership capacity building nationally will be developed, trialled and validated. The project will draw upon expertise and experiences of staff from five Australian universities, each with a demonstrated strong WIL commitment. The distributive leadership approach to WIL will be developed and tested within employer-based individual disciplines. The framework and guidelines will be sustained nationally through the key WIL professional association, the Australian Collaborative Education Network.

Project funding

\$219,000

Program priority

Disciplinary and Cross-Disciplinary

Keywords

Community of practice, distributed leadership, work integrated learning, master class

Scheduled completion

2013

Turnaround leadership for sustainability in higher education (LE11-1978)

Lead institution

University of Western Sydney

Partner institutions

The Australian National University, University of Gloucestershire (UK), Sustainable Futures Academy (Salzburg)

Project leader

Professor Geoffrey Scott

Project abstract

Universities play a central role in addressing key challenges of social, economic and environmental sustainability. For this role to be delivered effectively it is critical to identify not only what strategies are most productive but also how to ensure they are successfully led and implemented. This project seeks to apply the proven change leadership framework developed in the ALTC's 'Learning Leaders in Times of Change' project to the distinctive area of effective turnaround leadership for sustainability in higher education. The project is being undertaken in a collaboration between the University of Western Sydney, the Australian National University, the Sustainable Futures Academy and the University of Gloucestershire. It will produce a validated change leadership framework for building Education for Sustainability (EfS) successfully into the core activities of our universities, as well as a package of leadership development resources for use in individual recruitment, promotion, development and performance management activities. It will also document a range of successful practice models.

Project funding

\$178,000

Program priority

Institutional Leadership

Keywords

Leadership, sustainability, capabilities

Scheduled completion

2012

Working together: intercultural academic leadership for teaching and learning in Indigenous culture and health (LE11-2082)

Lead institution

Curtin University

Project leader

Professor Kim Scott

Project abstract

This proposal relates to the Australian Learning and Teaching Council (ALTC) Priority 2: Disciplinary and cross-disciplinary leadership, in this case a model of collaborative, intercultural academic leadership to improve the health outcomes of Indigenous Australians. Focussed within the Faculty of Health Sciences the project aims to improve the learning and teaching outcomes of students (2300 annually) in the core first year unit Indigenous Culture and Health 130 by building the capacity of staff responsible for its coordination and teaching through developing an intercultural academic leadership development program. This project is unique in that it recognises and addresses the ground work and relationship building needed to successfully Indigenise the curriculum. The project strongly aligns with the ALTC objectives by identifying good practice to facilitate national approaches to addressing emerging issues such as recruiting and retaining Indigenous students and staff. The project outcomes have broad applicability by ensuring cross-cultural competency for all students.

Project funding

\$107,000

Program priority

Disciplinary and Cross-Disciplinary

Keywords

Indigenous education, intercultural academic leadership.

Scheduled completion

2013

4. ALTC Legacy Program

The ALTC's Legacy Program is designed to encourage networks and peak bodies to continue with collaborative approaches to learning and teaching issues.

The program was introduced in 2011 following the announcement in January by the Prime Minister that the organisation would close at the end of 2011. Through the Legacy Program, the ALTC funded national discipline and scholarly networks, peak bodies and state-based promoting excellence networks to advocate for and support learning and teaching, and provide leadership in addressing national higher education priorities.

The ALTC Discipline Scholars and ALTC Fellows were among the networks funded.

A number of other special initiatives were funded in 2011 through the Legacy Program, including the ongoing management and maintenance of the Learning and Teaching Sustainability website, www.sustainability.edu.au

Special initiatives

Six projects were approved for funding in 2011

Table 3: Special initiatives funded in 2011

Project Ref.	Name of Project	Lead Institution	Partner Institutions
SI11-2102	A Best Practice Framework to inform and guide Higher Degree by research training excellence in Australia	Edith Cowan University	N.A.
SI11-2027	ALTC/CADAD online hub: Supporting sessional teaching in Australian universities	The University of Western Australia	N.A.
SI11-2139	Assessing the impact of work-integrated learning (WIL) on student work readiness	Griffith University	Central Queensland University, Charles Sturt University, Deakin University, Edith Cowan University, Macquarie University, Queensland University of Technology, Swinburne University of Technology, The University of Newcastle, University of Canberra, University of Western Sydney, Victoria University
SI11-1895	Demonstration project on course redesign and academic productivity	The University of Melbourne	Australian Catholic University, James Cook University
SI11-2137	The transition of Aboriginal and Torres Strait Islander students into higher education (Curtin)	Curtin University	Charles Darwin University, Monash University, University of New England
SI11-2138	The transition of Aboriginal and Torres Strait Islander students into higher education (Notre Dame)	The University of Notre Dame Australia	N.A.

A best practice framework to inform and guide higher degree by research training excellence in Australia (SI11-2102)

Lead institution

Edith Cowan University

Project leader

Professor Joe Luca

Project abstract

In Australian Higher Education institutions, there is wide variation in higher degree by research (HDR) policies and procedures that govern research training including admissions, assessment, training and supervision. This project aims to develop a best practice framework that will inform and guide research-training excellence in Australia with a view to promoting quality and standards. The framework will consider key processes from HDR candidate application through to graduation including admissions, supervision, assessment, performance indicators, and other elements considered important in the candidates' journey. The framework will be developed by sharing best practice principles, processes and performance indicators in Australia, and informed by research training best practice in other countries such as the United Kingdom and United States. The Deans and Directors of Graduate Schools (DDOGS), with advice from an international expert panel will provide direction for the project. Once complete, Edith Cowan University will implement the framework as an exemplar for other Australian institutions to consider.

Project funding

\$100,000

Program priority

ALTC Special Initiatives

Keywords

Higher degree by research, quality and standards

Scheduled completion

2013

ALTC/CADAD online hub: Supporting sessional teaching in Australian universities (SI11-2027)

Lead institution

The University of Western Australia

Project leader

Winthrop Professor Denise Chalmers

Project abstract

Current ALTC projects are required to maintain a website and/or resources for three years following the completion of the project. However, for past projects that have been funded by the ALTC or its predecessors, the situation is more variable, for while some have been maintained and refreshed, a number have not. These are valuable resources that have been used as stepping stones for subsequent projects, some for their historical content and some continue as the basis of further development. It is recognised that several of these websites have been discontinued and the resources lost to the sector. It is proposed that an open access site for sessional teaching be established on the Council of Australian Directors of Academic Development (CADAD) website as an umbrella hub to:

1. Locate obsolete or archived sites that have not been updated but still have valuable resources and relocate to the CADAD site.
2. Link to existing and new sites developed for national projects related to sessional teaching.

Project funding

\$20,000

Program priority

ALTC Special Initiatives

Keywords

Professional development, sessional teaching

Scheduled completion

2011

Assessing the impact of work-integrated learning (WIL) on student work readiness (SI11-2139)

Lead institution

Griffith University

Partner institutions

Central Queensland University, Charles Sturt University, Deakin University, Edith Cowan University, Macquarie University, Queensland University of Technology, Swinburne University of Technology, The University of Newcastle, University of Canberra, University of Western Sydney, Victoria University

Project leader

Dr Calvin Smith

Project abstract

This project will provide an evidence base for judging the impact of WIL on graduates' readiness to commence work. This will be achieved through:

- Establishing a conceptualisation of WIL that can be operationalised for measurement and applied equally validly across disciplines and types of WIL; and a conceptualisation of work-readiness that, similarly, is applicable across disciplines.
- The validation of appropriate measures of these two constructs.
- Examining the impact of WIL on work-readiness in a wide variety of disciplines and across a wide range of universities and types of WIL. The knowledge generated about the relationship between WIL and work-readiness will provide a multi-disciplinary evidence base for the impact of WIL on employment-readiness outcomes and guide university leaders in best practice and curricula investment.

Project funding

\$220,000

Program priority

ALTC Special Initiatives

Keywords

Work-integrated learning, student-work readiness

Scheduled completion

2014

Demonstration project on course redesign and academic productivity (SI11-1895)

Lead institution

The University of Melbourne

Partner institutions

Australian Catholic University, James Cook University

Project leader

Associate Professor Leo Goedegebuure

Project abstract

The demonstration project will assess improvements to academic productivity and student learning outcomes by employing activity based costing and course redesign in six selected subjects (courses) in two participating universities. For each selected course (subject), the first step is to use activity based costing techniques to get a sound understanding of cost drivers at the academic program level. The next step will involve course redesign, which in principle relates to disaggregation of academics' roles in terms of curriculum development, pedagogy, course delivery and assessment activities and limiting staff activities to those that can only be done by academics, replacing all other activities with technology and lower cost staff. The success of the project will be determined by improvements to academic productivity and student learning outcomes. The LH Martin Institute is primarily interested in the use of activity based cost modelling techniques for understanding cost drivers. The activity based costing exercise will be assisted by Stanford Emeritus Professor Bill Massy. The universities will be assisted in course redesign by Dr Carol Twigg, CEO of the National Center for Academic Transformation, USA.

Project funding

\$150,000

Program priority

ALTC Special Initiatives

Keywords

Academic program, curriculum development, pedagogy, assessment

Scheduled completion

2012

The transition of Aboriginal and Torres Strait Islander students into higher education (Curtin) (SI11-2137)

Lead institution

Curtin University

Partner institutions

Charles Darwin University, Monash University, University of New England

Project leader

Associate Professor Rhonda Oliver

Project abstract

This project represents collaboration between four universities: Curtin University (lead), Monash University, The University of New England and Charles Darwin University. The project team will investigate processes involved in transitioning Indigenous students to higher education across all Australian university Aboriginal centres.

Several qualitative data collection methods will be employed: initial interviews and focus groups at the participating universities will inform an extensive survey, the findings from which will be available for distribution across all university Aboriginal centres.

Particular attention will be given to inclusive data analysis procedures to identify success and best practice in this area. Resultant deliverables will include an online resource providing advice for policy and practice on best practice in the transition of minority Indigenous groups to higher education. This resource will also be available in print form. It is also envisaged that the project's strategy for internal communication and inclusive engagement will provide a model for future collaborative studies of this kind.

Project funding

\$199,000

Program priority

ALTC Special Initiatives

Keywords

Indigenous, Aboriginal and Torres Strait Islander

Scheduled completion

2013

The transition of Aboriginal and Torres Strait Islander students into higher education (Notre Dame) (SI11-2138)

Lead institution

The University of Notre Dame Australia

Project leader

Professor Lyn Henderson-Yates

Project abstract

This project will undertake and develop audience appropriate high quality data, analysis, recommendations and a 'maximising transition' model which can be used by communities, education providers and governments at all levels upon which to base future policy, procedures and practices to enhance the transition of under-represented Aboriginal and Torres Strait Islander people into higher education.

The key deliverables are:

- the staged presentation of a series of State of the Education Nation reports aligned with each level of analysis and
- a final report detailing recommendations targeting identified needs and opportunities at each level of analysis.

Project funding

\$220,000

Program priority

ALTC Special Initiatives

Keywords

Indigenous, Aboriginal and Torres Strait Islander

Scheduled completion

2013

Legacy projects and networks

Three legacy projects were approved for funding.

Twenty-five networks and peak bodies were approved for funding (see Table 5).

Table 4: Legacy projects funded in 2011

Project Ref.	Name of Project	Lead Institution	Partner Institutions
SI11-2105	Learning and teaching across cultures	International Education Association of Australia	N.A.
SI11-2140	Ongoing management and development of the learning and teaching sustainability website	University of Technology, Sydney	N.A.
SI11-2106	Tracking student success: who is falling through the cracks?	Deakin University	Southern Cross University, Australasian Association for Institutional Research

Learning and teaching across cultures (SI11-2105)

Lead institution

International Education Association of Australia

Project leader

Dennis Murray

Project abstract

This project will consolidate and disseminate learning's from ALTC funded projects and fellowships in order to improve the learning of students from diverse cultural and linguistic backgrounds.

Key deliverables are:

- A synthesis of the learnings from ALTC funded projects and fellowships in this area and production of a Good Practice Report
- A national symposium addressing learning and teaching across cultures
- Development and implementation of a series of professional development seminars nationally with training also available online
- The facilitation of an ongoing knowledge community of professionals working in this area.

Project funding

\$200,000

Program priority

ALTC Special Initiatives

Keywords

Students from diverse cultural and linguistic backgrounds

Scheduled completion

2014

Ongoing management and development of the learning and teaching sustainability website (SI11-2140)

Lead institution

University of Technology, Sydney

Project leader

Professor Suzanne Benn

Project abstract

This project will manage and develop the learning and teaching sustainability website, URL: sustainability.edu.au in order to position sustainability.edu.au within Efs Teaching and Learning and to promote the site as an interactive portal for educators, policy makers, industry professionals and students.

Specific deliverables include:

- hosting the website and the ongoing technical support and maintenance required
- ensuring currency of the site including news/features, course and resource data
- implementation of enhanced functionality specified, and the scoping and introduction of further site enhancements and developments
- strengthened relations with stakeholders in the ongoing development, promotion and usage of the site
- recommendations for the long term sustainability of the site post the completion of the project.

Project funding

\$356,000

Program priority

ALTC Special Initiatives

Keywords

Learning and teaching sustainability

Scheduled completion

2014

Tracking student success: who is falling through the cracks? (SI11-2106)

Lead institution

Deakin University

Partner institutions

Southern Cross University, Australasian Association for Institutional Research

Project leader

Dr Josephine Palermo

Project abstract

Australian higher education lags behind other western countries in relation to access and attainment of equity groups. This study will monitor secondary school leavers during the first five years of their university experience to identify factors that enable access, retention and success with students from diverse backgrounds. Action learning teams formed at Deakin University and Southern Cross University, in parallel, will allow us to compare the role of different settings in shaping the student experience. This first phase of the study focuses on developing a methodology or 'tracking system' for monitoring student cohorts from leaving school to exiting the University. We aim to make recommendations about the structures (including school partnerships), processes and technologies required to enable the tracking of student cohorts. We will also present findings of the comparative case study which particular focuses on points of learning across the two institutions that may provide benchmarks for other institutions.

Project funding

\$110,111

Program priority

ALTC Special Initiatives

Keywords

Student tracking, student cohorts, equity and access, low socio economic status, student life course, learning and teaching outcomes

Scheduled completion

2012

Table 5: Networks and peak bodies funded in 2011

Project Ref.	Name of Project	Lead Institution	Network Partners
SI11-2135	Australian Learning and Teaching Discipline Scholars Network	University of Tasmania	University of Wollongong, Queensland University of Technology, The University of Queensland, The University of New South Wales, The University of Sydney, The University of Adelaide, The University of Melbourne, Flinders University, La Trobe University, Griffith University
SI11-2113	Australian Engineering & ICT Education Support Network	Australian Council of Engineering Deans Inc	Australian Council of Deans of Information and Communications Technology, Australasian Association for Engineering Education, ACDICT Learning and Teaching Academy, Engineers Australia, Australian Computer Society, Associate Deans (T&L) Engineering and ICT
SI11-2123	Australian Indigenous Studies Learning and Teaching Network	The University of Queensland	The University of New South Wales, Batchelor Institute of Indigenous Tertiary Education, The University of Melbourne, University of Technology, Sydney, The University of Sydney, The University of Queensland
SI11-2127	Australian Mathematical Sciences Learning and Teaching Network	Queensland University of Technology	University of Wollongong, Central Queensland University, The University of Newcastle, James Cook University, University of Western Sydney
SI11-2117	Australian Pharmacy Network: Learning Outcomes for Pharmacy Curriculum	University of New England	The University of Sydney, Curtin University, The University of Western Australia, University of South Australia, Australian Pharmacy Council, Council of Pharmacy Schools: Australia and New Zealand Inc, The Australasian Pharmaceutical Science Association, Advanced Pharmacy Practice Framework Steering Committee

Project Ref.	Name of Project	Lead Institution	Network Partners
SI11-2118	Chemistry Discipline Network	Queensland University of Technology	Charles Sturt University, Curtin University, The University of New South Wales, Deakin University, Murdoch University, The University of Queensland, University of Wollongong, The University of Sydney, The University of Melbourne, University of Tasmania
SI11-2119	Collaborative University Biomedical Education Network (CUBENET)	RMIT University	The University of New South Wales, The Australian National University, Monash University
SI11-2124	Journalism, Media and Communication Network (JoMeC)	Journalism Education Association of Australia Inc	Australian and New Zealand Communication Association
SI11-2121	Learning and Teaching Network for Architecture and Building	Queensland University of Technology	Australian Deans of Built Environment and Design, The University of New South Wales
SI11-2126	National Forestry Education Network	The Australian National University	The University of Melbourne, University of Tasmania, Southern Cross University, The University of Queensland, Cooperative Research Centre for Forestry, Forest and Wood Products Australia, Institute of Foresters of Australia
SI11-2114	Network of Associate Deans Learning and Teaching in the Discipline of Education (NADLATE)	Australian Council of Deans of Education Inc	
SI11-2116	Occupational Therapy Academic Leaders Network (OTALN)	The University of Queensland	Australian and New Zealand Council of Occupational Therapy Educators, Occupational Therapy Australia Limited, Emerging Leaders' Network
SI11-2115	The ABDC Teaching and Learning Network	Australian Business Deans Council Inc	The University of Western Australia, Charles Sturt University, The University of Sydney, Southern Cross University
SI11-2128	The Australian and New Zealand Paramedic Learning and Teaching Network	Monash University	Australian and New Zealand Council of Heads of Schools of Paramedic Studies, Network of Australasian Paramedic Academics, Paramedics Australasia, Council of Ambulance Authorities

Project Ref.	Name of Project	Lead Institution	Network Partners
SI11-2125	The Creative Arts Learning and Teaching Network (CALTN)	University of Tasmania	The University of Melbourne, University of Wollongong, Flinders University, Queensland University of Technology
SI11-2120	The Law Associate Deans Network	Deakin University	James Cook University, Victoria University, Queensland University of Technology, University of Technology, Sydney
SI11-2122	Vision and Innovation in Biology Education (VIBE.net)	The University of Sydney	University of Western Sydney, University of Tasmania, La Trobe University
SI11-2103	Facilitation of advocacy and leadership in learning and teaching	The University of Western Australia	HERDSA
SI11-2104	National Networking Initiative	Charles Sturt University	Australasian Council on Open, Distance and E-learning (ACODE), Council of Australian Directors of Academic Development (CADAD), The Australasian Society for Computers in Learning in Tertiary Education, Open Distance Learning Association of Australia Inc., The Higher Education Research and Development Society of Australasia, NetSpot Australian, Academic Research Network
SI11-2132	Promoting Excellence Network: NSW and ACT Network	The University of New South Wales	Charles Sturt University, The Australian National University, University of New England, University of Technology, Sydney
SI11-2131	Promoting Excellence Network: Q-PEN - Queensland Promoting Excellence Network	Griffith University	Queensland University of Technology, University of Sunshine Coast
SI11-2133	Promoting Excellence Network: South Australia and Northern Territory State/Territory-based Promoting Excellence Network (SANTPEN)	Flinders University	Batchelor Institute of Indigenous Tertiary Education, Charles Darwin University, Tabor College Inc. (SA), The University of Adelaide, University of South Australia
SI11-2129	Promoting Excellence Network: State-based Promoting Excellence Networks - Victoria/Tasmania	Monash University	University of Tasmania, Swinburne University of Technology, La Trobe University
SI11-2130	Promoting Excellence Network: Western Australian Network for Dissemination (WAND)	Murdoch University	Edith Cowan University, Curtin University, Murdoch University, The University of Western Australia, The University of Notre Dame Australia

Project Ref.	Name of Project	Lead Institution	Network Partners
SI11-2136	Scholarship, leadership and advocacy: A network for the support of quality learning and teaching in Australian universities (ALTC Fellows network)	Curtin University	Griffith University, Edith Cowan University, Queensland University of Technology, University of South Australia, The University of New South Wales, RMIT University, University of Technology, Sydney, University of New England, The University of Queensland

Australian Learning and Teaching Discipline Scholars Network (SI11-2135)

Lead institution

University of Tasmania

Network partners

University of Wollongong
The University of Queensland
The University of Sydney
The University of Melbourne
La Trobe University

Queensland University of Technology
The University of New South Wales
The University of Adelaide
Flinders University
Griffith University

Network leader

Associate Professor Jonathan Holmes

Abstract

The objective of the network is to establish and support an expert panel of leading academics who will contribute to standards-related policy and practice developments through the coordination and synthesis of diverse disciplinary perspectives, and facilitated engagement of discipline communities. The network aims to follow on from the Australian Learning and Teaching Council's [ALTC] Learning and Teaching Academic Standards [LTAS] demonstration project in 2010-2011 and allow disciplinary academics to continue to engage with and contribute to the on-going development of standards-related policy and practice.

As a result of the work of the Discipline Scholars through the LTAS project, threshold learning outcomes were articulated for a number of disciplines. The process of developing consensus around these threshold learning outcomes also led to the establishment of robust disciplinary networks focused on assessing quality in learning with strong connections with multiple constituencies across Australia and internationally. The ALTC has continued to promote these initiatives in recent months with the establishment of a significant number of Learning and Teaching Networks in a range of academic disciplines.

The Discipline Scholars network aims to capitalise on the successful outcomes of the LTAS project and the establishment of these networks, and in particular to support the newly created communities of disciplinary educational expertise so there can be ongoing calibration of evolving academic standards to individual disciplinary contexts. The network will also provide an on-going support and facilitation role as the learning outcomes increasingly become embedded in curriculum design, assessment and quality assurance processes in the tertiary sector. The role of the Discipline Scholars will be to assist and optimise the process of development of academic standards so that they will be both appropriate and achievable.

Project funding

\$119,600

Program priority

ALTC Special Initiatives

Keywords

Standards, threshold learning outcomes, discipline communities

Scheduled completion

2012

Australian Engineering & ICT Education Support Network (SI11-2113)

Lead institution

Australian Council of Engineering Deans Incorporated

Network partners

Australian Council of Deans of Information and Communications Technology (ACDICT)

Australasian Association for Engineering Education (AAEE)

ACDICT Learning & Teaching Academy (ALTA)

Engineers Australia

Australian Computer Society

Associate Deans (T & L) Engineering & ICT

Network leader

Emeritus Professor Robin King

Abstract

The Australian Council of Engineering Deans Inc (ACED) and the Australian Council of Deans of Information and Communications Technology (ACDICT) as the leaders of the 33 Engineering and 35 ICT faculties and schools in eligible higher education institutions aim to sustain quality improvements to Engineering and ICT education, by addressing learning and teaching issues identified in their ALTC funded discipline-scoping studies, and other issues as they emerge. Core current concerns include assessment (for learning outcomes) and increasing the authenticity of degree programs with respect to industry practice.

The two councils collaboratively operate the current ALTC Discipline Support Strategy (DSS) in Engineering & ICT. The DSS brings together education leaders (Associate Deans and program leaders) to share expertise and strategise on future priorities, and runs workshops to support Engineering and ICT academics and disseminate the outcomes of the ALTC competitive grant funded projects. The DSS is also developing a comprehensive open access resource portal. The leaders of the DSS and the Network Partners consider that sustaining this system-wide supporting strategy is of the utmost importance to the continuing improvement of Engineering and ICT higher education in Australia.

The Australian Engineering & ICT Education Support Network thus aims to capitalise on the momentum and experience of the DSS to enlarge and strengthen the academic communities of practice in Engineering and ICT to further embed systematic approaches to quality improvements in learning and teaching.

Project funding

\$100,000

Program priority

ALTC Special Initiatives

Keywords

Engineering, information technology

Scheduled completion

2013

Australian Indigenous Studies Learning and Teaching Network (SI11-2123)

Lead institution

The University of Queensland

Network partners

The University of New South Wales
Batchelor Institute of Indigenous Tertiary Education
The University of Melbourne
University of Technology, Sydney
The University of Sydney
The University of Queensland

Network leader

Dr Katelyn Barney

Abstract

The network aims to: share and build models of good practice within the discipline of Australian Indigenous studies; share the outcomes of teaching and learning research within the discipline, including ALTC projects and fellowships; explore and address national higher education priorities in teaching and learning Australian Indigenous studies; build relationships between scholars within the broad disciplinary field of Australian Indigenous studies; build relationships with leading international Indigenous studies scholars, including in New Zealand and Canada; and support the work of scholars within the discipline, including the development of early career researchers in the discipline.

Developing a network combining leaders and emerging early career academics in the discipline is nationally significant for a number of reasons. It will build the profile of the Australian Indigenous studies and develop more effective ways to engage peak bodies such as the Indigenous Higher Education Advisory Council, the Australian Association of Researchers in Education and the Australian Council of Deans of Education. It will strengthen links between universities that offer comprehensive programs of Australian Indigenous studies and identify the key issues for the discipline to find acceptance in the social sciences. The network will also link with the Indigenous education strategies of universities which aim to recognise and promote understanding of and respect for Indigenous Australian peoples, their knowledge and cultures (e.g., The Education Principles for Indigenous Australian Matters at UQ; Indigenous Education Strategy at University of Sydney).

Project funding

\$99,670

Program priority

ALTC Special Initiatives

Keywords

Indigenous, early career researchers

Scheduled completion

2013

Australian Mathematical Sciences Learning and Teaching Network (SI11-2127)

Lead institution

Queensland University of Technology

Network partners

University of Wollongong
Central Queensland University
The University of Newcastle
James Cook University
University of Western Sydney

Network leader

Dr Dann Mallet

Abstract

AMSLaTNet is proposed as a network to support and advance learning and teaching in Australian mathematical sciences (comprising applied and pure mathematics, statistics and operations research). The network will provide a formal structure to regularly and effectively bring together existing leaders and new innovators in mathematical sciences education, along with associated events for recognition and dissemination of best practice to effect positive change in mathematics education in Australian universities.

The aims of the network are to:

- continue to improve the preparation of new mathematical sciences academics
- continue to raise the status of mathematics teaching and educational research
- assist in further embedding the outcomes of previous ALTC projects and fellowships and the outcomes of future high-quality teaching and learning practitioners and their work into the greater mathematical sciences community in Australia.

The network will enhance the teaching of mathematics to future scientists, engineers and teachers and play a role in addressing the current state of mathematics education in Australia, as employers increasingly demand graduates with the ability to apply mathematics and effectively communicate findings informed by the use of mathematics.

Project funding

\$100,000

Program priority

ALTC Special Initiatives

Keywords

Mathematical sciences, learning and teaching

Scheduled completion

2013

Australian Pharmacy Network: Learning Outcomes for Pharmacy Curriculum (SI11-2117)

Lead institution

University of New England

Network partners

The University of Sydney

Curtin University

The University of Western Australia

University of South Australia

Australian Pharmacy Council

Council of Pharmacy Schools: Australia and New Zealand Inc

The Australasian Pharmaceutical Science Association (APSA)

Advanced Pharmacy Practice Framework Steering Committee

Network leader

Professor Ieva Stupans

Abstract

Students studying in pharmacy programs and the pharmacy academic and practice community have benefited from dissemination activities and resources developed as outcomes from several previous discipline focused Australian Learning and Teaching Council funded projects. An important outcome has been significant input into the now broad understanding across the sector regarding the need to articulate the contributions of university courses and intern training programs to each of the competencies which apply at entry-level to the profession. This awareness aligns with a recent project to develop a Learning Outcomes Document for Pharmacy Curriculum which is currently being undertaken by the profession-wide Advanced Pharmacy Practice Framework Steering Committee which aims to provide greater clarity to the competency standards, particularly with respect to responsibilities by pharmacy schools and intern training programs around ensuring staged competency development.

The network will provide a focus for ongoing collaborative work in the discipline to address learning standards, embedding these in future academic practices, thus enhancing academic capacity across pharmacy schools and embedding and systematizing change through the focus on competency focused learning outcomes.

Project funding

\$84,100

Program priority

ALTC Special Initiatives

Keywords

Learning standards, pharmacy

Scheduled completion

2013

Chemistry Discipline Network (SI11-2118)

Lead institution

Queensland University of Technology

Network partners

Charles Sturt University
Curtin University
The University of New South Wales
Deakin University
Murdoch University
The University of Queensland
University of Wollongong
The University of Sydney
The University of Melbourne
University of Tasmania

Network leader

Dr Madeleine Schultz

Abstract

The aim of the Chemistry Discipline Network is to strengthen the learning and teaching of chemistry at Australian universities by forming a community of practice to exchange experiences, share resources and implement best practice such as seeding collaborative groups with common interests and teaching and learning foci.

The network is intended to create an open association of university chemistry teachers throughout Australia, which will improve the practice of chemistry teaching through the exchange of experience and resources, and through the implementation of national standards. The formation of this network will improve communication between chemistry teachers across Australian universities and build an Australian community of practice, enhancing the teaching and learning of university chemistry. The guiding principle of the network is open communication based on the philosophy of the Creative Commons. Through close consultation with chemistry teachers at all Australian universities, facilitated through the Royal Australian Chemical Institute (the peak professional body for chemistry in Australia), standards will be developed and implemented, allowing a genuine accreditation process for graduates.

Project funding

\$100,000

Program priority

ALTC Special Initiatives

Keywords

Chemistry, standards, accreditation, Royal Australian Chemical Institute

Scheduled completion

2013

Collaborative University Biomedical Education Network (CUBENET) (SI11-2119)

Lead institution

RMIT University

Network partners

The University of New South Wales
The Australian National University
Monash University

Network leader

Professor Phil Poronnik

Abstract

As we move into the new century and a changing and challenging tertiary landscape, the National Committee for Biomedical Sciences of the Australian Academy of Sciences has identified an urgent need for greater coordination and communication across teaching and learning in this area. The most effective means to facilitate coordination and communication is through the formation of a collaborative leadership network platform, CUBENET. This network will serve to

- provide the critical mass needed to identify, address and solve the central challenges that face us in delivering a forward looking and sustainable curriculum
- maximize the efficiency of development, dissemination and adoption of innovative curriculum.

In a complex tertiary environment, such a network is critical to aggregate, filter and connect ideas and information with the appropriate teams of people to achieve effective, transferable and sustainable solutions.

The overall aim is to generate a critical mass of active tertiary biomedical academics at the national level to create a sustainable framework for a program-wide approach to the biomedical curriculum that can harvest expertise across the university sector at the local, national and international levels.

Project funding

\$100,000

Program priority

ALTC Special Initiatives

Keywords

Biomedical curriculum

Scheduled completion

2013

Journalism, Media and Communication Network (JoMeC) (SI11-2124)

Lead institution

Journalism Education Association of Australia Incorporated

Network partners

Australian and New Zealand Communication Association

Network leader

Associate Professor Anne Dunn

Abstract

This project seeks to draw on the institutional support of the Journalism Education Association of Australia Incorporated (JEAA) and Australian and New Zealand Communication Association (ANZCA) to form a centralised learning and teaching network across the disciplines of journalism, communication and media studies. The network further seeks to establish and develop a sustainable network of discipline scholars in the fields of journalism, media and communication (JoMeC).

The key objectives of the network are to:

- review and benchmark pedagogical elements of journalism, media and communication programs in Australia
- liaise with ALTC discipline scholars and develop an online learning and teaching hub for discipline scholars in journalism, media and communication to centralise relevant pedagogical, technological and organizational infrastructure and resources to support learning and teaching leadership and excellence in Australia
- develop systemic discipline standards for undergraduate and postgraduate courses in Australia that encompass journalism, media and communication, and thereby to sustain and improve learning and teaching
- enable JoMeC to advocate for learning and teaching: and to develop leadership capacity and offer expertise in addressing national higher education priorities.

Project funding

\$75,000

Program priority

ALTC Special Initiatives

Keywords

Journalism, media and communication, undergraduate and postgraduate

Scheduled completion

2013

Learning and Teaching Network for Architecture and Building (S111-2121)

Lead institution

Queensland University of Technology

Network partners

Australian Deans of Built Environment and Design
The University of New South Wales

Network leader

Professor Martin Betts

Abstract

The project aims to establish, under the auspices of Australian Deans of Built Environment and Design (ADBED), two interrelated networks (one for architecture and one for building). The networks will comprise representation from a range of key stakeholder groups with an interest in the higher education standards for architecture and building. The networks will be established in the first year of the project and then work towards a self-sustaining network/forum to take carriage of the development and application of academic standards compliant with TEQSA requirements on behalf of each discipline.

ADBED, with the leadership support of key stakeholder groups, proposes to provide an independent network/forum which harmonises and aligns the relationships between industry, students and providers of higher education specifically in architecture and building. The initial networks will serve to provide measurable academic outcomes by aligning and simplifying the accreditation processes for each discipline.

Project funding

\$100,000

Program priority

ALTC Special Initiatives

Keywords

Architecture and building, academic standards

Scheduled completion

2013

National Forestry Education Network (SI11-2126)

Lead institution

The Australian National University

Network partners

The University of Melbourne
University of Tasmania
Southern Cross University
The University of Queensland
Cooperative Research Centre for Forestry
Forest and Wood Products Australia
Institute of Foresters of Australia

Network leader

Professor Peter Kanowski

Abstract

The network aims to foster and enable collaboration in teaching and learning in forestry and forest science disciplines between relevant HE institutions, the principal national research provider (CRC for Forestry), the national forest sector RD&E service company (Forest and Wood Products Australia), and the relevant peak professional body (the Institute of Foresters of Australia). The National Forestry Education Network will drive further collaboration in and innovative approaches to curriculum development and teaching and learning in forestry and forest science disciplines, in partnership with key actors and employers in the forests sector.

The network will deliver:

- development and implementation of a strategy for ongoing engagement with the forest sector through the CRC for Forestry and its member organisations, and through the Institute of Foresters of Australia, to foster curriculum development and teaching and learning processes that strengthen links between education and practice
- more effective collaborative forest sector teaching and learning as a result of further joint curriculum development by staff of the HE institutions, and external partners
- implementation of that collaboration through specific teaching and learning development in at least three core topic areas (e.g. forest management for climate change mitigation and adaptation; forest operations and logistics; and new generation plantation forestry).

Project funding

\$95,000

Program priority

ALTC Special Initiatives

Keywords

Forestry and forest science, CRC for Forestry, Forest and Wood Products Australia, Institute of foresters of Australia

Scheduled completion

2013

Network of Associate Deans Learning and Teaching in the Discipline of Education (NADLATE) (SI11-2114)

Lead institution

Australian Council of Deans of Education Incorporated

Network leader

Professor Toni Downes

Abstract

To build a sustainable network of Associate Deans of Teaching and Learning in the Discipline of Education to:

- share knowledge, identify issues, and provide leadership about learning and teaching in the Discipline of Education
- establish and maintain an open access database of best practice in all aspects of learning and teaching
- build leadership capacity and develop strategies to respond in a timely manner to current and emerging issues and agendas, e.g. participation, engagement and success of Indigenous, low SES and rural/remote students
- build a sustainable infrastructure to provide support, mentoring and enhance professional development; encourage, support and embed a culture of good learning and teaching across the Discipline of education in all faculties and schools of Education
- build on the capacity, information and networks established during the Teaching Teachers for the Future (TTF) project and the Discipline Scholar Project and other national agendas such as academic standards.

Project funding

\$100,000

Program priority

ALTC Special Initiatives

Keywords

Education, teaching teachers for the future

Scheduled completion

2013

Occupational Therapy Academic Leaders Network (OTALN) (SI11-2116)

Lead institution

The University of Queensland

Network partners

Australian and New Zealand Council of Occupational Therapy Educators (ANZCOTE)
Occupational Therapy Australia Limited (OTAL) (Program Accreditation Committee)
Emerging Leaders' Network (ELN)

Network leader

Professor Sylvia Rodger

Abstract

The Occupational Therapy academic leaders network (OTALN) aims to capitalise on the substantive work already undertaken to date to develop the occupational therapy academy in Australia and New Zealand by building on and extending the emerging leaders network (ELN) that represents Heads of 19 Occupational Therapy (OT) Schools/Programs across Australia and New Zealand.

The new network will provide a mechanism for the extension and expansion of the ELN developed as part of Rodger's one year ALTC Fellowship program. The involvement of new, emerging and established academic leaders will provide opportunities for mentoring, career development, and discussion of curriculum, teaching and learning matters across the academy. This will promote connections with existing structures / organisations that will ensure sustainability of the OTALN beyond the two year funding cycle. The network will draw on the expertise of past and current ALTC fellows and project leaders beyond the discipline of OT, especially in academic leadership development, work integrated learning and establishing work ready graduates.

Project funding

\$99,583

Program priority

ALTC Special Initiatives

Keywords

Occupational therapy academy, emerging leaders network, work-integrated learning

Scheduled completion

2014

The ABDC Teaching and Learning Network (SI11-2115)

Lead institution

Australian Business Deans Council Inc

Network partners

The University of Western Australia
Charles Sturt University
The University of Sydney
Southern Cross University

Network leader

Professor Phil Hancock

Abstract

The Australian Business Deans Council is a national council comprising Deans, Heads and Directors of Australian University business faculties and schools which seeks to advance and promote business education and research and does this through collective representation of business faculties and schools and their needs to government, industry and the community; to improve business education through curriculum development, and forging strong relationships with the business community and liaison with government; to advocate for research and development activity to enhance understanding of business and the key drivers of economic activity and to examine how to achieve greater investment in the commercialisation end of science and innovation. The ABDC endeavours to retain Australian business education's leading position by keeping abreast of issues of quality assurance and accreditation activities worldwide.

The strategic direction for the ABDC Teaching and Learning Network has two main aims:

1. Provide opportunities for professional development and resource/idea sharing built around embedding good practice T&L in business higher education.
2. Facilitate a national, collaborative approach to systemic change that will improve T&L in business higher education, specifically:
 - professional development – for associate deans and leaders across the network
 - policy and external networking – monitoring national T&L issues and liaison with high-level external stakeholders including industry, professional and academic associations
 - project management and leadership – specifically focusing on dissemination and embedding of outcomes of learning and teaching projects conducted by members of the networks, as well as transferable learnings emerging from projects from other disciplines.

Project funding

\$100,000

Program priority

ALTC Special Initiatives

Keywords

Business, policy and networking

Scheduled completion

2013

The Australian and New Zealand Paramedic Learning and Teaching Network (SI11-2128)

Lead institution

Monash University

Network partners

Australian and New Zealand Council of Heads of Schools of Paramedic Studies
Network of Australasian Paramedic Academics (NAPA)
Paramedics Australasia (PA)
Council of Ambulance Authorities (CAA)

Network leader

Dr Leanne Boyd

Abstract

The Network comprises the national peak education, professional and employer bodies contributing to the Paramedic discipline in Australia and New Zealand. It aims to reach and include paramedic academics and students at 13 Universities, members of the national professional association, and the leadership and staff of 10 statutory and contracted ambulance authorities.

The network further aims to:

- enhance and promote learning and teaching in the emerging breadth of the Paramedic discipline, in Australian New Zealand higher education, by strengthening and sustaining discipline leadership
- develop current and future leaders in learning and teaching in the discipline, by providing development and networking opportunities for academics and professional staff
- promote research/scholarship and evidence based education in the discipline, by encouraging discipline-specific development, dissemination and application of good practice
- build the capacity of the Network to advocate for best practice, by providing leadership and expertise in addressing national higher education priorities affecting the discipline
- ensure the sustainability of the Network after the initial funding period by embracing an inclusive culture, communicating and sharing the benefits and outcomes of the Network with the sector, and, by initiating projects and alternate funding streams to generate sustainable funding.

Project funding

\$100,000

Program priority

ALTC Special Initiatives

Keywords

Paramedic, leadership,

Scheduled completion

2013

The Creative Arts Learning and Teaching Network (CALTN) (SI11-2125)

Lead institution

University of Tasmania

Network partners

The University of Melbourne
University of Wollongong
Flinders University
Queensland University of Technology

Network leader

Associate Professor Jonathan Holmes

Abstract

The Creative Arts Learning and Teaching Network (CALTN) will establish a national body assembled from the discipline groupings that formed the basis of the 2010 Australian Learning and Teaching Council's Creative and Performing Arts Learning and Teaching Academic Standards project. The disciplines involved will include: Creative Writing, Dance, Music and Sound, Screen and Media, Drama and Performance, and Visual Arts

This will be the first time that such a national body has been formed to promote, sustain and advance learning and teaching across the creative arts sector and will build upon the significant work that has already been carried out by the following peak academic bodies:

- Australian Council of University Art and Design Schools (ACUADS)
- Australian Screen Production & Research Association (ASPERA)
- Australasian Association for Theatre, Drama and Performance Studies (ADSA)
- Australasian Association of Writing Programs (AAWP)
- National Association of Tertiary Music Schools (NACTMUS)
- Tertiary Dance Council of Australia (TDCA)

The network aims to build greater support for the fast-developing learning and teaching focus amongst the creative arts disciplines in the tertiary sector and further enhance cohesion and capacity across the creative arts academic community, already highlighted during the Australian Learning and Teaching Council's Learning and Teaching Academic Standards project as the sector supported and endorsed a nationally agreed-upon suite of learning outcome statements for Bachelor and coursework Masters degree programs in creative and performing arts.

Project funding

\$100,000

Program priority

ALTC Special Initiatives

Keywords

Creative and performing arts, Bachelor and coursework Masters degree

Scheduled completion

2013

The Law Associate Deans Network (SI11-2120)

Lead institution

Deakin University

Network partners

James Cook University
Victoria University
Queensland University of Technology
University of Technology, Sydney

Network leader

Dr Julie Clarke

Abstract

The purpose of the Law AD Network, comprised of the Associate Deans (Teaching and Learning) (or equivalent) of Australian Law Schools, is to promote collaborative approaches to teaching and learning in Australian legal education. The network intends to lead, encourage and document good practice in learning and teaching in the discipline of law and to create processes and strategies to sustain the network as a sub-Committee of the Council of Australian Law Deans (CALD).

The aim is to mobilise the recently created Law AD Network, a national network of Australian Law Associate Deans (Teaching and Learning). It is intended that the Law AD Network will promote collaborative approaches to teaching and learning in Australian legal education. The Law AD Network will lead teaching and learning in the discipline of law, as well as encourage and document good practice and establishing a community of practice.

The purpose of this project is to create processes and strategies to sustain the Law AD Network as an ongoing leadership group with regular (twice-yearly), well-timed national meetings, and linked to meetings of either CALD or the Australian Law Teachers' Association. The project will also establish a website as a repository for sharing Law AD Network outcomes with the sector, including the dissemination of Good Practice Guides on the threshold learning outcomes (TLOs) for both the Bachelor of Laws and Juris Doctorate degrees to Australian Universities offering a law degree.

Project funding

\$96,120

Program priority

ALTC Special Initiatives

Keywords

Law, Council of Australian Law Deans

Scheduled completion

2013

Vision and Innovation in Biology Education (VIBE.net) (SI11-2122)

Lead institution

The University of Sydney

Network partners

University of Western Sydney
University of Tasmania
La Trobe University

Network leader

Dr Charlotte Taylor

Abstract

This project brings together a team of highly experienced biology educators who will consolidate and extend their existing networks of biology researchers, university leaders, biology teaching community and graduate and student teams to share, document and enhance the experience of learning and teaching biology in a changing educational and environmental climate.

The network aims to:

- develop a national identity and network (VIBE.net) for university biology teachers, to build on the ALTC LTAS Science Threshold Learning Outcomes and develop Biology Threshold Learning Outcomes
- mentor the next generation of Biology teachers (ie current sessional staff) to enhance active/inquiry learning in biology, particularly at the first year level, and to build teams of academics, sessional staff and students at the institutional level, in each state/region
- create a vision and innovation statement which reflects the collective understandings about the direction of the future biological curriculum, especially at first year level.

This project aims to consolidate and extend our acknowledged collaborative expertise in biology tertiary teaching at the first year level to ensure that biological sub disciplines are well supported by a collective vision. Biology educators need to develop an integrated vision of the knowledge and skills needed to equip students for study in life sciences and to look beyond outdated linear models, which emphasise the perception of first year biology as a “service unit”. We will work as a community to loosen the dependence on textbook driven curricula for first year courses biology in favour of programs that mirror the philosophy and practice of question-driven professional biologists. The biology network will offer educators a reservoir of peer support and review and collective strategies to manage the vibrant and diverse nature of the field.

Project funding

\$100,000

Program priority

ALTC Special Initiatives

Keywords

University biology teachers, biology threshold learning outcomes

Scheduled completion

2013

Facilitation of advocacy and leadership in learning and teaching (SI11-2103)

Lead institution

The University of Western Australia

Network partner

HERDSA

Network leader

Winthrop Professor Shelda Debowski

Abstract

The Higher Education Research and Development Society of Australasia (HERDSA) proposes to maintain the ALTC community networks for the dissemination of good practice in learning and teaching and in sharing and adapting resources that have arisen from past, as well as yet to be completed ALTC projects and Fellowships. This project aims to facilitate advocacy for learning and teaching, and organise opportunities for learning and teaching leaders and practitioners to meet and discuss ways to influence educational practices through outputs from ALTC (and DEEWR) funded projects and fellowships.

Specific deliverables include:

- provision of networking and advocacy opportunities via local and national events
- assist in the dissemination and promotion of learnings from ALTC/ DEEWR projects and fellowships
- a communication framework to include the various stakeholders in the sector
- events for institutional leaders in learning and teaching.

Project funding

\$220,000

Program priority

ALTC Special Initiatives

Keywords

Scheduled completion

2014

National Networking Initiative (SI11-2104)

Lead institution

Charles Sturt University

Network partners

Australasian Council on Open, Distance and E-learning (ACODE)
Council of Australian Directors of Academic Development (CADAD)
The Australasian Society for Computers in Learning in Tertiary Education (ascilite)
Open Distance Learning Association of Australia Incorporated (ODLAA)
The Higher Education Research and Development Society of Australasia (HERDSA)
Academic Research Network (AARNET)
NetSpot Australia

Network leader

Professor Mike Keppell
Associate Professor Gordon Suddaby

Abstract

The National Networking Initiative will:

- support and maintain the dissemination of the outcomes of ALTC projects, fellowships and other initiatives
- develop an integrated network in higher education to disseminate higher education good practice principles and strategies and enhance collaboration between 'kindred' organizations
- establish collaborative relationships with the State-based Promoting Excellence Networks (PENs) funded by the ALTC in order to support, enhance and disseminate teaching and learning initiatives and good practice within States, and share outcomes and synergies nationally where appropriate
- facilitate and enable kindred organisations such as; ACODE; ascilite; HERDSA, CADAD, and ODLAA to work together to achieve synergies that will arise from a collaborative, and integrated approach to enhancing and promoting the vision and goals established by ALTC
- support these 'kindred' organizations in meeting their objectives with respect to Teaching and Learning e.g. To facilitate identifying, supporting and disseminating innovations in learning and teaching and enable reciprocal national and international arrangements for sharing and benchmarking learning and teaching processes.

Project funding

\$220,000

Program priority

ALTC Special Initiatives

Keywords

Scheduled completion

2014

Promoting Excellence Network: NSW and ACT Network (SI11-2132)

Lead institution

The University of New South Wales

Network partners

Charles Sturt University
The Australian National University
University of New England
University of Technology Sydney

Network leader

Professor Stephen Marshall

Abstract

The network is intended to support the further development of institutional capacity and collaboration to reward and recognise quality teaching and to engage in scholarship of learning and teaching and disseminate good practice. The aim is to build on the work of the NSW/ACT PEI network by:

- further developing the network – encouraging/supporting wider institutional participation
- further developing the capabilities of the members of the network to exercise leadership within and beyond their institutions in relation to engaging in SoTL, developing, recognising and rewarding quality teaching and disseminating practice
- maintaining a variety of fora in which network members can collaborate, share experience, and learn from each other
- enhancing awareness of resources and processes developed through the ALTC, and of new activities under the stewardship of DEEWR, and enabling proactive State based engagement with DEEWR by providing a forum for members to engage at the State level with leaders of ALTC projects directly relevant to the work of network members and DEEWR representatives
- developing resources that provide advice and guidelines on the development, implementation and review of institutional strategies to support the recognition and reward of quality teaching.

Project funding

\$50,000

Program priority

ALTC Special Initiatives

Keywords

Promoting excellence in teaching and learning, NSW/ACT network, scholarship of teaching and learning SoTL

Scheduled completion

2013

Promoting Excellence Network: Q-PEN – Queensland Promoting Excellence Network (SI11-2131)

Lead institution

Griffith University

Network partners

Queensland University of Technology
University of the Sunshine Coast

Network leader

Ms Karen Van Haeringen

Abstract

The Queensland Promoting Excellence Network (Q-PEN), formed during implementation of the ALTC funded Promoting Excellence Initiative (PEI 2008- 2011), grew out of a shared commitment to quality in learning and teaching within teams of professional staff and learning leaders from all 11 Queensland member institutions.

To further develop the network in a sustainable way, aims and objectives for Q-PEN include:

- developing sustainable and shared systems and approaches for fostering collaborative grant applications
- collaborating on dissemination of grant outcomes
- identifying effective ways of showcasing good practice in learning and teaching (such as joint seminars with national award winners)
- developing inter-institutional strategies for sharing resources and innovations for enhancing learning and teaching
- benchmarking activities to enhance policies and processes
- providing support for and professional development of institutional awards and grants staff
- maintaining strong links with Discipline and Fellows' Networks to explore points of intersection for mutual benefit
- fostering effective communications with DEEWR.

Project funding

\$48,128

Program priority

ALTC Special Initiatives

Keywords

Promoting excellence in teaching and learning, Queensland network

Scheduled completion

2013

Promoting Excellence Network: South Australia and Northern Territory State/Territory-based Promoting Excellence Network (SANTPEN) (SI11-2133)

Lead institution

Flinders University

Network partners

Batchelor Institute of Indigenous Tertiary Education
Charles Darwin University
Tabor College Inc. (SA)
The University of Adelaide
University of South Australia

Network leader

Ms Helen Stephenson

Abstract

The network aims to:

- develop a collegial network valuing the diversity and inclusiveness of the South Australian and Northern Territory higher education institutions
- support the advancement of teaching and learning priorities at each member institution acknowledging the diversity that exists and the opportunities collaboration provides
- provide and maximise on opportunities to share resources, disseminate good practice and innovations for the sustainable, long-term enhancement of learning and teaching.

Project funding

\$50,000

Program priority

ALTC Special Initiatives

Keywords

Promoting excellence in learning and teaching, South Australia and Northern Territory network

Scheduled completion

2013

Promoting Excellence Network: State-based Promoting Excellence Networks - Victoria/Tasmania (SI11-2129)

Lead institution

Monash University

Network partners

University of Tasmania
Swinburne University of Technology
La Trobe University

Network leader

Associate Professor Angela Carbone

Abstract

The vision of the Victorian and Tasmanian network is to catalyse collaboration that maximises dissemination of innovation and good teaching practice and great learning experiences by students at universities, and which will continue to foster engagement with ALTC/DEEWR programs. The VTAS network aims to:

- provide PEI staff support and training/PD related to sharing of systems, knowledge and processes that contribute to optimising student learning
- foster collaborative development of learning and teaching research grant projects between VTAS institutions
- enable post-project dissemination, engagement and therefore maximise the impact of research project outcomes and resources
- catalyse initiatives that connect existing peer groupings – early career staff, faculty groups, providing opportunities to share, encourage and value teaching excellence and innovation.

Project funding

\$49,855

Program priority

ALTC Special Initiatives

Keywords

Promoting excellence in learning and teaching, Victoria and Tasmania network

Scheduled completion

2013

Promoting Excellence Network: Western Australian Network for Dissemination (WAND) (SI11-2130)

Lead institution

Murdoch University

Network partners

Edith Cowan University

Curtin University

Murdoch University

The University of Western Australia

The University of Notre Dame Australia

Network leader

Associate Professor Rob Phillips

Abstract

The network aims to facilitate sustainable, long-term enhancement of learning and teaching, nurture a climate of collaboration and embed innovation and good practice, specifically by:

- capacity building in areas consistent with the ALTC's current goals (improving knowledge and skills in grant writing, award writing, evaluation, project management and dissemination); dissemination of outcomes of ALTC grants and fellowships and sharing the excellent teaching practices of ALTC award winners with early career academics, and others
- supporting WAND partners during the transition from ALTC to DEEWR
- promoting the scholarship of teaching and learning (SoTL)
- providing opportunities for potential grant applicants to get feedback on their ideas and establish collaborations with people from other WA universities
- progressively involving a broader range of staff in WAND activities
- supporting staff at regional campuses to participate in, and contribute to, the network; and providing a point of contact linking into national networks.

Project funding

\$50,000

Program priority

ALTC Special Initiatives

Keywords

Promoting excellence in teaching and learning, Western Australia network, scholarship of teaching and learning SoTL

Scheduled completion

2013

Scholarship, leadership and advocacy: A network for the support of quality learning and teaching in Australian universities (SI11-2136)

Lead institution

Curtin University

Network partners

Griffith University
Queensland University of Technology
The University of New South Wales
University of Technology, Sydney
The University of Queensland

Edith Cowan University
University of South Australia
RMIT University
University of New England

Network leader

Associate Professor Dawn Bennett

Abstract

Since the inception of the ALTC Fellowships in 2006, nearly 60 outstanding learning and teaching leaders in Australia have been recognised as Fellows. The Fellows have formed a network, the ALTC Fellows Alumni Association, which ensures members meet regularly in both face-to-face and virtual settings to provide support and leadership in higher education learning and teaching. The purpose of this project is to provide a formal framework for forums and other activities across the next two years to continue the contribution of the ALTC Fellows in supporting leadership, scholarship and advocacy in learning and teaching.

The Fellows network will build on the momentum of the cross-institutional and cross-disciplinary network of ALTC Fellows, and will continue the contribution and influence of the Fellows in supporting leadership, scholarship and advocacy in learning and teaching, to bring about positive change in learning and teaching within Australian universities.

A key proposition is that, in the current environment, advocacy and advancement in learning and teaching within Australian universities needs to be tied to professional precepts and to utilise existing momentum, knowledge and skills. There are opportunities for the Higher Education Sector to have significant input into current debates, notably the development of Teaching and Learning standards through the new regulatory body, TEQSA. The proposed project provides a mechanism for the already established network of Fellows to provide collective expertise and input to these debates and to be flexible and responsive to the needs of Australian higher education.

Project funding

\$161,000

Program priority

ALTC Special Initiatives

Keywords

ALTC Fellows, leadership, TEQSA

Scheduled completion

2013

5. Extension Grants

Extension grants were a new category of grant available from the ALTC in 2011. While all programs are designed to support the ALTC's mission, this program is specifically to achieve the following ALTC objectives:

- Raise the profile and encourage recognition of the fundamental importance of teaching in higher education institutions and in the general community; and
- Develop effective mechanisms for the identification, development, dissemination and embedding of good individual and institutional practice.

Funding is in the form of a grant of up to \$10,000 provided to disseminate or embed the outcomes of completed ALTC projects or fellowships in institutions which were not partners in the original project. Funds may be used to trial resources or curricula, run workshops, present at relevant conferences (including registration, travel, accommodation and incidental expenses) or to establish new websites.

Funds may be approved to maintain existing project or fellowship websites beyond the period mandated in the original grant.

Funded Extension projects

Sixteen applications were approved for funding in 2011.

Table 6: Extension grants approved in 2011

Title of application approved	Lead Institution	Title of original project/fellowship which application builds on	Reference of original project/fellowship which application builds on
Advancing educational skills in teaching clinical reasoning to undergraduate nursing students	The University of Newcastle	Examining the impact of simulated patients and information and communication technology on nursing students' clinical reasoning	CG8-679
ALTC West Australian networking and dissemination showcase	Murdoch University	N/A	N/A
CreateED learning and teaching leader network meetings and website	RMIT University	CreateED: strengthening learning and teaching in the creative arts disciplines	LE9-1246
Curriculum and pedagogic practices supporting work integrated learning	Griffith University	Curriculum and pedagogic bases for effectively integrating practice-based experiences	Professor Stephen Billett, 2009 ALTC National Teaching Fellow

Title of application approved	Lead Institution	Title of original project/fellowship which application builds on	Reference of original project/fellowship which application builds on
Curriculum design to enhance student understanding of 'professionalism' as a threshold concept in professionally-oriented disciplines	University of Canberra	A threshold concepts focus to curriculum design: supporting student learning through application of variation theory	PP8-885
Curriculum renewal in postgraduate information technology education: a response to the growing service sector dominance	The University of Sydney	Curriculum renewal in postgraduate information technology education: a response to growing service sector dominance	PP8-954
Development of resources and website, and workshops for the peer assisted teaching scheme	Monash University	Peer assisted teaching scheme	Associate Professor Angela Carbone, 2010 ALTC Teaching Fellow
Dissemination of Fellowship findings and exemplars through workshops plus web-based resources	The University of Melbourne	Indigenous teaching and learning at Australian universities: developing research-based exemplars for good practice	Dr Christine Asmar, 2008 ALTC Teaching Fellow
Enhancing the outcomes and deliverables of 'Moderation for fair assessment in transnational learning and teaching'	University of South Australia	Moderation for fair assessment in transnational learning and teaching	PP8-906
Griffith University ALTC Extension Symposium	Griffith University	N.A.	40 ALTC projects and fellowships
Mobile learning in higher education: focus on pedagogy	Murdoch University	New technologies, new pedagogies: using mobile technologies to develop new ways of teaching and learning	CG6-33

Title of application approved	Lead Institution	Title of original project/fellowship which application builds on	Reference of original project/fellowship which application builds on
National colloquium "The next step: introducing the languages and cultures network for Australian universities"; National forum and workshop "What place for sessionals in languages and cultures education?"	The University of Melbourne	Leadership for future generations: a national network for university languages	LE10-1732
Preparing academics to teacher in higher education (PATHE)	Flinders University	Foundations colloquium – preparing university teachers	G17-643
Re-conceptualising clinical supervision as leadership in the faculty of health	University of Canberra	Enhancing student learning in the workplace through developing the leadership capabilities of clinical supervisors in the nursing discipline	LE8-809
The interaction for learning framework embedding project	Murdoch University	Enhancing domestic and international students engagement: changing attitudes and behaviours	CG8-725
Whole of university experience student retention workshops	University of Southern Queensland	The whole of university experience: retention, attrition, learning and personal support interventions during undergraduate business studies	CG7-395

Advancing educational skills in teaching clinical reasoning (CR) to undergraduate nursing students (CG8-679)

Lead institution

The University of Newcastle

Partner institutions

University of Wollongong, University of Tasmania

Project leader

Dr Kerry Hoffman

Project abstract The project aims to advance the work undertaken by the ALTC team who developed the model for guided CR. The CR model promotes self-directed learning and have been used to develop computerised learning packages and case studies for problem- and enquiry-based learning. The project will focus on the transferability of the CR model and develop resources for other undergraduate curricula to optimise skills in teaching clinical reasoning to educators in collaborating institutions through the delivery of two workshops.

The workshops will equip educators with:

- the ability to teach effective clinical communication in a team environment
- the ability to use a transformational approach for effective debriefing after a simulation experience.

Project funding

\$10,000

Keywords

Nurse education, simulation experience, human patient manikins, assessment

Scheduled completion

2011

ALTC West Australian networking and dissemination showcase

Lead institution

Murdoch University

Project leader

Associate Professor Rob Phillips

Project abstract The project aims to host a West Australian Networking and Dissemination (WAND) event to share the work of ALTC project participants with a wider audience and develop semi-formal networks of interested academics. The showcase will feature an ALTC Fellow about sustainable change in higher education, a workshop/panel discussion about ongoing networking, and a poster session of ALTC work. The showcase will be open to all staff from the five Western Australian universities.

Project funding

\$6,650

Keywords

Sustainable change in higher education, dissemination strategies,

Scheduled completion

2011

CreateED learning and teaching leader network meetings and website (LE9-1246)

Lead institution

RMIT University

Partner institutions

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

Project leader

Associate Professor Barbara de la Harpe

Project abstract The project aims to organise two national createED network meetings to bring the associate deans (learning and teaching) in the creative arts faculties/colleges in universities across Australia. The meetings will provide support for leaders to work together nationally to enhance their leadership capacity and to address issues of learning and teaching importance.

Project funding

\$10,000

Keywords

Associate deans (learning and teaching), creative arts

Scheduled completion

2012

Curriculum and pedagogic practices supporting work-integrated learning (2009 ALTC National Teaching Fellow)

Lead institution

Griffith University

Partner institutions

Queensland University of Technology, RMIT University, La Trobe University, The University of Sydney, Macquarie University, Murdoch University, Curtin University, University of Canberra, Charles Darwin University, University of Tasmania, Flinders University

Project leader

Professor Stephen Billett

Project abstract The project aims to disseminate the findings of the recently completed fellowship on work-integrated learning with academic staff in several states' and territories' institutions. The Fellow hopes to engage the audience in workshops in which they apply the findings to their teaching practice and/or field of professional practice.

Project funding

\$10,000

Keywords

Work-integrated learning, curriculum and pedagogic principles and practices

Scheduled completion

2011

Curriculum design to enhance student understanding of 'professionalism' as a threshold concept in professionally-oriented disciplines (PP8-885)

Lead institution

University of Canberra

Partner institution

The Australian National University

Project leader

Professor Gerlese Åkerlind

Project abstract The original project developed an innovative model of curriculum design to assist student master foundational disciplinary 'threshold concepts'. This project aims to replicate the most successful aspects of the curriculum design model in a new university setting with five or six new disciplinary groups to:

- fine-tune the original curriculum design process
- increase awareness of the model to new groups of academics
- develop curricula of broad disciplinary relevance in order to develop 'professionalism' as a generic skill and graduate attribute within institutions.

Project funding

\$10,000

Keywords

Threshold concepts, multi-disciplinary

Scheduled completion

2012

Curriculum renewal in postgraduate information technology education: response to the growing service sector dominance (PP8-954)

Lead institution

The University of Sydney

Partner institution

The University of New South Wales

Project leader

Professor Joseph Davis

Project abstract The project aims to develop the complete curriculum and related materials for a new, postgraduate course in IT-oriented service science and a services foundry to support innovative pedagogy in service-oriented software engineering. A one-day workshop will be held for a number of computer science and information technology academics from Australasia and Asia. A paper will also be presented at the International Conference on Information Systems (ICIS, Shanghai) on the project's outcomes and key learning.

Project funding

\$5,000

Keywords

IT-oriented service science, software engineering

Scheduled completion

2011

Development of resources and website, and workshops for the peer assisted teaching scheme (2010 ALTC Teaching Fellow)

Lead institution

Monash University

Project leader

Associate Professor Angela Carbone

Project abstract The project aims to outcomes of the completed fellowship. It will redevelop resources (guides, instruments, newsletters and publications) currently specific to Monash for use at other institutions wishing to adopt the PATS scheme. A website will be developed where the resources required to run a peer assisted teaching scheme will be available. A series of workshops will be conducted in 2012 to disseminate the PATS scheme beyond Monash University.

Project funding

\$10,000

Keywords

Peer assisted teaching scheme,

Scheduled completion

2012

Dissemination of fellowship findings and exemplars through workshops plus web-based resources (2008 ALTC Teaching Fellow)

Lead institution

The University of Melbourne

Project leader

Dr Christine Asmar

Project abstract The project aims to disseminate the findings and exemplars developed from the completed fellowship through face-to-face workshops in eastern states institutions. Additional resources will also be added to the existing fellowship website <Indigenousteaching.com> which will be further developed and maintained. There will also be a national mailout of the brochure. This will be especially useful to those who are unable to attend face-to-face events.

Project funding

\$10,000

Keywords

Indigenous teaching in higher education, curriculum

Scheduled completion

2011

Enhancing the outcomes and deliverables of 'Moderation for fair assessment in transnational learning and teaching' (PP8-906)

Lead institution

University of South Australia

Partner institutions

Curtin University
Southern Cross University
USCI University, Malaysia
Taylor's College, Malaysia

Project leader

Associate Professor Gavin Sanderson

Project abstract The project aims to enhance and disseminate the outcomes and deliverables of the completed project on transnational learning and teaching. It will develop additional resources and promote the online toolkit which is an interactive resource created in UniSA and available publicly. The online resources will be promoted to academics and professional staff involved in transnational education. An one-day symposium will be hosted at USCI University to disseminate the new resources built on the original project's extensive research findings.

Project funding

\$10,000

Keywords

Transnational assessment moderation, online toolkit

Scheduled completion

2011

Griffith University ALTC Extension Symposium

Lead institution

Griffith University

Project leader

Dr Calvin Smith

Project abstract The project aims to organise a two-day symposium to hear about and discuss the outcomes of 40 ALTC projects and fellowships and key Griffith strategic projects.

Participants will discuss ways in which the outcomes and resources produced by those projects and fellowships can be implemented in the Griffith context to contribute to graduate outcomes.

Project funding

\$30,000

Keywords

Graduate attributes, career development learning, work integrated learning

Scheduled completion

2011

Mobile learning in higher education: focus on pedagogy (CG6-33)

Lead institution

Murdoch University

Partner institutions

Curtin University, University of Western Sydney

Project leader

Professor Jan Herrington

Project abstract

The project aims to consolidate and improve the resources of the original project. A new website will be created at Murdoch University to allow for the development of an online community of practice. The outcomes and resources will be disseminated through the three collaborating institutions, workshops and conference presentations/symposia at the Western Australia teaching and learning forum and EdMedia world conference on educational multi-media, hypermedia and telecommunications 2012.

Project funding

\$10,000

Keywords

Design principles for mobile learning, online community of practice, pedagogy

Scheduled completion

2012

National colloquium “The next step: introducing the languages and cultures network for Australian universities”;
National forum and workshop “What place for sessionals in languages and cultures education?” (LE10-1732)

Lead institution

The University of Melbourne

Partner institutions

The Australian National University, University of Wollongong, Monash University, RMIT University

Project leader

Professor John Hajek

Project abstract

The project aims to bring together language educators, administrators, organization within Australia to discuss critical issues pertaining to teaching languages and cultures. The associated national forum and workshop is designed to give sessional teaching staff (typically postgraduates) the opportunity to meet as a group and discuss the challenges they face and how they might address these.

Project funding

\$10,000

Keywords

University language teaching, retention and attrition rates, student pathways, sessional teachers

Scheduled completion

2011

Preparing academics to teacher in higher education (PATHE) (GI7-643)

Lead institution

Flinders University

Partner institutions

Southern Cross University, University of South Australia

Project leader

Dr Heather Smigiel

Project abstract

The project aims to prepare a set of principles and online modules that will assist universities to develop, benchmark and evaluate higher education teacher preparation programs. The project's deliverables are: an online professional learning resource to prepare staff who teach preparation programs for teachers in higher education, and a set of principles based on the elements of the preparing academics to teach in higher education (PATHE) framework that could be used to guide the development and evaluation of higher education teacher preparation programs.

Project funding

\$27,600

Keywords

Higher education teacher preparation programs, benchmark

Scheduled completion

2011

Re-conceptualising clinical supervision as leadership in the faculty of health (LE8-809)

Lead institution

University of Canberra

Project leader

Associate Professor Bruce Stevens

Project abstract The project aims to hold a two-day workshop to encourage further leadership development among clinical supervisors in the faculty through the clinical leaders forum. During the workshop, participants will explore the connection between leadership and clinical education, discuss the LaCE framework and its applicability to clinical education, equip them with a toolkit to enhance their clinical education role through the incorporation of leadership concepts and principles and support them in developing a LaCE personal development project plan.

Project funding

\$5,000

Keywords

LACE model, clinical leadership

Scheduled completion

2011

The interaction for learning framework embedding project (CG8-725)

Lead institution

Murdoch University

Partner institution

NEST

Project leader

Mr Craig Whitsed

Project abstract

The project aims to facilitate take-up of the interactive learning framework at the school level. Through presentations and a workshop with school-based champions, they will learn about the framework and use resources from the completed project. These champions will plan and develop student-learning activities in their courses. The resulting case studies will be presented to a broader group of Murdoch University teachers and the WA academic community.

Project funding

\$10,000

Keywords

Peer-learning activities, networks enhancing the scholarship of teaching (NEST)

Scheduled completion

2012

Whole-of-university experience student retention workshops (CG7-395)

Lead institution

University of Southern Queensland

Partner institution

Griffith University

Project leader

Associate Professor Lesley Willcoxson

Project abstract

The project aims to engage academic and support staff in the findings of the ALTC-funded national whole-of-university experience project, which focussed on factors associated with retention and attrition across all three years of an undergraduate degree. It will conduct workshops and assist participants in identifying policies, processes and activities that could better address the support needs of students and of staff dealing with retention and attrition issues at their institutions.

Project funding

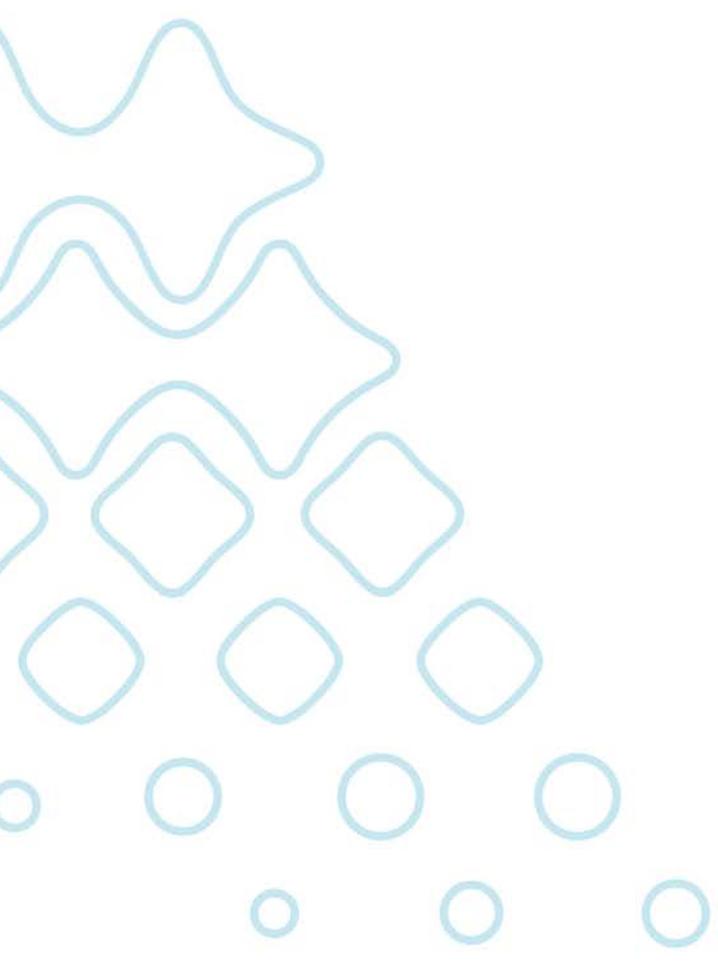
\$10,000

Keywords

Business learning and teaching associate deans, retention and attrition

Scheduled completion

2011



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