



Promoting excellence in higher education

WHAT'S HAPPENING IN FELLOWSHIPS?

May 2010

This work is published under the terms of the Creative Commons Attribution-Noncommercial-ShareAlike 2.5 Australia Licence. Under this Licence you are free to copy, distribute, display and perform the work and to make derivative works.

Attribution: You must attribute the work to the original authors.

Noncommercial: You may not use this work for commercial purposes.

Share Alike. If you alter, transform, or build on this work, you may distribute the resulting work only under a licence identical to this one.

For any reuse or distribution, you must make clear to others the licence terms of this work.

Any of these conditions can be waived if you get permission from the copyright holder.

To view a copy of this licence, visit <http://creativecommons.org/licenses/by/2.5/au/> or send a letter to Creative Commons, 543 Howard Street, 5th Floor, San Francisco, California, 94105, USA.

Requests and inquiries concerning these rights should be addressed to the copyright holder: Australian Learning and Teaching Council Limited

PO Box 2375 Strawberry Hills NSW 2012 Australia

Telephone 02 8667 8500

Facsimile 02 8667 8515

www.altc.edu.au

ABN 30 109 826 628

2010



CONTENTS

This document provides information on the Australian Learning and Teaching Council's Fellows and their programs.

CONTENTS	3
INDEX – Fellowships by institutions	4
INTRODUCTION.....	5
Professor Peter Adams and Professor Philip Poronnik	7
Dr Heather Alexander and Professor Amanda Henderson	8
Professor Matthew Allen	10
Dr Christine Asmar	11
Associate Professor Wendy Beck.....	12
Dr Dawn Bennett.....	12
Professor Stephen Billett.....	13
Professor Wageeh Boles.....	15
Professor David Boud	17
Professor Angela Brew.....	18
Professor Christine Bruce.....	19
Dr Michael Bulmer.....	20
Professor Des Butler	22
Professor Ian Cameron	23
Dr Angela Carbone.....	24
Professor Michael Christie.....	25
Associate Professor Lynne Cohen.....	26
Associate Professor Chris Collet	27
Associate Professor Jacquelyn Cranney	28
Professor Geoffrey Crisp	30
Ms Rachel Field	32
Professor Peter Goodyear.....	32
Professor Merrilyn Goos.....	34
Professor Ross Guest	35
Professor Joy Higgs AM.....	36
Professor David T. Hill	37
Winthrop Professor Mark Israel	38
Professor Sally Kift.....	39
Associate Professor Les Kirkup.....	41
Professor Fiona Lake	42
Associate Professor Betty Leask	43
Dr Raymond Lister and Professor Jenny Edwards.....	44
Professor Helen MacGillivray	45
Dr Jacquie McDonald	47
Professor Erica McWilliam.....	47
Professor Geoffrey Meyer	49
Professor Cynthia Mitchell.....	50
Dr Roger Moni.....	51
Dr Heather Monkhouse	52
Professor Beverley Oliver.....	55
Professor Ron Oliver	56
Dr Sandy O'Sullivan	53
Associate Professor Helen Partridge.....	57
Professor Sylvia Rodger.....	59
Dr Helen Smith.....	60
Associate Professor Ieva Stupans	61
Dr Keith Willey	62
Professor Keithia Wilson	62



INDEX – Fellowships by institutions

Batchelor Institute of Indigenous Tertiary Education.....	53
Charles Darwin University.....	25
Charles Sturt University.....	36
Curtin University of Technology.....	10, 13
Edith Cowan University	26, 56
Griffith University.....	8, 13, 14, 35, 51, 62
Macquarie University	18
Monash University	24
Murdoch University.....	37
Queensland University of Technology	15, 19, 22, 27, 32, 39, 45, 47, 57
RMIT University.....	7, 60
The University of Adelaide.....	30, 31
The University of Melbourne	11
The University of New South Wales	28
The University of Queensland.....	7, 21, 23, 34, 59
The University of Sydney	32
The University of Western Australia.....	38, 42, 49
University of New England.....	12, 61
University of South Australia	43
University of Southern Queensland.....	47
University of Tasmania	52
University of Technology, Sydney	17, 41, 44, 50, 62

www.altc.edu.au/fellows

Completed fellows' reports are available on the ALTC's website: enter the Fellow's surname in the general search box.



INTRODUCTION

The Australian Learning and Teaching Council's Fellowships Scheme is one of the priority areas listed in [Strategic Directions for 2008-2012](#)¹, released by the Board in 2008. Strategies outlined in this document include building a community of fellows; encouraging international links; and delineating the distinctiveness and potential synergies between fellowship activities and other projects. The aim of the scheme is to advance learning and teaching in higher education by supporting a group of leading educators to undertake strategic, high-profile activities in areas of importance to the sector. Through their activities, ALTC Fellows exert a positive and lasting influence on higher education practice in Australia.

The ALTC Fellowships Scheme encourages excellence in learning and teaching in higher education by supporting individuals who have the educational expertise and leadership skills to:

- identify educational issues across the higher education system and to facilitate approaches to address these issues
- devise and undertake a significant program of activities that will advance learning and teaching in Australian higher education
- stimulate strategic change in higher education institutions
- raise the profile of learning and teaching in higher education and the prestige associated with the pursuit of excellence in teaching
- show leadership in promoting and enhancing learning and teaching in higher education and exploring new possibilities
- establish and build on national and international partnerships in learning and teaching in higher education
- foster national and international collaboration and collegial networking for sharing research, innovation and good practice in learning and teaching
- contribute to the growing community of scholars in higher education learning and teaching.

Selection is based on individuals' demonstrated leadership capacity, which is measured through their influence upon the Australian higher education community, and their achievement as educators in enhancing students' learning outcomes and inspiring colleagues. Fellowships are prestigious acknowledgements of individuals' expertise and influence and, as such, are highly valued by recipients and their home institutions. Fellowships afford opportunities for individuals to undertake strategic programs of activities around identified educational issues; to develop their knowledge of the broader higher education environment in Australia; and to practise and further develop their leadership skills in this area. Activities and outcomes of the fellowship are in line with the ALTC's objectives.

The Fellowships Scheme involves two programs: National Teaching Fellowships and Teaching Fellowships. (In 2008, the Board approved a change of name for both programs, from Senior Fellowships and Associate Fellowships.)

National Teaching Fellowships

National Teaching Fellows are outstanding scholars in their fields, recognised by their home institutions for their existing and continuing leadership roles in university learning and teaching. Usually, they are senior academics with expertise in higher education practice and scholarship, and a record of institutional or disciplinary leadership. National Teaching Fellows undertake a significant program of fellowship activities, contribute to various ALTC

¹ <http://www.altc.edu.au/system/files/Strategic%20Directions%20%202008%20-%202012.pdf>



events, and develop national and international networks appropriate to their fellowship activities.

Teaching Fellowships

Teaching Fellows are prominent scholars in their disciplinary fields, recognised by their home institutions for their capacity to make significant contributions to educational leadership into the future. Usually, they are mid-career academics engaged in the scholarly practice of learning and teaching in higher education. Teaching Fellows undertake activities with the goal of enhancing disciplinary or inter-disciplinary teaching and learning within their institution, and beyond.

The ALTC has funded a total of 52 fellowships since 2006: 13 National Teaching Fellowships, and 39 Teaching Fellowships. One has been a joint fellowship (Dr Heather Alexander and Professor Amanda Henderson); two others have been shared (Professor Peter Adams and Professor Philip Poronnik, and Dr Raymond Lister and Professor Jenny Edwards). To date, 29 fellowships have been completed.

Individuals who are employed by one of the 46 eligible higher education institutions may nominate for a National Teaching Fellowship with the support of their home institution. Previous fellows are not eligible to reapply for a fellowship, except previous Associate Fellows and Teaching Fellows who may be nominated for a National Teaching Fellowship. Professor Geoffrey Crisp, Professor Stephen Billett and Associate Professor Jacquelyn Cranney, who completed their programs in 2006, 2007 and 2008 respectively, became National Teaching Fellows in 2009 and 2010.

Fellows either address learning and teaching issues within their discipline or on an institutional or sector-wide level.

Twenty-three fellowships awarded to date relate to disciplines, as following:

- Arts, Humanities and Social Sciences (four programs)
- Business, Management and Economics (one program)
- Creative and Performing Arts (one program)
- Engineering and Technology (five programs)
- Health (seven programs)
- Law (two programs)
- Science (three programs).

Four fellowships are cross-disciplinary.

Institutional programs address generic issues, such as assessment (six programs); graduate attributes (one program); or new technologies (three programs). Two programs focus on enhancing leadership in learning and teaching. Three fellowships address Indigenous issues. Student engagement; first year experience (two programs); and creative workforce capacity are also topics addressed in current programs. Recently-funded fellowships will work on improving tertiary pathways; internationalisation of the curriculum; practice-based education; communities of practice; students' identity development, and peer-assisted teaching programs.

Professor Peter Adams and Professor Philip Poronnik



Peter Adams is Associate Dean (Academic) and Professor of Mathematics in the Faculty of Science at The University of Queensland. Professor Adams holds a BSc Hons (Qld), BCom (Qld) and PhD (Qld).



Professor Philip Poronnik is Discipline Head, Pharmaceutical Sciences, School of Medical Sciences at RMIT University; Program Leader, Exercise Metabolism and Disease, Health Innovations Research Institute, RMIT University and Research Professorial Fellow, Centre for Educational Innovation and Technology, The University of Queensland.

Program Title: Embedding quantitative principles in life science education

Institution: The University of Queensland, RMIT University

Type: 2006 ALTC Associate Fellows (shared fellowship)

Background

There is a well documented 'flight from science' highlighted by reductions in the numbers of students taking the 'enabling sciences'. This is paralleled by a 'fright of numbers' such that the basic mathematical and quantitative skills of students in the life sciences are not sufficient for the data acquisition and analysis that underpins fundamental scientific activity.

The purpose of this fellowship is to quantify the extent of the mathematical deficiency in first year life science students and to develop contextualised interventions to address these deficiencies. An evidence-based approach will be used to address three key questions:

- What are the real levels of mathematical skills possessed by, and required by, first year life science students?
- What are appropriate methods of assessing the levels of life science student engagement with mathematical concepts?
- How can the essential mathematical principles be embedded in first year life science education?

Outcomes

The primary activities undertaken in the fellowship program were:

- identifying the level of mathematical knowledge required in a typical introductory course in Life Science, and any key deficiencies in knowledge and skills of commencing students
- designing and implementing effective teaching and learning approaches that present core quantitative material in a manner that is relevant, accessible and timely
- embedding the developed materials and approaches in an introductory course designed to increase the quantitative skills and knowledge of students entering



the life sciences and integrating with some qualitative skills in another first year biology course

- conducting a comprehensive evaluation of the outcomes of this embedding
- disseminating outcomes and findings of the program activities.

The primary tangible outcomes of the fellowship are:

- a comprehensive set of teaching materials for an interdisciplinary, introductory quantitative science course, with a genuine blend of mathematical, philosophical, computational and scientific knowledge and principles
- extensive evaluation information obtained from students over two years, collected from large surveys and focus group discussions
- several publications and presentations
- a substantial increase in the profile and responsibilities of the fellows in the institutional and national contexts.

This program is one of the few combined fellowships that has been awarded by the ALTC. Given the fundamentally interdisciplinary nature of this work, it is believed that the program could not have been undertaken successfully by a single individual based in just one of the discipline areas.

Fellowship completed: March 2009

<http://www.altc.edu.au/resource-embedding-quantitative-principles-life-science-education-uq-2010>

Dr Heather Alexander and Professor Amanda Henderson



Dr Heather Alexander is lecturer in the Griffith Institute of Higher Education, Griffith University. She is also Director, Competency Standards for the Australian Medical Council.



Professor Henderson is a clinical academic title-holder in the School of Nursing and Midwifery at Griffith University, working collaboratively with senior academic staff and directors of nursing to maintain the relevance of curriculum. She is also Nursing Director, Education at the Princess Alexandra Hospital where she supervises education initiatives and directives across Metro South District (comprising more than 5000 nursing staff). Professor Henderson is an ALTC Discipline Scholar in Health, Medicine and Veterinary Science.

Program Title: Developing a model for interprofessional learning during clinical placements for medical and nursing undergraduate students

Institution: Griffith University

Type: 2007 ALTC Associate Fellows (joint fellowship)

Background



In healthcare settings, doctors, nurses and allied professionals work as a multidisciplinary team to provide comprehensive patient care. Teamwork is mandatory for good clinical practice; however, in Australia, the clinical preparation of healthcare students is undertaken unilaterally. Undergraduate learning needs to better reflect actual clinical practice, namely, collaboration between the disciplines of medicine and nursing, and interaction with patients. Interprofessional education (IPE) occurs "...when two or more professions learn with, from and about each other to improve collaboration and the quality of patient care" (CAIPE 1997). Through IPE, student health professionals acquire knowledge, skills and professional attitudes germane to quality healthcare that are not able to be effectively acquired in any other way (Horsburgh et al. 2001). This fellowship aimed to develop, implement and evaluate an interprofessional education activity for use during clinical placements to develop students' knowledge of respective roles, to enhance respect and communication between medical and nursing students.

Outcomes

A literature review was conducted and barriers to IPE in the clinical setting identified. It was envisaged that IPE would require building capacity of clinicians who supervise students during practice and providing additional structured facilitation. The fellowship ran in three phases: the pilot study where the activity was developed and piloted in an emergency department; trial 1 where the activity was tested in an acute care inpatient setting; and trial 2 where the activity was also used in an inpatient ward environment with a much enhanced role for the IPE facilitator. The activity was designed to be flexible to fit into busy ward environments and conflicting priorities for the students, and is supported by a student workbook; a facilitator guide; and a plan for implementation. The students commenced the activity with many of them having had little or no IPE experience in their courses. Quantitative surveys were used pre- and post-intervention, although very variable and inconsistent changes were noted post-intervention. The qualitative data showed that the majority of students were positive about the activity. The program developed a model to describe the unique role IPE has in the clinical environment. IPE overlaps with the principles of good clinical teaching; work-integrated learning; teamwork; and quality and safety issues. This unique role for IPE includes the development of knowledge, attitudes and skills that will lay the foundation for effective collaborative practice.

The findings of this project for future trials of IPE in the clinical environment are:

- students have pre-determined attitudes to other health professions which should be acknowledged as a key influence on their learnings from IPE activities
- a trained IPE facilitator is required, even though this role may be included in a current clinical teacher's role depending on workloads. The facilitator needs to take a proactive role in organising the activities and engaging with local clinicians
- there are considerable logistical and practical barriers to IPE in the clinical setting and thorough forward planning is needed to deal with these
- IPE activities in the clinical setting need to be flexible and able to be completed in short time periods
- leadership from both the university and health service, and engagement of both these areas with local clinicians is important
- results from IPE activities will be very variable between individuals and appropriate data analysis methods are needed to recognise and present this variation
- there are very different learning, teaching and supervision models used between professions and this needs to be considered in planning an IPE activity.

Fellowship completed: May 2009



Professor Matthew Allen



Matthew Allen is Head of Internet Studies, School of Media, Culture and Creative Arts in the Faculty of Humanities at Curtin University of Technology. Professor Allen is also a recipient of a 2000 Australian Award for University Teaching.

Program Title: Improving student educational outcomes in online learning, using Web 2.0 concepts and a knowledge-networking approach – Learning in Networks of Knowledge (LINK)

Institution: Curtin University of Technology

Type: 2008 ALTC Teaching Fellow

Background

The Learning in Networks of Knowledge (LINK) fellowship program will develop, trial and assess new methods of learning via the internet. It assists the re-invigoration of university-level online learning by updating techniques and underlying pedagogic approaches to take account of the changing nature of the internet today. Education has, largely, failed to take account of the fact that the internet's capability to host networks of knowledge is the real foundation for its capacity to make learning more effective. To successfully exploit the internet's capacity for enhanced student learning, the program focuses on the pedagogic challenges of creating a student experience that is centred on knowledge production in a networked environment, with an emphasis on assessing students' learning through ongoing participation, while providing effective cognitive scaffolding within which their learning occurs. Founded in experience gained over several years with existing online learning approaches, LINK aims to help Australian institutions adjust to the new possibilities for internet education today. It involves a sophisticated trialling of new ideas about learning via the internet, utilising the most recent forms of online knowledge activity, to produce broadly applicable pedagogic methods expressed as examples and guidance material for other academics across the sector.

Progress (to August 2009)

This fellowship began by developing a methodology and literature reviews. Other activities have included the design of curricular innovations and plans for implementation, and surveys of students. The focus is on discovering, analysing and promoting an array of knowledge networking tools unknown to most academics. Six workshops have been organised in five capital cities. Papers and workshops have been accepted by international conferences, a further three abstracts are being prepared for conferences in 2010. A website has also been produced (<http://altc-link.wikidot.com/>).

Fellowship Completed: March 2010



Dr Christine Asmar



Christine Asmar, BA (Hons) (Syd), PhD (Macq), is Senior Lecturer in Higher Education with the Centre for the Study of Higher Education, The University of Melbourne. Dr Asmar's doctoral research was in Middle East politics and since moving into academic development she has maintained a research interest in Islam, within a broader context of considering issues of difference, internationalisation and globalisation in higher education.

Program Title: Indigenous teaching and learning at Australian universities: developing research-based exemplars for good practice

Institution: The University of Melbourne

Type: 2008 ALTC Teaching Fellow

Background

Improving university learning experiences and outcomes for Indigenous Australians is crucial for the future success of these students and their communities. Yet Indigenous and non-Indigenous teachers alike lack research-based, practical exemplars for teaching Indigenous students and curricula effectively. In consultation with an advisory group of experienced Indigenous academics, the fellow will interview Indigenous academics and students in order to:

- investigate how good practice in Indigenous teaching is currently described
- identify exemplars of evidence-based good practice at NSW and Victorian universities
- showcase/discuss the exemplars at a Forum at The University of Melbourne
- produce research-based exemplars for publication and dissemination.

Progress (to November 2009)

The literature review is complete, and ethics approval was obtained. The advisory group has eight members, including six of Indigenous background. Eight critical friends, including seven of Indigenous background, have also been identified. One-on-one meetings have been conducted with 12 key members of these groups, as well as other senior academics and managers to identify issues requiring investigations; plan a program of activities; and suggest potential interviewees. Data collection interviews have been held with 25 Indigenous and non-Indigenous university teachers, in New South Wales and Victoria.

The fellowship has been presented at the HERDSA Conference (Darwin, July 2009); and at seminars at The University of Melbourne (September 2009) and University of Wollongong (October 2009).

A Forum on Indigenous learning and teaching was held at The University of Melbourne, in December 2009, involving 20 presenters. A month prior to the event, 60 people, including senior university managers had registered. Information is available on http://www.cshe.unimelb.edu.au/teaching_learning/indigenousforum.html.

Fellowship Completed: December 2009



Associate Professor Wendy Beck



Wendy Beck completed her PhD at La Trobe University on Aboriginal plant processing technology, and has worked on the archaeology and ethnography of hunter-gatherer subsistence and food-processing technology in Australia. She has also been involved in multidisciplinary research, especially the application of botany and chemistry to resolving archaeological problems, such as the survival of plant remains on artefacts and in sites. Current research is on the archaeology of northern New South Wales, and the study of gender in archaeology

Program Title: Improving graduate employability by implementing subject benchmarks

Institution: University of New England

Type: 2009 ALTC Teaching Fellow

Background

Employability is defined as a set of skills, understandings and personal attributes that graduates should have in order to succeed in their careers. The fellow's completed ALTC project 'Benchmarking archaeology degrees in Australian universities' (PP6-53) studied one aspect of employability. But how can humanities disciplines improve graduate employability even further?

Suggested means to improvement are:

- to jointly develop employability profiles
- to explore the development of collaborative teaching
- to encourage other disciplines in humanities to adopt the subject benchmarking process.

This activity is important because it will implement and map cross-institutional approaches to improving employability in archaeology, as well as explicitly disseminating the results to other disciplines, for the first time. The proposed outcomes are: nationally-agreed principles for the provision of collaborative teaching in archaeology; general guidance for the articulation of appropriate employability profiles; and process development for sustainable cross-institutional benchmark development.

Fellowship Completion: 2011 (commencement deferred)

Dr Dawn Bennett



Dawn Bennett is a Senior Research Fellow in the Centre for Advanced Studies in Australia, Asia and the Pacific, at Curtin University of Technology. Dr Bennett has also worked as a violist and as a lecturer, and has published widely in the area of music education.

Program Title: Reinvigorating student learning with embedded learning and teaching strategies that enhance identity development



Institution: Curtin University of Technology

Type: 2010 ALTC Teaching Fellow

Abstract

This fellowship will reinvigorate learning among higher education students by embedding learning and teaching strategies that enhance identity development. The premise underpinning the fellowship is that students' deep engagement with curricular content is directly affected by the perceived relevance of this learning to their future lives and careers. Thus, the development of students' personal and professional identities — salient identities — is crucial to student success. The fellowship brings together an international cohort of academics, and extends an existing collaboration and strong research base. By incorporating case studies of graduate students, it addresses underexplored areas of transition; namely tertiary pathways from undergraduate study to graduate study, and from graduate study to professional life. The fellowship will: increase understanding of students' identity development; refine tools and strategies; provide good practice exemplars for transferable implementation; create an international community of practice to promote sectoral engagement, heighten awareness and invite shared ownership; and engage experts to provide ongoing commentary and evaluation.

Fellowship Completion: June 2011

Professor Stephen Billett



Stephen Billett is Professor of Adult and Vocational Education with the School of Education and Professional Studies at Griffith University.

Program Title: Curriculum and pedagogic bases for effectively integrating practice-based experiences

Institution: Griffith University

Type: 2009 ALTC National Teaching Fellow

Background

This fellowship will generate, embed and widely disseminate a set of evidence-based approaches for the effective design and enactment of work integrated learning (WIL). These goals will be realised through identifying, enacting and appraising curriculum and pedagogic practices in 18 disciplinary areas across the physical (e.g. engineering), social (e.g. journalism) and human sciences (e.g. physiotherapy).

The fellowship process comprises collaborative capacity-building activities for staff and strengthening institutional capacity, guided by the fellow, within and across six institutions (James Cook University, Griffith University, The University of Newcastle, La Trobe University, Flinders University, and Murdoch University), each of which is committed to purposeful engagement with the fellowship and embedding its outcomes.



This process is guided by the following questions:

- What combination of curriculum and pedagogic practices secures successful WIL experiences and learning outcomes?
- How practices are best enacted before, during and after practice-based experiences?
- What particular curriculum and pedagogic practices are likely to secure knowledge required for effective professional practice?

Progress (to February 2010)

The fellow has developed 20 project proposals and plans across the six participating institutions through scheduled visits and ongoing interaction with project leaders, coordinators and others. In addition, three kinds of resources have been developed to support the development of these projects: information/discussion sheets addressing issues such as what constitutes integration of experiences; co-op seminars, considering options beyond just practicums; and a series of case studies from instances of practice of integrating work and academic experiences. An interactive video conference was conducted in November 2009 for participants to discuss with others their projects. Feedback from participants revealed that the meetings, interactions and resources were helpful to further develop their project proposals and plans for implementation.

Planning for the university-based symposiums has commenced. Three institutions have established or extended their websites to incorporate the fellowship program. All the projects will be presented and discussed at the Brisbane-based forum, scheduled for June 2010 and involving two experts from the UK and Canada. This forum will result in the development of sets of principles and practices for WIL.

The fellowship features on the ALTC Exchange and materials are added to this for general access; a linked site has also been established for the participants' use only. Forthcoming activities, such as meetings and video-conference have been scheduled.

The fellow has been engaged with other universities, including the WIL week at the University of Canberra; a public talk and forum on what constitutes the integration of experiences across academic and practice settings and for what purposes at Queensland University of Technology (November 2009); and a keynote presentation at the experience-based learning conference at University of Technology, Sydney (December 2009). A special edition of the journal *Vocations and Learning: Studies in Professional and Vocational Education* focussing on WIL has been completed, as well as two books related to the goals of the fellowship.

Fellowship Completion: August 2010

Program Title: Developing agentic professionals through practice-based pedagogies

Institution: Griffith University

Type: 2007 ALTC Associate Fellow

Background

Work integrated learning is of growing interest both within Australia and internationally. This fellowship sought to understand how to maximise students' learning experiences by developing and appraising pedagogies for practice-based learning in four discipline areas (i.e. nursing, physiotherapy, human services and midwifery) that integrate work-based and academic learning in developing students as agentic professionals (i.e. independent practitioners and intentional learners).



Academics from Griffith, Monash and Flinders Universities and associated clinical practitioners participated in a program:

- integrating practice-based experiences in response to discipline specific teaching and learning issues, including developing students' capacities as agentic learners
- enacting and appraising selected approaches to teaching and learning
- evaluating their outcomes and their applicability to other disciplines in each university
- developing and sustaining the capacity to enact these approaches through staff development activities within these universities that can be replicated across the sector.

Outcomes

Across the projects a series of practices was identified that – if selectively enacted before, during and after student experiences in practice settings – could secure rich learning through fostering and developing agentic qualities in students. These practices are:

- preparation of students prior to practice settings to enable effective participation and learning
- processes to heighten awareness about the capacities required to be agentic, central to effective practice and learning
- peer and other forms of support during student participation in practice are helpful for developing professional understandings, and the procedures and dispositions required for effective practice
- processes in the university setting after practice-based experiences enabling students the opportunity to share, reflect and critically appraise student experience, central to developing student's professional capacities and to maximise learning.

Beyond the outcomes associated with the development of these curriculum and pedagogic practices, the fellowship trialled a process of staff development termed non-directive guidance with some success.

Fellowship Completed: March 2009

<http://www.altc.edu.au/resource-developing-agentic-professionals-griffith-2009>

Professor Wageeh Boles



Wageeh Boles is a Professor within the School of Engineering Systems, in the Faculty of Built Environment and Engineering at the Queensland University of Technology. Professor Boles' areas of expertise are: image processing and computer vision and applications; object recognition; identification of humans using iris, palm or facial features; video/image based security; and video/image-based measurements and classifications.

Program Title: Bridging the gap: matching students and staff through discipline-based self-evaluation and co-creation of more appropriate pedagogies in engineering

Institution: Queensland University of Technology

Type: 2007 ALTC Associate Fellow



Background

Australia is facing a skill shortage in engineers. Nationally, we must address ingrained educational problems in our engineering programs in order to retain the students we have and increase program intakes. What are we doing wrong? Research shows a mismatch between students' learning styles, staff teaching styles and engineering pedagogies, causing students to disengage from the discipline. Bridging the gap between students and staff requires a collaborative problem-solving effort involving both groups in self-evaluation and co-creation of more relevant pedagogies.

This fellowship worked with current students and staff across three institutions: Queensland University of Technology, CQUniversity and The University of Melbourne, to bridge this gap by modelling a process of investigation, analysis, problem-solving, pedagogical design and implementation that develops a culture of shared responsibility between students and staff for creating learning outcomes. The model reduces the problem of staff working in isolation with their student evaluation data, by popularising a systematic process for ongoing co-creation of effective discipline-based pedagogies.

Outcomes

A case study approach was designed in accordance with best practice to explore the proposition that a mismatch between learning styles, teaching styles and institutional norms impedes student commitment to and success in learning. The case studies included class observations, focus groups with students and interviews with volunteering academics. The data acquired from these activities were then compared with the learning and teaching styles' survey results to triangulate the phenomenon. The results were disseminated through three workshops conducted at the participating institutions, as well as two national workshops held at the annual conference of the Australasian Association for Engineering Education (AaeE).

The main outcomes of this fellowship can be summarised as follows:

- engagement of students and academics from the participating universities in the case studies
- engagement of academics from various other universities in workshops and follow up communications
- engagement of a network of colleagues (program evaluator and reference group) with proven track records in teaching performance, leadership, and the scholarship of teaching
- direct engagement of 19 volunteering academics in interviews and class observations, 156 students in learning styles surveys, around 100 students in nine focus groups spanning 24 hours of discussion and rich data collection
- engagement of more than 80 participants in five workshops, two of which were held nationally, and about 70 participants at a QUT ALTC special fellows' seminar
- dissemination of findings as an invited keynote presentation at the 2009 Conceiving Designing Implementing Operating International Conference
- development of resources: four guides for academics on connecting teaching with learning and addressing barriers to learning; ten resources as papers, workshop materials and workbook, slides, etc; eight reports, three documents on the processes used for planning and running this fellowship program; two protocols for interviewing academic staff and conducting student focus groups; and data (transcripts of student focus group discussions, and learning styles assessment results of participating students and academics). All resources are accessible on the ALTC Exchange, at <http://www.altcexchange.edu.au/group/bridging-gap-between-learning-and-teaching-engineering>
- two co-authored conference papers and one journal paper presenting findings of the case studies.



The fellowship provided an insight into factors affecting the learning-teaching nexus and identified gaps between teaching objectives and classroom practice, suggesting ways of addressing them. It also provided an in-depth treatment of the barriers to student learning and suggestions for dealing with some of them. Furthermore, it provided a number of guides including a self-evaluation and reflection model for enriching academics' teaching performance and enhancing students' learning experience.

Fellowship Completed: May 2009

<http://www.altc.edu.au/resource-matching-students-staff-self-evaluation-qut-2009>

Professor David Boud



David Boud is Professor of Adult Education within the Faculty of Education at UTS. Professor Boud has been involved in research and teaching development in adult, higher and professional education for over 30 years and has contributed extensively to the literature. Previously he held the positions of Dean of the University Graduate School, Head of the School of Adult and Language Education and Associate Dean (Research and Development) in the Faculty of Education. Prior to his appointment at UTS, he was Professor and Foundation Director of the Professional Development Centre at UNSW.

Program Title: Student Assessment for learning in and after courses

Institution: University of Technology, Sydney

Type: 2007 ALTC Senior Fellow

Background

This fellowship addresses the question: how can assessment enhance learning in and after courses? This purpose of assessment is particularly important as discussions of student assessment are often dominated by the needs of certification. The program focused on disciplines with, typically, large classes and disadvantageous staff/student ratios, such as business and law.

Outcomes

The fellowship focused on the role of assessment in enhancing learning beyond the end of courses to ensure that assessment does not only focus on immediate achievement, but also on building the capacity of students to act well in the future. The program linked international research on how assessment can have a beneficial influence on student learning with Australian policy and practice, through a multi-stage process: an international and national team of expert collaborators identified key ideas and practices with a sound empirical base; selected groups of university teachers and managers worked with these ideas and practices to identify fruitful initiatives for implementation in the overall Australian and local institutional contexts; and they then collaboratively identified strategies to bring about change in assessment at national and institutional level.

Representatives of all Australian higher education institutions were involved in various aspects of the program. The expertise of key Australian scholars in the area of assessment for learning in higher education and the involvement of institutional leaders;



heads of academic development units; and academics interested in assessment practice contributed to ensure wide accessibility of the resources.

The resources that were developed to support assessment design and development have a strong conceptual base located in the notion that assessment, and indeed other aspects of teaching and learning, needs to enable students to make informed judgements about their own learning and that students need to understand assessment as a process they can use for themselves. These resources have been disseminated through a wide range of events and activities in almost all Australian States and Territories to involve both teaching staff and institutional leaders to raise awareness of current assessment issues, and through a website (www.assessmentfutures.com). Keynote addresses and conference presentations have also been conducted in Australia and in seven other countries. An agreed set of propositions to guide assessment reform in Australian institutions for the next ten years has been produced.

Fellowship Completed: September 2009

Professor Angela Brew



Professor Angela Brew is an internationally renowned researcher and speaker who has worked in the UK and in Australia in the area of higher education for over 30 years. Her research on the nature of research and human knowing and its relationship to teaching has been published widely. From 1999-2003 she was President of HERDSA. Professor Brew has been elected Fellow of the Society for Research into Higher Education and a Fellow of the Staff and Educational Development Association (UK).

Program Title: Enhancing undergraduate engagement through research and inquiry

Institution: Macquarie University

Type: 2008 ALTC National Teaching Fellow

Background

Engaging undergraduate students in research and inquiry develops important graduate attributes, engages students meaningfully in higher education and prepares them for a 21st century world of work in which knowing how to inquire and critically evaluate knowledge is of increasing importance.

This fellowship was designed to bring together a team of international experts and leading Australian collaborators to foster student engagement through developing and sharing protocols for good practice in engaging undergraduate students in research and inquiry in different disciplines.

The aim was to bring international scholars and practitioners to Australia to provide opportunities for academic and senior personnel to consider mechanisms to support strategic change in engaging undergraduates in inquiry and to initiate and contribute to strategically important policy debates. It was designed to heighten awareness of critical issues through providing an overview of current practice and funding opportunities and exploring implications for learning and teaching in the future.



Outcomes

The fellow undertook study tours in Australia and overseas, and visited 30 institutions (including eight in Australia) and seven other relevant organisations. A website was developed (<http://www.undergraduateresearchAustralia.com>) and includes information on undergraduate research and enquiry and on the fellowship and related projects, as well as a section containing numerous artefacts, protocols and other resources; an annotated bibliography; and websites listing. A paper-based resource manual has also been compiled.

Regional roundtables were held in five states and the ACT, attended by a total of 110 people including undergraduate students. A National Summit on the Integration of Research Teaching and Learning took place in Sydney, in November 2009, with experts from the US and the UK. This was attended by 90 senior representatives of 35 institutions.

An undergraduate researcher undertook a survey of undergraduate research experience programs in Australia. Some 1500-2000 students are engaged in such programs annually and the numbers are growing. Twenty three universities have one or more schemes and there is a trend towards creating whole-of-institution schemes. Thirty one external organisations fund undergraduate research scholarships. However, the funding for undergraduate research experience programs is a major challenge for the future.

An extended network has been compiled and a newsletter established, as a basis for future dissemination and discussion. The fellowship work has been disseminated through 25 presentations, including keynote addresses and conference presentations, to over 820 people in institutions in Australia, the USA, the UK, Ireland, and The Netherlands. One edited book was finalised during the period of the fellowship and four refereed journal articles have been published or are in press. A further seven contributions have been accepted for presentation at conferences in 2010.

Fellowship Completed: January 2010

Professor Christine Bruce



Christine Bruce is a Professor within the Faculty of Information Technology, Queensland University of Technology.

Program Title: A pedagogy of supervision for the technology disciplines

Institution: Queensland University of Technology

Type: 2008 ALTC Teaching Fellow

Background

This fellowship took as its starting points the absence of, and the need for, a defined framework for the pedagogy of supervision to ensure the quality of the research student experience in the technology disciplines. The fellowship set out to investigate technology discipline supervisors' thinking, to establish a framework representing key aspects of a



pedagogy of supervision based on these viewpoints; and to explore how supervisors can be supported in achieving such a pedagogy.

Outcomes

Technology supervisors have been found to think about teaching and learning in higher degree supervision in nine different ways that reflect their perception of the purpose of higher degree research. These include maintenance of standards and the development of the discipline; the development of the research capabilities of the student, taking into account their experience and relationships to the technological and the broader community; and supervisor development.

Three approaches to supervision in the technology disciplines were identified: scaffolding – emphasising the procedures of supervision, concerned with the need for structure for students; relationship – emphasising personal interactions, concerned with the interactions and needs of the people involved; and direction setting – emphasising research objectives and outcomes, concerned with forwarding the research agenda. Taking into account the range of perspectives and approaches of the supervisors, eight types of supervisory strategies were identified. These strategies include enabling techniques (e.g. project planning, convening key players, or negotiating expectations and outcomes), contextualisation (e.g. pursuing existing research agendas) and creating an environment that supports intellectual development.

The framework constructed in this fellowship program has enabled the development of resources for supervisors. These resources are likely to be of particular value to ‘new’ supervisors, supervisors mentoring less experienced colleagues or those wishing to refresh their supervision. It is also adaptable to other discipline contexts. The framework does not prescribe practice; rather it offers a wide range of options for supervisors to consider. It has been developed based on the views of supervisors at one institution and could be further developed based on a wider group of contributing supervisors in the technology and/or other disciplines.

The following recommendations have arisen from the fellowship program:

- promote pedagogical excellence in supervision as critical to quality in research training
- adopt and adapt the pedagogical framework and resources as tools for supervisors
- promote communication about supervision as teaching and learning practice
- create development opportunities for less experienced supervisors
- formally establish mentors for less experienced supervisors
- increase support for supervisors and students
- establish faculty level awards for excellence in higher degree research supervision
- increase the cohort of post-doctoral researchers to provide career paths and to assist with the regeneration of supervision pedagogy.

Fellowship Completed: October 2009

<http://www.altc.edu.au/resource-towards-pedagogy-supervision-qut-2009>

Dr Michael Bulmer





Dr Michael Bulmer is Senior Lecturer within the School of Mathematics at the University of Queensland. Dr Bulmer's areas of expertise are automated reasoning and symbolic computing.

Program Title: Technology for nurture in large classes

Institution: The University of Queensland

Type: 2007 ALTC Associate Fellow

Background

The affective dimension of the student learning experience is an important component in academic success but is rarely examined within the higher education context, particularly in large class settings. Given this gap, this fellowship proposed to:

- investigate affective aspects of learning in large classes through student reflective writing
- explore the relationship between discipline-specific beliefs and affective response in large classes
- develop tools to gather and analyse data for this study that can then also be used by lecturers in a variety of disciplines
- document and disseminate how these tools can be used to a) support pastoral care in large classes through an awareness of affective responses; and b) instigate professional development of the lecturer by promoting a pedagogic resonance between their teaching and the rich dynamic feedback of student writings.

Above all, this program provides the infrastructure for a research-based evaluation methodology that addresses the need to provide nurture in large classes across all disciplines.

Outcomes

This fellowship has developed new technologies and practices for enhancing the interaction between learning and teaching in large classes. Over four semesters of trials, different interfaces, different assessment practices, and different ways of integrating reflective writing into the overall curriculum have been explored.

The initial vision of providing a central text-mining service to provide a front-end to student writings for lecturers across Australia, either hosted at The University of Queensland or through ALTC, was ultimately unsuccessful. This was owing to concerns about the confidentiality of student data across institutions, particularly when students might be using their writings to reflect on personal thoughts and feelings. However the final trial has demonstrated that sophisticated technology is not necessary to make this approach successful: the practices are most important.

A key outcome of the fellowship has been a series of workshops around these themes. Four have been held in Sydney, Adelaide and Perth. These workshops bring together a broad range of stakeholders at each institution, including teaching and learning staff and academics from a range of disciplines, as well as staff from student support and IT services. The topic of student writings has been a catalyst for broad discussions on student learning,



assessment practices, student retention, electronic portfolios, and duty of care, all within the context of the particular institution.

Based on the combination of experiences and the evaluative feedback obtained through the workshops and other presentations, the final recommendation is that 'reflective learning' should not necessarily be the aim of student writing in large classes. While the fellow began this program from a literature of writing for reflective practice, he would now argue that there are many other opportunities for supporting learning in this context. Student writings can instead be employed as a powerful means of improving the connection between teacher and students through a shared reflective cycle, enhancing student engagement.

Fellowship Completed: August 2009

<http://www.altc.edu.au/resource-technology-nurture-large-classes-ug-2010>

Professor Des Butler



Before joining the Faculty of Law full-time in 1989, Professor Des Butler was employed by Brisbane solicitors Feez Ruthning (now Allens Arthur Robinson) and practised in the areas of commercial litigation, specialising in insurance litigation, and banking and finance. A former law medallist and dux of the then QIT (now QUT) Law School, he also tutored Torts part-time in the faculty, 1985-87. He became a senior lecturer in 1995, Associate Professor in 2001 and Professor in 2004. He was appointed Assistant Dean, Research from November 1997 to 2002.

Program Title: Using cost-effective multimedia to create engaging learning experiences in law and other disciplines

Institution: Queensland University of Technology

Type: 2009 ALTC Teaching Fellow

Background

This fellowship is designed to address the needs of two separate groups of learners – final year law students studying ethics, and law academics and other interested educators in higher education wishing to use information and communication technology (ICT) to create engaging learning environments for their students but lacking the capacity to do so. It will infuse final year law students with an improved appreciation of ethical practice than they receive from traditional lecture/tutorial means by creating an integrated program of blended learning entitled Entry into Valhalla.

This 'ethics capstone' will utilise multimedia produced using cost-effective resources (including the Second Life virtual environment) to create engaging, contextualised learning experiences. The fellowship will also construct the knowledge of producing cost-effective multimedia projects by other law academics and other educators in higher education through staff development activities comprising workshops, conference presentations and an interactive website using Entry into Valhalla as a case study exemplar.



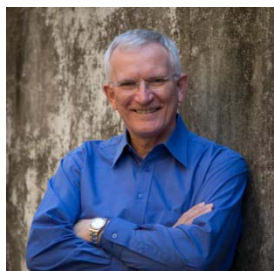
Progress (to March 2010)

In the initial stages, the fellow has appointed an assessor, established a reference group, and obtained ethics approval. Late 2009, the fellow has undertaken the development of Entry into Valhalla, and completed the following tasks: writing scripts; filming podcasts; creating Second Life video; and creating Xerte interface for the pilot module. Similar activities for the remaining five modules have also commenced. The modules will be revised according to feedback resulting from the focus groups with students, academics and external stakeholders planned in March 2010.

The fellow prepared and revised a detailed resource manual and other necessary workshop resources, in light of a pilot workshop conducted in September 2009 at QUT. A first workshop entitled 'Using cost-effective multimedia to create engaging learning experiences' was held in Sydney in February 2009. Workshops in Perth and Brisbane were scheduled, in April and May 2010 respectively.

Fellowship Completion: June 2010

Professor Ian Cameron



Ian Cameron is Professor of Chemical Engineering, with The University of Queensland and is the recipient of the 2003 Prime Minister's Award for Australian University Teacher of the Year. Professor Cameron is an ALTC Discipline Scholar in Engineering and Technology.

Program Title: Engineering science and practice – alignment and synergies in curriculum innovation

Institution: The University of Queensland

Type: 2006 ALTC Senior Fellow

Background

This fellowship program addressed the linkages between theory and practice in professional engineering education, and investigated emerging practices that will significantly impact engineering education into the 2020s. The practice areas of modern engineering were mapped to capture the underlying time-distance scales, pedagogic characteristics and potential learning outcomes derived from such practice activities. The fellowship also aimed to provide a comprehensive and documented resource for curriculum and course development to help align engineering practice and science in the pursuit of educating a new generation of engineers.

Outcomes

The major findings of this fellowship program are in three areas.

- The fundamental importance of learning spaces and places in building graduate capabilities and the representation of such spaces-places in a map for use in course and curriculum considerations.
- The emergence of a range of engineering themes that will continue to shape the future of engineering education.



- The alignment aspects and the synergies that underpin the development of course and curricula in the engineering education sector.

This program has led to a novel understanding and mapping of those spaces into the theory-practice landscape map. The map captures in highly visual form the broad sweep of engineering educational spaces and places that can be used to facilitate graduate attribute development as well as providing a powerful view into the nature of existing engineering curricula. The map functions as a design tool for building novel future curricula. It is extensible and also applicable across many disciplines.

The fellowship's focus is in fact a generic problem faced by many disciplines in the higher education sector. It is clear that the nexus between theory and practice in numerous professional disciplines is of vital concern to academe, professional bodies and employers. It is also a pervasive issue in many other knowledge domains. As such, there are opportunities for cross-fertilisation with other key programs being conducted through the auspices of the ALTC, Australian academic institutions and their overseas counterparts.

This fellowship has helped thread together some important educational themes across the Australian engineering community and in-part has brokered strategic links to a range of on-going activities within the Australian and international communities. The program has provided a substantial basis to engage more deeply with the engineering and technology communities within Australia in order to help affect vital change in the educational landscape.

The ultimate goal is that Australian engineering graduates will be the beneficiaries of educational innovation in engineering education.

Fellowship Completed: September 2008

<http://www.altc.edu.au/resource-engineering-science-practice-cameron-2009>

Dr Angela Carbone



Angela Carbone is a Senior Lecturer in the Faculty of Information Technology at Monash University. Her research interests in computing education are: impact of task design on student learning of programming; studio-based teaching; teaching innovations through the use of ICTs; and developing the scholarship of teaching. Dr Carbone is a member of the Computing Education Research Group.

Program Title: Peer-assisted teaching scheme (PATS)

Institution: Monash University

Type: 2010 ALTC Teaching Fellow

Abstract

This program contributes to the national discourse on standards in learning and teaching, in particular, the development of teaching excellence. It does so by building on, adapting, and extending the considerable body of research on peer-assisted teaching schemes. This discipline-based scheme, first trialled in the Faculty of Information Technology at



Monash University, delivered clear improvements in student satisfaction reports. This program will explore the ways in which the scheme might be extended to all faculties in Monash, and how the building of peer assistance capacity in faculties might provide a sustainable approach to teaching development that complements central programs. The flow-on effects of this scheme will strengthen quality assurance commitments in universities, as required by the Tertiary Education Quality and Standards Agency, to protect the overall quality of the Australian higher education system.

Fellowship Completion: June 2011

Professor Michael Christie



Professor Christie is with the School of Education, CDU. His areas of expertise are: Yolŋu languages and culture; Yolŋu philosophy of identity; communication across cultures; Indigenous epistemologies and pedagogies; digital technology and Indigenous knowledge systems; and participatory action research.

Program Title: Teaching from country: increasing the participation of Indigenous knowledge holders in tertiary teaching through the use of emerging digital technologies

Institution: Charles Darwin University

Type: 2008 ALTC National Teaching Fellow

Background

Indigenous elders from remote communities have had little opportunity to contribute actively to academic teaching in Australian institutions, yet there is widespread and increasing acknowledgement of the potential of Indigenous knowledge to enhance our understanding of the environment and ecological systems, linguistic and biological diversity, culture, history, philosophy, art, health and much more. This fellowship brought together:

- international experts in the use of digital technologies for knowledge work and e-teaching
- Aboriginal knowledge authorities who have experience as university teachers or researchers
- Aboriginal knowledge authorities with expertise in digital technology and multimedia
- university teachers and students in Indigenous studies including art, language and culture.

Outcomes

The collaboration resulting from this fellowship developed, implemented, evaluated and reported upon systems for the properly supervised inclusion and active participation 'from country' of Indigenous knowledge authorities, in Australian higher education courses, through the use of emerging digital technologies.

A two-day symposium on Yolŋu philosophy and practice was held in June 2008, followed in October 2008, by a workshop involving a group of key Yolŋu knowledge authorities. The fellow established a Teaching from Country website, accessible on www.cdu.edu.au/tfc,



which includes the trials developed throughout the fellowship and Yolŋu resources. An intellectual property workshop was organised in June 2009, to address the issue of respecting the Yolŋu legal traditions and protecting Yolŋu intellectual property through Australian law.

In July 2009, the School of Australian Indigenous Knowledge Systems at Charles Darwin University hosted a three-day extended international seminar to report on the Teaching from Country program, and to explore issues around the engagement of Indigenous knowledge authorities in university teaching and research. Details of the program and drafts of the resulting papers can be found on the website <http://learnline.cdu.edu.au/inc/tfc/seminar.html>. The program succeeded thanks to the difficult and complex philosophical work which preceded and underpinned the collaborative work. The fellow tried not to separate the social from the technical, and worked to understand the Yolŋu pedagogy through feedback from the Yolŋu teachers, the international colleagues and the students.

Fellowship Completed: August 2009

<http://www.altc.edu.au/resource-teaching-country-cdu-2010>

Associate Professor Lynne Cohen



Lynne Cohen is Associate Professor in the School of Psychology at Edith Cowan University, and Associate Dean (Learning and Teaching) in the Faculty of Computing, Health and Science. Associate Professor Cohen is Chair of the National College of Community Psychology of the Australian Psychological Society.

Program Title: Building leadership capacity in undergraduate students

Institution: Edith Cowan University

Type: 2010 ALTC Teaching Fellow

Abstract

This fellowship addresses the significant issue of leadership. Its primary focus is developing leadership skills in undergraduate students. This is an area that has been under-researched and under-debated in recent work about graduate attributes, generic skills, and work integrated learning. The fellowship will research, refine and trial an innovative approach that promotes leadership knowledge, leadership skills and leadership in action. The student program will be delivered through retreat workshops and work-based student projects directly related to their academic studies. The program aims to equip students with skills and insights that will help them to lead, inspire and positively influence their professions and workplaces. It will adopt a model of distributed leadership to conduct trials across diverse disciplines and professions in four Australian universities. This approach has the great advantage of also enhancing the leadership capacity of students and university teachers by engaging them in critical debate, reflection and feedback around the application of the leadership model in their own context.

Fellowship Completion: July 2011



Associate Professor Chris Collet



Chris Collet's research career spans over 30 years, progressing, in order to enhance and accelerate the uptake of complex technological innovation by industry's evolution, from the disciplinary areas of cell and molecular biology into education in entrepreneurship and innovation concomitant with the revolution in complex emergent technologies in the life sciences sector. Dr Collet is Associate Professor in the School of Life Sciences, Faculty of Science and Technology, QUT.

Program Title: Entrepreneurship education in non-business schools: best practice for Australian contexts of knowledge and innovation communities

Institution: Queensland University of Technology

Type: 2009 ALTC Teaching Fellow

Background

Emergent technological innovations, rather than small increments in existing technologies, create opportunities for new industries, drive jobs growth and fuel economic expansion. Innovation may create intellectual property (IP); however, it is entrepreneurship that creates new business from IP.

Existing business school approaches to entrepreneurship education (EE) do not provide the skill sets required to transform complex technological innovation into viable commercial products. If instilling the entrepreneurial mindset in students is the desideratum, technology-based EE programs need to embody action-oriented learning inside an innovation context.

The specific aims of the fellowship are to determine skills sets for different innovation contexts, distil international best practice exemplars of EE in innovation contexts, and develop resources for Australian educators to embed EE in curriculum. The program aims to develop skills that address all three levels of an innovation-ecology: creativity; development; and commercialisation.

Progress (to February 2010)

Design of a survey document for Australian industry is underway, and will be refined from reflection and discussion of data collected from EU contexts. The fellow visited higher education institutions in Denmark, Sweden, Norway, France, Ireland, Spain and Portugal to examine programs of entrepreneurship education in non-business disciplines. In these institutions, some dissemination activities have been undertaken. The fellow incorporated the data emanating from this visit in Europe into a proposed education program at QUT, and wrote a manual for the operational framework.

Refereed papers arising from the fellowship to date include a practitioner-oriented paper to be delivered at the International Conference on Learning and Teaching in Singapore in June 2010 and a journal article.

Fellowship Completion: September 2010



Associate Professor Jacquelyn Cranney



Jacquelyn Cranney is Associate Professor, School of Psychology in the Faculty of Science at The University of New South Wales. Associate Professor Cranney has published widely nationally and internationally, and has developed guidelines for postgraduate research at UNSW.

Program Title: National standards for psychological literacy and global citizenship

Institution: The University of New South Wales

Type: 2010 ALTC National Teaching Fellow

Abstract

This fellowship will build on previous ALTC initiatives to address the further development of academic standards – student learning outcomes or SLOs – for undergraduate psychology education, particularly the refinement of SLOs emphasising psychological literacy and global citizenship. The issue relates to increasing national and international emphasis on accountability in terms of sustainable and relevant educational outcomes. The issue will be addressed primarily through a wide range of network-based curriculum renewal activities, involving key national stakeholder groups. Innovative curriculum strategies for SLO development and assessment will be identified, and guidelines for minimum SLO attainment, assessment and evaluation will be created. These national disciplinary outcomes will be embedded through network prioritising and program accreditation processes. Transdisciplinary impact will be achieved through strategic institutional and national engagement, focusing on generalisation of academic standard development processes, with particular emphasis on global citizenship. Specific indicators of these outcomes are outlined.

Fellowship Completion: December 2011

Program Title: Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum

Institution: The University of New South Wales

Type: 2006 ALTC Associate Fellow

Background

This fellowship drove a nationally-focused project seeking to address issues raised by a prior scoping project and facilitate national uptake of sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum. In particular, the objectives of the fellowship were to:

- create curriculum structure resources, including student learning outcome guidelines, that are compatible with the Australian Psychology Accreditation Council standards and that reflect educationally sound principles
- establish a process for the selection and sharing of learning and teaching materials that are explicitly associated with the student learning outcomes



- facilitate both the creation and adoption of evidence-based learning and teaching strategies in psychology, to improve student learning outcomes.

Outcomes

Through a process of broad and iterative consultation with key stakeholders, a significant outcome of this fellowship has been the development of an agreed set of graduate attributes for psychology. This process was facilitated by the fellow's appointment to the Australian Psychology Society (APS) Program Development Advisory Committee, allowing appreciation of both the processes and challenges of accreditation, and the diversity of program offerings at both undergraduate and postgraduate levels. The attributes have been incorporated into the Australian Psychology Accreditation Council's (APAC) rules and standards (www.apac.psychology.org.au/). This step legitimises attempts by departments and schools of psychology to integrate development and assessment of these graduate attributes in their curriculum structures. Resources are accessible through the ALTC Exchange. A sustainable system of quality screening and review of these resources is being put in place. The specification of a developmental rubric and benchmarks will follow.

The fellowship also aimed to strengthen the community of practice and promotion of evidence-based teaching in psychology. The Australian psychology educators network (APEN) was formally recognised by the APS through its incorporation as the teaching learning and psychology interest group (TLaPIG, www.groups.psychology.org.au/tlpiq/). This step provides a mechanism for continued and sustainable discussion regarding curriculum design, and the promotion of teaching and learning within the discipline. Information on evidence-based teaching was promoted and disseminated through a wide variety of forums. Through the fellowship, APEN sponsored a number of workshops and meetings, which involved presentations from internationally recognised scholars in psychology teaching and learning. The APEN/TLaPIG website, and activities planned for future meetings of the APS and other conferences, will provide further opportunities for the sharing of best practices and problem solving around evidence-based teaching. The fellow will co-chair the 4th International Conference on Psychology Education (ICOPE) in Sydney in 2010, where education leaders will be discussing internationalisation of the psychology curriculum.

An unanticipated development in the final stages of the fellowship was the articulation of a vision regarding the legacy of an undergraduate education in psychology. If adopted by educators, the intentional and extended development of *psychological literacy* will constitute a paradigm shift in psychology as a discipline and a profession.

Fellowship Completed: March 2008

<http://www.altc.edu.au/resource-sustainable-evidence-based-learning-psychology-unsw-2008>



Professor Geoffrey Crisp



Professor Geoffrey Crisp is Director of the Centre for Learning and Professional Development at The University of Adelaide. Professor Crisp's areas of expertise are: enhancing academic practice; computer-aided learning and assessment; education and computers; and multimedia in teaching.

Program Title: Rethinking assessment in the participatory digital world – assessment 2.0

Institution: The University of Adelaide

Type: 2009 ALTC National Teaching Fellow

Background

This fellowship will develop strategies to assist teachers and higher education institutions to align their learning, teaching and assessment practices in a rapidly changing digital context. The assessment of student activities in collaborative and interactive digital learning environments and how to appropriately design assessment activities in a participatory web environment are major challenges facing universities.

Students are using learning environments that include social networking, syndicated media-sharing services, collaborative editing, virtual worlds and digital portfolios; how are we going to provide valid and reliable assessments that align with skills developed in these new learning environments? The emphasis of this fellowship will be on the appropriate, effective and productive assessment of activities in participatory Web 2.0 environments. Building local communities of practice around these issues is an important goal of the fellowship activities.

Progress (to February 2010)

A group called 'Transforming Assessment' has been set up on the ALTC Exchange; and a fellowship website has been established at www.transformingassessment.com. Various web-based learning tools have been investigated in regards to their ability to incorporate assessment activities for students. Three of them (Moodle, WordPress and Mahara) have been installed on the website. All the interactive e-assessment examples have been transferred from the previous associate fellowship into the new Moodle instance to ensure accessibility of all material from both fellowships in one website. An island in Second Life has been purchased and called 'Transforming Assessment'. A number of structures have been built in Second Life to house educational resources. QuizHUD and SLOODLE have been installed and incorporated into the Second Life island and the Moodle instance. The fellow is currently building assessment examples using these tools and determining the affordances and limitations of currently available Web 2.0 approaches.

Liaison with the fellowship reference group and colleagues in Australia and overseas has commenced and experts in the field of assessment using Web 2.0 environment have been identified. The fellow is currently organising a series of webinars by Web 2.0 experts around the world and 11 have agreed to present in the webinars series. The series will be recorded and made available as a resource.



A chapter has been submitted for a book 'Physical and Virtual Learning Spaces in Higher Education: Concepts for the Modern Learning Environment', to be published through IGI-Global. The program has also been presented at the SBLi forum held in Brisbane in January 2010.

Fellowship Completion: June 2011

Program Title: Raising the profile of diagnostic, formative and summative assessment

Institution: The University of Adelaide

Type: 2006 ALTC Associate Fellow

Background

This fellowship aimed to promote and advance learning and teaching by enhancing approaches to e-assessment through the articulation of e-assessment design principles and disciplinary examples of e-assessment usage and effectiveness. It aimed to identify academic staff presently engaged in the use and development of e-assessment tasks, foster a community of practice around the use of e-assessment in Australia and New Zealand, and to build relationships between Australian academics using e-assessment and colleagues overseas, particularly those in the UK where substantial resources have been allocated to enhancing e-learning and assessment practices in general. The fellowship covers the initial stage of a program that will build the networks required for longer-term relationships to be established, and whilst having a number of specific deliverables that will enhance assessment practices in the short term, was designed to enable future projects to be developed. The use of technology will not, by itself, necessarily improve student outcomes with respect to assessment.

Outcomes

A simple model for diagnostic, formative and summative assessment tasks linked with learning activities was needed to achieve demonstrable improvements in learning outcomes, and therefore was developed and used throughout this fellowship. An integrated learning-assessment model facilitates appropriate feedback to students because of the inherent links between learning and assessment. Examples of e-assessment questions, more interactive and requiring students to use additional resources to construct their responses, were prepared to meet teachers' requirements of using of constructed responses to assess relational and extended abstract responses. The fellow promoted the use of java applets, QuickTime VR and interactive spreadsheets as tools that discipline academics could use in their own e-assessments with minimal training. The discipline examples of interactive e-assessments can be found on the website created as part of the National Teaching Fellowship activities, <http://www.transformingassessment.com>. A more convenient approach to a personal response system was demonstrated (freely available on CSIRO website, <http://www.urvoting.com>) and involved the use of mobile phones. Meetings with international experts in learning, teaching and assessment, and workshops and presentations in Australian, New Zealand and UK institutions were conducted. Many of the presentations promoted local activities directed towards improving assessment practices.

Fellowship Completed: March 2008

<http://www.altc.edu.au/resource-raising-profile-eassessments-crisp-adelaide-2008>



Ms Rachel Field



Rachel Field is a Senior Lecturer in the Faculty of Law at Queensland University of Technology. Prior to joining QUT in 1998, Ms Field worked with the Litigation Reform Commission; the Alternative Dispute Resolution Branch of the Department of Justice and Attorney General; and as a solicitor. Ms Field has published widely in the areas of the first year experience, dispute resolution and mediation.

Program Title: Stimulating strategic change in legal education to address high levels of psychological distress in law students

Institution: Queensland University of Technology

Type: 2010 ALTC Teaching Fellow

Abstract

Strategic change is necessary in legal education. More than one-third of law students suffer from psychological distress, and the competitive, isolating, adversarial learning environment at law school has been suggested as partly responsible (Brain and Mind Research Institute, 2009). The rate of psychological distress in law students is 17 per cent higher than for medical students, and more than 20 per cent higher than for the general population. The psychological health of law students is a critical issue for Australian legal education. This fellowship program will mobilise strategic change to improve the psychological health of law students. It will lead and stimulate advancement in the legal curriculum, its pedagogy, and assessment practice to better engage, motivate and support student learning of law, focussing on the potential of non-adversarial legal practice. A new conceptual framework for legal education will result, demonstrating the pursuit of excellence in the teaching of law, and raising the profile of learning and teaching in Australian law schools.

Fellowship Completion: 2012 (commencement deferred)

Professor Peter Goodyear



Peter Goodyear is Professor of Education at the University of Sydney and has been co-director of the Centre for Research on Computer Supported Collaborative Learning (CoCo) since 2004. Professor Goodyear is the founding director of the Centre for Studies in Advanced Learning Technology, at Lancaster University in the UK.

Program Title: Teaching, technology and educational design: the architecture of productive learning environments

Institution: The University of Sydney

Type: 2007 ALTC Senior Fellow



Background

Conceptions of successful higher education are shifting. The focus of attention is moving from what the teacher says to what students do – especially to how they work with new knowledge. The quality of students' activity is the key. So the design of good learning tasks, and the design and management of supportive learning environments, are moving centre stage in higher education. The fellowship sought to help institutions become better at educational design, which would work at three levels: providing resources to help teachers become more proficient at educational design; working with pro vice-chancellors (learning and teaching) and other senior staff to identify strategies that will enable higher education institutions to become more design-savvy places; stimulating and contributing to public debate about the changing nature of teaching work in higher education, and especially about how such teaching can be done in a more principled, professional, enjoyable and effective way. The program is of relevance to all discipline areas but includes some focused activities in disciplines concerned with geography and environmental science, and professional education.

Outcomes

The fellow identified a core set of design tools and information sources, suitable for use by university teachers, working either individually or in teaching teams. An annotated guide with links to online sources is now available on the ALTC Exchange, on <http://www.altcexchange.edu.au/teaching-design>.

A pattern book was produced as a resource for designing activities of learning through discussion and learning through inquiry. This pattern book uses an approach to capturing and sharing educational design experience based on design patterns and pattern languages. The approach originates in architecture, has been very successful in software engineering, and is now attracting great interest in the world of educational technology. The pattern book is also available on the above link.

The fellow interacted with people in senior leadership positions in a number of institutions in Australia and overseas, especially pro vice-chancellors (learning and teaching) and heads of educational development units, to identify structural and cultural barriers to the uptake of the ideas and practices of 'teaching as design'. Workloads models that are based on face-to-face lecturing turn out to be one such obstacle in a significant number of universities.

Dissemination activities included presentations, articles, workshops, symposia and editing collections of work by those involved in research and development in the educational design field. Two books – one on students' experiences of e-learning, drawing out implications for educational design and the management of learning spaces; and one on educational design patterns and technology enhanced learning – and a special issue of the Elsevier journal – on design patterns in e-learning – were also completed.

Fellowship Completed: April 2009

<http://www.altc.edu.au/resource-teaching-technology-educational-design-sydney-2010>



Professor Marilyn Goos



Marilyn Goos has worked in mathematics education for 20 years as a teacher, researcher, and teacher educator. She is Professor and Director of the Teaching and Educational Development Institute at The University of Queensland. Previously she worked in the School of Education, where she taught pre-service and postgraduate courses in mathematics education. Her research has been guided by sociocultural theories of learning in investigating metacognition and mathematical thinking, analysing pedagogical issues in introducing educational technologies into mathematics teaching and learning, and studying how communities of practice are established and maintained in secondary mathematics classrooms and teacher education contexts.

Program Title: Building capacity for assessment leadership via professional development and mentoring of course coordinators

Institution: The University of Queensland

Type: 2006 ALTC Associate Fellow

Background

This fellowship aimed to build the capacity of course coordinators at The University of Queensland (UQ) to effectively implement the university's assessment policies, especially in relation to criterion-referenced assessment. (At UQ the term 'course' refers to a course of study that may be called a 'subject' or a 'unit' in other institutions.) Preliminary research leading to the fellowship nomination indicated that UQ academics new to the role of course coordinator had few formal opportunities to prepare for this role, and that they lacked confidence in their knowledge of assessment policies and their own responsibilities. Preliminary institutional research centred the fellowship program on investigation of a model of professional mentoring that would bring together a pilot group of course coordinators to build a community of assessment practice across the university.

Outcomes

In mapping the territory, by analysing data gathered from surveys and interviews of course coordinators, students, and senior university managers on their understanding and experience of assessment practices and policies, a number of mismatches between the goals and expectations of these groups was revealed. The analysis also highlighted differences in the way that students and academics understood the purposes of feedback.

The next phase concentrated on building a community of assessment practice. This involved implementing a pilot professional development and mentoring program for seven pairs of course co-ordinators representing various disciplines across six faculties. The course coordinators worked on individual action research projects targeting assessment issues that mattered to them in their own contexts, while the whole group of 14 participants provided support that highlighted similarities and differences in assessment issues across faculties. Flexibility, diversity and choice were found to be vital to the success of this approach. The mentoring model recognises professional learning as essentially a self-directed activity while balancing academics' need for agency with their accountability to the institution. A university-wide assessment network was also established and will be maintained in a follow-up project that builds on the fellowship program.



In its final phase, the fellowship developed institutional strategies for embedding and sustaining good assessment practice. This involved: gaining funding for an internal teaching and learning project to extend the mentoring model to middle managers (School Teaching and Learning Committee Chairs); using the data from the fellowship program to inform review of UQ assessment policies and link with the ALTC-funded project 'Assessment policy and impact on practice' (PP8-874); and disseminating the findings across the higher education sector nationally and internationally. The main factors contributing to the success of the fellowship were identified as leadership characteristics (credibility, team building, communication, and advocacy) and the use of strategic links with policies and structures to frame project goals, select participants and gain institutional endorsement. These two factors work together to achieve the balance between bottom-up, person-centred orientations and top-down, systems orientations to academic support and development that are necessary in order to bring about sustainable educational reform.

Fellowship Completed: May 2008

<http://www.altc.edu.au/resource-building-capacity-goos-uq-2009>

Professor Ross Guest



Ross Guest is Professor of Economics with the Griffith Business School at Griffith University.

Program Title: Promoting classroom experiments in undergraduate economics teaching

Institution: Griffith University

Type: 2008 ALTC Teaching Fellow

Background

Declining enrolments and poor teaching ratings in Australian university economics over at least two decades indicate a need to improve the quality of the student learning experience. The evidence indicates that the best way to improve the learning experience of students in economics is to engage students more actively in a student-centred teaching and learning process. A practical way of achieving this is to promote the use of classroom 'experiments' which is shorthand here for a range of active learning approaches that include games, simulations and role-plays. It is proposed to do this through a program of professional development activities that include: conducting workshops for academics, developing and disseminating electronic resources, integrating classroom experiments in topics throughout the undergraduate curriculum, preparing a manual for academics on how to run classroom experiments, and developing instruments for evaluating the effectiveness of classroom experiments.



Progress (to July 2009)

A seminar presenting the fellowship to the Griffith University Teaching Community of Practice has been conducted, and was well attended and videoconferenced to three campuses. The fellow collaborated with visiting academic, Ms Mary Hedges from Auckland University of Technology, who is also experienced in classroom experiments in economics; they conjointly presented a workshop and discussed the construction of a website, which is currently underway. Several meetings have also been conducted with the University's Flexible Learning Services (FLAS) unit, to develop the website repository of classroom experiments in economics. The fellow is currently sourcing and collating existing classroom experiments and writing them up for inclusion on the website. Experiments will be conducted in the Public Economics course during the second semester; and the learning outcomes will then be evaluated.

Fellowship Completed: March 2010

Professor Joy Higgs AM



Joy Higgs is Director of The Education for Practice Institute at Charles Sturt University and has 25 years experience in higher education research and practice-based education. Professor Higgs has published widely in the areas of professional practice, practice knowledge, clinical reasoning, qualitative research and professional education.

Program Title: Practice-Based Education (PBE): Enhancing Practice and Pedagogy

Institution: Charles Sturt University

Type: 2010 ALTC Teaching Fellow

Abstract

Higher education rhetoric places a high priority on preparation of graduates for practice. This involves socialisation into the relevant occupational culture and gaining work-readiness capabilities. How the quality of these processes can be achieved receives inadequate attention in literature and curriculum implementation and good practices are more invisible than widely evident. There is a need for enhanced practice-based education (PBE) pedagogy and education to: a) clarify good practice; b) make good practices widespread; and c) better prepare students for practice in 21st century universities and complex workplaces. This program will occur in two arenas: a multidisciplinary university (CSU) which focuses on education for the professions; and a network (APROPOS) of Australian and overseas centres engaged in advancing practice-based and interprofessional education. The three-phase program will examine, develop and disseminate good practices and pedagogies in PBE. Participants at local, national and international levels will engage in the critique, dissemination and embedding of findings in higher education to enhance national impact and sustainability.

Fellowship Completion: June 2011



Professor David T. Hill



Professor of South-East Asian Studies, David Hill is Fellow of Murdoch University's Asia Research Centre. He is also the Consortium Director and Founder of the Australian Consortium for 'In-Country' Indonesian Studies. Professor Hill researches political biography, the experience of exile, and contemporary media and culture in Indonesia. He has written and co-authored several books on Indonesian media, politics, literature, and culture.

Program Title: The development of a national strategic plan for Indonesian in Australian universities

Institution: Murdoch University

Type: 2009 ALTC National Teaching Fellow

Background

This fellowship involves a 'whole of sector' analysis of the state of Indonesian language learning and teaching in Australian universities. All universities teaching Indonesian will be consulted. Staff there – together with national and state professional associations, and administrative staff within the relevant areas of departments of education – will be involved in an analysis of the problems facing, and strategies viable for, the promotion and advancement of Indonesian language learning.

Following consultation with university teaching staff and administrators and the circulation of an interim discussion paper for consideration by stakeholders, a national colloquium of Indonesian language teachers will be held to evaluate the proposals. Drawing upon such analyses and overseas experience, the aim is to develop a national strategy for Indonesian in the Australian university sector, for presentation to government and universities. The process may suggest a possible model for the strategic review of other languages.

Progress (to April 2010)

The program has commenced with the appointment of a research officer and the confirmation of fellowship activities' scheduling. The fellow also developed a relational database to facilitate the management of data; sought ethics approval; and began consultations with the evaluation team. Collection of preliminary data on Indonesian language programs and contact information of university staff, language teachers, and other stakeholders has commenced, as well as the collection of previous reports and articles on language teaching and learning. These will be available on the 'Resources' page of the website promoting the fellowship (<http://altcfellowship.murdoch.edu.au>). An ALTC Exchange group 'National Strategic Plan for Indonesian' has also been established.

Discussions have been held with various stakeholders, including the Australia-Indonesia Business Council (AIBC) in Western Australia and Northern Territory, the Embassy of the Republic of Indonesia in Canberra, DFAT Indonesia section, the Australia-Indonesia Institute, the Consul General for the Republic of Indonesia in Perth, and the Indonesian Consul in Darwin. The Queensland and Northern Territory legs of a national consultation tour have been completed. The fellow was also invited to attend events held in honour of the Indonesian President during his visit to Canberra in March 2010, including the President's address to Federal Parliament and the preceding Parliamentary Luncheon.



Other dissemination activities include an article in *Asian Currents*, The Asian Studies Association of Australia's e-bulletin (September 2009); media releases at Murdoch University and other institutions in Queensland and Northern Territory; and radio interviews (ABC News Radio, March 2010; and ABC Local Radio Darwin, April 2010). An information session is planned at the Asian Studies Association of Australia (ASAA) Conference (July 2010) and the Australia Society of Indonesian Language Educators (ASILE) Conference (September 2010). A national colloquium of Indonesian language educators will be held, probably in February 2011.

Fellowship Completion: September 2011

Winthrop Professor Mark Israel



Mark Israel is Winthrop Professor of Law and Criminology at The University of Western Australia and Adjunct Professor of Law and Criminology at Flinders University. With a strong leadership and publication history, Professor Israel is a recipient of the 2004 Prime Minister's Award for Australian University Teacher of the Year and has been honoured with a Senior Fellowship by the Higher Education Academy (UK). Professor Israel is an ALTC Discipline Scholar in Law.

Program Title: 'Agents of Change': using awards for teaching excellence to identify and develop new generations of leadership in learning and teaching

Institution: The University of Western Australia

Type: 2008 ALTC Teaching Fellow

Background

Responding to a series of challenges presented by senior researchers of leadership in learning and teaching in Australian institutions, this fellowship program aims to identify the ways that institutional, disciplinary and national teaching award schemes have and could be used to develop new generations of leadership in higher education.

The fellowship investigates award recipients' understanding of leadership and charts their development of skills, knowledge and capacity in the area. In addition, through project and institutional partnerships, it will disseminate better practice through the sector, building on work achieved by and integrating lessons from three excellence-related schemes: the Awards for Teaching Excellence; the Leadership for Excellence in Learning and Teaching Program; and the Promoting Excellence Initiative.

Progress (to February 2010)

With the help of ALTC and DEEWR, the fellow has reviewed available AAUT and ALTC documentation, in Sydney and Canberra. Following ethics approval, the fellow has commenced interviews with stakeholders who contributed to the development of the AAUT and ALTC Awards programs. An online questionnaire has been developed on Survey Monkey, exploring the three educational issues that are at the heart of this program. The survey will be opened up to the 46 ALTC 2006-07 national award winners in early 2010. The fellow has and will continue to supplement survey information with semi-structured face-to-face interviews of award winners in Adelaide, Brisbane, Melbourne and Perth. Case studies of institutional practices are being developed to find out how institutions that have been successful in gaining national Awards for Teaching Excellence have sought to use the



awards to develop leadership in teaching and learning. More particularly, interest has arisen to identify what role institutional and national awards and award-winners have played in establishing new policies and practices in their home and other institutions.

Contact has been made with awards administrators in New Zealand, Canada and the UK to undertake a review of international best practice. Contact is yet to be made in Ireland. Useful responses have been received from NZ. As part of an exchange of international practices, at the request of the ALTC, the fellow contributed a chapter on teaching awards in Australian higher education to an international collection; which gave access to newly-commissioned reviews of international practice in Europe, Canada and Hong Kong. The fellow delivered an invited address, with Ron Smith of the Canadian 3M Award Winners, to the Academy of Tertiary Teaching Excellence at Ako Aotearoa, in Wellington. Drawing on British, Canadian and Australian experiences, the presentation examined what groups of national teaching award winners might be able to do collectively. Many of the ideas addressed have contributed to the development of the NZ Academy over the last 18 months and, as a result, the fellow was named a 'Friend of the Academy' in 2010. Presentations on the process and value in nominating for ALTC fellowships have been conducted at Monash University (jointly with Professor Sally Kift) and Griffith University. Two articles have also been developed in collaboration with Lisa Emerson, a NZ Supreme Award Winner, and Iain Hay, recipient of 2006 Prime Minister's Award for Australian University Teacher of the year, for publication in Australian, British and New Zealand newspapers.

Fellowship Completion: End 2010

Professor Sally Kift



Sally Kift is Professor of Law at QUT, where she has served as Law Faculty Assistant Dean, Teaching and Learning (2001-06) and as QUT's foundational Director, First Year Experience (FYE) (2006-07). Professor Kift received a Teaching Award in 2003, and led a project team to the award of an ALTC Program Award, for the QUT Law Faculty's Assessment and Feedback practices in 2007. Professor Kift has published widely in legal education and student transition, and has received numerous national and international invitations to speak on issues relating to transition and the FYE, curriculum design to embed and assess graduate attributes, teaching quality and improvement, student engagement, and legal education. Professor Kift is an ALTC Discipline Scholar in Law.

Program Title: Articulating a transition pedagogy to scaffold and enhance the first-year learning experience in Australian higher education

Institution: Queensland University of Technology

Type: 2006 ALTC Senior Fellow

Background

The first year experience (FYE) focuses on supporting all students, whatever their entering background and preparedness, to make a successful academic and social transition to the critical first year of higher education and learning in a new discipline. Efforts to enhance the FYE of diverse commencing student cohorts are able to draw on an impressive body of



research, practice, and policy. Valuable empirical and other research data are also available that analyse the FYE in the Australian context. While there are examples of excellence in individual institutions, and in discrete programs and subjects of study, this piecemeal approach needs to be directed at moving practice towards holistic and sustainable institution-wide approaches. This fellowship focused on the adoption of a curriculum focus to the FYE.

Outcomes

A major fellowship outcome is the articulation of a research-based transition pedagogy for intentional first year curriculum design and support that carefully scaffolds and mediates the first year learning experience for contemporary heterogeneous cohorts. This was framed around the identification of six First Year Curriculum Principles that stand out as supportive of first year learning engagement, success, and retention across disciplines (transition, diversity, design, engagement, assessment, and evaluation and monitoring).

Several discipline case studies exemplifying intentional first year curriculum design for transferable implementation were developed. A set of expert commentaries on the first year curriculum case studies was collected from a range of perspectives considered critical to a transition pedagogy. An extensive dissemination strategy includes the fellowship expert seminar of national and international collaborators and fellowship evaluator (QUT, 2008); the WA Fellowship Forum on First Year Curriculum Design (2008); and the FYE Curriculum Design Symposium featuring Professor Vincent Tinto (2009), complete with the production of a DVD 'learning and teaching resource' (http://www.fyecd2009.qut.edu.au/resources/fyecd2009_movie.jsp). The fellowship features on the ALTC Exchange (<http://www.altcexchange.edu.au/first-year-experience-and-curriculum-design>) and a QUT website (www.fyhe.qut.edu.au/transitionpedagogy). A number of strategic links were also established between this fellowship and other ALTC fellowships and projects.

Six recommendations are made for action to maintain and build on the momentum generated by the work of the fellowship:

- that there be further investigation into, and identification of good practice examples under, each of the fellowship's six **First Year** Curriculum Principles
- that consideration be given to investigating and articulating sector-wide standards for the undergraduate FYE
- that top-level institutional policies should explicitly acknowledge and be attuned to the transitional learning and support needs of diverse undergraduate first year student cohorts
- that interested academic and professional FYE staff be facilitated to establish and maintain a FYE Community of Practice
- that ALTC should foster and support sector-wide action and consensus on the FYE
- that an ALTC Leadership Project be commissioned around facilitating, enabling and enacting academic and professional partnerships.

Fellowship Completed: April 2009

<http://www.altc.edu.au/resource-first-year-learning-experience-kift-2009>



Associate Professor Les Kirkup



Les Kirkup is Associate Professor – Physics and Advanced Materials with the University of Technology, Sydney. Associate Professor Kirkup has a strong physics research background and is an exceptional and respected educator.

Program Title: New perspectives on service teaching: tapping into the student experience

Institution: University of Technology, Sydney

Type: 2007 ALTC Associate Fellow

Background

The goal of this fellowship was to devise an effective approach to the curriculum development of physics subjects designed for non-physics majors in order to enhance student engagement and learning.

Outcomes

The intentions of the fellowship were accomplished by directly tapping into the student experience of the undergraduate curriculum, including attending lectures and laboratories and through surveys, interviews and reviewing course materials available to students in an online environment.

The focal point of much of the fellowship was a large enrolment first year physics service subject at the University of Technology, Sydney, allowing approaches to examining the student experience to be evaluated, as well the trialling of innovations designed to enhance that experience.

Several key insights emerged during the fellowship, including first-hand experience of the cultures and conventions of other disciplines as met by new students and the challenges facing students as they navigate their way through an undergraduate science degree. Of particular concern were the laboratory experiences of students within physics service subjects. Through surveys of recently completed students, as well as of those that had enrolled in the subject in earlier years, students expressed the view that the physics laboratory was not a positive learning experience. This finding was echoed in two other recent ALTC-funded projects: 'Reconceptualising tertiary science education for the 21st century' (<http://www.altc.edu.au/project-reconceptualising-tertiary-science-uc-2006>), and 'Forging new directions in physics education in Australian universities' (<http://www.altc.edu.au/resource-forging-new-directions-physics-uts-2009>).

The major outcome of the fellowship is the creation, implementation and evaluation of a versatile template of local and national value that can be used to develop a physics laboratory program. The template was designed to assist in the development of a whole laboratory program, giving special attention to the objectives of the program, the educational analysis of experiments, and demonstrator support. The template, its purpose and how it may be implemented are explained in detail in the fellowship report (see link below). The fellowship also produced a framework for laboratory work that effectively engages non-physics majors; and an innovative approach to compilation of



material for the physics service subject, which brings emphasis to the utility of physics and its relationships to students' other studies.

Dissemination of the fellowship's work has been extensive and continues through non-refereed and refereed papers, and invitations to present the work to academics at a number of universities in Australia and overseas.

Fellowship completed: April 2009

<http://www.altc.edu.au/resource-new-perspectives-student-teaching-uts-2009>

Professor Fiona Lake



Dr Fiona Lake is Professor of Medicine at the University of Western Australia and holds the Eric Saint Chair based at Sir Charles Gardner Hospital in Perth. Professor Lake's clinical and research interests are in interstitial lung disease, pulmonary rehabilitation in chronic obstructive pulmonary disease and clinical signs in respiratory disease. Professor Lake has an academic interest in medical education, previously being the Associate Dean of Teaching and Learning during the introduction of the new medical curriculum in 2000, and is now the Head of the Education Centre within the Faculty of Medicine, Dentistry and Health Sciences at UWA.

Program Title: Application of a clinical staff development model, 'Teaching on the Run', to allied health and multi-professional audiences and to rural and remote settings

Institution: The University of Western Australia

Type: 2006 ALTC Associate Fellow

Background

This fellowship adapted and expanded a staff development program, Teaching on the Run, designed for doctors, for a broader group of health professionals including nurses, allied health professionals and veterinarians. The fellowship program was based on the premise that there are substantial similarities and challenges in the way health professionals teach and supervise whilst working in a clinical setting. Interactive workshops and associated resources were adapted to the various settings, taking into account the priority areas or challenges in the discipline, the context of learning and the usual educational environment. In addition, workshops for multi-professional groups, including some specifically fostering interprofessional learning, were developed and run.

Outcomes

After identifying a disciplinary lead, reviewing the literature and available resources, workshops and videos were developed, and the program implemented with a variety of collaborators. Disciplinary focus, such as availability of people and urgent need for staff development (vets), influenced the development and implementation of the programs.

- Nursing: three modules were developed, (*Clinical Teaching; Skills; and Feedback, Assessment and Supporting Trainees*) with workshops run in Perth and Queensland, addressing working in multicultural settings and teaching with various levels of nurses (registered, enrolled, aides).
- Physiotherapy: two modules were developed (*Clinical Teaching, Skills and Giving Feedback*) with workshops run in Perth. The priority areas of working with patients, staff



shortage, young staff, and implementation of a new Australia-wide assessment form were included (the latter continuing collaboration as part of an ALTC-funded project).

- Veterinary science: three modules were developed (Clinical Teaching; Skills; Assessment and Feedback) with three workshops run (with more planned). Priority areas addressed were working in the emergency setting; teaching alongside veterinarian nurses, high pressure of work, building on prior learning, risk of involving students in high-stakes care (racehorses).
- Multiprofessional: three modules were developed (Clinical Teaching; Skills; Feedback and Assessment) and workshops run in British Columbia, Canada and in Albany, WA. The workshops allowed exploration of the viability of running a large group session and the development of generic scenarios as a focus for discussion.
- Interprofessional: two modules were developed (Clinical learning with an inter-professional group of learners; Skills and giving feedback) with three workshops run (further workshops planned).

Collaboration is continuing with Curtin University of Technology (interprofessional focus, the Faculty of Health Sciences), WA Department of Health (nursing education), Queensland Health (nursing education), the Rural Clinical School and country health services (interprofessional and nursing) and Murdoch University (Veterinary School). Dissemination will continue: for interested groups, this involves attendance at a workshop and engagement with the developers, and for a basic cost, provision of all the material (including intellectual property) and continuing support through the network of facilitators that now exists around Australia. Further workshops are being developed to address current needs (nursing, interprofessional learning). Evaluation has demonstrated the new material was well received and workshops continue to be requested. A website has also been established at <http://www.meddent.uwa.edu.au/teaching/on-the-run>.

Fellowship Completed: July 2008

<http://www.altc.edu.au/resource-application-clinical-staff-development-uwa-2009>

Associate Professor Betty Leask



Betty Leask is Dean, Teaching and Learning in the Division of Business at the University of South Australia. Associate Professor Leask has published and presented extensively in the field of internationalisation. She is also a board member of the International Education Association of Australia, the Journal of Studies in International Education and the Association for Studies in International Education.

Program Title: Internationalisation of the curriculum in action

Institution: University of South Australia

Type: 2010 ALTC National Teaching Fellow

Abstract

Internationalisation in higher education is important in both the local and the global contexts within which universities operate, and internationalisation of the curriculum is a critical component of any university's internationalisation strategy. The particular focus of this fellowship is the active engagement of academic staff across different disciplines and institutions with internationalisation of the curriculum. It will develop and disseminate



a framework for internationalisation of the curriculum in action, illustrated by case studies and supported by a practical 'how-to' guide for academic staff seeking to internationalise the curriculum within their disciplinary and institutional context. The primary goal is to provide practical, ongoing support for institutions and, in particular, teams of academic and support staff, across disciplines. The key question that will be considered is 'How can we internationalise the curriculum in this discipline area, in this particular institutional context, and ensure that, as a result, we improve the learning outcomes of all students?'

Fellowship Completion: June 2011

Dr Raymond Lister and Professor Jenny Edwards



Dr Lister is Senior Lecturer with the Faculty of Information Technology, UTS. Dr Lister has a strong international reputation in information and communications technology (ICT) educational research for a scholarly, evidence-based approach, breaking with the tradition of 'folk pedagogy' (as he puts it) in ICT education. Dr Lister is Science Teaching and Learning Fellow at the University of British Columbia, Canada, an appointment he took up in 2009.



Jenny Edwards is currently Visiting Professor and Acting Associate Dean (Research) and Acting Head School of Management in the Faculty of Business, UTS. She has been an academic in the Faculty of Information Technology at UTS since 1976 and was Head of the School of Computer Sciences from 1994 to 2000. She is a Fellow of ACS, and a member of SIGCSE, ASOR, INFORMS and the Mathematical Programming Society. Professor Edwards' areas of expertise are: large scale mathematical programming; open source mathematical software; parallel algorithms; social effects of computing; and Computer Science education.

Program Title: Teaching novice computer programmers: bringing the scholarly approach to Australian ICT degrees

Institution: University of Technology, Sydney

Type: 2007 ALTC Associate Fellows (shared fellowship)

Background

University enrolments in ICT degrees have almost halved in recent years. Female students account for a large percentage of this drop. The traditional ways of teaching computing are increasingly out of step with the interests of today's students, particularly female students, who have grown up with computers. In this fellowship, Raymond Lister and Jenny Edwards built upon their past work to address problems in ICT education. Dr Lister is a co-leader of an international collaboration which studies how novice programmers go about solving typical assessment tasks. This fellowship provided the opportunity to bring other Australasian ICT academics into this collaboration. The fellowship also utilised Professor Edwards' background in gender issues, to study attitudes and approaches to programming among women. Previous studies have shown that improving the appeal of ICT for women also improves its appeal to men.



Outcomes

An action-research approach was adopted to collect systematically evidence from end-of-semester exams, with the aim of improving the teaching of computer programming. In the action-research cycle, the participants formulate ideas on where the problems lie for novice programmers, devise exam questions to test these ideas, collect and analyse the data from the end-of-semester exams, and then repeat the process.

Contrary to the intuitions of many computing academics, it was revealed that students tend not to have problems with the low level nuts and bolts of programming, but do have problems fitting the pieces together. Students 'can't see the forest for the trees', but many traditional exam questions only test the novice programmer on the nuts and bolts.

A total of 21 Australian academics, representing 14 institutions, either attended the three workshops held as part of the fellowship, or actively participated in the program electronically. Academics at six Australian institutions (in addition to UTS) have used end-of-semester exam questions designed as part of this fellowship (BRACElet-style questions). BRACElet is a multi-institutional multi-national research study of how novice programmers comprehend and write computer programs; BRACE stands for 'building research in Australasian computing education'. In addition, 14 institutions from seven countries have actively participated in data collection and analysis. At least 8000 students have done BRACElet-style questions at a variety of institutions over several years. During the funding period, 26 participants have (co)authored 16 papers, further disseminating the outcomes of the fellowship.

At the last workshop, conducted in January 2010 at Queensland University of Technology, the participants identified five activities to undertake this year. It is therefore expected that the fellowship activities will be continuing beyond the funding period.

Fellowship Completed: January 2010

Professor Helen MacGillivray



Helen MacGillivray is a Professor in the Faculty of Science and Technology at the Queensland University of Technology. She is an Honorary Life Member and past president of the Statistical Society of Australia, and is currently President of the International Association for Statistical Education, and Scientific Coordinator for the next International Conference on Teaching Statistics. Helen has worked on secondment or as a consultant for the Royal Statistical Society, a Higher Education Academy Centre and a Centre for Excellence in Teaching and Learning in the UK. She is Director of QUT's Maths Access Centre and is a member of Queensland's State Maths Panel.

Program Title: The teaching and assessment of statistical thinking within and across disciplines

Institution: Queensland University of Technology

Type: 2006 ALTC Senior Fellow



Background

Concepts of statistical citizenship, statistical literacy, statistical reasoning and statistical thinking are increasingly influencing developments and policy across all educational levels. Previous strategies that were teacher-centred, with theory followed by examples, are being supplanted by student-centred, data- and context-driven, experiential learning and assessment, with emphasis on concepts and development of statistical thinking. This fellowship aimed to identify and tackle the learning and teaching challenges that arise from this change of approach.

Outcomes

Beyond the research and conference papers, this fellowship involved examining where statistical education is at and where it should develop. Feedback and collaborations resulting from the dissemination activities undertaken furthered the developments. Teaching materials and resources for introductory statistical data analysis and introductory modelling with probability and distributions were revised, incorporating innovative approaches designed to facilitate learning and assessment of statistical thinking for today's student cohorts in a modern information society. A website of datasets, prepared from student free-choice data investigation projects with notes and teaching comments, was developed (<http://teaching.sci.qut.edu.au/data2teach/>). A second website focusing on teaching tips is underway. A DVD, four invited papers and two invited book chapters have been finalised. Another ten papers are in preparation, or have been scoped, each with a different collaborator. Advice and input on writings, proposals or reports has also been provided. Following completion of the fellowship, its findings have fed into the writing of a textbook.

As part of the program, the fellow organised an Australian Conference on Teaching Statistics or OZCOTS (Melbourne, July 2008) and an Australian and New Zealand forum entitled Building Networks in Statistical Education (QUT, February 2009). OZCOTS was held for the first time in association with the Australian Statistical Conference to facilitate greater involvement by research and professional statisticians in statistics education. The success of this innovation was such that the next Australian Statistical Conference immediately adopted this strategy and plans are underway to extend to Australian and New Zealand conferences on Teaching Statistics (OZNZCOTS). The forum has generated a number of initiatives, including a joint submission to government on curriculum, and plans for an Australian and New Zealand Network in Statistics Education, with a website to host a range of activities, including future OZCOTS and OZNZCOTS.

Fellowship Completed: March 2009

<http://www.altc.edu.au/resource-teaching-assessment-statistical-thinking-qut-2009>



Dr Jacquie McDonald



Jacquie MacDonald is a Senior Lecturer (Learning and Teaching Enhancement) at the University of Southern Queensland. Her research interests include learning and teaching design; flexible learning; communities of practice; interaction and engagement in online learning; gender equity; and academic professional development.

Program Title: Community, Domain, Practice: facilitator's catch-cry for revitalising learning and teaching through communities of practice

Institution: University of Southern Queensland

Type: 2010 ALTC Teaching Fellow

Abstract

Communities of practice (CoPs) are cited in higher education literature and ALTC applications as a successful way of building and sharing a scholarly approach to enhancing learning and teaching practice. This fellowship builds on the fellow's CoP leadership role at the University of Southern Queensland, which initiated an institutional model for engaging academic staff in situated professional development. This role was recognised through an ALTC Citation (2009) and USQ CoPs received a 2009 AUQA commendation. Academic CoPs operate differently from institutionalised higher education work groups, and the facilitator's role differs from the familiar chairperson's role. An action research approach will identify key aspects of the facilitator's role and use USQ's multimedia capacity to create digital re-enactments to enable workshop critical analysis of the role. Facilitator capacity-building will also include workshops by an international expert, Dr Milton Cox (Miami University, Ohio), and a facilitator's start-up handbook. Activities will build on existing collaboration with Australian academics implementing CoPs and international CoP expert, Dr Etienne Wenger.

Fellowship Completion: July 2011

Professor Erica McWilliam



Erica McWilliam is Adjunct Professor and Co-Leader, Creative Workforce 2.0 Program at the ARC Centre of Excellence for Creative Industries and Innovation at QUT. Professor McWilliam is both a distinguished and widely published educational scholar, and national leader of educational research. Professor McWilliam has been appointed at the National Education Institute in Singapore in December 2008.

Program Title: Developing pedagogical models for building creative workforce capacities in undergraduate students

Institution: Queensland University of Technology

Type: 2006 ALTC Associate Fellow



Background

This fellowship sought to address the lack of clarity regarding the specific teaching practices that actively develop creative workforce capacity in undergraduate students, by identifying, documenting and disseminating pedagogical methods that can build this. Five objectives arose out of this:

- to understand the relationship between pedagogical work and creative workforce capacity building in formal learning environments
- to investigate examples of pedagogical processes and products that characterise a creativity-centred learning environment
- to identify barriers arising in pedagogical work for creative workplace capacity building
- to develop models of engagement that can overcome these barriers
- to disseminate these models among key stakeholders in higher education teaching and learning.

Outcomes

The scholarly work undertaken to investigate and theorise the relationship between pedagogical work and creative workforce capacity building in formal learning environments resulted in six conference papers, presented in Australia, Sweden and the UK. The investigation of examples of pedagogical processes and products that characterise a creativity-centred learning environment involved an extensive review of the literature. A web log was established (<http://eduspaces.net/ericam/weblog/>) to foster discussion and collaboration among peers investigating creativity within the education context.

An electronic survey of award-winning Australian academic teachers was conducted as a comparative study with academics surveyed in the 2006 UK's Imaginative Curriculum project. A report entitled 'Understanding creativity: A survey of 'creative' academic teachers' was completed in May 2007. This report demonstrates that teaching for creativity is a feature of Australian university teaching, as it is in the UK, occurring in a number of disciplinary areas, not just in arts-related contexts. Negative aspects have also been revealed as there is an ongoing confusion in terms of what counts as creative capacity and therefore how it might be best achieved through programs of learning and teaching. Built on this report, a National Creativity Showcase was delivered in December 2007, to investigate further barriers to (and enablers of) creative capacity building. The Showcase aimed to establish networks, collaborations and momentum for scaling creativity focused pedagogies within the higher education sector, and was attended by 30 participants from 21 universities and a range of discipline areas. The showcase features on the ALTC Exchange, on <http://www.altcexchange.edu.au/national-creativity-showcase>.

The program sought to develop sets of paradoxical 'team dynamics' arguably explicitly valuable in models of undergraduate teaching for creative capacity building: connectivity and diversity; co-invention/co-creation and separation; leading and following; 'enhancing' constraints and removal of inhibitors; and explain less, welcome error.

Other dissemination activities include national and international keynote addresses and media coverage, as well as a book contract and scholarly papers.

Fellowship Completed: February 2008

<http://www.altc.edu.au/resource-developing-pedagogical-models-qut-2007>





Professor Geoffrey Meyer

Geoffrey Meyer is a Professor within the School of Anatomy and Human Biology, Faculty of Life and Physical Sciences, The University of Western Australia.

Program Title: Building a network of academics who use, contribute to and disseminate an online, cost-effective histology learning and teaching resource for students in Australia and overseas

Institution: The University of Western Australia

Type: 2009 ALTC Teaching Fellow

Background

This fellowship will establish a collaborative network of histology educators to use, and contribute to, the existing instructional resource for learning and teaching histology, created by the fellow at The University of Western Australia. This web-based, computer-aided resource caters for the evolving learning styles of students and has already effected improved quality of learning outcomes for students and their learning experiences, and enhanced the quality of teaching.

Many histology teachers in Australia and overseas have recognised these achievements and requested access to this resource for their students. The fellowship will open access to and share this innovation with other Australian and overseas institutions; and provide leadership to add more content and build further tools for this resource through a collaborative network of histology educators who will continually disseminate the benefits of the resource across the sector in Australia and overseas. This will benefit students learning histology and academics and institutions teaching histology.

Progress (to March 2010)

Prior to the commencement of the 2010 academic year, the fellow has created additional histology resource/image databases; further developed and added extra content and functionalities within an online learning environment. This histology resource is now ready for access by students external to UWA. Academics representing 15 Australian institutions are currently reviewing the content of the resource and evaluating its use for their students of histology. An external learning management system (Moodle Pty Ltd) has been chosen to host the resource for access by all students. The fellow is currently attending a series of workshops and instruction on how to create a platform to enable other histology teachers to become 'administrators' and customise content for their specific histology curricula. Dissemination workshops will be conducted from April 2010.

Fellowship Completion: June 2010



Professor Cynthia Mitchell



Professor Cynthia Mitchell is Research Director at the Institute for Sustainable Futures (ISF) at UTS. Prior to joining ISF, Professor Mitchell lectured in engineering at The Universities of Sydney and Queensland. Her work has challenged technical, end-of-pipe, context-independent solutions to sustainability problems. Professor Mitchell won prestigious Australian Research Council funding for her wetlands work, and was President of the Australasian Association for Engineering Education. Since joining ISF, Professor Mitchell has led projects in sustainable urban form and buildings, learning and education for sustainability, sustainable energy provision, and sustainable water service provision.

Program Title: Zen and the art of transdisciplinary postgraduate studies: identifying, encouraging and evaluation quality

Institution: University of Technology, Sydney

Type: 2006 ALTC Associate Fellow

Background

Increasingly, the problems that face society require approaches that do more than bring the outputs of different disciplines together. Sustainable solutions require approaches that transcend disciplines. Increasingly, research students are engaged in such problems. And yet the judgment of the quality of research students' work is usually based on strong disciplinary traditions and frameworks. The question at the core of this research is 'what might constitute an evaluative framework for the formative and summative outputs of transdisciplinary research training?' This program explores processes that might give confidence to supervisors, examiners and students about evaluating the rigour and relevance of transdisciplinary research that draws on epistemologies, theories, methodologies and approaches spanning disciplines from natural sciences, social sciences, and humanities.

Outcomes

This fellowship sought to shed light on both the summative criteria that might be helpful for evaluating the outputs of such research – a thesis, papers, etc – as well as the formative processes supervisors and students might use to engender such criteria. The approach in the fellowship was deeply collaborative – an action research, iterative co-creation with colleagues from around the country who share a passion for high quality inter and transdisciplinary research that makes a difference in the world at large.

Outcomes can be summarised as following:

- seven quality criteria for inter- and trans-disciplinary research outputs, explored and explained in a resource document
- a set of 50 or so ideas for good practice that help students and supervisors develop the necessary skills and insights to be able to demonstrate the criteria. These are explored and explained in a resource document
- a set of workshop resources that can be used by individual academics or academic developers to explore and extend participants' experiences and skills in this type of work.



Two journal articles and a train-the-trainer workshop at the Quality in Postgraduate Research conference are planned in 2010. A presentation has also been held at a biannual meeting of the deans and directors of graduate schools. The resources will be shared with the program's 60 participants, representing 12 institutions; and will be made available online.

As this type of research becomes more prevalent, the need for better resources will grow. The *Ideas for good practice* document from this fellowship is a starting point – it could usefully be enriched and extended, and published in a more accessible form. Equally, the quality criteria have implications for examination processes in particular, but also for development programs for students and supervisors.

Fellowship Completed: March 2009

<http://www.altc.edu.au/resource-transdisciplinary-postgraduate-studies-uts-2009>

Dr Roger Moni



Dr Roger Moni is a Senior Lecturer at the Griffith Institute for Higher Education, Griffith University and Program Convenor of Graduate Certificate in Higher Education. Dr Moni's areas of expertise are: programmatic development of scientific writing; inquiry learning in the biosciences; and co-operative learning.

Program Title: Programmatic approach to developing scientific writing embedded in Health courses

Institution: Griffith University

Type: 2007 ALTC Associate Fellow

Background

Health graduates need proficient writing skills, adaptable to diversifying professional and social contexts, communication modes and purposes. These graduates need to be both scholarly thinkers and effective communicators if they are to contribute to the high quality human capital underpinning recent reforms in Australian higher education. The teaching and assessment of writing in undergraduate health degree programs at Griffith University, and nationally, needs to be more effectively integrated within and across programs. This fellowship will collate 2008 institutional data about the teaching and assessment of writing, and writing competencies of health undergraduates, and use this baseline data to identify required types of writing, build a model(s) to embed the teaching and assessment of writing within and across health programs, and sustainably enhance the teaching and assessment of writing by engaging and supporting staff from other institutions in professional development around the model(s).

Progress (to May 2009)

The fellowship program was delayed owing to the fellow's change of employment. The literature review of theoretical approaches, teaching and assessment practices of scientific writing is an ongoing process. A synoptic audit of references to 'writing' in all Australian institutions has been completed. The fellow has completed an audit of records of writing assignments and assessment from 2008 course profiles. The collection of



effective samples of writing assessment from course coordinators across health group continues. A workshop has been organised to engage health pro vice-chancellors and deans (Learning and Teaching; Academic; Research), heads of schools, program convenors, year coordinators and the reference group (composed of key staff across three campuses). Survey questions for students, staff and employers have been elaborated; these will be refined and ethics approval will be sought. Semi-structured interviews with selected representatives of each stakeholder group will then be conducted. A consultant has provided formative evaluation and made recommendations on specific issues to be investigated with staff.

Fellowship Completed: October 2009

Dr Heather Monkhouse



Dr Heather Monkhouse comes from Perth, and moved to New York in 1983. As a student of Leon Russianoff she obtained her Bachelor and Master of Music Degrees from The Juilliard School and her Doctorate of Musical Arts Degree from the Manhattan School of Music. For Bass Clarinet she studied with Vincent Abato and at the Aspen Festival she was a student of Joaquin Jaldepenas, and Bill Jackson. Dr Monkhouse is Senior Lecturer in Woodwind, Conservatorium of Music, University of Tasmania.

Program Title: Using assessment effectively: learning environments that work, for tertiary music performance students and staff

Institution: University of Tasmania

Type: 2008 ALTC Teaching Fellow

Background

This fellowship built upon Dr Monkhouse's 2007 UTAS Teaching Fellowship. Having audited current music assessment procedures nationally, this fellowship program aimed to establish a process whereby performance teaching practices can be reshaped to support an effective learning environment; where feedback aligns to the expectations of what is being assessed; and where study results in valued graduate attributes. In this environment, staff and students have meaningful descriptions of the purpose of assessment/learning tasks, performance standards and assessment criteria, grade descriptors, and transparency regarding the school's formative, ongoing and eventual expectations.

Outcomes

The fellow conducted a literature review; interviews and group discussions with staff and students; related-art focus groups and with a national discipline-specific focus group established earlier; and case study narratives.

The program initially focused on assessment tasks, and two key findings resulted from discussions with staff: performance study is far more encompassing of complementary knowledge and skills than what is apparent to the students; and for assessment to be effective for students, greater awareness and understanding of the purpose of the Bachelor of Music study is crucial. Initial changes to assessment policies followed a



survey of students for their thoughts on their major study, and feedback from these students was sought for discussion.

The learning environment was recognised as the Bachelor of Music, which gave the opportunity to consider the entire degree and means of improvement. The curriculum and structure of Bachelor of Music were redesigned to support a course of study where discipline knowledge and contextual understanding are used to explore and develop creative expression; and new assessment tasks for undergraduate music performance students were introduced in Semester 1, 2010. Assessment criteria and standards of achievement for assessment tasks were also established. The fellow developed a guidebook for staff and students explaining the UTAS Conservatorium of Music's beliefs and purpose regarding the study of music performance. The program was also aligned with ALTC Learning and Teaching Academic Standards project, and in particular the work of Professor Jonathan Holmes, ALTC Discipline Scholar for Creative and Performing arts.

A repository of the materials used and created throughout the program is accessible on the ALTC Exchange, <http://www.altcexchange.edu.au/content/developing-effective-learning-environment-tertiary-music-students-and-staff>. The school performance units' website was redesigned and a 'talking head' gallery created with interviews of staff reflecting on practice and performance issues. The evaluation processes were refined to keep the learning environment effective and engaging following changes from the introduction of the new curriculum.

The fellowship was presented at UTAS Teaching Matters 2008 and at the Australian Society of Music Educators (ASME) Conference (Launceston, July 2009). The fellow has also written several journal articles. Further presentations will be conducted at the 29th International Society for Music Education (ISME) World Conference (Beijing, August 2010) 'Curriculum for a Bachelor of Music: balancing design and desire'; and at the joint conference of Australia and New Zealand's Musicological Societies (Otago, NZ, December 2010).

Fellowship Completed: March 2010

Dr Sandy O'Sullivan



Dr Sandy O'Sullivan is an Indigenous Research Fellow in the Research Division of Batchelor Institute of Indigenous Tertiary Education. She holds a PhD in Fine Art (Intermedia) from The University of Newcastle, and is a current ARC Fellow focusing on digital processes of Indigenous cultural display in national museum spaces. Sandy's work is multidisciplinary, with a broad focus on Indigenous studies, knowledge transfer protocols and digital technologies. Sandy is a member of the Wiradjuri Nation of NSW and is the first Indigenous academic to have received an ALTC fellowship.

Program Title: Promoting strategies and creating opportunities for inter/multimedia practice as a culturally appropriate dissemination tool for Indigenous postgraduate research training

Institution: Batchelor Institute of Indigenous Tertiary Education



Type: 2008 ALTC Teaching Fellow

Background

Indigenous research students have significantly reduced participation in the academy compared to their non-Indigenous counterparts. The Indigenous Higher Education Advisory Committee identified the need to pursue strategies that are pedagogically in line with Indigenous knowledge practice and that promote alternative methods of merging the community experience of Indigenous research students with sound research training.

This fellowship process and outcomes aim to stimulate Indigenous research students and their supervisors to consider multi/intermedia forms of dissemination, such as image/sound, film, exhibition and digital media, either as culturally appropriate alternatives or support to the linear, written thesis form.

Outcomes

The program has been divided into two key activities comprising several initiatives that promote the objectives of the overall program.

The first activity is the ongoing development of a series of resources for educators and students involved in Indigenous research training. These include the production of a website; a series of tutorials; and the resource factsheets, also available for download. The site will be available for access in May 2010 (www.indigenouresearchers.org).

The second activity has been a process of networking the ideas behind the fellowship, disseminating the findings and exploring the expectations of using new media in research training, and discussing widely the processes of Indigenous knowledge(s) dissemination. This activity has focused on providing frameworks of understanding to supervisors and research student support areas, in order for them to consider alternative, rigorous, culturally appropriate means of supporting their Indigenous research students, and has been achieved through informal discussions, formal presentations and public presentations at many Indigenous centres of learning around Australia. Dissemination of the fellowship has also taken place nationally and internationally, at core conferences that attract the appropriate research training practitioners, including the triennial World Indigenous Peoples Conference on Education in Melbourne; a publication of the findings in the Journal of Australian Indigenous Issues; and presentations at Yale and Harvard Universities.

Working within the Batchelor Institute both-ways philosophy, the fellowship has promoted models of practice that support multidisciplinary Indigenous knowledge outcomes. This work will continue beyond the life of the fellowship program, with the aim of working with the ALTC to provide effective strategies to support Indigenous researcher training across the higher education sector.

Fellowship Completed: July 2009



Professor Beverley Oliver



Director of teaching and learning at Curtin University of Technology, Professor Oliver has worked in teaching and learning development for six years, before which she spent many years teaching at all levels. Her discipline background is in humanities (languages, literature, media and technology), and she now works on whole of university projects. Recent areas of work include the Curriculum 2010 project, which focuses on streamlining courses, aligning curriculum and improving teaching and learning in all courses and majors at CUT by 2010; and the implementation of a university-wide online system for teaching and unit evaluation.

Program Title: Facilitating national benchmarking of achievement of graduate attributes at course level

Institution: Curtin University of Technology

Type: 2009 ALTC Teaching Fellow

Background

Universities review curricula drawing on a range of data, including feedback gathered through the course experience questionnaire (CEQ) and internal feedback systems which rarely include graduate and employer perceptions of graduate achievement of attributes and employability skills. This fellowship proposes to address this gap by disseminating three tools to partner universities to engage in benchmarking for improved attribute and employability skill attainment in specific courses.

The fellowship seeks to have partner universities voluntarily share data with selected peer institutions (within agreed confidentiality boundaries) so that teaching teams may redesign and improve course curricula to improve perceptions of graduate employability. The tools are graduate and employer surveys based on generic graduate attributes and employability skills, a needs analysis assembling evidence from a range of data sources (including the CEQ, graduate destinations survey, course demand, student progress and retention, as well as the graduate and employer surveys); and a curriculum map which shows specific contextualisation and assessment of attributes and skills as well as curriculum themes.

Progress (to February 2010)

The communication strategy has been established and commenced with the production and regular updates of a website: <http://tiny.cc/boliver>. A network page has been created on the same URL, and includes so far approximately 90 colleagues, national and international. To establish connections, the fellow has visited two universities in 2009, and eight in 2010, with a further 15 scheduled by end of April. Future centralised meetings in the shape of half day seminars and interactions will be organised to consolidate these connections. Further connections have been made using other existing networks, including liaising with Professor Christine Ewan regarding Discipline Scholars; the Higher Education Research and Development Society of Australasia (HERDSA) mailing list; and the ACEN network newsletter. The councils of deans are currently being approached. The fellow's role as CUT's representative on the Assessment of Higher Education Learning Outcomes (AHELO) feasibility study has been useful. International connections will be made during overseas visits at various institutions including in the



UK: Robert Gordon University, Aberdeen and Leeds Metropolitan University, as well as through presentation of papers at conferences.

The literature review has commenced and will be updated throughout the fellowship. Scholarly papers and evidence-based answers to key questions on issues related to the fellowship will be prepared. These resources will be downloadable on the website. An environmental scan has been conducted to investigate the use of graduate and employer surveys focused on graduate achievement and employability within the Australian higher education sector and internationally. The scan also included canvassing curriculum mapping tools in use and development. The results will be in a refereed paper (Oliver and Whelan 2010). A document has been prepared, and disseminated through the website, on improving response rates with employers, graduates and the course teaching team. This will continue to be enhanced throughout the fellowship. In order to engage potential benchmarking partners, much work has been undertaken to rebuild the curriculum mapping tool and needs analysis, and to prepare user guides for distribution.

Fellowship Completion: December 2010

Professor Ron Oliver



Professor Oliver is Pro Vice-Chancellor (Teaching and Learning) and Chair of the Academic Board at Edith Cowan University. Professor Oliver has been involved in the fields of e-learning, multimedia and instructional technologies since 1977 and is a recipient of a 2007 Award for Teaching Excellence. Professor Oliver has been a member of the ALTC Board Fellowships Standing Committee since 2009.

Program Title: Promoting the uptake of re-usable ICT based learning designs

Institution: Edith Cowan University

Type: 2006 ALTC Associate Fellow

Background

The purpose of this fellowship was to investigate and explore factors influencing the sharing and reuse of technology-based learning strategies in higher education. Whilst there is increasing application of information and communication technologies (ICT) within universities worldwide, the use is often sporadic in its scope and extent. Many teachers use technology to support powerful learning settings alongside colleagues who make very little use of ICT-based learning and teaching tools.

There are many ways in which technologies can be used to support learning and teaching. There has been considerable research and development undertaken that has demonstrated the advantages and opportunities of technology-supported learning and teaching. Yet few tools exist that support teachers' uptake of technologies for learning.

Outcomes

This fellowship sought to build on previous work exploring strategies for describing technology-based learning and teaching strategies. It investigated optimal forms for describing learning approaches using technologies in order to generate a collection of descriptions that could be easily accessed and understood by others. The fellowship explored the ways in which technology-based learning strategies can be described in



terms of their learning design and used these descriptions to explore factors influencing their sharing and reuse. In particular, the fellowship explored the development of resources and implementation strategies to support teachers' adoption of ICT-based learning designs.

The fellowship was undertaken in a series of discrete phases that included an exploration of learning design descriptions leading to the development of a learning design framework comprising a series of descriptors. An electronic database system for storing and accessing learning designs was designed and developed and tested, the technology-supported learning database (TSLDB). Volunteer university teachers used the framework of the TSLDB to provide examples of their effective technology-based learning approaches for others to access and potentially apply in their own teaching.

The utility and efficacy of the TSLDB was tested in a number of user trials to investigate the fidelity of the system for describing learning designs and its capacity to support teachers seeking to adopt approaches in their own teaching. Feedback from the trials was used to improve the functionality of the database and to enhance its capacity to showcase and share learning designs.

Further trials were undertaken to explore the capacity of the TSLDB to encourage teachers to share their learning and teaching approaches. At the same time, the trials explored the system's capacity to influence the application of the learning designs by other teachers (reuse). The outcomes from the trials demonstrated a number of key points that could guide and inform future work. The fellowship confirmed the difficulty of describing learning approaches in ways which are succinct and unambiguous. It demonstrated the very personal nature of the teaching process and the many forms of just-in-time decision-making that teachers use that are difficult to describe in pre-planned forms. And, the fellowship confirmed the need for organised and deliberate ongoing strategies to encourage teachers' participation in such sharing and reuse activities.

The TSLDB remains an accessible tool which teachers can freely access to share technology-based learning designs. A number of enhancements are planned for ongoing development of the TSLDB as well as continued exploration of the sharing and reuse of effective learning designs.

Fellowship Completed: March 2008

<http://www.altc.edu.au/resource-promoting-sharing-reuce-technology-ecu-2008>

Associate Professor Helen Partridge



Associate Professor Partridge is Deputy Head of School (Learning and Teaching) and Coordinator, Library and Information Science Education, School of Information Technology at QUT. Dr Partridge is a leader in Australia in advancing the Evidence Based Librarianship concept in the profession and is widely published in the area.

Program Title: Library and Information Science Education 2.0: Guiding Principles and Models of Best Practice

Institution: Queensland University of Technology



Type: 2008 ALTC Teaching Fellow

Background

Web 2.0 is changing the nature of libraries and the role of library and information science (LIS) professionals. Web 2.0 requires an LIS professional with a new type of skill and knowledge. However, LIS education in Australia continues to be framed in disciplinary traditions that do not reflect these changing requirements.

This fellowship program will develop Guiding Principles for Library and Information Science Education 2.0. It will make an important contribution to ensuring that Australian LIS graduates are equipped with the capabilities required of the contemporary profession. The proposed 'whole of discipline' web 2.0 education framework produced via this fellowship is unique.

Although the fellowship's focus is on the LIS discipline, resources will be developed to inform educational practices in other professions. A model for undertaking similar studies in other disciplinary contexts will be provided.

Outcomes

The fellow conducted a detailed environmental scan of existing literature in the field, to inform the design and delivery of focus groups conducted with members of the Australian LIS profession. 14 focus group meetings have been held, including nine via teleconference; and 81 LIS professionals participated. Thirty-two LIS academics participated in one-on-one semi-structured telephone interviews. The LIS community identified skills and knowledge that are required by LIS professionals in the web 2.0 world.

Eight themes emerged in constructing a portrait of the successful librarian 2.0:

- **technology**, i.e. awareness and fundamental understanding of the emerging technologies
- **learning and education**, i.e. interest and willingness to engage in lifelong learning, and also willingness to share knowledge, mentor and coach colleagues
- **research or evidence-based practice**, i.e. development of research skills, and evaluation of resources and services in an evolving web 2.0 world
- **communication**, i.e. the ability to engage verbally and in writing in various formats and media; negotiation, diplomacy and marketing skills
- **collaboration and team work**, i.e. willingness to build relationships outside the library context, for instance with IT and across disciplines
- **user focus**, which reveals the necessity to evolve into a synergistic and equal partnership with the client/user
- **business savvy**, i.e. skills such as project management, problem solving, prioritising, and leadership
- **personal traits**, which include enthusiasm, inspiration, creativity, flexibility, persistency, resiliency, pro-activity.

Librarian 2.0 is a paradigm shift for the Australian LIS profession, whose challenge is to try to articulate clearly its nature and scope. The results of this study suggest that the meanings of being an LIS professional are changing and that consequently LIS education also needs change.

The fellow conducted four industry presentations in Queensland during the fellowship. A program blog has also been established, on <http://liseducation.wordpress.com>. A short video has been created as a central point for the blog, and involves participants from the



Australian Library and Information Association's New Librarian Symposium, held in December 2008, providing their thoughts on 'librarian 2.0' and 'library education 2.0' (www.youtube.com/watch?v=QGiew3lrybs).

Fellowship Completed: August 2009

Professor Sylvia Rodger



Sylvia Rodger is an occupational therapist with 28 years' experience in paediatric occupational therapy as a clinician, academic and researcher. Professor Rodger is Head of the Division of Occupational Therapy in the School of Health and Rehabilitation Sciences at The University of Queensland (UQ), and was a founding member of the Queensland Occupational Therapy Fieldwork Collaborative. Her areas of interest are authentic assessment, clinical education/fieldwork and inter-professional education.

Program Title: Building capacity among emerging occupational therapy academic leaders in curriculum renewal and evaluation at UQ and nationally

Institution: The University of Queensland

Type: 2010 ALTC Teaching Fellow

Abstract

Whole-of-program curriculum development and renewal requires an understanding of curriculum practice, the engagement of key stakeholders, evaluation of processes, and a focus on student learning outcomes. Currently, within occupational therapy programs, these facets are poorly understood. This fellowship program focuses on curriculum development across occupational therapy (OT) programs nationally, and across UQ teaching and learning in general. Using an embedded, sustained dissemination and evaluation approach, the program engages a cohort of emerging OT academic leaders in a community of practice designed to build capacity in curriculum development and renewal. Activities facilitating this community of practice include the implementation and evaluation of a new curriculum at UQ, and the delivery of a national symposium designed to share emerging practices. Key program outcomes include the development, evaluation and refinement of a curriculum practice framework; the development of evidence-based guidelines/resources associated with this framework; and the development of a curriculum evaluation framework to investigate student learning experiences and outcomes.

Fellowship Completion: July 2011



Dr Helen Smith



Helen Smith is a Senior Research Fellow in the School of Global Studies, Social Science and Planning at RMIT University. Dr Smith has developed extensive knowledge of both the higher education and VET sectors through her various roles in education and her research.

Program Title: Improving tertiary pathways through cross-sectorial integration of curriculum and pedagogy in associate degrees

Institution: RMIT University

Type: 2010 ALTC Teaching Fellow

Abstract

The fellowship will contribute to improvements in tertiary pathways by exploring how associate degrees respond to learners' learning preferences and vocational aspirations, trialling pedagogical strategies to improve the alignment between student needs and program delivery, and improving information for prospective students. The fellowship will:

- investigate how vocational and academic elements are configured and delivered in associate degrees
- investigate secondary student attitudes towards associate degrees and review current information for prospective students
- survey associate degree student learning preferences and vocational aspirations
- design and incorporation of an integrated tertiary pedagogy encompassing vocational/applied and academic/theoretical learning into selected RMIT associate degrees
- promote program outcomes to stakeholders.

Key outcomes will include:

- data on current associate degree curricula and pedagogy in the context of student preferences and aspirations
- data to support the development of links with secondary schools and improved information for students
- dissemination of strategies and guidelines to support improved curriculum development and the introduction of new pedagogies.

Fellowship Completion: July 2011



Professor Ieva Stupans



Professor Ieva Stupans is a pharmacist, enjoys teaching pharmacology and is passionate about improving student learning. Her interests in the area of teaching and learning include clinical education, the use of online approaches for curriculum delivery, language support for non-English speaking background students and approaches which improve assessment quality. Professor Stupans is Head of Pharmacy and holds an adjunct appointment at the University of South Australia.

Program Title: Supporting student transition to a futures-orientated professional identity

Institution: University of New England

Type: 2009 ALTC Teaching Fellow

Background

In Australia, allied health and nursing curriculum is intended to address requisite knowledge, skills and attributes defined through professional competencies. Previous work by the fellow in pharmacy curriculum has indicated a lack of all but superficial level notions of professionalism and no obvious references to leadership or lifelong learning. The intent of the fellowship is to develop curriculum initiatives around professionalism, lifelong learning and leadership skills. The work is situated within a discipline context but will develop a framework for staged achievement which can be adapted to other allied health and nursing programs. Fellowship activities will include seeking views of industry, academics and students, forums in South Australia, mapping of curriculum, collaborative development of teaching strategies and interstate workshop-style dissemination, with the intent that a national context for the program is developed.

Progress (to February 2010)

As work around the futures-orientated professional identity will be informed by issues identified by staff, current students, recent graduates, and profession members, scoping activities has commenced by gathering information from these stakeholder groups. Discussions have been undertaken with University of South Australia Pharmacy staff in order to understand staff perceptions of professionalism, lifelong learning and leadership. Interviews have also contributed to understand learning opportunities that staff perceive would be valuable in the pharmacy program if introduced (e.g. focus on self assessment opportunities, focus on professionalism and a concept of 'flag posts') so that students have an overall perspective of the program from first year onwards with reminders of how courses in later years link into program. A presentation/workshop has been conducted at UniSA Pharmacy Teaching Day, in December 2009, to provide to staff feedback on key points identified in interviews and to gain a consolidated list of priority areas. Work on developing these learning opportunities has commenced with some school staff, e.g. self-assessment and professionalism in two of eight first year courses; and trial of simple 'flag posts' concepts in one of the first year courses. Ethics approval has been obtained to undertake and then trial a survey which looks at characteristics identified in literature as associated with lifelong learning run with first year pharmacy students. This survey will be followed up by focus group discussions to gain deeper understanding of some of the student concerns for example, on group work. Ethics application has also been submitted to conduct interviews with interns (i.e. ie recent graduates) regarding their transition to practice.

Fellowship Completion: June 2011



Dr Keith Willey



Keith Willey is a Senior Lecturer in the School of Computing and Communication in the Faculty of Engineering and Information Technology at UTS. Dr Willey's research in self- and peer-assessment contributed to the development of SPARK^{PLUS}, a software tool assisting students and academics to manage self- and peer-assessment and formative feedback in large classes, across all disciplines.

Program Title: Developing learning and professional judgement in large classes through collaborative self and peer assessment

Institution: University of Technology, Sydney

Type: 2010 ALTC Teaching Fellow

Abstract

This fellowship will focus attention on, and assist academics to adopt, design, and implement collaborative learning-oriented assessments incorporating the innovative use of self- and peer-assessment. After developing supporting resources, training and support will be provided to disseminate and adapt tested practices to individual contexts. Particular emphasis will be placed on the use of the tool, SPARK^{PLUS}, that facilitates self- and peer-assessment of an individual's contribution to a team project, or individual work, and enables students to benchmark their judgement against both their peers and academics. SPARK^{PLUS} supports the use of assessments in large classes with minimal administrative burden, and assists in the moderation of academic standards. With the correct scaffolding, students are able to monitor and receive feedback on their own progression and graduate attribute development as they progress through their degree. This fellowship will build on the momentum of recent ALTC-supported assessment initiatives, influence curriculum development, and provide academics with new insights on approaches to assessment.

Fellowship Completion: June 2011

Professor Keithia Wilson



Keithia Wilson is Professor of Psychology in the School of Psychology at Griffith University. She is also a Senior Fellow, First Year Experience at the Griffith Institute for Higher Education and Program Director, First Year Experience at Griffith Health. Her research interests include the scholarship of learning and teaching, interpersonal effectiveness and couple relationship effectiveness. Professor Wilson received the Prime Minister's Award for University Teacher of the Year in 2007.

Program Title: Practical leadership for developing and sustaining first-year learning environments that facilitate the success of a diverse student population

Institution: Griffith University

Type: 2010 ALTC National Teaching Fellow



Abstract

This fellowship will develop, document and disseminate an integrated whole-of-school approach to supporting the transition and success of diverse commencing student cohorts across their first year of study. The methodology aligns co-curricular and curricular strategies: a whole-of-school transition strategy requires a conceptualisation that focuses on the processes involved as well as the content strategies for creating an effective learning environment for commencing students. Practitioners and academic managers need a set of practical tools and planning frameworks that enable them to understand their local contexts and cohorts, and sustainably manage the first year learning environment. This fellowship will document the leadership capabilities, facilitation skills and conceptual frameworks required by staff to implement its 'systems approach' to the first year experience.

Fellowship Completion: May 2012

