

2016 Fellowships

Professor Iouri Belski

Royal Melbourne Institute of Technology
National Senior Teaching Fellowship

Programme Title: Educating the Edisons of the 21st Century: Embedding tools of the Theory of Inventive Problem Solving (TRIZ) into the engineering curriculum

Abstract: This Fellowship is aligned with the Government's vision for higher education in Australia to act as an engine of economic growth. This Fellowship will address the challenge faced by Australian engineering educators in graduating creative engineers, capable of developing novel products and services in a fiercely competitive global market. This challenge arises from the critical need for the Australian industry to outperform our neighbours by offering products and services that cannot be defeated in the market place on price alone. By means of constructing and promotion of a web-based repository of TRIZ (Theory of Inventive Problem Solving) educational materials this Fellowship will initiate and lead change in engineering curricula that will enable Australian engineering educators to eliminate the existing gap in generic skills between Australian 15 year-olds and their Asia-Pacific counterparts and will ensure Australian engineering graduates possess the most advanced generic skills of creative problem solving.

Professor Dawn Bennett

Curtin University
National Senior Teaching Fellowship

Programme Title: From theory to practice: Equipping and enabling Australia's educators to embed employability across higher education

Abstract: Employability has received significant attention in recent years. However, whilst the characteristics of employability are generally understood, the challenge of embedding employability development within higher education programmes remains in critical need of attention. Defining employability as 'the ability to find, create and sustain work and learning across lengthening working lives and multiple work settings', this Fellowship leads a strategic programme of change across higher education. Thus, the Fellowship responds to the demand for change within higher education (teaching) and among students and graduates (learning) by operationalising programme-wide employability development. The Fellowship emphasises the cognitive and social aspects of employability through which learners develop as individuals, professionals and social citizens. In collaboration with a scholarly community of experts, the Fellowship adopts a team-based approach to build the sector's capacity to prepare graduates who are active and intentional in the personal practices that support their work and learning.

Professor Sally Varnham

University of Technology Sydney
National Senior Teaching Fellowship

Programme Title: Creating a National Framework for Student Partnership in University Decision-Making and Governance

Abstract: This Fellowship builds on the momentum developed in the OLT Strategic Priority Project: 'Student Engagement in university decision making and governance'. Informed by comparative international research and a national survey of student engagement in university decision-making within Australia, the Fellowship will produce a national framework for student partnership in university decision-making and governance. The Fellowship will take an inclusive and collaborative approach, so that all stakeholders, from student leaders, student engagement staff, senior academics, Vice Chancellors, and policy makers will have opportunities to contribute to the framework. The project's international research has shown how student partnership through engagement is now firmly embedded in higher education sectors elsewhere and evidence shows clear benefits for universities and their students in enhancing the quality of teaching and learning and the educational experience of students. The outcomes from this Fellowship will contribute to the maintenance of Australia's international reputation as a provider of high quality university education.

Dr John Willison

The University of Adelaide
National Senior Teaching Fellowship

Programme Title: Putting student research mindsets to work for a coherent higher education

Abstract: This fellowship will accelerate Australian universities' momentum towards a systematic approach to developing discipline-specific, undergraduate, Masters and PhD student research skills that are useful for study, life and employment. This will be achieved through the deepening of established Australian state-based networks, as well as emerging New Colombo Plan (NCP) country networks, that have adopted the Research Skills Development (RSD) framework in many disciplines and contexts. Australian higher education has increasingly used researched-based-learning in undergraduate study and coursework Masters due to substantial potential benefits. However, learning-through-research may be distant from many commencing international and domestic students' skill bases, risking attrition and decreasing student enrolments. This proposed Fellowship will use the RSD to foster the growth of a community of educators and students with a shared understanding of and language for the educational enterprise, especially the development of research skills. This will enable students to graduate with research mindsets fit for the world of study and world of work.

Associate Professor Jo Coldwell-Neilson

Deakin University
National Teaching Fellowship

Programme Title: Unlocking the code to digital literacy

Abstract: Despite the widespread use of the term digital literacy, there is no common understanding of what is meant by it or what skills it entails. Through an exploration of the digital literacy literature and in consultation with academics, alumni and industry, this fellowship will build a shared understanding of digital literacy. It will develop a digital literacy benchmark for students entering and graduating from Australian higher education (HE) institutions, bridging the gap between school skills (as defined by the Australian National Curriculum) and workplace skills (as demanded by employers). This understanding will provide grounding and insight for disciplines to interpret digital literacy graduate learning outcomes in their context and thus, improve graduate employability. A diagnostic tool will be built which will provide a means to self-assess whether the assumed knowledge benchmark is reached and include pointers to resources so users can fill the gaps in their knowledge. The tool will be designed to be extensible and sustainable.

Associate Professor Trudi Cooper

Edith Cowan University
National Teaching Fellowship

Programme Title: Achieving economic sustainability for niche social profession courses in the Australian higher education sector - a nationwide collaborative strategy

Abstract: This Fellowship seeks to develop a nationwide collaborative strategy to improve economic sustainability and geographic availability of niche social profession courses. Niche courses in social professions meet specialist social needs in disability services, social gerontology, community mental health, and youth work. Small courses have become expensive for single institutions to offer, and availability of these important and valuable programmes has declined despite continuing need for specialist graduates. To improve learning opportunities for students and achieve collaboration, the Fellow will work with colleagues and professional bodies through her national networks to: 1) raise awareness of the need for urgent system-wide action; 2) establish a network of colleagues to help resolve these challenges; 3) work with these colleagues to find practical collaboration arrangements to improved availability of these courses; 4) develop a nationwide collaborative strategy that will support other institutions to offer viable programmes; and 5) document successful strategies for consideration by other niche courses in Australian higher education.

Associate Professor Kym Fraser

Swinburne University of Technology
National Teaching Fellowship

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

Abstract: In 2015 25 percent of 36 Australian universities did not provide more than a one day workshop inducting new staff into teaching and learning. These institutions employed approximately 5,000 new teaching staff in 2015. Representatives from 11 Australian institutions, including eight of the nine institutions without a teaching induction program, have agreed to collaboratively investigate the under-developed area of teaching induction. Through a program of activities this Fellowship will: 1) investigate best practice teaching induction; 2) develop a self-paced, semester long, national, open access Learning and Teaching Induction Program for teaching staff in the Australian higher education sector; and 3) establish an ongoing 'Teaching Induction' Special Interest Group. This collaborative work will be of immense value to the sector as the Fellowship will stimulate a concerted effort to improve the quality of teaching in the sector through the professional development of staff who are new to teaching.

Dr Deanne Gannaway

The University of Queensland
National Teaching Fellowship

Programme Title: Making Connections: Future-proofing the generalist Bachelor of Arts

Abstract: An innovative economy requires workers who can demonstrate logical thinking and argument, emotional intelligence and capacity to adapt to new ideas - outcomes intrinsic to Humanities, Arts and Social Sciences (HASS) disciplines. However, HASS disciplines have tended to operate in isolation, competing for status and resources. This status quo makes it difficult to articulate a value proposition for HASS education that speaks to students and employers. The Bachelor of Arts (BA) remains the means by which students engage with HASS, providing a mechanism for bringing HASS disciplines together. The Fellowship proposes a range of activities designed to foster a community of HASS teachers, senior leaders, students and alumni. This community aims to re-imagine the place of HASS disciplines and the BA in the contemporary higher education context. Fellowship activities include a series of state-based colloquia considering program-level student outcomes; a BA conference to share program-level practices and experiences; and the development of generic guiding principles for adopting whole of program approaches.

Dr Anne Gardner

University of Technology Sydney
National Teaching Fellowship

Programme Title: Professional identity and agency: changing the way STEM students think about their learning and development

Abstract: The increased adoption of blended learning designs, such as flipped instruction, by STEM academics, relies heavily on students being able to take much more responsibility for their own learning than in traditional lecture-based subjects. This fellowship aims to translate research in the various concepts related to how students approach their learning, such as motivation, self-regulation, and ability to take actions that help them achieve their learning goals, and link these with identity frameworks. This will provide students with a way to self-assess their strengths and weaknesses as an individual, independent learner. Contextualised resources developed in this Fellowship will provide students with guidance in addressing their weaknesses and building on their strengths. In this way students will develop the skills to successfully learn in blended environments in university, as well as the ongoing learning opportunities they will meet in professional practice.

Dr Wendy Green

University of Tasmania
National Teaching Fellowship

Programme Title: Engaging students as partners in global learning

Abstract: By engaging students as partners in global learning this Fellowship will enhance their employability in the interconnected world of the 21st century. Although internationalisation of the curriculum (IoC) is prioritised in the National Strategy for International Education and is widely supported by university policies, little attention has been given to students' experiences of, and outcomes from IoC. An internationalised curriculum, as it is understood, intended and enacted by academics can be understood and valued very differently by students. Many students fail to recognize and engage in opportunities for global learning within the formal curriculum, while others are disappointed with its narrow interpretations in their courses. This fellowship will both engage with, and broaden the focus of IoC-related scholarship, from its current focus on engaging academics, to include students as partners in global learning. Fellowship activities will focus national attention and develop expertise on engaging students with academics as co-designers and co-producers of globally-relevant curriculum.

Dr Caroline Mansfield

Murdoch University
National Teaching Fellowship

Programme Title: Promoting resilience in higher education: A collaborative approach to curriculum development for student resilience in teacher education

Abstract: This Fellowship will lead and engage colleagues in the process of curriculum development with a focus on building capacity for resilience in pre-service teachers. Resilience has become an important issue in higher education, particularly in caring professions, such as teaching, where graduates experience high levels of stress in the workplace. Development of resilience skills and strategies has been shown to benefit early career teachers, enabling them to manage multiple challenges, and not only survive but also thrive. Capitalising on the interest and momentum generated by the Fellow's previous work and building on already extensive expertise, a collaborative approach will be used to lead strategic change in teacher education curriculum. Working with teams of colleagues at five universities in different states, contextually responsive approaches to resilience building in teacher education will be developed and embedded. A key deliverable is a series of authentic cases to illustrate innovative approaches to promoting resilience in teaching and learning in higher education.

Associate Professor Lisa Tee

Curtin University
National Teaching Fellowship

Programme Title: Making curriculum visible: Engaging students in learning outcomes and career relevance through a multi-dimensional, interactive map

Abstract: Higher education students make study choices with a limited view of how their programs are structured. This Fellowship will enable academics and students to employ a whole-of-program, interactive map from the point of enrolment. The Fellowship represents a sector-wide program of change using a unique curriculum visualisation tool which has been extensively trialled, and refined. The tool 'MyCourseMap' utilises digital-touch technology and is designed for use on all mobile devices. By presenting curriculum in a more student-centred and visible form, academics engage students as active participants in the negotiation of their study choices. The outputs are threefold. First, participating institutions have multi-dimensional, interactive curriculum maps for use with students. Second, the Fellowship will generate guides through which the broader sector will be able to adopt the tool. Finally, the Fellowship will generate a community of practice who will address the important issue of engaging student with curricula within and beyond the Fellowship.