

2016 Innovation and Development grants

Deakin University

Title: Risk aware: enhancing students' clinical competence in risky environments through blended simulation-based learning

Lead institution: Deakin University

Partner institutions: Australian Catholic University, Flinders University, The University of Adelaide, University of New England, The University of Western Australia, University of Southern Queensland, Cabrini Health Ltd)

Project Leader: Dr Jade Sheen

Abstract: The last decade has seen a global trend towards increasing workplace violence in healthcare settings. While staff are trained to manage aggressive encounters, students undertaking clinical placement face the same dangers, but without explicit training or experience. This exposes them to workplace danger and risk. This is particularly true for psychology students, who work autonomously. Authentic learning about the assessment and management of violence is urgently needed. This project aims to develop, implement and evaluate a blended simulation-based learning program to increase students' risk-related competency and consequently decrease their risk. The program will offer three distinct features. First, online modules to support students' theoretical knowledge of risk assessment and management. Second, a virtual clinic supporting students' concrete experience and reflective observation. Third, a simulation workshop supporting the application of newly acquired workplace skills. The proposed program, Risk Aware, addresses a gap in students' work readiness education and is linked to their future employability.

Funding: \$209 000

The University of Sydney

Title: The contribution of becoming reflective on the employability of teachers and social workers

Lead institution: The University of Sydney

Partner institutions: Charles Sturt University, Deakin University, University of the Sunshine Coast, University of Wollongong, University of Stirling (UK), Leeds Trinity University (UK)

Project Leader: Associate Professor Fran Waugh

Abstract: Whilst it is generally agreed that employability should be a key outcome of higher education, reflective capacities are almost universally regarded as important for the professional workplace. Professional practitioners must be adaptable in responding to increased complexities and uncertainties in the context of continual change in order make a positive difference to children, schools, communities and society. Unfortunately reflection can be regarded as challenging to identify and measure, and difficult to integrate with the skills of employability. This project has a deliberate interdisciplinary (education and social work professions) and international (Australia, England and Scotland) focus to maximise the transferability of the project learning outcomes between different settings. The project comprises three stages: an audit on reflective practices; development of case studies; and development of online and multimedia resources. The development, trial and evaluation of an improved integrated curriculum will provide authentic links between reflective capacities in pre-service programs and practice in workplace settings.

Funding: \$283 000

Monash University

Title: Feedback for learning: closing the assessment loop

Lead institution: Monash University

Partner institutions: Deakin University

Project Leader: Associate Professor Michael Henderson

Abstract: Feedback (during and after) assessment tasks is critical for effectively promoting student learning. Without feedback students are limited in how they can make judgements about their progress, and importantly how they can change their future performance. Feedback is the lynchpin to students' effective decision making, and the basis of improved learning outcomes. However, feedback is under-utilised and often misunderstood by both students and academics. This project is about improving student learning (and experience) through improving institutional, academic, and student capacity to stimulate and leverage assessment feedback. This project aims to improve student learning by identifying and sharing effective feedback designs across a range of contexts including assessment types and disciplines. Our approach will deliver a pragmatic, empirically based framework of feedback designs to guide educators, academic developers, instructional designers, as well as institutional policy. This will be supported by large scale data highlighting patterns of success and 10 rich cases of feedback designs.

Funding: \$280 000

The University of Adelaide

Title: Transforming engineering students into student engineers: improving learning outcomes and employability

Lead institution: The University of Adelaide

Partner institutions: Queensland University of Technology, University of Canberra

Project Leader: Ms Bernadette Foley

Abstract: This project seeks to reduce the difference between the engineering work and learning environments by adapting industry protocols and processes for use in the learning environment. The premise of the project is that there is pedagogic merit in adapting the industry protocols due to the similarities between them and effective learning and teaching approaches. For example, design verification is an industry protocol which can be applied as a form of peer generated cyclical feedback, to encourage increased engagement with learning. The concept has been successfully applied at the local level and was the subject of an OLT seed project. This project upscales the previous work to refine and further develop the Management System for Engineering Education (MaSEE) framework, to create an evidence based teaching resource package. The work will be informed by industry engagement and collaboration to maintain applicability to industry needs, and to retain the authenticity of the adapted protocols within the learning environment.

Funding: \$225 000

University of Technology, Sydney

Title: Building a sustainable national approach for the development and governance of interprofessional education

Lead institution: University of Technology Sydney

Partner institutions: Central Queensland University, Curtin University, Griffith University, The University of Adelaide, The University of Notre Dame Australia, Victoria University, University of Derby (UK))

Project Leader: Associate Professor Roger Dunston

Abstract: The project addresses a national and global imperative to build health systems that are more effective, sustainable and, critically, person centred. Central to these developments is the ability of all health professionals to work effectively with colleagues from different professional backgrounds. The competencies required to achieve this are referred to as interprofessional and collaborative practice competencies (IPCP). Interprofessional education (IPE) is the strategy of choice in enabling the achievement of IPCP competencies. Whilst there is strong in-principle support for IPE across Australian universities, the provision of IPE across the university sector remains little developed. This project will address this major deficit by establishing a national IPE governance and development structure and process. In doing this it will bring all relevant stakeholders together to plan for and develop Australian IPE. The project will significantly add to health professional education and the employability skills of students graduating from Australian university programmes of health professional education.

Funding: \$449 000

Deakin University

Title: Successful WIL in science

Lead institution: Deakin University

Partner institutions: Curtin University, Monash University, The University of Newcastle, Australian Council of Deans of Science

Project Leader: Professor Elizabeth Johnson

Abstract: Our future national prosperity lies in an agile, educated workforce working together with existing industry and with industries yet to be conceived. Currently, science graduate training is largely disconnected from industry, as evidenced by declining graduate employment prospects. Work-integrated learning (WIL) is a key vehicle to achieve the outcomes of employable graduates with relevant employability skills and knowledge, and improved engagement between industry and universities. Science faculties need the what, where, when and how of WIL translated to their context so that they may rapidly implement change in this crucial area. Working collaboratively with the Australian Council of Deans of Science, Successful WIL in Science will build upon existing national networks to provide the tools, information, ideas and change agency necessary for broad-scale adoption of good practice in WIL. The project will incorporate the voices of students and recent graduates and will create the foundation for closer curriculum partnerships with industry.

Funding: \$383 000

Monash University

Title: Engaging and partnering with Aboriginal and Torres Strait Islander parents and community to improve student outcomes

Lead institution: Monash University

Partner institutions: Charles Sturt University, Edith Cowan University

Project Leader: Professor Simone White

Abstract: More than ever, teacher education needs to better prepare teachers to work more inclusively with parents/caregivers from diverse backgrounds to lift the achievements of all students. This is particularly the case in relation to Aboriginal and Torres Strait Islander students and their families. Outputs from this project will directly inform all teacher education providers, teachers and school leaders across Australia on the best ways to prepare graduate teachers to build effective school-community partnerships with families, key local Elders and Indigenous and non-Indigenous mentors. This project ultimately will improve the future outcomes for all Aboriginal and Torres Strait Islander people through a grounded model of addressing social and education inequality at the grass roots: namely starting with schools and teachers and building effective relational tools to maximise and create effective school-university- community links. This project brings together an expert team of Indigenous and non- Indigenous researchers and scholars well networked across Australia to achieve this goal.

Funding: \$210 000

Avondale College of Higher Education

Title: Owning the rubric: student engagement in rubric design, use and moderation

Lead institution: Avondale College of Higher Education

Partner institutions: Charles Sturt University, University of Technology, Sydney

Project Leader: Professor Anthony Williams

Abstract: This project builds on previous research of the educators' and the assessors' roles in rubric design, implementation and moderation. Identified in studies to date is the lack of student involvement in these processes, the students' role is a passive one. The key innovative value of this project is developing strategies which engage students in assessment construction, traditionally the domain of the teacher. The project investigates the innovative and collaborative use of assessment rubrics, developed in partnership between students and academic staff, in order to develop a model of collaborative rubric practice that can be applied across disciplines. The study employs an innovative two-pronged design using the Delphi technique followed by multiple case studies. The findings will inform development of an innovative participatory assessment design involving students in the construction, use and moderation of rubrics with their teachers, to enable assessment of learning to be extended into assessment for learning and assessment as learning.

Funding: \$202 000

2016 Strategic Priority Commissioned grants

The University of Sydney

Title: Scaling the provision of personalised learning support actions for large student cohorts

Lead institution: The University of Sydney

Partner institutions: The University of New South Wales, University of South Australia, University of Technology Sydney, University of Texas at Arlington (USA)

Project Leader: Dr Abelardo Pardo

Abstract: This project will identify, develop, showcase and disseminate among Australian higher education institutions a set of guidelines and exemplars to scale the deployment of Personal Learning Support Actions (PLSAs) to large student cohorts. A PLSA is any instructor designed action (i.e. assessment, feedback, etc.) to help students while learning. Several barriers impede the deployment of frequent and effective PSAs in large student cohorts. The data supporting the decision process is either not available or requires a convoluted access procedures, there is a lack of tools that combine human decisions with technology and the communication with students is reduced to conventional channels (email) and unfeasible when scaling personalisation. The proposed solution combines data collected from student interactions in a learning environment, analytic methods, and the expertise of instructors to scale the provision of personalised learning support to large student cohorts. Overcoming these barriers will allow Australian educational institutions to embrace an approach to high quality personalisation in large student cohorts.

Funding: \$348 000

The University of South Australia

Title: Contract cheating and assessment design: exploring the connection

Lead institution: The University of South Australia

Partner institutions: Griffith University, The University of New South Wales, The University of Sydney, Swansea University (UK)

Project Leader: Dr Tracey Bretag and Rowena Harper

Abstract: Following the 2015 MyMaster contract cheating scandal, it has become apparent that there is a significant problem with university students using online cheat sites to complete assessments. While authenticity is a recognised feature of good assessment practice, its potential for nurturing academic integrity has not been adequately explored. To determine if and how authentic assessment may be used to address contract cheating, this project will conduct two national surveys (one of students and one of teaching staff) to examine the relationship between assessment design and cheat site use. Furthermore, the project will analyse three large, Australian datasets which demonstrate the types of assessments most commonly contracted out to third parties. The findings will enhance sector understanding of this critical issue, and will be used to develop an evidence-based framework, resources, and national professional development tour that demonstrate the potential for authentic assessment, and assessment design more broadly, to address contract cheating in Australian higher education.

Funding: \$338 000

University of Technology, Sydney

Title: Scholarly teaching fellows as a new category of employment in Australian universities: impacts and prospects for teaching and learning

Lead institution: University of Technology, Sydney

Partner institutions: Griffith University, RMIT University, The University of New South Wales, University of Canberra

Project Leader: Associate Professor James Goodman

Abstract: By 2017 universities in Australia will have created at least 800 positions for a new type of academic, the Scholarly Teaching Fellow (STF). This project investigates the impact on teaching and learning of this ground-breaking development in the nature of academic work. It will consult widely with universities, employees and a range of stakeholders to develop concrete proposals on how STF positions may develop into the future.

Funding: \$277 000