

2015 Fellowships

Dr Ruth Bridgstock

Queensland University of Technology
National Senior Teaching Fellowship

Programme Title: Graduate employability 2.0: building digital capabilities for lifelong career development

Abstract: Australian higher education is galvanised around graduate employability; however, the sector has largely overlooked the influence of digital career capabilities. Employers routinely recruit and screen applicants through social media. However, most graduates and many educators have little idea of how to exploit online environments for career purposes. This senior fellowship will catalyse sector-wide engagement to empower students and staff to build digital career capabilities for graduate employability and lifelong career development. Through exploration of exemplary practice and industry needs, international expert input, an educational toolkit, cultivation of a vibrant community of practice, and case study trials in four universities, it will increase digital career capabilities sectoral awareness; build knowledge of teaching strategies; and increase inclusion in programs. Humanities, Arts, and Social Sciences disciplines are the focus, particularly degrees that are not associated with 'vocational' career pathways. Digital career capabilities are likely to have considerable impact on the outcomes of these graduates. This senior fellowship will be undertaken with a view to disciplinary transferability.

Professor Denise Chalmers

The University of Western Australia
National Senior Teaching Fellowship

Programme Title: Recognising and rewarding teaching: Australian teaching criteria and standards and expert peer review

Abstract: The fellowship will focus on three complementary areas of activity under the unifying theme of rewarding and recognising teaching. The capacity of tertiary institutions to reward and recognise teaching has been elusive, despite progress being made in the development of teaching criteria and the identification of appropriate evidence of teaching excellence. The fellowship will: (1) extend and embed the outcomes of the Australian University Teaching Criteria and Standards project; (2) investigate the feasibility of a sector-developed and endorsed Australian Professional Tertiary Teacher Standards. This will provide an external standard against which individuals and institutions can benchmark teacher quality; (3) investigate and trial a process of peer review that will apply teaching criteria and standards and model how to assess teaching excellence and quality. The fellowship will deliver outcomes for individuals, institutions and the Australian tertiary sector. It will investigate and demonstrate how to enhance and reward university teaching that sustains a focus on teaching that delivers quality student learning experiences.

Professor Amanda Henderson

Griffith University
National Senior Teaching Fellowship

Programme Title: Establishing education governance frameworks between academia and industry

Abstract: The capability and employability of our graduates is optimised through constructive educational partnerships between academia and industry. The quality of student experience and outcomes are enhanced when cross-sector partnerships are founded on effective communication between key stakeholders, clear and agreed learning outcomes, robust assessment processes and mutual understanding and respect for the active contributions of students as partners in the learning process. The intent of this fellowship is to collaboratively develop an education governance framework that operationalises the key factors that optimise student learning in practice situations. This will be progressed through extensive consultation with leaders across a range of disciplines, and by building on the extensive work funded by the OLT, in work integrated learning, learning outcomes, and innovations in design and assessment. This fellowship will synthesise existing resources and frameworks and employ this to facilitate academic and industry forums in articulating the elements of education governance that ensures attainment of standards and thereby enhancing graduate capability and employability.

Dr Adam Bridgeman

The University of Sydney
National Teaching Fellowship

Programme Title: Personalising learning using diagnostic and success data for large cohorts

Abstract: The first year experience for students in degrees characterised by large classes and multiple pathways can be impersonal and disengaging with passive classroom and online environments and anonymous bureaucratic systems. Yet this experience is pivotal for success, retention and progression: it can make or break the relationship with the institution and with higher education, and shape the approaches to learning and attitude that a student adopts.

The fellowship programme will expand existing transition pedagogy to campaign for and empower staff to develop individualised, adaptive learning environments and personalised student experiences for large classes. It will develop the transition framework to focus on ways to coordinate and integrate support and ensure skill development in large and flexible programmes. To achieve this, the fellowship will draw on my work and on expertise in transition, support, technology-enabled learning and learning analytics to develop practical and sustainable approaches. This personalised approach will be championed as a desirable and achievable standard feature of courses.

Associate Professor Kathleen Butler

The University of Newcastle
National Teaching Fellowship

Programme Title: Sociology teaching and Indigenous issues

Abstract: Indigenisation of curriculum remains a significant part of the national tertiary agenda. While ‘whole-of-university’ approaches represent one strategy for this implementation, disciplinary specific initiatives allow for a more targeted inclusion to embed within and transform knowledge systems. This fellowship seeks to formally extend critical conversations on Indigenisation of curriculum to the discipline of sociology. Given sociology’s role in mandatory service teaching to a range of cross-faculty degree programmes such as nursing and teaching the impact of changes within the discipline will resonate beyond the Humanities and Social Sciences. The fellowship will employ focus groups in three states to gather data, culminating in a symposium highlighting models of best practice. These models will be disseminated through a range of means including an ongoing website hosted by The University of Newcastle.

Associate Professor Trevor Cullen

Edith Cowan University
National Teaching Fellowship

Programme Title: A capstone unit for journalism programmes to facilitate the demonstration of graduate capabilities

Abstract: The aim of this fellowship programme is to produce agreed graduate outcomes and standards to inform the development of a journalism capstone unit for use among Australian universities offering undergraduate journalism degrees and majors. It will facilitate improved collaboration with industry to ensure universities fully understand the needs of industry through close interactions with news editors. The programme will also seek to address the considerable differences in the structure, content and delivery of tertiary journalism degrees as identified in previous OLT projects. This variability in courses has contributed to significant differences in standards and difficulties in measuring graduate capabilities. This fellowship will work towards providing, for the first time, a series of agreed criteria and standards to guide teachers in the design and implementation of journalism courses and the implementation of a final-year journalism capstone unit which effectively demonstrates and measures required graduate capabilities.

Dr Kelly Matthews

The University of Queensland
National Teaching Fellowship

Programme Title: Students as partners: reconceptualising the role of students in science degree programme curriculum development

Abstract: This fellowship, with students as partners as its centrepiece, will harness student insight and creativity to transform science curriculum so that students graduate with a clear sense of learning outcomes and employability skills. The fellowship activities will highlight and outline the benefits of students as partners, for both students' own understanding of their graduate learning outcomes and academics' understanding of curriculum designed to build them. A diverse programme of high profile and impact activities will be undertaken involving establishing a community of scholars, mapping national practices, piloting student-academic partnership activities in the context of The University of Queensland Bachelor of Science review, developing broadly applicable guiding principles for students as partners approaches with case studies, and facilitating national workshops. By linking with international experts and peak Australian bodies, the fellowship will stimulate and shape a national debate on the role of students in curriculum development and will be used as a catalyst to build national and international networks.

Associate Professor Mauro Mocerino

Curtin University
National Teaching Fellowship

Programme Title: Enhancing learning in the laboratory: identifying and promoting best practice in the professional development of demonstrators

Abstract: Laboratory classes are essential components of science and engineering degrees. In response to concerns about the quality of instruction in laboratories, a Laboratory Demonstrators Professional Development Program (LDPDP) was developed to enhance the teaching skills of laboratory demonstrators. In 2013, this LDPDP received an OLT Award for Programs that Enhance Learning. The intended fellowship programme will improve the learning experience of students in laboratories through the enhanced learning experience of students in laboratories through the enhanced professional skills of demonstrators. Following consultation with national and international scholars in institutions that have established professional development programmes, a refined LDPDP will be developed and disseminated across Australia via local facilitators. To increase the profile and benefits of quality laboratory teaching, a framework for an evidenced-based "Certificate of Laboratory Demonstrating" will be developed.

Dr Sarah O'Shea

University of Wollongong
National Teaching Fellowship

Programme Title: Engaging families to engage students: exploring how university outreach activities can forge productive partnerships with families to assist first in family students navigate their higher education journey

Abstract: Successful student access and retention are fundamental to the higher education environment, yet university attrition rates remain alarmingly high. This is particularly noted amongst students who are first-in-family to attend university. This fellowship will build upon an OLT grant that indicated how family members and community play a key role in the educational futures of these learners but are not systematically engaged with by universities. The fellowship will work with outreach practitioners to design, implement and evaluate strategies targeted at engaging those closest to first-in-family learners. Expanding university outreach beyond learners will increase the impact and outcomes of these programs. Deliverables include generic resources designed to engage with family/community; a set of national principles themed on the enactment of this connection and planned dissemination workshops. Outcomes will be (1) structured engagement between universities and the families/communities of learners underpinned by national principles; (2) improved retention rates for first-in-family university students and (3) new networks of practice between university outreach programmes.

Dr Jessica Vanderlelie

Griffith University
National Teaching Fellowship

Programme Title: Partnering with alumni to enhance graduate success in the health science disciplines

Abstract: Graduate employability is high on the national education agenda. As such it is both timely and important to redefine our philosophy for engaging alumni to ensure graduate success. This fellowship proposes that by reshaping our conceptions of alumni worth, appreciating their diversity, capturing their experiences and nuancing our approaches to connecting with them, we can establish an intentional, active and authentic partnership between a university programme and its graduates. Through the proposed programme of activities this fellowship aims to revision the definition of graduate success to more accurately reflect alumni career experiences throughout the graduate lifecycle and develop a theoretical framework and series of online resources that will empower universities to network with alumni in a mutually beneficial manner to shape curriculum renewal, and the tailoring of employability interventions that not only assist undergraduates but support and enrich the professional lives of our alumni.

Associate Professor Jason West

Bond University
National Teaching Fellowship

Programme Title: Approaches to learning and teaching in evolving technology fields to enhance graduate employability

Abstract: Many issues and topics appropriate for undergraduate university level study are simply too complex to be properly investigated within a single discipline. They require the coordinated efforts of many specialists. In contrast to interdisciplinary pedagogies, pluridisciplinarity requires two or more disciplines to fundamentally combine their expertise to jointly address an area of common concern. This approach to learning and teaching is critical for emerging technology fields like Data Science and Big Data. These fields engage in deep knowledge discovery through data inference and exploration, they investigate analytically complex scientific problems and engage in evidence-based analytical rigor to build robust decision capabilities. This fellowship will promote critical conversations between disciplines to develop and deliver effective learning and teaching pedagogies for authentic pluridisciplinary fields, without undermining the integrity of individual disciplines. The programme's objective is to encourage learning and teaching development across rapidly evolving disciplines to improve graduate employability, leveraged through existing learning design networks.