



Australian Learning
and Teaching Fellows

THE AUSTRALIAN LEARNING AND TEACHING FELLOWS' NETWORK:
A COLLABORATIVE RESOURCE FOR HIGHER EDUCATION

Lorayne Botwood, Jacquelyn Cranney and Dawn Bennett
with Joy Higgs, Sally Kift, Ron Oliver and Adrian Lee

MAY 2013

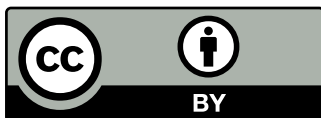


Australian Government



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The Fellows who completed the project survey are listed below.

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EXECUTIVE SUMMARY

This booklet is one product of the Australian Learning and Teaching Fellows' (ALTF) 2012 project titled, 'Evidencing positive impact and strengthening the capacity of the Australian Learning and Teaching Fellows to contribute to Australian higher education.' The purpose of this booklet is to report on the work of higher education Fellows who are members of the Australian Learning and Teaching Fellows' network (ALTF). Our intent is to give readers a taste of current and past Fellowship initiatives and, particularly through the 'hot topics' chapter, the Fellows' ongoing capacity to contribute to the higher education sector in Australia and internationally.

The ALTF network supports and promotes quality learning and teaching in Australian higher education. Currently the ALTF comprises 62 scholars from 24 institutions across diverse discipline communities, such as health, law, sciences, arts and social sciences, and engineering. Fellows are leading educators who undertake activities in areas of importance to the sector, and they are recognised experts in their field. There are many examples within this booklet that demonstrate Fellows' prominence and leadership. The ALTF network grows every year and members display ongoing commitment to collaboratively address the critical issues that are in the forefront of the Australian higher education agenda.

The current ALTF project involved collating evidence of the positive impact Fellows have made through the Fellowships Scheme. The project included surveys and interviews with stakeholders, the completed Fellows (since 2006), and a group of experts, institutional representatives and end users of Fellowship work, collectively known as Fellow Commentators. Findings were integrated to produce: (1) a set of nine hot topics in higher education and the identification of Fellows who can contribute in these areas (see Chapter 2); (2) individual Fellowship profiles that summarise the program, including information on target audience, main topics, discipline and impact (see Chapter 3; abstracts for current Fellowship programs are listed in Chapter 4); and, (3) a summary of the positive impact that Fellows have made on the higher education sector, both at an individual level and as a whole, against pre-identified criteria (see Chapter 5).

The key findings of the project are presented in Chapter 5. Findings include:

- Commentators felt very positive about the Fellowships Scheme's impact on higher education and individual Fellowship program's impact on their relevant topic/theme.
- Fellows reported that participation in the Scheme enhanced their personal recognition and leadership capacity.
- Fellows identified a number of suggestions on how to best embed their Fellowship work, such as critically discussing Fellowship findings, and active engagement with the media.
- The critical success factors of Fellowships included meaningful support from the home institution, the amount of funding, early and frequent engagement with stakeholders, personal enthusiasm, and targeted dissemination.
- Four barriers to successful and impactful Fellowships were identified: institutional support; research-focused culture; time management/release; and sustainability post-Fellowship. Potential solutions to these barriers were proposed.

The project led to three recommendations, which are made to increase the ability of the ALTF to contribute collaboratively to issues of importance in higher education (these recommendations are discussed in Chapter 5):

1. The OLT should continue to fund the ALTF as a network, contingent on a number of provisions being met that serve the interests of both parties. These provisions should be jointly determined and agreed, such as clear impact criteria.
2. The ALTF website should be developed further to enhance the dissemination of Fellowship-related work and allow data capture and greater resource sharing and collaboration amongst Fellows.
3. During the process of accepting the Fellowship, support of the home institution should be made more explicit to ensure it is suitable and adequate, and to accommodate potential changing circumstances for the Fellow.

The Australian Learning and Teaching Fellows' network offers a collaborative resource for those who are leaders and principal drivers of change in higher education institutions. We invite you to take the opportunity to make the most of this resource.

www.altf.org

CHAPTER 1 | INTRODUCTION



The Fellows are key to catalysing and disseminating innovation and improvement in learning and teaching in higher education. The Fellowships allow individuals to deepen their expertise in learning and teaching, and to test the worth and impact of their ideas in practice among their colleagues and across institutions.

The Fellows lead change in learning and teaching. They are the cohort to ensure that good ideas do not languish on the shelf or remain confined to small pockets of good practice. They push one another and they coax and coach others to ensure better learning and teaching outcomes. They are an investment in academic leadership.

To make big changes we need movers and shakers and the Fellowships develop that group.

Professor Margaret Gardner AO

OLT Strategic Advisory Committee
(Chair)
Vice-Chancellor and President
RMIT University

This report is a product of an Australian Learning and Teaching Fellows (ALTF) 2012 project (see page 12) titled 'Evidencing positive impact: strengthening the capacity of the Australian Learning and Teaching Fellows to contribute to Australian higher education'¹. The project was an extension to the Fellows' 2011 Network Grant titled 'Scholarship, leadership and advocacy: A network for the support of quality learning and teaching in Australian universities'². In this section we give a brief background to the ALTF and the Fellowships Scheme and briefly summarise the project method and outcomes. Chapter 5 contains further data from the project, and Appendix A presents a more detailed history of the Fellowships Scheme.

The Australian Learning and Teaching Fellows (ALTF)

The ALTF network was established in 2011 and comprises past and present Fellows who were awarded Fellowships via the Fellowships Schemes conducted through (a) The Carrick Institute for Learning and Teaching, which was renamed the Australian Learning and Teaching Council (ALTC) in 2008; and (b) the Office for Learning and Teaching (OLT). The network was created by the Fellows with the support of the ALTC's Network Grant to strengthen and support Fellows' collaborative efforts.

The goal of the ALTF is to support and promote quality learning and teaching in Australian higher education. The ALTF currently represents 62 scholars from 24 institutions across diverse discipline communities, such as Health, Law, Sciences, Arts and Social Sciences, and Engineering. Each Fellow is a leading educator who has undertaken activities in areas of importance to the higher education sector that aim to advance learning and teaching; for example, David T. Hill was invited by the Indonesian Ministry of Foreign Affairs to be Australia's representative on the 'Presidential Friends of Indonesia' program in 2012; and Les Kirkup has presented Fellowship-related work to the Australian Council of Deans of Science. Fellows have also been recognised for their work by numerous other national and international organisations; for example, Michael Christie was the Northern Territory's 2011 Australian of the Year; Ian Cameron was elected to the Australian Academy of Technological Science and Engineering in 2012; and Sylvia Rodger was inducted as Fellow of the American Occupational Therapy Foundation Academy of Research in 2013.

As a collective the Fellows have been active in the past two years, contributing to a number of higher education debates and issues. These have been based primarily around the bi-annual forums, which have featured guest speakers, Fellows' presentations of their individual program findings, and working groups targeting specific higher education issues.

Some of the Fellows' initiatives include:

- advising the Minister for Tertiary Education on Fellows' innovations regarding student retention
- developing guidelines for leading innovation and improvements in learning and teaching at the institutional level
- public commentary and analysis of learning and teaching issues, including through media
- constructing the ALTF website to enable broad dissemination and collaborative work.

The ALTF Forums provide a mechanism for focused contributions to the sector. Forums from 2013 include a day of activities open to the higher education sector. These open days feature a debate or symposium on a higher education hot topic; workshops presented by Fellows; exhibitions of scholarly work; and Fellows' presentations of their individual program findings. The 'hot topic' event involves presentations from high-profile individuals as well as Fellows. Visit www.altf.org for more information.

¹ The steering Committee comprised Dawn Bennett, Lorayne Botwood, Jacquelyn Cranney, Joy Higgs, Sally Kift, Adrian Lee, Ron Oliver, and Marguerite de Sousa.

² Co-investigators included Heather Alexander, Dawn Bennett, Stephen Billett, Wageeh Boles, Jacquelyn Cranney, Jenny Edwards, Peter Goodyear, Merrillyn Goos, Sally Kift, Betty Leask, Ron Oliver, Philip Poronnik, and Ieva Stupans.

The Fellowships Scheme³

The origins of the current Fellowships Scheme operating through DIICCSRTE's⁴ Office for Learning and Teaching (OLT) <www.olt.gov.au> rest with The Carrick Institute for Learning and Teaching. Both the Carrick and ALTC Fellowships Scheme supported a two-tiered structure akin to a senior and mid-career model, the names of which have changed over the years. The Fellowships Scheme was one of the core programs described in the ALTC 2010–2013 strategic plan, and aimed to have 'a positive and lasting influence in higher education practice in Australia' (ALTC, June 2011, p. 2).

A review of higher education learning and teaching was commissioned in 2011 by Senator the Hon Chris Evans, then Minister for Tertiary Education, Skills, Jobs and Workplace Relations. The review was conducted by Alison Johns, Head of Policy for Leadership, Governance and Management at the Higher Education Funding Council for England.⁵ The purpose of the review was to determine how to best spend the \$50.1 million commitment (over three and a half years from 1 January 2012) towards the promotion of excellence in learning and teaching in higher education, in the wake of the ALTC closure. Overall, the recommendations supported the retention of the Fellowships Scheme's two-tier structure and the focus on practice-based outcomes for students. In late 2011, Senator Evans established the Office for Learning and Teaching (OLT). The OLT Fellowships Scheme continued the previous ALTC program.

Learning and teaching is fundamental to the Australian Government's higher education reform agenda, which advocates the need for graduates 'with the knowledge, skills and understandings for full participation in society and the economy' (2009, p. 7). Against this background, the objectives of the 2013 OLT Fellowships Scheme are to encourage 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 (OLT, 2013).

³ More information can be found in Appendix A

⁴ The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education <www.innovation.gov.au>

⁵ Report can be found at: <www.olt.gov.au/system/files/HELearningTeachingReport.pdf>

The Project

An identified need relevant to the ability of the ALTF network to make a lasting contribution to higher education is the documentation and dissemination of the Fellowships Scheme's value. This includes the positive impact that Fellows have had at an individual level on the sector, and the perceived value of the Fellowships Scheme as a whole. One respondent to the preliminary stakeholder survey, conducted in August 2012, underscored the importance of this point by asking:

Where is the easy guide to all the expertise we have funded over the years? Is there a handy list somewhere where we can call one or two national leaders in areas of challenge, say, authentication in online learning, effective assessment, assuring outcomes and so it goes? Reports and work exists on all of these things. But who would know?

This project has addressed these questions through the production of this booklet and other key deliverables.

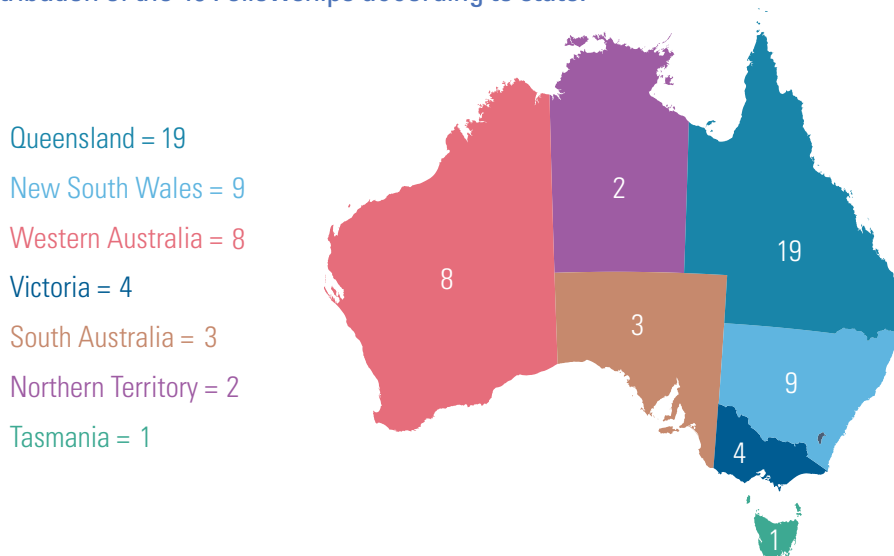
Implementation of the Project

The project did not purport to critically evaluate the work of individual Fellows or the Fellowships Scheme; rather, its primary focus was to collate and communicate impact indicators and to identify future-oriented strategies that would increase the ALTF's visibility and tangible contribution to Australian higher education. This aim contrasts with the 2012 critical review of the UK National Teaching Fellowship Scheme (NTFS), commissioned by the United Kingdom's Higher Education Academy⁶. Nevertheless, we were interested in understanding 'lessons learned' and subsequently making recommendations that should increase the Scheme's success in years to come.

The objectives of the project were to identify areas of Fellows' past contribution to higher education through their individual Fellowship programs and to recognise their current areas of expertise. The results of this are presented in Chapters 2 and 3 of this booklet. Most of this information was obtained with a comprehensive Fellow survey and a Commentator survey, described below. These two surveys also sought feedback on the Fellowships Scheme and the ALTF network.

All Fellows who had completed their Fellowship program and published their final report (since 2006) were invited to participate in the project. This included a total of 46 individual Fellowships. Twelve programs were at the senior level, which we will refer to as National Senior Teaching Fellowships (NSTFs); hence the majority of the invited participants (74%) were awarded National Teaching Fellowships (NTFs) (note that these names have changed over the years; see Appendix A).

Figure 1: Distribution of the 46 Fellowships according to state.



⁶ Findings can be found at <www.heacademy.ac.uk/ntfs/evaluation>

Overview of Outcomes

A total of 39 Fellow surveys were returned, providing a response rate of 85%. Participants were invited to name up to six individuals who could provide evidence of their impact, referred to as their Commentators. These individuals held the role of end user, institutional colleague or subject matter expert. In total, 104 Commentators were invited by email to respond to a short online questionnaire, and 77 (74%) responded.

The key findings of the project were:

- Commentators felt very positive about the Fellowships Scheme's impact on higher education and about the impact of individual Fellowship programs on their topic or theme;
- Fellows reported that participation in the Scheme enhanced their personal recognition and leadership capacity;
- Fellows identified a number of suggestions on how to best embed their Fellowship work, such as critically discussing Fellowship findings and active engagement with the media;
- The critical success factors of Fellowships included meaningful support from the home institution, the amount of grant funding, early and frequent engagement with stakeholders, personal enthusiasm, and targeted dissemination;
- Four barriers to successful and impactful Fellowships were identified as follows: institutional support, research focused culture, time management/release, and sustainability post-Fellowship. Potential solutions to these barriers were proposed; and
- Three recommendations were made to address the findings of the project and increase the impact of the ALTF to contribute collaboratively to issues of importance in higher education.

These findings are detailed in Chapter 5.

This Booklet

This booklet is a consolidated guide that summarises the Fellows' work, contributions and impact. The booklet also provides a list of Fellows with expertise related to issues of sectoral importance.

The next chapter identifies 'hot topics' in higher education and the ways in which Fellows can contribute to these issues. The extensive data compiled throughout this project has resulted in the positive impact profiles of completed Fellows, found at Chapter 3, and the work of Fellows whose programs are in progress has been summarised at Chapter 4. We hope you find the information in this booklet useful, and in particular that you take advantage of the potential and passion of the Fellows of the ALTF.

Up-to-date information can be found on the ALTF website <www.altf.org>

References

ALTC (2011, June). ALTC Fellowships: Completed and Continuing Fellowships.
Commonwealth of Australia (2009). *Transforming Australia's Higher Education System*. ACT: Canberra
OLT (2013). 2013 Fellowship Program: Information and Application Instructions.

CHAPTER 2 | HOT TOPICS IN HIGHER EDUCATION



Teaching scholarship is a fundamental area of excellence that universities must embrace, support and encourage if we are to fulfil our core objectives of contributing to the productivity of Australia and to the personal growth and development of our students.

The Fellowships Scheme was established to encourage excellence in 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. The Fellows have individually made significant contributions to higher education through their Fellowship programs. This booklet provides a brief summary of what they have already achieved and how the sector has benefited. Additionally, the Fellows have identified nine hot topics in higher education and indicated where they can utilise their expertise at institutional and national levels to address these areas of challenge and thus improve learning outcomes for higher education students.

The hot topics tables and the Fellow resources sections of this

booklet are essential reading, and will provide leaders in higher education with an insight into trends as well as information they need to leverage the Fellows' expertise in and passion for meeting current and future higher education challenges.

The Fellowships Scheme recognises and promotes those amongst us who excel at teaching scholarship and provides us with an invaluable resource to improve the student experience. This booklet describes the contribution the ALTF Fellows have already made to the higher education landscape in Australia and the way they can continue to contribute.

I commend them and it to you.

Professor Jane den Hollander
Vice-Chancellor
Deakin University

Guidelines on Using the Hot Topics

A workshop held at the November 2012 ALTF Forum identified current and future topic areas that require consideration and attention in Australian higher education. The project steering group critically assessed the workshop outcomes, and a set of nine hot topics was proposed. Fellows have indicated their areas of expertise or 'contribution' against each of these topics⁷. This is intended to be a resource for the sector.

Figure 2: The ALTF's nine hot topics in Australian higher education



1. Widening participation and retention

Contribution	Name	Email Address
Diagnostic and formative assessment – make a difference	Geoffrey Crisp	geoffrey.crisp@rmit.edu.au
Learner engagement and the development of personal and professional identities	Dawn Bennett	d.bennett@curtin.edu.au
Learning support in maths and statistics; eEnquiry-oriented learning in statistics; stats curricula for all	Helen MacGillivray	h.macgillivray@qut.edu.au
Personal development and student success; elders as lecturers	Michael Christie	michael.christie@cdu.edu.au
Program course design	Philip Poronnik	philip.poronnik@sydney.edu.au
Psychological wellbeing; student success	Jacquelyn Cranney	j.cranney@unsw.edu.au
Retention and engagement of Indigenous students	Sandy O'Sullivan	sandy.osullivan@batchelor.edu.au
Service teaching	Les Kirkup	les.kirkup@uts.edu.au
Threshold concepts; professional identity (Occupational Therapy)	Sylvia Rodger	s.rodger@uq.edu.au
Transition pedagogy, first year experience, social inclusion	Sally Kift	sally.kift@jcu.edu.au

⁷ Completed Fellows and those who have Fellowships-in-progress were invited at the ALTF November 2012 Forum and/or via email to indicate their contributions against each ALTF hot topic. This guide will be updated periodically and can also be found at www.altf.org

2. New models for the 21st century learner

Contribution	Name	Email Address
Assessment for future learning	David Boud	david.boud@uts.edu.au
Awareness of research	Angela Brew	angela.brew@mq.edu.au
Development of online courses; study habits of students; blended learning models	Angela Carbone	angela.carbone@infotech.monash.edu.au
Digital natives/social media	Ron Oliver Sylvia Rodger	r.oliver@ecu.edu.au s.rodger@uq.edu.au
Flipped classroom; collaboration for learning independence, massive open online courses (MOOC)	Keith Willey	kieth.willey@uts.edu.au
Interactive assessments re-imagine your assessment; authentic learning and assessment designing for today's learners	Geoffrey Crisp	geoffrey.crisp@rmit.edu.au
Knowledge-network learning practices and systems; learning in networks of knowledge; networks of formal and informal learning	Matthew Allen	netcrit@gmail.com
Leadership for remote sites	Michael Christie	michael.christie@cdu.edu.au
Massive open online courses (MOOC), digital natives/social media	Philip Poronnik	philip.poronnik@sydney.edu.au
Online course development, histology online	Geoff Meyer	geoff.meyer@uwa.edu.au
Online information in Indigenous contexts; understandings of ethical issues around dissemination in online contexts for Indigenous research students.	Sandy O'Sullivan	sandy.osullivan@batchelor.edu.au
Online learning languages/Indonesian	David T. Hill	dthill@murdoch.edu.au
Postgraduate capabilities	Helen MacGillivray	h.macgillivray@qut.edu.au
Psychological science of learning	Jacquelyn Cranney	j.cranney@unsw.edu.au
Social media	Lynne Cohen	l.cohen@ecu.edu.au
Work-based learning; pedagogical models, technological convergence and teaching cultures	Helen Smith	helen.smith@rmit.edu.au

3. Academic workforce: Professionalisation and sustainability

Contribution	Name	Email Address
Academic integrity	Angela Brew	angela.brew@mq.edu.au
Academic work and wellbeing	Dawn Bennett	d.bennett@curtin.edu.au
Capacity building for future learning; change leadership	Beverley Oliver	b.oliver@deakin.edu.au
Importance of educational scholarship	Jenny Edwards	jenny.edwards@uts.edu.au
Indigenous academic engagement; capacity building for Indigenous academics	Sandy O'Sullivan	sandy.osullivan@batchelor.edu.au
Professional development	Philip Poronnik	philip.poronnik@sydney.edu.au
Professionalisation of Aboriginal Elders	Michael Christie	michael.christie@cdu.edu.au
Sessional staff training	Angela Carbone, Sally Kift	angela.carbone@infotech.monash.edu.au sally.kift@jcu.edu.au
Staffing categories and roles	Joy Higgs AM	jhiggs@csu.edu.au
Teaching-focused academic positions; tertiary teaching training models; teaching-only academics; role and workloads of teaching only/mainly academics	Angela Carbone	angela.carbone@infotech.monash.edu.au
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	Ron Oliver	r.oliver@ecu.edu.au
	Philip Poronnik	philip.poronnik@sydney.edu.au
	Sylvia Rodger	s.rodger@uq.edu.au
Training and mentoring undergraduate students for tutoring; academic balancing of teaching, research, and professional leadership	Helen Smith	helen.smith@rmit.edu.au
	Helen MacGillivray	h.macgillivray@qut.edu.au

4. Sustainable changes in learning and teaching practice: Applying existing knowledge

Contribution	Name	Email Address
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Course quality attributes; blended learning models	Angela Carbone	angela.carbone@infotech.monash.edu.au
Education for future practice	Joy Higgs	jhiggs@csu.edu.au
Furthering conversations on research training in non-traditional forms	Sandy O'Sullivan	sandy.osullivan@batchelor.edu.au
Professional and academic partnerships and whole-of-institution approaches for the first year student experience	Sally Kift	sally.kift@jcu.edu.au

5. Standards, competencies and assessment

Contribution	Name	Email Address
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Creative arts; development of personal and professional identities; transition pedagogy	Dawn Bennett	d.bennett@curtin.edu.au
Developing framework for defining standards, competencies and assessment	Raymond Lister	raymond.lister@uts.edu.au
Developing threshold learning outcomes for physics	Les Kirkup	les.kirkup@uts.edu.au
Graduate attributes and threshold learning outcomes for undergraduate psychology; psychological literacy	Jacquelyn Cranney	j.cranney@unsw.edu.au
Health, Medicine and Veterinary Science [Discipline Scholar]	Amanda Henderson	a.henderson@griffith.edu.au
Indigenous cultural awareness	Michael Christie	michael.christie@cdu.edu.au
Indigenous research training engagement in Indigenous studies/ knowledge/standpoint contexts	Sandy O'Sullivan	sandy.osullivan@batchelor.edu.au
Interprofessional education; assessment; learning and teaching in higher education	Heather Alexander	h.alexander@griffith.edu.au
Language skills; Asia literacy	David T. Hill	dthill@murdoch.edu.au
Monash graduate attributes; ICT programming	Angela Carbone	angela.carbone@infotech.monash.edu.au
Occupational Therapy Australia competency standards for new graduate occupational therapists	Sylvia Rodger	s.rodger@uq.edu.au
Professional education; practice-based education	Joy Higgs AM	jhiggs@csu.edu.au
Regulatory philosophies; competency-based curriculum; assessment design	Helen Smith	helen.smith@rmit.edu.au
Social construction of academic standards; self and peer assessment	Keith Willey	keith.willey@uts.edu.au
Statistical literacy for citizenship; statistical thinking for statistical users in other disciplines; statistical foundations for future statisticians	Helen MacGillivray	h.macgillivray@qut.edu.au
Threshold learning outcomes for Engineering and ICT [Discipline Scholar]	Ian Cameron	itc@uq.edu.au
Transition pedagogy; academic literacies; Law threshold learning outcomes. [Discipline Scholar].	Sally Kift	sally.kift@jcu.edu.au
Undergraduate research skills	Angela Brew	angela.brew@mq.edu.au
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6. Industry interaction and employability

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Developing links with premier science organisations (CSIRO)	Les Kirkup	les.kirkup@uts.edu.au
Development of professional policies and protocols	Angela Brew	angela.brew@mq.edu.au
Enhancing employability by integrating authentic assessment into the curriculum, partnering with industry	Beverley Oliver	b.oliver@deakin.edu.au
Graduate outcomes (Indigenous standpoint)	Sandy O'Sullivan	sandy.osullivan@batchelor.edu.au
Identification and development of graduate competencies	Dawn Bennett	d.bennett@curtin.edu.au
Immersive learning systems in higher education and industry	Ian Cameron	itc@uq.edu.au
Interprofessional education	Heather Alexander	h.alexander@griffith.edu.au
Practice education/assessment/ fieldwork	Sylvia Rodger	s.rodger@uq.edu.au
Statistical communication in the workplace	Helen MacGillivray	h.macgillivray@qut.edu.au
Threshold learning outcomes and harmonising of various regulatory and accreditation requirements	Amanda Henderson	a.henderson@griffith.edu.au
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7. Scholarship of learning and teaching in higher education

Contribution	Name	Email Address
Cognitive development of students	Raymond Lister	raymond.lister@uts.edu.au
Educational research within and outside of education schools and faculties	Dawn Bennett	d.bennett@curtin.edu.au
Evidence-based practice and research informed innovation	Beverley Oliver	b.oliver@deakin.edu.au
Furthering conversations on research training in non-traditional forms	Sandy O'Sullivan	sandy.osullivan@batchelor.edu.au
Monash Educational Excellence Research Group	Angela Carbone	angela.carbone@infotech.monash.edu.au
Psychological science of learning and student success	Jacquelyn Cranney	j.cranney@unsw.edu.au
Scholarship in professional education, practice-based education	Joy Higgs	jhiggs@csu.edu.au
The scholarship of learning and teaching in general	Sally Kift	sally.kift@jcu.edu.au
Threshold concepts, professional identity (Occupational Therapy)	Sylvia Rodger	s.rodger@uq.edu.au

8. Higher education and Aboriginal and Torres Strait Islander people

Contribution	Name	Email Address
Indigenous teaching	Christine Asmar	casmar@unimelb.edu.au
Participation of elders as knowledge authorities	Michael Christie	michael.christie@cdu.edu.au
Providing culturally appropriate pathways for Indigenous research training	Sandy O'Sullivan	sandy.osullivan@batchelor.edu.au

9. The Asian century and internationalisation of the curriculum

Contribution	Name	Email Address
Asia capabilities beyond Asian languages; strategies to embed these into curriculum;	Betty Leask	betty.leask@unisa.edu.au
Global literacy/citizenship	Jacquelyn Cranney	j.cranney@unsw.edu.au
International (Australian) Indigenous engagement; modelling ideas of success from an Indigenous perspective	Sandy O'Sullivan	sandy.osullivan@batchelor.edu.au
International teaching	Michael Christie	michael.christie@cdu.edu.au
Policy and implementation; work integrated learning (Asia/Indonesia)	David T. Hill	dthill@murdoch.edu.au

Discipline of Fellowship Programs

The majority of Fellowships have produced outcomes or findings that can be applied across a number of disciplines. Some, however, have focused on discipline-specific topics and/or outcomes. The Fellows who engaged in, or are currently working on discipline-specific programs are listed below.

Discipline	Fellow Name	Fellow Email
Archaeology	Wendy Beck	wbeck@une.edu.au
Asian Studies	David T. Hill	dthill@murdoch.edu.au
Creativity	Erica McWilliam	e.mcwilliam@qut.edu.au
Economics	Ross Guest	r.guest@griffith.edu.au
Engineering and related technologies	Wageeh Boles	w.boles@qut.edu.au
	Ian Cameron	itc@uq.edu.au
English Language	Sophie Arkoudis	s.arkoudis@unimelb.edu.au
	Carmela Briguglio	c.briguglio@curtin.edu.au
Health	Heather Alexander	h.alexander@griffith.edu.au
	Amanda Henderson	a.henderson@griffith.edu.au
	Fiona Lake	fiona.lake@uwa.edu.au
	Roger Moni	r.moni@griffith.edu.au
	Cobie Rudd	cobie.rudd@ecu.edu.au
	Ieva Stupans	leva.Stupans@unisa.edu.au
	David Wilkinson	david.wilkinson@mq.edu.au
Histology	Geoffrey Meyer	geoff.meyer@uwa.edu.au
Indigenous Education	Christine Asmar	casmar@unimelb.edu.au
	Michael Christie	michael.christie@cdu.edu.au
	Sandy O'Sullivan	sandy.osullivan@batchelor.edu.au
Indonesian Studies	David T. Hill	dthill@murdoch.edu.au
Information Technology	Christine Bruce	c.bruce@qut.edu.au
	Jenny Edwards	jenny@it.uts.edu.au
	Raymond Lister	raymond.lister@uts.edu.au
Languages other than English	David T. Hill	dthill@murdoch.edu.au
Law	Des Butler	d.butler@qut.edu.au
	Rachael Field	r.field@qut.edu.au
Library and Information Science	Helen Partridge	h.partridge@qut.edu.au
Life Science	Peter Adams	p.adams@uq.edu.au
	Geoffrey Meyer	geoff.meyer@uwa.edu.au
	Philip Poronnik	philip.poronnik@sydney.edu.au
Medicine	David Wilkinson	david.wilkinson@mq.edu.au
Music	Scott Harrison	scott.harrison@griffith.edu.au
	Heather Monkhouse	heather.monkhouse@utas.edu.au
Natural and Physical Science	Michael Bulmer	m.bulmer@uq.edu.au
	Les Kirkup	les.kirkup@uts.edu.au
Occupational Therapy	Sylvia Rodger	s.rodger@uq.edu.au
Pharmacy	Ieva Stupans	leva.Stupans@unisa.edu.au
Psychology	Jacquelyn Cranney	j.cranney@unsw.edu.au
Social Science	Lisa Wynn	lisa.wynn@mq.edu.au
Statistics	Helen MacGillivray	h.macgillivray@qut.edu.au

CHAPTER 3 | PROFILES AND ABSTRACTS OF COMPLETED FELLOWS



I am a huge supporter of the OLT Fellowships Scheme.

OLT Fellows help drive learning and teaching innovation in a way that not only impacts, very positively, upon their own institutions and disciplines, but also on the quality of the broader tertiary sector in Australia. More broadly, they serve as powerful role models that serve to demonstrate the key role that leadership in teaching and learning plays as a fundamental plank on which the success and the vitality of the sector is based.

Professor Deborah J. Terry
Senior Deputy Vice-Chancellor
The University of Queensland

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Peter Adams



Philip Poronnik

Peter Adams, The University of Queensland, and Philip Poronnik, The University of Queensland, now at the The University of Sydney

Embedding quantitative principles in life science education

ALTC Associate Fellowship (shared)
Completed | 2010

<www.olt.gov.au>

Background

There is an urgent need to overcome the common perception of both educators and students that the life, physical, quantitative and information sciences are completely separate disciplines that can be studied in isolation from each other. Rather than encouraging breadth and enabling interdisciplinary research, current education often treats the life sciences and mathematics as distinct, isolated activities. The result of this disconnect is that students fail to realise the relevance of these sciences in their chosen disciplines, which in turn places them in their career paths with serious deficits.

Fellowship Aims

1. To research and develop context-sensitive instruments to determine the level of mathematical and quantitative competency achieved and required in first year life science students and their engagement in quantitative aspects of the life sciences.
2. To initiate the development and implementation of transferable and scalable teaching tools, which enable the embedding of relevant mathematical principles within life science courses.

Key Outcomes

The primary tangible outcomes of the Fellowship:

- 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
- Elements of Fellowship work continue to be utilised/adopted as part of the Quantitative Skills network, and via CUBenet <cubenet.org.au>

Recognition

Peter Adams:

- Co-chair of the Implementation Committee responsible for the roll-out of the new BSc, The University of Queensland, 2007–2008 (during Fellowship)
- Associate Dean (Academic) at UQ (current)
- Secretary, then Treasurer of Science and Technology Australia (current)

Philip Poronnik:

- Co-chair of the Implementation Committee responsible for the roll-out of the new BSc, The University of Queensland, 2007–2008 (during Fellowship)
- Discipline Head Pharmaceutical Sciences at RMIT University
- Deputy Head of School Learning and Teaching at RMIT University
- Honorary Secretary Australian and New Zealand Association for the Advancement of Science (2009–2012)
- Co-opted member of the National Committee on Biomedical Sciences for the Academy of Science (current)
- Professor of Biomedical Science (Educational Strategy) The University of Sydney (current)
- Associate Dean of Biomedical Science The University of Sydney (current)
- Leader of CUBenet – Collaborative Universities Biomedical Education Network (current)

Discipline

Life Sciences

Main Topics

- + Assessment
- + Curriculum development
- + First year experience
- + Quantitative skills
- + Student engagement

Target Audience

- + Undergraduate educators and students



Heather Alexander



Amanda Henderson

Heather Alexander and Amanda Henderson,
Griffith University

Developing a model for interprofessional education during clinical placements for medical and nursing undergraduate students

ALTC Associate Fellowship (shared)
Completed | 2009

<www.olt.gov.au>

Background

In health care settings, doctors, nurses and allied health professionals are required to work cooperatively as a multi-disciplinary team to provide comprehensive patient care. While teamwork is essential for good clinical practice, in Australia the clinical preparation of undergraduate health care students is undertaken unilaterally and seldom includes preparation for working with other health care professionals. Despite the importance of shared communication and collaboration within health care teams, medical and nursing curricula have yet to systematically integrate this into undergraduate students' clinical learning experiences. Undergraduate learning needs to better reflect optimal clinical practice, namely collaboration between the health disciplines during patient care.

Fellowship Aims

The aim of the Fellowship was to develop students' knowledge of the respective roles of other health professionals by providing a structure incorporating interprofessional education (IPE) into the clinical education component of health professionals. Its purpose was to promote respect and enhance communication between them thereby optimising patient care.

Key Outcomes

The Fellowship produced the following resources, found in their final report:

- Interprofessional Learning Workbook (phase 1 initial instrument)
- Final Student Workbook
- Facilitator's Workbook.

Associate Professor Alexander and Professor Henderson also presented at four conferences, collaborated on two refereed publications and organised a national forum to facilitate interprofessional learning activities during their Fellowship. Further research is underway on student and staff attitudes towards interprofessional education in undergraduate health programs.

Impact

- This area of learning and teaching is boutique in nature and interest is consistently growing. For example, the prestigious Karolinska Institute <ki.se/?l=en> has expressed an interest in using their Fellowship work.
- Professor Henderson has recently been appointed as an Australian Learning and Teaching Council (ALTC) Discipline Scholar in Health.

'Our contribution was a simple, readily available, flexible and effective model that wasn't onerous in relation to time. Students could be interrupted during their clinical practice and come back to the model when they were finished. From a teaching and learning perspective there is not a lot of preparation involved, which adds to its appeal.'

Associate Professor Heather Alexander and Professor Amanda Henderson

Discipline

**Health
(Medicine
and Nursing)**

Main Topics

- + Clinical education
- + Interprofessional education (IPE)
- + Student reflection
- + Facilitator observation

Target Audience

- + Undergraduate educators, facilitators, and medical/nursing students



Dawn Bennett

Dawn Bennett, Curtin University

The TILE approach: Enhancing student engagement across higher education

ALTC Teaching Fellowship
Completed | 2012

<www.olt.gov.au>

Background

The central proposition of this Fellowship was that learners' personal and professional identities are crucial to their success as both students and future workers, and that within higher education the explicit development of these identities is for the most part absent. The transitions into, through and from higher education involves a sequence of identities during which students develop a sense of themselves as individuals, as learners, and as emerging professional workers. In the context of wellbeing and student attainment, it is logical that the concept of transitions and students' self and identity should be central to curricular design and pedagogy; and yet for many academics the concept of identity and the self is entirely new and its relevance and importance is not recognised.

Fellowship Aims

To increase understanding of student identity development; refine existing and develop new tools and strategies for use by educators; and develop an international community of practice with a focus on the role of identity in student engagement and achievement.

Key Outcomes

- The Fellowship established a community of practice through which members refined and added to the initial strategies, tested their effectiveness with a range of students, and disseminated them to the community and beyond
- By the end of the Fellowship the TILE community had over 230 members, and had 24 published TILE tools on the

website at <www.thetileapproach.ning.com>

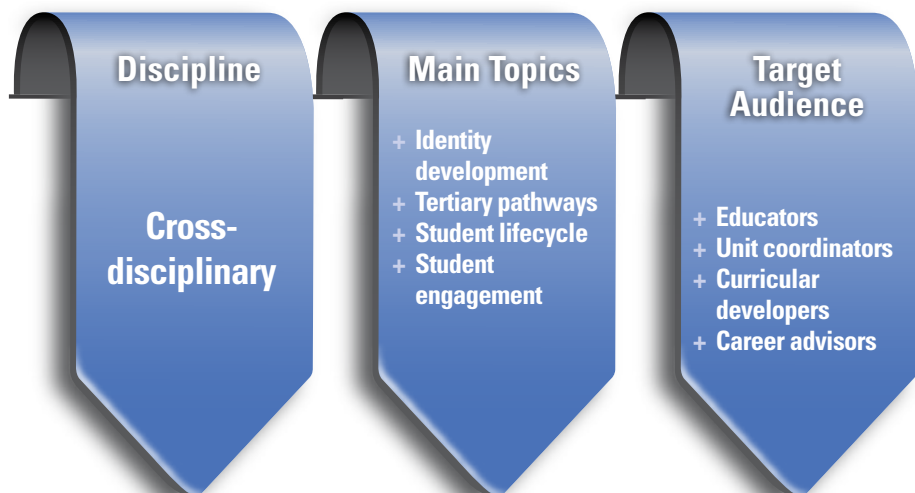
- The TILE Approach has enhanced awareness of the importance of including self and identity at each stage of student transition.
- Thirty-five TILE tools developed specifically for music are included in an edited book titled 'Life in the Real World: How to make music graduates employable', published with CommonGround (2012). See <<http://theartsinsociety.cgpublisher.com/>>

Impact

- 20+ institutions in 19 countries are currently using the TILE Approach with several thousand students in disciplines from music to engineering
- More than 150 coordinators and career advisors use the TILE Approach
- New opportunities and collaborators emerge regularly

'The TILE Approach website is a unique resource, collating a series of tools that can be used for higher education teaching and learning. This is a valuable example of how research can (and does) inform practice in meaningful and cross-disciplinary ways.'

Dr Rosie Perkins, Royal College of Music, London





Stephen Billett

Stephen Billett, Griffith University

Developing agentic professionals through practice-based pedagogies

ALTC Associate Fellowship

Completed | 2009

<www.olt.gov.au>

Background

Agentic learners are learners who are engaged in making meaning and developing capacities in ways that are intentional, effortful and are actively critical in constructing their knowledge. The qualities needed to be an effective student in higher education – a proactive and agentic learner – are those required for effective professional practice. In essence, the agentic qualities of learners are essential for effective professional practice and rich learning.

Fellowship Aims

The central question asked by this Fellowship was: How best can practice-based learning experience and those in the university be integrated to provide effective teaching and learning for professional practice?

This led to the following goals:

- Enhance students' learning of their professional practice, including making efficacious the transition to competent practice
- Improve teaching and learning practices through using practice-based experiences
- Develop and sustain the use of those practices through changes to their institutions' commitments, curriculum and pedagogy, and
- Engage in an active dissemination of those practices in the participating universities and across others.

Fellowship goals were addressed by engaging with and guiding five projects across four disciplines (Physiotherapy, Midwifery, Nursing, Human Services) in three universities (Griffith, Monash and Flinders). Together, the five projects provided a platform to consider and appraise different aspects of and approaches to pedagogic and curriculum practices supporting the development of agentic learners, and ultimately, professionals.

Recognition

- Development of a strategy at Griffith University to advance a plan for broadly engaging the provision of work-integrated learning across the university
- Provided advice to a number of Australian universities about work-integrated learning
- Invitation to assess the Australian Awards for University Teaching applications
- Convenor, of an Innovative Research Universities of Australia (IRU Australia) Leadership of Learning and Teaching Forum on work-integrated learning
- Developed principles and practices for work-integrated learning across the IRU Australia group
- Awarded an ALTC National Teaching Fellowship (2010)
- Invited to present a number of national and international Keynotes on work-integrated learning and related constructs
- Book: Billett, S. & Henderson, A. (2011) (eds.) *Promoting Professional Learning*: Springer, Dordrecht, The Netherlands

Discipline

Cross-disciplinary

Main Topics

- + Work-integrated learning
- + Practice-based education
- + Curriculum development
- + Pedagogy

Target Audience

- + Practitioners
- + UG educators
- + Graduates
- + Students

'More than merely attempting to organise experiences for students in educational institutions and workplace settings, there is a need to focus on preparing students as agentic learners, as part of their professional preparation.'

Professor Stephen Billett



Stephen Billett

Stephen Billett, Griffith University

Curriculum and pedagogic bases for effectively integrating practice-based experiences

ALTC National Teaching Fellowship

Completed | 2011

<www.olt.gov.au>

Background

Providing students with experiences in practice settings to assist developing their knowledge required for effective professional practice is a growing and widening trend across Australian higher education. These experiences aim to assist students to move smoothly and effectively into their selected occupational practice upon graduation. As such they are welcomed by government, industry, and students alike who all want applicable outcomes from higher education.

Fellowship Aims

The Fellowship aimed to generate an applicable curriculum and pedagogy of practice, whose development was guided by the following questions:

- What combination of curriculum and pedagogic practices will secure rich integration of learning experiences in academic and practice settings?
- How are these best enacted before, during and after practice-based experience to secure the most effective outcomes?

- What particular curriculum and pedagogic practices are aligned to secure instances of 'hard to learn' conceptual, procedural and dispositional knowledge required for effective occupational practice?

This Fellowship adopted a unique methodology, bringing together six participating universities, and a total of 20 different projects based around participant experiences of teaching courses that included practice-based components. Results were synthesised to identify curriculum, pedagogical and personal epistemological principles and practices.

Key Outcomes

Four kinds of resources were generated to advise and inform the projects:

1. A series of one-page case studies from a range of disciplines about how other institutions have gone about organising work-integrated learning activities
2. A series of short papers which provides information about particular kinds of processes that might be used to consider how best to integrate experiences across practice and educational settings

3. Short discussion papers that were used to inform discussion in and around the fellowship, and in two instances these were published as articles in Campus Review
4. Templates used for identifying the project and for reporting findings

Other outcomes include:

- Dissemination of over 1200 copies of Fellowship summary that provides accessible findings and guidance in terms of practices and principles associated with integrating work experiences into the academic curriculum
- Journal Studies in Higher Education publication, identified as one of the most cited articles in 2011
- Edited book about a range of studies associated with work-integrated learning

Recognition

- Invited to disseminate the findings of this Fellowship internationally (Finland, Denmark, Norway, United Kingdom, United States and Singapore)
- Invited by two universities to become an Adjunct Professor (James Cook University and Charles Sturt University)
- Recipient of an Australian Research Council Future Fellowship to develop a curriculum and pedagogy for the workplace
- Involved in the formation of the Griffith Academy of Learning and Teaching

Discipline

Cross-disciplinary

Main Topics

- + Work-integrated learning
- + Practice-based education
- + Curriculum development
- + Pedagogy

Target Audience

- + Practitioners
- + UG educators
- + Graduates
- + Students



David Boud

David Boud, University of Technology, Sydney

Student assessment for learning in and after courses

ALTC Senior Fellowship
Completed | 2010

<www.olt.gov.au>

Background

Assessment is one of the most problematic issues in higher education. It has two main purposes that are often in tension: assessment for the certification of students, and assessment to promote learning. It occupies considerable amounts of time for both teachers and students and it is often argued that not all of this time is well spent. It has a substantial impact on students' lives over and above its main purposes. It has an emotional impact that can be long lasting, and it is the focus of increasing disputes over fairness, timeliness and authenticity.

Key Outcomes

The main outcome of this program was to mobilise key individuals and representatives of organisations to change practice in assessment for learning in Australian higher education institutions. The particular outcomes pursued and met were:

1. The formation of networks around the theme of assessment and learning
2. Identification of key principles and examples of practice in selected areas

3. Development and documentation of strategies for assessment practice and implementation for use at institutional and course level
4. Identification of an agenda for future development in the area of assessment for learning beyond the course

Impact

- Fellowship success was in part due to substantial achievements in the area over a considerable period of time. The Fellowship provided the impetus for David's ideas to receive greater visibility, publicity and acknowledgement.
- The website <www.assessmentfutures.com> is a substantial text and continuing publication. This website includes 'Assessment 2020: Seven propositions for assessment reform in higher education', which has been taken up in various ways in most Australian universities as a blueprint for assessment reform.
- There are over 2000 Google hits on both the website and the major product (Assessment 2020) from the Fellowship.

Recognition

During Fellowship:

- 13 Keynote addresses given in Australia, Ireland, the UK, South Africa, the Netherlands and Singapore. Amongst these national and international conferences are discipline specific ones in Chemistry, Psychology, Medicine, and the Built Environment.
- Four chapters in books by international publishers; seven papers in international journals, six chapters in books in my other research areas.
- The major product of my Fellowship (Assessment 2020) was co-authored with senior staff in all but one Australian university to facilitate embedding of the outcome.

Subsequent to Fellowship:

- One book, four refereed papers, and two book chapters. Invited Keynotes at national and international conferences both generally in higher education and in specific discipline areas, as well as invited chapters in international books.
- Reviewed assessment policies and practice for universities and professional bodies.

Discipline

Cross-disciplinary

Main Topics

- + Assessment
- + Student engagement
- + Learning design
- + Feedback

Target Audience

- + Senior academic managers
- + Course coordinators
- + Educators
- + Students



Angela Brew

Angela Brew, Macquarie University

Enhancing undergraduate engagement through research and inquiry

ALTC National Teaching Fellowship
Completed | 2010

<www.olt.gov.au>

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.

Fellowship Aims

To enhance student engagement in learning through supporting the development in Australia of undergraduate research and inquiry.

Key Outcomes

This Fellowship has:

- Identified national needs by reporting on the current state of undergraduate research programs in Australia, and sources of funding Australia-wide.
- Established and made available, in hard copy and online, a set of practical resources (models, strategies, protocols for action) that have been used in different institutions which are designed to bridge gaps between current and future practice, and facilitate Australian academics; course teams; schools and faculties; and institutions in implementing undergraduate research schemes and integrating research and inquiry within undergraduate curricula. It has disseminated these through a website <www.undergraduateresearchAustralia.com>, five state-wide regional roundtable discussions and a newsletter.
- Enhanced debates concerning engagement of undergraduate students in research and inquiry by bringing together academics, academic managers, and policy makers with international and national experts in regional roundtables and a Summit which brought together national and international experts and leaders and managers of 35 Australian universities and other organisations in 2009. The Fellowship and subsequent work on the topic has led to the development of a national community of undergraduate researchers. This is evidenced in the feedback received following the First Australasian Conference of Undergraduate Research held on 20 September 2012, where students from 12 universities presented their research.
- Provided the foundation for the establishment of a national centre for the integration of research, teaching and learning through the work of the national team of experts, the development of a newsletter (Undergraduate Research News Australia) and an extended network of some 245 Australian academics interested in furthering undergraduate research in their institutions.

Recognition

- Promoted to Professorial Fellow, Macquarie University, 2009
- Awarded HERDSA Life membership, 2009
- Honorary Associate Professor, University of Sydney, 2009
- Awarded Senior Fellowship, Staff and Educational Development Association, 2010 (UK)
- Appointed Visiting Professor, University of Gloucestershire, 2010 (UK)
- Participation on four National reference groups, and two international steering committees

Discipline

Cross-disciplinary

Main Topics

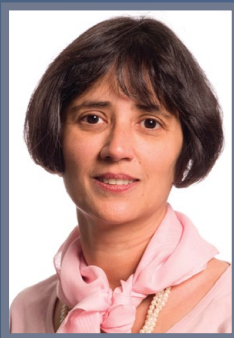
- + Student engagement
- + Undergraduate research
- + Curriculum development
- + Inquiry-based research experience programs
- + Research-based learning

Target Audience

- + Deputy Vice-Chancellors (Academic and Research)
- + Undergraduate research course coordinators
- + Academics and students

'The number and range of examples collected from across Australia along with the Fellowship conference and workshops and the publications subsequently based on the material collected during the Fellowship has had a major impact on the understanding, celebration and dissemination of undergraduate research and inquiry in Australia.'

Emeritus Professor Mick Healey,
University of Gloucestershire, UK



Christine Bruce

Christine Bruce, Queensland University of Technology

Towards a pedagogy of supervision in the technology disciplines

ALTC Teaching Fellowship
Completed | 2010

<www.olt.gov.au>

Background

Research supervision is an integral, but often neglected, component of the teaching–research nexus. Researchers are used to:

- Researching their teaching
- Teaching their research
- Thinking about teaching (mostly at the undergraduate and honours levels) as a site of research practice (i.e. a space where students engage in research)
- Thinking about teaching as a pathway to research.

This Fellowship focused on a dimension of the teaching–research nexus different from those listed above: research supervision as a site of teaching and learning practice, especially in the technology disciplines.

Fellowship Aims

The Fellowship was designed to:

1. Develop insights into, and create awareness of, supervision as a teaching and learning practice; including supervisors' views of their role, what it means to help students learn and the character of the higher degree research curriculum,

as well as helps and barriers to achieving that curriculum.

2. Create and build awareness of 'pedagogical' frameworks for supervision specific to the technology disciplines, and make resources available to supervisors and students.
3. Establish recommendations for policy and practice, for developing the framework in specific disciplines, and implications for other disciplines.

Key Outcomes

The Fellowship established a systematic pedagogical framework for supervisors in the technology disciplines and produced a number of resources to support supervisors in the technology disciplines. These are accessible to individuals and groups via Queensland University of Technology (QUT) e-prints <eprints.qut.edu.au>. Resources include an extensive manual for supervisors, cases from the technology disciplines, a workshop for supervisors, and student resources for supervisors. Note that the outcomes are sufficiently broad to be of interest to a wide range of sub disciplines, and even disciplines beyond science and technology.

Recognition

- Seminars and workshops in New Zealand, Sweden and Australia
- Materials have been accepted for inclusion in the FIRST consortium resource base for supervisors
- Materials have been embedded within QUT; expansion of the project to include the science disciplines

Roles held subsequent to Fellowship:

- Director, Higher Degree Research Studies
- Convenor, QUT Higher Education Research Network
- Member, Board of Directors, US National Forum for Information Literacy
- Member of International Board of Directors for Research Centers at the University of Gothenburg

'This Fellowship has enhanced understanding of the higher degree research supervisory experience and delivered strategies to support those supervising in the Technology space. Christine has used the Fellowship to deliver very tangible and well-articulated outcomes. It has given Christine greater assurance about the issues and the status of expert in this space.'

Susan Gasson, Queensland University of Technology

Discipline

Information Technology

Main Topics

- + Supervision strategies
- + Student learning outcomes (SLOs)
- + Higher degree research
- + Pedagogy

Target Audience

- + Policy makers
- + Academic developers
- + Supervisors and their students
- + Administrators



Des Butler

Des Butler, Queensland University of Technology

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

ALTC Teaching Fellowship

Completed | 2011

<www.olt.gov.au>

Background

A proper appreciation of ethics and professional responsibility is a fundamental lawyering skill and a pre-requisite for legal practice. Despite criticism on pedagogical and discipline-specific grounds, many Australian law schools teach legal ethics using traditional approaches including lectures which focus on the content of professional rules, like any area of substantive law. Instead a practical rather than theoretical approach is required in order to infuse students with a proper appreciation of ethical practice. Ideally this would be done by way of a clinical program. However such programs are expensive to run and can only be offered to a fortunate few.

Fellowship Aims

To improve the appreciation of ethical practice of final year law students through the development of an integrated program of blended learning, including an online program that utilises multimedia produced using cost-effective resources to create engaging, contextualised learning experiences.

Key Outcomes

Two key outcomes of the Fellowship were:

1. 'Entry into Valhalla' computer program – an online suite of modules that includes self-test quizzes and machinima scenarios depicting legal dilemmas confronting the members of a fictional law firm. These modules are best used as part of a blended learning program that also includes instruction on the theoretical and philosophical underpinnings of legal ethics, so that students obtain an essential foundation for addressing the challenges posed by the complex real-world type scenarios. Feedback from students indicated the modules were easy to use, engaging, challenging and enjoyable.
2. Knowledge construction for other academics who were interested in using multimedia in their teaching but lacking the resources, knowledge skills and/or confidence to do so. A number of professional development activities were undertaken, including a series of workshops. Participants reported that the strategy of combining information and hands-on segments increased their knowledge and boosted their confidence in the use of multimedia resources.

Recognition

Des continues to produce curriculum resources, present and publish on similar topics to his Fellowship. In 2012 he was honoured by a Vice-Chancellor's Award for Excellence (QUT), for his sustained efforts using multimedia to create dynamic, engaging and challenging learning environments in subjects across the undergraduate curriculum and for his leadership in heading projects, mentoring other academics and scholarly transfer of skills and knowledge and dissemination of the results of his work.

'The Fellowship demonstrated to academics that the resources and skills necessary for the development of engaging and challenging learning environments through multimedia were readily accessible and easily achievable by anyone; development of such resources did not require funding, specialist learning design or programming.'

Professor Des Butler

Discipline

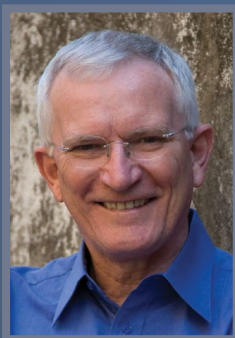
Law

Main Topics

- + Curriculum renewal
- + Learning design
- + Information communication technology
- + Simulated learning environments
- + Multimedia

Target Audience

- + Law academics
- + Final year law students



Ian Cameron

Ian Cameron, The University of Queensland

Engineering science and practice: Alignment and synergies in curriculum innovation

ALTC Senior Fellowship

Completed | 2009

<www.olt.gov.au>

Background

A major and recurring theme in the assessment of engineering education is the abiding lack of strong linkages between theory and practice. This has a long and sometimes inelegant history dating back to the genesis of formal institutional engineering education in the early 1800s.

Fellowship Aims

The three main aims of the Fellowship were to:

1. Identify and map the contemporary engineering theory-practice landscape. This led to a comprehensive documentation of practice forms, their attributes, the means and degree whereby they contribute to engineering graduate outcomes.
2. Research emergent engineering practices and their potential impact on engineering education. This included the identification of new and emerging practice trends in professional engineering organisations. It addressed the implications of emerging technologies, the effects of engineering globalisation, the

emphases on creativity, innovation and the impact of major drivers such as climate change and sustainability.

3. Develop aligned strategies associated with engineering curriculum renewal and innovation. This addressed the key structural and functional issues that in turn lead to curricula and courses.

Key Outcomes

- Insights into places and pedagogies that enhance the theory-practice interface
- A new or recovered perspective on curriculum as pathways of learning
- Curriculum design methodologies
- A formalisation of the learning landscape of places and spaces

Recognition

During Fellowship:

- Over 25 invited presentations and addresses, including the European Conference on Chemical Engineering (Copenhagen), the Australasian Association for Engineering Education (Melbourne), and the UK Engineering Education Conference (Loughborough)

Post Fellowship:

- Recognised as in the top 100 most influential engineers in Australia (2011) by Engineers Australia
- Elected fellow of the Australian Academy of Technological Sciences and Engineering (ATSE) in 2012
- Spoken at the Royal Academy of Engineering (UK) on Fellowship-related issues
- Invitation to speak on curriculum innovation at the establishment of a new elite Russian university (SkTech) being established with the help of MIT, Boston, USA
- Heading development of a new engineering program at a major Australian university
- Providing advice and direct assistance to overseas universities on curriculum development (e.g. New Zealand, Chile, Russia)

'From external reviews it is clear that the Fellowship had a positive impact on the discipline area, and continues to do so, through on-going developments arising from the original work. The Fellowship gave many opportunities for vital discussions and collaborations to take place, which are still playing out today.'

Professor Ian Cameron

Discipline

Engineering and related technologies

Main Topics

- + Curriculum development
- + Graduate attributes
- + Assessment
- + New technologies
- + Pedagogy

Target Audience

- + Professional bodies/employers
- + Course coordinators
- + Educators
- + Students



Angela Carbone

Angela Carbone, Monash University

Peer assisted teaching scheme

ALTC Teaching Fellow

Completed | 2011

<www.olt.gov.au>

Background

National results for the Course Experience Questionnaire (CEQ) indicate that some disciplines, such as Engineering and Information and Communication Technology (ICT), perform poorly on the good teaching scale and consequently struggle to meet university and national targets on educational performance. The concern is nationwide and needs critical attention. The challenge is to develop an academic quality enhancement and support program that can be useful to tertiary teachers to improve their units.

Fellowship Aims

The aim of the Fellowship was to achieve a consistent, university-wide strategy to assist academics in improving units perceived by students as needing of critical attention. This was accomplished by introducing a peer assisted teaching scheme (PATS). PATS integrates unit evaluation data with discipline-based academic development opportunities to build leadership capacity amongst academics. This builds on the current research that highlights the benefits of peer assisted learning (PAL) programs and applies it to academic teaching

staff. Specifically this Fellowship was designed to a) improve the quality of teaching and student satisfaction within identified units and b) build leadership capacity amongst currently recognised outstanding teachers.

Key Outcomes

Outcomes of the Fellowship at completion include:

- A university-wide pilot of the peer assisted teaching model
- A decrease in both intensity and proportion of units needing critical attention
- Resources, including guides and workbooks, to support participants
- A website, <www.opvclt.monash.edu.au/pats> which is a repository of the resources and other materials produced during the Fellowship
- Embedding of the Scheme into the Graduate Certificate of Academic Practice at Monash University
- Seven full referred conference and journal papers with several papers in progress

Subsequent to the Fellowship program, the Council of Australian Directors of Academic Developers (CADAD) sponsored the trialling of PATS resources across four Australian institutions (Griffith University, the University of Newcastle, University of Sunshine Coast, Edith Cowan University). Overall PATS has involved approximately 100+ educators and 1000+ students.

Recognition

Highlights include:

- Appointed Associate Director of the Office of the Pro Vice-Chancellor (Learning and Teaching), 2010
- Convenor, Graduate Certificate of Academic Practice
- Invited executive member to the Australian Council of Deans of Information and Computer Technology (ACDICT) Learning and Teaching Academy, 2011
- Invited Keynote speaker, University of Ballarat Learning and Teaching Week, 2010
- Chair, Monash Educational Excellence Research Group
- Awarded an OLT National Senior Teaching Fellowship, 2012

'Angela's Fellowship is a vehicle for academics to work together on quality enhancement in teaching and unit curriculum design. The scheme is generalisable across any discipline, applies to any mode of teaching or delivery, and shares ideas to develop capabilities in a way that has positive effect on key performance measures such as student evaluations.'

Dr Steve Drew, Griffith University

Discipline

Cross-disciplinary

Main Topics

- + Curriculum renewal/development
- + Academic standards
- + Mentoring
- + Peer observations

Target Audience

- + Teaching academics
- + Course coordinators



Michael Christie

Michael Christie, Charles Darwin University

Teaching from Country

ALTC National Teaching Fellowship

Completed | 2010

<www.olt.gov.au>

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. How might we best work with knowledge authorities and emerging digital technologies to enable a productive contribution to tertiary education?

Fellowship Aims

The fundamental question addressed together was: How can digital technologies be mobilised so that Indigenous knowledges are actively and effectively incorporated into higher education teaching programs while remaining faithful to the ancestral practices and protocols which govern them?

Key Outcomes

- The Fellowship demonstrated that reversing the common online education practice, so that Aboriginal lecturers

were teaching from remote locations to a central space, is very productive and not difficult or expensive if well negotiated and supervised. Currently, there is a dearth of programs available in Australian universities (apart from Charles Darwin University) that teach remote Aboriginal languages and cultures. Nevertheless, the program continues to attract international interest, such as from Japan (Tokyo University of Foreign Studies) and the USA (University of Pittsburgh).

- The Teaching from Country website <www.cdu.edu.au/tfc> contains extensive information about the program, teaching resources, academic writings, a blog, and seminar details.
- Subsequent to Fellowship, Michael has co-authored five papers, one book chapter and a special edition of the Learning and Community Journal.

Impact

One of the main impacts of the Fellowship was the recognition of Aboriginal elders' knowledge by Charles Darwin University, their professionalisation as knowledge authorities through the Teaching from Country process, and the financial benefits accrued to their communities through their teaching.

Recognition

- Principal scientist for Transdisciplinary Research and Indigenous Knowledge Systems research theme at The Northern Institute, Charles Darwin University
- Northern Territory Australian of the Year, 2010
- Yirjiya, Dhänggal, John Greatedorex and Michael Christie invited to present Teaching from Country at the Australian Institute of Aboriginal and Torres Strait Islander Studies conference in Canberra, 2009
- Invited to present a featured paper on the Teaching from Country program at the international conference 'Tipping Points – Courageous Actions, Powerful Stories' for the Australian Council for Educational Leaders, 2008

'As far as I know Teaching From Country is the first project ever providing culturally appropriate academic teaching space for Yolŋu knowledge authorities to educate non-Yolŋu university students. Without the Fellow's relationship with Yolŋu authorities and comprehension of Yolŋu knowledge, the project would not have been so successful.'

Yasunori Hayashi, community educator, Aboriginal Resource and Development Services (ARDS)

'The benefit of Teaching from Country for Aboriginal studies as an academic discipline is hard to overestimate.'

Dr Helen Verran,
The University of Melbourne

Discipline

Cross-disciplinary

Main Topics

- + Indigenous education
- + Student/community engagement
- + Curriculum renewal
- + E-teaching
- + Epistemology

Target Audience

- + Higher education teachers and students



Lynne Cohen

Lynne Cohen, Edith Cowan University

Building leadership capacity in undergraduate students

ALTC Teaching Fellow
Completed | 2012

<www.olt.gov.au>

Fellowship Impetus

- The area of leadership development in undergraduates has been under-researched and under-debated in recent work about graduate attributes, generic skills, and work-integrated learning.
- There has been considerable focus on leadership development for staff within the higher education sector, however not specifically for undergraduate students.
- There appears to have been no national review, synthesis or analysis or any formal collective discussion about leadership development for students.
- There is a lack of evaluation of leadership development programs for students.
- The majority of leadership development programs are often 'housed' in student support units rather than in academic units.
- Programs are often based in a specific discipline (e.g. the Science Mentoring and Leadership Program at the University of Sydney) and for specific populations (e.g. gifted/talented students or women).

- Programs are often for all students (not specifically for undergraduate students).
- Participation may occur through extra-curricular activities, and may or may not include some form of formal skills development program.

Fellowship Aims

The aim of this Fellowship was to research, refine and trial an innovative approach to promote the development of leadership knowledge, leadership skills and leadership in action for undergraduate students.

Key Outcomes

Over 100 students engaged with the program across four universities over a period of nine months. Data analysis indicated that 100% of participating students increased their leadership knowledge and skills.

The program:

- Identifies appropriate models of leadership
- Equips students with skills and insights to help them lead, inspire and positively influence their professions and workplaces, and

- Adopts a distributive leadership model that suits diverse disciplines and professions.

More information can be found at
<www.altc-leadership.ecu.edu.au/>

Recognition

- Associate Dean, Teaching and Learning, Faculty of Computing, Health and Science (2008–2011)
- Executive Dean, Faculty of Education and Arts and Pro Vice-Chancellor: Engagement (Communities), Edith Cowan University (2011–current)
- Numerous invitations to present Fellowship work and participate in consultative committees. For example, work acknowledged and sought by the Malaysian Higher Education Academy, the Council for Private Education in Singapore, and finding presented at international conferences in the United Kingdom, Canada and the USA.

'The Fellowship allowed the development of an inter-professional leadership programme that greatly benefitted a wide range of students at ECU, in particular, to bolster their practical skills to help them gain employment after their studies.'

Associate Professor Paul Chang,
Edith Cowan University

'In my experience, this program has been unique in opening this door to undergraduate students, to step up and demonstrate their creativity, leadership skills and commitment. In doing so, it has provided a very effective vehicle for allowing undergraduate students to develop and demonstrate many important graduate skills (e.g. leadership, communication, program management, teamwork, self-management, and time management).'

Dr Julie Hansen, Queensland
University of Technology

Discipline

Cross-disciplinary

Main Topics

- + Leadership capacity/models
- + Graduate attributes
- + Curriculum development
- + Work-integrated learning
- + Mentoring

Target Audience

- + Undergraduate educators
- + Undergraduate students



Christopher Collet

Christopher Collet, Queensland University of Technology

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

ALTC Teaching Fellow
Completed | 2011

<www.olt.gov.au>

Background

In the current era of global economic instability, business and industry have already identified a widening gap between graduate skills and employability. An important element of this is the lack of entrepreneurial skills in graduates. This Teaching Fellowship investigated two sides of a story about entrepreneurial skills and their teaching. Senior players in the innovation commercialisation industry, a high profile entrepreneurial sector, were surveyed to gauge their needs and experiences of graduates they employ. International contexts of entrepreneurship education were investigated to explore how their teaching programs impart the skills of entrepreneurship. Such knowledge is an essential for the design of education programs that can deliver the entrepreneurial skills deemed important by industry for future sustainability.

Fellowship Aims

The project aims to develop skills that address all three levels of an innovation ecology – creativity, development and commercialisation. The aims were to:

- Determine the desirable skill sets for employability in the Australian innovation commercialisation sector
- Examine and distil best practice procedures from targeted international contexts, and
- Develop resources to enable best practice exemplars of education in innovation and entrepreneurship to be embedded in the Australian higher education curriculum.

Key Outcomes

- Chris Collet was awarded the Queensland University of Technology (QUT) Vice-Chancellor Performance Award, 2011
- The Fellowship outcomes provided international exemplars of instilling entrepreneurial mindsets in students. Two programs of entrepreneurship education (EE) have been implemented or conceived as a result:

1. QUT innovation space: a prototype trans-disciplinary learning environment for entrepreneurship education (ALTC funded project). This project implemented a university-wide, integrated, student-focussed learning space – the QUT Innovation Space (QIS) – to instil an entrepreneurial mindset in students, capture student innovation and facilitate the development of new ventures. The QIS comprises parallel, interacting environments – physical and virtual – populated by relationships, learning materials, activities and events, and addresses the fact that EE is a learning-by-doing approach. See <qutinnovationspace.com>
2. Q-Hatchery is an innovation community that brings together nascent entrepreneurial businesses to collaborate, train and support each other. This was considered to fit the niche between concept product and business incubator, where an experiential learning environment for otherwise isolated 'garage-at-home' businesses could improve success rates. At Fellowship completion Q-Hatchery was seeking industry partners and sponsors.

Discipline

Cross-disciplinary

Main Topics

- + Curriculum renewal
- + Graduate employability
- + Entrepreneurship education
- + Leadership
- + Innovation and commercialisation

Target Audience

- + Employers
- + Educators
- + Graduates
- + Students

'Industry demands for enterprising and entrepreneurial skills in Australian graduates will increase, as it is, and has, in overseas contexts. These skills are only now appearing on the wish list in industry surveys and university capability statements as a consequence of the impacts of the GFC on organisational structures and processes.'

Associate Professor Christopher Collet



Jacquelyn Cranney

Jacquelyn Cranney, The University of New South Wales

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

ALTC Associate Fellowship
Completed | 2008

<www.olt.gov.au>

Background

There is an international push toward accountability in the tertiary education sector through the delineation and assessment of student learning outcomes and a need for improved learning and teaching strategies that facilitate students' attainment of these outcomes.

Key Outcomes

Jacky's work involved iterative consultation with the key stakeholders in undergraduate psychology education across Australia via workshops and benchmarking exercises. Through the Fellowship work, Jacky gained a reputation for expertise in undergraduate psychology amongst Australian and international (primarily the USA and UK) educators.

The three key outcomes of this Fellowship were:

1. The creation of the graduate attributes for the undergraduate psychology program, and their integration into the Australian accreditation standards.
2. The creation of a sustainable platform (Australian Psychological Society (APS) Teaching and Learning

Psychology Interest Group) for the Australian Psychology Educators Network community of practice.

3. The promotion of scholarship of teaching and learning (SoTL), and curriculum renewal, amongst psychology educators by (a) promoting contributions to the national society conference, and (b) initiating a resource website on the ALTC Exchange.

Impact

- Psychology graduate attributes are here to stay
- 25 + higher education providers (involving 125+ psychology educators) are currently embedding the Graduate Attributes. This influences approximately 25,000 students each year.

Recognition

- Invited to become a member of three national psychology education committees
- Awarded the 2008 Australian Psychological Society (APS) Distinguished Contribution to Education Award

Subsequent to completion of this Fellowship, Jacky has:

- Been invited to contribute to further national psychology education committees
- Become one of the inaugural members of the Fellows' Association executive committee
- Completed an ALTC/OLT National Teaching Fellowship

Sustainability

- Because the graduate attributes were embedded in accreditation standards, each School/Department of Psychology is required to indicate how attributes are assessed in their programs
- The tradition of the community of practice promoting SoTL and curriculum renewal at the annual APS conference continues

'The activities instigated by this project have allowed the promotion and dissemination of materials to encourage lecturers to adopt a more evidence-based approach to learning and teaching.'

Annie Trapp, Director, European Psychology Learning and Teaching Network

'Jacky has influenced the teaching of undergraduate Psychology in Australia and internationally. She has highlighted the need for more practice-based learning among undergraduate psychology students in line with national drivers. She has directly influenced the accreditation guidelines for psychology training.'

Associate Professor Janet Bryan, University of South Australia

Discipline

Psychology

Main Topics

- + Learning outcomes
- + Graduate attributes
- + Community of practice
- + Curriculum renewal
- + Accreditation standards
- + SoTL

Target Audience

- Psychology:
- + Undergraduate students
 - + Undergraduate educators
 - + Accreditation body
 - + Heads of Schools/ Departments
 - + Australian Psychological Society



Jacquelyn Cranney

Jacquelyn Cranney, The University of New South Wales

National standards for psychological literacy and global citizenship: Outcomes of undergraduate psychology education

ALTC National Teaching Fellow
Completed | 2012

<www.olt.gov.au>

Fellowship Aims

The primary objective of this Fellowship was to review the aims of the undergraduate degree program, and subsequently the expected learning outcomes and curriculum content. Specifically:

1. Further develop academic standards for psychological literacy and global citizenship
2. Further develop a forward-looking, responsible, and evidence-based pedagogy for undergraduate psychology
3. Further develop networks of psychology educators and other stakeholders, to facilitate input to and engagement with the academic standards and pedagogy aims of this initiative
4. Couch these activities in continued two-way interaction with relevant international and interdisciplinary bodies.

Key Outcomes

- Continued engagement of psychology educators with issues regarding the aims, outcomes, and quality of undergraduate psychology education
- Cranney & Botwood (2012) Green Paper gave the background regarding current pressures for change in undergraduate psychology education, and made

recommendations regarding the national standards

- Cranney & Dunn (2011) edited book (a) provided the theoretical and pedagogical grounding to the concepts of psychological literacy and the psychologically literate global citizen, and (b) brought together Australian and international educators under the same conceptual roof
- The psychological literacy website <www.psychological literacy.com>, and the APS Psychology Resources website <www.groups.psychology.org.au/PsyEd/>

Impact

Evidence of the impact of embedding of this Fellowships is as follows:

- Within the School of Psychology, UNSW, a capstone course has been created and resources shared
- Other universities are adopting the concepts of psychological literacy and the psychologically literate global citizen, and are also developing capstone experiences for their students
- The UK Undergraduate Education Report as well as other international papers argue

for psychological literacy as an outcome of undergraduate psychology education.

Recognition

This Fellowship has built expertise and consequently Jacky's reputation in the areas of undergraduate psychology education, academic standards, and global education. The recognition of that expertise has resulted in numerous invitations to contribute to higher education.

During the Fellowship, Jacky was invited to:

- Present two Keynote addresses and four Departmental reviews
- Provide two program updates to the Heads of Schools and Departments of Psychology Association, as well as to other national psychology committees
- Become a member of two additional national psychology committees
- Join steering committees/reference groups of several OLT projects/Fellowships
- Chair the Global Education Working Group of the UNSW Academic Board

'The unique contribution that Jacky has made has been to embed the notion of psychology graduate attributes, and more recently to ensure that the term psychological literacy becomes part of undergraduate education in psychology and therefore increase the likelihood that students and potential employers will value undergraduate education in psychology ... this will in turn enhance the overall wellbeing of Australian Society.'

Associate Professor Shirley Morrissey, Griffith University

Discipline

Psychology

Main Topics

- + Threshold learning outcomes and standards
- + Psychological literacy/global citizenship
- + Community of practice
- + Curriculum renewal
- + Accreditation standards
- + SoTL

Target Audience

- Psychology:
- + Undergraduate students
 - + Undergraduate educators
 - + Accreditation body
 - + Heads of Schools/Departments
 - + Australian Psychological Society



Geoffrey Crisp

Geoffrey Crisp, The University of Adelaide, now at RMIT University

Raising the profile of diagnostic, formative and summative e-assessments. Providing e-assessment design principles and disciplinary examples for higher education academic staff

ALTC Associate Fellowship
Completed | 2008

<www.olt.gov.au>

Background

As educational environments become more flexible, students look for guidance on appropriate ways to develop generic skills, such as those associated with communication, group work and critical thinking. The ability of academics to develop methods for the assessment of these generic skills is seen as an important component of the Australian educational scene. There has been an emerging appreciation of new technological possibilities for assessment, including the potential to integrate assessment and learning in new ways.

Fellowship Aims

This Fellowship promoted learning and teaching in Australian higher education by enhancing approaches to e-assessment through the articulation of an e-assessment design model and the collection of disciplinary examples of interactive e-assessments. In order to achieve demonstrable improvements in learning outcomes a design process that connects the three complementary assessment activities, diagnostic, formative and summative with learning and feedback, is needed.

Key Outcomes

There were five outcomes for this Fellowship:

1. Promotion and understanding of a variety of approaches to e-assessment designs, based on the use of diagnostic, formative and summative assessments:
 - The website created as part of the Fellowship activities, <andy.services.adelaide.edu.au/moodle> contains discipline examples of interactive e-assessments under the ALTC project section. This website is one of the main outputs from the Fellowship.
2. Development of a community of practice in e-assessment through the use of webinars and workshops:
 - A number of presentations and workshops have been completed as part of the Fellowship activities, including meetings with international experts in learning, teaching and assessment; presentations and workshops conducted at Australian, New Zealand and UK universities; as well as conference presentations.
3. Facilitation of changes and

approaches to assessment:

- Many of the seminars and workshops promoted local activities directed towards improving assessment practices.
- 4. Increased awareness of the possibilities for diagnostic and formative assessment and feedback through the use of personal response systems (PRS) and wireless technologies.
- 5. Raising awareness of the use of online peer review systems that allow students to develop capabilities in assessing their own written work. Included the installation of open source peer assessment and e-portfolio systems and evaluation of their ability to facilitate student self and peer assessment.

Recognition

During Fellowship

- Recipient of a Higher Education Research and Development Society of Australasia (HERDSA) Fellowship
- Director of Online Education and Director Centre of Learning and Professional Development, University of Adelaide

Post Fellowship

- Recipient of an ALTC/OLT National Teaching Fellowship see <www.transformingassessment.com/>
- Dean, Learning and Teaching, RMIT University (current)

Discipline

Cross-disciplinary

Main Topics

- + Assessment
- + New technologies
- + Curriculum renewal
- + Student engagement

Target Audience

- + Course coordinators
- + Educators
- + Students



Geoffrey Crisp

Geoffrey Crisp, The University of Adelaide, now at RMIT University

Rethinking assessment in a participatory digital world – Assessment 2.0

ALTC National Teaching Fellow

Completed | 2011

<www.olt.gov.au>

Fellowship Aims

The emphasis for this Fellowship was on the appropriate, effective and productive assessment of activities in participatory Web 2.0 environments. The Fellowship had the following aims:

- Identify issues faced by teachers and institutions in assessing students
- Collect case studies of different approaches to assessing students in these environments
- Facilitate the development of local and international communities of practice in the assessment of Web 2.0 activities
- Construct models to assist with the alignment of activities in Web 2.0 environments
- Identify the types of assessment tasks and marking/grading schemes that are suited to Web 2.0 activities
- Investigate issues related to intellectual property rights, copyright, security, validity and reliability
- Investigate accessibility issues in relation to Web 2.0 activities and assessment in these environments

Key Outcomes

The Fellowship's main outcome was the creation of a website <www.transformingassessment.com> as a focal point for the activities and examples created during the program. This includes a number of resources for academic practitioners and developers as well as an extensive bibliography for e-assessments:

- The practical exemplars demonstrate in a common learning management system (Moodle) how interactive and engaging e-assessments might be constructed.
- The Fellowship organised a series of 25 webinars (web-based seminars) where national and international guest speakers presented on specific e-assessment topics to a worldwide audience, which totalled over 540 people over the series.
- The webinars were recorded and made available through YouTube. In addition, a series of short videos were constructed for Assessment 2.0 examples, also made available via YouTube. This improved the dissemination path for the webinars and for the e-assessment exemplars.

- An island in Second Life was constructed <slurl.com/secondlife/transformingassessment/254/254/23/> and was used to demonstrate how assessment tasks might be created within a virtual world.
- The Fellowship explored the use of virtual or remote laboratories and field trips, role-plays and scenario-based activities for e-assessment tasks. The Fellowship also examined the growing use of serious or educational digital games for learning and assessment and why such approaches might become a common format for new learning and assessment spaces in tertiary education.
- The website has attracted over 12,000 unique visitors during the past 2 years and continues to be used by educational practitioners across the globe.

Recognition

- Australian Society for Computers in Learning in Tertiary Education (ASCILITE) Fellow, 2009
- Invited presentation 'Issues in University Education and Promoting Future Faculty Program in Australia'. International Symposium on Preparing Future Faculty, Sendai International Center, Tohoku University Japan, 2010
- Dean, Learning and Teaching, RMIT University (current)

'Geoff Crisp is a recognised leader in higher education and has foregrounded the importance of assessment in learning. [He has] examined assessment across all disciplines without prejudice to particular forms of assessment. The dissemination and presentations related to assessment as part of the Fellowship have been outstanding.'

Professor Mike Keppell, University of Southern Queensland

Discipline

Cross-disciplinary

Main Topics

- + Assessment
- + New technologies (interactive e-assessment)
- + Curriculum renewal
- + Student engagement

Target Audience

- + Course coordinators
- + Educators
- + Students



Jenny Edwards



Raymond Lister

Jenny Edwards and Raymond Lister,
University of Technology, Sydney

Teaching novice computer programmers: Bringing the scholarly approach to Australian ICT degrees

ALTC Associate Fellowship (shared)
Completed | 2010

<www.olt.gov.au>

Background

University enrolments in information and communication technology (ICT) degrees have almost halved in recent years to this Fellowship, and 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. Moreover, computer academics tend to speak as if the difficult many students face with programming is a new phenomenon and one which is peculiar to their own institution. This inward looking, institutional focus is a way of thinking, a 'folk pedagogy' that is not well-suited to solving a problem endemic, worldwide.

This Fellowship builds upon the success of Lister's earlier BRACElet work.

Fellowship Aims

The overall aim was to improve the teaching of computer programming through an action-research approach. As part of this process, project participants formulated ideas on where the problems lay for novice programmers, devised exam questions to test these ideas, collected and analysed the data from end-of-semester exams, and then repeated the process.

Main Fellowship Outcomes

The Fellowship produced a bank of appropriate material for teaching and assessing novice programmers, designed assessment strategies that are more valid, reliable, gender neutral and consistent with research, and disseminated results via workshops, journal and conference papers:

- Three workshops were held, involving 21 Australian academics across 14 different universities
- Academics at seven universities used end-of-semester exam questions designed by this Fellowship
- Fourteen universities from seven countries participated in data collection and analysis
- During Fellowship period, 26 project participants co-authored 15 published papers

Recognition

- Dr Lister's current ALTC/OLT grant, 'ID11-1963: A shared applied epistemology for competency in computer programming' is an explicit extension of the original Fellowship work
- Dr Lister is the Recipient of two Best Paper Awards (2011, 2012), Australasian Computing Education Conference <www.crpit.com/confpapers/CRPITV114Lister> <www.crpit.com/confpapers/CRPITV123Corney>

'Contrary to the intuitions of many computing academics, the project participants have found that students tend not to have problems with the low level 'nuts and bolts' of programming. Instead, they have difficulties fitting the pieces together to see the larger picture – they can't see the forest for the trees.'

Professor Edwards and Dr Lister

Discipline

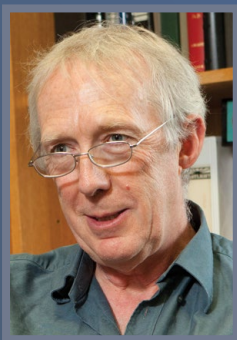
Information Technology

Main Topics

- + Action research
- + Assessment
- + Curriculum renewal
- + Evidence-based practice
- + Learning design
- + Student engagement

Target Audience

- + Computer programming educators and students



Peter Goodyear

Peter Goodyear, The University of Sydney

Teaching, technology and educational design: The architecture of productive learning environments

ALTC Senior Fellowship

Completed | 2009

<www.olt.gov.au>

Background

The steady shift to more active forms of learning in higher education means that university teachers have to think carefully about the design of good learning tasks – productive things for students to do – as well as about the resources that students will need if they are to stand a reasonable chance of succeeding in their activities.

Fellowship Aims

A Fellowship question posed was: How can university teachers best help students to make good use of time, space, technology, peer networks and the myriad resources of the Internet?

This Fellowship aimed to assist institutions in becoming better at educational design by providing design resources for teachers, working with PVCs (Learning and Teaching) and other senior staff to identify strategies for institutions to become more design-savvy, and stimulating public debate.

Key Outcomes

The Fellowship initiative has delivered the following outcomes:

- A core set of design tools and information sources, suitable for use by university teachers, working either individually or in teaching teams.
- A pattern book as a resource for designing for activities of learning through discussion and learning through inquiry. Pattern books are a unique way of capturing and distilling design experience, rendering it more shareable.
- Identification of structural and cultural barriers to the uptake of the ideas and practices of 'teaching as design', achieved through working with people in senior leadership positions in a number of universities – especially PVCs for Learning and Teaching and Heads of Educational Development Units. Workload models that are based on face-to-face lecturing turn out to be one such obstacle in a significant number of universities.

- Numerous presentations, articles, workshops, symposia and editing collections of work by those involved in research and development in the educational design field. Two books and a special issue of a journal on educational design patterns and pattern languages were completed during the Fellowship program period.
- The Australian Research Council (ARC) awarded Professor Peter Goodyear its highest individual honour, an Australian Laureate Fellowship, which recognises world-class researchers and research leaders who play a significant, sustained leadership and mentoring role in their field. Goodyear was the first ever Laureate in the field of Education. Most of Dr Goodyear's subsequent research output has been in the Fellowship topic area, though the great majority of it has been new work funded by the ARC.

'The Fellowship has supported Peter to formalise a science of learning network bringing together national and international scholars who are collaborating productively. Peter's work has stimulated a research agenda for the learning sciences attracting serious investment by the Australian government in the next few years.'

Associate Professor Rob Ellis, The University of Sydney

Discipline

Cross-disciplinary

Main Topics

- + Educational/ learning design
- + Curriculum renewal
- + New technologies
- + Student engagement

Target Audience

- + DVCs/PVCs
- + Higher education educators/ educational designers
- + Learning and teaching units



Ross Guest

Ross Guest, Griffith University

Promoting classroom experiments in undergraduate economics teaching

ALTC Teaching Fellowship

Completed | 2010

<www.olt.gov.au>

Background

This Fellowship program was motivated by the need to improve the quality of the student learning experience in undergraduate economics, as evidenced by declining enrolments and poor teaching ratings in Australian university economics over at least two decades. 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 through classroom 'experiments' which is shorthand here for a range of active learning approaches that include games, simulations and role-plays.

Fellowship Aims

To improve the quality of the student learning experience in undergraduate economics by engaging students more actively in student-centred teaching and learning processes.

Key Outcomes

- The central outcome of the program is an enhanced appreciation by economics academics of the value of classroom experiments

and a willingness to embed these as an integral part of their teaching. This was achieved through several initiatives – in particular, the development of an online Economic Games Resource Portal <www.economicgames.org/> which is an open-access website providing information for economics educators on classroom games for learning economics. In the first month of operation the website recorded 1000 hits and an endorsement on Gregory Mankiw's blog (a world leader in economics education and author of an international best selling textbook).

- The Fellowship program also resulted in a number of professional development activities, including: developing and disseminating electronic resources on classroom games in economics; conducting workshops for academics to promote the use of classroom games; disseminating the value of classroom games through new contributions to the academic literature on pedagogy in economics; and seeking to evaluate the effectiveness of classroom experiments in economics.

- Professor Guest co-edited a special issue of the journal International Review of Economics Education (IREE) <www.economicsnetwork.ac.uk/iree/v9n2>. The issue was devoted to articles about economic games – their application and potential benefits, and an evaluation of their effects on learning.

Recognition

- Presentations on using classroom games and experiments to improve student engagement and learning to academics from ANZSOG (Australia and New Zealand School of Government) and Griffith University
- Links to the Fellowship game website have been posted on all course websites in economics in the Department of AFE at Griffith University
- Invited to chair and/or serve on L&T committees, Senior Promotions Committees (Griffith University), and join the new Griffith Academy of Learning and Teaching Scholars
- Awarded an OLT National Senior Teaching Fellowship, 2012 ('Embedding and benchmarking core knowledge and skills as the foundation for learning standards in the undergraduate economics curriculum')

Discipline

Economics

Main Topics

- + Curriculum renewal
- + Experiential learning
- + Student engagement
- + Pedagogy
- + Classroom games/experiments

Target Audience

- Undergraduate:**
- + Course Coordinators
 - + Teachers
 - + Students

'An enhanced appreciation by economics academics of the value of classroom experiments and a willingness to embed these as an integral part of their teaching is exactly what is needed to improve economics education according to a significant body of literature internationally.'

Professor Ross Guest



Joy Higgs

Joy Higgs, Charles Sturt University

Practice-based education: Enhancing practice and pedagogy

ALTC Teaching Fellow
Completed | 2011

<www.olt.gov.au>

Background

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 requires greater attention in the literature and in curriculum implementation; good practices are often invisible. Practice-based education (PBE) is a major element in university education that is growing in importance and is ready to benefit from improvements in pedagogy.

Fellowship Aims

The purpose of the program was to explore and enhance PBE pedagogy by:

(a) clarifying good practices in practice-based education, (b) distributing good practices through publications and debate, and (c) promoting the adoption of good practices in professional education curricula.

Key Outcomes

The Fellowship program examined, developed and disseminated good practices and pedagogies in PBE. It involved a multidisciplinary team at Charles Sturt University (CSU) and a network (APROPS) of Australian and overseas centres. Over 300 participants from over 20 institutions in Australia and overseas engaged in the critique and dissemination in order to embed the findings in higher education. Key outcomes include:

- PBE resources, such as the ALTC fellowship brochure titled 'Practice-Based Education: A Framework for Professional Education', PBE Standards and Guidelines, currently used by CSU's curriculum renewal and continuous quality improvement programs. The Fellowship work was also embedded through CSU's Exemplars Project and input to CSU's strategic plan. See Fellow's website <csusap.csu.edu.au/~jhiggs/altc.htm>
- Over 100 publications and 50 conference presentations involving more than 300 authors and presenters arose from Fellowship generated activities

- An International PBE summit involving national and international presenters and discussants
- Co-authored publication of four books on PBE

These networking and dissemination activities operated at multiple levels and sites of the collaborative inquiries that comprised the Fellowship program. Subsequent to Fellowship period CSU has developed a workplace learning policy based on program findings and introduced a subject on PBE as part of a graduate certificate course for university teachers.

Impact

The Fellowship work has influenced programs at 10 Australian universities, involving approximately 200 educators. The impact and potential for future developments arising from this Fellowship program are far reaching.

'The Fellowship has contributed to foundational and conceptual work in practice-based education (PBE) and has fostered future projects and programs to further advance PBE pedagogy and practice. This Fellowship has promoted the embedding of PBE pedagogy on multiple fronts.'

Dr Franziska Trede, Charles Sturt University

Discipline

Cross-disciplinary

Main Topics

- + Practice-based education
- + Work-integrated learning
- + Self-directed learning
- + Scholarship of teaching and learning
- + Curriculum renewal
- + Simulated workplaces

Target Audience

- + Academics
- + Learning and teaching services
- Higher education teaching professionals
- Professional bodies/employers
- Students/graduates



David T. Hill

David T. Hill, Murdoch University

Indonesian language in Australian universities: Strategies for a stronger future

ALTC National Teaching Fellow

Completed | 2012

<www.olt.gov.au>

Background

Australia's bilateral relationship with Indonesia is arguably our most important. With a population of 240 million, Indonesia is the world's third largest democracy, fourth most populous nation, and is home to the largest Muslim community of any country in the world. The Australian government seeks greater economic collaboration between the two countries and is pursuing a series of trade agreements. If Australia is to optimise this relationship, being able to communicate with our Indonesian counterparts in their own language is crucial. However, enrolments in Indonesian language programs at schools and universities have been declining and strategies are needed to reverse this.

Fellowship Aims

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.

Key Outcomes

- This Fellowship was significant in raising the public profile of Indonesian and increasing concern about its decline in enrolments. The statistics included in it have become widely known and cited in discussions about Asian language literacy including in the 'Australia in the Asian Century' White Paper prepared by Dr Ken Henry for the Australian Government.
- There has been some shift in government policy (e.g. a lowering of the DFAT travel advisory for Indonesia, as was recommended in the Fellowship report). However, government programs are under review following the 'Australia in the Asian Century' White Paper.
- In addition to numerous publications, a comprehensive website was produced
<altcfellowship.murdoch.edu.au>

Impact

The Fellow's report provided background material for the retention of Indonesian language at La Trobe University (which flagged its termination) and The University of New South Wales. The report has been recorded in Hansard by the Commonwealth and NSW state parliaments, and cited positively by parliamentarians, political leaders, and media commentators.

Recognition

- Professor of Southeast Asian Studies, Murdoch University; Consortium Director, Australian Consortium for In-Country Indonesian Studies (ACICIS); Chair, Board of Management, Asia Research Centre, Murdoch University
- Appointed to membership of the Board of the Australia-Indonesia Institute of the Department of Foreign Affairs and Trade (from February 2011)
- Invited by the Indonesian Ministry of Foreign Affairs to be Australia's representative on the 'Presidential Friends of Indonesia' program in 2012

Discipline

Languages
other than
English

Asian Studies

Indonesian
Studies

Main Topics

- + Program and policy development
- + Year 12 pathways
- + Program funding
- + Implementation strategies
- + Learning and teaching material

Target Audience

- + Tertiary educators
- + Government education departments
- + Professional organisations
- + Community interest groups
- + Business and students

'David maintained the pressure for Australia to develop ways and means to have more students studying Indonesian. He is a recognised leader in the field.'

Professor Andrew Taggart,
Murdoch University



Mark Israel

Mark Israel, Flinders University,
now at The University of Western Australia

The key to the door? Teaching awards in Australian higher education

ALTC Teaching Fellow
Completed | 2011

<www.olt.gov.au>

Fellowship Aims

Within Australia, the national Awards for Teaching Excellence have largely been conceived as an end or a high point, a way of recognising and rewarding good teaching without placing any expectations upon the winners. The Fellowship 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.

Key Findings

The main findings/recommendations stemming from the Fellowship include:

- **Teaching Awards:** The assumption across the sector at the level of institutions appears to be that it is worth competing for the awards, though the motivation for doing so may reflect both a commitment to driving teaching excellence as well as a desire for a marketing edge.
- **Celebrating Awards:** By marking the occasion within the institution, members of senior management communicate to staff and students that they value teaching excellence – this is something employers,

prospective students and their parents want to hear.

- **Career Development:** While awards provided recipients with validation, credibility, visibility and increased career satisfaction, few institutions helped awardees plan their future strategically so that the teaching award might work for and not against awardees in all areas of their professional lives.
- **Leadership Roles:** Approximately half of awardees sought leadership roles. In some cases, promotion and both the opportunity to take on a leadership position and the skills to do so were facilitated by receipt of the award.
- **Building Networks of Award Winners:** Groups of award winning staff have advised senior executives on issues relating to teaching and have established teaching and learning mentoring circles. However, the groups that have been created have not been without their problems, such as charges of lack of direction, elitism and illegitimacy.

Recognition

- Appointed to Associate Dean of Faculty of Law (Learning and Teaching) and Winthrop Professor of

Law and Criminology, University of Western Australia

- Discipline Scholar, Australian Office for Learning and Teaching (2010)
- American Society of Criminology Teaching Award (2010)
- Deputy Chair (2010–present) and Independent Member, Academic Board, Think: Education Pty Ltd, Sydney, Australia, (2007–present)
- Chair (2012–present) and Independent Member, Academic Board, Australian School of Management, Perth, Australia, (2010–present)
- Invited briefing for DEEWR (2011)
- Principal Fellow, Higher Education Academy (UK) (awarded 2012)
- Member, Awards Standing Committee, OLT (2012–2013)
- Consultant on research ethics for Federal and State governments, the European Research Council and public and private higher education providers

'The Australian Awards for University Teaching program is an important part of the Australian Government's commitment to promote and advance learning and teaching in higher education. [Mark's] segmentation of advice/recommendations to institutions, award winners as well as the Department on how to leverage awards more effectively is a most welcome contribution to the continuing efforts to maximise the impact of this program.'

Suzi Hewlett, General Manager,
Australian Government Office for
Learning and Teaching

Discipline

Cross-disciplinary

Main Topics

- + National teaching awards
- + Leadership networks
- + Career development

Target Audience

- + Academic leaders in higher education



Sally Kift

Sally Kift, Queensland University of Technology,
now at James Cook University

Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian higher education

ALTC Senior Fellow
Completed | 2009

<www.olt.gov.au>

Background

The starting point for the Fellowship's conceptualisation was to recognise that while much good first year work and research have occurred to date on the periphery of the curriculum, students, in all their diversity, come to higher education to learn. It is therefore within the first year curriculum that students must be inspired, supported, and come to realise their sense of belonging; not only for early engagement and retention, but also as a foundation for later year learning success and a lifetime of professional practice.

Fellowship Aims

- To articulate a research- and evidence-based 'transition pedagogy' (Kift & Nelson, 2005) – a guiding philosophy for intentional first year curriculum design and support that carefully scaffolds and mediates the first year learning experience for contemporary heterogeneous cohorts.
- To investigate and identify the research- and evidence-base necessary to promote a sectoral focus on good undergraduate first year curriculum design as a second generation first year experience (FYE) strategy in aid of commencing student learning, support, success and retention.

- To anticipate optimal third generation FYE approaches that occur when first generation co-curricular and second generation curricular approaches are brought together in a comprehensive, integrated, and coordinated strategy that delivers a seamless FYE across an entire institution and all of its disciplines, programs, and services. Third generation approaches require an institutional vision for the FYE that is shared by academic and professional staff who form sustainable partnerships across institutional boundaries.

Key Outcomes

- Transition pedagogy is framed around the identification of six first year curriculum principles that stand out as supportive of first year learning engagement, success, and retention. These interconnected organising principles are: transition, diversity, design, engagement, assessment, evaluation and monitoring. There was strong evidence of national and international exposure and uptake of these principles during and subsequent to the Fellowship period.
- Several discipline case studies exemplifying intentional first year curriculum design for transferable implementation

- A set of 'expert commentaries' on the first year curriculum case studies collected from a range of perspectives deemed critical to a transition pedagogy
- A web presence at <www.fyhe.qut.edu.au/transitionpedagogy>
- An extensive engaged dissemination strategy, highlights of which include 2009 FYE Curriculum Design Symposium featuring Professor Vincent Tinto
- The 2009 FYE Curriculum Design Symposium <www.fyecd2009.qut.edu.au> and DVD <www.fyecd2009.qut.edu.au/resources/fyecd2009_movie.jsp>

Recognition

Sally has a substantial presence in higher education, publishing widely on legal education and student transition, and attracting grant and consultancy income:

- 13 Keynote presentations and a further 56 invitations for seminars and workshops during Fellowship period
- 52 Keynotes, over 90 invited presentations, consulted on over 35 national and international projects, one book and 6 book chapters subsequent to Fellowship
- ALTC Discipline Scholar: Law (appointed 2010)
- Currently DVC(A), James Cook University and President of the ALTF

'Sally has clearly articulated the student experience, the whole of university processes that support or hinder students, the explicit and implied strategies that contribute to supportive teaching and the barriers that students may experience in their learning and adjustment to university life. She has inspired staff to better understand their student cohorts and to develop strategies that empower and motivate learners.'

Professor Anne Cummins,
Australian Catholic University

Discipline

**Cross-
disciplinary**

Main Topics

- + First year experience (second and third generation strategies)
- + Transition pedagogy
- + Intentional curriculum design
- + Student engagement
- + Academic and professional staff partnerships

Target Audience

- + Higher education institutional leaders
- + Undergraduate course coordinators
- + Undergraduate academic and professional staff
- + Students



Les Kirkup

Les Kirkup, University of Technology, Sydney

New perspectives on service teaching: Tapping into the student experience

ALTC National Teaching Fellow

Completed | 2009

<www.olt.gov.au>

Background

Physics service subjects impact on thousands of students annually in Australia, affecting attitudes towards physics, student retention and the economic viability of the majority of physics departments. How a physics subject may be best developed for non-physics majors in order to enhance student learning, engagement and the sense of relevance to students' contemporary and future needs, is seldom given the attention it deserves.

Fellowship Aims

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, sensitive to the future needs of students.

Key Outcomes

- Through the work deriving from this Fellowship on service teaching it became clear that the laboratory experience in service subjects is a national issue.

- The significant outcomes of this Fellowship included creating a framework for laboratory work that effectively engages non-physics majors. The framework and the template that accompanies it draw on the student experience in laboratories, lectures and online environments, and can be found appended to the final Fellowship report. This work has been disseminated nationally through non-refereed and refereed papers, and invitations to present the work to academics at The Australian National University, Curtin University of Technology, La Trobe University, the University of Queensland, the University of Sydney, and the University of the West of Scotland in the UK.
- The resources that were developed through the Fellowship assist academics to devise and assess laboratory-based activities designed for students taking physics service subjects, but that are also adaptable to other contexts.

Dissemination and Impact

During Fellowship:

- Five invited talks, two reviewed papers, five presentations at conferences/workshops and learning and teaching forums, three ALTC workshops, five local presentations, four papers/presentations authored or co-authored during Fellowship period and involvement in two initiatives/projects to directly emerge from Fellowship outcomes
- Dr Kirkup was invited to present on two occasions to the Australian Council of the Deans of Science

Subsequent to Fellowship:

- In excess of 15 national and international invitations to present on work related to Fellowship, four referred publications
- Recipient of an ALTC/OLT National Teaching Fellowship for his program titled, 'Inquiry-oriented learning in science: Transforming practice through forging new partnerships and perspectives' (2011)

'The unique contribution of Les's work lies in its valuing of Science for non-Science students, both from the teachers' and students' perspectives. Les sees service teaching as making vital contributions to students' understandings of the role of Science in their chosen professions, and the ways of thinking that underpin scientific knowledge claims in everyday life. Les's research-based project has enabled him to extend and influence his networks in the Science academic community and contribute to university policy development.'

Associate Professor Jo McKenzie,
University of Technology, Sydney

Discipline

**Natural and
Physical
Sciences**

Main Topics

+ Curriculum
development
+ Student
engagement

Target Audience

+ Higher education
educators/
academics
+ Students



Fiona Lake

Fiona Lake, The University of Western Australia

Application of clinical staff development model (Teaching on the Run) to allied health and multi-professional audiences and to rural and remote settings

ALTC Associate Fellowship
Completed | 2009

<www.olt.gov.au>

Fellowship Aims

This Fellowship was directed to the adaptation and expansion of a staff development program, Teaching on the Run, from the original focus which was doctors, to a broader group of health professionals including nurses, allied health professionals and veterinarians. It 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. The work took the interactive workshops and associated resources and adapted them 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 to specifically foster inter-professional learning, were developed and run.

Key Outcomes

Through identifying a disciplinary lead, reviewing the literature and current available resources, workshops and videos were developed with a variety of collaborators and embedded across Australia. These collaborators included:

- **Nurses**

Three modules developed (Clinical Teaching, Skills and Feedback, Assessment and Supporting Trainees) with workshops run in Perth (five) and Queensland (two), addressing new areas of working in multicultural settings and teaching with various levels of nurses (registered, enrolled, aides).

- **Physiotherapists**

Two modules developed (Clinical Teaching, Skills and Giving Feedback) with workshops run at Royal Perth Hospital (two) and Sir Charles Gairdner Hospital (two). 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).

- **Veterinarians**

Three modules developed (Clinical Teaching, Skills, Assessment and Feedback) with three workshops run. Priority areas addressed were working in the emergency setting; teaching alongside veterinarian nurses, high pressure of work, how to build on prior learning, risk of involving students in high stakes care.

- **Multi-professional**

Three modules developed (Clinical Teaching, Skills, Feedback and Assessment) and workshops run in British Columbia, Canada (50 participants) and two in Albany, WA.

- **Inter-professional**

Two modules developed (Clinical learning with an inter-professional group of learners, Skills and giving feedback) with three workshops run.

Recognition

Fiona's leadership in the broader higher education sector complements her role as a respiratory physician; currently holding Eric St Professorial Chair in Medicine at Sir Charles Gairdner Hospital, Nedlands, WA. Other key responsibilities include:

- Head, School of Medicine and Pharmacology, UWA
- Chair, Executive Committee, School of Medicine and Pharmacology (SMP), UWA
- Chair, Academic Staff Committee, SMP, UWA
- Membership of national educational panels

Discipline

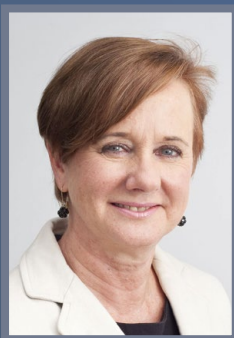
Health

Main Topics

- + Assessment
- + Development program
- + Practice-based education
- + Inter-professional learning

Target Audience

- + Health educators
- + Professionals
- + Students



Betty Leask

Betty Leask, University of South Australia

Internationalisation of the curriculum (IoC) in action

ALTC National Teaching Fellow

Completed | 2012

<www.olt.gov.au>

Background

Internationalisation of the curriculum (IoC) is a critical component of a university's internationalisation strategy. However, what it means in practice for teaching, learning and assessment in the disciplines has been a low priority in the past. The focus has been more on the recruitment of international students than the learning of all students.

Internationalisation of the curriculum was defined as, 'the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study'.

Focus

The Fellowship engaged teams of academic staff in answering the question: 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?

Key Outputs

- A website
A website <ioc.net.au> provides access to all Fellowship outputs as well as a comprehensive range of other information, including literature on internationalisation of the curriculum related to over 20 disciplines
- A process of IoC model
A five-stage process of internationalisation of the curriculum, including key questions and resources for each stage to assist professional development and academic staff in the disciplines to work through the process independently
- A conceptual framework of IoC
Links internationalisation of the curriculum with the disciplines, the formal and informal curriculum, and institutional, national, regional and world contexts
- Questionnaire on internationalisation of the curriculum (QIC)
The QIC assists program teams to identify existing good practice and prompts discussion and reflection on ways to further internationalise their program

- Survey on blockers and enablers of IoC
A valuable aid to developing strategies to internationalise the curriculum in different contexts
- Case studies
Four detailed case studies in accounting, nursing, public relations and journalism
- Internationalisation of the Curriculum in Action – A Guide
A six-page guide to the process of internationalisation of the curriculum with links to key resources and Fellowship outputs
- Scholarly articles and international conference presentations
A Special Edition of the Journal of Studies in International Education (2012); four peer-reviewed papers; five international presentations and workshops

Impact

- Over 70 lectures, workshops, seminars and Keynotes to program teams and program leaders at 15 universities in Australia and abroad, including Keynotes in the UK, South Africa, New Zealand and the Netherlands

'This Fellowship not only contributed to the professional development of a large number of academic staff around Australia, but it also produced new conceptual insights about internationalisation of the curriculum. The outreach of this Project is truly impressive, both nationally and internationally'

Professor Fazal Rizvi, The University of Melbourne

Discipline

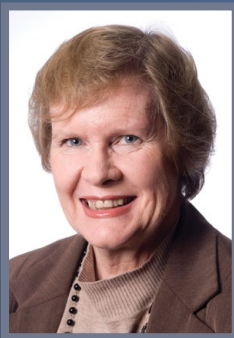
Cross-disciplinary

Main Topics

- + Internationalisation of the curriculum (IoC)
- + Global citizenship

Target Audience

- + Academic staff
- + Professional development staff
- + Higher education managers



Helen MacGillivray

Helen MacGillivray, Queensland University of Technology

Teaching and assessment of statistical thinking within and across disciplines

ALTC Senior Fellowship
Completed | 2009

<www.olt.gov.au>

Fellowship Aims

Statistical thinking in the broad sense of understanding information, in which chance and variation are present, pervades disciplines, workplaces and research. This Fellowship aimed to build on statistics education work to chart the way forward – in curriculum, pedagogical and resource development – that integrates student-centred teaching, enquiry-oriented learning and assessment in statistics to develop real statistical thinking in a connected and meaningful way across learning levels and disciplines.

Key Outcomes

The program included delving beyond the research and conference papers, and examining where statistical education is at and where it should develop. It made contributions to building networks and understanding to bridge the many divisions in the worlds of statistics and statistics education. Main outcomes during Fellowship included:

- Visited sixteen universities across six different countries; delivered seventeen seminars and two public speeches; conducted an Australian/New Zealand forum and five workshops; attended four

conferences, giving a plenary at one, an invited paper at another

- Produced a DVD, four invited papers, two invited book chapters, 10 refereed papers, conference proceedings, and co-authored websites
- Introductory data analysis materials, oriented to experiential learning of data investigation, including Data2Teach
- Introductory modelling materials with probability and distributions, oriented to problem-solving and everyday processes
- Data2Teach Initiated Australian Conferences on Teaching Statistics in conjunction with Australian Statistics Conferences
- Based on the fellowship, wrote an introductory textbook, and modules for Chance and Data in new Australian curriculum

Recognition

Dr MacGillivray has 40 years' experience and expertise teaching statistics across educational levels and disciplines. Key Fellowship highlights include:

- Visiting Fellow, Centre for Excellence in Teaching and Learning, Loughborough University, UK, 2008–2010

- Executive member, International Association for Statistical Education (IASE) (2007–2009)
- Chair, IASE program, World Statistics Congress, Durban, 2007–2009
- Scientific coordinator, 8th International Conference on Teaching Statistics (ICOTS8), Slovenia, 2007–2010
- Chair and Editor, 6th Australian Conference on Teaching Statistics (OZCOTS), 2008.

Key roles/ awards subsequent to Fellowship:

- President, International Association for Statistical Education (IASE), 2009–2011
- Chair, Advisory Board for International Statistical Literacy Project, 2009–2011
- Winner, Australian Educational Publishing Awards, Tertiary Education, Teaching and Learning (2011)
- Vice-president, International Statistical Institute (2011–2013, 2013–2015).
- Program coordinator, 9th International Conference on Teaching Statistics (ICOTS9), Flagstaff, 2014
- Chair and Editor, OZCOTS 2010, 2012
- Statistics Reviewer, Department of Applied Statistics and Finance, ANU, 2010
- External member, Statistics working Party, University of Adelaide, 2012

'Helen is, without doubt, the leader of Australian Statistical Education – her Fellowship has been in many ways the product of so many years of groundwork, and it has cemented her leadership role demonstrably.'

Professor Michael Martin,
Australian National University

Discipline

**Statistics
(across
disciplines)**

Main Topics

- + Assessment
- + Student engagement
- + Enquiry-oriented learning
- + Curriculum renewal
- + Discipline linkages

Target Audience

- + Statistical educators and students



Jacquie McDonald

Jacquie McDonald, University of Southern Queensland

Community, domain, practice: Facilitator catchcry for revitalising learning and teaching through communities of practice

ALTC Teaching Fellow
Completed | 2012

<www.olt.gov.au>

Fellowship Aims

Communities of practice (CoPs) are cited in higher education literature as a successful way of building and sharing a scholarly approach to enhancing learning and teaching practice. The Fellowship was designed to build on University of Southern Queensland (USQ) CoP facilitators and the Teaching Fellow's knowledge of USQ CoP processes to:

- Identify the key aspects of a USQ CoP facilitator role
- Increase the knowledge and capacity of existing USQ CoP facilitators through workshops and resources
- Establish a facilitator CoP for the USQ facilitators to share and grow their practice
- Develop resources to provide a sustained Fellowship legacy
- Engage with national and international CoP practitioners to develop and evaluate activities and resources for CoP facilitators
- Disseminate Fellowship knowledge and resources across the sector
- Promote ALTC Fellowship activities across the sector

Key Outcomes

- The resources provided on the USQ Fellowship webpage provide an easily accessible resource focused on leading CoPs in Australian higher education: <www.usq.edu.au/cops/resources/altcfellowship/facilitator-resources>
- These resources provide a practical approach to implementing CoPs to support learning and teaching in higher education.
- The second set of CoP Facilitator resources for establishing and sustaining CoPs were used as an organising structure for Fellowship web resources. These resources provide CoP facilitators with ideas and practical resources at different phases: <www.usq.edu.au/cops/resources/altcfellowship>

Recognition

- Promoted to Associate Professor 2011
- Lead, USQ Community of Practice initiative
- Acting Director, Learning and Teaching Support Unit (USQ)
- Lead for publications and research into CoPs

Impact

- Nine universities to date have embedded Fellowship work, which involves approximately 35+ educators in total. Six CoPs have been created as a direct outcome of this Fellowship at USQ alone.
- Creation of a three year position for CoP administration at USQ; visible CoP impact
- Leadership resources for CoPs to be published as part of the Office for Learning and Teaching (OLT) Leadership project
- Jacquie is co-project leader of a 2010–2012 ALTC leadership grant, with USQ as lead institution. McDonald, J., Star, C., Nagy, J., Burch, T., Cox, M. (2010–2012), 'Identifying, building and sustaining leadership capacity for communities of practice in higher education,' project web site is <www.cops.org.au>
- Fellowship resources acknowledged and utilised by other OLT Fellows

'In my knowledge Jacquie's work has made a significant impact in the field and her work and resources have helped to establish and sustain a much better informed learning and teaching culture within the CoPs in the higher education domain. Jacquie has provided a rich evidence base and a comprehensive suite of resources and research with which to inform our own practice.'

Dr Melody West, Tasmanian Institute of Learning and Teaching

Discipline

Cross-disciplinary

Main Topics

+ Communities of practice (CoP)
+ Leadership
+ Facilitator

Target Audience

+ Community of practice facilitators in higher education



Geoffrey Meyer

Geoffrey Meyer, The University of Western Australia

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

ALTC Teaching Fellowship
Completed | 2011

<www.olt.gov.au>

Background

Histology, the study of the microscopic anatomy and cells, tissues and organs of plants and animals, is an essential tool of biology and medicine. Providing histology courses, particularly laboratory classes, is however becoming increasingly expensive. The Fellowship activity was directed at developing online access to teaching and learning resources for histology to reduce the need for supervised laboratory practical classes as well as create a learning management system that can facilitate the sharing of teaching and learning resources across institutions both within Australia and overseas.

Fellowship Aims

The aim of this Fellowship was to build a network of multidisciplinary teachers of histology to further develop and widen access to a web-based histology learning resource. Instructors were given the ability to add their own histological sections to the database of digitised images as well as customise the learning contents and materials available for specific student cohorts. The Fellowship also shared this innovation with other Australian and overseas universities and colleges as well as facilitating a collaborative network of histology educators.

Key Outcomes

- Learning contents/materials were transferred to an online learning management system (Moodle) that enabled secure access for histology students in Australian universities and overseas universities and colleges. Specific portals were created for individual histology teachers to customise the learning content/materials for their specific cohort of students.
- The histology teaching and learning resources are provided within the learning management system <meyershistology.moodle.com.au>
- Resources include: 26 extensive lecture text handouts, 26 lecture power points, 30 audio-visual recordings of lectures, online interactive atlas with over 6000 images, 26 online laboratory practical guides, database of 250 scanned histological sections for viewing using virtual microscopy, extensive assessment packages, discussion forums.
- The tool can provide University or library sponsored access.

Recognition

- Numerous national and international meetings/presentations during and post Fellowship program, including to the Kingdom of Saudi Arabia, Argentina, New Zealand, Singapore, Turkey, Brazil and Thailand
- Academic leader and facilitator of the national and international collaboration network of Histology teachers

'A number of educators are formulating websites with material from histology courses they are teaching ... Geoffrey's program has unique features (in particular a sophisticated laboratory component) to favour it over its more rudimentary competitors.'

Emeritus Professor John H. Campbell, University of California, Los Angeles

Discipline

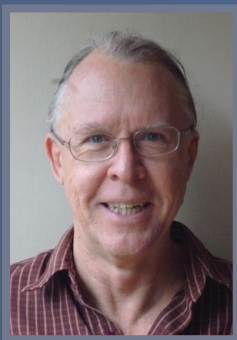
**Histology
Life
Sciences**

Main Topics

- + Digital resources/repositories
- + Virtual microscopy
- + New technologies/online learning
- + Innovative assessment
- + Communities of practice
- + Internationalisation of teaching

Target Audience

- + Educators
- + Health team professionals



Roger Moni

Roger Moni, Griffith University, now at The University of Queensland

A programmatic approach to developing writing embedded in nursing courses

ALTC Associate Fellowship

Completed | 2011

<www.olt.gov.au>

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.

Fellowship Aims

This Fellowship was framed around three pertinent questions:

1. What do we know about the ways in which writing is taught and assessed in the existing Bachelor of Nursing (BN) program?
2. What model(s) best describe and guide the teaching and assessment of writing in the BN program?
3. How might the capacity of staff be developed to more effectively teach and assess writing in the BN program?

Key Outcomes and Objectives

Outcomes and activities addressed the three Fellowship questions:

1. Summative assessment tasks from 2008 were mapped across the existing BN program. Statistical analysis demonstrated students' marks for written tasks were the same as, or higher than, 80 per cent of tasks. On this basis, writing did not appear to be problematic for students or nursing staff.
2. School of Nursing and Midwifery (SONM) were presented with mapped assessments that included nine questions designed to engage staff in reflection and on-going discussion. Through the working party, written assessment in semester one/year one of the revised BN was reduced and diversified across the new curriculum. In addition, online surveys were distributed to 42 universities which indicated a) self- and peer-assessments were not commonly practised, b) academics' concern of consistency in marking, and c) academics' concern of volume and development of programmatic writing. Interviews further identified the need for

an assessment model that best suited academic year level, and which could be delivered more consistently across campuses and courses. Nursing managers also reported on the types of writing currently required of a range of staff, from wards to managerial positions.

3. An EndNote library of over 300 references to writing was established. The Fellow worked with the Nursing, Learning, Teaching and Assessment Forum to improve assessment tasks and further develop the scholarship of learning and teaching around writing in nursing.

Overall, this Fellowship increased awareness of how often expectations of students are not matched to the activities that many courses set for students. It assisted staff to increase alignment of objectives and the activities/assessments required for students to successfully engage and learn.

Recognition

- Coordinator of the Graduate Certificate in Higher Education program (three courses), Griffith University, (2009–2010)
- Certificate of appreciation awarded in recognition of Fellow's contribution as Program Coordinator, Student Essay Writing Support Program (2010)

Discipline

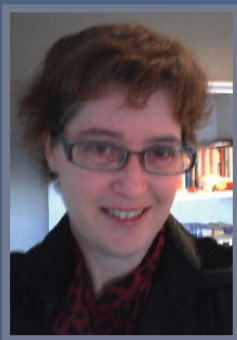
Health

Main Topics

+ Assessment
+ Scholarship of learning and teaching
+ Curriculum renewal

Target Audience

+ Undergraduate health educators and students



Heather Monkhouse

Heather Monkhouse, University of Tasmania

Using assessment effectively: Learning environments that work for tertiary music performance students and staff

ALTC Teaching Fellowship
Completed | 2010

<www.olt.gov.au>

Fellowship Aims

Music performance is taught largely using a one-to-one modality, with the majority of staff being casual, rather than university faculty members. The intent of the Fellowship program was to develop greater understanding amongst staff and students of the standards expected in the music performance stream of undergraduate study.

The purpose of the Fellowship program was, firstly, to establish a process of music performance assessment to highlight for students the value of assessment. The creation of criteria for music performance activities would require thought, discussion, trial and further thought, but far more critical for the Fellowship was that the purpose of assessment be clearly understood. The second aim of the Fellowship was to create an effective learning environment for performance students and staff: where assessment is productive; where time and opportunity are used to explore activities that allow integrated, creative discovery and output; and where study results in valued graduate attributes.

Key Outcomes

The Fellowship activities created the following outputs:

1. An ALTC Exchange site to act as a repository of the materials used and created throughout the program including: methodology/materials used for curriculum and course redesign, including surveys undertaken during the fellowship program criteria and standards of achievement documents for undergraduate performance assessment tasks, a performance logbook for students, interviews with professional musicians, a guidebook for staff and students outlining the University of Tasmania Conservatorium of Music's beliefs and purpose regarding the study of music performance.
2. Redesign of the performance units' intranet website for the Conservatorium of Music at the University of Tasmania to include materials from the Fellowship including the 'Talking Head' gallery for interviews with professional musicians reflecting on practice and performance issues.
3. Refinement of evaluation processes: introducing a new curriculum changes the learning environment for both staff and students. Keeping that environment effective and engaging is an ongoing activity.
4. Presented at a number of national and international refereed conferences.
5. Five new courses have been introduced at the Conservatorium (University of Tasmania), based on Fellowship outcomes.

Recognition

- Appointed Interim Deputy Director at the Conservatorium of Music (University of Tasmania) with special responsibility for Undergraduate Studies and T&L matters, September 2008–January 2009
- Acting Associate Dean (T&L), Faculty of Arts, University of Tasmania, September–December, 2008
- Appointed Deputy Associate Dean (L&T), Faculty of Arts (University of Tasmania), 2009
- Appointed Director of Academic Programs at the Conservatorium of Music (UTAS), 2009
- Director of Classical Music, Conservatorium of Music (2010)
- Acting Associate Dean (L&T), Faculty of Arts (University of Tasmania), July–December 2012

Discipline

Creative Arts

Main Topics

- + Assessment
- + Curriculum renewal
- + Student learning outcomes
- + Academic standards
- + Student experience

Target Audience

- + Undergraduate music educators and students



Sandy O'Sullivan

Sandy O'Sullivan, Batchelor Institute of Indigenous Tertiary Education

New media resources for Indigenous researcher training

ALTC Teaching Fellow

Completed | 2011

<www.olt.gov.au>

Background

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

Fellowship Aims

This Fellowship program aimed to stimulate Indigenous research students and their supervisors to consider how new media forms of dissemination (e.g. image/sound, film, exhibition and digital media) may form culturally appropriate alternatives or adjuncts to the linear, written thesis form. It has drawn on disseminated materials, methodologies, pedagogies, and exemplars from the creative and media arts forms, to best demonstrate the capacity of alternative dissemination in fields where it is supported and accepted as a rigorous research degree outcome.

Key Outcomes

- Proposed a framework of development and dissemination that may be used by a supervisory team to assist Indigenous research students in developing their own candidature experience, informed by a better understanding of their own research question and, eventually, a culturally enriched dissemination outcome.
- Resulted in the first indigenous alternative dissemination workshop at the Willin Centre (The University of Melbourne).
- Fellowship work embedded at Batchelor Institute of Indigenous Tertiary Education and used by the Australian Collaborative Research Network scheme.
- Presented Fellowship work at the following institutions: Harvard, Yale, Oxford, Manchester University, The University of London, The University of Newcastle, The University of New South Wales, Macquarie University, The University of Queensland and Wollongong University.

Recognition

- Australian Research Council (ARC) Senior Indigenous Research Fellow (Wiradjuri); ARC Discovery recipient, 2010–2012
- Editorial membership held at the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), Interpretation Australia and Batchelor Institute of Indigenous Tertiary Education
- Australian Indigenous representative for the Australian Learning and Teaching Fellows

'Sandy has been working solidly in the field of New Media Resources for Indigenous Researcher Training. As an Indigenous academic who teaches online and supervises research higher degree students in different states of Australia, creating effective and supporting new media for the Indigenous researcher training experience is key. I see Sandy as a leader in this field.'

Michelle Evans, Asia Pacific Social Leadership Impact Centre, The University of Melbourne

'Alternative forms of higher degree research dissemination and Indigenous knowledge practices have never before been brought together in such a sustained critical and collaborative practice.'

Professor Michael Christie, Charles Darwin University

Discipline

Cross-disciplinary

Main Topics

- + Alternative dissemination/non-traditional research training
- + Practice-based/-led research
- + Indigenous education
- + Multimedia

Target Audience

- + Supervisors of Indigenous research students



Beverley Oliver

Beverley Oliver, Curtin University, now at Deakin University

Benchmarking partnerships for graduate employability

ALTC Teaching Fellowship

Completed | 2010

<www.olt.gov.au>

Background

Universities review curricula drawing on a range of data, including feedback gathered through the Australian Graduate Survey and internal feedback systems which rarely include graduate and employer perceptions of graduate achievement of learning outcomes (or graduate attributes). The Fellowship proposed to address this gap by disseminating three tools which assisted in examining achievement of graduate attributes and, on that basis, encouraging voluntary partner universities to engage in benchmarking for improved attribute attainment at course (program) level. In other words, the aim was to have partner universities adopt or share similar tools related to key capability development to undertake curriculum benchmarking with selected peers, and share data (within agreed confidentiality boundaries) so that course leaders could use that experience to enhance their own course curricula to improve graduate employability.

Key Outcomes

The major outcomes of the Fellowship are:

1. **Assurance of learning for graduate employability framework**
The framework suggests that the capabilities that count for

early professional success are most likely to be achieved through a 360-degree evidence-based approach to curriculum enhancement.

2. **Capabilities: attributes, skills and competencies for graduate employability**

A proforma for amalgamating these sometimes competing outcomes in relation to a specific course curriculum has been developed and disseminated.

3. **Mapping capabilities in the intended curriculum**

During the fellowship, Curtin's curriculum mapping tool was enhanced to produce visual analyses of graduate attributes, assessment, learning experiences and resources, curriculum themes, career development learning, and levels of work-integrated learning (WIL). It has been shared with 41 adopters from 26 institutions within and beyond Australia.

4. **Evaluating student achievement of capabilities: student portfolios**

Although not originally intended for dissemination as part of this fellowship, Curtin's iPortfolio has also been shared with many colleagues beyond the university:

a key feature is its focus on student self- and peer-assessment of graduate capabilities.

5. **Course portfolios**

Curtin's Needs Analysis was designed to synthesise evidence pertaining to course quality indicators. Renamed the Course Portfolio, it now focuses on evidence of achievement of graduate capabilities and includes the Graduate Employability Indicators (GEI), developed as part of the ALTC project 'Building course team capacity for graduate employability'.

6. **Benchmarking partnerships for graduate employability**

A collaborative, confidential, course-level benchmarking process has been developed and 24 course leaders from 13 institutions participated in trialling the process in November 2010.

7. **Dissemination**

The fellowship engaged over 3000 colleagues from 54 institutions within and beyond Australia; activities included seven invited addresses (four international) including four Keynotes; six peer-reviewed conference papers; six conference presentations and five posters.

The Fellowship website can be found at <tiny.cc/boliver>

Recognition

- Subsequent to Fellowship initiative, Beverley has received numerous international invitations to present her work and has been awarded an ALTC/OLT National Teaching Fellowship (2011)
- Beverley is currently Pro Vice-Chancellor (Learning and Teaching) at Deakin University

Discipline

Cross-disciplinary

Main Topics

- + Curriculum renewal
- + Graduate attributes
- + Employability
- + Standards
- + Quality assurance

Target Audience

- + Course degree leaders



Ron Oliver

Ron Oliver, Edith Cowan University

Promoting the sharing and reuse of technology supported learning designs

ALTC Associate Fellowship

Completed | 2008

<www.olt.gov.au>

Background

For the past 15 years Ron has been working with a number of colleagues, within and beyond Australia, exploring innovative applications of learning technologies and sharing research findings with the intention of facilitating the uptake of ideas. In many ways this Fellowship sought to extend the previous work undertaken and explore issues associated with how teachers plan and implement learning activities in their classrooms, and the thought they gave to learning engagement.

Fellowship Aims

The Fellowship sought to answer the following questions:

1. What forms of learning resources provide appropriate support for teachers seeking to implement reusable ICT-based learning activities and approaches?
2. What implementation strategies are most effective in supporting teachers seeking to reuse ICT-based learning activities and approaches?
3. What factors influence teachers' success in implementing reusable ICT-based learning activities and approaches?

Key Outcomes

The main outcome of the Fellowship was the development of the technology-supported learning database (TSLDB), an electronic database system for storing and accessing learning designs. 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 TSLDB was trialed 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.

A number of key points could guide and inform future work:

- The difficulty of describing learning approaches in succinct and unambiguous ways.
- The difficulty to describe in pre-planned forms the very personal nature of the teaching process and the many forms of just-in-time decision making that teachers use.

- 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.

Website: <online.com.au/tsldb/>

Recognition

During the Fellowship, a number of ongoing invitations and activities recognised Ron's work in the field. For example, during 2007–2008 Ron was invited to present around 20 plenary addresses at national and international conferences, mark nine PhD theses, and participate on several committees, boards and editorial panels. Much of this was driven by Ron's existing profile.

'Ron's Fellowship on Promoting the Sharing and Reuse of Technology-Supported Learning Designs contributes to a more efficient and effective use of learning resources, improving teaching and learning.'

Professor Sue Stoney, Head, Centre for Learning and Development, Edith Cowan University

Discipline

Cross-disciplinary

Main Topics

+ Learning design
+ Curriculum renewal
+ New technologies

Target Audience

+ Educators and instructional designers



Helen Partridge

Helen Partridge, Queensland University of Technology

Library and information science education 2.0: Guiding principles and models of best practice

ALTC Teaching Fellowship
Completed | 2011

<www.olt.gov.au>

Background

In 2005, Professions Australia noted that the nation was facing a major skills challenge across a number of professional occupations. They observed that new technologies were resulting in significant transformation in the contemporary workforce. This transformation is impacting on the nature of skills required for occupational success. They concluded that the skill set required in the workplace will continue to change and expand, and that consequently the current approaches to professional skills development may be inadequate. This Fellowship considered the changing skills requirements for occupational success within the library and information science (LIS) sector.

Fellowship Aims

The aim of this Fellowship was to establish guiding principles for library and information science education 2.0. This aim was achieved by (1) identifying the current and anticipated skills and knowledge required by successful LIS professionals in the age of web 2.0 (and beyond), (2) establishing the current state of LIS education in Australia in supporting the development of 'librarian 2.0', and in doing so, identify models of best practice.

Key Outcomes

Eighty-one members of the Australian LIS profession participated in a series of focus groups. Eight themes emerged as being critical to 'librarian 2.0': technology, communication, teamwork, user focus, business savvy, evidence-based practice, learning and education, and personal traits. Interviews with 36 LIS educators explored the current approaches used within contemporary LIS education to prepare graduates to become 'librarian 2.0':

- Twelve 'best practice' videos available via QUT eprints page <eprints.qut.edu.au/view/person/Partridge,_Helen.html>
- Fellowship blog available at <liseducation.wordpress.com>
- During Fellowship: 18 conference presentations, two journal articles, and one industry article

Recognition

- Invited Keynote address at Fifth International Conference on Asia-Pacific Library and Information Education and Practices. Thailand, July 2013
- Invited to sit on Macquarie University Library's Review Panel, 2012
- Appointed as Visiting Fellow at the Oxford Internet Institute, University of Oxford, UK, 2011
- Receipt of the Faculty of Science and Technology Teaching and Learning Scholarship Awards, 2011
- Recipient of ALTL Priority Grant, 2010
- Receipt of European Commission's Erasmus Mundus Scholarship Visiting Scholar, 2009

Within QUT:

- Invited nominee for a National Teaching Award in 2011 and 2012
- Appointment as Deputy Head (Learning and Teaching), School of Information Technology, 2009

'The real changes of Web 2.0 are not in how Australian LIS professionals now design and deliver services and resources, or what new skills and knowledge they must possess, but in how they view themselves.'

Professor Helen Partridge

Discipline

**Library and
Information
Science
(LIS)**

Main Topics

+ New technologies
+ Social media
+ Curriculum renewal
+ Professional education
+ Cultural change

Target Audience

+ Researchers and teachers
+ Practitioners
+ Employers
+ Degree accrediting bodies



Sylvia Rodger

Sylvia Rodger, The University of Queensland

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

ALTC Teaching Fellow
Completed | 2011

<www.olt.gov.au>

Fellowship Aims

There is limited theoretical and empirical literature addressing whole of program curriculum development and renewal generally, nor specifically about how these activities are undertaken within occupational therapy or other cognate fields. The Fellowship aims that related to The University of Queensland (UQ) included:

- To engage with stakeholders of curriculum reform/review processes (e.g. consumers, students, the profession, employers) regarding inevitable tensions surrounding vested interests in particular content areas
- To develop mechanisms for evaluation/feedback for current and successive stages of implementation
- To manage the process of change at UQ including the initial stages of implementation of the new program/s based on curriculum reform/review.

National aims were to build curriculum leadership capacity within the occupational therapy profession nationally by addressing:

- Educational theory and philosophy underpinning program level curriculum design

- Pedagogical differences between undergraduate, graduate entry and doctoral entry program curriculum frameworks and practices
- Educational issues associated with fast track programs such as two year graduate entry masters versus four year undergraduate programs; and curriculum drivers.

Key Outcomes

During Fellowship:

- Good Practice Guides and Cases to Support Curriculum Development and Renewal in Occupational Therapy (2011, OLT). These reflect the curriculum development framework that underpinned the program of activities. The emerging leaders co-authored some of these 17 guides, ranging from topics such as Whole of Program Curriculum Design (Guide 2) to Evaluating and Reflecting on the Impact of Curriculum Changes (Guide 17)
- Extant literature lessons learned were incorporated into seven webinars and one, two-day face-to-face workshop for a group of emerging academic leaders across 15 universities in Australia and New Zealand
- Emerging Leaders Network (ELN) workshop handbook

- Two refereed papers from OT Australia and HERDSA conference

Post Fellowship:

- Two communities of practice in operations (ELN and Occupational Therapy Australia Limited)
- Five refereed papers; two conference presentations
- 21+ institutions have embedded the outcomes of this Fellowship.

Recognition

- Inducted as Fellow of American Occupational Therapy Foundation Academy of Research, 2013
- Invitations to advise the National Registration Board on OT accreditation matters
- Member of the Occupational Therapy Australia program accreditation committee
- External auditor of ALTC/OLT projects; OLT grants panel member
- Received the Sylvia Docker Award and Memorial Lecture Presentation (OT Australia Ltd National Conference, 2011)
- Chair, School of Teaching and Learning Committee and Awards Panel (UQ)
- Chair, Faculty of Health Teaching and Learning Awards Committee and Panel (UQ)

Discipline

Life
Sciences

Main Topics

- + Assessment
- + Curriculum development
- + First year experience
- + Quantitative skills
- + Student engagement

Target Audience

- + Undergraduate educators and students

'Professor Rodger is well known for her capacity to create and successfully complete innovative and needed projects that support the occupational therapy academic community and the occupational therapy community more widely. The project has achieved just what its title suggests – it has built the capacity of emerging occupational therapy academic leaders.'

Rebecca Allen, Chair, Program Accreditation Committee, Occupational Therapy Australia



Helen Smith

Helen Smith, RMIT University

Associate degrees in Australia: A work in progress

ALTC Teaching Fellow

Completed | 2012

<www.olt.gov.au>

Background

The institutional arrangements governing tertiary education need significant reform. Tertiary qualifications are offered in two sectors with what have been, historically, very different roles and approaches to education provision. But the move to a mass higher education system together with the growth of a credentials-driven employment environment has seen a blurring of the boundaries between the two sectors. However, each still has a critical role to play in meeting Australia's future skill needs. The time has come for a more coherent approach to tertiary education provision.

Fellowship Aims

The Fellowship aims were to contribute to improvements in tertiary pathways by:

- Exploring how associate degrees respond to learners' learning preferences and vocational aspirations
- Developing and trialling pedagogical strategies to improve the alignment between student needs and program delivery and improving information for prospective students.

Key Outcomes

The Fellowship was strategically aligned with current national agendas to extend across to higher education and meet the learning needs of new student cohorts.

The exploration of curriculum and pedagogical approaches has led to the development of a new model/framework for the design and delivery of associate degrees which offer:

- vocational and academic learning within a single program
- strategies to make the features of the model explicit to learners, thus supporting meta-cognitive development.

In addition, the Fellowship resulted in:

- A final report that includes a history of Australian associate degrees
- A 20-year policy analysis and theorising of associate degrees in the emerging Australian tertiary sector as a site for curriculum development and pedagogical reform
- A 10-minute video on RMIT University associate degrees and the development of a marketing campaign

- An RMIT University associate degree network/community of practice

Recognition

- Numerous invitations to present, advise or consult on associate degrees, curriculum design, and enterprise needs; for example, invited to address the Board of Directors of Innovation and Business Skills Australia (IBSA) on the potential for development of associate degrees within National Industry Training Packages
- Fellowship work led to the creation of a role within the DVC(A)'s office at RMIT University that focuses on the quality of associate degrees.
- Advisor to the WorldSkills Foundation on education and training
- Leader of Modelling of Vocational Excellence (MoVE) Australia Research team
- Convenor of RMIT University associate degree forums

'The unique value of this Fellowship is that it develops an approach to curriculum that is coherent and transcends sectoral boundaries whilst at the same time engaging with key 'defining' characteristics of the curriculum models in each sectors. It supports the development of coherent curriculum that will scaffold learning for students moving from TAFE to higher education.'

Associate Professor Leesa Wheelahan, The University of Melbourne

Discipline

Cross-disciplinary

Main Topics

- + Tertiary pathways
- + Education policy
- + Learning design
- + Curriculum development
- + Communities of practice

Target Audience

- + DVC(A)s
- + Higher education learning and teaching units
- + TAFE
- + Industry organisations
- + Employers

ABSTRACTS OF COMPLETED FELLOWS

Matthew Allen, Curtin University, now at Deakin University

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

ALTC Teaching Fellow

Completed: 2011

<www.knowledgenetworklearning.net>

The Learning in Networks of Knowledge (LINK) project developed, trialled and assessed new methods of learning via the Internet. It assisted 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 in society 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 Fellowship focused 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 helps Australian universities adjust to the new possibilities for Internet education in the 2000s. LINK involves a sophisticated trialling of new ideas about learning via the Internet, utilising the most recent forms of online knowledge activity. Five key findings have emerged so far, with general applicability to educators using and developing online learning approaches especially when working from a knowledge-networking perspective.

The Fellowship has found that:

- students 'get' online collaborative communication – for informal learning
- technology adoption is less of a challenge than judgments of relevance
- the audience for online work is more complex than just 'the public'
- assessment via portfolios is less relevant than expected
- Web 2.0 applications form a digital ecology – a network underpinning networking.

Christine Asmar, The University of Melbourne

Indigenous teaching and learning at Australian universities: Developing research-based exemplars for good practice

ALTC Teaching Fellow

Completed: 2010

Improving university learning experiences and outcomes for Aboriginal and Torres Strait Islander Australians is crucial for the future success of both students and communities. Yet Indigenous and non-Indigenous teachers alike have lacked research-based, practical exemplars for teaching Indigenous students effectively, and/or for teaching about Indigenous issues in curricula more broadly.

In close consultation with an Indigenous advisory group, I interviewed academics engaged in Indigenous teaching across NSW and Victorian universities, in order to:

- investigate how good practice in Indigenous teaching is currently described
- identify exemplars of evidence-based good practice
- present the exemplars at a national forum, alongside other expert practitioners
- make the exemplars available for publication, dissemination and discussion.

These aims were all achieved by the completion of the Fellowship. The key outcome was a set of 'Fifteen Suggested Approaches to Indigenous Teaching' now available online (with other resources) at www.Indigenousteaching.com.

Further funding from the ALTC/OLT has supported visits to several campuses to run interactive seminars/workshops with about 400 participants in all; the redevelopment of the website; and plans for another national event later in the year. Responses from both Indigenous and non-Indigenous colleagues have been gratifying, in terms of informing their teaching practice, and the website currently averages 1500 visits per month.

Wendy Beck, University of New England

Improving graduate employability by implementing subject benchmarks

ALTC Teaching Fellow

Completed 2012

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 Discipline Study (Benchmarking Archaeology Degrees in Australian Universities 2007–2008) 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
- explore the development of collaborative teaching
- encourage other disciplines in humanities to adopt the subject benchmarking process.

This activity is important because it implemented and mapped cross-institutional approaches to improving employability in archaeology, as well as explicitly disseminating the results to other disciplines, for the first time.

Fellowship outcomes included:

- nationally-agreed principles for the provision of collaborative teaching in archaeology
- general guidance for the articulation of appropriate employability profiles
- process development for sustainable cross-institutional benchmark development.

Wageeh Boles, Queensland University of Technology

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

ALTC Associate Fellow

Completed: 2009

The broad aims of this Fellowship were to enhance the learning experience and learning outcomes of engineering students, and to embed enabling strategies and processes for engaging engineering students and academics, systematically. It was motivated by the demand for engineers and the critical need to increase enrollment and retention rates of students in engineering programs.

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. It involved current students and academics across three universities: Queensland University of Technology, Central Queensland University and the University of Melbourne. The chosen sites reflect a range of institutions whose cultures could be expected to have an impact on students' success rates and learning outcomes.

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. Further, it provided a number of guides including a self-evaluation and reflection model for enriching academics' teaching performance and enhancing students' learning experience.

Wageeh Boles, Queensland University of Technology

Navigating a pathway between the academic standards and a framework for authentic, collaborative, outcomes-focused thinking in engineering education

ALTC National Teaching Fellow

Completed: 2013

The pending roll-out of threshold learning outcomes devised by the Learning and Teaching Academic Standards project will significantly impact curriculum design, pedagogy and assessment in all Australian tertiary institutions. By developing a transferable framework for collaborative, outcomes-focused thinking, this Fellowship program enabled academic staff to constructively engage with the imperative for universities to enhance student learning outcomes.

During a Fellow-In-Residence Engagement (FIRE) program at five Australian universities (Queensland University of Technology, Edith Cowan University, James Cook University, La Trobe University, and the University of Adelaide), an action research approach was used to support engineering academics in designing and implementing assessment tasks that provide evidence of students' attainment of learning outcomes. The Fellow worked as a collaborator and change agent with heads of schools and academic leaders to support academics' effective teaching and assessment practices. The major Fellowship outcomes were the shift to an authentic, outcomes-focused approach to teaching demonstrated in the design and evaluation of assessment tasks and a set of guides and resources for mentoring, which emphasised supporting early- and mid-career academics.

Michael Bulmer, The University of Queensland

Technology for nurture in large classes

ALTC Associate Fellow

Completed: 2008

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

- The primary aim of student writings is to benefit the students and lecturer within the context of a particular semester, rather than for use as a research tool.
- The use of student writings by the lecturer brings the student voice into the class, showing students that their input into the teaching and learning in the course is valued.
- The fine-scale reflections explored in this Fellowship differ from the reflections on learning incorporated into many ePortfolio frameworks.

A key outcome of the Fellowship has been a series of workshops around these themes. Four have already 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 our experiences and the evaluative feedback obtained through the workshops and other presentations, our final recommendation is that 'reflective learning' should not necessarily be the aim of student writing in large classes. While I began this program from a literature of writing for reflective practice, I 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.

James Dalziel, Macquarie University

Success factors for implementing learning design

ALTC National Teaching Fellow

Completed: 2012

The Fellowship 'Success factors for implementing learning design' supported a series of workshops across Australia about practical implementation of learning design, including examples of general teaching strategies as well as discipline specific examples. Responses to these workshops indicated a growing interest in the field of learning design. The Fellowship also provided an opportunity for a series of meetings with international experts to develop a new conceptual model for the future of learning design, named 'The Larnaca Declaration on Learning Design', available from www.larnacadeclaration.org. This model provides guidance for implementing learning design to improve teaching and learning in higher education, including discussion of how learning design relates to other areas such as graduate attributes, curriculum planning, the use of technology in education and massive open online courses (MOOCs). It is expected that both the learning design expert meetings and the practical adoption of learning design in higher education will continue into the future.

Rachael Field, Queensland University of Technology

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

2010 ALTC Teaching Fellow

Completed 2013

[<www.tjmf.org.au/wellness-network/>](http://www.tjmf.org.au/wellness-network/)

Strategic change is necessary in legal education. More than one-third of law students suffers 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 has mobilised strategic change to improve the psychological health of law students. It has led and stimulated advancement in the legal curriculum, its pedagogy, and assessment practice to better engage, motivate and support student learning of law, focusing on the potential of non-adversarial legal practice. A new conceptual framework for legal education has been developed, demonstrating the pursuit of excellence in the teaching of law, and raising the profile of learning and teaching in Australian law schools.

Merrilyn Goos, The University of Queensland

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

ALTC Associate Fellow

Completed: 2009

This Fellowship aimed to build the capacity of course coordinators at UQ to effectively implement the university's assessment policies, especially in relation to criterion-referenced assessment. Research leading to the Fellowship nomination 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 of the Fellowship include an analysis of the difference between students' and academics' understanding of the purposes of feedback; a pilot professional development and mentoring program for course coordinators from six faculties; and the establishment of a university-wide assessment network, which will be maintained in a follow-up project building on the Fellowship. Data from the Fellowship program have informed review of UQ's assessment policy and impact on practice.

The main factors contributing to the success of the Fellowship: leadership characteristics (including credibility, team-building, communication and advocacy) and the use of strategic links with policies to frame project goals, select participants and gain institutional endorsement, also serve as recommendations for promoting and supporting strategic change in higher education.

The findings of the Fellowship have been disseminated nationally and internationally.

Les Kirkup, University of Technology, Sydney

Inquiry-oriented learning in science: Transforming practice through forging new partnerships and perspectives

2011 ALTC National Teaching Fellow

Completed: 2012

This Fellowship aimed to transform the practice of undergraduate science by facilitating the adoption of inquiry-oriented approaches to learning. This was largely achieved through applying and adapting a framework for developing sustainable innovations in inquiry-oriented learning at subject and program levels. The Fellowship also sought to understand more deeply how inquiry-oriented activities are experienced by students, and explored and articulated what it meant to facilitate inquiry-oriented learning, especially in large enrolment classes.

Relationship building was crucial to project success. The Fellow worked with Australian universities intent on transforming the student experience of undergraduate science by adapting innovations in inquiry-oriented learning to local contexts and forging new partnerships between existing national communities of practice, for example in biology and physics. These partnerships promoted the distillation of methodologies that have value beyond discipline boundaries and drew on successful national and international examples of implementing and sustaining learning by inquiry through the participation of recognised individuals and groups based in Australia and overseas.

Erica McWilliam, Queensland University of Technology

Developing pedagogical models for building creative workforce capacities in undergraduate students

ALTC Associate Fellow

Completed: 2007

The learning outcomes of higher education need to be relevant to an increasingly unpredictable and irregular social world in which supply and demand is neither linear nor stable, and labour is shaped by complex patterns of anticipations, time and space. Undergraduate students who are seeking employment in this world will need to be able to combine functionality and aesthetics in new and value-adding ways. A creative workforce capability required to function optimally in this changing landscape is the ability to edit reality — to organise and re-organise it to create new meanings rather than regurgitating content knowledge. Creativity-focused pedagogy responds to this challenge by eschewing long-winded content delivery in favour of more experimental and error-welcoming modes of pedagogical engagement. This Fellowship identified actual instances of such teaching models in order to understand how practices can be developed, supported and enhanced more broadly across undergraduate programs.

Cynthia Mitchell, University of Technology, Sydney

Zen and the art of transdisciplinary postgraduate studies: Identifying, encouraging and evaluating quality

ALTC Associate Fellow

Completed: 2009

Researchers and research students are engaged in problems that require approaches that transcend disciplines, at least in part because problems of society are increasingly complex and interdependent and cannot be tackled adequately from specific individual disciplines. In these realms, the whole must be greater than the sum of the parts. Supervising research students working in these ways brings particular challenges. Prominent among these challenges is the question of how to recognise and ensure quality in the processes and outputs of their labours when they are drawing on disciplines, theories, and methodologies with deeply different ways of understanding the world around us. 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. Summary of outcomes:

- Seven quality criteria for inter- and transdisciplinary 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.

Ieva Stupans, University of South Australia, now at University of New England

Supporting student transition to a futures-oriented professional identity

ALTC Teaching Fellow

Completed: 2012

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 Fellowship developed curriculum initiatives around professionalism, lifelong learning and leadership skills.

The work was situated within a discipline context but included the development of a framework for staged achievement, which can be adapted to other allied health and nursing programs. Fellowship activities included seeking the views of industry, academics and students, forums in South Australia, curriculum mapping, collaborative development of teaching strategies and interstate workshop-style dissemination.

Keith Willey, University of Technology, Sydney

Developing learning and professional judgement in large classes through collaborative self- and peer-assessment

ALTC Teaching Fellow

Completed: 2012

This Fellowship focused attention on, and assisted academics to adopt, design, and implement collaborative learning-oriented assessments, incorporating the innovative use of self and peer assessment. After developing supporting resources, a combination of workshops, presentations and individual support was provided to disseminate and adapt tested practices to individual contexts. Particular emphasis was placed on the use of SPARKPLUS, a tool that facilitates self and peer assessment and the provision of feedback on an individual's contribution to a team project, individual work or enables participants to benchmark their judgement and reasoning against their peers and/or an expert instructor. This tool and supporting frameworks were readily adopted to implement collaborative learning activities, improve the quality of grading and feedback provided to students and develop, understand and maintain academic standards. When combined with thoughtful scaffolding these activities allow students to monitor and receive feedback on their progression and graduate attribute development as they progress through their degree. Furthermore, the efficiencies afforded by SPARKPLUS reduce the implementation burden usually associated with large cohorts. This fellowship built upon the momentum of recent ALTC projects by promoting new and emerging approaches to assessment and supporting the development, understanding, benchmarking and maintenance of academic standards.

Keithia Wilson, Griffith University

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

ALTC National Teaching Fellow

Completed: 2012

This Fellowship developed, documented and disseminated 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 aligned 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 were provided with a set of practical tools and planning frameworks that enabled them to understand their local contexts and cohorts, and sustainably manage the first year learning environment. This Fellowship documented the leadership capabilities, facilitation skills and conceptual frameworks required by staff to implement its 'systems approach' to the first year experience, along with a range of co-curricular and curricular resources for enhancing student engagement, success and retention.

CHAPTER 4 | ABSTRACTS OF FELLOWSHIPS-IN-PROGRESS



Writing as an inaugural 2006 Senior Fellow, the President of the Australian Learning and Teaching Fellows and now JCU's Deputy Vice-Chancellor (Academic), I cannot recommend the OLT Fellowships program too highly. For me, personally and professionally, the Fellowship was a transformative experience, and the impact and influence of the Fellows' activities on higher education thinking and practice, nationally and internationally, have been quite outstanding.

I strongly encourage institutions to consider nominating colleagues to join this group of leading educators and to investigate issues of strategic importance to our dynamic sector. As the ALTf website <www.altf.org> evidences, the list of Fellows past and present reads like a 'who's who' of Australian higher education. OLT Fellows represent the interests of many institutions, disciplines and professions, and they work collaboratively across the sector with the future of our students and their learning at heart.

Professor Sally Kift

President ALTf

Deputy Vice-Chancellor (Academic)
James Cook University

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Embedding English language learning in higher education curricula

2012 OLT National Senior Teaching Fellow

The issue of English language learning in Australian universities will increasingly challenge the sector as it expands and broadens participation within a demand-driven system. Both domestic and international students are entering university study with varied English language abilities. Tertiary institutions need to develop robust new ways of monitoring and evaluating English language learning outcomes for all students but presently they are ill-equipped to do so. The Fellowship aims to make a significant leap forward on the perennial concern of English language standards. The program will involve the sector in its activities and develop materials through interviews and a series of forums. A principal outcome of the Fellowship will be a resource for institutional policy-makers and academics involved in learning and teaching. It will provide accessible, pragmatic and practical ideas for embedding English language learning in higher education curricula.

Carmela Briguglio, Curtin University

Embedding English language development into the disciplines

2012 OLT National Teaching Fellow

Australian universities have increasingly diverse student populations with a great range of needs. The need for continued English language development and improvement at tertiary level, sometimes dismissed as just 'the problem' of international students, is an issue for almost all students.

The Fellowship aims to address the embedding of English language development across the curriculum. With the ever-increasing diversity of the student population in Australian universities, matters related to language proficiency have become crucial. The Fellowship will build on best practice research in the field, which indicates that embedding English language development into discipline-based units is most likely to have the greatest impact and success in developing students' English language proficiency. The program will develop materials and strategies that will place universities in a much better position to address the variety of linguistic needs of tertiary students. It will also provide some analysis of models of collaboration in embedding English language support and development.

Angela Carbone, Monash University

Developing excellence in learning and teaching through peer assisted teaching scheme 2012

2012 OLT National Senior Teaching Fellow

The fellowship will contribute to the national discourse on standards in learning and teaching, in particular, the development of teaching excellence. It will do this through: understanding how faculties support academics whose units are perceived by students as needing critical attention; applying and adapting a peer assisted teaching framework trialled at Monash University; providing leadership opportunities for previous teaching award winners with outstanding teaching skills; and developing strategies, plans and policies to assist faculties with supporting and enhancing teaching quality.

The flow-on effects of this scheme will inform an understanding of what measures, indicators or evidence are required for teaching standards. The Fellowship program will strengthen the quality assurance commitments in universities, as needed by the Tertiary Education Quality and Standards Agency (TEQSA) to protect the overall quality of the Australian higher education system.

Ross Guest, Griffith University

Embedding and benchmarking core knowledge and skills as the foundation for learning standards in the undergraduate economics curriculum

2012 OLT National Senior Teaching Fellow

The Fellowship aims to develop learning standards in economics by aligning Australian Quality Framework (AQF) Level 7 Bachelors degree learning outcomes with disciplinary core knowledge and skills and benchmarking these learning outcomes through an assessment framework. The Fellow will work with leaders in economics education and all stakeholders to build grassroots support for Australian learning standards in economics, drawing on work in the UK and the Assessment of Higher Education Learning Outcomes project. Outcomes of the Fellowship will be a shared understanding of minimum learning outcomes in economics in terms of core knowledge and skills and their fit with the AQF learning outcomes, and a framework for assessing student attainment of learning outcomes. The Fellowship outcomes will be disseminated through workshops at site visits, a national symposium, conference presentations, a dedicated website, and journal articles.

Scott Harrison, Griffith University

Promoting, acting on and evaluating quality teaching and learning in music higher degrees

2012 OLT National Teaching Fellow

More than twenty years ago, as part of the Dawkins reform agenda for tertiary education, conservatoire across Australia were amalgamated with universities bringing together two very different cultures: the former with its intense focus on performance at the undergraduate level; the latter focused equally intensely on research at the honours, masters and doctoral levels. Significant progress has been made in merging the cultures since that time, yet the traditional form of research supervision remains a mismatch for preparing researchers in the conservatoire context, particularly in the area of performance. More engaging approaches to doctoral education are needed to increase doctoral completion rates and more sophisticated approaches to managing the quality of learning within doctoral programs are required.

The Fellowship will address an under-explored area of pedagogy within higher education: the form and quality of interactions between supervisors, students and the professional music community. The pedagogy of dialogue forums will be the starting point for the purpose of improving the higher research and degree supervision process, reducing reliance on the master-apprentice model of research supervision, developing collaborative approaches to supervision and learning, and creating a new citizenry of music educators. The adoption of dialogue forums is applicable to this field as close, shared interactions between teachers and students are commonplace.

Liz Johnson, La Trobe University

Changing the game: A national approach to learning and teaching for science and mathematics

2012 OLT National Teaching Fellow

Current trends show declining engagement with science and maths amongst Australian students. Not only will this decline reduce technological expertise and innovation in Australia, it will also reduce the capacity of citizens to make informed decisions about their world. There have been many calls for improved teaching at primary, secondary and undergraduate levels, to make science more accessible and engaging for students, most recently from the Chief Scientist and the Australian Academy of Science.

The Fellowship will generate a national discussion about broad-scale curriculum renewal. The Australian Council of Deans of Science (ACDS) is developing a curated, credible national resource, the National Centre for Teaching and Learning to support curriculum renewal. The Centre will provide authoritative advice and consolidated resources for effective reform. The Fellowship will develop engagement with the new Centre, constructing strong

and sustainable relationships between the Office for Learning and Teaching science and maths networks, science faculties, disciplinary societies, and leaders in teaching and learning. Dialogue with the sector will also document key issues in teaching and learning for science and maths academics and will identify problems in leading curriculum reform that particularly affect faculties of science.

Margaret Lloyd, Queensland University of Technology

Finding the balance: Managing tensions and synergies in whole-of-course design

2012 OLT National Teaching Fellow

Universities strive to shape coherent bodies of knowledge and practice which create a platform for their students to become scholars and practitioners. External industry and regulatory authority requirements impact on this simple aim and on course design. Course designers must be conversant not only with the content and skill demands of their disciplines but also address a spectrum of internal and external curriculum requirements.

The Fellowship focuses on faculties and schools of education as they redevelop programs and balance the interests of their students and institutions and the higher education sector, discipline-specific professional standards, and external industry and regulatory authority requirements for course accreditation. The Fellowship will track the differing but pressing demands on graduates to demonstrate their capacity to apply digital technologies to their future classroom practice. The aims are to document the curriculum redevelopment in Queensland University of Technology's Faculty of Education, mentor leaders in three other faculties undertaking similar redevelopment, and synthesise these experiences into a theorised model and guidelines. These will provide practical, transferable advice to institutions in designing courses that satisfy contemporary agendas while maintaining institutional identity, discipline integrity and academic rigour.

Beverley Oliver, Deakin University

Assuring graduate capabilities: Evidencing levels of achievement for graduate employability

2011 ALTC National Teaching Fellow

Conversations about graduate capabilities inevitably turn to standards: academic staff, business and industry, the community, students and graduates seek clarity on the level of achievement required for safe practice and professional readiness. Course (program) leaders, students and industry partners are often guided by predetermined lists of generic attributes, professional competencies and outcomes. However, many seek clarity about the level of performance required during the course, at graduation and beyond (for example, how well a journalist or pharmacist is expected to be able to communicate at graduation). In addition, in an increasingly evidence-based culture, the sector is seeking new ways to assure the achievement of such standards.

This Fellowship proposes to engage curriculum leaders of undergraduate courses from any discipline to work with their colleagues, industry partners, students and graduates to:

- define course-wide levels of achievement in key capabilities, articulated through standards rubrics
- implement strategies to evidence student achievement of those standards (through student portfolios and course review processes, for example)
- share the validity, challenges and opportunities of such approaches through scholarly publications.

Mitch Parsell, Macquarie University

Standards for distance learning

2012 OLT National Teaching Fellow

Distance learning needs to be treated in parity with regular face-to-face teaching, and to achieve the same outcomes and standards. Despite this, expertise in delivering the teaching and applying standards to this different mode is far less advanced.

The Fellowship will develop standards for distance learning. The standards will be evaluated for use in self-assessment and collegial peer review. The potential of the standards for intra-institutional benchmarking will also be assessed. The standards will be explicitly and deliberately aligned with the TEQSA Standards Framework and sensitive to the specific context of distance learning. The fellowship will employ a collaborative approach: both the standards and the peer review process will be tested by colleagues from participating universities. The Fellowship will conduct self-assessment of Macquarie University against the standards, provide an analysis of the potential for intra-institutional benchmarking, and generate protocols on the use of standards in collegial peer review.

Cobie Rudd, Edith Cowan University

Activating uptake of learning through simulation in health

2011 ALTC National Teaching Fellow

Learning through simulation is an educational technique in which elements of the real world are appropriately integrated to achieve specific goals related to learning or evaluation. Simulated learning environments can provide effective and efficient clinical practice and inter-professional learning experiences for students in health programs to complement, or as alternatives, to some traditional forms of practicum placements. Within Australian higher education these environments are still in the developmental phases but this fellowship seeks to mainstream their use.

In 2010, the Health Workforce Australia Simulated Learning Curricula Project involved 12 national projects exploring curriculum applications for simulated learning environments across health disciplines at both undergraduate and postgraduate levels. The Fellowship proposes to develop a framework and dissemination strategy in a collaborative way that will see the outcomes from the 2010 Health Workforce Australia Simulated Learning Curricula Project embedded in the development and delivery of health curricula across Australian universities.

David Wilkinson, The University of Queensland, now at Macquarie University

From concept towards implementation: Nationwide collaborative assessment of Australian medical students

2012 OLT National Senior Teaching Fellow

In Australia there is no national assessment of graduating medical students' attributes – each school delivers its own exams. In contrast, national licensing exams exist in North America, and alternative models of collaborative nationwide assessment between medical schools are emerging in Europe and Asia. The benefits of shared assessment include public assurance of standards, collaborative benchmarking between programs, and development of models that other professions may consider. Risks include undermining diversity of curricula and removing responsibility for assessment from individual schools. Which model is right for Australia?

The Fellowship will study established and emerging global models, develop a theoretical framework for an Australian model, and provide leadership in furthering the model. The Fellowship will also work towards the establishment of national and global networks of interested scholars and practitioners.

Lisa Wynn, Macquarie University

Facilitating human research ethics review for student research

2012 OLT National Teaching Fellow

Research-led teaching inspires students and persuades them that they have the skills and capacity to be part of a community of scholars. Teachers and universities face certain barriers in encouraging student research projects, in particular the barrier of obtaining ethics clearance for research projects involving human beings.

The Fellowship will investigate how to make it easier for students to conduct research projects by looking at how university ethics committees are assessing undergraduate research in social science disciplines. The Fellow will interview teachers and administrators across Australia to determine the range of local-level implementation of national policies on ethics review, and identify whether local procedures for reviewing student research hinder or facilitate a research-led undergraduate curriculum in which students undertake original research. The survey will be used to distil a best-practice model and communicate policy recommendations to Australian universities and the National Health and Medical Research Council, which leads national-level policy on research ethics review.

CHAPTER 5 | SUMMARISED OUTCOMES OF THE PROJECT



The Fellowships Scheme has enabled the identification of experts in disciplines and university leadership and has enabled other universities to leverage off their expertise. Their contribution to the dissemination of knowledge in critical areas of university life and learning has been enormous. Their roles have meant that they have been able to meet with a wide variety of staff across the sector and to provide a conduit for the sharing of experience and innovation with Australian higher education.

Professor Anne Cummins

Deputy Vice Chancellor
(Students, Learning and Teaching)
Australian Catholic University

This project aimed to identify the positive impact that Fellows have made within the Australian higher education sector; to document the value of the Fellowships Scheme; and to recommend ways in which the ALTF can continue to collaboratively contribute to quality learning and teaching outcomes. The project was conceptualised and delivered in two phases. The first, a two-month scoping phase, included a short (five questions) stakeholder engagement email survey (36 stakeholders; 39% response rate) that aimed to raise awareness of the project and assist in identifying appropriate positive impact criteria. Through analysis of the results of the stakeholder survey, coupled with steering committee feedback, a set of eight indicators were defined; these were to be used as a way of collating and documenting the individual Fellows' and the Fellowships Scheme's positive impact.

The objectives of phase two were to identify areas of Fellows' past contribution to higher education through their individual Fellowship programs and recognise their current areas of expertise – the results of which can be found in Chapters 2 and 3 of this booklet. The majority of this information was obtained through a comprehensive Fellow survey, and a Commentator survey described below. These two surveys also sought feedback on the Fellowships Scheme and the ALTF network.

All Fellows who had completed their Fellowship program and published their final report (since 2006) were invited to participate in the project. This included a total of 46 individual Fellows, and 46 Fellowship programs. Three Fellows were awarded both levels of Fellowship and three joint Fellowships were included. Of the 46 Fellows, 21 were female (54%). Twelve were at the higher level, which we will refer to as National Senior Teaching Fellowships (NSTFs), hence the majority of the invited participants (74%) were awarded National Teaching Fellowships (NTFs) (please note that these names have changed over the years; see Appendix A). These differ in duration and expectation. Whereas NSTFs are outstanding scholars in their field, NTFs are usually mid-career academics engaged in the scholarship of learning and teaching (ALTC, June 2011). NTFs can also represent programs of a shorter duration and smaller scope. More information on the differences between Fellowship types can be found at <www.olt.gov.au>

The impact indicators defined were:

- value/utility – perceived significance or worth of the Fellowships Scheme and individual programs
- personal and Fellowship recognition – acknowledgement of Fellows' achievements and outputs/outcomes by others
- enhanced leadership capacity – influence on the Australian higher education community, and achievement as educators in enhancing higher education learning and teaching
- products/outputs – the tangible deliverables that a Fellow produces and disseminates across the sector, as a core aspect of each Fellowship program
- embedding outcomes – how well the Fellowships Scheme outcomes and/or products have been embedded locally or more broadly
- sustainability – the continuation of benefits once each Fellowship was completed
- critical success factors/enablers – an element, activity or condition that was necessary for the project to achieve its mission
- barriers and potential solutions – consideration of factors shown to impede successful Fellowship outcomes, and strategies to best address those factors.

Value/Utility

Not surprisingly, the value placed on the Fellowships Scheme by the institution at which Fellows worked during their program was perceived to be high, with 85% of Fellows indicating it to be positive. As one Fellow stated, the Fellowships Scheme was "valued highly because the institute that I work at has never had one before and more so because I believe I received an Australian Research Council (ARC) grant from having the Fellowship". There were a number of comments on the status of the Fellowships Scheme in relation to competitive research grants (i.e. ARC grants), in that it is not seen to be as valuable or prestigious. This theme resonated across a number of indicators: for example, one Fellow stated:

Like other universities, [my university's] focus is on research. As such, research Fellowships are regarded highly. My sense is that ALTC/OLT Fellowships are in the second tier when it come[s to] valuing them within my institution. (Respondent F1)

Commentators, as described above, were experts, institutional representatives or end users. They were asked the extent to which they agreed with the following statement: 'The Fellowships Scheme (since 2006) has had a significant positive impact on higher education.' As Figure 3 illustrates, 54.7% of respondents strongly agreed that the Scheme has made a significant contribution.

To what extent do you agree with the following statement: The Fellowships Scheme (since 2006) has had significant positive impact on HE.		Response percent	Response total
1. Strong Disagreement		0%	0
2		0%	0
3		1.33%	1
4. Neither agree nor disagree		2.67%	2
5		12%	9
6		25.33%	19
7. Strong Agreement		54.67%	41
N/A		4%	3
		Total # of respondents 77 . Statistics based on 75 respondents; 2 skipped.	

Figure 3: Commentators' responses to the Fellowships Scheme's impact on higher education

With respect to Figure 3, one Commentator was negative and two were neutral in their ratings. The negative commentator stated:

I wish the impact had been greater, but the sector has not embraced this Scheme perhaps as strongly as it ought. It is not for want of effort or commitment from the teaching and learning side, but we are fighting decades of inertia in Australian higher education. (Respondent C9)

The rating of neutral was elaborated thus:

Fellowships in and of themselves have had a range of impact, hence my neutral response. Learning has always been a poor cousin. This Scheme sets a benchmark for outstanding performance and really helps academics to see what can be achieved in this important space. After all, the biggest contribution we can make as a university to society is through the quality of our graduates. We need to put much more emphasis on quality education and the fellowship program has a coat-tail effect in pulling everyone along. (Respondent C12)

Two of the positive ratings for the Fellowships Scheme as a whole are included below:

Many Fellowships have had remarkable impacts for the higher education sector. Some Fellowships have not delivered as much. My sense is that the Fellowships Scheme has lifted the profile of learning and teaching within higher education very considerably, in no small part because it has given L&T priority and demonstrated that thoughtful and focused attention to L&T is worthwhile because of the benefits it brings to students and academics. The Scheme has also demonstrated the complexity of L&T and the need for investigation across a wide range of matters. We still have a way to go. That some Fellowships have delivered less than hoped is due to some extent to the persistent second string status of L&T and the resistance of some academic teaching cultures to change. (Respondent C22)

I have followed the careers of several Fellows closely and do firmly believe that the program has had a significant impact on Higher Education. The Fellowships are wide-ranging and usually innovative, and the career trajectory of the recipients has been marked. (Respondent C36)

When it came to Fellows' individual impact, 92% of NSTFs and 89% of NTFs indicated that they agreed with the statement 'My individual Fellowship program had a significant positive impact on the relevant field topic/theme'. These results were supported by commentator feedback, as Figure 4 illustrates, with 71% of respondents indicating that they strongly agreed Fellows have made a significant contribution in their area of study.

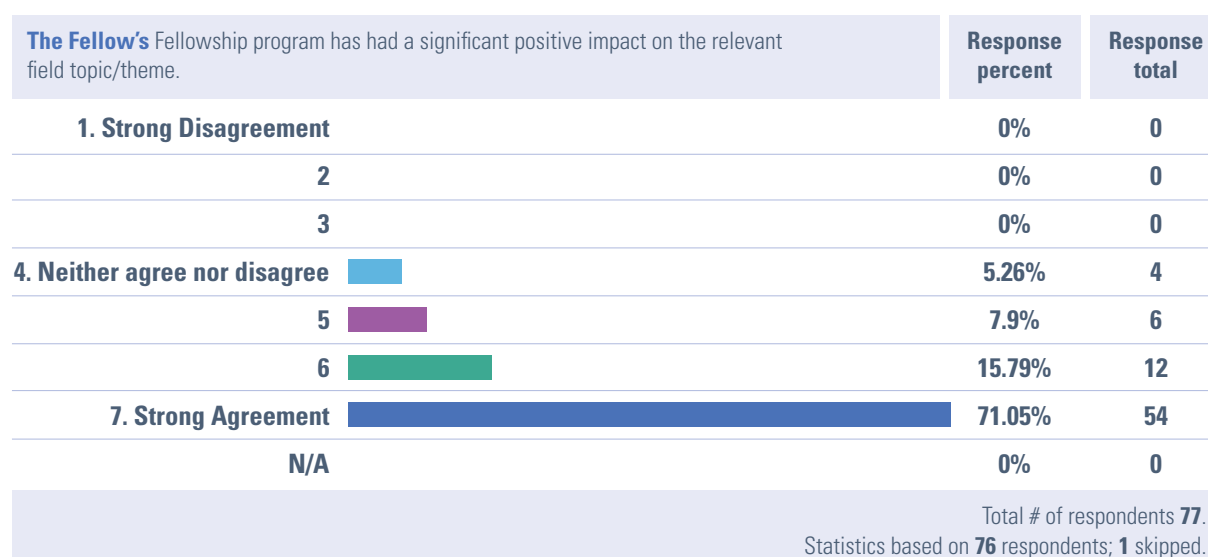


Figure 4: Commentators' responses to Fellows' individual program impact.

In relation to Fellows' perceptions of how the ALTF network can best be used as a collective resource, the overall majority of respondents referred to addressing current and strategic issues and enhancing the dissemination of expertise.

One Fellow remarked, 'I suppose the real question is, what can the ALTF do that other groups cannot?' A more elaborate response advised:

Consequently, as with other professional associations having an independent voice which is supported by those who practise and when in sufficient numbers and carrying appropriate status then they ... can become [a] powerful voice that can engage with the public, the media, and policy formation. In this way, it needs to work towards being a body which cannot simply be overlooked and is one which the media, government and higher education itself would look to for advice about teaching and learning-related activities and initiatives, as well as advice about future directions for teaching and learning within that sector. (Respondent F14)

These are strong positive results that will be built upon by the ALTF's ongoing contributions.

Personal and Fellowship Recognition

Asked 'How highly has your Fellowship work been acknowledged?', 100% of NSTFs and 96% of NTFs indicated their work has been moderately to considerably acknowledged. Justifying their ratings, Fellows stated:

Numerous and various institutions have taken up the transition pedagogy as their organising device, either explicitly or implicitly. For example, Charles Sturt University had posters made up of the six transition pedagogy principles. Objective evidence of it at the International First Year Experience Higher Education Conference – presentations were based on this framework.

Sally Kift, James Cook University

During the dissemination processes (consisting mostly of visiting universities within Australia and attending some relevant conferences overseas) there was always outstanding recognition of the value of what was achieved, its innovativeness and usefulness in histology teaching and learning.

Geoffrey Meyer, The University of Western Australia

This question does not allow for a distinction between the work on the theme that I was doing anyway and the particular impetus that the Fellowship gave to spread it more widely. My work in the area has been widely acknowledged through national and international invitations and through the award of an Honorary Doctorate from overseas.

David Boud, University of Technology, Sydney

Others noted that their Fellowship increased their career trajectories, either through promotion or with invitations to participate in various national and international boards and other professional bodies. For example:

As a consequence of the Fellowship activities and the collaborations with academics internationally I was invited to be a member of the International Federation of Associations of Anatomists. This is a very prestigious honour. Being an ALTC Fellow has given me some high level of credibility when disseminating the Fellowship outcomes and inviting other academics to join the network.

Geoffrey Meyer, The University of Western Australia

Prior to the Fellowship, I was a senior lecturer in the Faculty of IT. After being awarded the Fellowship, I was appointed Associate Director of the Office of the Pro Vice-Chancellor (Learning and Teaching).

Angela Carbone, Monash University

Comments that indicated the Fellow did not receive personal recognition were related to institutional support factors. For example:

I don't believe the Fellowship was of any value in my own institution due to the views of senior managers. But personally it was a fabulous opportunity to pursue my passion and undertake some ground-breaking research. I am hopeful that in the longer term this will lead to more extrinsic benefits for me professionally; in the short term the benefit to the sector and to me personally is extensive and almost sufficient.

(Respondent F27)

Enhanced Leadership Capacity

Fellows were asked to indicate the extent to which they believed their leadership capacity had been enhanced since the start of their program. Senior NTFs all indicated a moderate to great change in leadership capacity, and a significant proportion (93%) of NTFs rated this similarly. This is supported by Commentator results, as Figure 5 illustrates. Where Commentators neither agreed nor disagreed with the statement that the Fellowship experience had been highly instrumental in developing the Fellow's (higher education) leadership capacity, this was due to the fact that the Fellow in question was perceived to have already been a strong leader. As one Commentator states:

Her leadership capacity was already established and the Fellowship has affirmed her capacity to lead. I would assume that people without leadership capacity and prior recognition in their field would not have a chance of receiving a Fellowship in the first place. (Respondent C12)







The Fellowship experience has been highly instrumental in developing the Fellow's higher education (HE) leadership capacity.		Response percent	Response total
1. Strong Disagreement		1.32%	1
2		0%	0
3		1.32%	1
4. Neither agree nor disagree		2.63%	2
5		5.26%	4
6		22.37%	17
7. Strong Agreement		67.11%	51
N/A		0%	0
		Total # of respondents 77 . Statistics based on 76 respondents; 1 skipped.	

Figure 5: Commentators' responses to the development of the Fellows' leadership capacity.

Products/Outputs: A snapshot

Fellows' outputs are summarised in their impact profiles contained in Chapter 3. Fourteen more recent final reports from the Fellowships Scheme include additional summarised information primarily for OLT internal use. These reports indicated the following outputs:

- 107 book chapters
- 54 conference extracts
- 28 conference presentations
- 16 journal articles
- 10 audio-visual recordings
- 7 edited books
- 4 authored books.

Embedding Outcomes

Fellows were asked to rate the extent to which they believed their Fellowship work has been embedded, using a 7-point scale where 1 = minimal extent, 4 = moderate extent, and 7 = great extent. Across all participants, 79% rated their work moderate or above, with a greater percentage of NSTFs (83%) than NTFs (78%) giving that response. Five respondents rated their work below moderate, one stating that their work had been embedded locally and was not aware of any further uptake, and another stating: 'My Fellowship was exploratory/investigative and was not significantly embedded in practice during the Fellowship'; three Fellows provided no response. Comments made by the 14 Fellows (36%) in support of their ratings of 6 or above include:

The work will be embedded across a whole degree program from 2013 (1600 students), in a new law program (from 2014), and a new medical program (from 2015). New opportunities and interest appear regularly.

Dawn Bennett, Curtin University

Teaching from Country continues, under the coordination of John Greateorex, himself living on country in east Arnhem Land, and engaging some of the original teachers and some new ones. We continue to teach to Japan, and elsewhere, and we are working to establish teaching connections in Europe.

Michael Christie, Charles Darwin University

Within the School of Psychology, UNSW, and as an unpredicted activity of this Fellowship, we have developed a capstone course in Semester 1 of 2012. This is in line with one of the Green Paper recommendations. Other universities are adopting the concepts of psychological literacy and the psychologically literate global citizen, and are also developing capstone experiences for their students. The UK Undergraduate Education Report mentions psychological literacy as an outcome of undergraduate psychology education; this was a direct result of my invited facilitation of the retreat that produced that report.

Jacquelyn Cranney, The University of New South Wales

Fellows were also asked to describe the key strategies they found successful in embedding their work. The more common suggestions include the following points, which will form part of a guide document for new Fellows (forthcoming 2013):

- involvement of the end users in the development stage
- promoting the work of colleagues in the same field
- critically discussing the Fellowship findings
- challenging ideas and empowering others to own these ideas
- visiting institutions, especially ones in remote locations, to disseminate findings
- engaging staff and students to discuss the need for change
- communication with senior leaders demonstrating program benefits
- building strong networks/relationships with colleagues
- active engagement with the media
- development of a practical and sustainable web presence.

Sustainability

Fellows rated the statement 'I am confident that my Fellowship work is sustainable into the future' on a 7-point scale where 1 = strongly disagree, 4 = neither agree nor disagree, and 7 = strongly agree. Of the total number of respondents, 72% (28) agreed with this statement by providing a 5 or above rating. Of these, 28% (11) strongly agreed that their work is sustainable into the future. Fifteen per cent (6) respondents neither agreed nor disagreed, and 13% (5) rated their program's sustainability 3 or under. Within this latter category, one Fellow stated:

It is very difficult to know the degree by which these ideas may be taken up now or in the future, or sustained over a longer period of time, therefore it is difficult to express any level of confidence about that. I would be excessively vain if I was to make extravagant claims and infer any confidence that such an outcome could be achieved, because I have no basis to bound such confidence in. (Respondent F2)

Others had the perception that sustainability was an overt outcome of Fellowship activities. For example:

Good and effective assessment tasks, processes and strategies to help students understand what, why and how to practice in order to achieve the level of performance they can accept for themselves is ultimately the purpose of study. It was also the aim of my Fellowship, and from this purpose the belief that assessment must work for staff and students is now firmly embedded in our curriculum. (Respondent F39)

Critical Success Factors/Enablers

Fellows were invited to identify three of the most significant critical success factors during their Fellowship program, and three that have subsequently influenced the success of their higher education work. The factors most often mentioned to be critical to success during the individual's Fellowship program period were:

- support of the home institution, especially senior management
- the amount of grant funding that was awarded by ALTC/OLT
- early and frequent engagement with stakeholders
- national and international dissemination and collaboration
- support of the ALTC/OLT across the Fellowship duration
- commitment to success, personal enthusiasm and hard work.

Factors that contributed to the success of the individual's Fellowship program subsequent to its completion include:

- endorsement of university leaders
- engagement with media and networks
- additional funding, either through extension grants or elsewhere ('success breeds success')
- personal growth and increased leadership capacity to 'give back'
- mentoring others to succeed and carry on the work.

Barriers and Potential Solutions

When it came to identifying the most common barriers to successful and impactful Fellowships (i.e. either individual Fellowships or the scheme as a whole), and solutions to these, the more common themes concerned institutional support, higher education's research-focused culture, time management/release, and the sustainability of Fellowship-related work post completion. Some of the suggested solutions to these challenges are summarised in Table 1.

Table 1. Potential solutions to key Fellowship barriers

Barrier	Potential Solutions
Institutional support	<ul style="list-style-type: none"> - OLT/ALTF to raise the status of Fellowships within institutions with a targeted marketing campaign and strategies to improve Fellowships Scheme's demonstrable impact, tangible contribution, and results - Fellow to indicate clearly the institutional benefits, for example in terms of recognition and prestige, of the Fellowship - Encourage DVCs or Deans L&T to nominate Fellows - Communicate and disseminate the value of the Fellowship work consistently to senior management
Research-focused culture	<ul style="list-style-type: none"> - Emphasise competitive grant status - Specifically request additional resources when required and emphasise the research component of Fellowship
Time management/ release from work	<ul style="list-style-type: none"> - Considering circumstances change, relevant senior managers regularly review Fellow's time commitments - Negotiate the same level of support over a longer time period with OLT and/or home institution - ALTF to provide a register of efficient project managers
Sustainability post-Fellowship	<ul style="list-style-type: none"> - Fellow encouraged to apply for an extension grant (currently offered by OLT) to continue work that impacts higher education - Mentoring within the Fellowships Scheme, partnering of new Fellows with completed Fellows (recently initiated) - Networking and collaborating with others to multiply efforts – identify people who are best placed to implement Fellowship work within their own institutions

Addressing and/or implementing the potential solutions is beyond the scope of this project; nevertheless it should be a consideration for future work. Indeed, the implicit legacy or inherent expectation of being awarded an ALTC/ OLT Fellowship is one where the Fellow is perceived to be a Fellow for life; that is, the Fellow should continue to use their leadership capacity to inspire, create and change learning and teaching practices for the better. Doing so requires additional network funding, targeted strategies and clear performance indicators. One Fellow provided the following perception of their role and that of the Fellowships Scheme:

I have attended many gatherings of ALTC Fellows over the past four years and I [have] observed that many Fellowships seemed to be implemented as projects, rather than Fellowships. To me, the purpose of the Fellowships Scheme is to support individuals with a passion for a particular area of learning and teaching to dedicate some of their time to raising awareness of a particular issue of relevance to the sector. The proposed outcome of a Fellowship should be to engage others in reflecting on their learning and teaching practices with a view to putting the student experience and student outcomes at the centre of all educational activities.

A Fellowship is about engagement and dissemination, not primarily about a project deliverable. The success of a Fellowship should be measured by whether it caused other academics to reflect on their educational practices and adapt or adopt new opportunities. A Fellowship is about what other people do in response to the insights provided by the Fellow; Fellows should be catalysts for action in other people.

One of the problems with measuring impact is that Fellowships have a short tenure and it is easier to show outputs in the form of artefacts or symposia or papers rather than sustained changes in approaches to teaching; sustained impact may take time as people who have been engaged with Fellowship activities need to reflect, adapt and adopt over a time period that matches the regular academic cycle. The shorter the Fellowship tenure the more it will be treated as a project and the more the outcomes are likely to be artefacts and seminars and papers. (Respondent F17)

ALTF Evidencing Positive Impact: Project Recommendations

In general, we agree with the DEEWR⁸ Higher Education Learning and Teaching Review (2011) recommendations that the OLT continues to support the two-tier Fellowships Scheme, as well as the ALTF Network, in a way that reinforces and complements the Scheme's aims. In particular, we recommend that:

1. The OLT should continue to fund the ALTF as a network on the provision that the ALTF: a) determines appropriate impact criteria in consultation with the OLT; b) establishes clear policies and procedures, including governance arrangements; c) conducts an annual review of higher education hot topics for ALTF initiatives; and d) works with the OLT to facilitate the ALTF's role in helping to address these issues.
2. The ALTF website should be developed further to allow for enhanced dissemination of Fellowship-related work and data capture and greater resource sharing and collaboration amongst Fellows. In particular the website should be constructed to allow: a) data capture of Fellowship outcomes (Fellows should provide the summary impact profile data as part of their final report, and update this 12 months following completion); and b) additional sections to provide a repository of tools and resources (e.g. dissemination strategies, lessons learned).
3. Support of the home institution should be made more explicit. In particular, during the process of accepting the Fellowship, the institution should revisit the agreement with the Fellow regarding time release and resources. The contractual process should include a written revised agreement of this support.

⁸ Department of Education, Employment, and Workplace Relations

APPENDIX A | BRIEF HISTORY OF THE FELLOWSHIPS SCHEME

The Carrick Institute for Learning and Teaching in Higher Education (The Carrick Institute) was launched in 2004 by the then Federal Minister for Education, Brendan Nelson MP, with Professor Emeritus John Hay AC (Vice-Chancellor, The University of Queensland) as Chair of the Board. The Carrick Institute came into full operation in Sydney at the beginning of 2006. One of the key initiatives was the establishment of The Carrick Institute Fellowships Scheme. There had been a previous Fellowships Scheme operated by the Committee for University Teaching Staff Development (CUTSD) (1997–1999), which selected Teaching Fellows to work for a period of 12 months on a significant teaching and learning issue. The CUTSD Fellows were recognised at the inaugural Carrick Institute Fellows' Forum in 2006. The Carrick Fellowships Scheme established a substantially funded program that was devoted to improving higher education outcomes.

The objectives of the initial 2006 Fellowships Scheme were to support individuals who have the educational expertise and leadership skills to:

- devise and undertake a significant program of activities that will advance learning and teaching in Australian higher education
- identify educational issues across the higher education system and to facilitate approaches to address these issues
- 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
- 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. (ALTC, 2006, p. 2, cited in ALTC, 2011).

Professor Richard Johnstone was the foundation Executive Director of the Institute from November 2005, and Denise Chalmers was the foundation Director of the Awards and Fellowships Scheme. The first Fellowships were announced in October 2006, followed by a Fellowship workshop held at the Institute in Sydney in November. As the Chair of the Fellowships Standing Committee, Professor Margaret Gardner AO, now Vice-Chancellor of RMIT University, introduced the inaugural Fellows at an event in Sydney in March 2007, prior to the first Fellows' Forum. In 2008, the name of the Institute was changed to the Australian Learning and Teaching Council (ALTC).

The aim of the Fellowships Scheme was 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, it was intended that ALTC Fellows would have a positive and lasting influence on higher education in Australia. (ALTC, 2011 August, p.14)

In February 2011 the closure of the ALTC (then directed by Carol Nicoll) was announced. Fellows took action to attempt to reverse the decision, with an open letter to the Prime Minister and a 'GetUp' campaign. During the February ALTC Fellows' Forum in Brisbane a number of responses were initiated, including the writing of a grant application to sustain the Fellows' Network, and in particular, the Fellows' Forum. Dawn Bennett volunteered to lead the project and the writing of the grant application, with the assistance of Heather Alexander, Stephen Billett, Wageeh Boles, Jacquelyn Cranney, Jenny Edwards, Peter Goodyear, Marilyn Goos, Sally Kift, Betty Leask, Ron Oliver, Philip Poronnik, and Ieva Stupans. Although the ALTC was not saved, the Federal Government announced the allocation of \$50 million dollars to the continuation of funding for higher education learning and teaching grants, awards and Fellowships.

The Office for Learning and Teaching opened in November 2011, and the ALTF currently enjoys a productive working relationship with the Office.

Chronological Listing of Fellowships Awards

2006

ALTC Senior Fellows

- Ian Cameron (The University of Queensland)
- Sally Kift (Queensland University of Technology, now at James Cook University)
- Helen Macgillivray (Queensland University of Technology)

ALTC Associate Fellows

- Peter Adams (The University of Queensland) and Philip Poronnik (The University of Queensland, now at The University of Sydney)
- Jacquelyn Cranney (The University of New South Wales)
- Geoff Crisp (The University of Adelaide, now at RMIT University)
- Marilyn Goos (The University of Queensland)
- Fiona Lake (The University of Western Australia)
- Erica McWilliam (Queensland University of Technology)
- Cynthia Mitchell (University of Technology, Sydney)
- Ron Oliver (Edith Cowan University)

2007

ALTC Senior Fellows

- David Boud (University of Technology, Sydney)
- Peter Goodyear (The University of Sydney)

ALTC Associate Fellows

- Heather Alexander and Amanda Henderson (Griffith University)
- Stephen Billet (Griffith University)
- Wageeh Boles (Queensland University of Technology)
- Michael Bulmer (The University of Queensland)
- Jenny Edwards and Raymond Lister (University of Technology, Sydney)
- Amanda Henderson (Griffith University)
- Les Kirkup (University of Technology, Sydney)
- Roger Moni (Griffith University, now The University of Queensland)

2008

ALTC National Teaching Fellows

- Angela Brew (Macquarie University)
- Michael Christie (Charles Darwin University)

ALTC Teaching Fellows

- Matthew Allen (Curtin University)
- Christine Asmar (The University of Sydney, now at The University of Melbourne)
- Christine Bruce (Queensland University of Technology)
- Ross Guest (Griffith University)
- Mark Israel (Flinders University, now at The University of Western Australia)
- Heather Monkhouse (University of Tasmania)
- Sandy O'Sullivan (Batchelor Institute of Indigenous Tertiary Education)
- Helen Partridge (Queensland University of Technology)

2009

ALTC National Teaching Fellows

- Stephen Billett (Griffith University)
- Geoffrey Crisp (The University of Adelaide, now at RMIT University)
- David T. Hill (Murdoch University)

ALTC Teaching Fellows

- Wendy Beck (University of New England)
- Ieva Stupens (University of South Australia, now at University of New England)
- Des Butler (Queensland University of Technology)
- Christopher Collet (Queensland University of Technology)
- Geoff Meyer (The University of Western Australia)
- Beverley Oliver (Curtin University, now at Deakin University)

2010

ALTC National Teaching Fellows

- Jacquelyn Cranney (The University of New South Wales)
- Betty Leask (University of South Australia)
- Keithia Wilson (Griffith University)

ALTC Teaching Fellows

- Dawn Bennett (Curtin University)
- Angela Carbone (Monash University)
- Lynne Cohen (Edith Cowan University)
- Rachael Field (Queensland University of Technology)
- Joy Higgs (Charles Sturt University)
- Jacquie McDonald (University of Southern Queensland)
- Sylvia Rodger (The University of Queensland)
- Helen Smith (RMIT University)
- Keith Willey (University of Technology, Sydney)

2011

ALTC National Teaching Fellows

- Wageeh Boles (Queensland University of Technology)
- James Dalziel (Macquarie University)
- Les Kirkup (University of Technology, Sydney)
- Beverly Oliver (Curtin University, now at Deakin University)
- Cobie Rudd (Edith Cowan University)

[No ALTC Teaching Fellowships were awarded in 2011]

2012

OLT National Senior Teaching Fellows

- Sophie Arkoudis (The University of Melbourne)
- Angela Carbone (Monash University)
- Ross Guest (Griffith University)
- David Wilkinson (The University of Queensland, now at Macquarie University)

OLT National Senior Teaching Fellows

- Carmela Briguglio (Curtin University)
- Scott Harrison (Griffith University)
- Liz Johnson (La Trobe University)
- Margaret Lloyd (Queensland University of Technology)
- Mitch Parsell (Macquarie University)
- Lisa Wynn (Macquarie University)

Reference

ALTC (2011, August). A Lasting Legacy: Australian Learning and Teaching Council Key Operating Information and Documents 2004–2011. Sydney: ALTC [DVD]



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- + WHAT WORK HAS BEEN DONE ALREADY IN THESE AREAS?
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