



Recent reports and resources from ALTC-funded projects and fellowships

The following reports and associated resources will be published on the Learning and Teaching Excellence Branch's website when it is live. Until then, copies are available from learningandteaching@deewr.gov.au

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Beyond Numbers: valuing quality teaching in business education (2011)

Jenny Kent, Fiona Rohde, Marie Kavanagh, Graeme Mitchell, Beth Tennent, Chris Horton

Charles Sturt University (Lead), The University of Queensland, University of Southern Queensland, University of Western Sydney, CQUniversity Australia

This project addressed the issues of how to identify, assess, support, recognise and value quality teaching within business faculties in a way that is educationally meaningful and professionally relevant. It takes a strategic approach to enhance the value of teaching in business education by implementing systems and processes that support and value quality teaching in business faculties.

Outcomes of the project are:

- processes and procedures for greater recognition of quality teaching
- seeding measures (key success factors including leadership approaches which foster success as well as enablers) that could be used to help gain momentum for the project outcomes beyond the teaching and learning enthusiasts
- tools (including mid-session survey forms, student feedback focus group and peer observation guidelines and protocols, and awards criteria) which are available to other individuals and institutions to facilitate implementation of the successful strategies identified in this project.

Building capacity among emerging occupational therapy academic leaders in curriculum renewal and evaluation at The University of Queensland and nationally

Professor Sylvia Rodger, ALTC Teaching Fellow

The University of Queensland (2011)

The work undertaken as part of this fellowship involved the creation of a framework for curriculum development and renewal in occupational therapy.

At an institutional level, the fellowship engaged with stakeholders of curriculum reform/review processes and concerned tensions surrounding vested interests in particular content areas. It also developed mechanisms for evaluation and feedback for current and successive stages of implementation and investigated how to manage the process of change at The University of Queensland



At the national level, the fellowship aimed to build curriculum leadership capacity within the occupational therapy profession by addressing:

- the 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 a two year graduate entry masters versus a four year undergraduate program
- curriculum drivers.

This fellowship produced a set of quick reference *Good Practice Guides* and accompanying illustrative cases. It is anticipated that these resources will be useful for those in occupational therapy and other cognate fields who are engaged in curriculum design and development.

Project ref: LE8-777

Developing cross-disciplinary leadership capacity for enhancing the professional education of multidisciplinary mental health workers (2011)

Shirley Morrissey, Graham Davidson, Margaret McAllister, Donna McAuliffe, Harry McConnell, Prasuna Reddy

Griffith University (Lead), University of the Sunshine Coast, Deakin University

This project investigated the extent to which cross-disciplinary education and training occurs between mental health disciplines in Australian universities and identified the barriers and challenges that universities face when attempting to facilitate cross-disciplinary learning activities.

The project found that while barriers and challenges to cross-disciplinary learning exist, there are many benefits for students to 'Learn Together' and for staff in health disciplines to 'Teach Together'.

The project has produced a suite of resources to develop cross-disciplinary education opportunities and assist colleagues in the different disciplines to consider how they might develop their own university cross-disciplinary education for interprofessional learning. The resources include:

- Teaching Together, Learning Together, Working Together workbooks
- PowerPoint Presentations of all Workshops
- DVD 1: Video clips of multidisciplinary mental health practice
- itunes.apple.com/au/itunes-u/alte-multi-disciplinary-mental/id44671458



- DVD 2: Video clips of mental health practitioners
itunes.apple.com/au/itunes-u/altc-multi-disciplinary-mental/id44671458

The iTunes application is required to view the DVDs.

Project ref: CG7-531

Developing and disseminating team skills capacities using interactive online tools for team formation, learning, assessment and mentoring (2011)

Lydia Kavanagh, David Neil, John Cokley

The University of Queensland (Lead), The University of Melbourne, The University of Western Australia, RMIT University, University of Southern Queensland, University of Technology, Sydney

The project aimed to create effective student teams through using a resource package to support the learning process called Proactively Ensuring Team Success (PETS). The package includes:

- an online peer-evaluation tool called WebPAf which allows instructors to automate most of the peer assessment of teamwork and reduce administrative time
- a user manual to support dissemination of the PETS process and resources to the sector
- a website for students covering all aspects of working in teams to facilitate learning about and understanding of effective team work, improve personal team-working skills and the quality of team project outcomes, and increase students' satisfaction levels.

The resource package could be embedded in a course, or run as a resource for a course, that involved students working in teams. In addition, instructors could include additional material where relevant. All parts of the resource package are available to national institutions with software being 'bundled' for installation on local servers, and the manual is available as a download from the internet. Nine workshops were held at The University of Queensland, The University of Adelaide, The University of Melbourne, The University of Western Australia and Monash University. The workshops generated a lot of interest.

The resource package can be downloaded from ceit.uq.edu.au/content/pets.



eDST: Decision support tools for multi-disciplinary applications in higher education (2011)

David Cottle, Peter Lane, L. Ray Fife

University of New England (Lead) University of Tasmania

This project was based on the idea that, among university teachers of agricultural science and related degrees across Australia, simulation software programs or digital support tools (DST) were being incorporated into units as valuable learning experiences for undergraduate students. In most cases, these software programs were supported by special funding. In general, once the funding support was finished, these initiatives proved unsustainable. The eDST project sought to explore the technical, business and pedagogical issues around sharing applications across the university sector in Australia.

Because of the widespread use of DST applications in industry and government, and the benefits for enhanced learning in higher education, the project team found that there is considerable potential for an organisation to offer and support DST software across a range of universities and teaching sectors. It is recommended that a 'champion' be sought to address the unresolved delivery and funding issues, and to manage the implementation of a pilot project.

Good practice report: work-integrated learning (2011)

Jan Orrell, Margaret Bowden, Moira Kelton

The good practice report on work-integrated learning (WIL) is a systematic review of ALTC discipline scoping studies, fellowships and projects. The review framework identified four domains: governance (leadership and management), education, partnerships, and context. Eight dimensions were also identified: purposes, curriculum, pedagogy, legalities and ethics, infrastructure, quality assurance, student matters, and staff matters. In addition to the summaries of funded projects and fellowships, there is a literature review which defines WIL and a WIL program. The report also makes six recommendations for anyone who wants to integrate the WIL experience into the formal curriculum.



Heads of school leadership – effective relationships as the cornerstone for teaching and learning improvement (2011)

Deborah West, Tricia Vilkinas

Charles Darwin University (Lead), University of South Australia

This project focused on the leadership role of heads of school to enhance learning and teaching within institutions. The study confirmed that heads of school are reasonably effective academic leaders who require the support of their line managers to perform well and further develop their academic leadership capabilities.

The project produced several resources for heads of school which provide:

- background information on academic leadership
- workshop materials and slides designed to assist users to interpret and respond to feedback in a resource book titled *Building academic leadership capability: a resource book for heads of school and a CD of activities*
- a CD that contains a suite of self-assessment activities and links to resources organised around Academic Leadership, the leadership roles associated with the Integrated Competing Values Framework (ICVF), and also references concerning 360° feedback processes
- a CD that contains a copy of the resource book.

The project also produced a dataset on the academic leadership capability of heads of school, its implications for the institution, and the development of academic leadership.

Re-conceptualising and re-positioning Australian library and information science education for the 21st century (2011)

Helen Partridge, Jo Hanisch, Hilary Hughes, Maureen Henninger, Mary Carroll, Barbara Combes, Paul Genoni, Sue Reynolds, Kerry Tanner, Sally Burford, Leonie Ellis, Philip Hinder, Christine Yates

Queensland University of Technology (Lead), Charles Sturt University, Curtin University, Edith Cowan University, Monash University, RMIT University, University of Canberra, University of South Australia, University of Tasmania, University of Technology, Sydney, Victoria University



This project aimed to inform and guide future directions for Australian library and information science (LIS) education and training through three sub-studies which focussed on LIS students, workforce and educators. The primary objective was to develop a framework for the education of information professionals in Australia. The framework is made up of 11 recommendations and the adoption and implementation of the recommendations will contribute to determining whether Australian LIS education remains relevant.

The recommendations propose the formation of a self-directed discipline group to: propose topics for further research, raise and maintain its prominence nationally and internationally, and promote and market the profession to ensure its sustainability and appeal. Some of the other recommendations are as follows:

1. Australia's information discipline should continue to support a culture of quality teaching and learning to accommodate more flexible delivery options.
2. Strategies and forums are needed to support collaboration within the higher education information sector and between the higher education and VET sectors to conceptualise and articulate their professional identity and educational needs.

The project also produced three discussion papers, available on the website www.liseducation.org.au, which cover an overview of the intended directions of the project, preliminary findings of a study aimed at establishing a profile of Australia's information educators, and a job advertisements analysis to establish a profile of the Australian information workforce.

Project ref: CG9-994

'Seeing' networks: visualising and evaluating student learning networks (2011)

Shane Dawson, Aneesha Bakharia, Lori Lockyer, Elizabeth Heathcote

University of Wollongong (Lead), The University of British Columbia, The University of Queensland, Murdoch University, RMIT University

This project built on the outcomes of an earlier ALTC-funded project and developed the Social Networks Adapting Pedagogical Practices (SNAPP) tool to analyse the student data captured and recorded within learning management systems (LMS). The analysis can be used for design, delivery and evaluation of teaching and learning practices. The software allows users to visualise the network of students' interactions resulting from discussion forum posts and replies.

SNAPP analyses the forum postings to provide information on:

- the total number of posts (displayed at the top right of the SNAPP report)
- the number of posts per user
- posting frequency – a table lists the number of posts and replies to posts made by each individual
- an embedded network diagram indicating who has been interacting with whom and who is connecting various groups.

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SNAPP is mentioned as an exemplar analytics tool in the EDUCAUSE “7 things you should know about analytics” report www.educause.edu/Resources/7ThingsYouShouldKnowAboutAnaly/202736. The analysis is highly portable, so the forum interaction data can be exported in different formats. The tool can be downloaded from research.uow.edu.au/learningnetworks/index.html.

Future forum statistics planned include a measure of community, thread depth (i.e. the amount of messages responding to an original posting, or thread), the average number of posts, and social networking centrality measures.

Learning and Teaching Academic Standards Project

In late 2009, the Australian Government provided funding to the ALTC to work with higher education discipline communities to undertake the Learning and Teaching Academic Standards Project. The Project aimed to identify academic standards, or threshold learning outcomes (TLOs), described in terms of discipline-specific knowledge, skills and capabilities, for specified higher education qualifications within the Australian Qualifications Framework (AQF).

The TLOs for the disciplines of Education (masters level) and Building and Construction are now available.

Masters Degrees in Education – Learning and Teaching Academic Standards Statement September 2011

The education academic standards statement was conducted with the support of the Australian Council of Deans of Education and has produced six TLOs for masters level degrees in education. The TLOs cover the areas of knowledge, skills, application of knowledge and skills, communication, collaboration and leadership, research and professional learning, and ethical and responsible practice.

Building and Construction – Learning and Teaching Academic Standards Statement September 2011

The building and construction academic standards statements proceeded under the guidance of the Australian Deans of Built Environment and Design and a specially constituted Building Discipline Reference Group. The learning outcomes statements describe threshold learning outcomes that all graduates of an Australian bachelors award in building and construction are expected to have met or exceeded.

For this discipline, further work is now being undertaken to ensure that the various professional accreditation requirements and emerging national regulatory frameworks are better aligned.



