LEARNING AND TEACHING UNIT
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Making a real difference

Learning and Teaching Grants Symposium Program

Event details

Thursday, 7 November 2013
9.30–11.30am
Gibson Room, Z1064, Gardens Point campus

Program

9.30–9.35am	Welcome by Professor Suzi Vaughan
9.35–10.05am	Professor Robyn Nash and Dr Alan Barnard
10.05–10.35am	Professor Karen Nelson and Adjunct Professor John Clarke
10.35–11.30am	QUT Grant viewing and morning tea

I would like to extend a personal invitation to the third annual Learning and Teaching Grants Symposium. The symposium provides a distinctive opportunity to share and learn from some of the exciting learning and teaching innovations that are happening across the university and the sector. Institutional learning and teaching grants frequently provide the platform, evidence base and development opportunity for further projects at a national level and are evidence of QUT's commitment to enabling and supporting staff. The calibre and leadership of QUT staff is clearly demonstrated in today's presentations by project leaders and teams of Office for Learning and Teaching Grants and QUT Learning and Teaching Grants.

I congratulate all of our presenters and teams and hope that everyone enjoys this event.

Professor Suzi Vaughan
Deputy Vice-Chancellor (Learning and Teaching)

Office for Learning and Teaching Grants

Developing a culture of peer review of teaching through a distributive leadership approach

Presenters: Professor Robyn Nash and Dr Alan Barnard

Project leaders: Professor Robyn Nash (Faculty of Health), r.nash@qut.edu.au
Dr Alan Barnard (Faculty of Health), a.barnard@qut.edu.au

Project managers: Gary Butner
David Emmett

Project partners: Curtin University
University of Adelaide
University of Technology Sydney

Project website: http://www.peerreview.hlth.edu.au

Peer review can play a central role in teaching effectiveness. However, research has shown that deliberate strategies to bring about teaching and learning improvement and change must be in place for substantial transfer of skills and knowledge over a sustained period. In particular, the development of bridging mechanisms to constructively align culture, skills and contexts are essential in order to focus on supported cultural development designed to ease transition, yet encourage skills and knowledge growth.

This project sought to embed a sustainable peer review strategy to develop teaching and student learning, supported by a focus on cultural change and leadership development at all academic levels. The project was a two phase design, working in partnership with four universities to develop, implement and evaluate a distributive leadership model to embed peer review of teaching. In Phase 1, a prototype model was piloted within three of the partner universities and sustainable support mechanisms were established. In Phase 2, the model was refined and cascaded to all partner universities. The project also developed guidelines for sustainable adoption and implementation of peer review of teaching, and resources that will serve as effective mechanisms for the embedding of peer review across the sector.

Establishing a framework for transforming student engagement, success and retention in higher education institutions

Presenters: **Professor Karen Nelson and Adjunct Professor John Clarke**

Project leadership team:
Learning and Teaching Unit:
Professor Karen Nelson (Project Leader) kj.nelson@qut.edu.au
Adjunct Professor John Clarke (Project Co-leader)
Dr Ian Stoodley (Project Manager)
Ms Tracy Creagh (Project Co-manager)

Project teams:
QUT: Dr Claire Gardiner, Associate Professor Jillian Hamilton;
Griffith University: Dr Jason Lodge, Professor Keithia Wilson;
The University of Queensland: Mr Andrew Lee, Dr Glyn Thomas

Project website: http://studentengagementmaturitymodel.net/

The aim of this project was to establish a framework to allow higher education institutions (HEIs) to manage and improve their student engagement and retention strategies and programs. The perennial issues of student engagement, success and retention in higher education continue to attract the attention of researchers, practitioners, institutional leaders and political decision makers. To address these issues, HEIs need to understand their capability for providing environments designed to optimise student learning. The framework and main project deliverable is a *Maturity Model* for *Student Engagement, Success and Retention* (SESR-MM). The project involved three Australian HEIs with experience and reputations in SESR activities working cooperatively to develop and apply the project deliverables.

The consensus among staff from the three HEIs was that the SESR-MM has the potential to positively transform the engagement experiences of students in Australian universities, and provides the sector with a useful way of sharing practice and improving programs designed to enhance student experience and, hence, student engagement and retention.

QUT Learning and Teaching Grants

Business

Project title: *Enlisting industry partners to bridge the digital divide*

Team members:
Louise Kelly, lm.kelly@qut.edu.au
Professor Gayle Kerr
Katherine Harkin
Linda Wong
Gabby Steward
Megan Stenner

This project has bridged the divide between university and industry and has provided advertising students with a dynamic learning repository, available through a QUT Blackboard site. In this space, known as 'The Media Training Room', students can access information, resources, industry data and academic journals, with an aim to increase their knowledge of the advertising and media industry in Australia. By working in conjunction with industry representatives and the Media Federation of Australia the project team have not only developed an ongoing resource for all advertising students to access, but also provided industry partners with a unique insight to teaching at QUT. This, in turn, has led to a strengthening of ties with industry and provided students with new opportunities in the form of internships and graduate positions.

Project title: *Promoting forensics as a career choice within the business profession*

Team members:
Dr Jeanette van Akkeren, jeanette.vanakkeren@qut.edu.au
Dr Kim MacKenzie k3.mackenzie@qut.edu.au
Sue Sweet
Kelsey Crombie
Matthew Hoskins
Kristy Hoffman

This project aimed to improve business students' understanding of the rapidly developing forensics accounting services area of the business profession and to facilitate their transition to this career path. The project also strengthened links between members of forensic services firms in Brisbane and QUT staff.

The project achieved this by:

- Hosting a Forensic Services Information Session/Career Event for students and industry
- Increasing awareness of forensic accounting units across the university
- Developing work placement opportunities with forensic services firms to place students interested in this area
- Developing video vignettes of the roles and types of work undertaken in forensic services firms.

Project title: *Building professional networks for lifelong learning: the use of LinkedIn in a capstone unit*

Team members: Associate Professor Roxanne Zolin, r.zolin@qut.edu.au
Dr Glen Murphy

The ability to actively search for information sources, create and establish learning networks and apply that learning for career and professional advancement is quickly becoming a core skill for professionals. However, despite often being regarded as 'digital natives', undergraduate students are likely to have only minimal experience in developing professional networks.

This project identified the most effective teaching methods to educate students in the use of social media, e.g. LinkedIn, to develop professional networking skills. The project investigated:

- The key skills and capabilities required of graduates in order to optimise social media for developing effective professional networks
- The most effective strategies that should be employed by graduates when using tools such as LinkedIn
- If social media tools such as LinkedIn are the most appropriate tools for graduates to begin establishing their professional networks.

Health

Project title: *Improving OSCE feedback with technology*

Team members: Stephen Bartlett, stephen.bartlett@qut.edu.au
Peter Horrocks
Melinda Service
Professor Vivienne Tippett

The Objective Structured Clinical Examination (OSCE) framework is used at QUT and internationally in Health Science teaching institutions. Administering the OSCE framework confronts educators with some difficulties, including the cost of the exams, reliability of data and ability to formally analyse results fundamental to student learning and the examination process. The aim of this project was to develop an online/mobile application that will address these issues in a way that will be highly transferable to other disciplines at QUT and to other teaching institutions.

The project:

- Provided the ability for real-time analysis of individual and cohort exam performance to improve outcomes for students
- Made use of mobile technologies to improve the clinical examination process, leading to improved outcomes for students.

Project title: *Faculty-wide engagement in learning initiatives*

Team members: Robyn Nash, r.nash@qut.edu.au

This project is designed as a faculty-wide initiative that is being undertaken by staff across the faculty as a series of sub-projects related to the broad theme of enhancing student engagement in learning. The sub-projects are:

- Using Scopia to improve student engagement in a capstone unit in the Bachelor of Nutrition and Dietetics | Dr Mary Hannan-Jones
- Enhancing social work learning outcomes through web-based technologies: Simulated Learning Environments using real-life cases for disability studies and diversity | Dr Julie King and Jenni Mays
- Exploring how experiential learning can be used with a large class in a traditional lecture theatre | Dr Eric Brymer

- ‘Flipping’ the lecture in Psychology in Professional Contexts | Dr Erin O’Connor
- Using Collaborate to enhance postgraduate student engagement in Population Health | Dr Kristi Heesch
- Investigating the use of Collaborate and Mindmap for postgraduate students in Ergonomics | Dr Gunther Paul
- Exploring the use of Process Oriented Guided Inquiry Learning to improve student engagement in laboratory/ prac classes which involve working with cadavers | Dr Laura Gregory
- Using Collaborate to improve student engagement with assessment in Interpersonal Skills and Processes | Dr Zoe Hazelwood.
- Promoting a ‘sense of belonging’ to increase student engagement | Dr Kimberley Alexander

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Project title: *Developing an extensible WIL internship model (WILIM) for medical laboratory science students*

Team members:
Dr Mark O’Brien, m.obrien@qut.edu.au
Anne-Maree Christensen
Stephen Weier
Associate Professor Annah Healy

The value of workplace experiences in preparation for medical laboratory science professional practice is undisputed. Work integrated learning (WIL) is fast becoming the preferred model nationally, mostly because of the richer educational experiences (deeper, more active learning) that WIL provides.

The aim of this project was to develop a WIL internship model (WILIM), critically evaluate it in the existing professional practice unit and then upscale it to the new Work Integrated Learning Internship. In WILIM, students, professional partners and university coordinators collaboratively engage in the learning process.

The project:

- Developed an evidence-based WILIM prototype with concomitant identification of best practice principles in professional placement and disseminated prototype development outcomes of same
- Evaluated the WILIM prototype by translation to the existing 6-week professional placement unit
- Embedded post-prototype WILIM as a 13-week unit of the new Bachelor of Medical Laboratory Science.

Project title: *Promoting active learning through technologies: redesigning the tutorial learning environment*

Team members: Dr Karen Theobald, k.theobald@qut.edu.au
Dr Elizabeth Forster
Margaret Wheeler
Carol Windsor

University student engagement in tutorials is an ongoing challenge for academics. The purpose of this project was to design, institute and evaluate a tutorial learning environment grounded in social constructivist educational principles.

The starting assumption was that effective learning occurs in an environment that enables and encourages social interaction and, hence, a community focus to knowledge development. Within learning communities students are active learners in assuming responsibility for learning and how learning takes place. This conceptualisation of learning informed the design of tutorial sessions in one undergraduate nursing unit. The focus was on student centred learning grounded in real world clinical nursing experiences. The aim of this project was to design, implement and evaluate a learning community that enables students to actively engage with and manipulate the learning content, which is centred on national health priorities. The learning community enables students to construct and interpret real world cases and collaborate with peers to deliver this learning content.

Law

Project title: *The Sapphire Vortex*

Team members: Professor Des Butler, d.butler@qut.edu.au
Anne Matthew
Nigel Stobbs

The Sapphire Vortex is a blended learning environment that includes a suite of 14 online modules accessed via QUT Blackboard. All 14 modules utilise machinima (computer graphics imagery created with the use of the *Second Life* virtual environment). The central element of the program is a 15-minute machinima video that depicts a succession of criminal events that take place one night at a night club, the Sapphire Club. It also portrays facts that raise issues such as self defence, provocation and intoxication. In this way the narrative covers every topic covered by the two undergraduate criminal law subjects. The video is supported by an extensive Trial Guide, and machinima videos depicting ensuing courtroom proceedings. The remaining modules incorporate prescribed readings, self-test multiple choice questions and machinima videos (37 in total) that depict other aspects of law studied in the two units. These videos facilitate class discussion of the law, with students preparing the judge's rulings on the barristers' submissions. In addition, the videos of interviews with a real world Crown prosecutor and a defence barrister provide commentary on the issue covered in each of the modules and lend their 'authentic voice' to the material being studied. Comprehensive answer guides have also been prepared for tutors.

Project title: *Cracking the Code: A checklist to complement CRAs for first year Justice students*

Team members: Dr Carol Quadrelli, c.quadrelli@qut.edu.au
Nancy Grevis-James, nancy.grevisjames@qut.edu.au
Professor Belinda Carpenter (Research Mentor)

Widening participation brings with it increasing diversity and increased variation in the level of academic preparedness. Cultural capital coupled with negotiating the academic culture creates an environment based on many assumptions about academic writing and university culture. Variations in staff and student expectations relating to the teaching and learning experience is captured in a range of national and institutional data (e.g. AUSSE, CEQ, LEX).

The project team identified a recognisable shift in the changing cohort of students and their understanding and engagement with feedback and CRAs, as well as variations in teaching staff expectations and student expectations. The project aim was to develop a one page interactive checklist to be submitted with the CRA sheet and assessment piece. The checklist:

- Provided an interface to engage first year Justice students and tutors in managing understandings and expectations around academic culture skills
- Assisted students to make links to relevant university services thereby promoting support services for students as normative.

Science and Engineering

Project title: *Computational explorations*

Team members: Dr Pamela Burrage, pamela.burrage@qut.edu.au
Dr Timothy Moroney
Dr Qianqian Yang
Dr Joe Young

This project developed a new first year science unit, where students acquire a practical understanding of numerical solutions to scientific problems from a wide range of interdisciplinary application areas. A key component of the project was the development of a suite of ability-structured problems requiring a programming solution with interpretation of results using visualisation techniques.

Students will have the opportunity to use state-of-the-art computing and visualisation facilities in the new Science and Engineering precinct. The project will provide a positive first year experience for students by structuring the suite of problem-solving tasks to cater for the diversity in existing skills and knowledge of first year students, and by utilising QUT's new collaborative learning spaces and the CUBE to achieve a high level of engagement and student retention in the Bachelor of Science (ST01) course.

Project title: *Enhancing first year student experiences and engagement through embedded digital communication approaches*

Team members: Mellini Sloan, mellini.sloan@qut.edu.au
Dr Severine Mayer
Robert Webb

First year students overwhelmingly indicate that a strong interest in a field of study prompts them to enrol in university, yet over a quarter indicate that they have seriously considered dropping out of studies during their first year, with boredom most frequently cited by those domestic students who do depart before graduation.

This project investigated the potential of incorporating mobile digital technologies, embraced by students in their informal social interactions, into students' studies. Structured problem-solving activities involving asynchronous digital communications—an essential foundational attribute in contemporary university education—bridge classroom learning in new, technologically enhanced collaborative learning spaces with real world field experiences, to increase student cohort engagement and, consequently, reduce attrition.