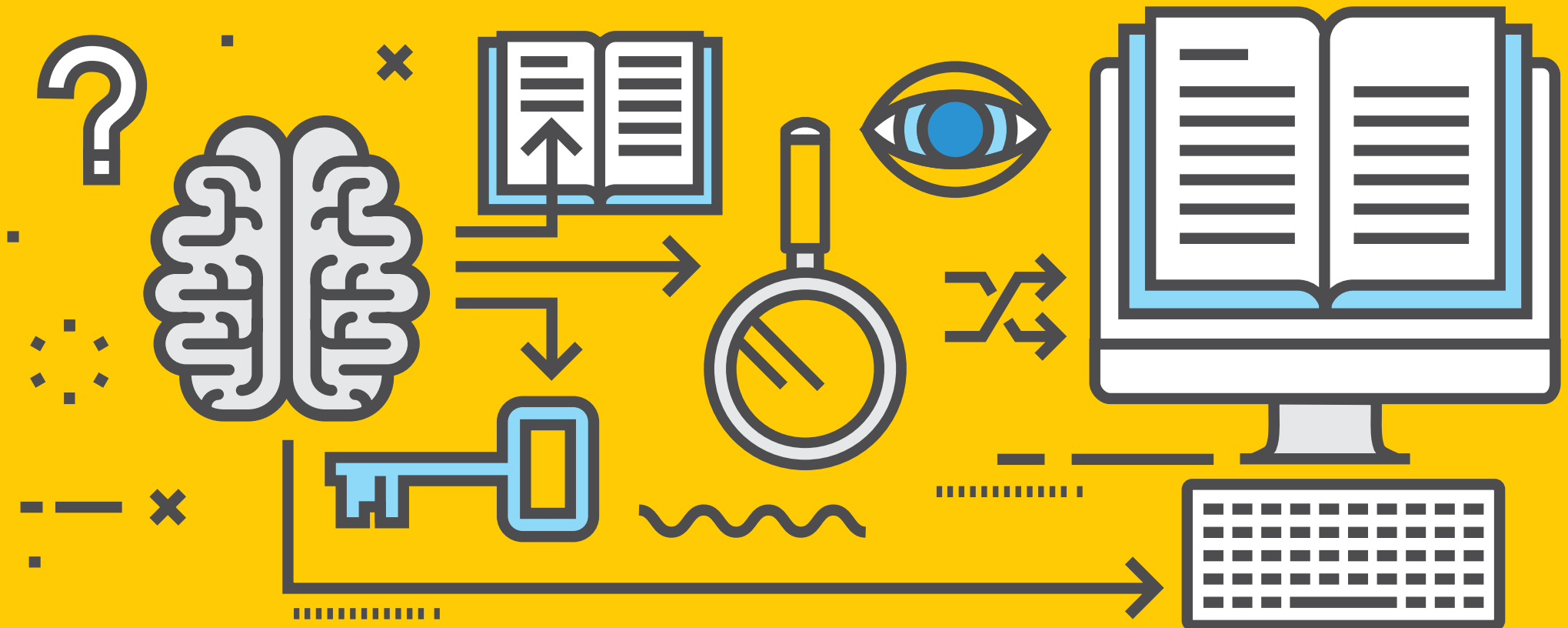


2015 Annual Review

INSTITUTE FOR TEACHING AND LEARNING INNOVATION





Innovate | Collaborate | Advocate | **Transform**





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About ITaLI

Key contributions in 2015



13

ITaLI supported Faculty Partnership Projects across six faculties



408,104

MOOC course registrations for UQx MOOCs



301,570

Course SECaT and SETutor responses received and reported



10

Australian Award for University Teaching applicants supported with 60% success rate. Two National Teaching Excellence Awards for University Teaching and four National Citations for Outstanding Contributions to Student Learning



125

Staff Development and Teaching and Learning workshops, presentations, seminars and lectures provided by ITaLI



3

Visiting Fellows contributed to ITaLI's scholarship and research activities



335

Participants across 12 events coordinated by ITaLI in T & L week



47

Journal articles, conference presentations and papers, book chapters, and books authored by ITaLI staff in 2015



7

ITaLI Teaching Fellows were supported to work on innovative, short-term projects that will improve teaching and learning practices within their faculty



Director's Report

It was an honour to take up the position as the foundational Pro-Vice-Chancellor (Teaching and Learning) and Director of ITaLI in August of 2014. Since its implementation, the institute has developed its role around innovation and service as themes underpinning our dedication to ensuring quality teaching and learning at UQ.

High on ITaLI's list of priorities is the provision of a valuable service to the university's faculties and schools and their staff members. To this end, in 2015 the institute implemented initiatives that included the facilitation of Faculty-ITaLI Partnership Projects and an ITaLI Teaching Fellowship scheme. It was a busy year which saw ITaLI deliver more than 100 seminars, workshops and professional development activities, as well as 10 MOOCs and SPOCs.

As ITaLI evolves, 2016 promises to be a demanding year with the launch of the UQ Student Strategy which recognises the changing face of higher education, new student expectations and priorities, and the challenge of achieving transformational learning in the digital age. A priority for ITaLI is to drive and shape the Student Strategy's development and support the delivery of its initiatives in partnership with the UQ community over the next five years.

ITaLI aligns its commitment with UQ's forward looking strategy, and strives to identify innovative systems, processes and policies to improve the UQ student, staff and community experience. The institute provides support through the provision of effective teaching and learning professional development, achieved by investigating and implementing innovative teaching practices and ensuring that UQ's policies and practices reflect its position as one of Australia's leading research and teaching institutions.

ITaLI's journey has been one of rapid progress which would not have been possible without the dedication of its staff. As a small team with modest resources, the ready engagement of the UQ community has been particularly heartening, and I am especially grateful for the support of the ITaLI Advisory Committee for their ongoing commitment to ITaLI and its mission.

In 2016, we look forward to continuing our collaboration across UQ to provide leadership, engagement and advocacy that transform the student and staff experience at UQ.

"We continue to work closely with faculties and schools as well as the teaching community, and are extremely grateful for their support."

Professor Doune Macdonald
Pro-Vice-Chancellor (Teaching and Learning)
Director, Institute for Teaching and Learning Innovation

Our Purpose

ITaLI provides leadership, engagement and advocacy in educational innovation, teaching excellence and learning analytics and aims to inspire teaching, learning and creativity to improve the student experience.

As an integrated centre for teaching and learning at UQ, ITaLI engages, advocates and leads in educational innovation, teaching excellence, learning analytics, policy development and debate, resource production and research.

It addresses critical areas in need of teaching and learning support by delivery of faculty and executive prioritised projects and services that position UQ at the forefront of developing a transformative student experience that is nationally and internationally recognised.

Our work is guided by UQ's three pillars:

- learning
- discovery
- engagement.

We transform ideas around teaching and learning into practical realities that lead to positive, effective change at UQ. Our capacity to innovate is driven by our exploratory mindset, environmental scanning, rich partnerships and networks, and investment of resources.

Most importantly, ITaLI's service-centred view is inherently partner orientated and relational. We service our community through the co-creation and application of knowledge, skills and resources with our partners within and beyond UQ. ITaLI encourages dialogue around teaching and learning as an essential element of the university's culture.



Governance

ITaLI provides core services for the university, including teaching and course evaluations, policy research and development, professional development for teaching and learning and support for UQ and national awards and grants. ITaLI also supports stakeholder-driven projects and regularly consults with stakeholder panels—students, Associate Deans (Academic), Teaching and Learning Chairs, learning design forums, and forums specifically created to monitor services—to guide the direction of our future activity.

To monitor the development, implementation and evaluation of major initiatives undertaken by ITaLI and to review the performance of the institute in relation to meeting the university's strategic objectives, an advisory committee was established.

The committee facilitates communication with the university community and provides feedback, recommendations and performance benchmarks.

ITaLI Advisory Committee

The ITaLI Advisory Committee met quarterly in 2015 to provide independent expert advice to the Deputy-Vice-Chancellor (Academic) and Pro-Vice-Chancellor (Teaching and Learning) on strategies and priorities in the context of the teaching and learning directions of the university.

Members of the committee:

- Prof. Joanne Wright, Deputy Vice-Chancellor (Academic) (Chair)
- Prof. Doune Macdonald, Pro-Vice-Chancellor (Teaching and Learning) (Deputy Chair)
- Prof. Anton Middelberg, Pro-Vice-Chancellor (Research & International)
- Prof. Peter Adams, Associate Dean (Academic), Faculty of Science
- Assoc. Prof. Phil Bodman, Associate Dean (Academic), Faculty of Business, Economics and Law
- Assoc. Prof. Kim Bryceson, Associate Dean (Academic), Faculty of Science
- Prof. Julie Duck, Associate Dean (Academic), Faculty of Humanities and Social Sciences
- Assoc. Prof. Geoffrey Marks, Associate Dean (Academic), Faculty of Medicine and Biomedical Sciences
- Prof. Sarah Roberts-Thomson, Associate Dean (Academic), Faculty of Health and Behavioural Sciences
- Assoc. Prof. Peter Sutton, Associate Dean (Academic), Faculty of Engineering, Architecture and Information Technology
- Prof. Glen Coleman, Head of School, School of Veterinary Science
- Assoc. Prof. Martin Crotty, Head of School, Historical and Philosophical Inquiry
- Prof. Polly Parker, Director of Education, UQ Business School
- Mr Robert Gerrity, University Librarian

Our Values

ITaLI is a service-focused unit dedicated to supporting the strategic objectives of the university and exemplifies UQ's commitment as a world-class institution to the development of best practice in teaching and learning.

Our mission is to work in partnership with faculties and schools to foster institutional structures and resources that support effective teaching and learning and lead to an enhanced student experience. Guided by UQ's three pillars of learning, discovery and engagement, ITaLI provides practical support to faculties and schools to achieve and celebrate teaching excellence, undertaking strategic activities to:

- collaborate with UQ teachers to identify and share best teaching practices
- provide professional learning experiences for school and faculty teachers
- develop and support university quality assurance processes
- empower teachers to use technology to enhance learning within their courses and programs
- assist UQ staff with applications for fellowships, awards and grants
- deliver policy analysis and strategic advice for teaching and learning in higher education.



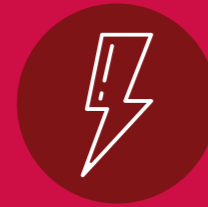
Service oriented

ITaLI provides high quality staff and student-focused assistance in the production and enhancement of teaching and learning practices, resources, policies and recognition



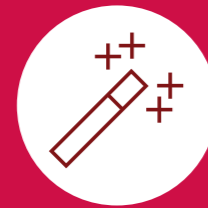
Evidence based

Student feedback, teaching experience and academic literature guide ITaLI's practice



Innovative

New teaching methods and practices specifically aligned to student cohort, academic outcomes and individual student expectations. Development of leading-edge technology and systems-wide adoption



Continual enhancement

ITaLI strives to remain at the forefront of policy development and best practice required to meet the changing demands of higher education



Strategic and sustainable

Academic needs and institutional goals are at the heart of ITaLI's programs and services



Globally engaged

Through UQx, ITaLI gains access to a global audience of learners who assist us to contribute to international best practices



Collaborative

ITaLI establishes partnerships with UQ students, the university community and external partners to encourage collaboration in the development of more productive outcomes for UQ resources



Inclusive and transparent

ITaLI operates through a transparent, inclusive governance structure that optimises UQ's resources

Our Partnerships

Through collaboration with Teaching Fellows, Visiting Fellows and Partnership Projects, ITaLI promoted excellence in teaching and learning by supporting educational leadership in line with university and faculty strategic priorities.

UQ Teaching Fellows

In 2015, ITaLI connected seven Teaching Fellows to relevant experts, events and activities to facilitate their research on relatively short-term projects that will improve teaching and learning practices.



Assoc. Prof. Julie Ballantyne
School of Music,
Faculty of Humanities and
Social Sciences

Problem solving using mobile technologies: bridging gaps between university classrooms and careers

Project: To engage students from UQ's School of Music in real-life case study creation and problem solving to bridge gaps that typically occur between fabricated/constructed case study scenarios.

Outcome: The project is anticipated to be complete in 2016.



Michael Dickson
School of Architecture,
Faculty of Engineering,
Architecture and
Information Technology

Making the leap: Integrating advanced modelling and prototyping technologies with architectural technology and engineering curricula

Project: To develop strategically placed learning modules within the existing Bachelor of Architecture Design and Master of Architecture curricula incorporating digital design and manufacturing.

Outcome: Sample designs and workflows created provided technical proof-of-concepts and teaching building blocks. Proposals for curriculum change based on construction industry research, technical knowledge, curriculum mapping and institutional benchmarking have the potential to alter digital design processes.



Prof. Susanne Schmidt
School of Agriculture
and Food Sciences,
Faculty of Science
(funded by Faculty of Science)

Integrating the first year science curriculum across core disciplines

Project: To examine interdisciplinarity as an avenue for curriculum innovation. This project compared first-year science curriculums: the discipline-focused UQ curriculum and the Queensland University of Technology's interdisciplinary curriculum.

Outcome: The knowledge gained from this project has been shared with educators and administrators in the Science Faculty with a view to promoting new methodologies to improve student learning and experience. Two publications have been submitted to international science education journals.

UQ Teaching Fellows



Prof. Michael Drinkwater
School of Mathematics and Physics,
Faculty of Science

Research-based teaching practice in the Bachelor of Science

Project: The measurement and analysis of research-based teaching practices in the Bachelor of Science through the use of clicker questions with peer discussions, small group activities, pre-reading with follow-up questions, graded homework and frequent low-stakes testing and feedback.

Outcome: UQ has become the first university in Australia to benchmark data in teaching practices, and these data are now being used to prioritise staff development to increase the use of evidence-based teaching approaches. This project has led to collaboration with other Australian universities keen to adopt this approach and UQ is recognised as the Australian leader in the measurement of teaching practice.



Dr Marion Tower
School of Nursing,
Midwifery and Social Work,
Faculty of Health and
Behavioural Sciences

Developing academic capacity in scholarship of learning and teaching: a community of practice approach

Project: To establish a process of continuous quality improvement for nursing staff through the formation of a community of practice on the scholarship of teaching and learning.

Outcome: The project resulted in the development of a tiered mentorship model in Scholarship of Teaching and Learning (SoTL) for novice, experienced and senior academics. A research agenda established around SoTL led to funded projects to improve the student experience and enhance engagement. A community blackboard site has contributed to improved teaching and learning capabilities within the school.



Assoc. Prof Nancy Sturman
School of Medicine,
Faculty of Medicine and
Biomedical Sciences

Whole of program assessment framework and assessment blueprinting in the School of Medicine

Project: To ensure the quality assurance and blueprinting of assessment at all levels, an assessment framework for the Doctor of Medicine/Bachelor of Surgery program was developed in collaboration with key academic staff.

Outcome: A comprehensive document was created to deliver enhanced assessment protocols and standards for the School of Medicine. A curriculum and assessment taxonomy was formed to promote efficient and accurate reporting for accreditation.



Dr Yunxia Zhu
School of Business,
Faculty of Business,
Economics and Law

Intercultural competence for cross-cultural management education: extending the learning-by-doing approach

Project: To design a framework for building student cultural fluency within a classroom-based teaching context. With a focus on situated cultural learning (SiCuLA) and positive organisational scholarship, a framework for building student cultural fluency within a classroom-based teaching context was designed.

Outcome: The project produced practice principles and tools to assist academics to apply SiCuLA in the classroom, which can be utilised across all disciplines and the broader UQ teaching community.

Visiting Fellows

The contribution of visiting academics from within Australia and internationally to workshops, public seminars and projects enriched ITaLI's scholarship and research activities in 2015. Our Visiting Fellows all contributed to raising the profile of teaching and learning at UQ by meeting with ITaLI and faculty staff, and providing mentorship opportunities to our ITaLI Teaching Fellows. Each Visiting Fellow also presented their work in engaging workshops and seminars.



Professor Hamish Coates
(15–16 July 2015)

Chair of Higher Education, Centre for the Study of Higher Education (CSHE), University of Melbourne | Founding Chair of Higher Education Research, Australian Council for Educational Research (ACER) 2006–2013 | Program Director, LH Martin Institute for Tertiary Leadership and Management 2010–2013

An internationally sought-after keynote speaker, Prof. Coates' focus is on improving the quality and productivity of learning and academic work through research, leadership and development. Author of more than 200 publications and leader of influential projects that have shaped scholarship, policy and practice, his work has spread across 40 countries.

Expertise shared:

- Strategic planning and communication for student engagement
- Strategic evaluation and measurement tools
- Theory and practice for scholarship of teaching and learning
- Higher education leadership principles and application



Professor Mick Healey
(27–31 July 2015)

Emeritus Professor, University of Gloucestershire, UK | former Director for the Centre for Active Learning (CeAL) | Director of Geography Discipline Network (GDN) | Senior Advisor for Geography to the Higher Education Academy's Subject Centre for Geography, Earth and Environmental Sciences | Higher Education Academy Associate and Accreditor and International Advisor to McMaster University, Canada

Prof. Healey is a higher education consultant and researcher and was made an inaugural Principal Fellow of the Higher Education Academy, UK in 2012. He is an experienced presenter with wide ranging interests in higher education, including work with students as partners and including students in research and inquiry.

Expertise shared:

- Research and inquiry into delivering key graduate attributes
- Research into learning and teaching in higher education
- Insights and facilitation of an internal, self-review and reflection process for ITaLI
- Professional writing for scholarship of teaching and learning
- Theory and practice around students as change agents



Professor Carmel McNaught
(10 September–2 October 2015)

Emeritus Professor of Learning Enhancement | Former Director of the Centre for Learning Enhancement and Research (CLEAR), The Chinese University of Hong Kong (CUHK)

Prof. McNaught is internationally recognised as a higher education consultant in institutional policy and research support. Her current research interests include evaluation of innovation in higher education, strategies for embedding learning support into the curriculum, and understanding the broader implementation of technology in higher education.

Expertise shared:

- Evaluating and enhancing teaching practice
- Applying learning-by-doing for cross-cultural understanding
- Evaluation and e-learning to inform the implementation of the UQ Employability Strategy
- Academic writing
- Strategies for embedding learning support into the curriculum

Faculty-ITaLI Partnership Projects

The collaboration between 80 faculty and 20 ITaLI staff members in 2015 brought together expertise that resulted in the implementation of 13 Partnership Projects across six faculties. ITaLI staff provided more than 1800 hours of advice and support in the areas of curriculum design and development, learning activity design, evaluation and data analysis, online pedagogies, assessment, professional learning and project management. ITaLI also facilitated connections between teaching and learning experts and 11 project teams to discuss issues such as capstone experiences, students as partners, the academic workforce, research ethics and assessment. Project leaders considered the support they received from ITaLI, and, in particular, the connections facilitated with visiting experts, beneficial to meeting project aims.

Business, Economics and Law

Blended Learning in Accounting

A 2014 review of the first year course ACCT1101: Accounting for Decision Making revealed low student engagement and retention rates. ITaLI staff provided advice and support on learning design, project management and evaluation design to incorporate simulated and collaborative learning environments to assist the creation of a solid contextual base for learning. The outcome was an overall positive feedback from students and notable gains in learning.

Civil Dispute Resolution Course

Simulated professional learning environments have been developed and utilised at the postgraduate level of legal education in both Australia and the UK, but are relatively new in the undergraduate stage of the legal education field. This project sought to integrate two core courses (Civil Procedure and the Law of Remedies) and two large elective courses (Private International Law and Alternative Dispute Resolution) in the context of a contested dispute that requires consideration of a complex range of factors. ITaLI facilitated connections with teaching and learning experts and provided advice on student group formation, blended learning options, capstone course design, the measurement of learning outcomes and curriculum alignment.

Undergraduate Research Model

This project examined the effectiveness of the current course design for LAWS5231: Human Trafficking and Migrant Smuggling Working Group and the strategies used for its delivery. An ITaLI learning designer observed and assessed practice, documented the pedagogical model, and identified potential for enhancement. The teaching model was then fine-tuned on the basis of the documented recommendations.

Engineering, Architecture and Information Technology

Computer Science Program Review

ITaLI provided evaluation services and advice to contribute to the review of the suite of postgraduate coursework programs in computer science. This included compilation of historic program data, provision of examples of existing review surveys, and implementation and analysis of surveys of current students and alumni about their study experience.

Lecture Recordings in Civil Engineering

Approximately half of all students in CIVL3140: Catchment Hydraulics: Open Channel Flow and Design choose to access lecture material via online recordings. ITaLI staff provided advice on a range of e-learning options, including a review of existing online materials and samples of video bookmarks and text to assist the development of class student-directed blended learning in large standard lecture theatres.

eLearning Innovations and Partnerships in Science and Engineering (eLIPSE)

This project saw the development of the eLIPSE program, which combines expertise in eLearning and curriculum design to facilitate learning innovation pilots and the development and dissemination of research. ITaLI staff provided advice on situating eLIPSE within the institution and critical feedback on the proposal throughout its development.

Health and Behavioural Sciences

First Year Common Course

The First Year Common Course was created to equip students with the essential learning attributes of contemporary health and behavioural science professionals, and an enhanced capacity to navigate the health landscape of the future. ITaLI staff provided advice on curriculum design, co-presented a poster session on engaging stakeholders in the education of health professionals, and contributed to literature reviews on global health trends and common course models.

Inter-professional Education

This project developed an inter-professional education (IPE) module to equip students with the skills to be collaborative practitioners. ITaLI connected the project team to IPE experts and assisted with a literature review of current national IPE activities. A position paper, informed by internal and external consultations, was prepared and a model for inter-professional education proposed.

Humanities and Social Sciences

Teaching-focused Academic Network

In response to an identified need to support teaching-focused staff in Humanities and Social Sciences (HaSS), ITaLI staff provided support and resources for network meetings and facilitated participation in UQ-wide teaching networks.

The network's provision of assistance with the design of research projects in teaching and learning, and networks that promote sharing of research experiences has prompted positive feedback from members.

Peer Mentoring Scheme

ITaLI staff supported the development of an evidence-based proposal for face-to-face student peer mentoring structures that provide quality academic and social support to first year HaSS students during their transition to university. A paper used as an important resource in the HASS 2016 Undergraduate Student Experience project involving students as partners was developed as a result of this project.

Employability Resources

The UQ Employability Strategy team was developed to work with academic staff to raise awareness and improve graduate employability through curriculum, pedagogy and assessment practices. ITaLI connected HaSS to the Employability Strategy team and provided the opportunity to provide feedback on EMPLOY101, a MOOC on employability.

Medicine and Biomedical Sciences

Medical and Health Sciences Undergraduate Program

This project provided the groundwork for a proposed new degree intended to deliver an integrated, pre-clinical undergraduate program. ITaLI accessed and consolidated various data sets that enabled a comprehensive analysis of student and program profiles, assisted with developing the proposed curriculum design approach, and provided critical reflection on various stages of the business case development.

Science

Science Assessment Standards

The restructure of the Bachelor of Applied Science required a new assessment framework to streamline and enhance practices and provide support to academic staff. ITaLI and Science Faculty staff worked together to plan and facilitate a workshop introducing the overarching assessment framework, encouraged discussion about developing program assessment practices and mapped the generic assessment criteria and standards against existing course assessment rubrics.

2015 Partnership Projects



Our Work

Policy Initiatives

UQ is changing the way higher education is imagined and experienced. With a growing emphasis on teaching and learning policy, ITaLI has undertaken important initiatives to ensure UQ provides a transformational learning experience for all students.

Student Strategy

UQ's new Student Strategy is part of UQ's commitment to provide our students with the best opportunities and practical experiences during their time at university, empowering them to create change with a skill set that will prepare them to exceed expectations throughout their careers.

The strategy, developed following extensive consultation with staff, students, alumni and industry, consisted of two phases:

1. Student Strategy Development

Based on three core initiatives:

1. Creation of a UQ Student Strategy Green Paper
2. An extensive consultation process
3. Production of a White Paper (2016)

2. Student Strategy Implementation

Implementation of the White Paper vision and objectives is proposed to commence in 2016.

Throughout 2015, the Student Strategy project team completed a range of preparatory activities:

- production of five literature reviews
- submission of a background paper to the University Senior Management Group
- submission of a project proposal to the Vice-Chancellor's Committee
- meeting with UQ leaders
- presenting information to key stakeholders
- creation of reference and advisory groups (with 26 and 12 members, respectively).

From September to October 2015, the team developed and sought approval of the Green Paper, with the aim to spark discussion around the development of a UQ Student Strategy. The Green Paper was released on 22 October and was followed by seven weeks of consultation with the UQ community in an effort to capture the perspectives of all UQ stakeholders (see diagram on page 17).

SECaT Working Party

In late 2014, the Teaching and Learning Committee approved the establishment of an institution-wide working party to review the Student Evaluation of Course and Teacher (SECaT) instrument and processes.

The working party was responsible for evaluating the efficacy of the SECaT instrument and recommending improvements based on UQ and national quality assurance processes. Evaluations included, but were not limited to, the implications of the SECaT being administered for every course in every semester, processes and incentives that ensure strong student participation in teaching and course evaluations, and a review of how the SECaT instrument is used for career progression, recognition and awards.

Chaired by the Pro-Vice-Chancellor (Teaching and Learning), the working party included representation from the ITaLI Evaluation Unit, Human Resources Division, Planning and Management Information and an undergraduate student representative. The group met eight times between March and November 2015 and considered evidence and information from many sources, including student and staff surveys, an environmental scan of evaluation practices of Australian universities, and a review of recent literature.

The work conducted by the ITaLI Evaluation Unit and the SECaT working party ensured that the SECaT instrument continues to meet national standards and legislative requirements, whilst contributing to staff needs for continuing appointments and promotions.

The draft final report was submitted to the first meeting of the Teaching and Learning Committee of 2016.

Student Strategy Consultation Activities

7005
Student survey responses

18
Key informant interviews
Key UQ leaders

110
Individual survey submissions—40% from recently graduated alumni

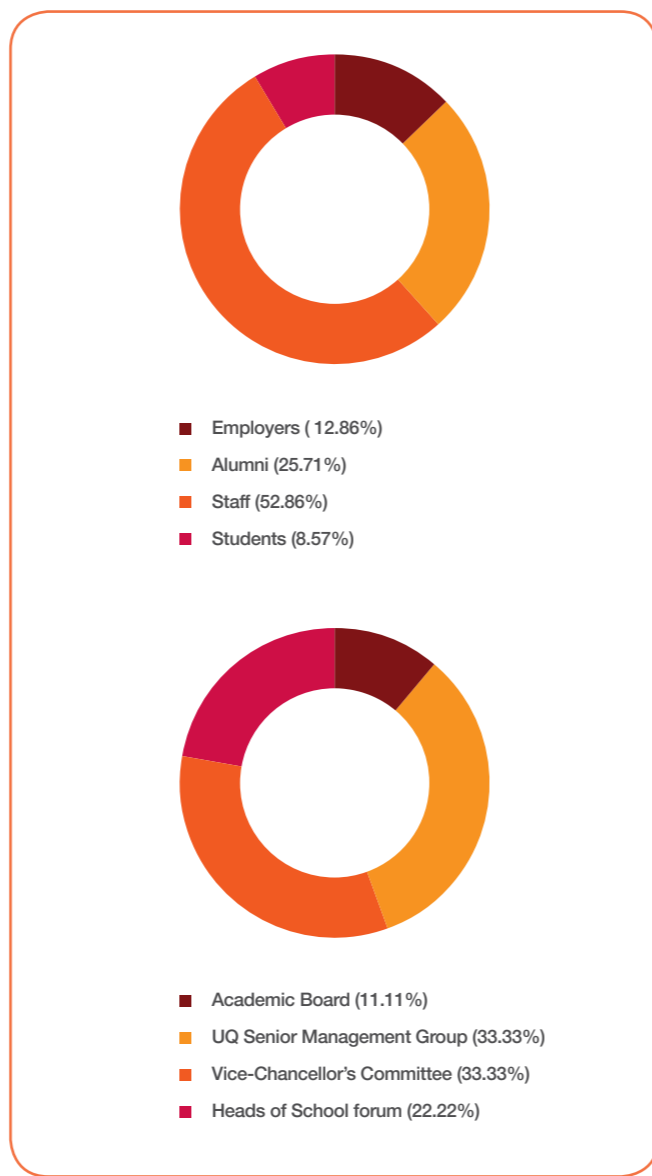
54
Unit survey submissions
Institute, Faculties, Schools, Service Units

4651
Unique users
50% + returned to the website more than once

7
Advisory & Reference Group meetings

75
Consultation rountable attendees

9
Leadership meetings
Led by Pro-Vice-Chancellor (Teaching & Learning)



Teaching Excellence Awards Working Party

In August 2014, the Teaching and Learning Committee established a working party to review UQ Teaching Excellence Awards with a brief to:

- conduct a review of the university's award procedures and processes to identify issues in the current support mechanisms to increase the chances of success for Australian Awards for University Teaching (AAUT) applicants
- review the correlation between the university and national awards
- recommend improvements to awards processes and associated policies and procedures.

The working party met eight times between 1 April 2015 and 26 November 2015. Evidence to support the working party was collected by ITaLI via benchmarking activities, faculty and school case studies, and secondary data analysis related to staff participation in the UQ and AAUT awards.

Recommendations from the working party included expanding the current strategies used to identify suitable applicants for AAUT and UQ awards, broadening the composition of the selection committees to include a wider range of representatives, streamlining the expression of interest process and providing applicants with access to exemplar applications.

The draft final report will be submitted to the first meeting of the Teaching and Learning Committee of 2016, and ITaLI will lead the implementation of recommendations throughout 2016.

CTQA Review

In 2015, ITaLI conducted a reform of the Curriculum Teaching Quality Appraisal (CTQA), an annual process that involves an evidence-based consideration of the overall quality of a UQ school's teaching programs.

This involved transformation from a performance management model to a risk identification model and required extensive consultation by the ITaLI learning analytics team with Associate Deans (Academic), Heads of Schools, and Chairs of School Teaching and Learning Committees throughout the first half of 2015.

To assess the effectiveness of the new process, communication strategy and outcomes, and to mitigate issues prior to UQ-wide implementation, ITaLI held pilot workshops introducing the reformed CTQA process to the Humanities and Social Sciences and Medicine and Biomedical Sciences Faculties.

A structured approach to enhancements and further development of artefacts associated with the CTQA process was adopted to ensure that:

- a change process can be managed and communicated as enhancements are made
- an appropriate level of testing and verification occurs prior to the release of each version
- workflows, tasks and activities are streamlined and managed
- issues associated with versioning and changes to the artefacts are reduced.

The renamed Curriculum Teaching Quality and Risk Appraisal (CTQRA) will be implemented under ITaLI's leadership in 2016.

Occasional Papers

ITaLI staff members provided substantial input into the provision of occasional papers to inform policy development.

The following discussion papers are available on the ITaLI website under 'resources':

- Review of University Activities that Support the Student Experience (March 2015)*
- Experiential Learning: An Overview (March 2015)*
- Personalised Learning: An Overview (March 2015)*
- Student Surveys of Teaching and Learning Quality (April 2015)*
- Lecture Recording (August 2015)*
- Future Trends in Teaching and Learning in Higher Education (November 2015)*

Support, Services and Programs

ITaLI provides practical support to faculties and schools to achieve and celebrate teaching excellence. ITaLI staff offer support and assistance to UQ staff applying for fellowships, awards and grants, and educational research projects through the provision of workshops and individual consultations. ITaLI also collects and interprets data about teaching practices and emerging technologies to enhance learning and teaching practices and anticipate future impacts and opportunities for the university.

Awards and Grants

A number of internal and external awards and grants are available to UQ staff for recognition and promotion of excellence in teaching and learning. As the key driver for these awards, ITaLI staff provided support and critical review that led to the recognition of UQ as one of the leading institutions for teaching awards in Australia.

Teaching Awards

As well as coordinating and supporting the UQ Teaching Awards, ITaLI staff provided support for 10 UQ teaching staff with the application process for the Australian Awards for University Teaching. Three UQ teaching staff members were provided with assistance to apply for The Australian Financial Review Higher Education Awards.

ITaLI staff provided support and assistance through:

- workshops, advice and support for staff submitting applications and proposals
- coordination and management of UQ's Teaching and Learning Awards

- support to the Office of Marketing and Communications and Protocol to develop material for the annual awards ceremony, including video production, trophies and certificates
- participation of ITaLI staff members on award selection committees at the request of faculties.

Teaching Grants

Through the provision of workshops, advice and support, ITaLI provided support for UQ teaching staff members applying for local and national teaching and learning grants in 2015. These included the UQ Technology Enhanced Learning Scheme, the Office of Learning and Teaching (OLT) Innovation and Development, Extension and Seed Grant Scheme and the OLT Fellowship Scheme.

Evaluation

SECaT and SETutor

Evidence of teaching and learning effectiveness is a key driver for ITaLI priorities. The emphasis on learning analytics enables the institute to capture, mine, evaluate and ultimately determine more effective learning and teaching practices to improve student outcomes.

In Semester 1 2015, ITaLI delivered the Student Evaluation of Course and Teaching (SECaT) surveys, along with the Student Evaluation of Tutor (SETutor) entirely online for the first time.



Significant changes to the management of these surveys included:

- transitioning from anonymous to confidential SECaTs—a record of student identifying information is now retained for legal, survey management, and analytics requirements
- implementation of the SETutor survey online using quick response (QR) codes or via password access through <https://eval.uq.edu.au>
- increased student communications advising of changes to the SECaTs and SETutors using multiple channels (personalised emails to students and staff, YouTube videos featuring UQ Union Student Executives and the Deputy Vice-Chancellor (Academic), web and social media marketing, and UQ Union volunteer promotions)

- introduction of a survey comment removal process that enables staff to request the removal of comments that breach UQ's policies or duty-of-care responsibilities
- improved student and public access to SECaT outcomes through hosting of results via an ITaLI-hosted dashboard <http://itali.uq.edu.au/content/student-evaluation-of-course-and-teaching-secat-results>.

Overall, students responded positively to the changes and these were represented through the final survey engagement outcomes for both the SECaT and SETutor surveys. The data related to 2015 SECaTs and SETutors is outlined in Appendix 1.

Other Evaluation Services

In addition to standard evaluation administration services, in 2015 ITaLI also conducted project-based evaluations and provided guidance for:

- learning spaces evaluations for the Teaching and Learning Space Committee
- Peer Review of Teaching
- All Academic Staff survey
- UQ Student Strategy Consultation Survey
- ad-hoc school information requests.

Learning Analytics

Throughout 2015, the Learning Analytics team provided the following data analysis services:

- institution-wide dashboard for each faculty and school
- institution-wide report for each faculty and school
- institution-wide detailed report for each program and course.
- In consultation with the Management Information Section (MIS), planning is underway to make the reports available to school and faculty staff in preparation for the enterprise release of the new CTQRA process.

Other activities coordinated by the Learning Analytics team include:

- hosting keynote speaker Prof. Shane Dawson, Director of Teaching Innovation Unit, University of South Australia
- supporting a student-focused learning analytics project for implementation in early 2016 that includes installation of a tableau server.

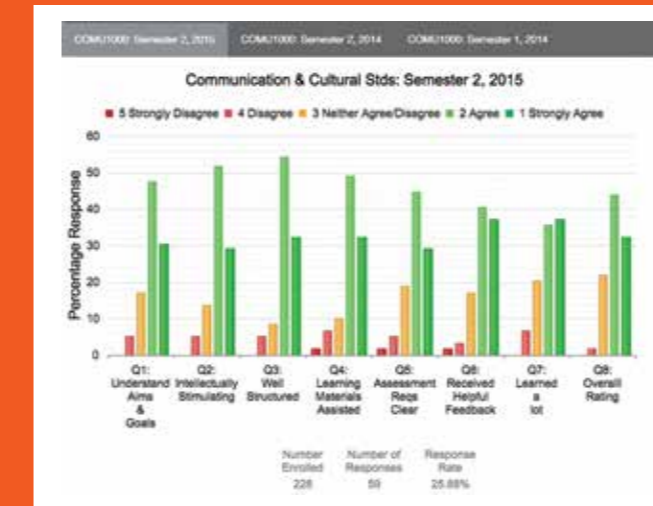


Figure 1.1: An example of the SECaT Outcomes Dashboard

The vision of UQ is “Knowledge Leadership for a Better World”, and by applying this to the emerging market for online education, represented by Massive Open Online Courses (MOOCs), UQ is a frontrunner in the education revolution.

The UQx project’s overarching aim is to inform and influence best practice in teaching and learning, whether online or on campus.

The partnership with edX enables UQ to significantly expand global engagement and gain access to exciting emerging technologies, rich sources of data, and insights from consortium partners. This directly supports innovation among our academic staff and enriches the student learning experience.

Each UQx course/project is allocated resources from a team of learning designers, media producers, project managers and technical innovators, who work alongside content-matter experts drawn from UQ schools, institutes, centres and partners.

UQx has developed, and continues to improve, a rigorous course design methodology and innovative production techniques that ensure UQx courses meet the highest standard appropriate for content that is published on the public internet and accessed globally.

3 MOOCs Released

- **Denial 101x**
Making Sense of Climate Science Denial
- **META101x**
Philosophy and Critical Thinking
- **IELTSx**
IELTS Academic Test Preparation



Enrolments

26,101

26,374

205,947



9 International contributors



3 UQ partners



1 High School contributor

7 MOOCs in development

- **Employ101X**
Unlocking your Employability
- **Teams101x**
Working in Teams: A Practical Guide
- **ABLE101x Through my Eyes**
Intellectual Disability Healthcare around the World
- **ABLE201x Well and Able**
Improving the Physical Health of People with Intellectual Disability
- **ABLE301x Able-Minded**
Mental Health and People with Intellectual Disability
- **BIOEE101x**
Sharks! Global Biodiversity, Biology and Conservation
- **Query101x**
Question Everything: Scientific Thinking in Real Life

190

Countries

Participating in UQx Courses

10



SPOCs

Created and used in UQ classrooms

Exposure for UQ MOOCs is facilitated by a continually active course schedule, with re-runs programmed to maximise exposure within the edX course catalogue and edX marketing. Planned marketing includes events, press releases, blog posts, and social media.

UQx MOOCs are being translated and released on international MOOC platforms, such as XuetangX in China and Dorooob in Saudi Arabia, and total registrations grew 196% from 2014 to 2015 to exceed 640K for 2013–2015.

Detailed data related to UQx MOOCs is outlined in Appendix 2.

Collaboration Activities

UQx has facilitated collaborative links with partner organisations, including:

- Delft University of Technology (TU Delft), to develop the concept of ad-hoc credit exchange and Recognition of Prior Learning (RPL) in MOOCs
- CornellX and UQx commenced collaboration on SHARKS101x, a marine biology MOOC offering a global research perspective
- UQx and TUDelftX investigations into a Sustainability X-Series of MOOCs
- UQx and Brisbane Grammar School partnership to produce a MOOC for secondary school students to develop their understanding of science and mathematics.

UQx assisted with the development of 10 Small Private Online Courses (SPOCs):



335 participants across 12 events

Course Code	Course Name	School	Faculty
MECH 3410	Fluid mechanics	School of Mechanical and Mining Engineering	EAIT
EDUC1706	Introduction to the role of science and technology education in society	School of Education	HASS
PARENT101x	Parenting with a purpose	School of Psychology	HABS
BIOL1020	Genes, cells and evolution	School of Biological Sciences	Science
BIOL3023	Tropical coastal ecosystems	School of Biological Sciences	Science
HIV	HIV for health professionals: an introduction	School of Medicine	MBS
HLTH7200	The Australian healthcare system: present and future challenges	School of Medicine	MBS
POLIE	Paediatric online interactive education	School of Medicine	MBS
MRI101	Introduction to magnetic resonance imaging	Centre for Advanced Imaging	
Process Mineralogy	Process mineralogy series	Julius Kruttschnitt Mineral Research Centre	EAIT

Professional Development and Teaching

Teaching

In 2015, academic staff from ITaLI's Higher Education group provided course coordination and tutoring for the UQ Graduate Certificate (Higher Education), delivered through the School of Education. This program is designed for those teaching in higher education and related industry settings to inform and enhance their educational practice.

Peer Observation Scheme

ITaLI successfully coordinated a pilot to explore university-wide approaches to peer observation of teaching that can provide constructive, collegial and confidential feedback to our teachers. Pilots were conducted with UQ Schools of Pharmacy, Communication and Arts, Economics, Veterinary Science and with the Faculty of Engineering, Architecture and Information Technology. A proposal for the College was also developed for implementation in 2016.

Teaching and Learning Week 2015

In support of Teaching and Learning Week, ITaLI facilitated nine knowledge events and three networking events. The UQ community was encouraged to gain new knowledge and skills to enhance curriculum and assessment design, increase understanding of common pathways as an early career academic, participate in the Student Strategy process, engage in student partnership and employability programs and understand the benefits of utilising technology in teaching. Detailed information about events and attendance for the week is available at Appendix 5.



Professional Development Workshops

13 events / 162 participants

Hands on workshops that provide tools & techniques to enhance teaching practices



Webinars

7 events / 72 participants

Online seminars focussed on exploring advances in teaching and learning techniques



Lectures

6 events / 875 participants

A series of lectures provided on the purpose and benefits of MOOCs



Teaching & Learning Workshops

12 events / 300 participants

Workshops dedication to specific teaching and learning topics and practices



Seminars

28 events / 510 participants

Teaching and Learning focussed presentations given by visiting academics and ITaLI staff



UQx Media Workshops

22 events / 180 participants

Workshops providing the knowledge and tools to plan a MOOC or SPOC



Open Course Scheme

30 events / 267 participants

Open classes allowing for observation and sharing of great teaching practices across UQ



Tutors @ UQ

40 events / 1200+ participants

A program dedicated to introducing tutors to the teaching and learning environment at UQ

Open Course Scheme

The Open Course Scheme (OCS) is an ITaLI program designed to share the excellent teaching skills demonstrated at UQ. The scheme invites staff to observe a selection of courses that are "open" each semester. In 2015, 34 teachers representing each of the university's faculties opened their classes and received more than 260 registrations. Survey data of attendees revealed that 75% percent of respondents considered participation a valuable experience and would recommend the scheme to a colleague. Of these, 38% visited the OCS without having any prior affiliation with the program.

Observation of other teachers' in action through the OCS provides an invaluable resource for improved teaching and learning practice across UQ, as teachers adapt their personal strategies. Feedback provides important insights into the lessons learnt by teachers who attend these open classes:

- renewed appreciation for tools and tactics to engage and interact with students
- the use of electronic media for simultaneous feedback
- use of various learning models and methodical processes
- communication style.

Research

ITaLI supported UQ colleagues in research partnership projects, institutional priority projects, and other collaborative endeavours. Outcomes of ITaLI's collaborative scholarship are outlined in Appendix 3.

Events

ITaLI hosted a range of events in 2015, dedicated to enhancing teaching and learning effectiveness. Innovative ways of thinking and new knowledge and skills were shared with more than 2000 participants in almost 100 professional development workshops (through the UQ Staff Development Program), lectures, presentations, seminars and webinars. A detailed summary of events is contained in Appendix 4.

Appendices

Evaluations Data 2015

Table 1.1 SECaT Course Survey Summary

Semester	No. of courses	No. of potential responses *	No. of responses received	% Response rate
Semester 2, 2015	1,735	132,933	41,289	38.39
Semester 1, 2015	1,592	139,813	49,867	42.21
Semester 2, 2014	1,649	131,264	46,370	42.26

Table 1.2 SECaT Teaching Survey Summary

Semester	No. of courses	No. of potential responses *	No. of responses received	% Response rate
Semester 2, 2015	3,026	317,403	72,448	33.35
Semester 1, 2015	2,640	335,505	91,233	38.30
Semester 2, 2014	2,115	267,621	77,889	41.56

Table 1.3 SETutor Survey Summary

Semester	No. of courses	No. of potential responses *	No. of responses received	% Response rate
Semester 2, 2015	2,139	68,451	19,436	34.83
Semester 1, 2015	2,923	84,789	27,297	40.05

*Students may receive more than one survey

MOOC Course Registrations and Certificates

Appendix 2

Course	Mode	Start	End	Registrations	Verified Registrations	Certificates Issued
THINK1T2014	Archived	1 Jan	11 Aug	9,458	0	0
BIOIMG1T2014	Archived	1 Jan	30 Mar	769	0	0
HYPERS1T2014	Archived	1 Jan	18 Feb	341	0	0
TROPIC1T2014	Archived	1 Jan	1 Sep	147	0	0
WORLD2T2015	Archived	1 Jan	11 May	1,477	0	0
WRITE3T2014	Archived	1 Jan	26 Jul	10,288	0	0
CRIME3T2014	Archived	1 Jan	25 Aug	3,510	0	0
HYPERS1T2015	Re-run self-paced	18 Feb	31 Dec	5,274	56	460
BIOIMG1T2015	Re-run paced	30 Mar	21 Jun	8,235	76	525
DENIAL2T2015	Launch paced	28 Apr	30 Jun	17,122	166	962
WORLD2T2015	Re-run self-paced	11 May	May 2016	8,836	39	258*
DENIAL2T2015	Re-run self-paced	1 Jul	Jul 2016	5,648	30	117*
WRITE2T2015	Re-run paced	26 Jul	27 Sep	114,984	203	2,615
THINK2T2015	Re-run self-paced	11 Aug	Mar 2016	74,869	221	1,311*
CRIME2T2015	Re-run paced	25 Aug	27 Oct	12,268	79	970
TROPIC2T2015	Re-run paced	1 Sep	30 Oct	5,638	66	359
BIOIMG2T2015	Re-run self-paced	23 Sep	25 Mar 2016	4,447	25	172*
META3T2015	Launch paced	24 Nov	18 Dec	13,704	40	565
TROPIC3T2015	Re-run self-paced	24 Nov	Nov 2016	1,595	11	33*
IELTS3T2015	Launch self-paced	27 Nov	Sep 2016	109,494	83	285*
			2015 Totals	408,104	1,095	8,632*

* Certificate numbers calculated on 16 Feb 2016

Publications, Grants and Awards

Appendix 3

Competitive Grants

Hillier, M. (2015). *Transforming exams across Australia: processes and platforms for e-exams in high stakes, supervised environments*, University of Queensland, \$500,000.

Fellowships

Matthews, K. (2015), *Students as partners: reconceptualising the role of students in science degree programme curriculum development*, Office for Learning and Teaching, Australia, National Teaching Fellowship, 2015.

Selected Journal Articles

Furuya-Kanamori, L., Wangdi, K., Yakob, L., **McKenzie, S.**, Doi, S., Clark, J., ... Clements, A.C. (2015). 25-Hydroxyvitamin D concentrations and Clostridium difficile infection: A meta-analysis. *Journal of Parenteral and Enteral Nutrition*. doi:10.1177/0148607115623457

Gannaway, D. (2015). The Bachelor of Arts: slipping into the twilight or facing a new dawn? *Higher Education Research and Development*, 34(2), 298-310. doi:10.1080/07294360.2014.956689

Lane, M., Mitchell, G., Towers, P., & **Wong, A.** (2015). Teaching clinical skills by utilising community patient volunteers—a program evaluation. *Focus on Health Professional Education*, 16(3), 45-56. doi:10.11157/fohpe.v16i3.84

McNab, S., Monsour, P., Madden, D., & **Gannaway, D.** (2015). Knowledge of Undergraduate and Graduate Dentists and Dental Therapists concerning Panoramic Radiographs: Knowledge of Panoramic Radiographs. *Open Journal of Dentistry and Oral Medicine*, 3(2), 46-52. doi:10.13189/ojdom.2015.030203

Matthews, K., Adams, P., & Goos, M. (2015). The influence of undergraduate science curriculum reform on students' perceptions of their quantitative skills. *International Journal of Science Education*, 37(16), 2619-2636. doi:10.1080/09500693.2015.1096427

Matthews, K., Belward, S., Carmel, C., Rylands, L., & **Simbag, V.** (2015). Curriculum development for quantitative skills in degree programs: a cross institutional study situated in the life sciences. *Higher Education Research & Development*, 35(2), 545-559

Matthews, K., Crampton, A., Hill, M., Johnson, E., Sharma, M., & Varsavsky, C. (2015). Social network perspectives reveal strength of academic developers as weak ties. *International Journal for Academic Development*, 20(3), 238-251. doi:10.1080/1360144X.2015.1065495

Mercer-Mapstone, L. M., **K. Matthews** (2015). Student perceptions of communication skills in undergraduate science at an Australian research intensive university. *Assessment and Evaluation in Higher Education*. doi :10.1080/02602938.2015.1084492

Pang, B., & **Macdonald, D.** (2015). Recognising young Chinese Australian's perceived resources within and beyond schooling. *Pedagogy, Culture and Society*, 23(3), 435-453. doi:10.1080/14681366.2014.995121

Pang, B., & **Macdonald, D.** (2015). Understanding young Chinese Australian's (dis)engagement in Health and Physical Education and school sport. *Health and Physical Education and school sport*, 21(4), 441-458. doi:10.1080/17408989.2015.1043257

Rossi, A., **Macdonald, D.**, McCuaig, L., & Johnson, R. (2015). Teachers as health workers: Patterns and imperatives of Australian teachers' work. *British Educational Research Journal*, 42(2), 258-276. doi:10.1002/berj.3197

Book Chapters

Azzarito, L. & **Macdonald, D.** (2015). Unpacking gender/sexuality/race/disability/social class to understand the embodied experiences of young people in contemporary physical culture. In K. Green & A. Smith (Eds.), *Handbook of Youth Sport* (pp. 321-331). London, United Kingdom: Routledge.

Bartle, E. (2015). Creative podcasting in chemistry: a case study. In G. Hoban, W. Nielsen and A. Shepherd (Eds.), *Student-generated digital media in science education: learning, explaining and communicating content* (pp. 41-54) Abingdon, Oxon, United Kingdom: Routledge.

Macdonald, D., & Mallett, C. (2015). Youth sport in Australasia. In K. Green and A. Smith (Eds.), *Routledge Handbook of Youth Sport* (pp. 98-107) London, United Kingdom: Routledge.

Publications, Grants and Awards

McManus, M. E., & **Matthews, K.** (2015). Review of the Undergraduate Science Curriculum at The University of Queensland. In G. C. Weaver, W. D. Burgess, A. L. Childress and L. Slakey (Eds.), *Transforming Institutions: Undergraduate STEM Education for the 21st Century*. West Lafayette, Indiana: Purdue University Press.

Books

Rossi, A., Hunter, L., Flanagan, E., & **Macdonald, D.** (2015). *Workplace Learning in Physical Education: Emerging Teachers' Stories from the staffroom and beyond*. New York, NY: Routledge.

Selected Conference Papers and Presentations

Bartle, E., Bond, J.A., Downie-Mewes, E., Gilmore, A., Mandrusiak, A., **McKenzie, S.**, ... Spathis, J. (2015, October). *Engaging stakeholders in the education of health professionals: a case for a common course to assist in learning from, with, and about others*. Paper presented at the 12th annual conference of the International Society for the Scholarship of Teaching and Learning, Melbourne, Australia.

Bartle, E., Rolley, A., Pywell, S., & Edwards, D. (2015, March). *Can factors that impact an undergraduate paramedic student's academic performance be identified prior to submission?* Paper presented at the Australian and New Zealand Association for Health Professional Educators (ANZAHPE) Conference, Newcastle, Australia.

Bartle, E., Yu, W., Hu, W., Rogers, G., & Weller, J. (2015, March). *Where to now? Developing your career in health professional education*. Paper

presented at the Australian and New Zealand Association for Health Professional Educators (ANZAHPE) Conference, Newcastle, Australia.

Bosanquet, A., Mailey, A., **Matthews, K.**, & Lodge, J. (2015, July). *Redefining early career academia in uncertain times*. Paper presented at the Higher Education Research and Development Society of Australasia (HERDSA) Conference, Melbourne, Australia.

Colbran, S., & **Schulz, M.** (2015). *An update to the software architecture of the iLab Service Broker*. Paper presented at the 12th International Conference on Remote Engineering and Virtual Instrumentation (REV), Bangkok, Thailand.

Davin, L., Thistlethwaite, J., **Bartle, E.**, Eley, D. (Stover), & Parker, M. (2015, March). *When you don't like your patient or think they are undeserving—the triage of compassionate care*. Paper presented at the Australian and New Zealand Association for Health Professional Educators (ANZAHPE) Conference, Newcastle, Australia.

Drinkwater, M.J. & **Matthews, K.** (2015, October). *Evidence based teaching practices in science departments: common practices or still just the champions*. Paper presented at the International Society for the Scholarship of Teaching and Learning Conference, Melbourne, Australia.

Eley, D. (Stover), **Bartle, E.**, Casey, M., Kumar, K., Roberts, Ch., & Parker, M. (2015, March). *An exploration of the acceptability, and educational impact of the GAMSAT*. Paper

presented at the Australian and New Zealand Association for Health Professional Educators (ANZAHPE) Conference, Newcastle, Australia.

Gregory, S., Jacka, L., **Hillier, M.**, & Grant, S. (2015). *Using virtual worlds in rural and regional educational institutions*. Paper presented at the 3 Decades On: Reflections Upon Rural Education Achievements, Challenges and Future Directions, Armidale, New South Wales, Australia.

Koteeswaran, R., Smith, D., Bhutada, E., Simpson, P.T. **Bartle, E.**, Ayre, J.E., ... Lakhani, S. (2015, November). *Flipping pathology and its impact on learning in second year medical students at The University of Queensland, School of Medicine, Australia*. Paper presented at the The 2015 AAMC Medical Education Meeting, Baltimore, Maryland, USA.

Macdonald, D. (2015, November). *The place and potential of MOOCs in a campus-based university*. Paper presented at the China-Australia University Summit on Teaching and Learning (CAUSTL) Conference, Adelaide.

Macdonald, D. (2015, November). *Scoring goals: pathways into health and physical education teaching*. Paper presented at the National Aboriginal and Torres Strait Islander Education Conference (NATSIEC) Conference, Melbourne.

Macdonald, D. (2015, September). *The future of teaching and learning at UQ; responding to disruption*. Paper presented at the Universitas Indonesia Conference, Jakarta.

Macdonald, D. (2015, August). Case Study—*“While attending to important, immediate matters remember to also be bold.”* Paper presented at the The 6th National Higher Education Women's Leadership Summit 2015, Sydney, Australia.

Macdonald, D., MacDonald, L., Finn, C., Morris, A., Dekker, A., & Schulz, M. (2015, July). *Challenges in building MOOCs: the UQx experience*. Paper presented at the 7th International Conference on Education and New Learning Technologies (EDULEARN), Barcelona, Spain.

Matthews, K. E. (2015, July). *A gap analysis between academics' intentions for, and students' experiences of, graduate learning outcomes*. Paper presented at the Higher Education Research and Development Society of Australasia (HERDSA) Conference, Melbourne, Australia.

Matthews, K. E. (2015, December). *Quantitative skills in Australian undergraduate biosciences curriculum*. Paper presented at the Creating the Future, Biomedical Education Australia Network Conference, Canberra, Australia.

Matthews, K., Mercer-Mapstone, L., McDonald, J., Marquis, B., & Healey, M. (2015, October). *Learning and leading in international collaborative writing groups: Students, academic, facilitator, and coordinator perspectives*. Paper presented at the International Society for the Scholarship of Teaching and Learning Conference, Melbourne, Australia.

Matthews, K.E., Healey, M. Marquis, B., & McDonald, J. (2015, July). *Fostering communities of practice through international collaborative writing groups*. Paper presented at the Higher Education Research and Development Society of Australasia (HERDSA) Conference, Melbourne, Australia.

McGrath, D., Matthews, K., Kavanagh, L., **Dearden, E., Rutherford, P.**, & Duck, J.M. (2015, October). *Learning to teach in higher education: the 'promise' of digital solutions and what new teachers want*. Paper presented at the International Society for the Scholarship of Teaching and Learning Conference, Melbourne, Australia.

Rolley, A., & **Bartle, E.** (2015, March). *Scaffolding stakeholder engagement in clinical placements for paramedic students: development of an innovative student-centred placement model*. Paper presented at the Australian and New Zealand Association for Health Professional Educators (ANZAHPE) Conference, Newcastle, Australia.

Wegener, M. J., McIntyre, T., **McGrath, D.**, Peet, S., & Holmes, C. (2015, October). *Students' pre-class preparation: concise and interactive online modules that students use*. Paper presented at the International Society for the Scholarship of Teaching and Learning Conference, Melbourne, Australia.

Occasional Papers

Bartle, E. (2015). *Experiential learning: an overview*, Queensland, Australia: The University of Queensland.

Bartle, E. (2015). *Personalised learning: an overview*, Queensland, Australia: The University of Queensland.

Glasby, P. (2015). *Future trends in teaching and learning in higher education*, Queensland, Australia: The University of Queensland.

McGrath, D. (2015). *Questions about: Lecture recordings*, Queensland, Australia: The University of Queensland.

Oberhollenzer, Y. (2015). *Review of activities that support the student experience in International and Australian universities*, Queensland, Australia: The University of Queensland.

Phan, L.H. (2016). *Student Surveys of teaching and learning quality*, Queensland, Australia: The University of Queensland.

Awards

Peterson, A., **McGrath, D.**, Neil, D., & Warren, C. (2015). *AIM High*, Office for Learning and Teaching, Australia, Citations for Outstanding Contributions to Student Learning.

ITaLI Workshops, Presentations and Lectures 2015 **Appendix 4**

Event Title	Date	No. Participants	School Faculty Organisation	Presenter/s
Active learning	April 29	21	Centre for Advanced Imaging (Graham Galloway)	Anthea Leggett; Peter Rutherford
Aligning curriculum with graduate profiles	December 12	12	UQ School of Dentistry	Dr Deanne Gannaway
Articulating impact in your OLT grant application	October 7	11	UQ-wide	Tilly Hinton (external consultant)
Assessment design	December 4		UQ School of Nursing and Midwifery	Dr Deanne Gannaway
Benefits of tutoring during your PhD	April 8	25	UQ PhD students	Dr Kelly Matthews
Better judgement - assessment	September 30	50	Open	Dr Lisa Schmidt
Design an engaging virtual classroom session	February 19	11	University Staff Development Committee	Peter Rutherford
Designing online quizzes	February 17	16		Dominic McGrath
	July 21	8		Dominic McGrath
Developing graduate profiles	August 20	15	UQ School of Dentistry	Dr Deanne Gannaway
	November 23	10	UQ School of Health and Rehabilitation Sciences	
Digital rubric design	February 18	20	University Staff Development Committee	Dominic McGrath
	July 23	2		
edX course moderator training	September 21	3	Centre for Advanced Imaging (Elizabeth Georgiadjis; Javier Urriola)	Anna Morris
edX Studio builder training	November 6	2	Centre for Children's Health Research—PACT/Queensland Cerebral Palsy and Rehabilitation Research Centre (QCPTRC), (Koa Whittingham)	
	July 13	4	UQ Institute of Continuing and TESOL Education (4 staff)	
Engaging students as partners and as change agents	October 23		Open	Prof. Mick Healey
Evaluation plan and UQx project	September 25	12	UQ-wide	Prof. Carmel McNaught
Flat space, deep learning	June 1			Prof. Eric Mazur
Flipped classroom/teaching with technologies	October 14	12	UQ School of Veterinary Science (Erika Meler)	Anthea Leggett
Gateways evaluation & sustainable teaching and learning plan workshop	September 3	24	UQ Faculty of Humanities and Social Sciences	Dominic McGrath; Anthea Leggett
HASS teaching and learning seminar on assessment	August 13	45		
Information session for ATE UQ Awards	April 15	12	UQ-wide	Michelle Wirt
Information session for UQ COCSL and APEL Awards	February 11	10		
ITaLI Time	Fortnightly	Variable	ITaLI	Yvonne Oberhollenzer
Learning Analytics@UQ	July 31		UQ-wide	Prof. Doune Macdonald; Prof. Shane Dawson; A/Prof. Carl Reidsema; A/Prof. Lydia Kavanagh; A/Prof. Xue Li, John Zornig; Milena Krumova; ITaLI Analytics Team
Lecture: MOOCs	March 11	75	Glasshouse Mountains Probus Club	Prof. Roly Sussex
	April 20	160	University of the Third Age, Redlands Bay	
	July 6	100	Lyceum Club	
	August 6	50	St Lucia Probus Club	
	September 2	90	Beaudesert Probus Club	
Mapping Physio programs for accreditation	November 12	8	UQ School of Health and Rehabilitation Sciences	Dr Deanne Gannaway
MOOC Macro design workshop	May 7	18	UQ Faculty of Health and Behavioural Sciences	UQx Team
			UQ Faculty of Medicine and Biomedical Sciences	
MOOC Massive Open Online Courses (MOOCs): A game changer?	February 26	400	UQ-wide	Prof. Roly Sussex
MOOC Micro design workshop	January 21	14	Brisbane Boys' Grammar	UQx Team
MOOC Research and analytics of BIOIMG101X	May 20	27	Macquarie University	Adrian Norman; CAI; UQx Team
MOOC Visit of UQx Facilities and course design process	May 12	12	edX President	UQx Team
	June 1	19	Program Manager, AdelaideX	
	June 18	6	Course Team Leader, AdelaideX	
	November 10	8	Training Agency of the Ministry of Energy and Mineral Resources in Indonesia	

ITaLI Workshops, Presentations and Lectures 2015

Event Title	Date	No. Participants	School Faculty Organisation	Presenter/s
MOOCs & UQ International agents presentation	October 21	45	UQ International	John Zornig
MOOCs and production of on-line learning resources	April 16	6	China University of Petroleum (East China)	UQx Team and China University of Petroleum (East China)
MOOCs and active learning at UQ	February 9	5	Technical University of Delft (TU Delft) Netherlands	John Zornig; Dominic McGrath
MOOCs SMI scoping workshop	August 8	20	UQ Sustainable Minerals Institute	UQx Team
Online collaborative writing groups			Open	Dr Kelly Matthews; Prof. Mick Healey
Online SE Tutor information session	February 16	2	University Staff Development Committee	Alice Evans
	February 20	2		
Open course scheme	Semesters 1 & 2	150	UQ-wide	Peter Rutherford
Orientation for all Academics new to UQ	February 18	19	University Staff Development Committee	
Peer observation workshop: Journalism	July 21	42		Prof. Doune Macdonald
Peer observation workshop: Economics	April 1	5	UQ School of Communication and Arts	Sue Monsen
Presentation to Guangzhou delegation	March 30	20	UQ School of Economics	
Professionalisation of teaching in higher education: teaching in the future academic workforce	October 6		UQ Faculty of Business, Economics and Law	Amy Wong; Dr Samantha McKenzie; Anthea Leggett; Linda MacDonald, Marcel Lavrencic
Project Management course	July 15		UQ-wide	Prof. Hamish Coates
Screen coaching	May 25	18	ITaLI	Jeff Dutton; Yvonne Oberhollenzer
	January 14	2	UQ Advantage (Andrea Reid; Anna Richards)	Anna Morris; Matt Petersen
	April 8	3	UQ Sustainable Minerals Institute	Linda MacDonald, Matt Petersen
	April 9	3	JKTech	
	April 10	2	UQ Sustainable Minerals Institute	
	May 13	1	UQ Sustainable Minerals Institute (Shabir)	Anna Morris; Matt Petersen
	July 13	3	UQ Faculty of Engineering, Architecture and Information Technology	Linda MacDonald, Matt Petersen
	August 4	5	UQ School of Medicine and UQ School of Public/Population Health (5 staff)	Anna Morris; Matt Petersen
	August 7	2	UQ School of Psychology (Jeanie Sheffield); Centre for Children's Health Research PACT/ Queensland Cerebral Palsy and Rehabilitation Research Centre (QCPTRC), (Koa Whittingham)	
	September 25	4	UQ Faculty of Humanities and Social Sciences	Carrie Finn; Matt Petersen
Setting up for a successful Semester	November 16	4	UQ Faculty of Engineering, Architecture and Information Technology	Linda MacDonald, Matt Petersen
Social media for teaching and learning	July 23	1	University Staff Development Committee	Dr Sam McKenzie
Students as partners: what do we know?	September 30	9	University Staff Development Committee	Anthea Leggett
Teaching and Learning Week: innovative teaching with technology workshop	October 22		UQ-wide	Peter Felton
TA Local: A 3D virtual business simulation for experiential learning in first year accounting	August 6	8	UQ-wide	Dr Mathew Hillier; Dominic McGrath
Teaching development day: sustainable practice; optimal outcomes	June 9	45	UQ School of Health and Rehabilitation Sciences	Dr Carlie Driscoll, A/Prof. Lydia Kavanagh, A/Prof. Gwendolyn Lawrie, Dr Andrew Claus, Prof. Sarah Roberts-Thomson, Dr Chris Campbell, Dr Allison Mandrusiak, Kirsten Zimbardi, Robyn Parry, Dr Judith Seaboyer, Liz Springfield, Linda MacDonald; Dr David MacDonald
Teaching and learning at UQ	August 6	20	UQ Faculty of Business, Economics and Law—Chinese delegates from GDUFs	Dr Sam McKenzie; Anthea Leggett; Marcel Lavrencic; Amy Wong; Linda MacDonald
TEL grants pitch	June 12	29	UQ-wide	Stella Winn
	June 17	24		
TEL grants: show and tell	February 19	31		

ITaLI Workshops, Presentations and Lectures 2015

Event Title	Date	No. Participants	School Faculty Organisation	Presenter/s
The flipped classroom	February 13	23	University Staff Development Committee	Anthea Leggett
	June 19	0		
	September 4	7		
	December 4	0		
Tutors@UQ	Semester 1		UQ Tutors	Dr Kelly Matthews; Dominic McGrath; Sue Monsen; Dr Emma Bartle; Dr Deanne Gannaway
	Semester 2	310	UQ Tutors (run in all faculties across two campuses, UQ School of NM and SW, and CA)	
UQ awards writing workshop	July 20, 27	22	UQ shortlisted Teaching Award applicants	Dr Deanne Gannaway; Stefani Rooney
UQ Fellows workshop	September 10	25	UQ-wide	Prof. Robyn Ward; Nicole Thompson; Prof. Chris Greig; Dr Deanne Gannaway; Prof. Fred D'Agostino
	September 10	90	UQ-wide	
UQ spaces on campus and online	October 20	30	Indonesian Ministry of Religious Affairs (MORA) Librarian group	Dominic McGrath
UQ teaching fellowship information session	November 10	11	UQ-wide	Yvonne Oberhollenzer
UQx creative time	Weekly	12	UQx	UQx Team
UQx time	Fortnightly	12	ITaLI	UQx Team
UQx tour and workshop: online offerings in sports coaching	May 14	6	UQ Faculty of Humanities and Social Sciences	John Zornig
Using assessment data for personal and institutional enhancement and advancement	September 23		UQ-wide	Prof. Carmel McNaught
Video production workshop	September 23	8	Learning Design Community	Matt Petersen
Webinar: Development of 4D farms to improve student learning and safety	May 6		Open	Dr Mathew Hillier
Webinar: A 3D virtual business simulation for experiential learning in first year Accounting	August 5			
Webinar: Digital badges to curate, credential and carry forward digital learning evidence	February 4			
Webinar: Enhancing student learning outcomes with simulation-based pedagogies	March 4			
Webinar: Virtually enhanced language teaching	April 1			
Webinar: What can we do with assessment analytics?	September 9			
Webinar: Outdoor sensors for real time data in e learning activities	October 7			
Writing a successful OLT fellowship proposal	September 28	4	UQ-wide	
Writing a successful OLT grant proposal	September 9	12		
Writing for publication workshop	June 10	30	UQ Teaching Focused Network	

Teaching and Learning Week (2-6 November 2015) **Appendix 5**

Event and Attendance Summary

Day	Title (# participants)	Summary	Presenters	Style
Monday	Launching the 'UQ Students as partners' Network (10)	This informal session brought together those interested in partnerships approaches to discuss how a UQ Students as Partners Network could work to further such activities.	Dr Kelly Matthews (facilitator; ITaLI); Dr Eimear Enright (School of Human Movement Studies); Lucy Mercer-Mapstone (Centre for Social Responsibility in Mining)	Networking event
	Letters from an Early Career	Taking a lead from Rilke's (1929) 'Letters to a Young Poet,' this session represented an attempt to stimulate dialogue between professors and early career academics (ECAs) in the University.	Dr Eimear Enright (School of Human Movement Studies); Dr Steven Rynne (School of Human Movement Studies)	Presentation and Panel Q & A
	UQ Excellence in Teaching and Learning Awards (invitation only)	The UQ Excellence in Teaching and Learning Awards recognise and reward excellence in teaching, the provision of outstanding learning environments and support services to students.		
Tuesday	UQ Student Strategy: Get Involved (33)	This event focused on the development of a student-focused, future-oriented strategy that aims to create a transformative experience for students at UQ. The team was tasked to embark on an extensive consultation process to ensure that UQ staff and students had the opportunity to contribute to this important strategy.	Prof. Doune Macdonald (Pro-Vice-Chancellor [Teaching and Learning], ITaLI)	Presentation and Panel Q & A
	Employability at UQ (25)	This session explained the UQ student employability strategy and its implementation framework, and introduced Unlocking your Employability, UQ's new MOOC (Massive Open Online Course).	UQ Advantage staff members: Dr Annabelle Willox (Director); Andrea Reid (Employability Coordinator); Anna Richards (Project Officer)	Showcase and Q & L
	Teaching with Technologies Showcase (42)	The variety of innovative approaches to teaching and learning across UQ, such as active learning and flipped classrooms using a range of teaching technologies to support student interaction and engagement, was showcased in this session.	Dr Chris Landorf (School of Architecture); Dr Pierre Benckendorff (School of Business); Prof. Michael Drinkwater (School of Mathematics and Physics); Dr Sebastian Kaempf (Political Science and International Studies); Assoc. Prof. Kym Bryceson (Agriculture and Food Sciences)	Presentation and Panel Q & A
Wednesday	Teaching and Learning Awards Lunch (invitation only) (60)	UQ and National Teaching and Learning Award nominees 2013-2015 were invited to celebrate their valuable contributions to UQ.		Lunch
Thursday	UQx from MOOCs to SPOCs: Creating Change in On-Campus Learning (17)	A session dedicated to discussing how the UQx project is creating change in on-campus learning. It featured a panel on how MOOC materials are being re-used as Small Private Online Courses (SPOCs) for UQ students.	John Zornig (Director UQx); Dr Vincent Wheatley (EAIT), Prof. Ian Brereton (Centre for Advanced Imaging) and academics who have created and utilise MOOCs	Presentation and Panel Q & A
	Celebrating Tutors@UQ (invitation only) (40)	Successful tutors shared their strategies and ideas over a morning tea.		Morning tea
	Teaching and Learning Innovation Expo (40)	The expo introduced projects that enhance curriculum design, assessment, blended learning and other aspects of teaching and learning. It also presented an opportunity for participants to engage individually with the presenters to discuss methods for creating innovative teaching and learning projects in collaboration with colleagues.	Dr Greg Birkett (School of Chemical Engineering); EAIT, Jacqui Bond (School of Pharmacy); Dr Leanne Coombe (Faculty of Medicine and Biological Sciences); Dr Melissa Curley (School of Political Science and International Relations); Prof. Michael Drinkwater (Faculty of Science); Assoc. Prof. Julie Duck (Faculty of Humanities and Social Sciences); Prof. Pauline Ford (School of Dentistry); Assoc. Professor Gwen Lawrie, (Faculty of Science); Dominic McGrath (ITaLI); Dr Marion Tower (School of Nursing, Midwifery and Social Work); Jessica Tsai (Faculty of Health and Behavioural Sciences); Assoc. Prof. Yunxia Zhu (UQ Business School)	One-minute "teaser" presentation from each project, followed by an open networking session to pursue projects of interest
Friday	The Islands (3)	This session provided a tour of the latest version of The Islands, an open-ended virtual environment used to facilitate student research projects in a statistics curriculum, and discussed some interesting uses at UQ and at other institutions.	Dr Michael Bulmer (School of Mathematics and Physics)	Presentation
	UQ Placements and Work Integrated Learning Network (26)	Commonalities across faculties and a forum to share solutions to issues that affect the everyday work of placement facilitators was provided in this session.	Sue Monsen (ITaLI)	Networking event
	Teaching@UQ (25)	This session updated participants on the proposed Teaching@UQ Program, a UQ-wide induction program for new teaching staff to be piloted in 2016. It also provided the opportunity for participants to become involved in the program's implementation.	Assoc. Prof. Julie Duck (Humanities and Social Sciences); Dr Kelly Matthews (ITaLI)	Informal, informative round table discussion

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