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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 gratefully for their support.”

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

Our Purpose

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 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.

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 Gantley, University Librarian

INSTITUTE FOR TEACHING AND LEARNING INNOVATION 2015 ANNUAL REVIEW
ITaLI is a service-focused unit dedicated to supporting the strategic objectives of the university and exemplifying 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 structures and resources that support effective teaching and learning by supporting educational leadership in line with university and faculty strategic priorities.

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Evidence based
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Service oriented
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Strategic and sustainable
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Collaborative
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Inclusive and transparent
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Program solving using mobile technologies: bridges gap between university classrooms and careers
Project: To engage students from UQ’s School of Information Technology and Engineering in a real-world mobile technology project that spans across core disciplines to enhance learning and experience. Two publications have been submitted with a view to promoting new methodologies to improve student engagement and participation.

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

Integrating the first year science curriculum across core disciplines
Project: To examine multidisciplinary as an avenue for curriculum innovation. This project compared four-year science curriculums: the discipline-focused UQ curriculum and the Queensland University of Technology’s interdisciplinary curriculum. The knowledge gained from this project has been shared with educators at 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.

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.

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 landscape at Architecture and Food Sciences to encourage collaboration in the development of more productive outcomes for UQ resources.

Outcomes: Sample designs and prototypes created provided practical proof of concept and teaching building blocks. Proposals for curriculum change based on construction industry research, technical knowledge, architectural mapping and institutional benchmarking have the potential to alter digital design processes.

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### UQ Teaching Fellows

#### Visiting Fellows

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Chair, Higher Education Centre for Teaching and Learning Excellence, La Trobe University, Australia  
Visiting Fellow  

**Professor Mick Healey**  
Emeritus Professor of Higher Education, Centre for Research into Learning and Teaching in Higher Education, University of Leeds, UK  
Visiting Fellow  

**Professor Carmel Naughton**  
Emeritus Professor, University of Hong Kong  
Visiting Fellow  

#### Project:

- To ensure the quality assurance and embedding 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.  
- Outcomes: A comprehensive document was created to deliver consistent assessment practices that are transparent for the School of Medicine. A curriculum and assessment taxonomy was created to promote efficient and accurate reporting for accreditation.

#### Outcome:

- The project produced practice principles and tools for embedding learning support into the curriculum, which can be utilised across all disciplines and the broader UQ community.

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

### Developing academic capacity in scholarship of learning and teaching to form a community of practice approach

**Project:**

- To establish a process of continuous quality improvement for teaching and learning in the School of Economics and Law.

**Outcomes:**

- A research agenda established around GELE was formed to provide a focus on situated cultural learning (SiCuLA) and positive organisational fluency within a classroom-based teaching context.

**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 community.

#### Research-based teaching practice in the Bachelor of Science

**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 fluency, a curriculum and assessment taxonomy was formed to prioritise staff development to increase the use of evidence-based teaching approaches.

**Outcome:**

- The project produced practice principles and tools for embedding learning support into the curriculum, which can be utilised across all disciplines and the broader UQ community.

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#### Expertise shared:

- **Theory and practice for scholarship of teaching and learning**: Extensive experience as a scholar and practitioner in the field of teaching and learning, with a focus on evaluation, self-reflection, and evidence-based practice.  
- **Theory and practice around students as active partners**: Knowledge of research methods, particularly qualitative approaches, and a focus on student engagement and active learning.  
- **Professional writing for scholarship of teaching and learning**: Expertise in writing and publishing in academic journals, with a focus on the dissemination of research findings.  
- **Insights and facilitation of an internal, self-regulated and self-motivated research culture**: Experience in mentoring and guiding students and colleagues in research activities, with a focus on fostering a culture of inquiry and innovation.  
- **Research into learning and teaching in higher education**: Extensive experience in researching and disseminating findings in the field of teaching and learning, with a focus on the impact of teaching practices on student outcomes.  
- **Theoretical and practical knowledge of assessment and evaluation strategies**: Expertise in developing and implementing assessment and evaluation tools, with a focus on aligning these tools with learning outcomes.  
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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 advice and support for more than 1000 hours of advice and support in the areas of course design, teaching practice, learning activity design, evaluation and data analysis, online pedagogies, professional learning and project management. ITaLI facilitated connections between teaching and learning experts and 11 project teams to discuss issues such as undergraduate teaching and learning experiences, students as partners, the academic workforce, research ethics and assessment. Faculty-ITaLI Partnership Projects included those they received from ITaLI, and, in particular, the collaborative work with external experts, beneficial to project meaning.

Business, Economics and Law

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## Engineering, Architecture and Information Technology

**Engineering, Architecture and Information Technology**

**Computer Science Program Review**

ITaLI provided evaluation services and advice to contribute to the review of the Bachelor of Science (Computer Science). This included compilation of historic program data, provision of examples of existing review surveys, and interview of course academic leaders to gather student and alumni about their study experience. ITaLI also facilitated connections between 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.

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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
   - Creation of a UQ Student Strategy Green Paper
   - An extensive consultation process
   - 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).

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 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 SECaT working party was responsible for evaluating the efficacy of the SECaT instrument and recommending improvements based on UQ and national quality assurance processes. Findings including, 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.

Chairled 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 draft final report was submitted to the first meeting of the Teaching and Learning Committee of 2016.
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 invoked 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)
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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 critical review that led to the recognition of UQ as one of the leading institutions for teaching awards in Australia.

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.

Worshops, advice and support for staff submitting applications and proposals

Coordination and management of UQ’s teaching and Learning Awards

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 and coordination and management of UQ’s teaching and Learning Awards.

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.

Learning Analytics
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.

Evaluation
SECaT and SETutor

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 and public access to SECaTs—a record of student identifying information is now retained for legal, survey management, and analytics requirements; and 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.

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

• institution-wide report for each faculty and school
• institution-wide report for each program and course
• 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 this new OIQA 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.

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.

SeCaT outcomes through hosting of results via an ITaLI-hosted dashboard http://itali.uq.edu.au/content/student-evaluation-of-course-and-teaching-secact-results. 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 these changes and these were represented through the final survey engagement outcomes for both the SECaT and SETutor surveys. The data related to these changes and these were represented through the final survey engagement outcomes for both the SECaT and SETutor surveys. The data related to these changes and these were represented through the final survey engagement outcomes for both the SECaT and SETutor surveys. The data related to these changes and these were represented through the final survey engagement outcomes for both the SECaT and SETutor surveys. The data related to these changes and these were represented through the final survey engagement outcomes for both the SECaT and SETutor surveys.
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. Working proactively to support innovation across the University, we provide resources and support to help our colleagues build high-quality MOOCs.

MOOCs are popular because they are free, flexible and accessible. They are effective because they engage people in learning that is meaningful, stimulating, and enjoyable. UQx has facilitated collaboration 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.

Exposure for UQ MOOCs is facilitated by a continual active course schedule, with re-runs programmed to maximise exposure within the eXtend course catalogue and eXtend 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 Doroob in Saudi Arabia, and total registrations grew 196% from 2014 to 2015 to exceed 640K for 2013–2015. Detailed data related to UQ MOOCs is outlined in Appendix 2.

Collaboration Activities

UQ has facilitated collaborative links with...
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.

Open Course Scheme
The Open Course Scheme (OCS) is an ITaLI program designed to share the excellent teaching practices 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 colleagues. Of those, 36% 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.

Professional Development and Teaching 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.

| Professional Development Workshops | 13 events / 922 participants |
| Webinars | 7 events / 15 participants |
| Lectures | 6 events / 817 participants |
| Teaching & Learning Workshops | 12 events / 305 participants |
| Seminars | 26 events / 510 participants |
| Open Course Scheme | 30 events / 297 participants |
| UDs Media Workshops | 22 events / 110 participants |
| Tutors @ UQ | 45 events / 1200+ participants |

INSTITUTE FOR TEACHING AND LEARNING INNOVATION 2015 ANNUAL REVIEW
INSTITUTE FOR TEACHING AND LEARNING INNOVATION 2015 ANNUAL REVIEW
### Evaluations Data 2015

#### Table 1.1 SECaT Course Survey Summary

<table>
<thead>
<tr>
<th>Semester</th>
<th>No. of courses</th>
<th>No. of potential responses</th>
<th>No. of responses received</th>
<th>% Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2, 2015</td>
<td>1,735</td>
<td>132,013</td>
<td>41,289</td>
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<tr>
<td>Semester 1, 2015</td>
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<td>139,613</td>
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<tr>
<td>Semester 2, 2014</td>
<td>1,649</td>
<td>131,264</td>
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#### Table 1.2 SECaT Teaching Survey Summary

<table>
<thead>
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<th>Semester</th>
<th>No. of courses</th>
<th>No. of potential responses</th>
<th>No. of responses received</th>
<th>% Response rate</th>
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<tr>
<td>Semester 2, 2015</td>
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<td>317,403</td>
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#### Table 1.3 SETutor Survey Summary

<table>
<thead>
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<th>No. of courses</th>
<th>No. of potential responses</th>
<th>No. of responses received</th>
<th>% Response rate</th>
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*Students may receive more than one survey.*
MOOC Course Registrations and Certificates

Appendix 2

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<tr>
<th>Course</th>
<th>Mode</th>
<th>Start</th>
<th>End</th>
<th>Registrations</th>
<th>Verified Registrations</th>
<th>Certificates Issued</th>
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<td>1,095</td>
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Competitive Grants


Fellowships


Selected Journal Articles


Focus on Health Professional Education


Appendix 3


Book Chapters


### ITaLI Workshops, Presentations and Lectures 2015

#### Appendix 4

<table>
<thead>
<tr>
<th>Event Title</th>
<th>Date</th>
<th>No. Participants</th>
<th>School</th>
<th>Faculty</th>
<th>Organisation Presenter/s</th>
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<td>TEL grants: show and tell February 19</td>
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<td>Teaching and learning at UQ August 6</td>
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<td>Teaching development day: sustainable practice; optimal outcomes June 9</td>
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<td>Screen coaching May 25</td>
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<td>Project Management course July 15</td>
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<td>TA Local: A 3D virtual business simulation for experiential learning in first workshop</td>
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<td>Teaching and Learning Week: innovative teaching with technology</td>
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<td>Students as partners: what do we know? September 30</td>
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<td>Orientation for all Academics new to UQ February 18</td>
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<td>Open course scheme Semesters 1 &amp; 2</td>
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<td>MOOCs SMI scoping workshop August 8</td>
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<td>MOOCs and active learning at UQ February 9</td>
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<td>MOOCs and production of online learning resources April 16</td>
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<td>MOOCs: an exploration of blended learning September 17</td>
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### Event Title

- **Flipped classroom/teaching with technologies October 14**: UQ School of Veterinary Science (Erika Meler) | Anthea Leggett
- **Flat space, deep learning June 1**: Flat space, deep learning | Prof. Eric Mazur
- **Better judgement - assessment September 30**: Open | Dr Lisa Schmidt
- **Benefits of tutoring during your PhD April 8**: UQ PhD students | Dr Kelly Matthews
- **Assessment design December 4**: UQ School of Nursing and Midwifery | Dr Deanne Gannaway
- **Articulating impact in your OLT grant application October 7**: UQ-wide | Tilly Hinton (external consultant)
- **Active learning April 29**: Centre for Advanced Imaging (Graham Galloway) | Anthea Leggett; Peter Rutherford
- **TA Local: A 3D virtual business simulation for experiential learning in first workshop**: | |
- **Teaching and Learning Week: innovative teaching with technology**: | |
- **Students as partners: what do we know? September 30**: University Staff Development Committee | Anthea Leggett
- **Orientation for all Academics new to UQ February 18**: University Staff Development Committee
- **Open course scheme Semesters 1 & 2 150**: UQ-wide: Peter Rutherford
- **Online SE Tutor information session February 16**: 2 | University Staff Development Committee: Alice Evans
- **MOOCs SMI scoping workshop August 8**: 20 | UQ Sustainable Minerals Institute: UQx Team, 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 and production of online learning resources April 16**: 6 | China University of Petroleum (East China): UQx Team and China University of Petroleum (East China)
ITaLI Workshops, Presentations and Lectures 2015

<table>
<thead>
<tr>
<th>Event Title</th>
<th>Date</th>
<th>No. Participants</th>
<th>School</th>
<th>Faculty</th>
<th>Organisation</th>
<th>Presenter/s</th>
<th>Style</th>
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<td>Writing for publication</td>
<td>June 10</td>
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<td>UQ</td>
<td>Teaching</td>
<td>Prof. Mick Healey; Dr Emma Bartle</td>
<td>Workshop</td>
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<td>Writing a successful OLT grant proposal</td>
<td>September 9</td>
<td>12</td>
<td>Dr Deanne Gannaway; Stefani Rooney</td>
<td>Webinar</td>
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<td>Webinar: Virtually enhanced language teaching</td>
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<td>Webinar: Development of 4D farms to improve student learning and safety</td>
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<td>Learning Design Community</td>
<td>Matt Petersen</td>
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<td>Using assessment data for personal and institutional enhancement</td>
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<td>Workshop</td>
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<td>UQx tour and workshop: online offerings in sports coaching</td>
<td>May 14</td>
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<td>UQx creative time</td>
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<td>UQx</td>
<td>UQx Team</td>
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Teaching and Learning Week (2–6 November 2015) Event and Attendance Summary

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<tr>
<th>Day</th>
<th>Type of participation</th>
<th>Summary</th>
<th>Presenter/s</th>
<th>Style</th>
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<td>Tuesday</td>
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