

ITaLI Annual Report 2019



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Director's report

Professor Doune MacDonald

The Institute for Teaching and Learning Innovation (ITaLI) works in partnership with schools and faculties to find solutions for learning, teaching and assessment challenges that address the disruptive changes impacting higher education, the employment market and the ways we live and learn. As a key enabler of the UQ Student Strategy 2016–2020 and the Teaching and Learning Plan 2018–2021, ITaLI encourages and enables innovation to deliver and shape the exceptional student experiences and learning outcomes that UQ offers.

2019 marked ITaLI's fifth year of operation. It was a successful year of partnership with schools and faculties, to consolidate the eminence of teaching at UQ and ensure that UQ is a world leader in an enriched student experience.

By December 2019, UQ had 282 Higher Education Academy Fellows, many awarded in association with our expanded and articulated professional learning programs. In 2019 alone, more than 1600 staff participated in these programs and workshops, and over 1600 attendees took part in Teaching and Learning Week activities. The eLearning Solutions Service resolved approximately 7000 inquiries, and 250 staff observed high-quality teaching and learning in the UQ Open Classroom Scheme – a special thank you to those staff who so generously opened their classrooms to observation. Many more of you have contributed to one of our Communities of Practice.

UQ's digital capabilities have continued to mature on the back of UQx, with a shift in emphasis to the release of four MicroMasters® programs. Our UQ2U active and blended learning team has worked with some 100 academics to redevelop another 31 courses (bringing the total to 48) and ITaLI is very appreciative of the innovative spirit of these early adopters. Our learning analytics capacity has also grown with widespread availability of the Course Insights dashboard, another facet of UQ's emerging Digital Learning Roadmap.

Our staff are leaders in higher education pedagogy, learning analytics and academic integrity - evidenced by 28 invitations and 21 peer-reviewed publications from ITaLI scholars. Our students excel - evidenced by 'Best Student Presentation award to ITaLI HDR student Nattalia Godbold at the 2019 International Society for the Scholarship of Teaching and Learning Conference in Atlanta, USA.

We have reached milestones with the Teaching and Learning Plan, Professional Learning Plan and the Learning Space Roadmap, as well as in the eAssessment, shorter form credentials, entrepreneurial education and peer observation of teaching projects. All of ITaLI's work has provided rich data for high-quality scholarship, much of which has been co-authored with colleagues across UQ.

I have now finished my term in the joint position of Pro-Vice-Chancellor (Teaching and Learning) and Director of ITaLI and I am pleased to handover the Director's role from the commencement of 2020 to Professor Karen Benson.

2019 Highlights

- Commenced the development of a revised program and course quality assurance process for implementation in 2021
- The Vice-Chancellors Committee approved Shorter Form Credentials to become core business at UQ, the Alternative Credentials Working Party drafted a policy and began working to integrate shorter form credentials with UQ systems.
- ITaLI hosted an inaugural Teaching and Learning Chairs retreat.
- 19 staff received a UQ Teaching Award, Citation or Commendation and two UQ teachers received the highest national recognition with the Australian Awards for Teaching and Learning.
- Teaching and Learning Week was held over three days – over 130 staff, students and guest presenters delivered 36 events to over 1600 attendees.
- The UQ Teaching Community Update newsletter was launched and 11 editions were distributed to 1800 staff across UQ.
- UQ2U was announced as an Advancing Academic Development Good Practice finalist.
- eLearning Systems and Support assisted with the trial of automatic lecture recording transcriptions for students with disabilities.
- The Critical Development Perspectives edX course has received an international Award of Excellence from the UN Sustainable Development Solutions Network.
- UQx partnered with Curtin University to develop and offer an industry-first micro-credential package in foundations of modern mining. The UQx Course Catalogue is located at **Appendix A**.

ITaLI has led a number of Student Strategy initiatives, key highlights include:

- Development of an additional 31 UQ2U courses, taking the total to 48 impacting over 13% of all student enrolments. The UQ2U program of work is located at **Appendix B**.
- Deployment of ePortfolio in five full programs and 9 individual courses across all faculties of UQ.
- Design, development and dissemination of the bespoke RiPPLE platform that partners academics and students to create and evaluate high-quality learning resources and, recommends personalised activities to students. RiPPLE has facilitated the creation of 15,000 resources and engagement with 700,000 personalised activities for 7,500 students.
- Design, development and dissemination of the Course Insights platform that empowers course coordinators to gain insights and act on student data to enhance student learning and experience. In 2019, this platform was trialled by 36 UQ2U and volunteer courses to be implemented across UQ in 2020.
- Formation of an Entrepreneurship Community of Practice (CoP) which held four meetings and engaged with over 85 participants representing all faculties. This CoP was consistently rated outstanding by participants. Development of four self-directed online modules (for UQ staff) regarding embedding Entrepreneurial Education into courses (these went “live” in March 2020).
- 156 HEA Fellowships were awarded to UQ staff taking the total of HEA@UQ Fellows to 282, with a further 163 aspiring HEA Fellows.
- Participation of over 900 attendees in Professional Learning development workshops offered through the UQ Staff Development program, with 22 distinct face-to-face Professional Learning offering delivered and over 70 Professional Learning sessions delivered. Further information is at **Appendix C**.

What we do

Our mission is to continually improve teaching and learning initiatives that lead to positive and effective change across the University. Our main focus is to transform these initiatives into practical realities.

Our approach

To lead T&L initiatives, we offer a comprehensive range of expertise and support services to our colleagues across the University that are:

- **Evidence-informed:** We create new knowledge and apply it through evidence-informed advice and support services, as well as opportunities to develop meaningful partnerships on a range of teaching and learning projects.
- **Teaching-focused:** We primarily work with the teachers of UQ to design and implement programs that contribute to an enhanced student experience.
- **Designed for capacity-building:** We co-create value and contribute to thought leadership in higher education through capacity building and collaboration.

Our Teams

Course Design and Development: supports the blending of UQ courses and creation of award-winning MOOCs and other online teaching and learning resources in collaboration with school and faculty staff, and Students as Partners.

eLearning Solutions Service: is responsible for running the University's central eLearning services and for providing both teaching and technical advice on eLearning tools.

Engagement: core services are supported by our engagement team who provide operational services and digital and marketing communications support across all ITaLI functions.

Evaluations: manages the distribution, analysis and reporting of Student Evaluation of Course and Teacher (SECaT), Student Evaluation of Tutor (SETutor) and other internal surveys. Trends in these surveys can be found in **Appendix D**.

Higher Education: creates new knowledge and applies latest evidence to guide UQ-wide frameworks, programs and policies for learning, teaching, curriculum, the student experience, and professional learning of UQ teachers along with oversight for teaching recognition (awards) and innovation grants.

Learning Analytics: collects and interprets data about teaching and learning practices and emerging technologies as well as enabling teachers to collect their own data for analysis.

Student Strategy: The Student Strategy Program Office hosted by ITaLI oversees the implementation of the UQ Student Strategy (2016–2020) in collaboration with schools, faculties and other support units within UQ.

Support for UQ initiatives

Student Hub

In 2019, we continued to support the University's investigation into the development and construction of a new integrated and multi-functional, purpose-built Student Hub complex that will house the Student Union, clubs and societies, retail outlets, formal and informal learning spaces, student services areas, as well as student commons.

Students as Partners

We supported the Student Strategy Student-Staff Partnership initiatives which provided valuable opportunities for students and staff to partner in the enhancement of the UQ student experience by facilitating the development of digital learning modules.

Program Architecture review

Supported by ITaLI facilities, the Program Architecture project, launched in 2018, aims to enhance the UQ student experience by reviewing and simplifying program structures and teaching-related policies and procedures. This will enable a more flexible and sustainable approach to program design in order to foster greater responsiveness to a changing world and greater interdisciplinary collaboration.

EAL/CALD Support Working Party

Established in late-2018, and supported by ITaLI, English as an Additional Language (EAL) / Culturally and Linguistically Diverse (CALD) Working Party continued to address complex issues and provide strategic direction and enhance EAL/CALD student support at UQ.

UQ Academic Integrity Action Plan

In 2019 we played an integral role in the development of the UQ Academic Integrity Action Plan, which defines and promulgates the principles of academic integrity at UQ. The Plan presented 13 recommendations and strategies to enhance current academic integrity, prevent student academic misconduct and respond more effectively when misconduct is identified.

Committee Membership

ITaLI staff play an active and important role in a number of teaching and learning related committees across all levels of UQ. Their membership and participation in these committees ensures consistent support and knowledge sharing throughout the University.

UQ360 Critical and Entrepreneurial Thinking Course

As part of the program architecture UQ360 course development initiative, ITaLI staff collaborated in the ideation event for the critical and entrepreneurial thinking course. Staff, students, alumni and industry partners gathered to imagine a new course supporting any student at UQ to develop critical thinking and entrepreneurial approaches. This course is to be developed in 2020 with ITaLI support.

Professional Learning Programs

TeachingPlus@UQ Program

26 staff completed the first TeachingPlus@UQ program, a year-long program to support the University's future teaching and learning leaders.

Teaching@UQ

41 staff completed the Teaching@UQ program, a semester-long program providing academics who are new to UQ, or new to teaching at UQ, with an introduction to the University's teaching and learning culture.

Tutors@UQ

671 staff completed the Tutors@UQ program, intended to introduce tutors to the teaching and learning environment at UQ.

Graduate Teaching Associate (GTA) Program

91 UQ tutoring staff participated in the GTA Program in 2018 and 2019, leading to successful international recognition as HEA Associate Fellows in 2019.

Awards, prizes and grants

Grants

Teaching Innovation Grants

ITaLI facilitated nine Teaching Innovation Grants on behalf of the Deputy Vice-Chancellor (Academic). Full details are located at **Appendix E**.

Early Career Educational Research Grants

No applications were received in this scheme in 2019.

New Staff Start Up – Scholarship of Teaching & Learning (SoTL) Grants

New Teaching Focused staff wishing to build a profile in the scholarship of Teaching and Learning can apply for a UQ New Staff Start-up Grant - Scholarship of Teaching and Learning (SoTL). The scheme is funded jointly by the Deputy Vice-Chancellor (Academic) and faculties to a maximum combined total of \$12,000 per grant per applicant. The 2019 recipients are listed in **Appendix F**.

ITaLI's recognition in the UQ Awards for Excellence

2019 Commendation for Vice-Chancellor's Award for Excellence in Service:

Teaching Awards Recognition Team: UQ has exceptional success with national and international teaching and learning awards. Since 1997, UQ has won more awards than any other Australian university. While this success is testament to the exceptional teachers who make up the UQ teaching staff, it also recognises the dedicated professionalism of the team supporting national and international recognition of teaching excellence at UQ.

External Awards for Teaching and Learning

Australian Awards for University Teaching (AAUT) 2019 – Australian Teacher(s) of the Year

- The Psychology of Criminal Justice Team – Prof. Blake McKimmie, Prof. Barbara Masser, Prof. Mark Horswill – School of Psychology

Australian Awards for University Teaching (AAUT) 2019 – Awards for Teaching Excellence:

- Biological Sciences, Health Related Studies Category: Dr Kay Colthorpe – School of Biomedical Sciences.
- Social and Behavioural Sciences Category: The Psychology of Criminal Justice Team – Prof. Blake McKimmie, Prof. Barbara Masser, Prof. Mark Horswill – School of Psychology.

Australian Awards for University Teaching (AAUT) 2019 – Awards for Programs that Enhance Learning:

- Educational Partnerships and Collaborations with Other Organisations Category: The Indigenous Health Education and Workforce Development Team – Collaboration between HABS and Medicine Faculties and the Institute for Urban Indigenous Health.
- Student Experiences and Learning Support Services Category: BEL Student Employability Team – BEL Faculty.

Australian Awards for University Teaching (AAUT) 2019 – Citations for Outstanding Contributions to Student Learning

- A/Prof. Rowland Cobbold – School of Veterinary Science: For engaging students in the classroom through Dialogue Education and learning large-scale curriculum change in Veterinary Public Health for over 15 years.
- A/Prof. Paul Harpur – School of Law: For outstanding leadership in translating disability strategy into a vision of ability equality and core university business.
- Dr Christopher Leonardi – School of Mechanical and Mining Engineering: For promoting experiential learning of mining engineering without digging up the classroom floor: Authentic education via the integration of international expertise, industry best-practice and virtual reality.
- Dr Lynda Shevellar – School of Social Science: For developing community in the Community Development classroom: Supporting diverse, non-traditional, and international students through community-centred learning approaches.

Australian Financial Review (AFR) Higher Education Awards 2019

- Learning Experience Category: The Physiotherapy Standardised Patients Program – Dr Allison Mandrusiak, Dr Roma Forbes and Katrina Williams – School of Health & Rehabilitation Sciences.

Fellowship Schemes and Principal Practitioners

HEA@UQ Fellowships

156 UQ staff were awarded Higher Education Academy (HEA) Fellowships in recognition of their dedication to teaching and learning in 2019 through UQ's accredited pathways. At the end of 2019, the HEA Community at UQ numbered 282 and continues to grow steadily. A full list is at **Appendix G**.

ITaLI Visiting Fellow

Annual Visiting Fellowships are offered to academics with an established track record in scholarship closely aligned to the strengths of the Institute. The 2019 Visiting Fellows were:



Dr Thomas Carey, San Diego State University

Dr Carey is a Research Professor at the Center for Research in Mathematics and Science Education at San Diego State University. He is also Executive-in-Residence at the British Columbia Association of Institutes and Universities. Dr Carey works with higher education institutions across the US and Canada to develop and sustain exemplary teaching and learning environments for undergraduate success, as a “connector, coach and catalyst” in leadership strategy and faculty collaborations.

During his time at ITaLI, his third visit in as many years, Dr Carey presented as Keynote speaker for UQ's annual Teaching and Learning Week on 'The Future of Work.' He also facilitated a workshop on employability. The remainder of his time was spent in collaboration with staff, consulting on employability and assessment initiatives.



Adjunct Professor Chris Tisdell, The University of New South Wales (UNSW)

Professor Tisdell is at the forefront of digital learning and educational research. His educational and research videos on YouTube and his eTextbooks place him as a nationally leading figure, both in content and downloads / subscribers. He has over \$3M in educational grants and over 100 publications that cover, among other topics, digital education. He has held senior executive positions related to teaching and learning at UNSW.

His second trip to ITaLI in as many years, Professor Tisdell initiated collaborative and collegial discussions that focused on digital learning and his background in mathematics. He also made meaningful contributions and recommendations to the UQ2U Program and learning analytics at UQ.



Professor Peter Goodyear, The University of Sydney

Professor Goodyear is a Professor of Education at The University of Sydney and was founding co-director of the University's Centre for Research on Learning and Innovation. From 2004 to 2015 he was co-director of the Centre for Research on Computer Supported Learning and Cognition (CoCo). He held an Australian Laureate Fellowship from 2010-2015 and is a Senior Fellow of the Australian Learning and Teaching Council.

During his time at ITaLI, Professor Goodyear presented several masterclasses on researching in the field of university learning and teaching.

UQ Teaching Fellowship Scheme

The University of Queensland's Teaching Fellowship Scheme promotes excellence in teaching and learning through supporting educational leadership in line with University and faculty strategic priorities. Between 6 to 12 Fellowships are on offer per year, with one or 2 allocated to each faculty. The scheme has been designed to support innovative, relatively short-term projects that will improve teaching and learning practices and culture within the recipient's faculty, school or discipline. Teaching Fellows will normally undertake Fellowship activities over a period of one year, and will undertake a residency component in the Institute for Teaching and Learning Innovation.

The 2019 Fellowship recipients were:

Faculty of Business, Economics and Law

Dr Frederique Bracoud, School of Economics



Student-driven design of a new introductory course in financial literacy and conversion to blending delivery of an advanced finance course.

The project aims to strengthen the relevance of the content of two courses in Financial Economics at opposite ends of the curriculum: ECON1200 Money and Mind, teaching everyday financial literacy to meet students' personal needs, and ECON3210 Financial Markets and Institutions, teaching highly specialised knowledge to third-year students contemplating a career in the Finance industry.



Faculty of Engineering, Architecture and Information Technology

A/Prof. Steven Pratt, School of Chemical Engineering

Designing the framework for 'world-standard' postgraduate coursework for engineers

Engineering at UQ is currently being reviewed. This project will ensure that the identity of the postgraduate coursework offerings align with the Faculty's future vision for Engineering Education.

Faculty of Health and Behavioural Sciences

Dr John Drayton, School of Nursing, Midwifery and Social Work



Development of a UQ Student Unit in the Office of the State Coroner

This pilot project will result in the production of a scalable model for a UQ Centre of Excellence in coronial practice relevant to disciplines including nursing, occupational therapy, psychology, health sciences and medicine.



Faculty of Humanities and Social Sciences

Prof. Kristen Lyons, School of Social Science

Developing Post Graduate Student-Led Engaged Learning Environments for Diverse Cohorts, including International Students

This project aims to expand postgraduate Work-Integrated Learning (WIL) across the Faculty of Humanities and Social Science, and with insights that can inform postgraduate WIL development across the University.



Faculty of Medicine

A/Prof Stephen Anderson and Dr Kay Colthorpe,
School of Biomedical Sciences

Being blended: challenges and opportunities for academics in the new blended learning paradigm



This project aims to enhance our understanding of the drivers and barriers for the uptake of blended learning amongst science academics, and to focus on incorporating scientific skill development into online learning materials.



Faculty of Medicine

A/Prof Linda Selvey, School of Public Health

Application of a blended learning approach to teaching health, society and research to MD students

The aim of the project is to redevelop MEDI7101 Health, Society & Research 1 course for medical students to incorporate blended and active learning, case studies, reflection, and the use of an e-Portfolio in order to enhance student engagement, learning and integration of their learning.



Faculty of Science

A/Prof Rowland Cobbold, School of Veterinary Science

Development of innovative course offerings and teaching approaches to enhance articulation pathways for UQ veterinary programs.

This project aims to develop enhanced articulation pathways into the Bachelor of Veterinary Science (Hons) that better define the roles and graduate outcomes for the Bachelor of Veterinary Technology, and Bachelor of Science Animal and Veterinary Bioscience programs.

Principal Practitioners

Our **Principal Practitioners** play a critical role in the design thinking approaches we use to support the academic community at UQ. As educational leaders in their discipline, they provide insights and identify opportunities/obstacles in the application of teaching strategies and initiatives. In 2019 our **Principal Practitioners** were:



Principal Practitioner – Higher Education Academy

Associate Professor Pierre Benckendorff

Associate Professor, Business School, Faculty of Business, Economics and Law



Principal Practitioner – Entrepreneurship

Professor Martie-Louise Verreyne,

Professor, Business School, Faculty of Business, Economics and Law



Principal Practitioner – Critical Thinking

Professor Deborah Brown

Professor, School of Historical and Philosophical Inquiry, Faculty of Humanities and Social Sciences



Principal Practitioner – Professional Learning

Professor Gwendolyn Lawrie

Professor, School of Chemistry and Molecular Biosciences, Faculty of Science



Principal Practitioner – Blended Learning

Professor Blake McKimmie

Professor, School of Psychology, Faculty of Health and Behavioural Sciences

Research

Key research areas



1. Higher Education Pedagogy and Curriculum
2. Learning Analytics, Learning Sciences
3. Educational Technologies
4. Academic Integrity

We are known internationally as research leaders in:

- engaging Students as Partners
- curriculum development in generalist degrees
- applying ePortfolios in the Health disciplines
- leveraging analytics in blended learning environments
- digital threats to academic integrity and assessment design
- enabling Scholarship of Teaching and Learning (SoTL)

Headlines

8% of research co-authored with UQ students, both undergraduate Research Scholars and Research Higher Degree students.

11% of research co-authored with UQ staff as ITaLI academics collaborate with academics on SoTL and applied higher education research studies.

48% (approximately) of our research is co-authored with external colleagues, both nationally and internationally.

Publications

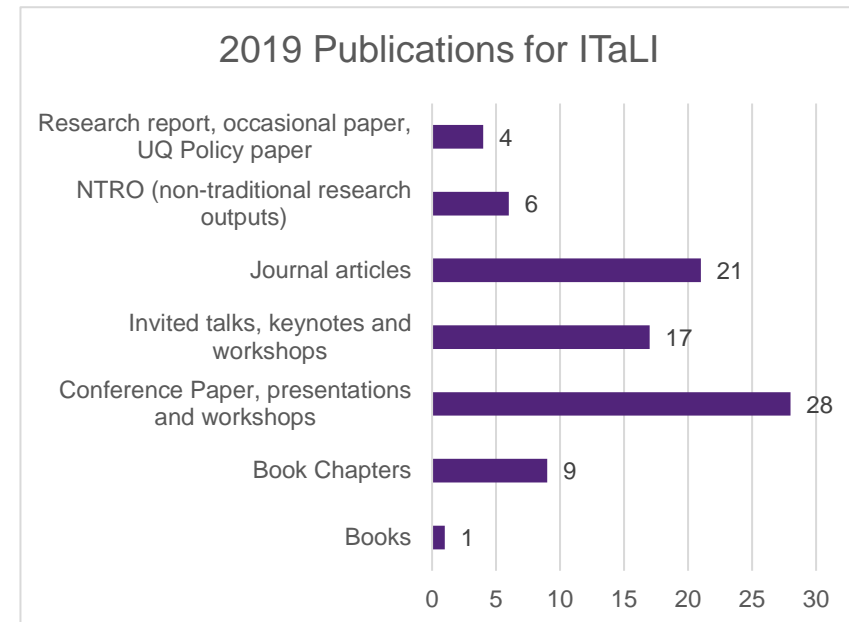
We publish in the top Higher Education Journals, with high quality publishers, and in top-rated Conference Proceedings.



86 research outputs in 2019

2019 publications and conference attendance is at **Appendix H**.

HDR Supervisions are located at **Appendix I**.

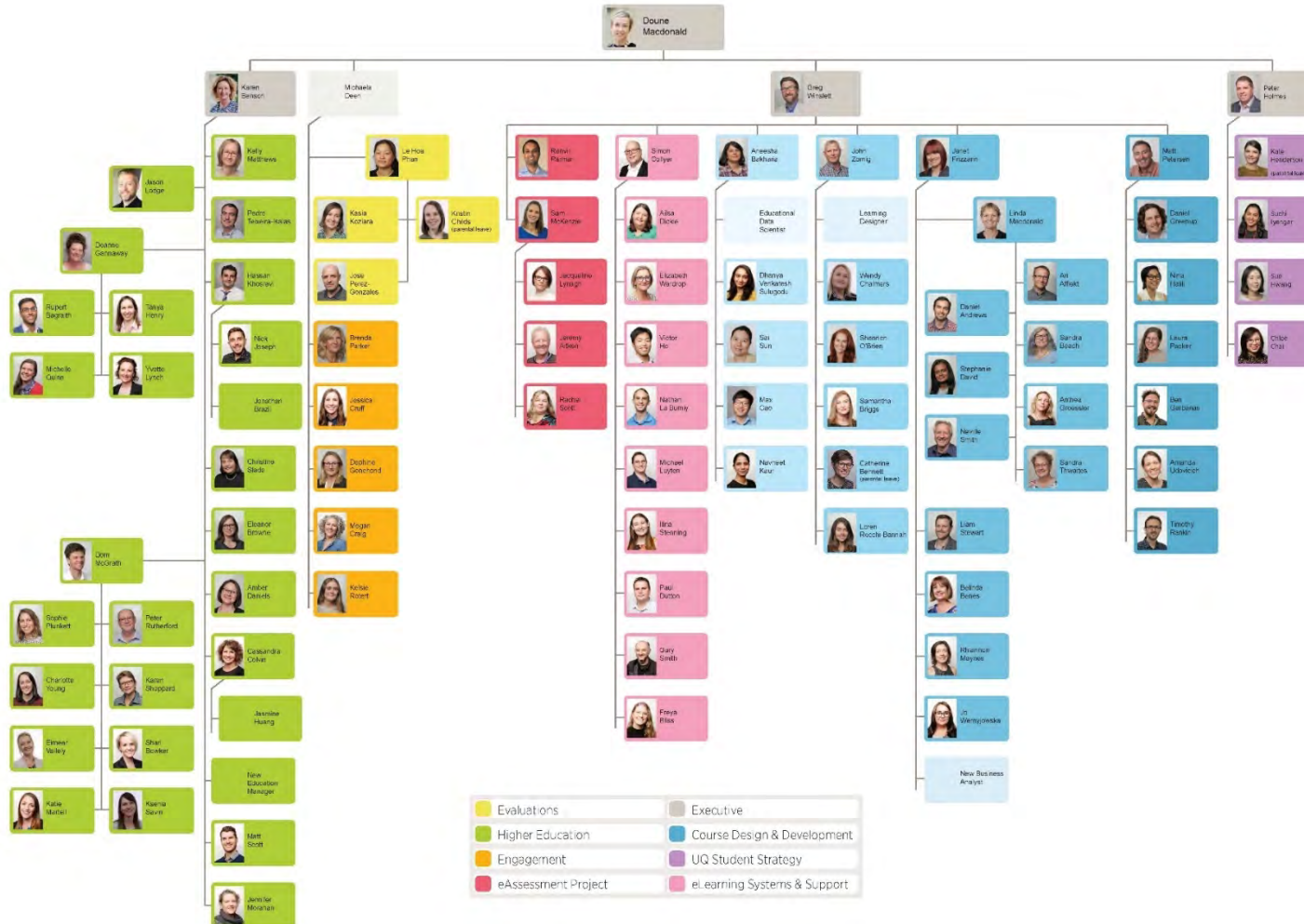


Governance

ITaLI is a central UQ institute led by the Pro-Vice-Chancellor (Teaching and Learning) reporting directly to the Deputy Vice-Chancellor (Academic).

Advisory Committee	Executive Committee	Management Committee
<p>The ITaLI Advisory Committee provides strategic advice to the Deputy Vice-Chancellor (Academic) and Pro-Vice-Chancellor (Teaching and Learning) on setting current and future strategic directions and priorities, in line with the UQ Strategic Plan.</p>	<p>The ITaLI Executive Committee is ITaLI's main decision-making body. The Committee provides advice on whole-of-institute issues and makes decisions regarding the development, implementation and evaluation of major initiatives.</p>	<p>The ITaLI Management Committee was established in September 2018 to ensure effective coordination across the Institute, reporting on activities and providing input into future strategic directions.</p>
<p>Members of the Committee</p> <p>Ex-Officio</p> <ul style="list-style-type: none"> • Deputy Vice Chancellor (Academic) [Chair], Professor Joanne Wright • Pro-Vice-Chancellor (Teaching and Learning), Professor Doune Macdonald • Deputy Vice-Chancellor (Research) or nominee, Professor Pankaj Sah <p>Associate Deans (Academic)</p> <ul style="list-style-type: none"> • Faculty of Business, Economics and Law, Professor Polly Parker • Faculty of Engineering, Architecture and Information Technology, Dr Liza O'Moore • Faculty of Health and Behavioural Sciences, Professor Sarah Roberts-Thompson • Faculty of Humanities and Social Sciences, Professor Julie Duck • Faculty of Medicine, Professor Nick Shaw • Faculty of Science, Professor Michael Drinkwater <p>Appointed</p> <ul style="list-style-type: none"> • Two senior academics nominated by the Chair <ul style="list-style-type: none"> ○ Professor Lydia Kavanagh ○ Professor Neal Menzies 	<p>Members of the Committee</p> <p>Ex-Officio</p> <ul style="list-style-type: none"> • Pro-Vice-Chancellor (Teaching and Learning) [Chair], Professor Doune Macdonald • Deputy Director (Higher Education), Professor Karen Benson • Deputy Director (Digital Learning), Dr Gregory Winslett • Deputy Director (Strategy and Operations), Michaela Deen • Program Manager, Student Strategy, Peter Holmes. 	<p>Members of the Committee</p> <p>Ex-Officio</p> <ul style="list-style-type: none"> • Pro-Vice-Chancellor (Teaching and Learning) [Chair], Professor Doune Macdonald • Deputy Director (Digital Learning), Dr Gregory Winslett • Deputy Director (Higher Education), Professor Karen Benson • Deputy Director (Strategy & Operations), Michaela Deen • Evaluation Manager, Dr Le Hoa Phan • Learning Design Team Leader, Higher Education, Dominic McGrath • Learning Design Team Leader, UQx, Linda MacDonald • Manager, Course Design & Development, John Zornig • Manager, Learning Analytics, Dr Aneesha Bakharia • Media Production Manager, Matt Petersen • Program Manager (Blended Learning), UQ2U, Janet Frizzarin • Program Manager, Student Strategy, Peter Holmes.

Figure 1 ITaLI organisational chart as at December 2019



Glossary

AAUT

Australian Awards for University Teaching

CoP

Community of Practice

edX

An online learning destination and MOOC provider, offering high-quality courses from the world's best universities and institutions to learners everywhere

GTA

Graduate Teaching Associate Program

HEA

Higher Education Academy

ITaLI

Institute for Teaching & Learning Innovation

MOOC

Massive Open Online Course

PVCTL

Pro-Vice-Chancellor (Teaching & Learning)

SECaT

Student Evaluation of Course and Teaching (survey)

SETutor

Student Evaluation of Tutor (survey)

SoTL

Scholarship of Teaching & Learning

T&L

Teaching and Learning

TEQSA

Tertiary Education Quality and Standards Agency

Universitas 21 (U21)

A an international alliance of research-intensive universities

UQ

The University of Queensland

UQx

UQ's participation in edX, developing MOOCs, researching online learning, and collaborating with partner institutes.

1. Appendices

APPENDIX A – UQx Course Catalogue

Massive Online Open Courses (MOOCs)

Course/Program	Course runs	2019 Enrolments
Anthropology of Current World Issues	10	53,035
Deep Learning Through Transformative Pedagogy	5	31,716
English Grammar and Style	13	679,030
Essential Tools for the Low Carbon Economy	5	7,011
Global Media, War and Technology	5	10,954
Hypersonics: From Shock Waves to Scramjets	6	27,914
IELTS Academic Test Preparation	5	955,356
Introduction to Biomedical Imaging	8	62,264
Making Sense of Climate Science Denial	11	43,865
Market Segmentation Analysis	2	12,559
Philosophy and Critical Thinking	6	98,942
Question Everything: Scientific Thinking in Real Life	7	34,479
Sense, Control, Act: Measure the Universe, Transform the World	1	10,765
Sharks! Global Biodiversity, Biology, and Conservation (with CornellX)	4	31,126
The Future of Mining?	7	4,444
The Psychology of Criminal Justice (Non-VEP)	7	83,595

CREATE CHANGE

The Science of Everyday Thinking	8	383,735
Tourism and Travel Management	3	29,937
Tropical Coastal Ecosystems	8	38,455
Understanding the Australian Health Care System	3	6,396
Unlocking Your Employability	4	51,864
Working in Teams: A Practical Guide	5	38,745
TOTAL	133	2,696,187

XSeries

Course/Program	Course runs	2019 Enrolments
Intellectual Disability Healthcare XSeries		
Able-Minded - Mental Health and People with Intellectual Disability	4	8,420
Through My Eyes - Intellectual Disability Healthcare Around the World	4	6,260
Well and Able - Improving the Physical Health of People with ID	4	5,297
Introduction to Developmental, Social & Clinical Psychology XSeries		
Introduction to Clinical Psychology	4	42,872
Introduction to Developmental Psychology	4	29,576
Introduction to Psychological Research Methods	4	15,708
Introduction to Social Psychology	4	62,170
TOTAL	28	170,303

MicroMasters® programs

Course/Program	Course runs	2019 Enrolments
Business Leadership MicroMasters®		
Becoming an Effective Leader	4	37,297
Business Leadership Capstone Assessment	4	82
Leading High-Performing Teams	3	14,506
Leading in a Complex Environment	3	5,458
Leading the Organisation	4	12,186
Corporate Innovation MicroMasters®		
Corporate Innovation Capstone Assessment	2	56
Creating and Sustaining an Innovation Culture	2	3,351
Design Thinking and Creativity for Innovation	4	28,664
Idea Development: Create and Implement Innovative Ideas	3	8,001
Innovation: From Plan to Product	3	8,794
Leadership in Global Development MicroMasters®		
Adaptive Leadership in Development	4	13524
Capstone: LGDM	6	185
Critical Development Perspectives	4	8754
Leaders in Global Development	5	24312
The Science and Practice of Sustainable Development	5	14,052
Sustainable Energy MicroMasters®		
Climate Science and Policy	4	6,862

CREATE CHANGE

Energy and Development	5	5,664
Energy Principles and Renewable Energy	4	17,111
Low Emission Technologies and Supply Systems	4	4,216
Sustainable Energy Capstone Assessment	4	128
TOTAL	77	213,203
<hr/>		
TOTAL ACROSS UQX CATALOGUE	238	3,079,693

APPENDIX B – UQ2U

UQ2U blended courses delivered 2019

BIOC2000 Biochemistry & Molecular Biology
BIOL1020 Genes, Cells & Evolution
BIOL1030 Global Challenges in Biology
BIOL1040 Cells to Organisms
BIOL1630 Biomechanics
BIOM1051 Introductory Cellular Physiology
BIOM2011 Integrative Cell & Tissue Biology
BIOM2012 Systems Physiology
BIOM2013 Advanced Integrative Cell & Tissue Biology
BIOM3200 Biomedical Science
BISM1201 Transforming Business with Information Systems
CHEM1100 Chemistry 1
COMU1120 Media and Society
COMU1140 Multimedia
CSSE1001 Introduction to Software Engineering
DENT4000 Population Oral Health and Professional Practice II
ECON1010 Introductory Microeconomics
ECON1011 Economics
ECON1020 Introductory Macroeconomics
ECON3210 Financial Markets & Institutions
ECON7300 Statistics for Business & Economics
EDUC1710 A Sociological Orientation to Education
ENGG1500 Engineering Thermodynamics
FINM1416 Managerial Finance
HLTH1000 Professions, People and Health
HRSS3101 HRSS Discovery I
LAWS1100 Business Law
MATH1050 Mathematical Foundations
MATH1051 Calculus & Linear Algebra I
MATH1061 Discrete Mathematics
MECH2300 Structures & Materials
MECH3200 Advanced Dynamics & Vibrations
METR4201 Control Engineering 1
MGTS1301 Introduction to Management
MGTS1601 Organisational Behaviour
MGTS7523 System Dynamics
MKTG1501 Foundations of Marketing
NUTR1023 Health & Fitness through Diet & Exercise
PHRM4021 Integrated Pharmaceutical Development 1
PHYS1001 Mechanics and Thermodynamics
PHYS1002 Electromagnetism and Modern Physics
POLS1201 Introduction to International Relations
PSYC1020 Introduction to Psychology: Minds, Brains & Behaviour
PSYC3020 Measurement in Psychology
PUBH7600 Introduction to Epidemiology
PUBH7630 Introduction to Biostatistics
SOCY1050 Introduction to Sociology
STAT1201 Analysis of Scientific Data

UQ2U course schedule by faculty:

Faculty	2018	2019	2020 planned	Total per faculty
BEL	7	5	8	20
EAIT	3	2	4	9
HaBS	0	8	3	11
HaSS	2	3	3	8
Medicine	0	8	5	13
Science	5	5	5	15
Total	17	31	28	76

APPENDIX C - ITaLI led workshops, University Staff Development Program

Workshop	Date	Participant numbers
Active Learning in Large Classes	14/02/2019	12
	03/07/2019	12
Applying for a UQ Teaching and Learning Award	19/03/2019	12
Blended and Active Learning Innovation (BALI) CoP	19/02/2019	23
	07/05/2019	17
	20/08/2019	11
Coordinating Courses at UQ	12/02/2019	8
	20/05/2019	8
	26/07/2019	7
Designing Assessment	04/06/2019	13
Developing a Teaching & Learning Grant Application	06/06/2019	27
Developing a Teaching Philosophy	10/05/2019	13
	27/09/2019	7
Enhance Your Teaching with Educational Technologies	21/03/2019	8
Evaluating Student Learning	15/05/2019	9
	20/08/2019	14
Entrepreneurship Community of Practice	17/04/2019	19
	03/06/2019	23
	07/08/2019	23
	02/10/2019	19

Workshop	Date	Participant numbers
	19/02/2019	6
	29/03/2019	1
	18/04/2019	3
Educational Video Production	16/07/2019	5
	30/09/2019	3
	14/02/2019	9
ePortfolio Community of Practice	14/03/2019	20
	11/04/2019	15
	09/05/2019	12
	13/06/2019	11
	08/08/2019	12
Implement Assessment Marking, Moderation & Feedback	02/04/2019	4
Introduction to Curriculum Design	16/04/2019	7
Learning Design Community	28/02/2019	17
	28/03/2019	18
	02/05/2019	22
	30/05/2019	24
	25/07/2019	33
	29/08/2019	30
	26/09/2019	35
	07/11/2019	30
28/11/2019	31	

Workshop	Date	Participant numbers
Peer Observation of Teaching	16/04/2019	14
	22/08/2019	12
Setting Up for a Successful Semester	18/01/2019	3
	06/06/2019	8
	29/11/2019	8
Showcasing Teaching & Learning Innovation	10/06/2019	29
Small Group Teaching	04/03/2019	6
Understanding CTQRA	26/03/2019	1
UQ Learning & Teaching Focused Network	12/03/2019	33
	09/05/2019	23
	25/07/2019	23
	02/10/2019	16

Workshop	Date	Participant numbers
Writing and Presenting Educational Video	24/01/2019	7
	21/02/2019	7
	21/03/2019	4
	16/05/2019	5
	20/06/2019	4
	25/07/2019	5
	15/08/2019	4
	19/09/2019	3
	24/10/2019	4
	21/11/2019	4
	11/04/2019	7
	20/02/2019	9
	19/02/2019	6
	25/02/2019	7
	07/03/2019	22
	20/03/2019	4
	09/12/2019	5
28/11/2019	5	

TOTAL (22 distinct offerings) 72 sessions 921 attendees

APPENDIX D - SECaT Data 2019

Semester 1 and 2 2019 response rates decreased across all surveys. Per the general trend, response rates in Semester 2 were lower than Semester 1 response rates.

Survey trends

Survey	Semester	No. of Course Surveys	No. Potential Responses	No. of Responses Received	% Response Rate
Course	Semester 2, 2019	1,739	153,066	40,513	34.30
	Semester 1, 2019	1,528	147,303	46,222	39.70
	Semester 2, 2018	1,664	139,499	41,257	36.30
	Semester 1, 2018	1,538	140,981	47,795	40.50
	Semester 2, 2017	1,704	136,321	42,601	37.17
	Semester 1, 2017	1,549	140,795	46,208	40.20
	Semester 2, 2016	1,688	133,537	44,425	40.40
	Semester 1, 2016	1,547	139,510	48,832	42.20
Teaching	Semester 2, 2019	3,046	305,917	78,163	34.10
	Semester 1, 2019	2,703	311,202	98,308	38.80
	Semester 2, 2018	3,021	227,610	79,666	35.20
	Semester 1, 2018	2,746	305,403	101,320	40.00
	Semester 2, 2017	3,050	275,664	82,981	32.73
	Semester 1, 2017	2,687	314,524	98,991	38.73
	Semester 2, 2016	2,962	277,310	88,587	39.35
	Semester 1, 2016	2,626	298,748	103,621	40.76
SETutor	Semester 2, 2019	2,813	259,492	23,898	16.00*
	Semester 1, 2019	2,899	329,229	28,227	19.50*
	Semester 2, 2018	2,741	324,702	30,060	21.70*
	Semester 1, 2018	4,096	336,163	26,109	30.70*
	Semester 2, 2017	3,591	100,109	21,081	24.99*
	Semester 1, 2017	4,596	84,270	28,241	28.90*
	Semester 2, 2016	2,925	76,883	23,628	33.73*
	Semester 1, 2016	2,519	89,139	27,482	38.20

*Response rate excludes single link surveys.

2015–2019 SECaT trend analysis¹

Year	Per cent of datasets with all questions above 4.25	Number of datasets with all questions above 4.25	Number of datasets without all questions above 4.25	Total
2019²	40.6	2,924	4,283	7,207
Course	22.3	609	2,119	2,728
Teaching	51.7	2,315	2,164	4,479
2018	37.7	2,747	4,542	7,289
Course	22.9	619	2,083	2,702
Teaching	46.4	2,128	2,459	4,587
2017	35.0	2,654	4,924	7,578
Course	20.6	565	2,173	2,738
Teaching	43.2	2,089	2,751	4,840
2016	30.5	2,282	5,201	7,483
Course	17.1	470	2,282	2,752
Teaching	38.3	1,812	2,919	4,731
2015	26.5	1,963	5,451	7,414
Course	14.1	388	2,363	2,751
Teaching	33.8	1,575	3,088	4,663
Total	34.1	12,570	24,401	36,971

¹ Data only includes results for SECaT surveys with 6 or more responses at the course level. Data was retrospectively updated based on requests for data corrections and deletions.

² Data does not include results for intensive Summer Semester SECaT surveys.

APPENDIX E – Teaching Innovation Grants

Recipient	Faculty	Grant	Awarded
Dr Benjamin Barry	Medicine	Building Digital Literacy and interprofessional learning of health professional students by embedding teaching cases in an electronic medical record	\$190,528
A/Prof. Neil Cottrell	Health and Behavioural Sciences	Operation outbreak: Escape rooms for developing interprofessional communication, team building and conflict management skills	\$55,000
Dr Eimear Enright and A/Prof. Kelly Matthews	Health and Behavioural Sciences and Institute for Teaching and Learning Innovation	Embedding high quality feedback and assessment practices that engage students as partners in the classroom	\$181,911
Dr Sheranne Fairley	Business, Economics and Law	Events Plus: a transdisciplinary collaboration to improve experiential learning through the development of a Small Private Online Course (SPOC)	\$192,763
Ms Carroll Go-Sam	Engineering, Architecture and Information Technology	NOW What? Indigenising architecture and design	\$17,000
A/Prof. Chris Landorf	Engineering, Architecture and Information Technology	Expanding the capacity and functionality of the 4D construction learning environment to incorporate additional case studies and virtual reality experiences	\$57,530
A/Prof. Jason Lodge	Humanities and Social Sciences	Maximising the pedagogical benefits of video for engagement and learning	\$83,204
Dr Preetha Thomas	Medicine	Linking Public Health education with practice within a University Reconciliation Garden	\$140,742
Ms Ann Wallin	Business, Economics and Law	AUTHENTICATE: a virtual learning environment that uses Avatars to immerse students in authentic experiences	\$51,513

APPENDIX F - New Staff Start Up, Scholarship of Teaching & Learning (SoTL) Grants

Recipient	Faculty	Grant	Awarded
Cassandra France	Business, Economics and Law	Conceptualising a threshold concept in Marketing	\$11,766
Dr Ashlee Forster	Medicine	Teaching research literacy through experiential learning: Online learning activities to augment teaching of clinical examination skills in Phase 1 (pre-clinical years) of the MD Program.	\$11,778
Dr Pieter Jansen	Medicine	UQ Healthy Community Program: an interprofessional, community-based learning space for UQ students	\$11,921
Dr Pavla Simerska	Medicine	Exploring the relationship between medical students' personal characteristics and their academic performance.	\$11,934
Dr Megan Steele	Medicine	Teaching research literacy through experiential learning: Development, implementation and evaluation of a new research project course for medical students.	\$11,959

APPENDIX G – HEA Fellowships

HEA Fellows awarded 2019

Principal Fellow

1. Dr Dino Willox – Student Services Directorate

Senior Fellows

- | | |
|--|--|
| 1. Dr Anoma Ariyawardana – School of Agriculture and Food Sciences | 13. Dr Sam McKenzie – Institute for Teaching and Learning Innovation |
| 2. A/Prof. Begoña Dominguez – School of Economics | 14. A/Prof. Blake McKimmie – School of Psychology |
| 3. Dr Jasmina Fejzic – School of Pharmacy | 15. Dr Ann Peacock – School of Nursing, Midwifery and Social Work |
| 4. Mr Christopher Frost – HASS Faculty Staff | 16. Dr Louise Phillips – School of Education |
| 5. Dr Cle-Anne Gabriel – UQ Business School | 17. Dr Adam Piggott – School of Mathematics and Physics |
| 6. Dr Justine Gibson – School of Veterinary Science | 18. A/Prof. Cynthia Riginos – School of Biological Sciences |
| 7. Dr Karen Hughes – UQ Business School | 19. Dr Tammy Smith – Office of Medical Education |
| 8. Dr Amy Johnston – School of Nursing, Midwifery and Social Work | 20. Dr Marion Tower – School of Nursing, Midwifery and Social Work |
| 9. Mrs Tracey Langfield – School of Biomedical Science | 21. Mrs Eimear Vallely – Science Faculty Staff |
| 10. Dr Debby Lynch – School of Nursing, Midwifery and Social Work | 22. Dr Eric Vanman – School of Psychology |
| 11. Dr Barbara Maenhaut – School of Mathematics and Physics | 23. Dr Helen Wozniak – Office of Medical Education |
| 12. Dr Scott McCarthy – UQ Business School | 24. A/Prof. Yunxia Zhu – UQ Business School |

Fellows

1. Dr Louise Ainscough – School of Biomedical Sciences
 2. A/Prof. Rachel Allavena – School of Veterinary Science
 3. Dr Ammar Abdul Aziz – School of Agriculture and Food Sciences
 4. Dr Sandra Beach – Institute for Teaching and Learning Innovation
 5. A/Prof. Peter Billings – TC Beirne School of Law
 6. Dr Gry Boe-Hansen – School of Veterinary Science
 7. Miss Leonie Bowles – UQ Business School
 8. Dr Robyn Cave – School of Agriculture and Food Sciences
 9. Dr Phillip Currey – School of Agriculture and Food Sciences
 10. Dr Seb Dianati – School of Languages and Cultures
 11. Dr Janet Ferguson – UQ Business School
 12. Dr Roma Forbes – School of Health and Rehabilitation Sciences
 13. Mrs Chelsea Gill – UQ Business School
 14. Ms Susan Gollagher – Institute of Continuing and TESOL Education
 15. Dr Geoff Greenfield – UQ Business School
 16. Dr Obaidul Hamid – School of Education
 17. A/Prof. Paul Harpur – TC Beirne School of Law
 18. Dr Anna Hatton – School of Health and Rehabilitation Sciences
 19. Ms Marnie Holt – Science Faculty Staff
 20. Dr Min Jung Jee – School of Languages and Cultures
 21. Dr Judit Kibedi – School of Biomedical Science
 22. Dr Temesgen Kifle – School of Economics
 23. Dr Catherine Kilgour – School of Nursing, Midwifery and Social Work
 24. Mrs Jo Kirby – School of Chemical Engineering
 25. Dr Nicole Macionis – UQ Business School
 26. Mrs Adriana Penman – School of Health and Rehabilitation Sciences
 27. Dr Suja Pillai – School of Biomedical Science
 28. Dr Kate Power – UQ Business School
 29. Dr Raymond Rastegar – UQ Business School
 30. Dr Anna Rumbach – School of Health and Rehabilitation Sciences
 31. Dr Frances Shapter – School of Veterinary Science
 32. Dr Lynda Shevellar – School of Social Science
 33. Mrs Iliria Stenning – Institute for Teaching and Learning Innovation
 34. Dr Preetha Thomas – School of Public Health
 35. Mrs Ann Wallin – UQ Business School
 36. Dr Kirsten Way – School of Psychology
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Associate Fellows

1. Mr David Allen – School of Health and Rehabilitation Sciences
 2. Ms Fariba Asadi – School of Chemical Engineering
 3. Dr Max Cao – Institute for Teaching and Learning Innovation
 4. Ms Anna Richards – Student Employability Centre
 - 5.* Mrs Zohre Ahmadabadi – School of Public Health
 - 6.* Mr Matthew Allen – School of Chemistry and Molecular Biosciences
 - 7.* Mr Hussain Al-Sadiq – School of Mechanical and Mining Engineering
 - 8.* Mr Nasim Amiralalian – Australian Institute for Bioengineering and Nanotechnology
 - 9.* Mr Pratheep Kumar Annamalai – Australian Institute for Bioengineering and Nanotechnology
 - 10.* Ms Eugenia Arrarte Brown – School of Economics
 - 11.* Dr Jenny Barnett – School of Languages and Cultures
 - 12.* Dr Anjuman Begum – School of Chemistry and Molecular Biosciences
 - 13.* Ms Brittney Bignell – School of Veterinary Science
 - 14.* Ms Alicia Bubb – School of Economics
 - 15.* Ms Danielle Burgess – School of Biomedical Science
 - 16.* Mr Lee Burns – School of Chemical Engineering
 - 17.* Miss Danielle Cave – School of Human Movements and Nutrition Sciences
 - 18.* Ms Silke Chalmers – School of Pharmacy
 - 19.* Miss Amy Chan – Institute for Molecular Bioscience
 - 20.* Mr Clement Chan – School of Chemical Engineering
 - 21.* Ms Salma Charania – School of Health and Rehabilitation Sciences
 - 22.* Dr Silvia Ciocchetta – School of Veterinary Science
 - 23.* Dr Penelope Comino – School of Chemistry and Molecular Biosciences
 - 24.* Mr Javier Cortes Ramirez – School of Public Health
 - 25.* Mr Charles Coverdale – School of Economics
 - 26.* Ms Jennifer Creese – School of Social Science
 - 27.* Miss Anne Cumpston – School of Economics
 - 28.* Dr Fabiane de Oliveira Wendhausen Ramos – School of Languages and Cultures / School of Education
 - 29.* Miss Catherine Delzoppo – School of Education
 - 30.* Mrs Csilla Demeter – UQ Business School
 - 31.* Mr Ruiqi Deng – UQ Business School
 - 32.* Miss Eleanor Donald – School of Communication and Arts
 - 33.* Mr Felix Egger – Advanced Water Management Centre
 - 34.* Mr Kazi Nazrul Fattah – School of Social Science
 - 35.* Miss Grace Fitzallen – School of Psychology
 - 36.* Ms Amanda Hansson – School of Earth and Environmental Sciences
 - 37.* Ms Allison Healy – School of Earth and Environmental Science
 - 38.* Ms Anicia Henne – School of Earth and Environmental Science
 - 39.* Ms Afiya Holder – UQ Business School
 - 40.* Mr Reuben Horne – School of Economics
 - 41.* Dr Teresa Hsieh – School of Languages and Cultures
 - 42.* Mr Muhammad Sarmad Iftikhar – School of Agriculture and Food Sciences
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Associate Fellows

- 43.* Mr Sergio Erdal Irac – School of Veterinary Science
44.* Miss Taskeen Janjua – School of Pharmacy
45.* Ms Hannah Jensen-Fielding – School of Psychology
46.* Dr Emily Jones – School of Veterinary Science
47.* Dr Lisa Kelly – UQ Business School
48.* Dr Taraneh Khoo – Medicine Faculty Staff
49.* Ms Amie Khosla – School of Mathematics and Physics
50.* Miss Lara Klestov – UQ Business School
51.* Miss Kathy Lai – School of Chemistry and Molecular Biosciences
52.* Dr Yen–Ying Lai – School of Languages and Cultures
53.* Ms Alexandra Langford – School of Social Science
54.* Mrs Debra Laws – School of Veterinary Science
55.* Dr Amy Leung – School of Health and Rehabilitation Sciences
56.* Mr Alan Levett – School of Earth and Environmental Science
57.* Mr S M Sohel Mahmud – School of Civil Engineering
58.* Dr Catherine Mak – School of Psychology
59.* Ms Donna Marchiori – School of Veterinary Science
60.* Mrs Tomomi McAuliffe – School of Health and Rehabilitation Sciences
61.* Mr Partha Narayan Mishra – School of Civil Engineering
62.* Miss Alison Moorcroft – School of Health and Rehabilitation Sciences
63.* Ms Courtney Morgans – School of Biological Sciences
64.* Mr Kevin Nguyen – UQ Business School
65.* Thao Nguyen – School of Economics
66.* Mr Olivier Oren – UQ Business School
67.* Ms Ekaterina Ovsyanikova – School of Veterinary Science
68.* Mr Rhys Parry – School of Biological Sciences
69.* Mrs Anuja Patil – School of Pharmacy
70.* Dr Freyr Patterson – School of Health and Rehabilitation Sciences
71.* Ms Wendy Pham – UQ Business School
72.* Dr Megan Pitcher – School of Biomedical Science
73.* Miss Melanie Plinsinga – School of Health and Rehabilitation Sciences
74.* Mr Hamid Pourasiabi Lighvan – School of Mechanical and Mining Engineering
75.* Mr Navin Prakash – School of Veterinary Science
76.* Dr Werdi Pratiwi – School of Veterinary Science / School of Biomedical Sciences
77.* Mr Abhishek Ramakrishnan – School of Economics
78.* Ms Megan Ross – School of Health and Rehabilitation Sciences
79.* Miss Iqira Saeed – School of Pharmacy
80.* Mr Sajeeb Saha – UQ Business School
81.* Mr Esmaeil Sarabian – School of Chemical Engineering
82.* Mrs Ragani Selvaraj – School of Mathematics and Physics
83.* Ms Joyce Shek – School of Social Science
84.* Ms Choon Leng So – School of Pharmacy
85.* Mrs Nicole Stormon – School of Dentistry
86.* Ms Porntida (Mai) Tanjitpiyanond – School of Psychology
87.* Mr Michael Valdinocci – School of Biomedical Science

Associate Fellows

- 88.* Dr Vinu Verghis – School of Biomedical Science
89.* Ms Sarah Warner – School of Political Science and International Studies
90.* Miss Nicole Wheatley – School of Chemistry and Molecular Biosciences
91.* Mrs Zohreh Zara Zarezadeh – UQ Business School
92.* Mr Kun Zhang – UQ Business School
93.* Mrs Peiyi (Christina) Zhang – School of Economics
94.* Mr Zach Zhang – School of Economics
95.* Mrs Katsiaryna Zhaunerchuk – UQ Business School
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* Achieved HEA Fellowship through completion of GTA Program

APPENDIX H - Research contributions

Books

Lodge, J.M., Horvath, J.C., & Corrin, L. ed. (2019). Learning Analytics in the Classroom: Translating Learning Analytics Research for Teachers. Abingdon, United Kingdom: Routledge.

Book Chapters

Cook-Sather, A., Matthews, K. E., & Bell, A. (2019). Transforming curriculum development through co-creation with students. In Q. Lynn (Ed.), (pp. 107-126). Cape Town, South Africa: African Sun Media.

Donoghue, G. M., Horvath, J. C., & Lodge, J. M. (2019). Learning analytics and teaching: a conceptual framework for translation and application. In M. L. Jason, H. Jared Cooney, & C. Linda (Eds.), (pp. 11-21). Abingdon, Oxon, United Kingdom: Routledge.

Downer, T., & Slade, C. (2019). Starting early: using ePortfolios to prepare first year midwifery students for professional practice. In (pp. 73-98). Cham, Switzerland: Springer International Publishing.

Gannaway, D., & Sheppard, K. (2019). Pursuing employability through generalist and specialist degree programs: Australian perspectives. In H. Joy, L. William, & C. Geoffrey (Eds.), Practice Futures (pp. 155-166). Rotterdam, Netherlands: Sense-Brill Publishers.

Lawrie, G., Matthews, K. E., & Gahan, L. (2019). Collaborative, scenario-based, open-ended, problem-solving tasks in chemistry. In K. S. Michael & M. Claire (Eds.), (pp. 105-122). Dublin, Ireland: Creathach Press.

Lodge, J. M., Panadero, E., Broadbent, J., & de Barba, P. (2019). Supporting self-regulated learning with learning analytics. In M. L. Jason, H. Jared Cooney, & C. Linda (Eds.), (pp. 45-55). Abingdon, Oxon, United Kingdom: Routledge.

Marquis, B., Healey, M., & Matthews, K. E. (2019). Afterword. In (pp. 279-281). Elon: Elon University Center for Engaged Learning.

McCuaig, L., Atkin, J., & Macdonald, D. (2019). In pursuit of a critically oriented physical education curriculum: contests and troublesome knowledge. In P. Richard, L. Hakan, & G. Göran (Eds.), (pp. 119-133). Abingdon, Oxon, United Kingdom: Routledge.

Motley, P., Divan, A., Lopes, V., Ludwig, L., Matthews, K. E., & Tomljenovic-Berube, A. (2019). Collaborative writing: intercultural and interdisciplinary partnerships as a means of identity formation. In S. Nicola & S. Anna (Eds.), Critical Issues in the Future of Learning and Teaching (pp. 212-227). Leiden, Netherlands: Brill.

Conference papers, presentations and workshops

Abdi, S., Khosravi, H., Sadiq, S., & Gasevic, D. (2019). A multivariate ELO-based learner model for adaptive educational systems. Paper presented at the Proceedings of the 12th International Conference on Educational Data Mining, Montreal, Canada. <http://espace.library.uq.edu.au/view/UQ:594e453>

Bakharia, A. (2019). Designing interactive topic discovery systems for research and decision making. Paper presented at the Smart Innovation, Systems and Technologies, Gold Coast, QLD. <http://espace.library.uq.edu.au/view/UQ:9349cd3>

Bakharia, A. (2019). On the Equivalence of Inductive Content Analysis and Topic Modeling. Paper presented at the Communications in Computer and Information Science. <http://espace.library.uq.edu.au/view/UQ:0a8e710>

Bakharia, A., & Corrin, L. (2019). Using Recent Advances in Contextual Word Embeddings to Improve the Quantitative Ethnography Workflow. Paper presented at the Communications in Computer and Information Science. <http://espace.library.uq.edu.au/view/UQ:814b2e2>

Bakharia, A., & Lindley, M. (2019). PerspectivesX: A collaborative multi-perspective elaboration learning tool. Paper presented at the Smart Education and E-Learning 2018, Gold Coast, QLD, Australia. <http://espace.library.uq.edu.au/view/UQ:7ec5cb6>

Bretag, T. and Slade, C. (2019). Australian Government, Tertiary Education Quality and Standards Agency (TEQSA). Academic integrity in Australian higher education: A national priority. Higher education sector workshop at Australian Catholic University, Melbourne, 11 November, 2019.

Cooper, K., & Khosravi, H. (2019). Multilevel topic dependency models for assessment design and delivery: A hypergraph based approach. Paper presented at the Proceedings - DMSVIVA 2019: 25th International DMS Conference on Visualization and Visual Languages, Lisbon, Portugal. <http://espace.library.uq.edu.au/view/UQ:892ecd0>

Dvorakova, S. L., & Matthews, K. E. (2019). Inquiring into what students think they learn in a science degree program: differences across disciplines. Paper presented at the EuroSoTL19, Bilbao. Spain, 13 - 14 June 2019. <http://espace.library.uq.edu.au/view/UQ:4315cc9>

Godbold, N., Hung, A., & Matthews, K. E. (2019). Questioning the boundaries we draw around students as partners: how undergraduate students make sense of being partners in the curriculum. Paper presented at the International Society for the Scholarship of Teaching and Learning, Atlanta, GA, United States. <http://espace.library.uq.edu.au/view/UQ:06b66b7>

Isaias, P., Miranda, P., & Pífano, S. (2019). Framework for the analysis and comparison of e-assessment systems. Paper presented at the ASCILITE 2017 - Conference Proceedings - 34th International Conference of Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education, Toowoomba, Australia.

Kirby, M., Slade, C., & Downer, T. (2019). Opportunities in Multi-University Collaborative Research. Symposium presentation, HERDSA Conference Auckland, 3rd – 5th July, 2019.

Kirby, M., Slade, C., Brown Wilson, C., Downer, T., Fisher, B., Siddiqui, Z., . . . Miller, A. (2019). Student secondary use of ePortfolio data. Paper presented at the 42nd Higher Education Research and Development Society of Australasia Annual Conference, University of Auckland, New Zealand. <http://espace.library.uq.edu.au/view/UQ:d605f69>

Kirby, M., Slade, C., Brown Wilson, C., Downer, T., Isbel, S., Fisher, M., . . . McAllister, L. (2019). Exploring ePortfolio practice in health & education: a need for digital ethics guidelines. Paper presented at the ePortfolios Australia: 2019 Forum Papers, Canberra, ACT, Australia. <http://espace.library.uq.edu.au/view/UQ:a65eb2d>

Kirby, M., Slade, C., Downer, T., & Fisher, M. (2019)

Exploring opportunities for multi-university international collaborative research. Ideas exchange, Australian ePortfolio Forum, 20-21st November, 2019. Canberra: Australian Catholic University.

Kommers, P., Peng, G. C., Isaias, P., & Marques, B. (2019). Foreword. Paper presented at the Proceedings of the International Conferences on ICT, Society and Human Beings 2019, Connected Smart Cities 2019 and Web Based Communities and Social Media 2019, Porto, Portugal. <http://espace.library.uq.edu.au/view/UQ:9ba8781>

Mena, M. A. C., & Isaias, P. (2019). Gathering researchers' requirements to develop a learning technologies dashboard. Paper presented at the Proceedings of the 12th IADIS International Conference Information Systems 2019, IS 2019, Utrecht, Netherlands.

Ocana, M., Khosravi, H., & Bakharia, A. (2019). Profiling language learners in the Big data era. Paper presented at the ASCILITE 2019: Proceedings of the 36th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education, Singapore. <http://espace.library.uq.edu.au/view/UQ:eb11b3a>

Philip, R., Wozniak, H., Bowker, S., Bailey, C., & Green, A. (2019). Personalising medical education: ePortfolios for workplace-based assessment. Paper presented at the Personalised Learning. Diverse Goals. One Heart., Singapore. <http://espace.library.uq.edu.au/view/UQ:c19629f>

Sánchez, I. A., Isaias, P., Ravesteijn, P., & Ongena, G. (2019). Foreword. Paper presented at the Proceedings of the 15th International Conference on Mobile Learning 2019, ML 2019, Utrecht, Netherlands. <http://espace.library.uq.edu.au/view/UQ:89692e1>

Slade, C. (2019). Australian Government, Tertiary Education Quality and Standards Agency (TEQSA). Academic integrity in Australian higher education: A national priority. Higher education sector workshop at James Cook University, Townsville, 25th November, 2019.

Slade, C. (2019). Australian Government, Tertiary Education Quality and Standards Agency (TEQSA). Academic integrity in Australian higher education: A national priority. Higher education sector workshop at Southern Cross University, Lismore, 2nd December, 2019.

Slade, C., Kirby, M., Downer, T., & Fisher, M. (2019). Co-designing guidelines to protect vulnerable groups in student ePortfolio use. Short workshop, Australian ePortfolio Forum, 20-21st November, 2019. Canberra: Australian Catholic University.

Slade, C., McGrath, D., Greenaway, R., & Parker, J. (2019). Challenges in sustaining technology enhanced learning: recruitment, employment and retention of learning designers in Australian universities. Paper presented at the ASCILITE 2019 - Conference Proceedings - 36th International Conference of Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education: Personalised Learning. Diverse Goals. One Heart., Singapore, Singapore. <http://espace.library.uq.edu.au/view/UQ:7c23a6c>

Slade, C., McGrath, D., Greenaway, R., & Parker, J. (2019). Emerging third space professionals. Paper presented at the 42nd Higher Education Research and Development Society of Australasia Annual Conference, University of Auckland, New Zealand. <http://espace.library.uq.edu.au/view/UQ:2d07ed3>

Slade, C., Tsai, J., & Daniels, A. (2019). The technology evolution in higher education: Is there still a place for ePortfolios? Paper presented at the ePortfolios Australia: 2019 Forum Papers, Canberra, ACT, Australia. <http://espace.library.uq.edu.au/view/UQ:0ad7c68>

Slade, Christine (2019). Emerging Third Space Professionals. HERDSA Queensland on Show Symposium, 18th November, 2019. Brisbane: Griffith University, Southbank.

Srivastava, N., Velloso, E., Lodge, J. M., Erfani, S., & Bailey, J. (2019). Continuous evaluation of video lectures from real-time difficulty self-report. Paper presented at the Chi 2019: Proceedings of the 2019 Chi Conference On Human Factors in Computing Systems, Glasgow, Scotland, 4-9 May 2019.. <http://espace.library.uq.edu.au/view/UQ:b94b513>

Taleo, W., Reedy, A., & Isaias, P. (2019). Evaluation of the use of VoiceThread for assessments. Paper presented at the ASCILITE 2019 - Conference Proceedings - 36th International Conference of Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education: Personalised Learning. Diverse Goals. One Heart., Singapore, Singapore. <http://espace.library.uq.edu.au/view/UQ:f356e28>

Invited talks, workshops and keynotes (funded)

Gannaway, D. (2019) Benchmarking the CSU Bachelor of Arts, Workshop with BA staff at Charles Sturt University, 8 August 2019

Lodge, J. M. (2019). Data-driven technologies for educating the whole student: Don't believe the hype (but we're not all doomed either). Australian Association for Research in Education Conference, QUT Brisbane 1-5 December, (Technology and Learning Special Interest Group Plenary Speaker)

Lodge, J. M. (2019). An evidence-informed learning framework for higher education. Learning and Teaching Forum 2019, School of Business, University of Sydney, Sydney, Australia, June 2019. (Keynote speaker)

Lodge, J. M. (2019). The gap between neuroscience and education: Is it a bridge too far? Hong Kong Shue Yan University: The Institutional Development Scheme International Conference 2019, Hong Kong Shue Yan University, Hong Kong, May 2019. (keynote speaker)

Lodge, J. M. (2019). Using evidence to inform literacy education. Australian Literacy Forum, Melbourne and Brisbane, September 2019 (Keynote speaker).

Lodge, J. M. (2019). What does the research on the brain and mind tell us about effective education and training in the 21st century? Australia and New Zealand Public Safety Learning and Development Forum, Brisbane, September 2019. (invited plenary speaker).

Matthews, K. E. (2019). Constructing higher education with students as partners in learning and teaching. Paper presented at the Constructing Higher Education for the Global Era: Proving Student Competence, Tsinghua University, 26-27 October 2019. <http://espace.library.uq.edu.au/view/UQ:1135ff8>

Matthews, K. E. (2019). Engaging students as partners in co-creation in the curriculum: an invited talk. Flinders University.

Matthews, K. E. (2019). Engaging students as partners in co-creation in the curriculum: an invited talk. University of Adelaide.

Matthews, K. E. (2019). Peer learning as partnership practice: Keynote. Paper presented at the Australasian PASS and Peer Learning Conference, Wollongong, Australia. <http://espace.library.uq.edu.au/view/UQ:53bd96b>

Matthews, K. E. (2019). Re: Co-creation in the curriculum. University of South Australia.

A/Prof. Kelly Matthews presented a keynote at the (LEAD) Symposium, Murdoch University in November and presented at Tsinghua University's 'Constructing Higher Education for Global Era: Proving Student Competence' Conference, 26-27 October.

Journal articles

Arguel, A., Lockyer, L., Kennedy, G. Lodge, J. M. & Pachman, M. (2019). Seeking optimal confusion: A review on emotional management in interactive digital learning environments. *Interactive Learning Environments*, 27 (2), 200-210.

Brown Wilson, C., & Slade, C. (2019). From consultation and collaboration to consensus: introducing an alternative model of curriculum development. *International Journal for Academic Development*, 1-6. doi:10.1080/1360144x.2019.1584897

Cooper, K. & Khosravi, H. (2019). Multilevel visualisation of topic dependency models for assessment design and delivery: a hypergraph based approach. *Journal of Visual Language and Computing* 2019 (2) 69-82.

Dai, K., Matthews, K. E., & Reyes, V. (2019). Chinese students' assessment and learning experiences in a transnational higher education programme. *Assessment and Evaluation in Higher Education*, 45(1), 1-12. doi:10.1080/02602938.2019.1608907

Dendere, R., Slade, C., Burton-Jones, A., Sullivan, C., Staib, A., & Janda, M. (2019). Patient portals facilitating engagement with inpatient electronic medical records: a systematic review. *Journal of Medical Internet Research*, 21(4). <https://doi.org/10.2196/12779>

Deng, R., Benckendorff, P., & Gannaway, D. (2019). Learner engagement in MOOCs: Scale development and validation. *British Journal of Educational Technology*, 51(1), 245-262. doi:10.1111/bjet.12810

Dollinger, M., & Lodge, J. M. (2019). Student-staff co-creation in higher education: an evidence-informed model to support future design and implementation. *Journal of Higher Education Policy and Management*, 1-15. doi:10.1080/1360080x.2019.1663681

Dollinger, M., & Lodge, J. M. (2019). Understanding value in the student experience through student–staff partnerships. *Higher Education Research and Development*, 1-13. doi:10.1080/07294360.2019.1695751

Dollinger, M., & Lodge, J. M. (2019). What learning analytics can learn from students as partners. *Educational Media International*, 56(3), 218-232. doi:10.1080/09523987.2019.1669883

Dollinger, M., Liu, D., Arthars, N., & Lodge, J. M.

(2019). Working together in learning analytics towards the co-creation of value. *Journal of Learning Analytics*, 6(2), 10-26. doi:10.18608/jla.2019.62.2

Duda, H. J., Susilo, H., & Newcombe, P. (2019). Enhancing different ethnicity science process skills: problem-based learning through practicum and authentic assessment. *International Journal of Instruction*, 12(1), 1207-1222. doi:10.29333/iji.2019.12177a

Espinosa, A. A., Verkade, H., Mulhern, T. D., & Lodge, J. M. (2019). Understanding the pedagogical practices of biochemistry and molecular biology academics. *AER: Australian Educational Researcher*. doi:10.1007/s13384-019-00369-5

Healey, M., Matthews, K. E., & Cook-Sather, A. (2019). Writing scholarship of teaching and learning articles for peer-reviewed journals. *Teaching and Learning Inquiry*, 7(2), 28-50. doi:10.20343/teachlearningqu.7.2.3

Khosravi, H., Kitto, K., & Williams, J. J. (2019). RiPPLE: a crowdsourced adaptive platform for recommendation of learning activities. *Journal of Learning Analytics*, 6(3), 91-105. doi:10.18608/jla.2019.63.12

Lodge, J. M., & Harrison, W. J. (2019). The role of attention in learning in the digital age. *Yale Journal of Biology and Medicine*, 92(1), 21-28.

Luo, B., Matthews, K. E., & Chunduri, P. (2019). "Commitment to collaboration": what students have to say about the values underpinning partnership practices. *International Journal for Students as Partners*, 3(1), 123-139. doi:10.15173/ijasp.v3i1.3688

Matthews, K. E. (2019). Rethinking the problem of faculty resistance to engaging with students as partners in learning and teaching in higher education. *International Journal for the Scholarship of Teaching and Learning*, 13(2). doi:10.20429/ijstl.2019.130202

Rivera Munoz, C. A., Baik, C., & Lodge, J. M. (2019). Teacher and student interactions in the first year of university. *Journal of Further and Higher Education*, 1-13. doi:10.1080/0309877x.2019.1664731

Rowland, S., Gannaway, D., Pedwell, R., Adams, P., Evans, R., Bonner, H., & Wong, K. S. (2019). Legitimising transgression: design and delivery of a science Work Integrated Learning program that draws on students' extant work in diverse, non-science fields. *Higher Education Research and Development*, 1-14. doi:10.1080/07294360.2019.1668364

Slade, C., & Downer, T. (2019). Students' conceptual understanding and attitudes towards technology and user experience before and after use of an ePortfolio. *Journal of Computing in Higher Education*. doi:10.1007/s12528-019-09245-8

Slade, C., Rowland, S., & McGrath, D. (2019). Talking about contract cheating: facilitating a forum for collaborative development of assessment practices to combat student dishonesty. *International Journal for Academic Development*, 24(1), 1-14. doi:10.1080/1360144x.2018.1521813

NTRO (non-traditional research outputs)

Csinger, A., Muslukhov, I., Khosravi, H. & Luong, P. (2019). Enhanced security authentication methods, systems and media. US 10,509,898 B2.

Curran, A., Brown Wilson, C., McCutcheon, K., & Slade, C. (2019). A systematic review protocol exploring digital literacy education for pre-registration nursing students, in higher education nursing curricula. PROSPERO 2019 CRD42019143130. Retrieved from https://www.crd.york.ac.uk/prospero/display_record.php?ID=CRD42019143130

Khosravi, H. (2019). Development of cost-effective adaptive educational systems via crowdsourcing. *EDUCAUSE Review*.

Matthews, K. E. (2019). "Students as partners:" it's more than a trendy hot topic.

Tsai, J., in association with Slade, C., Smeaton, K., & Richards, A. (2019). ePortfolio for students: Develop a Showcase ePortfolio. St Lucia: The University of Queensland. Retrieved from <https://elearning.uq.edu.au/files/45270/showcase-ePortfolio.pdf>

Bretag, T., Curtis, G., McNeill, M, Slade, C. (2019). Australian Government, Tertiary Education Quality and Standards Agency (TEQSA). Academic integrity in Australian higher education: A national priority. A series of workshops to foster a culture of academic integrity across the sector presentation slides.

Research reports, Occasional papers, UQ Policy papers

Gannaway, D. (2019). Making Connections: Future-proofing the generalist Bachelor of Arts Final Report Canberra, Australia: Office for Learning and Teaching

Kelly, M., Matthews, K. E., & Troelsen, R. (2019). ISSOTL strategic plan: green paper. Retrieved from <http://espace.library.uq.edu.au/view/UQ:0539d57>

Lodge, J.M, Pezaro, C., Brown, D., Kent, K., Corbett, B., & Ellerton, P. (2019). Detailed list of studies identified in systematic review of published research examining the critical thinking of higher education students. The University of Queensland. Data Collection.

Vayada, P., Matthews, K. E. & Huang, J. (2019). Literature-evidence base: Students as Partners. The University of Queensland, Institute of Teaching and Learning Innovation.

Other invited talks, workshops and keynotes

Dr Christine Slade invited panel member at 'The Future of Health in Queensland', QLD Policy Leaders Series, Queensland Futures Institute, Customs House, Brisbane 4 September, 2019

Dr Greg Winslett invited to present a keynote on blended learning at TLC Asia 2019 in Seoul.

Matthews, K. E., Godbold, N., & Semos, I. (2019). Transforming power through dialogue: invited plenary video. Paper presented at the RAISE Partnership SIG, London, United Kingdom, 30 Jan 2019. <http://espace.library.uq.edu.au/view/UQ:5ba744f>

Prof Doune Macdonald (PVCTL) invited participant at the National Academies of Sciences, Engineering and Medicine, Washington, DC – Roundtable on Systematic change in undergrad STEM and presented on examples of initiatives to improve teaching evaluation.

Prof Doune Macdonald (PVCTL) invited to present keynote on blended learning at scale at the Teaching Innovation in Higher Education and World-Class Undergraduate Education Conference at Xaimen University, China.

APPENDIX I - HDR Supervisions

ITaLI staff member	Student name	Role	FTE Load	Full/part time	School
Prof Karen Benson	Timothy Stuart Pullen	Associate	0.35	Full-Time	Business
	Zhen Sun	Principal	0.25	Part-Time	Business
	Yanhao Chang	Principal	0.375	Part-Time	Business
		<i>FTE Load</i>	<i>0.975</i>		
Dr Deanne Gannaway	Nattalia Anne Godbold	Associate	0.1	Part-Time	Education
	Katherine Lyndall Theobald	Principal	0.3	Part-Time	Education
	Ruiqi Deng	Associate	0.3	Full-Time	Business
	Aparna Datey	Associate	0.4	Full-Time	Architecture
	Chloe Louise Kuwert	Principal	0.4	Part-Time	Education
	Vijayakumari Seevaratnam	Principal	0.8	Full-Time	Education
	<i>FTE Load</i>	<i>2.3</i>			
A/Prof Pedro Isaias	Haruna Abe	Associate	0.4	Full-Time	Medicine
	Mehran Gholizadeh	Associate	0.4	Full-Time	Business
		<i>FTE Load</i>	<i>0.8</i>		
Dr Hassan Khosravi	Ali Darvishi	Principal	0.5	Full-Time	Information Technology & Electrical Engineering
	Hatim Lahza	Principal	0.6	Full-Time	Information Technology & Electrical Engineering
	Mauro Ocana	Associate	0.2	Part-Time	Languages & Cultures
	Shiva Shabaninejad	Principal	0.5	Full-Time	Information Technology & Electrical Engineering
	Kane Maxwell	Associate	0.05	Part-Time	Earth and Environment Sciences
	Solmaz Abdi	Principal	0.7	Full-Time	Information Technology & Electrical Engineering
	Boyd Alexander Potts	Principal	0.25	Part-Time	Information Technology & Electrical Engineering
	George Gyamfi	Associate	0.4	Full-Time	Languages & Cultures
	<i>FTE Load</i>	<i>3.2</i>			
A/Prof Jason Lodge	Elizabeth Marian Skinner	Principal	0.25	Part-Time	Education
	Kirstie Petrie	Principal	0.5	Full-Time	Education
	Mahbub Hasan	Associate	0.3	Full-Time	Education
	Yifei Liang	Associate	0.3	Full-Time	Education
	Suijing Yang	Principal	0.6	Full-Time	Education

ITaLI staff member	Student name	Role	FTE Load	Full/part time	School
	Vijayakumari Seevaratnam	Associate	0.2	Full-Time	Education
	Toni Maria Hatten-Roberts	Principal	0.25	Part-Time	Education
		<i>FTE Load</i>	<i>2.4</i>		
Prof Doune Macdonald	Natalie Marie McMaster	Associate	0.15	Part-Time	Human Movement & Nutrition Sciences
	Jose Manuel Tenorio	Associate	0.15	Full-Time	Human Movement & Nutrition Sciences
	Jacqueline Lisa Cowan	Associate	0.1	Part-Time	Human Movement & Nutrition Sciences
		<i>FTE Load</i>	<i>0.4</i>		
A/Prof Kelly Matthews	Robert Adrian Crudgington	Associate	0.2	Part-Time	Human Movement & Nutrition Sciences
	Nattalia Anne Godbold	Principal	0.3	Part-Time	Education
	Irene Kathy Semos	Principal	0.6	Full-Time	Medicine
	Yifei Liang	Principal	0.7	Full-Time	Education
	Sandra Marie Leathwick	Principal	0.25	Part-Time	Education
	Preeti Deven Vayada	Associate	0.5	Full-Time	Human Movement & Nutrition Sciences
		<i>FTE Load</i>	<i>2.55</i>		
A/Prof Peter Newcombe	Martha Anne Druery	Associate	0.05	Part-Time	Medicine
	Caroline Jade Gee	Associate	0.3	Full-Time	Medicine
	Leonaitasi Hoponoa	Principal	0.3	Part-Time	Psychology
	Antonia Maria Kish	Principal	0.3	Part-Time	Psychology
	Hui Xu	Associate	0.075	Part-Time	Nursing, Midwifery & Social Work
	Andrian Liem	Principal	0.6	Full-Time	Psychology
	Siti Maliha	Principal	0.5	Full-Time	Psychology
	Wuri Prasetyawati	Principal	0.5	Full-Time	Psychology
		<i>FTE Load</i>	<i>2.625</i>		
Dr Christine Slade	Andrea Joy Reid	Associate	0.25	Part-Time	Chemistry & Molecular Biosciences
	Elizabeth Catherine Allotta	Associate	0.2	Part-Time	Chemistry & Molecular Biosciences
		<i>FTE Load</i>	<i>0.45</i>		
Prof Roland Sussex	Brian Collins	Associate	0.1	Full-Time	Languages & Cultures
	Faron Agnieszka	Associate	0.2	Full-Time	Languages & Cultures
		<i>FTE Load</i>	<i>0.3</i>		

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