

# ITaLI Annual Report 2020



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**Professor Karen Benson**  
Director, Institute for Teaching and Learning  
Innovation (ITaLI)

*“2020 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.”*

## Director’s message

2020 marked ITaLI’s sixth 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. It was also a year of changes due to the COVID-19 pandemic, necessitating a new way of thinking about teaching and learning, as well as assessment.

By December 2020, UQ had 334 Higher Education Academy Fellows, many awarded in association with our expanded and articulated professional learning programs. In 2020, more than 1250 staff participated in these programs and workshops, and 695 attendees took part in Teaching and Learning Reimagined event. Due to the COVID-19 pandemic there were a large number of newly created workshops offered to staff to assist them in the transition to online and blended learning which had very positive reception and attendance.

UQ’s digital capabilities have continued to progress, with a shift in emphasis to the release of four MicroMasters® programs by the UQx team. Our UQ2U active and blended learning team has worked with over 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 Capability Roadmap.

Our staff are leaders in higher education pedagogy, learning analytics and academic integrity - evidenced by 17 peer-reviewed publications from ITaLI scholars. We continue to offer a varied Professional Learning program and bespoke workshops, together with a vibrant Community of Practice (CoP) series. This year has also seen new authorship software, a CoP and the development of Academic Integrity Module (AIM).

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. ITaLI is also partnering with the Aboriginal and Torres Strait Islander Unit to progress the work of Indigenising the Curriculum.

## Key Contributions in 2020



**Program transformation for game-changing graduates**

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**51%**

Increase in UQx enrolments in 2020 compared to 2019

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**24**

Courses developed through UQ2U

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**16**

Courses participating in the Inspira pilot

---

**9851**

eLearning requests resolved



**Teaching practices that upskill and enable staff**

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**4**

Australian Awards for University Teaching

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**68**

HEA Fellowships awarded

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**695**

Teaching and Learning Reimagined Attendees

---

**2643**

ITaLI-led workshop participants



**Advancing higher education policy and scholarship**

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**67**

Research outputs

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**8000+**

Academic Integrity Module completions



**Data driven decision making**

---

**64,168**

Survey responses

---

**3000**

Courses (approx.) able to access Course Insights

## What we do

Our mission is to continually improve teaching and learning initiatives that lead to positive and effective change across the University. Our focus is to advance UQ's excellence and innovation in teaching and learning.

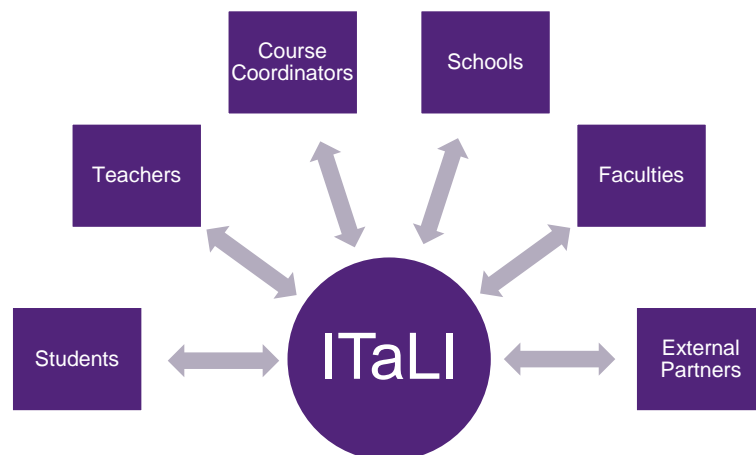
### Our approach

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 capability building:** We co-create value and contribute to thought leadership in higher education through capability building and collaboration.



### Our teams

- [Business Services](#)
- [UQ2U \(Digital Learning Uplift \(DLU\)\)](#)
- [eAssessment](#)
- [Educational Media Production](#)
- [eLearning Systems and Support](#)
- [Evaluations](#)
- [Higher Education Academics](#)
- [Learning Analytics](#)
- [Learning Design](#)
- [Principal Practitioners](#)
- [Professional Learning](#)
- [Student Strategy](#) (concluded in 2020)
- [UQx](#)

The figure in the Appendix A-1 illustrates the organisational structure of these teams within ITaLI in 2020.



## COVID-19 response

The work of ITaLI has been essential to the University's response to COVID-19. As a central unit, ITaLI's approach to service is based on forming partnering relationships with schools and faculties to find solutions to the complex contemporary challenges of learning, teaching and assessment.

Our response to COVID-19 saw the internal redeployment of staff to support our teachers' rapid transition to online learning. ITaLI supported UQ's teaching staff by providing design and pedagogical consultations and bespoke media production, supporting the adaptation to online assessment, providing guidance on academic integrity in an online context, and supporting teaching staff who consumed a full year's worth of eLearning Support Services professional development in one week.

Throughout Semester 1, the Evaluations team assisted UQ in the COVID-19 response through the implementation of five student check-in surveys.

In consultation with UQ Student Union, schools, faculties and UQ Senior Executives, the Evaluations team designed, administered and reported the results for the COVID-19 mid-semester survey. The survey received 11,251 responses from 42,388 coursework students.

In Semester 1, 600 final exams were conducted online, followed by 400 supplementary/deferred exams. Support ran for 15 hours a day, six days a week, for three weeks and involved a collaboration of multiple support units around the University. The team had an extraordinary impact: absorbing an immediate doubling of course coordinator eLearning support requests from typically 400 a month to over 800 a month, quality checking nearly 1000 Blackboard-based assessments, converting 135 ProctorU based exams to the newly acquired stable cloud exam environment, working with Examinations to build a quality assurance process and training a team to check exams were configured correctly.

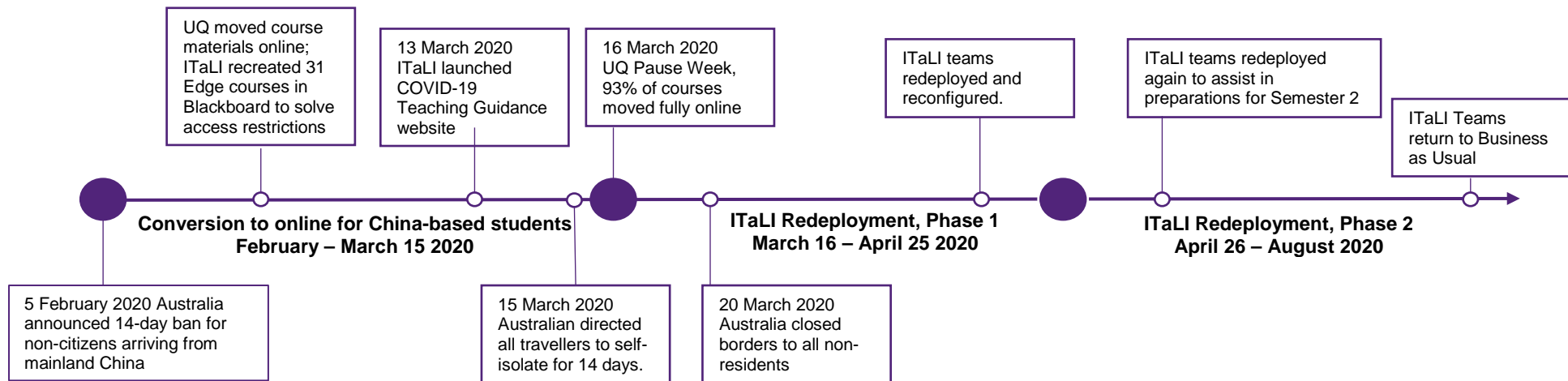


Figure 1 COVID-19 timeline

## Principal Practitioners

ITaLI's **Principal Practitioners** play a critical role in the design thinking approaches used to support the academic community at UQ. As educational leaders in their discipline, they provide insights and identify opportunities and obstacles in the application of teaching strategies and initiatives. ITaLI's 2020 Principal Practitioners were:



**Principal Practitioner – Higher Education Academy**

Associate Professor  
Pierre Benckendorff

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

*Deputy Dean, UQ  
Graduate School*



**Principal Practitioner – Critical Thinking**

Professor Deborah  
Brown

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



**Principal Practitioner – Entrepreneurship**

Associate Professor Tim  
Kastelle

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



**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*

## Awards, prizes and grants

### Grants

#### *Teaching Innovation Grants (TIG) and Early Career Educational Research (ECER)*

The UQ Teaching and Learning Grant Schemes – Teaching Innovation Grant (TIG) and Early Career Educational Research (ECER) Grants – were placed on hold during 2020.

Recipients of Grants (TIG and ECER) in the 2019 round were supported to commence and progress their projects considering the restrictions to expenditure. Several projects awarded in this round made early decisions to delay commencement until 2021 and have received extensions to their project terms in order to complete their aims and objectives.

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

The New Staff Start-Up – SoTL Grant scheme was placed on hold during 2020.

#### *2020 Awards for Excellence in Teaching & Learning Winners*



### UQ Awards for Excellence



#### **Dr Aneesha Bakharria**

#### **2020 UQ Award for Excellence (Innovation)**

Aneesha, ITaLI's Learning Analytics Manager, was recognised for her leadership in producing bespoke tools and platforms for UQ's catalogue of Massive Open Online Courses (MOOCs), MicroMasters and more recently, UQ2U courses. Her leadership has ensured that UQ remains at the forefront of learning technology innovation. Dr Bakharria has been the key technology leader to experiment and introduce the distinctive UQ 'Course Analytics' dashboard that assists teachers to draw upon actionable data trends to modify and reflect on their blended learning approaches.

#### **Excellence in Teaching and Learning (Winners)**

- Associate Professor Saeed Aminossadati – School of Mechanical and Mining Engineering
- Associate Professor Nicholas Carah - School of Communication and Arts
- Associate Professor Leanne Johnston - School of Health and Rehabilitation Sciences
- Dr Frances Shapter - School of Veterinary Science



## External awards for teaching and learning

### Australian Awards for University Teaching (AAUT)

#### Australian University Teacher of the Year



Associate Professor Jack Wang, School of Chemistry and Molecular Biosciences

*Jack is also the recipient of the Award for Teaching Excellence in the category of Biological Science, Health and Related Studies.*

#### Citations for Outstanding Contributions to Student Learning



Dr Anna Hatton, School of Health and Rehabilitation Sciences

*For bringing new life to 'old age': inspiring learning, positive attitudes, and career aspirations within gerontology through early clinical experiences and innovative resources for physiotherapy students*



The MECH2305 Teaching Team

Dr Michael Bermingham and Professor Matthew Dargusch, School of Mechanical and Mining Engineering

*For transforming mechanical engineering education through three phases of engagement: hands-on experiential learning, online self-directed learning and active in-class interaction.*

### Australian Financial Review (AFR) Higher Education Awards



Emerging Leader Award (Winner) – Andrea Strachan

- International Education Award (Shortlisted) – Global Start-Up Adventure
- Sustainability Award (Shortlisted) – Warwick Solar Farm

### U21 Global Education Enhancement Fund Grants 2020



*Learning Together in a Global Pandemic: Practices and principles for teaching and assessing online in uncertain times*

Lead Investigators: Associate Professor Kelly Matthews, Professor Gwendolyn Lawrie

Partners: Lund University, The University of Edinburgh



*Hands-on clinical skills in a hands-off world: Enhancing digital capacity for online teaching, learning and assessment in health and rehabilitation sciences*

Lead Investigator: Dr Allison Mandrusiak

Partners: University of Johannesburg, Pontificia Universidad Catolica de Chile

## Events and Professional Networks

### Events

ITaLI offers a wide range of learning and teaching activities, events and networks for the UQ community. In 2020, highlights include:

#### *Teaching and Learning Reimagined*

In place of the annual on-campus Teaching and Learning Week, the virtual [Teaching and Learning Reimagined](#) event was held from 2–4 November to celebrate teaching and learning at UQ and to recognise the achievements of our teaching staff. The event reflected on the year's significant and inspiring teaching and learning achievements and showcased the inventive practices that transformed the ways of engaging and thinking about teaching and learning. The event: -

- included nine Zoom-hosted sessions over three days,
- received 895 registrations and 695 attendees,
- included one session as a student panel which provided insights into the student experience.

#### *Re-setting Sustainable Development Goals in a Post-COVID World*

This ITaLI hosted webinar connected a group of international panellists and UQ experts to explore challenges to the [UN Sustainable Development Goals \(SDGs\)](#) following the COVID-19 pandemic. The webinar was viewed by over 200 people around the world.

This webinar was the opening event for a series of online co-creation workshops ITaLI hosted to develop ideas and outline a course focused on the SDGs. Workshop participants included academic staff and current students from various faculties.

#### *What's Working Series*

As a result of the COVID-19 pandemic, ITaLI hosted a series of webinars focused on 'What's working?' in areas of importance to teaching and learning. The sessions provided an opportunity for teaching staff to share newly tried-and-tested tools and resources, and discuss the benefits and challenges.

#### *Academic Integrity Toolkit Launch*

On 13 October, ITaLI hosted the TEQSA launch of the Academic Integrity Toolkit, live streamed to over 500 registrants. Presentations were given by the Minister for Education, Hon. Dan Tehan, Chief Commissioner of TEQSA, Professor Nic Saunders, and our VC Professor Deborah Terry. In addition, ITaLI facilitated a session as part of the International Day of Action Against Contract Cheating.

### Professional Networks and Communities of Practice

Professional Networks and Communities of Practice (CoP) that currently support teaching and learning at UQ include:

- [Blended and Active Learning Innovation \(BALI\) Community of Practice](#)
- [eLearning Operational Forum](#)
- [Entrepreneurship Community of Practice](#)
- [Integrity Officers Community of Practice](#)
- [Learning Design Community](#)
- [Students as Partners National Network](#)
- [UQ Learning & Teaching Focused Network](#)
- [Work Integrated Learning \(WIL\) Knowledge Network](#)

## Team Highlights

### UQ2U / Digital Learning Uplift (DLU)

The Digital Learning Uplift program was established in late 2020 after consultation with 29 schools across all faculties of the University. The DLU is an evolution of the UQ2U initiative, with a change of program structure into a service model that transforms learning experiences and builds the capability of teaching staff via a flexible, sustainable and scalable approach. DLU leverages the competencies and learnings from UQ2U based on feedback provided by participants in multiple rounds of qualitative and quantitative surveys, and, as a result, takes a more programmatic approach to digital transformation.

Upon establishing DLU, 105 project proposals were submitted, varying from full program development to course redesign, shorter form credentials and a suite of multi-purpose learning resources. After endorsement from faculties and schools, the program progressed with 75 projects.

Prior to the inception of DLU, the UQ2U team developed 24 courses, including one flagship course (full 2020 program of work can be found in Appendix A-2).

### Evaluations

The Evaluations team manages the distribution, analysis and reporting of Student Evaluation of Course and Teacher (SECaT), Student Evaluation of Tutor (SETutor) and other internal surveys.

In 2020, the team ran:

#### Semester 1

- 1782 SETutor surveys with 8886 responses submitted
- 922 SECaT surveys at the course-level with 14,391 responses submitted (surveys were opt-in only due to COVID-19)

#### Semester 2

- 2824 SETutor surveys at the course-level with 13,277 responses submitted (20,888 at the same time in 2019).
- 2291 SECaT surveys at the course-level with 27,614 responses submitted (40,513 at the same time in 2019).

Trends in these surveys can be found in Appendix A-3.

In addition to the SETutor and SECaT surveys, the team continues to assist the School of Biological Sciences to implement a pilot peer review process for SECaT comments.

\*Response rate excludes single link surveys.

### Educational Media Production

The ITaLI Educational Media Production team provides a range of production services to teaching staff across UQ faculties, schools and institutes. They support UQ2U/DLU and UQx project teams, as well as individual academics, to produce teaching and learning assets ranging from didactic studio videos, pen-style videos, labs and practicals, interviews, mini documentaries, and complex animations.

Full details of assets produced can be found in Appendix A-4.

Table 1 Media Assets Produced 2020

Team supported	Number of Assets
UQx	384
UQ2U	2119

## eLearning Systems and Support

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

Throughout 2020, the team:

- assisted authoring the University's online exams guidelines and the exams guide for students, undertook quality assurance on all central final exams, and managed the creation of separate course sites for the running of central exams, along with access control,
- piloted and prepared to deploy Microsoft Teams to enhance course team project collaborations,
- assisted academic integrity efforts with the Turnitin Authorship investigation tool (Workshops; guides),
- deployed H5P to enhance rich interactions in courses on Blackboard (188 courses),
- assisted ITS with the migration of Blackboard into the cloud to allow more rapid feature delivery, and
- provided the support detailed in Table 2:

Table 2 eLearning Support 2019-2020

	2019	2020
Teaching staff support requests (# jobs)	6868	14,851
Teaching technology advisory (session/appointments)	377	763
Online exam support (# exams)	0	2000
Workshop attendance (# staff)	622	1393
Created guides	83	200
Updated guides	180	434

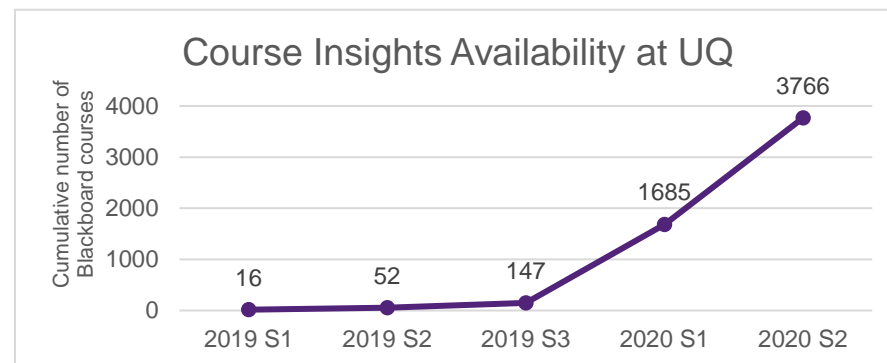
## Learning Analytics

The Learning Analytics team collects and interprets data about teaching and learning practices and emerging technologies. The team also works to enable teachers to collect their own data for analysis through the Course Insights teacher dashboard.

The Course Insights teacher dashboard was released on 6 March 2020 to all courses with a SI-net course code on Blackboard (approx. 3000 courses and 40,000 students) with additional metrics and visualisations available to courses using the edX Edge platform. This release of Course Insights allowed course coordinators to send email feedback to students and save templates for re-use. The Semester 2 2020 release of Course Insights introduced new high-demand/high-value features (including the ability to find students that had not completed the Academic Integrity module). Following this release, course coordinators' engagement with Course Insights increased from 8.3% in Semester 1 to 20% in Semester 2.

In Semester 2, the Learning Analytics and eLearning team partnered with EAIT to provide a report in Week 4, 8 and 12 to identify students at academic risk.

Figure 2 Course Insights Availability at UQ



## Higher Education

The Higher Education team incorporates learning designers, higher education academics who teach into schools and conduct teaching and learning research, as well as the RIPPLE team and learning space development.

### Research contributions

The team often publishes in the top Higher Education Journals, with high quality publishers and in top-rated Conference Proceedings. In 2020, the team contributed 67 research outputs –

- **36%** of research was co-authored with UQ students, both undergraduate Research Scholars and Research Higher Degree students.
- **25%** of research was co-authored with UQ staff as ITaLI academics collaborate with academics on SoTL and applied higher education research studies.
- **52%** (approximately) of research was co-authored with external colleagues, both nationally and internationally.

Figure 3 further illustrates the categories of these outputs. A full list of these contributions can be found in Appendix A-5.

### Key research areas

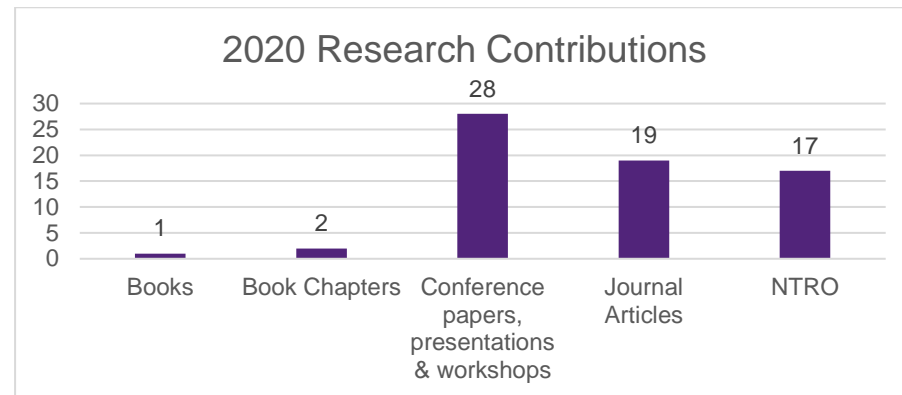
1. **Higher Education Pedagogy and Curriculum**
2. **Learning Analytics, Learning Sciences**
3. **Educational Technologies**
4. **Academic Integrity**

## Grants

- **Gannaway, D.** *Establishing the value of boundary learning: Discerning the hidden curriculum in generalist degrees.* Funded by UQ Early Career Researcher scheme.
- **Matthews, K.E.,** Lawrie, G., Mårtensson, K., Roxå, T., Bovill, C., & McLaughlin, C. *Learning together in a global pandemic: Practices and principles for teaching and assessing online in uncertain times.* Collaboration between UQ, Lund (Sweden), and Edinburgh (Scotland). Funded by U21 Global Education Enhancement Fund, 2020-2021.
- Sadiq, S., Indulska, M., Western, M., Burton-Jones, A., Demartini, G., Roosta-Khorasani, F., Someh, I.A., Taimre, T., Wang, S., Hua, W., **Khosravi, H.,** & Vaithianathan, R. *ARC Training Centre for Information Resilience.* Funded by the ARC, 2020-2024.

The team also engaged in supervising HDR candidates in a range of schools. A full list can be found in Appendix A-6.

Figure 3 ITaLI 2020 Research Contributions





## Professional Learning

At the end of 2020, the Professional Learning Initiative transitioned to business-as-usual with finalisation of the UQ Student Strategy. The team made progress to consolidate existing offerings, with flexible offerings aligned to UQ's strategic direction and optimal teaching and learning practices.

Throughout 2020, the Professional Learning team:

- created the 'Above and Beyond' Honour Roll, which received 631 nominations
- received 39 expressions of interest in the UQ Awards for Excellence in Teaching and Learning: four Awards for Teaching Excellence, one Award for Programs that Enhance Learning, six Citations for Outstanding Contributions to Student Learning, and three Commendations for Outstanding Contributions to Student Learning were awarded
- submitted five nominations for Australian Awards for University Teaching (AAUT) and received one Award for Teaching Excellence and Australian University Teacher of the Year, and two Citations for Outstanding Contributions to Student Learning
- facilitated 61 teaching and learning professional learning sessions with 1250 attendees (further details can be found in Appendix A-7-1)
- developed resources to support the Curriculum Making@UQ program
- launched online courses for teachers and tutors and adapted a new MOOC 'Contemporary Approaches to University Teaching' and Scholarship of Teaching and Learning to the UQ environment
- incorporated workshops delivered by the UQ2U team into the suite of University Staff Development Program Professional Learning offerings (further details can be found in Appendix A-7-2)

- continued consultation for Professional Engagement in Teaching and Learning (PETL) – PETL implements the Teaching Expertise Framework, providing professional learning activities to support teachers build teaching capabilities at all experience levels
- continued to support the HEA@UQ Program. To date the program has facilitated the review and award of over 250 Fellowships.

## Professional Learning Programs

**Tutors@UQ:** ITaLI staff continued to support the Tutors@UQ program which is run by faculties and intended to introduce tutors to the teaching and learning environment at UQ.

**Graduate Teaching Associate (GTA) program:** 41 UQ staff who successfully completed the GTA Program in 2020 were invited to apply for an HEA Associate Fellowship. Only one iteration of the GTA program was run in 2020.

**Teaching@UQ:** 125 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. This program has been translated into an online learning environment, allowing modelling of how to engage with learners online.

**TeachingPlus@UQ:** TeachingPlus@UQ was placed on hold after limited applications were received and we entered the COVID-19 environment. It is intended to be relaunched in 2021.

## Fellowship Schemes

### HEA@UQ Fellowships

At the end of 2020, there were 334 Higher Education Academy (HEA) Fellows and 184 aspiring Fellows.

A full list of 2020 HEA Fellows can be found in Appendix A-8.

## UQx

The UQx team works alongside experts from UQ schools, institutes, centres and partners to develop online courses and learning experiences through the edX platform. edX saw a dramatic uptake with over 35 million global enrolments in 2020 alone. Reasons for this uptake can be attributed to the consequences of COVID-19 such as increased time, need to upskill, and/or search for alternative learning pathways. UQx saw a rapid spike in enrolments with significant increases in both audited<sup>1</sup> and verified<sup>2</sup> learners as seen in the table below. This increase in enrolments came from a mixture of courses across the MOOCs, XSERIES, and Micromasters®.

Table 3 UQx enrolments 2019-2020

	2019	2020	% increase
Audited	452,422	652,750	44%
Verified	5,809	36,932	636%
<b>Total</b>	<b>458,231</b>	<b>689,682</b>	<b>51%</b>

The full UQx Course Catalogue and enrolment numbers are located in Appendix A-9.

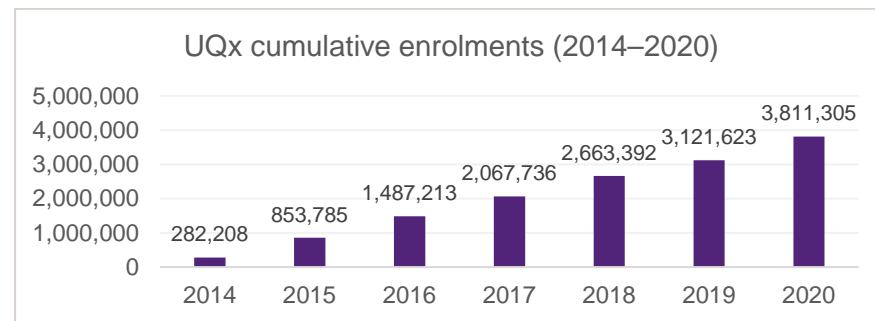
While managing the increased workload from the impacts of COVID-19, the UQx team also:

- launched two mining courses as part of [The Foundations of Modern Mining program](#) in collaboration with Curtin University and the Minerals Council of Australia.
- significantly developed MINE6x (part of The Foundations of Modern Mining program) and AVAXX (part of a toolbox of resources designed for health care professionals) courses for launch in 2021.
- launched two Professional Certificate Series Programs in Macroeconomics and Microeconomics.

<sup>1</sup> Students enrolled under the Audit track have access to all course materials except graded assessment and will not earn a certificate. Students can pay to switch to the verified track to complete assignments required to earn the certificate.

- obtained over 200,000 enrolments (from predominantly non-English speaking countries) in the IELTS Academic Test Preparation MOOC, 1.2 million learners have been reached since its launch.
- collaborated with the Institute of Continuing & TESOL Education and IDP India Education as part of UQ's initiative to provide reduced fee access for approximately 5000 Indian students. UQ India Future Students reported a 920% increase (184 additional) in applications during this promotional period.
- was the only Australian partner in the edX Open Remote Access Program that ran to 30 June 2020.
- propelled UQ to rank #10 globally and #1 in the Asia Pacific region in the [MooCLab's World University Rankings by MOOC Performance 2021](#) (awarded based on work done in 2020). This was an improvement from the #12 global rank awarded in 2020.
- commenced a full review of MOOCs for 2021 to inform decisions on UQx capabilities and growth potential in 2021.

Figure 4 UQx cumulative enrolments (2014-2020)



<sup>2</sup> Students enrolled under the Verified track have access to all course materials including graded assessment and will earn a certificate upon successful completion.

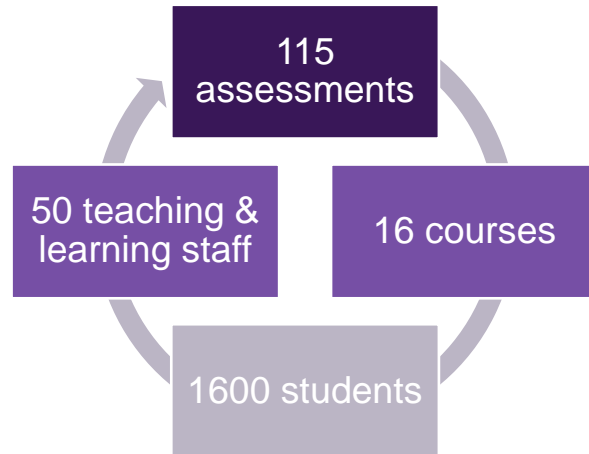
## ITaLI-led projects

### eAssessment

The eAssessment team works towards identifying electronic assessment options that facilitate improved pedagogical practices and address existing administrative issues.

Following extensive market research/expression of interest processes and a formal Invitation to Offer, Inspera Assessment was selected as the preferred university-wide eAssessment system. In Semester 2, the team piloted Inspera, with over 115 assessments completed across 16 courses. Over 1600 students and 50 teaching and learning staff participated in the pilot. Six courses successfully completed non-invigilated mid-semester exams in Inspera, and nine courses used Inspera for their end-of-semester non-invigilated exams.

To provide the best end-of-semester student experience, the eAssessment Team held Observed User Testing for all exams that included the teaching team and other academics from the relevant School – such as peer reviewers or chief examiners.



### Recommendation in Personalised Peer Learning Environments (RiPPLE)

Featured as an exemplar in the 2019 EDUCAUSE Horizon Report and Review, RiPPLE aims to facilitate personalised, active, social and learner-centred methods of teaching in online or blended environments. It employs learner-centred and pedagogically supported approaches to engage students in authentic learning experiences. It harnesses the creativity and evaluation power of students as experts-in-training to develop a repository of high-quality learning resources. The RiPPLE platform uses AI algorithms to calculate a student's level of knowledge on each course topic based on their engagement with resources and recommends personalised learning activities to each student based on their mastery level.

After six semesters of use, RiPPLE has been implemented in over 70 courses across a range of disciplines including Medicine, Pharmacy, Psychology, Education, Business, Computer Science and Biosciences. Over 13,000 students have engaged with RiPPLE. Students have created over 30,000 learning resources and over 250,000 peer evaluations rating the quality of these resources using RiPPLE and, over 1,00,000 interactions with personalised activities have been facilitated.

Beyond supporting student learning, RiPPLE is designed to enable educational researchers to conduct ethical, sound, large scale empirical studies. To date, 15 peer-reviewed articles have been published on various aspects of RiPPLE, advancing knowledge on ethical use of AI in education, adaptive learning, feedback literacy, student partnership at scale, educational recommender systems, explainable and interpretable use of AI in education, peer learning and self- and co-regulation in learning. Six of the articles have been published in Q1 and leading journals in educational technologies. The rest have been published in world-leading top conferences in AI in Education and Learning Analytics where three of the papers have been nominated for a best paper award.

## Support for UQ initiatives

### Indigenising the curriculum

In 2020, ITaLI partnered with UQ's Aboriginal and Torres Strait Islander unit to conduct a curriculum mapping of UQ courses that incorporate Indigenous perspectives – this work will continue into 2021.

### Blackboard migration to SaaS

Learn.UQ (Blackboard) was migrated to Software-As-A-Service (SaaS) at the end of 2020. The upgrade enhanced the underlying infrastructure of the system to help it cope with unprecedented loads created by COVID driven online teaching. The upgrade work was requested by ITS/ITaLI and endorsed by both the Digital Learning Sub-Committee and Teaching and Learning Committee.

### Digital Learning Capability Roadmap

In 2020, the Digital Learning Capability Roadmap (DLCR) was developed and approved by the Digital Learning Sub-Committee and Teaching and Learning Committee. Although COVID-19 presented some significant interruptions, foundational elements of the DLCR proceeded on track. Notable achievements included the successful migration of Learn.UQ to SaaS; the procurement of a replacement Learning Management System for the edX/Edge platform; and a workplace-based assessment platform to meet the needs of Medicine and Veterinary Science. Detailed requirements were gathered for CHLOE – a dynamic interface for students to access learning resources and materials and improvements to Grades Management.

### UQ Academic Integrity Action Plan

ITaLI piloted the student-facing Academic Integrity Modules with over 8,000 students completing it. ITaLI also facilitated the formation of the

Academic Integrity Working Party, chaired by Professor Craig Franklin with representatives from across the university to advance the 13 recommendations of the UQ Academic Integrity Action Plan. On 13 October, ITaLI hosted the TEQSA launch of the Academic Integrity Toolkit, live streamed to over 500 registrants. Presentations were given by the Minister for Education, Hon. Dan Tehan, Chief Commissioner of TEQSA, Professor Nic Saunders, and our VC Professor Deborah Terry.

### Entrepreneurship

ITaLI supports the UQ Entrepreneurship Strategy through initiatives and resources that assist in embedding entrepreneurship into the curriculum. In 2020, ITaLI staff supported UQ's '360' course 'UQLD2000 Critical and Entrepreneurial Thinking'; an interdisciplinary course that enables learners to develop an entrepreneurial mindset. The course was created through an innovative process that brought together stakeholders including students, industry and academics in a 'creatathon'.

The entrepreneurial education website hub was also launched in January 2020, providing access to a toolkit of resources, guiding principles, specialist workshops, a new online course and community of practice.

ITaLI provided entrepreneurship specialist support to the EMPLOY101x MOOC redevelopment to incorporate entrepreneurial competencies and pathways. An online self-paced course, Ventures Introduction to Entrepreneurship, was also developed within ITaLI for UQ Ventures.

### Students as Partners

ITaLI, in collaboration with Student Strategy, supported 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.

## Governance

ITaLI is a central unit reporting to the Pro-Vice-Chancellor (Teaching and Learning).

### Advisory Committee

The ITaLI Advisory Committee provides strategic advice on current and future strategic directions and priorities, in line with the UQ Strategic Plan.

#### Ex-Officio

- Deputy Vice Chancellor (Academic) (DVC(A)) [Co-Chair], Professor Joanne Wright
- Pro-Vice-Chancellor (Teaching and Learning) (PVCTL) [Co-Chair], Professor Doune Macdonald
- Director, ITaLI, Professor Karen Benson
- Deputy Vice-Chancellor (Research) or nominee, Professor Pankaj Sah

#### Associate Deans (Academic)

- 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 Blake McKimmie
- Faculty of Humanities and Social Sciences, Professor Julie Duck
- Faculty of Medicine, Professor Nick Shaw
- Faculty of Science, Professor Michael Drinkwater

### Appointed

- Two senior academics nominated by the DVC(A) and the PVCTL, Professor Neal Menzies & Professor Bronwyn Lea

### Observers/Advisors

- Divisional Director, Caroline Williams
- DVCEE Representative, Sandra McMullan
- Student Representative, Ethan Van Roo Douglas
- Winner of National Teaching Award, Professor Blake McKimmie
- Deputy Director (Digital Learning), ITaLI, Dr Greg Winslett

### Executive Committee

The Executive Committee is ITaLI's main decision-making body. The Committee provides advice to the Director on whole-of-institute issues and makes decisions regarding major initiatives.

- Director (ITaLI) [Chair], Professor Karen Benson
- Deputy Director (Digital Learning), Dr Greg Winslett
- Deputy Director (Strategy and Operations), Michaela Deen
- Program Manager, Student Strategy, Peter Holmes

### Leadership Team

The ITaLI Leadership Team was established to ensure effective coordination across the Institute, reporting on activities and providing input into future strategic directions.

- Director (ITaLI) [Chair], Professor Karen Benson
- Deputy Director (Digital Learning), Dr Greg Winslett
- Deputy Director (Strategy & Operations), Michaela Deen
- Program Manager, Student Strategy, Peter Holmes
- Associate Professor Curriculum Development, A/Prof Kelly Matthews
- Senior Lecturer in Higher Education, Dr Deanne Gannaway
- Evaluation Manager, Dr Le Hoa Phan
- Teaching and Learning Manager, Dominic McGrath
- Manager, eLearning Systems and Support, Dr Simon Collyer
- Manager, Learning Analytics (Acting), Dr Aneesha Bakharia
- Program Manager, UQ2U, Janet Frizzarin
- Senior Learning Designer, UQx, Neville Smith
- Media Production Manager, Matthew Petersen



## Glossary

**AAUT** – Australian Awards for University Teaching

**AFR** – Australian Financial Review

**CoP** – Community of Practice

**DVC(A)** – Deputy Vice-Chancellor (Academic)

**ECER** – Early Career Educational Research

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

**GTA** – Graduate Teaching Associate Program

**HEA** – Higher Education Academy

**ITaLI** – Institute for Teaching and Learning Innovation

**MOOC** – Massive Open Online Course

**PETL** – Professional Engagement in Teaching and Learning

**PVCTL** – Pro-Vice-Chancellor (Teaching and Learning)

**SECaT** – Student Evaluation of Course and Teaching (survey)

**SETutor** – Student Evaluation of Tutor (survey)

**SoTL** – Scholarship of Teaching and Learning

**TEQSA** – Tertiary Education Quality and Standards Agency

**TIG** – Teaching Innovation Grant

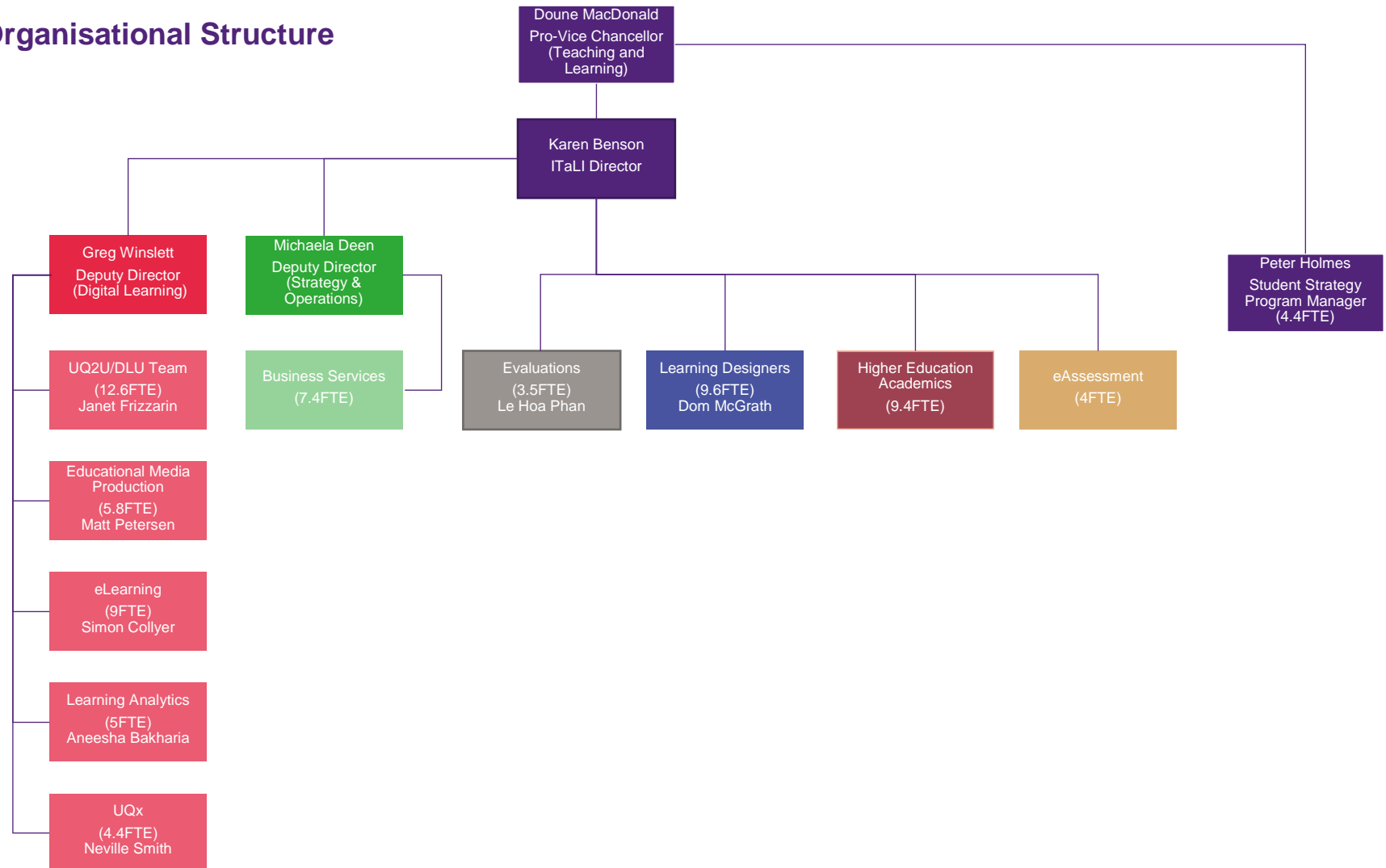
**Universitas 21 (U21)** – An international alliance of research-intensive universities

**UQ** – The University of Queensland

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

# Appendices

## A-1 ITaLI Organisational Structure



## A-2 UQ2U 2020 Program of Work

### A-2-1 UQ2U Blended Courses Delivered

Course Code	Course Name
ANAT1005	Anatomical Basis of Human Movement
BIOL1900	Biophysical Development, Measurement and Assessment
BIOL2202	Genetics
BIOM1050	Biology for Health Sciences
CHEM1200	Chemistry 2
COMU1002	Crossing Bridges: Communicating between Cultures
COMU1030	Communication Skills: Spoken Language & Interpersonal
ECON1050/ ECON7150	Tools of Economic Analysis
ECON1310	Quantitative Economic & Business Analysis A
ENGG1100	Engineering Design
ENGG4900	Professional Practice and the Business Environment
INFS1200	Introduction to Information Systems
LING1000	The Secret Life of Language: Words and Sentences
MATH2001	Advanced Calculus & Linear Algebra II
MEDI7285	Introduction to Digital Health
MKTG2501	Consumer Behaviour

PHIP7141	Clinical Drug Development and Biometrics
PHIP7162	Project Management and Commercialisation in the Pharmaceutical Industry
PHYL1007	Physiology for Human Movement Studies
PHYS1171	Physical Basis of Biological Systems
POLS1301	Introduction to Political Ideas
PSYC1040	Psychological Research Methodology I
UQLD2000/(UQVC1000)	VC Flagship Course 1
UQVC2000	VC Flagship Course 2

### A-2-2 UQ2U Course Schedule by Faculty

Faculty	2018	2019	2020	Total per faculty
BEL	7	5	3	15
EAIT	3	2	3	8
HaBS	0	8	5	13
HaSS	2	3	3	8
Medicine	0	8	4	12
Science	5	5	4	14
UQ			2	2
<b>Total</b>	<b>17</b>	<b>31</b>	<b>22</b>	<b>70</b>

## A-3 SECaT 2020 Data

Due to the COVID-19 interruptions, surveys in Semester 1 2020 were run on an opt-in basis. Surveys for all courses and teachers were restarted in Semester 2 2020. However, engagement with the surveys dropped significantly due to surveys and systems engagement fatigue.

### A-3-1 2020 Survey Trends

Survey	Semester	No. of Course Surveys	No. Potential Responses	No. of Responses Received	% Response Rate
Course	Semester 2, 2020	2,291	145,166	27,614	24.10
	Semester 1, 2020	922	81,764	14,391	24.40
	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, 2020	3,829	273,314	39,664	20.10
	Semester 1, 2020	1,502	149,931	19,784	20.30
	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, 2020	2,824	115,020	13,277	20.10
	Semester 1, 2020	1,782	114,881	8,886	12.60*
	Semester 2, 2019	2,813	259,492	23,898	16.00*
	Semester 1, 2019	2,899	329,229	28,227	19.50*

				CREATE CHANGE
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.

### A-3-2 2015–2020 SECaT Trend Analysis<sup>3</sup>

Year	Percent 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
<b>2020<sup>4</sup></b>	40.3	1,653	2,452	4,105
<b>Course</b>	28.1	420	1,073	1,493
<b>Teaching</b>	47.2	1,233	1,379	2,612
<b>2019<sup>5</sup></b>	41.0	3,204	4,613	7,817
Course	22.8	629	2,134	2,763
Teaching	50.9	2,575	2,479	5,054
<b>2018</b>	<b>37.7</b>	<b>2,747</b>	<b>4,542</b>	<b>7,289</b>
Course	22.9	619	2,083	2,702
Teaching	46.4	2,128	2,459	4,587
<b>2017</b>	<b>35.0</b>	<b>2,654</b>	<b>4,924</b>	<b>7,578</b>
Course	20.6	565	2,173	2,738
Teaching	43.2	2,089	2,751	4,840
<b>2016</b>	<b>30.5</b>	<b>2,282</b>	<b>5,201</b>	<b>7,483</b>
Course	17.1	470	2,282	2,752
Teaching	38.3	1,812	2,919	4,731
<b>2015</b>	<b>26.5</b>	<b>1,963</b>	<b>5,451</b>	<b>7,414</b>
Course	14.1	388	2,363	2,751
Teaching	33.8	1,575	3,088	4,663

<sup>3</sup> 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.

<sup>4</sup> Data does not include results for intensive Summer Semester SECaT surveys. Semester 1 2020 surveys were run on an opt-in basis due to COVID-19.

<sup>5</sup> Summer Semester results updated for previous year's results.



## A-4 Media Assets Produced

### UQ2U

2020 S1		2020 S2	
<b>PHYS1002</b>	71	<b>PSYC1040</b>	46
<b>ANAT1005</b>	20	<b>ENGG1100</b>	25
<b>BIOL2202</b>	163	<b>ENGG4900</b>	39
<b>BIOM1050</b>	24	<b>ECON1310</b>	275
<b>CHEM1200</b>	94	<b>ECON1050/7150</b>	74
<b>COMU1002</b>	161	<b>MATH2001</b>	255
<b>COMU1030</b>	108	<b>PHIP7141</b>	13
<b>INFS1200</b>	7	<b>PHIP7162</b>	61
<b>MEDI7285</b>	25	<b>LING1000</b>	61
<b>PHYL1007</b>	1	<b>MKTG2501</b>	146
<b>PHYS1171</b>	24	<b>BIOL1900</b>	99
<b>BISM1201</b>	68	<b>UQLD2000 (Flag1)</b>	73
<b>HLTH1000</b>	63	<b>UQ360 (Flag2)</b>	11
<b>BIOM2012</b>	156	<b>Sundries/MINI</b>	191
<b>TOTAL</b>	960	<b>TOTAL</b>	1159

### UQx

Course Code	Media Assets	Fragments	Total
<b>MLSI Program</b>	6	71	77
<b>BLSI7009</b>	49	1	50
<b>BLSI7010</b>	29	0	29
<b>Water Management</b>	44	7	51
<b>FMM4: MLAD</b>	67	4	71
<b>FMM6: HSWM</b>	41	4	45
<b>AVAXX101x</b>	31	30	61
<b>TOTAL</b>	267	117	384

## A-5 ITaLI 2020 Research Contributions

### A-5-1 Books

Healey, M., **Matthews, K.** & Cook-Sather, A. (2020) Writing about learning and teaching in higher education: creating and contributing to scholarly conversations across a range of genres. Elon, NC, United States: Elon University Center for Engaged Learning.

### A-5-2 Book Chapters

**Matthews, K.** (2020) Foreword. In Alison Cook-Sather, Chanelle Wilson (Eds.), Building courage, confidence, and capacity in learning and teaching through student-faculty partnership: stories from across contexts and arenas of practice (pp. vii-viii). Lanham, United States: Lexington Books.

**Matthews, K.** (2020) The experience of partnerships in learning and teaching: a visual metaphor. In Lucy Mercer-Mapstone, Sophia Abbot (Eds.), The power of partnership: students, staff, and faculty revolutionizing higher education (pp. 119-121). Elon: Elon University Center for Engaged Learning.

### A-5-3 Conference papers, presentations and workshops

**Abdi, S., Khosravi, H.** & Sadiq, S. (2020). Modelling learners in crowdsourcing educational systems. In Lecture Notes in Computer Science (including subseries

Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics). AIED: International Conference on Artificial Intelligence in Education, Ifrane, Morocco, (3-9). 6-10 July 2020.

**Abdi, S., Khosravi, H.,** Sadiq, S. & Gasevic, D. (2020). Complementing educational recommender systems with open learner models. In ACM International Conference Proceeding Series. 10th International Conference on Learning Analytics and Knowledge, Portland, OR USA, (360-365). March 2020.

Brown Wilson, C. & **Slade, C.** (2020). Developing digital capabilities of future students through consensus curriculum development. In ETH Learning and Teaching Journal. ICED 2020, Zurich, Switzerland, (292-295). 15-19 June 2020.

**Bowker, S.** & Campbell S. (2020). ePortfolio use at UQ: Employability and supporting the transition from student to professional. In Australian ePortfolio Forum 2020. Australian ePortfolio Forum 2020, Online supported by Deakin University. 29-30 October 2020.

**Bowker, S.** & Hamilton, A. (2020). What happens once the course is over? Invited panel member for collaborative webinar. In Australian ePortfolio Forum 2020. Australian ePortfolio Forum 2020, Online supported by Deakin University. 29-30 October 2020.

**Bowker, S.** (2020). Leading with Pedagogy: 3 years of ePortfolio at UQ. Digital poster presentation. In Australian ePortfolio Forum 2020. Australian ePortfolio Forum 2020, Online supported by Deakin University. 29-30 October 2020.

Coleman, K., Mitchell, K., Polly, P. & **Slade, C.** (2020). Creating, designing and developing our eportfolio Co-Lab. In Australian ePortfolio Forum 2020. Australian ePortfolio Forum 2020, Online supported by Deakin University. 29-30 October 2020.

*Darvishi, A., Khosravi, H.* & Sadiq, S. (2020). Utilising learner-sourcing to inform design loop adaptivity. In 15th European Conference on Technology Enhanced Learning, EC-TEL 2020. 15th European Conference on Technology Enhanced Learning, EC-TEL 2020, Heidelberg, Germany, (332-346). 14 – 18 September 2020.

*Gyamfi, G., Hanna, B. & Khosravi, H.* (2020). The effect of rubrics on evaluative judgement: a randomised controlled trial. In University Assessment, Learning and Teaching: New Research Directions for a Postdigital World. University Assessment, Learning and Teaching: New Research Directions for a Postdigital World, Online. 19-20 October 2020.

**Khosravi, H., Gyamfi, G., Hanna, B. & Lodge, J.** (2020). Development of educational tools that enable large-scale ethical empirical research on evaluative judgement. In University Assessment, Learning and

Teaching: New Research Directions for a Postdigital World. University Assessment, Learning and Teaching: New Research Directions for a Postdigital World, Online. 19-20 October 2020.

**Khosravi, H., Gyamfi, G., Hanna, B. & Lodge, J.** (2020). Fostering and supporting empirical research on evaluative judgement via a crowdsourced adaptive learning system. In ACM International Conference Proceeding Series. LAK 2020: the Tenth International Conference on Learning Analytics and Knowledge, Frankfurt, Germany, (83-88). 23 - 27 March 2020.

**Khosravi, H., Sadiq, S. & Gasevic, D.** (2020). Development and adoption of an adaptive learning system: reflections and lessons learned. In Annual Conference on Innovation and Technology in Computer Science Education, ITICSE. SIGCSE '20: The 51st ACM Technical Symposium on Computer Science Education, Portland, OR USA, (58-64). March 2020.

Kirby, M., Downer, T. & **Slade, C.** (2020). Digital ethics in ePortfolio practice. In Australian ePortfolio Forum 2020. Australian ePortfolio Forum 2020, Online supported by Deakin University. 29-30 October 2020.

Leemans, S., *Shabaninejad, S.*, Goel, K., **Khosravi, H.**, Sadiq, S. & Wynn, M. (2020). Identifying cohorts: recommending drill-downs based on differences in behaviour for process mining. In Conceptual Modeling, Er 2020. Conceptual Modeling 39th International

Conference, ER 2020, Vienna, Austria, (92-102). 3–6 November, 2020.

Leemans, S., *Shabaninejad, S.*, Goel, K., **Khosravi, H.**, Sadiq, S. & Wynn, M. (2020). Identifying cohorts that differ in their behaviour: tool support. In CEUR Workshop Proceedings. 39th International Conference on Conceptual Modeling , Vienna, Austria, (163-167). 3-6 November 2020.

*Liang, Y., Vayada, P. & Matthews, K.* (2020). Pedagogical partnership in uncertain times: Experiences of global academic community. In Scholarship of Teaching and Learning-China International Conference. Scholarship of Teaching and Learning-China International Conference, Beijing Institute of Technology, China. 21-23 August 2020.

**Matthews, K., Vayada, P. & Liang, Y.** (2020). Pedagogical partnership in uncertain times: Keynote. In Australasian Students as Partners Roundtable. Australasian Students as Partners Roundtable, Deakin University. 24-28 August 2020.

Polly, P., Reynolds, C., Rhodes, T., **Slade, C.**, Coleman, K. & Kirby, M. (2020). Re-imag[in]ing you! - Reflecting on your gains, losses and possibilities in these times. In Australian ePortfolio Forum 2020. Australian ePortfolio Forum 2020, Online supported by Deakin University. 29-30 October 2020.

*Shabaninejad, S., Khosravi, H., Indulska, M., Bakharia, A. & Isaias, P.* (2020). Automated insightful drill-down recommendations for learning analytics dashboards. In ACM

International Conference Proceeding Series. 10th International Conference on Learning Analytics and Knowledge, Portland, OR USA, (41-46). March 2020.

*Shabaninejad, S., Khosravi, H., Leemans, S., Sadiq, S. & Indulska, M.* (2020). Recommending insightful drill-downs based on learning processes for learning analytics dashboards. In Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics). AIED: International Conference on Artificial Intelligence in Education, Ifrane, Morocco, (486-499). 6-10 July 2020.

**Slade, C.** (2020). Health care students' experience using digital systems in patient care whilst on clinical placement: Implications for educators and industry. In Digital Health Institute Summit. Digital Health Institute Summit, Online. 5-25 November 2020.

**Slade, C. & Benson, K.** (2020). The future is now as educational developers foster academic integrity in universities. In ETH Learning and Teaching Journal. ICED 2020, Zurich, Switzerland, (444-449). 15-19 June 2020.

**Slade, C. & Brown Wilson, C.** (2020). The digital student: using an ePortfolio as a digital maturity pedagogy to successfully engage online. In Australian ePortfolio Forum 2020. Australian ePortfolio Forum 2020, Online supported by Deakin University. 29-30 October 2020.

**Slade, C.**, Kelly, K., Stuart, H. & Mize, M. (2020). In-depth consideration of digital ethics in using ePortfolios: resource development by the AAEEBL Digital Ethics ePortfolio Task Force. In Australian ePortfolio Forum 2020. Australian ePortfolio Forum 2020, Online supported by Deakin University. 29-30 October 2020.

**Slade, C.**, Kirby, M., Haskins, M., & Crowley-Watson, M. (2020) Defining digital ethics when using eportfolios. Invited panel member for international collaborative webinar, ePortfolios Australia and Association for Authentic, Experiential and Evidence-based Learning, 28 May 2020.

**Slade, C.**, Parker, J., **McGrath, D.** & Greenaway, R. (2020). Learning designers as capacity builders in Australian universities. In Higher Education Research and Development Society of Australasia. Higher Education Research and Development Society of Australasia, Auckland, New Zealand, (94-104). 2-5 July 2019.

Smith, T., *Lahza, H.* & **Khosravi, H.** (2020). Using electronic logs to explore exam-taker behaviour during MCQ exams: is there a correlation with results?. In Ottawa 2020. Ottawa 2020, Kuala Lumpur, Malaysia. 29 February - 4 March 2020.

Srivastava, N., Nawaz, S., **Lodge, J.**, Velloso, E., Erfani, S. & Bailey, J. (2020). Exploring the usage of thermal imaging for understanding video lecture designs and students' experiences. In ACM International Conference

Proceeding Series. Tenth International Conference on Learning Analytics & Knowledge, Frankfurt, Germany, (250-259). 23-27 March 2020.

- Dr Christine Slade delivered invited workshops in early February in Auckland and Christchurch: Academic Integrity in higher education: A national priority. She also delivered Academic integrity workshops in BEL and UQ Library.
- Professor Doune Macdonald and Dr Greg Winslett were invited to present at Tsinghua University webinar on Ensuring Quality teaching during COVID-19 (April 2020).
- Dr Deanne Gannaway has been invited to be a member of Flinders Universities BA (and Theology) Course Quality Advisory Group.

#### A-5-4 Journal articles

**Andrews, D.**, Sekyere, E. & Bugarcic, A. (2020) Collaborative active learning activities promote deep learning in a chemistry-biochemistry course. *Medical Science Educator*, 30(2): 801-810.

Brown Wilson, C. & **Slade, C.** (2020) From consultation and collaboration to consensus: introducing an alternative model of curriculum development. *International Journal for Academic Development*, 25(2): 189-194.

Corrin, L. & **Bakharia, A.**, (2020). Re-imagining peer assessment in self-paced online learning environments. In D. Boud, M. Bearman, P. Dawson (Eds.), *New opportunities: re-imagining assessment in a digital world*. Springer (pp. 197-212). Springer.

Dai, K., **Matthews, K.** & Renshaw, P. (2020) Crossing the 'bridges' and navigating the 'learning gaps': Chinese students learning across two systems in a transnational higher education programme. *Higher Education Research and Development*, 39(6): 1-15.

Dai, K., **Matthews, K.** & Reyes, V. (2020) Chinese students' assessment and learning experiences in a transnational higher education programme. *Assessment and Evaluation in Higher Education*, 45(1): 70-81.

Deng, R., **Benckendorff, P.** & **Gannaway, D.** (2020) Linking learner factors, teaching context, and engagement patterns with MOOC learning outcomes. *Journal of Computer Assisted Learning*, 36(5): 688-708.

Enright, E.\*, Kirk, D. & **Macdonald, D.\*** (2020) Expertise, neoliberal governmentality and the outsourcing of health and physical education. *Discourse*, 41(2): 1-17.

Healey, M., Cook-Sather, A. & **Matthews, K.** (2020) Expanding the conventional writing genres: a matter of equity and inclusion. *Educational Developments Magazine*, 21(3): 8-11.

Hunter, D.\*, Sun, Z. & **Benson, K.\*** (2020) The exclusive role of centralized fund family

management. *Journal of Financial Services Research*, 58(2-3): 199-236.

Liang, Y., Dai, K. & **Matthews, K.** (2020) Students as partners: a new ethos for the transformation of teacher and student identities in Chinese higher education. *International Journal of Chinese Education*, 9(2020): 131-150.

Liang, Y. & **Matthews, K.** (2020) Students as partners practices and theorisations in Asia: a scoping review. *Higher Education Research and Development*. 1-15.

**Macdonald, D.\***, Johnson, R.\* & Lingard, B. (2020) Globalisation, neoliberalisation, and network governance: an international study of outsourcing in health and physical education. *Discourse*, 41(2): 1-18.

**Matthews, K.**, (2020). The experience of partnerships in learning and teaching: a visual metaphor. The power of partnership: students, staff, and faculty revolutionizing higher education. Edited by Lucy Mercer-Mapstone and Sophia Abbot. Elon: Elon University Center for Engaged Learning. 119-121.

Mitchell, G., **Young, C.**, Janamian, T., Beaver, K., Johnson, J., Hannan-Jones, C. et al. (2020) Factors affecting the embedding of integrated primary-secondary care into a health district. *Australian Journal of Primary Health*, 26(3): 216-221.

Ostrowdun, C., Friendly, R., **Matthews, K.**, De Bie, A. & Roelofs, F. (2020) Holding space and engaging with difference: navigating the

personal theories we carry into our pedagogical partnership practices. *International Journal for Students as Partners*, 4(1): 82-98.

Reid, A., **Slade, C.** & Rowland, S. (2020) "RIPSSL": a new reflective inquiry protocol to lift the lid on students' significant extra-curricular learning outcomes from study abroad. *The Qualitative Report*, 25(7): 1873-1889.

Thompson, K. & **Lodge, J.** (2020) 2020 vision: What happens next in education technology research in Australia. *Australasian Journal of Educational Technology*, 36(4): 1-8.

Vayada, P., **Matthews, K.** & Liang, Y. (2020) We are all in it together. *Higher Education Research and Development Society of Australasia Connect*, 42(2): 15-15.

Wilson, C., **Slade, C.**, Wong, W. & Peacock, A. (2020) Health care students experience of using digital technology in patient care: a scoping review of the literature. *Nurse Education Today*, 95.

#### A-5-5 NTRO (non-traditional research outputs)

Bretag, T., Curtis, G., McNeill, M. & **Slade, C.** (2020) Academic integrity in Australian higher education: A national priority (Infographic Summary). Australian Government Tertiary Education Quality and Standards Agency.

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## A-6 ITaLI 2020 HDR Supervisions

ITaLI staff member	Student name	Role	FTE Load	Advisory Load	School
<b>Prof Karen Benson</b> <i>FTE Load 0.25</i>	Zhen Sun	Principal	0.25	50%	Business
<b>Dr Deanne Gannaway</b> <i>FTE Load 1.8</i>	Aparna Datey	Principal	0.6	60%	Architecture
	Nattalia Godbold	Associate	0.1	20%	Education
	Vijayakumari Seevaratnam	Principal	0.8	80%	Education
	Katherine Theobald	Principal	0.3	60%	Education
<b>Dr Hassan Khosravi</b> <i>FTE Load 2.7</i>	Solmaz Abdi	Principal	0.35	70%	ITEE
	Ali Darvishi	Principal	0.7	70%	ITEE
	George Gyamfi	Associate	0.4	40%	Languages & Cultures
	Hatim Lahza	Principal	0.7	70%	ITEE
	Kane Maxwell	Associate	0.05	10%	Earth and Environment Sciences
	Shiva Shabaninejad	Principal	0.5	50%	ITEE
<b>A/Prof Jason Lodge</b> <i>FTE Load 2.4</i>	Daniel Griffiths	Principal	0.5	50%	Education
	Toni Hatten-Roberts	Principal	0.25	50%	Education
	Yifei Liang	Associate	0.1	10%	Education
	Kirstie Petrie	Principal	0.5	50%	Education
	Vijayakumari Seevaratnam	Associate	0.2	20%	Education
	Elizabeth Skinner	Principal	0.25	60%	Education
	Suijing Yang	Principal	0.6	60%	Education
<b>A/Prof Kelly Matthews</b> <i>FTE Load 2.7</i>	Nattalia Godbold	Principal	0.3	60%	Education
	Yifei Liang	Principal	0.9	90%	Education
	Irene Semos	Principal	0.6	60%	Medicine
	Preeti Vayada	Principal	0.4	40%	Education
	Meng Zhang	Principal	0.5	50%	Human Movement & Nutrition Sciences
<b>Prof Roland Sussex</b> <i>FTE Load 0.5</i>	Brian Collins	Associate	0.1	10%	Languages & Cultures
	Agnieszka Faron	Associate	0.2	20%	Languages & Cultures
	Stephanie Power	Associate	0.2	20%	Nursing, Midwifery and Social Work

## A-7 ITaLI 2020 Professional Learning Workshops

### A-7-1 Professional Learning (Teaching and Learning) Workshops - University Staff Development Program

Workshop	Participant Number	Workshop	Participant Number
<b>Active Learning in Large Classes</b>		<b>Graphics &amp; slide decks for T&amp;L Video</b>	
13/02/2020	5	11/11/2020	5
<b>Applying for a UQ Teaching and Learning Award</b>		<b>Implement Assessment Marking, Moderation &amp; Feedback</b>	
15/07/2020	20	16/04/2020	4
<b>Blended and Active Learning Innovation (BALI) CoP</b>		<b>Introduction to Curriculum Design</b>	
20/02/2020	10	15/04/2020	12
29/10/2020	43	<b>Introduction to Entrepreneurial Education</b>	
07/05/2020	25	04/08/2020	6
<b>Coordinating Courses at UQ</b>		<b>Lab and prac video making</b>	
10/02/2020	9	10/09/2020	5
20/05/2020	8	10/11/2020	22
30/07/2020	6	29/07/2020	19
<b>Design Entrepreneurial Education in the Curriculum</b>		<b>Learning Design Community</b>	
17/08/2020	11	11/06/2020	44
<b>Designing Assessment</b>		12/08/2020	32
29/05/2020	6	15/05/2020	43
<b>Developing a Teaching Philosophy</b>		15/07/2020	36
25/09/2020	33	24/09/2020	57
08/05/2020	15	26/03/2020	57
<b>Editing Educational Video</b>		27/02/2020	35
08/12/2020	8	27/08/2020	54
<b>Educational Video Production</b>		28/05/2020	55
18/02/2020	5	30/04/2020	62
<b>Entrepreneurial Education</b>		30/07/2020	38
Online – Self-paced	25	09/04/2020	49
<b>Entrepreneurship Community of Practice</b>		<b>Making Podcasts for Teaching and Learning</b>	
19/02/2020	8	07/12/2020	5
<b>Evaluating Student Learning</b>		<b>Peer Observation of Online Teaching</b>	
19/08/2020	6	20/08/2020	11
05/05/2020	9	21/04/2020	2

Workshop	Participant Number
<b>Setting Up for a Successful Online Semester</b>	
24/01/2020	9
28/05/2020	10
14/12/2020	6
<b>Small Group Teaching</b>	
03/03/2020	11
09/10/2020	11
<b>Teaching Online for Tutors</b>	
Online – Self-paced	91
<b>UQ Learning &amp; Teaching Focused Network</b>	
14/05/2020	3
27/08/2020	47
30/10/2020	54
<b>Writing and Presenting Educational Video</b>	
12/03/2020	4
18/06/2020	20
19/11/2020	5
20/02/2020	3
20/08/2020	9
21/05/2020	17
22/10/2020	3
23/01/2020	7
23/04/2020	15
23/07/2020	10
06/10/2020	10
<b>TOTALS</b>	
<b>60 sessions</b>	<b>1250 attendees</b>

## A-7-2 UQ2U led Professional Learning workshops

Workshop	Date	Participant Number
Producing Slides for Educational Video*	02/03/2020	1
Producing Slides for Educational Video*	03/03/2020	4
Producing Slides for Educational Video*	05/03/2020	2
Educational Pen & Screen Recording*	03/03/2020	3
Educational Pen & Screen Recording*	04/03/2020	2
Educational Video Production*	13/03/2020	3
Educational Video Production*	17/03/2020	3
Script Writing & Screen Presenting*	05/03/2020	4
Script Writing & Screen Presenting*	13/03/2020	5
Platform Build (edX (Edge) Basics)*	10/03/2020	8
<b>TOTALS</b>		<b>35 attendees</b>
<b>10 sessions</b>		

\*Custom Workshop

## A-8 HEA 2020 Fellowships

Fellowship Category	UQ Staff
<b>Principal Fellows</b>	1. Dr Deanne Gannaway, ITaLI
<b>Senior Fellows</b>	2. Rebecca Johnson, School of Public Health 3. Jessica Leonard, Faculty of Business, Economics and Law 4. Aliisa Mylonas, Faculty of Business, Economics and Law 5. Sophie Plunkett, Faculty of Humanities and Social Sciences 6. Karen Shelley, School of Public Health 7. Dr Sobia Zafar, School of Dentistry 8. Dr Simon Collyer, ITaLI 9. Sam Harris, Faculty of Health and Behavioural Sciences 10. Dr Poh Wah Hillock, School of Mathematics and Physics 11. Associate Professor Gerhard Hoffstaedter, School of Social Science 12. Dr Kelly Phelan, UQ Business School 13. Associate Professor Steven Rynne, School of Human Movements and Nutrition Sciences 14. Dr Aaron Herndon, School of Veterinary Science 15. Dr Rebekah Scotney, School of Veterinary Science 16. Associate Professor Oluremi B. Ayoko, UQ Business School
<b>Fellows</b>	17. Dr Lisa Akison, Child Health Research Centre 18. Dr Angela Cook, School of Languages and Cultures 19. Dr Melissa Curley, School of Political Science and International Studies 20. Carrie Finn, UQ Business School 21. Dr Louise Green, School of Clinical Medicine 22. Dr Elliott Logan, School of Communication and Arts 23. Dr Russell Manfield, UQ Business School 24. Dr Stuart Middleton, UQ Business School 25. Dr Lee Slaughter, UQ Business School 26. Dr Leigh Sperka, School of Human Movements and Nutrition Sciences 27. Dr Shino Takayama, School of Economics 28. Dr Elaine Wightman, Julius Kruttschnitt Mineral Research Centre 29. Dr Caroline Wilson-Barnao, School of Communication and Arts 30. Dr Claire Aland, School of Biomedical Sciences 31. Dr Katherine McLay, School of Education 32. Dr Stacey Beaumont, UQ Business School 33. Dr Guta Motuma Bedane, School of Agriculture and Food Science 34. Dr Cassandra France, UQ Business School 35. Debbie Jeffery, UQ Business School 36. Dr Nigel Lee, School of Nursing, Midwifery and Social Work 37. Dr Mary Rafter, School of Education 38. Dr Lintje Siehoyono Sie, UQ Business School 39. Dr Jessica Zachar, School of Dentistry

**Associate Fellows**

- |   |  |
|---|--|
| <p>40. *Abdulrahman Shueai Mohsen Alqadami, School of Information Technology and Electrical Engineering</p> <p>41. Dr Rodney Borrego-Acevedo, School of Earth and Environmental Science</p> <p>42. *Suaditya C Mohan, School of Social Science</p> <p>43. *Sophie Cameron, School of Psychology</p> <p>44. Lisa Deacon, Faculty of Engineering, Architecture and Information Technology</p> <p>45. *Dr Sophia David Amirtharajan, School of Biomedical Sciences</p> <p>46. *Dr Lien Do, School of Clinical Medicine</p> <p>47. *Melody Dobrinin, School of Biomedical Sciences</p> <p>48. *Eloise Doherty, School of Health and Rehabilitation Sciences</p> <p>49. *Amy Edwards, School of Veterinary Sciences</p> <p>50. *Naomi Hansar, School of Nursing, Midwifery and Social Work</p> <p>51. *Abby Haslehurst, School of Psychology</p> <p>52. *Wendy Katterns, School of Clinical Medicine</p> <p>53. *Kaamini Kesavan, School of Biomedical Sciences</p> <p>54. *Amie Khosla, School of Mathematics and Physics</p> | <p>55. *Dr Harriet King, School of Clinical Medicine</p> <p>56. *Robin Lamb, UQ Business School</p> <p>57. *Dr Beadaa Mohammed, School of Information Technology and Electrical Engineering</p> <p>58. *Kate Nash, UQ Business School</p> <p>59. *Dr Huong Nguyen, School of Education/ICTE</p> <p>60. *Dr Ruben Pellicer-Guridi, School of Mathematics and Physics</p> <p>61. *Dr Debika Ray, School of Clinical Medicine</p> <p>62. *Jennifer Rowe, School of Social Science</p> <p>63. *Jessica Spence, School of Psychology</p> <p>64. Surekha Sharma, School of Economics</p> <p>65. *Joshua Thia, School of Biological Sciences</p> <p>66. *Dr Kristen Tulloch, School of Health and Rehabilitation Sciences</p> <p>67. *Harry Vievers, School of Mechanical Engineering</p> <p>68. *Chuxuan Zhang, UQ Business School</p> |
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\* Achieved HEA Fellowship through completion of GTA Program

## A-9 UQx 2020 Course Catalogue

### A-9-1 Massive Online Open Courses (MOOCs)

Course/Program	Course Code	2019 Enrolments		2020 Enrolments		% Difference 2019/2020	
		Total	Verified	Total	Verified	Total	Verified
Anthropology of Current World Issues	WORLD101x	4,606	65	6,391	228	39%	251%
Deep Learning Through Transformative Pedagogy	LEARNx	6,323	304	7,003	563	11%	85%
English Grammar and Style	WRITE101x	62,327	285	12,5405	1,796	101%	530%
Essential Tools for the Low Carbon Economy	CARBON101x	1,334	67	1,964	186	47%	178%
Global Media, War and Technology	MEDIAWARx	3,331	54	3,735	208	12%	285%
Hypersonics: From Shock Waves to Scramjets	HYPERS301x	1,938	74	3,554	407	83%	450%
IELTS Academic Test Preparation	IELTSx	194,394	533	208,300	3,101	7%	482%
Introduction to Biomedical Imaging	BIOIMG101x	4,917	126	6,938	426	41%	238%
Making Sense of Climate Science Denial	DENIAL101x	4,114	169	3,204	192	-22%	14%
Market Segmentation Analysis	SEGMENTx	5,414	67	6,824	394	26%	488%
Philosophy and Critical Thinking	META101Xx	14,477	148	17,323	483	20%	226%
Question Everything: Scientific Thinking in Real Life	QUERY101x	5,000	36	5,372	339	7%	842%
The Psychology of Criminal Justice (Non-VEP)	CRIME101x	N/A	N/A	40,444	2,147	N/A	N/A
The Science of Everyday Thinking	THINK101x	11,077	103	20,688	460	87%	347%
Tourism and Travel Management	TOURISMx	7,722	274	16,375	3,662	112%	1236%
Tropical Coastal Ecosystems	TROPIC101x	3,357	118	4,262	335	27%	184%
<b>Co-curricular MOOCs</b>							
Understanding the Australian Health Care System	HEALTH101x	1,781	158	3,084	278	73%	76%
Unlocking Your Employabilty	EMPLOY101x	4,764	79	5,984	561	26%	610%
Working in Teams: A Practical Guide	TEAMS101x	5,797	91	9,055	443	56%	387%
<b>TOTAL</b>		<b>34,5194</b>	<b>2809</b>	<b>49,5905</b>	<b>16,209</b>	<b>44%</b>	<b>477%</b>



### A-9-2 XSeries

Course/Program	Course Code	2019 Enrolments		2020 Enrolments		% Difference 2019/2020	
		Total	Verified	Total	Verified	Total	Verified
<b>Introduction to Developmental, Social &amp; Clinical Psychology Xseries</b>							
Introduction to Social Psychology	PSYC1030.1x	18,082	399	29,411	1,511	63%	279%
Introduction to Developmental Psychology	PSYC1030.2x	8,279	254	13,591	735	64%	189%
Introduction to Clinical Psychology	PSYC1030.3x	11,963	348	22,487	1,278	88%	267%
Introduction to Psychological Research Methods	PSYC1030.4x	3,671	90	4,327	277	18%	208%
<b>Intellectual Disability Healthcare Xseries</b>							
Through My Eyes - Intellectual Disability Healthcare Around the World	ABLE101x	690	44	1,479	128	114%	191%
Well and Able - Improving the Physical Health of People with ID	ABLE201x	788	57	1,080	124	37%	118%
Able-Minded - Mental Health and People with Intellectual Disability	ABLE301x	1,535	89	2,750	264	79%	197%
<b>TOTAL</b>		<b>45,008</b>	<b>1,281</b>	<b>75,125</b>	<b>4,317</b>	<b>67%</b>	<b>237%</b>

### A-9-3 MicroMasters® Programs

Course/Program	Course Code	2019 Enrolments		2020 Enrolments		% Difference 2019/2020	
		Total	Verified	Total	Verified	Total	Verified
<b>Business Leadership Micromasters</b>							
Becoming an Effective Leader	BUSLEAD1x	13,419	345	27,280	1,563	103%	353%
Leading the Organisation	BUSLEAD2x	3,840	61	5,115	446	33%	631%
Leading High-Performing Teams	BUSLEAD3x	5,805	140	24,456	6,407	321%	4476%

Course/Program	Course Code	2019 Enrolments		2020 Enrolments		% Difference 2019/2020	
		Total	Verified	Total	Verified	Total	Verified
Leading in a Complex Environment	BUSLEAD4x	2,240	56	2,951	322	32%	475%
Business Leadership Capstone Assessment	BUSLEAD5x	48	7	124	77	158%	1000%
<b>Corporate Innovation MicroMasters</b>							
Design Thinking and Creativity for Innovation	CORPINN1x	10,063	241	24,272	4,450	141%	1746%
Idea Development: Create and Implement Innovative Ideas	CORPINN2x	4,347	34	4,929	322	13%	847%
Innovation: From Plan to Product	CORPINN3x	5,293	41	5,823	399	10%	873%
Creating and Sustaining an Innovation Culture	CORPINN4x	3,355	45	2,033	182	-39%	304%
Corporate Innovation Capstone Assessment	CORPINN5x	69	20	32	2	-54%	-90%
<b>Leadership in Global Development Micromasters</b>							
Leaders in Global Development	LGDM101x	3,300	67	2,865	265	-13%	296%
The Science and Practice of Sustainable Development	LGDM201x	1,459	15	1,901	220	30%	1367%
Adaptive Leadership in Development	LGDM301x	1,692	25	2,147	191	27%	664%
Critical Development Perspectives	LGDM401x	1,536	19	2,001	124	30%	553%
Capstone: LGDM	LGDM501x	27	3	24	7	-11%	133%
<b>Sustainable Energy MicroMasters</b>							
Energy Principles and Renewable Energy	ENGY0x	6143	239	6987	671	14%	181%
Climate Science and Policy	ENGY1x	2117	73	2174	232	3%	218%
Energy and Development	ENGY2x	1,796	234	1772	216	-1%	-8%
Low Emission Technologies and Supply Systems	ENGY3x	1400	31	1615	225	15%	626%
Sustainable Energy Capstone Assessment	ENGYCAPx	80	23	151	85	89%	270%
<b>TOTAL</b>		68,029	1,719	118,652	16,406	74%	854%

#### A-9-4 Professional Certificate Series

Course/Program	Course Code	2019 Enrolments		2020 Enrolments		% Difference 2019/2020	
		Total	Verified	Total	Verified	Total	Verified
<b>Principles of Microeconomics</b>							
Principles of Microeconomics: An Economist Way of Thinking	ECON7000.1 x	N/A	N/A	2,556	67	N/A	N/A
Principles of Microeconomics: Competitive Markets	ECON7000.2 x	N/A	N/A	911	19	N/A	N/A
Principles of Microeconomics: Social Microeconomics	ECON7000.3 x	N/A	N/A	852	21	N/A	N/A
<b>Professional Certificate in Macroeconomics Program</b>							
Macroeconomics Performance Indicators	ECON7001.1 x	N/A	N/A	1,545	39	N/A	N/A
Macroeconomics Policy	ECON7001.2 x	N/A	N/A	1,435	34	N/A	N/A
International Macroeconomics	ECON7001.3 x	N/A	N/A	2,162	42	N/A	N/A
<b>TOTAL</b>		N/A	N/A	75,125	4,317	N/A	N/A

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