

## The *Teaching@UQ* Program: Preparing academic staff new to UQ for teaching and learning through an institution-wide technology-enhanced professional development program.

Overall aims: To (1) create an inspiring, evidence-based, technology-enabled, hybrid learning professional development program to prepare staff new to UQ for teaching and learning; and (2) design, develop and implement this program in collaborative partnership between faculties and ITaLI, ensuring contextualisation, buy-in and sustainability.

Scope as professional development program: A core distinguishing feature of *Teaching@UQ* is that it is fundamentally for academics, by academics. The program will be grounded in good practices that define quality hybrid learning environments, but that can be contextualised within faculties to ensure relevance, and implemented to foster social teaching networks amongst new academics. *Teaching@UQ* will be an important component of induction and staff development – the gateway to teaching professionalism, innovation and excellence at UQ.

Audience: Approximately 200 T&R (40%) and TF (60%) new academic staff were hired at UQ in 2014. The *Teaching@UQ* program will be designed for academics new to UQ.

Core values underpinning *Teaching@UQ*: Before academics new to UQ commence teaching, they should recognise the importance of outstanding T&L and the value that UQ places on these activities. Specific issues include familiarity with:

- (1) teaching approaches that define quality learning environments, and that inspire and engage both teachers and students;
- (2) key UQ teaching and assessment policies;
- (3) enabling educational technologies and UQ learning management systems that value-add to the on campus student and staff experience; and
- (4) expectations for ongoing teaching professionalism at UQ.

We need a staff development program that gives new academics a shared understanding of T&L at UQ that can be:

- (1) applied in disciplinary contexts;
- (2) built upon by discipline-specific induction, training and mentorship;
- (3) a springboard to teaching professional development; and
- (4) a catalyst for growing a culture of teaching excellence.

Evaluation Outcomes: The measures of success of the project will be:

- (1) a program that explicitly models effective hybrid learning practices that seamlessly incorporate technology-enhanced learning with active face-to-face sessions;
- (2) collaboration between faculties and ITaLI, with faculty and school buy-in, to design, develop and implement the program with ongoing coordination for *Teaching@UQ* as core business in ITaLI;
- (3) policy recommendations that see *Teaching@UQ* expected for review, confirmation and promotion; and, most importantly,
- (4) an increase in preparedness and confidence of academics new to teaching at UQ with positive student satisfaction flow-on effects.

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