

Summary of participants' feedback on Epigeum and Oxford Brookes from two lunchtime workshops (Workshop 1: 8 participants; Workshop 2: 6 participants)

EPIGEUM FEEDBACK	Positives	Negatives	What Epigeum should have
Ease of use/access	<ul style="list-style-type: none"> • Users can self-pace • Relatively easy to use and follow • Easy to navigate 		
Format/Presentation	<ul style="list-style-type: none"> • Well and clearly laid out • Texts easy to read • Clock /timer at top of each page is, visually appealing 	<ul style="list-style-type: none"> • Outline of individual pages a little boring • Can't be customised at page level • Hard to prioritise flow 	
Content	<ul style="list-style-type: none"> • Comprehensive, varied resources • Definitely covers key areas, relevant for all lecturers (new and experienced) 	<ul style="list-style-type: none"> • Too many different audiences • Not particularly engaging, too much texts • Lots of motherhood statements, with very little new and relevant information • Research/advice presented as universal but not applicable to practical challenges • Very lecture focussed 	<ul style="list-style-type: none"> • Basic pedagogical basis of lecturing and effective approaches • More relevant, with both generic and specific content separately presented; with practical just in time tools and tips e.g. how to write learning objectives, ECPs, how to teach; how to improve student satisfaction (SECAT); • Case studies and exemplars from peers (from different Schools) to show culture and best practice that consequently improve student learning • Australian context • Content on tutoring, discussions, labs • Teaching forum • Resources including links to improve student learning

EPIGEUM FEEDBACK	Positives	Negatives	What Epigeum should have
Overall	<ul style="list-style-type: none"> • Potentially very good for general purpose • Good support resource 	<ul style="list-style-type: none"> • “Trajectory of pointlessness”– online alone is not the right way to deal with high level concepts; needs interaction • Not worth the cost; UQ could produce better 	<ul style="list-style-type: none"> • An online package like Epigeum cannot teach teaching but it can be part of the solution

OXFORD BROOKES FEEDBACK	Positives	Negatives	What Oxford Brookes should have
Ease of use/access	<ul style="list-style-type: none"> • No clear log in, course structure 	<ul style="list-style-type: none"> • Not very intuitive, need to do webinar to make any sense of it. • Book chapters should be downloadable. 	
Format/Presentation	<ul style="list-style-type: none"> • Pleasant, conversational tone • Discussion forum is a forum – collaborative, 	<ul style="list-style-type: none"> • Not as well laid out, needs more development, • Too long, Reading the transcripts tedious • No activities or quizzes, not interactive 	<ul style="list-style-type: none"> • needs more development
Content	<ul style="list-style-type: none"> • Relevant • Bibliography good 	<ul style="list-style-type: none"> • Dry, didn’t feel it stimulated interest • Mindful of being time poor, how long would it take me? • Limited resources. • No Australian context? 	<ul style="list-style-type: none"> • Don’t ask me to find and read an article and write a synopsis! As a new teacher I just want quick sound advice on how to address a particular problem, or top tips on helping me to deliver a good lecture that works in the time available.

General Comments for Teaching@UQ project to consider

A hybrid model with online and face to face components, that provides new academics with confidence that there is:

- someone they can go to for support (mentoring);
- space that provides access to resources with guides on generic (cultural) and specific (disciplinary) application of concepts; and
- time to spend on the above relative to their actual teaching time or in alignment with rhythm of the academic year

A 2- year program for new academics where:

- basics are given in the first year;
- emphasis shifts to self reflection and improving teaching practice ('iterative approach in managing the course' in the second year.