

# TeachingPlus@UQ 2021/22 Program



## Contents

<b>1. Overview .....</b>	<b>3</b>
<b>2. Teaching team .....</b>	<b>4</b>
<b>3. Participant projects.....</b>	<b>5</b>
Dr Louise Ainscough.....	5
Dr Gilda Carvalho .....	6
Ms Cecilia Chiu .....	7
Dr Remo Cossu .....	8
Ms Bev Coulter .....	10
Dr Darsy Darssan .....	11
Dr Amalie Dyda.....	13
Dr Rachel Fitzgerald.....	14
Dr Effie Kartsonaki.....	15
Associate Professor Katie Makar .....	16
Dr Russell Manfield.....	17
Dr Adrian Oehmen.....	18
Dr Karen Olave-Encina.....	19
Dr Sunday Pam .....	20
Dr Freyr Patterson .....	21
Dr Adriana Penman .....	22
Associate Professor Martin Sale .....	23
Dr Mehdi Serati.....	24
Dr Frances Shapter .....	25
Dr Garth Stahl.....	26

# 1. Overview

Continued Professional Learning is fundamental to the development of academics who will lead the teaching and learning innovation that is essential in any institution to keep pace with changes in technology, to enhance the student experience and learning, and to sustain and support evidence-based practice.

The TeachingPlus@UQ program was originally developed through a Teaching Innovation Grant (TIG project) and is a year-long program led by a variety of UQ academics across faculties. Entrance to the program is selective with a focus on staff who have identified traits and interest in being future leaders at UQ. At the end of the program participants are encouraged to apply for the HEA accreditation scheme the Senior (or higher) Fellowship level.

The 2021/22 program ran from May 2021 to July 2022, experiencing the twists and turns of a global pandemic on university life.

In the first half of the program (May–Dec), participants engaged in 25 hours of a blended learning program comprising workshops, online activities, and small group interaction focused on planning a teaching and learning project connected to broader UQ and higher education sector trends. In the second half of the program (Jan–Jun), participants invested another 25 hours developing and implementing their projects while supporting others with their projects through small group interactions.

At the completion of the program participants should be able to:

- identify, explain, and evaluate inter/national higher education trends impacting teaching and learning practices connected to key UQ strategic responses
- develop and/or implement a scholarly teaching and learning project to generate evidence that can inform practices, programs or policies
- demonstrate individual leadership through the development and communication of a project connected to broader UQ and higher education conversations; and
- apply active participation in practice and argue for its importance in relevant collegial communities contributing to advancing teaching and learning.

This report provides an overview of participants and their projects.

## 2. Teaching team



**Professor Lydia Kavanagh**  
PFHEA

Deputy President, Academic Board  
Office of the President of the  
Academic Board  
Deputy Associate Dean Academic  
Faculty of Science



**Associate Professor  
Deanne Gannaway**  
PFHEA

Associate Professor  
Institute for Teaching and Learning  
Innovation



**Professor Julie Duck**  
PFHEA

Associate Dean (Academic)  
Faculty of Humanities and Social  
Sciences



**Associate Professor Jodie Copley**  
SFHEA

Associate Professor in Occupational  
Therapy  
School of Health and Rehabilitation  
Sciences, Faculty of Health and  
Behavioural Sciences



**Dr Bernadette Cochrane**

Lecturer  
School of Communication and Arts  
Faculty of Humanities and Social  
Sciences



**Dr Marissa Edwards**

Lecturer  
School of Business  
Faculty of Business, Economics and  
Law



**Associate Professor  
Sheranne Fairley**

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



**Dr Chris Hay**  
FHEA

ARC DECRA Senior Research  
Fellow  
School of Communication and Arts  
Faculty of Humanities and Social  
Sciences

### 3. Participant projects

#### Dr Louise Ainscough




Louise Ainscough (SBMS) is a HEA Fellow, with Faculty citation and teaching excellence awards for supporting students' self-regulated learning.

She is a Senior Lecturer with the School of Biomedical Science within the Faculty of Medicine.



#### Learning workshops for 1<sup>st</sup> year biomed – [Ainscough/Brown/Cai/Cuffe/Jones/Tosovic](#)

<h4>Context</h4> <ul style="list-style-type: none"> <li>Bioscience is challenging for nursing/midwifery students</li> <li>Exam failure rates are high in first year</li> <li>Aim: Add workshops that focus on <b>learning</b> in a safe, collective space</li> </ul>		<h4>What you did</h4> 
<h4>What came out</h4> <ul style="list-style-type: none"> <li>Co-developed activities &amp; resources</li> <li>Well received by most students. Useful for:             <ul style="list-style-type: none"> <li>Learn new strategies</li> <li>Exam marking insight</li> </ul> </li> <li>Conference presentation???</li> </ul>	<h4>What's next</h4> <ul style="list-style-type: none"> <li>Did the workshops impact grades?</li> <li>Implementing in future years</li> <li>Interest beyond the school</li> </ul>	

TeachingPlus@UQ | October 2022

Contact: [l.ainscough@uq.edu.au](mailto:l.ainscough@uq.edu.au)

## Dr Gilda Carvalho



Gilda Carvalho is a Senior Lecturer at the Australian Centre for Water and Environmental Biotechnology (ACWEB) and the School of Chemical Engineering since 2018.

She coordinates the Master of Urban Water Engineering.

## Booster package for diverse cohort – Gilda Carvalho

### Context

- Master of Engineering (Urban Water)*  
*Multidisciplinary cohorts, wide range of backgrounds*
- *Two-speed cohort*
  - *Demotivation*
  - **Aim:** *to level up students' degree of readiness*

### Outcomes

- Booster package*
- *Self-paced material available online (Blackboard)*
  - *Drop-in sessions*
  - *Discussion forum*
  - *Additional student support information*

### What's next

- Expand the package*
- *Navigation guide from different backgrounds towards a common objective*
  - *Cycles of evaluation-reflection-improvement*

- *Students' feedback*
  - *Positive support*
  - *Targeted material*
  - *Helpful staff*
- *Increased student ownership of their learning*
- *Improved learning outcomes*
- *Better sense of belonging*



Contact: [g.carvalho@uq.edu.au](mailto:g.carvalho@uq.edu.au)

## Ms Cecilia Chiu



Cecilia Chiu is an Associate Lecturer – Accounting in the School of Business, Faculty of Business, Economics and Law.

<p>more course for professional Accounting Accreditation</p> <p>eliminates the equivalent learning content covered by H1 EE courses, leading to highly stressful course experiences</p>		<p>Encourage frequent self-paced learning</p> <p>replace lecture self-study activities</p> <p>Synchronise learning progress and assessment timeline</p> <p>reduced assessments for timeliness</p> <p>Explicitly state expectations of students</p> <p>no sugarcoating of the excessive effort required</p> <p>no pain, no gain</p> <p>provide emotional support and empathetic</p>
<p>Better class experience for both students and instructor</p> <p>Fewer inquiries around assessments</p>	<p>Addition of post-lecture self-study activities</p> <p>tap into the potential of peer-assisted learning</p>	

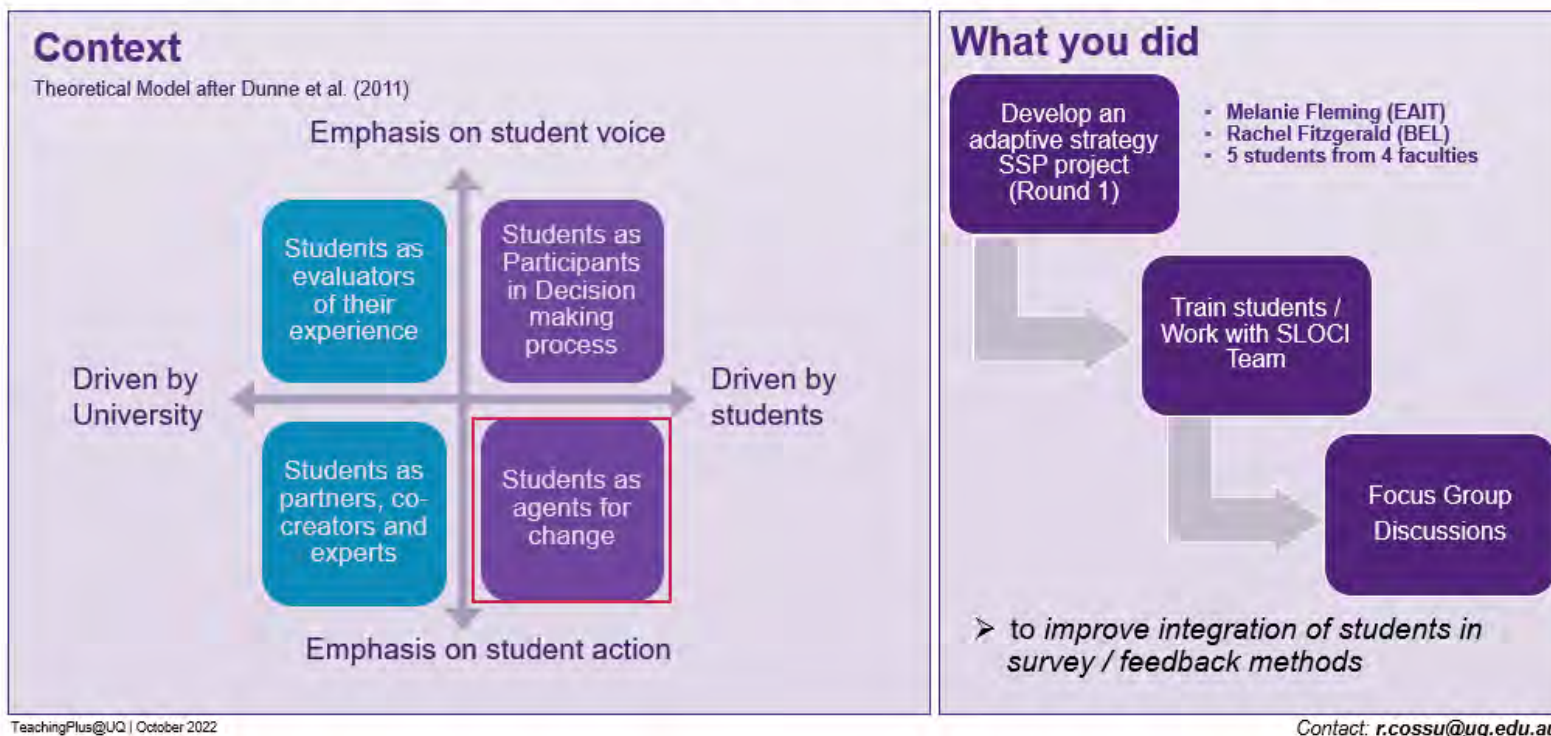
## Dr Remo Cossu



Remo is a Senior Lecturer in the School of Civil Engineering, Faculty of Engineering, Architecture and Information Technology.

His research projects at UQ range across topics such as marine renewable energy and environmental engineering. Remo has received several teaching grants to improve student learning experiences within the Faculty and University.

How can students become more involved as change agents in feedback strategies?





How can students become more involved as change agents in feedback strategies?

<h3>Context</h3> <p>The <b>student voice</b> is an important element in the (modern) <b>design of learning</b>. <b>Adaptive feedback techniques</b> could help to improve learning interventions by <b>integrating students in "shaping the future of teaching and learning"</b> at UQ. Project aims: find synergies or necessary differences for feedback collection. The <b>knowledge gain</b> and (new) <b>survey methods</b> will help both individual schools, faculties and the wider UQ community to assess T&amp;L methods and to <b>incorporate students as change agents</b>.</p>		<h3>What you did</h3> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">             Develop an adaptive strategy SSP project (Round 1)           </div> <ul style="list-style-type: none"> <li>- Melanie Fleming (EAIT)</li> <li>- Rachel Fitzgerald (BEL)</li> <li>- 5 students from 4 faculties</li> </ul> </div> <div style="display: flex; align-items: center; margin: 10px 0;"> </div> <div style="display: flex; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">             Train students / Work with SLOCI Team           </div> </div> <div style="display: flex; align-items: center; margin: 10px 0;"> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">             Focus Group Discussions           </div> </div> <p>➤ to improve integration of students in survey / feedback methods</p>	
<h3>What came out</h3> <p>6 Focus Group discussions revealed strong potential (need) to develop targeted (fit-for-purpose) survey methods which will improve acceptance of surveys among student cohorts and produce more valuable feedback and ultimately better teaching.</p>	<h3>What's next</h3> <ul style="list-style-type: none"> <li>• SSP2 (round 4 projects)</li> <li>• Getting more student input</li> <li>• Work towards cross-disciplinary/faculty collaborations that seek to implement survey methods</li> <li>• Affiliate Academic Itali / TIG application</li> </ul>		

TeachingPlus@UQ | October 2022

Contact: [r.cossu@uq.edu.au](mailto:r.cossu@uq.edu.au)

## Ms Bev Coulter



Bev is a Senior Lecturer in the School of Chemical Engineering within the Faculty of Engineering, Architecture and Information Technology.

Bev promotes strong links between the School and industry partners through a range of activities, including industrial site visits, student placements and internships, and industry-focussed curriculum.

## Mentoring Team Project Mentors – Bev Coulter

### Context

- Project-Centred Curriculum (PCC) is an iconic and important feature of the Chemical Engineering undergraduate teaching programs.
- Mentoring complex, industry-focused, team projects in PCC is challenging, especially for new and young tutors.
- Question: *How can we better mentor the mentors?*

### What came out

- New Project Mentor Guide prepared and implemented in two courses in Sem 1 2022 - CHEE2001 and CHEE3020.
- Positive feedback from tutors: *“definitely felt very supported by you during the projects”, “the guideline was very helpful”*  
CHEE2001 tutors Sem 1 2022.

### What's next

- Share the results of this study with School T&L Committee.
- Offer Mentor Guide to other Chem Eng PCC teachers.
- Incorporate findings into EAIT Faculty study on teamwork.

### What you did



Year 2 Sem 1	CHEE201 Process Principles	CHEE203 Engineering Investigation & Statistical Analysis	CHEE205 Fluid Dynamics	CHEE206 Physical Chemistry for Engineering
Year 2 Sem 2	CHEE202 Process Equipment & Control Systems	CHEE204 Chemical Thermodynamics	CHEE204B Heat & Mass Transfer	Elective
Year 3 Sem 1	CHEE204 Unit Operations & Process Control	CHEE205 Reaction Engineering	Major	Major
Year 3 Sem 2	CHEE202 Process Dynamics & Analysis	CHEE207 Dynamic Modelling & Control	Major	Major
Year 4 Sem 1	CHEE402 Separation & Plant Design Process Integration	ENG50481 Professional Practice and the Business Environment	Major	Major
Year 4 Sem 2	CHEE401 Process Engineering Design Project		Major	Major

Project-centred curriculum spine

Contact: [b.coulter@uq.edu.au](mailto:b.coulter@uq.edu.au)

## Dr Darsy Darssan



Darsy is a lecturer in Biostatistics in the School of Public Health, Faculty of Medicine and a Fellow of the Higher Education Academy.

He promotes lifelong self-learning and critical thinking in his undergraduate and postgraduate classes offered to health sciences and medical learners. Darsy is interested in increasing Biostatistics learner engagement via peer feedback and authentic assessments. He is a Faculty of Medicine teaching award recipient for citations for outstanding contributions to student learning and received a teaching award (team) from the council of academic-public health institutions Australasia for implementing authentic assessment with an explicit connection to public health and epidemiology.

## Novel Group Assignment for Undergraduate Biostatistics Classes – Darsy Darssan

### Context

#### Background:

- Interdisciplinary Undergraduate Health Science learners
- Over 100 second year learners

#### Issue:

- Difficult to actively participate in a health data analysis course

#### Aim:

- A group assessment that can incorporate, data collection, learn and apply simultaneously, peer-feedback and group presentation.



### What we did

#### Student Staff Partnership Project

- 13 weeks
- Weekly meetings
- Students shared their experience
- Students learnt educator perception



Task	Responsible	Completion	Due Date	Status
Introduction to the Assessment	DD, GW, LB	✓	3/15/2022	Completed
Datasets	HG, CD, GW, HC	✓	8/15/2022	Completed
Forming a group and group roles	LF, GW, LR	✓	3/15/2022	Completed
Weekly tasks - course content	JY, DD, JF	✓	3/15/2022	Completed
Between group peer feedback	Cancelled			
Presentations	DD, LR, AB			Next session
Grading	GW, CD, CD			Next session

- Consultations with learning designers and colleagues
- Literature review

### What came out

#### A group assessment - 2022 Sem 2

- Student driven groups - similar interest
- Staff and student manuals
- A platform for group communications
- Weekly instructions for group activities
- Reflection activities
- Reports and group presentation
- Rubrics for marking

### What's next

- Deliver and observe
- Plan to obtain feedback
- Between group peer feedback
- Educational intervention study

Dr D' z



Matthew is a teaching focused lecturer with the School of Information and Technology and Electrical Engineering, Faculty of Engineering, Information Technology and Architecture.

He teaches both third and fourth level computer engineering courses in the areas of embedded systems, digital design, IoT, and operating systems architecture.

Matthew's primary teaching interest is in providing authentic real world and practical learning experiences for electrical and computer engineering students.

## Remote Labs – Matt D'Souza, Chamith Wijenayake, Negareh Ghasemi

### Context

- *Lab based engineering courses require students to access equipment to complete lab based assessment.*
- *External Students + Internal Student COVID Isolation = unable to attend a lab on campus = missed assessment + falling behind*
- *Simulation != Vital hands-on lab experience*
- *Allow remote access to lab equipment for assessment and high quality feedback.*

### What came out

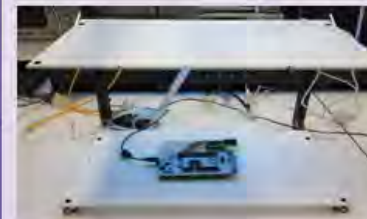
- *Submitted a UQ Teaching Innovation Grant (2021)*
- *Created a prototype.*
- *Started work on a plan for conducting testing and usage surveys.*

### What's next

- *Develop a course and LMS integration plan.*
- *Test and deploy in 2 courses (2022 and 2023)*
- *Conduct usage survey study.*

### What you did

- *Created a prototype platform setup for two courses.*



**Test Rig**  
Cameras,  
lights and  
development  
board.

### Student Portal

Control dev board and upload code to test.



Contact: [m.dsouza@uq.edu.au](mailto:m.dsouza@uq.edu.au)

## Dr Amalie Dyda



Amalie is a Senior Lecturer in Epidemiology in the School of Public Health, Faculty of Medicine.

She is an infectious disease epidemiologist working as a teaching and research academic in the School of Public Health.

# Choice as a motivator for engagement – Amalie Dyda

### Context

- 2<sup>nd</sup> year medical students at UQ are required to take courses in public health and research methods.
- Engagement is low.
- Aim: to investigate the impact of choice in tutorials on student engagement.

### What came out

- Students prefer choice.
- Choice does not ↑ engagement.
- Choice benefits those already engaged.
- Some teaching difficulties.



### What's next

- Choice could be combined with traditional methods.
- Results presented to medical faculty.

- Tutorials were conducted in both standard format and with activities students could choose.
- The tutorials were evaluated using:
  - Online surveys
  - Qualitative interviews

- ★ Standard tutorial 1 - with survey
- ★ Standard tutorial 2 - with survey
- ★ Choice Tutorial 1 - with survey
- ★ Choice Tutorial 2 - with survey
- ★ Qualitative interviews

## Dr Rachel Fitzgerald



Rachel is the Deputy Associate Dean in the Faculty of Business, Economics and Law and Associate Director of Online Education in UQ Business School. Her primary interests are student centred digital learning design and leadership in higher education.

An experienced business academic, Rachel is the program leader for the online Corporate Innovation MicroMasters and course coordinator for the capstone of the Master of Leadership and Innovation. Rachel is a senior fellow of the Higher Education Academy and associate editor for the Journal of University Teaching and Learning Practice.

# Authentic Online: Rachel Fitzgerald

## Context



### Creating Relevant Business Education for a Post Pandemic Age

- This project evaluated student engagement and experience on MicroMasters programs
- The aim was to evaluate if online learning activities are effective in engaging learners and enabling them to achieve learning outcomes through a review of general survey data

## What came out

### Early findings

- MM courses attract learners that have never heard of UQ before
- Interactive activity is preferable to the video lecture however the quality of the videos is much appreciated

## What's next

### This is not the end!

- Much more nuanced analysis
- Based on early insights – I am working with a small team to design an interactive standalone learning activity that brings in gamification protocols for evaluation
- More people involved in the research

## What you did

### For this project

In order to evaluate the student experience in the online MicroMasters programs, I arranged to get access to a range of raw data that was drawn from course surveys that had been collected automatically but not used. Once ethics was approved to evaluate, I was lucky to get support to hire an assistant to help extract and convert data

We translated the data from 2 years of course delivery and extracted all qualitative data. Work is ongoing to evaluate this huge amount of information and I am at the preliminary findings stage.

This Photo by Unknown Author is licensed under CC BY-NC

Contact: [Rachel.Fitzgerald@uq.edu.au](mailto:Rachel.Fitzgerald@uq.edu.au)

## Dr Effie Kartsonaki



Effie is a teaching focused chemistry lecturer in the School of Chemistry and Molecular Biosciences, Faculty of Science.

Her prime areas of interest and research focus mainly on how students learn new concepts in chemistry and how chemistry educators use this information to create learning tools to support their students.

Effie's research draws on constructivism, that is on the idea that learning is an active process and students' active agents in their learning journey. Specific areas she is exploring currently include how first year students learn in an introductory organic chemistry context, and how peer support and mentoring help students develop a sense of community and belonging.



### The role of student peer mentoring in establishing engaging, inclusive and supportive learning communities – the peer mentor perspective Effie Kartsonaki

#### Context

- *PASS for students studying 1<sup>st</sup> year chemistry courses has been a successful peer support program that students have valued highly (as evidenced by evaluation surveys).*
- *During the covid-19 pandemic the program was paused with the aim to be re-evaluated.*
- *Most evaluations of peer support programs focus on the benefits on the students who participate in them. For this study, our focus is the mentors: how their role as a peer mentor influences their identity as members of a learning community at UQ.*

#### What came out

- *PASS leaders valued how mentoring other students strengthened their own learning in chemistry and made them feel more confident.*
- *A large number of former chemistry PASS leaders pursued either a PhD in chemistry or a career in education.*

#### What's next

- *Engage in a student-staff partnership project, where student partners are former PASS leaders (currently PhD students).*
- *Reinstate the chemistry PASS program so we can explore further the role of peer mentoring in establishing a sense of belonging in students.*

#### What you did

- *Surveyed former PASS leaders*
- *Informal discussions with former PASS leaders (currently PhD students and tutors in chemistry courses).*



**Picture:** Chemistry PASS leaders in action from 2017. Out of the four PASS leaders pictured above, two are currently PhD students focusing on bench chemistry projects and one is currently studying for a Masters in Education.

Contact: [e.kartsonaki@uq.edu.au](mailto:e.kartsonaki@uq.edu.au)

## Associate Professor Katie Makar



Katie is an Associate Professor in the School of Education, Faculty of Humanities and Social Sciences.

She teaches prospective mathematics teachers and works with schools to build capacity addressing complex open-ended problems within the School of Education.

# Advancing innovations in evidencing quality teaching

Katie Makar (with Nantana Taptamat)

### Context

- *Teaching quality (TQ) high stakes; SECaTs unaligned with values*
- *TQ hard to define and assess; need suite of options*
- *Aim: To draw on expertise as a School of Education (SoE) to propose innovative forms of evidence for quality teaching*

### What came out

- *Literature: Student evals problematic, particularly for equity groups*
- *SECaT analysis: some contrary assumptions and evidence about progress.*

### What's next

- *Stage 2 Interviews: SoE academic staff + broader HASS/UQ T&L leadership*
- *Stage 3: Propose innovations, reporting*
- *Then: possibly TIG application*

### What you did

- *Completed Stage 1 of 3*
  - *Ethical clearance*
  - *Literature review on quality teaching, benefits/issues with student evaluations*
  - *Preliminary analysis of de-identified School Course SECaT data based on "I wonder" questions*



## Dr Russell Manfield



Russell is a Lecturer and Entrepreneur-in-Residence at the UQ Business School.

Russell teaches into innovation, strategy and entrepreneurship courses at undergraduate & postgraduate levels.

He is a HEA Fellow and is currently working with the School of Mathematics & Physics to build a MOOC for global distribution exploring strategic resource allocations using quantum technologies.

His research interests include entrepreneurial orientation and delivering social impacts in poverty markets.

Teaching+ Showcase | 6 June 2022



# Entrepreneurial orientation

*as a metric for value-added course impact*



### Goal

Expand teaching dynamics from *before/after* EO measurement to reinforce **UQ Edge** strategy with *nuanced* value-add insights:  
- across 6 EO dimensions drawn from a 32 question survey -



**Dr Russell Manfield**

Entrepreneur-in-Residence  
UQ Business School

[r.manfield@business.uq.edu.au](mailto:r.manfield@business.uq.edu.au)

### Output

Learning outcomes from pilot:

- follow up outliers - *high & low* - with targeted interviews wrt personal goals & achieved grades by course
- EO variances due to assessment architecture needs cross-course comparisons
- implies dynamic course LOs beyond generic entrepreneurial mindset
- roll out to wider UQ course cohorts across faculties

## Dr Adrian Oehmen



Adrian is the Chief Examiner and Deputy Director of Teaching and Learning at the School of Chemical Engineering, Faculty of Engineering, Architecture and Information Technology.

He also leads the Bioprocess Engineering Major and Masters of Bioengineering within this school.

# Creating Practical Learning Experiences in Chemical Engineering – Adrian Oehmen

## Context

- *Graduates need practical competencies to be employable and confident professionals*
- *Objective: more engaging practical learning activities across the chemical engineering program*

## What came out

- *New prac activities in Chem Eng subjects*
- *Infrastructure/equipment*
- *Students were highly engaged in these new activities – crystallized learning*

## What's next

- *Expand to new activities in different courses*
- *Engage with course coordinators to discuss opportunities*
- *Demonstrate impact of the initiative*

## What you did

- *Assessment of current practical activities*
- *Development of targeted practical learning experiences*
- *Focus on core skills needed*



Contact: [a.oehmen@uq.edu.au](mailto:a.oehmen@uq.edu.au)

## Dr Karen Olave-Encina



Karen is the Education and Training Coordinator for Research Ethics and Integrity.

She coordinates training and develops and designs educational material for Human ethics, Animal ethics, research integrity and sanctions and controls.

# Creating a research Integrity online module –Karen Olave-Encina

### Context

- *An engaging research integrity online module tailored to UQ needs is needed*
- *Objective: more engaging practical research integrity educational resources*

### What came out

- *Training opportunities to learn about research integrity education*
- *A definition of units to be included in the course*
- *A first draft of the first unit included in the course*

### What's next

- *Continue developing the other units of the course*
- *Pilot the course, get feedback and make improvements*

### What you did

- *Engage content expert*
- *Familiarize with online learning design*
- *Focus on core skills needed*



Contact: [uqkolav1@uq.edu.au](mailto:uqkolav1@uq.edu.au)

## Dr Sunday Pam



Sunday is the Head of the Rockhampton Regional Clinical Rural Clinical School within the Faculty of Medicine and Chair of the Human Research Ethics Committee at Central Queensland Hospital and Health Service.

## Redesigning a fit for purpose tutorial for MD-S.Pam

<p><b>Context</b></p> <ul style="list-style-type: none"> <li>• MD 4 Paediatric Tutorials are basis for teaching &amp; assessment</li> <li>• No single tutorial addresses indigenous child health</li> <li>• Address this deficit urgently</li> </ul>		<p><b>What you did</b></p> <p>Discussion with Course coordinator</p> <ul style="list-style-type: none"> <li>• Too many tutorials already</li> <li>• Student workload already high</li> </ul> <p>Decision: modify an existing tutorial to fit the purpose</p> <ul style="list-style-type: none"> <li>• Tutorial 4 chosen: Modify to reflect Indigenous child health</li> <li>• Input from original developer received</li> <li>• Searched extra material</li> </ul> <p>Prepared a new tutorial from old</p>
<p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Draft critiqued by course leadership, several reviews</li> <li>• New tutorial 4 developed</li> <li>• Endorsed by Indigenous elders</li> </ul>	<p><b>Future</b></p> <p>Role out for year 4 MD in 2023 Evaluate in 2024-25.</p>	

## Dr Freyr Patterson



Freyr is a Lecturer in Occupational Therapy in the School of Health and Rehabilitation Sciences, Faculty of Health and Behavioural Sciences.

She is passionate about supporting occupational therapy students to learn and become confident and competent clinicians. She has extensive clinical experience working across the continuum of care with clients with complex neurological conditions, particularly following brain injury. Her research focuses on the use of groups in occupational therapy practice and brain injury rehabilitation settings. She is also focusing on the educational needs of students and clinicians relating to the facilitation of group interventions, and the role of participation and measures of participation in brain injury rehabilitation. Freyr was the recipient of a HABS Faculty COCSL in 2022.

### People handling skills: Ensuring students are confident, prepared and competent for practice placement Freyr Patterson

#### Context

- Practice placements are core components of health professional learning
- Increasing demands for practice placements & for competent and confident students to attend placement.

#### What has come out so far?

- Clinical reasoning around use of touch/people handling is challenging
- Practical learning opportunities are valued
- Role of assessment

#### What's next?

##### What's next?

- Engagement with clinicians and clinical educators (OT and Interprofessional colleagues)
- Synthesis of findings
- Pilot revised People Handling training and assessment

#### What have I done so far?

- Student Staff Partnership Project (3 x OT students)
- Interviews with 15 students

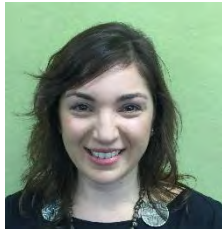


This image by Unknown Author is licensed under CC BY-SA-NC



This image by Unknown Author is licensed under CC BY-SA-NC

## Dr Adriana Penman



Adriana is a Lecturer in Speech Pathology in the School of Health and Rehabilitation Sciences, Faculty of Health and Behavioural Sciences.

Adriana has special interests in stuttering, simulation-based learning and clinical education. Her teaching methods promote the application of theoretical knowledge to clinical practice to support students' transition to professional practice



Adriana is a HEA Fellow and a recipient of School and Faculty teaching awards for her contribution to student learning across her courses in stuttering management.

THE UNIVERSITY OF QUEENSLAND AUSTRALIA

### TeachingPlus@UQ Assisting students' transition to speech pathology practice

#### PS. What are the Professional Standards?


#### 1. PROJECT CONTEXT


➔

➔


TO DO:


- ✓ Review 4P lecture content
- ✓ Consider how to engage students
- ✓ Support student learning

#### 2. PLANNED OUTCOMES




FLIPPED






#### 3. WHAT'S NEXT?



Collect data and feedback

Learning Designer



Students

TeachingPlus@UQ | June 2022

Contact: Adriana Penman [a.penman1@uq.edu.au](mailto:a.penman1@uq.edu.au)

## Associate Professor Martin Sale



Martin is an Associate Professor in Physiotherapy in the School of Health and Rehabilitation Sciences, Faculty of Health and Behavioural Sciences.

Martin's primary interests are in neuroscience and human movement. He enjoys optimising student learning by providing engaging, immersive and authentic learning resources. In 2020 Martin led the UQ2U re-design of a research methods course which now provides a bespoke online environment that allows different allied health students to engage with discipline-specific material to help inspire them about research. He is currently investigating ways to integrate peer feedback into his physiotherapy courses.

## Peer feedback to enhance physiotherapy skills – Martin Sale

### Context

- *PHTY1200 Introduction to Principles of Physiotherapy Assessment and Management – First year physiotherapy*
- *Foundational physiotherapy techniques – prac focussed*
- *GOAL - Improve the quality, quantity and consistency of feedback by including students to provide peer feedback*

### Outcomes

- *Current approach sub-optimal*
- *Students want more feedback*
- *Integration of peer feedback during class will improve learning and skills*

### What's next

- *Identify most effective approach to provide peer feedback*
- *Implement in S2 2022*
- *Evaluate data from a multi-dimensional evaluation framework*



Contact: [m.sale@uq.edu.au](mailto:m.sale@uq.edu.au)

## Dr Mehdi Serati



Mehdi is a Lecturer in the School of Civil Engineering, Faculty of Engineering, Architecture and Information Technology.

His core research expertise is analytical methods and computational modelling of geotechnical problems, materials testing, rock fracture mechanics, and the design of advanced experiments to test brittle solids. Mehdi has received several awards and teaching recognitions and is passionate about bringing practicality to his classes through constant engagement with industry to improve his teaching resources and to engage and motivate his students further.

## A New Blended Course Feedback Tool to Promote Student Engagement

### Context

*A feedback system only focused on marks and grades of summative assessment items may not promote students' engagement with the course. A blended system that considers a wider range of student's activities across a semester would enable students to better assess their course engagement and performance compared with their classmates.*

### What came out

*A new multidimensional ranking/feedback system is introduced as a sum of numerical ratings for several sources of teaching, learning, and engagement activates that students are involved in a course.*

### What's next

- Assess the effectiveness of the new tool via student SECaT surveys
- Link the Engagement Score to students' final grades
- Include Students Exam Polls (RiPPLE) & Peer Assessment

### What you did

*The new Engagement Score is based on:*

- Attendance (lectures, tutorials, practical, IT sessions, etc.) **worth 10%**
- Active Attendance **worth 25%**
- Communications with the teaching team **worth 10%**
- Review of Blackboard resources **worth 20%**
- Marks and grades **worth 35%**





## Dr Frances Shapter



Fran is a Lecturer in Veterinary Science in the School of Veterinary Science, Faculty of Science.

### Supporting student growth; Re-imagining first year assessment – Dr Fran Shapter

#### Context

- *First year assessment primarily punitive rather than instructive*
- *Assumptions made about prior knowledge/expertise*
- *Limited opportunity for students to integrate feedback*
- *Can we better support first years with SDL & timely feedback to create lasting learning?*

#### What came out

- *Student ownership*
- *Sense of belonging*
- *Quality scientific writing*

Grade distribution



#### What's next

- *Student evaluation after having completed their second literature review assignment in BVSc2.*
- *Did their 1<sup>st</sup> year assessment prepare them for 2<sup>nd</sup> year?*
- *Did the scaffolded group work support;*
  - *friendships or networks*
  - *improve the efficacy of collaborating with peers?*

#### What you did

##### *Redesigned 15% (4U) Sem 2 assignment*

- *Changed to group work*
- *Matched groups to prac timetable*
- *Off-shore student fostering (1/group)*
- *Even distribution of grades in group*
- *Feedback meeting before submission*
- *Resource provision to support;*
  - *process of literature review*
  - *animal behavior interpretation*
  - *Effective teamwork & meeting structure*
- *Graded process and content*



## Dr Garth Stahl



Garth is an Associate Professor in the School of Education, Faculty of humanities and Social Sciences. Garth's primary interests are in literacy, gender and social class.

He is an Associate Professor in the School of Education with a strong interest in pre-service teacher training. Previous to working at UQ he taught English and Sociology in London, UK and worked as a Vice Principal in New York City.

# Teaching Plus

## Snapshot of 2021

- 13 week Semester 1 course (two hour lectures and one hour tutorials)
- Compulsory for all secondary education students, both undergraduate (mainly second years) and graduate (mainly first years masters)
- Called "Literacy within and across the curriculum"
- Three individual written assessments (weekly reading quizzes, reflection, essay, applied analytical essay)
- The aim is to 1) raise awareness around key issues in literacy education 2) explore literacy as a cultural artefact and 3) to teach pre-service teachers how to support students with their literacy

## Issues to Address

- Students are diverse in terms of experience – how to pitch the material and how to offer support?
- Students can be confused by volume of content. Can be dependent with frequent emailing
- Tutorials too short, lectures too long
- Readings need to have the right blend of practical and theoretical
- Assessments not clear enough
- Staffing

Garth Stahl  
School of Education

## Modifications – Fostering Student Ownership and Autonomy

- Tutorials lengthened, lectures shortened
- Intensified staff training around assessment procedures and moderation
- Support materials in H5P in place to scaffold assessment (for those students who need it) – examples of 3, 5 and 7
- Development of H5P Digital Library of reading synced to each student discipline area so students can browse from selected work and choose their own adventure (Week 3)
- Readings vetted to have the right blend of practical and theoretical
- Recruitment of casual teaching staffing
- Bolstering of Blackboard with a clear rationale for each week synced with weekly Powerpoints

[g.stahl@uq.edu.au](mailto:g.stahl@uq.edu.au)

## Contact details

### Associate Professor Deanne Gannaway

Academic Lead – Professional Learning  
Institute for Teaching and Learning Innovation

T +61 7 3365 2890

E [d.gannaway@uq.edu.au](mailto:d.gannaway@uq.edu.au)

W [itali.uq.edu.au](http://itali.uq.edu.au)

CRICOS Provider 00025B