

ITaLI Annual Report 2022

About ITaLI

ITaLI (Institute for Teaching and Learning Innovation) is part of the Deputy Vice-Chancellor (Academic) portfolio.

“ITaLI enables and promotes excellence and innovation in teaching and learning.”



Our mission

Providing productive and valued teaching and learning experiences, environments, and outcomes that are aligned to the strategic priorities of the University.



Partnerships with, and support to, schools and faculties





**Professor
Karen Benson**
Director

Karen has been employed by The University of Queensland (UQ) since 2001, initially as a finance academic and more recently in the Office of the Academic Board and the Institute for Teaching and Learning Innovation (ITaLI).

Over the last 12 years, she has held significant leadership roles, both within the Business School and at the broader University level. Her experience has resulted in a deep understanding of UQ's teaching and learning goals, processes and policies which enable leadership and delivery of ITaLI's agenda.

With a background in finance education and research, Karen has a PhD in Finance and is a Principal Fellow of the Higher Education Academy (HEA). Karen has strengths in curriculum design for large undergraduate and postgraduate programs, teaching diverse student groups, delivery of executive education, assessment design, and qualitative and quantitative research methods.



Dr Michaela Deen
Deputy Director,
Strategy and
Operations

As ITaLI's Deputy Director (Strategy and Operations), Michaela plays a key leadership role in advancing teaching and learning at UQ to realise the University's strategic objectives. With oversight of the Institute's operational performance, Michaela combines strategic leadership with effective management of ITaLI's diverse operational services.

Michaela brings to the role 20 years of experience as a senior leader in tertiary education, including 11 years in teaching and learning.

In 2022, Michaela completed her PhD at Lancaster University in the UK, focusing on the impact of contemporary policy on student perceptions of their role as university students. She also holds a Master of Business Administration, a Bachelor of Economics and a Bachelor of Arts (Humanities).



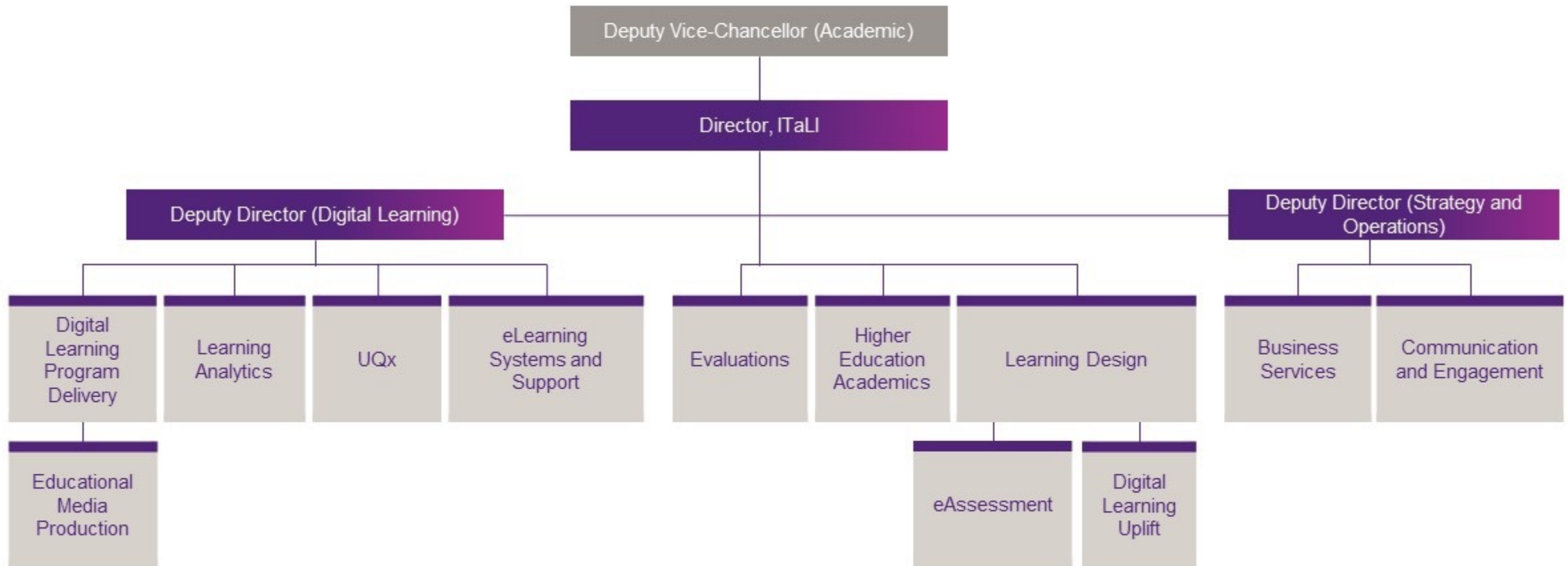
Dr Greg Winslett
Deputy Director, Digital
Learning

As ITaLI's Deputy Director (Digital Learning), Greg focuses on enabling and improving digital teaching and learning practices, teaching technology eco-systems and support services.

Over the last 22 years, he has worked across a number of Australian universities in professional and academic roles, most often at the intersection of technology and education. He has lived and worked in Brisbane, Osaka and Barcelona and developed a keen interest in how digital technologies support cross-cultural competencies, feature in innovation practices and operate in society. He has taught and researched on Educational Technology, Indigenous perspectives on Education and Higher Education policy.

Greg holds a Bachelor of Arts, an EMBA and a PhD in higher education innovation policy. Greg remains a long-standing fan of teaching in higher education, learning design and educational technology.

ITaLI organisational structure



For more details, please refer to the [ITaLI Organisational Chart \(PDF\)](#)

ITaLI focus areas (2022–2025)



FOCUS AREA 1

Enriching learning experiences, sense of belonging and authentic assessment

1. Providing the tools, resources and infrastructure to maintain and promote high quality learning experiences (SP-LS4)
2. Partnering for interdisciplinary/disciplinary innovation to meet the needs of current and future students across all stages of learning (SP-LS1/4/5)
3. Broadening access to trustworthy assessment practices for learning (SP-LS3)



FOCUS AREA 2

Supporting the development of outstanding education practices

1. Facilitating networks, environments and relationships for transformed educational practice and student experience including experiential curriculum (SP-LS2/4)
2. Supporting mastery of contemporary and forward-thinking educational practices (SP-LS1)
3. Delivering quality reward, recognition and fellowship programs and support (SP-P3)



FOCUS AREA 3

Partnering in the creation, design and selection of technologies and learning spaces

1. Ensuring that learning and teaching technology is appropriate to the needs of UQ teachers and students (SP-LS3)
2. Informing an integrative approach to virtual and physical learning space (re)design (SP4)
3. Experimenting, validating and disseminating educational practices (SP-LS5)



FOCUS AREA 4

Researching and disseminating knowledge on emerging pedagogies, priorities and practices of higher education

1. Broadening UQ's reach, impact and contribution to higher education research and community (SP-LS2/4)
2. Fostering educational innovation and advancing priorities and practice (SP-LS1/3)
3. Build our international recognition through research collaboration (SP-GP1)

KEY

SP = Links to priorities from the [UQ Strategic Plan 2022–2025](#), under the 'Learning and student experience' section ('LS'), 'Our people' section ('P') and 'Our global profile' section ('GP')

2022 ITaLI activities

Institute for Teaching and Learning Innovation (ITaLI)



WHAT WE DO

1

- Enriching learning experiences
- Improving the sense of belonging
- Supporting effective assessment

2

- Supporting the development of outstanding education practices

3

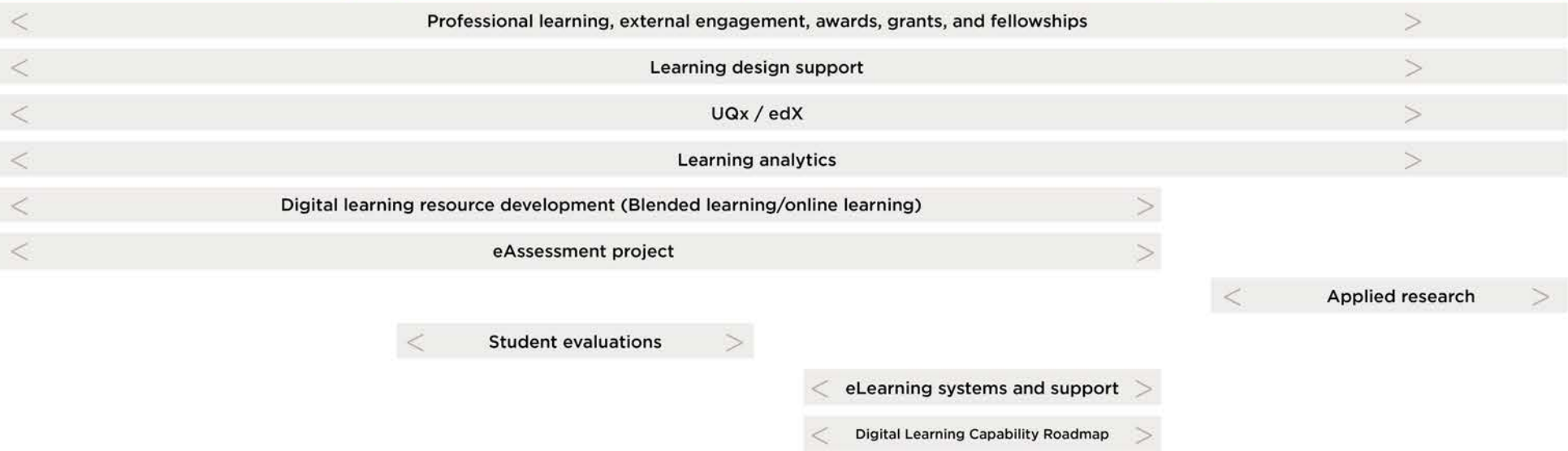
- Designing and selecting learning technologies and learning spaces
- Providing ongoing support for users of learning and teaching technologies

4

- Researching and disseminating knowledge in higher education



HOW WE DO IT



ENABLERS



Learning Design team



ITaLI's Hub and Faculty spokes model enables learning designers to provide design and development services to rejuvenate programs, courses, MOOCs, shorter form credentials and digital resources for teaching, eAssessment, academic integrity, and learning analytics.

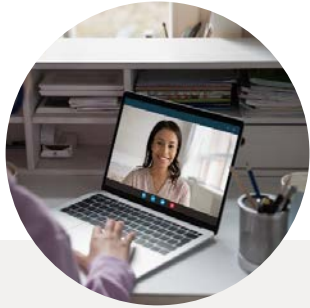
2022 highlights

- Led vibrant Communities of Practice, including Learning Design and Academic Integrity.
- Co-facilitated change support for Assessment procedures changes.
- Enacted the UQ Academic Integrity Action Plan which covers the complete academic integrity lifecycle and impacts students, academics, decision-makers, central teaching and learning staff, and policy makers.
- Co-developed and supported the implementation of the UQ Assessment Action Plan.
- Hosted the Cross-Institutional Learning Design Forum, last held in 2019. Over 60 staff in learning design roles attended from across South-East Queensland, sharing practices, developing networks, and identifying opportunities for collaborations.
- Co-coordinated Ready to Teach Week, and Ready to Tutor Week featuring over 50 sessions supporting over 1,000 staff through 2022.
- Supported local initiatives in schools and faculties including surfacing employability and enhancing digital teaching practices.

2023 plans

- Facilitate activities to support connection and learning through events including Ready to Teach/Tutor Week and Teaching and Learning Week.
- Continue to expand the reach and impact of the Learning Design (LD) Community of Practice (CoP) to support the LD Hub and Spokes model
- Support changes to teaching practices and assessment alongside the introduction of the new course profile system.
- Continue to roll out the UQ Assessment Action Plan with a particular focus on collaboration to increase equity and accessibility in assessment and assessment security.
- Prioritisation of academic integrity through:
 - CoP for academic integrity officers and chief examiners
 - Advice, support and resources in the design of effective assessment
 - Support for assessment security white paper
 - Research and engagement in national and international conversations.

Digital Learning Uplift team



UQ's Digital Learning Uplift (DLU) is a university-wide initiative that enhances the student experience through evidence-based course (re)design and development. DLU is funded by Vice-Chancellor Strategic Initiatives funding from 2022–2024.

2022 highlights

- (Re)designed more than 90 undergraduate and postgraduate courses, across six faculties and 27 schools, impacting the learning experience of thousands of undergraduate and postgraduate students.
- Student Evaluation of Course and Teacher (SECaT) data shows increased levels of satisfaction for courses that have collaborated with the DLU:
 - 52% of students rated DLU courses as 'outstanding'
 - 65% of students rate the teaching of DLU (re)designed courses as 'outstanding'.
- Focus groups with academics have shown high levels of satisfaction with perceived benefits including professional development and upskilling, access to learning designers with pedagogical and technical expertise, and improvement in course structure and refinement of content.
- The Expression of Interest (EOI) process introduced in 2021 has created stronger faculty partnerships and better alignment with local operational plans.

2023 plans

- An EOI for 2023 projects was issued and closed on 16 September. The program received over 50 expressions of interest for 78 projects. This represents more than 5,400 hours of learning design time in Semester 1 and approximately the same for Semester 2. As the team has ~ 4,000 learning design hours for allocation, 18 projects have been put on a waiting list.
- Continue building partnerships between schools and ITaLI by working closely with academics, teaching teams and school/faculty learning designers
- Co-ordinate training between learning design, media and learning analytics teams to continue to grow team skills.
- Continue to upskill academic staff in all aspects of course design, development and implementation (pedagogy related to design, learning asset development, face-to-face teaching modes, etc.).



The UQx team specialises in teaching and learning ‘at scale’ and wholly online modes of engagement. The team identifies opportunities to support local UQ students as well as international cohorts. The team also designs, develops and delivers MOOCs and related products and oversees the online learning experience quality in partnership with edX.

2022 highlights

- Over 78,000 verified learners with total enrolments of over 4.5 million learners
- A reach of ~4 million UQx learners globally
- 2022 edX Prize Finalist for Innovation in Online Teaching (again)
- Winner of the ‘Future of Work’ edX grant scheme
- Two MOOCs have ranked in the top 25 of Class Central’s most popular free courses of all time:
 - IELTS Academic Test Preparation ranked 9th
 - English Grammar and Style ranked 24th
 - The Science of Everyday Thinking ranked 100th.

2023 plans

- Continue to transition from not for profit model to sustainability and sustainable ‘profit with a purpose’ as focus.
- Careful monitoring and evaluations to ensure objectives of the program are met including sustainable profit.
- Re-negotiate edX contract to better enable UQ strategic needs (including improved service terms, removal of exclusivity clauses, resolving legal ambiguities resulting from 2U acquisition of edX).
- Complete and launch development of the edX funded Future of Work MOOC.
- Update governance model for new products, review product catalogue, investigate new edX | 2U service models, including marketing segmentation and new opportunities.

Higher Education Academic group



ITaLI is at the leading edge of contemporary research – with top-cited Australian scholars in the areas of student experience, students as partners, learning analytics, educational technologies, assessment integrity, curriculum development and pedagogical praxis – ensuring evidence-informed decision-making at UQ while expanding UQ's global reputation in teaching and learning.

2022 highlights

- Forefront of evidence-informed policy and practice in face of COVID-19 impacts including quality research and funded research:
 - Department of Education Grant (delivery modes)
 - U21 Educational Fund (teaching, learning and assessing online)
 - HERDSA (student file sharing and assessment integrity).
- Innovation via the 'Artificial Intelligence in Education' node of ARC Training Centre for Information Resilience.
- Publications in top Higher Education outlets and editorial leadership roles.
- Impactful collaborative partnerships ensuring evidence-informed decision-making as participants in committees: Graduate Attributes Working Party, Indigenising the Curriculum Working Party, JAC Design Group, Academic Board, Academic Board Standing Committee and more.
- Mentorship to build scholarly research capacity across UQ's Teaching-Focused 200+ academic community and grow the HE Research RHD cohort.
- Teaching into UQ's Professional Learning program and excellence in under- and graduate teaching piloting innovations in large and small courses.

2023 plans

- Advance theory and practice in areas of assessment integrity, online and hybrid learning, AI in education, curriculum leadership in a changing HE landscape, student voice and partnership, and role of feedback in active learning (linked to belonging).
- Grow UQ's capacity for evidence-informed approaches through collaboration and mentorship of Principal Practitioners and Affiliate Academics.
- Strengthen international collaborations (AAEEBL Digital Ethics Taskforce Year 4; editorial and professional societies).
- Revise and refocus research themes to enable more room for innovation along with the established 'what's working' orientation of past few years.
- Ongoing thought leadership in areas of curriculum, assessment, pedagogy, and educational technologies underpinned by a contemporary understanding of how students learn.

eAssessment team



The team develops assessment design and technological proficiency in staff across the assessment lifecycle. This team is developing and embedding new digital assessment processes including digital on-campus exams in partnership with schools, faculties and central units. Funding of the project is from the UQ Capital Management Group.

2022 highlights

- Collaborations with Library, Academic Services Division examinations, IT Services, Properties and Facilities, eLearning Systems and Support, faculties and schools to facilitate digital examinations.
- Endorsement of the eAssessment project: evaluation and identification of recommendations to embed eAssessment processes across UQ organisational units.
- Semester 1 – supported 95 courses (9,870 students) across 15 schools, to implement 116 enhanced digital assessment items including 5,839 exam sittings.
- Semester 2 – supported 86 courses across 19 schools, to implement 130 enhanced digital assessment items including 6,378 exam sittings.
- Piloted Inspera Exam Portal with 2 schools to explore record and review invigilation for online examinations.
- Developed technical examination supervisor role with recruitment, training and systems to support on-campus digital examinations at scale.
- Collaboration with the Critical Thinking project to enhance guidance for assessment design.

2023 plans

- Partner with the Office of the DVC(A) and central units to progress to business-as-usual processes, such as student technological support with the Library, staff technological support with eLearning, and the transformation of all aspects of digital on-campus exams with Examinations.
- Refine assessment design support services for academics across UQ to provide more opportunities for course staff to engage in assessment enhancement.
- Develop and facilitate professional learning offerings to support enhancement of digital assessment practices.
- Pilot new Inspera security features for online exams to provide UQ with enhanced online invigilation options.
- Continue to support assessment activities in partnership with other units to ensure smooth transition of digital assessment.

Professional Learning team



An evidence-based University-wide professional learning program led by ITaLI academics, Educational Media Production and Learning Design teams.

2022 highlights

- 24 distinct professional learning activities, Communities of Practice (CoP) and programs which supported ~900 registrants in 2022.
- Programs for staff include:
 - Tutors@UQ
 - Teaching Online for Tutors
 - Graduate Teaching Associates program for new and aspiring academics
 - Teaching@UQ program for academics new to teaching, and academics new to UQ
 - TeachingPlus@UQ for staff aspiring to greater formal and informal leadership roles in teaching and learning.
- Professional learning program reconfigured to suit Workday.
- Academic Integrity Modules for students and staff implemented.
- Expansion of Principal Practitioner program for established teaching and learning leaders.
- Affiliate Academic program for emerging leaders launched in 2022.

2023 plans

- Develop existing and new Communities of Practice to extend peer learning and reflection.
- Launch stackable Shorter Form Credentials to enable staff to gain accreditation from professional learning pathways.
- Seek approvals to stack Shorter Form Credentials towards a new Graduate Certificate of University Teaching.
- Seek accreditation of new developmental pathways to HEA Fellowship.
- Continue Principal Practitioner appointments to represent ITaLI in various forums, lead CoP sessions, teach into professional learning program, and lead professional development workshops for ITaLI staff and beyond.
- Nurture and grow the Affiliate Academic program to support Affiliates to build and share expertise to inform new and existing teaching and learning projects and processes.
- Continue to work toward enabling online professional learning modules to be easily accessible and assessable in Workday.

Awards, grants, fellowships team



Delivering high quality reward, recognition and fellowship programs and support.

2022 highlights

- In 2022, UQ acknowledged the outstanding contributions of its teachers through the conferral of 10 teaching awards and 9 commendations ([Awards for Teaching Excellence](#), [Awards for Programs that Enhance Learning](#) and [Citations for Outstanding Contributions to Student Learning](#)).
- Fostered innovation and enhancement of teaching practice through the award of \$1 million in grant funding for 12 Teaching Innovation and 2 Early Career Educational Research projects (including \$500,000 of VC Strategic Funding).
- UQ submitted 7 Nominations for AAUT, 4 Nominations for the Australian Financial Review Higher Education Awards (with 2 named Finalists) and 1 finalist for the edX prize (outcome expected in early 2023).
- Growth of the community of Higher Education Academy Fellows to more than 440 with opportunities for community connection through HEA@UQ forums and showcases of best practice.
- Supporting the ongoing acknowledgement of teaching in the Appraisal Process (APD) with the provision of accurate data related to evidencing successful teaching including ongoing contributions to developing the practices of others.

2023 plans

- Reaccredit UQ's provision with Advance HE to continue to award HEA Fellowships.
- Develop pathways and enhance support mechanisms acknowledging the teaching contributions of Indigenous Knowledge Holders and our Indigenous Academic Colleagues.
- Expand engagement with UQ's community of HEA Fellows to build their expertise and develop them as leading teachers at UQ.
- Develop a Community of Practice for distinguished educators, UQ's award winners and HEA Principal Fellows.
- Continue to deliver and advocate for the importance of our programs that recognise and reward of teaching innovation, expertise and excellence.
- Provide support and mentoring to UQ staff wishing to have their expertise and excellence recognised.
- Further develop partnerships which identify and nurture excellent teachers and elevate teaching practice.

Evaluations team



Management, distribution, analysis, and reporting of student evaluation surveys: Student Evaluation of Course and Teacher (SECaT), Student Evaluation of Tutor (SETutor), interim-class student feedback and other internal surveys.

2022 highlights

- Distributed 8,800 SECaT surveys (on average) and reported 211,000 responses per year (on average).
- Supported staff to use the data collected from course, teaching, and tutoring surveys to support their employment, confirmation, promotion and award submissions.
- Developed and administered specialised instruments, evaluation activities for schools and academic program reviews and provided strategic advice and analysis to the University senior management.
- Contributed to broader data gathering related to digital teaching practices and sentiment analysis.
- Undertook a rigorous analysis for a "fit-for-purpose" evaluation system and identified a feature list for a business case.

2023 plans

- Seek and secure Capital Management Group (CMG) funding to conduct a review and replacement of the existing online evaluation platform and transition to a "fit-for-purpose" and reliable system.
- Complete the review of Course and Teaching Evaluation policy suite and prepare for the implementation of the revised policy and procedure.
- Provide key insights into the student learning experience to ensure the University fulfils its statutory and regulatory obligations in academic quality assurance.

Learning Analytics team



Program and course level insights to support personalised learning with a vision of helping teaching staff to make informed decisions on teaching and learning practices.

2022 highlights

- Enhanced Course Insights (CI) teacher-facing dashboard to include clickstream data from open edX platform, near real-time assessment data from Blackboard Grade Centre and improved video playback metrics.
- Continued to support the Early Intervention Support Initiative (EISI) to identify non-engaging students prior to financial census and released a near real-time dashboard for faculty academic support staff.
- Designed and implemented a system to collate and report on Digital Teaching Threshold Standards reviews.
- Released assessment and program item analysis dashboard to assist the Faculty of Health and Behavioural Sciences with assessment re-design.
- Released UQx enrolment and financials dashboard.

2023 plans

- Continuous enhancement of flagship projects:
 - Email course coordinator regular student insights, new overview landing page, student feedback templates, visualisations and data sources for CI
 - Explainable predictive analytics to improve the identification of students requiring support for course coordinators and the EISI project
 - Dashboard for Digital Teaching Threshold Standards.
- Focus on student-facing learning analytics:
 - Student-facing dashboard to support clinical students on placement in Medicine and Vet Science
 - Tools to support student self-regulated learning.
- Increase engagement and outreach:
 - Regular learning analytics meetups with invited speakers.

eLearning Systems and Support team



The [eLearning team](#) manages and supports the University's [central eLearning systems](#) including the learning management system, Learn.UQ (Blackboard), lecture capture (Echo), and eleven other teaching and learning tools used for assessment and active learning.

2022 highlights

- Service management and support services for core eLearning systems including: configuration guidelines; vendor and agreement management and change communications. Systems include Learn.UQ (Blackboard) Learning Management System (92,000+ daily logins), assessment, course content, grade management, video and audio, and active and collaborative learning tools.
- Helpdesk serviced 9,078 support requests from teaching and professional staff in 2022.
- Provided exam quality checking and live support for over 1,000 exams.
- eLearning Advisers ran 105 workshops for teaching staff on eLearning systems, with 954 attendances during 2022, and met with 347 course coordinators to help them adopt or use teaching technologies in 449 courses.
- The eLearning team acts as the University's premier repository of UQ eLearning system expertise supporting eLearning design and support staff in all units and faculties.

2023 plans

- Continue to provide high quality eLearning support services.
- Support Digital Learning Capability Roadmap (DLCR) Virtual Learning Environment (VLE) enhancement projects including: exploring and adopting available Ultra Base Navigation features; Digital Objective Structured Clinical Exam (dOSCE) system; Gradescope adoption for physics, maths and computer science; H5P adoption to increase teacher student interactions; facilitating adoption of course design standards; assisting adoption of Learning Pathways; new Groupwork peer assessment tool; new course content archive system; new automated exam timetable system; integration with exam platforms (Blackboard and Inspira).
- Enable University-wide transformation projects including: 1) Enhancing assessment through transition from LMS based exams (52%) to dedicated exam platform (Inspira) and also through deploying Gradescope for handwritten (equations) and coding assessments; 2) Enhancing collaborative and groupwork learning and a sense of belonging through deployment of Microsoft Teams for teaching use case and support services, plus Ed discussion board.

Digital Learning Capability Roadmap team



DLCR is a business change and enhancement initiative on UQ's digital learning technologies, striking a balance between enterprise-wide systems and fostering innovation and experimentation.

2022 highlights

- Successfully rolled out new technology capabilities including LearnX (for modular and micro-credential content), Learning Pathways, and MyKnowledgeMap.
- Undertook needs analysis (technology and support) for digital assessment (Inpera, Blackboard tests), collaboration (Microsoft Teams), dual-mode teaching (Barco WeConnect, Class for Zoom), peer-assessment, hurdle and component marking (iMark), digital OSCE and the engagement plan for the future LMS.
- Partnered with Information Technology Services (ITS) to produce the UQ IT Master Plan.
- Secured strategic project funding (ODVCA) to develop the next phase of the 2019–2022 Digital Learning Capability.
- Supported the Digital Teaching Minimum Standards review and remediation.

2023 plans

- Consolidate UQ's digital teaching foundation (rebuild integrations with Blackboard 9.1 SaaS), upscale use of new capabilities (Learning Pathways, LearnX, Course Insights, Microsoft Teams, iMark, dOSCE, Gradescope).
- Investigate future learning management system (LMS) requirements.
- Upscale the use of Digital teaching Minimum Standards and Digital Teaching Best Practice Framework professional development.
- Integration of Phase 2 DLCR into Learning and Student Experience Roadmap.

Educational Media Production team



Educational media production services for UQx, Digital Learning Uplift (DLU) and UQ staff.

2022 highlights

- Created over 1,100 media assets (teaching and learning assets including studio videos, pen-style videos, labs and practicals, interviews, mini documentaries and complex animations).
- Conducted 24 professional development sessions for UQ staff.
- Implemented a range of new policies and procedures including:
 - Project scoping and team member allocation workflow
 - Call sheet and risk assessment forms
 - Copyright release form overhaul
 - Data retention strategy
 - Third-stream project acceptance guidelines
 - Weekly stand-up meetings to gauge project progress.

2023 plans

- Continue media production for Digital Learning Uplift and UQx courses.
- Recruit/onboard new Manager, Educational Media Production.
- Explore new and creative ways to innovate with media including:
 - Better utilisation of the micro studio TV for more interactive content delivery
 - Increased use of multi-camera setup for live and Zoom interviews, lightboard presentations and studio videos
 - Overhaul of professional development courses
 - Promoting the use of the overhead camera setup
 - Shooting new virtual background plates for studio-based interviews and slide decks
 - Greater input into media choices for courses
 - More collaboration with other media teams across campus.

Business Services team



Supporting human resources, budget, health, safety and wellness, space, reporting, assets and equipment, communications and event management.

2022 highlights

- ITaLI-wide project management, business case support and business process improvements/
- Administration of professional learning activities.
- Administration, management and support for grants and awards programs.
- Committee secretariat support.
- Planning and hosting ITaLI-led events.
- Digital communications via a website of curated resources and communications and two external newsletters to the UQ teaching community.
- [Teaching and Learning \(T&L\) Week 2022](#) saw over 150 staff, students and guest presenters delivering 26 events for more than 1,100 attendees.

2023 plans

- Continue supporting ITaLI to deliver across all facets of service delivery, professional learning, communications, events, reward and recognition.
- Continue to review processes and practice to gain efficiencies and implement business process improvements including to records management, retention and disposal, rollout of MS Teams, rollout of Monday.com, ITaLI governance, and ITaLI representation on committees.
- Develop more targeted and segmented approaches to communicate to academic staff and expand visibility, reach and impact of ITaLI.
- Develop and launch the ITaLI Intranet review
- Achieve coordination and centralisation of ITaLI professional learning activities
- Support the development of a graduate certificate of teaching practice and pathways for HEA Fellowships

Executive team



Learning and teaching leadership, strategy, management and advocacy.

2022 highlights

- [2021 ITaLI Septennial Review submission](#)
- [USET submission \(December\) – ITaLI Review Implementation Plan](#)
- [USET workshop \(May\) – Diversifying digital learning products: Build or partner](#)
- [USET submission \(December\) - UQx report](#)
- [Senate Risk Assessment Committee – Quality teaching and learning at UQ across a continuum of modes](#)
- [Digital Teaching Threshold Standards](#)
- [Digital Learning Capability Roadmap](#)
- Thought leadership and influencing the teaching and learning agenda through membership on University-wide, portfolio and ITaLI committees, working parties and steering groups.

2023 plans

- Leadership of the development and enactment of the detailed ITaLI Review Implementation Plan, including:
 - Appointment of a senior Indigenous academic to lead the Indigenisation of the curriculum (subject to funding).
 - Continue to enhance hub and spoke approaches to learning design
 - Development of a detailed engagement plan for an innovation agenda
- Seek University support for:
 - Funding of a “fit for purpose” evaluations system to replace Evasys.
 - The conversion to business as usual for eAssessment from January 2024 and the digital learning capability uplift from January 2025.
- Development of Digital Learning standards best practice.
- Negotiations for edX/2U contract renewal due in 2024.
- Continue to participate in invited keynotes, consultancies, third party partnership engagements.

ITaLI Senior Managers (1/2)



Dr Aneesha Bakharia

Senior Manager, Learning Analytics

Aneesha has worked in the higher education and vocational educational sectors in a variety of technical, innovation and project management roles. In her most recent role before commencing at UQ, Aneesha was a project manager for a large OLT Teaching and Learning grant on Learning Analytics at QUT.

Aneesha holds a Bachelor in Microelectronic Engineering (Griffith University) and a Master in Digital Design (Griffith University). In 2010, she became interested in machine learning and as a result completed a PhD in automated content analysis. Aneesha has also written nine books on programming and web development.

Aneesha's primary responsibilities at ITaLI include directing the design, development and implementation of learning analytics initiatives (including the Course Insights teacher facing dashboard) at UQ.



Belinda Benes

Senior Manager, Program Delivery

As the Senior Manager, Program Delivery, Belinda is committed to teaching and learning innovation and to improving the student experience. She is an experienced educator and has worked to deliver blended and digital learning for ITaLI since 2019. Belinda is also skilled in data collection and analysis and has written a wide range of reports on the teaching and learning experience in the higher education sector.

Belinda has a background in journalism and multimedia production having worked in television, radio and digital/online. She has worked for a range of British, American, and Australian broadcasters and an international news agency covering breaking news and developing feature series.

Belinda holds a Master of Teaching, a Bachelor of Arts (Journalism) and agile project management qualifications.



Dr Simon Collyer

Senior Manager, eLearning Systems and Support

Simon started his career writing audit software for banks before moving on to building networks and email systems – when they were replacing typewriters and letters. Later at UQ he ran projects including the centralisation of email before falling in love with the rapid change and impact of eLearning.

Simon has a master's degree in project management and a PhD investigating management techniques for dynamic environments. He feels lucky to work with all the smart creative people at UQ on challenging problems to create broad impact solutions.

ITaLI Senior Managers (2/2)



Dr Lizzie Li
Senior Manager, Evaluations

Lizzie joined ITaLI in 2021 as Senior Manager, Student Surveys and Evaluations. In this role, she is responsible for coordinating the technical infrastructure and service delivery of student survey data collection activities across the University.

Before joining UQ, Lizzie held positions in academic quality assurance, change management, program development, student administration and institutional research at four other universities in Australia and New Zealand. Lizzie has developed extensive experience and knowledge of educational evaluation to investigate, analyse and manage multiple complex business operations and projects that support and enhance teaching and learning activities within the higher education sector.

Lizzie holds a PhD in Management and a Master of Commercial Law (Hons) from The University of Auckland.



Dominic McGrath
Senior Manager, Teaching
and Learning

Dom has held learning design and management roles at UQ since 2008, particularly focusing on professional learning, assessment and digital learning initiatives.

Between being a UQ student and staff member, Dom worked as a teacher, events coordinator and software developer. More recently, he completed a Master of Education Studies, focusing on academic professional learning, and became a Senior Fellow of the HEA.

Dom has been part of teams that have received UQ and national awards for teaching and service.

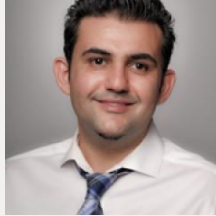
ITaLI Academics (1/2)



**Associate Professor
Deanne Gannaway**
Academic lead – Professional
Learning

Deanne is a higher education curriculum thought leader and curriculum transformation expert with over 20 years of experience in Australian universities. She is currently the Academic Lead of the Professional Learning and Reward and Recognition portfolios in ITaLI; course coordinator for PHSS2000 and the program coordinator for the HEA@UQ program. Her recent teaching and scholarship focus on continuing professional learning for university teachers and professional education for students.

Her interest in enabling and recognising innovative teaching is illustrated in her work with teaching and learning awards and grants, and introduction of HEA Fellowships to UQ. Her research and experience have led to collaboration with discipline-based staff to implement strategic, evidence-based and innovative projects that influence policy and practice institutionally, nationally and internationally.



**Associate Professor
Hassan Khosravi**
Academic lead – Learning
Analytics

As a computer scientist by training, Hassan is passionate about the role of AI in the future of education. In his research, he draws on theoretical insights from the learning sciences and exemplary techniques from the fields of human-computer interaction to design, implement, validate and deliver technological solutions that contribute to the delivery of personalised and learner-centred learning at scale.

Hassan's research has received over \$6.2 million through various government, university and industry venues and has been published in over 60 peer-reviewed publications.

Hassan is the creator of the RiPPLE platform, which incorporates crowdsourcing and adaptive learning to transform learning to be an active, social and personalised experience. To date, RiPPLE has been used in over 160 course-offerings with over 40,000 students.



**Associate Professor
Jason Lodge**
Academic lead – Student
Learning

Jason's research focuses on the cognitive, metacognitive, social and emotional mechanisms of concept learning and conceptual change. He has an international profile for his research on the translation of the science of learning into practice in educational settings, particularly in digital learning environments and higher education.

Jason leads the Learning, Instruction and Technology Lab, is the lead editor of Australasian Journal of Educational Technology and an editor of Student Success. He has received over \$2.5 million in competitive funding and has over 100 peer-reviewed publications.

Jason has extensive experience in teaching at both undergraduate and postgraduate level in face-to-face, blended and online modes. He has won numerous teaching awards at university and national levels.

ITaLI Academics (2/2)



Dr Kathleen Mahon
Senior Lecturer, Higher
Education

Kathleen has been a university educator and educational researcher since 2008. Prior to that, she worked for many years as a secondary English teacher, outdoor educator, and educational leader in various settings across Queensland and the Northern Territory. Since 2008, she has lectured in teacher education programs and professional learning programs for university staff in Australia and Sweden.

Kathleen specialises in higher education pedagogy, professional learning of university educators, and research approaches that simultaneously investigate and nurture the development of educational practice and praxis.

Kathleen completed a PhD in Education in 2014 (Charles Sturt University). Her other qualifications include a Master of Education (Honours) (University of Tasmania, 2010), a Master of Arts (Outdoor Education) (Griffith University, 2002), and a Bachelor of Education (James Cook University, 1988).

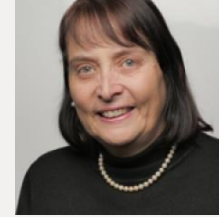


**Associate Professor
Kelly Matthews**
Academic lead – Curriculum
and Pedagogy

Kelly's vision of students and staff working together as partners to enhance teaching, learning and the student experience has informed university policy and practices at UQ and globally. She is Australia's top-cited scholar on student voice and student partnership with over 120 publications, 65+ invited talks, and 25+ funded projects worth \$2.7m incl. a national Fellowship.

She is well-known for her relational and community building approach to change, including leadership for international collaborative writing groups and change institutes; the *Students as Partners Network* (now numbers 950+ students and staff); and mentoring countless scholars to write and publish about their teaching and learning. At UQ, she has won several teaching awards and led numerous collaborative educational grants.

Kelly is an elected member on both Academic Board and Academic Board Standing Committee.



**Associate Professor
Christine Slade**
Academic lead – Assessment
& Academic Integrity

Christine's leadership based on ethical imperatives was recognised recently in a 2022 UQ Citation for Outstanding Contributions Student Learning. She has responsibilities in the implementation of the UQ Assessment Action Plan, Assessment Policy Review, UQ Academic Integrity Action Plan and is a longstanding member of the UQ Assessment Sub-Committee.

In 2018, Christine was recognised as a Principal Fellow HEA for sustained strategic impact on teaching and learning at inter/national and institutional levels. In 2019 she was a member of the TEQSA-funded team of experts who delivered national academic integrity workshops, and a toolkit of resources. Christine regularly contributes to international presentations and workshops and is an advisor and mentor to early career academics.

Her research interests include assessment and feedback, academic integrity, digital ethics, eProfessionalism and ePortfolio pedagogies.

ITaLI Academic partners across UQ

Principal Practitioners

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

Associate Professor Pierre Benckendorff

Principal Practitioner – Higher Education Academy

Professor Deborah Brown

Principal Practitioner – Critical Thinking

Professor Gwendolyn Lawrie

Principal Practitioner – Inclusivity and Diversity

Professor Blake McKimmie

Principal Practitioner – Blended Learning

Associate Professor Allison Mandrusiak

Principal Practitioner – Experiential Learning

Dr Lynda Shevellar

Principal Practitioner – Sense of Belonging

Affiliate Academics

Affiliate Academics are champions for teaching and learning in their school, enabling cross-unit communication and helping to build teaching capability across UQ. The role of an Affiliate Academic is an honorary role and represents a key contribution to service within the University.

Dr Remo Cossu, School of Civil Engineering

Dr Darsy Darssan, School of Public Health

Dr Sepanta Hosseinpour-Dougolsar, School of Dentistry

Suresh Krishnasamy, School of Agriculture and Food Sciences

Dr Debby Lynch, School of Nursing, Midwifery and Social Work

Dr Vivi Noviati, School of Agriculture and Food Sciences

Dr Adriana Penman, School of Health and Rehabilitation Sciences

Dr Gilbert Price, School of Earth and Environmental Science

Dr Carl Sherwood, School of Economics

Dr Jennifer Sun, UQ Business School

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Institute for Teaching and Learning Innovation (ITaLI)



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