



2016 Annual Review

INSTITUTE FOR TEACHING AND LEARNING INNOVATION



The Problem



- Single stage devolution
- Reflects the principle of subsidiarity
- Consolidates resources within a local government end-point (LBMO)
- Now think about a large disaster...

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About ITaLI

Key Contributions in 2016



10

Australian Award for University Teaching applicants received ITaLI support to achieve an 80% success rate—three National Teaching Excellence Awards for University Teaching, five National Citations for Outstanding Contributions to Student Learning and an Australian Financial Review Higher Education Award.



3,806

People attended 154 staff development and teaching and learning workshops, presentations, seminars and lectures initiated and facilitated by ITaLI in 2016.



7

ITaLI teaching fellows received support to work on innovative, short-term projects that will improve teaching and learning practices within their faculty.



1,000+

UQ staff participated in 27 events coordinated by ITaLI during Teaching and Learning Week.



67

Journal articles, conference presentations and papers, book chapters, and books authored by ITaLI staff members.



6

ITaLI-Faculty partnership projects across four faculties were supported.



670,565

Course registrations received for UQx MOOCs.



336,575

SECaT and SETutor responses reported on.



5

Visiting fellows contributed to ITaLI's development and dissemination activities.



Director's Report

The end of 2016 marked two full years of ITaLI's operation. With support from our broad-reaching and insightful ITaLI Advisory Committee, the Institute has continued to develop its leadership and service in promoting quality teaching and learning at UQ. From March to October, Professor Sarah Roberts-Thomson assumed the reigns of ITaLI in her acting role as Pro-Vice-Chancellor (Teaching and Learning) and very competently continued to refine our management and outreach.

ITaLI's core services range across professional development, staff support, quality assurance and digital resource development. UQx has continued to work with UQ experts and external partners to produce high quality MOOCs and SPOCs resulting in 670,565 enrolments in 2016, remaining at the forefront of edX innovation with the production of the x-series and MicroMasters, as well as providing e-learning and media production expertise to initiatives across UQ. Our Evaluation team processed 336,575 SECaTs and staff and student interfaces with SECaTs were improved. A series of pilots conducted throughout the year will inform continuous improvements in 2017. The CTQRA was piloted across all faculties with its aim to identify courses and programs for faculty and school recognition and attention.

Also core to ITaLI is building a culture of excellence in teaching practices. The communities of practice for school teaching and learning chairs and teaching-focused staff have become embedded in the support and communication role of ITaLI. The Peer Observation Program was consolidated in 2016 and we are grateful to our outstanding colleagues from across UQ who serve on the College of Peer Observers and those 36 academics who opened their classes in our Open Course Scheme.

ITaLI managed and supported UQ staff nominated for national teaching awards, the UQ Excellence in Teaching Awards and the UQ Teaching Innovation Grant scheme.

We also welcomed and advised seven ITaLI teaching and learning fellows who addressed topics such as digital technologies in Law, embedding Indigenous knowledge in curricula, and piloting e-exams in Medicine. Visiting fellows from New Zealand, Hong Kong, and the United States enriched our scholarship and research activities and raised the profile of teaching at learning at UQ by meeting with ITaLI and faculty staff, and presenting workshops and public seminars. Teaching and Learning Week was particularly vibrant, with almost 1,000 participants engaging in the range of ITaLI and faculty activities.

The launch of the UQ Student Strategy in July, 2016 was preceded by an intense period of consultation and refinement of the White Paper and a small program office was established in July to coordinate budgeting and implementation. Prior to the Strategy's implementation taking full effect in 2017, ITaLI addressed several of the initiatives: taking leadership in the Students-as-Partners program and the Higher Education Academy pilot for the recognition of teaching; designing a student-facing dashboard for learning analytics; co-production of the Enterprise and Innovation (E&I) Masterclasses; mapping of E&I across UQ; and developing the "Spotlight" campaign that celebrates and shares UQ's innovative teaching and learning practices.

I would like to acknowledge the contribution of our talented and dedicated teams of higher education specialists, project managers, learning designers, data and evaluation analysts, programmers, and administrative support staff, who play an important role in transforming the university's vision for the student experience into reality. In 2017, ITaLI will continue to provide leadership, advice and advocacy to support the interests and aspirations of the UQ community.

"In 2017, we look forward to continuing our collaboration across UQ to provide leadership, engagement and advocacy that transforms the student and staff experience."

Prof. Doune Macdonald
Pro-Vice-Chancellor
(Teaching and Learning);
Director, Institute for Teaching
and Learning Innovation

Our Purpose and Values

As a service-focused unit, ITaLI is dedicated to supporting the strategic objectives of the university and exemplifying UQ's commitment, as a world-class institution, to the development of best practice in teaching and learning.

Our mission is to work in partnership with faculties and schools to foster institutional structures and resources that support effective teaching and learning that lead to an enhanced student experience. Guided by UQ's three pillars of learning, discovery and engagement, ITaLI provides practical support to faculties and schools to achieve and celebrate teaching excellence, undertaking strategic activities to:

- collaborate with UQ teachers to identify and share best teaching practices;
- provide professional learning experiences for school and faculty teachers;
- develop and support university quality assurance processes;
- empower teachers to use technology to enhance learning within their courses and programs;
- assist UQ staff with applications for fellowships, awards and grants;
- deliver policy analysis and strategic advice for teaching and learning in higher education.

UQx, a unit within ITaLI, co-develops online courses and resources for learners within and around the globe as a partner in edX, a non-profit organisation founded in 2012 by Harvard University and Massachusetts Institute of Technology.

Our work is also now guided by the goals of the UQ Student Strategy (2016–2020) with our task being to transform the Strategy's teaching and learning initiatives into practical realities that lead to positive, effective change at UQ.

Our capacity to innovate is driven by our exploratory mindset, environmental scanning, rich partnerships and networks, and investment of resources.

Most importantly, ITaLI's service-centred view is inherently partner orientated and relational. We service our community through the co-creation and application of knowledge, skills and resources with our partners within and beyond UQ. ITaLI encourages dialogue around teaching and learning as an essential element of the Vice-Chancellor's vision for the university's culture.





Service oriented

High quality, staff and student-focused assistance is at the heart of ITaLI's service provision to develop and enhance teaching and learning practices, resources and policies.



Evidence based

Student feedback, teaching experience and academic literature guide ITaLI's practice.



Innovative

New approaches to curriculum, pedagogy and assessment, including the application of leading edge technology, are designed to enhance learning for students and staff.



Continual enhancement

To ensure UQ operates at the cutting edge of teaching and learning, ITaLI strives to remain at the forefront of best practice.



Strategic and sustainable

Academic needs and institutional goals are at the heart of our programs and services.



Globally engaged

A global audience of learners in our online teaching assists us to contribute to international best practice.



Collaborative

Partnerships within and beyond the University ensure ITaLI is relevant and optimises resources.



Inclusive and transparent

A transparent and inclusive governance structure guides our operational practice.



Governance

The ITaLI Advisory Committee monitors the development, implementation and evaluation of major initiatives undertaken by ITaLI and reviews the performance of the institute in relation to meeting the university's strategic objectives. It provides feedback and recommendations for performance benchmarks informed by ITaLI's Operational Plan.

In order to stay connected with and provide relevant services to colleagues, ITaLI staff also serve on several committees and advisory groups across UQ, including faculty teaching and learning committees.

ITaLI Advisory Committee

The ITaLI Advisory Committee met quarterly in 2016 to provide independent expert advice to the Deputy Vice-Chancellor (Academic) and Pro-Vice-Chancellor (Teaching and Learning) on strategies and priorities in the context of the teaching and learning directions of the university.

Members of the committee

Ex-officio

- Prof. Joanne Wright, Deputy Vice-Chancellor (Academic) (Chair)
- Prof. Doune Macdonald, Pro-Vice-Chancellor (Teaching and Learning) (Deputy Chair)
- Prof. Anton Middelberg, Pro-Vice-Chancellor (Research and International)

Associate Deans (Academic)

- Assoc. Prof. Philip Bodman, Faculty of Business, Economics and Law
- Assoc. Prof. Peter Sutton, Faculty of Engineering, Architecture and Information Technology
- Prof. Sarah Roberts-Thomson, Faculty of Health and Behavioural Sciences
- Prof. Julie Duck, Faculty of Humanities and Social Sciences
- Assoc. Prof. Geoffrey Marks, Faculty of Medicine and Biomedical Science
- Prof. Peter Adams, Faculty of Science
- Assoc. Prof. Kim Bryceson, Faculty of Science

Appointed

- Assoc. Prof. Martin Crotty, Head of School, Historical and Philosophical Inquiry
- Prof. Glen Coleman, Head of School, Veterinary Science

Observers/Advisors

- Prof. Polly Parker, Director of Education, UQ Business School
- Robert Gerrity, University Librarian

Secretary

- Justin Ansell, Business Manager, Institute for Teaching and Learning Innovation
- Brenda Parker, Executive Assistant to the Pro-Vice-Chancellor (Teaching and Learning)

Our Partnerships

Through collaboration with teaching fellows, visiting fellows and partnership projects, ITaLI promoted excellence in teaching and learning by supporting educational leadership in line with university and faculty strategic priorities.

UQ Teaching Fellows

In 2016, ITaLI connected teaching fellows to relevant experts, events and activities to facilitate their research on relatively short-term projects that will improve teaching and learning practices in schools, faculties and UQ-wide. Fellows each received up to \$50,000 to support their projects.



Mr Russell Hinchy
TC Beirne School of Law,
Faculty of Business,
Economics and Law

Development of an Iterative Module for Statutory Interpretation and Research-intensive, Inquiry-guided Learning in the Digital Age

Project: To develop an iterative module on Statutory Interpretation using digital technologies and best practice methodology in digital delivery. The module will be underpinned by pedagogically-based inquiry-guided learning.

Outcome: Educators from the TC Beirne School of Law have utilised the information gained from this project to promote new approaches to teaching and learning law as part of a Special Studies Program to develop a conceptual framework to guide legal education in the new digital age, and improve the overall student learning and experience at UQ.



Assoc. Prof. Tony Howes
School of Chemical
Engineering, Faculty of
Engineering, Architecture
and Information Technology

Best Practice in Professional Practice: Revitalising and Redesigning the Major Project in Engineering Coursework Masters Degrees

Project: To identify the best approach to implementing Professional Practice in a new Masters of Engineering with the aim of developing pre-, during-and after-project activities in collaboration with industry/research partners, students and the wider UQ community.

Outcome: This project provided an extended variety of options for students to gain professional practice experience through structured in-course and extra-curricular activities. These activities used reflective practices and the development of authentic project and communication tasks. A review of Australian universities resulted in changes to UQ's practice, namely greater consideration for student learning. Other deliverables include documentation for the 2017 Engineers Australia accreditation.



Assoc. Prof. Blake McKimmie
School of Psychology,
Faculty of Health and
Behavioural Sciences

Introduction to Psychology Online

Project: To create a series of four Massive Open Online Courses (MOOCs) adapted from PSYC1030 Introduction to Psychology: Developmental, Social, and Clinical Psychology, for engagement via the edX platform and for on-campus blended learning.

Outcome: The four MOOCs will be launched in Semester 1, 2017 and will be integrated into the on-campus version of PSYC1030. The blended learning approach taken in this project has been disseminated across the School of Psychology, UQ and the broader university sector including Griffith University.

UQ Teaching Fellows cont'd...



Dr Morgan Brigg
School of Political Science
and International Studies,
Faculty of Humanities and
Social Sciences

Lateral Pedagogy: Building Cultural Competence and Embedding Indigenous Perspectives and Knowledges in Curricula

Project: To inform the engagement strategy used by the Faculty of Humanities and Social Sciences in relation to Indigenous teaching and learning and to build the foundations of a collaborative relationship with the local Aboriginal and Torres Strait Islander community.

Outcome: The work and recommendations merge with current initiatives within the HaSS faculty, including the development of a faculty working group through emerging School-Industry-Community Relationships. The findings were shared with HaSS and the wider UQ community in a presentation attended by 60 people.



Dr Jennifer Schafer
School of Medicine,
Faculty of Medicine and
Biomedical Sciences

'MD Plus'

Project: To create an attractive learning environment which will draw the best and brightest students to the UQ Medicine Program. MD Plus will leverage existing opportunities and programs to enable UQ Medical graduates to distinguish themselves from other medical graduates and thereby enhance their careers.

Outcome: Current outcomes include the re-launch of the Medical Leadership Program in collaboration with the UQ School of Business, the creation of a LinkedIn community, and receipt of two full scholarships for Medical Students to participate in the Australian Institute of Company Directors course in 2017. The project will continue in 2017.



Dr Michaela Kelly
School of Medicine,
Faculty of Medicine and
Biomedical Sciences

Development of a Peer Observation Teaching Partnership Toolkit to Facilitate Partnerships in a Broad Range of Medical Teaching Settings

Project: To develop a toolkit for use by students, tutors, teaching-focussed academics and clinicians to utilise a peer observation teaching partnership using a virtual model. A guide to peer observation will be developed including introduction to the process (i.e. consent, documentation, reflection), case studies, and templates to support feedback.

Outcome: PIVOTAL (Partnerships In Virtual Observation of Teaching and Learning) will be rolled out in 2017 to facilitate tutors engaging in peer-observation of teaching. It will also be made accessible to staff in teaching hospitals. A guide to the process, as well as several templates to facilitate the process of capturing feedback from a peer-observation partner and students was also developed and a webpage created to disseminate the program more broadly: <http://www.uq.edu.au/teach/peer-obs/pivotal.html>



Dr Tammy Smith
School of Medicine,
Faculty of Medicine and
Biomedical Sciences

Towards eExaminations: A Pilot of an Electronic Examination Platform in the School of Medicine

Project: To explore the functionality of the ExamSoft e-exam platform, to establish practices and processes for staff and students, and to identify obstacles in the current policy and infrastructure. The platform will address issues of item banking, exam blueprinting, conduct of invigilated electronic exams, and provision of quality feedback to students and staff.

Outcome: Despite the voluntary nature of the pilot, the project collected valuable data about the reasons students chose to participate or not, the strengths and limitations of e-exams, and potential implications for policy and infrastructure. It is recognised that further efforts are required to better evaluate the implications of e-exams for UQ. The project will continue in 2017.

Visiting Fellows

The contributions made by visiting academics from New Zealand, Hong Kong and the United States enriched UQ's scholarship in teaching and learning in 2016. The visiting fellows met with ITaLI and faculty staff and presented engaging workshops and seminars.



Prof. Helen Sword
(17–21 August 2016)

Professor and Director of the Centre for Learning and Research in Higher Education at the University of Auckland, New Zealand. Prof. Helen Sword is a scholar, poet and award-winning teacher who has been widely published on modernist literature, higher education pedagogy, digital poetics, and academic writing. Prof. Sword has conducted popular academic writing work-shops in more than 50 universities in North America, Europe, Asia, Australasia and Africa.

Expertise shared:

- Stylish academic writing: exploring the elements that make engaging academic writing;
- Teaching with 'The Writer's Diet' and gaining useful insight into academic writing.



Prof. Manu Kapur
(21–28 August 2016)

Professor of Psychological Studies at The Education University of Hong Kong. Prof. Kapur has utilised his conception of the notion of productive failure to explore the hidden efficacies in the seemingly failed efforts of small groups solving complex problems collaboratively in an online environment. He has conducted extensive work in real-field ecologies of mathematics classrooms.

Expertise shared:

- Research and insight into learning sciences, mathematics teaching and learning, productive failure, problem-solving, and learning;
- Research and insight into productive failure and its implications for the design of learning, including the theoretically and empirically grounded case for designing for and learning from failure, represented by the learning design concept of productive failure.



Dr Thomas Carey
(24 September–24 October 2016)

Research Professor, Centre for Research in Mathematics and Science Education, San Diego State University. Dr Carey specialises in exemplary teaching methods and practice, the learning engagement process and practice, leadership strategy, and faculty collaborations.

Expertise shared:

- Higher education leadership principles and application;
- Developing and sustaining exemplary teaching and learning;
- Developing signature outcomes for excellence in teaching and learning;
- Information on recent advances in the principles and tools of assessment for improvement.



Prof. Alison Cook-Sather
(3–10 October 2016)

Mary Katharine Woodworth Professor of Education and Director of the Peace, Conflict and Social Justice Studies, Bryn Mawr College | Director, Teaching and Learning Institute, Bryn Mawr and Haverford Colleges. Prof. Cook-Sather serves as a consultant to schools, colleges, and universities interested in developing student-faculty pedagogical partnership programs and has developed internationally recognised programs that position students as pedagogical consultants.

Expertise shared:

- Insight into how to build a student-faculty partnership program;
- Transforming practice to engage students as partners;
- Academic development for partnerships with students;
- Consultation, insight and feedback into students as partners and generative theoretical frameworks.



Professor Mick Healey
(03–11 October 2016)

Emeritus Professor, University of Gloucestershire UK, former Director for the Centre for Active Learning (CeAL), Director of Geography Discipline Network (GDN), Senior Advisor for Geography to the Higher Education Academy's Subject Centre for Geography, Earth and Environmental Sciences, Higher Education Academy Associate and Accreditor and International Advisor to McMaster University, Canada. Prof. Healey is a higher education consultant and researcher and an inaugural principal fellow of the Higher Education Academy UK, 2012. He is an experienced presenter with wide ranging interests in higher education, including work with students as partners and students in research and inquiry.

Expertise shared:

- Research and inquiry into engaging students as partners in teaching and learning;
- Research into learning and teaching in health education;
- Insights into the UK Higher Education Academy (HEA) and UQ's engagement with HEA;
- Professional writing for scholarship of teaching and learning;
- Theory and practice around students as change agents;
- Research into designing and integrating research and inquiry activities into the curriculum.

Faculty-ITaLI Partnership Projects

Expertise from faculty and ITaLI staff members was used collaboratively to implement six partnership projects across four faculties in 2016. Advice and support in curriculum design and development, learning activity design, evaluation and data analysis, online pedagogies, assessment, professional learning and project management was provided by ITaLI staff. ITaLI also facilitated connections between teaching and learning experts and project teams to consider capstone experiences, students as partners, the academic workforce, research ethics and assessment.

Business, Economics and Law

Student Dashboard

The Student Dashboard project examined the effectiveness of a user-friendly dashboard to enable students to acquire a better understanding of their progression in a course or program. The project was managed by the Learning Analytics team with coordination support from the BEL Faculty ADA, administrative and teaching staff.

Engineering, Architecture and Information Technology

Master of Data Science

The Master of Data Science brought together courses from the closely related areas of computing, statistics and mathematics to ensure that participants are equipped with the relevant knowledge and skills to navigate the lifecycle of accessing, managing, analysing and interpreting data for applications in industry and government.

ITaLI provided assistance with curriculum design and mapping, advice on innovative pedagogies, program level objectives and researching several curriculum design tools that could meet program requirements. ITaLI partners also helped forge connections with EAIT in the final selection of the The JourneyMaker tool and provided advice for initial stages of the MDS program mapping.

Health and Behavioural Sciences

First Year Common Course

The First Year Common Course has been developed to equip students with the essential learning attributes of contemporary health and behavioural science professionals, and an enhanced capacity to navigate the health landscape of the future. ITaLI staff provided advice on curriculum design, co-presented a poster session on engaging stakeholders in the education of health professionals, and contributed to literature reviews on global health trends and common course models.

Nursing and Midwifery Program Redesign

In 2016, ITaLI worked with the School of Nursing, Midwifery and Social Work throughout the reaccreditation processes across five of their programs—Bachelor of Nursing, Bachelor of Midwifery, Dual Bachelor of Midwifery/Nursing plus the Bachelor of Social Work and graduate entry Master of Social Work Studies. ITaLI's contribution included Project Steering Committee membership, curriculum advice, workshop facilitation and providing teaching and learning mentoring.

Humanities and Social Sciences

Master of Leadership in Global Development (MicroMasters)

This innovative new program will bring together a cohort of public and private sector leaders and managers. The challenging curriculum will prepare future leaders in core analytical, management and leadership skills. It will include PhD-level training in quantitative methods, multidisciplinary coursework across the spectrum of current development policy and practice, and an industry-focus through case studies, field projects and networking opportunities. In 2016, ITaLI/UQx supported the development and running of the Leadership in Global Development MicroMasters comprised of four MOOCs and a Capstone.

Advanced Humanities (Honours) Program

The HASS Faculty Partnership Project is based on the development of a new undergraduate program for introduction in Semester 1, 2017—the Bachelor of Advanced Humanities (Honours). A flagship program for the Faculty, it has a target intake of 50–80 OP1–5 students per annum.



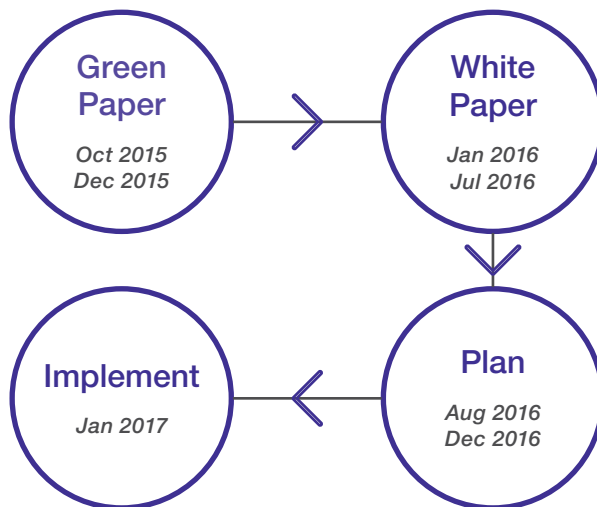
Our Work

Policy Initiatives

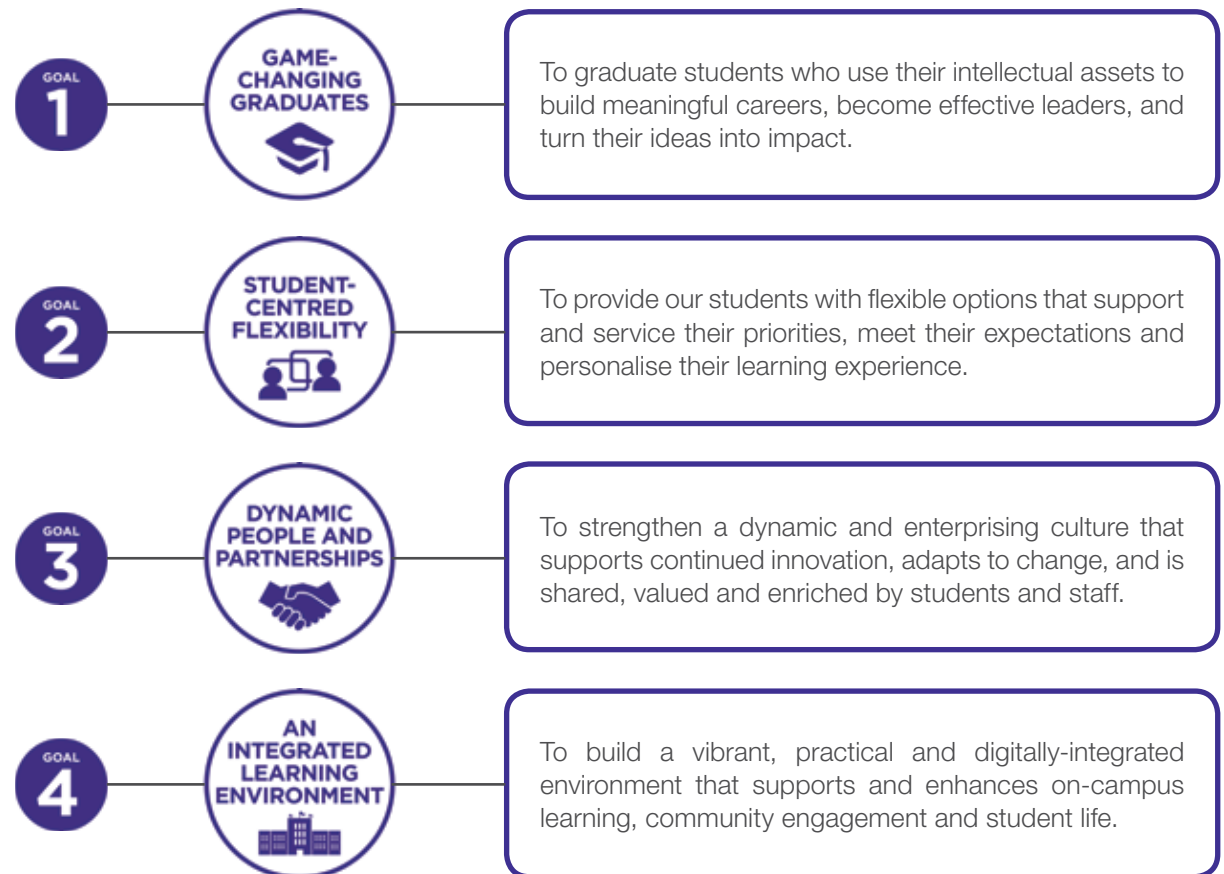
The University of Queensland is making pivotal changes to the way higher education is imagined and experienced. With a growing emphasis on teaching and learning policy, ITaLI continues to work on initiatives designed to ensure UQ graduates are equipped to meet the challenges of the new-world workplace.

Student Strategy

On 19 July 2016, following an extensive consultation that saw engagement with numerous external stakeholders and more than 1900 staff and 7000 students over an eight-month period, UQ launched the Student Strategy White Paper. This strategy articulated an ambitious and inspiring vision for a transformative student experience.



Under the sponsorship of the Deputy Vice-Chancellor (Academic), ITaLI supported the development of the Student Strategy by providing research; organisation, collation and analysis of consultation; identification of implementation opportunities; development of cost estimates of potential implementation opportunities; and facilitation of the development and release of the White Paper. The Student Strategy sets out four major goals to fulfil the University's vision:



The UQ Student Strategy 2016–2020 was announced by the Vice Chancellor at an all-staff presentation in July 2016. The announcement was accompanied by advertising on the UQ home page and media outlets. A dedicated website www.student-strategy.uq.edu.au was launched to provide detailed information and resources to support and encourage engagement by staff and students.

Throughout 2016, the university implemented and expanded many innovations exemplifying the vision of the Student Strategy, including:

Enhancing student employability

- UQ Student Employability Centre
- Faculty of BEL Student Employability Team (BEL SET)
- UQ's employability MOOC, Employ101x

Development of entrepreneurship and innovation

- IdeaHub
- iLab at UQ

Extending UQ's online and active learning experiences

- UQx—PSYC1030x

ITaLI will continue to support and facilitate the governance, development and implementation of the Student Strategy initiatives across the university in 2017 and beyond.

SECaT Working Party

The final report from the institution-wide working party to review the Student Evaluation of Course and Teacher (SECaT) Instrument and Processes (SECaT Working Party) was submitted to the first meeting of the Teaching and Learning Committee of 2016. Resulting from work conducted in 2015, there were 18 recommendations made and approved for implementation by the Teaching and Learning Committee and Academic Board.

In 2016, many of the recommendations were implemented and required pilots completed and scheduled for feedback to the Teaching and Learning Committee and Academic Board early in 2017.

ITaLI will continue to implement the recommendations in 2017 to improve the student experience at UQ.



Teaching Excellence Awards Working Party

In April 2016, the Teaching and Learning Committee endorsed the recommendations of the Working Party to Review Teaching Excellence Awards that were unrelated to the status of the Office for Learning and Teaching.

Key implementation activities in 2016 included:

- Development of an application information and instructions document to support the UQ teaching and learning awards;
- Broadening the composition of awards shortlisting and selection committees for national and UQ awards to include school teaching and learning committee chairs;
- Implementation of an online expression of interest process that aligns with the assessment criteria for the UQ teaching and learning awards;
- Introduction of an awards writing workshop to support UQ teaching and learning awards applicants
- Development of an exemplar Award Application library;
- Removal of the nomination requirement for the UQ awards for teaching excellence (self-nomination is now permitted).

Policy Initiatives cont'd...

CTQRA Review

The CTQRA process was implemented across all UQ faculties and schools in Semester 2, 2016. The principle of the CTQRA is to collect relevant data and to undertake critical and diagnostic data analyses that focus on trends, issues, actions taken and outcomes to support ongoing program/course and curriculum enhancement. Eighteen programs and 78 courses were categorised as being at, or increasing-risk.

The online response system provided staff with the opportunity to submit their responses addressing two areas:

- relevant comments to contextualise the report information and
- proposed actions, in relation to specific programs/courses

Feedback about the programs and courses was analysed and summarised according to the following six key aspects:

- program outcomes
- risk model
- risk indicators
- instruments
- online response system
- provision of support

This feedback will guide enhancements to the 2017 CTQRA process.

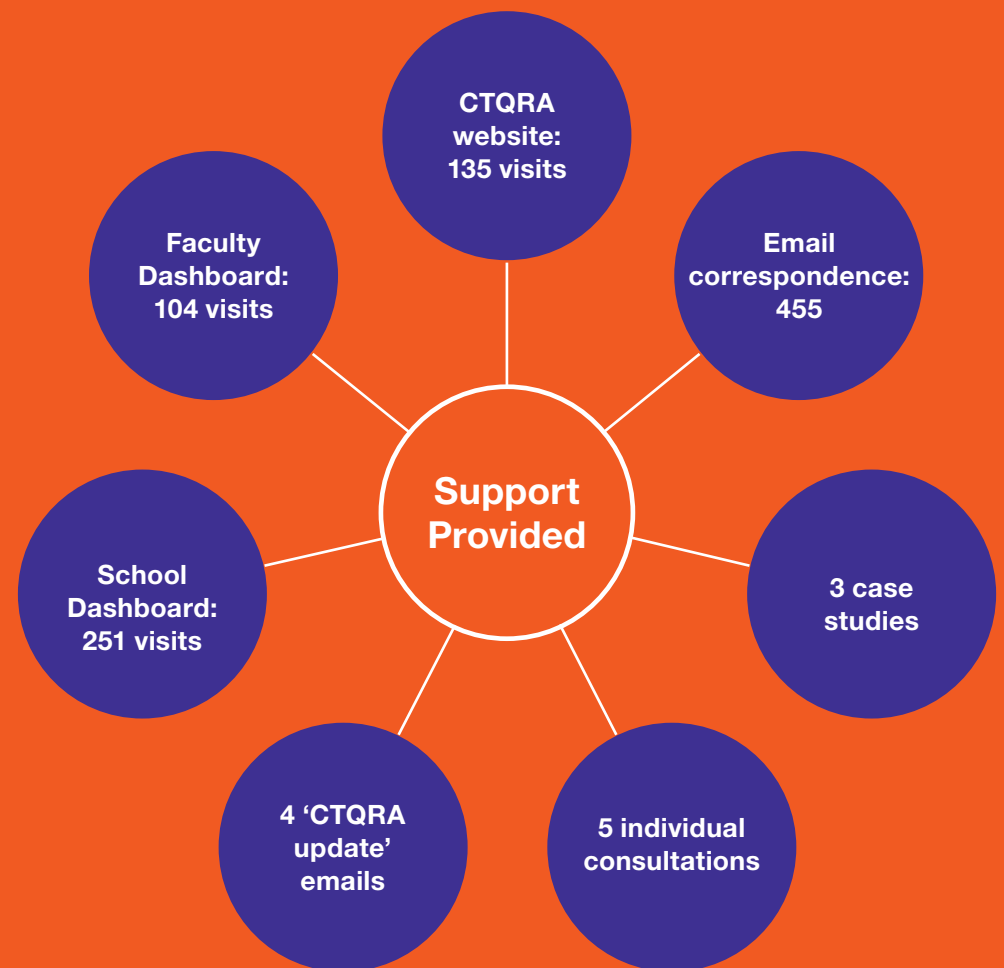


Figure 9.1: A summary of the support provided by the Learning Analytics team at ITaLI.

Occasional Papers

ITaLI staff members authored several occasional papers to inform policy development.

The following discussion papers are available on the ITaLI website (see 'Resources'):

- Addressing Student Dishonesty in Assessment Issues;
- Consistency and Comparability of Grading Outcomes at UQ;
- Professional Learning Pathways for The University of Queensland Educators;
- Entrepreneurship and Innovation: The State of Play at UQ.



Professional Development and Teaching

Professional Development

ITaLI promotes excellence in teaching practices at UQ through teaching enhancement programs and seminars provided by the Higher Education team. Programs in 2016 included the collaborative Teaching@UQ and Tutors@UQ workshop series, which provide introductory, evidence-based knowledge and skills to effectively deploy teaching and tutoring responsibilities in the UQ context. The Open Course Scheme and Peer Observation Program provided tutors and teachers with the opportunity to observe and learn from master teachers and seek expert feedback on their own practices.

The Communities of Practice meetings for teaching and learning chairs, teaching focused staff and UQ integrity officers, circulated information about policy developments and encouraged members to share ideas, problem-solve, and voice opinions about policies and procedures under development.

ITaLI hosted several showcases promoting excellence in teaching in 2016, including a Teaching and Learning Innovation Showcase which featured presentations on innovative teaching project practice and outcomes. The Higher Education team also made significant progress towards the implementation of a new and comprehensive Professional Learning Model which aims to recognise career-long teaching enhancement and recognition.



Peer Observation Program

The UQ College of Peer Observers was established by ITaLI in 2016. The Institute coordinates and provides resources for this group of 22 experienced teaching academics, with new members invited each year from the pool of excellent teachers at UQ. Members of the college are available to view, and provide constructive comments on, the teaching of others at UQ.

New peer observation initiatives commenced in three schools—the UQ Business School, the School of Nursing, Midwifery and Social Work, and the School of Health and Rehabilitation Sciences—and peer observation was embedded as part of the Teaching@UQ program. UQ teaching Fellow Dr Michaela Kelly developed a new video-based, asynchronous observation protocol: *Partnerships in Virtual Observation of Teaching and Learning* (PIVOTAL) to support teachers who are unable to be directly observed by a colleague.

Members of the UQ College of Peer Observers in 2016:

- Dr Frank Alpert
- Dr Saïed Aminossadati
- Ms Jacqueline Bond
- Prof. Kim Bryceson
- Prof. Michael Drinkwater
- Dr John Harrison
- Assoc. Prof. David Jenkins
- Dr Sebastian Kaempf
- Assoc. Prof. Lydia Kavanagh
- Assoc. Prof. Gwendolyn Lawrie
- Dr Allison Mandrusiak
- Assoc. Prof. Karen Moni
- Ms Sue Monsen
- Dr Allyson Mutch
- Assoc. Prof. Peter Newcombe
- Dr Liza O'Moore
- Prof. Polly Parker
- Assoc. Prof. Susan Rowland
- Mr Carl Sherwood
- Dr Nancy Sturman
- Dr Marion Tower
- Dr Kim Nichols

Open Course Scheme

The Open Course Scheme (OCS) showcases outstanding teaching, contributes to the continuous improvement of teaching and learning, and fosters a culture of excellence at UQ.



45

Open Courses



36

Academics Participating



26

Schools Represented



157

Visits Booked

Open Course Scheme 2016 Academics

- Dr Deanne Whitworth
- Dr Glenys McGowan
- Dr Sally Butler
- Assoc. Prof. Lesley Lluka
- Mr Carl Sherwood
- Assoc. Prof. Lydia Kavanagh
- Assoc. Prof. Carl Reidsema
- Dr Philip Terrill
- Dr Greg Birkett
- Dr Gilbert Price
- Prof. Stephen Gray
- Prof. Stuart Phinn
- Dr Thea Voogt
- Mr Michael Jennings
- Dr Saïed Aminossadati
- Assoc. Prof. David Jenkins
- Assoc. Prof. Neil Cottrell
- Dr Allison Mandrusiak
- Dr Louise Ainscough
- Prof. Tamara Davis
- Prof. Andrew White
- Assoc. Prof. Mark Nielsen
- Dr John (Dick) Wright
- Assoc. Prof. Bronwyn Lea
- Assoc. Prof. Gwen Lawrie
- Dr Sebastian Kaempf
- Assoc. Prof. Neil Pembroke
- Dr Chris Campbell
- Assoc. Prof. Peter Sutton
- Prof. Peter Adams
- Prof. Peter O'Donoghue
- Dr Victor Scharaschkin
- Ms Susannah Brady
- Prof. Andreas Schloenhardt
- Dr Melissa Curley
- Dr David MacDonald

Feedback from participants:

"The lecturer's confidence in herself and her topic was very obvious. I am trying to 'own' the classroom as she did."

"Her planning, presentation and delivery of the lecture was excellent. All students were engaged in class. Great structure and great engagement with the group. An awesome example of problem-based learning. Involved the class and spoke with passion."

"The use of a video/camera and projector was excellent. Equations were written so students could see each step live, and as the lecturer moved to the next section, the previous solution was projected on another video camera."

"Just seeing how a large class can be run as a substitute for a lecture series has made a valuable addition to my own teaching. The course coordinator had changed the 3L2T format into a 4C general workshop. I am considering this for my course, and can now see how it will work."

Professional Development and Teaching cont'd...

Events and Workshops

In 2016, ITaLI hosted a range of events dedicated to enhancing teaching and learning effectiveness. Through the Staff Development Program, innovative ways of thinking and new knowledge and skills were shared in 68 professional development workshops attended by 1,776 participants. For a detailed summary of events, see Appendix 4.



Dr George Siemens

Guest speaker at the UQ Teaching and Learning Awards 2016
Being Human in a Digital Age



Teaching and Learning Workshops

68 events / 1,586 participants

Workshops dedicated to specific teaching and learning topics and practices



Seminars and Conferences

32 events / 1,408 participants

Teaching and learning focused presentations by visiting academics and ITaLI staff



Invitational Workshops

54 events / 812 participants

Customised activities conducted at the invitation of faculties and schools



UQx Media Workshops

25 workshops / 160 participants

Workshops providing the knowledge and tools to plan a MOOC or SPOC



Tutors@UQ

11 events / 656 participants

A program dedicated to introducing tutors to the teaching and learning environment at UQ



Teaching@UQ

8 events / 90 participants

A program preparing academic staff new to UQ for teaching and learning through an institution-wide technology-enhanced professional development program



UQ Teaching Excellence award winners 2016



Guests mingling at the UQ Teaching and Learning Awards Ceremony at Customs House

Teaching and Learning Week 2016

Teaching and Learning Week (T&L Week) is an annual opportunity for the UQ community to celebrate and share innovative and excellent teaching and learning practices that engage and inspire students. The program is designed to provide staff with opportunities to network and discuss teaching and learning in contemporary contexts, and how this impacts on the student experience and outcomes.

In 2016, each of UQ's six faculties participated in T&L Week, with a range of internal and external events, including open events from The Australian Institute for Bioengineering and Nanotechnology (AIBN), The Sustainable Minerals Institute (SMI) and the UQ Library.

Events were created and managed by key ITaLI personnel, with select events co-presented by internal academic and professional staff. International guest Dr George Siemens spoke about the power of network technologies in his keynote presentation. He also conducted a Masterclass session on the trends of digital learning.

General feedback on the expertise and engagement of presenters, and relevance of information presented was extremely positive (90% satisfaction).

For a detailed summary of presenters for ITaLI-led events, please see Appendix 5.

Research

ITaLI supports UQ colleagues in applied educational research through collaborative partnerships to continually enhance the UQ student experience. ITaLI staff facilitate evidence-based approaches that underpin teaching, learning and curriculum innovations while contributing to the global body of evidence on effective practices in university education. In 2016, ITaLI staff co-authored 54 scholarly outputs with UQ colleagues including undergraduate and postgraduate students.

Academic staff in ITaLI are recognised within UQ and beyond as leaders in higher education development and research as evidenced in 2016 by awards, fellowships and grants. Increasingly, ITaLI academics collaborate with UQ students to further enhance the student experience.

In 2016, ITaLI academic staff supervised 15 students enrolled in postgraduate studies or engaged as student scholars and partners on strategic institutional teaching and learning projects. Outcomes of this collaborative scholarship and ITaLI-affiliated students are outlined in Appendix 3.

Awards, Grants and Evaluation



“I wanted to thank you all for the effort you have put in to the 3MT AAUT application. It is wonderful that the program was recognised at the awards and credit is definitely due to ITaLI for pushing us to submit the application.”

Kate Swanson, Engagement and Development Manager,
UQ Graduate School.

ITaLI provides practical support to faculties and schools to achieve and celebrate teaching excellence. Support offered by ITaLI staff includes assistance to UQ staff members applying for fellowships, awards and grants, and educational research projects through workshops and individual consultations. ITaLI also collects and interprets data about teaching practices and emerging technologies to enhance learning and teaching practices and anticipate further impacts and opportunities for the University.

Awards and Grants

ITaLI is the key enabler for UQ staff to apply for internal and external awards and grants available to UQ staff to recognise and promote teaching and learning excellence. The support and advice provided by ITaLI staff has contributed to UQ maintaining its position in the Australian Awards for University Teaching (AAUT); UQ received more national teaching awards in 2016 than any other Australian university.

Teaching Awards

ITaLI staff coordinated and supported academic applications for the UQ Teaching Excellence Awards, the Australian Awards for University Teaching, and the Australian Financial Review Higher Education Award.

In 2016, ten applicants for Australian Awards for University Teaching received support with application submissions from ITaLI staff. ITaLI provided:

- coordination and management of the UQ Teaching and Learning Awards;
- chairing of and participation in award selection committees as requested by faculties;
- three workshops on the application process;
- assignment of an ITaLI staff member as a critical friend;
- ongoing advice and support throughout the application process through information sessions, administrative support and writing sessions;
- development of materials for the annual awards ceremony, including video production, trophies and certificates in conjunction with the Office of Marketing Communications and Protocol.

Outstanding results were achieved in 2016, with an 80% success rate in national award competitions. UQ staff won:

- three National Teaching Excellence for University Teaching Awards;
- five National Citations for Outstanding Contribution to Student Learning;
- one Australian Financial Review Higher Education Award.

Teaching Grants

In 2016, ITaLI facilitated workshops and provided advice and support for UQ teaching staff applying for local and national teaching grants and fellowships. These included the UQ Teaching Innovation Grants, the UQ New Staff Start-Up Grants, the Equity Fellows Program and the Office of Learning and Teaching (OLT) Fellowship Scheme.

UQ Teaching Innovation Grants 2016: Project Title	Project Lead	Budget	Faculty
Revitalising language assessment: sustainable change through international benchmarking and knowledge transfer	Assoc. Prof. Marisa Cordella	\$117,200	HaSS
A framework for journalism design	Ms Skye Doherty	\$15,000	HaSS
Enhancing student learning with 3D radiology images	Prof. Nick Hawkins	\$95,950	MABS
Building capacity for interprofessional work integrated learning through development of authentic assessment of interprofessional skills	Dr Anne Hill	\$85,760	HaBS
Doing digital humanities—expanding AusArts@AustLit functionality for program level change	Ms Kerry Kilner	\$137,600	HaSS
Strengthening the gateways: building pathways to success through active learning	Assoc. Prof. Karen Moni	\$194,000	HaSS
A small private online course (SPOC) to innovatively and flexibly deliver a human development module to first year physiotherapy students	Dr Kristy Nicola	\$14,900	HaBS
Can multiple technologies be used to privilege Indigenous voices in the course materials for first year courses in the Indigenous studies major?	Dr Carlos Rivera-Santana	\$15,000	HaSS (ATSISU)
Developing a database of innovative assessment techniques to promote student engagement and deter academic misconduct	Dr Mair Underwood	\$191,640	HaSS
Developing entrepreneurs: An interdisciplinary, experiential learning approach to creating an innovative and entrepreneurial mindset	Assoc. Prof. Martie-Louise Verreynne	\$136,670	BEL
Creating game changing graduates in nutrition and dietetics through active learning, authentic assessment and student partnerships, using entrustable professional activities	Dr Olivia Wright	\$14,830	HaBS
TeamAnneal stage two—a web service for purposeful student team creation	Assoc. Prof. Peter Sutton	\$76,281	EAIT
Increasing student engagement in active learning through feedback on pre-reading quizzes	Prof. Michael Drinkwater	\$119,200	Science
		\$1,214,031	

Awards, Grants and Evaluation cont'd...

Australian Teaching Fellowship Office for Learning and Teaching (OLT), 2016–2017

ITaLI staff member, Dr Deanne Gannaway, Lecturer in Higher Education, is an OLT Fellow, 2016–17: *Making Connections: Future-proofing the generalist Bachelor of Arts*.



Dr Deanne Gannaway

Higher Education Academy (UK) Senior Fellowships

In 2016, ITaLI higher education specialists Assoc. Professor Susan Rowland and Dr Christine Slade each received international recognition for their achievements in higher education through reaching Senior Fellowship status with the respected Higher Education Academy (HEA), UK.

Evaluation

SECaT and SETutor

Evidence of teaching and learning effectiveness is a key driver for ITaLI priorities. The emphasis on multiple sources of evidence comprised of the student voice, student outcomes, peer observations of teaching, and “digital footprints” enables ITaLI to capture, mine, evaluate and ultimately determine effective learning and teaching practices to enhance the student learning experience and improve student outcomes.

In 2016, ITaLI continued to improve the system and processes for the Student Evaluation of Course and Teaching (SECaT) surveys, along with the Student Evaluation of Tutor (SETutor).

Improvements to the systems and processes for these surveys included:

- Amendments to the procedures for PPL 3.30.02 course and teacher surveys to clarify confidentiality requirements and data access rights for staff with various roles and responsibilities across UQ;
- Increased communications with students and staff for SECaTs and SETutor, including the use of multiple channels (personalised emails to students and staff, You Tube videos, web and social media marketing, and UQ Union volunteer promotions);
- Pilots of formative (“pulse” or “mid-semester”) surveys to evaluate their utility for the UQ context;
- Pilots of variations to the timings of the end-of-semester SECaT surveys to evaluate whether the SECaT survey period should be extended;

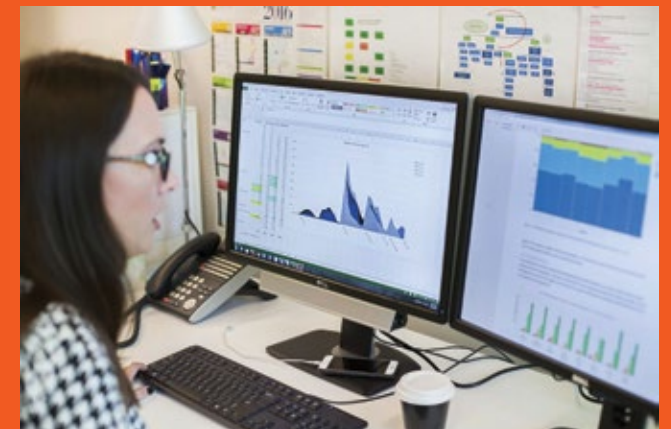
- Improved reporting of SECaT data to staff through the development of new reports within UQ Reportal.

Overall, students and staff responded positively to improvements. The data related to 2016 SECaTs and SETutors is outlined in Appendix 1.

Other Evaluation Services

In addition to standard evaluation administration services, ITaLI conducted project-based evaluations and provided guidance for:

- Learning spaces evaluations for the Teaching and Learning Space Committee
- Peer review of teaching
- All academic staff survey
- Senate survey
- Ad-hoc school, faculty and staff information requests





Digital Learning and Resources

To apply the university's vision for "Knowledge Leadership for a Better World" in the emerging market for online education through Massive Open Online Courses (MOOCs), UQ joined edX in 2013 and established UQx. As a result of this partnership, UQ has established itself as a global leader in online education.

UQx MOOCs showcase UQ's teaching and research to a vast global audience and transform and enhance the teaching and learning experience for on-campus students. UQx courses are popular with on-campus students and international students choose IELTSx and Write101x to improve their English language skills. UQx soft skills courses in Employability and Teamwork are being integrated into many on-campus courses and programs.



670,565

enrolments in 2016



3 Courses

(Write101x, IELTSx and Think101x)
with aggregate enrolments of
250,000



230 Countries

UQx courses reached 230
countries and dependent
territories



Awards

- MERLOT Award for Crime101x
- Commendation for Leadership in UQ VC Awards

UQx was in the news throughout 2016
with 21 UQ press releases, including:

- Improving healthcare for people with intellectual disability
- Is your business ready for the new low-carbon economy?
- UQ's popular online English course gives students an edge
- Learn to write right
- Staff excellence celebrated at awards

7 MOOCs developed and released with our UQ partners

- **Employ101X**
Unlocking your Employability—UQ Advantage Office; UQ Abroad; UQ Business School; UQ Students; UQ Alumni; Academics from other institutions; employers; recruiters
- **Teams101x**
Working in Teams: A Practical Guide—UQ schools: Chemical Engineering; Geography and Environmental Sciences; Agriculture and Food Sciences
- **ABLE101x Through my Eyes**
Intellectual Disability Healthcare around the World—QCIDD; global contributors
- **Query101x**
Question Everything: Scientific Thinking in Real Life—Brisbane Grammar School
- **ABLE201x Well and Able**
Improving the Physical Health of People with Intellectual Disability—QCIDD; global contributors
- **ABLE301x Able-Minded**
Mental Health and People with Intellectual Disability—QCIDD; global contributors
- **BIOEE101x**
Sharks! Global Biodiversity, Biology and Conservation—UQ School of Biological Sciences; Cornell University



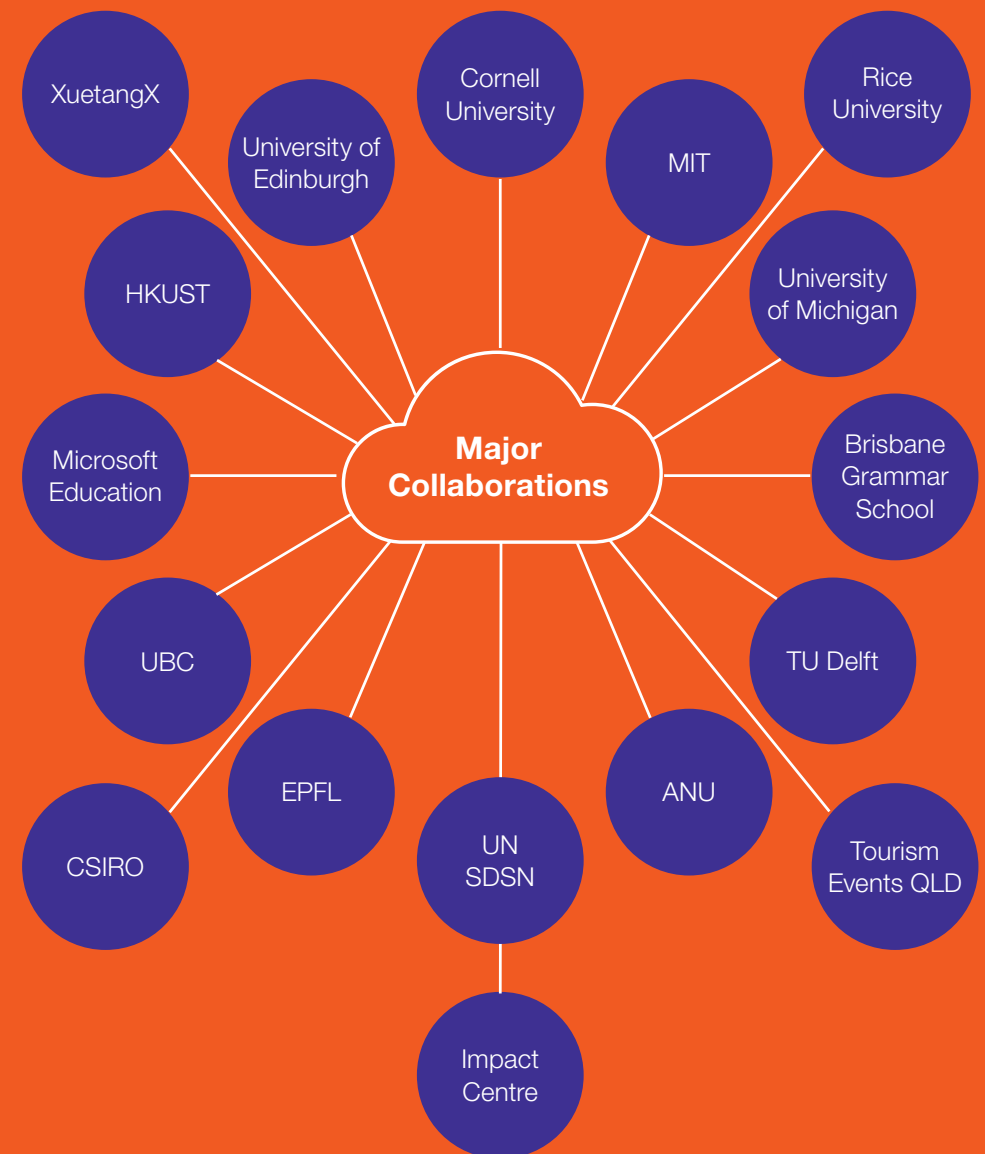
3 Create Change Masterclasses developed



New MOOC projects under development

- Carbon101x Tools for a Low Carbon Economy — School of Earth and Environmental Sciences, and Global Change Institute
- Media at War — School of Political Sciences and International Studies
- TourismX — UQ Business School
- MiningX The Future of Mining — Sustainable Minerals Institute
- PSYC1030x XSeries Introduction to Psychology — School of Psychology:
 - PSYC1030.1x: Introduction to Social Psychology
 - PSYC1030.2x: Introduction to Developmental Psychology
 - PSYC1030.3x: Introduction to Clinical Psychology
 - PSYC1030.4x: Introduction to Psychological Research Methods
- LearnX Deep Learning Through Transformative Pedagogy — Science of Learning Research Centre and School of Education
- AusHealthX The Australian Healthcare System — Faculty of Medicine
- LGDMx Leadership in Global Development MicroMasters — Institute of Social Sciences Research, UQ Business School, UQ International Development, Global Change Institute, Sustainable Minerals Institute:
 - LGDM1x Leaders in Global Development
 - LGDM2x The Science and Practice of Sustainable Development
 - LGDM3x Adaptive Leadership in Development
 - LGDM4x Critical Development Perspectives
 - LGDM5x Capstone Assessment
- SEMx Sustainable Energy MicroMasters — UQ Energy Initiative and Faculty of EAIT
 - ENGY7000x Energy Principles and Renewable Energy
 - ENGY7001x Climate Science and Policy
 - ENGY7002x Energy and Development
 - ENGY7003x Low Emission Technologies and Supply Systems
 - ENGY7004x Capstone Assessment

18 MOOCs in production by the end of 2016



Appendices

Appendix 1

Evaluations Data 2016

Table 1.1 SECaT Course Survey Summary

Semester	No. of Course Surveys	No. of Potential Responses*	No. of Responses Received	% Response Rate
Semester 2, 2016	1,688	133,537	44,425	40.40
Semester 1, 2016	1,547	139,510	48,832	42.20
Semester 2, 2015	1,735	132,933	41,289	38.39
Semester 1, 2015	1,592	139,813	49,867	42.21

Table 1.2 SECaT Teaching Survey Summary

Semester	No. of Teaching Surveys	No. of Potential Responses*	No. of Responses Received	% Response Rate
Semester 2, 2016	2,962	277,310	88,587	39.35
Semester 1, 2016	2,626	298,748	103,621	40.76
Semester 2, 2015	3,026	317,403	72,448	33.35
Semester 1, 2015	2,640	335,505	91,233	38.30

Table 1.3 SETutor Survey Summary

Semester	No. of Courses	No. of Potential Responses*	No. of Responses Received	% Response Rate
Semester 2, 2016	2,925	76,883	23,628	33.73
Semester 1, 2016	2,519	89,139	27,482	38.20
Semester 2, 2015	2,139	68,451	19,436	34.83
Semester 1, 2015	2,923	84,789	27,297	40.05

*Students may receive more than one survey

MOOC Registrations

Course/XSeries/MicroMasters	Runs	2016 Enrolments
IELTSx—revised in 2016	1 st ended 11/16; 2 nd commenced 11/16	222,812
Write101x	3 rd 28/2/16–1/5/16; 4 th 25/7/16–26/9/16; 5 th open for registration starts in 2017	180,507
Think101x	2 nd ended 31/3/16; 3 rd 22/2/16–22/8/16; 4 th commenced 15/9/16	96,094
META101x	2 nd 26/2/16–26/8/16	27,769
Sharks!—new in 2016	1 st 28/6/16–28/7/16	21,245
Crime101x	2 nd 16/2/16–16/8/16; 3 rd commenced 15/9/16	18,839
Employ101x—new in 2016	1 st commenced 28/1/6	17,942
Teams101x—new in 2016	1 st 14/3/16–31/12/16	16,566
Query101x—new in 2016	1 st 12/7/16–6/9/16	10,476
Biolmg101x	3 rd ended 21/5/16; 4 th 28/3/16–23/9/16; 5 th commenced 25/10/16	10,293
Able XSeries (3 Courses)—new in 2016	1 st 31/1/16–21/11/16	9,355
LGD MicroMasters (4 Courses)—starts in 2017	Open for registration 20/9/16	9,279
World101x	2 nd ended 1/5/16; 3 rd 1/8/16–10/10/16; 4 th open for registration	7,605
Denial101x	2 nd ended 30/6/16; 3 rd started 19/8/16	7,163
Tropic101x—revised in 2016	3 rd ended 30/5/16; 4 th 31/5/16–30/11/16; 5 th open for registration	6,832
Hypers301x	3 rd 22/2/16–21/8/16; 4 th commenced 15/9/16	5,191
LearnX—starts in 2017	Open for registration	2,168
Carbon101x—starts in 2017	Open for registration	429

Publications, Presentations, Grants, Awards, and Supervision

Appendix 3

Books

Issa, T., **Isaias, P.**, & Kommers, P. (Eds.) (2016). *Social networking and education—global perspectives*. New York: Springer. doi:10.1007/978-3-319-17716-8.

Spector, J. M., Ifenthaler, D., Sampson, D. G., & **Isaias, P.** (Eds.). (2016). *Competencies in teaching, learning and educational leadership in the digital age*. New York: Springer. doi:10.1007/978-3-319-30295-9

Book Chapters

Azzarito, L., & **Macdonald, D.** (2016). Unpacking gender/sexuality/race/disability/social class to understand the embodied experiences of young people in contemporary physical culture. In K. Green (Ed.). *Handbook of youth sport* (pp. 321–331). Routledge: London.

Enright, E., Johnson, R., McCuaig L., **Macdonald, D.**, & Rossi, A. (2016). Teachers' perspectives on the school-family-health nexus. In L. Burrows & Dagkas, S. (Eds.), *Families, young people, physical activity and health: Critical perspective* (pp. 165–180). Routledge: London.

Issa, T., **Isaias, P.**, & Kommers, P. (2016). Social Networking and Education Model (SNEM). In T. Issa, **P. Isaias**, & P. Kommers, (Eds), *Social networking and education—global perspectives* (pp. 323–345). Lecture Notes in Social Networks: Springer.

Macdonald, D., & Mallett, C. (2016). Youth sport in Australasia. In K. Green (Ed.). *Handbook of youth sport*. (pp.98–107). Routledge: London.

Miranda, P., **Isaias, P.**, & Pifano, S. (2016). Higher education students' perceptions of positive and negative effects of social networking in Portugal. In T. Issa, **P. Isaias**, & Kommers, P. (Eds), *Social networking and education—global perspectives*. (pp111–127). New York: Springer.

Selected Journal Articles

Bosanquet, A., Mailey, A., **Matthews, K. E.**, & Lodge, J. M. (2016). Redefining 'early career' in academia: a collective narrative approach. *Higher Education Research & Development*, 1–13. doi:10.1080/07294360.2016.1263934

Dvorakova, L. S., & **Matthews, K. E.** (2016). Graduate learning outcomes in science: variation in perceptions of single-and dual-degree students. *Assessment & Evaluation in Higher Education*, 1–14. doi:10.1080/02602938.2016.1208804

Issa, T., **Isaias, P.**, & Kommers, P. (2016). Editorial: The impact of smart technology on users and society. *Journal of Information Communication and Ethics in Society (JICES)*, 14(4), 310–312. doi:10.1108/JICES-09-2016-0035

Kappler U., **Rowland, S. L.**, & Pedwell, R. K. (2016). A unique large-scale undergraduate research experience in molecular systems biology for non-mathematics majors. *Biochem Mol Biol Educ*. doi:10.1002/bmb.21033

Matthews, K. (2016). Students as partners as the future of student engagement. *Student Engagement in Higher Education Journal*, 1(1), 1–5. Retrieved from <https://espace.library.uq.edu.au/view/UQ:404147>

Matthews, K. E., Adams, P., & Goos, M. (2016). Quantitative skills as a graduate learning outcome: exploring students' evaluative expertise. *Assessment & Evaluation in Higher Education*, 42(4), 1–16. doi:10.1080/02602938.2016.1161725

Matthews, K. E., Adams, P., & Goos, M. (2016). Quantitative skills as a graduate learning outcome of university science degree programmes: student performance explored through the planned-enacted-experienced curriculum model. *International Journal of Science Education*, 38(11), 1785–1799. doi:10.1080/09500693.2016.1215568

Matthews, K. E., Belward, S., Coady, C., Rylands, L., & **Simbag, V.** (2016). Curriculum development for quantitative skills in degree programs: a cross-institutional study situated in the life sciences. *Higher Education Research & Development*, 35(3), 545–559. doi:10.1080/07294360.2015.1107875

Matthews, K. E., & Mercer-Mapstone, L. D. (2016). Toward curriculum convergence for graduate learning outcomes: academic intentions and student experiences. *Studies in Higher Education*, 1–16. doi:10.1080/03075079.2016.1190704

McCuaig, L., Enright, E., Rossi, A., **Macdonald, D.**, & Hansen, S. (2016). An eroding social justice agenda: The case of physical education and health edu-business in schools. *Research Quarterly for Exercise and Sport*. 87(2): 151–164.

Pedwell, R. K., Hardy, J. A., & **Rowland, S. L.** (2016). Effective visual design and communication practices for research posters: Exemplars based on the theory and practice of multimedia learning and rhetoric. *Biochem Mol Biol Educ*. doi: 10.1002/bmb.21034.

Rosier, J., **Slade, C.**, Perkins, T., Baldwin, C., Coiacetto, E., Budge, T., & Harwood, A. (2016). The benefits of embedding experiential learning in the education of planners. *Planning Practice and Research*, 31(5), 486–499. doi:10.1080/02697459.2016.1229899

Rowland, S. (2016). Lessons to educators from recent studies about employability for research-trained graduates. *IJ-ISME*. 24(3), 84–93.

Rowland, S., Pedwell, R., Lawrie, G., Lovie-Toon, J., & Hung, Y. (2016). Do we need to design course-based undergraduate research experiences for authenticity? *CBE Life Sci Educ*, 15(4), 1–16. doi:10.1187/cbe.16-02-0102

Occasional Papers

Gannaway, D. (2016). Professional Learning Pathways for University of Queensland Educators: A Discussion Paper.

McKenzie, S.J., **Woodcroft, T.**, & **Cassidy, M.** (2016). Entrepreneurship and Innovation: The State of Play at UQ. Queensland, Australia: University of Queensland. http://itali.uq.edu.au/filething/get/5374/Entrepreneurship_and_Innovation_The_State_of_play_at_UQ_Feb_2016.pdf

Rowland, S., Slade, C., & McGrath, D. (2016). *Consistency and Comparability of Grading Outcomes at UQ. Issues Paper for UQ Assessment Sub-Committee*. Queensland, Australia: University of Queensland.

Slade, C., Rowland, S., & McGrath, D. (2016). *Addressing Student Dishonesty in Assessment Issues Paper for UQ Assessment Sub-Committee*. Queensland, Australia: University of Queensland. ISBN: 978-0-9946249-0-1

Selected Conference Papers and Presentations (beyond UQ)

Adams, P., **Rowland, S., Gannaway, D.,** & Evans, R. (2016, March). *Exploring alternate models for WIL in science: linking work with learning*. ACDS Lighthouse Grants Meeting, Melbourne, Australia.

Dai, K., **Matthews, K.,** & Wright, A. (2016, August). *Activity theory and transnational education: a comparative investigation of Chinese students' internet-assisted learning experience in the China-Australia cross-cultural context*. Paper presented at the XVI World Congress of Comparative Education Societies, Beijing, China.

Drinkwater, M. J., & **Matthews, K.** (2016, September). *How is science taught? A program level measurement of how we teach 21st century undergraduates*. Paper presented at the Australian Conference of Science and Mathematics Education, Brisbane, Australia.

Dvorakova, L.S., & **Matthews, K.** (2016, September). *Graduate learning attributes in science: does everyone get the same value?* Paper presented at the Australian Conference on Science and Mathematics Education, Brisbane, Australia.

Dvorakova, L.S., & **Matthews, K.** (2016, October) *Graduate learning outcomes in science: single and dual degrees*. Paper presented at the International Society for the Scholarship of Teaching and Learning Conference (ISSOTL), Los Angeles, California.

Dvorakova, L. S., **Matthews, K.,** Akenson, A., Bounds, P., Felten, P., Healey, M., & Puri, V. (2016, October). *Engaging students as partners in Australia, Canada, UK and USA: students and staff telling their stories*. Paper presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL), Los Angeles, California.

Dvorakova, L. S., **Matthews, K.,** Verwood, R., Maurer, T., Taylor, P., & Thibou, S. (2016, October). *International stories of student-staff collaboration and engagement: the role of ISSOTL special interest groups (SIGs) in connecting like-minded scholars*. Paper presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL), Los Angeles, United States.

Gannaway, D., & Sheppard, K. (2016, July). *WIL-ing the BA: implementing workplace learning opportunities in the bachelor of arts*. Paper presented at the 38th Higher Education Research and Development Australasia (HERDSA) annual conference, Fremantle, Australia.

Gannaway, D., & Turner, J. (2016, July). *3D curriculum design: supporting a whole-of-program approach to curriculum design in higher education* Poster presented at the 38th Higher Education Research and Development Australasia (HERDSA) Annual conference, Fremantle, Australia.

Groenendijk, L., **Matthews, K.,** & Chunduri, P. G. (2016, September). *Exploring attitudes toward student-academic partnerships in science*. Paper presented at the Australian Conference on Science and Mathematics Education, Brisbane, Australia.

Hardy, J., Pedwell, R., Kuchel, L., Colthorpe, K., & **Rowland, S.** (2016, September). *CLIPS: communication learning in practice for scientists*. Poster presented at the Australian Conference of Science and Mathematics Education, Brisbane, Australia.

Healey, M., Dvorakova, L. S., Higgs, B., Marquis, B., Martensson, K., **Matthews, K.,** & McDonald, J. (2016, October). *Exploring stories about SoTL international collaborative writing groups (ICWGs)*. Paper presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL), Los Angeles, United States.

Macdonald, D., McCuaig, L., Mangan, J., Rossi, R., Enright, E., & Johnson, R. (2016) *Teachers as health workers: economic, educational and emotional costs*, AARE Annual Conference, 27 November–1 December, Melbourne.

Macdonald, D., McCuaig, L., Massimiliano, M., & Gobbi, E. (2016). *The lessons learned from literature on values-based education through sport and PE: a critical perspective*. ICSEMIS Global Conference, 31 August–4 September, Brazil.

Macdonald, D., Rossi, T., McCuaig, L., Enright, E., Hogan, A., & Johnson, R. (2016). *Networks of professional expertise: supporting (or challenging) teacher educators*. ICSEMIS Global Conference, 31 August–4 September, Brazil.

Matthews, K., & Macdonald, D. (2016). *Practising partnerships in teaching & learning in: the future of academic development units*. Council of Australian Directors of Academic Development (CADAD), 17–18 March 2016, Brisbane.

Matthews, K., Mercer-Mapstone, L., Dvorakova, L.S., & Groenendijk, L. (2016, May). *Students as partners in subject based research and inquiry + the scholarship of teaching and learning (SoTL)*. Paper presented at the International Summer Institute on Students as Partners, McMaster University, Hamilton, Canada.

Mercer-Mapstone, L., **Matthews, K.,** Rueckert, C., Thomas, L., & Varnham, S. (2016, July). *'Students as partners' in higher education: an insurmountable challenge or an opportunity for transformation?* Paper presented at the HERDSA Annual Conference, Fremantle, Australia.

McIntyre, T., Wegener, M., Roberts, A., Kenny, E., Ponce Campuzano, J., & **Matthews, K.** (2016, December). *Active learning using interactive simulations*. Paper presented at the Joint Asia Pacific Physics Conference and Australian Institute of Physics Conference, Brisbane, Australia.

Publications, Presentations, Grants, Awards, and Supervision cont'd...

Appendix 3

Mercer-Mapstone, L., **Matthews, K.**, Dvorakova, L.S., Swaim, K., Marquis, B., Felten, P., & Abbott, S. (2016, October). *Exploring students as partners across countries and contexts through a systematic literature review conducted by students and staff*. Paper presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL), Los Angeles, California.

Rowland, S., Gannaway, D., Slade, C., Evans, R., Adams, P. (2016, October). *Course credit for extant work: WIL science students see the benefits?* Talk presented at ComBio 2016, Brisbane, Australia.

Rowland, S., & Pedwell, R. (2016, July). *The space between design and delivery in large-scale undergraduate research experiences*. Paper presented at the HERDSA Annual Conference, Fremantle, Australia.

Rowland, S., Pedwell, R., & Lawrie, G. (2016, July). *Authenticity in the undergraduate teaching laboratory—analysis of the literature and surprises from our students*. Paper presented at the HERDSA Annual Conference, Fremantle, Australia.

Rueckert, C., **Matthews, K.**, Winter, S., Ward, R., & Natasha, S. (2016, September). *Engaging students as partners in curriculum design and course transformation*. Paper presented at the Queensland Universities Education Showcase, Brisbane, Australia.

Schmidt, S., **Matthews, K.**, Firn, J., & Whelan, K. (2016, September). *Student experiences with contrasting first year science programs*. Paper presented at the Queensland Universities Educators Showcase, Brisbane, Australia.

Sheppard, K., & **Gannaway, D.** (2016, July). *Work integrated learning (WIL) in generalist degrees: at what cost? And what should it look like?* Presentation at the 38th HERDSA Annual Conference, Fremantle, Australia.

Sheppard, K., & **Gannaway, D.** (2016, October). *Who is implementing work integrated learning opportunities in the BA?* Paper presented at the ACEN conference, Sydney, Australia.

Wong, K. S., Whiting, B., **Slade, C., & Rowland, S. L.** (2016, September). *Contract cheating websites: an analysis of prices, services, and persuasive techniques*. Talk and poster presented at the Australian Conference of Science and Mathematics Education Brisbane, Australia.

Zornig, J. (2016) *Create Change Masterclass: Developing E & I in students online*. edX Global Forum, Sorbonne University, Paris.

Zornig, J. (2016) *Crossing the one million learner threshold*. edX Global Forum, Sorbonne University, Paris.

Competitive Grants

Adams, P., Evans, R., **Gannaway, D., & Rowland, S.** (2016). *Exploring alternate models for WIL in Science: Linking Work with Learning*. ACDS Lighthouse Projects, \$10,000.

Cordella, M., de Nooy, J., Diaz, A., **Gannaway, D.**, Hanna, B., Hashimoto, K., Iwashita, N., & Moore, P. (2016). *Revitalizing language assessment: Sustainable change through international benchmarking and knowledge transfer*. UQ Teaching Innovation Grants University of Queensland, \$117,200.00.

Gannaway, D., Duck, J., Wessell, A., Bastin, G., Gustavson, R., & Sheppard, K. (2016). *WIL-ing the BA: Implementing workplace learning opportunities in the Bachelor of Arts*. Commonwealth Office for Learning and Teaching Extension Grant, \$30,000.

Macdonald, D. (2014–2016). *External provision of the school curriculum: Local needs to global networks in Health and Physical Education*, ARC Discovery Project, \$315,000.

Slade, C., McGrath, D., & Greenaway, R. (2016). *Professionalisation in Academic Development: Exploring learning designer roles in a changing higher education sector*. Council of Australian Directors of Academic Development (CADAD), \$7,000.

Slade, C. & Rowland, S. (2016). *Developing Student Identity Verified Assessment: A response to contract cheating*. Asia Pacific Forum on Educational Integrity (APFEI), \$2,000.

Underwood, M., Walters, P., Frost, C., **McGrath, D.,** Matt, I., & Richards, A. (2016). *Developing a database of innovative assessment techniques to promote student engagement and deter academic misconduct*. UQ Teaching Innovation Grant, \$191,640.

Fellowships

Gannaway, D. (2016). *Making Connections: Future-proofing the generalist Bachelor of Arts*. Australian Teaching Fellowship Office for Learning and Teaching, 2016.

Supervisions

In 2016, ITaLI staff supervised Research Higher Degree and Honour students.

ITaLI Staff Member	Student Name	Enrolling School
Dr Eimear Enright & Dr Kelly Matthews	Robert Crudgington (PhD)	Human Movement and Nutrition Sciences
Dr Tony Wright & Dr Kelly Matthews	Kun Dai (PhD)	Education
Dr Pierre Benckendorff & Dr Deanne Gannaway	Ruiqi Deng (PhD)	Tourism
Dr Samantha McKenzie	Luis Furuya-Kanamori (PhD)	Department of Global Health, ANU
Dr Kelly Matthews , Prof. Julie Duck, & Dr Karen Moni	Susan Gallagher (MPhil)	Education
Dr Kelly Matthews , Dr Deanne Gannaway & Dr Karen Moni	Nattalia Goldbold (MPhil)	Education
Dr Eimear Enright, Dr Anna Hogan & Prof. Doune Macdonald	Jacqueline Cowan (PhD)	Human Movement and Nutrition Sciences
Dr Eimear Enright & Prof. Doune Macdonald	Rosemary Horn (PhD)	Human Movement and Nutrition Sciences
Dr Louise McCuaig & Prof. Doune Macdonald	Natalie McMaster (PhD)	Human Movement and Nutrition Sciences
Prof. Doune Macdonald & Dr Tony Rossi	Kevin Smith (PhD)	Human Movement and Nutrition Sciences
Dr Eimear Enright, Dr Louise McCuaig & Prof. Doune Macdonald	Leigh Sperka (PhD)	Human Movement and Nutrition Sciences
Dr Eimear Enright & Prof. Doune Macdonald	Jose Tenorio (PhD)	Human Movement and Nutrition Sciences
Assoc. Prof. Susan Rowland & Dr Deanne Gannaway	Ahmad Afif Abdul Aziz (Doctoral)	Education
Dr Prasad Chunduri & Dr Kelly Matthews	Lauren Groenendijk (Honours)	Biomedical Sciences
Assoc. Prof. Susan Rowland	Wong Kai Sheng (Honours)	Chemistry & Molecular Biosciences

ITaLI Workshops, Seminars and Conferences 2016

Appendix 4

Invitational Workshops	Date	No.	School/ Faculty/Organisational Unit	Presenter/Facilitator
Macro Design Workshop for Carbon and Global Media	3 Feb	6	Global Change Institute; School of Earth and Environmental Sciences; School of Political Science and International Studies	Carrie Finn; Catherine Bennett
Assessment with MCQ	20 Feb	12	School of Nursing, Midwifery and Social Work	Peter Rutherford; Ailsa Dickie
Micro Design Workshop for Carbon and Global Media	24 Feb	6	Global Change Institute; School of Earth and Environmental Sciences; School of Political Science and International Studies	Carrie Finn; Catherine Bennett
edX Course Moderator Training	3 Mar	7	Centre for Advanced Imaging	Anna Morris
Tourism Macro Workshop	3 Mar	11	School of Business	Carrie Finn; Catherine Bennett
Create Change SPOC Orientation Workshop	11 Mar	10	Faculty of Humanities and Social Sciences; Uniquist; School of Business	Stella Winn; Linda MacDonald; Matthew Petersen; Carrie Finn; Catherine Bennett; Wendy Chalmers
Carbon Design Pitch	17 Mar	25	Global Change Institute; School of Earth and Environmental Science	Carrie Finn; Catherine Bennett
Tourism Macro Workshop	23 Mar	11	School of Business	Carrie Finn
Program Re-accreditation Workshop	31 Mar	25	School of Nursing, Midwifery and Social Work	Dr Christine Slade
Curriculum Design for Courses and Projects	13 Apr	8	School of Health and Rehabilitation Sciences	Dr Deanne Gannaway
Global Media Design Pitch	28 Apr	22	School of Political Science and International Studies	Carrie Finn; Catherine Bennett
Mining Macro	28 Apr	12	Sustainable Minerals Institute	Stella Winn; Wendy Chalmers
Tourism Macro Workshop	5 May	11	School of Business	Carrie Finn; Linda MacDonald
Create Change Macro/Micro Design meeting	6 May	10	Faculty of Humanities and Social Sciences; Uniquist; School of Business	Catherine Bennett; Linda MacDonald
Create Change Screen Coaching Workshop	13 May	5	Faculty of Humanities and Social Sciences; Uniquist; School of Business	Linda MacDonald; Matthew Petersen
Mining Macro Part 2	13 May	8	Sustainable Minerals Institute	Stella Winn; Wendy Chalmers
Create Change Screen Coaching workshop	17 May	5	Faculty of Humanities and Social Sciences; Uniquist; School of Business	Linda MacDonald; Matthew Petersen
Curriculum Design—Flagship Master of Leadership in Global Development	24 May	8	Faculty of Humanities and Social Sciences	Dr Deanne Gannaway; Yvonne Oberhollenzer
Teaching and Learning Award Workshop	25 May	15	Faculty of Medicine	Dr Deanne Gannaway
Tourism Macro Workshop	26 May	11	School of Business	Carrie Finn; Catherine Bennett
Mining Screen Coaching Session	27 May	4	Sustainable Minerals Institute	Wendy Chalmers; Matthew Petersen
Program Re-accreditation Workshop	1 Jun	25	School of Nursing, Midwifery and Social Work	Dr Christine Slade
Curriculum Review and Renewal Workshop	2 Jun	28	School of Health and Rehabilitation Sciences	Dr Deanne Gannaway
Assessment with MCQ	5 Jun	20	School of Veterinary Sciences	Peter Rutherford; Ailsa Dickie
Deep Learning Orientation/Macro Workshop	20 Jun	4	School of Education	Annie Richardson; Carrie Finn
Effective Delivery of Digital Agriculture	22 Jun	14	School of Agriculture and Food Sciences	Dominic McGrath; Wendy Chalmers; Prof. Susanne Schmidt; Marnie Holt
Tourism Design Pitch	23 Jun	25	School of Business	Carrie Finn; Catherine Bennett
Macro Design Workshop—LGD	24 Jun	6	Institute for Social Science Research	Stella Winn; Linda MacDonald
Leadership MOOCs—Macro Planning	5 Jul	6	Institute for Social Science Research	Dr Andre Taylor; Stella Winn; Linda MacDonald
Deep Learning Micro Design 1	7 Jul	4	School of Education	Annie Richardson; Carrie Finn
ePortfolio Degree Workshops	8 Jul	30	School of Pharmacy	Dr Samantha McKenzie; Jessica Tsai; Elizabeth Wardrop; Tamara Pratt; Ailsa Dickie; Peter Hughson
ePortfolio Degree Workshops	11 Jul	21	School of Education	Dr Samantha McKenzie; Jessica Tsai; Ailsa Dickie; Chris Frost
ePortfolio Degree Workshops	18 Jul	12	School of Human Movement and Nutrition Sciences	Dr Samantha McKenzie; Jessica Tsai; Elizabeth Wardrop; Tamara Pratt; Ailsa Dickie; Peter Hughson
ePortfolio Degree Workshops	19 Jul	15	School of Human Movement and Nutrition Sciences	Dr Samantha McKenzie; Jessica Tsai; Elizabeth Wardrop; Tamara Pratt; Ailsa Dickie; Peter Hughson
Deep Learning Design Pitch	20 Jul	4	School of Education	Annie Richardson; Stella Winn
ePortfolio Degree Workshops	20 Jul	30	School of Nursing, Midwifery and Social Work	Dr Samantha McKenzie; Jessica Tsai; Elizabeth Wardrop; Tamara Pratt; Ailsa Dickie; Peter Hughson
Curriculum Design MTeach Program	29 Jul	24	School of Education	Dr Deanne Gannaway
Engaging Students as Partners	31 Jul	45	Faculty of Humanities and Social Sciences	Dr Christine Slade; Dr Karen Moni
Student Dishonesty in Assessment	4 Aug	35	Faculty of Humanities and Social Sciences	Dr Christine Slade; Assoc. Prof. Susan Rowland
Design Pitch Global Leadership MicroMasters	5 Aug	35	Institute for Social Science Research	Stella Winn; Linda MacDonald
Student Dishonesty in Assessment	20 Aug	30	Faculty of Medicine	Dr Christine Slade; Assoc. Prof. Susan Rowland
PSYC Screen Coaching Workshop	25 Aug	4	School of Psychology	Anna Morris; Matthew Petersen

Invitational Workshops cont'd...	Date	No.	School/ Faculty/Organisational Unit	Presenter/Facilitator
ePortfolio Degree Workshop—Dentistry	30 Aug	10	School of Dentistry	Dr Samantha McKenzie; Jessica Tsai; Elizabeth Wardrop; Tamara Pratt; Ailsa Dickie; Peter Hughson
Creating Equity in Group Work	19 Sep	20	School of Social Sciences	Dr Christine Slade
ePortfolio Degree Workshops	18 Oct	21	School of Education	Dr Samantha McKenzie; Jessica Tsai; Ailsa Dickie; Chris Frost
edX Course Moderator Training	27 Oct	3	Centre for Advanced Imaging	Anna Morris
ePortfolio Degree Workshops	14 Nov	21	School of Education	Dr Samantha McKenzie; Jessica Tsai; Ailsa Dickie; Chris Frost
Energy MicroMasters Development Workshop	18 Nov	3	Engineering, Architecture and Information Technology Faculty	Anna Morris; Matthew Petersen
ePortfolio Degree Workshops	8 Dec	4	School of Nursing, Midwifery and Social Work	Dr Samantha McKenzie; Jessica Tsai; Ailsa Dickie
ePortfolio Degree Workshops	17 Oc	30	School of Pharmacy	Dr Samantha McKenzie; Jessica Tsai; Elizabeth Wardrop; Tamara Pratt; Ailsa Dickie; Peter Hughson
ePortfolio Degree Workshops	19 Oc	30	School of Nursing, Midwifery and Social Work	Dr Samantha McKenzie; Jessica Tsai; Elizabeth Wardrop; Tamara Pratt; Ailsa Dickie; Peter Hughson
ePortfolio Degree Workshops	26–27 Sept	10	School of Psychology	Dr Samantha McKenzie; Jessica Tsai; Elizabeth Wardrop; Tamara Pratt; Ailsa Dickie; Peter Hughson
Tourism Screen Coaching Workshops (4)	Mar–April	11	School of Business	Carrie Finn; Linda MacDonald; Matthew Petersen

Teaching and Learning Workshops	Date	No.	Presenter/Facilitator
Setting up for a Successful Semester	21 Jan	10	Dr Samantha McKenzie
Effective Lecturing	10 Feb	19	Dr Deanne Gannaway
Small Group Teaching	10 Feb	19	Dominic McGrath
The Flipped Classroom	10 Feb	20	Anthea Groessler
Coordinating Courses at UQ	17 Feb	18	Dr Samantha McKenzie
Writing and Presenting Educational Video	17 Feb	6	Matthew Petersen; Carrie Finn; Annie Richardson; Linda MacDonald; Dominic McGrath
Tutors@UQ Semester 1—HABS	19 Feb	42	Peter Rutherford; Assoc. Prof. Peter Newcombe
Tutors@UQ Semester 1—Gatton	22 Feb	15	Peter Rutherford; Kevan Jones
Tutors@UQ Semester 2—Gatton	22 Feb	18	Peter Rutherford; Kevan Jones
Setting up for a Successful Semester	23 Feb	10	Dr Samantha McKenzie
Educational Video Production	25 Feb	4	Matthew Petersen
Tutors@UQ Semester 1—HASS	25 Feb	36	Dr Christine Slade; Prof. Julie Duck
Tutors@UQ Semester 1—Business School	26 Feb	70	Peter Rutherford; Dr Geoffrey Greenfield; Marissa Edwards
Tutors@UQ Semester 1—Science	26 Feb	213	Dr Kelly Matthews; Prof. Michael Drinkwater
Effective Lecturing	7 Mar	8	Dr Deanne Gannaway
Developing a Teaching and Learning Grant application	10 Mar	2	Stefani Rooney
Partnership Projects 1: Introduction to Projects/Curriculum Planning	11 Mar	32	Yvonne Oberhollenzer; Dr Deanne Gannaway
Small Group Teaching	16 Mar	5	Dominic McGrath
Managing and Evaluating Teaching and Learning Projects	18 Mar	21	Yvonne Oberhollenzer
Small Group Teaching	18 Mar	11	Dominic McGrath
Tutors@UQ Semester 1—Biomed	18 Mar	30	Dr Deanne Gannaway
Writing and Presenting Educational Video	30 Mar	4	Matthew Petersen; Carrie Finn; Annie Richardson; Linda MacDonald; Dominic McGrath
Educational Video Production	31 Mar	2	Matthew Petersen
Grading and Feedback	6 Apr	16	Dominic McGrath
Implement Assessment Marking, Moderation & Feedback	6 Apr	16	Dr Christine Slade
Research Higher Degree Students Teaching and Learning Clinic	8 Apr	25	Dr Deanne Gannaway
Curriculum Design Approaches	27 Apr	15	Dr Deanne Gannaway

ITaLI Workshops, Seminars and Conferences

2016 cont'd...

Appendix 4

Teaching and Learning Workshops cont'd...	Date	No.	Presenter/Facilitator
Social Media for Teaching and Learning	11 May	10	Anthea Groessler
Applying for a UQ Teaching and Learning Award	20 May	21	Stefani Rooney
Designing Assessment	27 May	21	Dominic McGrath
Showcasing Teaching and Learning Innovation	6 Jun	41	Dr Deanne Gannaway
The Flipped Classroom	8 Jun	13	Anthea Groessler
Setting up for a Successful Semester	1 Jul	7	Dr Samantha McKenzie
Effective Lecturing	4 Jul	18	Dr Samantha McKenzie
Coordinating Courses at UQ	15 Jul	13	Dr Samantha McKenzie
Tutors@UQ Semester 2—Science	18 Jul	150	Dr Kelly Matthews; Prof. Michael Drinkwater
Writing and Presenting Educational Video	20 Jul	3	Matthew Petersen; Carrie Finn; Annie Richardson; Linda MacDonald; Dominic McGrath
Educational Video Production	21 Jul	2	Matthew Petersen
Sessional Teachers Colloquium	21 Jul	10	Dr Deanne Gannaway
Tutors@UQ Semester 2—HASS and Biomed	21 Jul	55	Dr Christine Slade; Assoc. Prof. Karen Moni
Tutors@UQ Semester 2—BEL	2 Aug	7	Dr Christine Slade
Student Dishonesty in Assessment	15 Aug	100	Dr Christine Slade; Assoc. Prof. Susan Rowland; Prof. Peter Adams; President of Student Union
Tutors@UQ Semester 2—HABS	18 Aug	20	Anthea Groessler; Sue Monsen
Grading and Feedback	22 Aug	10	Dominic McGrath
Implement Assessment Marking, Moderation & Feedback	22 Aug	11	Dr Christine Slade
Research Higher Degree Students Teaching and Learning Clinic	29 Aug	16	Peter Rutherford
Social Media for Teaching and Learning	6 Sep	11	Anthea Groessler
The Flipped Classroom	7 Sep	13	Anthea Groessler
Managing and Evaluating Teaching and Learning Projects	19 Sep	17	Dr Amy Chow
Writing and Presenting Educational Video	28 Sep	5	Matthew Petersen; Carrie Finn; Annie Richardson; Linda MacDonald; Dominic McGrath
Educational Video Production	29 Sep	7	Matthew Petersen
Enhance Teaching with Educational Technologies	14 Oct	9	Peter Rutherford
Managing Work Integrated Learning (WIL) Activities	28 Oct	11	Dr Deanne Gannaway
Transforming PSYC1030 through MOOCs	2 Nov	15	John Zornig; Blake McKimmie
Develop SIV Assessment Workshop	3 Nov	25	Dr Christine Slade; Dominic McGrath
Evidencing Your Teaching Promotion	3 Nov	12	Dominic McGrath; Dr Liza O'Moore; Rhonda Surman; Prof. Polly Parker
Showcasing Teaching and Learning Innovation	3 Nov	90	Dr Deanne Gannaway
Designing Assessment	7 Nov	12	Dominic McGrath
The Flipped Classroom	15 Nov	19	Anthea Groessler
HEA Pilot Workshop	28 Nov	30	Dr Deanne Gannaway
Teaching@UQ—Semester 1	15, 16 Feb; 31 Mar; 5 Apr; 9 Jun	55	Dr Kelly Matthews; Dominic McGrath; Prof. Julie Duck; Prof. Peter Adams; Prof. Michael Drinkwater
Teaching@UQ—Semester 2	12, 13 Jul; 24 Aug; 4 Nov	40	Dr Kelly Matthews; Dominic McGrath; Prof. Julie Duck; Prof. Peter Adams; Prof. Michael Drinkwater

Seminars and Conferences	Date	No.	Presenter/Facilitator
Brisbane Grammar School Professional Development Day	20 Jan	30	UQx
A Scientific Approach to Teaching Science and Engineering	7 Mar	86	Prof. Carl Wieman
The Carl Wieman Science Education Initiative at the University of British Columbia: Achieving Widespread Change in Teaching Practice	7 Mar	30	Dr Sarah Gilbert
A Discussion of Teaching Challenges and Relevant Strategies Developed and/or Tested in the Science Education Initiatives	8 Mar	25	Prof. Carl Wieman & Dr Sarah Gilbert
Student Generated Multimedia: Opportunities for Learning Renewal and Questions for Research Seminar	21 Mar	25	Dr Hardy Ernst; Dr Laurel Dyson
Student-generated Multimedia: Experience at the University of Queensland	21 Mar	25	Dr Hardy Ernst
Embedding Research-based Education at UCL	6 Apr	25	Prof. Anthony Smith
Cross-Institutional Learning Designer Forum	7 Jun	62	Dominic McGrath; 62 Qld-wide Learning Designers
Enhancing the Student Experience: Innovative Perspectives and Approaches workshop	16 Jun	60	Prof. Hamish Coates; Prof. Victor Borden
Stylish Academic Writing (4 Workshops)	19 Aug	180	Prof. Helen Sword
Productive Failure in Learning Design	20 Aug	52	Emeritus Prof. Geoffrey Scott
Productive Failure and its implications for the design of learning (5 events)	22 Aug	125	Prof. Manu Kapur
FLIPCurric—Queensland Launch and Workshop	12 Sep	32	Emeritus Prof. Geoffrey Scott
Queensland University Educators Showcase	26, 27 Sep	198	Queensland Promoting Excellence Network (QPEN)
How Can We Develop and Sustain More Exemplary Teaching and Learning (and Be Recognized for Doing So)?	30 Sep	35	Dr Thomas Carey
National Students as Partners Roundtable	5 Oct	110	Prof. Alison Cook-Sather; Sam Dvorakova; Prof. Mick Healey; Lucy Mercer-Mapstone; Dr Kelly Matthews; Jarred Turner
Respect, Reciprocity and Shared Responsibility in Context: How to Build a Student-Faculty Pedagogical Partnership Program in Your Institution	6 Oct	50	Prof. Alison Cook-Sather
Designing and Integrating Research and Inquiry Activities into the Curriculum	7 Oct	38	Prof. Mick Healey
Presentation of UQx to International Agents	13 Oct	50	UQx
Using ePortfolio for Student-Centred Learning	20 Oct	60	Dr Geoff Irvine
Managing Student Behaviours You Don't Understand	17 Nov	60	Adjunct Prof. Tony Attwood and Assoc. Prof. Kate Sofronof
On-line Assessment to Promote Engagement and Retention in Engineering Mathematics	1 Dec	20	Dr Alison Hooper
Innovative Learning Spaces	7 Dec	30	Marij Veugelers

Teaching and Learning Week (31 Oct–4 Nov 2016)

Event and Attendance Summary

Appendix 5

Day	Title (No. of Participants)	Summary	Presenter/Facilitator	Style
Monday	[Opening event] Keynote speaker Dr George Siemens: Becoming networked: the structure of tomorrow's university (58)	How network technologies affect teaching, learning, research and the future of higher education.	Dr George Siemens, Executive Director, Learning Innovation and Networked Knowledge (LINK) Research Lab, University of Texas, Arlington; Prof. Doune Macdonald, Pro-Vice-Chancellor (Teaching & Learning), ITaLI	Seminar
	Celebrating Tutors@UQ luncheon (64)	Tutors@UQ participants shared strategies and ideas over lunch.	Ms Sue Monsen, Assoc. Lecturer in Pedagogy, School of Human Movement and Nutrition Sciences; Dr Christine Slade, Lecturer in Higher Education, ITaLI	Networking event/ luncheon
	[Teaching practice] Dr George Siemens Masterclass: The future of learning: digital, distributed, data-Driven (45)	Exploring how these trends influence modern learning practices.	Dr George Siemens, Executive Director, Learning Innovation and Networked Knowledge (LINK) Research Lab, University of Texas, Arlington; Prof. Fred D'Agostino, President of the Academic Board	Seminar
	[Entrepreneurship] Creating an entrepreneurial mindset in your students—why it matters and how to make it happen (15)	Identifying an entrepreneurial mindset, why it matters to students who are not studying entrepreneurship, innovation or business, and how to foster its development in students.	Dr Martie-Louise Verreynne, Assoc. Prof. of Innovation, Strategy Cluster Leader, UQ Business School	Seminar and workshop
	UQ Excellence in Teaching & Learning Awards (invitation only)	Recognition and reward for excellence in teaching, the provision of outstanding learning environments and support services to students. Guest speaker Dr George Siemens: Being Human in a Digital Age.	Prof. Doune Macdonald, Acting Deputy Vice-Chancellor (Academic); Dr George Siemens, Executive Director, Learning Innovation and Networked Knowledge (LINK) Research Lab, University of Texas, Arlington. Co-founder and President, Society for Learning Analytics Research (guest speaker)	Awards ceremony
Tuesday	[Faculty event] Science (50)	A showcase of teaching and learning outcomes from grants awarded to Faculty staff in the past two years.		Showcase
	[Institute event] Library—improving student outcomes (60)	Presentation of resources and support available to make a significant difference to teaching and to assist in the improvement of student outcomes. Posters highlighted the support offered by the Library for teaching and the UQ Student Strategy white paper.	Dr Gillian Hallam, Manager, Information and Digital Literacies	Showcase and poster presentation
	[Faculty event] Engineering, Architecture and Information Technology (EAIT) (21)	An interactive workshop to explore the new learning pathway tool and its incorporation in Blackboard course sites.	Assoc. Prof. Lydia Kavanagh, Director of First Year Engineering; Ms Esther Fink, Educational Designer (e-Learning)	Workshop
	[Faculty event] Health and Behavioural Sciences (HaBS) (60)	Faculty teaching and learning awards presentation and panel discussion; recorded lecture on the future of teaching and learning; presentation by 2016 ITaLI Teaching Fellow, Assoc. Prof. Blake McKimmie on his work with "flipping" PSYC1030.	Prof. Bruce Abernethy, Executive Dean, HaBS; Prof. Sarah Roberts-Thomson, Assoc. Dean (Academic), HaBS; Assoc. Prof. Blake McKimmie, School of Psychology	
Wednesday	Celebrating large course programs and taking a look at learning analytics (invitation only) (20)	Strategies, ideas, tips, and tricks to make use of Learning Analytic tools. Dr Hassan Khosravi discussed four technologies and platforms designed to enhance teaching and learning in higher education.	Prof. Doune Macdonald, Pro-Vice-Chancellor (Teaching & Learning), ITaLI; Dr Hassan Khosravi, Senior Lecturer in Learning Analytics, ITaLI	Seminar and workshop
	[Learning Analytics] Future of learning analytics at UQ: from student dashboard to your own course (31)	An introduction to the UQ student dashboard, including hands-on activities and demonstrations visualising educational data using Tableau and Lumira.	Dr Hassan Khosravi, Senior Lecturer in Learning Analytics, ITaLI; Ms Amy Wong, Applied Learning Analyst, Learning Analytics, ITaLI	Seminar and workshop
	[Student support] Student help on campus (SHOC)—the importance of student focused support (11)	What SHOC is (and what it is not), its services, and student engagement and advocacy.	Ms Lisa Steele, Manager, Student Help on Campus (SHOC)	
	Transforming PSYC1030 through MOOC (22)	An insight into the ways a MOOC can change course and learning outcomes for students. Also to develop better understanding of the institutional motivation for this project and its alignment with the new student strategy.	Mr John Zornig, Director UQx; Ms Anna Morris, Learning Designer UQx; Assoc. Prof. Blake McKimmie, Course Coordinator PSYC1030; Wen Wu PSYC1030 Project Officer, School of Psychology	Seminar and showcase

Day	Title (No.of Participants)	Summary	Presenter/Facilitator	Style
Thursday	[Institute event] Australian Institute for Bioengineering and Nanotechnology (AIBN)—Bionanotechnology, Big Impact Science and Engineering at the small scale (30)	Workshop on translational science—innovation with commercial applications: Prof. Michael Monteiro—Nano technological applications for future devices; Prof. Ernst Wolvetang—The use of stem cells in regenerative medicine; Prof. Darren Martin—Nanofibres from Spinifex, Creating change with an ancient indigenous grass.	Prof. Darren Martin; Prof. Ernst Wolvetang; Prof. Michael Monteiro—Australian Institute for Bioengineering and Nanotechnology	Seminar
	[Faculty event] Business, Economics and Law (BEL) (35)	Presentation on the aspirations and success in the implementation of online learning resources, including 'Putting ECON1310 online' and 'MOOCs: Tourism Marketing'.	Assoc. Prof. Philip Bodman, Assoc. Dean (Academic) (Facilitator); Mr Carl Sherwood, Lecturer; Dr Richard Robinson, Senior Lecturer; Dr Pierre Benckendorff, Assoc. Prof., Business	Seminar and showcase
	[Institute event] Sustainable Minerals Institute (SMI)—shaping the future—a dynamic approach to learning in the resources sector (48)	How to meet the demands of dynamic industry through a student-centred redesign of a postgraduate program.	Mr Robin Evans, Assoc. Director—International Development and Education, SMI	Panel discussion
	Teaching and Learning Chairs luncheon (30)	An opportunity for Teaching and Learning Chairs to share their experiences and celebrate their faculty successes.	Prof. Doune Macdonald, Pro-Vice-Chancellor (Teaching and Learning), ITaLI	Luncheon and networking event
	[Academic Integrity] Developing student identity verified assessment tasks (20)	Hands-on workshop demonstrating ways to enhance the authenticity and academic integrity of a generic assessment task.	Dr Christine Slade, Lecturer in Higher Education, ITaLI; Mr Dom McGrath, Learning Design Team Leader, ITaLI	Workshop
	[Teaching practice] Teaching and Learning Innovation Showcase (60)	An opportunity for colleagues to share their innovative teaching project practice and outcomes.	Assoc. Prof. Susan Rowland, Deputy Director ITaLI (Facilitator); Dr Deanne Gannaway, Lecturer in Higher Education, ITaLI; numerous presenters	Showcase
Friday	[Faculty event] Medicine and Biomedical Sciences (MBS) Teaching and Learning showcase (75)	A showcase of teaching and learning excellence from the Faculty Teaching and Learning Achievement Awards nominees, a keynote from a teaching and learning innovator, and the announcement of the 2016 Faculty Teaching and Learning Achievement Awards.	Prof. Doune Macdonald, Pro-Vice-Chancellor (Teaching & Learning), ITaLI; Dr Hassan Khosravi, Senior Lecturer in Learning Analytics, ITaLI	Showcase and keynote
	Teaching@UQ workshop and luncheon (invitation only) (52)	An update on the proposed Teaching@UQ Program, a UQ-wide induction program for teaching staff and opportunities for involvement in its implementation.	Prof. Julie Duck, Assoc. Dean (Academic), HaSS	Workshop and networking luncheon
	[Professional Development] Evidencing your teaching for promotion (12)	Interactive panel discussion to explore ways to collect evidence of teaching quality and provided the opportunity for open Q&A with experienced panel members.	Mr Dom McGrath, Learning Design Team Leader, ITaLI (facilitator); Prof. Polly Parker, Director of Education, UQ Business School; Dr Liza O'Moore, Senior Lecturer and Deputy Assoc. Dean (Academic), Engineering, Architecture and Information Technology; Rhonda Surman, Manager, Continuing Appointments and Promotions	Panel and Q&A
	[Teaching practice] From playground to classroom (12)	Assessment and assessment expectations of secondary school students; examples of standards, assessment techniques, and conditions. How to make assessment items more authentic, relevant and engaging for students.	Assoc. Prof. Susan Rowland, Deputy Director, ITaLI (Facilitator); Ms Kathryn Tully, Assistant Director, Curriculum Services Division, Queensland Curriculum and Assessment Authority	Seminar
	[Teaching practice Professional Development] How can the Student Strategy enable and empower teaching and learning staff? (50)	Discussion on ways the UQ Student Strategy initiatives can help empower and enable teaching and learning staff; outline of implementation plans 2016–18; anticipated impact for teaching and learning staff.	Assoc. Prof. Susan Rowland, Deputy Director, ITaLI; Mr Peter Holmes, Program Manager, Student Strategy, ITaLI	Panel discussion and workshop

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