

ITLI

2017 Annual Review

INSTITUTE FOR TEACHING AND LEARNING INNOVATION



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Director's Report

The Institute for Teaching and Learning Innovation (ITaLI) has had three full years of activity and continues to work towards greater agility to meet the needs of UQ educators. To support this goal, we have introduced the role of Deputy Director (Strategy and Operations) which will help us better serve the UQ community. With the continued guidance of the ITaLI Advisory Committee, the Institute has further developed the priorities and quality of its leadership and services.

In 2017, ITaLI's core services ranged across professional development, staff support, quality assurance and digital resource development. UQx continued to work with UQ experts and external partners to produce high quality MOOCs and SPOCs, and were early adopters in the production of MicroMasters. Our Evaluations team processed around 320,000 survey responses, with the online staff-student interface improved by the inclusion of staff photographs. The Evaluations team also led a Teaching Metrics Working Party that identified a broad set of indicators of staff contributions to teaching and learning.

Another ITaLI priority in 2017 was to support UQ's culture of excellence in teaching practices. The communities of practice for school Teaching and Learning Chairs and teaching-focused staff have become integral to the profile of teaching across UQ. These events provide open communication on issues, as well as direction for university-wide teaching and learning priorities. The Peer Observation Scheme grew in popularity and we are grateful to our outstanding colleagues from across UQ who serve on the College of Peer Observers as well as those 41 academics who opened up 53 classes to 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 partnered with seven UQ Teaching Fellows who addressed topics such as effective communication in science and the use of mobile apps for learning and assessment.

In 2017, ITaLI Visiting Fellows from Canada and the United States of America enriched UQ's scholarship and research activities, presenting workshops and public seminars on entrepreneurship and innovation, learning practices across assessment, human capital leadership and advanced learning models. Teaching and Learning Week was at its most vibrant, with over 1,663 registrations. Participants engaged in a range of ITaLI, faculty and school-based activities. Professor Richard Buckland from the University of New South Wales was riveting in his promotion of the power of students-as-partners.

The UQ Student Strategy took full effect in 2017 with ITaLI leading and consolidating a number of significant projects. These included: expanding our online learning portfolio with the production of MicroMasters on the edX platform; shepherding a cohort of 23 UQ Higher Education Academy Fellows; piloting the popular "Students-as-Partners" collaboration; reconnaissance for the proposed Student Hub facility; and planning an ambitious whole-of-institution blended learning project. The oversight and governance that goes into such a large and complex program of work should not be underestimated and we acknowledge our many colleagues across UQ who assisted steering groups, faculty-based projects, recruitment and finance activities to ensure stronger student outcomes.

Finally, I continue to be impressed by the contributions of our talented and dedicated teams of higher education specialists, project managers, learning designers, data and evaluation analysts, programmers, and support staff who play an important role in transforming the University's vision for the student experience into reality. In particular, I would like to thank Associate Professor Susan Rowland for her two years in the role of Deputy Director (Higher Education) to which she brought such energetic and creative leadership.

"I continue to be impressed by the contribution of our talented and dedicated teams ... who play an important role in transforming the University's vision for the student experience into reality"

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

About ITaLI

Key Contributions in 2017

2,000,000

Enrolments in UQx MOOCs

2 million enrolments (domestic and international) since UQx launched its first courses in 2014.

1,663

Teaching and Learning Week registrations

Registrations across 32 events during Teaching and Learning Week 2017.

879

Teaching and Learning Week participants

Recorded participants across 23 events during Teaching and Learning Week 2017.

805*

ITaLI-led workshop participants.

UQ staff enhanced their teaching and learning skills during 53* ITaLI-led workshops.

3

Visiting Fellows

ITaLI Visiting Fellows contributed towards improving UQ's teaching and learning practices across assessment, human capital leadership and advanced learning models.



Publications authored by ITaLI Staff Members

57*

Including books, book chapters, journal articles, conference presentations and papers, research reports and other publications.



Teaching Fellows

7

ITaLI Teaching Fellows from all six UQ faculties received support to work on innovative, short-term projects that will improve teaching and learning practices.



MicroMasters launched in 2017

2

New category of Master-level online education. MicroMasters models piloted include Leadership in Global Development Business Leadership.



37.2%

SECaT response rate

Average Course and Teaching Student Evaluation (SECaT) % response rate across Semester 1 & 2, 2017.



Higher Education Academy (HEA) Awards

23

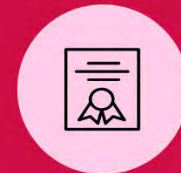
- 4 HEA Principal Fellows
- 6 HEA Fellows
- 2 HEA Associate Fellows
- 11 HEA Senior Fellows



Australian Awards for University Teaching (AAUT)

6

- 3 Citations for Outstanding Contributions to Student Learning
- 2 Awards for Teaching Excellence
- 1 Award for Programs that Enhance Learning



Purpose and Values

ITaLI is UQ's enabler and promoter of higher education excellence and innovation. Much of ITaLI's current work is guided by the UQ Student Strategy (2016-2020) with our main focus being to transform the outlined teaching and learning initiatives into practical realities that lead to positive, effective change at UQ.

As a central UQ institute, ITaLI works with multiple stakeholders including all of the faculties and schools. ITaLI is led by the Pro-Vice-Chancellor (Teaching and Learning) who reports directly to the Deputy Vice-Chancellor (Academic).

We provide a comprehensive range of expertise and support services to our colleagues across the University:

Evidence-based

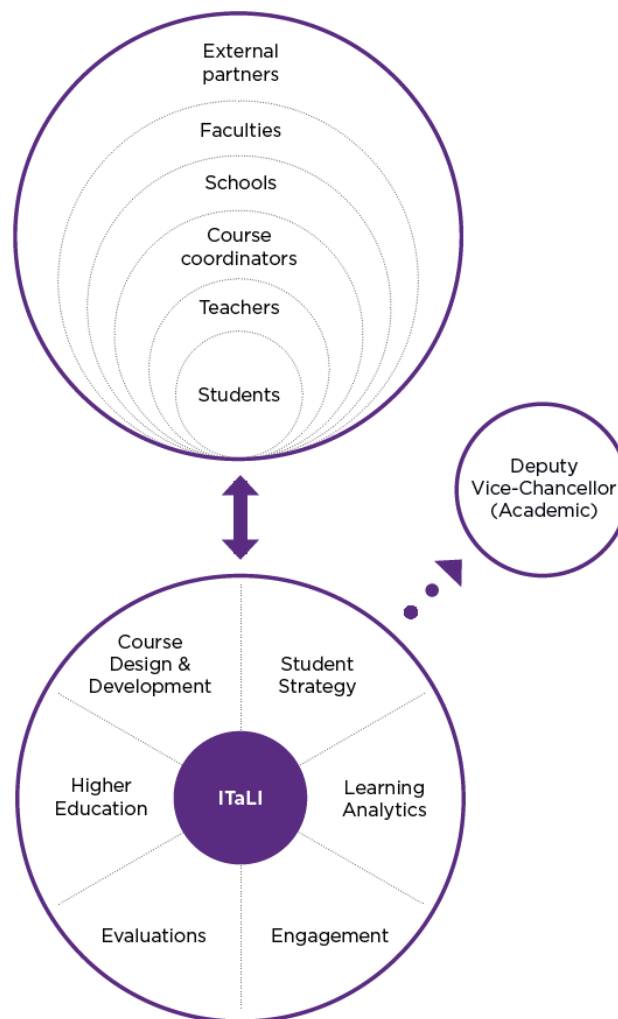
We provide evidence-based advice and support services, as well as opportunities to develop meaningful partnerships on a range of teaching-oriented projects.

Capacity building

We co-create value and contribute to thought leadership in higher education through capacity building and collaboration.

Teacher focused

We primarily work with the teachers of UQ to design and implement teaching and learning programs that contribute to an enhanced student experience.



Higher Education

Our higher education academics, learning designers, research assistants and postgraduate students are focused on professional learning frameworks, awards and grants, curriculum enhancement and staff development.

Course Design & Development

This group supports the blending of UQ courses and the creation of award-winning MOOCs and other online teaching and learning resources in collaboration with school and faculty staff and students as partners.

Learning Analytics

This group is dedicated to collecting and interpreting data about teaching and learning practices and emerging technologies as well as enabling teachers to collect their own data for analysis.

Evaluations

Our evaluations experts manage the distribution, analysis and reporting of Student Evaluation of Course and Teacher (SECaT), Student Evaluation of Tutor (SETutor) and other surveys.

Student Strategy

This group oversees the implementation of the UQ Student Strategy (2016-2020) in collaboration with schools, faculties and other support units within UQ.

Engagement

This group comprises ITaLI's operational and administrative staff who enable the Institute to engage with its partners and stakeholders in a professional and consistent manner.

Governance

Advisory Committee

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.

The ITaLI Advisory Committee met quarterly in 2017 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

- Professor Joanne Wright, Deputy Vice-Chancellor (Academic) (Chair)
- Professor Doune Macdonald, Pro-Vice-Chancellor (Teaching and Learning)
- Professor Neville Plint, Director, Sustainable Minerals Institute
- Professor Peter Adams, Faculty Associate Dean (Academic), Science (St Lucia)
- Professor Kim Bryceson, Faculty Associate Dean (Academic), Science (Gatton)

- Professor Julie Duck, Faculty Associate Dean (Academic), Humanities and Social Sciences
- Associate Professor Phil Bodman, Faculty Associate Dean (Academic), Business, Economics & Law
- Associate Professor Geoff Marks, Faculty Associate Dean (Academic), Medicine
- Professor Sarah Roberts-Thomson, Faculty Associate Dean (Academic), Health and Behavioural Sciences
- Associate Professor Peter Sutton, Faculty Associate Dean (Academic), Engineering, Architecture & Information Technology

Appointed

- Associate Professor Lydia Kavanagh, Head of School of Engineering, Architecture & Information Technology
- Professor Helen McCutcheon, Head of School of Nursing, Midwifery and Social Science, Health and Behavioural Sciences
- Robert Gerrity, University Librarian
- Gabii Starr, President, UQ Union

Observer/Invited

- Professor Polly Parker, Director of Education, UQ Business School, Business, Economics and Law
- Brenda Parker, Executive Assistant to the PVC(T&L) (Secretary)

Executive Committee

The Executive Committee is ITaLI's main decision-making body. It has responsibility for ensuring that ITaLI's strategic initiatives, as recorded in ITaLI's Operational Plan, are delivered and address material day-to-day operational issues.

The Executive Committee met regularly in 2017.

Members of the committee

- Professor Doune Macdonald, Pro-Vice-Chancellor (Teaching and Learning) (Chair)
- Associate Professor Susan Rowland, Deputy Director
- Associate Professor Pedro Isaias, Senior Lecturer in Higher Education Innovation
- Peter Holmes, Program Manager, UQ Student Strategy
- John Zornig, UQx Manager
- Le Hoa Phan, Manager, Evaluations
- Marcel Lavrencic, Manager, Learning Analytics
- Justin Ansell, Business Manager
- Brenda Parker, Executive Assistant to the PVC(T&L) (Secretary)

Our Fellowships

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

UQ Teaching Fellows



Dr Kelly Phelan
School of Business
(Semesters 1 & 2, 2017)

Mobilising Student Learning: The Utilisation of a Mobile App for Learning and Assessment



Dr Greg Birkett
School of Chemical Engineering
(Semester 1, 2017)

Chemical Engineering: Threaded and unbundled



Dr Eimear Enright
School of Human Movement and Nutrition Sciences
(Semesters 1 & 2, 2017)

Students as Partners: A programmatic approach



Dr Eve Klein
School of Music
(Semesters 1 & 2, 2017)

Developing Epistemic Fluency through Multidisciplinary Student Collaborations in the Bachelor of Arts



Associate Professor Susan Rowland
School of Chemistry and Molecular Biosciences
(Semester 2, 2017)

Mapping and developing Work Integrated Learning (WIL) capacity in Faculty of Science courses and programs



Dr Louise Kuchel
School of Biological Sciences
(Semester 2, 2017)

Working towards a development and assessment framework for authentic science communication skills



Dr Lisa Fitzgerald
School of Public Health
(Semester 2, 2017)

Collaborating with student partners to facilitate the teaching and learning of threshold concepts in a multi-disciplinary curriculum



Dr Allyson Mutch
School of Public Health
(Semester 2, 2017)

ITaLI Visiting Fellows



24 March - 5 May 2017

Dr Peter Arthur

University of British Columbia (Okanagan)

Peter's research focuses on new advanced learning models and how students may become better self-directed learners who advance their learning abilities.



26 July - 12 August 2017

Dr Jonathan Westover

Utah Valley University

Jon is an expert in human capital leadership and performance management. He provides performance management consulting, training, and assessment solutions.



22 September - 25 October 2017

Dr Thomas Carey

San Diego State University

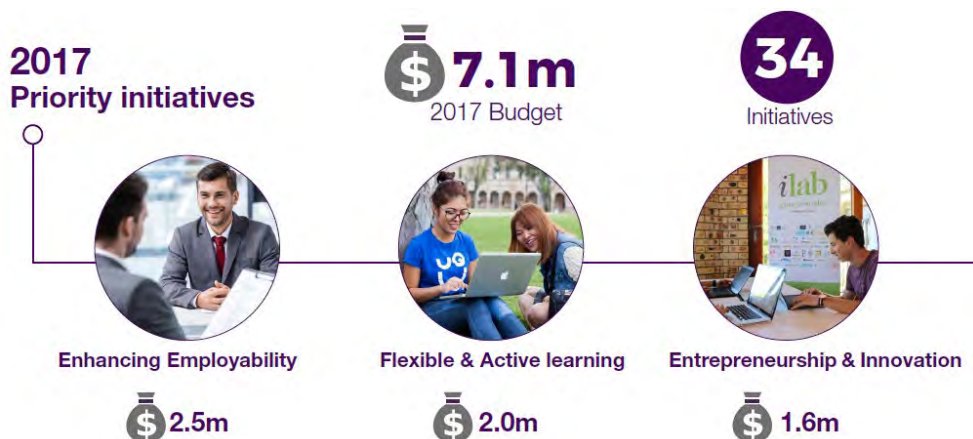
Tom's recent work includes research and innovation on assessment and on faculty support and assessment strategies.

Our Work

Student Strategy

The University of Queensland is changing the way higher education is imagined and experienced through implementation of the Student Strategy. A multi-year program, the Student Strategy is designed to inspire, align and guide action right across UQ to transform the student experience. The strategy is part of UQ's commitment to provide students with the best opportunities and practical experiences during their time at university, empowering them to create change with a skill set that will prepare them to exceed expectations throughout their careers.

In 2017, the Student Strategy Program Office disseminated \$7.1 million in funding to faculties and central units. 34 new initiatives commenced in alignment with the priority areas of Enhancing Employability, Flexible and Active Learning and Entrepreneurship and Innovation.



Key activities undertaken in 2017 to enable the long-term vision and delivery of the strategy included:

- Employment of specialist employability, learning design, entrepreneurship and innovation staff across faculties and within ITaLI
- Integration of ePortfolio and placement management systems
- Investment in flexible curriculum development
- Implementation of a Students as Partners pilot program (11 pilot projects to inform the development of a UQ-wide program)
- Expansion of student mental health services.

The benefits of these activities and programs for students are multifaceted. Key benefits: include increased employability and mental health services and support; support and opportunities for entrepreneurial pursuits; enhanced active curriculum for improved learning outcomes; and opportunities to lead and create change in teaching and learning through staff-student partnerships.

During 2017, six steering groups consisting of 120 staff and 26 student representatives from 32 schools collaborated to inform and lead planning for future implementation of the Strategy.

To ensure that the UQ community has a broad awareness of the benefits and opportunities presented by the UQ Student Strategy, significant work was undertaken to record and share the stories of academics, students and support staff involved in these early implementation activities.

Telling your Student Strategy stories

35
Interviews

22
Staff participants

16
Student participants

8
New stories

1
Developed by a student partner

8
New videos produced

4
Blogs placed on the UQ blog

9
Podcasts with **650** listens

In July 2016, the Vice-Chancellor launched the UQ Student Strategy, with a vision of creating a transformative student experience that inspires a new generation to ask the questions that create change. The Student Strategy sets out to achieve four key goals:

- *Game-changing graduates* - To graduate students who use their intellectual assets to build meaningful careers, become effective leaders, and turn their ideas into impact.
- *Student-centred flexibility* - To provide our students with flexible options that support and service their priorities, meet their expectations and personalise their learning experience.
- *Dynamic people and partnerships* - To strengthen a dynamic and enterprising culture that supports continued innovation, adapts to change, and is shared, valued and enriched by students and staff.
- *An integrated learning environment* - To build a vibrant, practical and digitally-integrated environment that supports and enhances on-campus learning, community engagement and student life.

Highlights of 2017 Student Strategy faculty achievements include:

- BEL MicroMasters - development of the UQx Global Leadership MicroMasters and UQx Corporate Innovation MicroMasters in collaboration with UQx
- EAIT Employability Team expansion – three staff members joined the team to work on initiatives to enhance EAIT student employability
- HaBS Interprofessional Education Strategy – strategy development initiated to enhance HaBS student employability and student experience
- HASS Student Futures Team - three staff and two students recruited to enhance student employability within and external to curriculum
- Medicine MED-SET - progress towards development of a Faculty-wide employability strategy and enabling initiatives
- Science WIL Expansion - ongoing Faculty-wide standardisation, formalisation and expansion of WIL
- Student Strategy Learning Designers - co-appointment with ITaLI of three Learning Designers in Medicine, Science and HaBS

Other highlights of 2017 Student Strategy achievements include:

- IdeaHub & iLab, VC incentives - Integration and funding of IdeaHub and Lab onto the St Lucia Campus and continuation of VC E&I incentives
- Student Mental Health Services - Senior Counsellor and online mental health services to expand service capacity for students
- FutureLearn Pilot - FutureLearn, ITaLI and HASS collaboration to develop and deliver an online module of COMU1120

- Students as Partners - Piloting of 11 projects to inform the design of a UQ-wide Students as Partners Program
- Placement Management and ePortfolio - Deployment of Placement Management and ePortfolio in all faculties, with ongoing expansion in 2018

These initiatives provided a foundation for comprehensive 2018-2020 Student Strategy implementation.

The Deputy Vice-Chancellor (Academic) also established six Steering Groups to coordinate and inform the implementation of the Student Strategy in 2017 to plan initiatives and funding requirements for 2018. These Steering Groups focused on:

- Flexible & Active Learning
- Learning Analytics
- Student Life
- Students as Partners
- Enhancing Employability
- Valuing Teaching

Following the development of recommendations by these Steering Groups, a budget of \$22M has been allocated over the next three years to invest in the delivery of the Student Strategy, including \$8.0M in 2018, focusing on:

- Blended Learning
- Enhancing Employability
- Students as Partners
- Student Experience
- Academic Calendar/Rule Simplification

Professional Learning in Teaching

Highlights

ITaLI promotes excellence in teaching practices at UQ through teaching enhancement programs and seminars provided by the Higher Education team. In 2017, this 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 about their own practices. UQx continued to facilitate workshops that provide UQ academics, schools and faculties with the knowledge and tools to plan MOOCs and SPOCs.

Highlights of 2017 included:

- The Communities of Practice meetings for Teaching and Learning Chairs, teaching focused staff and UQ integrity officers.
- Three Teaching and Learning Innovation Showcases featuring presentations on innovative teaching project practice and outcomes.
- The ITaLI Teaching Masterclass Series which assists attendees in learning tangible, practical skills to build on their existing expertise to excel in teaching for 21st-century students.
- Joining the international Epigeum Academic Integrity Development Collaborative to develop new educational academic integrity resources for students and staff. ITaLI will collaborate with local and global partners to contribute and influence the course content design.
- The Higher Education team also made significant progress towards the implementation of a new and comprehensive Professional Learning Model to recognise career-long teaching enhancement and recognition. This initiative led to a partnership with Higher Education Academy (HEA) in 2018.

Higher Education Academy

The Higher Education Academy (HEA) is a UK-based education body dedicated to raising the status and quality of teaching in higher education to improve student learning experience and outcomes, and awards four categories of Fellowship depending on knowledge and experience: Associate Fellowship (AFHEA), Fellowship (FHEA), Senior Fellowship (SFHEA) and Principal Fellowship (PFHEA).

2017 Higher Education Academy Fellowships:

Business, Economics and Law:

- Dr Marissa Edwards, FHEA
- Carl Sherwood, FHEA

Engineering, Architecture and Information Technology:

- A/Professor Lydia Kavanagh, PFHEA
- A/Professor Saiied Aminossadati, SFHEA

Health and Behavioural Sciences:

- Professor Sarah Roberts-Thomson, PFHEA
- Elizabeth Springfield, FHEA
- Dr Allison Mandrusiak, SFHEA
- Peta Winters-Chang, FHEA
- A/Professor Christine Brown-Wilson, SFHEA
- Jacqueline Bond, SFHEA

Humanities and Social Sciences:

- Professor Julie Duck, PFHEA
- A/Professor Greg Hainge, SFHEA
- Dr Charlotte-Rose Millar, AFHEA

Medicine:

- Dr Lisa Fitzgerald, FHEA
- Dr Allyson Mutch, SFHEA

Science:

- Dr Margaret Wegener, FHEA
- Professor Michael Drinkwater, SFHEA
- A/Professor Timothy McIntyre, SFHEA
- A/Professor Gwendolyn Lawrie, SFHEA

UQ Library:

- Dr Gillian Hallam, PFHEA

ITaLI:

- Dr Deanne Gannaway, SFHEA
- Dominic McGrath, SFHEA
- Amy Wong, AFHEA

Events and Workshops

In 2017, ITaLI hosted 123 events dedicated to enhancing teaching and learning effectiveness attracting over 4,000 participants. For a detailed summary of events, see Appendices 4, 5 and 6.



Seminars and Conferences

9 events/ 315 participants

Teaching and learning focused presentations by visiting academics and ITaLI staff



Teaching@UQ

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



Tutors@UQ

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



Higher Education Academy (HEA) Program

23 participants
1 awards ceremony
2 information sessions
10 writing sessions
2 writing retreats



Teaching and Learning Workshops

53 events/ 805 participants

Workshops dedicated to specific teaching and learning topics and practices



Invitational Workshops

Customised activities conducted at the invitation of faculties and schools



Open Course Scheme

53 open courses
40 academics participating
26 schools represented
160 visits booked

A scheme designed to showcase exceptional teaching and contribute towards continuous improvement of teaching and learning at UQ



ITaLI Teaching Masterclass Series

9 events/ 400+ registrations

A platform for inspirational and successful teachers to share effective approaches to technology-enhanced teaching



UQx Media Workshops

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

UQ Awards for Excellence 2017

Awards for Teaching Excellence

- Dr Chris Landorf, School of Architecture
- Dr Barbara Maenhaut, School of Mathematics and Physics
- Associate Professor Timothy McIntyre, School of Mathematics and Physics

Citations for Outstanding Contributions to Student Learning

- Associate Professor Marta Indulska, UQ Business School
- Dr Anna Rumbach, School of Health and Rehabilitation Sciences
- Dr Tammy Smith, Office of Medical Education
- Dr Kim Wilkins, School of Communication and Arts

Awards for Programs that Enhance Learning

- **BEL SET**
Rhea Jain, Ken Lai, Jacqueline Niblett, Ryan Webb, Joanne Buchan, Catherine Lam, Cate Clifford, Debbie Hathaway, Carlene Kirvan, Lucy Kenny, Cassandra Vickers (Lead: Faculty of Business, Economics and Law)
- **Knowledge-Making in the Arts, Humanities and Social Sciences**
Inge Matt, Professor Julie Duck, Professor Fred D'Agostino, Associate Professor Deborah Brown, Shirley Moran, Chris Frost, Noela Yates, Dr David Rowland, Farshad Seifouri, Ben Graham (Lead: Faculty of Humanities and Social Sciences)

Commendations for Outstanding Contributions to Student Learning

- Dr Emma Beckman, School of Human Movement and Nutrition Sciences
- **Immersive Visualisations**
Dr Kevin Welsh, Dr Gilbert Price, Dr Charles Verdel, Dr Vera Weisbecker (Lead: School of Earth and Environmental Sciences)

Commendations for Programs that Enhance Learning

- **The Postgraduate Clinical Pharmacy Programs**
Judith Burrows, Dr Treasure McGuire, Dr Karen Luetsch, Associate Professor Alexandra Clavarino, Carla Scuderi, Dr Adam La Caze, Vanessa King (School of Pharmacy)
- **The Teaching and Learning Development Program**
Associate Professor Lydia Kavanagh, Dr Liza O'Moore, Professor Caroline Crosthwaite, Associate Professor Carl Reidsema, Associate Professor Peter Sutton, Dr Tracey Papinczak, Mark Reedman (Faculty of Engineering, Architecture and Information Technology)
- **UQ Employability Framework**
Dr Dino Willox, Andrea Reid, Anna Richards (UQ Student Employability Centre)

Awards

National Citations

2017 Australian Awards for University Teaching (AAUT) Citations for Outstanding Contributions to Student Learning



Professor Anthony Cassimatis

TC Beirne School of Law

For leadership, innovation, scholarship and the creation of a global network of international lawyers to guide and inspire students to achieve excellence and career success.



Dr Lisa Fitzgerald

School of Public Health

For challenging and supporting public health students through a learning journey to gain a deeper understanding of the social determinants of health.



Dr Poh Wah Hillock

School of Mathematics and Physics

For a mathematics support program that improves student success by building confidence and fostering hard work and perseverance through participation in a community of practice.

Other significant Honours 2017

Finalist for the 2017 edX Prize



Associate Professor Roslyn Petelin

School of Communication and Arts

For WRITE 101x: English Grammar and Style Massive Open Online Course (MOOC).

2017 Australian Financial Review Higher Education Award finalists

Education technology category:

BEST Network's slice

University of New South Wales and The University of Queensland

Equity and opportunity category:

Critical Thinking project

Lead: Associate Professor Deborah Brown, School of Historical and Philosophical Inquiry

Industry engagement category:

Boeing Brisbane Technology Centre

Leads: Ian Harris, Research Partnerships Office, and Michael Edwards, General Manager, Boeing Research & Technology Australia

National Winners

2017 Australian Awards for University Teaching (AAUT)



Award for Teaching Excellence

Law, Economics, Business and Related Studies

Mr Carl Sherwood

Mr Carl Sherwood's storytelling approach has enabled statistics students in first year classes to construct meaningful linkages between abstract statistical concepts and real-world contexts. In removing statistical jargon and making statistics accessible to students using their everyday life experiences, Mr Sherwood motivates students to find personal value in their learning.



Award for Teaching Excellence

Physical Sciences and Related Studies

Associate Professor Vincent Wheatley

Associate Professor Vincent Wheatley brings his connections with cutting-edge research in aerospace engineering to the classroom as authentic scenarios for every learning activity. His leadership was instrumental to the success of edX Massive Open Online Course Hypersonics: From Shockwaves to Scramjets.



Award for Programs that Enhance Learning

Innovation and Flexibility in Curricula, Learning and Teaching

UQ First Year Chemistry

- A/Professor Joanne Blanchfield
- Dr Denise Adams
- Professor James De Voss
- Dr Bruce D'Arcy
- Professor Mary Garson
- Dr Andrew Allsebrook
- A/Professor Gwendolyn Lawrie
- Dr Efraxia Kartsona
- A/Professor Mark Riley
- Dr Philip Sharpe

More than 3,500 students from 47 different programs of study enrol in UQ's first year chemistry (FYC) course annually. Since 2012 the FYC teaching team, comprising academic and professional staff, has delivered a program that ensures learning progressions maximise student outcomes across a suite of five courses over three semesters.

Grants

External Grants 2017: Project Title	Investigators	Lead Unit	Total Funding
Developing Student Identity Verified Assessment: A response to contract cheating (funded by the Asia Pacific Forum on Educational Integrity (APFEI))	Dr Christine Slade and Associate Professor Susan Rowland	Institute for Teaching and Learning Innovation	\$2,000
Professionalisation in Academic Development: Exploring learning designer roles in a changing higher education sector Research Project (funded by the Council of Australian Directors of Academic Development (CADAD) now CAULLT)	Dr Christine Slade, Dom McGrath and Dr Ruth Greenaway	Institute for Teaching and Learning Innovation	\$7,000
Recommendation in Personalised Peer Learning Environments (Teaching and Learning Enhancement)	Dr Hassan Khosravi	Faculty of Science	\$60,000
Utilising Recommender Systems to Improve Learning and Enhance the Learning Experience of Students (The Advanced Innovation Centre for Future Education)	Dr Hassan Khosravi	Institute for Teaching and Learning Innovation	\$70,000
Development and Promotion of Self-Managed University Students' Career Skills (Graduate Career Australia)	Dr Kirsty Kitto, Dr Hassan Khosravi, Professor Shane Dawson	Institute for Teaching and Learning Innovation	\$100,000
Transforming exams across Australia: Processes and platform for e-exams in high stakes, supervised environments. Australian Office for Learning and Teaching Innovation and Development	Dr Mathew Hillier	Institute for Teaching and Learning Innovation	\$500,000
External provision of the school curriculum: Local needs to global networks in Health and Physical Education. Australian Research Council (ARC) Discovery Project	Professor Doune Macdonald and Dr Louise McCuaig	Institute for Teaching and Learning Innovation	\$315,000
New Staff Start-Up Grant – Scholarship of Teaching and Learning (SoTL) 2017: Project Title	Investigator	Lead Unit	Total Funding
Embedding Digital Health Knowledge, Capabilities and Attributes into Nursing and Midwifery Curriculum (funded by a UQ New Staff (teaching-focused) Start Up Grant - Scholarship of Teaching and Learning (SoTL) grant)	Dr Christine Slade	Institute for Teaching and Learning Innovation	\$12,000
Recommendation of Learning Objects for Addressing Knowledge Gaps	Dr Hassan Khosravi	Institute for Teaching and Learning Innovation	\$12,000
Fellowships 2017: Project Title	Investigator	Lead Unit	Total Funding
Making Connections: Future-proofing the generalist Bachelor of Arts. Australian Office for Learning and Teaching Fellowship	Dr Deanne Gannaway	Institute for Teaching and Learning Innovation	\$90,000
Students as partners: Reconceptualising the role of students in science degree program curriculum development. Australian Office for Learning and Teaching Fellowship.	Associate Professor Kelly Matthews	Institute for Teaching and Learning Innovation	\$90,000
Internal Grants	Investigators	Lead Unit	Total Funding
UQ Early Career Scholarship of Teaching and Learning Grant 2017: Project Title			
Innovative work-integrated learning experiences and authentic assessment to support speech pathology students' skill development in management of voice disorders	Dr Anna Rumbach	Health and Rehabilitation Sciences	\$13,000

Internal Grants UQ Teaching Innovation Grants 2017: Project Title	Investigators	Lead Unit	Total Funding
Implementation of the Higher Education Learning Framework to improve teaching and learning practices at UQ	Professor Annemaree Carroll, Professor Pankaj Sah, Dr Associate Professor Kelly Matthews, Dr Hassan Khosravi, Professor Julie Duck, Professor Peter Adams, Associate Professor Susan Rowland, Dr Greg Birkett, Professor Polly Parker, Professor Ross Cunningham, Associate Professor Simon Reid	Education	\$165,000
Game-changing educators: Teaching Indigenous health in a culturally safe transformative learning environment	Dr Chelsea Bond, Lynnell Angus, Dr Leanne Coombe	Office of the Pro-Vice-Chancellor (Indigenous Engagement)	\$85,000
TeachingPlus@UQ: Developing professional practice to enhance the student experience	Associate Professor Lydia Kavanagh, Professor Julie Duck, Professor Peter Adams, Dr Deanne Gannaway, Dominic McGrath, Dr Jodie Copley	Faculty of Engineering, Architecture and Information Technology	\$165,000
Pilot of an integrated e-exams software solution for exam creation, delivery, feedback and analytics (Stage 3: Scale-up, feedback and analytics)	Dr Tammy Smith, Dr Leanne Coombe, Kate Drinkwater, Shari Bowker	Office of Medical Education	\$100,000
Taking the Cirrus teaching and learning platform beyond the humanities and beyond the AustLit platform	Kerry Kilner, Dr Natalie Collie	Communication and Arts	\$120,000
A computer adaptive testing (CAT) platform for discipline-specific, English language screening tests to identify linguistically at-risk students	Dr Stephen Walker, Associate Professor Lydia Kavanagh, Iain Mathieson	Institute of Continuing and TESOL Education	\$47,000
Integrating digital argument mapping into contemporary pedagogies	Associate Professor Deborah Brown, David Kinkead, Peter Ellerton	Historical and Philosophical Inquiry	\$125,000
CLIPS at Work: Expanding an existing UQ website to help science students communicate for the workplace	Associate Professor Susan Rowland, Dr Louise Kuchel, Dr Kay Colthorpe	Chemistry and Molecular Biosciences	\$115,000
Authentic, active and inspired learning: Transforming large courses	Dr Vincent Wheatley, Professor Ross McAree, Professor David Mee, Professor Paul Meehan, Dr Ruth Knibbe, Dr Greg Birkett	Mechanical and Mining Engineering	\$65,000
Revitalising language assessment: Sustainable change through international benchmarking and knowledge transfer	Associate Professor Marisa Cordella-Masini, Dr Juliana De Nooy, Dr Adriana Diaz, Dr Deanne Gannaway, Dr Barbara Hanna, Dr Kayoko Hashimoto & Dr Paul Moore	Institute for Teaching and Learning Innovation	\$117,200

Evaluation

New Check-In survey

In 2017, students were offered more opportunities to have their say than ever before. In Semester 2, an optional mid-Semester survey was introduced to the evaluation suite which allowed Course Coordinators the opportunity to check-in with students during Week 5 and 6. These informal results were reported back to staff at the end of the mid-Semester break, to help inform course and teaching tweaks in the second half of Semester.

In its pilot phase, 112 courses from across 26 schools and all six faculties opted to run the mid-Semester 'Check-In' survey. With the new feature of adding optional questions, many Course Coordinators took the opportunity to ask additional questions about lecture attendance, specifically asking students what makes a lecture worth attending, and how lectures can be improved to encourage attendance. The Check-In survey (with optional questions) will continue to be available and refined throughout 2018.

Inclusions of staff photos in surveys

Another improvement for 2017 saw the introduction of staff photos into the evaluation system. This new functionality displayed staff photos at the top of their course, teaching or tutor survey, with photos either sourced from the staff photo database or self-uploaded by teachers and tutors. The photos were a welcome introduction to the evaluation system that aimed to increase reliability of results, particularly in labs and lectorial situations where students may interact with multiple tutors per class.

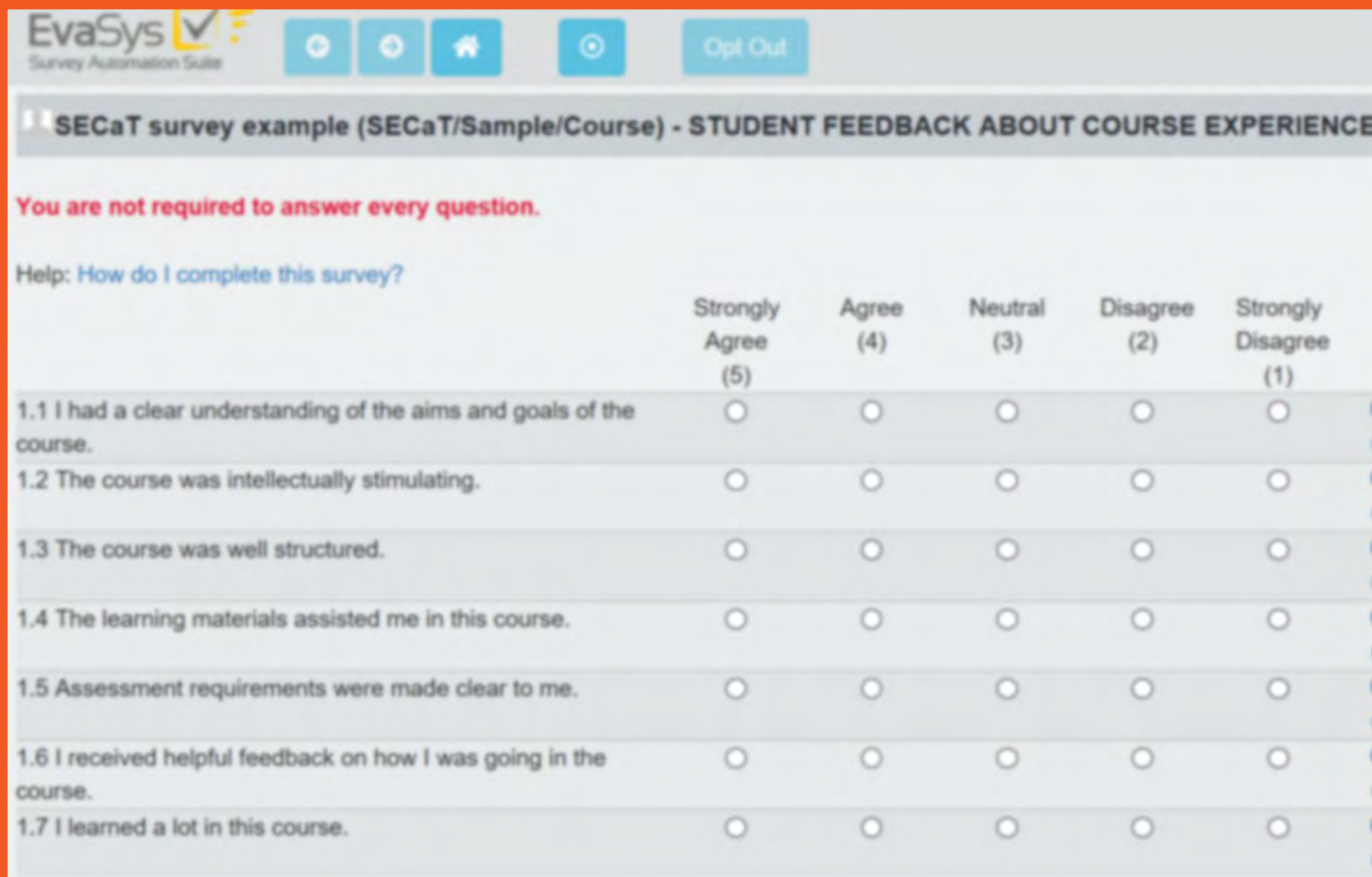
Examples of the suite of surveys with photos were created and shared with staff in 2017. [An example of a SECaT survey is available here.](#)

Merged emails to students

The evaluation software upgrade in 2017 further enabled the Evaluation Unit to reduce the numbers of emails sent to students by merging email invitations. Rather than sending, on average, 4 emails per semester to students, the evaluation software merged all emails into one email per batch; helping to reduce the annoyance of multiple emails per student.

Survey Trends

As shown in Appendix 1, the number of SECaT (Student Evaluation of Course and Teachers) and SETutor (Student Evaluation of Tutors) surveys sent to students increased across both Semesters in 2017, while response rates (particularly in Semester 2) began to decrease.



The screenshot shows the SECaT survey interface. At the top, there's a header with the 'EvaSys' logo and navigation buttons. Below the header, the title of the survey is 'SECaT survey example (SECaT/Sample/Course) - STUDENT FEEDBACK ABOUT COURSE EXPERIENCE'. A message states 'You are not required to answer every question.' and a help link is provided: 'Help: How do I complete this survey?'. The survey consists of seven statements, each followed by a 5-point Likert scale. The scale options are: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). Each option is represented by a radio button.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.1 I had a clear understanding of the aims and goals of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 The course was intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 The course was well structured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 The learning materials assisted me in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5 Assessment requirements were made clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6 I received helpful feedback on how I was going in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7 I learned a lot in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning Analytics

Learning Analytics

Throughout 2017, the Learning Analytics team engaged with key stakeholders across UQ to provide the following data analysis and visualisation services:

- detailed reports for academic program reviews and accreditations;
- program-level student retention analysis;
- pilot models for student online activities on Blackboard analysis; and
- development of a prototype Student Dashboard on my.UQ portal.

One of the highlights of the year for the Learning Analytics team was hosting the Australian Learning Analytics Summer Institute (ALASI 2017) on 30 November and 1 December.

ALASI is the main forum for exchanging knowledge, innovation practices and research in the area of learning analytics. Professor Dragan Gašević (Sir Tim O'Shea Chair in Learning Analytics and Informatics, Moray House School of Education and the School of Informatics, University of Edinburgh) was the keynote speaker. His address 'Valid and clear! Towards maximising impact of learning analytics' effectively set the tone for ALASI 2017 to embrace the challenges and share innovative practices that will maximise the impact of learning analytics on student learning.



CTQRA Review

UQ's annual CTQRA was conducted between May and September in 2017. This process is based on a risk management model and involves four major steps (1) review relevant program/course data; (2) contextualise the identified risks of a program/course; (3) document comments to contextualise the data and proposed actions specific to a program/course via the online response system; and (4) endorse the comments and proposed actions by each faculty's Executive Dean.

Feedback received in the previous year guided the enhancement of the 2017 course risk model. The most significant enhancement of the course model was the capacity to compare courses with similar enrolments at the relevant school-, faculty- and university-levels.

In 2017 the Learning Analytics team developed a Program Dashboard and a Course Dashboard to visualise the program/course data.

Overall, the evaluation of the 2017 CTQRA process was positive, especially regarding the usefulness and availability of actionable data. These data facilitate discussions among staff members, proactive planning and academic review processes.



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 developed a series of four MOOCs from UQ's largest on-campus course PSYC1030. The on-campus delivery was then flipped to a blended mode with lectures in 500 seat auditoriums replaced with online content from the MOOCs.

UQ's commitment to the new MicroMasters credential delivered through a series of MOOCs and an online Capstone Assessment, continued with three new MicroMasters programs joining the first announced in September 2016.

UQx courses remain popular with on-campus students and international students choosing IELTSx and Write101x to improve their English language skills. UQx soft skills courses in Employability and Teamwork are integrated into many on-campus courses and programs.



- **Leadership in Global Development**
Learn the in-demand leadership skills needed to advance your career in international development.
- **Business Leadership**
Advance your career by learning how to effectively lead complex modern organisations.
- **Sustainable Energy**
Become an energy leader of the future. Learn how to overcome the challenges of transitioning to a low carbon energy system to provide affordable, reliable and sustainable energy.
- **Corporate Innovation**
Learn how to apply state-of-the-art methods to foster innovation and sustained growth in your organisation.



2,000,000

Enrolments in UQx MOOCs



47

MOOCs in Catalogue

Education Leaders Series

Commissioned by Microsoft with MichiganX and MITx

Deep Learning through Transformation Pedagogy

How can powerful teaching strategies and effective learning activities enhance deep learning?

Co-curricular MOOC

Understanding the Australian Health Care System

Understand and navigate the complexities of Australia's world-leading health care system by following patient journeys.

- **Global Media, War and Technology**
Explore the intersection of information technology, violent conflict and resistance.
- **Tourism and Travel Management**
Leading tourism practitioners and researchers offer insider perspectives on this dynamic and growing industry.
- **Essential Tools for a Low Carbon Economy**
Investigate global climate change policies and learn the essential skills organisations need to be financially competitive in a low carbon economy.

Showcase MOOCs



Appendices

Appendix I

Evaluations Data 2017

Survey Trends: As shown in the table below, the number of SECaT (Student Evaluation of Course and Teachers) and SETutor (Student Evaluation of Tutors) surveys sent to students increased across both Semesters in 2017, while response rates (particularly in Semester 2) began to decrease.

Table 1.1 SECaT Course Survey Summary

Semester	No. of Course Surveys	No. of Potential Responses*	No. of Responses Received	% Response Rate
Semester 2, 2017	1,704	136,321	42,601	37.17
Semester 1, 2017	1,549	140,795	46,208	40.20
Semester 2, 2016	1,688	133,537	44,425	40.40
Semester 1, 2016	1,547	139,510	48,832	42.20

Table 1.2 SECaT Teaching Survey Summary

Semester	No. of Teaching Surveys	No. of Potential Responses*	No. of Responses Received	% Response Rate
Semester 2, 2017	3,050	275,664	82,981	32.73
Semester 1, 2017	2,687	314,524	98,991	38.73
Semester 2, 2016	2,962	277,310	88,587	39.35
Semester 1, 2016	2,626	298,748	103,621	40.76

Table 1.3 SETutor Survey Summary

Semester	No. of Courses	No. of Potential Responses*	No. of Responses Received	% Response Rate
Semester 2, 2017	3,591	100,109	21,081	24.99*
Semester 1, 2017	4,596	84,270	28,241	28.90*
Semester 2, 2016	2,925	76,883	23,628	33.73*
Semester 1, 2016	2,519	89,139	27,482	38.20

*Response rate excludes single link surveys

Table 1.4 2015-2017 SECaT Trend Analysis*

Year	Survey	% of all datasets with all questions above 4.25	Number of datasets without all questions above 4.25	Number of datasets without all questions above 4.25	Total
2015		26.5%	1,963	5,451	7,414
	Course	14.1%	388	2,363	2,751
	Teaching	33.8%	1,575	3,088	4,663
2016		30.7%	2,296	5,182	7,478
	Course	17.2%	474	2,275	2,749
	Teaching	38.5%	1,822	2,907	4,729
2017		34.9%	2,584	4,823	7,407
	Course	20.6%	550	2,119	2,669
	Teaching	42.9%	2,034	2,704	4,738
Total		30.7%	6,843	15,456	22,299

*Data only includes results for SECaT surveys with six or more responses

MOOC Registrations

Course/XSeries/MicroMasters	Runs	2017 Enrolments
IELTSx	2nd ended 31/5/17, 3rd commenced 24/7/17	239,178
Write101x	5th 27/2/2017-1/5/17, 6th 25/7/17-25/9/17, 7th commenced 9/10/17	168,633
Think101x	4th ended 16/3/17, 5th 24/4/17-24/10/17, 6th commenced 12/12/17	46,539
PSYC1030 XSeries	New in 2017 (4 courses), 1st 14/3/17-10/12/17	45,418
LGD MicroMasters	New in 2017 (5 courses), 1st commenced 10/1/17, 12 course runs in 2017	27,824
META101x	3rd 23/1/17-26/6/17, 4th commenced 12/9/17	24,648
BUSLEAD MicroMasters	New in 2017 (1 course, 4 in 2018), 1st commenced 10/10/17	23,109
Crime101x	4th ended 24/6/17, 5th 24/7/17-27/10/17	15,298
Teams101x	2nd 23/1/17-23/6/17, 3rd commenced 31/7/2017	14,288
LearnX	New in 2017, 1st 27/2/17-17/4/17, 2nd 15/5/17-9/12/17	13,056
Employ101x	1st ended 27/1/17, 2nd 1/2/17-17/12/17	11,296
Query101x	2nd 23/1/17-23/6/17, 3rd 10/7/17-18/12/17	10,883
TourismX	New in 2017, 1st commenced 7/11/17	9,595
BIOIMG101x	5th ended 9/5/2017, 6th commenced 22/8/17	8,616
Tropic101x	5th 24/1/17-23/6/17, 6th commenced 8/8/17	6,562
Denial101x	4th ended 7/3/17, 5th 21/3/17-9/5/17, 6th 30/5/17-10/10/17, 7th 24/10/17-19/12/17	6,088
World10x	4th 4/1/17-30/6/17, 5th 7/8/17-29/10/17, 6th commenced 27/11/17	5,435
Sharks!	2nd 25/7/17-22/8/17, 3rd commenced 28/11/17	5,282
Able XSeries	2nd ended 1/12/17	4,171
MediaWarX	New in 2017, 1st 4/7/17-28/8/17, 2nd commenced 19/9/17	4,024
Carbon101x	New in 2017, 1st 7/2/17-21/3/17, 2nd 16/5/17-14/11/17	2,602
ENGY MicroMasters	Announced for 2018 (5 courses)	2,268

AusHealthX	New in 2017, 1st commenced 11/7/17	2,145
CORPINN MicroMasters	Announced for 2018 (3 courses, 2 in 2019)	394
MiningX	Announced for 2018	126
Archived courses		3,810
Total		701,288

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Authors marked with an * are UQ authors with an Author Unit Affiliation.

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Other

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

Appendix 3

Supervisions

ITaLI Staff Member	Role	FTE Load	Program	Enrolling School
Associate Professor Kelly Matthews, School of Education	Associate	0.20	PhD	School of Human Movement and Nutrition Sciences
	Associate	0.15	PhD	School of Education
	Principal	0.30	MPhil	School of Education
	Principal	0.30	MPhil	School of Education
	Principal	0.25	PhD	School of Education
	Associate	0.30	PhD	Faculty of Medicine
Dr Christine Slade, School of Earth and Environmental Science	Associate	0.20	PhD	School of Chemistry and Molecular Biosciences
	Associate	0.25	PhD	School of Chemistry and Molecular Biosciences
Professor Doune Macdonald, School of Human Movement and Nutrition Sciences	Associate	0.10	PhD	School of Human Movement and Nutrition Sciences
	Associate	0.10	PhD	School of Human Movement and Nutrition Sciences
	Associate	0.15	PhD	School of Human Movement and Nutrition Sciences
	Associate	0.25	PhD	School of Human Movement and Nutrition Sciences
	Associate	0.15	PhD	School of Human Movement and Nutrition Sciences
Dr Hassan Khosravi, School of Information Technology and Electrical Engineering	Principal	0.70	PhD	School of Information Technology and Electrical Engineering
	Associate	0.20	PhD	School of Earth and Environmental Sciences
	Principal	0.25	MPhil	School of Information Technology and Electrical Engineering
	Principal	0.30	MPhil	School of Information Technology and Electrical Engineering
Dr Deanne Gannaway, Institute for Teaching and Learning Innovation	Associate	0.30	PhD	School of Business
	Associate	0.10	MPhil	School of Education
	Principal	0.40	MPhil	School of Education
Associate Professor Susan Rowland, School of Chemistry and Molecular Biosciences	Principal	0.30	PhD	School of Chemistry and Molecular Biosciences
	Principal	0.25	PhD	School of Chemistry and Molecular Biosciences
	Associate	0.20	MPhil	School of Information Technology and Electrical Engineering
Associate Professor Pedro Teixeira Isaias, UQ Business School	Principal	0.30	MPhil	School of Information Technology and Electrical Engineering
	Principal	0.30	MPhil	School of Information Technology and Electrical Engineering
	Principal	0.30	MPhil	School of Information Technology and Electrical Engineering
	Principal	0.30	MPhil	School of Information Technology and Electrical Engineering
	Principal	0.30	MPhil	School of Information Technology and Electrical Engineering
	Principal	0.30	MPhil	School of Information Technology and Electrical Engineering
	Principal	0.30	MPhil	School of Information Technology and Electrical Engineering

ITaLI Workshops, Seminars and Conferences 2017

Appendix 4

On Demand Workshops

Activity	Date	No. (of participants)	School/ Faculty/Organisational Unit	Presenter/Facilitator(s)
Understanding CTQRA	22-May	10		
Invitational Workshops				
1. Designing Assessment for Higher-Order Cognition	7-Jun	14*	School of Veterinary Science (Gatton)	Dr Deanne Gannaway
2. Small Group Teaching; Teaching Awards at UQ - How to build a successful application				
3. Implement Assessment Marking, Moderation, and Feedback				
4. Curriculum Design for Courses and Programs				
CTQRA workshop	24-May	~20	Faculty of Health and Behavioural Sciences	Marcel Lavrencic/Amy Wong
CTQRA workshop	19-Jul	~20	School of Nursing, Midwifery and Social Work	Marcel Lavrencic/Amy Wong

Internal Individual/Group Consultations

No. (of participants)	School/ Faculty/Organisational Unit	Presenter/Facilitator(s)
21	Faculty of Medicine	Marcel Lavrencic/Amy Wong
	Faculty of Health and Behavioural Sciences	
	Faculty of Humanities and Social Sciences	
	Faculty of Engineering, Architecture and Information Technology	
	Faculty of Business, Economics and Law	
	Faculty of Science	
	Planning and Business Intelligence	
	School of Political Science & International Studies	
	School of Social Science	
	School of Nursing, Midwifery & Social Work	
	School of Veterinary Science (Gatton)	
	School of Music	
	School of Education	
	School of Languages & Cultures	
	School of Dentistry	
	School of Physiotherapy	

'Toolkit' Workshops

Activity	No. of Workshops	No. (of participants)	Presenter/Facilitator(s)
Assessment Using Multiple Choice Questions	1	7	Peter Rutherford
Coordinating Courses at UQ	2	19	Dr Sam McKenzie
Curriculum Design for Courses and Programs	1	3	Dr Deanne Gannaway
Designing Assessment	2	12	Dominic McGrath, Dr Christine Slade
Developing a Teaching and Learning Grant Application	1	2	Stefani Rooney
Educational Video Production	5	25	Matt Petersen
Effective Lecturing	2	31	Dr Deanne Gannaway
Enhancing Teaching with Educational Technologies	1	6	Peter Rutherford
Enhancing Teaching with Learning Analytics	1	4	Dr Hassan Khosravi
Implement Assessment Marking, Moderation and Feedback	1	7	Dr Christine Slade
Integrity Officers' Community of Practice	2	8	Associate Professor Susan Rowland
Managing and Evaluating Teaching and Learning Projects	1	4	Yvonne Oberhollenzer
Marking Moderation and Feedback	1	3	Dominic McGrath, Dr Christine Slade
Peer Observation of Teaching	1	7	Dominic McGrath
School Teaching and Learning Chairs and ADA's Forums	1		
Setting Up for a Successful Semester	3	31	Dr Sam McKenzie
Showcasing Teaching and Learning Innovation	1	56	Dr Deanne Gannaway
Small Group Teaching	1	7	Dominic McGrath
Social Media for Teaching and Learning	2	10	Anthea Groessler
The Flipped Classroom	2	13	Anthea Groessler
Tutorial Size Workshop	1	30*	
Writing and Presenting Educational Video	7	36	Linda MacDonald, Matt Petersen

Programs

Activity	No. (of participants)	Presenter/Facilitator(s)
Higher Education Academy (HEA)	23	
Graduate Teaching Associates (GTA)	43	Dr Deanne Gannaway, Associate Professor Pedro Teixeira Isaias
Teaching@UQ	~50 % participation	
Tutors@UQ	(100)	Professor Peter Adams, Professor Julie Duck, Associate Professor Lydia Kavanagh, Associate Professor Kelly Matthews, Dominic McGrath

ITaLI - Hosted Conferences

(Further information included below)

Conference	Dates	No. (of participants)
Teaching and Learning Week	30 Oct -3 Nov	1663*
Australian Learning Analytics Summer Institute (ALASI)	30 Nov – 1 Dec	77+

Presentations

Activity Type	Activity	Date(s)	Presenter/Facilitator(s)
Conference Presentation	Bachelor of Arts Conference	26-27 Sep	Dr Deanne Gannaway
Conference Presentation	Reading and Writing in the Twenty-First-Century Literary Studies Classroom: Theory and Practice, The University of Queensland, Brisbane, Australia	6-8 Jul	Speakers: Dr David Aldridge, Reader in the Philosophy of Education, Brunel University London; Dr Tully Barnett, Flinders University; Professor Karen Manarin, Mount Royal University; Professor Helen Sword, University of Auckland
Presentation/Forum	Hosted by the International Education Association of Australia Learning & Teaching in a Supercomplex World: Internationalisation of the Curriculum Forum	3 Jul	

Outreach Programs

Activity	Date(s)	No. (of participants)	Presenter/Facilitators
Professional Development Program for Universitas Indonesia	13-16 Nov	25	Associate Professor Pedro Teixeira Isaias and Dr Hassan Khosravi
Student Identity Verified Assessment Workshops - Brisbane	2-Feb	26*	Dr Christine Slade, Associate Professor Susan Rowland
Student Identity Verified Assessment Workshops - Melbourne	6-Feb	24*	Dr Christine Slade, Associate Professor Susan Rowland

Events

Event Type	Event	Date	No. (of participants)	Presenter/Facilitator(s)
Workshop	Tips for Writing a Successful Teaching and Learning Award Application Workshop	2-May	20*	Associate Professor Karen Burke da Silva, Flinders University
Information Session	UQ Teaching Fellowship Scheme 2018- Information Session	18-Oct	10*	Pro-Vice-Chancellor (Teaching and Learning)
Public Seminar Series	"This place changed my life': Student transformation for an uncertain world	6-Jul	62*	Professor Ronald Barnett, Institute of Education, University of London
Teaching Masterclass Series	The Pedagogy of Critical Thinking: Teaching for Thinking to Enhance Learning	3-Mar	69	Peter Ellerton
Teaching Masterclass Series	Making short and sweet videos for use in the classroom	7-Apr	70*	Dr John Harrison
Teaching Masterclass Series	Teaching Writing	5-May	39*	Associate Professor Roslyn Petelin
Teaching Masterclass Series	Integrating an Authentic Large-scale Undergraduate Research Experience into Your Course	2-Jun	25*	Associate Professor Susan Rowland
Teaching Masterclass Series	Engaging Millennial Students Through Community-Engaged Experiential Learning	4-Aug	29*	Associate Professor Jonathan Westover
Teaching Masterclass Series	Peer-Review Easily with "Confidence": A Look at Replication and Randomization as tools for Statistically-Significant Assessment via Platypus	1-Sep	9*	Dr Surya Singh
Teaching Masterclass Series	Case-based Learning - Improving Student Engagement through Connecting Early Learning with Graduate Contexts	6-Oct	35*	Dr Sharon Darlington and Dr Louise Green
Teaching Masterclass Series	7 Time-Saving Hacks to Streamline Course Coordination (included as part of Teaching and Learning Week)	3-Nov	25	Associate Professor Bronwyn Lea
Teaching Masterclass Series	Valid and clear! Towards maximising impact of learning analytics (included as part of ALASI)	30-Nov	100+	Professor Dragan Gasevic, The University of Edinburgh
Public Seminar Series	The place of technology in delivering an outstanding student experience	7-Apr	97	Professor Robert Allison, Vice-Chancellor and President, Loughborough University
Public Seminar Series	Enhancing Metacognition, Grit, and Growth Mindset for Student Success	12-Apr	48*	Dr Peter Arthur, University of British Columbia (ITaLI visiting fellow)
Public Seminar Series	"Engaging Effectively with Workplace Innovation" as a Graduate Capability	27-Sep	29*	Dr Thomas Carey, , Center for Research in Mathematics and Science Education, San Diego State University/ Visiting Fellow, Institute for Teaching and Learning Innovation
Public Seminar Series	Five Teaching and Learning Perspectives on The Personal-Game Changing Graduate	23-Oct	24*	Dr Thomas Carey, Center for Research in Mathematics and Science Education, San Diego State University/ Visiting Fellow, Institute for Teaching and Learning Innovation
Public Seminar Series	Transdisciplinary Pedagogy and the Interdisciplinary Curriculum	5-Dec	55*	Dr Jonathon Heron, Institute for Advanced Teaching and Learning (IATL), University of Warwick (UK)
Showcase	The Electro Expo: A showcase of innovative teaching technologies	22-Jun	50	

Other

Activity Type	Activity	No. of Workshops	No. (of participants)	Presenter/Facilitator(s)
Information Session	AAUT Information Session	1		
Workshop	Applying for a UQ Teaching and Learning Award	1	28	Dr Deanne Gannaway, Stefani Rooney
Network Meeting	Queensland Learning Analytics Network Meeting	1	29*	
Workshop	Showcasing Teaching and Learning Innovation	2	59	Dr Deanne Gannaway
Workshop	UQ Learning and Teaching Network	4	145	Associate Professor Kelly Matthews, Associate Professor Susan Rowland
Workshop	UQ Student Strategy Implementation	3	96	Peter Holmes

* No. of registrations on Eventbrite.

+ No. of registrations.

Teaching and Learning Week (30 Oct–3 Nov 2017)

Event and Attendance Summary

Appendix 5

Day	Title (No. of Participants)	Summary	Presenter/Facilitator	Style
Monday	Before you came, what did you dream university would be like? - Making the strange familiar, and the familiar strange, and zombies. (90)	A fresh perspective on what it means to be a teacher, and discussion of the best ways to teach effectively.	Professor Richard Buckland, University of NSW Professor Doune Macdonald, Pro-Vice-Chancellor (Teaching and Learning), ITaLI	Keynote Lecture
	Connecting the prose and the passion: how can UQ help students connect their university educations with their lives, their goals, and their future success? (80)	Outstanding UQ students discuss how UQ teachers and support staff can (and do!) help students find their individuality during their courses of study.	Chair: Professor Fred D'Agostino, President of the Academic Board Student presenters: <ul style="list-style-type: none"> • Thomas Mackay, Medicine • Sarah Ritchie, Humanities and Social Sciences • Joss Kessels, Science • Penelope Bristow, Business, Economics and Law • Jack O'Brien, Engineering, Architecture and Information Technology • Elizabeth Bartetzko, Health and Behavioural Sciences 	Panel
	Towards Uniting Learning Analytics and Students as Partners (30)	Learning analytics and students-as-partners are two active research areas that place a focus on improving learning and enhancing the experience of students in higher education. This workshop explored innovative ways that learning analytics and students-as-partners may be united at UQ and beyond.	Dr Hassan Khosravi, Institute for Teaching and Learning Innovation (ITaLI)	Workshop
	The Graduate Teaching Assistant Program Showcase (70)	The Graduate Teaching Assistants (GTA) program is designed to foster the next generation of great teachers. The program provides participants with the knowledge and skills to motivate and engage with students, embed active learning practices into teaching, manage group dynamics, give and receive feedback, and design assessment and evaluation. This showcase and panel event highlighted the benefits for post-doc and current PhD students of acquiring teaching skills for their academic career development.	Chair: Associate Professor Pedro Isaias, Institute for Teaching and Learning Innovation (ITaLI) Student presenters: <ul style="list-style-type: none"> • Maria Dolhare, TC Beirne School of Law • Robyn Choi, School of Health and Rehabilitation Sciences • Lintje Siehoyono Sie, UQ Business School • Matthew Henry, Australian Institute for Bioengineering and Nanotechnology • Muath Shraim, School of Health and Rehabilitation Sciences • Jo'Anne Langham – UQ Business School 	Panel + Showcase
	Open content: New directions in supporting teaching and learning at UQ (40)	Open educational resources have been defined as teaching and learning materials which are available for everyone to use with the goals of utilising web technologies to share freely, improve access to wide groups of stakeholders, prevent duplication, promote economic efficiencies and avoid restrictive copyright practices (Jisc, 2016). This panel event introduced participants to some of the key features of open content in higher education.	Chair: Dr Gillian Hallam, Information and Digital Literacy, UQ Library Panelists: <ul style="list-style-type: none"> • Bill Beach, Associate Director, Client Services with UQ Library • John Zornig, Acting Director, UQx, ITaLI • Dr Sam McKenzie, Project Manager, UQ Student Strategy, ITaLI • Kerry Kilner, Director, AustLit • Pablo Riveros, Educational Designer, Faculty of Science • Jessica Stevens, PhD candidate in Intellectual Property and Innovation Law, QUT 	Panel
	Transitioning a course to be fully online – tips for implementation and engagement (25)	In past years, the method of delivering lectures has gradually transformed from face to face lectures to online learning. This workshop highlighted lessons learnt during the transition to a fully online course and provided practical strategies to enable teachers to transform existing courses to partially or fully online courses.	Carl Sherwood, School of Economics	Workshop
	UQ Excellence in Teaching and Learning Awards	The UQ Excellence in Learning and Teaching Awards were announced and celebrated at an Awards Ceremony held during Teaching and Learning Week. The University of Queensland fosters and acknowledges excellence in its learning and teaching environment by recognising and rewarding its academic and general staff through three annual award programs.		Awards Ceremony
Tuesday	Faculty of Engineering, Architecture and Information Technology Workshop			Workshop
	Teaching@UQ Luncheon	Teaching@UQ prepares academic staff new to UQ for teaching and learning through an institution-wide technology-enhanced professional development program. Participants joined the program team to share success stories and network.	Dom McGrath, Institute for Teaching and Learning Innovation (ITaLI)	Networking

Day	Title (No. of Participants)	Summary	Presenter/Facilitator	Style
	UQ ePortfolio: Evidencing the Learning Journey (50)	An interactive panel discussion focusing on the evolving teaching and learning use cases of the UQ ePortfolio.	Chairs: Sam Harris and Greta Scott-Hunter, UQ e-Portfolio team Panelists: <ul style="list-style-type: none"> Professor Sarah Roberts-Thomson, Associate Dean (Academic), Faculty of Health and Behavioural Sciences Dr Christine Slade, Institute for Teaching and Learning Innovation (ITaLI) Dr Gillian Hallam, Information and Digital Literacy, UQ Library Lynne McAllister, ePortfolio Coordinator, QUT 	Panel
	Employability at UQ: Aligning activities to the UQ Employability Framework (40)	The employability development of our students continues to be a priority at UQ and many staff are successfully incorporating key employability concepts into programs, courses and other learning activities. This session highlighted a range of curricular and extracurricular initiatives across UQ which align with one or more pillars of the UQ Employability Framework - Awareness, Experiences, Learning and Transfer.	Chair: Dr Dino Willox, Director, UQ Student Employability Centre Presenters: <ul style="list-style-type: none"> Dr Sarah Bennett, School of Social Science Nimrod Klayman, UQ IdeaHub Dr Daniel Schull and Dr Aaron Herndon, School of Veterinary Science Alicia Toohey, School of Languages and Cultures Katrina Grieg, UQ Student Employability Centre Holly Voges, President of the Postgraduate Student Society in the School of Biomedical Sciences Cate Clifford, BEL SET Dr Caroline Wilson-Barnao, School of Communication and Arts Laura Jeffress, Student Employability, EAIT Yvonne Oberhollenzer, Student Futures Team, HASS 	Showcase
Wednesday	Celebrating Large Course Programs + Designing assessment for higher-order thinking (42)	Higher-order thinking (or higher order thinking skills (HOTS)), is an educational concept that draws on learning taxonomies (such as Bloom's taxonomy). When we encourage students to engage in higher-order thinking we are asking them to analyse, evaluate, and synthesise ideas and information, rather than simply asking them to remember. This workshop considered how to design assessment items to encourage students to engage in critical thinking and problem solving behaviours, both of which are important for their success in the workplace and in the world.	Associate Professor Susan Rowland and Dr Christine Slade, Institute for Teaching and Learning Innovation (ITaLI)	Workshop
	Faculty of Science Teaching and Learning Workshop	Key issues for teaching and learning in science were discussed during this informal workshop.	<ul style="list-style-type: none"> Louise Kuchel "Communication skills for science graduates" Associate Professor Susan Rowland "Work-integrated learning in the Bachelor of Science" Discussion: "How can we move to more effective assessment practices?" (facilitated by Professor Peter Adams) 	Workshop
	UQ School Teaching & Learning Chairs & ADA's Forum			Forum
	Oh Snap(chat)! Do I Have Your Attention?: Teaching and Learning with Gen Y and Gen Z (50)	This panel reflected on some of the challenges associated with teaching Gen Y & Z students, and discussed experiences in creating effective learning activities and assessment with these cohorts. Some of the major skills that educators need to effectively engage and connect with these students, especially in large first year classes were also considered.	Chair: Dr Marissa Edwards, School of Business Panelists: <ul style="list-style-type: none"> Michael Jennings, School of Mathematics and Physics Charlotte Pezaro, School of Education Bronte Thompson, School of Business Dr Jos (Jocelyne) Bouzaid, QUT 	Interactive Panel
	How to tweak your science assignments to improve communication skills of your students (25)	This practical, hands-on workshop focused on skills to enable teachers to tweak existing written and spoken science assignments to make the communication skills within them explicit to students, and help students develop and improve those skills.	Dr Louise Kuchel and Ms Rebecca Mills, School of Biological Sciences	Workshop
	Valuing Teaching: Reward and Recognition at UQ (40)	This workshop featured a dynamic discussion on the way that UQ rewards and recognises great teaching: from introducing Higher Education Academy accreditation, to developing metrics for teaching evaluation, to devising a system of Continuing Professional Learning, to proposing changes to tenure and promotion processes.	Associate Professor Lydia Kavanagh, EAIT and Professor Fred D'Agostino, President of the Academic Board	Workshop
	Faculty of Humanities and Social Sciences Teaching and Learning Awards	Teaching and learning excellence within the Faculty of Humanities and Social Sciences is recognised at these annual awards.	Presented by Acting Executive Dean Professor Julie Duck	Awards Ceremony
	The Future of Work: Developing Entrepreneurial Skills to Future-Proof Careers (25)	The Future of Work presentation addressed the imminent changes in the world of work impacting students, graduates, researchers and professional and academic staff.	Chair: Mr Bernie Woodcroft, Director of ilab Panelists: <ul style="list-style-type: none"> Charlotte Hill, General Manager of Sidekicker Greg Marston, Head of Social Sciences Rosie Odsey, Community Manager of Codebots Elliot Smith, Founder of Maxwell MRI 	Panel Event

Day	Title (No. of Participants)	Summary	Presenter/Facilitator	Style
Thursday	Fostering the contemplative art of deep reading in a digital age (10)	This workshop addressed theories of reading supported by empirical research that shows feedback-rich online quizzes result in exponential increases in pre-class reading of the deep and profoundly enjoyable kind.	Dr Judith Seaboyer, School of Communication and Arts	Workshop
	Using online simulations for active learning in large courses: Business students climbing Mt Everest (20)	This workshop explored how online simulations can be integrated into large courses to promote experiential learning of course theory and practice.	Presenters from the School of Business: <ul style="list-style-type: none"> Associate Professor April Wright Dr Geoff Greenfield Dr Cle-Anne Gabriel Dr Anna Krzeminska Dr Gemma Irving Elizabeth Nichols Ross Strong 	Workshop
	e-exams – Reflections on experience with program-wide implementation (22)	The session reported on the e-exams pilot underway within the medical program. The ExamSoft platform supports exam question development, question banking and tagging, exam creation and delivery, quality assurance review and learning analytics.	Dr Tammy Smith and Kate Drinkwater, Medicine	Seminar
	Celebrating Teaching and Learning Leaders Luncheon			Networking
	Guided walking tour of UQ Teaching Spaces (10)	There are various types and styles of teaching spaces of varying qualities at UQ. This quick guided tour showcased some of the most effective spaces as well as some that need further development. Participants heard about the tools and resources available in each space, and how best to translate course requirements into room allocations.	Matthew Scott, Teaching Spaces and Dr Sam McKenzie, Institute for Teaching and Learning Innovation (ITaLI)	Walking tour and Q&A session
	Teaching Chinese Students: Challenges & Strategies for Success (45)	Teaching multicultural student cohorts can be challenging, as there are cultural differences in the student-teacher relationship and in terms of in-class behaviours. This presentation explored the cultural beliefs underlying the key differences between Western and Chinese approaches to teaching and learning and highlighted key challenges.	Dr Karen Hughes and Dr Chris Hodkinson, School of Business	Workshop
	The best of online, active and innovative teaching tools and pedagogy (60)	The Innovation Showcase provided an opportunity for all teaching and learning staff to share their innovative teaching tools, techniques and pedagogy.	Chair: Dr Deanne Gannaway, Institute for Teaching and Learning Innovation (ITaLI) <p>Panelists:</p> <ul style="list-style-type: none"> Associate Professor Paul Henman, School of Social Science Associate Professor Gwen Lawrie, School of Chemistry and Molecular Biosciences Ailsa Dickie, UQ eLearning team Hoon Siang Gn, School of Chemistry and Molecular Biosciences Dr Patrick Ward, School of Biological Sciences Inge Matt, Faculty of Humanities and Social Science Dr Carol Bond and Associate Professor Bernard McKenna, School of Business Dr Mohit Shahi, Biomedical Sciences Dr Frances Shapter, School of Veterinary Science Roma Forbes, School of Health and Rehabilitation Sciences Dr Barbara Hanna and Dr Joe Hardwick, School of Languages and Cultures 	Showcase
	Teaching Research Methods: Towards A Pedagogic Culture (15)	Researchers agree that there are longstanding challenges around teaching research methods, regardless of methodological approach, discipline or year level. Students, they say, need opportunities to be immersed in research practices through active and authentic curriculum and to develop a standpoint of where they are positioned in the wider research landscape. This panel focused on the move toward a 'pedagogic culture,' a theme also recommended by researchers.	Chair: Anthea Groessler, Institute for Teaching and Learning Innovation (ITaLI) <p>Panelists:</p> <ul style="list-style-type: none"> Professor Dilly Fung, University College London (remote panel member) Carl Sherwood, School of Economics Professor Robert Faff, School of Business Imam Salehudin, PhD student, School of Business Dr Diana Young, School of Social Science 	Panel
Friday	Faculty of Medicine Teaching and Learning Awards			Awards Ceremony
	Many demands, one 8-week intensive: Designing a course to fit (10)	This workshop discussed the process undertaken to redesign a course to meet demands arising from many sources. Participants were introduced to the theoretical underpinnings of the design process, in particular Constructive Alignment (Biggs, 2014).	Dr Rhonda Faragher, School of Education and Dr Sue Creagh, Institute for Social Science Research, School of Education	Workshop
	Celebrating Tutors@UQ Luncheon	Tutors@UQ is a University-wide program for new tutors and casual academic sessional staff which focuses on introducing tutors to the teaching and learning environment at the University of Queensland.		Networking
	ITaLI Masterclass Series: 7 Time timesaving hacks to streamline course coordination	In this workshop participants learnt seven hacks designed to help empty inboxes, respond to students faster, streamline and manage course-related paperwork, such as assessment and SAPD requests, and how to make Blackboard sites work harder to save time and energy.	Associate Professor Bronwyn Lea, School of Communication and Arts, HASS	ITaLI Masterclass

Day	Title (No. of Participants)	Summary	Presenter/Facilitator	Style
	(25)			
	Students as Partners at UQ (55)	Students as Partners is about harnessing student and staff creativity via collaborative partnerships to enhance teaching and learning. As a way of thinking, students as partners shifts teaching and learning and student engagement from something academics do to students to an endeavour done with students. At UQ and internationally, students as partners has led to the transformation of teaching practices and positive student outcomes. This showcase brought participants together to share Students as Partners practices, ideas, and experiences at UQ, and discover new ways of considering Students as Partners in higher education.	<p>Chairs: Ms Lucy Mercer-Mapstone, PhD candidate, Students as Partners Program Design Project and Ms Aimee Parker, Program Coordinator, UQ Student Employability Centre, Students as Partners Program Design Project</p> <p>Presenters:</p> <ul style="list-style-type: none"> • Dr Katherine McLay, Lecturer, School of Education • Aurora Andersen, Student, Bachelor of Arts/Education (Secondary) • Yvonne Oberhollenzer, Manager (Student Futures), Faculty of Humanities and Social Sciences • Ellen Dearden, Project Manager, HASS Crew + HASS Crew students • Sarah Ritchie • Coco (Yitong) Bu • Ashley Mallett-Wallace • Dr Louise McCuaig, School of Human Movement and Nutrition Sciences + HMNS 4th Year research team • Grace Atkinson • Joshua Jorgensen • Dr Fiona Lewis, Lecturer, Speech Pathology • Kate Peucker, Student, Bachelor of Health, Sport and Physical Education • Robyn Parry, Lecturer, School of Business + Student Support Group members • Rebecca Bomgaars • Wade Tun • Annabelle Deeth • Jack Biddle • Isaac Nankavill • Miles Walker • Dr Eimear Enright, Ms Sue Monsen, Lecturers, Human Movement and Nutrition Sciences + Student partners • Rachel Vetter • Kate Peuker 	Showcase

Australian Learning Analytics Summer Institute (ALASI) (30 Nov – 1 Dec 2017) Event Summary

Attendance: 77 Registrations.

Day	Title	Presenter/Facilitator	Style
Thursday	ITaLI Masterclass Series: Valid and clear! Towards maximising impact of learning analytics	Professor Dragan Gašević, Sir Tim O'Shea Chair in Learning Analytics and Informatics, Moray House School of Education and the School of Informatics, University of Edinburgh	Keynote/ ITaLI Masterclass
	Towards the addition of recommendation on to visualising learning dashboards	Solmaz Abdi, Dr Hassan Khosravi & Prof Shazia Sadiq	Paper Presentation
	A personalised feedback mechanism in quantitative service courses to increase engagement and improve performance	Dr Nicholas Fewster-Young, Dr Belinda Chiera & Dr Lisa Schultz	Paper Presentation
	Implications and questions for institutional learning analytics implementation arising from teacher DIY learning analytics	David Jones, Hazel Jones, Colin Beer & Associate Professor Celeste Lawson	Paper Presentation
	Competency, compatibility and preferences in reciprocal peer recommendation	Boyd Potts, Dr Hassan Khosravi & Associate Professor Carl Reidsema	Paper Presentation
	If learning analytics were to enhance evidence-informed learning and teaching practice, what do we need to do (in terms of professional learning for educators) to get there?	Kate Thompson (Chair), Linda Corrin, Dr Danny Liu, Negin Mirriahi & Dr Lorenzo Vigentini	Panel Discussion
	Insights into planning teacher dashboards from the experience with Khan Academy	Associate Professor Pedro Teixeira Isaías & Solange Lima	Workshop
	An introduction to text analysis for learning analytics	Dr Andrew Gibson, Shibani Antonette & Sophie Abel	Workshop
	UQ data integration and Amazon Web Services (AWS)	Key Data representatives	Presentation
Friday	Using Tableau to build a culture of analytics across the board: From corporate services to academics and students	Dr Kim Blackmore and Tim Grace	Workshop
	Providing data-driven personalised support for students in large courses	Associate Professor Abelardo Pardo, Dr Sheridan Gentili & Lisa Lim	Workshop
	Using digital dashboards as an interface for strengthening learning and teaching partnerships at the University of Canberra	Dr Kim Blackmore & Tim Grace	Workshop
	Trojan horse analytics - hooking educators across institutions on personalising learning support and feedback using a practical LA platform	Dr Danny Liu, Kevin Samnick, Ruth Weeks, Dr Lorenzo Vigentini & Melissa Makin	Workshop
	Quantext: Explore students' written responses in context	Adon C M Moskal & Jenny McDonald	Workshop
	Exploring practical impacts of learning analytics on student learning and pedagogical design	Marcel Lavrencic (Chair), Professor Simon Buckingham Shum, Dr Danny Liu, Dr Jason Lodge & Amy Wong	Panel Discussion

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