

ITaLI Annual Report 2018



Contents

Director's report.....	3	Teaching Innovation Grants.....	10
What we do.....	4	Early Career Educational Research Grants.....	11
Our approach.....	4	Support for UQ initiatives.....	11
Our Teams.....	4	Student Hub.....	11
Student Strategy.....	4	Students as Partners.....	11
Higher Education.....	4	Program Architecture review.....	11
Course Design and Development.....	4	Non-English Speaking Background Student Support Working Party.....	11
eLearning Systems and Support.....	4	Governance.....	12
Learning Analytics.....	4	Advisory Committee.....	12
Evaluations.....	4	Risk management.....	14
Highlights.....	5	Appendices.....	15
Awards and prizes.....	6	1. SECaT Data 2018.....	15
External Awards for Teaching and Learning.....	6	2. UQx MOOC Catalogue.....	17
ITaLI's Recognition in the UQ Awards for Excellence.....	6	3. HDR Supervisions.....	18
Fellowships and programs.....	6	4. Publications, external presentations and conferences.....	20
Graduate Teaching Associate Program.....	6	Research contributions.....	21
Higher Education Academy (HEA) Fellowships.....	6	5. UQ2U.....	28
UQ Teaching Fellowship Scheme.....	8	6. ITaLI led workshops - University Staff Development Program.....	29
ITaLI Visiting Fellows.....	9		
Grants.....	10		

Director's report

Professor Doune Macdonald, Pro-Vice-Chancellor (Teaching & Learning) and Director, ITaLI

The Institute for Teaching and Learning Innovation (ITaLI) focuses on creating a culture and environment that best aligns teaching and learning services and support to meet the needs of academics, schools and faculties. As a key enabler of the Student Strategy, this year, the fourth year of ITaLI's establishment, was marked by a significant increase in demand for our services. We saw the rapid growth of demand to enhance curriculum transformation through UQ2U's active, blended learning initiative and we further supported this by a drive to build academic capability through professional development activities and communities of practice. As a result of a university-wide focus on teaching and learning innovation, we have scaled up resources to support faculties, schools and individuals to achieve their objectives for innovation, enhanced practice and student learning outcomes.

The UQx project, in partnership with edX, enables UQ's capabilities and capacity for online and blended learning and extends UQ's reach to learners around the world. The development of MOOCs enables UQ to respond to employers' expectations in delivering competitive game-changing graduates. In 2018 we reached 2.5 million registrations and delivered 48 MOOCs, including starting MicroMasters® programs (see appendix 2 for further details). UQ colleagues also won the 2018 edX Prize for Exceptional Contributions in Online Teaching and Learning for their massive open online course CRIME101x: The Psychology of Criminal Justice.

The UQ2U program is a dynamic and contemporary approach to delivering courses with active and blended learning formats that builds on our expertise in MOOC production. UQ2U courses feature a combination of high-quality online and on-campus active learning experiences to provide our students with greater flexibility to personalise their learning and a more engaging learning experience. In 2018, ITaLI's course redevelopment teams, in collaboration with faculty course coordinators, teaching teams and students, redeveloped 17 courses, including two in partnership with Monash University (see appendix 5 for details).

We led the development of a Teaching and Learning Plan to complement the UQ Strategic Plan and to provide research-led direction for implementing a suite of revised Teaching and Learning policies. A draft Plan was released for comment and further development continues to be informed by university-wide consultation via committee networks. The Plan is a companion piece to the Student Life Plan and will, in turn, be supported by subsidiary roadmaps in the areas of learning space, professional development, and digital learning.

A working party comprised of ITaLI academics, professional staff and student representatives undertook broad consultation to develop a draft Learning Space Roadmap. The Roadmap is an operational element of the Teaching and Learning Plan and the Student Life Plan (also in development). It recommends a strategic governance, planning, and design principles approach to address the current and projected undersupply of informal and collaborative formal learning spaces.

We began work on the development of the People, Planning, Performance (P3) online dashboard to provide academic staff with high-quality benchmarking data to enable them to reflect on their performance relative to the goals set out in the Strategic Plan 2018–2021. P3 is expected to support an improvement in the University's approach to personal development and feedback. New dashboards for organisational units are also being developed for adoption in 2019 and will replace the existing school and institute performance-based frameworks.

We investigated what micro-credentials could mean in the UQ context. These micro-credentials are a way of giving recognition for learning and providing evidence of graduate attributes. More work is to be completed in this space with the project developing a protocol for design and allocation of such credentials to current and new student cohorts.

During 2018 we contributed to university level strategy and policy, grew our resource base and transformed service offerings through projects and initiatives. We integrated the eLearning Service's and Support into ITaLI, this team throughout 2018 attended to 7,465 support requests from teaching staff and ran 59 workshops with 417 attendance.

It has been an exhilarating year and I have been delighted and proud to witness the 'can do' spirit of the ITaLI team. The passion that ITaLI staff bring to their roles is matched by their commitment to supporting the innovative teaching and learning practices of our UQ community to achieve the best possible learning outcomes for our students.

At the conclusion of this remarkable year my sincere thanks are extended to staff, students and colleagues from across UQ. ITaLI's initiatives, programs and outreach activities could not have been possible without the collaborative spirit and support of the UQ community which shows us every day the value that it places on Teaching and Learning.

What we do

Our mission is to continually improve Teaching and Learning (T&L) initiatives that lead to positive and effective change across the University. Our main focus is to transform T&L initiatives into practical realities.

Our approach

To lead teaching and learning initiatives, we offer a comprehensive range of expertise and support services to our colleagues across the University that are:

- **Evidence based:** We provide evidence-based advice and support services, as well as opportunities to develop meaningful partnerships on a range of teaching and learning projects.
- **Teacher focused:** We primarily work with the teachers of UQ to design and implement programs that contribute to an enhanced student experience.
- **Designed for capacity building:** We co-create value and contribute to thought leadership in higher education through capacity building and collaboration.

Our Teams

Our core services include professional development, quality assurance and digital resource development which support the conversion of the University's objective to create game-changing graduates.

Student Strategy

The Student Strategy Program Office hosted by ITaLI oversees the implementation of the [UQ Student Strategy \(2016-2020\)](#) in collaboration with schools, faculties and other support units within UQ.

Higher Education

This group consists of academics, learning designers, research assistants and postgraduate students. They focus on [professional learning frameworks](#), [awards and grants](#), curriculum enhancement strategies and providing guidance on the [UQ teaching toolkit](#) to support staff development.

Course Design and Development

This group supports the [blending of UQ courses](#) and creation of [award-winning MOOCs](#) and other online teaching and learning [resources](#) in collaboration with school and faculty staff and [Students as Partners](#).

eLearning Systems and Support

This group is responsible for running the University's central eLearning services, and for providing both teaching and technical advice on eLearning tools.

Learning Analytics

This group [collects and interprets data](#) about teaching and learning practices and emerging technologies as well as enabling teachers to collect their own data for analysis.

Evaluations

This group manages the distribution, analysis and reporting of [Student Evaluation of Course and Teacher \(SECaT\)](#), [Student Evaluation of Tutor \(SETutor\)](#) and [other internal surveys](#).

Highlights

- The UQ2U team in partnership with faculties redeveloped 17 courses
- UQx Massive Online Open Courses (MOOCs) collected 2.5 million registrations; maintained an offering of 48 MOOCs in the UQx catalogue; and delivered a new online master's through edX: Master of Leadership in Service Innovation.
- Our Evaluations team collaborated with the UQ Library to conduct a 2018 technology survey delivered through Jisc, collecting 10,000 responses from students
- SECaT results evidenced incremental improvements in student satisfaction:
 - Course: 22.9% above 4.25 across all questions (from 20.6% in 2017) [2.3% increase]
 - Teaching: 46.4% above 4.25 across all questions (from 43.2% in 2017) [3.2% increase].
- In 2018, UQ received institutional accreditation to the HEA Fellowship Scheme, which enables the University to conduct and manage internal HEA Fellowship applications. This year, 40 staff received Higher Education Academy (HEA) Fellowship Awards in recognition of their dedication to teaching and learning.
- We provided our teachers with access to a range of professional development opportunities, including:
 - 859 participants (522 individuals) engaged in our professional learning workshops
 - 18 events were delivered to over 1000 attendees across Teaching and Learning week (a 30% increase on 2017 numbers)
 - the Graduate Teaching Associates (GTA) attracted 98 participants and 39 Associate Fellows were formally acknowledged following completion of the Graduate Teaching Associates Program.
 - 66 staff participated in Teaching@UQ, an orientation program for new to UQ academics
 - 253 staff participated in 7 ITaLI Teaching Masterclass Series where inspirational teacher shared their approaches and practices for engaging students, and
 - 51 lecturers opened their classes to 220 visitors to facilitate cross-institutional sharing of innovative pedagogies and educational technologies as part of the Open Courses Scheme.

Awards and prizes

External Awards for Teaching and Learning

- **2018 edX Prize for Exceptional Contributions in Online Teaching and Learning:** UQ's Associate Professor Blake McKimmie, Professor Barbara Masser and Professor Mark Horswill were named winners of the 2018 edX Prize for Exceptional Contributions in Online Teaching and Learning for their MOOC CRIME101x: The Psychology of Criminal Justice.
- **2018 Wharton-QS Reimagine Education Awards (Social Sciences category):** UQx MOOC Crime101x: The Psychology of Criminal Justice.

ITaLI's Recognition in the UQ Awards for Excellence

- **2018 Vice-Chancellor's Award for Excellence in Innovation:** UQx Team - UQ's vision for "Knowledge Leadership for a Better World" aligned with the emerging market for online education through Massive Open Online Courses (MOOCs) when UQ joined edX in 2013. The UQx team was established with a five year timeline to the end of 2017. As a result of UQx's work in this partnership over those five years, UQ has established itself as a global leader in online education.
- **2018 Commendation for Vice-Chancellor's Award for Excellence in Innovation:** Dr Le Hoa Phan for delivering significant value to UQ through management of the online student evaluation system for courses and teaching (SECaTs).

Fellowships and programs

Graduate Teaching Associate Program

39 Associate Fellows acknowledged for program completion.

Higher Education Academy (HEA) Fellowships

42 UQ staff received Higher Education Academy (HEA) Fellowship titles in recognition of their dedication to teaching and learning.

HEA Fellows awarded 2018

Principal Fellows

1. Professor Karen Healy, School of Nursing, Midwifery and Social Work
2. Professor Paul Mills, School of Veterinary Science
3. Professor Polly Parker, Faculty of Business, Economics and Law
4. Associate Professor Susan Rowland, School of Chemistry and Molecular Biosciences
5. Dr Christine Slade, Institute for Teaching and Learning Innovation

Senior Fellows	Fellows
6. Dr Emma Bartle, School of Dentistry	27. Dr Andrew Allsebrook, School of Chemistry and Molecular Biosciences
7. Associate Professor Pierre Benckendorff, UQ Business School	28. Professor Andrejs Artens, School of Mechanical and Mining Engineering
8. Associate Professor Sally Butler, School of Communication and Arts	29. Susannah Brady, School of Nursing, Midwifery, and Social Work
9. Dr Kay Colthorpe, School of Biomedical Sciences	30. Hasibul Chowdhury, UQ Business School
10. Dr Leanne Coombe, Faculty of Medicine	31. Dr Peter Crosthwaite, School of Languages and Cultures
11. Associate Professor Jodie Copley, School of Health and Rehabilitation Sciences	32. Dr John Drayton, School of Nursing, Midwifery and Social Work
12. Dr Rhonda Faragher, School of Education	33. Associate Professor Diann Eley, Office of Medical Education
13. Dr Anne Hill, School of Health and Rehabilitation Sciences	34. Dr David Mills, UQ Business School
14. Associate Professor Pedro Isaias, Institute for Teaching and Learning Innovation/UQ Business School	35. Dr Linda Ng, School of Nursing, Midwifery and Social Work
15. Associate Lecturer Michael Jennings, Faculty of Science	36. Evan Matthews, UQ Business School
16. Associate Professor Karyn Johnson, School of Biological Sciences	37. Peter Rutherford, Institute for Teaching and Learning Innovation
17. Dr Hassan Khosravi, ITaLI/School of Information Technology and Electrical Engineering	Associate Fellows
18. Dr Karen Luetsch, School of Pharmacy	38. Dr Marisol Alonso Vazquez, UQ Business School
19. Dr Norman Ng, Faculty of Health and Behavioural Sciences	39. Robyn Choi, School of Health and Rehabilitation Sciences
20. Associate Professor Lisa Ruhanen, UQ Business School	40. Sarah Evans, UQ Library
21. Dr Daniel Schull, School of Veterinary Science	41. Matthew Henry, Australian Institute for Bioengineering and Nanotechnology (AIBN)
22. Professor KK Tang, School of Economics	42. Dr Charlotte Young, Institute for Teaching and Learning Innovation/School of Public Health
23. Jessica Tsai, Faculty of Health and Behavioural Sciences	
24. Dr Jack Wang, School of Chemistry and Molecular Biosciences	
25. Dr Andrew Reid, School of Biomedical Sciences	
26. Amy Wong, Institute for Teaching and Learning Innovation	

UQ Teaching Fellowship Scheme



Faculty of Business, Economics and Law
Dr Alastair Tombs, School of Business

Enhancing the student experience within dual program courses: meeting the challenge of the new Bachelor of Advanced Business (honours) program.

In 2018, the Business School is offering a new four-year degree, the Bachelor of Advanced Business (Honours), designed to attract high academic achievers.



Faculty of Engineering, Architecture and Information Technology
Dr Vincent Wheatley, School of Mechanical and Mining Engineering

Authentic, active and inspired learning – transforming large courses.

This fellowship aims to lead the transformation of three large Mechanical Engineering courses to a blended learning approach led by authentic industry and research problems.



Faculty of Health and Behavioural Sciences
Mr Condy Canuto, Poche Centre for Indigenous Health and Aboriginal and Torres Strait Islander Unit

Embedding Indigenous Knowledge in the Training and Development of the Health Workforce.

This project will help prepare and train culturally aware, knowledgeable and sensitive health professionals that have the capacity to competently work with Indigenous people.



Faculty of Humanities and Social Sciences
Dr Nicholas Carah, School of Communication and Arts

Platforming with Partners: working with student partners to convert a large first-year course to a blended mode.

This proposed fellowship aims to develop a platforming with partners approach inspired by work on the infrastructure and participatory culture of digital media in the discipline of media, communication and cultural studies.



Faculty of Medicine and Biomedical Sciences
Dr Owain Williams, School of Public Health

Conversion of a suite of courses to a blended learning delivery mode – a pilot with PUBH7614 Health Systems (Semester 1).

This project is the conversion of a suite of courses to a blended learning delivery mode, aiming to evaluate patterns of blended learning in terms of student engagement and satisfaction.



Faculty of Science
Dr Justin Ridge, School of Chemistry and Molecular Biosciences

Creating a blended-learning environment in a second level biochemistry course.

The goal of this fellowship is to take a large second level biochemistry course (BIOC200) and transition the teaching model to use a blended approach.



Dr Thomas Carey, San Diego State University

Dr Thomas Carey is a Research Professor at the Center for Research in Mathematics and Science Education at San Diego State University. He is also Executive-in-Residence at the British Columbia Association of Institutes and Universities. Tom works with higher education institutions across the US and Canada to develop and sustain exemplary teaching and learning environments for undergraduate success, as a “connector, coach and catalyst” in leadership strategy and faculty collaborations.

During his time at ITaLI (his third visit in as many years) Dr Carey presented as Keynote speaker for UQ’s annual Teaching and Learning Week on ‘The Future of Work.’ He also facilitated a workshop on employability. The remainder of his time was spent in collaboration with staff, consulting on employability and assessment initiatives.



Professor Chris Tisdell, The University of New South Wales (UNSW)

Professor Chris Tisdell is at the forefront of digital learning and educational research. His educational and research videos on YouTube and his eTextbooks (both in content and downloads/subscribers) place him as a nationally leading figure. He has over \$3M in educational grants and over 100 publications that cover, among other topics, digital education. He has held senior executive positions related to teaching and learning at UNSW.

His second trip to ITaLI in as many years, Professor Tisdale initiated collaborative and collegial discussions that focused on digital learning and his background in mathematics. He also made meaningful contributions and recommendations to the UQ2U Program and learning analytics at UQ.

Grants

Teaching Innovation Grants

ITaLI facilitates the Teaching Innovation Grants on behalf of the Deputy Vice-Chancellor (Academic)

Recipient	Faculty	Grant	Awarded
Professor Geoff McColl	Faculty of Medicine	Clinical Educator Professional Development Program: ClinEd2U@UQ	\$179,170 (2 years)
Dr Hassan Khosravi	ITaLI / Faculty of Engineering, Architecture and Information Technology	Development and Dissemination of a Student Led Adaptive Learning Platform	\$178,907 (2 years)
Associate Professor Peter Lewis	Faculty of Health and Behavioural Sciences	The EDLS Project: Embedding the development of Digital Literacy Skills within undergraduate and postgraduate curricula across multiple disciplines at UQ	\$136,364 (1.5 years)
Professor Paul Lant	Faculty of Engineering, Architecture and Information Technology	Urban Water, Energy, Planning and Design Challenge: a scenario-driven, game-based, UQ-wide tournament to improve future cities	\$134,954
Associate Professor Gwendolyn Lawrie	Faculty of Science	Developing authentic online assessment to support collaborative explanation and critical reasoning in large classes	\$133,110 (1.5 years)
Dr Rachel Claire Aland	Faculty of Medicine	HistONline: A digital microscopy resource for teaching	\$30,000 (1 year)
Dr Mair Underwood	Faculty of Humanities and Social Sciences	Assessment Ideas Factory: Improving assessment practice across The University of Queensland(Extension Project)	\$53,975 (1 year)
Dr Emma Bartle	Faculty of Health and Behavioural Sciences	Strengthening capacity for IP work-integrated learning through the development of authentic assessment of IP skills in clinical and simulation contexts(Extension Project)	\$53,975 (1 year)
Dr Remo Cossu	Faculty of Engineering, Architecture and Information Technology	LabPass: a flexible online learning tool and management system for practical assignments in large classes	\$60,000 (2 years)
Associate Professor Andrew Fairbairn	Faculty of Humanities and Social Sciences	Microcredentialling, digital badges and the development of effective transdisciplinary professional learning across large degree programs	\$60,000 (2 years)
Dr Ingo Jahn	Faculty of Engineering, Architecture and Information Technology	Lab in the Clouds: Using the cloud to deliver customised computing environments – easily deployed for teaching at scale or remotely	\$60,996 (1 year)
Dr Natalie Collie	Faculty of Humanities and Social Sciences	Developing flexible digital assessment strategies for cross-disciplinary implementation	\$60,000 (1 year)

Early Career Educational Research Grants

Recipient	Faculty	Grant	Awarded
Dr Roma Forbes	Faculty of Health and Behavioural Sciences	Interprofessional Management of Pain (IPMP): preparing health professional students for future practice	\$14,478 (1 year)
Dr Stephen Hall	Faculty of Engineering, Architecture and Information Technology	The learning and teaching of complex CFD software: how do students learn to use it and does it promote an improved understanding of Fluid Dynamics	\$15,000 (1 year)

Support for UQ initiatives

Student Hub

In 2018 we continued to support the University's investigation into the development and construction of a new integrated and multi-functional, purpose-built Student Hub complex that will house the student union, clubs and societies, retail outlets, formal and informal learning spaces, student services areas, as well as student commons.

Students as Partners

In 2018 we supported Students as Partners initiatives which provided valuable opportunities for students and staff to partner in the enhancement of the UQ student experience by facilitating the development of digital learning modules. We also co-facilitated UQ hosting of the Annual Students as Partners National Network.

Program Architecture review

Supported by ITaLI facilities, the Program Architecture project, launched in 2018, aims to enhance the UQ student experience by reviewing and simplifying program structures and teaching-related policies and procedures. This will enable a more flexible and sustainable approach to program design in order to foster greater responsiveness to a changing world and greater interdisciplinary collaboration.

Non-English Speaking Background Student Support Working Party

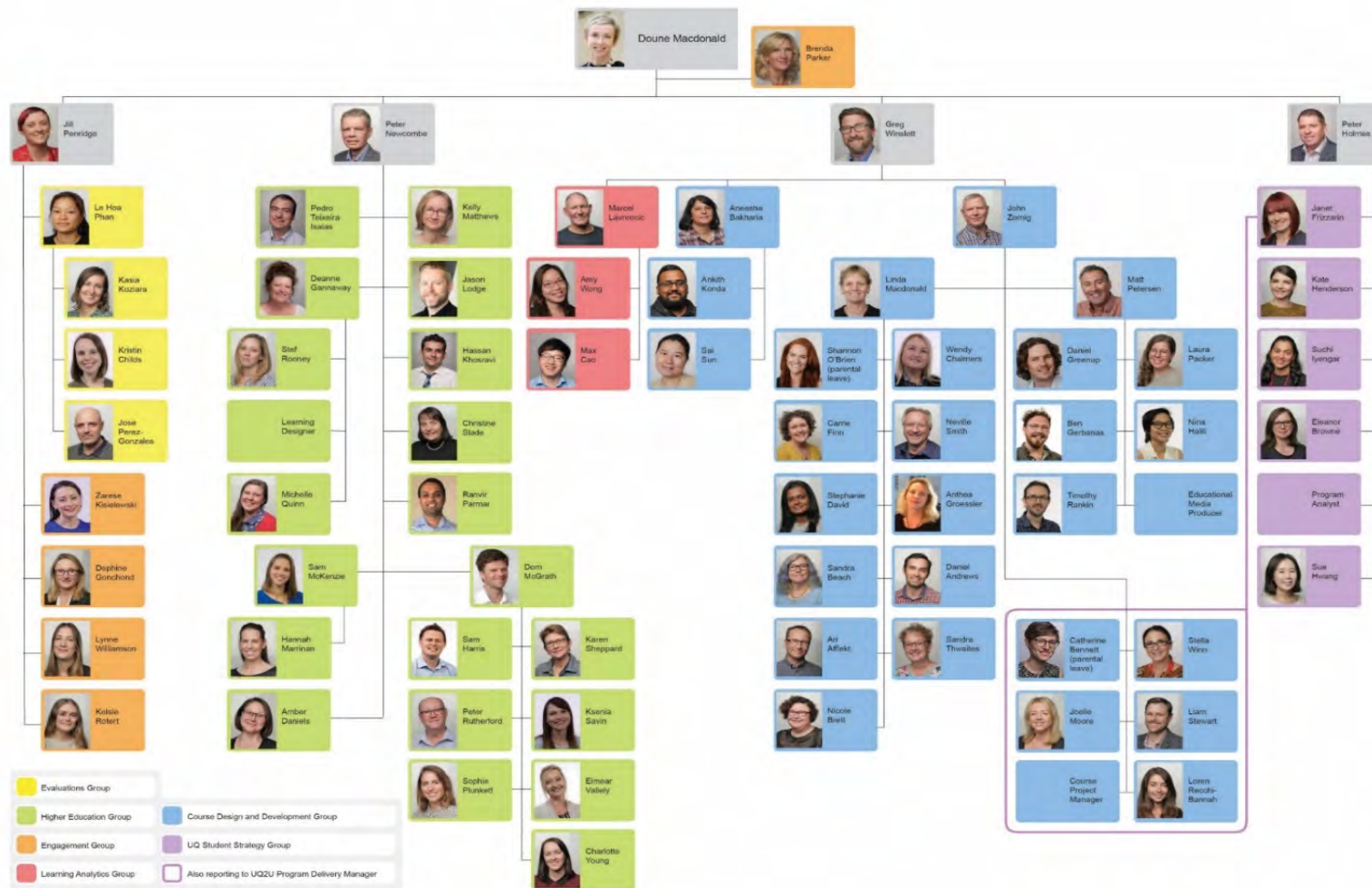
Established in late-2018, and supported by ITaLI, the Non-English Speaking Background (NESB) Student Support Working Party commenced work on the development of a NESB Student Support Roadmap to provide strategic direction and enhance NESB student support at UQ.

Governance

ITaLI is a central UQ institute led by the Pro-Vice-Chancellor (Teaching and Learning) reporting directly to the Deputy Vice-Chancellor (Academic).

Advisory Committee	Executive Committee	Management Committee
<p>The ITaLI Advisory Committee provides strategic advice to the Deputy Vice-Chancellor (Academic) and Pro-Vice-Chancellor (Teaching and Learning) on setting current and future strategic directions and priorities, in line with UQ Strategic Plan.</p>	<p>The ITaLI Executive Committee is ITaLI's main decision-making body. The Committee provides advice to the Pro-Vice-Chancellor (Teaching and Learning) on whole-of-institute issues and makes decisions regarding the development, implementation and evaluation of major initiatives.</p>	<p>The ITaLI Management Committee was established in September 2018 to ensure effective coordination across ITaLI, reporting on activities and providing input into future strategic directions.</p>
<p>Members of the Committee</p> <p>Ex-Officio</p> <ul style="list-style-type: none"> • Deputy Vice Chancellor (Academic) [Chair] • Pro-Vice-Chancellor (Teaching and Learning) • Deputy Vice-Chancellor (Research) or nominee • Associate Dean (Academic), Faculty of Business, Economics and Law • Associate Dean (Academic), Faculty of Engineering, Architecture and Information Technology • Associate Dean (Academic), Faculty of Health and Behavioural Sciences • Associate Dean (Academic), Faculty of Humanities and Social Sciences • Associate Dean (Academic), Faculty of Medicine • Associate Dean (Academic), Faculty of Science. <p>Appointed</p> <ul style="list-style-type: none"> • Two senior academics nominated by the Deputy Vice-Chancellor (Academic) 	<p>Members of the Committee</p> <ul style="list-style-type: none"> • Pro-Vice-Chancellor (Teaching and Learning) [Chair], Professor Doune Macdonald • Deputy Director (Digital Learning), Dr Gregory Winslett • Deputy Director (Higher Education), Associate Professor Peter Newcombe • Deputy Director (Strategy & Operations), Jill Penridge • Program Manager, Student Strategy, Peter Holmes. 	<p>Members of the Committee</p> <ul style="list-style-type: none"> • Pro-Vice-Chancellor (Teaching and Learning) [Chair], Professor Doune Macdonald • Deputy Director (Digital Learning), Dr Gregory Winslett • Deputy Director (Higher Education), Associate Professor Peter Newcombe • Deputy Director (Strategy & Operations), Jill Penridge • Evaluation Manager, Dr Le Hoa Phan • Learning Design Team Leader, Higher Education, Dominic McGrath • Learning Design Team Leader, UQx, Linda MacDonald • Manager, Course Design & Development, John Zornig • Manager, Learning Analytics, Marcel Lavrencic • Media Production Manager, Matt Petersen • Program Manager (Blended Learning), UQ2U, Janet Frizzarin • Program Manager, Student Strategy, Peter Holmes • Senior Programmer, Dr Aneesha Bakharia

Figure 1 ITaLI organisational chart as at 25 October 2018



Risk management

In 2018 we continued to focus on safety and risk management culture. New governance structures were established to improve oversight. Induction processes were refined, Institute Organisational Health and Safety (OHS) procedures were formalised; asset management activities were updated; and a risk registry implemented, major categories include:

- Reputational risk
- Budget certainty
- Career pathways
- Workforce capacity
- Strategic focus
- Organisational culture
- Role clarity
- OHS
- Data security.

Glossary

AAUT	Australian Awards for University Teaching
BA	Bachelor of Arts
edX	an online learning destination and MOOC provider, offering high-quality courses from the world's best universities and institutions to learners everywhere
HEA	Higher Education Academy
MOOC	Massive Open Online Course
SECaT	Student Evaluation of Course and Teaching (survey)
SETutor	Student Evaluation of Tutor (survey)
SOTL	Scholarship of Teaching and Learning
T&L	Teaching and Learning
UQ	The University of Queensland
UQx	UQ's participation in edX, developing MOOCs, researching online learning, and collaborating with partner institutes

Appendices

1. SECaT Data 2018

Survey trends

Semester 1 2018 response rates increased across all surveys with the number of responses received returning closer to 2016 levels. However, as per the 2017 trend, response rates in Semester 2 2018 decreased to their lowest point for courses. Although response rates decreased in Semester 2 2018, the number of responses for the SETutor survey increased to their highest level since 2013.

SECaT survey trends

Survey	Semester	No. of Course Surveys	No. Potential Responses	No. of Responses Received	% Response Rate
Course	Semester 2, 2018	1,664	139,499	41,257	36.30
	Semester 1, 2018	1,538	140,981	47,795	40.50
	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
Teaching	Semester 2, 2018	3,021	227,610	79,666	35.20
	Semester 1, 2018	2,746	305,403	101,320	40.00
	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
SETutor	Semester 2, 2018	2,741	324,702	30,060	21.70*
	Semester 1, 2018	4,096	336,163	26,109	30.70*
	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.

SECaT trend analysis

2015–2018 SECaT trend analysis¹

Year	Per cent of datasets with all questions above 4.25	Number of datasets with all questions above 4.25	Number of datasets without all questions above 4.25	Total
2018	37.7	2,747	4,542	7,289
Course	22.9	619	2,083	2,702
Teaching	46.4	2,128	2,459	4,587
2017	35.0	2,654	4,924	7,578
Course	20.6	565	2,173	2,738
Teaching	43.2	2,089	2,751	4,840
2016	30.5	2,282	5,201	7,483
Course	17.1	470	2,282	2,752
Teaching	38.3	1,812	2,919	4,731
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
Total	32.4	9,646	20,118	29,764

¹Data only includes results for SECaT surveys with 6 or more responses at the course level. Data was retrospectively updated based on requests for data corrections and deletions.

2. UQx MOOC Catalogue

Course/Program	Course Runs	2018 Enrolments
IELTSx	1	187,433
Write101x	3	86,832
PSYC1030 XSeries	8	62,346
CORPINN MicroMasters	4	27,270
Think101x	1	26,803
BUSLEAD MicroMasters	6	21,210
META101x	1	19,379
LGDM MicroMasters	10	15,657
ENGY MicroMasters	7	14,442
Crime101x	2	12,769
TourismX	1	12,606
Employ101x	1	12,250
LearnX	2	10,132
QueryX	2	8,098
World101x	3	7,294
SegmentX	1	6,931
BIOIMG101x	1	6,649
Tropic101x	1	4,154
Denial101x	4	4,038
MediaWarX	1	3,779
Teams101x	1	3,705
Hypers301x	1	3,551
Abel XSeries	3	3,497
Carbon101x	2	2,690
MiningX	1	2,626
Sharks!	1	2,548
HealthX	1	2,341
Total		577,019

3. HDR Supervisions

ITaLI staff member	Student name	Role	FTE Load	Full/part time	School
GANNAWAY, Deanne	Ruiqi Deng	Associate	0.3	Full-time	Business
	Nattalia Anne Godbold	Associate	0.1	Part-time	Education
	Aparna Datey	Associate	0.4	Full-time	Architecture
	Chloe Louise Kuwert	Principal	0.4	Part-time	Education
		<i>FTE Load</i>	<i>1.2</i>		
KHOSRAVI, Hassan	Solmaz Abdi	Principal	0.7	Full-time	Information Technology and Electrical Engineering
	Mauro Ocana	Associate	0.2	Part-time	Languages and Cultures
	Kane Maxwell	Associate	0.05	Part-time	Earth and Environmental Sciences
	Shiva Shabaninejad	Principal	0.5	Full-time	Information Technology and Electrical Engineering
	Boyd Alexander Potts	Principal	0.25	Part-time	Information Technology and Electrical Engineering
		<i>FTE Load</i>	<i>1.7</i>		
LODGE, Jason	Suijing Yang	Principal	0.6	Full-time	Education
		<i>FTE Load</i>	<i>0.6</i>		
MATTHEWS, Kelly	Robert Adrian Crudgington	Associate	0.2	Part-time	Human Movement and Nutrition Sciences
	Susan Gay Gollagher	Principal	0.3	Part-time	Education
	Nattalia Anne Godbold	Principal	0.3	Part-time	Education
	Kun Dai	Associate	0.15	Part-time	Education
	Sandra Marie Leathwick	Principal	0.25	Part-time	Education
		Associate	0.3	Full-time	Faculty of Medicine
		<i>FTE Load</i>	<i>1.5</i>		
SLADE, Christine	Elizabeth Catherine Allotta	Associate	0.2	Part-time	Chemistry and Molecular Biosciences
	Andrea Joy Reid	Associate	0.25	Part-time	Chemistry and Molecular Biosciences
		<i>FTE Load</i>	<i>0.45</i>		
MACDONALD, Doune	Rosemary Jean Horn	Associate	0.1	Part-time	Human Movement and Nutrition Sciences

	Jacqueline Lisa Cowan	Associate	0.1	Part-time	Human Movement and Nutrition Sciences
	Natalie Marie McMaster	Associate	0.15	Part-time	Human Movement and Nutrition Sciences
	Jose Manuel Tenorio	Associate	0.15	Full-time	Human Movement and Nutrition Sciences
	Leigh Aniela Sperka	Associate	0.25	Full-time	Human Movement and Nutrition Sciences
		<i>FTE Load</i>	<i>0.75</i>		
TEIXEIRA ISAIAS, Pedro	Haruna Abe	Associate	0.4	Full-time	Medicine
	Mehran Gholizadeh	Associate	0.4	Full-time	Business
		<i>FTE Load</i>	<i>0.8</i>		
BAKHARIA, Aneesha	Mauro Ocana	Associate	0.2	Full-time	Languages and Cultures
		<i>FTE Load</i>	<i>0.2</i>		
SUSSEX, Roland		Associate	0.3	Full-time	Languages and Cultures
		Associate	0.17	Part-time	Nursing, Midwifery and Social Work
		Associate	0.2	Full-time	Health and Rehabilitation Sciences
		<i>FTE Load</i>	<i>0.67</i>		
NEWCOMBE, Peter	Caroline Jade Gee	Associate	0.3	Full-time	Faculty of Medicine
	Louise Earnshaw	Principal	0.6	Full-time	Psychology
	Martha Anne Druery	Associate	0.05	Part-time	Faculty of Medicine
	Antonia Maria Kish	Principal	0.3	Part-time	Psychology
	Mark Antony Westby	Associate	0.2	Part-time	Psychology
	Andrian Liem	Principal	0.6	Full-time	Psychology
	Siti Maliha	Principal	0.5	Full-time	Psychology
	Wuri Prasetyawati	Principal	0.5	Full-time	Psychology
	Hui Xu	Associate	0.075	Part-time	Nursing, Midwifery and Social Work
		<i>FTE Load</i>	<i>3.125</i>		

4. Publications, external presentations and conferences

Key research areas



1. Higher Education Pedagogy and Curriculum
2. Learning Analytics, Science of Learning
3. Educational Technologies

We are known internationally as research leaders in:

- engaging Students as Partners
- renewing Bachelor of Arts curricula
- applying ePortfolios in the Health disciplines
- leveraging analytics in blended learning environments
- investigating contract cheating and digital threats to academic integrity
- enabling Scholarship of Teaching and Learning (SoTL).

Headlines

19% of research co-authored with **UQ students**, both undergraduate Research Scholars and Research Higher Degree students.

22% of research co-authored with **UQ staff** as ITaLI academics collaborate with Teaching-Focused academics on SoTL and applied higher education research studies.

40% (approximately) of our research is co-authored with **external colleagues**, both nationally and internationally. Our external collaborators come from top-rated institutions including, University of Melbourne (Times HE #32), Tsinghua University in China (Times HE #23), and McMaster University in Canada (Times HE #70).

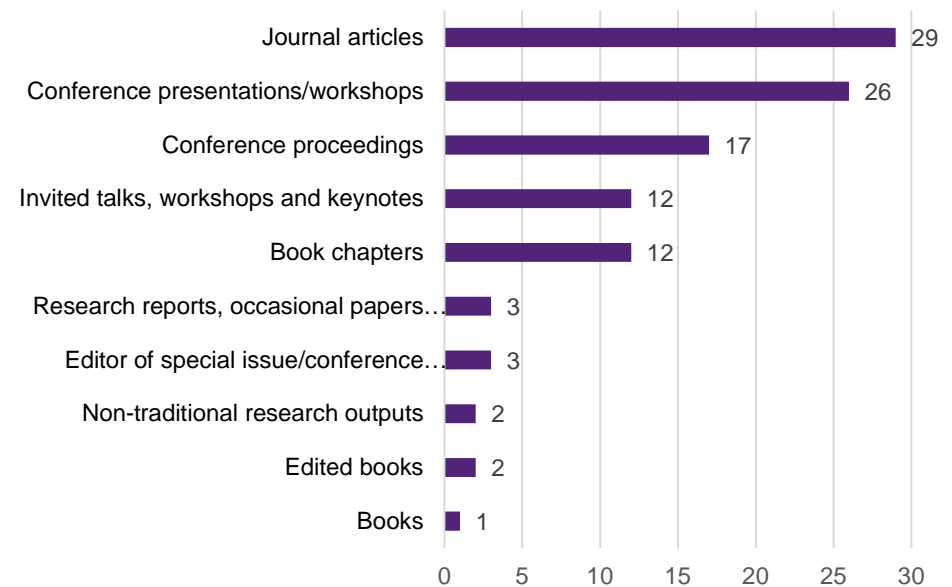
Publications



107 research outputs
in 2018

We publish in the top Higher Education Journals, with high quality publishers, and in top-rated Conference Proceedings.

2018 Publications for ITaLI



Research contributions

Books

Ahmad, A., Fenton, N., Graystone, L., Acai, A., Matthews, K.E., & Chalmers, D. (2018). *Investigating impact in higher education*. Sydney: Higher Education Research and Development Society of Australasia.

Book chapters

Ajjawi, R., Lodge, J. M. & Roberts, C. (2018). Translating educational research into educational practice. In C. Delaney & E. Molloy (Eds.), *Learning and teaching in clinical contexts: a practical guide* (pp. 365-376). Chatswood, NSW, Australia: Elsevier.

Barker, M., Gannaway, D., Green, W. Webster-Wright, A. (2018) You're not alone: Discovering the power of sharing life narratives as academic women. In A. L. Black & S. Garvis (Eds.), *Women activating agency in academia: metaphors, manifestos and memoir* (pp. 11-22). Abingdon, Oxfordshire, United Kingdom: Routledge.

Gannaway, D., & Sheppard, K. (2018). Pursuing employability through generalist and specialist degree programs: Australian perspectives. In H. Joy, L. William, & C. Geoffrey (Eds.), *Education for employability: learning for future possibilities* (pp. 1-13). Rotterdam, Netherlands: Sense-Brill Publishers.

Issa, T, Pena, N., & Isaias, P. (2018). Assessing the Effectiveness of IPTEACES e-Learning Framework in Higher Education: an Australian's Perspective. In M. Panda, A. Abraham, A. E. Hassanien (Eds), *Big Data Analytics: A Social Network Approach*. CRC press.

Lian, A, & Sussex, R. (2018). Toward a critical epistemology for learning languages and cultures in twenty-first century Asia. *Intercultural communication in Asia: education, language and values*. Edited by Andy Curtis and Roland Sussex. Cham, Switzerland: Springer.37-54.https://doi.org/10.1007/978-3-319-69995-0_3

Lewis, M., Lodge, J. M. & Quinnell, R. (2018). Refocusing threshold concepts: surfacing and attending to student misconceptions as a necessary (and safer) form of liminal learning. In J. Huisman & M. Tight

(Eds.), *Theory and method in higher education research* (pp. 31-47). doi:10.1108/s2056-375220180000004004

Lodge, J. M. (2018). A futures perspective on information technology and assessment. In J. Voogt, G. Knezek, R. Christensen & Kwok-Wing Lai (Eds.), *Second handbook of information technology in primary and secondary education* (pp. 1-13). doi:10.1007/978-3-319-53803-7_43-1

Lodge, J. M., Kennedy, G. & Hattie, J. (2018). Understanding, assessing and enhancing student evaluative judgement in digital environments. In D. Boud, R. Ajjawi, P. Dawson & J. Tai (Eds.), *Developing evaluative judgement in higher education: assessment for knowing and producing quality work* (pp. 70-78). Abingdon, United Kingdom: Routledge.

Macdonald, D., Enright, E. & McCuaig, L. (2018). Re-visioning the Australian curriculum for health and physical education. In H. A. Lawson (Ed.), *Redesigning physical education: an equity agenda in which every child matters* (pp. 196-209). London, United Kingdom: Routledge.

Matthews, K.E., Cook-Sather, A., & Healey, M. (2018). Connecting learning, teaching, and research through student-staff partnerships: Toward universities as egalitarian learning communities. In V. C. H. Tong, A. Standen, & M. Sotiriou (Eds.), *Shaping higher education with students: Ways to connect research and teaching* (pp. 23-29). London, United Kingdom: UCL Press.

McCuaig, L., Atkin, J. & Macdonald, D. (2018). In pursuit of a critically oriented Physical Education: Curriculum contests and troublesome knowledge. In R. Pringle, H. Larsson, G. Gerdin (Eds.), *Critical Research in Sport, Health and Physical Education* (pp. 119-133). Abingdon, Oxon, United Kingdom: Routledge.

Sussex, R. (2018). Intercultural communication about pain. *Intercultural communication in Asia: education, language and values*. Edited by Andy Curtis and Roland Sussex. Cham, Switzerland: Springer.181-204.https://doi.org/10.1007/978-3-319-69995-0_9

Conference proceedings

Abdi, S., Khosravi, H. & Sadiq, S. (2018). Predicting student performance: The case of combining knowledge tracing and collaborative filtering. Proceedings of the 11th International Conference on Educational Data Mining. (pp. 545-540). Buffalo, NY, United States: Educational Data Mining

Alhadad, S. S. J., Thompson, K., Knight, S., Lewis, M. & Lodge, J. M. (2018). Analytics-enabled teaching as design: reconceptualisation and call for research. Proceedings of the 8th International Conference on Learning Analytics and Knowledge - LAK '18. 427-435. doi:10.1145/3170358.3170390

Bakharia, A. (2018). Designing interactive topic discovery systems for research and decision making. International Conference on Intelligent Decision Technologies (pp. 1-10). Springer.

Bakharia, A. (2018). Selecting NLP techniques to evaluate learning design objectives in collaborative multi-perspective elaboration activities. Proceedings of the 5th Workshop on Natural Language Processing Techniques for Educational Applications (pp. 88-92).

Bakharia, A., & Lindley, M. (2018). PerspectivesX: A collaborative multi-perspective elaboration learning tool. International KES Conference on Smart Education and Smart E-Learning (pp. 27-36). Springer.

Bakharia, A., & Lindley, M. (2018, June). PerspectivesX: A Collaborative Multi-perspective Elaboration Learning Tool. International KES Conference on Smart Education and Smart E-Learning (pp. 27-36). Cham: Springer.

Cooper, K. & Khosravi, H. (2018). Graph-based visual topic dependency models: supporting assessment design and delivery at scale. Proceedings of the 8th International Conference on Learning Analytics and Knowledge, LAK 2018, 11-15. doi:10.1145/3170358.3170418

Dollinger, M. & Lodge, J. M. (2018). Co-Creation strategies for learning analytics. Proceedings of the 8th International Conference on Learning Analytics and Knowledge: Towards User-Centred Learning Analytics,

LAK 2018.8th International Conference on Learning Analytics and Knowledge, LAK 2018. 97-101 doi:10.1145/3170358.3170372

Hatten-Roberts, T. & Lodge, J. M. (2018). Can speaking make learning easier? Verbal rehearsal effects on cognitive load, learning efficacy and performance. Proceedings of International Conference of the Learning Sciences, ICLS. 13th International Conference of the Learning Sciences, ICLS 2018: Rethinking Learning in the Digital Age: Making the Learning Sciences Count (pp. 1423-1424). London, United Kingdom: International Society of the Learning Sciences (ISLS).

Isaias, P. (2018). Flipping your Classroom: A Methodology for Successful Flipped Classrooms. In D. G. Sampson, J. M. Spector, D. Ifenthaler, & P. Isaias (Eds), Proceedings of the 15th International Conference on Cognition and Exploratory Learning in Digital Age (CELDA). Budapest: IADIS Press.

Isaias, P. & Lima, S. (2018). Collaborative design of case studies applying an adaptive digital learning tool. In T. Bastiaens, J. Van Braak, M. Brown, L. Cantoni, M. Castro, R. Christensen, G. Davidson-Shivers, K. DePryck, M. Ebner, M. Fominykh, C. Fulford, S. Hatzipanagos, G. Knezek, K. Kreijns, G. Marks, E. Sointu, E. Korsgaard Sorensen, J. Viteli, J. Voogt, P. Weber, E. Weippl & O. Zawacki-Richter (Eds.), Proceedings of EdMedia: World Conference on Educational Media and Technology (pp. 1473-1482). Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE).

Isaias, P., McKimmie, B., Bakharia, A., & Zornig, J. (2018). Flipping the Classroom Effectively: Evaluation Results from a Course at The University of Queensland. EdMedia+ Innovate Learning (pp. 1864-1873). Association for the Advancement of Computing in Education (AACE).

Lindley, M. & Isaias, P. (2018). Gameful Design Principles for Self-Learning in Gamified eLearning Systems. In T. Bastiaens, J. Van Braak, M. Brown, L. Cantoni, M. Castro, R. Christensen, G. Davidson-Shivers, K. DePryck, M. Ebner, M. Fominykh, C. Fulford, S. Hatzipanagos, G. Knezek, K. Kreijns, G. Marks, E. Sointu, E. Korsgaard Sorensen, J. Viteli, J. Voogt, P. Weber, E. Weippl & O. Zawacki-Richter (Eds.), Proceedings

of EdMedia: World Conference on Educational Media and Technology (pp. 1197-1202). Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE).

Miranda, P., Isaias, P. & Pifano, S. (2018). Digital literacy in higher education: a survey on students' self-assessment. HCI International 2018 Conference. Learning and Collaboration Technologies. Learning and Teaching - 5th International Conference, LCT 2018, Held as Part of HCI International 2018, Proceedings (pp.71-87). Heidelberg, Germany: Springer.

Newcombe, P. (2018, October). Is the future of higher education learning "blended": Using technology to enhance the learning experience. In D. Kusumaningrum (Ed.), 3rd International Conference on Educational Management and Administration (CoEMA 2018) (pp. 167-169). Amsterdam, Netherlands: Atlantis Press.

Potts, B. A., Khosravi, H. & Reidsema, C. (2018). Reciprocal content recommendation for peer learning study sessions. Proceedings of the Artificial Intelligence in Education 19th International Conference: AIED 2018, 462-475. doi:10.1007/978-3-319-93843-1_34

Potts, B. A., Khosravi, H., Reidsema, C., Bakharia, A., Belonogoff, M., & Fleming, M. (2018). Reciprocal peer recommendation for learning purposes. Proceedings of the 8th International Conference on Learning Analytics and Knowledge (pp. 226-235). New York: ACM Digital Literacy.

Conference presentations and workshops

Brown Wilson, C., Slade, C., Kirby, M., Downer, T., Fisher, M., & Nuessler, S. (2018). Digital Ethics and ePortfolio A Scoping Review of the Literature. Poster Presented at the School of Nursing & Midwifery Showcase, Lanyon Building, Queens University, Belfast.

Brown Wilson, C., & Slade, C. (2018). Building Consensus: An Alternative Model of Curriculum Development. Workshop Advance HE/ HEA Annual Conference Birmingham, UK, 2nd July

Brown Wilson, C., & Slade, C. (2018). Exploring ePortfolio use with vulnerable communities: the challenge of social media. Workshop Advance HE/ HEA Annual Conference Birmingham, UK, 3rd July 2018.

Chunduri, P., Luo, B., & Matthews, K.E. (2018). Values that matter to students in Students as Partners. Paper presented at the STARS Conference, Auckland.

Coombe, L., Huang, J., Khosravi, H., Russell, S. & Sheppard, K. (2018). Understanding (SaP) Partnerships: evaluating what works!. Paper presented at the 41st HERDSA Annual Conference: (Re-Valuing) Higher Education, Adelaide.

Gannaway, D. (2018). Towards a professional learning curriculum for university educators. Paper presented at the 41st HERDSA Annual Conference: (Re-Valuing) Higher Education, Adelaide.

Gannaway, D., & Sheppard, K. (2018, July). Breaking down the barriers: Facilitating cross-discipline conversations in Humanities, Arts and Social Sciences. Paper presented at the 41st HERDSA Annual Conference: (Re-Valuing) Higher Education, Adelaide.

Harrison-Graves, K., & Gannaway, D. (2018, July). What's new in HEA and what's in it for me? Paper presented at the 41st HERDSA Annual Conference: (Re-Valuing) Higher Education, Adelaide.

Healey, M., Matthews, K.E., Cook-Sather, A., & Healey, R. (2018). Writing for publication in the scholarship of teaching and learning. Paper presented at the International Society for the Scholarship of Teaching and Learning, Bergen, Norway.

Johnson, E., & Gannaway, D. (2018). Generalist degrees: gateway to future employability? Paper presented at the ACEN 7th Annual Conference on Work Integrated Learning, Brisbane.

Khosravi, H. (2018). Adaptive Learning in Higher Education. Paper presented at the Queensland University of Technology Teaching and Learning Seminar, Brisbane.

Khosravi, H. (2018). Tools and Strategies for Using Adaptive Learning, Peer Learning and Co-creation in Higher Education. Paper presented at the Australian Learning Analytics Summer Institute (ALASI2018), Melbourne.

Leathwick, S., Matthews, K. E., Enright, E., & Moni, K. (2018). Valuing the expertise of underrepresented students in teaching and learning partnerships. Paper presented at the Higher Education Research & Development Society, Adelaide.

Matthews, K.E. (2018). Doing 'Students as Partners' is not enough: the role of theory in our partnership practices. Paper presented at the ISSOTL18: Toward a learning culture, Bergen.

Matthews, K.E. (2018). Engaging students as partners in work integrated learning (WIL). Paper presented at the Australian Collaborative Education Network: Invited Expert Panellist, Flinders University.

McKenzie, S.J. (2018). 2018 UQ student technology survey: Preliminary results. Paper presented at the Cross-Institutional Learning Designer Forum, Brisbane.

McKenzie, S.J., Collyer, S., Fitt, N., Isaias, P., Slade, C., Tilse, J., & Yates, N. (2018). The 2018 University of Queensland Student Technology Survey ASCILITE workshop. Paper presented at the 35th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education, Geelong.

McKenzie, S.J., Dickie, A., & Stenning, I. (2018). Crossing the chasm: Technology absorption. Paper presented at the TELedvisors ASCILITE Special Interest Group Face-to-Face Meetup, Brisbane.

Mercer-Mapstone, L., & Matthews, K.E. (2018). How do you introduce the idea of student-staff partnerships? Five 'entry point' narratives for inviting newcomers into partnership. Paper presented at the RAISE, Sheffield, UK.

Rowland, S., & Slade, C. (2018). 'Just turn to us': the persuasive tactics of contract cheating websites, and the ways in which we can combat them through conversation. Paper presented at the HERDSA Annual Conference, Adelaide.

Slade, C. & Tsai, J. (2018). Building Connections through Integrated ePortfolio Curriculum. ePortfolio Australia Forum 2018 Proceedings. Brisbane: Griffith University.

Slade, C., Brown Wilson, C., Kirby, M., Downer, T., Fisher, M. & Isbel, S. (2018). A New Concern: Ethical Decision Making in Students' Secondary Use of Data from their ePortfolios. ePortfolio Australia Forum 2018 Proceedings, Brisbane: Griffith University.

Slade, C., & Brown Wilson, C. (2018). Student Identity Verified Assessment Workshop: A response to contract cheating. Advance HE/ HEA Annual Conference Birmingham, UK, 3rd July 2018.

Slade, C., & Brown Wilson, C. (2018). Embedding Digital Health Capabilities into Curricula. Workshop Advance HE/ HEA Annual Conference Birmingham, UK, 2nd July 2018.

Slade, C., McGrath, D. & Greenaway, R. (2018). Snapshot of the Learning Design Profession. Poster Presented at QUES, University of the Sunshine Coast, QLD.

Slade, C., McGrath, D., & Greenaway, R. (2018). A Snapshot of the Learning Design Profession. Poster presented at the Advance HE/HEA Annual Conference, Birmingham, UK.

Edited books

Curtis, A. & Russex, R. (2018). Intercultural Communication in Asia: Education, Language and Values (Vol. 24, Multilingual Education). Cham: Springer International Publishing.

Sampson, D. G., Ifenthaler, D., Spector, J. M., & Isaias, P. (Eds.). (2018). Digital technologies: Sustainable innovations for improving teaching and learning. New York: Springer.

Editors: Journal Special issues, Conference Proceedings

Coates, H., & Matthews, K.E. (2018). Frontier perspectives and insights into higher education student success. Higher Education Research and Development, 37(5), 903-907. doi:10.1080/07294360.2018.1474539

Kahu, E., & Lodge, J. (2018). 2018 Special Issue: Student Engagement and Retention in Higher Education. Student Success, 9(4). doi:10.5204/ssj.v9i4.1141

Enright, E., Matthews, K.E., Russell, S. & Sherwood, C. (2018). National Students as Partners Roundtable Program. Paper presented at the 4th Annual Australian National Students as Partners Roundtable, The University of Queensland, Brisbane.

Journal articles

Arguel, A.I, Lockyer, L., Kennedy, G., Lodge, J. M. & Pachman, M. (2018). Seeking optimal confusion: a review on epistemic emotion management in interactive digital learning environments. *Interactive Learning Environments*, 27(2), 1-11. doi:10.1080/10494820.2018.1457544

Aziz, A. A. A. & Rowland, S. (2018). The entrepreneurship skills that biotechnology graduates need: findings from entrepreneurial employees in a developing economy. *Entrepreneurship Education*, 1, 61-83. doi:10.1007/s41959-018-0006-7

Brooker, A., Corrin, L., de Barba, P., Lodge, J. M. & Kennedy, G. (2018). A tale of two MOOCs: how student motivation and participation predict learning outcomes in different MOOCs. *Australasian Journal of Educational Technology*, 34(1), 73-87. doi:10.14742/ajet.3237

Brown Wilson, C., Slade, C., Kirby, M., Downer, T., Fisher, M. & Nuessler, S. (2018). Digital Ethics and the Use of ePortfolio: A Scoping Review of the Literature. *International Journal of ePortfolio*, 8(2), 115-125.

Cook-Sather, A., Matthews, K.E., Ntem, A., & Leathwick, S. (2018). What we talk about when we talk about students as partners. *International Journal for Students as Partners*, 2(2), 1-9. doi:10.15173/ijpsap.v2i2.3790

Coombe, L., Huang, J., Russell, S., Sheppard, K. & Khosravi, H. (2018). Students as partners in action: Evaluating a university-wide initiative. *International Journal for Students As Partners* 2(2), 85-95. doi:10.15173/ijpsap.v2i2.3576

Deng, R., Benckendorff, P., & Gannaway, D. (2018). Progress and new directions for teaching and learning in MOOCs. *Computers and Education*, 129, 48-60. doi:10.1016/j.compedu.2018.10.019

Dollinger, M., Lodge, J. & Coates, H. (2018). Co-creation in higher education: towards a conceptual model. *Journal of Marketing for Higher Education*, 28(2), 1-22. doi:10.1080/08841241.2018.1466756

Horvath, J. C., Donoghue, G. M., Horton, A. J., Lodge, J. M. & Hattie, J. A. C. (2018). On the irrelevance of neuromyths to teacher effectiveness: comparing neuro-literacy levels amongst award-winning and non-award winning teachers. *Frontiers in Psychology*, 9(1666). doi:10.3389/fpsyg.2018.01666

Howe, P. D. L., Lodge, J. M. & McKague, M. (2018). A comparison of the effectiveness of two computer-based learning aids. *Frontiers in Education*, 3(51). doi:10.3389/educ.2018.00051

Howe, P. D. L., McKague, M., Lodge, J. M., Blunden, A. G. & Saw, G. (2018). PeerWise: evaluating the effectiveness of a web-based learning aid in a second-year psychology subject. *Psychology Learning and Teaching*, 17(2), 166-176. doi:10.1177/1475725718764181

Isaias, P. (2018). Model for the Enhancement of Learning in Higher Education through the Deployment of Emerging Technologies. *Journal of Information Communication and Ethics in Society (JICES)*, 16(4), 401-412. doi:10.1108/JICES-04-2018-0036

Khosravi, H. & Cooper K. M. L. (2018). Topic Dependency Models: Graph-Based Visual Analytics for Communicating Assessment Data. *Journal of Learning Analytics* 5(3), 136-153. doi: 10.18608/jla.2018.53.9

Lodge, J. M., Kennedy, G., Lockyer, L., Arguel, A. & Pachman, M. (2018). Understanding Difficulties and Resulting Confusion in Learning: An Integrative Review. *Frontiers in Education*, 3(49). doi:10.3389/educ.2018.00049

Marquis, E., Guitman, R., Black, C., Healey, M., Matthews, K., & Dvorakova, L. S. (2018). Growing partnership communities: what experiences of an international institute suggest about developing student-staff partnership in higher education. *Innovations in Education and Teaching International*, 56(2), 184-194. doi:10.1080/14703297.2018.1424012

Matthews, K. E., Mercer-Mapstone, L., Dvorakova, S. L., Acai, A., Cook-Sather, A., Felten, P., Marquis, E. (2018). Enhancing outcomes and reducing inhibitors to the engagement of students and staff in learning and teaching partnerships: implications for academic development. *International Journal for Academic Development*, 24(3), 246-259. doi:10.1080/1360144x.2018.1545233

Matthews, K.E. (2018). Engaging students as participants and partners: an argument for partnership with students in higher education research on student success. *International Journal of Chinese Education*, 7(1), 42-64. doi:10.1163/22125868-12340089

Matthews, K.E., Cook-Sather, A., Acai, A., Dvorakova, S.L., Felten, P., Marquis, E., & Mercer-Mapstone, L. (2018). Toward theories of partnership praxis: an analysis of interpretive framing in literature on students as partners in teaching and learning. *Higher Education Research & Development*, 38(2), 280-293. doi:10.1080/07294360.2018.1530199

Matthews, K.E., Dwyer, A., Hine, L., & Turner, J. (2018). Conceptions of students as partners. *Higher Education*, 76(6), 1-15. doi:10.1007/s10734-018-0257-y

Matthews, K.E., Dwyer, A., Russell, S., & Enright, E. (2018). It is a complicated thing: leaders' conceptions of students as partners in the neoliberal university. *Studies in Higher Education*, 44(12), 2196-2207. doi:10.1080/03075079.2018.1482268

McLaughlan, R. & Lodge, J. M. (2018). Facilitating epistemic fluency through design thinking: a strategy for the broader application of studio pedagogy within higher education. *Teaching in Higher Education*, 24(1), 81-97. doi:10.1080/13562517.2018.1461621

Panadero, E., Broadbent, J., Boud, D. & Lodge, J. M. (2018). Using formative assessment to influence self- and co-regulated learning: the role of evaluative judgement. *European Journal of Psychology of Education*, 34(3), 535-557. doi:10.1007/s10212-018-0407-8

Pedwell R., Hardy J. & Rowland, S. (2018). A 'how-to' guide for producing recorded interviews. *CourseSource*. doi:10.24918/cs.2018.2

Pedwell, R., Fraser, J. A., Wang, J. T. H., Clegg, J. K., Chartres, J. D. & Rowland, S. L. (2018).

The beer and biofuels laboratory: A report on implementing and supporting a large, interdisciplinary, yeast-focused course-based undergraduate research experience. *Biochemistry and Molecular Biology Education*, 46(3), 213-222. doi:10.1002/bmb.21111

Ponce Campuzano, J.C., Roberts, A.P., Matthews, K.E., Wegener, M.J., Kenny, E.P., & McIntyre, T.J. (2018). Dynamic visualization of line integrals of vector fields: a didactic proposal. *International Journal of Mathematical Education in Science and Technology*, 50(6), 1-16. doi:10.1080/0020739x.2018.1510554

Rolim, C. & Isaias, P. (2018). Examining the Use of E-assessment in Higher Education: Teachers and Students' Viewpoints. *British Journal of Educational Technology*, 50(4), 1785-1800. doi:10.1111/bjet.12669

Rowland, S., Hardy, J., Colthorpe, K., Pedwell, R. & Kuchel, L. (2018). CLIPS (Communication Learning in Practice for Scientists): a new online resource leverages assessment to help students and academics improve science communication. *Journal of Microbiology and Biology Education*, 19(1), 1-4. doi:10.1128/jmbe.v19i1.1466

Rowland, S., Slade, C., Wong, K., & Whiting, B. (2018). 'Just turn to us': the persuasive features of contract cheating websites. *Assessment & Evaluation in Higher Education*, 43(4), 652-665. <https://doi.org/10.1080/02602938.2017.1391948>

Slade, C., Rowland, S. & McGrath, D. (2018). Talking about contract cheating: facilitating a forum for collaborative development of assessment practices to combat student dishonesty. *International Journal for Academic Development*, 24(1), 1-14. doi:10.1080/1360144X.2018.1521813

Research reports, Occasional papers, UQ Policy papers

Gannaway, D. (2018). Continuing Professional Learning Framework: Professional Learning Pathways for University of Queensland Educators. Brisbane, Australia: The University of Queensland.

Matthews, K. E., Garratt, C. & Macdonald, D. (2018). The higher education landscape: trends and implications. Brisbane, Australia: The University of Queensland.

Nugent, A., Lodge, J., Carroll, A., Bagraith, R., MacMahon, S., Matthews, K.E., & Sah, P. (2018). Higher education learning framework: an evidence informed model for university learning. Brisbane, Australia: The University of Queensland.

NTRO (non-traditional research outputs)

Lodge, J. M. (2018). Learning lab to lecture hall. HERDSA News, 40(2), 3-4.

Matthews, K.E. (2018, April). Stop treating students like customers and start working with them as partners in learning. The Conversation.

Invited talks, workshops and keynotes

Brown Wilson, C., & Slade, C. (2018). Curriculum development and professional development. Workshops presented at the School of Nursing and Midwifery, Queens University, Belfast, 1-2 February, 2018

Enright, E., Dwyer, A., Russell, S., & Matthews, K.E. (2018). Four days of workshops at the International Students as Partners Institute, McMaster University, Canada.

Gannaway, D. (2018). BA Curriculum – Trends and patterns + Designing program-level graduate attributes. Presentations at the University of Wollongong.

Khosravi, H. (2018). Building Data-Rich Learning Experiences through an Adaptive Learning Framework. Paper presented at the Digital Campus and Learning Transformation Conference, Melbourne.

Khosravi, H. (2018). Re-Designing Digital Infrastructure to Integrate Student Learning and Engagement: Case Study at the University of

Queensland. Paper presented at the Digital Campus and Learning Transformation Conference, Sydney.

Khosravi, H. (2018). RiPPLE: A Crowdsourced Adaptive Platform for Recommending Learning Activities and Study Sessions. Paper presented at the 2nd Learning Analytics Summit, Melbourne.

Matthews, K.E. (2018). Digging deeper into academic-student partnerships for learning. Workshop presented at the Adelaide Education Academic, University of Adelaide.

Matthews, K.E. (2018). Invited talk on engaging students as partners. Keynote presented at the Heads of Student Administration Conference, Hobart, Tasmania.

Matthews, K.E. (2018). Making sense of 'students as partners': exploring the possibilities. Keynote presented at the Student Experience and Learning Forum: Deakin University, Melbourne.

Matthews, K.E. (2018). Talking about writing: scholarship of teaching and learning. Workshop presented at the Adelaide Education Academy, Adelaide.

Matthews, K.E. (2018). The role of students in scholarly learning and teaching practices. Keynote presented at the Australian Microbiology Society Education Conference, Brisbane.

Slade, C. (2018). Understanding student experience before and after ePortfolio use. Paper presented at the School of Nursing and Midwifery, Queen's University, Belfast.

5. UQ2U

UQ2U Blended courses

ECON1010 Introductory Microeconomics

ECON1020 Introductory Macroeconomics

ECON1011 Economics for Business

LAWS1100 Business Law

MECH2300 Structures & Materials

MECH3200 Advanced Dynamics & Vibrations

METR4201 Control Engineering I

COMU1120 Media & Society

EDUC1710 A Sociological Orientation to Education

BIOC2000 Biochemistry & Molecular Biology

CHEM1100 Chemistry 1

MATH1051 Calculus & Linear Algebra I

MATH1060 Discrete Mathematics

MGTS1601 Organisational Behaviour

MKTG1501 Foundations of Marketing

In collaboration with Monash University:

BIOL1020 Genes, Cells & Evolution

MGTS1301 Introduction to Management

UQ2U course schedule by Faculty:

Faculty	2018	2019 (planned)	2020 (planned)	Total per faculty
BEL	7	5	8	20
EAIT	3	2	4	9
HaBS	0	8	3	11
HaSS	2	3	3	8
Medicine	0	8	5	13
Science	5	5	5	15
Total	17	31	28	76

6. ITaLI led workshops - University Staff Development Program

Workshop	Date	Participant numbers
Applying for a UQ Teaching and Learning Award	24/04/2018	11
Coordinating Courses at UQ	12/02/2018	12
	18/05/2018	10
	26/07/2018	14
	5/06/2018	15
Designing Assessment	5/06/2018	15
Developing a Teaching & Learning Grant Application	3/09/2018	10
Educational Video Production	16/02/2018	3
	20/04/2018	3
	20/07/2018	8
	23/07/2018	6
	21/09/2018	5
Effective Lecturing	14/02/2018	20
	18/07/2018	21
Enhance Your Teaching with Educational Technologies	23/03/2018	10
Implement Assessment Marking, Moderation & Feedback	3/04/2018	2
Introduction to Curriculum Design	16/04/2018	8

Workshop	Date	Participant numbers
ITaLI Teaching Masterclass Series	2/03/2018	26
	1/05/2018	28
	28/05/2018	65
	12/07/2018	28
	9/08/2018	28
	27/09/2018	29
Orientation for all Academics new to UQ	3/10/2018	49
	5/02/2018	88
Peer Observation of Teaching	13/07/2018	49
	22/03/2018	7
Setting Up for a Successful Semester	15/02/2018	7
	18/06/2018	17
Showcasing Teaching & Learning Innovation	4/05/2018	84
	1/11/2018	34
Small Group Teaching	1/03/2018	16
The Teaching@UQ Program (completions)	Semester 1	27
	Semester 2	10

Workshop	Date	Participant numbers
Understanding CTQRA	25/05/2018	2
UQ Learning & Teaching Focussed Network	9/11/2018	54

Workshop	Date	Participant numbers
	31/01/2018	8
	8/02/2018	8
	12/04/2018	3
	3/05/2018	6
	14/06/2018	2
Writing and Presenting Educational Video	23/08/2018	5
	27/08/2018	6
	13/09/2018	6
	25/10/2018	6
	15/11/2018	5
	6/12/2018	6
	10/12/2018	4

Totals:

47 workshops

859 participants

Contact details

T +61 7 3365 2788

E itali@uq.edu.au

W itali.uq.edu.au

CRICOS Provider Number 00025B