2011:
A celebration of Learning and Teaching
INTRODUCTION

2011: A celebration of Learning and Teaching

FROM THE
Vice-Chancellor

Learning and teaching has always mattered a great deal at USC. This publication is a celebration of some of our recent successes, and I trust it will also provide encouragement and inspiration to future recipients of grants, awards, and to all of us who value learning and teaching.

This institution’s strong engagement agenda with the Australian Learning and Teaching Council, and its predecessor the Carrick Institute, is well known. It has been a personal priority for me, and an institutional one, from the outset. This commitment has certainly borne fruit. We have, as the Honour Roll in this publication attests, an impressive number of staff members who have been recognised through citations. We have a growing number of grants which involve USC staff as key players, including those led by USC. And this year marked our first foray into the larger national awards, earning the Regional Access, Inclusion and Success in Education (RAISE) team a well-deserved Program Award.

We have plenty to be proud of. And, with the establishment of a new branch within the Department of Education, Employment and Workplace Relations to continue the ALTC’s great work, we also have much to look forward to.

For those with learning and teaching ambitions, plenty of support exists here at USC, under the dynamic leadership of Professor Lohmann, and with the energetic support of the Office of Learning and Teaching, and the insightful mentoring from previous grant and award winners.

The diversity of success that this publication profiles is quite remarkable. In just this year’s batch of citations, we have recognition of outstanding academic staff development in assessment practice, curriculum development in Nutrition and Dietetics, transformative learning in Social Work, access and equity initiatives for young mothers and other underrepresented cohorts, and bringing accounting to life through outstanding teaching. And our ALTC grants have ranged across health workforce development, first year experience in Business, effective dissemination of learning and teaching projects, academic leadership, and experiential learning for Planning students.

This publication, 2011: A Celebration of Learning and Teaching, is the Awards Wall of Fame in the library where portraits of ALTC awards winners are proudly hung each year, this booklet puts faces to names and gathers together some of our most recent success stories. The efforts of all those in this publication reinforce the transformative power of effective teaching, and that is something worth celebrating.

Professor Greg Hill
Vice-Chancellor and President

FROM THE
Deputy Vice-Chancellor

I am delighted to join with Professor Hill to introduce this publication, which celebrates some of the University’s recent learning and teaching achievements. The successes that are profiled in these pages are the tip of a much larger iceberg. Those whose successes we celebrate here are joined by countless others – including colleagues, mentors, supervisors, support staff, prospective applicants, referees and selection committee members – who all play a part in the ongoing success that USC has enjoyed in engaging with the Australian Learning and Teaching Council. And more broadly, of course, there are other learning and teaching successes occurring throughout the University – our continued 5-star rating for teaching quality in the Good Universities Guide, large numbers of staff earning excellent Student Feedback results, academic staff creating dynamic and effective learning environments for students, and general staff also being focused on and responsive to student needs.

2011: A Celebration of Learning and Teaching coincides with some significant changes in the higher education landscape. By year’s end, the Australian Learning and Teaching Council will have ceased operations, with a new branch within the Department of Education, Employment and Workplace Relations taking up the reins. Work towards aligning all program offerings with the newly strengthened Australian Qualifications Framework will be ramping up in readiness for the 2014/2015 implementation deadlines. The Tertiary Education Quality and Standards Agency, under the leadership of recently appointed Chief Commissioner Dr Carol Nicol PSM, will be finalising their approach to learning and teaching quality, including defining standards following the extensive work of the ALTC Learning and Teaching Academic Standards Project. Within USC, we will be addressing these national drivers as well as several of our own, including graduate attributes, scholarship of learning and teaching, success in grants and awards, and the achievement of the goals of the Strategic Plan and the top level plans: Teaching, Learning and Graduate Outcomes Plan, Build Research Productivity and Output Plan, Develop USC for a Sustainable Future Plan and Enable Access to the USC Experience Plan.

In the midst of all this change, many fundamentals will remain constant. The University remains deeply committed to outstanding learning and teaching. There will continue to be a range of opportunities for grant funding of worthwhile learning and teaching projects. Outstanding teaching will still be recognised and celebrated through awards. Student learning will remain a paramount priority in University planning processes, as will our drive for continual improvement of institutional performance in learning and teaching, grants and awards. I hope you find this publication as inspiring as I have, and that it might prompt you to plan a strategy for transforming your learning and teaching efforts into grant and awards successes in the future.

Professor Birgit Lohmann
Deputy Vice-Chancellor
National recognition on the rise

National recognition for USC’s quality learning and teaching continued its upwards trajectory in 2011 with 13 staff receiving prestigious Australian Learning and Teaching Council (ALTC) awards and grants. For the third year in succession, USC received more ALTC Citations as a function of its size than any other public university. USC was one of only 10 institutions to receive an ALTC award for Programs that Enhance Learning and moved to the front of the field of similar size institutions for ALTC grant success. The year’s remarkable accomplishments highlight the University’s flourishing learning and teaching culture and bolster its position as a leader in teaching quality. Leading their field in 2011 are:

**ALTC Awards for Programs that Enhance Learning**

**REGIONAL ACCESS INCLUSION AND SUCCESS IN EDUCATION (RAISE) PROGRAM**

**Recognising:**

- Creative Writing in Schools Program
- Headstart
- Integrated Learning Engineering
- Primary Industry Centre for Science Education (PiCSE USC)
- Tertiary Preparation Pathway

The multifaceted Regional Access, Inclusion and Success in Education (RAISE) program connects with communities, schools, and professional and organisational bodies in the wider Sunshine Coast region. The program promotes the value of tertiary education and inclusive educational outcomes for a diverse regional population. The program’s aim is to inspire students from disadvantaged and underrepresented groups to reach their potential, to encourage community participation in further study, and to develop the educational and professional capacity of the Sunshine Coast region in an equitable and sustainable manner. The university’s current strategic priority is to enable access to the USC experience by engaging with communities, providing educational activities and extending learning opportunities throughout the region. The RAISE program successfully implements this priority offering learning opportunities in a variety of accessible, flexible formats that personalise and contextualise the transition to tertiary study; provide support structures to increase enrolment, retention and success; and value inclusiveness, diversity, collaboration and excellence. Current Program Leaders are Dr Maria Arma (Creative Writing in Schools Program), Kyle Russell and Tegan McFarland (Headstart) Dr Richard White (Integrated Learning Engineering) and Dr David McKay (Tertiary Preparation Pathway and PiCSE USC).

**ALTC Citations for Outstanding Contributions to Student Learning**

**DR PETER BAXTER**

For sustained commitment to creating opportunities for students to become successful accounting professionals, driven by a passion for teaching and the discipline of accounting. Dr Peter Baxter supports student learning in accounting through building support, using humour and sharing his enthusiasm and expert knowledge. His students respond positively, both in their praise for his approach and their academic performance. Peter’s commitment to students’ academic and professional success has motivated him in developing a well-used support website for accounting students. Peter makes accounting accessible, enjoyable, even fascinating, and paves the way for excellence in student learning and graduate outcomes.

**EMMA KILL**

For ‘making a future’: pioneering innovative programs that enable young mothers and underrepresented equity groups to re-engage with and achieve a tertiary education. Working with minority student cohorts, Emma Kill creates an innovative learning environment that fosters student success. Emma approaches student learning and support through a holistic, nurturing philosophy. Inspiring students to learn and to persist through adversity, is a hallmark of Emma’s approach. She embraces social networking tools, and face-to-face modes, to facilitate students’ academic performance and personal growth. Emma’s impassioned student comments, high student feedback ratings, and glowing community recognition, attest to her tremendous success.

**DR CHRISTINE MORLEY**

For inspiring social work students to engage in critical reflection as an integral part of transformative learning and effective action for social justice. Dr Christine Morley empowers students to confront and challenge oppression in their personal and professional lives. Her research-based teaching leads to outstanding student outcomes and evaluations. Christine’s scholarly publications ensure that her practice is widely recognised as an important contribution to the field. Students comment enthusiastically on her impact on their learning and practice. Her teaching is a socially transformative practice that she adeptly harnesses to initiate and sustain meaningful social change for social justice.

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**KYLIE READMAN**

For developing and leading a collaborative, transdisciplinary ‘Assessment Maker’ process; mentoring colleagues to improve assessment and enhancing students’ learning experiences. Drawing on her extensive teaching and assessment experience, Kylie Readman has worked with over 400 academic colleagues, improving approaches to assessment. She leads and mentors collaboratively using research to drive reflection, design, implementation and evaluation. This process supports curriculum improvements across disciplines, from law to paramedic science. Kylie’s assessment makeovers are transformative, firstly for the staff with whom she works and then for the students whose learning ultimately benefits from new assessment practices.

**DON MACONACHE**

A Handbook: Leadership for Excellence in Learning and Teaching ($219,000)

Don Maconachie, Director of USC’s Executive Projects Unit, in partnership with Craig McInnis, Paul Ramsden and David Phillips of PhilipkappaPty Ltd was successful in securing a $219,000 ALTC Leadership for Excellence in Learning and Teaching’ grant to develop an academic leadership handbook for DVCs, PVCs, Deans, Associate Deans and Heads of School. The book will provide theoretical interpretations and a clear set of practitioner guidelines and resources in order to have maximum and sustained impact on the sector.

**DR CLAUDIA BALDWIN AND ASSOCIATE PROFESSOR JOHANNA ROSIER**

Experiential Learning in Planning Education: Resources and Tools for Good Practice

Claudia Baldwin and Johanna Rosier from the Faculty of Arts and Social Sciences have partnered with La Trobe, Edith Cowan, Griffith University, the University of Tasmania and the Planning Institute of Australia (PIA), to lead a $176,000 ALTC ‘Innovation and Development’ grant. The two year project responds to the identified need to increase planner professionalism through matching skill gaps with training; bringing planning educators and practitioners closer together; and increasing collaboration between planning schools and PIA. The project will develop an integrated package of resources that will promote and enable delivery of good practice experiential learning in Australian tertiary planning education and, in turn, contribute to improved student learning outcomes.

**TILLY HINTON**

ALTC project completed!

D-Cubed: A Review of the Dissemination Strategies used by Projects Funded by the ALTC Grants Scheme

One project stood out with the rather cumbersome title ‘A review of the dissemination strategies used by projects funded by the ALTC Grants Scheme’ and quickly became D-Cubed, a name which referenced the project being the third project funded by the ALTC to investigate dissemination. As it turned out, the new framework we created as one of our project deliverables consists of three elements, which a new – entirely serendipitous – meaning to the project’s name.

D-Cubed explored the effectiveness of dissemination for ALTC Grants Scheme projects in the period 2006 to 2009 and developed a range of resources to support future applicants as well as making extensive recommendations to the funding body about systemic measures to improve the dissemination of learning and teaching research. The investigation used an illuminative evaluation strategy (Patton & Hamilton, 1992) to identify the effectiveness of project dissemination strategies. Illuminative evaluation is by its nature participatory, iterative and open-ended. It involves the construction of meaning through a multi-pronged investigation that gathers data through surveys, focus groups, interviews and secondary sources from project participants and observers. This methodology allowed for the development of resources informed by a strong evidence base for future grant applicants and support staff applicants.

This study investigated whether the Dissemination Framework was achieving the desired outcomes, and proposed a new framework in response to changing needs of the sector. It investigated dissemination practice by exploring project leader understandings of dissemination and how these understandings are enacted in sharing project outcomes beyond the project target audience. An outcome of the D-Cubed project has been a new ALTC website page dedicated to successful dissemination: www.altc.edu.au/dissemination please note that this URL will change in October when the ALTC transfers its functions and services to DEEWR. Included on this page is a suite of resources to support future applicants and current grant holders.

References:


EXCELLENCE WITHIN:

Learning and Teaching at USC

Open Learning and Teaching Grants Program (OLTGP)

The Open Learning and Teaching Grants Program (OLTGP) encourages staff participation in the scholarship of teaching and the development and dissemination of significant innovations in learning and teaching. Grants of up to $6,000 are awarded for projects that go well beyond normal learning and teaching development and evaluation activities and foster staff capacity to compete in larger national grants, awards and fellowship schemes.

With seven projects funded in rounds one and two of this year’s OLTGP, 2011 is shaping up to be the most active year yet. Since 2004, 37 projects addressing learning and teaching in disciplines as diverse as engineering, indigenous education, social theory, nursing, midwifery, nutrition and dietetics, paramedic science, geographical information systems and accounting have been funded. Successful projects include:

- **DR CHRISTINE MORLEY AND JAMILLA ROSDAHL**
  - Ms Rosdahl, a USC Arts Honours graduate, Her PhD and previous work involved people who have lost a companion pet. Her project aimed to identify how immersion of social work as well as community development. Her recent research has focused on grief and loss, in particular people who have lost a companion pet. Her PhD and previous work involved people who have lost a companion pet. Her project aimed to identify how immersion of social work as well as community development. Her recent research has focused on grief and loss, in particular people who have lost a companion pet.

- **DR LEONIE MOSELEY WILLIAMS**
  - Volunteering abroad: A new approach to Service Learning.

- **DR VIKKI SCHEFFER**
  - Improving learning experiences by building collaborative and co-operative networks between undergraduate students, local communities and academics through the integration of work integrated learning (WIL) and social media technologies in assessment tasks.

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- **DR ELIZABETH EDWARDS**
  - Faculty of Arts and Social Science

- **DR JENNIFER ROWE**
  - Faculty of Science, Health and Education

- **DR MARIA RACITI**
  - Faculty of Business

OLA projects funded in rounds one and two of 2011 were:

- Beyond summative assessment of clinical performance in paramedic science
  - Project Team: Nigel Barr (Lead); Kylie Readman; Associate Professor Peter Dunn

- Perceptions of using a mobile phone-based, free Classroom Response System in first-year statistics undergraduate courses: Implications for practice
  - Project Team: Associate Professor Peter Dunn (Lead); Dr Florin Oprea; Dr Alice Richardson, UC; Christine McDonald, USQ

- Development of a Classroom Response Systems Perception Scale: CRSP
  - Project Team: Associate Professor Peter Dunn (Lead); Dr Florin Oprea; Dr Alice Richardson, UC; Christine McDonald, USQ

- Learning Paramedic Science Skills in the first person
  - Project Team: Associate Professor Kathy Lynch (Lead); Nigel Barr; Dr Florin Oprea

- Implementation, extension and evaluation of an inter-professional education module that prepares health students for collaborative mental health practice
  - Project Team: Professor Margaret McAlister (Lead); Teresa Schmitt (SGT); Dr Florin Oprea; Nigel Barr; Deirdre Statham; Dr Christine Morley

- Improving learning experiences by building collaborative and co-operative networks between undergraduate students, local communities and academics through the integration of work integrated learning (WIL) and social media technologies in assessment tasks
  - Project Team: Dr Vikki Schaffer (Lead)

- Quantifying and analysing the effects of physical learning activities coupled with Web 2.0 applications on students’ engagement and learning of Geographical Information Systems (GIS)
  - Project Team: Dr Sanjeev Srivastava (Lead)

FACULTY HIGHLIGHTS:

Meet USC’s Faculty Learning and Teaching Coordinators

- **DR ELIZABETH EDWARDS**
  - Faculty of Arts and Social Science

- **DR JENNIFER ROWE**
  - Faculty of Science, Health and Education

- **DR MARIA RACITI**
  - Faculty of Business

In 2011 in the Faculty of Business, our dedication to delivering a ‘best practice’ learning experience was epitomised by our continued active involvement in the Association to Advance Collegiate Schools of Business (AACSB). We have endeavoured to provide an assurance of learning for our students through our program scaffolding, facilitation of core graduate qualities, assessment of learning outcomes and our continual cycles of curriculum review and improvement. This has been a collaborative process involving all staff in each discipline as well as sessions and staff, in terms of new programs, the Bachelor of Commerce (Honours) was approved for commencement in 2012. To revitalise existing program offerings, new courses in Brand Management, Social Marketing, Advanced Network Topics and ICT Project Management progressed through the accreditation processes. Preparations are underway for a proposal for a minor in economics and a minor in management for health professionals. Throughout the year a number of Teaching Innovation Forums have been held to showcase research and scholarship of Faculty of Business academics in Learning and Teaching. We also take much pride in the awarding of an ALTC Citation to Dr Peter Baxter.

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Graduate Attributes and Standards Project

The Graduate Attributes and Standards Project at USC aims to give students in coursework programs opportunities to develop specific graduate attributes through their university learning experience. The University community, students and staff, share responsibility for fostering and realizing the graduate attributes in the context of programs; graduate attributes will be realized differently in each program. The graduate attributes and standards project gives the university community an opportunity to describe the learning standards that students will attain - what students will know and be able to do, and at what level, on graduation. This robust approach to assurance of learning enables USC graduates to enter the workforce confident that the attributes they possess are those valued by employers, government and the higher education sector.

Graduate attributes are divided into two complementary areas:

- **Graduate qualities** - items that the University community values, and therefore seeks to foster through all of its programs and the student’s broader experience at the University. The University provides opportunities for students to be: Creative and Critical Thinkers; Empowered; Engaged; Ethical; Knowledgeable; Sustainable.

- **Generic skills** - transferable skills that are valued by the broader labour market as being important outcomes of a University education. These skills are those identified as important by employers, government and the higher education sector. Students will be supported to develop the following generic skills: Communication; Collaboration; Problem Solving; Organisation; Applying Technologies; Information Literacy.

To ensure that students have a balanced experience of all graduate attributes, they need to be embedded across programs and courses and be realised in the learning experiences, assessment activities and extra-curricular involvement a student would have throughout their time at the university. Therefore, faculties, disciplines and program teams are engaged in a significant process of curriculum renewal that will see the graduate attributes realised in practice.

### The rewards of winning an award

**MONTE WYNDER**
ALTC Citation recipient 2009

> For sustained enthusiasm in curricula development and delivery that models and generates creative problem solving to prepare flexible and innovative accounting graduates.

> "The citation process was an important motivator. Agonising over every word made me think more deeply about what I am really trying to do, and why.”

**MARGOT REEH**
ALTC Citation recipient 2009

> For developing university-wide, student-to-student mentor and advising programs that enhance the university experience of beginning students and benefit the student leaders personally and professionally.

> "Receiving the ALTC award has given me the opportunity to further my professional development and to identify ways of working more collaboratively with faculty to benefit students and the University.”

**DR DEBRA LIVESTON**
ALTC Citation recipient 2010

For empowering graphic design students by leading innovative and inspiring practice through integrating regional community and industry-based engagement into their lives and study.

> "The citation process was an important motivator. Agonising over every word made me think more deeply about what I am really trying to do, and why.”

> “Receiving the ALTC award has given me the opportunity to further my professional development and to identify ways of working more collaboratively with faculty to benefit students and the University.”
Moving forward

A new branch within the Department of Education, Employment and Workplace Relations (DEEWR) will continue the ALTC’s great work. The new branch is an outcome of sector wide recognition of the enormous positive impact of the ALTC and its mission and objectives. It will ensure that the funding programs pertinent to learning and teaching scholarship and quality will continue. USC has already established relationships with the new branch through involvement in consultation meetings and with Branch Manager, Nuni Herodot attending a number of events at this year’s Learning and Teaching Week.

USC has rich prospects for learning and teaching grant and award success in 2012. Another very strong group of potential Citation recipients are ready to take on the challenge and for the first time, several staff have expressed interest in contending for the larger Teaching Excellence Awards. This year’s Program Award and Grant successes have paved the way for future submissions, as has the expected realisation of external funding trajectories from internal Open Learning and Teaching Grant projects.

We can look forward to another successful year in 2012!

ALTC / CARRICK HONOUR ROLL

ALTC Citations

2006
- Dr Gary Crewe
- Dr Maria Ractliffe

2007
- Dr Gayle Mayes

2008
- Dr Karen Brooks
- Associate Professor Stephen Lamble and Gillian Cowden

2009
- Lian Erard
- The Headstart Program
- Dr Ann Parkinson
- Anna Potter
- Margot Kerch
- Dr Monte Wynder

2010
- Dr Phillip Allert
- Dr Lisa Chandler
- Professor Roger Hughes
- Dr Debra Livingston
- Professor Margaret McAllister
- Lily O’Hara

2011
- Dr Peter Baxter
- Emma Kill
- Dr Christine Morrey
- Dr Fiona Pelly
- Kyle Reallman

ALTC Awards for Programs that Enhance Learning

2011
- Regional Access Inclusion and Success in Education Program (RAISE)

ALTC Grants

2007
- Dr Lenley Wilcoxon, Dr Monte Wynder and Dr Mark Manning
- Professor Tania Apland

2008
- Professor Graham Davidson and Professor Margaret McAllister

2009
- Tilly Hinton

2011
- Don Macomachie
- Dr Claudia Baldwin and Associate Professor Johanna Roster