

Teaching & Learning Matters

Fostering Excellence in Teaching & Learning at ACU National



Sulo Jeyapalan

Introducing the wonderful Sulo, so you can put a face to one of the people who often sends you emails about workshops and evaluations.

Editor's Introduction

Hi, and welcome to the first issue of 'Teaching and Learning Matters'. I am sure you are extremely busy at the moment and can't believe we are already well into the first term of 2010. To help you through the year the LTC has a great calendar of workshops to support your teaching and learning. Please come along and pick up some hints on how to make your job easier or apply for that well deserved award or grant to help your goals.

2009 was a great year for the LTC as we met many of your expectations with the number and quality of the workshops we offered. LTC staff also undertook a variety of research projects, and produced a number of publications based on their research. The publications are listed on page 4 so you can see the additional areas we can support you in your teaching and learning. Yoni talks more about the LTC achievements on page 2. This newsletter offers a lot of information on academic issues, upcoming conferences, the GCHE review and much more. I hope you enjoy this first Learning and Teaching newsletter for 2010.

Regards

Jo Caffery

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CONGRATULATIONS Maureen

Associate Professor Maureen Walsh received one of 24 Awards for Teaching Excellence from the Australian Learning & Teaching Council. Awards were presented by the Deputy Prime Minister, Julia Gillard, at Parliament House on 24 November.



From the Director, Learning and Teaching Centre — Professor Yoni Ryan



Professor Yoni Ryan
Director, LTC

For the Learning and Teaching Centre (LTC), 2009 was a year of firsts –

- a change of name
- inaugural sessional staff orientation workshops, with agreement that Schools would pay staff for attendance
- inaugural new academic staff orientation workshops
- an inaugural program – in conjunction with the Office of Research – of training for postgraduate supervisors
- adoption of videoconferencing for most workshops to make more efficient use of our staff expertise and to minimise staff travel costs
- a 50 percent increase in the use of our evaluation system over 2008, with a record 18,426 student forms processed from units covering nearly 30,000 students
- our largest annual graduation numbers from the Graduate Certificate in Higher Education
- our first prize for innovation in an online unit – awarded to Dr Donna Gronn, and supported by our technical host, Netspot
- our largest number of staff attending workshops/webinars/online programs – at over 1100, a 22 percent increase over 2008, when attendance at Blackboard training was a major focus.

We are pleased with your support for professional academic development that will further enhance ACU's quality teaching.

For 2010, we expect to consolidate our work in supporting teaching and student learning. The LTC and online **has** recommended a restructure of the LTC, to integrate ACUonline support staff (currently based in the Library). This move, which should be completed by July, will provide ACU staff with a more coherent and focused service in relation to flexible and online learning. The recommendations of the Review, which have been accepted by the Executive, will mean that the current Director of Flexible Learning and Teaching position will be disestablished, and a new position of Deputy Director of LTC, with specific responsibility for online and flexible learning and teaching, will be established. The position has been advertised, with applications closing mid-March. A new position of Office Manager is being advertised today, to oversee the heavy administrative load of managing workshops, ensuring project work is undertaken and tracked, and coordinating admin matters. The plan is to develop teams of LTC staff who will work with faculty staff on specific projects to enhance online/flexible learning and teaching. The restructure will of course, involve staff consultation and follow due process, so it will take time.

We believe the recommendations, implemented, will vastly improve our service to staff, and ultimately to our students.

There will be a greater focus on Graduate Attributes, and newer technologies relevant to teaching – an anti-plagiarism tool, and lecture recording available in more classrooms are examples.

We look forward to working with even more of you in 2010 in the interests of our students' learning!

Yoni Ryan

The 'Standards' agenda – and what it might mean for teaching

DEEWR – the federal education, employment and work relations agency, has determined that Australian universities must be able to demonstrate that they can 'quality assure' their graduates meet minimum standards in each of the disciplines they offer.

Rather than dictating these standards themselves, they have asked the Australian Learning and Teaching Council (ALTC) to commission experts in the main discipline categories to work with senior academics to construct minimum standards. The first forum took place in February. The body replacing AUQA, the Tertiary Education Quality and Standards Agency (TEQSA), is due to start operation in 2011, and will use the discipline Standards developed during this year as one of a number of standards it will be examining when it undertakes its audits. Others will include research, the quality of information, and entry standards.

So far, discipline scholars who will coordinate the setting of standards, have been selected for Arts, Humanities and Social Science (Prof. Iain Hay, Flinders), Business, Management and Economics (Assoc. Prof. Mark Freeman, USyd), Creative and Performing Arts (Prof. Jonathan Holmes, UTas), Health, Medicine and Vet Science (Prof. Amanda Henderson and Assoc. Prof. Maureen O'Keefe, Griffith and Adelaide), and Law (Prof. Mark Israel and Prof. Sally Kift, Flinders and QUT).

ACU staff in Business have attended a discipline forum for Accounting.

The task confronting these scholars is daunting: ensuring that 38+ institutions teaching a particular discipline agree on what the minimum knowledge/skills/values outcomes of students should be by graduation.

For academics teaching in these discipline areas, it will mean a close examination of their curricula at the end of this year to ensure they cover and test the designated areas of the discipline.

As one of my colleagues noted recently, 'if you think the government is already threatening the treasured autonomy of universities, we haven't seen anything yet!' At least with discipline standards, academics have the opportunity to contribute through the consultation process. Follow the process by going to www.altc.edu.au and go to Learning and Teaching Academic Standards.

Yoni Ryan, Director, LTC

Traps for young (and old) players... Copyright advice from Yoni Ryan

Some staff will be keen to take advantage of the audio-conferencing facilities available in our large lecture theatres – students will appreciate this, particularly first years.

But: under current copyright laws, if you use copyright material on PowerPoint, e.g. a diagram copied from a text or a screen capture from a copyrighted website, you MUST edit this out before the file is uploaded to your Blackboard site. If you use 'free' webpages, then you must acknowledge and write the source of the material. The best bet is to refer your students to the original source in a PowerPoint slide you insert into your audio/visual file. This is because if students download your audiofile into another digital format, it falls into a different copyright regime than if you are directly 'lecturing' in a classroom.

Note that audiorecordings are prepared in the course of your employment at ACU and as such fall under ACU's intellectual property regulations. See

http://www.acu.edu.au/policy/personnel/remuneration_and_resources/intellectual_property/

Research from LTC Staff in 2009

LTC staff members were extremely busy last year. Not just with providing academic workshops for ACU staff, but also with their own research and publications.

During 2009 LTC staff published a total of eight publications; presented seven conference presentations and were invited to present four lectures. We have also initiated several ongoing research projects in the areas of Indigenous education, eLearning, GHCE benefits to staff and universities, ALTC award winners and in various other areas of higher education.

The following is a list of the publications by LTC staff so you can see the breadth of expertise.

Forsyth, H., Laxton, R., Moran, C., van der Werf, J., Banks, R. and Taylor, R., 2009. Postgraduate Coursework in Australia: issues emerging from university and industry collaboration, *Higher Education*: 57(5) 5, Page 641. <http://www.springerlink.com/content/l26632t736833x6q/>

Fraser, K. (2009) *Studying for Continuing Professional Development in Health: A guide for professionals*. Routledge: Abingdon.

Laxton, R. and **Applebee, A.** (2009). Developing Communities of Practice around eLearning and Project *Management Journal of Distance Education*, Canada.

Mahony, M.J., Applebee, A., Sheely, S., Johnson, B.J., Blair, A. & Williams, P. (2009). Quality management and the 'web-enhanced' learning space: report from an on-going case study. In *Same places, different spaces*. Proceedings ascilite Auckland 2009. <http://www.ascilite.org.au/conferences/auckland09/procs/filename.pdf>

Ryan, Y. & Fitzgerald, R. (2009) 'Exploring the role of social software in higher education', In *Handbook of Social Software*, IGI Global, Hershey PA, pp165-180.

Seddon, T. & **Palmieri, P.** (2009). Teachers' work, power and authority. In L. J. Saha & A. G. Dworkin (Eds.), *International handbook of research on teachers and teaching* (Vol. 21): Springer US.

Simpson, J. **Caffery, J.** & P. McConvell. 2009. *Gaps in Australia's Indigenous language policy: Dismantling bilingual education in the Northern Territory*, AIATSIS Discussion Paper Number 24. AIATSIS. Canberra. www.aiatsis.gov.au/research_program/publications/discussion_papers

Simpson, J. **Caffery, J.** & P. McConvell. (2009) Understanding mother-tongue instruction: a gap in Australian Indigenous language policy. AIATSIS Symposium Bilingual Education in the Northern Territory: Principles, policy and practice.

Toribio, Jenny-Ann L.M.L. **Forsyth, Hannah.** Laxton Ruth. and Richard J. Whittington (2009) An Innovative Approach to Post-graduate Education in Veterinary Public Health, *Journal of Veterinary Medical Education*, Vol 36, Issue 1, 114-121.

Wozniak, H., **Mahony, M.J.**, Lever, T. & Pizzica, J. 2009. Stepping through the orientation looking glass: a staged approach for postgraduate students. *Australasian Journal of Educational Technology* 25(2): 221-234.

We also have more papers in progress and in press. If you would like a copy of the papers or would like to discuss any of them please contact the relevant author. They will be happy to share their knowledge with you.

**CONGRATULATIONS LTC STAFF ON SUCH A GREAT
ACHIEVEMENT IN 2009**

Fun at Parliament house during the ALTC Award Presentations



L to R: Professor Gabrielle McMullen, Pro-Vice-Chancellor (Academic); Professor Anne Cummins, Pro-Vice-Chancellor (Students Learning and Teaching); Phoebe Palmieri, Project Manager, Promoting Excellence Initiative; Professor Yoni Ryan, Director, Learning & Teaching Centre; Associate Professor Maureen Walsh; Associate Professor Marea Nicholson, Associate Vice-Chancellor (Sydney) / HoS Education NSW; Professor Marie Emmitt, Dean, Education.



LTC's Project Manager, Promoting Excellence Initiative, **Phoebe Palmieri** having fun at Parliament house!!

If you would like to apply for an ALTC or ACU grant or award please do not hesitate to contact Phoebe Palmieri.

"She is patient and ever so helpful."

The 2010 GCHE cohort

There are **27** participants in the Semester 1, 2010, GCHE cohort. This includes 24 ACU staff and 3 external participants, each of whom is enrolled in UNHE 500. With some other staff already indicating that they will be enrolling for the mid-year intake, it seems that 2010 will see another increase in the numbers undertaking the GCHE – a most promising development. Eight staff who have completed their GCHE are due to graduate in 2010.

Any staff members who are thinking about undertaking the GCHE as part of the mid-year intake are welcome to contact the Course Co-ordinator, **Dr. Annette Schneider rsm**, on Extension 5349, for further information.

The Discussion paper from DEEWR on Performance Indicators for quality learning and teaching includes the proposal that one of the funding criteria might be the proportion of a university's staff with a GCHE, so you might want to consider whether you should undertake the program. ACU will do relatively well already if this proposal is adopted; we have much better enrolments than comparable universities and certainly than the Go8 universities!

The formal review of the GCHE

The GCHE is being reviewed this year as part of the five-yearly cyclical review process at ACU. The Review Committee will be commencing its formal work during March. The 2009/2010 research project which is exploring the impact of the GCHE on its current participants and its graduates will also inform the review process. The LTC project team is grateful to staff who have already participated in the first stage of the project through their completion of the online survey. Stage 2 will take place in March/April when a sample of participants, graduates and supervisors will take part in interviews.

A Measure of Quality

What's so "silly" about having a teaching qualification for higher education, asks Yoni Ryan.

In a recent edition of Campus Review (18.01.02) Kerri-Lee Harris dismissed the role of the graduate certificate in higher education as a measure or indicator of teaching quality proposed by the recent discussion paper on learning and teaching funding. She protested that it was inappropriate to study four units focused on theory and practice in teaching, generally over two years, and count that as "a measure of teacher quality and therefore teaching quality", on the basis that "it is far too narrow to solely focus on the contribution teachers make to the quality of teaching". Que? Who else...

Ingrid Moses - Monday, 15 February 2010

Yoni Ryan has a point and while I would not advocate using the proportion of staff with a GCHE as an indicator of the quality of teaching in a university, I do advocate, and did advocate, that all academics new to teaching take up the GCHE in their own university, or by distance education through another. Indeed, when I was Deputy Vice-Chancellor of the University of Canberra we did just that, and we also introduced a compulsory GCHE at the University of New England when I was VC - in both cases many academics opposed it. But, as Yoni said, those who participated valued it. They learnt and were able to put theory into practice and it enabled them to become confident and competent teachers earlier. We also offered such courses for PhD students who are tutoring, indeed also to casual staff over twenty years ago in the universities I worked. It should no longer be a novelty...

If you are a member you can see the whole article at http://www.campusreview.com.au/_jump/print/article-8498.php?s=Comment&idArticle=14811

Upcoming conferences

COMING UP – 2010 – and beyond

International Conference on Organizational Learning, Knowledge and Capabilities OLKC 2010, 3-6 June 2010,

Northeastern University, Boston, Massachusetts, USA. Conference Organizers Mike Zack, Northeastern University, m.zack@neu.edu Nick Athanassiou, Northeastern University, n.athanassiou@neu.edu
Contacts For general conference information: Mike Zack (m.zack@neu.edu <mailto:m.zack@neu.edu>)
 For program-specific information: Nick Athanassiou (n.athanassiou@neu.edu) For more information on OLKC 2010: <http://www.cba.neu.edu/olkc2010> For more information on OLKC and previous conferences: <http://www.olkc.net>

The 8th International Conference on Education and Information Systems, Technologies and Applications: EISTA 2010 June 29th - July 2nd, 2010

Orlando, Florida, USA). <http://www.2010iisconferences.org/EISTA>
 Call for Papers/Abstracts and Invited Sessions Proposals.

Deadlines:

October 7th, 2009: Submission of draft papers (2000-5000), extended abstracts (400-2000) and abstracts for inter-disciplinary communication (200-600 words) November 23rd, 2009: Notifications of acceptance.

February 3rd, 2010: Submission of camera-ready or final versions of the accepted papers.

HERDSA 2010 6-9 July

Reshaping Higher Education is being hosted by Deakin University, in Victoria, Australia. You are invited to reflect on how we are Reshaping Higher Education through the key themes of: Policy; Academic practice; Research; Leadership; and Student outcomes. Convener: Professor Marcia Devlin Chair in Higher Education Research Deakin University <http://conference.herdsa.org.au/2010/>

23rd WORLD CONGRESS on READING – LEADING & LEARNING IN LITERACY, 12-15 July 2010

Auckland. General information: July 22 2009 – Deadline for paper submissions; November 12, 2009 – Notification of acceptance status to be emailed. More information on the website: <http://www.reading.org/General/Conferences/WorldCongress.aspx>

17th European Conference on Reading – 31 July to 3 August 2011

Conference theme: Literacy and Diversity. Venue: University of Mons, Belgium.

First announcement, May 2010, Second announcement/Proposal Form, 15 Nov 2010 Deadline for submission of proposals, 15 Jan 2011 Letter of acceptance sent out, 30 April 2011 Deadline for early registration.

The conference is jointly organised by the International Development in Europe Committee of the International Reading Association (IDEC) and the Belgian francophone Reading Association (BELFRA/ABLF).

First Year Higher Education Conference

The 13th Pacific Rim First Year in Higher Education Conference is being held in Adelaide, South Australia.; 27 June - 30 June 2010. The conference provides the opportunity to disseminate research and practice for enhancing the first year in higher education. Further details about the conference can be found at <http://www.fyhe.qut.edu.au/>

Check out these Web pages that provide links to a large number of teaching journals and teaching conferences:

Journals: <http://www.kennesaw.edu/cetl/resources/journals.html>

Conferences: http://www.kennesaw.edu/cetl/resources/na_conf_list.html

CALL-FOR-PAPERS for publication**International Journal of University Teaching and Faculty Development**

Special issue on Online Faculty Development: Models and Actions, Summer 2010

We welcome contributions that explore online staff and faculty development, actions, accreditations, adult learning, applied research, assessment of teaching, faculty burnout, and faculty capacities in relation to the purposes of higher education personnel.

The questions you might include are available at <http://www.isetl.org/ijtlhe/cfp.cfm>

Articles, together with an abstract of 150/200 words, should be forwarded by email to Olga M. Alegre-de la Rosa (oalegre@gmail.com) or Luis M. Villar (lumivian@gmail.com), on or before 31st May 2010.

International Journal of University Teaching and Faculty Development

(IJUT&FD) is an online journal, which publishes research articles in all areas of University Teaching and Faculty Development.

For more information see <http://www.isetl.org/ijtlhe/cfp.cfm>

What a fantastic resource this will be!

More than one million hours of the world's best factual television archive will be available to every university, TAFE and college student in Australia and New Zealand next year, thanks to a deal to be announced at the Journalism Education Association (JEA) Conference in Perth today 1st December, by Perth's Storyteller Digital Pty Ltd.

The deal sees the archives of the BBC (UK), CBS News (USA), CCTV (China), NHK (Japan) and ABC (Australia), as well as a number of private archives, including Rip Curl, Storyteller Media Group, Wildfilm Australia and others, being made available through a single on-line portal.

Greg Riebe Chairman of Storyteller Digital says this innovative service will be provided through Storyteller Education. Riebe says "Storyteller Education will deliver top quality digital content straight to the lectures' and students' desk tops. This type of access opens up a whole new world of opportunities for lecturers and how they teach their students".

The deal was facilitated by London-based Broadcast Marketing, a partner of which is former Perth man Peter Telford.

Managing Director Mike Searle says the new service has the support of Murdoch University, through Associate Professor Christopher Smyth Dean School of Media Communication & Culture and Jeremy Bean Dean Creative Technologies and Media, both of whom have advised and guided the project.

Searle says "I am very honoured to announce that Murdoch University has also become our Inaugural Sponsor and is the first to sign up to for the service."

Searle says the universities pay a very reasonable annual licence fee and in return the student and lecturers can use as much as they like of any of the million or more hours of archive from the world's major broadcasters and news gatherers. Searle says this service is unprecedented outside of the UK.

The BBC has a similar service into UK universities including Oxford and Cambridge. Searle says "we've licensed that model from the BBC and added to it."

Chairman Greg Riebe says we are currently in discussions with a number of other archives that have shown interest in becoming involved.

For more information

Greg Riebe Chairman Storyteller Digital +61 412 111 953 Mike Searle Managing Director Storyteller Digital +61 448 962 045 [msearle@storyteller.com.au]

Community Engagement Award

The Faculty of Education has established a Community Engagement Award for Outstanding Community Engagement to recognise and encourage exceptional community engagement by a member or members of the Faculty of Education. The Award recipient will be announced mid June 2010. All staff, except those listed below, are eligible for nomination.

Those who have previously won the University Community Engagement Award are not eligible to apply for the Faculty Community for a period of 3 years.

The selected nominee/s will be presented with a Faculty Community Engagement Award and a prize of \$2 000.00 for use in an approved community engagement related project. The Faculty reserves the right not to make an Award in any given year.

To Apply

Applicants must complete an Application Form and documentation that supports/verifies the application.

Applicants must include nominations by two persons, one of whom must be an Australian Catholic University staff member, who has direct knowledge of the community engagement activities of the nominee.

The applicant/applicants should complete an Application Form, including nominations from two people.

Application forms are available

DeanEducation@acu.edu.au
Forward applications to:
The Dean's Office
Faculty of Education
St Patrick's Campus
Locked Bag 4155
FITZROY MDC VIC 3065

Due Date

Applications must be received by 31 March 2010.

Applications will be assessed on the basis of written submissions only. (See Application Form for details). The Awards Committee reserves the right to seek clarification on any aspect of the application, from the applicant or any of the nominators. A recommendation regarding the Award recipient will be forwarded to the Dean of Education by 10 May 2010.

Announcement of the Award recipient will be made by the Dean mid June 2010.

LTC Staff

*LTC staff members are
“very approachable
and patient”*

*YONI RYAN- Director
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X7537*

*ANN APPLEBEE-Director
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*ANNETTE SCHNEIDER CC, GCHE,
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*BILL FRANZSEN-Evaluation
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*Di RUSS-P.A. to Director,
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*JOSEPHINE CAFFERY- Lecturer
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*SULO JEYAPALAN-
Administrative Officer,
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2010 LTC Workshops to watch out for

Sessional Staff Orientation repeat	11 March 9– 12 V/C
Sessional Staff eLearning Orientation	11 March 1– 3 V/C
Blackboard & eLearning Support	11 March 1– 3 V/C
New Staff Orientation repeat	12 March 9– 5 V/C
'Student Centred eLearning' presented by ACU's Netspot Prize Winner Donna Gronn	24 March 12-12.45 V/C
Blended learning Bootcamp S1 (Level 1)	25 March 12– 2pm Webinar
New template for fully online units (Level 1)	31 March 1– 3pm Webinar
What ACU staff should expect from International student	Date to be advised V/C
Facilitating online discussions (Level 2)	Starting April 3 weeks Online
Online assessment strategies (Level 2)	Friday 23 April 10 – 3 pm online
Fully online developers (Level 2)	Thursday 6 May 1– 3 pm online
Assessment 503	31st May 10 – 1.30 V/C
Online Journal Club Part 1: Key thinkers in teaching online	Starting Monday 10 May Online (for 6 weeks)
Beginning Postgraduate Supervision at ACU (2010 Block 1)	Face-to Face Dates to be advised Brisbane – July Strathfield – July Melbourne - July
LTC/ACU Conference	16 July FtF
Sessional Staff Orientation	29 July 9– 12 V/C
Sessional Staff eLearning Orientation	29 July 1– 3 online
New Staff Orientation	30 Jul 9 – 5 V/C
Sessional Staff Orientation repeat	19 August 9– 12 V/C
Sessional Staff eLearning Orientation	19 August 1– 3 online
New Staff Orientation repeat	20 August 9 – 5 V/C
Deans/HOS Workshop – Sydney	14 – 16 April 7 – 9 September ?FtF
Scholarship in Learning & Teaching Conference	15 Sept 9 – 1 V/C (proposed date)
Teaching in Live chat (Level 2)	August 5 Online 12-1pm
Blended learning and teaching spaces (Level 2)	Starting August 19 for 3 weeks Online
Online Journal Club: Key thinkers in learning online (Level 3)	Starting 27 September for 6 weeks Online
Scaffolding active learning (Level 1)	October 28 12– 3 pm V/C
eLearning Basics Part 2	12 August 12 – 3 Webinar
Blended learning Bootcamp S2 (Level 1)	27 August 12– 2 pm Webinar
Fully online developers (Level 2)	October 21 1– 3 pm V/C
Assessment 504	8 Nov 10 – 1.30 V/C