Editor’s Introduction

WOW, the LTC has been unbelievably busy since the last newsletter. We have delivered three lots of orientation workshops, several online and videoconference workshops as well as the very successful ‘Beginning Postgraduate Supervision at ACU’ course. We also ran the “fabulous” Scholarship in Teaching and Learning conference via videoconference, which had not been previously tried and was a huge success. Phoebe Palmieri tells us all about it in this newsletter. We are also proud to tell you about two of our team members who have won ALTC grants and another one has won an ALTC award! You can read about these achievements in this newsletter. Finally, hot news, the new and all important ACU Graduate Attributes have been released, which Kym Fraser tells us about on page 6.

Putting all this together in this newsletter has been a big job and it would not have been achieved without the help of Sulo Jeyapalan. Her layout skills are a great asset to us all here in the LTC. Thanks Sulo.

Regards
Jo Caffery

Don’t forget
If you have anything you would like to brag about please let me know and we can put it in our next newsletter.

THREE LTC Staff win 2009 ALTC Grants and Awards

Congratulations to
Ann Applebee
Annette Schneider
Yoni Ryan
Who can believe it’s October already? Where has the year gone? And Christmas baubles on sale in my unfavourite department store in mid-September!

Below you will see the tally of ACU staff attendance at the various workshops LTC has held this year. The ‘raw figures’ might appear encouraging – we’ve touched about 50% of our ongoing staff, but only 6% of our sessional staff.

Yet numbers of staff attending individual campus workshops are often low. We appreciate that staff workloads are heavy, and that the temptation when you’re not actually teaching, is to rush back to your desk to attend to all the emails and admin work that blights our lives.

However, I’d like to ask you to consider professional development time – a 1 or 3 hour workshop/forum/seminar – as ‘refreshment time’ – a space, a chance to share ideas about teaching and learning, to be inspired by colleagues’ ideas and practices.


We had one such space recently and all of us at LTC came away in awe at the range of excellent programs and teachers we have at ACU. Dr Jo Caffery (LTC Canberra) and Phoebe Palmieri (LTC Melbourne and our Promoting Excellence ALTC Project Officer) have compiled three three-hour sessions in which our grant and award winners spoke about their teaching, how they spent their award monies, and how they found the process of applying for an award.

Those few who attended were, like us, ‘refreshed’, bubbling with ideas about how we might adapt and apply presenters’ practices to our own contexts.

Take some time out – we’re sure you’ll get at least one idea for improving your teaching – and your students’ learning!

### Workshop Attendance 2009 by Faculty

<table>
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<tr>
<th>Workshop</th>
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<th>Faculty HS</th>
<th>Faculty ED</th>
<th>Faculty TP</th>
<th>Other</th>
<th>Total</th>
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<td>10</td>
<td>12</td>
<td>4</td>
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<td>22</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>45</td>
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<tr>
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<td>7</td>
<td>3</td>
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<td>5</td>
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<td>20</td>
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Annette Schneider won an ALTC citation. Here is her story.

The journey towards an ALTC Citation

In the 2009 round of ALTC Citations, I was the recipient of an award “for modeling educational leadership in both course development and teaching, and leading eLearning at Australian Catholic University.” Underpinning this short description is a strong foundation, built around a support system of colleagues who have assisted me during my eight years at ACU.

Seven months passed between the invitation to submit a citation application and the completion of the final document. While the ALTC guidelines are quite clear, shaping my professional experience and organising sources of evidence to support aspects of my successful practice took a lot of time (and agony!!). For those of us who do not readily ‘self-promote’, it is important to be in a frame of mind which gives yourself permission to do the application. Thinking of it as similar to a job application may help.

Looking back, it is also important to record evidence as you go. Some of us are not used to doing that, so it may require a ‘mind shift’ to see a card from a student or positive feedback in an email from a colleague or an invitation to speak somewhere as a source of evidence available to us as professionals within ACU. I found that, because I had not located all these sources of data in a convenient location, it took me a long time to sort through some of the material. The ‘evidence/data’ then had to be organised for use in support of the two criteria I had decided to address in my application.

It was important then to decide which aspects of my professional practice were most relevant to the criteria and to allocate supporting evidence to each aspect. This required a number of drafts (at least five I recall) and a willingness to be open to the feedback which I received. This professional critique became invaluable and is something which I think we can seek regularly outside an application process.

Was the process a lot of work? Yes it was.

Was it worth it? Yes it was.

Irrespective of a successful outcome through the receipt of an ALTC citation, as a reluctant ‘self-promoter’ I realized through the process that I had grown as a professional over the past eight years and that I had a deeper appreciation of the collegial nature of my work at ACU. The final document will also be a valuable resource for my next performance review.

Dr. Annette Schneider rsm

Ann Applebee has won an ALTC grant.

In the Leadership for Excellence in Learning and Teaching program, Ann Applebee (Learning and Teaching Centre) is the ACU member in a consortium led by RMIT University and also including the University of Wollongong and Macquarie University. The project will explore and identify the synergies between current and past ALTC funded Distributed Leadership grants to support wider national dissemination and uptake of resources and frameworks developed. 

Congratulations ANN!
Yoni Ryan has won two ALTC grants

In the Leadership for Excellence in Learning and Teaching program, Professor Yoni Ryan (Learning & Teaching Centre) is the ACU member in a consortium led by the University of Wollongong and also including the University of Technology, Sydney and the University of Western Sydney, which will investigate ‘Subject coordinators; leading professional development for sessional staff’. The project aims to improve capacity for academic leadership and management of the teaching team.

In addition, Professor Yoni Ryan will be a member of the Reference Group for the research project entitled ‘Coalface subject coordinators – the missing link to building leadership capacities in the academic supply chain’. Deakin University is leading this project, in partnership with Edith Cowan University, Victoria University and the University of Southern Queensland.

Scholarship in Teaching & Learning

Conference – Phoebe Palmieri

The 17 September and 15 October saw the first two of our three half-day teaching and learning conferences, which took place by video conference across all campuses.

Everyone at ACU who receives an ACU or ALTC (Australian Learning & Teaching Council) award or grant is required to give a presentation to staff – and these occasions showed how lively and inspiring they can be! Thirteen presentations were made, and all who attended were blown away by the marvelous work they heard about. The buzz at morning tea showed how many ideas were being generated – and evaluation sheets revealed that participants valued hearing about their colleagues' excellent achievements, and the opportunity to make new contacts. Many have indicated that they will now seek awards and grants themselves.

Many thanks to our presenters (Dr Judy Fromyhr, Dr Wendy Moran, Dr Janette Long, Associate Dr Sandi Carroll, Sandra Simpson, Professor Peter Camilleri, Dr Judith Mulholland, Mrs Maya Cranitch, Dr Toni Noble, Dr Julie Clark, Dr Donna Gronn, Jane Allnutt, Laurine Hurley, Dr Ann Drabble, Dr Nereda White and Dr Tanya Uebergang). PowerPoints used by some of the speakers will soon be up on the LTC website.

Phoebe Palmieri

The remaining two conferences will be held on 15 October and 12 November, when you will hear more inspiring stories. Do try to come along – you'll be glad you did!

NetSpot Prize 2009

Congratulations to the inaugural winner the NetSpot Prize, Dr Donna Gronn for the unit EDST411 – Teaching with Information Technology, a fourth year upgrade and undergraduate elective designed so that students are able to actively construct meaning themselves as they progressed through the unit at their own pace. Clear scaffolding was provided in the unit and the online pedagogy reflected Gilly Salmon's five E-tivities stages.

There was strong competition for this inaugural prize and the final winning entry showed clear evidence of a well-written and convincing application that was solidly underpinned by theory and research was student-centered in design.
NetSpot Prize 2009 (cont’d…)

The website was easy to navigate and showed excellent use of explanation and guidance in creative student-centered activities. The unit and site linked and assessed two graduate attributes and clearly demonstrated the nexus between teaching and research.

The sponsor NetSpot indicated they were extremely pleased with the result and will continue to offer the $1000 prize in 2010. The prize ceremony was held in Sydney on the 9th September.

Details - screen shots with explanations - of the winning site are now available at: http://www.acu.edu.au/95523

Photo. From left (front) Jay Hutchinson (NetSpot), prize winner Dr Donna Gronn, (back) Ingrid D’Souza and Ann Applebee

Exploring the impact of the Graduate Certificate in Higher Education

Members of the LTC team are currently involved in a research project to explore the impact of the ACU GCHE on the professional practice of its graduates and current participants. The information gathered will also be valuable background for the formal review of the GCHE scheduled for 2010.

The seven research questions are outlined below.

1. What are the characteristics of the GCHE course at ACU and how do they compare to similar programs in other universities?
2. What do sponsors, LICs and participants perceive to be the strengths and weaknesses of the GCHE as a means of professional development for professional practice?
3. What have participants/graduates changed or introduced into their professional practice as a result of their GCHE experiences?
4. What input into/influence on their institution’s educational programs and policies have participants/graduates had as a result of their GCHE experiences?
5. What constraints, if any, have participants/graduates met which may limit what they would like to do in their professional practice arising from their GCHE experience?
6. What strategies can be undertaken to enhance the impact of the GCHE in the future?
7. In what ways, if any, does the fully online mode of delivery of the GCHE via the Blackboard LMS enhance or constrain student learning?

All 76 participants have been invited to complete an online survey which closes on October 23. Following this, interviews will be conducted with selected participants, staff, supervisors and sponsors of the course at ACU.

If you are considering the GCHE as an option for your ongoing professional learning, contact the Course Co-ordinator, Annette Schneider rsm (Extn 5349) for further information or go to the LTC website for details about the course - http://www.acu.edu.au/138831.

If you are a graduate or current participant in the GCHE, and haven’t yet completed the survey, a link to it can be also be found on the LTC website.
THE NEW and all important ACU Graduate Attributes –
teaching, assessing, embedding

After extensive consultation the ACU Graduate Attributes have been revised in light of the current higher education context to enable staff explicitly to develop and assess the graduate attributes throughout ACU courses. A comparison of the new with the previous ACU Graduate Attributes shows that the University’s distinctive ethical and social perspectives have been fore-grounded in the new ACU Graduate Attributes. The following new graduate attributes have been written in such a way as to ensure that they can be assessed.

ACU courses enable graduates to be:

Ethically informed and able to:
- Demonstrate respect for the dignity of each individual and for human diversity.
- Recognise their responsibility to the common good, the environment and society.
- Apply ethical perspectives in informed decision making.

Knowledgeable and able to:
- Think critically and reflectively.
- Demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession.
- Solve problems in a variety of settings taking local and international perspectives into account.

Skilful and able to:
- Work both autonomously and collaboratively.
- Locate, organise, analyse, synthesise and evaluate information.
- Demonstrate effective communication in oral and written English language and visual media.
- Utilise Information and Communication and other relevant technologies effectively.

In addition, graduates of research degrees should demonstrate the ability to construct knowledge through research.

As with other key ACU documents, it is expected that the ACU Graduate Attributes document will be revised on a 5 yearly schedule. In the interim, any feedback on the document may be sent to the Learning and Teaching Centre (ltc@acu.edu.au). The LTC also has set up separate staff and student blogs to facilitate discussion and feedback. The staff blog is located at http://blogs.acu.edu.au/ga/. The student blog is located at http://studentblogs.acu.edu.au/gradattributes/. You will need your ACU username and password to access the relevant blog.

The ACU Graduate Attributes are located at: http://www.acu.edu.au/204356

For further information contact Associate Professor Kym Fraser kym.fraser@acu.edu.au
Upcoming conferences

ACU - Learning, Teaching, and Social Justice in Higher Education
Symposium: “Learning, Teaching, and Social Justice in Higher Education”
Australian Catholic University, School of Arts and Sciences, Melbourne Wednesday, 18 November 2009
More information can be found at http://www.acu.edu.au/196464

London International Conference on Education (LICE-2009)
November 9-12, 2009, London, UK
The London International Conference on Education (LICE) is an international refereed conference dedicated to the advancement of the theory and practices in education. The LICE promotes collaborative excellence between academicians and professionals from Education. For further information visit LICE-2009 at www.liceducation.org

UNESCO Global Education Conferences - 2008-2009
Two of UNESCOs landmark international education conferences for 2009 on inclusive quality education, education for sustainable development, adult learning, and higher education will be held later this year.

SEVENTH INTERNATIONAL CONFERENCE ON NETWORKED LEARNING
To be held in Aalborg, Denmark, 3rd & 4th May 2010
This conference is considered a major event in the international ‘technology enhanced learning’ conference circuit, and provides a friendly, collegiate context for meeting researchers and practitioners in networked learning. The conference facilitators invite papers critically reporting on the results of research and evaluation in Networked Learning.

Full details available on their website http://www.networkedlearningconference.org.uk/ which also includes proceedings of past Networked Learning Conferences.

HERDSA 2010
Reshaping Higher Education is being hosted by Deakin University, in Victoria. 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.

Semester 2 LTC Workshops to watch out for

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<th>Key thinkers in eLearning</th>
<th>26 October – 13 November</th>
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</thead>
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<tr>
<td>Level 3. By Ann Applebee and Hannah Forsyth</td>
<td></td>
</tr>
<tr>
<td>Assessment 502</td>
<td>2 November</td>
</tr>
</tbody>
</table>

LTC staff members are “very approachable and patient”

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DI RUSS - P.A. to Director, Brisbane.
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Mon, Tues and Fri x7253

HANNAH FORSYTH - Educational Designer, North Sydney
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JOSEPHINE CAFFERY - Lecturer B59, Canberra
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KYM FRASER - Director, Graduate Attributes and Generic Skills Project, Melbourne
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MARY JANE MAHONY- Online Education Coordinator, North Sydney-
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Wed–Fri x 2128

PHOEBE PALMIERI - Project Officer, Academic Development, Melb.
Phoebe.palmieri@acu.edu.au
Mon, Thurs & Fri x3374,

SULO JEYAPALAN - Administrative Officer, Strathfield,
Sulo.Jeyapalan@acu.edu.au
Mon–Thurs X4155

LTC - e-Learning CALENDAR of events


Please note that this program changes subject to the needs and request of ACU National staff. Please check this site regularly to see if a course you are interested in is on offer.

ALTC reports and resources are now available on the ALTC website.

The ALTC website is worth a visit as it has numerous educational support activities and advice. It is free to register!

Stanford University also issues an informative newsletter call ‘Tomorrow's Professor’. You can register at this site for their regular newsletter to come to your desktop. [Add link with tips] [http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php](http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php)