



AUSTRALIAN CATHOLIC UNIVERSITY

Learning and Teaching Centre Annual Report 2009



The Hon Julia Gillard MP with A/Prof Maureen Walsh, recipient of the ALTC Teaching Excellence Award for the Social Sciences (Education) at the Award ceremony.

Overview from the Director 2009

The year started with a change of name (from IATL), and an expansion of staff for LTC:

- Dr Annette Schneider, moving from .8 Education Leadership Ballarat to .8 SL in Higher Education, as Course Coordinator for the GCHE and Unit Coordinator for two of the four units
- Dr Jo Caffery, Lecturer in Higher Education, Canberra campus, who joined us from her work in Indigenous Adult Literacy in the Northern Territory, and who is responsible for coordinating the workshop program
- Associate Professor Kym Fraser, based in Melbourne as project manager for the two year Graduate Attributes project, funded by the last of the Learning and Teaching Performance Fund monies.

Major achievements of 2009 have been the inaugural workshop programs for Orientation for new Academic staff, the Induction program for sessional staff (two of each in both semesters), our inaugural Scholarship of Teaching Colloquia, and the inaugural program for the Accreditation of Postgraduate Supervisors. All reflect a major expansion of the roles of LTC as it supports the improvement of quality teaching and learning for ACU, and ACU's commitment to supporting the work of its staff.

We welcomed our new Pro-Vice-Chancellor, Professor Anne Cummins, as she took up her appointment mid-year, and our new colleagues in the portfolio. We were grateful for the work of our previous PVC, Professor Gabrielle McMullen, as she steered academic development to a central plank of ACU's support for teaching over the years since IATL's inception in 2003.

The year ended with a Review of the role of LTC. The review is timely, since it is six years since our establishment; most staff remain on short-term contracts and soft money; online learning has become essential at ACU to ensure flexibility for staff and students, and we have critical choices to make some time in the near future regarding various elearning applications.

We look forward to 2010 and the implementation of the Review's recommendations, as we continue to improve our contribution to quality learning, teaching and scholarship through our work with ACU staff.

Mission

The Learning and Teaching Centre aims to enhance the quality of learning and teaching at the Australian Catholic University (ACU) by supporting evaluation, professional and academic development, innovation in teaching, research in higher education, and promoting reward and recognition for outstanding educational practice.

Our areas of responsibility include:

- The Graduate Certificate in Higher Education
- The University's evaluation systems of teaching and learning
- Coordination of teaching and learning grants and awards
- Development of policy and procedures in learning and teaching, including eLearning policy, pedagogy and strategic development
- Advocacy for learning and teaching via committees, working parties and strategic projects

- Provision of workshops and resources in a wide range of aspects of learning and teaching
- Induction and development for new academic staff and sessional staff
- Professional development for higher degree research student supervisors.

Strategy, policy and governance

Policy contribution

LTC contributes to the development of policy, with a particular emphasis on learning and teaching matters, through membership of various university-wide and faculty committees. During 2009, policy and other key document contributions included work towards:

- the L&T Plan
- revision of ACU's Graduate Attributes
- mandated professional development for academic staff with less than two years' prior higher education experience, and for sessional staff
- payment for sessional staff attendance at teaching workshops on commencement of work at ACU
- a revised framework for quality assurance for online materials
- the course review process
- academic honesty policy and procedures
- the first year experience program
- a revised unit outline template (in accordance with AUQA recommendations, new GAs and ACU website changes)
- registration of accredited supervisors of HDR students
- assessment guidelines
- teaching awards and grants schemes.

Forum

LTC undertakes the organisation of the Deans, ADs and HOS Forums, three day professional development programs held twice per year, to provide senior managers with updates on ACU strategic and policy directions. Under the sponsorship of the PVC (A), these forums feature a prominent external speaker on a theme of significance to ACU. In April 2009, this was Assoc. Professor Mark Freeman, Director of the Office of Learning and Teaching in Economics and Business, University of Sydney, while in September Professor Mark Rose, Deakin University, spoke on Partnerships in Advancing Indigenous Education and Research. The opportunity to learn and share with other managers via these Forums is crucial in a university with widely distributed campuses.

Committee Membership

Yoni Ryan

- Chair, Citations and Grants Committee
- Chair, Academic Development Committee
- Member, Academic Board
- Member, University Learning and Teaching Committee
- Member, GCHE Course Implementation Committee
- Member, PEI Reference Group
- Member, Faculty Education Teaching and Learning Committee
- Member, Sessional Staff Working Party
- Member, Brisbane Management Advisory Committee
- Member, IT Governance Working Party

Member, ePortfolio Steering Committee and Working Party
Member, Assessment Committee
Member, Graduate Attributes Reference Group
Member, Institutional Selection Panel (ALTC Awards)

Ann Applebee

Executive Officer and member, University Flexible Teaching and Learning Committee
Chair, Flexible Teaching and Learning Standing Sub Committee
Member, Academic Development Committee
Member, ePortfolio Steering Committee and Working Party
Member, Assessment Committee
Member, Lecture Recording WP
Member, Turnitin WP
Member, Faculty of Arts & Sciences Learning and Teaching Committee

Jo Caffery

Member/Chair, Beginning Postgraduate Supervision at ACU Steering Committee
Member, ALTC/ACU Grants and Awards Conference working party
Member, LTC Website Review Committee
Guest Lecturer – School of Social Work and Faculty of Theology on Australian
Indigenous languages and societies

Bill Franzsen

Member, University Teaching and Learning Committee
Member, University Assessment Committee

Kym Fraser

Member, BEd Course review committee
Member, BT.BA Course review committee
Member, University Graduate Attributes working party
Member, Graduate Attributes project reference group

Annette Schneider

Member, Faculty of Theology and Philosophy Teaching and Learning Committee
(LTC representative)

Phoebe Palmieri Member, University Citations & Grants Committee
Member, Institutional Selection Panel (ALTC Awards)

Mary Jane Mahony

Member, University Flexible Teaching and Learning Committee
Member, Flexible Teaching and Learning Standing Subcommittee
Member, Webinar Tools Project Working Party

Hannah Forsyth

Member, Flexible Learning and Teaching Subcommittee

2009 Workshop program offered by the Learning and Teaching Centre

LTC expanded the range of workshops substantially in 2009; this was possible with our additional staffing. LTC includes other ACU specialist staff (including staff in Academic Skills) in appropriate workshops, and we are grateful for their contribution. Workshops are evaluated highly positively. We received this email in response to our Christmas message:

A very happy Christmas from me and a BIG thank you for all the training, help and support you have given me in reviewing my pedagogy and online teaching ... all of you were very patient even when I had 'foggy' moments.

You made me feel very welcome as a new academic at ACU.

	Workshop	Date 2009	Duration	Mode of Delivery	Campus	Number Attendees*
1	First Class, First Year Workshop	26 Feb	1 hour	Video conference	All	15
2	Orientation for New Academic Staff	19 Feb	8 hours	Video conference	All	35
3	Orientation for Sessional Staff	20 Feb	3 hours	Video conference	All	45
4	Sessional Orientation eLearning ***	20 Feb	1.5 hours	Video conference	All	45
5	Moderating online discussions. Level 2	6 March	4 weeks	Online	All	8
6	Teaching Using Live Chat	3 and 17 April	1 hour	Online in Blackboard	All	20
7	Working with International Students [speaking and writing]	31 March	2 hours	Video conference	All	42
8	Unit outlines & Graduate Attributes: QA Checklist*** Fully online eLearning at ACU*** Using the web to enhance your campus-based teaching***	22 April (Melb, Bal & Bris) 30 April (Strath, Can, NSyd)	2 hours 1 hour 2 hours	Video conference	All	59 16 15
9	One day eLearning workshops for fully online developers ***	27 April – 1 May	8 hours	Face-to-face	All	31
10	Assessment 501	25 May	3 hours	Video conference	All	43
11	Working with International Students	28 May	2 hours	Video conference	All	41
12	Unit Outlines & Graduate Attributes	28 May	2 hours	Video conference	All	59
13	Help with Word when using templates	29 May – 3 June	1 hour	Face to face	All	21
14	Reflexivity and research in Higher Education - Level 3.	29 May	3 weeks	Online	All	20
15	Sessional Staff Orientation	16 July	3 hours	Video conference	All	80

16	Sessional Orientation eLearning***	16 July	1.5 hours	Video conference	All	80
17	New Staff Orientation	17 July	8 hours	Video conference	All	11
18	eLearning***	8 - 17 July	3.5 hours	Face to face	All except ACT	17
19	Scaffolding Student Learning – Level 1.	24 July	2 hours	Video conference	All	21
20	Online Group Work Level 2.	3 – 21 August	3 weeks	Online	All	13
21	Moderating Online Discussions Level 2.	14 Sep – 9 Oct	5 weeks	Online	All	9
22	Vocal Confidence in your Teaching – external presenter	28 Sept	3 hours	Face to Face	Melb	11
23	Training for developers of fully online units ***	1 October	3.5 hours	Video conference	All	29
24	Rethinking Assessment for Today’s Learners – Health Sciences	1 October	3.5 hours	Face to face	Melb	14
25	What do academic English tests test?	13 October	1 hour	Video conference	All	36
26	Scholarship in Teaching & Learning: Inaugural ACU Conference - ACU & ALTC Grant and Award Recipients’ Presentations on their Achievements	17 Sept 15 October 12 Nov	3.5 hours	3 half day video conferences	All	Sept – 30 Oct – 34 Nov – 14
27	Beginning Postgraduate Supervision at ACU**	Strathfield - 30/9 – 2 Oct Melbourne – 7 – 9 Oct Brisbane – 28 – 30 Oct	2.5 days each campus	Face to face	Strath Melb Bris Offered to staff on all campuses	63
28	Online Group Work	13 Nov	2 hours	Face to Face	School of Ed Vic	12
29	Key thinkers in eLearning Level 3.	26 Oct – 13 Nov	3 weeks	Online	All	18
30	Assessment 502	2 Nov	3 hours	Video conference	All	36
31	Indigenous Academic Orientation	27 Nov	7 hours	Face to Face	Bris	15
32	eLearning – School of Nursing	2 Dec	2 hours	Face to Face	North Sydney	15

In 2009 LTC delivered a total of **32** workshops, ranging in duration from 1 hour to four weeks.
Six workshops were delivered online
Nine were delivered face-to-face
Seventeen were delivered via videoconference.

LTC staff delivered a total of **eighteen weeks** of online courses, and a total of **201 hours** of videoconferences or face to face courses.

The total attendance at the above LTC workshops was **1,073**; no allowance has been made for those who attended more than one workshop. Evaluations for all workshops are available on the LTC website at <http://www.acu.edu.au/139025>

LTC has been pleased to note that many staff are now including workshops as their development needs in their Performance Review documentation. Full-time staff are able to record attendance at workshops via Staff Connect, and can then include a print-off of attendance to support Performance Review.

A number of these workshops were joint ventures with Research Services, Academic Skills, the International Office, ACUonline and the Library.

*This column provides the number of staff who attended each workshop. Many more registered for each workshop but did not attend due to other unexpected work related commitments.

** This course is a joint project offered by the LTC in partnership with Research Services. This course was offered face-to-face on three of ACU campuses. This course is a 4.5 day course offered in two blocks. The dates provided here are for the first block. Block 2 will be offered in February 2010 for staff on the Brisbane and Strathfield campuses and April 2010 for staff on the Melbourne Campus. Administration for block 1 of this course was done solely by an LTC staff member, and required a minimum of three months full-time administration, including monitoring and assessing applications, registrations, room bookings and responding to all email queries, totalling over 1000 emails, as well as assisting in the development and delivery of the course. LTC will also administer block 2.

*** This eLearning workshop was jointly offered by LTC, ACUonline and Library.

Evaluation program

The increase in the number of units evaluated continued throughout 2009. Numbers of units evaluated using all instruments (LTEP, SET, FBEP) are as follows:

Half year	Requested	Returned	Return rate
2008 1 st half*	402	375	93.3%
2008 2 nd half	393	315	80.2%
2009 1 st half	633	524	82.8%
2009 2 nd half	626	519	82.9%

* Data does not include SET for first half of 2008

Return rates are a concern: preparation of forms is a large investment in LTC time, and not to use prepared forms, or fail to return completed forms, denies our students their voice in feedback. To meet the requirement that every unit be evaluated no less frequently than every second time it runs, we must evaluate at least half of our units every semester. ACU should consider if it will continue to support this intense evaluation regime.

Division	Units	Requests	Students	Returned	Scanned	Blank	%Requested	%Responded	%Returned
Australian Catholic University	1244	549	29724	449	18426	1238	44%	62%	82%
Aquinas Campus	60	24	1342	20	984	54	40%	73%	83%

Division	Units	Requests	Students	Returned	Scanned	Blank	%Requested	%Responded	%Returned
McAuley at Banyo	219	81	2944	64	1789	138	37%	61%	79%
Signadou	84	46	1044	34	818	54	55%	78%	74%
St Patrick's Campus	367	155	8570	128	5402	374	42%	63%	83%
MacKillop Campus	138	76	6698	71	3883	256	55%	58%	93%
Mount Saint Mary Campus	250	114	8030	101	5192	345	46%	65%	89%
Online	78	25	782	16	106	1	32%	14%	64%

Unit Evaluations (LTEP) requested for ACU and by campus, second half 2009

- Units** The number of units associated with the given division that had a non-zero enrolment count in Banner.
- Requests** The number of units associated with the given division that requested a LTEP evaluation instrument.
- Students** The number of students enrolled in the units for which at least one LTEP instrument was returned.
- Returned** The number of units that returned at least one instrument.
- Scanned** The number of instruments returned and scanned.
- Blank** The number of scanned instruments that were returned blank.
- %Requested** The proportion of units with a non-zero enrolment count that requested a TLEP instrument.
- %Responded** The proportion of forms issued in units that returned at least one instrument that were returned for scanning.
- %Returned** The proportion of units for which a LTEP instrument was requested that returned at least one completed (and not blank) instrument.

Evaluation Regime

With some Lecturers-in-Charge running a unit evaluation (LTEP) every semester, it is likely that we will need to evaluate over 60% of our units every semester. This will result in an increase of a further 50% in the number of units evaluated. To assist this we will be improving the request process further in 2010.

Awards and Grants Schemes

External (ALTC) grants and awards

LTC oversees and administers the processes of applications for the Australian Learning and Teaching Council's awards and grants scheme, supported by ALTC through the Promoting Excellence Initiative. The PEI Project Manager, Phoebe Palmieri, has major carriage of ALTC applications, and has played a major role in aligning internal ACU grants and awards with ALTC schemes. This alignment of criteria and processes for ALTC/ACU programs is almost complete.

During 2009, two LTC staff were members of teams that won ALTC Leadership grants:

Yoni Ryan: 'E-teaching leadership: Planning and implementing a benefits-oriented costs model for technology enhanced learning'
'Subject coordinators: Leading professional development for sessional staff' (\$219,204)

Ann Applebee: 'Lessons learnt: identifying synergies in distributed leadership projects' (\$116,000)

Assistance was provided to Dr Jo Ryan and Ms Mellita Jones for a successful ALTC grant application in 'Ballarat Hub: Ballarat Rural and Regional Secondary Preservice Teacher Education Partnership'.

Assistance was also provided to Associate Professor Maureen Walsh, School of Education NSW, in her successful application as a National Teacher Award winner in the Social Sciences, and to our Citation winners, Dr Anne Drabble, Dr Pam Hanifin, Dr Barbara Odgers, Mr Vince Geiger and Ms Rachael Jacobs, Dr Lindsay Farrell, Dr Ann Gervasoni, Dr Robyn Horner, Dr Annette Schneider and Dr Klaus Serr.

The Director was an ALTC Assessor for ALTC National Teaching Awards.

Leadership Program

Project Title	Funding	Lead Institution	Partner Institutions	Status	ACU Staff
Subject coordinators: Leading professional development for sessional staff	\$219,000	University of Wollongong	University of Technology, Sydney; ACU; University of Western Sydney	Initiating	Prof Yoni Ryan
Lessons Learnt: identifying synergies in distributed leadership projects	\$116,000	RMIT University	Australian Catholic University; Macquarie University; University of Wollongong	Initiating	Ms Ann Applebee
e-Teaching leadership: planning and implementing a benefits-oriented costs model for technology-enhanced learning	\$217,000	The University of New England	Australian Catholic University; Central Queensland University; University of Southern Queensland	Initiating	Prof Yoni Ryan

Priority Projects Program

Project Title	Funding	Lead Institution	Partner Institutions	Status	ACU Staff
Preservice Teacher Education Partnerships: Creating an effective practicum model for rural and regional preservice teachers.	\$135000	ACU	La Trobe University	Initiating	Dr Josephine Ryan, Ms Mellita Jones

2008 projects

Competitive Grants Program

Project Title	ALTC Funding	Lead Institution	Partner Institutions	Status	ACU Staff
Implementing effective learning designs	\$219,672.67	Macquarie University	La Trobe University, University of Technology, University of NSW, Australian Catholic University, Griffith University, Edith Cowan University, WA; international participation from University of Greenwich, UK, and University of British Columbia, Canada	To finish 1 st phase mid 2010, application in for continuation ¹	Dr Christine Dennis, Matthew Campbell

Priority Projects Program

Project Title	Funding	Lead Institution	Partner Institutions	Status	ACU Staff
Curriculum renewal in exercise science	\$180,721.00	Victoria University	Consortium of AAESS & 26 universities, including Australian Catholic University	Ongoing	Assoc Prof Margaret Torode
Embedding the development and grading of generic skills across the business curriculum	\$214,720.00	Macquarie University	La Trobe University, University of Tasmania, Edith Cowan University, Australian Catholic University, University of Canberra, University of Southern Queensland, University of Western Australia	Ongoing ²	Assoc Prof Theda Thomas

¹ See <http://lams2008sydney.lamsfoundation.org/pdfs/04b.pdf> for a conference paper describing the project in progress

² See www.graduateskills.com

Award for Teaching Excellence

2009

Associate Professor Maureen Walsh

Citations

2009

Dr Anne Drabble, Dr Pam Hanifin, Dr Barbara Odgers, Mr Vince Geiger and Ms Rachael Jacobs
For sustained excellence in the development of an innovative online facility that supports professional experience for teacher education practica

Associate Professor Lindsay Farrell

For sustained commitment to inspirational visual arts education through gallery-based programs and arts activities for equity groups

Dr Ann Gervasoni

For contributions to teacher education, educational research and the development of community partnerships that enhance effective learning and teaching in mathematics education

Dr Robyn Horner

For sustained and influential promotion of high standards in the design and delivery of theological education

Dr Annette Schneider

For modelling educational leadership in both course development and teaching, and leading eLearning at Australian Catholic University

Dr Klaus Serr

For fostering student learning and constructive engagement in social justice issues through the creation of a nexus between teaching, professional practice and research

Internal ACU grants and awards

The internal ACU Teaching Development Grants program awarded grants to five individuals or teams this year. The successful winners were:

Dr Sugumar Mariappanadar, School of Business (Vic) and team	\$7804.00
Dr Delyse Ryan, School Arts and Sciences (Qld)	\$9516.28
Drs Toni Noble and Dr Joyce Martin, School of Education (NSW) and Cath Laws, School of Education (Vic)	\$5900.00
Dr Jan Grajczonek, School of Religious Education (Qld)	\$5183.74
Dr Lyn Carter and Caroline Smith, School of Education (Vic)	\$10,966.00
Total funding:	\$39,370.02

The Citations and Grants Committee also makes recommendations on the Vice-Chancellor's Excellence in Teaching Awards, but no award was made in 2009.

Award Teaching: Graduate Certificate in Higher Education

Course Coordination

Administrative processes were enhanced through the close cooperation of the Course Coordinator, Dr. Annette Schneider rsm, with the following ACU staff members, whose support and expert advice are acknowledged:

- Christine Flower, Admissions Office, Brisbane, who has particular responsibility for GCHE applications
- Lorna Matthews, Team Leader, Ballarat Student Centre, who has provided assistance to participants experiencing enrolment difficulties
- The staff in Enrolments, Fees and Scholarships and Graduations for their advice and practical assistance.

Course development

Each of the four GCHE units (UNHE 500, 501, 502 and 503) was revised as part of the regular updating of content, learning activities, assessment tasks and resources and the ACU requirement for the embedding of Graduate Attributes in each unit from S2, 2009 onwards.

Enrolments

During 2009, 27 participants commenced the GCHE, including six in the first mid-year intake. Two participants were external to ACU. This represents the largest intake of commencing students since the GCHE was first offered at ACU. In 2009, there were 24 to 30 active participants each semester. It will be a challenge to maintain this level of enrolments in coming years.

We clarified the enrolment status of participants who were inactive during all or part of 2009. The resultant spreadsheet of GCHE participants, past and present, has become a valuable resource. Acknowledgement is given to Mr. John Cameron and Mr. Dominic Gordon for their assistance with the process of contacting former ACU staff.

Some informal discussions have taken place with external training providers about the potential for their staff to undertake the GCHE at ACU. This is a potential growth area for ACU.

Graduations

LTC staff attended graduation ceremonies to support the following GCHE graduates:

Brisbane: Dr Nasir Butrous; Dr Jan Grajczonek; Ms Rachael Jacobs;
Canberra: Dr Margaret Carmody
Melbourne: Dr Michael Buchanan; Associate Professor Marj Horne;
Sydney: Ms Vicki Bourbous; Dr Janet Chew

Eight other participants became Course Complete during 2009 and will graduate in 2010.

Research

A team of LTC researchers, led by Prof. Yoni Ryan with Dr Jo Caffery, Hannah Forsyth and Dr Annette Schneider rsm, is investigating the impact of the GCHE on the professional practice of its graduates and current participants. Ethics approval for the project was received in September 2009. Stage 1, data gathering from an online survey of participants and graduates, has concluded. An online survey of Supervisors, Heads of School and Associate Deans (Teaching and Learning) is underway. Stage 2 interviews will commence in March 2010. It is proposed that

the findings and recommendations will be available via the LTC website in December 2010. This research will constitute baseline data for the 2010 formal review of the GCHE.

Graduate Attributes Project

This two year project commenced in April of this year with the appointment of Associate Professor Kym Fraser. The first 9 months of the project focussed on the re-development and launching of the ACU Graduate Attributes, the mapping of graduate attributes across many of the University's key courses that were under review in 2009, and the identification of graduate attributes in many second semester unit outlines. Work also proceeded on: the development and piloting of benchmarking surveys for first and final year students; collaborating with the Academic Skills Unit and the Careers Development Service to embed the graduate attributes into their workshops; beginning the development of online resources for teaching staff; the development of awareness raising resources for both staff and students; identifying different levels of achievement of graduate attributes in different year levels; collaboration with the Library to develop resources for the literacy graduate attribute; the conduct of both university wide and school specific workshops; re-developing unit outlines with both individual staff and course teams; and a collaborative conference presentation with staff on the development of social justice graduate attributes (Social Justice in Teaching and Learning Symposium, Melbourne).

The focus in 2010 will be on: the mapping of the graduate attributes across courses which are under review in 2010; assisting staff to identify graduate attributes in first semester unit outlines; the further development of online teaching resources; the development and conduct of university/school/course workshops on topics such as assessment, alignment and scaffolding; the embedding of the graduate attributes in the eportfolio pilots, surveying of students, raising student and staff awareness of the new ACU graduate attributes; conference presentations and the writing and submission of journal articles.

Flexible Learning

2009 was a very active year for flexible learning staff as new workshop programs were created, delivered and evaluated, emerging eLearning technologies piloted, evaluated and embedded, new committee structures confirmed, and templates for fully online units revised to reflect more coherent practices.

1 Governance and policy and procedure frameworks

The University Flexible Learning and Teaching Committee (UFLTC) membership and Terms of Reference were revised to reflect the changes in eLearning roles in the university. Five meetings were held with outcomes reported to the University Learning and Teaching Committee. The 'Workflow process to support the Learning Management System' was approved by the Learning and Teaching Committee.

University Flexible Learning and Teaching Standing Subcommittee (FLTSSC)

This operational arm of flexible learning was formalised in Semester 1 giving added impetus to eLearning initiatives. Membership of this Subcommittee includes staff from ACUonline, Faculties and the Library. The FLTSSC works as both a consultative and operational committee.

A five year plan for quality assurance was developed by the Web-enhanced QA Working Party, established by UFLTC and chaired by Dr Mahony, with assistance from OPSM, with the goal to

achieve an AUQA recommendation to develop quality assurance systems for web-enhanced units. A QA Framework was circulated to faculties, with a requirement that local strategies for implementation of the Framework during 2010 be developed. Work on this Framework was delayed by personnel changes in the faculties' elearning activities.

Social Media Policy

Given the rise of Web2 technologies and the responsibility of the University to ensure a safe learning environment for staff and students, a working party was established to shape an appropriate Social Media Policy. The Working Party is awaiting legal advice but it is anticipated that various policy amendments will be made to both the 'Acceptable Use of Computers and the Internet Policy' and the 'Policy on Quality Flexible Learning and Teaching'.

2 eLearning Professional Development Activities

In 2009 a new eLearning Professional Development Scheme (eLPDS) (Short url: <http://www.acu.edu.au/138990>) was created, piloted and evaluated. Data on the number of workshops and attendances can be found in the overall workshop data presented on pages 4 and 5 of this report.

The eLPDS includes workshops on pedagogy and scholarship of teaching using videoconferencing facilities and online classrooms (both synchronous and asynchronous) and technical, hands-on training in campus-based computer laboratories. The efficiencies offered by these have enabled more workshops to be offered at increasingly advanced levels. These have provided experienced staff with the opportunity to develop advanced skills in educational technologies and eLearning teaching and scholarship.

3 New resources to support student learning

Three new resources have been created to support students who are not able to attend face-to-face campus eLearning orientation sessions.

1. ACUonline created a Student Orientation Powerpoint with audio that can be used to support students who are unable to attend campus orientation for the Learning Management system. This will be positioned prominently on the ACU site (with cross links to IT and Academic Skills) and included in Welcome letters.
2. The DFLT has been working with Academic Skills to create a PowerPoint (with audio) that addresses how students can best approach their studies, and how to use the Library.
3. Each Faculty will send either a Welcome email or letter to newly enrolled fully online students to assist them to access their online learning materials.

4 NetSpot prize and creation of an online exemplar

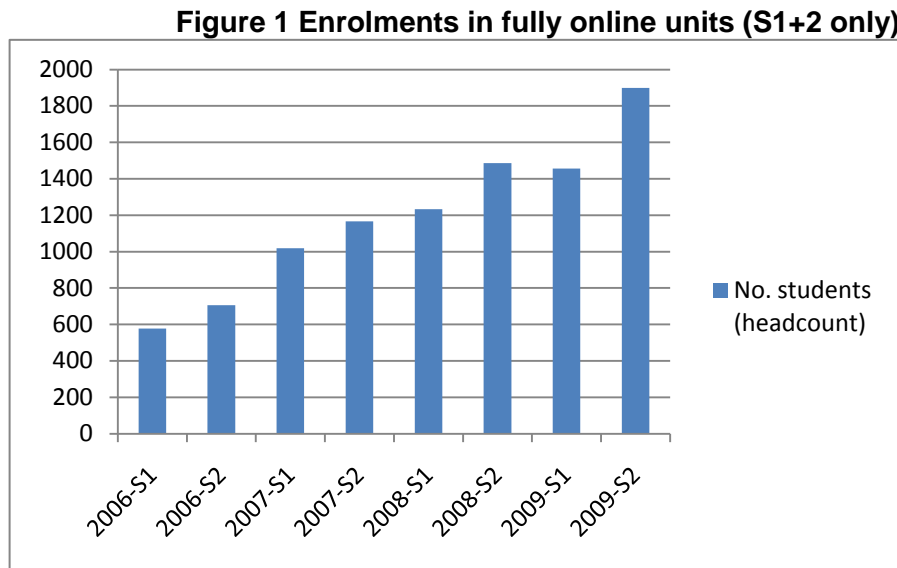
NetSpot have a long standing relationship with ACU as external hosts for our LMS (currently Blackboard). In 2009 they offered a cash prize for the most creative use of Blackboard in supporting student learning. Dr Donna Gronn's unit **EDST411 – Teaching with Information Technology** unit, was the 2009 winner. A resource outlining key points of the work is available at http://www.acu.edu.au/_data/assets/pdf_file/0015/201129/2009_NetSpot_prize_winner.pdf The NetSpot prize will continue in 2010.

5 Fully online

This section reports on the trends in fully online units and the development of a new fully online template.

Trends in numbers of units and enrolled students – fully online units

Figure 1 below confirms the upward trend in enrolments in fully online units.



Source of data: ACU statistical digests. 2007-2008-2009 data from digest retrieved 16 October 2009

New fully online template

Revision of the fully online template was undertaken with representatives from each Faculty and ACUonline, together with support from University Relations. This will be piloted in 12 units in Semester 1 2010.

6 Emerging technologies

The *Strategic Plan in Online Teaching and Learning* outlined the expansion of technology support for student learning. Liaising with Information Technology Directorate staff, flexible learning staff have been integral to the evaluation and trialling of the Desire2Learn ePortfolio Tool, the adoption of Wordpress as ACU's blog tool, the adoption of an ACU wiki, the lecture recording tool Echo 360, the plagiarism tool Turnitin, and the decision to pilot three Webinar tools in 2010.

- *ePortfolio*
Desire2Learn has been selected as the University's ePortfolio tool. The pilot in 2010 will involve Nursing and Education first year (and some final year) students. Staff training will be conducted by Faculty eLearning Coordinators (FeLCS) with technical support provided by the IT Service Desk and ACUonline.
- *Plagiarism software and awareness*
Sean Connell is project managing the *Turnitin* software pilot with Health Sciences in Brisbane and Melbourne, Arts and Science (History and Literature) in Melbourne, and some Theology staff. No work has yet commenced on the online plagiarism awareness course development.
- *Wordpress Blog tool*
An internal Wordpress tool has been tested and evaluation is under way, to provide an ACU-only application for blogs to protect student privacy.

- *Lecture recording – Echo 360*
The pilot was undertaken Semester 2 2009 (with Project Manager Rob Irving) and evaluations are awaited from lecturers in the pilot. In 2010 it is anticipated that 100 staff will use this technology.
- *Webinar project*
Webinars use web technology that brings together desktop content sharing, video, and audio. A new project has commenced to select a webinar software for learning and teaching. Three products will be piloted in Semester 1 2010.
- *Wiki*
Stephen Walsh (project manager) is trialling Confluence: a wiki is a piece of software that allows speedy and simple creation and editing of web pages.
- *Video channel*
Matthew Kassay has been trialling a number of services, and has recommended the use of Viddler (<http://www.viddler.com/>) allowing staff and students to upload a video as private content, then embed the video into Wordpress or other systems for feedback and comment.

Learning materials for many of these technologies have been collaboratively created with ACUonline, IT and Faculties. See for example the Echo360 support materials available at <http://www.acu.edu.au/203503> Additional materials, to be housed in the Staff and Student eLearning Tutorials on Blackboard, will be available in 2010. There is however an urgent need for additional resources to support both staff and student understanding of how these technologies can be best used in teaching and learning situations.

ACU welcomed two new Faculty eLearning Coordinators and three new eLearning Mentors.

Dr Mahony is retiring from her role as National Online Education Coordinator in early 2010. We would like to acknowledge the dedication, commitment and energy she has brought to this role.

Scholarship of learning and teaching

Scholarship in teaching colloquia

LTC staff facilitated three half day 'showcases' of our ACU staff who had won either ALTC or ACU grants and awards over the past three years. While poorly attended, the presentations inspired those who did come to support their colleagues and exchange ideas for disseminating good teaching practices. Evaluations are available at <http://www.acu.edu.au/139025> and were highly positive and enthusiastic about their motivational impact, especially noting that the videoconferencing from all campuses made them more conscious that they were part of a large, multi-state 'community of scholars'.

I thought the main benefit would be to get a better picture of the projects around Teaching and Learning across the university and I did learn about this. What I didn't expect would be how directly relevant so much of the content would be to my daily work. Thanks!

Resource development

LTC provides a variety of resources to assist staff in implementing ACU policies, from Good Practice in Assessment, to eLearning tutorials for staff and students, constructing a teaching portfolio, and materials and exemplars on Work Integrated Learning. These can be found on the LTC website under 'Resources' <http://www.acu.edu.au/139139>.

University/community engagement

LTC staff participate in a wide variety of ACU and external communities.

Internal engagement

Internally, in addition to committee membership, and various Working Parties, LTC staff work closely with other units within the PVC (S,L&T) portfolio, especially the Academic Skills Unit; with the Centre for Indigenous Education and Research, the Institute for Advancing Community Engagement, the International Office and the Office of the PVC (R), as well as with HR.

External engagement

Externally, LTC staff have worked with many external institutions and groups, both in the area of Higher Education and in other academic areas. Support provided included:

- acting as referee for several journals and conference proceedings
- examining higher degree research theses for external institutions
- mentoring students within the Adult Learning and Global Challenge program at Monash University
- giving invited talks in the School of Language Studies at the Australian National University. Similar talks were also provided to the ACU Faculty of Theology and Philosophy and the School of Psychology.

Other support included:

- consulting with Mercy Secondary Education
- chairing the Mercy Congregation Research and Heritage Committee
- undertaking a senior role within the HSC examinations for the Office of the Board of Studies in NSW.

Community engagement activities include the following:

Yoni Ryan	Peer reviewer for HERDSA conferences (2006 +) and <i>HERD</i> Reviewer for <i>Assessment and Evaluation in Higher Education</i> Editorial Board member, <i>International Journal of Teaching and Learning in Higher Education</i> ALTC Assessor, National Teaching Awards 2009 Reference Group member ALTC - Deakin project on subject coordinators
Ann Applebee	Peer reviewer for <i>HERD</i> Peer reviewer for <i>Journal of Distance Education [JDE]</i>
Jo Caffery	Mentor of Indigenous linguistics student based in the ACT Guest lecturer – ANU on Australian Indigenous languages and Societies Reviewer for <i>Journal of Applied Linguistics</i> Reviewer for <i>Journal of Australian Linguistics</i>

- Bill Franzsen Assisting with the Mathematics Olympiad Selection School
Member of the Technical Committee on Scaling for NSW
Supervisor of marking for HSC Mathematics
- Kym Fraser Reviewer for HERDSA conference papers
Reviewer for *HERD*
Reviewer for *Studies in Higher Education*
- Annette Schneider Chair, Sisters of Mercy Melbourne Congregation, Research and Heritage
Committee
Deputy Chair, Mercy Secondary Education Inc, Board of Management (till
May 2009)
Examiner for doctoral theses, Melbourne University
Facilitator and presenter, Leadership formation in Mercy Ethos programme,
Dublin, April and May 2009
- Phoebe Palmieri Peer reviewer, 'Assessment in different directions', Australian Technology
Network Assessment Conference 2009
Nominated as assessor for ALTC Citations
Convenor, Victoria/Tasmania PEI Officers Network
Member, Sydney Basin PEI Officers Network
- Mary Jane Mahony Editorial Board and Reviewer, *Distance Education*
Peer reviewer: HERDSA annual conference, ASCILITE annual conference

LTC staff are members of the following professional associations:

- Yoni Ryan Deputy President, Council of Australian Directors of Academic Development
(CADAD) 2007 – present
Member, Higher Education Research and Development Society of
Australasia (HERDSA)
- Ann Applebee Member, Higher Education Research and Development Society of
Australasia (HERDSA)
Member, Open and Distance Learning Association of Australia (ODLAA)
Member, Australian Institute of Management (AIM)
Member, Centre for Research on Computer Supported Learning and
Cognition (CoCo)
ACU representative, Australasian Council of Open and Distance eLearning
(ACODE)
- Jo Caffery Member, Higher Education Research and Development Society of
Australasia (HERDSA)
Member, Applied Linguistics Association of Australia
Member, Association Internationale De Linguistique Appliquée (International
Association of Applied Linguistics)
Member, Australian Federation of University Women
Member, Australian Institute for Aboriginal and Torres Strait Islander Studies
Member, Australian Linguistic Society
Member, Central Australian Linguistic Circle

Member, Centre for Teaching and Learning in Diverse Educational Contexts
Member, Foundation of Endangered Languages (International)
Member, Top End Linguistic Circle

Bill Franzsen Member, Australian Mathematical Society (AustMS)
World Federation of National Mathematics Competitions (WFNMC)

Kym Fraser Member, Higher Education Research and Development Society of
Australasia (HERDSA)
Member, Staff and Educational Development Association (SEDA)

Annette Schneider Member, Australian Council of Educational Leaders
Member, Australian College of Educators
Member, Higher Education Research and Development Society of
Australasia (HERDSA)

Phoebe Palmieri Member, Higher Education Research and Development Society of
Australasia (HERDSA)

Mary Jane Mahony Member, Higher Education Research and Development Society of
Australasia (HERDSA)
Member, Australasian Society for Computers in Learning in Tertiary
Education (ASCILITE)
Member, Open and Distance Learning Association of Australia (ODLAA)
Member, Australian Association for Research in Education (AARE)
Member, American Educational Research Association (AERA)
Member, Centre for Research on Computer Supported Learning and
Cognition (CoCo)

Hannah Forsyth Member, Higher Education Research and Development Society of
Australasia (HERDSA)
Member, Australian Historical Association (AHA)
Member, Cultural Studies Association of Australasia (CSAA)
Member of the Australia & New Zealand History of Education Society
(ANZHES)

Administration

Redesign of the LTC website was a team project but most of the design work was undertaken by Hannah Forsyth and Sulo Jeyapalan, and more recently by Hannah, Jo Caffery and Phoebe Palmieri.

The website continued to gain in popularity, with hits recorded as follows from 1 July to 31 December 2009:

Page Views – 13023 and Unique Page Views – 8246. The large number of staff accessing the website reflect the growth in interest in professional development opportunities.

Staffing

Jackie Budniak, North Sydney based administrative assistant for our workshops program, left ACU in September. Ms Sulo Jeyapalan, website administrator and evaluations administrator, Strathfield, was promoted to HEW5. Dr Schneider transferred from Ballarat to Melbourne late in the year, although she attends the Ballarat campus for videoconference programs and on request.

2009 LTC staff publications

The list only includes items actually published in 2009.

Books

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

Book Chapters

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 pps 463-479): Springer US.

Simpson, J. **Caffery, J.** & McConvell, P. (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

Refereed journal articles

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) pps 221-234.

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, pps 641-655. <http://www.springerlink.com/content/l26632t736833x6q/>

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 (1) pps 114-121.

Refereed conference papers

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>

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*.

Conference presentations

Caffery, J. (2009) Social, cultural and educational factors that affect Indigenous adult education in remote communities: From an Indigenous grassroots perspective. *Social Justice in Teaching and Learning Symposium, ACU November, Melbourne*.

Fraser, K. Riseman, N and Warne, E. (2009) Embedding concepts of social justice in a diverse curricula. *Social Justice in Teaching and Learning Symposium, November, Melbourne*.

Fraser, K. and **Ryan, Y.** (2009) So what do Directors of Academic Development have to do with the student experience? *International Conference of the Higher Education Research and Development Society of Australasia (HERDSA), July, Darwin*.

Forsyth, H. (2009) Knowledge and intelligence: why ASIO thought university knowledge would kill democracy, 1968-1973. *Australian Historical Association Conference (AHA), University of the Sunshine Coast*.

Forsyth, H. (2009) Privatisation in public universities: the decade that commodified knowledge. *Australia and New Zealand History of Education Society (ANZHES) Conference, December 2009*.

Media releases

Caffery, J. (2009) Bilingual the best way to learn English: AIATSIS Symposium 25 June 2009.
http://www.aiatsis.gov.au/news/docs/2009mr/2009_2506_Bilingual.pdf



The 'ACU team' at the ALTC Citations awards ceremony, Canberra

Rear left: Dr Ann Gervasoni, School of Education, Dr Lindsay Farrell, School of Arts and Sciences, Dr Barbara Odgers, School of Education, Dr Vince Geiger, School of Education, Dr Anne Drabble, School of Education, Ms Rachael Jacobs, School of Education, Dr Pam Hainifin, School of Education, Dr Klaus Serr, School of Arts & Sciences and Prof Anne Cummins, PVC (SL&T)
Front left: Prof Yoni Ryan, Director LTC, Prof Greg Craven, Vice-Chancellor, Dr Robyn Horner, School of Theology and Ms Phoebe Palmieri, Project Officer, LTC