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
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.

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Date</th>
<th>Duration</th>
<th>Mode of Delivery</th>
<th>Campus</th>
<th>Number Attendees*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 First Class, First Year Workshop</td>
<td>26 Feb</td>
<td>1 hour</td>
<td>Video conference</td>
<td>All</td>
<td>15</td>
</tr>
<tr>
<td>2 Orientation for New Academic Staff</td>
<td>19 Feb</td>
<td>8 hours</td>
<td>Video conference</td>
<td>All</td>
<td>35</td>
</tr>
<tr>
<td>3 Orientation for Sessional Staff</td>
<td>20 Feb</td>
<td>3 hours</td>
<td>Video conference</td>
<td>All</td>
<td>45</td>
</tr>
<tr>
<td>4 Sessional Orientation eLearning ***</td>
<td>20 Feb</td>
<td>1.5 hours</td>
<td>Video conference</td>
<td>All</td>
<td>45</td>
</tr>
<tr>
<td>5 Moderating online discussions. Level 2</td>
<td>6 March</td>
<td>4 weeks</td>
<td>Online</td>
<td>All</td>
<td>8</td>
</tr>
<tr>
<td>6 Teaching Using Live Chat</td>
<td>3 and 17 April</td>
<td>1 hour</td>
<td>Online in Blackboard</td>
<td>All</td>
<td>20</td>
</tr>
<tr>
<td>7 Working with International Students [speaking and writing]</td>
<td>31 March</td>
<td>2 hours</td>
<td>Video conference</td>
<td>All</td>
<td>42</td>
</tr>
<tr>
<td>8 Unit outlines &amp; Graduate Attributes: QA Checklist*** Fully online eLearning at ACU*** Using the web to enhance your campus-based teaching***</td>
<td>22 April (Melb, Bal &amp; Bris) 30 April (Strath, Can, NSyd)</td>
<td>2 hours 1 hour 2 hours</td>
<td>Video conference</td>
<td>All</td>
<td>59 16 15</td>
</tr>
<tr>
<td>9 One day eLearning workshops for fully online developers ***</td>
<td>27 April – 1 May</td>
<td>8 hours</td>
<td>Face-to-face</td>
<td>All</td>
<td>31</td>
</tr>
<tr>
<td>10 Assessment 501</td>
<td>25 May</td>
<td>3 hours</td>
<td>Video conference</td>
<td>All</td>
<td>43</td>
</tr>
<tr>
<td>11 Working with International Students</td>
<td>28 May</td>
<td>2 hours</td>
<td>Video conference</td>
<td>All</td>
<td>41</td>
</tr>
<tr>
<td>12 Unit Outlines &amp; Graduate Attributes</td>
<td>28 May</td>
<td>2 hours</td>
<td>Video conference</td>
<td>All</td>
<td>59</td>
</tr>
<tr>
<td>13 Help with Word when using templates</td>
<td>29 May – 3 June</td>
<td>1 hour</td>
<td>Face to face</td>
<td>All</td>
<td>21</td>
</tr>
<tr>
<td>14 Reflexivity and research in Higher Education - Level 3.</td>
<td>29 May</td>
<td>3 weeks</td>
<td>Online</td>
<td>All</td>
<td>20</td>
</tr>
<tr>
<td>15 Sessional Staff Orientation</td>
<td>16 July</td>
<td>3 hours</td>
<td>Video conference</td>
<td>All</td>
<td>80</td>
</tr>
<tr>
<td>Session</td>
<td>Title</td>
<td>Date/Duration</td>
<td>Format</td>
<td>Location</td>
<td>Capacity</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>---------------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>16</td>
<td>Sessional Orientation eLearning***</td>
<td>16 July</td>
<td>1.5 hours</td>
<td>Video conference</td>
<td>All</td>
</tr>
<tr>
<td>17</td>
<td>New Staff Orientation</td>
<td>17 July</td>
<td>8 hours</td>
<td>Video conference</td>
<td>All</td>
</tr>
<tr>
<td>18</td>
<td>eLearning***</td>
<td>8 - 17 July</td>
<td>3.5 hours</td>
<td>Face to face</td>
<td>All except ACT</td>
</tr>
<tr>
<td>19</td>
<td>Scaffolding Student Learning – Level 1.</td>
<td>24 July</td>
<td>2 hours</td>
<td>Video conference</td>
<td>All</td>
</tr>
<tr>
<td>20</td>
<td>Online Group Work Level 2.</td>
<td>3 – 21 August</td>
<td>3 weeks</td>
<td>Online</td>
<td>All</td>
</tr>
<tr>
<td>21</td>
<td>Moderating Online Discussions Level 2.</td>
<td>14 Sep – 9 Oct</td>
<td>5 weeks</td>
<td>Online</td>
<td>All</td>
</tr>
<tr>
<td>22</td>
<td>Vocal Confidence in your Teaching – external presenter</td>
<td>28 Sept</td>
<td>3 hours</td>
<td>Face to Face</td>
<td>Melb</td>
</tr>
<tr>
<td>23</td>
<td>Training for developers of fully online units ***</td>
<td>1 October</td>
<td>3.5 hours</td>
<td>Video conference</td>
<td>All</td>
</tr>
<tr>
<td>24</td>
<td>Rethinking Assessment for Today’s Learners – Health Sciences</td>
<td>1 October</td>
<td>3.5 hours</td>
<td>Face to face</td>
<td>Melb</td>
</tr>
<tr>
<td>25</td>
<td>What do academic English tests test?</td>
<td>13 October</td>
<td>1 hour</td>
<td>Video conference</td>
<td>All</td>
</tr>
<tr>
<td>26</td>
<td>Scholarship in Teaching &amp; Learning: Inaugural ACU Conference - ACU &amp; ALTC Grant and Award Recipients’ Presentations on their Achievements</td>
<td>17 Sept 15 October 12 Nov</td>
<td>3.5 hours</td>
<td>3 half day video conferences</td>
<td>All</td>
</tr>
<tr>
<td>27</td>
<td>Beginning Postgraduate Supervision at ACU**</td>
<td>Strathfield - 30/9 – 2 Oct Melbourne – 7 – 9 Oct Brisbane – 28 – 30 Oct</td>
<td>2.5 days each campus</td>
<td>Face to face</td>
<td>Strath Melb Bris Offered to staff on all campuses</td>
</tr>
<tr>
<td>28</td>
<td>Online Group Work</td>
<td>13 Nov</td>
<td>2 hours</td>
<td>Face to Face</td>
<td>School of Ed Vic</td>
</tr>
<tr>
<td>29</td>
<td>Key thinkers in eLearning Level 3.</td>
<td>26 Oct – 13 Nov</td>
<td>3 weeks</td>
<td>Online</td>
<td>All</td>
</tr>
<tr>
<td>30</td>
<td>Assessment 502</td>
<td>2 Nov</td>
<td>3 hours</td>
<td>Video conference</td>
<td>All</td>
</tr>
<tr>
<td>31</td>
<td>Indigenous Academic Orientation</td>
<td>27 Nov</td>
<td>7 hours</td>
<td>Face to Face</td>
<td>Bris</td>
</tr>
<tr>
<td>32</td>
<td>eLearning – School of Nursing</td>
<td>2 Dec</td>
<td>2 hours</td>
<td>Face to Face</td>
<td>North Sydney</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Half year</th>
<th>Requested</th>
<th>Returned</th>
<th>Return rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 1st half*</td>
<td>402</td>
<td>375</td>
<td>93.3%</td>
</tr>
<tr>
<td>2008 2nd half</td>
<td>393</td>
<td>315</td>
<td>80.2%</td>
</tr>
<tr>
<td>2009 1st half</td>
<td>633</td>
<td>524</td>
<td>82.8%</td>
</tr>
<tr>
<td>2009 2nd half</td>
<td>626</td>
<td>519</td>
<td>82.9%</td>
</tr>
</tbody>
</table>

* 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 competed 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.

<table>
<thead>
<tr>
<th>Division</th>
<th>Units</th>
<th>Requests</th>
<th>Students</th>
<th>Returned</th>
<th>Scanned</th>
<th>Blank</th>
<th>%Requested</th>
<th>%Responded</th>
<th>%Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td>1244</td>
<td>549</td>
<td>29724</td>
<td>449</td>
<td>18426</td>
<td>1238</td>
<td>44%</td>
<td>62%</td>
<td>82%</td>
</tr>
<tr>
<td>Aquinas Campus</td>
<td>60</td>
<td>24</td>
<td>1342</td>
<td>20</td>
<td>984</td>
<td>54</td>
<td>40%</td>
<td>73%</td>
<td>83%</td>
</tr>
<tr>
<td>Division</td>
<td>Units</td>
<td>Requests</td>
<td>Students</td>
<td>Returned</td>
<td>Scanned</td>
<td>Blank</td>
<td>%Requested</td>
<td>%Responded</td>
<td>%Returned</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------</td>
<td>----------</td>
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<td>----------</td>
<td>---------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>McAuley at Banyo</td>
<td>219</td>
<td>81</td>
<td>2944</td>
<td>64</td>
<td>1789</td>
<td>138</td>
<td>37%</td>
<td>61%</td>
<td>79%</td>
</tr>
<tr>
<td>Signadou</td>
<td>84</td>
<td>46</td>
<td>1044</td>
<td>34</td>
<td>818</td>
<td>54</td>
<td>55%</td>
<td>78%</td>
<td>74%</td>
</tr>
<tr>
<td>St Patrick's Campus</td>
<td>367</td>
<td>155</td>
<td>8570</td>
<td>128</td>
<td>5402</td>
<td>374</td>
<td>42%</td>
<td>63%</td>
<td>83%</td>
</tr>
<tr>
<td>MacKillop Campus</td>
<td>138</td>
<td>76</td>
<td>6698</td>
<td>71</td>
<td>3883</td>
<td>256</td>
<td>55%</td>
<td>58%</td>
<td>93%</td>
</tr>
<tr>
<td>Mount Saint Mary Campus</td>
<td>250</td>
<td>114</td>
<td>8030</td>
<td>101</td>
<td>5192</td>
<td>345</td>
<td>46%</td>
<td>65%</td>
<td>89%</td>
</tr>
<tr>
<td>Online</td>
<td>78</td>
<td>25</td>
<td>782</td>
<td>16</td>
<td>106</td>
<td>1</td>
<td>32%</td>
<td>14%</td>
<td>64%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Leadership Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Title</strong></td>
</tr>
<tr>
<td>Subject coordinators: Leading professional development for sessional staff</td>
</tr>
<tr>
<td>Lessons Learnt: identifying synergies in distributed leadership projects</td>
</tr>
<tr>
<td>e-Teaching leadership: planning and implementing a benefits-oriented costs model for technology-enhanced learning</td>
</tr>
</tbody>
</table>
## Priority Projects Program

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

## 2008 projects
### Competitive Grants Program

<table>
<thead>
<tr>
<th>Project Title</th>
<th>ALTC Funding</th>
<th>Lead Institution</th>
<th>Partner Institutions</th>
<th>Status</th>
<th>ACU Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing effective learning designs</td>
<td>$219,672.67</td>
<td>Macquarie University</td>
<td>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</td>
<td>To finish 1st phase mid 2010, application in for continuation¹</td>
<td>Dr Christine Dennis, Matthew Campbell</td>
</tr>
</tbody>
</table>

## Priority Projects Program

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Funding</th>
<th>Lead Institution</th>
<th>Partner Institutions</th>
<th>Status</th>
<th>ACU Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum renewal in exercise science</td>
<td>$180,721.00</td>
<td>Victoria University</td>
<td>Consortium of AAESS &amp; 26 universities, including Australian Catholic University</td>
<td>Ongoing</td>
<td>Assoc Prof Margaret Torode</td>
</tr>
<tr>
<td>Embedding the development and grading of generic skills across the business curriculum</td>
<td>$214,720.00</td>
<td>Macquarie University</td>
<td>La Trobe University, University of Tasmania, Edith Cowan University, Australian Catholic University, University of Canberra, University of Southern Queensland, University of Western Australia</td>
<td>Ongoing²</td>
<td>Assoc Prof Theda Thomas</td>
</tr>
</tbody>
</table>

¹ See [http://lams2008sydney.lamsfoundation.org/pdfs/04b.pdf](http://lams2008sydney.lamsfoundation.org/pdfs/04b.pdf) for a conference paper describing the project in progress
² See [www.graduateskills.com](http://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 Grajczonok, 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.

![Figure 1 Enrolments in fully online units (S1+2 only)](image)

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.

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/](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](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](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](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 HERD
- Reviewer for Assessment and Evaluation in Higher Education
- Editorial Board member, International Journal of Teaching and Learning in Higher Education
- ALTC Assessor, National Teaching Awards 2009
- Reference Group member ALTC - Deakin project on subject coordinators

Ann Applebee

- Peer reviewer for HERD
- Peer reviewer for Journal of Distance Education [JDE]

Jo Caffery

- Mentor of Indigenous linguistics student based in the ACT
- Guest lecturer – ANU on Australian Indigenous languages and Societies
- Reviewer for Journal of Applied Linguistics
- Reviewer for Journal of Australian Linguistics
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 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


Book Chapters


Refereed journal articles


Refereed conference papers


Conference presentations


Media releases

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