

Access the LTC Newsletter "Learning & Teaching Matters" on the LTC website at Short url: <http://www.acu.edu.au/138827>

Learning & Teaching Matters

Fostering Excellence in Learning and Teaching at ACU

MERRY CHRISTMAS from LTC!!!



As the year draws to a close, LTC would like to wish you all a wonderful Christmas and a very happy New Year. We look forward to working with you in 2011.

This final edition of Learning & Teaching Matters for 2010 has lots of news on things that have been happening in LTC lately and in the sector in general. Our Orientation to Academic Learning & Teaching workshops are on in February so encourage all your new staff members, continuing and academic, to register on line and come along.

There's a wrap up of the Promoting Excellence Initiative project as we farewell Phoebe Palmieri after some great work in this area. And Bill Franzsen gives his final report as Evaluations Coordinator and farewell's staff as he leaves LTC and returns to the school.

Check out a range of conferences in 2011 and consider registering, or even presenting at one of these.

Happy reading! 




Contents

LTC Happenings	2
• Update on the LMS Review	2
• Online Learning: LTC Workshops - The New LMS at ACU	2
• Useful Resources	2
• LTC Learning & Teaching Workshops for Academic Staff 2011	3
• LTC Staffing Update	3
• Presentation 2010 NetSpot Prize	4
Graduate Certificate in Higher Education News	5
Awards, Citations & Grants News	6
• Preparing to Apply for Teaching and Program Awards	7
Unit Evaluations Update	7
Sector News	8
• Where's the Standards Project up to?	8
• Framework for Performance Funding - DEEWR	9
• ACU Partner in ALTC Projects	10
Other News – Conferences and Events	11
• ALTC Conference Sponsorships	11
• 2011 HERDSA Annual Conference	11
• TAFE Governance and Regulations Forum	12
• Learning Commons Development Design Forum	13
LTC Staff	14

LTC Happenings (contd)




Dr Tina Bavaro

You can contact Tina on Ext **2969** at the Mary MacKillop Campus for any support you may require in curriculum and IT matters. 

LTC Welcomes Dr Tina Bavaro

Tina has worked in higher education over the past twenty years and previously in secondary education. Her employment history includes: Tertiary Researcher, Lecturer, Director of Curriculum, Senior Technology Project Officer at the NSW Office of the Board of Studies and Head of Information Technology. In 2004 she was a successful recipient of the NSW Minister's Quality Teaching Awards.

She has also worked at University of Western Sydney, Notre Dame, Sydney University, Loreto Kirribilli and Oakhill College at Castle Hill, NSW. Most recently Tina coordinated a three million dollar federal government grant to connect multiple campuses using innovative technologies of networked interactive whiteboards at the University of Wollongong. LTC welcomes her to our team. 

Presentation of the 2010 NetSpot prize!

On Friday 29 October 2010, Dr Elizabeth Bradshaw, from the ACU School of Exercise Science, was acknowledged as the recipient of the 2010 NetSpot Prize at a function hosted by the ACU Learning and Teaching Centre. Dr Annette Schneider from the LTC welcomed everyone, acknowledging the long standing relationship NetSpot has with Australian Catholic University through the hosting and support of their Learning Management System (LMS) and sponsorship of this award to encourage the creative, student-centred use of the LMS.




Dr Donna Gronn presents the 2010 NetSpot Prize to Dr Elizabeth Bradshaw



Dr Annette Schneider acknowledges the ACU's ongoing relationship with NetSpot and introduces Dr Bradshaw and her winning unit to the group.

Last year's inaugural winner, Dr Donna Gronn, set the benchmark for this prize and her unit has served as an excellent example to other academic staff. The standard this year was equally as high and Elizabeth's unit was selected by the committee as being the most outstanding of all the entries received. Her unit was well structured, visually appealing and made excellent use of the tools available within the LMS to facilitate student engagement. In recognition of her excellence in teaching and creative use of the LMS, Elizabeth received the \$1000 prize donated by NetSpot. ACU is grateful to NetSpot for their continued support of this award.

After the official presentation of the Certificate by Dr Donna Gronn, a brief demonstration of the features of Elizabeth's award-winning unit was given in Room 1.46, the new collaborative teaching space at St. Patrick's campus, where the function was held. The hospitality of the LTC staff in attendance, Kym Fraser, Phoebe Palmieri and Annette Schneider, was appreciated by all those who gathered to support Elizabeth and congratulate her. 

Thinking about starting the ACU Graduate Certificate in Higher Education? See the topics current participants have explored in their final project which builds on the work in the first three units. It shows what is possible with regard to research into the scholarship of teaching and learning.

Exploring the research and teaching nexus in your professional practice: how the GCHE can assist

Participants in the final unit of the GCHE, **UNHE 503: Research-based Teaching and Learning**, are required to present an interim project report to their colleagues via a video conference seminar. The 2 hour seminar mirrors a conference workshop format, where each person has 20 minutes to present, followed by 5-7 minutes of questions and discussion. It functions as a form of peer review, as the questions generally indicate lines for further thinking of conceptual matters and methodology, as well as practice-improvements.

This semester, an invitation was extended to all interested ACU staff to attend these video conferences and find out more about the range of issues related to the scholarship of learning and teaching being explored by their colleagues. Twelve non-GCHE staff took this opportunity on November 1, 3 and 4 to see how the GCHE final unit project can develop ideas from the previous units and eventually lead to a conference presentation and future publication. This link Short url: <http://www.acu.edu.au/138831> reveals the range of topics undertaken: a wide-ranging list!

While developing their proposals and conducting their research, participants contribute regularly to a research reference group (RRG) through their professional conversations with 2-3 others in the unit. Using the language of higher education and research can be daunting, especially for those new to HE. Feedback from their colleagues in the RRG is particularly helpful for less-experienced researchers.

Once the revised project reports are in for 2010, we'll be summarising some significant findings so ACU staff can learn from their colleagues' studies.

If you are considering doing the GCHE, you can contact the Course Coordinator, Dr. Annette Schneider rsm, on Extension 5349 or by email on Annette.Schneider@acu.edu.au for further information.



Apply now for the 2011 Graduate Certificate in Higher Education (GCHE)

Join 53 staff/students (3 external to ACU) now undertaking an award course to enhance their professional development as academics!

From a current GCHE student:

I think it has helped me – it has been a professional enrichment. It helped to give me a better picture and feel more at home in my role – more confident of what I'm doing. And I think it's sort of two different but overlapping things. I think my teaching's actually improved and is continuing to improve because of it but any sort of anxiety and uncertainty about whether I'm really doing what I ought to do has been removed.

The 4 unit online course provides an opportunity to reflect on current theory, research and scholarship related to teaching and learning in higher education. It is open to all ACU staff involved directly or indirectly in teaching (e.g. Library liaison officers, staff development officers and Academic Skills staff).






ACU Staff Survey: Awareness of ALTC

The recent survey has now closed – many thanks to all of you who took part in the survey. The 20th person to respond, who wins a \$50 book voucher, is **Janine Quine**, of the School of Education in Brisbane! Congratulations, Janine, and you will receive your voucher very soon.

The results are currently being analysed to tell us what the LTC needs to do to continue and improve its support for people who would like to apply for an award to recognise their teaching achievements, or grants to further develop their teaching and learning endeavours.

Teaching Development Grants

This year's successful ACU teaching development grant applicants were announced recently. It seems that the new guidelines have been helpful, because we received a far larger number of applications than in previous years, and the overall standard of applications was higher – so well done all, and if you didn't succeed this time, it's well worth trying again next year. 

Awards, Citations and Grants News

ALTC tips for applications for teaching and program awards

ADLTs and HOS please note: for 2011, ALTC has introduced a new category for their Citations program: *Early Career Academics*. Previously, Citations applicants had to have demonstrated 3-4 years of achievement. If you have a newish staff member showing achievement in 1-2 years and more promise, consider encouraging them to apply. Contact the ALTC Project Officer via lrc@acu.edu.au.


General feedback from ALTC assessors for Awards Program 2010

- 21/28 institutions submitting Teaching Awards were successful. A list is available on the ALTC website – if you know any of these winners, you could ask for a copy of their applications to guide you. Social Sciences (including education) were strong.
- Only 10/23 institutions submitting Program Awards were successful. These are also listed on the ALTC website, and the same advice re contacting colleagues applies.

General feedback on the Program Awards

- Fewer than 50% of assessors thought 'understanding of the selection criteria' demonstrated by applicants was good. You must think through the selection criteria and address these clearly!
- Only 55% of assessors thought applicants' 'understanding of guidelines' was good. You **must** read the guidelines **thoroughly** and follow them!

Other Comments

- more evidence of impact over time
- the 'voice' of an individual must come through
- focus on **improved** outcomes for students'
- more focus on reference to the scholarship of learning and teaching
- need to demonstrate **reflection** on practice as guiding principle through changes made based on feedback
- quantitative data (numbers of students, comparative data from faculty, details of evaluation scales) is needed
- all criteria are equally assessed and need equal length in application
- benchmarking data with other institutions is really useful
- teaching materials should be provided, and linked to statement, on CD, **not** website, unless they are open access references and CVs **must** specifically address the requirements of the nomination
- **library** applications are encouraged. 

Unit Evaluations Update

The increase in the number of units evaluated continued throughout 2010. The table below shows data of all units that were evaluated using one of the available instruments:

Half year	Requested	Returned	Return rate
2008 2 nd half	393	315	80.2%
2009 1 st half	633	524	82.8%
2009 2 nd half	626	519	82.9%
2010 1 st half	806	742	92.1%
2010 2 nd half	627*		

* Units with small enrolments (10-15) not evaluated in 2010 2nd half to maintain student confidentiality

Over the last three years the number of units evaluated has doubled. Despite this, the return rate (the units that actually conduct the evaluation) has improved to 92% and the response rate (the students who actually complete an evaluation) has stayed steady at just over 60%. We have also managed to maintain the same (very low) error rate at our end. Apologies to all caught up in those fumbles, at least there are only a few of you!

The increase in evaluation requests is an indication of the desire of staff at all levels to improve our students' learning opportunities and overall experience at ACU. From the newest sessional lecturer to the Executive Deans and Deputy Vice-Chancellor, all have played their part in this achievement, not least the hard-working staff of LTC, in particular Sulo Jeyapalan who has worked tirelessly to provide a seamless service to all staff.

As my secondment to LTC as Evaluation Coordinator draws to an end, I would like to thank all those who have helped to make my time in this position rewarding. The staff of LTC, both past and present, supported me through my learning period. Sulo has been her normal friendly, competent self, a pleasure to work with.

I would also thank the staff at ACU involved with teaching who have nobly supported evaluation for the entire time I've been at ACU, and that's from before 'ACU' existed. In particular I would thank those staff who helped us improve our processes: your feedback has been valuable and your suggestions have usually been implemented.

Dr Bill Franzsen 

Preparing to apply for teaching and program awards



One way LTC can help you to make a successful application for teaching and program awards is by offering workshops in 2011. The first of these is:

- *ACU & ALTC Awards and Grants - How to write submissions*
11 February

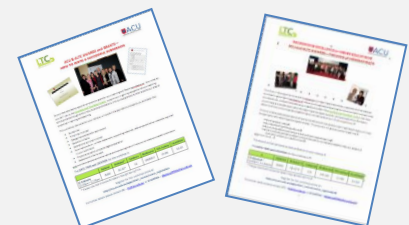
for those staff applying for an award or grant and want advice and support in the process.

Later in the year, we plan to hold a workshop for those thinking about applying to outline the application process and what evidence you'll need.

- *ACU & ALTC Awards – Thinking of nominating?*

Look out for further information on dates, times and locations for this workshop at


<http://www.acu.edu.au/138836> 





And we think funding for teaching in Australian universities is bad!

England's higher education funding for teaching has been slashed by 40%. Science, technology, engineering and mathematics (the STEM subjects) have been exempted from the cuts, but all other discipline areas will have to find their funds from increased student tuition fees.

Research has been 'quarantined' from cuts in all areas. 

SCOTLAND: Universities face thousands of job cuts

Higher Education leaders say funding cuts of more than £150 million (US\$244 million) for Scottish universities next year will lead to thousands of job losses, cuts in courses and lasting damage to the sector's international reputation, reports Andrew Denholm for *The Herald*.

[More on the University World News site](#) 

Sector News


Where's the Standards Project up to?

The ALTC Discipline Standards projects are rapidly reaching agreement in many fields of study. Accounting, Law and Health Sciences are among other groups that have almost finalised their Threshold Learning Outcomes. Of course, we're still unsure how these might be used by the proposed Quality Audit group, TEQSA, but curriculum developers will at least have the TLOs available for new or revised curricula as they work on them in late 2010 and beyond.

TLOs are generally expressed as minimum standards and are very concise. Here are those for Health Sciences, for example:

- Demonstrate professional behaviours
- Assess individual and/or population health status, and where necessary, formulate, implement and monitor management plans in consultation with patients/clients/carers/animal owners
- Promote and optimise the health and welfare of individuals and/or populations
- Retrieve, critically evaluate, and apply evidence in the performance of health care activities
- Deliver safe and effective collaborative health care
- Reflect on current skills, knowledge and attitudes, and plan ongoing personal and professional development. (*as defined by each individual discipline)

Most discipline groups are appending notes under each of the Outcomes to expand on them. There will also be examples of what approaches might be used to achieve them. For more information on your discipline TLOs, go to <http://www.altc.edu.au/standards/disciplines>.

These standards will affect every program, so you should be aware of what's happening in your discipline! 

Sector News (contd)


Framework for Performance Funding - DEEWR

Government has now released the ‘Mission Based Compacts Explanatory Paper’, available via the DEEWR website, and finally released the submissions made as part of the consultation process around the Framework for Performance Funding that was proposed to replace the Learning and Teaching Performance Fund.

Unfortunately, the Explanatory Paper and the funding formulas are still ‘works in progress’. The 2011 funding is based on an interim formula, and the instruments designed to assess the quality of student learning are still being developed and/or tested for the Australian context. Further, some proposed measures for teaching quality have been held over: the proposal that the proportion of staff holding a GCHE (a measure which would have advantaged ACU) will not apply for 2011. (Indeed, the ALTC has commissioned tenders for a number of projects that aim to test the efficacy of various professional development approaches, including the GCHE, in improving student learning. The tenders closed at the beginning of November, and reports are not expected before mid-2011. Hence the ‘evidence’ that many critics of GCHEs have demanded as ‘proof’ they are a valid indicator of teaching quality will not be available for 2011 funding schemes.)

One component of the funding will be formula-based and related to the university’s T&L plans and targets. A second, ‘reward’ component has 3 elements:

1. In the short term, low SES measured by census districts not postcode, in the longer term, possibly parental education and occupation;
2. In the short term, Good Teaching Scale and Overall Satisfaction from the CEQ data, as a measure of student experience, in the longer term the new University Experience Survey which will be ready for 2011 baseline data administration;
3. In the short term, the CEQ Generic Skills Scale as a measure of the quality of learning outcomes, in the longer term, use of the US Collegiate Learning Assessment instrument to test critical thinking skills, writing skills etc., and an unspecified composite indicator of teaching quality. The last MIGHT be where the proportion of staff holding a GCHE fits.

For our teaching and administrative staff, the take home lesson here is that we need to stress to students that our Graduate Attributes are often known in the sector as ‘Generic Skills’, and, especially with final year students, stress the importance of completing the CEQ and thinking ‘Graduate Attributes’ when they get to the section on Generic Skills. 



Reward Funding Payment Table

Sector News (contd)

ACU Partner in ALTC Projects

CLASS Project

ACU is a partner university in the ALTC project '*Subject Coordinators: Leading professional development for sessional staff*' – the *CLASS project (Co-ordinators Leading Advancement of Sessional Staff)*. With lead university, the University of Wollongong, other partners are UWS and UTS.



Seven of our ACU LICs attended an introductory workshop run by the four university project leaders, and then, using a role-based framework for leadership, devised an action plan for developing their sessional staff in Semester 2 this year. They have now completed the professional development program they planned and are reporting on it; there have been some interesting and productive activities!

I will be presenting the program again in 2011 with another group of LICs, so if you have sessionals as part of your teaching team, look out for the invitation to register to develop your own management skills, and the L&T capacities of your staff.

ACU participants currently are Cindy Leigh, Abdur Rouf, Robyn Bentley-Williams, Jane Allnutt; Fiona Anastas, Kelly Johnson and Bronwyn Gordon.



eLoad Project

A second project with ACU as a partner institution is colloquially known as the 'e-load project'. With UNE as the lead institution, and partners USQ and UCQ, along with ACU, it is examining the additional workload technology imposes on teaching staff, especially those augmenting their face-to-face classes with more than a basic LMS website.

The use of email has undoubtedly increased the **contact** teaching staff have with students, and staff time learning the exciting potential of blogs, Wikis and discussion boards increases workload. At ACU, over 20 staff participated in interviews regarding workload and e-learning.



Yoni Ryan, ACU Project Leader, November 2010



Other News – Conferences and Events


ALTC Conference Sponsorships

ALTC is pleased to advise that it is now accepting applications for sponsorship of \$3,000, \$5,000 or \$10,000 for conferences and forums associated with enhancing and promoting learning and teaching in Australian higher education.

Applications for conference sponsorship are considered twice a year on a competitive basis. Application closing dates for conferences held in 2011 are **12 November 2010** and **2 May 2011**.

The Conference Sponsorship Application Information and Application Form can be downloaded from the ALTC website at www.altc.edu.au/funding-opportunities.

Applicants who are eligible to apply under ALTC Extension Grants are not eligible to apply for this funding. Conference organisers who apply for either Conference Sponsorship or Conference Funding for Award Recipients and completed Fellows are not eligible to apply for both types of support in the same year.

For further information please contact Lindy Baker (Monday to Wednesday) at 02 8667 8546 or email sponsorship@altc.edu.au. 

2011 Awards and Conference Funding Guidelines now available



The ALTC has announced the 2011 guidelines for Awards and Conference Funding (this is separate from conference sponsorship).

Conference funding assists with the costs of ALTC Award recipients and/or completed Fellows who have been invited to give keynote presentations at conferences.

Up to \$3K per recipient is available and there is currently no limit on the number of people for which conferences can apply to support.




2011 HERDSA Annual Conference Higher Education on the Edge 4th – 7th July 2011



ACU is one of the Queensland universities sponsoring the 2011 HERDSA conference, to be held at the Radisson Gold Coast. Other sponsors are listed below, but if you visit the home page of the conference, you'll see the ACU logo in lights!

- ALTC Principal Sponsor
- SCU Keynote Sponsor
- USC Keynote sponsor
- QUT Delegate satchel sponsor
- UQ Keynote, Welcome Reception & Panel sponsor
- CQU Delegate pen sponsor
- ACU Delegate sponsor

See <http://conference.herdsa.org.au/2011/sponsors.html> and the details of the conference theme, and paper submission details. The deliberately ambiguous theme was chosen to reflect the edgy, uncertain and intellectually challenging times we face in higher education.

Since ACU is sponsoring a delegate, you are urged to consider attending and presenting, so we have a group contingent! 

Other News – Conferences and Events (contd)

TAFE Governance and Regulations Forum 28 February – 1 March 2011 Rendezvous Hotel, Melbourne

The inaugural TAFE Governance & Regulations Forum in 2010 was a huge success – as we saw **over 100 senior-level professionals from higher education** attending this two day event.

The TAFE Governance & Regulations Forum is back for the second year, following its huge success in 2010. Join us to discuss ongoing issues for governance, regulation and **accountability** and the implications for **administration, institutional risk and long term viability** in the changing higher education landscape.


Who will be there?

- Federal government
- State governments
- Providers
- Peak bodies
- Industry experts

Just some of the topics for discussion include:

- Developing a cohesive regulatory framework in a changing tertiary education landscape - What are the contexts in which TAFEs currently operate?
- Do policy and regulation support the expansion of TAFEs in higher education
- States scan on regulatory state of play
- Competition and contestability – understanding market forces and the implications for sustainability, expansion, accountability and governance
- Quality and standards and benchmarking performance
- Influence of councils in defining and implementing institutional goals and missions
- Stakeholder management – distilling a coherent input from diverse stakeholder views and needs
- Governance and management – roles, relationships and parameters within which governing councils function
- External environment and impact on governance
- Internal environment – assessing and monitoring strengths and weaknesses
- Risk profile for TAFEs and mechanisms for management and mitigation
- Regulatory compliance – issues and challenges

To find out more, go to our website at

<http://www.informa.com.au/conferences/education/tafe-governance-regulations-forum> . 



2nd Annual Learning Commons Development and Design Forum

30th and 31st March, 2011 | Stamford Plaza Hotel Brisbane

Enriching the Learning Experience



Including a post conference workshop and University of Queensland site tours - 1st April 2011

Courtesy of The University of Queensland

Featuring 2 international presentations, 6 case studies and over 20 expert contributions:

	Chay Fatt Cheong, University Librarian, Nanyang Technological University, Singapore
	Doree Roon, Associate Director, Planning and Resources, McGill University Library, Montreal, Canada
	Kate Webster, University Librarian and Director of Learning Services, University of Queensland
	Ian Mackinnon, General Manager, Learning Informatics, University of Melbourne
	Shirley Oakley, Executive Director, Library Services and Translational Student Service Centre, Charles Sturt University
	Maxine Erodin, University Librarian, Macquarie University
	Ralph Kiel, University Librarian, Victoria University
	Archie Gifford, University Librarian, University of Canberra
	Leanne Fleming, Director Library Services and University Librarian, Ballarat University
	Wendy Abbott, Associate Director, Customer Services, Bond University Library
	Dr Alex Syme, University Librarian, University of Technology Sydney
	Dr Geoff Mitchell, Director of Learning Environments and Technology Services, QUT
	Dr. Kenneth Fisher, Associate Professor, Faculty of Architecture, Building and Planning, University of Melbourne

Supported by:






www.informa.com.au/learningcommons



Download our development app



2nd Annual Learning Commons Development and Design Forum 30 – 31 March 2011

Stamford Plaza Hotel Brisbane

The 2nd Annual Learning Commons Development and Design Forum will investigate key elements that comprise a successful university learning commons, covering designing different work spaces for different student needs (collaborative and social spaces) through to incorporating appropriate and integrated technological features, the advancement of best practice is continually evolving and thus enriching the student learning experience.

There will be 2 international presentations, 6 case studies and over 20 expert contributions. Topics include:

- Service models for learning commons
- What do students really want in a learning space!
- The do's and don'ts in developing learning commons
- Integrating technology based learning with physical space
- Case studies



Learning and Teaching Centre Newsletter



LTC@acu.edu.au

Yoni Ryan - Director, Brisbane

Yoni.Ryan@acu.edu.au Ext 7537

David Johnston – Acting Deputy Director, North Sydney

David.Johnston@acu.edu.au Ext 2446 (until 24 December)

Annette Schneider - CC, GCHE, Ballarat/Melbourne

Annette.Schneider@acu.edu.au Ext 5349 (4 days per week)

Bill Franzsen - Evaluation Coordinator, Strathfield

Bill.Franzsen@acu.edu.au Ext 4137 (until 24 December)

Di Griffiths – Office Manager, North Sydney

Dianne.Griffiths@acu.edu.au Ext 2556

Di Russ - P.A. to Director, Brisbane (Mon, Tues and Fri)

Dianne.Russ@acu.edu.au Ext 7253

Kym Fraser - Graduate Attributes and Generic Skills Project
Coordinator, Melbourne

Kym.Fraser@acu.edu.au Ext 3055

Phoebe Palmieri - Project Officer, Academic Development, Melbourne

Phoebe.Palmieri@acu.edu.au Ext 3374 (Thurs & Fri)

Sulo Jeyapalan - Evaluation Administrator, Strathfield (Mon–Thurs)

Sulo.Jepapalan@acu.edu.au Ext 4155

Tina Bavaro – Lecturer in Higher Education, North Sydney

Tina.Bavaro@acu.edu.au Ext 2969

Sources: All graphics involved in this newsletter were sourced from Microsoft Office Images, advertisers' websites and:
ALTC CLASS Project Video Triggers
www.tonybates.ca/.../Large-lecture-class3.jpg
www.itl.usyd.edu.au/.../images/splash/img_07.jpg
chronicle.com/img/photos/biz/Teaching_alt.jpg
static.guim.co.uk/.../2008/06/24/l14.jpg