

## 2016 Teaching Development Grants Current Project Summaries

### Category A - Local Project Grants

**Project Leader:** Dr Leonie Ellis – Faculty of Science, Engineering and Technology

**Project Participants:**

Assoc Prof Byehong Ho Kang	School of Engineering and ICT
Prof Justin Walls	School of Medicine
Dr Jo-Anne Kelder	School of Medicine
Dr Sonia Shimeld	Tasmanian School of Business and Economics
Soyeon Caren Han	School of Engineering and ICT

*Engaging students in learning using a two-way online peer assessment tool.*

Peer assessment engages students in the learning process and develops their capacity to reflect on and critically evaluate their own learning and skill development, providing a deeper learning experience (Race, 2001). However there are issues with peer assessment including, low quality of peer assessment grading, unfair assessment based on social relationships, and increase workload for educators. To resolve these problems, we propose to further develop our online two-way peer assessment system to provide anonymous peer-grading of assessment by students along with peer evaluation of the peer grading. Unit Coordinators will be able to moderate using analytics to monitor student peer evaluation for outliers and biased assessment grading and/or by comparison to their own assessment. The system will be implemented and evaluated in three units from different Faculties.

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**Project Leader:** Dr Olivia Rundle - Faculty of Law

*Developing authentic learning experiences for law students in civil procedure*

The Faculty's curriculum aims to deliver a quality student experience. The problem that this proposal seeks to address is the need for expertise in drafting of formal litigation documents to inform authentic learning and teaching in LAW451 Civil Procedure. The applicant is the Unit Coordinator and her expertise is primarily as a researcher and teacher, not a legal practitioner. The proposal is to engage a currently practicing legal practitioner to work together with the applicant to draft a database of authentic litigation documents that can be used as teaching materials. This proposal will enhance the teaching and learning experience enormously by providing a high quality, coherent set of materials that can be used in subsequent years and redeveloped from a solid base. The proposal will enable the joining of academic theoretical and critical expertise with contemporary practice expertise from outside the University. This falls outside the core business of law teaching, and rather extends and enhances the quality of core business.

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**Project Leader:** Mrs Jane Stratton – Division of Students and Education

**Project Participants:**

Dr David Vender	Student Life and Learning
Adjunct Assoc Prof Jane Skalicky	Student Life and Learning

*Using technology in supervised workshops to deliver mathematics learning and assessment tasks tailored to diverse student needs in pre-degree programs.*

This project addresses the challenges arising from the unusually diverse cohort in pre-degree mathematics units. The two most important issues are identifying activities that are valuable and engaging to students with radically different needs, and ensuring academic integrity when pervasive internet technologies can easily circumvent traditional assessment methods. The use of tablets in supervised workshops will allow tutors to meet these challenges concurrently and efficiently. Providing secure access to innovative online quizzes will assign pedagogically appropriate activities for each student in real time, enabling them to prove competency and make progress. Immediate feedback will allow tutors to give targeted support as gaps in knowledge are identified. The use of randomised question sets and the 'Respondus' lockdown browser will reduce the current need for additional testing. Activity metrics and feedback incorporated in the methodology will be used in quality assurance and continuous improvement of the learning materials.

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**Project Leader:** Dr Gemma Lewis – Tasmanian School of Business and Economics

**Project Participants:**

Dr Belinda Williams	Tasmanian School of Business and Economics
Mr Steve Allen	Tasmanian School of Business and Economics
Dr Margaret Kling	Tasmanian School of Business and Economics
Peta Statham	Tasmanian School of Business and Economics
Beverly Goldfarb	Tasmanian School of Business and Economics
Kevin Lyall	Tasmanian School of Business and Economics

*Developing a 360° evaluation tool for work integrated learning.*

Work integrated learning (WIL) is increasingly being adopted as a means of helping students develop the skills and knowledge they need to successfully transition from university to the workforce. A growing number of faculties beyond the traditional education and nursing disciplines are incorporating WIL into their undergraduate and postgraduate degrees. Although many programs have been introduced, few (if any) are formally evaluated via a 360° approach. This project will develop an online tool that can be used by universities to evaluate the range of expectations and perceptions of all parties involved in a WIL initiative: students, sponsoring organisations, the teaching team and industry mentors. The evaluation tool will be trialed in Semester 1, 2016 in TSBE's new WIL initiative, in which teams of BFA303 students will conduct internal auditing projects within social enterprises. The tool's design will allow for adaptation across a range of programs and disciplines, and an accompanying resource guide will be developed so that other teaching teams can evaluate their own WIL initiatives.

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**Project Leader:** Dr Heather Bridgman – Faculty of Health

**Project Participants:**

Sandra Murray	School of Health Sciences
Dr Shandell Elmer	School of Health Sciences
Dr Kimberley Norris	School of Medicine
Dr Andrew Williams	School of Health Sciences
Dr Marie-Louise Bird	School of Health Sciences
Sibella King	School of Health Sciences
Assoc Prof Jan Radford	School of Medicine
Annette Marlow	School of Health Sciences
Dr Tracey Dean	School of Medicine
Anne Todd	School of Medicine

*An interprofessional learning opportunity for multidisciplinary health students and staff: Piloting a chronic pain management group program within the northern campus.*

Inter-professional learning (IPL) is vital for developing work ready graduates of health disciplines and enhancing outcomes of patients living with chronic conditions, however the full potential of IPL has yet to be realised within curriculum. The aims of this proposal are to improve the understanding of ways to incorporate IPL into tertiary curricula and assess the suitability of IPL activities: create greater student awareness multidisciplinary collaboration in the management of a clinical condition such as chronic pain; Improve student workplace readiness; build the capacity of academic staff to facilitate IPL; and, contribute to sustaining the growth and development of IPL across the Faculty. We will evaluate the impact of staff and student IPL workshops and the feasibility of delivering a student facilitated chronic pain group program from staff, student and patient perspectives. This project will build on current IPL Initiatives and contribute to a longer term iterative process assessing the need for and suitability of IPL activities integrated across health curricula and beyond the faculty.

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**Project Leader:** Annette Marlow – Faculty of Health

**Project Participants:**

Dr John Kenny	Faculty of Education
Dr Wendy Green	Tasmanian Institute of Learning and Teaching
Prof Rosalind Bull	School of Health Sciences

*Using an Interpretive Framework to Realise the Potential of Professional Experience Partnerships within the Faculty of Health.*

This project aims to evaluate the applicability of a set of resources recently published by an Office for Learning and Teaching (OLD project, the STEPS Project, to Work Integrated Learning (WIL) partnerships between UTAS and partners in the health sector. The project will support students in gaining meaningful and authentic WIL opportunities. The development of partnerships, using a pedagogically sound framework to realise the potential of all stakeholders is essential to stimulate quality placement activity. Staff from the Schools of Health Sciences and Education and the Tasmanian Institute of Learning and Teaching will work collaboratively with external partners in Health to develop processes to support quality WIL experiences.

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**Project Leader:** Dr Andrew Fisher – Institute for Marine and Antarctic Studies

**Project Participants:**

Dr Vanessa Lucieer      Institute for Marine and Antarctic Studies  
Dr Kelvin Michael      Institute for Marine and Antarctic Studies  
Peter Walsh              Institute for Marine and Antarctic Studies  
Dr Alexander Forrest    Australian Maritime College

*Harnessing the power of big data for new insights: Developing skills toward achieving unified scientific investigation through on-line marine scientific data repositories.*

One of the greatest scientific challenges of modern times is to educate and develop the skills of students to keep pace with the informatics revolution. Data-intensive science represents the fourth scientific paradigm and comprises an approach for unified scientific theory. This proposal will design a series of learning modules intended to give students the technical skills needed to discover, access, manage, analyse and visualize massive volumes of scientific data and to engage them in data-intensive, large-scale unified scientific research. The modules developed through this proposal will be tested and integrated into various marine science and engineering units at University of Tasmania and international universities, and will be made available to stakeholders at data repository websites and learning object repositories. For future development, collaboration will be sought for the development of a national ocean science learning object repository in partnership with Australian and US institutions and organisations.

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**Project Leader:** Isabel Wang – Faculty of Arts

**Project Participants:**

Qing-Hua Chen            National Taiwan Normal University  
Nigel McKinlay           Faculty of Arts

*Rethinking the teaching of pronunciation in a blended style delivery in first-year Chinese class.*

This project aims to enhance first-year learners’ acquisition of Chinese pronunciation through the e-learning tool “Mastering Mandarin Pronunciation through E-learning”, which applies the most current linguistic theory to second language acquisition. The project will introduce the tool and evaluate its effectiveness to improve student pronunciation competence. This approach will enhance quality Chinese language learning at the UTas beginners’ level. The project links strongly to the UTas Open to Talent: Strategies 2012-Onwards, the UTas Strategic Plan for Learning and Teaching 2015-Extension as well as the Faculty of Arts Plan 2016-2020 for developing language programs in line with State and national priorities. Faculty and University strategic plans promote blended learning, and this project will be a significant step towards establishing an environment that combines face-to-face (F2F), mobile and online possibilities in order to provide active learning specifically tailored for language learning. The project will also strengthen valuable research and teaching links with the National Taiwan Normal University (NTNU).

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**Project Leader:** Dr Margaret Kling – Tasmanian School of Business and Economics

**Project Participants:**

Dr Paul Kebble      Faculty of Education

*Learning Power and Politeness in International Business Communications: A reflective approach to researching learning and teaching in English for specific purposes (ESP) within a community learning environment and with particular reference to the language of respect.*

Methodologies for teaching English for Specific Purposes (ESP) using context-awareness and interactive strategies place significant weight on student's context-specific vocabulary and social language skills, often in learning environments that are sociolinguistic systems of politeness and power with persuasive, confident, powerful and submissive communication. Educators need to be both content experts and language teachers. It is proposed that using a methodological approach based on the Communicative Language Teaching Model (CLT) and making use of first language acquisition systems; influenced by community, realistic language, topic-specific language, fewer rule-based constraints, and less reliance upon etymological processes, that student's acquisition of language competence will be enhanced. Using an action research process, with international students, this proposal will test that applying interactive and socio-cognitive functions of language will enhance the development of specific literacies and enhance transferability of skills to real world environment. Results are expected to be of interest to teachers across a range of teaching domains and disciplines.

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<b>Category B – Institutional Significance Grants</b>
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**Project Leader:** Dr Brendan Gogarty – Faculty of Law

**Project Participants:**

Dr Olivia Rundle      Faculty of Law

*Law students working together: developing a collaborative skills support program for the UTAS LLB.*

This application proposes to develop much-needed teaching, learning and assessment resources for legal collaboration skills. The teaching of such skills is required by the legal profession, academy and peak national bodies. However, there is a lack of evidence-based practical resources or tools to put that requirement into practice. In fact, there is recognised cultural resistance to embedding collaboration skills into core law units. The aim of this project is to research and develop a firm-based teaching, learning and assessment method which overcomes the source of such resistance, and ensures students and lecturers needs are adequately met. Outcomes will include: an evidence-based audit of current practice, industry and educative informed improvement to the teaching of legal collaborative skills; and a resource made available publicly. These resources will be applied to the Applicants' OLT application to take the project to its next level. The resources produced from this proposal will showcase the UTAS' excellence and leadership in implementing the Law TLO "Collaborate Effectively".

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**Project Leader:** Dr Nicola Goc – Faculty of Arts

**Project Participants:**

Assoc Prof Angela Martin      Tasmanian School of Business and Economics  
Dr Romy Winter                      Faculty of Arts

*Producing Graduate as Agents of Change: Reducing the Gender Pay Gap.*

New data released by the ABS in 2015 shows the national gender pay gap has increased to a record high of 18.8%. It's clear that women aren't getting the same earning opportunities as men, and this has implications for women's financial security, particularly in old age. This project underpins a future OLT proposal to enhance the leadership capacity of graduates to be 'agents of change' who create workplaces without a gender pay gap. The project will develop key partnerships, datasets and preliminary resources to build capacity for a project to create an online toolkit to equip tertiary educators to empower graduates to confront this significant social and economic problem. There are five areas of activity: 1) a multidisciplinary reference group and panel of industry partners; 2) collation, collection and analysis of survey data; 3) development of interim resources for UTAS staff and students; 4) an academic article outlining the rationale for action and reporting on findings from this first stage of the project; 5) a framework for the development of a comprehensive online toolkit for the tertiary education sector in Australia.

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<b>Category C – Grass-Roots Community of Practice Grants</b>
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**Project Leader:** Dr Wendy Green - Division of Students & Education

**Project Participants:**

Dr Sonia Shimeld                      Tasmanian School of Business and Economics  
Stuart Schonell                        Tasmanian School of Business and Economics  
Dr Kerrynt Butler-Henderson      Tasmanian School of Business and Economics  
Dr Nazlee Siddiqui                    Tasmanian School of Business and Economics  
Dr Naomi Millthorpe                  Faculty of Arts  
Dr Kristyn Harman                      Faculty of Arts  
Dr Karen Hall                            Tasmanian College of the Arts  
Dr Heidi Smith                         Faculty of Education  
Tracy Douglas                          Faculty of Health  
Dr Leonie Ellis                         Faculty of Science, Engineering and Technology  
Dr Derek Choi-Lundberg              Faculty of Health

*Crossing over: Easing the path to publishing in SoTL through an inter-disciplinary community of practice (Proposed title of the CoP: 'The SoTL Writers CoP')*

The 'SoTL Writers' CoP' will support the Scholarship of Teaching & Learning (SoTL) at the University of Tasmania by enabling academics in all disciplines to effectively disseminate their SoTL practices through publication. It will address Goal 2 in the Learning & Teaching Strategic Plan, 'to be excellent in teaching', by identifying and rewarding quality teaching', enabling members to meet Teaching Performance Expectations, and strengthening links between teaching/learning and research. A core multi-disciplinary group of SoTL champions across three campuses will guide the development of the CoP and invite colleagues from their own discipline and campus to join. CoP activities will include a writing retreat, workshops and seminars to develop writing skills and regular meetings to collaboratively support writing and reflect on learning. Outcomes of the SoTL Writers' CoP will include an increase in SoTL publications and SoTL funding proposals, and new collaborations, fostering future cross-disciplinary projects.

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**Project Leader:** Dr Lindsay Smith – Faculty of Health

**Project Participants:**

Dr Robyn Kelly School of Health Sciences  
Dr Heidi Smith Faculty of Education  
Sharon Dennis Centre for Rural Health

*A national approach to child and youth health and wellbeing across the University of Tasmania courses in the child and youth sector- health, education & welfare.*

A national approach to child & youth health and wellbeing outcomes is developing across Australia. The first national plan is the Nest: A National action plan for children & youth (ARACY 2014) and further work is under development, for example the National Child and Youth Strategic Framework for Health (Australian Health Ministers' Advisory Council). Effective multi-discipline collaboration is vital to the success of this new agenda and graduates being work ready for this national context is increasingly expected by the sectors served - education, welfare, social services and health. This Grass Roots Community of Practice (GRCoP) aims to enhance cross-faculty collaboration in preparing graduates for the national child & youth outcomes agenda. Attention within the agenda is on improving Aboriginal and Torres Strait Islander children and youth outcomes. Forming a GRCoP, focusing attention on Aboriginal and Torres Strait Islander children and youth wellbeing, will enhance the capacity of graduates to advance the national children and youth outcomes agenda and engage with Aboriginal and Torres Strait Islander communities throughout their career.

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## 2015 Teaching Development Grants Completed Project Summaries

### Category A - Local Project Grants

**Project Leader:** Dr Derith Harris – Faculty of Health

**Project Participants:**

Sherphard Chidarikire	School of Health Sciences
David Lees	School of Health Sciences
Dr Heather Bridgman	School of Health Sciences
Prof Lorna Moxham	University of Wollongong

*The Recovery Camp Program in Tasmania – an experiential learning opportunity for students of health disciplines and mental health consumers.*

This project involves piloting an established program developed by the University of Wollongong (UOW) called the 'Recovery .Camp'. Recovery Camp brings together mental health consumers, health students from various disciplines and UTAS support staff (25 in total) for a 5 day bush camp aimed at increasing support and understanding about mental illness, as well as providing interprofessional learning opportunities. This experiential learning opportunity, involving a variety of challenging and supportive mental and physical activities, will be individually tailored to encourage all participants to advance their understanding of mental health recovery and health and wellbeing through engagement of both consumers and future health care providers. The program will be subject to a mixed methods evaluation as well as examination of the potential for the program to be incorporated into existing curricula.

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**Project Leader:** Dr Shandall Elmer – Faculty of Health

**Project Participants:**

Dr Kathryn Ogden	School of Medicine
Dr Juanita Westbury	School of Medicine
Eve DeSilva	School of Medicine
Bethany Wootten	School of Medicine
Sandy Murray	School of Health Sciences
Dr Marilyn Cross	Centre for Rural Health
Dr Winifred Van der Ploeg	Centre for Rural Health
Ellen Ennever	School of Health Sciences

*Development of health literacy learning and teaching resources within the Faculty of Health.*

This project aims to develop a health literacy (HL) framework for use across all undergraduate health curricula, ensuring that HL awareness becomes a core skill for all health professionals. Embedding HL education into the undergraduate curriculum will ensure that future health professionals develop skills to identify and support clients with low HL at all stages of the health continuum (both primary and secondary prevention). The learning and teaching resources proposed for inclusion within the framework are lecture materials, and a range of active teaching strategies including: case studies, scenarios (suitable for role play or simulation), pre and post knowledge and attitude surveys, HL assessment tools, and communication tools and strategies. To facilitate the successful implementation of this project, strategies will be developed to increase the likelihood of the uptake of these resource materials such as HL champions, preparatory workshop for educators and evaluation measures.

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**Project Leader:** Dr Jon Osborn – Faculty of Science, Engineering and Technology

**Project Participants:**

Dr Ashley Edwards	School of Biological Sciences
Morag Porteous	Student Learning and Academic Development
Louise Oxley	Student Learning and Academic Development
Dr Penny Rush	Student Learning and Academic Development
Dr David Wood	School of Engineering and ICT
Dr Julian Dermoudy	School of Engineering and ICT
Dr Brooke Sheldon	School of Medicine
Dr Nazlee Siddiqui	Tasmania School of Business and Economics

*Scribbling and Babbling with the best: enhancing student communications skills to meet the world head on.*

Sophisticated communication skills are important graduate attributes and key learning outcomes for UTAS courses. Teaching and learning of these skills requires explicit modelling and instruction, using resources that are educationally sound and that are responsive both to our students' varied backgrounds and developmental needs as well as to the time and capacity constraints of teaching staff. This project will replace an outdated UTAS oral presentation guide with a rich, multimedia resource; it will update a successful UTAS online scientific writing resource to ensure it continues to meet student needs; and it will facilitate discussions on, and suggest priorities and design principles for potential future aligned modules that address a variety of workplace written and oral communication skills. The project will increase the internal coherence of multi-media online resources supporting our students' learning of communication skills, and will establish a framework for extending those resources in a manner that will provide for a more seamless student experience.

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**Project Leader:** Dr Susan Turland – Faculty of Science, Engineering and Technology

**Project Participants:**

Dr Winyu Chinthammit	School of Engineering and ICT
Assoc Prof Jason Smith	School of Physical Sciences
Dr Alex Bissember	School of Physical Sciences
Assoc Prof Wai-Tat Fu	University of Illinois Urbana-Champaign USA

*Using hand/finger gesture controlled technology to enhance the learning experience of chemistry students.*

Developing a new application to build and interact with chemistry models will enhance the learning experience and enrich learning resources available for students. LeapMotion is an emerging interactive technology that maps where your fingers are in front of a computer will enable students to use natural gestures to interact with molecules. The integrated experience between the new technology and teaching materials will enhance the student's visuospatial ability and thus will improve the overall learning outcome for the student. This project will also enhance an understanding of the development and implementation of a new technology into a curriculum aiding in the knowledge base so that other staff will be able to do this more efficiently. The new technology and associated teaching materials generated will then be used by future cohorts of students studying chemistry across the university.

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**Project Leader:** Dr Vitali Alexeev – Tasmanian School of Business and Economics

**Project Participants:**

Dr Joaquin Vespignani Tasmanian School of Business and Economics

*The short-video databank: a virtual learning space of fundamental concepts for business students.*

Often students require reviewing materials either to get background knowledge and conceptual understanding before proceeding to more advanced subject area. On the other hand, academic staff finds itself repeatedly reviewing material upon realizing that students don't have required background knowledge. This core knowledge is necessary for continuing with more advanced topics and, often, teaching staff lose valuable class time recapping concepts covered in earlier units of study. This limits the time available to cover new concepts. We aim to offer students self-directed fundamental learning by providing them with access to short-video database with resources on core topics in economics. This innovative teaching tool will help in developing more flexible open-education curriculum and student-centred learning by allowing students to be responsible for their own learning while providing them with the tool to do so. Our proposed project could be a starting point to a university-wide system encompassing all fields or research and teaching and increasing interdisciplinary engagement within the university.

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**Project Leader:** Lucy Bleach – Faculty of Arts

**Project Participants:**

Dr William Hart Tasmanian College of the Arts  
Dr Jan Hogan Tasmanian College of the Arts

*Tinker Gym: An innovative testing ground for studio based teaching and learning that crosses disciplinary borders.*

The *Tinker Gym* is a pilot program that aims to provide a new space (physical and conceptual) within TCotA dedicated to open experimentation and innovative collaboration across studio disciplines. The project aims to foster the capacity to work with others by learning from group experiences through speculative play and problem solving. The significance of the open-ended and sustained inter-studio engagement is an unprecedented model of delivery within the undergraduate program. The project will utilise the skills and knowledge-base of teachers with different thought traditions, knowledge of technology and delivery of information, who all privilege the importance of making as the practical dimension in transforming materials into knowledge.

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## Category B – Institutional Significance Grants

**Project Leader:** Dr Peter Whitley – Australian Maritime College

**Project Participants:**

Prof Dev Ranmuthugala	Australian Maritime College
Stephen Linqvist	Australian Maritime College
Chris Rattray	Australian Maritime College
Samrat Ghosh	Australian Maritime College
Duncan Powrie	Challenge Institute of Technology, Fremantle, WA
John Gates	Hunter TAFE, Newcastle, NSW

*The development of a national model for the utilization of tablets in the development and assessment of the non-technical skills {NOTECHS} and competence of seafaring students.*

The internationally mandated syllabus the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW95) has recently put much greater emphasis on the development of non-technical skills (NOTECHS) such as leadership, teamwork, decision-making, communication and problem-solving. This is in recognition that NOTECHS are critical to maritime safety and marine accident prevention. STCW95 requires that NOTECHS be developed in both the classroom and during mandated training at sea; there is thus a need for educators, employers and students to collaborate in real-time, continuous skills assessment. The functionality provided by tablets and other mobile technologies presents an opportunity to develop greatly improved methods for a) students to develop these skills and b) educators to assess them. AMC, in partnership with the two other Australian institutions that are certified to provide high level seafarer training, will develop methodologies that can be a) applied nationally and b) transferred to maritime education and training (MET) providers in other countries. These methods will also be of interest to educators in other discipline areas where there is a requirement for the assessment of NOTECH competence in the workplace.

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**Project Leader:** Julie Davidson – Faculty of Science, Engineering and Technology

**Project Participants:**

Assoc Prof Michael Lockwood	School of Land and Food
Gerry Gregor	Tasmanian Institute of Learning and Teaching
Vishnu Prahalad	School of Land and Food
Dr Andrew Harwood	School of Land and Food

*Bringing experiential learning into online course delivery: towards national guidelines for environmental curricula.*

Experiential learning (EL) approaches have been demonstrated to be effective at equipping professionals with the practical competencies to deal with "wicked problems" such as climate change and sustainable development. While there is an emerging literature on the potential of online delivery formats to support EL, there is little guidance on the practicalities of introducing EL to online environments. This pilot project will: (i) develop draft principles for good practice integration of EL in online environmental courses; and (ii) trial these principles in selected environmental units. Benefits will include: (i) critically reflective and creative learners; (ii) development of Tasmanian educators' expertise in online learning for students in work-based/remote settings; and (iii) enhancement of the student experience through online collaboration and high quality online delivery in these settings. The approach incorporates: (i) engaging national and international expertise; (ii) piloting the requirements in two environmental units; and (iii) presenting the results to interstate educators likely to

collaborate in a 2016 OLT application.

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<b>Category C – Grass-Roots Community of Practice Grants</b>
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**Project Leader:** Andrea Miller – Faculty of Health

**Project Participants:**

Annette Marlow	Faculty of Health
Sheree Keech	Faculty of Health

*A Work integrated Learning Community of Practice.*

The University relies on Work Integrated learning (WIL) processes to ensure students are exposed to work environments contextual to their course of study. This 'off campus' learning and teaching exposure augments 'on campus' activity and enables students to demonstrate progression towards competence and/or learning capabilities expected of them by professional registration bodies. As such, WIL is an integral part of university course accreditation. Currently WIL practices and processes vary within and across Faculties, Disciplines and Institutes. A WIL Community of Practice (CoP) is required to identify and create a UTAS WIL collective of academic and professional staff to share experiences, processes, procedures and guidelines. This opportunity to network and foster collegial activity will enable sharing of information, the prevention of duplication of processes and the promotion of best practice learning and teaching activity to support students, staff and external stakeholders. Long-term opportunity exists for the formation of inter-disciplinary (across Faculty) WIL practices and research.

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**Project Leader:** Dr Helen Norrie – Faculty of Science, Engineering and Technology

**Project Participants:**

Prof Stephen Loo	Creative Exchange Institute
Prof Keith Jacobs	School of Social Sciences
Prof Alison Venn	Menzies Research Institute
Prof David Adams	Tasmanian School of Business and Economics
Prof Elaine Stratford	School of Land and Food

*Urban Environments Communities of Practice*

The recent shift of many vocational university programmes from Bachelor to Masters degrees has led to the foregrounding of research within coursework programmes. The Urban Environment Community of Practice will establish a framework for an interdisciplinary coursework-based research that involves collaboration between the disciplines of architecture, planning, sociology, health and economics. This will involve workshops to share research practices and establish complementarities, identifying diverse research methods applicable across disciplines and developing a framework for ongoing interdisciplinary engagement. This CoP builds strategic partnerships that enhance learning and teaching, promoting students engagement with real world problems. It promotes cross/inter/trans disciplinary pedagogies and established pathways to other research,

through developing the teaching research nexus.

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<b>Category D – Scholarships of Teaching and Learning Grants</b>
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**Project Leader:** Chris Zehntner – Faculty of Education

**Project Participants:**

Dr Jennifer McMahon	Faculty of Education
Assoc Prof Karen Swabey	Faculty of Education
Prof Dawn Penney	Faculty of Education, Monash University

*Using instantaneous and dynamic video feedback to develop reflective skills and advance pedagogical practice in Health & Physical Education (HPE) teacher education programs.*

Teacher pedagogy is a discipline priority at course and Faculty level at UTAS. Specifically, within the specialisation degree program, environmentally challenging learning areas (i.e. ovals, auditoriums, gyms, stage/performance spaces and aquatic environments) have been identified by various stakeholders as impacting upon the execution of effective pedagogical practice. Demonstrations and descriptions of skills in these environments can be problematic due to the competing nature of noise and the environment for the attention of learners. This project centres on how instantaneous video feedback through the use of tablet technology implemented into practical teachings might assist pre-service teachers to reflect and adjust their pedagogy to suit their environment. A multiple case study analysis will be utilised to understand the benefit and effect of instantaneous feedback and reflection on pre-service teacher practice while performance artefacts will investigate the effectiveness of this approach in HPE teacher education.

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**Project Leader:** Dale Edwards – Faculty of Health

**Project Participants:**

Dr Anne-Marie Williams	School of Medicine
David Lighton	School of Medicine
Illya Selmes	School of Medicine
Wayne Harris	School of Medicine

*Barriers and Enablers: Continuing Health Professional Education for Unique Student Cohorts.*

There has been increasing demand from Health Professionals in the Australian Defence Forces (ADF) for continuing education courses, however, the highly variable nature of their substantive positions, ongoing state of readiness, and subsequent deployments has resulted in difficulty dealing with a traditional course structure, even in the online or blended environment. We plan to survey Health Professional continuing education students to determine barriers and enablers to continuing education in the Faculty of Health with a particular focus on members of the ADF and other unique student cohorts. We aim to be able to create better course structures and ways to support health professionals undertaking continuing education and potentially procedures and guidelines for unique student cohorts, to become 'Military Friendly' and enable the

development of stronger educational relationships with serving and past members of the ADF.

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**Project Leader:** Dr Karen Barry – Faculty of Science, Engineering and Technology

**Project Participants:**

Dr Emma Warnecke	School of Medicine
Assoc Prof Christine Stirling	School of Health Sciences
Assoc Prof Angela Martin	Tasmanian School of Business and Economics
Dr Megan Woods	Tasmanian School of Business and Economics

*Can a self-care package reduce psychological distress in higher degree research candidates? A pilot study to test effectiveness and inform refinement of an existing support package.*

Higher Degree Research (HDR) candidates can experience high levels of stress that impact on personal wellbeing and completion rates. This project will examine the effects of an existing self-care package among HDR candidates. A single-blinded randomised control trial with intention to treat analysis will be conducted with volunteer HDR candidates participate in an 8 week program of daily mindfulness practice (30 min). Multivariable analysis will be utilised to determine whether the intervention reduces psychological distress. Quantitative data collected will include demographic data and validated measures of stress, anxiety and depression. The intervention has previously shown positive results for improving stress and anxiety in university students (Warnecke et al., 2011). To supplement the RCT, qualitative data from three focus groups will also be included after the RCT has been conducted to investigate student’s experiences of using the intervention and suggestions for its improvement. Results will be published in a relevant higher education journal and used to inform future application of the package among all HDR students.

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# 2014 Teaching Development Grants

## Current Project Summaries

### Category A - Local Project Grants

**Project Leader:** Dr Christopher Chin - National Centre for Maritime Engineering and Hydrodynamics

**Project Participants:**

Professor Dev Ranmuthugala	National Centre for Ports and Shipping
Dr Hui Jiao	Engineering
Ms Bronwyn Davies	Information Technology Services
Mr Sudhakaran Edathil	National Centre for Ports and Shipping

*Development of a branching model adaptive learning and assessment application with "process feedback" functionality to enhance student-centred learning*

This project seeks to achieve student-centred learning outcomes through the development of an adaptive learning and assessment application with real-time "process feedback" capability, using branching models in the learning activities and assessment tasks. The application will be developed on Microsoft.net platform and integrated into UTAS's MyLO/D2L platform using the Learning Tools Interoperability (LTI) interface. This tool will enable a flexible learning approach, increase participation of students from different backgrounds, motivate their learning and improve learning effectiveness by using a self-directed learning approach. A prototype developed for assessment tasks, tested as a proof-of-concept in 2012, focused on providing feedback on "product errors". Evaluation by students identified the need to integrate feedback on "process errors" which allows them to better understand their mistakes. This project will provide the capability to adapt learning and assessment modules to the lecturers' and students' needs; and articulates UTAS's Student Experience Plan and goals 1 and 3 of UTAS's L&T Strategic plan.

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**Project Leader:** Mr Stuart Schonell - Faculty of Business

**Project Participants:**

Dr Tommy Wong	Management
Dr Margaret Kling	Management
Mrs Simone Bingham	Accounting and Corporate Governance

*Class as Professional Experience (CAPE)*

There is conjecture on whether students develop the skills necessary to be an effective employee or future manager while studying at universities. Many students do not learn how to manage time, resources or currency (being grades or marks in a university context); or how to effectively work in a team where membership is determined by a manager; or effectively communicate with work colleagues or clients. It may also be questionable as to how transferrable some of the skills students learn are to the workplace. The grant applicants plan to collect data from employers on the ability of graduates to manage time, resources, currency and the expectations employers have of graduates. The recipients will develop and trial a model for embedding these skills within units by adapting the "Class as Organisation" teaching approach into a Class as Professional Experience approach. The proposal is to integrate an experiential approach to teaching and assessment within the university's student centred learning approach.

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**Project Leader:** Mrs Jillian Downing - Education

**Project Participants:**

Dr Peter Brett                    Education  
Dr David Moltow                Education  
Dr John Kertesz                Education  
Dr Christopher Rayner        Education

*Closing the loop: Unit design, delivery and evaluation coming together in a user-friendly tool*

This project aims to enhance teaching and learning in the School of Education by developing and implementing a user-friendly system (referred to as U-MAP) that will bring together Unit Learning Outcomes, National Teacher (AITSL) standards, graduate attributes (TLOs), Assessment tasks and student evaluations, in order to provide a clear picture of the effectiveness of a particular unit of study. U-MAP will encourage improved unit design, learning and teaching approaches and assessment strategies; it will help identify professional learning needs; and it will ensure that appropriate and timely collection of evidence for re-accreditation or quality assurance processes. This project will provide the School of Education (and potentially the University more broadly) with a tool that becomes part of the normal cycle of design, delivery and evaluation of units. It will be particularly useful as a diagnostic tool when students indicate through eVALUate surveys that there is room for improvement in the units they have completed.

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**Project Leader:** Dr Leanne Chalmers – Pharmacy

**Project Participants:**

Mrs Rosie Nash                    Pharmacy  
Mrs Sandra Holmes                Pharmacy  
Assoc. Prof. Luke Bereznicki    Pharmacy

*Development of a Benchmarking Tool for Pharmacy Students Using Threshold learning Outcomes*

Benchmarking of student performance is vital for ensuring the quality of the learning experience offered by a curriculum. Various Schools of Pharmacy across Australia maintain points of difference in the learning experiences provided to students, however all graduating students must be able to demonstrate the same knowledge, skills and attitudes- these are described by a set of threshold learning outcomes (TLOs) based on the National Competency Standards Framework for Pharmacists in Australia. The objective of this project is to develop, refine and validate a tool based on these TLOs to enable benchmarking of students' performances in the final 'capstone' oral assessments across a range of pharmacy courses offered by different Australian universities. This will subsequently be implemented in a developing collaboration between the University of Tasmania, University of Newcastle and James Cook University Schools of Pharmacy.

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**Project Leader:** Dr Kathryn Ogden - Medicine

**Project Participants:**

Assoc. Prof. Kim Rooney            Medicine  
Professor Steven Campbell        Nursing and Midwifery

*Feeding back – using linguistic analysis to train clinical supervisors to provide effective communication feedback to health science students on clinical placement*

Good communication between patient and health care professional is crucial to patient satisfaction and outcomes. However developing these skills is challenging for students, particularly those for whom English is not a first language. Linguists can provide insights into the subtle and pragmatic aspects of communication which can facilitate an effective therapeutic relationship. This project seeks to draw on this expertise to provide clinical educators with training to assist them in providing health-care students with feedback which will facilitate effective communication. This will be achieved by developing an online training module for clinical educators, using a variety of media including video-taped presentation, examination of transcripts, video-taped consultations, power-point and interactive quizzes. The evidence base to support the module will be developed by analysis of five videotaped student/patient consultations including supervisor feedback, and from previous research conducted by the investigators (MD,LY, KO, KR). The module will be piloted with clinical supervisors from the Schools of Medicine and Nursing and Midwifery, and evaluated for impact and outcomes.

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**Project Leader:** Dr Lyndal Mellefont – Tasmanian Institute of Agriculture

**Project Participants:**

Dr Jiangang Fei                      Maritime Logistics Management

*Using Echo360 Personal Capture software to create a flipped classroom for microbiology laboratory classes*

The University of Tasmania in articulating its strategic priorities for the next 10 years has noted that "embracing technology" is a key component of the student learning experience. The aim of this project is to utilise existing digital educational technology and the "flipped" classroom learning model to blend online and in-class learning for second year undergraduate microbiology laboratory classes. Echo360 personal capture software will be used to leverage existing course content by recording already prepared introductory laboratory lectures and making them available before laboratory classes to free class time from lecture, increase opportunities for active learning by students, as well as improving teaching efficiency. The built-in analytics of Echo360 will be used to quantitatively monitor student usage of the lecture content. Coupled with qualitative data generated from a student survey, the data generated by the project will provide a good understanding of student perceptions of the flipped classroom learning model in relation to laboratory classes and insights into whether it improves student learning experiences and performance.

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**Project Leader:** Dr Jason Smith – Chemistry

**Project Participants:**

Assoc. Prof. Michael Breadmore	Chemistry
Assoc. Prof. Michael Gardiner	Chemistry
Dr Nathan Kilah	Chemistry
Dr Alex Bissember	Chemistry

*Student Directed Learning in Chemistry Undergraduate Laboratories*

Undergraduate laboratories provide an opportunity to reinforce and extend the student learning from lectures. Not only are they an opportunity to introduce key skills and techniques but also to capture and nurture students creativity in the discipline. Traditionally, most experiments are very prescriptive and are

designed to fit into a specific timeframe such as one 3-4 hour laboratory session that leaves little room for student creativity or discovery. This project aims to develop a number of new laboratory experiences that will promote independent learning by developing experimental modules that focus on developing advanced experimental skills and applying those skills in designing and planning an investigation. The laboratories to be developed include 3'd year units which cover the research strengths of The School of Chemistry. The successful implementation of these laboratories into the 3rd year curriculum will contribute to all five of the Threshold Learning Outcomes (TLO's) for Science graduates and increase the awareness of undergraduates to research and serve as a springboard to further research activities.

**Category B – Institutional Significance Grants**

**Project Leader:** Dr Sara Booth - SERRU

**Project Participants:**

Dr Cassandra Saunders                      SERRU

*Measuring and comparing learning outcomes: Development of an online moderation tool and establishment of an internal and national quality assurance networks to embed peer-review of learning outcomes into teaching practice*

Given the recent revisions to the Higher Education Standards Framework (HESF) Learning Outcomes (Coursework) Standards and the Australian Qualifications Framework, there is an increasing requirement on all HE providers to measure learning outcomes at the course and unit level and provide evidence to support their attainment. Peer review has been highlighted as an essential mechanism for doing so. A critical issue for universities is how to implement and embed peer-review processes into standard teaching practice. The primary aims of this project are to: 1) Develop, trial and refine an online moderation tool to enhance the efficiency, transparency and consistency of internal and external peer-review of learning outcomes at the unit and course level both across the university and cross-institutionally, and; 2) Establish internal and national quality assurance networks. Additional project deliverables include a user guide to articulate consistency of approach across the sector and a website to facilitate further sharing of practice. Key project findings and outcomes will be disseminated both internally and nationally.

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**Project Leader:** Prof David Kember - Education

**Project Participants:**

**Education**

Jeanne Allen	Jen Inglis	Elspeth Stephenson
Bruce Duncan	David Moltow	Karen Swabey
Frances Fan	Tim Moss	Chris Zehntner
Andrew Fluck	Tracey Muir	
JF	Marion Myhill	
Christine Gardner	Mary O'Dowd	

<b>Human Life Sciences</b> Jane Pittaway Susan Salter Tracy Douglas	<b>Nursing and Midwifery</b> Melanie Greenwood Gillian Course Kirsten Black	Christine Adams - <b>Management</b> Jo Osborne - <b>TILT</b> Lisa Morgan - <b>ELSU</b>
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*Promoting the development of graduate attributes through online learning*

The main goal is to determine how attributes can best be nurtured through online learning. The project will be in the form of multiple unit-related action research projects under an over-arching umbrella action research project. Lessons learnt about attribute development from individual sub-projects will be compared and critically discussed at the overall project level. This dialogue will take place through video conference meetings and through a MyLO site. The outcomes of the discussion will be synthesised principles of good practice in developing attributes. These principles will be trialled in sub-projects, following the cyclical action research process. Dissemination activities will follow the practice of widening the circle of involvement, thus advancing the UTAS strategic goal of developing graduate attributes.

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**Project Leader:** Ms Chia Chin Lin - Geography and Environmental Studies

**Project Participants:**

Aidan Davison	Geography and Environmental Studies
Erin Roehrer	Computing & Information System
Kristin Warr	Tasmanian Institute of Learning and Teaching (TILT)
Leonie Ellis	Computing & Information System
Lorne Kriwoken	Geography and Environmental Studies
Michael Lockwood	Geography and Environmental Studies

*The development of an innovative and adaptive working model for supported transnational pathways programs*

An increase in transnational education programs coupled with a growing diversity in student populations poses interesting challenges and opportunities for learning and teaching in the sector. Enhancing the learning experience of international students is critical to ensuring learning successes, and promoting recruitment of future students. At present there is no formal model to specifically support the learning and teaching of international students within classrooms. The proposed project will further develop and test an innovative and adaptive model that provides guidance, support and information to staff hoping to meet the diverse learning needs of international students and, importantly, in ways that benefit all students. This project brings together students and staff involved in the transnational pathways program with Shanghai Ocean University to participate in a series of interviews, surveys and collaborative workshops to share experiences and develop and disseminate a model that will help academic staff to better support international student learning. This work will lead to the development of a 2014 OLT grant application.

<b>Category C – Grass-Roots Community of Practice Grants</b>
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**Project Leader: Dr Nicole Crawford**

Division of the Deputy Vice-Chancellor (Students & Education)

*Social Inclusion Community of Practice*

Our proposed CoP will consist of three elements: a "domain"; a "community"; and a "practice", which follows the model recommended by Etienne Wenger (2006), a key figure in Communities of Practice (CoP) literature. Our "domain" (i.e. area of focus) is social inclusion at UTAS. Our aim is to collaboratively learn, share, and reflect on social inclusion in Higher Education in order to inform and improve our teaching and support practice. Our "community" will consist of staff from across the University, who have a shared interest in social inclusion at UTAS. Our Core group formed organically in 2012, as a grass-roots collective that organised the first UTAS Social Inclusion Symposium. Our "community" and shared "practice" will develop along with the CoP, but we envisage monthly CoP discussions, workshops, and presentations. This CoP is timely, with the recent approval of the UTAS Social Inclusion Plan 2013-2015. In fact, the CoP

has the potential to drive the plan's objectives from a "grass roots" perspective and to inform the next Social Inclusion Symposium, scheduled for 2014.

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**Project Leader: Mr Neil Sefton**

Faculty of Health Science

*The CTA CoP project: Establishing a Clinical Teaching Associates Community of Practice to increase capacity through shared vision*

The CTA CoP project is a community partnership activity with Clinical Teaching Associates (CTAs) that aligns with UTAS learning and teaching strategic priorities. CTAs are men and women from the community, employed on a casual basis in a challenging, quasi-partnership role as trained, human simulators to support a safe learning method of genital examination to a variety of students. The literature identifies the important contribution CTAs play in healthcare education and the increasing expectations of their role. As a community, the CTAs have developed a wealth of expertise, but currently have no avenue to come together to share experiences and views to help shape their role. The project objectives are to establish a sustainable CTA Community of Practice (CoP) through collaborative, guided meetings: and as a seed fund to a future TDG-B or OL T grant to establish an inaugural and future National/International CTA CoP forum. The project offers numerous benefits to CTAs practice, strengthens UTAS community partnerships, supports teaching and learning priorities, and adds to the future research agenda.

<b>Category D – Scholarship of Teaching and Learning (SoTL) Grants</b>
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**Dr Kristin Natalier**

Faculty of Arts

*Capturing the how and why of Student engagement with online learning: a hermeneutic approach*

This project explores the hermeneutics of first year students' engagement and disengagement with online learning. It aims to excavate the under-studied social and interpretive processes that underpin patterns of student use of online learning technologies, generate data on the contexts shaping UT AS students' engagement with online learning, and identify how best to structure blended learning experiences for both distance and internal students. An ethnographic approach, using time use and reflexive diaries, interviews and focus groups and will capture the practices and understandings of both students and academics, as members of this given UTAS learning community. A focus on both students and academics allows for insights into the interacting worlds of each group. This approach will facilitate deeper and contextualised insights into student engagement - a key indicator of student experience and outcomes in tertiary education. Deliverables include two refereed journal articles, two conference presentations and presentations to UT AS staff.

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**Dr Jamie Chapman**

Faculty of Health Science

*Longitudinal Tracking and Reporting of Mobile Computing Use by Faculty of Health Science Students*

The introduction of innovative e- and m-learning strategies has been suggested as a mechanism to embrace technology and deliver flexible curricula at UTAS. E-learning encompasses a large range of innovations including learning management systems, e-portfolios and a general move towards a greater online teaching presence. Mlearning (or mobile learning) has more focus on innovations related to mobile

computing devices such as smartphones, tablet and laptop computers. The question is just how ready are our students for the introduction of such innovations? We aim to establish and embed into practice a longitudinal mobile computing survey of students of the Faculty of Health Science. We will investigate their current experiences of e- and m-learning and any expectations that they have of these technologies during their education. This information will allow the Faculty to develop and implement more efficient, and effectively delivered, blended curricula that is aligned with the Faculty's and University's Open to Talent Strategy and Action for students.

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# 2013 Teaching Development Grants Completed Project Summaries

## Category A - Local Project Grants

### **Christine Booth**

School of Human Life Sciences

*Adaptive eLearning for students and teachers: Practical simulation of an enzyme-catalysed reaction for second-year biomedical students*

#### **Final Report Summary still to come.**

This project involves the development and implementation of an on-line laboratory experiment as a *concept demonstrator* for teaching second-year metabolic biochemistry. The laboratory experiment uses a metabolic enzyme of relevance to students interested in medical, health and exercise science careers. The simulation will include a realistic measurement of reaction outputs using highly specialised research instrumentation, not normally available to undergraduate students. It will incorporate decision making, problem solving modules, remedial exercises and rich feedback while allowing monitoring of individual student understanding and common errors. The *Smart Sparrow* software has been chosen to develop this concept because it has been developed within the research labs and teaching environment of the University of New South Wales (UNSW) and is readily adapted for laboratory simulations. The concept may be utilised further within this teaching unit and applied to other health science units.

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### **Andrea Carr**

School of Psychology

*Psychology Skills Online: A Learning Resource*

#### **Final Report Summary still to come.**

'Psychology Skills Online: A Learning Resource' is a project that aims to develop sustainable and accessible discipline-specific learning resources for Psychology students. The initial objective is to develop two online Psychology skills modules: 'Information Literacy' and 'Evidence-based Writing'. The benefits of online technology include flexibility and access for all students including those entering university from non-traditional pathways (an agenda outlined in current UTAS strategic planning). These modules will be embedded in curricula, and be available as an adjunct to prescribed learning. This pilot project is seen as an initial step in the development of proof of concept for an innovative, economically sound and sustainable approach to discipline-specific skills-based learning that has the potential to have institutional and national significance.

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### **Rajaraman Eri**

School of Human Life Sciences

*An Evaluation of research-informed teaching at UTAS: A pilot study*

#### **Grant Objectives:**

1. To investigate the level of perception/understanding of the term RIT from the perspectives of students, staff and leaders in the FHS at UTAS;

2. To provide a detailed analysis of the meaning, implementation and benefits of RIT through focus groups
3. To propose a model and or/methodology which could expand this research into other Faculties at UTAS
4. To recommend strategies for enhancing higher education through RIT at UTAS

Outcomes:

1. Questionnaires were developed to investigate the level of perception/understanding of the term RIT specific to students, lecturers and administrative people such as heads of Schools. All these questionnaires were approved by the human ethics committee. The approved human ethics number for this project is: H13559
2. A focus group meeting has been organised after obtaining ethics approval for the same. The focus group discussion will involve around 25 academics from the Faculty of Health and a detailed program was sent to all staff at the Faculty of Health through bulk email. We have received 23 responses so far.
3. A complete framework has been developed for all the aims. The questionnaires have been circulated and the focus group discussion will be completed on 3rd September 2014. The project data generated is likely to yield at least 3 manuscripts in addition to a detailed report that will be presented to UTAS and also at Teaching Matters.

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**Si Fan**

School of Education

*An innovative incorporation of e-portfolios into the Bachelor of Education (Early Childhood) degree.*

This project concerning the incorporation of e-portfolios into the Bachelor of Education Early Childhood (EC) program has a highly applied and theoretical focus. With the globalisation of our society, the importance of professional learning, critical reflection, and the rapid growth of computer technology, pre-service teachers are required to show evidence of high quality teaching and learning achievement to future employees and in our global society. Research shows that e-portfolios are an effective tool in presenting such professional evidence. While e-portfolios are recognised as an effective tool in achieving evidence-based quality performance, they remain an under-researched area in the field of early childhood. Investigation into this topic has the potential to achieve quality teacher performance and this links strongly to a number of recently published teaching policy documents.

This project aimed to build a framework using the New MyLO system for the development of e-portfolios for pre-service teachers undertaking one of four units (ESH105, ESH203, ESH304, ESH347) in the Bachelor of Education (EC) program. It explored the potential of e-portfolios and developed a framework for future integration of e-portfolios into these units to showcase pre-service teachers' professional practice. Two pilot modules (one for first and second year and the other one for third year and fourth year pre-service teachers) were developed and released by the EC Team to prepare and guide pre-service teachers in using e-portfolios. The project helped enhance the knowledge building to demonstrate quality performance in using this tool, which could potentially be applied to a broader learning community within the University of Tasmania.

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**Barbara Hartley**

School of Asian Languages and Studies

*Repository of interactive open education resources to develop high order skills in the Japanese language learning context.*

The purpose of this project was to develop a repository of internet based open education resources designed to assist advanced learners of Japanese to transition from the textbook to the real-life language environment. In an innovative application of both technology and blended learning, the project saw the construction of a range of interactive language experiences that permitted UTAS students enrolled in third year Japanese to engage through experiential pedagogy in real-life Japanese language scenarios. Electronic material accessible largely through the internet permits languages learners today to participate, in a manner not possible even a decade ago, in a learning environment that is almost synonymous with the natural language environment. While some gifted learners can productively access these materials independently, the majority require guidance and structure. Accordingly, the project identified electronic content that complemented and/or extended the formal classroom learning of advanced language students and then developed a set of interactive tasks around that material. Intrinsic motivation for student use of the material was guaranteed by the inclusion of value rich existing media that drew on film, manga, anime and television advertising material directed at young people in Japan. The learning activities developed focussed on ensuring student mastery of a deep body of complex second language knowledge while also promoting critical reasoning and problem solving.

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**Lynn Jarvis**

Centre for University Pathways and Partnerships

*Joint UPP/LINC Tasmania Project: Supporting Distance Pathway Students with volunteers*

The UPP/LINC Learning Support Program pilot developed and delivered training to enable volunteer mentors to support beginning distance students studying in the University Preparation Program. This was done in conjunction with three Learning Information Network Centres (LINC) at Queenstown, Bridgewater and Huonville. The aim of the project was to provide support for students entering higher education via pathways programs in areas of disadvantage, either geographic or socio-economic. The pilot evaluation whilst identifying some areas for improvement found that mentors were greatly appreciated by the students and that from the students' perspective they helped overcome some of the barriers learning online presented. It has also showed that offering this program in remote and disadvantaged regions can help make higher education more visible and accessible to those communities. The use of MyLO to augment the face-to-face training was successful; however it proved less successful in creating an online community of mentors with mentors tending to operate independently within individual LINC to suit each community's particular needs.

The program was expanded in 2014 to include four further LINC and as such is running this year in Queenstown, Smithton, Devonport, Scottsdale, Bridgewater, Glenorchy and Huonville.

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**Elkana Ngwenya**

National Centre for Marine Conservation & Resource Sustainability

*Supporting intra-, inter- and multi-disciplinary undergraduate research journal publications.*

The aim of the project was to train, nurture and guide undergraduate students to participate in virtual conferences, publish in refereed conference proceedings and in peer-reviewed academic journals. The project introduced students to a variety of topics and datasets, and a suite of techniques for advanced quantitative analyses of data. Project submissions by undergraduate students were reviewed, and moderated, by the Principal Investigator (PI); and then, submitted to targeted calls for virtual conference presentations. The project aimed at promoting undergraduate research output (particularly at Year 1 and Year 2 level), across many disciplines, and mentor students through the process of writing for an

academic publication. The project aimed at picking up those great great essays that undergraduate students write, encouraging undergraduates to polish the essays, present the essays to a targeted audience and subsequently produce a publication in a scholarly journal. This project had proof of concept as seen from the following A1 publications by undergraduate students (Peter Rankin and Megan Dykman) as recorded on WARP.

Rankin, PS and Ngwenya, E, "Linking Awareness and Likely Achievement of Global Millennium Development Goals: Evidence and Implications for Advocacy from 46 Countries", International Journal of Environmental, Cultural, Economic and Social Sustainability, 7 (1) pp. 275-286. ISSN 1832-2077 (2011)  
Dykman, M, "The environmental and economic benefits of eco-certification within the ornamental fish trade", International Journal of Trade, Economics and Finance, 3 (1) pp. 1-6.  
doi:10.7763/IJTEF.2011.V2.163 ISSN 2010-023X (2012)

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### **Emma Pharo**

School of Geography and Environmental Studies

*Benchmarking transdisciplinary science learning: aligning criterion referenced assessment with national and UTAS outcomes.*

The Benchmarking Transdisciplinary Science Learning Project sought to align criterion referenced assessment with national and UTAS outcomes. The project was conducted over 2013 and involved eight teaching staff and a recently retired senior academic, who acted as mentor and evaluator. In addition to the people who were named on the grant application, we consulted the head of the Student Evaluation, Review and Reporting Unit of the university because of the alignment between their objectives and ours.

During the year, we engaged in peer professional development about 'transdisciplinary' science teaching. Evaluating and improving our transdisciplinary teaching was the key motivation and the bond that brought the group together. Teaching transdisciplinary science well is a priority in order to graduate students who have a sophisticated capacity to tackle problems-in-context in their working lives. We focussed on assessment rubrics because of their central role in direct student learning.

We evaluated this project with three different kinds of output in mind: a) traditional academic output (conference presentation, journal article, online resources for teachers), b) mutual learning between peers, and c) problem solving for change in classroom teaching. Our project achievements fell squarely into the first two categories, with several public academic outputs and a new group of teachers who are able to talk to each other about teaching complex problems. In terms of the third kind of output, some teachers reported that there would be no change to their teaching practices but they had found a new confidence in their approach.

## **Category B – Institutional Significance Grants**

### **Dave Carter**

Conservatorium of Music

*Hatchling Records*

### **Project Summary only - Final Report summary to come early 2015**

This project proposes establishing a cross-faculty, student run, record label that will function as a real world learning environment for final year B. Music and B. Business students. The project will provide Music students with practical real-world business experience and learning opportunities outside the

scope of teaching practice at the Conservatorium while providing Business students with new opportunities to undertake entrepreneurial activity in the music and entertainment industries in Australia. It also provides the opportunity for UTAS to partner meaningfully with industry and engage students in innovative workplace integrated learning and authentic assessment tasks. Evaluation and dissemination are embedded in the project design and include a cross-faculty reference group, TILT hosted workshops and conference presentation in addition to the commercial releases and activities of the label. The project is conceived as a pilot phase in anticipation of developing an OL T innovation and development grant and proposal for a cross-discipline capstone unit in 2014.

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### **Jiangang Fei**

National Centre for Ports and Shipping

#### *Investigating the transformative role of Echo360 on learning and teaching*

This project investigated the transformative role of Echo360 on learning and teaching at UTAS. This was accomplished by examining the impacts of the technology on student learning behaviours. The relationship between class attendance, the use of Echo360-generated materials, and student performance was understudied with an additional evaluation of the impacts of Echo360 on teaching efficiency. The project involved units from three national centres at AMC and the School of Nursing & Midwifery. The strength of this project is found in the dearth of research on the impacts of the Echo360 technology on learning and teaching. Given the increase in use of the Echo360 lecture capture software in Australian universities, it became expedient to explore ways of improving learning and teaching and outcomes for students using such a technology.

Thus the grant objectives of the study were:

- To investigate and compare how Echo360-generated materials are being used by the two cohorts (on-campus and distance);
- To investigate and evaluate the perceptions of both students and lecturers' on the impact of Echo360 generated materials on learning outcomes and student performance; and
- To identify best practices in using Echo360.

In terms of outcomes, the study provided an opportunity to gain insights into how students used Echo360 generated materials. It has contributed to understanding the learning behaviour of both distance and on-campus students. Also, a more profound synthesis of the perceptions of users of the Echo360 learning platform has been realised, which further highlights the benefits as well as shortcomings of the technology.

## **Category C – Grass-Roots Community of Practice Grants**

### **Christopher Allan & Beverly Goldfarb**

Australian Maritime College & Arts

#### *Building E-Learning Community of Practice.*

The Building E-learning Community of Practice (CoP) was established to build relationships and enhance communication across e-learning staff on the Launceston campus, where a critical mass of such staff and expertise is based.

The CoP forged a collaborative cross-university peer group, enhancing communication across faculties and university divisions, in effect creating a collective think tank. Members increased their skills,

developed a strong sense of collegiality and reduced their sense of isolation. Activities included two intensive one-day workshops, which enhanced participants' skills in video production and the UTAS learning management system (Desire2Learn, or MyLO). Both workshops were attended by CoP members and 'associate members' from Hobart. The Desire2Learn workshop also included peers from Deakin University, attracting 30 participants. A third significant activity was monthly meetings, where CoP members with diverse skills and experience discussed issues, exchanged information and invited key contacts from related areas of the University. The group now also runs an active and effective online forum for all UTAS e-learning staff (with 22 members).

Support from Professor David Sadler and the TILT Award Office and from Professor Janelle Allison, Pro Vice Chancellor Office Regional Development, enabled the CoP to extend its reach to Hobart 'associate members' and beyond the University. In 2014 the CoP continues to act as an effective communication channel with new members joining from AMC, Science and TILT.

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### **Christine Andrews**

School of Nursing and Midwifery

*Clinical facilitator Community of Practice: Further developing capacity through shared learning and experiences.*

Clinical Facilitators employed by UTAS on a casual basis share a common role in supporting undergraduate nursing students. The role of clinical facilitator is autonomous and recent research identified a key need to provide facilitators with the opportunity to further develop their learning and teaching skills to enhance their capacity for practice. An unfunded trial of a Community of Practice (CoP) in 2012 had positive feedback for its ongoing development through this successful grant application.

Goals for the ongoing development of the CoP for clinical facilitators in the South of the state were as follows:

- Provide a means of acknowledging the contribution clinical facilitators make to the ongoing education of students.
- Provide opportunities for collegial interaction and furthering one's career.
- Provide opportunities for clinical facilitators to come together to discuss issues around their practice; sharing ideas, tools and experiences, whilst having the opportunity to gain further learning and teaching expertise.
- Through increased skills in learning and teaching enhance the quality of the clinical placement for undergraduate nursing students.
- Provide the means for building capacity amongst a group of practitioners who work autonomously.
- Provide a means of addressing the outcomes/recommendations of research undertaken in 2011 around the role of clinical facilitator.
- Assist in the continued building of relationships across practice campuses and external organisations that share a common goal to increase the capacity for practice for clinical facilitators.

Outcomes from the further development of the CoP were as follows:

- Increased levels of clinical facilitator confidence and capacity to deal with issues related to practice.
- Increased knowledge and skill related to teaching and learning.
- Increased knowledge of the resources available to support practice.
- Sharing of experiences and resources developed to support practice.

- Increased understanding of the role of clinical facilitator and expectations of supporting students in practice.
- Development of resources/tools to support preceptors and students in practice.

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### **Sally Farrington**

School of Human Life Sciences

#### *Building research and scholarship through a Community of Practice*

In 2012, a Community of Practice was formed by a group of academic staff from the School of Human Life Sciences and across the University. The objectives of the community of practice are to:

- Develop a dynamic, collaborative and creative research active environment linking staff in the Tasmanian and Sydney campuses.
- Create and implement joint and individual research projects in learning and teaching.
- Provide a structure and environment in which community members can learn together and from each other.
- Support the development and implementation of those research projects with relevant research skills development workshops and seminars.
- Facilitate career development and promotion opportunities for group members through personal achievement of performance development objectives in the Scholarship of Learning and Teaching.
- Promote the school and staff scholarship and research profiles through dissemination of research outcomes within the school, faculty and university and through relevant national and international scholarly meetings and associations.

Outcomes to date include:

- The development of a Community of Practice website
- Successful submission of a 2013 Group Teaching Development Grant to sustain the Community of Practice.
- HERDSA Showcase presentation 2013
- Pecha Kucha presentation at the UTAS Teaching Matters conference in December 2013
- Research skills seminars on Library Database searches
- Research skills workshop on e-learning research design
- Community of Practice meetings by videoconference or face to face in Launceston
- The development and implementation of two group research projects. Activities completed for each of these research projects include:
  - Development of the research proposal
  - Successful submission of an ethics application
  - Development of data collection instrument
  - Data collection
  - Analysis of the data
  - Preparation of draft research paper
- Acceptance of a full refereed paper for the 2014 Teaching Matters conference.

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### **Lisa Fletcher**

School of English, Journalism and European Languages

#### *Teaching of English in Tasmania Community of Practise: Building links between UTAS English and TCE English*

**Project Summary only - Final Report summary to come early 2015**

With the Australian National Curriculum on the horizon for core subjects in Year 11 and 12, Senior Secondary English teachers in Tasmania are anticipating major changes to the curricula of the courses they teach. The next three years will be an exciting and challenging time for the teaching of TCE English in Tasmania and it is imperative that UTAS English staff are aware of these changes and involved in discussions about their potential impact on the future of our discipline. TCE English is the principal feeder for UTAS English. Responses to a survey of students enrolled in first-year English in 2012 show that an overwhelming majority have completed a pre-tertiary English course and, importantly, that students transitioning from TCE English to UTAS English assume a much closer relationship between the two sectors than exists in practice. This Community of Practice will bring together TCE and UTAS English staff from across the state to build and share knowledge about the pathway between secondary and tertiary English classrooms, and open vital channels of communication for the future.

# 2012 Teaching Development Grants Completed Project Summaries

## Category A - Local Project Grants

**Dr Ivan Bindoff**

School of Pharmacy

*'Games-based Clinical Learning for Health Students'*

### **Summary of Project:**

The project developed a game-based pharmacy practice simulator, where students could gain experience in counselling patients and performing fundamental community pharmacist duties. A working prototype was developed which was then used as leverage to acquire additional funding from the Health Workforce of Australia. This additional funding allowed for purchases of essential software licenses and game assets (3D graphics models and art) used to build the 'games world' replicating a typical pharmacy environment. The student player can take on the role of pharmacist, responsible for providing appropriate counselling, advice and products to simulated patients that wander into the pharmacy. Simulated patients can be written entirely offline and loaded into the game using a simple scenario-building tool that was developed under the grant. The game is now ready for testing by students, with ethics approved to perform an experiment later in semester 1, 2013. Anticipated is efficiency of learning when using game-based learning tools to run pharmacy practice tutorials compared to traditional paper-based pharmacy practice tutorials.

### **Outcomes:**

Outcomes can be seen in the development of software, 'pharmacy practice game' and the scenario builder tool, which enables the programmer to author scenarios prior to simulation. In addition, project activities consisted of authoring codes, purchased software licenses and game assets, which will be used in future research activities.

The project leaders were awarded an additional \$145,000 from the Health Workforce of Australia to work on the game-based simulations, expanding the scope of the project to support a closely related project (hospital pharmacy simulation, as opposed to community pharmacy simulation).

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**Prof Rosemary Callingham**

Faculty of Education

*'Developing lecturer pedagogical content knowledge through focussed professional conversations'*

### **Summary of Project:**

The project endeavoured to understand pedagogical content knowledge (PCK) in mathematics by building on lecturers' capacity, using peer observations, and follow-up professional conversations with surround pre-service teachers' PCK in mathematics, consider approaches to develop this area. PCK knowledge is recognised as specialised mathematical knowledge, which is needed for school teaching. The Project Team participated in observations and professional conversations to identify and share potentially productive practices for developing PCK in pre-service teachers. Outcomes were then incorporated into teaching practice. With evaluation conducted using instruments developed by a previous ALTC grant.

### **Outcomes:**

1. The project identified a number of ways in which lecturers addressed the issue of developing PSTs' pedagogical content knowledge, including:
  - Modelling appropriate teaching approaches and making these explicit to students.

- Using devices such as a puppet to model questions that children in schools might ask, to elicit teacher responses to the child rather than the lecturer;
  - Providing a “pedagogical commentary” to online students to make explicit the nature of the teaching approach;
  - Using open and evaluative questions to prompt high level responses from PSTs;
  - Using interactive practical activities that PSTs undertake in workshops or do for themselves and post online;
  - Asking PSTs to work in groups to create online interactive posters.
2. Development of collaborative approaches to peer review of teaching in both face-to-face and online environments including protocols for such reviews. Academics involved identified a critical friend from within the team. The pair followed a structured process of initial discussion, followed by an observation session, and a final critical reflection. The processes were developed collaboratively at a mathematics education team meeting, and outcomes were discussed at a later meeting. All academics found the process supportive and useful in terms of thinking about their own knowledge and what strategies they used.
  3. A template was developed and used successfully for peer observation, professional conversation and review. The intention is to use the same template retrospectively with an archived MyLO unit taught only online to see how applicable the same process is to the virtual environment. The decision to undertake this retrospectively was made because the unit was taught over summer and few academics were available to act as peer observers.

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**Leonie Ellis**  
**Computing and Information System**

*‘Individualising group assessment using e-Portfolio’*

**Summary of Project:**

This project built on 2010/11 research, seeking to establish an assessment task design for differentiating individual student marks based on contribution to group assessed work. Investigation through the use of ePortfolio software used for student assessment was accessed to identify if student resistance observed in Units using the PebblePad software (external to MyLO) would be ameliorated or reduced if the technology was the ePortfolio module was embedded within the new Desire2Learn (D2L) MyLO. A key dependency of the project was participating in the D2L pilot Semester 1, 2012. The delay to Semester 2 negatively affected the research design, as the intended participants were not available in Semester 2. Findings from the adapted research indicate that the culture of student cohort is also a significant factor in student acceptance of individualising student marks in-group work assessment. A subsequent round of data collection (Sem 1, 2013) has been collected as intended for Sem 1, 2012, but has not yet been analysed.

**Outcomes:**

The researchers increased expertise and knowledge in use of ePortfolio technology in student assessment (via ePortfolio 2012 conference). Data set and analysis of homogenous student cohort (offshore students from China) that produced 'surprising' result and led to further investigation (impact of educational heritage/culture) Data set to analyse of onshore, domestic cohort that yet to be analysed and compared to 2011 data set as in original project plan.

**Outcomes Implemented:**

A literature review framework has been produced which will facilitate the publication of future papers publication of "A place for surprising results" published at EduLearn 2013 Planned Presentation and publications at Teaching Matters 2013 and assist with the HERDSA Learning resources and guidelines decision Matrix.

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**Linn Miller**  
**School of Philosophy**

*Theseus: A video game for teaching philosophy'*

**Summary of Project:**

Traditionally first-year philosophy classes, are taught through the use of experiments, in which students are asked to imagine fantastical worlds in which various theories of personal identity over time have real consequences. The goal of the Theseus game design project was to create an interactive world in which these thought experiments become more concrete. Creating a place where adhering to a particular philosophical theory has consequences for the player character and where understanding the various approaches to this problem is key to completing the game. Funding provided was used to hire a team of serious game developers, Holopoint Interactive, in Adelaide and pay for the development of a 3D interactive video game that explores the theme of personal identity over time and provides a platform for classroom discussion and further reading. As a result of Holopoint effectively providing in-kind support, in addition to the funding we received, we were able to develop a fully interactive 3D game at a larger scale than we were initially anticipating. The game can be accessed by the link:

[http://www.holopoint.com.au/hosted/HITLab\\_UTAS/WIPBuilds/webBuildv1.03/WebPlayer.html](http://www.holopoint.com.au/hosted/HITLab_UTAS/WIPBuilds/webBuildv1.03/WebPlayer.html)

**Outcomes:**

The intended outputs for this project were:

1. A complete, polished online videogame that can be played by HP104 and HPA105 students in a web browser via their unit MyLO sites.
2. An analytics tool that captures and reports usage statistics as players interact with the game.
3. A repository containing all source code, documentation and assets created during the project.

**Outcomes Implemented:**

All intended outcomes were achieved. The Theseus videogame was developed to a far higher standard than we had originally anticipated as a result of additional work both from the UTAS staff involved in the project and the considerable advantage of in-kind contributions from Holopoint, who took a particular interest in this project and were determined to ensure that they were able to deliver a high standard of work in spite of a small budget by industry standards. While the game has been completed and is ready for dissemination, it has not yet been provided to students.

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**Stephen Miller**  
**School of Asian Languages & Studies**

*'Indonesian 2.0: Moving towards a collaborative online language environment'*

**Summary of Project:**

This project has seen the delivery of Indonesian language teaching materials at first year level move to a 100% online mode. The project assisted with the development of an on-going collaborative curriculum development relationship between UTAS, the University of Hawaii and other institutions in the Indonesian education area.

The project created listening materials, which were trialled by HMN101, HMN102 and HMN10X students. Improvements were made as the resources continued to be developed throughout 2012. The final products were passed on to the collaborative partners to review further and use.

**Outcomes:**

The project has produced a significant amount of supplementary materials, listening comprehension materials and vocabulary memorisation tools. Materials are now available for use, with sufficient resources for approximately 50 weeks of study.

In semester 2, 2012, online materials were piloted in HMN102. Oral feedback was constantly sought from students in class, and the unit was evaluated through the eVALUate SERRU process and through a survey prepared by FAPEO. In the SERRU survey 100% of students agreed or strongly agreed that the unit resources "help me to achieve the learning outcomes."

A key problem identified by many students was the inability to convert the materials into formats that were off-line and hard copy friendly. It was decided that conversion of materials into an open ebook format (epub) would be the best way of proceeding. With significant expertise and experience sited at the University of Hawaii, the project contributed towards the cost of this process (\$A2297.51). A lot of progress has been made towards conversion of materials, but the process has been held up due to, the continual discovery of minor and significant mistakes with texts/ recordings/ exercises, technical issues around re-formatting for both eBooks and hard copy and problems integrating audio-visual material into epub format. Student's oral feedback contributed strongly to the decision to produce an offline/ebook version of the materials and identified many minor errors and ideas for improvements.

**Outcomes Implemented:**

The project has produced a base on which further developments can be built, in particular the offering of an entire major in Indonesian delivered approaching 100% online. It is expected that this will be the case for second year Indonesian in 2014, and hopefully for third year in 2015.

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**Prof Heather Monkhouse**

Conservatorium of Music

*'You Tube – You Learn'*

**Summary of Project:**

The purpose of the YouTube, You Learn project was to use YouTube footage to help students gain a higher level of awareness for performance practice issues. The project assisted to improve analytical skills in identifying the criteria of both good and bad exemplars, and to develop a greater sensitivity towards what is needed visually and aurally, to create a stylish and professionally credible performance. A critical feature of the project was the development of an assignment requiring students to find YouTube examples themselves, giving students a sense of ownership of the materials and a better understanding of how research materials may be used to support and inform opinion. Class discussions developed the students' ability to use sight and sound critically to analyse other performers' work. The experience of using practical analytic skills in the classroom as a methodology to pursue research helped students to understand that history can inform practice and vice versa. Students became far more aware of the impact of stage craft skills, and how consistent/inconsistent some performance practice issues may be, especially when related to tempo selections, in all periods and genres of the musical canon.

**Outcomes:**

The projects facilitated the development of a database listing of YouTube clips comprising of approximately 400 examples from professional and amateur performances to provide exemplars of good and poor performance practice issues. Students develop a greater level of critical analytical awareness, gaining a greater awareness and knowledge of copyright issues when using the internet for performance dissemination. Currently the materials collected through the project are being used in semester 1, 2013 for FCH102 Music and History; on completion of the units students will be asked for their feedback on the project material provided.

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**Michael Roach**

School of Earth Science

*'Photo-Realistic 3D Virtual Models for Earth Science'*

**Summary of Project:**

The project used new photogrammetric and laser scanning technologies to generate three dimensional virtual geological models as teaching aids for use in Earth Sciences teaching programs. These models were utilised in the structural geology component of KEA209 in 2012 and student response to these new digital resources was polarised. The funds granted were used to purchase photographic material for the production of immersive virtual geological resources and desktop laser scanning hardware and software for generating virtual 3D models of hand specimens. The 3D models created were distributed to all students on a DVD as 3D PDFs together with a series of activity and question sheets.

**Outcomes:**

3D virtual resources for use in both KEA209 and KEA102 were generated. Approximately 130 3D virtual models of seminal Tasmanian geological exposures were use in the structural geology component of KEA209. This material was utilised for practical classes, study resources and as homework exercises. Many students found the use of the 3D virtual resources to be very challenging. Opinions were also divided based on student access to computer hardware as visualisation with the use of old hardware was 'clunky' and this detracted from the immersive experience.

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**Ms Juanita Westbury**

School of Pharmacy

*'Development of a experiential and learning program for undergraduate pharmacy students at Alcohol and Drug Services (ADS), New Town, Tasmania'*

**Summary of Project:**

Community pharmacists offer pharmacotherapy programs and are expected to detect, monitor and advise patients with substance abuse disorders. However, undergraduate students have only limited awareness of these disorders and their management. This program aimed to develop and evaluate a problem-based drug and alcohol educational program for students. The program consisted of three lectures and a three-hour placement for 72 third year students. To assess impact of the brief Substance Abuse Attitude Survey (BSAAS) and an alcohol and drugs knowledge-based questionnaire, with the differences between the pre and post scores compared on completion of the program.

**Outcomes:**

The specific outcomes for pharmacy students of participating in the alcohol and substance abuse program were an increased awareness of current alcohol and substance abuse issues with an appreciation for the role pharmacists play in detecting and managing substance abuse problems and the need to be up-to-date.

A total of 62 students completed the baseline surveys, with 42 matched up to post-surveys, giving an overall response rate of 58%. No significant differences were found between the pre and post BSAAS. However; the knowledge-based questionnaire had a significant increase in correct answers, and decrease in 'don't know' responses. Sixty-three percent of students said that their attitude towards people with substance abuse issues had changed as a result of the placement. Common themes were that students attained greater appreciation of the challenge of fighting substance abuse and that negative stigma was unhelpful. All students recommended the placement for future years.

**Outcomes Implemented:**

The principal outcome was for the first time the Faculty of Health Science offered students a novel, relevant and practical educational program on alcohol and substance abuse disorders. The educational and experiential program may have potential use for other schools at UTAS, including the School of Medicine, School of Nursing and Midwifery, and the School of Paramedic Studies.

## Category B – Institutional Significance Grants

### **Prof Marcus Bowles**

National Centre for Ports and Shipping, Australian Maritime College

*'Cloud-based Assessment and Reporting'*

#### **Summary of Project:**

The Project commenced March 2012 and was completed by February 2013. The AMC, led by the National Centre for Ports and Shipping seafarer vocational training unit, in collaboration with industry partners, Australian Training Management (ATM) and the University of Applied Science (Jade) in Germany have successfully developed a model for a mobile assessment solution which supports cloud-based data reporting capability. This mobile model provides the assessor and students with the ability to use tablet computers (iPad or Android) and, potentially, any internet connected device to access, read, complete and save and submit assessment forms and evidence. Once saved the assessment records-tied to a student, unit of competency or outcome, and a qualification-have been successfully able to electronically report to AVETMISS compliant (VET requirements) 'back-end' database (VETTRACK) and, UTAS systems including the options for student reporting and MyLO. The trials have confirmed the next steps and options (technical and procedural) to significantly enhance assessment reporting and a student's access to a lifelong record/e-portfolio system.

#### **Outcomes:**

The project development a mobile assessment application and a mobile assessment instrument-authoring tool. The positive outcomes saw a significant reduction in paper waste in terms of duplicated handling and data re-entry, and associated cost reductions estimated to be \$80,000 for the VET function alone.

The project was successful in developing the functionality of electronic reports from assessment results directly into multiple back-end systems. This includes a recommendation to address severe governance issues and save \$52,000 of costs associated with licensing a VET reporting system that can be replaced with an improved, optimally configured system. The project also support significant exchange of ideas and practices between a private RTO (ATM) and overseas assessment of seafarers (Jade University in Germany) to grow UTAS international partnership.

#### **Outcomes Implemented:**

- Field trial and acquittal of technical development work against the Statement of Work (mandatory and desired requirements specification);
- Expert analysis and review (e-learning staff at AMC-UTAS);
- Comparative analysis and findings from trials conducted by an independent RTO for their own use (Australian Training Management);
- Final report including development gaps and future development requirements.

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### **Dr Juliet Sondermeyer**

School of Nursing and Midwifery

*'Cultural competence for life-long learning and work in a global society'*

#### **Summary of Project:**

The Cultural Competence Project is an ongoing, collaborative endeavour of the Faculty of Health Science and Division of Students & Education, whereby 20-plus staff contribute to the development, delivery, and valuation of a generic, future-oriented, learning and teaching program being progressively embedded in units in mainstream health professional courses. The Program enables students and staff to become more intercultural aware and culturally competent in the increasingly multicultural settings of education, work, and community. The program, consisted of a Quiz and participation in face-to-face, four-part eight-hour

Workshop sessions, delivered to 550 Year 1 Nursing and Pharmacy students by a multi-disciplinary teaching team.

**Outcomes:**

Core members of the Project Team developed a program of activities to be embedded in Year 1 units for mainstream health professional course offered by the Faculty of Health Science. The Project has also enhanced and strengthened the good working relationships, which exist between Faculty and Divisional staff, and facilitated further insights into each other's areas of expertise.

<b>Category C – Grass-Roots Community of Practice Grants</b>
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**Andrea Adam**

CALT/TILT

*'Diverse Student Learning Community of Practice'*

**Summary of Project:**

The Diverse Student Learning Community of Practice was formed to discuss common concerns, share practices and new ideas, and engage in challenging and collegial conversations in relation to the university experience of students from diverse cultural, social and linguistic backgrounds. Members of this Community of Practice shared a common interest in, and responsibility for the learning and engagement of students with diverse experiences and approaches to tertiary learning. Participants in the discussions spanned different areas of the university, including the Student Centre, the Centre for University Pathways and Partnerships, the Library, and Faculties. An environment which was comfortable, safe and supportive for sharing and discussing ideas was created, allowing members to reflect on difficulties and challenges and develop solutions. The Allen's (2010) learning circle model was adopted, and a participatory, non-hierarchical, and inclusive approach to these conversations was successfully established. Conversations were planned and led by core members of the group, with invitations extended to other UTAS staff with similar responsibilities or interests, including first year coordinators.

**Outcomes:**

Conversations were held around the following topics:

- Establishing an appropriate model for this group;
- Maton's (2012) framework for supporting discipline-specific knowledge-building;
- The concept of white privilege, and its application to our workplaces and practices;
- The 'risk indicators' which may help early identification of students likely to experience difficulty with study;
- Development of an ongoing model for the group.

Review and reflection at the final meeting suggested these conversations had raised important questions and ideas for participants, and are continuing to inform our practice with students. It is also considered that a sustainable model for the Community of Practice be established, with core continuing the group's activities beyond the end of the funded period.

Outcomes of these conversations included strengthening collegial relationships, raising awareness, provoking reflection and new approaches to practices, deepening understanding of barriers to full academic participation by diverse students, and challenging assumptions and stereotypes. A genuine Community of Practice has developed, which will continue, unfunded, to challenge and sustain its members, and to extend invitations to the wider university.

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**Robert Clarke and Kristin Natalier**

School of English, Journalism & European Languages  
School of Sociology and Social Work

*‘Establishing a Distance and Flexible Education Community of Practice at the University of Tasmania’*

**Summary of Project:**

The project established a community of practice for distance and flexible education. The Distance Education Community of Practice (DECOP) involved staff providing distance and flexible education as teachers, researchers, and support professionals. In 2012/13 members of DECOP participated in the following events:

- 5 meetings, exploring the provision of flexible and distance education, equivalence between distance and face-to-face modes, student engagement, the new MyLO, and developing research collaborations;
- 3 focus group interviews (Nov 2012) to examine academic and professional staff experiences of developing and using flexible education approaches (distance education) in the context of the Newnham campus at UTAS;
- Established a Key Learning wiki;
- Hosted Dr Matt Bower (Macquarie University) for a daylong workshop on emerging trends in flexible and distance education delivery; and
- Contributed to initial discussions surrounding a White Paper being developed on the future of Technology Enhanced Learning and Teaching at UTAS.

**Outcomes:**

Most significantly, the project has established a network to support ongoing efforts to work to best practice in distance and flexible education with UTAS students. The following points provide detailed outcomes identified:

1. A Issues Paper auditing current distance and flexible education practices. The paper identifying what facilitates and constrains innovative practice, and planning for future foci and strategies for research on, and development of, distance and flexible education at UTAS. The paper has been drafted following a series of focus groups conducted in November 2012, with completion forecast for semester 2, 2013.
2. The creation of a Key Learning wiki which is regularly updated to encourages sharing of pedagogy and practice at UTAS.
3. One workshop with members of DECOP, facilitated by Matt Bower (national experts in distance and flexible education), held in December 2012.
4. A presentation on distance and flexible education at the Teaching Matters 2012 presented by, Dr Kristin, Natalier and Dr Robert Clarke.

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**Cary Mather**

School of Nursing and Midwifery

*‘Evaluation of the implementation of a social software (Twitter) model to enhance the development of a CoP for clinically based registered nurses (clinical facilitators) who facilitate nursing students. A pilot study to support peer learning’*

**Summary of Project:**

The project aimed to development a community of practice for clinically based registered nurses (clinical facilitators) within the University of Tasmania (UTAS) nursing community. The project aimed to link informal networks of these clinical facilitators by supporting peer learning between groups

geographically dispersed in both the urban and rural settings and students from the School of Nursing and Midwifery (SNM). A social software based model (Twitter) was evaluated to assess whether it was useful for enhancing the quality of the learning and teaching (L&T) by clinical facilitators within their organisational setting; and the Learning and Teaching experience of SNM students while undertaking work integrated learning (WIL) placement.

**Outcomes:**

A sustainable network of clinical facilitators was developed. Feedback indicated:

- Strengthening of partnerships within and between groups of clinical facilitators in Tasmania and NSW;
- Strengthening peer learning opportunities between campuses / states;
- Improved communication between UTAS and WIL organisations;
- Delivery of Learning and Teaching opportunities that benefitted both clinical facilitators and students, encouraging community engagement.

It was not possible to establish explicitly if geographical location affects peer learning between clinical facilitators and isolated practitioners in urban and rural settings. The data collected through Google Analytics was not sensitive enough to capture the required information and the numbers of survey completions were inadequate to establish any link between urban and rural practitioners.

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**Sharon Pittaway**

School of Education

*'Student engagement community of practice: a learning conversation approach'*

**Summary of Project:**

The Student Engagement Community of Practice involved staff from the Faculty of Education and the School of Human Life Sciences. Through extended 'learning conversations' interested staff met in Launceston focussed conversations on a specific topic, six times across 2012, commencing in April after two planning meetings (January and February). These extended meetings took place in Launceston, and staff from the Cradle Coast and Sandy Bay campuses travelled to attend face-to-face. The learning conversations approach 'supports the movement from individual intelligence to collective wisdom through reflective dialogue' (Allen, n.d., p. 1) and was the approach taken in this Community of Practice to explore issues and experiences related to student engagement.

**Outcomes:**

The learning conversation approach, allowed members of the Community of Practice to meet, share, discuss, and reflected on significant teaching moments, and developed a greater awareness of personal philosophies of teaching and learning, and activities to enhance student engagement. A key outcome for the Community of Practice was a visit to UTAS in 2013 from Etienne Wenger-Trayner, who presented workshops and a public lecture relating to the concept of Communities of Practice. In addition, the foundation for ongoing development of teaching processes and practices were laying with the development of inter- and intra-Faculty relationships, building an environment of trust, openness, honesty and safety.

## 2011 Teaching Development Grants Completed Project Summaries

**Title:** 3D Interactive Anatomy with Augmented Reality  
**Application Category:** Local Project Grants (Category A)

### Project Leader's Details

Soon Ja Yeom

**School:** Computing and Information Systems

**Email:** [s.yeom@utas.edu.au](mailto:s.yeom@utas.edu.au)

### Names of other participants

Dr A Fluck and Professor S Sinha

### Summary:

This project developed a computer system for Anatomy students to visualise human organs from any perspective. Students found the system easy to operate. They were able to sense the texture and rigidity of each organ by using a haptic robotic arm. The system was demonstrated at the ASCILITE national conference and can be seen at <http://youtu.be/WAWIwvw8Xkc>. Most of the project objectives were met, but the current hardware is not able to show the fine level of detail students require. It is a promising development with great potential and work continues to enhance this aspect. Ultimately it may provide a replacement for dissections, or provide an augmentative alternative for students to use in preparation or revision

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**Title:** An exemplar discrimination intervention for the improvement of writing skills in psychology students  
**Application Category:** National Project Seed Grants (Category B)

### Project Leader's Details

Frances Martin

**School:** Psychology

**Email:** [Frances.Martin@newcastle.edu.au](mailto:Frances.Martin@newcastle.edu.au)

### Names of other participants

Stephen Provost and Amy Peacock

### Summary:

Current efforts to enhance student writing rely largely on efforts to improve the nature of feedback provided to them. The approach we used in this study was based on behavioural procedures that have been successful in teaching language skills in a variety of contexts. We assessed the ability of students enrolled in an introductory psychology unit at the University of Tasmania (N=156) to discriminate good from poor writing and the students then completed a tutorial exercise in which they either received a traditional presentation regarding writing skills, or discrimination training. In the following week, groups received the alternate procedure. The results indicated that the capacity to discriminate good from bad writing influences performance and that the order in which you introduce particular strategies to support this skill is important. There are ethical and technical challenges to be resolved, but the outcomes of this study suggest that these are worth meeting.

**Title:** Developing an Online Assessment System to Provide Distinctive Learning Experience for Engineering Undergraduate Students

**Application Category:** Local Project Grants (Category A)

**Project Leader's Details**

Hui Jiao

**School:** Engineering

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**Names of other participants**

Dr David Lewis, Dr Jane Sargison, Dr Vishv Malhotra, Mr Max Fang

**Summary:**

The aim of this project was to develop an online assignment marking system suitable for engineering units. Main features of the system include giving unique problems for each student, automatic marking of submissions and providing instant feedback to students. The system has been developed and implemented in five engineering units with 48 problems being developed. More than 300 students have used this system to submit their assignments so far. Positive feedback from students was received via SETLs and in-class questionnaires. The system has effectively reduced plagiarism and enhanced students' learning interests in the units. The results have been presented in a school research seminar, UTAS first year teaching forum, Teaching Matters and conferences of Australasia Association for Engineering Education. Positive feedback was received from staff and colleagues from other universities. The outcomes of this project have generated broad interest.

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**Title:** Practicing the practice of law. A skills-based teaching and learning model for undergraduate law students.

**Application Category:** Local Project Grants (Category A)

**Project Leader's Details**

Brendan Gogarty

**School:** Law

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**Names of other participants**

Anja Hilke-meijer, Claire Darvel

**Summary:**

This Teaching Development Grant provided support for the ongoing development of a practice based assessment model for a core unit in the undergraduate bachelor of law course at UTAS in response to a range of professional and national calls to increase and integrate skills and practice based teaching into law teaching. The practice based assessment model employed as part of this project seeks to a) bring students into contact with local and international practitioners; b) involve students in practice based teaching and assessment based on real world case law and case examples; and c) provide students with legal skills training, especially in advocacy, to place them at a competitive advantage with other graduates from around Australia. Project funds were used to run a test model based on a 2010 pilot program. The continued professional and student review as well as financial impact review of the 2011 project will be used to design an optimal model for new public law units in the new LLB degree.

**Title:** Simulating classroom behaviour in a computer world

**Application Category:** Local Project Grants (Category A)

**Project Leader's Details**

Dr Tracey Muir

**School:** Education

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**Names of other participants**

Christopher Rayner, Ben Cleland, Jeanne Allen, Angela Thomas

**Summary:**

A Multi-User Virtual Environment (MUVE) was designed and created using Second Life. The MUVE resembled a typical primary classroom and pre-service teachers used avatars to role-play classroom lessons. The online sessions provided opportunities for reflection and discussion around behaviour management strategies and issues of inclusivity. Between 7-10 pre-service teachers participated regularly in the online sessions of which 7 were held. Data were collected through recorded exchanges, Machinema footage, anecdotal records and post-session recorded interviews. Outcomes included a poster presentation at the 2010 Teaching Matters Conference and a conference paper which will be presented at the annual Mathematics Education Research Group of Australasia conference in July 2012 in Singapore.

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**Title:** Improving student learning of blood coagulation by simulation

**Application Category:** Local Project Grants (Category A)

**Project Leader's Details**

Denis Visentin

**School:** Human Life Sciences

**Email:** [Denis.Visentin@utas.edu.au](mailto:Denis.Visentin@utas.edu.au)

**Names of other participants**

Dr Murray Adams

Kevin Lyall

Dr Dan Rolf

**Summary:**

The project has successfully developed an appropriate resource for 1) analysis of various components, regulators and pathways in blood coagulation, 2) allows students to investigate the causes and effects of coagulation disorders, and 3) allows students to simulate laboratory testing of coagulation. The resource has been implemented via a server with the student interacting with an Excel interface that contains instructional information, theory of the coagulation cascade, tutorial exercises and feedback. The blood coagulation simulator has been modified after initial testing including expert feedback, and is to be implemented in haematology units in semester 1 and 2, 2012. The resource and learning and teaching objectives have been presented at *Teaching Matters* 2011 conference as well as HLS school seminars. The project has also helped to create cross-faculty linkages between staff in HLS and CIS which has generated a number of projects and grant applications.

**Title:** The 'SET' Sensitive Examination Teaching Project

**Application Category:** Local Project Grants (Category A)

**Project Leader's Details**

Neil Sefton

**School:** Medicine

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**Names of other participants**

Prof Richard Turner

Prof Craig Zimitat

Dr Lisa Dalton

Mona Loofs-Samorzevski

Tess Steel

Sue Hulbert

**Summary**

The Teaching Development Grant 'SET' project provided an effective means to review the teaching and learning of Sensitive Examinations (SEs), with a primary focus on understanding student learning within the SoM and the SNM. The project aims of, to review and inform the development of training resources to improve student learning of SEs have been achieved with a continued commitment towards an IPL program potential.

Outcomes & follow-up

- Improvements in the SoM teaching program and student evaluation
- Identifying and delivering a training program to improve giving feedback to students'
- The development of a research agenda and dimension
- Promote improved relations with partners in health
- Continued commitment of a working team to develop the SNM learning program

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**Title:** Creating Tools for Teaching History and Computing

**Application Category:** Local Project Grants (Category A)

**Project Leader's Details**

Hamish Maxwell-Stewart

**School:** Riawunna

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**Names of other participants**

Elizabeth Freeman, History and Classics, UTAS

Robin Pettard, Sprout Labs, Hobart

**Summary**

This project has resulted in the development of tools that enable students at the University of Tasmania to explore datasets assembled in the course of historical research. It has resulted in a number of significant advantages including visualisation tools that have enabled researchers to extract more from existing research resources. It will provide future students with access to high quality research data within a structured working environment. It will also provide a means of enhancing students' generic skills (especially problem solving, communication and graphical skills). In addition it will provide a means of inspiring and equipping students with the necessary skills and confidence to design and develop their own research databases at honours at postgraduate level.