

2018 Australasian Academic Development Good Practice Awards

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Contact details full name, address and email	Jade Kennedy Dr Lisa Thomas Prof. Paul Chandler
Institution	University of Wollongong
Identify the organisational level of your academic development practice (highlight as appropriate)	Whole-of-Institution, led by the Academic Development and Recognition Team and sponsored by the PVC (Outreach and Social Inclusion)
Your academic development good practice example as an abstract (300 words maximum) <i>Taking into account the above criteria, please include a description of your good practice: why it is important; the principles underpinning it; what it is; who enacts it; its reach; how it supports or enhances good teaching and student learning and its impact. Suggestions for what may also be included:</i> - critical factors that contributed to the success of this practice - positive outcomes - resources that were needed to support this initiative - challenges and areas for future improvement or application to other contexts.	<p><u>Jindaola</u>¹ is a unique educational development grants program, designed and led by a local Aboriginal Knowledge Holder, for embedding Indigenous Knowledges and perspectives into curricula. This program uses an Aboriginal methodology for doing business and maintaining knowledge integrity to take interdisciplinary groups on an experience and journey on Country to decolonise their thinking. Whereas more traditional approaches to academic development might employ frameworks and strategies that chunk Indigenous Knowledges and perspectives into objects of knowledge that can be consumed, performed and measured for the neoliberal university, the Jindaola methodology is more concerned with transforming the participants' understanding of what it means to know in Aboriginal ways.</p> <p>In practice, Jindaola's competitively funded interdisciplinary groups engage in five formal gatherings and fortnightly informal gatherings over the 18 months of the grant program. Initially in these gatherings, the groups are supported to map and reflect on how Aboriginal Knowledges and practice already exist within their disciplinary landscapes. Participants, in dialogue with Aboriginal community, then begin to build knowledge-based relationships between their own expertise and the relevant Aboriginal Knowledges. In this way, Jindaola represents a unique intersection between professional learning, cross-cultural capability and curriculum development.</p> <p>In just 16 months, Jindaola has had 2 grant rounds with 5 groups representing 15 disciplines, involving 50 participants, and potentially impacting over 3,800 students enrolled in their subjects. Drawing on complexity theory² and the affordances of</p>

¹ Jindaola Program Website <https://www.uow.edu.au/dvca/ltc/teachdev/jindaola/index.html>

² Snowden, D. (2005). Strategy in the context of uncertainty, *Handbook of Business Strategy*, 6 (1): 47-54, <https://doi.org/10.1108/08944310510556955>

Snowden, D. (July, 2010). *The Cynefin Framework* [Video file] CognitiveEdge. Retrieved from <http://cognitive-edge.com/videos/cynefin-framework-introduction/>

	<p>social learning theory³ and value creation⁴, qualitative evaluation data continues to be collected to reflect on, refine and disseminate the program. A positioning paper has been submitted to a quality higher education journal. Jindaola has also been presented at HERDSA⁵ (2018) and ATSIMA (2018)⁶.</p>
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³ Wenger-Trayner, E., Fenton-O'Creevy, M., Hutchinson, S., Kubiak, C., & Wenger-Trayner, B. (2015). *Learning in Landscapes of Practice: Boundaries, identity, and knowledgeability in practice-based learning*. London and New York: Routledge.

⁴ Wenger, E., Trayner, B., & de Laat, M. (2011). Promoting and assessing value creation in communities and networks: a conceptual framework. The Netherlands: Open Universiteit, Ruud de Moor Centrum.

⁵ Kennedy, J, Thomas, L , Percy, Delahunty, HardenThew, K, Dean, B & de Laat, M (2018) Jindaola: an Aboriginal approach to embedding Indigenous knowledges & perspectives into tertiary curriculum, Paper presentation at HERDSA 2018, 2-5 July, Adelaide Convention Centre.

⁶ <https://atsimanational.ning.com/conf2018>

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<p>Contact details – full name, address and email</p>	<p>Associate Professor Kym Fraser, Swinburne University of Technology Ms Linden Clarke, Swinburne University of Technology, Adjunct Professor Yoni Ryan, Queensland University of Technology, Professor Natalie Brown, University of Tasmania, Dr Peter Copeman, University of Canberra, Ms Caroline Cottman, University of the Sunshine Coast, Ms Marie Fisher, Australian Catholic University, Associate Professor Julie Fleming, CQUniversity, Ms Tracy Frayne, The University of Western Australia, Dr Ann Luzeckyj, Flinders University Associate Professor Kogi Naidoo, Charles Sturt University, Dr Beatrice Tucker, Curtin University Dr Sue Bolt, University of Liverpool Dr Coralie McCormack</p>
<p>Institutions</p>	<p>Swinburne University of Technology, Queensland University of Technology, University of Tasmania, University of Canberra, University of the Sunshine Coast, Australian Catholic University, CQUniversity, University of Western Australia, Flinders University, Curtin University, and the University of Liverpool.</p>
<p>Identify the organisational level of your academic development practice (highlight as appropriate)</p>	<p>The aim of this academic development practice was to benefit the entire Australian higher education sector and provide a free professional development opportunity for early career academics, world-wide.</p>
<p>Your academic development good practice example as an abstract (300 words maximum) <i>Taking into account the above criteria, please include a description of your good practice: why it is important; the principles underpinning it; what it is; who enacts it; its reach; how it supports or enhances good teaching and student learning and its impact.</i> <i>Suggestions for what may also be included:</i> - critical factors that contributed to the success of this practice - positive outcomes - resources that were needed to support this initiative - challenges and areas for future improvement or application to other contexts.</p>	<p>Since 2001, 25% of Australian universities have provided one day or less teaching induction for the thousands of new staff the Australian sector employs annually (Dearn et. al. 2002; Hicks et. al. 2010; Fraser et. al. under review; DEET, 2017).</p> <p>To remedy this issue the applicants developed a free, Massive Open Online Course (MOOC) introducing key topics such as active learning, teaching your first class, and giving feedback, with specialty modules such as sessional teaching and teaching mathematics. Each module requires two hours' engagement.</p> <p>The design principles included accessibility, flexibility, active, personalised engagement and immediate applicability to professional practice. The MOOC is designed to be undertaken one module a week across a semester, but participants can choose modules to suit their experience/needs. The modules are developed by experts, evidence based (scholarship) and expert peer reviewed (quality assurance).</p>

	<p>Impact The MOOC was launched in January 2018 with 1027 staff from 27 countries enrolling in the first semester. Already ten Australian institutions are using the MOOC in different ways; sessional staff PD, Grad Cert., Fellowship applications (ACU, CSU, CQU, Curtin, Deakin, Macquarie, Swinburne, UNSW, USC, USQ). Six others are exploring its potential. Colleagues in South Africa have asked to use it. This uptake in universities testifies to the MOOC's relevance, timeliness and quality. The lead applicant is working with Hong Kong colleagues to contextualise and translate the MOOC into Mandarin/Cantonese, which will potentially greatly expand its reach.</p> <p><i>“...on behalf of those constantly searching for good professional development for learning and teaching in higher education, thank you for all the work you and your team/s have done here. It is an immensely valuable and accessible resource; quite frankly, it has been a bit of a godsend for us. [unsolicited email, 3/5/18, Dr Karina Luzia, Macquarie University].</i></p> <p>The MOOC can be accessed at http://bitly/2018caut</p>
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<http://www.olt.gov.au/resource-preparing-academics-teach-higher-education-unisa-2010>

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Contact details – full name, address and email	Melody West
Institution	University of Tasmania
Identify the organisational level of your academic development practice (highlight as appropriate)	Individual / Department / Faculty / School / Subject or Unit Convenor / Office / Whole-of-Institution / Other: _____
<p>Your academic development good practice example as an abstract (300 words maximum)</p> <p><i>Taking into account the above criteria, please include a description of your good practice: why it is important; the principles underpinning it; what it is; who enacts it; its reach; how it supports or enhances good teaching and student learning and its impact.</i></p> <p><i>Suggestions for what may also be included:</i></p> <ul style="list-style-type: none"> - critical factors that contributed to the success of this practice - positive outcomes - resources that were needed to support this initiative - challenges and areas for future improvement or application to other contexts. 	<p>Peer Professional Learning Program for Awards</p> <p>The Awards, Grants and Fellowships team in the Tasmanian Institute of Learning and Teaching (TILT) has facilitated the Peer Professional Learning Program for Awards (PPLP for Awards) since 2012. The initiative is a peer-led group mentoring program targeting support for applicants of UTAS and national teaching awards. PPLP for Awards has measured outstanding success, with 53 from 61 (87%) participants recognised with UTAS awards and 29 from 31 (94%) participants with national awards (2012-2018). The PPLP for Awards model reflects wide institutional commitment (Pedersen, West, Brown, Sadler, & Nash, 2017), has been shared across teaching excellence networks nationally and internationally (Jones, Skalicky, West, Fraser, Walls, & Yates, 2012) and is currently in the early stages of adoption at Monash University.</p> <p>Through a communities of practice approach (Cox, 2004; Wenger, 1998), and supported by the UTAS peer learning framework (Skalicky & Brown, 2009), PPLP for Awards highly values the agency of our teachers and respects the wealth of experience they possess in the role of mentor. The willingness of mentors to share their expertise provides a unique opportunity for participants (5 groups of approximately 6 participants each year) to engage in deep reflection about teaching philosophies and practice, assisting the development and refinement of award applications and contributing to collaborative professional learning experiences within multi-disciplinary teaching contexts. Structural support (administration, catering and an online training module) is offered each year, with formal evidence of service and leadership provided to mentors by senior institutional leaders.</p> <p>As a high-impact and embedded program at UTAS, PPLP for Awards has not only enhanced the quality of teaching award applications, it has sustained itself by promoting opportunities for communities of staff to engage with teaching as a scholarly activity and to raise the profile of teaching excellence across the institution.</p>

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Contact details – full name, address and email	Michelle Fox
Institution	Queensland University of Technology QUT
Identify the organisational level of your academic development practice (highlight as appropriate)	Individual / Department / Faculty / School / Subject or Unit Convenor / Office / Whole-of-Institution / Other: _____
<p>Your academic development good practice example as an abstract (300 words maximum)</p> <p><i>Taking into account the above criteria, please include a description of your good practice: why it is important; the principles underpinning it; what it is; who enacts it; its reach; how it supports or enhances good teaching and student learning and its impact.</i></p> <p><i>Suggestions for what may also be included:</i></p> <ul style="list-style-type: none"> - <i>critical factors that contributed to the success of this practice</i> - <i>positive outcomes</i> - <i>resources that were needed to support this initiative</i> - <i>challenges and areas for future improvement or application to other contexts.</i> 	<p style="color: blue; text-align: center;"><i>There is nothing more valuable and motivating than to feel support and encouragement in a context where everything seems challenging (reflection, 2017).</i></p> <p>Increasing internationalisation of higher education and growth in transnational academic mobility [Kim 2010; 2017] provides unique challenges for international academics adapting to Western teaching contexts, including social limitations, communication barriers, and realignment to student-centred pedagogies [Pherali 2012].</p> <p><i>Teaching in an Australian Context</i> is a dedicated university-wide academic development program with an extensive suite of resources. Since 2016, it has empowered QUT's international academics and sessional teachers across faculties to transition and thrive, addressing this sector-wide imperative.</p> <p>Drawing upon sector-leading academic development practices [Hamilton, 2018], scholarship on international student transitions [Biggs 2003; Nelson 2011] and creative reflection [Kettle 2017; Schön 1983], the curriculum is scaffolded, experiential and applied, with outcomes shared within a peer community. Through reflective activities and practice, participants develop rich insights into Australian culture and pedagogical</p>


	<p>approaches, academic terminology, and student learning expectations:</p> <p><i>[Opening] a new window for me to think more about students, my own teaching style, and the way that learning happens (survey, 2016).</i></p> <p>Participants develop strategies for cultural immersion through co-creating multimodal (written, visual, video) resources to support peers and enrich the future curriculum through ‘reciprocal learning’ [Hamilton & Fox 2018]. Through reflective strengths-based peer interaction, participants recognise the value of diversity, find a voice, and gain confidence in their capacity to succeed:</p> <p><i>International peers can inspire each other, speak from personal experience and show we are not alone (unsolicited, 2017).</i></p> <p>Alongside quantitative evidence of impact (program average 4.8/5, teaching 4.9/5), participants unanimously report an increased sense of belonging, with ‘networking’ a program strength. Substantive data further attests to enhanced resilience, transitioning agility, and capacity to support diverse cohorts of Australian students:</p> <p><i>...it is clear that all of us are capable of thriving and succeed[ing] in teaching in an Australian context, but there are some techniques that can help us along the way (reflection, 2018).</i></p>
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Appendix: Representative participant reflections and outcomes

Academic Development + 5 · 1m
G1 - ADVICE TO PEERS
 What advice would You provide for new international academics to succeed in an Australian University context?

Believe in yourself



2

Add comment

Honghong

Make use of what QUT provides, e.g., workshop such as Foundations of Learning and Teaching, Teaching in Australian Context.

Add comment

and bring real world examples to your teaching context specially if you are attached to Business School.

Create - Implement - Reflect

Plan, implement, reflect, improvise and then implement again - keep the cycle of reflection continuously going on your teaching for better learning outcomes.

Naima

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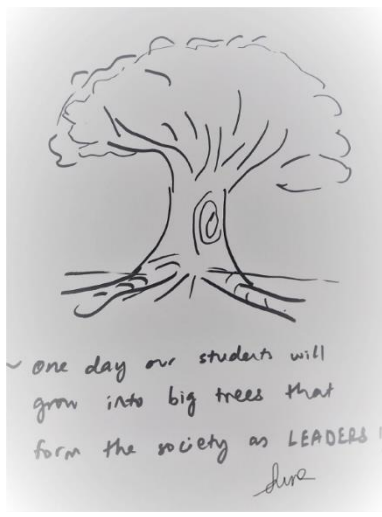
Add comment

Tatiana

Combine different teaching methods to offer versatile learning experience for your students.

Add comment

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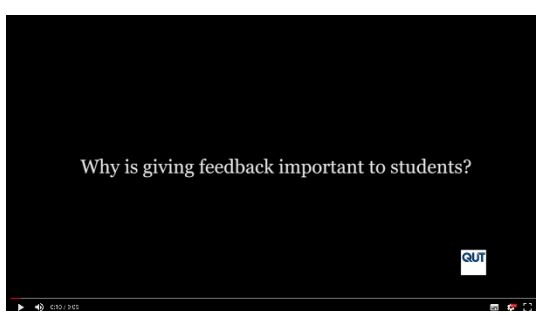
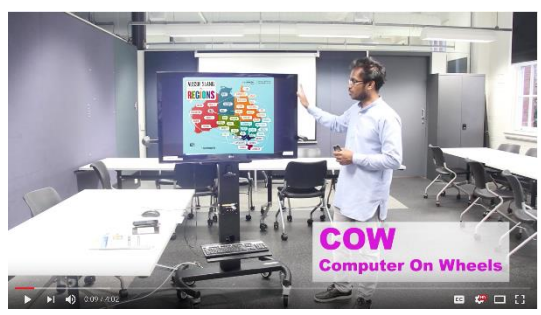
Be confident!

You have the knowledge and merit to be a tutor/lecturer, so be confident and be prepared. Your students are more likely to admire you for being an international academic than to judge your accent :)

Similarities greater differences

Go in with an open mind. There are more similarities among the students in the class than there will be differences :)

Add comment



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Contact details – full name, address and email	Nicola Parker
Institution	University of Technology Sydney
Identify the organisational level of your academic development practice (highlight as appropriate)	Whole-of-Institution
Your academic development good practice example as an abstract (300 words maximum) <i>Taking into account the above criteria, please include a description of your good practice: why it is important; the principles underpinning it; what it is; who enacts it; its reach; how it supports or enhances good teaching and student learning and its impact. Suggestions for what may also be included: - critical factors that contributed to the success of this practice - positive outcomes - resources that were needed to support this initiative - challenges and areas for future improvement or application to other contexts.</i>	<p>Casual (sessional*) staff undertake a high proportion of teaching in universities. The RED report (Percy et al, 2008) and the BLASST project both highlighted the needs of this group and the good practices needed to support and recognise them and their contributions to learning and teaching.</p> <p>Since 2008, UTS has offered paid professional development for casual academics, consistent with the principles from these projects. Nicola Parker coordinates the professional development program offered by the IML team. It includes workshops offered in March/April each year and a Casual Academic Conference offered each September. On average 150 new casual academics are paid for up to 6 hours to participate in workshops focused on topics such as tutoring, active and collaborative learning, assessment and marking, facilitating online learning and career development. Between 150 and 210 mostly new casuals participate in the conference day and are paid for 7 hours. The conference includes a DVC presentation and questions, learning and teaching workshops, a technology showcase and a plenary session with a keynote or panel that invites award winning casuals to showcase their good practice. Refreshment breaks enable the casuals to socialise with each other and discuss issues with IML and other invited staff.</p> <p>Casuals also receive resources, including copies of a Survival Guide for new academics and a Successful Student Transition guide aimed at new tutors, particularly of first years. They may apply for a specific teaching and learning award and are eligible for learning and teaching grants.</p> <p>The centralised program has reached over 2000 casuals, and receives very positive feedback on its benefits for their teaching. It was initially made possible by strategic funding, which after five years was made part of the continuing IML budget. It is sustained by this budget and by the commitment of Nicola and the IML team.</p>

	<p>* At UTS 'sessional' employment means that the staff member has a teaching contract that is based on teaching hours but extends over more than one session</p> <p>Luzia, K., Harvey, M., Parker, N., Brown, N., McCormack, C. & McKenzie, J. (2013). Benchmarking with the BLASST sessional staff standards framework. <i>Journal of University Teaching and Learning Practice</i>,10(3).http://ro.uow.edu.au/jutlp/vol10/iss3/5/</p> <p>Percy, A. Scoufis, M. Parry, S. Goody, A. Hicks, M., Macdonald, I., Martinez, K., Szorenyi-Reischl, N., Ryan, Y., Wills, S. & Sheridan, L. (2008). The RED Report, Recognition - Enhancement - Development: The contribution of sessional teachers to higher education. Sydney: Australian Learning and Teaching Council.</p>
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Contact details – full name, address and email	Dr Sarah Long Anne Trethewey
Institution	Bond University
Identify the organisational level of your academic development practice (highlight as appropriate)	Individual / Department / Faculty / School / Subject or Unit Convenor / Office / Whole-of-Institution / Other: _____
Your academic development good practice example as an abstract (300 words maximum) <i>Taking into account the above criteria, please include a description of your good practice: why it is important; the principles underpinning it; what it is; who enacts it; its reach; how it supports or enhances good teaching and student learning and its impact. Suggestions for what may also be included: - critical factors that contributed to the success of this practice - positive outcomes - resources that were needed to support this initiative - challenges and areas for future improvement or application to other contexts.</i>	<p><i>The Foundations of University Learning and Teaching (FULT) program at Bond University, facilitated by the Office of Learning and Teaching, draws extensively on research and proven strategies, techniques and reflective practices which we believe differentiates it from other tertiary teaching and readiness programs offered at universities across the country.</i></p> <p><i>Bond University is a learner-centred institution which prides itself on placing the individual learning needs of its students at the heart of the decision-making process. Bond University is unapologetically results-driven and recognises that learning rarely happens in isolation and occurs best through the foundation of meaningful relationships and interaction with others. These core beliefs sit at the heart of the Bond University FULT program.</i></p> <p><i>The program offering each semester is capped at a maximum of twelve academics in order to provide personalised, authentic and meaningful learning experiences (Doyle, 2011; Monks & Schmidt, 2011). Participating academics are required to complete 100 hours of engagement with the program and its materials across the 10-week duration of the course. This includes a minimum of 8 x 3 hours face-to-face sessions. The program aims to provide a solid foundation of ‘best practice’ teaching principles in adult learning (Jarvis, 2010; Knowles, Holton, Swanson, 2005), whilst also focusing on growing participants capacity to develop quality learning and teaching experiences, which harness technology to enrich the learner experience. FULT participants are also provided with intensive individualised training to enhance their use of technology and foster their commitment to learning innovation. Underpinning the program is the importance placed on peer observation of teaching (Bell, 2012; Hendry & Oliver, 2012; Tenenberg, 2016) and the development of reflective practices which embrace feedback as a catalyst for on-going learning, professional development and goal setting (Daniels, Auhl & Hastings, 2013; Raven, 2014; Ryan & Ryan, 2013).</i></p>

	<p>The FULT program has averaged a satisfaction rating of 4.96 (5 point Likert scale) across the five dimensions of the 'teacher as student' experience at Bond University. Although, a relatively new program, a number of the FULT alumni have gone on to receive both internal and external recognition of their exceptional commitment to learning and teaching. Such has been the impact, success and transformative value of the program that it has driven the creation of an official alumni organisation. This community of practice aims to meet the inter-faculty mentoring and on-going professional development needs of the FULT graduates whilst continuing to promote the pursuit of teaching excellence within this community and the University as a whole.</p>
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References:

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Contact details – full name, address and email	Sharon Lee Altena
Institution	Queensland University of Technology
Identify the organisational level of your academic development practice (highlight as appropriate)	Individual / Department / Faculty / School / Subject or Unit Convenor / Office / Whole-of-Institution / Other: _____
<p>Your academic development good practice example as an abstract (300 words maximum)</p> <p><i>Taking into account the above criteria, please include a description of your good practice: why it is important; the principles underpinning it; what it is; who enacts it; its reach; how it supports or enhances good teaching and student learning and its impact.</i></p> <p><i>Suggestions for what may also be included:</i></p> <ul style="list-style-type: none"> - critical factors that contributed to the success of this practice - positive outcomes - resources that were needed to support this initiative - challenges and areas for future improvement or application to other contexts. 	<p>Elevating Academic Development through the Bachelor of Nursing Course Transformation</p> <p>The Bachelor of Nursing Course Transformation has elevated academic development to a whole-of-course approach to drive real and sustainable changes to teaching practices. This strategic and targeted intervention embedded a learning designer within the School of Nursing to lead and mentor the course team on an ongoing basis over 18 months.</p> <p>The underpinning principles guiding this practice were Kouzes and Posner’s Five Practices of Exemplary Leadership Model, principles of teacher change, student-centred learning and the Jisc Digital Capability Framework.</p> <p>The aim of this initiative was to shift the Bachelor of Nursing teaching team from a traditional, teacher-centred, didactic, minimal technology, siloed curriculum, to a student-centred, active, inquiry-based learning with a rich, technology enhanced holistic curriculum.</p> <p>This approach to academic development involved creating a compelling vision of the future, unifying the course team behind this vision, and encouraging them to take ownership of it. By building deep relationships and trust with the course team, academic staff developed an openness and willingness to change and were able to shift their focus from a teacher to a student perspective. They have embedded a range of emerging technologies and active, inquiry-based teaching strategies for increasing student engagement.</p> <p>Furthermore, by working at a whole-of-course level, academic staff were able to relinquish ownership of individual units and adopt consistent whole-of-course approaches, which resulted in a holistic, consistent and seamless student experience.</p> <p>This approach has been highly successful in changing the practice of 25 academics, and has positively impacted on the learning of 3000 students</p>

	<p>in the first year of implementation. Post-implementation, academic staff have reported increased attendance at lectures and tutorials that was sustained throughout the semester. They have also observed higher levels of student engagement and satisfaction.</p> <p>This good practice has now been extended to post-graduate programs within the school, and to other schools within the Health faculty. It has laid the foundation for the establishment of the Course Design Studios at QUT, which seeks to scale up these good practices to a whole-of-university approach.</p>
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**2018 Australasian Academic Development Good Practice Awards
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Contact details – full name, address and email	Trish Maynard
Institution	Queensland University of Technology, Brisbane
Identify the organisational level of your academic development practice (highlight as appropriate)	Individual / Department / Faculty / School / Subject or Unit Convenor / Office / Whole-of-Institution / Other: _____
<p>Your academic development good practice example as an abstract (300 words maximum)</p> <p><i>Taking into account the above criteria, please include a description of your good practice: why it is important; the principles underpinning it; what it is; who enacts it; its reach; how it supports or enhances good teaching and student learning and its impact. Suggestions for what may also be included:</i></p> <ul style="list-style-type: none"> - critical factors that contributed to the success of this practice - positive outcomes - resources that were needed to support this initiative challenges and areas for future improvement or application to other contexts. 	<p>Course Design Studios: innovating academic development in whole of course design at QUT</p> <p>At the Queensland University of Technology (QUT), learning and teaching support has undergone a transformation to extend the reach and capacity of centralised teams to support widespread academic development. This transformation directly supports the achievement of QUT’s Real World Learning 2020 Vision (2016) highlighting the critical role that academic developers play in enabling strategic and cultural change within higher education (Land, 2014, pp. 129-130); Popov & Plank, 2016, pp. 207-208). In May 2017, QUT’s Learning & Teaching Unit launched two Course Design Studios for the purpose of piloting a strategic approach to more effectively support whole-of-course design in seven flagship courses. The course design process was reimaged with a focus on the functions and academic capabilities needed to support an end to end process. Academic development is at the core of the project’s objectives aiming to develop: (1) capabilities required by course teams to design and implement quality curriculum and learner experiences, (2) the application of technologies to create innovative and sustainable learning environments, and (3) strategies to review and refine of learning design innovations for continuous improvement. The Course Design Studios are comprised of Curriculum Designers, Learning Designers and Learning Technologists who work in collaboration with course teams. The Course Design Studio team facilitates a range of engagement strategies for course and unit design and development activities. Engagement strategies are tailored in partnership with course leaders. These include design consultations, design intensive workshops,</p>

	<p>peer review & evaluation, technology support, Students as Partners initiatives and capability building. The Course Design Studio's intent is to invert the traditional service model from one that is <i>reactive</i> to individual needs and perspectives, towards one that is <i>proactive</i> and responsive to the course vision and outcomes (Gibbs, 2013, pp.7-8). Realisation of strategic and course priorities into student learning experiences is integral to evaluating the Course Design Studios' success and will continue to inform continuous improvement.</p> <p>Gibbs, G. (2013). Reflections on the changing nature of educational development. <i>International Journal for Academic Development</i>, 18:1, 4-14. doi:10.1080/1360144X.2013.751691</p> <p>Land, R. (2004). <i>Educational Development: Discourse, identity and practice</i>. McGraw-Hill Education, 2006. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/qut/detail.action?docID=290366</p> <p>Popov, C. & Plank, K. (2016). Managing and leading change: models and practices. In Baume. E. & Popovic, C. (Eds), (2016) <i>Advancing Practice in Academic Development</i> (pp. 207-244). London: Routledge.</p>
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Contact details – full name, address and email	Trish McCluskey
Institution	Victoria University
Identify the organisational level of your academic development practice (highlight as appropriate)	Other: First Year of all UG courses
<p>Your academic development good practice example as an abstract (300 words maximum) <i>Taking into account the above criteria, please include a description of your good practice: why it is important; the principles underpinning it; what it is; who enacts it; its reach; how it supports or enhances good teaching and student learning and its impact.</i> <i>Suggestions for what may also be included:</i></p> <ul style="list-style-type: none"> - critical factors that contributed to the success of this practice - positive outcomes - resources that were needed to support this initiative - challenges and areas for future improvement or application to other contexts. 	<p>Good Practice:</p> <p>Victoria University has embarked upon a radical change in the design and delivery of first year course offerings, now known as the VU Block Model where students undertake one four week unit at a time in small classes rather than four units concurrently over twelve weeks.</p> <p>This change was driven by a need to improve student success, address significant retention issues and meet the learning needs of our diverse, non-traditional student cohort.</p> <p>The Connected Learning Team were instrumental in conceptualising the VU Block Model, leading curriculum re-design and supporting academic staff to teach effectively in this new paradigm.</p> <p>The model was predicated upon the Good Learning Principles espoused in the work of many scholars of undergraduate and first year transition practices such as: Tinto (2006) – Student Retention and Learning Communities, Kift, Nelson & Clarke (2010) – Transition Pedagogy, Chickering and Gamson (1989) – Seven Principles for Good Practice in Undergraduate Education, Kuh (2008)– High Impact Educational Practices</p> <p>Five interdisciplinary design teams were established, consisting of learning designers, librarians, academics, and students. They worked collaboratively with 80 academic staff to deconstruct 162 units of study and re-profile them into immersive, engaging and blended ‘Block’ units using a backwards design framework Biggs and Tang, (2011)</p> <p>This sector first work was located in a MakerSpace known as ‘The Hive’, where design teams deconstructed</p>

existing units and tested ideas to make student learning experiences more engaging and innovative.



The principles underpinning this space were [disruption](#) , [Christensen \(2011\)](#) and co-creation, Dollinger, Lodge & Coates (2018), acknowledging that the [Higher Education landscape is shifting](#) and if they are to remain relevant, universities need to adapt and evolve, leveraging the wisdom of the multidisciplinary community of scholars and student feedback in the process.

HIVE Activities included:

- Iterative unit design, development and peer review
- Professional learning networks for learning and teaching support and capability building
- Digital tinkering spaces with 3D printing, VR, AR and drone technologies.

Co-created Principles underpinning the VU Block project

PRINCIPLES FOR BLOCK UNIT DEVELOPMENT

Overarching Principles

All unit development will:

- Follow VU policies and procedures
- Be coherently aligned and informed by unit learning outcomes, course learning outcomes graduate attributes, industry/professional requirements
- Be informed by evidence based learning, teaching and assessment principles
- Be team-based and collaborative
- Exceed VU's minimum online standards
- Address 21st Century skills and literacies e.g. numeracy, writing, presenting, communicating, critical analysis, digital fluency, information research and management.

PRINCIPLES FOR BLOCK UNIT DEVELOPMENT

Specific Principles

Every block unit must:

- Be student-centered, active and engaging (you are the university, "be fabulous")
- Provide opportunities for early student success
- Focus on knowledge exploration and application rather than content transmission
- Have clear beginning and endings (immersive & self-contained)
- Outline the relevance of unit to course and career
- Provide early and ongoing feedback
- Be designed for a blended learning environment
- Evaluate students' interests and individual needs/expectations
- Include opportunities for self-assessment that leads to personalised and adaptive learning
- Include opportunities for peer feedback and collaboration
- Ensure learning outcomes are achievable in the four-week timeframe
- Employ a variety of assessment tasks to demonstrate learning outcomes
- Include clear assessment rubrics
- Utilise explicit and differentiated learning opportunities (more than one way to achieve the same learning outcome)
- Optimize opportunities to learn in new ways within the parameters of four-week block
- Incorporate the use of digital technology
- Integrate active and authentic learning practices in all units
- Design assessment to be completed within the unit schedule and all feedback returned before commencement of next block

Impact

6 of 8 Blocks completed, indicators are very positive as is feedback from staff, students and stakeholders.

- There has been an improvement in recruitment (>200 EFT) and retention (>5.7%)
- Improved pass rates (>9%) with overall higher grades and improved student evaluation, participation and feedback
- Positive staff response to collaborative, cross disciplinary working relationships.
- Block model is now being implemented across all undergraduate levels in 2019.
- Increase in Learning and Teaching scholarly outputs.

Challenges:

- Changing university systems to accommodate the Block.
- Academic staff availability
- Risk appetite and management.
- Compressed time frame.

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2018 Australasian Academic Development Good Practice Awards NOMINATION FORM

Contact details – full name, address and email	Dr Vanessa Fredericks
Institution	University of New South Wales (UNSW), Sydney
Identify the organisational level of your academic development practice (highlight as appropriate)	Individual / Department / Faculty / School / Subject or Unit Convenor / Office / Whole-of-Institution / Other: _____
<p>Your academic development good practice example as an abstract (300 words maximum)</p> <p><i>Taking into account the above criteria, please include a description of your good practice: why it is important; the principles underpinning it; what it is; who enacts it; its reach; how it supports or enhances good teaching and student learning and its impact.</i></p> <p><i>Suggestions for what may also be included:</i></p> <ul style="list-style-type: none"> - critical factors that contributed to the success of this practice - positive outcomes - resources that were needed to support this initiative - challenges and areas for future improvement or application to other contexts. 	<p>As Program Manager for Education-Focussed (EF) Career Support, I play a key role in supporting UNSW’s strategic aim to become both 'research and teaching intensive'. Specifically, my role focuses me on an important University initiative - an Education Focussed (EF) career pathway for talented academics (across all nine Faculties) who excel at teaching, and who are current or future leaders in the educational sphere. This involves significant coordination in ensuring the success of the EF initiative.</p> <p>One particular project I lead in 2018, involved helping EF academics become centred on reflective practice and leadership as they prepared fellowship applications for the Higher Education Academy (HEA). The HEA provides the only national professional development framework for teaching in higher education in the world (the UK Professional Standards Framework). There has been an increasing focus on professionalisation as a means of supporting and evidencing quality learning and teaching (Thornton, 2014). The HEA Fellowship scheme provides an opportunity for EFs to gain international recognition for their contributions to the field of learning and teaching.</p> <p>Across the university, I facilitated networking and Community of Practice (CoP)-type activities, in collaboration with Australia’s leading HEA expert. Specifically, I developed a schedule of writing and feedback sessions to support EFs in developing their individual applications and promote a sense of community. CoPs are viewed as an effective way to build and share a scholarly approach to enhancing learning and teaching practice in HE (MacDonald, 2012, p. 12). I used the CoP approach to structuring the workshops, since CoPs can offer a unique form of professional development and community (Harvey & Fredericks, 2017).</p> <p>As of September 2018, 15 EFs have submitted applications to the HEA (14 for Senior Fellow, and 1 for Principal Fellow). To date, 4 EFs have officially gained recognition at the level of Senior Fellow. The project is therefore an exemplar of good practice because it promotes engagement with reflective practice, develops learning communities, and provides a significant career development opportunity for Education Focussed academics.</p> <p>References</p>

	<p>Harvey, M. & Fredericks, V. (2017). CoPs: Enhancing quality learning and teaching with sessional staff. In McDonald, J. and Cater-Steel, A. (eds.), <i>Communities of Practice – Facilitating Social Learning in Higher Education</i>, Springer Publishing, pp. 505-523</p> <p>McDonald, J. (2012). Community, Domain, Practice: Facilitator catch cry for revitalizing learning and teaching through communities of practice. Project Report. Sydney: Australian Learning and Teaching Council.</p> <p>http://eprints.usq.edu.au/26128/1/McDonald%2C%20J%20USQ%20Fellowship%20report_FINAL%20April%202014.pdf.</p> <p>Thornton. T. (2014). Professional recognition: promoting recognition through the Higher Education Academy in a UK higher education institution. <i>Tertiary Education and Management</i>, 20(3): 225-238.</p>
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