TEACHING AND LEARNING AT THE UNIVERSITY OF QUEENSLAND

Fast facts*
- 45,548 students
- 12,268 postgraduate students
- 33,280 undergraduate students
- 11,398 international students
- Students from 134 countries
- More than 370 degree programs
- More than 5600 courses (subjects)
- Graduate job rate (average full-time rate for Bachelor degree): 81.6% (national average is 74.9%)
- Graduate salary (male/female average): AUD $51,700
- 4 campuses, 47 sites
- 7453 full-time equivalent staff
- Ranked in the top 100 universities worldwide
- Ranked 46th in the world in the QS World University rankings 2012

Ranked 90th in the world in the Shanghai Jiao Tong University Academic Ranking of World Universities 2012

Ranked 65th in the world by The Times Higher Education World University Rankings 2012-2013

Ranked 97th among 20,000 global higher education institutions in the Webometrics Ranking of World Universities

Good Universities Guide
- Five-star ratings for positive graduate outcomes, student demand, research grants, staff qualifications, research intensity, toughness to get in (St Lucia campus) and International enrolments in the 2013 edition of The Good Universities Guide.

Faculties
- Arts
- Business, Economics and Law
- Engineering, Architecture and Information Technology
- Health Sciences
- Science
- Social and Behavioural Sciences

Institutes
- Australian Institute for Bioengineering and Nanotechnology
- Global Change Institute
- Institute for Molecular Bioscience
- Institute for Social Science Research
- Queensland Alliance for Agriculture and Food Innovation
- Queensland Brain Institute
- Sustainable Minerals Institute
- UQ Diamantina Institute

* Correct as at 31 October 2012
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LEARNING TRANSFORMATION

FROM THE VICE-CHANCELLOR AND DEPUTY VICE-CHANCELLOR (ACADEMIC)
It is an exciting time to be in the business of teaching and learning.

The educational landscape is changing at a rapid pace, due partly to the evolution of the student body, and also the increased focus on eLearning. Technology-enabled learning will continue to improve and act as a creative force in many areas. How we anticipate and respond to these changes has been, and will continue to be, the focus of considerable attention across UQ.

Not only is the higher education landscape changing, it is also becoming increasingly competitive and standards-driven. Tertiary institutions the world over are undertaking research into new educational practices, especially large-scale online programs. Governments want more quantitative measures of learning outcomes and teaching quality. It is no secret that, in order to remain competitive, we must continue to enhance our program design and delivery and we need to do this by aiming high, not by settling for minimum standards. Online learning and technologies to enhance our students’ education present great opportunities to reinforce UQ’s standing as a top 100 global university, chosen by high-achieving students and staff. We have begun to realise these opportunities, through the Learning Plan and our quality assurance framework.

We have a distinct advantage: the people who will help us stay ahead. Our teachers are among the nation’s best, and they have the support of leading educational designers, and dedicated centres: the Centre for Innovation in Professional Learning (CIPL), Teaching and Educational Development Institute (TEDI) and Centre for Educational Innovation in Technology (CEIT).

Students have embraced our online and flexible learning options, with more students accessing learning materials through UQ’s learning management system and their own smart devices than ever before. By the end of 2012, all significant learning spaces at UQ will have wireless, and our students will have access to learning resources via video lecture and virtual classroom capabilities. The ability to deal with and respond to changes in technology is critical to ensure UQ retains its place as a leading 21st century university. Always, the quality of our teaching must be paramount. We continue to support our academics to embrace change and be able to implement innovative educational designs.

We have been moving along this path for some time now. We see this in the introduction of problem-based learning in medicine, the “flipped” classroom approach being adopted in engineering, peer learning methods in physics, and innovative use of online technologies to teach Latin and Greek.

The next challenge is to leverage these individual successes into a broader approach that supports academics across the University.

Another significant area of focus for UQ is ensuring the best environmental performance and embedding sustainability into all aspects of University life. This commitment is manifest in an increasing number of ‘green’ buildings and refurbished teaching and learning spaces, as well as many courses across the University that have sustainability as a focus.

The recently completed Learning Innovation Building houses critical teaching and learning innovation-based units and has been designed to underpin the delivery of advanced teaching and learning technologies.

Our 5-star and 6-star Green Star rated buildings, the Advanced Engineering Building and Global Change Institute Building, will be completed in 2013.

A further important development in the learning landscape that we must embrace is the rise of open scholarship. It is about sharing the intellectual output of the University with the broader community, to promote enquiry, diversity, sceptical discourse, and rigorous assessment of ideas and arguments. Universities have a particular responsibility to share knowledge for the benefit of future generations, and UQ is very well-placed to lead in this.

Among all the exciting innovations in UQ’s teaching and learning delivery and infrastructure, our teachers, and our students’ appetite for learning, are vital assets. To produce the best graduates, we need the best teachers, and UQ Teaching and Learning Week is an opportunity to thank all our teachers for their professionalism and commitment to excellence. It is also a time to celebrate outstanding teachers through the UQ Awards for Teaching and Learning Excellence.

Please enjoy reading more about the recipients of these awards and all the other people who guarantee the success of UQ’s teaching and learning.

Professor Peter Høj, Vice-Chancellor
and Professor Michael McManus,
Deputy Vice-Chancellor (Academic),
The University of Queensland
– UQ welcomes new Vice-Chancellor, Professor Peter Høj
– Establishment of the Office for Learning and Teaching
– Tertiary Education Quality and Standards Agency (TEQSA) responsible for registering and evaluating higher education providers
– Progressive implementation of revised Australian Qualifications Framework (AQF)
– UQ awarded $936,000 in OLT Round 1 grants, with a National Senior Teaching Fellowship, two Innovation & Development Grants, a Leadership Grant, and a seed project

– Three OLT Citations for Outstanding Contributions to Student Learning
– Record numbers participating in UQ Abroad and summer research programs
– Division of Student Affairs established
– UQ Career Advantage Award launched
– Launch of the Winter Research program
– Learning Innovation Building opened
– UQ Indigenous strategy released
– Launch of UQ’s eLearning Blueprint
– First cohort of Young Achievers to enrol at UQ
– Michie Building refurbishment and re-opening of refurbished Antiquities and Anthropology museums
– Comprehensive review of Student Charter and policy
LEARNING CONNECTIONS

UQ delivers on the UQ Advantage by ensuring that opportunity and choice genuinely characterise the UQ student learning experience.
David Shaw has achieved his ambition of becoming a civil engineer, with the assistance of the Laing O’Rourke Engineering Scholarship – which awarded him a total of $30,000 over the final three years of his course.

The financial security of the LOR scholarship allowed Mr Shaw (pictured) to travel to Peru at the end of his second year of study, where he volunteered with Australian student volunteer company, Antipodeans Abroad.

Mr Shaw helped build a greenhouse out of mud bricks in a village called Ccorao, to enable local children to grow their own vegetables and sell them at the markets as a path to financial sustainability and education.

As the only engineer in the group, Mr Shaw took charge of the quality control of the concrete operations for the construction, using the knowledge he gained in Dr Liza O’Moore’s concrete course the previous semester.

“Volunteering in Peru was a great life experience. Without the financial security of the LOR scholarship I wouldn’t have gone,” he said.

Mr Shaw believes the industry contact aspect of the LOR scholarship was just as valuable as the financial component. Working with LOR over most holidays since receiving the award in his second-year exposed him to real world applications and commercial considerations, which have complemented his academic studies.

Mr Shaw has enjoyed the commercial and management side of the construction industry through his vacation work with LOR and sees his future as rich with possibilities.

“I want to give engineering a red hot go, before I potentially go down the project management path,” he said.
The Clem Jones Sporting Scholarship targets students with sporting ability and the potential to perform in their chosen sport at a high level.

Since its establishment in 2000 by the Clem Jones Group, the scholarship has supported almost 40 students, many ongoing, to the value of $6000 per year for three years.

Triathlete Campbell Schmidt (pictured) received a Clem Jones Sporting Scholarship in 2010 and is completing his third year of a medical degree. The scholarship has given him support, inspiration and the freedom to pursue his studies, his chosen sport and his voluntary work.

Sport has played a huge role in Mr Schmidt’s university life – highlights include representing UQ at the Triathlon World University Championships in Valencia, Spain in 2010 and being awarded a University Blue in 2011 for his results representing Australia at ITU Continental Cups and the ITU Oceania Championships.

Along with his studies and prodigious training regime Mr Schmidt also finds time to act on the board of the Ashintosh Foundation – a charity run by UQ medical students.

The Foundation’s Teddy Bear Hospital program is a free preventative health program which fosters positive relationships between young children and health professionals and promotes key positive health messages.

For his commitment to charity, Mr Schmidt was recently nominated for a Pride of Australia Young Leader Medal.

Mr Schmidt is grateful to the Clem Jones Sporting Scholarship for giving him the opportunity to dedicate himself fully to his cause, reach his potential and develop as a person – it has fueled his motivation to give something back.

“I’ve always valued the opportunity to give back to the community and believe that everyone of us can find a way to contribute that resonates with us personally,” he says.
For Reanne Schultz (pictured), the Young Achievers Program has ensured a smooth transition to university life at UQ Gatton. Ms Schultz, who attended Pittsworth State High School, is part of the first cohort of Young Achievers to be offered a place at university. She is now studying a Bachelor of Agribusiness/Applied Science.

“My first few months at uni have been amazing. I’ve had so much fun,” she said.

“Studying has been a challenge and living on campus has made it easier.”

Having had a positive start to life as a university student, Ms Schultz said she was keen to mentor others. Her advice to high-school students considering whether to apply for tertiary study was simple.

“Do it,” she said.

“They will be the best years of your life.”
HIGH-FLYING PHARMACIST

UQ alumnus Chris Freeman (pictured) has been honoured by the Pharmaceutical Society of Australia (PSA) as Young Pharmacist of the Year for 2011.

For the past three years, Mr Freeman has worked at the Camp Hill Medical Centre in Brisbane, practising and promoting an integrated health care approach and mentoring other pharmacists as part of his PhD.

Mr Freeman said he strived to be a leader in contemporary clinical practice and research, continuing to break down the barriers between medicine, nursing and pharmacy.

The $8000 award enabled him to travel to the International Pharmaceutical Federation World Congress of Pharmacy in Amsterdam in October 2012, where he presented a paper on new models of pharmacy practice.

“My experience at UQ gave me the credibility and the clinical confidence to practise at a higher level,” he said.

VET VICTORY

Through its Learning for Life program, national children’s charity, The Smith Family has enabled Emily Neagle (pictured) to achieve her childhood dream.

Ms Neagle graduated in 2011 as a Bachelor of Veterinary Science with first-class Honours. Currently working as a veterinary intern at Veterinary Specialist Services’ Underwood and Carrara hospitals, Ms Neagle is taking advantage of this learning position – as she experiences medicine, surgery and night rotations.

The charity began contributing towards the cost of Ms Neagle’s schooling – uniforms and other necessities – when she was in Year 10.

The support continued throughout her tertiary studies, and allowed her to attend the Cambridge Summer Veterinary School in 2010, as one of only 15 students chosen from around the world.

MEDICAL MARVEL

The University of Queensland has a proud tradition of Rhodes scholars – producing over 60 since 1927. Medical graduate, Amanda Rojek (pictured), is UQ’s latest postgraduate student to be admitted into this illustrious club.

She is currently completing a year’s medical internship at Cairns Base Hospital before taking up her scholarship in Oxford in 2013.

While in Oxford, Ms Rojek will study a Masters in Global Health Science, specialising in disaster response medicine.

She said there was evidence to suggest that the number and severity of natural disasters was on the increase, and believes there is a definite need for expertise and leadership in managing our response in both a local and global sense.
UQ is serious about providing opportunities for students to experience another country, to develop international networks, and to gain valuable professional development.

In 2012, the UQ Abroad program has sent 572 students on exchange to over 100 partner universities in 28 countries around the world – the largest number in the program’s history. Among the 2012 cohort are Abbey Mawby and Julian Redmond, who are the first UQ students to go on exchange to Istanbul, Turkey. UQ is keen to build ties with Turkish institutions and to identify new opportunities for research collaboration and student mobility.

“Geographically, Turkey is strategically positioned between Eastern and Western cultures and is becoming more prominent in political and diplomatic discussions,” Dr Jessica Gallagher, Acting Director of the Office of Undergraduate Education said.

“Having our students participate in an exchange in Turkey certainly assists with developing long-term relationships and increasing the profile of UQ with Turkish partners.”

Ms Mawby, who is studying Law and Arts at UQ, said that she decided to study at Koc University because she knew very little about Turkish culture and society and wanted a challenge.

“There was a strange sort of excitement in the prospect of throwing myself into the icy depths of language barriers, no family or friends, and a culture that I was completely unfamiliar with. It was a blank slate – tabula rasa – such an amazing opportunity,” Ms Mawby said.

According to Abbey, going on exchange provided a perfect opportunity to take a break from her day-to-day life in Brisbane, whilst still working towards her degree and gaining useful experience to assist her in her future career.

“I chose to participate in the UQ Abroad program to break up the monotony of a law degree, catching the same bus to University each day, and drinking burnt coffee on campus (just joking) with a clash of challenge, colour and culture.”

For Julian Redmond, it was the opportunity to learn more about ancient cultures and civilisations that first attracted him to the idea of studying at Boğaziçi University in Istanbul. As a Bachelors of Arts/Social Science student, Mr Redmond is taking courses in anthropology and development and hopes to be able to learn Turkish.

“Turkey has the second fastest growing economy after China so learning Turkish is a valuable asset. Also I would like to be able to work in development and all the central Asian countries speak Turkic languages.

“Boğaziçi University is well regarded internationally. The campus is amazingly beautiful, on a hill over the Bosphorous, with 150 year old buildings. And the Turkish people really are some of the most hospitable people I have ever met.

Both Abbey and Julian received funding support from UQ Abroad in the Office of Undergraduate Education to assist with the costs of going on exchange.

“Receiving a UQ Student Exchange Scholarship was an unexpected bonus and has definitely helped with my travel costs to Turkey.”

“I am so thrilled to have this opportunity. I see my time at university as one to be savoured, I’m young, with relatively few responsibilities or inhibitions. What better time to pack my bags and discover the world,” Ms Mawby said.
TRAVEL BROADENS THE MIND

Byron Hewson would have to be one of UQ’s most well-travelled students.
Currently in his final semester of a Bachelor of Law/Bachelor of Economics (Hons) double degree, Mr Hewson has made the world his classroom.
He has undertaken four international internships over the past four years – with the South Asian Human Rights Documentation Centre in Delhi, India; the US Senate, Washington DC; Bangladesh’s Grameen Bank; and, most recently, the UN Economic Commission for Africa (ECA) in Addis Ababa, Ethiopia.
Mr Hewson said these international learning experiences had not only enriched his study, but had also improved his employment prospects.
At the ECA, he interned with the Millennium Development Goals/Least Developed Countries section of their Economic Development Division.

A SMALL WORLD

STUDENT GAINS MAGICAL EXPERIENCE

When Sarah-Ashley Wright enrolled in a Bachelor of Business Management at UQ, she never imagined 2012 would see her enjoying a five-month internship, working, living and studying at Walt Disney World Resorts Florida.
Ms Wright was offered this once-in-a-lifetime opportunity after responding to an advertisement on the UQ Career Hub promoting the Disney International Program.
Ms Wright’s degree specialisation is Human Resource Management and, while at Disney, she worked in the roles of front desk and concierge at Disney Contemporary Resort and attended classes and career development workshops.

She gained experience in guest service techniques and marketing strategies and completed ten online business orientated Harvard ManageMentor e-learnings.
She also volunteered with US children’s charity Give Kids the World.
Ms Wright said her Disney internship was the highlight of her UQ study experience.
“I believe UQ recognises the importance and advantage of these internships in the support they provide throughout the entire internship – starting with the advertisement of positions through to possible course credit or financial assistance,” she said.
Dr Jessica Gallagher, Acting Director of the Office of Undergraduate Education (OUE), said the University offered a wide range of programs to ensure that the UQ student experience was truly exceptional.

“We understand that many of our students’ most formative and memorable UQ experiences will occur outside of the lecture theatres and we want to provide them with access to global opportunities, research programs, and a suite of professional development activities to help them realise their aspirations,” Dr Gallagher said.

“Over the past year, the Office of Undergraduate Education has supported almost 500 undergraduate students to participate in research placements, supported a variety of events and programs coordinated by UQ student associations through the UQ Sponsorship Grant Scheme, and provided thousands of dollars in funding to assist students to participate in student exchange, volunteering, internships, and other co-curricular activities.”

In today’s global environment, it is increasingly important that university graduates possess a range of transferable skills and knowledge to maintain a competitive edge when they enter the workforce.

**UQ ADVANTAGE**

**SCIENCE TALENT**

This year marks the 10th birthday of UQ’s Advanced Study Program in Science (ASPinS).

This unique program challenges and inspires the University’s brightest undergraduate science students.

Katelin Haynes (pictured) participated in the program while completing her Bachelor of Science at UQ in 2010, then continued her involvement as a mentor.

In 2011, she graduated with first-class honours and, in 2012, embarked on a PhD at the UQ Diamantina Institute.

The program enabled her to research a range of topics – including the expression of taste and smell receptors in heart tissue, and the auto-immune condition ankylosing spondylitis.

Ms Haynes’ third year ASPinS research project with Professor Matthew Brown led her directly into her postgraduate studies and ultimately towards her PhD.

**SIGHTS SET ON UN**

Many people want to change the world, but one UQ Bachelors of Arts/Social Science student, Judith Bueving, may just do it.

Ms Bueving, who aspires to a role with an international institution like the United Nations or the Ministry of Foreign Affairs, has taken every opportunity to explore the world, be active in the community and benefit from the broad range of programs on offer at UQ.

She has studied at the University of Hong Kong with UQ Abroad, volunteered with not-for-profit organisations, coached soccer, organised university events, and even found the time to research ‘Why politicians are less trusted than other professionals’ as a part of the UQ Summer Research Program.

Most recently, Ms Bueving coordinated a delegation of 10 UQ students to attend WorldMUN, a Harvard United Nations Simulation Model, in Vancouver, Canada.

“WorldMUN is a global United Nations conference that brings together over 2000 delegates, from 270 universities located across more than 65 countries,” she said.

Ms Bueving, and the other members of the UQ delegation, received a UQ Advantage Grant from the Office of Undergraduate Education (OUE) to support their attendance at the event.
THE SKY’S THE LIMIT

When Laurie Dart enrolled at UQ, he never imagined that his university experience would include conducting research in the US.

“When I was on exchange, I participated in a research project on supersonic combustion with a professor at the prestigious Purdue School of Aeronautics and Astronautics, the home of many astronauts, including Neil Armstrong,” Mr Dart said.

When Mr Dart returned to UQ, he applied to participate in the pilot UQ Winter Research Program.

The program, introduced in 2012 by the Office of Undergraduate Education, provides students with an opportunity to work on a project in a formal research setting for four to six weeks during the mid-semester break. All participants also receive a weekly stipend.

“For my winter research project, I conducted a thermodynamic cycle analysis on a scramjet operating at Mach 8,” he said.

“If you are considering continuing your study with a research higher degree, this is the perfect opportunity for you to get a taste of research, get paid for it, and have the whole experience count towards vac-work,” Mr Dart said.

In 2013, Mr Dart will commence work as a Graduate Engineer with Boeing Aerostructures Australia.

BEYOND THE CLASSROOM

UQ student associations and societies play a pivotal role in enhancing the student experience and creating a welcoming and dynamic campus culture.

UQ has more than 150 clubs and societies, which cater to a wide range of cultural, academic, sporting, and leisure interests.

The UQ Interfaculty Competitions (UQIC) provide an opportunity for students to make new friends, stay healthy, and represent their faculty through social sport.

The club’s first recorded competition was in 1912.

President Tate Stubbs said the UQIC aimed to provide every student with a chance to get involved.

“We are truly inclusive of the whole UQ student population, and host rugby, touch rugby league, basketball and netball competitions, with more than 700 UQ students competing each year,” Mr Stubbs said.

Mr Stubbs is completing a Bachelors of Business Management/Commerce at UQ.

“A great benefit of my presidency has been the opportunity to put the management theory that I learnt in the classroom into actual practice,” Mr Stubbs said.

Jessica Dowdell, President of the Classics and Ancient History Society, agreed that student clubs could enhance a student’s academic experience.

The Office of Undergraduate Education offers support to all UQ student clubs and associations through the UQ Sponsorship Grant scheme, which provides funding to assist with the costs of running student conferences, events and tutorial programs.
SCHOOLS ENGAGEMENT

UQ actively engages with numerous Queensland high schools, reaching out to prospective students through providing information and stimulating activities. Through in-school visits, on-campus workshops and various events, we give secondary students a real taste of university life and the exciting array of learning opportunities available at our campuses.
STUDIES ENHANCED

UQ’s Enhanced Studies Program (ESP) allows senior secondary school students to ‘test drive’ university life by doing a university subject in their first semester of Year 12.

Students who successfully complete an ESP course receive one bonus point towards their university entrance rank through UQ’s bonus rank scheme. The majority of students who later enrol in a UQ program will receive credit for their completed course. ESP study also counts towards a student’s Queensland Certificate of Education (QCE).

WRIT1999 Effective Thinking and Writing was piloted as a one-week intensive summer Enhanced Studies Program for students attending schools in the Ipswich and Lockyer districts.

Aimed at improving the academic preparedness of Year 11 students entering Year 12 at schools with relatively low participation rates in higher education, this is a practical course designed to enhance skills in critical thinking and communication, gathering and assessing evidence, constructing arguments and presenting findings in a way that will enhance students’ prospects for success in their year 12 studies.

The course was fully subscribed, all students successfully completed and the University received very positive feedback from participating students and local teachers.

STUDENTS GET A TASTE FOR UNIVERSITY LIFE

The University of Queensland’s annual five-day residential program, Future Experiences in Agriculture, Science and Technology (FEAST), offers high school students the chance to sample a week in the life of a university student pursuing a specialised science career.

Now in its thirteenth year, FEAST continues to inspire and inform students about possible future career paths in agriculture, animal science, technology and the food sector.

In July 2012, 80 Year 11 and 12 students from around the state converged on The University of Queensland’s (UQ) Gatton campus – where they enthusiastically investigated topics such as biosecurity, plant pathology, soil science, parasitology, and basic DNA techniques.

FEAST gives students the opportunity to learn from UQ academics, researchers and industry experts who share their science experience and knowledge through practical workshops and plenary sessions.

Tamara Noble, a participant from Nanango State High School, was excited about the opportunity to attend FEAST.

"Attending FEAST provided me with the opportunity to meet and discuss my ideas with other like-minded peers and current UQ students," Ms Noble said.

"It also opened my eyes to the endless and exciting career options that are available in these areas."

FEAST gives students hands-on experience engaging with UQ’s world class teaching facilities at our Gatton campus – including labs, teaching spaces, farm units and research facilities.

This year’s program incorporated a strong industry focus into the program to reinforce the many exciting career outcomes on offer to graduates.

Fisheries and Forestry (DAFF) also participated in the event and presented an inspiring array of research findings and current scientific topics and challenges.

Students leave FEAST with a wealth of knowledge, memories and friendships. For some, the event provides a bridge from high school to university – whetting their appetite for a career in agriculture as well as preparing them to make informed choices about their future.

High school student Tamara Noble participates at FEAST
In a globalised economy, language skills are increasingly valued in a wide range of industries and careers – education and teaching, translation and interpreting, travel and hospitality, advertising and public relations, international business, law, commerce, banking and finance.
TEACHING CONNECTIONS

UQ attracts and retains high-quality teaching staff, supports and rewards teaching excellence, and raises the professionalism, visibility, and status of teaching and learning.
Surveys showed that UQ students now use their learning management system more frequently even than Facebook, YouTube or any other online content. During the week more than 30,000 discrete staff and students use the system each day. An additional 3000 students access their learning materials from smart phones and mobile devices. On any given Sunday more than 20,000 individual students are still busy and active on the Blackboard learning management system, engaging with lecture notes, lecture videos, quizzes, discussions and assignment submissions.

In response to student calls for a consistent, common and well utilised learning environment:

- An ambitious staff development program is helping course coordinators build the technology-enabled learning skills modern students expect.
- A minimum presence initiative placed UQ at the front of tertiary online content provision – with all UQ courses required to post their learning materials online in Blackboard.
- UQ’s Guest Access Initiative means staff and students can view the basic learning materials for nearly any course, allowing informed subject selection.
- All centrally controlled UQ learning spaces have wireless capacity for all students at once (by the end of 2012). This allows UQ to engage directly with student-owned smart devices to enhance the in-class learning and mobile learning experience.
- UQ continues to expand its lecture recording capability, increasing the number of enabled lecture theatres and most recently deploying a system that allows every lecturer to generate high quality mini lecture recordings from their desktop.
- The University has also deployed a virtual classroom system allowing students to engage with each other and their course coordinator online. The system provides access for remote students and is especially helpful for postgraduate students who can attend tutorials from the convenience of their workplace or home.
- UQ moved significantly into electronic assignment submission in 2012, with some faculties now using e-Submission for all of their courses. UQ is expanding electronic marking capabilities, in an effort to deliver to students greater amounts of more timely feedback on their learning progress. Online examination and in-class interaction capabilities are also being enhanced.

Expansions such as these are an important component of the University’s strategic blueprint for delivering technology-enhanced learning, freeing up student contact time for productive interactive learning activities. As new technologies are deployed UQ will continue to leverage opportunities to enhance the student learning experience.
eLEARNING BLUEPRINT

The higher education environment is changing rapidly and UQ's teaching community is committed to providing our students with challenging and engaging learning experiences that will equip them with 21st century learning skills. Students also have access to an array of technologies to assist their studies. They are no longer tied to a physical campus, and will often seek experiences off-campus (work-integrated learning experiences, study abroad, and so on). At the same time, the technology is changing rapidly and new devices and applications are continually being developed.

In anticipating how the University should position itself to maintain its high standards of teaching and learning, the UQ eLearning strategy committee has been in active consultation and discussion to develop an eLearning blueprint, launched during Teaching and Learning Week.

Rather than attempt to predict which technologies should be adopted by the University to use in its teaching practices, the eLearning blueprint instead provides a framework to guide the ways in which academics deal with and respond to changes in the technology that is consistent with good teaching practices and high impact student learning activities.

The eLearning blueprint emphasises the connections in good educational design: between teachers and students, between physical and online environments, and between good pedagogy and the appropriate delivery vehicle (whether that might be a book, smartphone, or teacher).

There have already been a number of developments supporting UQ's commitment to good educational design, including establishment of the Centre for Educational Innovation and Technology and the Centre for Innovation in Professional Learning, creation of faculty-based educational designers, and the mandated use of BlackBoard Learn for all undergraduate courses to provide students with a central portal to access their course material online. The increased usage of Blackboard and smart devices to access learning materials reflects greater student engagement in online and flexible learning options. The eLearning blueprint will support the University to continue to innovate both in course design and delivery.

Nine initiatives have been set out in the eLearning blueprint. The full eLearning blueprint can be found on the UQ teaching and learning website.

CREATIVITY THE KEY

Dr Béatrice Atherton, from UQ's School of Languages and Comparative Cultural Studies, says she did not have her heart set on becoming a teacher from an early age.

"I left France aged in my early 20s to travel and discover the Pacific. It was a chance encounter in Brisbane with some very inspiring UQ teachers that sparked my interest in the teaching of French as a foreign language."

Within the School, Dr Atherton (pictured) teaches and coordinates French language courses from beginners to advanced including French for Business and French for the Legal profession.

Dr Atherton has introduced many innovative teaching techniques during her time at UQ including e-Legal and Fiable in collaboration with a French university partner, Lille Catholic University.

Fiable involves students creating a fictional company in their own country. They present it to their partners and spend the rest of the semester negotiating a possible agreement.

"e-Legal, on the other hand, is specially designed for Law students and gives them a chance to research a legal topic with their French partners. The outcome is a comparative legal report which they present to the whole class during a video-conferencing session," Dr Atherton said.

TEACHING LATIN FOR A NEW MILLENNIUM

Director of the RD Milns Antiquities Museum and Lecturer in Classics and Ancient History, Dr Janette McWilliam (pictured), said watching students become passionate about their studies was an ongoing reward for her.

Dr McWilliam teaches courses in Latin Language; Roman Political, Social and Cultural History; Roman Archaeology; and Museums and Honours courses in Roman Historiography and The Roman Family.

Dr McWilliam has introduced a range of innovative approaches to teaching Latin at UQ including designing a special interactive website and class materials where colour is used to teach grammatical concepts and inflections.

"When I began to teach Latin, I remembered back to my own experiences and looked for ways to make it fun and achievable," she said.

"I also aim to foster an atmosphere in class where we learn collaboratively and are not afraid to ask questions.

"I won a UQ Teaching and Learning Strategic Grant which helped me get started, and I have had a lot of support from the School of History, Philosophy, Religion and Classics."
Recognition of students’ differing learning styles and skills prompted Dr Ann Peterson (pictured), Senior Lecturer in the School of Geography, Planning and Environmental Management (GPEM) to trial an interesting and authentic assessment item with her second-year undergraduate students studying resource management and environmental planning.

Dr Peterson identified a gap in students’ ability to communicate scientific information and invited guest lecturer, Ms Hilary Macleod, who is a member of the International Union for Conservation of Nature’s Commission on Education and Communication (IUCN CEC), to outline theoretical and practical approaches to effective communication.

The related assessment task aimed to equip students for a real life challenge. They worked through a conservation problem-solving process to design a communication strategy to promote conservation for a chosen audience.

“Sometime during their professional career, many of our students will be asked to develop a strategy to promote conservation,” Dr Peterson said.

Students were engaged and inventive, with the teaching staff encouraging them to take risks with new techniques or technologies.

One group taught themselves stop-motion animation to produce a video for primary school students about stream conservation. Another group made use of social media strategies and techniques to develop three short interactive YouTube videos encouraging university students to adopt a sustainable lifestyle.

Student Tracey Finnegan developed a primary school reader about rubbish in the Pacific Ocean.

“By giving us the opportunity to express a message within an open format, we have developed a diversity of options for positive change, in creative ways. This can only be of benefit to the environment in the long term!”

Other students developed games, campaigns for government agencies, learning modules, sculpture and music.

COMMUNICATING CREATIVELY

UQ’s School of Pharmacy has incorporated students’ ease and expertise with mobile phone technology into an engaging assessment task.

Each year, as part of the Business Management component of their course, fourth-year pharmacy students write and present a community pharmacy business plan.

This year, instead of presenting the “elevator pitch” live to their peers and examiners in an auditorium, students were asked to film it using their iPhones.

Students accepted the challenge enthusiastically, displaying innovation and creativity in the videos they produced, which were uploaded to a secure YouTube account.

All student groups (58 in total) reported that they found it easy to film and upload their work. Students added music, subtitles and role play to make their presentations entertaining and informative.

Both Pharmacy School staff and students pronounced this innovative assessment method a great success, reflecting increased engagement in the course.

New technologies can be powerful motivators as well as stimulate new ideas, and provide effective new platforms for sharing student work.

MOBILES ALLOWED IN CLASS

eLEARNING EXPANSION

continued
The Centre for Educational Innovation and Technology – Australia’s first centre of leadership in learning enhanced by innovative application of emerging technologies – has continued to achieve great things in 2012.

The centre combines the expertise of technology innovators from around the world with that of talented academic staff at UQ.

Two projects illustrate current research: UQMarkUp is a collaboration with Drs Kirsten Zimbardi, Peter Hay and Craig Engstrom to investigate the processes of moderation among tutors in large science classes, as well as looking at how students engage with feedback from marks in different modalities and contexts.

The experimental design leverages an iPad app for tutor marking integrated into a workflow that ultimately presents students with audio and written feedback via a browser from an instrumented webpage.

Engineering Modeling and Problem Solving (ENGG1200) is a multi-year collaboration with Associate Professor Carl Reidsema to engage first-year engineering students in hands-on design for materials engineering, with the primary course content put on the web with short videos and problem sets to create time in the labs to integrate their learning.

The role of the Centre for Innovation in Professional Learning (CIPL) is to define and propagate best practice professional learning design.

A key objective is to ensure that UQ Continuing Professional Development (CPD) offerings are sustainable and meet the needs of busy professionals and their employers.

CIPL’s action learning workshops, seminar series, CPD case management and consultancy services continue to deliver support and advice on the principles of best practice professional learning.

CIPL’s ‘CPD: Designing for Success’ workshop is a successful vehicle for UQ staff to work through the components of their CPD business opportunity and develop a business plan.

To date, close to 35 syndicates have worked through their opportunities at the workshop.

The ideas represent a rich diversity, including CPD opportunities for teachers, GPs, architects, IT professionals, paediatric nurses, sports coaches, metallurgists and mining safety professionals.

CIPL has introduced a seminar series, now proven to be a valuable conduit to present and informally discuss best practice professional learning education design and business models.

Since its inception, TEDi’s role has expanded to include the evaluation of teaching and learning, and the development of educational technologies, as well as research and scholarship in higher education.

TEDi has responded to recent changes in higher education by refocusing its contribution on the strategic development of policy and innovation in teaching and learning.

Recently, the Institute has been supporting academic program reviews, such as the review of the Bachelor of Arts, by providing data related to student perceptions gathered through focus groups, surveys and observations.

The team is also investigating the implementation of dynamic data display tools to support interpretation and access to data.

2012 marks the first year of TEDi’s Certificate of University Teaching Practice (CUTP), a free, flexible path to career development in teaching and learning, which can be completed in one year.

The CUTP helps participants to develop knowledge and practice as a university teacher.

Participants attend selected staff development courses, engage with colleagues, explore the teaching and learning literature, give and receive feedback, and complete some assessment tasks to demonstrate their learning.

In 2012, these three education powerhouses began operating from the state-of-the-art, purpose-built Learning Innovation Building.
INDIGENOUS EDUCATION

ATSIS MAJOR
In addition to its research and student support activities, a core function of the Aboriginal and Torres Strait Islander Studies (ATSIS) Unit is teaching. The ATSIS Unit is responsible for coordinating the interdisciplinary Aboriginal and Torres Strait Islander Studies major and teaches courses within that major. The courses were revamped in 2012 under the leadership of Associate Professor Jon Willis, Director, Academic Program together with ATSIS Unit academic staff. These courses, along with an explicit focus on the delivery of Aboriginal and Torres Strait Islander perspectives, development of Indigenous Knowledge paradigms and an active exploration of Aboriginal and Torres Strait Islander pedagogical practices, provide students with a broad insight into Aboriginal and Torres Strait Islander cultures and identity.

STRATEGIC PLAN
One of the first major tasks of the Pro-Vice-Chancellor (Indigenous Education) Professor Cindy Shannon was to co-ordinate the development of the University-wide Aboriginal and Torres Strait Islander Strategic Plan 2012-2015, in close consultation with senior staff and key external stakeholders and community organisations. The strategy was released in October 2012 and specifically identifies goals and strategies for the achievement of educational, research and engagement outcomes.

INDIGENOUS YOUTH SPORTS PROGRAM
UQ continues to build on its successful outreach and pathway programs to increase Indigenous tertiary student numbers, including hosting the Indigenous Youth Sports Program in January this year.
More than 100 Aboriginal and Torres Strait Islander young people, aged between 10 to 16, kick-started their higher education journeys by participating in the Indigenous Youth Sports Program at the St Lucia campus over 5 days. The program is modelled on a successful initiative in the United States, and was developed by the Institute for Urban Indigenous Health (IUIH), in collaboration with The University of Queensland, Inala Indigenous Health Service, and Education Queensland.
UQ’s Pro-Vice-Chancellor (Indigenous Education), Professor Cindy Shannon said it was important to create educational experiences tailored to the needs of Indigenous Australian youth. “Indigenous young people have often been underrepresented at university courses at a national level, and UQ is taking positive steps to improve outcomes in this regard. This program provides an excellent example of a collaborative approach to culturally sensitive exposure to university at a young age”, Professor Shannon said.
Program director and UQ Master of Philosophy student John Brady said he was delighted with the way the event unfolded during the week. “This program aims to give Indigenous young people and their mentors an opportunity to experience life at university including participation in sports, academic, health and cultural well-being activities”, he said. “Capturing their vision from an early age is important so that they can grow up thinking ‘university is possible for me.” Indigenous community workers including teacher aides and youth workers partnered with UQ students to act as mentors during the week.

Savannah Saunders takes lessons on the UQ Tennis courts
In 2012, the Centre for Innovation in Professional Learning (CIPL) incubated the development of two significant professional learning programs— for different target audiences, employing different delivery approaches.

**ONLINE LEARNING FOR TEACHERS**

In 2011, CIPL collaborated with UQ’s School of Education and successfully won a bid to develop the ‘Professional Learning Flagship Program: Leading Curriculum Change’, on behalf of the Australian Institute for Teaching and School Leadership (AITSL).

In the face of major systemic change, such as adoption of the national curriculum, professional learning is an important strategy to enable the workforce to meet new challenges. The program helps teachers improve their practice, connect with peers and plan innovative approaches to adopt the new curriculum. It is a multi-dimensional professional development experience comprising online structured learning and support for the implementation of a work-based curriculum change project. More than 800 teachers across the country are enthusiastically engaged in the program.

Professor Lynn Robinson, CIPL Deputy Director (pictured), said teachers found the program supportive and inspirational.

**CPD SHOWCASE**

**DIVERSITY IN PROFESSIONAL LEARNING**

In 2012, the Centre for Innovation in Professional Learning (CIPL) incubated the development of two significant professional learning programs— for different target audiences, employing different delivery approaches.

**LEARNING ON SITE**

The MetSkill program, delivered by the Julius Kruttschnitt Mineral Research Centre (on behalf of the Sustainable Minerals Institute), is an example of a professional learning workforce development model.

Nina Bianco, CIPL’s CPD Senior Learning Designer, provided support and advice to JKtech, helping resolve the pedagogical and delivery approach for the MetSkill program.

In February this year, Ms Bianco (pictured) visited the Golden Grove Mine in Western Australia, where the MetSkill program was delivered. Golden Grove mine is an underground base and precious metals mining operation located in Western Australia’s mid-west, approximately 350km north-east of Perth.

Ms Bianco observed the face-to-face component of MetSkill, in particular, its educational design and delivery.

She also delivered a session to participants to familiarise them with online components of MetSkill, focusing on the project support wiki tool.

The learning group included 12 early-career metallurgists from all over Australia and Laos – plus subject matter experts from JKTech.

Ms Bianco’s visit to the site assisted JKTech and also provided valuable insights into the working context of resources professionals, including the operation of a processing plant and the role of metallurgists in mining.
UQ’s comprehensive internationalisation strategy promotes a whole-of-institution approach to the development and integration of international, intercultural and global perspectives in institutional policies, programs and initiatives.

This approach is best defined as ‘a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.’ (Hudzik 2011)

Internationalisation at UQ is embedded within the three key themes of learning, discovery and engagement.

**Learning**
The internationalisation of the curriculum (IoC) enables students to develop the knowledge, skills, attitudes and habits of global-minded citizens. UQ’s commitment, expressed as the UQ Advantage, to providing students with a broad, internationally relevant education means that we aim to provide a learning environment characterised by:

- **Opportunity and choice**
The UQ Advantage delivers learning experiences distinguished by opportunity and choice: opportunity to gain international experiences and develop global and inclusive perspectives, and choice among flexible pathways toward highly valued academic qualifications.

- **Intercultural competencies**
Students engage with diversity and develop intercultural understandings and communication skills.

- **Global orientation**
Research-led curricula are informed by international perspectives of the discipline.

**Educating leaders**
Leadership development in the context of future societal, environmental, economic and global challenges is expressed through the Graduate Attributes and Student Charter.

**English Language Policy and Provision**
Encompassed within the comprehensive internationalisation at UQ has been the increased role of language in academic learning for all students. In 2011, the University formed an English Language Policy Subcommittee and conducted a full review of its English Language Policy and Practice, which led to the implementation of revised policy and practice around admissions and concurrent, non-award and graduate provisions. This has strengthened UQ’s existing high-quality programs, addressing the language and communication needs of all students.

A new course is teaching students about the social, urban, rural and environmental issues faced by communities in the Mekong Delta, Vietnam.

The course was developed by the School of Geography, Planning and Environmental Management in conjunction with Can Tho University in Vietnam.

During Summer Semester 2011, 20 students participated in the inaugural course to investigate the rapidly developing region and its broad spectrum of environmental and planning issues.
**INTERNATIONALISATION OF THE CURRICULUM AT UQ**

### AIM

UQ provides all students with a broad, internationally relevant education that prepares them to thrive in diverse and global communities. UQ provides a learning environment characterised by:

**Opportunity and choice**
The UQ Advantage delivers learning experiences distinguished by opportunity and choice: opportunity to gain international experiences and develop global and inclusive perspectives, and choice among flexible pathways toward highly valued academic qualifications.

**Intercultural competencies**
Students engage with diversity and develop intercultural understandings and communication skills.

**Global orientation**
Research-led curricula are informed by international perspectives of the discipline.

**Educating leaders**
Leadership development in the context of future societal, environmental, economic and global challenges is expressed through the Graduate Attributes and Student Charter.

### APPROACH

UQ adopts a comprehensive approach to internationalisation of the curriculum which occurs through opportunity and choice in the formal and informal curriculum.

**The formal curriculum**
Internationalisation of the formal curriculum is embedded and relevant to core disciplinary content. It addresses the needs of all UQ students:
- globalised content
- cross-cultural perspectives on disciplinary knowledge
- pedagogy for teaching linguistic and culturally diverse classes
- opportunities for international and intercultural experiences.

Beyond the core degree programs, enrichment and specialist programs can further strengthen the internationalised experience within the formal curriculum. These programs include:
- concurrent diplomas in Language, Music and Global Issues
- a degree in International Studies.

**The informal curriculum**
The UQ Advantage Award Program promotes co-curricular participation through leadership and student mobility experiences such as service learning, internships, exchange and volunteering across three core categories:
- global and cultural engagement
- research and entrepreneurship
- social responsibility and leadership.

The UQ Career Advantage PhD Program provides innovative curricula in the areas of:
- higher education practice and leadership
- research innovation, translation and commercialisation
- global collaborations.

### OUTCOMES

UQ's internationalised curriculum approach strives to educate graduates of the highest calibre.

**Knowledge and skills**
UQ graduates will have a critical knowledge and disciplinary competence relevant to local and global contexts and on issues of professional, political, environmental and social significance.

**Communication**
UQ graduates will be able to demonstrate intercultural communicative competencies within diverse settings.

**Ethical and social understanding**
UQ graduates will be responsible, global citizens and they will be able and willing to engage with issues of equity and social justice and sustainability.

The academic component of the course was a key aspect of the program, with students attending lectures and field trips focused on ecology and management, urban planning for sustainable development and understanding climate change in the Mekong Delta.

“The experience was designed to enhance our students’ learning outcomes by placing them in the field and raising awareness of issues faced by developing regions, such as the impacts of climate change, and sustainable practices,” Head of School, Professor James Shulmeister said.

“Putting their studies into this global context is important as many of our graduates will find themselves working for organisations like The United Nations or The World Wildlife Fund, where understanding the challenges faced by different regions and societies in this increasingly globalised world is essential.”

Student feedback about the course supported the value of learning in an international environment.

Bachelor of Arts/Bachelor of Science student Natalie Lobartolo said the experience gave her insight into different approaches to environmental management, sustainability and urban development in developing countries.

“One of the most valuable lessons I brought home with me was an appreciation of the complexities, challenges and trade-off between improvements in people’s quality of life through economic development and the ways in which the benefits of such endeavours come at a cost to the natural environment and equality,” she said.
On 14 August 2009, The University of Queensland became a signatory to the Talloires Declaration for sustainability in higher education. More than 400 university leaders in more than 50 countries have committed to becoming world leaders in developing, creating, supporting and maintaining sustainability.

For UQ this declaration represents a formal acknowledgment of our commitment to attaining best environmental performance and embedding sustainability into all aspects of University life including teaching and learning.

Since 2009, UQ has focused on bringing a whole-of-University approach to embedding sustainability into our operations.

Our commitment to sustainability can be seen in increasing number of green buildings and refurbished teaching and learning spaces as well as the significant array of courses offered across several faculties with sustainability as a key issue.

Undergraduate courses with a sustainability focus include environmental markets and emissions trading, global population issues and regional economic development planning. Other courses include sustainability modules.

Postgraduate offerings include corporate sustainability, systems thinking for sustainability, urban management and governance in developing countries.
UQ LEADER IN THE BUSINESS OF SUSTAINABILITY

Academic Dean and Head of UQ Business School Professor Andrew Griffiths is an international leader in climate change, sustainability and business strategy.

Professor Griffiths (pictured) holds the Chair in Business Sustainability and Strategy in the UQ Business School and is Academic Director of the School’s Corporate Sustainability Executive Program. He is also an Associate Director of UQ’s Global Change Institute.

“I’m interested in how organisations can transform themselves and draw sustainability into the elements of business,” he said.

“The fundamental issue is that a business needs to be economically viable in order to deal with the sustainability agenda and develop a sense of corporate social responsibility,”

According to Professor Griffiths, businesses are ready to place environmental and ecological issues on the table alongside human sustainability – things like wellbeing and health – in a holistic way.

“I think our business and sustainability research and offerings are leading edge, especially when compared to other Australian business schools.”

UQ Business School offers courses focused on sustainability as part of both undergraduate and postgraduate study.

The UQ Business School’s flagship sustainability course is Corporate Sustainability – offered as part of the Masters of Business (Sustainability). This 13-week course grew out of a five-day intensive Executive Education Program which has been running since 2004, making it one of the longest running business-focused sustainability courses in the country.

The school’s Corporate Sustainability course has grown in popularity from just 20 students when it began five years ago to 90 students in 2012.

Katrina Slack is the carbon and renewable energy advisor for environmental and carbon service and trading company, Ecofund Queensland.

As part of her Advanced Masters in Business (Sustainability) she recently completed the Corporate Sustainability intensive course.

Ms Slack found the course content rigorous, enjoyable and relevant, particularly the case studies.

“In my work in the carbon and renewable energy field, an understanding of the broader sustainability issues is essential,” she said.
UQ’s Dr Kay Colthorpe is ensuring that students undertaking the biomedical science major are progressing in a coherent way.

In 2010, Dr Colthorpe was awarded a UQ Teaching and Educational Development Institute (TEDI) Fellowship, and her work has continued to influence assessment in the School of Biomedical Science.

In a generalist degree, such as a Bachelor of Science – where there is a wide choice of subjects – developing key skills can prove challenging.

“We focused on identifying common themes in assessment,” Dr Colthorpe said.

“This allowed linkages between courses to be recognised, provided examples of best practice, and identified areas where links could be improved.”

Dr Colthorpe said the goal was to make clear exactly what was expected from students.

Communication skills, for example, are essential for science graduates. In the biomedical science major, these are built gradually.

“In a first-year course, we ask students to develop a presentation, but not to deliver it,” she said.

“In second year, they present as a group, and in third year we ask them to present for longer and explain concepts in more detail.”

Dr Colthorpe said the project had encouraged academic staff in the School to think more about the type of assessment they set, and how it fed into future course offerings.

“We now collaborate and look deliberately at how links can be made between courses from year to year,” she said.

In 2010, Dr James (pictured), from the TC Beirne School of Law, was awarded a teaching fellowship to investigate the causes of, and ways of minimising, academic resistance to teaching development and reform in Australian universities.

“Academics often identify as a researcher as opposed to a teacher,” Dr James said.

While most academic staff take great pride in ensuring their discipline knowledge is up-to-date, Dr James said many academics choose to remain ignorant when it comes to pedagogical theory.

“Within some schools there is even an explict ‘anti-educationalism’, where people are aware of new teaching techniques, but make it clear they want nothing to do with them,” he said.

“There are also many academics who resist change passively – they don’t complain about school or university teaching initiatives, but they don’t cooperate either.”

Rather than forcing people to change their ways, a more holistic approach to teaching development and reform is being trialled in the Law School.

“What we’ve done is develop a community of practice, encouraging academics to engage voluntarily,” Dr James said.

The School has recently established a Law Teachers’ Network, where academics interested in teaching development can collaborate and learn from one another.

When new teachers join the School, they are encouraged to join the network, which also has a dedicated website.

“We are working towards having a critical mass of people who are embracing and promoting new teaching and learning initiatives,” Dr James said.
Nearly 60 years later, teaching staff in the School of History, Philosophy, Religion and Classics have embraced this concept, using the lure of foreign countries to make the past come alive. One such exponent is Dr Amelia Brown, Greek history and language lecturer, who hosts three-week tours of Greece for students to explore the buildings, cults, myths and history of the country, and how they have shaped today’s world.

“We visit ancient ruins, markets, museums, theatres, sporting arenas, and other sites to retrace significant historical moments: it is a powerful learning experience,” she says.

A sentiment shared by colleague Dr Janette McWilliam, lecturer in Classics and Ancient History and Director of the RD Milns Antiquities Museum, who offers a similar study tour to Italy.

“We visit Rome, Pompeii and other archaeological sites to experience ancient art, literature, monuments, and modern and ancient culture. Students gain first-hand knowledge of how the Romans and Etruscans have influenced our lifestyle today.”

She also encourages students to experience the foreign at home by handling ancient artefacts in the Antiquities Museum through volunteer and internship programs.

Dr Tom Stevenson, senior lecturer in Classics and Ancient History, brings home the past via the study of modern films covering the Bronze Age to Late Antiquity.

“We analyse the evidence and traditions underlying well known cinematic narratives to get a broad overview of ancient history: it’s a fascinating exercise.”

As LP Hartley said in *The Go-Between*, “The past is a foreign country: they do things differently there.”

Taking the “country” to the people is Dr Caillan Davenport, lecturer in Roman imperial history.

“I organise Classical Languages outreach events for high-school students, featuring sessions on inscriptions, coins, manuscripts and literature,” he says.

“Greek and Latin languages are essential for understanding the ancient world and its impact on contemporary society, and these events provide a glimpse of what’s in store for future UQ students.”

But it is perhaps the work of Dr Dominic Hyde, senior lecturer in Philosophy, that would initially appear most “foreign” to the field of arts.

“I collaborate with teachers from three science Schools to present the core first-year science course Theory and Practice in Science.

“By introducing some basic philosophical assumptions, I encourage students to reflect on what scientific inference is, what makes it rational, and how the ‘scientific method’ actually works: arts and sciences are much more closely linked than we realise.”
Not quite, but a team at UQ has successfully used web-based video technologies for the remote teaching and assessment of practical clinical skills.

In 2008, the ALTC awarded $218,929 to researchers at UQ and the University of British Columbia, Canada, for a project on the online clinical assessment of practical skills (eCAPS) in sports medicine.

Project Leaders Dr Craig Engstrom and Dr Peter Hay from the School of Human Movement Studies said eCAPS offered opportunities for increased flexibility and improvement in students’ practical skills.

“We had students based in Singapore being remotely assessed here in Brisbane,” Dr Engstrom said.

The web-based approach involves three elements: 1. online videos featuring an expert demonstrator; 2. students creating and uploading online videos of themselves conducting the required practical skills for feedback / assessment; and 3. students undertaking a real-time video assessment of their clinical examination skills.

The project was trialed with students in an online postgraduate course, as well as with medical students based at the Herston and Ipswich campuses.

Experienced clinical assessors reported no difference between assessing remotely and in-person.

“Our experiences to date with eCAPS indicate it can be highly efficient for examiners and less intimidating for students,” Dr Hay said.

eCAPS has potential beyond the tertiary education sector, and a further research project is underway with the emergency medicine department at the Prince Charles Hospital.

The eCAPS team members were: Dr Craig Engstrom, Dr Peter Hay, Dr Anita Green, Dr Peter Friis, Sue Dickens and Professor Doune Macdonald (School of Human Movement Studies), Dr James Fraser and Dr Jenny Schafer (School of Medicine), Professor Phil Long and John Zornig (CEIT), Professor Peter Brukner (University of Melbourne) and Professor Karim Khan (University of British Columbia).
BRINGING THE FIELD TO STUDENTS

UQ’s distance education students can have an authentic research experience without leaving their homes, thanks to entomology lecturer Associate Professor David Merritt.

In 2010, Dr Merritt (pictured) was awarded a $20,737 UQ Teaching and Learning Strategic Grant, with his goal to extend the research experience to all students, regardless of their location. Students enrolled in his third-year course are now analysing experimental data in exactly the same way he would.

“Entomology was recognised by the Australian Learning and Teaching Council as a discipline that was at risk,” Dr Merritt said.

“Remote delivery was seen as a way of protecting it.”

Dr Merritt supplied his students with data taken from the Waitomo Glowworm Caves in New Zealand, a tourist attraction visited by more than 400,000 people each year.

“We set up cameras in the field that monitored the light every 10 minutes, and provided those results in a spreadsheet,” he said.

“Students were asked to analyse the response of the glow worms to changes such as temperature and humidity, as well as the impact of human visitors.

“It’s a complex, real environmental problem.”

Other student groups have examined glowworm luminescence data from the Springbrook National Park in the Gold Coast Hinterland.

As well as the scientific data, students could access online resources such as recorded audio and PowerPoint presentations, and work through various modules.

This work builds on Dr Merritt’s previous efforts in delivering practical research opportunities remotely.

“Remote students can conduct insect dissections, just as our internal students would,” he said.

“We post out dissection kits with an insect and ask students to report back.”

Dr Merritt said his aim was to make remote students feel more involved and connected.

“Teaching this way is challenging because we don’t get to know the students personally,” he said.

“But providing them with a research experience is still important.”
A COMMUNITY OF TEACHERS

The University is fortunate to have many academics who contribute to the high quality of the student experience at UQ, and we present brief profiles of three academics here.

Each year, The University of Queensland celebrates the dedication of an inspirational group of academics at its annual teaching awards.

In 2012, UQ awarded 5 outstanding individual academics with UQ Awards for Teaching Excellence and 2 groups with UQ Awards for Programs that Enhance Learning. Another 12 individuals and groups were recognised with Citations for Outstanding Contributions to Student Learning, Commendations for Teaching Excellence, and Commendations for Programs that Enhance Learning. Their accomplishments are outlined on pages 42 to 46 of this report.

These awards acknowledge an exceptional few who make a broad and deep contribution to enhancing the quality of learning and teaching at UQ.

ENGINEERING EXPERT

Now Associate Dean (Academic) in the Faculty of Engineering, Architecture and Information Technology, Professor Caroline Crosthwaite’s engineering journey began at UQ in the mid-1970s when she completed her Bachelor of Engineering (Chemical) degree. After graduating with honours, Professor Crosthwaite undertook postgraduate studies at both UQ and James Cook University, where she worked in the civil and systems engineering department for 10 years.

Professor Crosthwaite said “I gain tremendous satisfaction from helping students achieve.”

GETTING BACK TO BASICS

Dr Vinh Dao, a civil engineering lecturer with UQ’s School of Civil Engineering, says teaching success comes from “getting the basics right”.

After graduating with a PhD from UQ in 2007, Dr Dao joined UQ as a lecturer in the areas of structural mechanics, reinforced and prestressed concrete design, concrete technology, and advanced structural engineering in 2009.

“I always do my best to fulfil the following four basic (the 4Cs) requirements of teaching: commitment to my teaching, competence in my subject area, comfort with my teaching style, and compassion for my students,” Dr Dao said.

NURSING NATURAL

Associate Professor Fiona Bogossian has dedicated her professional career to improving the standard of care and providing quality education to nurses and midwives.

“I started my career as a clinician, but realised I could have a wider impact on the outcomes of care through teaching,” she said.

In 1987, she enrolled in a Diploma of Nurse Education and went on to become an examiner with the Board of Nursing Studies. She joined UQ’s School of Nursing and Midwifery in 2005 as Bachelor of Nursing (BN) Program Director and pioneered the establishment of the first contemporary Bachelor of Midwifery (BMid) program in Queensland.
UQ aims to enhance the quality of all aspects of the student learning environment and address emerging issues.

ENVIRONMENT CONNECTIONS
Creating the space to learn

The University of Queensland is continually renewing its teaching and learning spaces to keep pace with contemporary education practice.

In 2012, we saw the development of some exciting new facilities across our campuses – for both students and teaching staff.

These new spaces recognise the need for cutting edge infrastructure that seamlessly supports connectivity and sustainability.

ANTiquities MUSEUM

UQ’s collection of more than 5000 ancient relics is now on display in a purpose-built space on level two of the Michie Building.

Manager of the RD Milns Antiquities Museum James Donaldson said the new space was drawing a crowd.

“Since opening in March, we’ve had more than 4000 visitors come through the doors,” Mr Donaldson said.

The museum features a state-of-the-art lighting system, creating an atmospheric feel.

It also has a large workroom space, which is visible from the gallery.

“This provides us with much more flexibility in terms of how we conduct our teaching activities, school visits and conservation of the collection,” he said.

“Being visible from the main gallery, it helps to link the visitors with the work of the museum.”

Each year, more than 2000 school students visit the museum, with each session involving a guided tour and hands-on workshop.

The Museum is the foremost collection of classical Mediterranean antiquities in Queensland.

ANTHROPOLOGY MUSEUM

The UQ Anthropology Museum has undergone a major refurbishment and is now housed in a multi-million dollar purpose-built gallery space.

The new space features specially designed exhibition cases and drawer units, moveable walls, custom lighting, and equipment to project and house multimedia exhibits.

A high-tech electronic compactus and long span shelves mean researchers can access the collection with the touch of a button, with individual objects presented on pullout drawers.
Students at UQ’s TC Beirne School of Law have enthusiastically embraced their new learning space since the $1.06 million Student Learning Centre opened in February 2012.

The transformation of the former law library space within the historic Forgan Smith Building by Queensland architects Cocoon Design successfully blends the old and new – with its retro-style ottoman seating, informal study pods with laptop connection, 46” IPTV screens, and computer workstations.

Among the changes are the new viewing windows, improved seating and advanced audio-visual technology in the Sir Harry Gibbs Moot Court. These features increase audience capacity in the courtroom and enable the live broadcast of moot court proceedings to screens in the centre’s six study pods.

The informal and flexible work areas of the Centre have been carefully designed to foster peer-to-peer learning, collaboration, discussion and debate in a fun and friendly environment.

This is a light, bright, contemporary learning space – it represents a fresh approach to the learning experience for UQ’s law students.

The Advanced Engineering Building will enhance The University of Queensland’s work to embed a research experience in undergraduate engineering studies, maximise global opportunities for students, and provide innovative spaces and blended learning laboratories.

The AEB will incorporate the state-of-the-art GHD Auditorium and multi-purpose, active learning spaces where lectures are integrated with laboratories that can be used for design, build and test purposes. These learning spaces will provide students with a powerful and active learning environment for improved teaching and learning.

The AEB will also be a unique facility designed to interact with the natural environment, dramatically reduce energy consumption and create an interactive learning environment for students, as it will be instrumented and monitored in real-time, allowing interaction and experimentation on the features of the building by students. It will literally be a living laboratory.

The AEB is due to be opened in early 2013.
UQ students entering “at-risk” professions will be better equipped to meet their occupational health and safety (OH&S) obligations, thanks to a compulsory online training module.

Deputy Vice-Chancellor (International) Dr Anna Ciccarelli chaired the review process, which included broad consultation with students and other stakeholders.

“The aim is to add value and make students industry-ready before graduating,” she said.

Feedback from students so far has been that it is a high-quality program, effective in achieving its learning outcomes,” she said.

The module was developed to improve health and safety standards for students, and to make them industry-ready.

This includes all programs in the Faculty of Science, the Faculty of Health Sciences, the Schools of Engineering and the School of Education.

It is also being made available free-of-charge to universities across Australia.

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We don’t think of history and new digital technologies going hand in hand, but a UQ professor brings them together in an Australian-first course.

“It’s about making history in the digital age,” says Paul Turnbull (pictured), Professor of e-Research and Communication in History in the School of History, Philosophy, Religion and Classics.

The course addresses the reality that most history graduates will not become professional historians. “They will become outstanding teachers, work in cultural institutions, or pursue careers requiring they have expertise in critical analysis of very complex historical and cultural phenomena,” Professor Turnbull said.

Students enrolled in Writing History in the Digital Age don’t write essays. They first study the new national history curriculum for our primary and secondary schools. They then develop a research project in which they creatively use digital technologies to produce learning resources or activities for students at a particular year level of the curriculum.

The first cohort has risen to the challenge: several are collaborating on developing a research-based interactive game involving a walk through Ancient Rome. One student is creating an online historical re-enactment of daily life in Scandinavia during the Viking era. Another is creating online resources enhancing the education program of Brisbane’s Museum of Women’s History.

The emphasis is firmly on using technologies to conduct historical research and communicate its outcomes, Professor Turnbull said. “The tragedy is that historians have been their own worst enemies by ignoring the ways in which digital technologies have changed our modes and patterns of communication,” he said.

“They have preferred to go on teaching history students to write books and journal articles that cost so much that they will only be purchased by university libraries at great expense. Then only a handful of historians and possibly some of their students will read them.

“Why not make this knowledge available digitally at low cost to the public?” As Professor Turnbull stresses, this is a course that also provides students with practical experience in project management. “In their professional careers, they are likely to be required to manage a project, often within a very tight budget.”

“Skills in project management and an ability to work collaboratively are crucial,” he said.
The University is dedicated to enhancing the student experience, as Director of Student Affairs Andrew Lee explains.

A key step in 2012 has been the establishment of a Division of Student Affairs with two broad roles: to provide a set of robust and effective student-facing services; and to co-ordinate and enhance student focus across the UQ experience.

Our overarching goal supports a key facet of the Learning Plan 2013-17, to “develop strategies to ensure the retention and success of an increasingly diverse student body”. We do this not only with services targeted specifically at equity, induction, transition, and retention support services, but also learning skills support, and careers advice and guidance. Our support for students also extends to the general well-being of our students, providing health and medical services, welfare provision (counselling and disability support), Faith and Belief services, and assistance with accommodation.

We know from our experience working directly with students, and backed up by data on retention rates, that one of the most challenging times for students is when they make the transition into university during arrival and over the first year of their program. This is often exacerbated when students are from different countries, backgrounds, regional Australia, and/or haven’t the support of family and friends who have previously experienced university life.

One of the ways in which the Division assists students to transition to university learning is through the four-day Jump Start Academic Preparation Program (JSAPP), available to new international students (both undergraduate and postgraduate), equity scholarship students, students who are first in their family to attend university, mature-age students, and rural and remote regional students. In 2012, more than 1000 students attended a JSAPP.
The Program creates a friendly and supportive environment to help students make the transition to a new educational institution and a new cultural setting. It offers social activities, modules on many topics (including study skills and academic writing), opportunities to meet with other students, and establish contact with staff who can help students during their studies.

The Jump Start Academic Preparation Program also dovetails into wider support and transition mechanisms, such as Thrive@UQ which in 2012 supported 3000 students. Thrive is a free, semester-long transition program created for first year students, designed using feedback from previous students on what they needed help with at different times around academic, social and emotional issues. Thrive@UQ actively targets low socio-economic status, First Generation, and Indigenous Australian students.

Some topics covered include:
- Setting into university life
- Who do I go to for help?
- How do I ask for help?
- Time management skills
- Writing assignments in appropriate format for the university
- How to meet academic staff expectations
- Social and recreational activities offered
- Career options you never considered
- How to make your CV stand out from the crowd

The above programs aim to develop students’ academic literacies and are ably supported by UQ Mentors – existing UQ students who actively contribute to the first year student’s academic and social transition to UQ. These are simply two examples of the wide range of enhancement and support services provided by Student Affairs. The full range of services is fundamental to supporting the learning experience and students’ personal environment.

Another key strategy of the Learning Plan 2013-17 in which the Division is closely involved is to “promote and support opportunities for students to gain international experiences and develop global and inclusive perspectives”. We do this through supporting students to have overseas study experiences, and undertake undergraduate research placements. In 2012, we launched the winter research program, to complement the successful summer research program, and the UQ Career Advantage Award, as a formal acknowledgement of the co-curricular activities that enhance a student’s undergraduate experience at UQ.

The Division is also charged with being a catalyst for improving student focus across the institution in general. There are many examples of great practice already taking place, and we recognise there is no one, standard UQ student experience.

The challenge is, therefore, to robustly measure and describe the various experiences and levels of student focus, and align these with definitions of student success. Again, a lot of comparative survey work has already been done in this area, which should serve well as a base from which to build an institutional picture. This will prove to be an interesting exercise which should deliver some clear insight into what is a complex and subjective concept.

The Division of Student Affairs very much looks forward to working with students and colleagues to this end, and reporting on outcomes in Learning at UQ 2013.
Director of First Year Engineering, Associate Professor Lydia Kavanagh, and Director of Teaching and Learning (Engineering), Associate Professor Carl Reidsema, have focused their efforts on improving student engagement – and are ensuring students don’t just know the right answers, but are asking the right questions.

In 2010, the Faculty of Engineering, Architecture and Information Technology’s (EAIT) teaching and learning team were charged with turning the course around. “Students are now required to act like engineers from their very first day,” Associate Professor Reidsema said. “It allows them to start thinking and acting like engineers because it generates conversation, ideas, and problems that need to be solved.”

Now known as ENGG1100, students learn how to apply professional engineering concepts and issues to their designs such as: sustainability, safety, estimation, materials selection, decision making, project management, information literacy, communication, and ethics.

“At UQ Business School we pride ourselves on our strong links with our alumni and the business community and we are consistently working with industry partners to ensure that our offering adds real value to business,” Professor Griffiths said.

UQ Business School offers three different MBA options to suit students’ lifestyle and work commitments. For further information about the UQ Business School MBA program visit www.business.uq.edu.au/mba
AWARDS, GRANTS AND FELLOWSHIPS

National and UQ Teaching and Learning Awards recognise teaching excellence, and raise the professionalism, visibility, and status of teaching and learning at UQ.
UQ AWARDS FOR TEACHING EXCELLENCE

DR CARLIE DRISCOLL
School of Health and Rehabilitation Sciences
Dr Carlie Driscoll was the first to suggest using competency standards for the training of audiologists in Australia. She developed the core knowledge and skills document that was subsequently endorsed by the Audiological Society of Australia for use in the accreditation of national audiology programs. Dr Driscoll contributed to the new curriculum for the Master of Audiology Studies, implemented in 2009, and completely revamped the two rehabilitative audiology courses, emphasising practical and clinical aspects. Her classes are well-organised, interesting and respectful of students.

MR MICHAEL JENNINGS
School of Mathematics and Physics
Mr Michael Jennings is an inspirational and dedicated teacher of mathematics. He teaches many of the large first-year courses and, in the past four years, has received 37 most-effective teacher nominations. In addition to his drive, enthusiasm, and preparedness, his students appreciate the additional drop-in and revision sessions that he organises for all of his courses. He has an impressive leadership record, playing a major role in University learning initiatives and through his involvement with the Queensland Association of Mathematics Teachers and the national curriculum in mathematics.

UQ COMMENDATIONS FOR TEACHING EXCELLENCE

Dr Craig Engstrom and Dr Peter Hay
School of Human Movement Studies
Dr April Wright
School of Business
Dr Rowland Cobbold
School of Veterinary Science

Dr Carlie Driscoll
School of Health and Rehabilitation Sciences

Mr Michael Jennings
School of Mathematics and Physics

Dr April Wright
School of Business

Dr Rowland Cobbold
School of Veterinary Science

Dr Craig Engstrom and Dr Peter Hay
School of Human Movement Studies

Dr April Wright
School of Business

Dr Rowland Cobbold
School of Veterinary Science

Dr Craig Engstrom and Dr Peter Hay
School of Human Movement Studies

Dr April Wright
School of Business

Dr Rowland Cobbold
School of Veterinary Science
Dr Gwendolyn Lawrie
School of Chemistry and Molecular Biosciences
Dr Gwendolyn Lawrie has an infectious enthusiasm for teaching. She is lucid, involving and entertaining in her classes, and incorporates carefully considered technological tools and assessment materials. She has been awarded major grant funding and a UQ teaching fellowship in support of her scholarship and has published in international journals. As a co-supervisor of research higher degree students, Dr Lawrie is equally admirable and a constant source of ideas and advice. She is president of the Queensland branch of the RACI Committee on Chemical Education.

Associate Professor Shazia Sadiq
School of Information Technology and Electrical Engineering
Associate Professor Shazia Sadiq’s contributions to teaching have included contributing to curriculum renewal and continuous course improvement, and mentoring new academic staff. Her teaching style is energetic and enthusiastic, and her explanations are comprehensive and clear, which greatly assists students in understanding and mastery of the course material. Her interactive learning tool, LDBM, and its feedback system, have been of significant help to students in monitoring their own performance.

Dr Sebastian Kaempf
School of Political Science and International Studies
In a school with consistently good student evaluation scores, Dr Sebastian Kaempf stands out. He engages and challenges students and has a capacity to effectively communicate complex ideas. He pioneered the use of online teaching in a course that includes widely dispersed students and remains an enthusiastic participant in ongoing discussions around teaching and learning within the School. His contributions include organising a documentary/film series that has engaged staff and students in dialogue on diverse, contemporary political issues.
The French Program

Teaching Team

Associate Professor Greg Hainge,
Dr Béatrice Atherton, Dr Juliana de Nooy, Dr Barbara Hanna, Dr Joe Hardwick and Dr Amy Hubbell

School of Languages and
Comparative Cultural Studies

For sustained excellence and continuous innovation leading to better learning outcomes and cohort-building for students of French during a period of great growth and change

The French program at UQ has, over a sustained period of time, assured better learning outcomes for students through a continuous program of innovation and adaptation to a changing and growing student cohort. The members of the French program teaching team have won strategic teaching and learning grants and have consistently reviewed and redesigned the curriculum in order to provide students with innovative learning experiences informed by the latest research in the field. The team’s efforts have delivered a range of graduate outcomes and broad learning objectives for an increasingly diverse student body.

ASSOCIATE PROFESSOR FRANK ALPERT

School of Business

For continuing innovation, depth, and relevance that motivates and improves student learning in marketing

Associate Professor Frank Alpert teaches students about the scientific approaches to marketing and his courses include a large, highly popular postgraduate elective course in marketing, with a majority of international students who do not have prior undergraduate training in the discipline. His courses are highly interactive and student-centred. He uses a combination of factors around innovation, depth, and relevance, to motivate and inspire his students and bring commitment to his teaching. His teaching materials help students to develop their scholarly thinking and learning skills and abilities in marketing. He has consistently strong student evaluations of his teaching.

THE FRENCH PROGRAM TEACHING TEAM

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Dr Béatrice Atherton, Dr Juliana de Nooy, Dr Barbara Hanna, Dr Joe Hardwick and Dr Amy Hubbell

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ASSOCIATE PROFESSOR TOM BALDOCK
School of Civil Engineering

For leadership in implementing e-technology to improve feedback in large classes and actively embedding scholarship of teaching and learning in the School of Civil Engineering

Associate Professor Tom Baldock is actively engaged in the scholarship of teaching and learning and improving the quality of both at UQ. As well as taking a leadership role in the School committee structure, he was keenly involved in developing the flexible first year engineering curriculum. To address the issue of ever larger class sizes, he has utilised technological tools to develop concept assessment feedback sessions to replace paper-based assessment. He has worked to improve laboratory spaces and to enhance hands-on learning opportunities for engineering students. He has been awarded faculty and UQ teaching and learning strategic grants.

DR JOHN KIRKWOOD
School of Geography, Planning and Environmental Management

For developing innovative approaches, including shipboard experiments, scenario-based problem solving, computer models and industry workshops, to inspire student learning in fisheries courses

Dr Kirkwood has developed curriculum and teaching resources across the multi-disciplinary fields of fisheries science and management. He actively engages his students in high impact learning activities including a workshop where students interact with key industry stakeholders, and interactive computer models that demonstrate fundamental concepts in fisheries assessment. He encourages critical thinking and independence through scenario-based problem solving and shipboard field research. These interesting, relevant, and innovative challenges have been highly successful in motivating and inspiring his students.

DR ANTON RAYNER
School of Mathematics and Physics

For challenging students to develop a relational understanding of Physics

Dr Rayner successfully engages undergraduate students to develop a relational understanding of the most important Physics concepts and processes through active problem-solving in the classroom and aligning assessment tasks that require students to link disciplinary concepts to everyday experiences. During class time, he guides whole-of-class discussions to solve problems which helps students to consolidate their learning of the theoretical and abstract Physics concepts. He has been consistently and regularly recognised by his students and colleagues as an effective and excellent teacher and has been invited to discuss related work at a national conference.

DR RICHARD ROBINSON
School of Tourism

For motivating students to become future hospitality leaders by inspiring them with industry-relevant teaching and learning engagement strategies complemented by critical teaching approaches

Dr Richard Robinson has established a suite of innovative and sustained teaching and learning initiatives, including the Innovative Partnership Learning Programs, that bring industry practice into the student’s learning experience through activities, assessment, excursions, immersion programs and courses co-taught with industry professionals. These engaging techniques have motivated students through practical, experiential and tactile learning experiences that locate their foundational disciplinary knowledge within the industry and challenge them to develop their critical faculties. He has actively built mutually beneficial industry collaborations ensuring a sustainable School-industry connection for his students.
Leisure, Living and Learning Program (LINKS)

**Project team:** Dr Pamela Meredith, School of Health and Rehabilitation Sciences (program coordinator); Ms Sue Holley, Queensland Health; clinical educators, Queensland Health, Belmont Private Hospital, Mater Misericordiae Hospital, and ACT for Kids

The innovative LINKS: Leisure, Living and Learning Program was developed to provide occupational therapy students with an introductory clinical experience, which aims to build student interest, skills, and confidence in mental health practice. Students "buddy" with occupational therapists in the mental health field for 18 hours over six weeks, while supported with tailored, University-based tutorials. Students report decreased anxiety about mental health fieldwork, and increased motivation and interest in working in this field. Students have a preliminary mental health experience, enabling them to address key selection criteria for positions upon graduation. Evaluations have described LINKS as "an incredibly valuable learning experience ...I would not previously have considered working in mental health, however, following this fieldwork experience I feel much more confident in exploring placement in this field."

**ACADEMIC INTEGRITY – REFERENCING AND AVOIDING PLAGIARISM ONLINE TUTORIAL**

**Project team:** Dr Ann Peterson, School of Geography Planning and Environmental Management (team leader); Associate Professor David Neil, School of Geography, Planning and Environmental Management; Dr Clive Warren, School of Geography, Planning and Environmental Management; Dr Lynda Petherick, School of Geography, Planning and Environmental Management; Ms Deidre Seeto, Teaching and Educational Development Institute; Mr Dominic McGrath, Teaching and Educational Development Institute; Ms Shannon Johnston, Teaching and Educational Development Institute; Ms Elizabeth Hall, Teaching and Educational Development Institute; Ms Sandy Williams, Academic Services Division; Mr Trevor Daniels, Osiris Software

The Academic Integrity online tutorial raises student awareness of issues surrounding academic misconduct and when and how to correctly cite information, from the positive perspective of academic integrity. The web-based tutorial enables students to interact with real-life scenarios. Evidence shows substantial improvements in students' knowledge, skills, and understanding of good academic practices.
The Office for Learning and Teaching (OLT) was established in 2012 to support and promote excellence in learning and teaching in higher education.

Its responsibilities include providing grants to explore, develop and implement innovations in learning and teaching and to develop leadership capabilities, as well as managing the Australian Awards for University Teaching which celebrate teaching excellence and programs that enhance student learning.

The recommendation to establish the OLT followed a review into support for higher education learning and teaching led by UK higher education expert, Alison Johns of the Higher Education Funding Council for England. The review included extensive consultation with the higher education sector and recognised the significant contribution that grants and awards programs have made in improving quality in learning and teaching. The Office has a budget of $50 million over four years for grants, awards and fellowships and will have a focus on commissioned work and secondments to address strategic priorities.

The Office is overseen by a Strategic Advisory Committee (SAC) whose role is to ensure the ongoing involvement of the higher education sector in setting directions for the OLT. The SAC comprises University and student representatives. The Office for Learning and Teaching is part of the Department of Industry, Innovation, Science, Research and Tertiary Education.

**OLT 2012 National Senior Teaching Fellowship**

**Professor David Wilkinson**

**Fellowship title:** From concept towards implementation: nationwide collaborative assessment of Australian medical students

**Abstract:** In Australia there is no national assessment of graduating medical students’ attributes: each school delivers its own exams. In contrast, national licensing exams exist in North America, and alternatives to this – models of collaborative nationwide assessment between medical schools – are emerging in Europe and Asia. Benefits of shared assessment include public assurance of standards, collaborative benchmarking between programs, and development of models that other professions may consider. Risks include undermining diversity of curricula and removing responsibility for assessment from individual schools. Which model is right for Australia? An ALTC funded project is developing a framework for a collaborative assessment between multiple schools, and Medical Deans Australia and New Zealand (MDANZ) is interested in adopting it. The proposed Fellowship will study established and emerging global models, develop a theoretical framework for an Australian model, and will provide leadership in furthering the development of some form of nationwide collaborative assessment of medical students’ attributes.

**OLT Funding:** $250,000
SEED GRANT
Fair go in the field: inclusive field education for international students in the social sciences

Project team: Dr Gai Harrison (pictured), UQ School of Social Work and Human Services (Project Leader); Dr Kerryn McCluskey, UQ School of Education; and Dr Wendy Green, UQ Teaching and Educational Development Institute.

Project summary: The aim of this project is to develop, pilot and evaluate a training program to: (1) build the awareness of university educators responsible for field education of the issues faced by international students on practicum; and (2) assist them to effectively prepare these students for learning in the field. It is anticipated that this program will have cross-institutional relevance and applicability and, accordingly, a concomitant aim is to distil a set of good practice guidelines for preparing international students for placement and to disseminate this information across the Australian higher education sector. The findings from the seed project will be used to develop an application for an innovation and development project that will identify, implement and evaluate strategies for making field education inclusive for international students through engaging the three key stakeholders – students, field based supervisors and university educators – in a participatory action research project.

Funding: $47,000

INNOVATION AND DEVELOPMENT GRANT
Work-based assessment of teamwork: an interprofessional approach

Project team: Professor Jill Thistlethwaite (pictured), UQ School of Medicine (Project Leader); A/Prof Fiona Bogossian, UQ School of Nursing & Midwifery; A/Prof Diann Eley, UQ School of Medicine; Prof Jenny Strong, UQ School of Health & Rehabilitation Sciences; Prof David Boud, University of Technology Sydney; Prof Alison Lee, UTS; A/Prof Roger Dunston, UTS; Professor Dawn Forman, Curtin University; A/Prof Christopher Roberts, University of Sydney; A/Prof Monica Moran, Central Queensland University; A/Prof Lesley Bainbridge, University of British Columbia; and Donna Drynan, UBC.

Project summary: This project addresses the nationally recognised need to develop and deliver a robust package of work-based assessment (WBA) tools for health professional students in diverse clinical settings as a means of testing their performance and readiness for practice. In particular the project will focus on the assessment of teamwork and collaboration in the workplace: an area that is underdeveloped and lacking in valid, reliable and feasible instruments for both assessment for and assessment of learning. The team will provide an assessment framework that not only assesses students individually as team members but also considers a team as a single entity with a view to enhancing team performance.

While this project is focused on health professional education, we will ensure that the outcomes are generalisable to workplace settings other than the clinical by including higher education expertise within the collaboration. Thus the project partners from six universities (including one international) include education specialists as well as the medicine, nursing and the allied health professions to reflect the membership of modern healthcare teams. In addition we will explore the potential for involving recipients of teamwork in assessment of team performance: in health these are patients/clients, who have been described as being at the centre of care (and hence the team). The assessment will be located in an overall curriculum framework arising from the current work of the ‘Curriculum renewal and interprofessional health education’ ALTC funded project.

Funding: $220,000
LEADERSHIP GRANT
Developing and resourcing academics to help students conduct and communicate undergraduate research on a large scale

Project team: Dr Susan Rowland (pictured), UQ School of Chemistry & Molecular Biosciences (Project Leader); Dr Gwendolyn Lawrie, UQ School of Chemistry & Molecular Biosciences; Dr Kristen Zimbardi, UQ School of Biomedical Sciences; Dr Jack Wang, UQ School of Chemistry & Molecular Biosciences; and Dr Paula Myatt, UQ Teaching and Educational Development Institute.

Project summary: This project aims to enhance student participation in science undergraduate research and publication by developing leadership capacity in the academics who champion it. The project will identify and document successful initiatives in the areas of large-scale undergraduate research and publication, with the aim of determining why and how they work. Using this knowledge, and working as a community of practice, project participants will create an easy-to-use and adaptable set of shared resources that support and streamline large-scale undergraduate research and student-driven publication of research results. In particular, we will focus on providing implementation-ready items such as complete practical laboratory manuals, “how-to” guides for setting up publication routes, and open-source code that can be used to produce journal websites and adapt online fora to better support undergraduate researchers and authors. The findings and deliverables will be applicable and useful for educators in a range of higher education contexts;

Funding: $219,000

INNOVATION AND DEVELOPMENT GRANT
Enhancing the secondary-tertiary transition in chemistry through formative assessment and self-regulated learning environments.

Project team: Dr Gwendolyn Lawrie (pictured), UQ School of Chemistry & Molecular Biosciences (Project Leader); Dr Madeleine Schultz, QUT; Dr Anthony Wright, UQ School of Education; Dr Glennys O’Brien, University of Wollongong; Dr Simon Bedford, University of Wollongong; Professor Roy Tasker, University of Western Sydney.

Synopsis: Although concept inventories have been used extensively for diagnostic and summative purposes, they have not been used to improve student understanding through formative practice. This project will develop modular, formative learning objects to be administered in class and virtually. The learning objects will address key missing and mis-conceptions of incoming chemistry students, who form a large and diverse cohort of students. Use of these learning objects by students and academics will help change the culture of formative assessment within the tertiary context.

A typical Australian tertiary 1st year chemistry cohort is characterized by large classes (300-2000) of students who represent a diverse range in academic abilities, interests, and motivations for learning (students are enrolled in around forty possible programs of study that require some chemistry, for example, engineering, medicine, pharmacy, dentistry and other health sciences). All students are recommended to have completed senior chemistry (though many attempt the course without this preparation). In 2008, a new secondary chemistry syllabus was implemented in Queensland, which increased the diversity in student secondary chemistry experiences as a result of increased specification of inquiry based learning and experimental investigations. In 2014, the introduction of the national curriculum for senior chemistry (ACARA 2011, QSA 2011) will amplify this situation further. The diversity in chemistry conceptions possessed by students as they enter tertiary chemistry provides us with a unique opportunity to research and develop mechanisms to differentiate learning support for students at risk of failing chemistry.

Funding: $200,000
Deliberately provoking arguments is not normally what we expect of successful managers, but this is exactly what UQ Business School’s Dr April Wright (pictured right) does every day – and it works.

As coordinator of UQ’s core first-year undergraduate course *Introduction to Management*, she finds that the best way to engage 1000+ students is to replicate a professional environment by getting them to work together in small teams to develop joint opinions on particular issues. They must then defend their views against other teams. Assessment includes tutorial preparation and participation.

“I like to get students actively involved,” says Dr Wright, “and arguing for or against a topic really helps bring management theory to life.”

In 2011 Dr Wright won the Australian and New Zealand Academy of Management Educator of the Year Award for her pioneering teaching methods.

**EXTERNAL AWARDS**

**ARGUING FOR SUCCESS**

Professor Michael Drinkwater of the School of Mathematics and Physics, for role playing activities in undergraduate courses that motivate students to engage with course material and develop high-level problem-solving skills.

Dr Helen Keates of the School of Veterinary Science, for developing practice-ready veterinary graduates with mastery of fundamental knowledge and principles of veterinary anesthesia and their application in novel, challenging clinical situations.

Dr Annetta Tsang of the School of Dentistry, for a whole-of-program approach to transforming oral health students to oral health professionals: developing professional ways of being through explicit curriculum design.

**OLT CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING**

Three UQ teachers were awarded 2012 National Citations for Outstanding Contributions to Student Learning.

Professor Joan Esterle from the School of Earth Sciences was ranked in the nation’s top 15 and won UQ’s Lecturer of the Year for 2011. Professor Esterle combines solid theory with practical, hands-on experience in actual industry settings to give students a “down to earth” taste of their future careers in soft-rock geology.

“I believe in enabling students to tell a story from the rocks and making it fun to predict how rocks will behave during mining,” she said.

As one of 4000 lecturers nominated Australia-wide, Professor Joan Esterle from the School of Earth Sciences was ranked in the nation’s top 15 and won UQ’s Lecturer of the Year for 2011. Professor Esterle combines solid theory with practical, hands-on experience in actual industry settings to give students a “down to earth” taste of their future careers in soft-rock geology.

“I believe in enabling students to tell a story from the rocks and making it fun to predict how rocks will behave during mining,” she said.

Professor Joan Esterle (centre) with students Baiba Grinberga (left) and Didy Ramli
The Learning Plan 2013–2017 provides a framework to deliver on the UQ Advantage by ensuring that choice and opportunity genuinely characterise the UQ student experience.
Through the actions set out in the Learning Plan, our objectives are to:

• provide our students with the leadership, professional, and learning skills that will enhance their career prospects in a global economy,

• support our staff to become excellent teachers and develop innovative and engaging teaching practices, and

• deliver an enriching learning experience through world-class facilities and teaching spaces.

Our continued success in achieving the goals set out in the Learning Plan is evidenced by strong showings on world university rankings and the number of national teaching excellence awards won by our academics.

We are mindful, however, that we need to continue to build on these achievements and the Learning Plan provides an outline of how we will continue to deliver a distinctive UQ experience. This is particularly crucial to our reputation as a university of first-choice for high-achieving students and staff, in a higher education environment that is characterised by a performance-driven, risk management framework.

The quality of our teaching is of particular importance in shaping the UQ student experience and is a key goal of the Learning Plan. The continuing professional and personal development of our academics must be the first priority that we get right in order to be able to educate and engage with our students. It is critical for a 21st century university to have a clear position on online learning and over this past year, there has been a great deal of activity, discussion, and thinking in this area that has culminated in the launch of the University’s eLearning strategy during this year’s Teaching and Learning Week.

This is just the first step. We must not lose sight of the crucial facts that it is the pedagogy that drives our choice of the technology that we use in our teaching, and that the technological tools must be used to enhance the key attributes of good teaching and learning. Technology cannot substitute for the inherent value of individual contact with another human. A student who connects with this university may not remember the quality of our online resources, but will remember the teachers who inspired them with a love of learning.

These challenges around how we deal with online learning and the use of technology to enhance student education provide us with great opportunities to further differentiate UQ in an increasingly competitive environment.

The strategies outlined in the Learning Plan around recruitment, transition and retention are aimed at supporting clear pathways to university study, and ensuring that all students, regardless of background, are successful and continue with their tertiary studies.

The actions outlined in the Learning Plan aim to build a more diverse student cohort, offer a richer learning experience, and embrace innovation throughout the University.

The ultimate goal of our endeavours is to instil in students the wisdom and understanding to be global citizens.

Professor Michael McManus
Deputy Vice-Chancellor (Academic)
Theme 1: Deliver on the UQ Advantage by ensuring that choice and opportunity genuinely characterise the UQ student experience.

### Strategies, Actions and Accountabilities

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.1 Enhance the shape of UQ’s offerings to support broad educational opportunities, ensure flexibility in pathways, and meet postgraduate growth targets.</td>
<td>Implement the recommendations of the 2010 review of postgraduate coursework awards.</td>
<td>DVCA; ADAs</td>
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<td></td>
<td>Introduce a suite of dual undergraduate degrees &amp; professional-entry Masters programs.</td>
<td>ADAs</td>
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<td>Explore possibilities for collaborative degrees with key international partners.</td>
<td>DVCI; ADAs</td>
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<td>Provide support to promote, design and establish continuing professional development (CPD) programs that articulate to postgraduate qualifications.</td>
<td>Director, CIPL</td>
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<td>Continue to review the role of honours, and consider the development of other pathways to RHD training.</td>
<td>ADAs; Dean, Graduate School</td>
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<tr>
<td>1.2 Support a suite of opportunities and experiences that foster key skills and prepare students for future leadership roles.</td>
<td>Clarify and promote to students the distinguishing features of the UQ Advantage, through the UQ Career Advantage Award for Undergraduates and the UQ Career Advantage PhD program.</td>
<td>Director, OUE; Dean, Graduate School</td>
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<td></td>
<td>Continue to expand the summer research scholarship program.</td>
<td>Director, OUE; ADAs</td>
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<td>Continue to support an annual UQ undergraduate research conference as a key component of Research Week.</td>
<td>Director, OUE</td>
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<td>Develop a strategy to enrich student learning experiences through further opportunities for industry placements, internships and other practical work-based experiences.</td>
<td>ADAs; Director, OUE</td>
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<td>Review UQ’s graduate attributes approach with reference to the evolving academic standards agenda.</td>
<td>Dean, Academic Programs</td>
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<td></td>
<td>Identify and implement ways in which CPD and other educational offerings can provide career development options for current students and alumni.</td>
<td>Director, CIPL; PVCA</td>
</tr>
<tr>
<td>1.3 Promote and support opportunities for students to gain international experiences and develop global and inclusive perspectives.</td>
<td>Recognise and reward student endeavours in internationalisation, and improve reporting on student mobility.</td>
<td>DVCI; Director, OUE</td>
</tr>
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<td></td>
<td>Develop and implement an action plan to promulgate UQ’s education principles on Indigenous Australian matters.</td>
<td>PVCIE; Dean, Academic Programs</td>
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<td></td>
<td>Develop a strategy to facilitate high quality academic and non-academic interactions between international &amp; domestic students.</td>
<td>Director, Student Affairs</td>
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<td></td>
<td>Leverage technology-mediated strategies to facilitate global experiences for students.</td>
<td>ADAs; Directors, CEIT &amp; TEDI</td>
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<tr>
<td></td>
<td>Expand opportunities for international summer research placements for undergraduates.</td>
<td>Director, OUE</td>
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<td></td>
<td>Continue to internationalise the curriculum to equip students with the skills, knowledge and experience to live and work in a global society.</td>
<td>Dean, Academic Programs; ADAs</td>
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<td></td>
<td>Develop a coherent and effective student equity strategy.</td>
<td>Director, OPSSSE</td>
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<td></td>
<td>Enhance institutional support for Indigenous student outreach and aspiration building programs.</td>
<td>PVCIE; Dean, Academic Programs</td>
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<td></td>
<td>Continue to support the UQ College as a vehicle to increase the range of pathways into Bachelor-level qualifications.</td>
<td>CEO, UQ College</td>
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<td></td>
<td>As a priority, review and expand faculty-based programs, particularly in relation to generalist degrees, to provide opportunities for high achieving students.</td>
<td>DVCA; ADAs</td>
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<td>Continue to review the bonus rank scheme for incoming students with specific Year 12 subject profiles and those involved in tertiary-level enhanced studies and enrichment activities.</td>
<td>DVCA; CAPP</td>
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<td></td>
<td>Continue to review and ensure effectiveness of undergraduate scholarship programs, including UQ’s equity scholarship program (UQ Link).</td>
<td>Director, OPSSSE</td>
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</tbody>
</table>
Theme 2: Attract and retain high quality teaching staff, support and reward teaching excellence, and raise the professionalism, visibility, and status of teaching and learning at UQ.

### Strategies, Actions and Accountabilities

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2.1 Recognise and reward teaching excellence and maintain UQ's national leadership position in this area.</td>
<td>Continue to encourage and support high quality applications for UQ, national and international teaching awards.</td>
<td>DVCA; Director, TEDI; ADAs</td>
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<td>Recognise and reward staff endeavours in internationalisation.</td>
<td>DVCI</td>
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<td>Recognise and reward staff innovation in challenging and new teaching contexts, e.g., large classes; short courses; collaborative programs.</td>
<td>ADAs</td>
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<td>Promote UQ's teaching and learning achievements to alumni and the broader community.</td>
<td>DVCA; PVCA</td>
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<td></td>
<td>Enhance the capacity for the annual Teaching and Learning Week to showcase UQ's teaching and learning achievements and innovations.</td>
<td>DVCA</td>
</tr>
<tr>
<td>2.2 Enhance the professionalism and quality of staff development opportunities for academic and sessional staff.</td>
<td>Support the Certificate of University Teaching that articulates with the Graduate Certificate in Higher Education for all staff new to teaching.</td>
<td>Director, TEDI</td>
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<td>Continue to support the enhanced tutor training program.</td>
<td>Director, TEDI; ADAs</td>
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<td>Identify ways to support, recognise and reward sessional staff, particularly those in clinical areas.</td>
<td>Director, TEDI; ADAs</td>
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<td>Regularly review the new academic staff induction program to ensure its effectiveness.</td>
<td>PVC; Director, TEDI</td>
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<td>Support the development of skills in program design particularly where one type of UQ educational offering articulates into another.</td>
<td>ADAs; Directors, CIPL, TEDI</td>
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<td></td>
<td>Support and encourage increased involvement of institute and research only staff in undergraduate and postgraduate coursework teaching.</td>
<td>DVCA</td>
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<td></td>
<td>Investigate mechanisms to incorporate industry professionals into teaching courses, particularly in professional disciplines, for example, journalism and architecture.</td>
<td>DVCA; President Academic Board; ADAs</td>
</tr>
<tr>
<td>2.3 Support the scholarship of teaching and the development and evaluation of innovative teaching practices that improve student outcomes.</td>
<td>Review the impact of UQ strategic teaching &amp; learning grants on student outcomes and establish a mechanism for effectively showcasing outcomes.</td>
<td>DVCA; Director, TEDI</td>
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<td></td>
<td>Continue to encourage and support applications for externally-funded teaching fellowships and grants.</td>
<td>DVCA; Director, TEDI</td>
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<td>Ensure that support provided to teaching-focused academic staff is sufficiently targeted and effective.</td>
<td>Director, TEDI; ADAs</td>
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<td>Continue the lunchtime seminar series to disseminate innovative teaching and learning practice.</td>
<td>Directors, TEDI, CIPL, CEIT</td>
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<td>Expand the UQ Teaching Fellowship Program to include opportunities to focus on technology-enriched learning.</td>
<td>Directors, TEDI, CEIT</td>
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<td>Improve the assessment of learning outcomes and the understanding of key teaching and learning performance indicators.</td>
<td>DVCA; Director TEDI</td>
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<tr>
<td>2.4 Ensure that quality assurance and enhancement processes for teaching and learning are effective.</td>
<td>Contribute to national projects to develop discipline-based academic standards.</td>
<td>ADAs</td>
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<td>Participate in the ongoing trial of the Go8 quality verification system.</td>
<td>Dean, Academic Programs</td>
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<td>Continue to support SECat/s instruments, and plan shift to on-line student evaluations.</td>
<td>Director, TEDI</td>
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<td>Continue to enhance the CTQA dashboard and implement revisions to the Learning KPIs in the SBPF.</td>
<td>DVCA; Director, Planning</td>
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<td></td>
<td>Ensure effective dissemination and response to results of annual student surveys (CEQ, Student Barometer, AUSSE, and UES).</td>
<td>DVCA; DVCI</td>
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</tbody>
</table>
## Theme 3: Enhance the quality of all aspects of the student learning environment & address emerging issues.

### Strategies, Actions and Accountabilities

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<tr>
<td>3.1</td>
<td>Implement and evaluate the expanded Thrive@UQ program and ensure a coherent and well-supported student transition strategy.</td>
<td>Director, Student Affairs</td>
</tr>
<tr>
<td></td>
<td>Ensure alignment, co-ordination and effectiveness of student support programs offered by the Library, Student Services, ATSISU and the faculties.</td>
<td>DVCA; Student Equity Advisory Committee</td>
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<td>Improve understanding of student retention and effective intervention strategies.</td>
<td>Director, Student Affairs</td>
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<td></td>
<td>Review orientation and “gateway” programs offered by faculties, and improve communication with new students.</td>
<td>DVCA; ADAs; Director, Student Affairs</td>
</tr>
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<td></td>
<td>Support strategies to assist with large class teaching including technology-mediated approaches.</td>
<td>Directors, TEDI &amp; CEIT; ADAs</td>
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<tr>
<td>3.2</td>
<td>Continue to provide support for teaching space enhancements through the T&amp;L space committee and in the context of major new building projects.</td>
<td>DVCA; SDVC</td>
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<td></td>
<td>Prioritise plans to develop, deliver &amp; assess student learning centres and spaces that facilitate formal and informal student interaction.</td>
<td>DVCA; SDVC</td>
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<td>Investigate and pilot the use of new generation teaching spaces and evaluate their impact on learning.</td>
<td>Directors, CEIT &amp; TEDI</td>
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<td>Enhance standards for appropriate provision and support of AV and ICT facilities in teaching spaces.</td>
<td>DVCA; Director, ITS</td>
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<td></td>
<td>Work with the Phoenix project to ensure wireless connectivity in high priority teaching spaces and student areas.</td>
<td>ADAs; Director, ITS</td>
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<tr>
<td>3.3</td>
<td>Focus on the development and support of technology innovations to support high quality blended learning.</td>
<td>DVCA</td>
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<td></td>
<td>Develop a strategy on e-Portfolios and extend their use throughout UQ.</td>
<td>Directors CEIT &amp; CIPL</td>
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<td>Implement the requirement that all undergraduate courses have a Blackboard presence and assess its impact.</td>
<td>ADAs; DVCA</td>
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<td></td>
<td>Evaluate and promote educational opportunities afforded by new technologies, tools and spaces.</td>
<td>Director, CEIT</td>
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<td></td>
<td>Promote and support effective use of Blackboard and other online resources.</td>
<td>Director, TEDI</td>
</tr>
<tr>
<td>3.4</td>
<td>Enhance the quality and rigour of assessment practices and ensure the provision of high quality and timely feedback.</td>
<td>Chair Assessment Sub-committee; ADAs; Director, TEDI</td>
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<td></td>
<td>Continue to monitor and refine policies and procedures related to assessment, including undertaking a review of assessment policy.</td>
<td>DVCA</td>
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<td>Provide seed funding to implement alternative assessment practices, both formative and summative.</td>
<td>ADAs</td>
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<td>Improve dissemination of best practice in discipline-appropriate mechanisms for feedback and assessment.</td>
<td>Director, TEDI</td>
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<td></td>
<td>Ensure training programs for tutors, sessional staff and new staff include modules on assessment, feedback and academic integrity.</td>
<td>Continue to support and encourage participation in the UQ Assessment Network.</td>
</tr>
</tbody>
</table>

### Abbreviations

- ADA: Associate Dean (Academic)
- ATSISU: Aboriginal and Torres Strait Islander Studies Unit
- AUSSE: Australasian Survey of Student Engagement
- CAPP: Committee for Academic Programs Policy
- CEIT: Centre for Educational Innovation and Technology
- CEO: Course Experience Questionnaire
- CIPL: Centre for Innovation in Professional Learning
- CTQA: Curriculum and Teaching Quality Appraisal
- DVCA: Deputy Vice-Chancellor (Academic)
- DVCi: Deputy Vice-Chancellor (International)
- Go8: Group of Eight
- KPI: Key Performance Indicator
- OPSSSE: Office of Prospective Students, Scholarships and Student Equity
- OUE: Office of Undergraduate Education
- PVC: Pro-Vice-Chancellor
- PVCA: Pro-Vice-Chancellor (Advancement)
- PVCIE: Pro-Vice-Chancellor (Indigenous Education)
- SBPF: School-Based Performance Framework
- SDVC: Senior Deputy Vice-Chancellor
- SECaT/s: Student Evaluation of Courses and Teaching
- TEDI: Teaching and Educational Development Institute
- UES: University Experience Survey
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TEACHING & LEARNING WEEK 29 OCTOBER – 2 NOVEMBER 2012

The University of Queensland fosters and acknowledges excellence in its learning and teaching environment by recognising its outstanding teachers through the Excellence in Teaching and Learning Awards.

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