Developing submissions for the UQ Strategic Teaching and Learning Grants Scheme

Workshop: May, 2011

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Clair Hughes
UQ funding for teaching and learning

- Early Career Scholarship of Teaching and Learning Grants
- New Staff Start-up Grants - Scholarship of Teaching and Learning
- Resteach
- Support of Visiting Teaching and Learning Presenters
- The University of Queensland Teaching Fellowship Scheme
- UQ Strategic Teaching and Learning Grants

Session purpose and overview

• To support applicants in the development of successful submissions for IQ Teaching and Learning grants
  - Features of the UQ Teaching and Learning Grants Schemes
  - Preparing the application
  - Examples of successful applications
  - Evaluation and dissemination
  - Getting started
  - Useful resources
<table>
<thead>
<tr>
<th>Scheme</th>
<th>Purpose</th>
<th>Funds</th>
<th>Due date</th>
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</table>
| **Early Career Scholarship of Teaching and Learning Grants** | The aims of the Scheme are:  
• to encourage new members of staff, and existing staff members transferring to a TF position, to engage in the scholarship of teaching and learning;  
• to identify teaching and learning issues, within or across disciplines, and facilitate an approach to addressing these issues;  
• to initiate the development of a project or program that could later attract external funding (e.g. from the Australian Learning and Teaching Council);  
• to support, on a competitive basis, high quality teaching and learning projects of modest financial cost. | $15,000 | 5 Sept |
| **New Staff Start-up Grants - Scholarship of Teaching and Learning** | The aims of the Scheme are:  
• to encourage new members of TF staff to identify and develop an area of professional learning in the Scholarship of Teaching and Learning (SoTL) that is relevant to their current and intended role; and  
• to provide limited seed funding as a means of generating future support from competitive internal and external grant schemes. | $12,000 | 30 May |
| **UQ Strategic Teaching and Learning Grants** | The 2011 Scheme will provide funding to address two priorities:  
• to assist with the development of innovative projects that aim to enhance student engagement through the implementation of high impact learning practices.  
• to fund initiatives to improve access to undergraduate programs, as well as retention and completion rates, of students from equity groups. | $20,000 DVC(A) PLUS other cash funding of at least 25% of total requested | 20 June (and faculty timelines) |
Check

• Eligibility criteria
• Selection criteria
• Period of grant
• Application requirements
• Budget guidelines - including supported and non-supported expenditure
• Reporting requirements
• Necessity for ethical clearance
High impact activities

Examples (see Kuh 2009)

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning
- Service learning, community based learning
- Internships
- Capstone courses and projects
Feedback on ALTC grant submissions

- Continuity is a strength - build on previous projects (your own or others) where possible
- Focus the project to produce a targeted outcome
- Base submissions on sound theory and show engagement with the body of knowledge in the area
- Embed evaluation and dissemination into the proposal
- Demonstrate appreciation of sustainability and portability
- Application weaknesses:
  - lack of clarity about how project activities relate to achievement of outcomes or project rationale
  - limited engagement with key ideas and theoretical concepts or limited integration of proposal with this body of knowledge
  - poor budget justifications
  - unclear evaluation plans
  - inadequate preparation
  - failure to address criteria
Rationale

The University has taken a risk in investing substantial amounts of money in developing informal student spaces given the lack of empirical evidence indicating the impact of such spaces on students. Clearly, improving spaces for students to study, network and just relax between formal teaching times is beneficial but to what extent does this type of space impact on student satisfaction and student outcomes? Who uses this type of space, how do they use it and why do they use it? Can quality informal spaces increase student/staff interactions? This project will explore these questions and the findings will provide the University with some real evidence of the impact of informal social student spaces on the student experience.

This aligns with the 2008 – 2010 Teaching and Learning Enhancement Plan, specifically Goal (3) of enriching all aspects of the teaching and learning environment. This also aligns with the BACS and EPSA Operational Plans to improve the student experience.
The goal of this project is to develop an innovative and sustainable model of professional development for tutors in order to enhance the experience of both undergraduates and postgraduates within the new research-focussed BSc degree program.

Problem 1: There are no shared criteria and standards to describe effective tutoring in the new, research-focussed BSc
Problem 2: There is no program for tutor professional development relevant to the new BSc.

Aim 1. To identify effective practices of tutor professional development in BSc-related faculties
Grant criteria: Excellence and innovation in T&L
UQ T&L Operational Priorities: Support research-rich T&L culture; Enhance student-staff interaction
BACS Operational Plan (2007): P1 (implement new BSc); P3 (implement best practices); P4 (develop learning communities); P5 (enhance effectiveness of T&L staff)

Aim 2. To design, implement and evaluate professional development for entry level tutors
Grant criteria: Excellence and innovation in T&L; Improve student outcomes
UQ: Support research-rich T&L culture; Enhance student-staff interaction; Use of new technologies
BACS: P1; P3; P4; P5.
Rationale

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Describe the innovation/ problem(s)/ issue(s) your project is trying to address</th>
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<tbody>
<tr>
<td>Part 2</td>
<td>Demonstrate alignment of the project to University and/or faculty key teaching and learning operational priorities and objectives</td>
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While students are expected to possess a high level of competencies in new technologies, research in Australia has shown that the increasing use of these new technologies in higher education is creating a larger inequity for students who are traditionally under-represented in higher education, particularly students from under-represented backgrounds (Barraket, 2000; Krause 2005a; Krause 2005b). As the University of Queensland aims to increase access and participation of students from these backgrounds (UQ Strategic Plan, priority 1), it is critical that the appropriate transitional support mechanisms are in place to address the needs of these students (Krause, 2005b). This project aims to orientate students from under-represented backgrounds into the online environment, while introducing them to the academic culture of collaborative learning (both in the lecture theatre and online) and provide a vital opportunity for first year students to integrate socially with their peers and more experienced students (UQ TLEP, goal 3, strategy 3).
Activity 1- *rationale*

- Think...
  - ...then write about the issues you want to address through your project
  - What aspect of teaching and learning interests or concerns you?
  - Why this aspect and not something different?
  - Why is this aspect of teaching and learning important in or relevant to your educational context?
  - Do you have any evidence that your topic or issue warrants your attention?
Activity 2 - summary

Think...

- ...then write about what you want your project to achieve

  - What will be different as a result of your project?
  - What enhanced learning behaviours or outcomes will students demonstrate?
  - What knowledge do you expect to gain?
  - What skills do you expect to gain?
  - How will you go about achieving this?
  - How have others addressed the same or similar issues?
  - How will the work of others inform your own approach?
  - Where can you go to find out more?
Dissemination defined

Dissemination is more than distribution of information or making it available in some way. Dissemination also requires that some action has been taken to embed and upscale the innovation within its own context and to replicate or transform the innovation in a new context and to embed the innovation in the new context.

Carrick Institute Dissemination Framework

Two dissemination forms - engaged and information provision
## Purposes of project dissemination

<table>
<thead>
<tr>
<th>Dissemination for awareness</th>
<th>Information provision</th>
<th>Distributing information through reports, publishing papers, conference presentations, sending emails, developing websites. One way information process.</th>
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</thead>
<tbody>
<tr>
<td>(scattering the seed to the wind)</td>
<td><strong>Engaged dissemination</strong></td>
<td>Purposeful, directed, systematic, proactive engagement, evidence-based, involves adaptation and implementation, resulting in changes in practice.</td>
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### Dissemination for understanding

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<tr>
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<th>Information provision</th>
<th>Distributing information in a more purposeful manner, e.g. workshops, visits. Requires interaction with others who are involved in the project.</th>
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<tbody>
<tr>
<td>(sowing the seed in prepared soil)</td>
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### Dissemination for action

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<td>(propagating, breeding, growing, grafting)</td>
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### Dissemination questions

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<tr>
<td>Who are the users of and other stakeholders in this program?</td>
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<tr>
<td>What do we want to disseminate (process, ideas, products)?</td>
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<tr>
<td>How could we make users and other stakeholders aware and involved?</td>
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<tr>
<td>How could we engage users and other stakeholders so they use and/or support the program?</td>
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<tr>
<td>How could we obtain feedback from users during the project?</td>
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<tr>
<td>How will we know there has been change in practice?</td>
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Evaluation defined

Evaluation is the process of determining the merit and/or worth of things for a range of purposes.

Consider funding agency requirements for evaluation:

• Ensure that evaluation is undertaken at multiple points throughout the project and is understood and reported within an evaluation framework.

  *Carrick Competitive Grants program: Guidelines and Supporting Information - 2008 (p.23)*

• Must provide a strategy for the evaluation of the project with information on outcomes for students, whether there has been a noticeable improvement or not in the expected outcomes for students.

  *UQ Teaching and Learning Small and Large Grants Scheme Guidelines*

*Lack of success a worthwhile and significant outcome if it generates new insights or learning*
## Evaluation questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is our project audience (stakeholders)?</td>
<td></td>
</tr>
<tr>
<td>What questions would stakeholders have in relation to this project?</td>
<td>(evaluation questions)</td>
</tr>
<tr>
<td>How could we collect data to answer these questions?</td>
<td>(methods)</td>
</tr>
<tr>
<td>From whom or where (stakeholders and others) could data be collected?</td>
<td>(sources)</td>
</tr>
<tr>
<td>What will count as evidence?</td>
<td>(consider both qualitative and quantitative)</td>
</tr>
</tbody>
</table>
## Example of an evaluation framework

<table>
<thead>
<tr>
<th>Evaluation questions</th>
<th>Sources/Methods</th>
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<tbody>
<tr>
<td>What is Generic Graduate Attribute (GGA) policy in Australian universities?</td>
<td>Institutional contacts</td>
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<tr>
<td></td>
<td>Telephone interview (to clarify, address omissions or current activity)</td>
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<td></td>
<td>Expert reference group</td>
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<td></td>
<td>Written responses to draft issues paper</td>
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<td></td>
<td>Existing records/ artefacts</td>
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<tr>
<td></td>
<td>Web search of university policy documents</td>
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<tr>
<td>What are current barriers to effective GGA implementation?</td>
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<td></td>
<td>Focus groups to elicit responses to issues paper based on literature review</td>
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<tr>
<td></td>
<td>Literature review (research into implementation experience)</td>
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<td>Analysis of AUQA reports</td>
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Evidence

- TEVAL and iCEVAL scores - over time
- TEVAL and iCEVAL comments
- Other evaluation data - attendance figures, grades, discussion board participation
- Unsolicited student comments
- Student achievements (employment, awards & prizes)
- Comparison/benchmarking data (Dashboard, AUSSE)
- Detail about innovations reported
- Invitations - to committees, associations, to speak at events
- Requests for materials, advice, collaboration
- Feedback solicited from past students
- Employer feedback, international employers, post docs, quality of students employed
- Quality of people who agree to teach into the course
- Tutor feedback, clinical supervisors (abilities, enthusiasm etc)
• Industry partners and associations - accreditation
• Informal activities with students - social support
• Retention rates (anecdotal from authoritative source if needed)
• Description of resources developed, how existing technology is used
• Student outcomes - employment, further study
• Successful use of your materials or ideas by others - program or school take-up
• Publications, presentations, grants, awards
Useful resources

- ALTC Resources (including project reports) http://www.altc.edu.au/resources
- The Higher Education Academy
• The Higher Education Academy - Resources [http://www.heacademy.ac.uk/resources](http://www.heacademy.ac.uk/resources) and Subject Centres [http://www.heacademy.ac.uk/subjectcentres](http://www.heacademy.ac.uk/subjectcentres)
• The Carnegie Foundation for the Advancement of Teaching - Resources [http://www.carnegiefoundation.org/resources](http://www.carnegiefoundation.org/resources)
• International Journal for the Scholarship of Teaching and Learning [http://academics.georgiasouthern.edu/ijsotl/index.htm](http://academics.georgiasouthern.edu/ijsotl/index.htm)
• Journal of the Scholarship of Teaching and Learning [https://www.iupui.edu/~josotl/](https://www.iupui.edu/~josotl/)
What next?

- Planning your submission
  - set side time to write
  - identify one or two colleagues to ask for feedback (include one who does not know you or your work very well)