TEACHING AND LEARNING AT THE UNIVERSITY OF QUEENSLAND

Fast facts*
45,455 students
12,166 postgraduate students
33,289 undergraduate students
11,364 international students
Students from 134 countries
More than 370 degree programs
More than 5700 courses (subjects)
Graduate job rate (average full-time rate for Bachelor degree): 78.9% (national average is 76.2%)
Graduate salary (male/female average): AUD$46,625
4 campuses, 47 sites
7453 full-time equivalent staff
Won more national teaching awards than any Australian university: 85
Top 1% of universities in the world
Ranked 49th in the world by the Shanghai Jiao Tong University Academic Ranking of World Universities 2011
Ranked 74th in the world by The Times Higher Education World University Rankings 2011–2012
Ranked 83rd among 12,000 global higher education institutions in the Webometrics Ranking of World Universities

Good Universities Guide
Five-star rating for student demand, research grants and research intensity and four star rankings in the categories: getting a job, positive graduate outcomes, graduate starting salaries, student-staff ratios, staff qualifications, access by equity groups, gender balance, proportion of school leavers, and non-government earnings in the 2012 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

*As at June 2011

SUPPORTING UQ
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31 OCTOBER – 4 NOVEMBER
TEACHING & LEARNING WEEK 2011

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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To watch videos from Teaching and Learning Week 2011, use your smartphone to scan the QR code on the left or visit: http://vimeopro.com/uq/teaching-and-learning-week.

You will find more QR codes throughout this publication, which will allow you to view videos of some of UQ’s innovative educators.
The University of Queensland (UQ) continues to attract immensely talented students from across Australia and across the globe.

There are opportunities ahead with countries setting targets to increase their populations’ higher education participation rates.

But there are also new competitive challenges emerging, with new universities being established all over the world, including increasing numbers of private, for-profit universities.

So how does UQ differentiate itself with more universities in the global market, more people holding undergraduate degrees, and the rising significance of international university rankings?

The answer is that instead of fearing change, we are embracing it. We are repositioning UQ as a truly global university and differentiating ourselves through an emphasis on what makes us unique – the UQ Advantage.

Universities today are vast and complex institutions that do an amazing array of things. But that complexity should never be allowed to cloud what universities are actually about.

Universities – first and foremost – are places of learning, discovery, and engagement.

It’s a useful reminder of the core reason we exist. A university education is about providing the gift of learning at a pace and depth that will give our students the intellectual breadth to engage fully in all aspects of modern society.

The ability to instil in students knowledge, skills and a passion for life-long learning has never been more important. We are no longer only educating students for a local economy. Rather we are striving to impart the 21st century skills they will need to be active global citizens.

We also recognise as a nation that to face the future we need to demonstrate a real commitment to improving access to higher education for Aboriginal and Torres
Deputy Vice-Chancellor (Academic) Professor Deborah Terry and Vice-Chancellor Professor Paul Greenfield chat with School of Biological Sciences Honours students Victoria Camilleri-Asch, Ugo Capozzoli and Matthew Thompson.
A number of major achievements in the teaching and learning arena have been celebrated by UQ during 2011.

## 2011 HIGHLIGHTS

### Recognising teaching excellence

UQ has cemented its position as home to Australia’s best teachers, by adding 10 more Australian Learning and Teaching Council (ALTC) teaching awards to its collection this year – one Program Award, two Teaching Awards and seven Citations. This maintains UQ’s leading position in teaching, having won more national teaching awards than any other Australian university since the awards were established in 1997 – 85 awards and citations.

The three national winners are Associate Professor Lydia Kavanagh, Dr Jane Stadler and Professor John Taylor (see pages 44–46).

### Leading Indigenous education

Professor Cindy Shannon was appointed inaugural Pro-Vice-Chancellor (Indigenous Education) to lead all Indigenous initiatives across the University (see pages 6–7).

### Improving university access

In June UQ College was launched at the UQ Ipswich campus to offer alternative pathways to university and Associate Degrees (see pages 10–11).

The continuation of school outreach programs at the St Lucia and Ipswich campuses to widen university participation was supported by $3.059 million from the Higher Education Participation and Partnerships Program (HEPPP) in 2011. UQ has also provided undergraduate scholarships worth $2.02 million in 2011 (see page 19).

### Realising the UQ Advantage

The new UQ Career Advantage PhD program, which is designed to accelerate career development, encourage cross-disciplinary dialogue and enhance employability of PhD graduates, was launched in September. The UQ Career Advantage Award for Undergraduates will be launched next year (see pages 20–21).

### Building on teaching excellence

UQ continues to build further on its teaching excellence by providing support to its educators. A total of $580,000 was made available for UQ Teaching and Learning Strategic Grants in 2011 (see pages 26–30).

Four academics were also awarded ALTC Strategic Priority Projects and Discipline Networks grants (see page 47).
LEARNING ADVANTAGES

UQ delivers on the UQ Advantage by ensuring that opportunity and choice genuinely characterise the UQ student learning experience.
UQ confirmed its commitment to supporting educational and employment opportunities for Aboriginal and Torres Strait Islander peoples with the appointment of UQ’s inaugural Pro-Vice-Chancellor (Indigenous Education) to lead all Indigenous initiatives across the University.

A descendant of the Quandamooka People of Moreton Bay and Indigenous health expert, Professor Cindy Shannon, was appointed to the new post in May 2011.

As the first in her family to study at university, Professor Shannon has a personal insight into the challenges and expectations that go along with being an Indigenous university student.

“I had the benefit of a scholarship to get me through high school and without that, my educational opportunities and my life would have been very different,” she said.

“After finishing high school I was encouraged to go to university.

“At the time there was a very strong expectation that Aboriginal people would do a course that they could take back to their community to benefit their community.

“And although I was really keen to study commerce, I was advised to do social work and so in 1977 I enrolled at UQ to do that.

“We are now shifting away from the view that we are educating Aboriginal people to be the solution to Aboriginal problems.

“But I think there is more we can do to support Indigenous students to access the full range of UQ program offerings and to encourage them to do what they want to do and not what society expects.”

With Indigenous participation in higher education a central focus nationally, Professor Shannon has embraced the high expectations that accompany her new role.

“As an institution, UQ needs to create an environment that supports a comprehensive commitment to Indigenous issues,” she said.

“There are a lot of assumptions in Australian society about Aboriginal people, about the way they live, their health and their wealth, which feeds into stereotypes.

“Indigenous students have different lived experiences and there are gaps in the contextual understanding of Indigenous issues that we need to address.”

In her first six months, Professor Shannon led the development of UQ’s Aboriginal and Torres Strait Islander Education Strategy.

“This is a whole-of-University Strategy and is built around the pillars of Learning, Discovery and Engagement, so it does have implications for every part of the University,” Professor Shannon said.

“We have been consulting with Indigenous communities, governments, and UQ faculties and institutes to set targets for Indigenous students and examine what structures will need to be put in place to support the strategy outcomes.

“In terms of teaching and learning, the Strategy’s two overarching goals are, firstly, to improve participation and retention of Indigenous students across all disciplines and, secondly, to imbed Indigenous perspectives within curricula.
"These are the key components, but I recognise that what works in one setting or one faculty won’t necessarily work in another. There are very different issues across faculties and schools and I am eager to work with UQ faculties individually to develop their implementation plans, identify priorities and work with them to embed Indigenous perspectives in the curriculum."

As part of her role, Professor Shannon is director of UQ’s Aboriginal and Torres Strait Islander Studies (ATSIS) Unit and has been coordinating the processes for recruiting and supporting Indigenous students with the Director of UQ’s Office of Prospective Students, Scholarships and Student Equity, Ms Margaret Fairman, the Deputy Vice-Chancellor (Academic), Professor Deborah Terry and the Director of UQ Equity, Dr Ann Stewart.

"We know that we are not going to change things overnight and that changes will come in stages over the medium and long-term," Professor Shannon said.

"Although our retention of Indigenous students relative to other Australian universities is quite good, we have got to do better.

"Our Indigenous students are more likely to do well in their first year of a degree and continue on to their second year, but we are losing some students after their second, third or fourth year.

"We need to find out why some Indigenous students are not completing their degrees.

"To do this we are studying the key transitions in the educational pathway for Indigenous students to identify what is required to prevent students leaving university before graduating.

This support starts well before students apply for university. Professor Shannon is chair of the Queensland Aboriginal and Torres Strait Islander Foundation, which was established in 2008 and has funded more than 800 scholarships to support Year 11 and 12 Indigenous students in Queensland schools.

"UQ is well placed to support the higher education aspirations of a number of these scholarship recipients," Professor Shannon said.

"We also intend to take a proactive approach to Indigenous student recruitment through developing close relationships with communities.

"The University has significantly extended the number of scholarships available to Indigenous students and our outreach program that provides support to prospective Indigenous students in Years 11 and 12 has helped students succeed at university."
In the first program of its kind in Queensland, Baringa Kukoyi and Joshua Preece embarked on a journey of a lifetime representing the Queensland Indigenous community during a two-week visit to educational organisations and universities in British Columbia, Canada in September.

Ms Kukoyi, who is in her fourth year of a combined Bachelors of Commerce/Economics, said that as an Indigenous student, she felt strongly that education was of the utmost importance to the advancement of the world’s societies.

“My family are Turrbal people who are the traditional owners of the Brisbane area and we have a very close connection to the community and country,” Ms Kukoyi said.

Two exceptional students from UQ are inspiring young Indigenous peoples around the world to study at university as part of the inaugural Queensland Indigenous Student Ambassadors program.
LEARNING AT UQ 2011

To be given the opportunity to be involved in this program that has a focus on promoting higher education within Queensland is very exciting. I feel very privileged to be asked to be an Ambassador for the Queensland Indigenous community.

“University has provided me with wonderful opportunities, including securing a cadetship at Queensland Treasury while studying, and being able to encourage others to consider university.” Fellow Ambassador and second-year Bachelors of Economics/Laws student, Joshua Preece, said he was thrilled when he found out he had been selected to represent the Queensland Indigenous community.

“The Aboriginal and Torres Strait Islander Studies (ATSIS) Unit and its staff have given me a great deal of support and encouragement since I began my studies at The University of Queensland,” he said.

“I have valued the tutoring program and the ATSIS Unit provides a friendly and welcoming environment that is a good place to visit and catch up with people. It is a bit like a family.

“I am proud to represent the Indigenous community and the University through my participation in the inaugural Indigenous Student Ambassador Program.”

Director of the Office of Undergraduate Education Professor Sushila Chang said this initiative gave the students a greater understanding of life outside of the University.

“This program has been a positive experience for our students, giving them exposure to another university and providing them with the opportunity to learn about the indigenous history and culture of another country,” Professor Chang said.

The three-day program developed by the MBA team included career planning, activities to encourage team-building and the application of students’ own skills to foster a sense of giving back to the community.

This was part of the UQ Business School MBA Social Economic Engagement program, which encourages students to participate in community organisations.

A focus on the future was on the minds of 40 Indigenous students who took part in camps held at UQ’s Gatton, Ipswich and St Lucia campuses during 2011.

The annual Which Way? It’s My Future camp aims to give Aboriginal and Torres Strait Islander students an insight into university life and options available to them.

Year 11 student Tiarna Cutmore from Wynnum State High School discovered an interest in studying a dual degree in law and business at UQ St Lucia after attending the camp.

“This was my second year doing the camp and it has really encouraged and motivated me, and helped in my decision about what to do once I finish school,” Ms Cutmore said.

The annual camp organised by UQ’s Aboriginal and Torres Strait Islander Studies Unit is open to students in Years 8-12 and is an opportunity for them to build friendships with fellow Indigenous students.

“It has been great to meet so many new people that I know I will be friends with in the future,” Ms Cutmore said.

“All the sessions have been helpful and inspiring, and I will definitely come back next year,” she said.

As the camp takes place across three campuses, it allows students to become familiar with university life through use of libraries, lecture theatres and eateries.

Students at the Which Way? It’s My Future camp got to experience life at UQ.
The Bradley Review confirmed that significant groups of people are not finding the pathways they need into higher education.

People from low socio-economic backgrounds; those who live in regional and remote parts of Australia; and Indigenous people are all seriously underrepresented in Australian universities.

UQ College is an initiative of The University of Queensland to improve access to higher education.

The UQ College concept was born before the Bradley Review of Higher Education, but the review has certainly sharpened the national focus on increasing access to tertiary study.

Officially opened on June 3, 2011, at the UQ Ipswich Campus, the College has had almost 80 students sign up for the pre-tertiary program in its first two semesters. The University of Queensland supported this first cohort of students to undertake the program.

Most of the students do not have a Year 12 qualification, but are relishing the opportunities that UQ College provides for an alternative pathway into higher education.

Mickila Parsons is a young woman from the scenic rural area of Haigslea on the outskirts of Ipswich. She says marriage and starting a family prevented her from finishing Year 12 and despite a long-held dream to study archaeology, she could not imagine going back to high school.

“These last five months since commencing my studies at UQ College have been wonderful. I have really enjoyed and benefited from the breadth of teaching provided across accounting, business, behavioural sciences, mathematics and English,” she said.

“The teachers are very supportive and I am feeling confident now with writing essays and analysing issues. It has improved my self-esteem immensely, and I feel very proud of my achievements.”

Ms Parsons has now completed the pre-tertiary program and is enrolled in an Associate Degree in Business at UQ College as the next step towards attaining her educational goals.

And she is not alone. Former refugees, Mohib Ullah and Jacob Joh, have also enrolled in an Associate Degree in Business after completing the pre-tertiary program.

A student from a high socio-economic background is about three times more likely to attend university than a student from a low socio-economic background.

(The Bradley Review of Australian Higher Education, 2008)
For Mr Ullah, this is his first access to formal education, having spent 18 years in a United Nations refugee camp in Bangladesh since fleeing Burma with his family when he was just six months old.

“I went to the refugee camp primary school, but when I finished primary school there was no further education or anything else for me to do,” Mr Ullah said.

“I kept asking the UN people what I could do, but they said nothing, until they decided to train me to be a teacher.”

At an age when he should have been in high school himself, Mr Ullah taught Grade 5 students in the refugee camp until his family was accepted by Australia as refugees last year.

Now 19, Mr Ullah is studying hard at UQ College and plans to go on and study social science with the goal of working for the UN helping refugees.

Like Mr Ullah, Sudanese refugee Jacob Joh spent 17 years living in a refugee camp.

A primary school principal in Kenya, Mr Joh, his wife and two children moved to Australia just over a year ago, but Mr Joh is unable to teach as his teaching qualifications are not recognised in Australia. Now with a third child born in Australia, Mr Joh is keen to further his educational goals by studying business and working in the human resources area.

The University of Queensland Vice-Chancellor Professor Paul Greenfield said the goal of UQ College was to provide alternative pathways and opportunities for study that may not have been available before.

“We are committed to actively promoting access, equity and diversity at UQ and wanted to establish an institution that is backed by a university and widens access to education,” Professor Greenfield said.

“UQ College will provide an array of flexible opportunities offering short-term intensive programs of study in Tertiary Preparation and Community Education as well as a link to the University through the delivery of Associate Degree Programs.”

CEO of UQ College, Mr Rod Arthur, said the College expected more than 300 students in 2012 studying either Tertiary Preparation subjects equivalent to Year 12, or the College’s first flagship course, the Associate Degree in Business.

“Initial entrants commenced the 16-month Associate Degree in September 2011, and will gain a broad understanding of a variety of business principles and the skills to apply their knowledge to solve problems in a variety of situations – a vital skill sought by employers,” Mr Arthur said.

“UQ College values and is building on our relationships with local schools, enterprises, industry, community, government and other educational institutions so more people can access quality education services.”

www.uqcollege.edu.au
SCHOOLS ENGAGEMENT

UQ seeks to attract, support and retain high-achieving students through engagement with schools.

SPARKING CAREERS

STORY: KATHY GRUBE

The coordinator of an innovative program that has secondary school students contributing to cancer research has been awarded a prestigious 2011 Peter Doherty Award for Excellence in Science and Science Education.

Dr Peter Darben was presented a Science Education Partnership and Community Science Award for his work developing and running the Students Performing Advanced Research Queensland Program (SPARQ-ed) at The University of Queensland Diamantina Institute (UQDI).

SPARQ-ed is a unique science outreach facility jointly run by UQDI and Queensland’s Department of Education and Training with support from Queensland Health.

Now in its third year of operation, SPARQ-ed has already provided a unique biomedical research immersion experience and half-day programs for 771 students and teachers from across Queensland.

BRAIN BEE

STORY: DENISE CULLEN

More than 130 of the smartest high-school students from Queensland and the Northern Territory converged on the Queensland Brain Institute (QBI) to contest state and territory crowns in the State Finals of the 2011 Australian Brain Bee Challenge.

Drawn from 41 different schools, the students travelled from as far afield as Cooktown and Wooree in Queensland and Katherine and Humpty Doo in the Northern Territory to compete for the title.

Nina Ruzsicska from Darwin High School was crowned the 2011 Brain Bee Champion for the Northern Territory and Teresa Tang from Brisbane State High School won the Queensland competition.

QBI is the Australian organiser of the international competition, which is the country’s largest neuroscience competition for high-school students.

SHAPE THE WORLD

STORY: MELINDA KOPANAKIS

“Careers that shape the world” is designed to help Year 11 and 12 students choose a career that’s right for them.

First held in 2010, the annual event enables students to discover the wide range of career opportunities available to them through studying at UQ.

In 2011, almost 700 students from 53 schools took part in interactive, career-focused sessions, from areas across the University, delivered by industry professionals, academic experts, and students from UQ.

The exercise lab was popular with student visitors.
UQ’s engagement strategy with schools is multi-faceted. A range of programs is run by the Office of Prospective Students, Scholarships and Student Equity, Faculties, Schools and research Institutes. These include:

- **Enhanced Studies Program** – enabling school students to undertake a UQ course during their Year 12 studies
- **FEAST program at the Gatton campus** – a one-day program for high school students
- **UQ Library Cyberschool seminars and resources**
- **Numerous professional development workshops** offered to primary and secondary school teachers from many disciplines

**REACHING SCHOOLS**

Staff and students within UQ’s Faculty of Engineering, Architecture and Information Technology (EAIT) go above and beyond the call of duty when it comes to engagement with schools. They volunteer hundreds of hours and their weekends to help organise two national competitions for high-school students – the UQ Science and Engineering Challenge and the RoboCup Junior Queensland Championships.

More than 1000 high-school students put their science and engineering know-how to the test during the 2011 UQ Science and Engineering Challenge held at UQ’s St Lucia campus.

Students from 31 Brisbane high schools participated across four separate days of competition and gained hands-on science and engineering experience.

The School of Information Technology and Electrical Engineering hosted 480 school students on campus for the 2011 RoboCup Junior Queensland Championships.

Participation in the RoboCup Junior rose by 40 per cent this year. The event allows students to apply their learning about electronics, software and hardware to designing their own robots.

Executive Dean of EAIT, Professor Graham Schaffer, said UQ was pleased to help raise the profile of science and engineering professions with Brisbane school students by hosting the two competitions.

“Both RoboCup Junior and the Science and Engineering Challenge require students to work in teams to develop technology and engineering solutions to problems and to create innovative ways to resolve issues,” he said.

“The competing school students are supervised by technology and engineering students from UQ who not only provide assistance with the activities, but can also talk about UQ study programs.”

ROBOTS AND BRIDGES

**STORY: MADELENE FLANAGAN**

St Laurence’s College students, Callum Feron-Farrell and Wilbur Wong, built a flying machine at the UQ Science and Engineering Challenge.
MATHS MATTERS

STORY: KATHY GRUBE

Two talented young UQ maths students were able to investigate real-world problems as part of a national summer scholarship. Yui Sze Chan and Trent Spears were among 17 recipients of this year’s Australian Mathematical Sciences Institute Vacation Research Scholarship.

Ms Chan developed different models to describe the growth of ornate rock lobsters, while Mr Spears used his skills to scrutinise financial risk management.

More than 900 tonnes of ornate rock lobsters are trawled from the waters in the Torres Strait each year. With such heavy reliance on this resource, researchers are focused on modelling the complicated population dynamics of these lobsters to ensure the fishery’s sustainability.

“Using a lobster growth data set collected between 1995-1997, Ms Chan tested two models that used stochastic (random) processes. The first model described the time between moults and the second process described length increment of growth after moult.

“We applied the data set to test our models, and through our analysis we identified limitations of these models and other factors affecting lobster growth that need to be taken into account,” Ms Chan said.

Mr Spears’ passion for probability and stochastic processes helped him analyse hedging strategies for assets where prices were exposed to large, unpredictable fluctuations.

“I am now working on heavy-tail phenomena, which uses a blend of mathematics, probability and statistics to model the impact of extreme events,” Mr Spears said.

“This is very useful for risk management of the impact of events such as extreme weather or mortgage meltdowns.”

Both students are now completing Honours at UQ under the supervision of Professor Phil Pollett.
Dr Simon van Rosendal was awarded the 2010 Exercise and Sports Science Australia (ESSA) Medal for his PhD thesis on “Measuring and Optimising Rehydration”. Supervised by UQ School of Human Movement Studies Professor in Exercise and Sport Sciences, Professor Jeff Coombes, Dr van Rosendal’s winning thesis examined methods of enhancing rehydration in athletes.

UQ Masters of Urban and Regional Planning students Isabel Ceron Castano, Heather Lopez, Rebecca Frederiks and Noura Al Nasseri beat a number of entrants from other institutions to take out the Excellence Award for tertiary student projects at the Planning Institute Australia Queensland Awards. Their “24H Brisbane” policy proposal demonstrated the social and economic benefits of a 24-hour city, highlighting a need for businesses to step away from traditional constraints on opening hours to embrace the changing face of Brisbane.

Amanda Rasmussen won the esteemed Marie Curie Fellowship, which funds a 24-month research project anywhere in Europe. Dr Rasmussen’s research aims to improve plant root formation in stem cuttings in order to enhance propagation. She is currently working with research collaborators at the University of Ghent in Belgium.

International architectural organisation, The American Society of Architectural Illustrators, awarded its Student Award for Excellence to UQ’s School of Architecture undergraduate student, Amy Learmonth. Ms Learmonth’s illustration, “The Seddon Project”, was the only student entry out of around 60 international pieces to be showcased in the international travelling exhibition, Architecture in Perspective 26. The exhibition is an annual international competition, exhibition and catalogue, which includes work by many of the most accomplished contemporary architectural illustrators from around the world.

Ms Learmonth plans to complete a Master degree at UQ next year.
The School of Journalism and Communication’s Ekka initiative is a prime example of how broadening the approach to work-integrated learning gives students valuable work-experience and boosts their employability.

Five UQ journalism students had hands-on experience as roving reporters while working as interns for ABC Radio and Channel Nine News at the Royal Queensland Show (Ekka) this year.

Virginia Tapp, Rhian Deutrom and Annalise Moore worked as interns with Channel Nine News under the guidance of UQ’s acclaimed film and TV producer-director, Dr Bruce Redman, and Channel Nine Brisbane Producer and Chief-of-Staff, Brendan Hockings.

Ms Tapp said the Ekka internship would prove invaluable for her career.

“We quickly developed sound time management and teamwork skills, allowing us to produce stories consistently for the duration of the Ekka,” Ms Tapp said.

“Dr Redman’s guidance was essential for the success of this internship, which has
resulted in us generating a quality show reel. Show reels are crucial for securing employment in broadcast news, but are extremely hard to create as a student with no previous experience.

“The Ekka internship represents a whole new level of industry work placement, where the chosen study and profession merge to allow a unique insight into all details of a specific work environment.” Celeste Greinke and Georgina Tunny worked for ABC Radio’s Country Hour program, preparing numerous story packages for broadcast and the web. Journalism Industry Consultant, and ABC Radio producer, Carmel Rooney, supported them during their internships.

Dr Redman, who initiated the Ekka program last year, said there was a story around every corner at the Ekka. “You still have to do your research, but there is plenty of fodder to make great stories,” Dr Redman said.

A movie review website set up by UQ film and literature students and graduates is attracting up to 10,000 visitors each month and forms an important part of a first-year course.

Set up in October last year, The 500 Club now has 11 reviewers who write film reviews of 500 words. Seven of the contributors currently study film and television at UQ.

UQ graduate Dave Owen suggested establishing The 500 Club to complement his 400 Club website, which is thought to be the first national blog for television criticism in Australia.

David Faraker and Alexeem Boyle took up the suggestion, recruited fellow film-lovers and so The 500 Club was born. The 500 Club is now part of the curriculum of the Introduction to Film & Television Studies course (MSTU1001).

The students must critically analyse The 500 Club reviews and then write their own – the best reviews are published on The 500 Club site.

http://500.the400club.org

Blue Carbon projects in Borneo, better support for parents of children with autism, and Australia’s relationship with China are UQ research projects that were explored in 2011, thanks to scholarships awarded by the Prime Minister.

Two postgraduate students and one undergraduate received Prime Minister’s Australia Asia Awards, which fund up to two years of study at a university in Asia.

PhD candidate Sebastian Thomas arrived at the Universiti Malaysia Sabah in August and will remain there for a year analysing ways for coastal communities in Borneo to engage with the global climate policy framework and the international carbon market.

Winnie Lau, a psychology PhD candidate, travelled to the National Taiwan University to investigate the impact of social support on sense of competency and marital satisfaction among Taiwanese parents of children with autism spectrum disorder.

Bachelors of Arts/Law student Timothy Mason received one of the undergraduate scholarships, which allowed him to explore Australia’s relationship with China, Hong Kong and other Asian countries.

The postgraduate awards were worth up to $63,500 each, while the undergraduate awards are worth up to $53,500.
Rapidly evolving technologies and advances in knowledge have caused all sectors to embrace the concept of continuing professional development as a vital part of a 21st century career.

From frontline staff to senior management, all modern professionals are recognising the value of keeping their qualifications fresh and relevant.

UQ has identified continuing professional development (CPD) short courses as a key tool to engage with a variety of sectors in the economy; to support graduates and professionals to undertake further training; and to provide an attractive pathway for individuals to engage in an initial program of study that may then articulate into a postgraduate coursework award program.

The Centre for Innovation in Professional Learning (CIPL) is charged with supporting UQ in the delivery of CPD courses and last year undertook an audit of all CPD courses being delivered by schools, faculties, centres and institutes across the University.

CIPL Director, Professor Bob Hendy, says the audit found more than 380 CPD courses were being delivered by 20 organisational units across UQ.

“Many are short courses and some are courses that articulate into formal qualifications. There is also a mix of face-to-face and online delivery of the courses,” Professor Hendy said.

“UQ offers courses to professionals across many careers, including nurses, dentists, lawyers, business managers, doctors, engineers, psychologists, sports coaches, pharmacists, teachers, IT professionals, entomologists, vets and social scientists, to name just a few.

“This information is now being used to characterise a number of new and improved websites to promote UQ’s CPD offerings to prospective students.

“These include a new UQ CPD website, which will be launched late 2011, a related catalogue and a revision to the existing UQ Courses and Programs site.”

Professor Hendy said the UQ CPD website would complement individual websites developed by UQ CPD providers for identified industry sectors such as engineering or health, or professions such as teaching.
Woodcrest State College student Aiden Grewal will soon take his love for science to the next level after he was chosen for the Young Achievers Program at UQ. The Springfield local was one of 88 Year 11 students who travelled to UQ’s St Lucia campus to participate in an annual two-day residential camp.

The group of students, all of whom are studying at Queensland state schools, will receive financial and mentoring support throughout Years 11 and 12.

With a keen interest in the structure of cells and atoms, Mr Grewal has set his sights on a biomedical degree when he begins university in 2013.

Mr Grewal said his family shared in his excitement when he was selected for the program.

“When I got the news, my mum cried with happiness. My family is so glad I can pursue my passion in science at university,” Mr Grewal said.

“With a degree in biomedical science, I hope to one day create medicines to help people around the world.”

UQ’s Young Achievers receive $1000 annually to support them through Years 11 and 12, and those who transition to UQ will receive a scholarship of $6000 per year for up to four years.

In addition, the students receive practical support including career planning, advice on study options and mentoring by current UQ students.

The Young Achievers Program was established in 2009 and is co-funded by UQ and through donations to the University.

Academic enrichment

High-achieving Year 11 students have a chance to experience university life through UQ’s Young Scholars Program (YSP).

Now in its third year, the program is designed to provide students with a unique opportunity for academic enrichment and expose them to a wide range of potential study areas.

Up to 250 students are selected annually for the program.

As well as academic components, YSP also includes group discussions, collaborative forums and social, sporting and cultural activities.

100 years of Archibald

The UQ School of Economics this year celebrated the centenary of the establishment of the Archibald Scholarship in Economics.

Founded in 1911 by an initial gift of $1000 from the beneficiaries in the estate of the late Honourable John Archibald, MLC, the Archibald Scholarship endowment has continued with generous donations from the School’s alumni.
The University has announced a new UQ Career Advantage Award for Undergraduates. The award scheme will be implemented in 2012 and be administered by UQ’s Office of Undergraduate Education.

This initiative confirms UQ’s commitment to enhancing the student experience by supporting students to gain the necessary skills to become the next generation of leaders.

The special award will accompany students’ academic transcripts upon graduation and attest to the enhanced nature of their undergraduate experience.

Office of Undergraduate Education Director, Professor Sushila Chang, said the new award would acknowledge students who invested time, passion and commitment in activities where they developed skills that gave them a competitive edge in their future careers.

“Students coming to UQ are fortunate to have access to the UQ Advantage,” she said.

“This is a distinctive student experience derived from UQ’s research, international, professional and industry links.

“UQ offers a myriad of academic and extracurricular activities and opportunities comparable to the best educational institutions in the world.”

The new Award will acknowledge students’ commitment to obtaining global, leadership, and research skills during their time at UQ and help them prepare for successful careers following graduation.

The new award is designed to equip UQ students with the necessary transferable skills.
skills and experiences to excel in their chosen fields in Australia and internationally.

Participating students will also have access to additional training opportunities and seminars to support their academic and professional development.

Professor Chang said students who chose to commit themselves in this way positioned themselves to be more effective graduates and potential leaders in the future. They will have a better understanding of their personal and professional responsibilities in the context of the global community.

“Students will have their achievements in three key areas formally recognised and valued by the University and the community,” she said.

According to Professor Chang, the new award for UQ undergraduates will recognise students’ participation in activities in the following three areas:

• Global and Cultural Experiences
• Social Responsibility and Leadership
• Research, Innovation and Entrepreneurship

For more information about the award program, please contact the Office of Undergraduate Education.

www.uq.edu.au/undergraduate

* Dr Jessica Gallagher was appointed Acting Director of the Office of Undergraduate Education in September 2011 while Professor Chang is on extended leave.

UQ CAREER ADVANTAGE AWARD FOR UNDERGRADUATES

Listed below are the three categories under the UQ Career Advantage Award for Undergraduates. In each category are examples of the activities students may participate in to be considered for the award.

Global and Cultural Experiences
Examples of activities:
• Student Exchange/Study Abroad
• Diploma in Global Issues, Languages or Music
• Intensive language course studied overseas, eg four week French course in New Caledonia
• Overseas internship
• Ongoing work with a cultural organisation, eg Architectural Culture Exhibition and Seminar

Social Responsibility and Leadership
Examples of activities:
• Official position on the committee of a student society or group
• Ongoing participation in sporting activities
• Volunteer mentoring, outreach or unpaid community service of 100 hours or more, eg Teddy Bear Hospital
• Organising community, student or sporting events
• Attending conferences, eg Queensland Servant Leadership Forum

Research, Innovation and Entrepreneurship
Examples of activities:
• Summer Research Internship of at least eight weeks duration
• Presenting a research paper at a conference or symposium
• Participating in the UQ Undergraduate Research Conference
• Involvement in research competitions, eg iGEM
The benefits of studying at The University of Queensland are not just found in lecture theatres, but rather extend to a diverse range of opportunities available outside of the classroom.

The Office of Undergraduate Education (OUE) promotes undergraduate student success through the fostering of experiential opportunities such as internships, undergraduate research, leadership and international study. Acting Director of OUE, Dr Jessica Gallagher, said the team was committed to helping deliver an exceptional student experience to all UQ students.

“One of our core goals is to promote and encourage students to gain global experiences through international study, internships and conferences,” Dr Gallagher said.

“These international activities help equip students with the skills, knowledge and experience required to live and work in a global society and to succeed in their chosen careers.”

The Office also provides funding and support to students wishing to participate in volunteering, service learning and leadership activities.

“We want to encourage and recognise students who make a positive contribution to the wider UQ community and beyond. These experiences not only enhance their studies, but provide a means of developing valuable life skills,” Dr Gallagher said.

UQ students can access a breadth of opportunities through OUE. These include:

- **Summer Research Scholarships:** The UQ Summer Research Scholarship Program offers undergraduate students an opportunity to receive a stipend while they work on a research project for up to 10 weeks over the summer semester.

- **Internships:** UQ provides financial support for undertaking an internship in Australia or overseas.

- **Volunteering:** UQ provides financial support for a number of volunteering projects in Australia and overseas and can help with connecting students with volunteer projects across diverse areas.

- **Global experiences:** UQ’s student exchange program, UQ Abroad, provides students an opportunity to study overseas for one or two semesters and earn credit towards their UQ degree.

- **Leadership opportunities:** UQ encourages students to undertake leadership activities and assists individuals and student associations with funding to help to cover the costs of organising and/or participating in conferences, competitions and other leadership events.

- **Concurrent diplomas:** UQ students are now able to complete a Diploma in Music, Languages or Global Issues, concurrently with their undergraduate degrees.

- **Undergraduate research:** In collaboration with faculties, OUE organises an annual Undergraduate Research Conference. The conference showcases UQ’s best undergraduate research projects and allows student researchers to share their work through oral and poster presentations.

- **Student Summit:** The OUE also organises the Student Summit, another annual event. The Student Summit provides an opportunity for students to give feedback directly to members of UQ’s Senior Executive and contribute to the future direction of UQ.
UQ attracts and retains high quality teaching staff, supports and rewards teaching excellence, and raises the professionalism, visibility, and status of teaching and learning.
In 2008, she led a project team to explore the orientation, induction and training of tutors across UQ.

“We discovered that tutors highly value teaching–learning specific training,” Dr Duck said.

“However, teaching–learning training was inconsistent across the 30-plus schools at UQ, with many induction programs focusing heavily on administrative procedures, such as where to pick up room keys and how to fill out pay forms, leaving many new tutors anxious about their role as a teacher at UQ.”

The project recommended that a University-wide teaching–learning orientation and induction program for all new tutors and casual academic staff be introduced.

In 2009, the Deputy Vice-Chancellor (Academic) and the Associate Deans (Academic) from the then seven UQ faculties endorsed this approach.

The following year Dr Duck partnered with Kelly Matthews, a UQ lecturer in higher education in the Teaching and Educational Development Institute (TEDI) to translate the project findings into practice.

And so the Tutors@UQ program was born.

In 2011, 400 new tutors from four UQ faculties had completed the Tutors@UQ program.

Ms Matthews says Tutors@UQ is designed around activity learning principles.

“We engage new tutors in real and relevant case studies to prepare them for the challenges and opportunities of being tutors at UQ,” Ms Matthews said.

“As part of the program, we consider different teaching pedagogies and how to facilitate student learning. We look at how to effectively plan and structure tutorials, and discuss how to make tutorials student-focused.

“The tutors also find it very valuable to talk with other tutors and share experiences and problems and to discuss strategies for overcoming these problems.”
“The University-wide approach to maintaining quality, sustainable induction for all new sessional staff is another example of how UQ values teaching and learning.”

The Tutors@UQ program consists of three, face-to-face sessions running before and during the semester. Supplementary online materials are linked from the TEDI website to complement the program. The Tutors@UQ program is coordinated centrally through TEDI, employing a partnership model between Associate Deans (Academic) and TEDI academic staff.

Evaluations, after 400 new tutors undertook the Tutors@UQ program in 2011, revealed significant gains in new tutor confidence and preparedness across all faculties.

“There was a marked improvement in how confident and how prepared tutors felt about tutoring after completing the Tutors@UQ program,” Ms Matthews said.

“Tutors became more aware of the important responsibility they have as a tutor and they felt more confident with new teaching and learning strategies to take into their tutorials.”

THE GOOD TUTOR

Tutors are the unsung heroes of tertiary education, and research suggests that they are amongst the most influential figures in a student’s university experience.

Numerous Australian and international studies have found support and advice from tutors reduces the likelihood of undergraduate students withdrawing from university.

Bronwyn Bevan-Smith, who has been tutoring Human Movement students for five years and is now completing a PhD on how tutors interact with their students, says she was at first surprised tutors played such a major role in convincing undergraduate students to stay on at university.

“I always thought my role as a tutor was to help students learn and pass the course, but I never thought I had responsibility for keeping students at university,” she said.

“Often tutors are the representatives of the university that students have the most direct and frequent contact with.

“In a course with more than 400 students, it is impossible for the lecturer to know every one of their students,” she said.

“It is the tutors who the students talk directly to about the course and the assessment and research shows that this direct interaction can play a major role in whether a student stays on to complete their degree.”

With the average age of tutors being 19–20, Ms Bevan-Smith believes undergraduate students find it easier to relate to their tutors because they are of a similar age, have studied the course themselves and are regarded as examples of what students can do after graduation.

“The most important thing is to pass on your enthusiasm for the topic and/or your own research,” she said.

As part of her research, Ms Bevan-Smith has been analysing tutoring across a range of disciplines and has been observing what happens in tutorial classes.

“Although there are differences between disciplines, there are more similarities,” Ms Bevan-Smith said.

“Many tutorials are focused on inquiry-based learning and foster critical thinking skills, but also include structured learning and skills training.”

Ms Bevan-Smith said fellow tutors were a vital support and source of advice for new tutors, but that formalised training, such as the new Tutors@UQ program, was also essential.

“Training provides new tutors with a clear understanding of what their role is and access to teaching techniques,” she said.
The UQ Teaching and Learning Strategic Grant Scheme was introduced in 2007, to support and enhance activities around teaching and learning innovation at UQ.

Grants are intended to provide funding to address specific teaching and learning priorities.

For 2011 grants, the priorities were to assist UQ teaching academics to develop innovative projects that enhance student engagement through the implementation of high-impact learning practices. High-impact learning practices include first-year seminars, undergraduate research, and collaborative assignments and projects.

The second priority was to fund initiatives that improve access to undergraduate programs, and retention and completion rates, of students from equity groups (including low socio-economic status, “first in family”, and Indigenous).

Similarly, the Australian Learning and Teaching Council (ALTC) Grants Scheme aims to promote and support innovation in higher education learning and teaching, albeit on a national scale.

Since the introduction of these grant schemes, the range and depth of innovative projects that have been supported has been wide-ranging across disciplines and faculties. A very small number of these projects are showcased on the following pages.

Project title: D-Cubed: A review of dissemination strategies used by projects funded by the ALTC Grants Scheme. (Awarded ALTC grant in 2009)

Ms Deanne Gannaway, UQ Teaching and Educational Development Institute
Ms Tilly Hinton, University of the Sunshine Coast

An integral part of the Australian Teaching and Learning Council (ALTC) Grants Scheme is dissemination.

The approach adopted by the ALTC seeks to encourage engagement with the sector across the life of the project. But just how successful is this approach in ensuring that outcomes and outputs from funded projects live on past the project completion date and are translated to other educators, disciplines or organisations?

This is a question that UQ’s Teaching and Educational Development Institute (TEDI) Evaluation Unit Head, Deanne Gannaway, set out to answer.

Together with University of the Sunshine Coast’s Tilly Hinton, Ms Gannaway completed a special project commissioned by the ALTC to measure the success of the approach to dissemination promoted by the ALTC.

This was the third project investigating dissemination, building on previous projects completed in 2005 and became...
Dr Katelyn Barney and Dr Liz Mackinlay conducted research into how EPIAM objectives are being enacted into current discipline content within Indigenous Australian Studies at UQ.

**COHESIVE STRATEGIES**

**STORY: ELLEN SMITH**

Project title: Teaching, Learning and Enacting the Education Principles on Indigenous Australian Matters (EPIAM) at The University of Queensland. (Awarded UQ Teaching and Learning Strategic Grant – Small Grants 2008)

Dr Liz Mackinlay, School of Education

An evaluation of UQ’s Education Principles on Indigenous Australian Matters (EPIAM) policy has found a diversity of teaching and learning strategies across courses and potential for more cohesive approaches.

The EPIAM policy, which was adopted in 2007, provides a basis to develop strategies to improve the understanding of students and staff of Indigenous issues and to recognise the importance and contribution of Indigenous Knowledge as an emerging discipline.

Dr Katelyn Barney, Aboriginal & Torres Strait Islander Studies Unit

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Deanne Gannaway reviewed the success of ALTC dissemination.

D-Cubed looked at 85 ALTC grants completed between 2006 and 2009 and found that the most popular form of dissemination activity remained the publishing of an article in a journal or presenting a conference paper at the end of a project.

“This is a traditional avenue, but we found that projects that were successfully embedded and upscaled, showed evidence of engagement with the potential adopters from the onset,” Ms Gannaway said.

“Identifying potential adopters was noted as a challenge. Most projects displayed high levels of engagement across the project activities, but not necessarily with those who could change the curriculum or use the strategies in their own teaching.”

The result of the investigation is the D-Cubed Dissemination Framework, which will help project leaders achieve sustained change by assessing the climate for change, engaging throughout the project and transferring the project outcomes.

www.altc.edu.au/dissemination

Around Indigenous issues was through a number of different approaches.

“One approach is problem-based learning, the second was dialogue and interaction with Indigenous guests and guest lecturers and the third was to think about the concept of personal narratives and reflection.”

Dr Barney says the project was focused on five courses in the Aboriginal and Torres Strait Islander Studies Major within UQ.

“We mapped EPIAM on to the course profiles by looking at the general statements, institutional objectives, and the specific educational objectives of EPIAM and how that linked with each course’s outline, learning objectives and assessment,” Dr Barney said.

“Our hope with this project was that it could be a tool for different lecturers, departments and schools to be thinking here is one model of how this can be done effectively, and put the policy into practice in a meaningful way,” Dr Mackinlay said.

“It is possible. I think that a lot of us say that it is too hard, how are we ever going to teach across the differences between us or incorporate the differences?

“But I think that this project particularly showed us that the kinds of teaching and learning approaches we were using were working, but you just have to have the will and commitment to do it.”
Dr Gwen Lawrie and Dr Susan Rowland have developed undergraduate research experiences for active learning in large chemistry and biochemistry laboratory classes.


Dr Gwen Lawrie, School of Chemistry and Molecular Biosciences
Dr Susan Rowland, School of Chemistry and Molecular Biosciences
Professor Lawrie Gahan, School of Chemistry and Molecular Biosciences

First-year and second-year chemistry and biochemistry laboratory classes have been transformed at UQ by adding active learning components to traditional laboratory exercises and introducing an alternative research laboratory exercise.

A team of three dedicated School of Chemistry and Molecular Biosciences educators, Dr Gwen Lawrie, Dr Susan Rowland and Professor Lawrie Gahan; and the Teaching and Educational Development Institute’s, Kelly Matthews, have enhanced student engagement by introducing choice – a huge undertaking with more than 1200 first-year students and over 700 second-year students.

“By introducing self-selected streaming for laboratory programs in first- and second-year Chemistry and Biochemistry undergraduate courses, we have catered for the diversity of student cohorts in terms of experience, confidence, academic abilities, and goals,” Dr Lawrie said.

“Students can also now choose to do a collaborative research project or to do the more traditional laboratory exercises. This initiative commenced in 2008 and has been embedded further by linking to current research in the school.”

Dr Rowland says this year, there was a waiting list for second-year biochemistry students wanting to select the research project option.

“We have nearly 500 students in second-year biochemistry. We offered 60 places for the research project and two weeks before class started, all these places were filled,” Dr Rowland said.

Dr Lawrie says implementing “authentic assessment” has increased the value students place on the knowledge and skills that they are asked to demonstrate through increased relevance and transparency in assessment tasks.

Professor Gahan and Dr Lawrie were also awarded a 2009 ALTC Competitive Grant for a project titled “IS-IT learning? Online interdisciplinary scenario-inquiry tasks for active learning in large, first-year STEM courses”.

**CONNECTING CHEMISTRY**

**STORY: KATHY GRUBE**

**Project title: Multiple projects that have enhanced student learning experiences, engagement and assessment in large, first- and second-year Chemistry and Biochemistry Courses. (Awarded UQ Teaching and Learning Strategic Grants in 2007, 2008, 2010)**

Dr Gwen Lawrie, School of Chemistry and Molecular Biosciences
Dr Susan Rowland, School of Chemistry and Molecular Biosciences
Professor Lawrie Gahan, School of Chemistry and Molecular Biosciences

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Dr Gwen Lawrie and Dr Susan Rowland have developed undergraduate research experiences for active learning in large chemistry and biochemistry laboratory classes.

**PHOTO: JEREMY PATTEN**
A REGIONAL TRIP

Project title: Enhancing student outcomes and knowledge transfer through the Tourism Regional Immersion Project (TRIP) (Awarded UQ Teaching and Learning Strategic Grant – Small Grants 2007)

Ms Cate Clifford
Mr Richard Robinson
Dr Karen Hughes
Dr Noreen Breakey
All from the School of Tourism

It may be the oldest Tourism School in Australia, but UQ’s educators in the School of Tourism are also the nation’s innovators.

Dr Noreen Breakey and Dr Richard Robinson initiated a project in 2007 in partnership with local governments, regional operators and the community to offer students an opportunity to live and work in a regional tourism area of Australia.

To develop the Tourism Regional Immersion Project (TRIP) as a sustainable offering, TRIP was embedded within the School of Tourism’s Professional Development course delivered by Dr Karen Hughes. TRIP is now part of a suite of Work Integrated Learning placements offered to final-year students.

TRIP is aimed at improving student outcomes through increased collaboration and knowledge exchange between regional tourism operators and the students.

As part of the immersion in the destination, the students work in teams on a strategic project nominated and mentored by a local tourism “champion”.

A team of students this year worked with local council in developing, administering and reporting on a survey for the Toowoomba Carnival of Flowers.

THE ISLAND

STORY: KATHY GRUBE

Project title: Development of an innovative and sustainable virtual environment that will promote student ownership and consequently enhance student engagement. (Awarded UQ Teaching and Learning Strategic Grant 2010)

Dr Ruth Crowther, School of Population Health
Dr Michael Bulmer, School of Mathematics and Physics

A mathematician and a health scientist are working together to create a virtual population for students to study health systems and epidemiology.

Dr Michael Bulmer, from UQ’s School of Mathematics and Physics, developed “The Island” to provide his first-year statistics students access to more authentic and complex data.

“It is important for students learning statistical reasoning to see data in context. One of the best ways of achieving this is to involve students in data production through experimental investigations,” he said.

“Many students want to conduct experiments using human subjects, but this requires ethics approval and is logistically challenging.”

So Dr Bulmer created “The Island”, which has a population of 10,000 people and 39 towns.

“The Island’s” population has a mix of cultures, ages and sexes and is evolving just like a real population, with people being born, marrying, and dying. Every islander has a health profile and information about chronic disease history in their family. They also show behavioural differences, based on age, sex and culture, which provide varying social determinants.

Dr Ruth Crowther says she heard about “The Island” and thought it would assist with teaching undergraduate students about health systems.

“I was looking for a tool that would enable students to consider and practise using health systems’ planning theories in a virtual environment,” Dr Crowther said.

“The Island enabled us to develop a series of experiential learning activities whereby students could make changes to health services on the Island and explore the consequences of those changes.”

RMIT, Curtin University and several institutions in the USA have begun using “The Island” to teach other courses in statistics and the health sciences.

The next goal is to add environmental and economic contexts to “The Island”.

PHOTO: JEREMY PATTEN

STORY: KATHY GRUBE

LEARNING AT UQ 2011
Project title: Singing the same tune: Collaborative creation of interdisciplinary, cross-campus, health science communication media for iTunes through service learning (Awarded UQ Teaching and Learning Strategic Grant 2010)

Dr John Harrison, School of Journalism & Communication
Dr Hardy Ernst, School of Biomedical Sciences

A new level of science communication is being developed through a unique collaboration between a physiologist and a strategic communicator at UQ.

Dr Hardy Ernst wanted to equip his Ipswich–based physiology students to be future health science professionals able to use “new” media to communicate physiological science to non-professional audiences.

And Dr John Harrison wanted his St Lucia–based communications students to have the skills to be future communication professionals able to interpret a technically complex brief, and render it accurately for non-scientific audiences.

They found a way to do this through a cross-disciplinary and cross-campus collaboration.

“I wanted to give my Media Composition students a challenge that involved translating complex ideas and what better topic to describe than the most complex system in the world – the human body,” Dr Harrison said.

“The students experience deep learning through the consolidated understanding of basic physiology and the contextual communication of the science,” Dr Ernst said.

Working together on this project has led to Dr Harrison and Dr Ernst collaborating on new projects marrying mobile learning with science communication – both education imperatives identified in national and international education reports.

“The international Horizon Report identifies emerging technologies that are likely to have a large impact teaching and learning,” Dr Harrison said.

“Of all the emerging technologies in teaching, the most significant will be mobile devices. People expect to be able to access ‘any where, any time learning’ through mobile devices.”

These mobile learning and science communication projects started when, fed up with some students failing to attend laboratory tutorials, Dr Ernst decided to create 90-second video previews of his tutorials to be accessed on mobile devices showing students what was going to be covered.

The result was not only higher attendance rates, but also improved learning and better results.

“Today’s full-time students are likely to have an enormous workload with both full-time study and part-time or full-time work,” Dr Ernst said.

“When adequately preparing for laboratory classes becomes a low priority, the quality of the student learning experience is diminished, and poor student outcomes may result.

“By acting as a ‘just in time’ prompt or ‘trigger’ for learning, the videos situate the students’ learning, bridge the link between lectures and practical classes, and provide a rationale for the relationship of the practical class to the etiology of various disease states.”
But after 27 years at UQ, Bert is more than the University’s resident Romeo – he is one of its best-loved laboratory assistants.

Bert the boobook owl is now enjoying semi-retirement and, when not updating his Facebook page, can be found sitting on his perch in a corridor of the Ritchie Building listening out for approaching students and staff to say hello to.

The owl, who has haunted the hallways of UQ for almost three decades, is thought by some to be a University myth passed down by generations of students.

But Bert is very real and has been a multi-talented member of the UQ community, holding positions as PR officer, graduation overseer, research assistant, student counsellor and childcare centre educator.

Bert’s keeper, Ritchie Building Laboratory Manager, Alan Goldizen (pictured), estimates Bert has helped teach thousands of UQ students.

“He has attended close to 100 laboratory classes and has been a good listener to hundreds of students who regularly visited his perch,” Mr Goldizen said.

“Bert also had an interesting couple of years in PR for the University’s Vision Touch and Hearing Research Centre. He attended World Expo 88 and several years later, starred at a large science expo in Melbourne.

“He clearly thinks he is a person and is happiest when surrounded by humans.

“But he is most fond of female humans, and especially those with long blond hair. He has been known to save a tasty morsel from his daily meal to offer to his favoured females during the owl-breeding season.”

Bert arrived at UQ in 1983 as a fuzzy boobook chick after falling out of his nest. Retired Director of the UQ Vision, Touch and Hearing Research Centre (now known as the Sensory Neurobiology Group), Professor Jack Pettigrew, raised Bert after a veterinarian friend brought him the baby owl, which was not thriving under the care of the local residents who originally found him.

Unfortunately, during the time between falling from the nest and coming into Professor Pettigrew’s care, Bert was mistakenly fed just raw meat.

Mr Goldizen said this was a critical time for Bert’s eye development and he needed to be eating entire small animals, including the fur, bones and gut contents of his prey.

“The nutrition deficiencies during this period led to him developing nutritional cataracts,” Mr Goldizen said.

“He has been blind in his left eye for most of his life and the cataracts in his right eye have gradually got worse, so that he is now almost completely blind.”

With such impaired eyesight, Bert could never survive if released back into the wild and so he became a regular observer and teaching assistant in Professor Pettigrew’s physiology classes.

Bert assisted Professor Pettigrew to demonstrate a physiological phenomenon called “vestibulo-ocular reflex” (VOR) where Bert’s head and eyes stay locked in space despite irregular gyrations of his body.

Bert has been adopted by the Number 462 Squadron of the Royal Australian Air Force and been immortalised in their official badge.

PHOTO: STEWART GOULD

WISE OLD OWL

STORY: KATHY GRUBE

He fancies females with long blond hair and when he hears the sound of high heels clicking along the hallway, he quickly wakes from his midday slumber.
TO THE FUTURE

A trio of teaching, learning and innovation centres is working to support UQ educators engage students through world-best education practice.

Centre for Innovation in Professional Learning (CIPL)

CIPL continues to facilitate Continuing Professional Development (CPD) activity across the University.

It assists UQ senior management by formulating approaches to sectors and professions, and works with faculties and institutes to characterise their responses to these challenges.

Since its inception in late 2009, the Centre has progressed a number of significant milestones.

Almost 30 syndicates have now successfully completed CIPL’s action learning workshop: “CPD: Designing for Success”. Here, staff formalise their CPD short course ideas and prepare a business case, which reflects on the needs of the target audience, characterises the most attractive design and projects both income and costs.

CIPL now offers a complementary workshop, “Design and Articulation Basics”, which considers aspects of CPD design and integration with higher award courses.

below: A website to showcase UQ’s continuing professional development courses is being developed by the CIPL team.

PHOTO: JEREMY PATTEN
Together with the School of Education and the Centre for Educational Innovation and Technology (CEIT), CIPL successfully bid for the “Leading Curriculum Change” project which is a national initiative to develop and deliver a professional learning program to support school teachers who are leading the implementation of new curriculum initiatives.

The program is funded by the Australian Institute for Teaching and School Leadership (AITSL) and is anticipated to involve 2000 teachers from all states and territories.

A stocktake undertaken by CIPL has identified approximately 20 UQ CPD providers, delivering around 380 courses. This information is now being used to develop a website to showcase providers and highlight UQ’s capacity to develop and deliver CPD (see page 18).

Teaching and Educational Development Institute (TEDI)

TEDI has been behind a number of major new initiatives that are having a positive impact on teaching and learning at UQ. They include:

- Tutors@UQ to prepare tutors and sessional staff for teaching (see pages 24–25 to read more)
- Student Evaluation of Courses and Teachers (SECaT), which replaced the two previous tools – TEVAL (teaching evaluations) and iCEVAL (course evaluations). In 2010, TEDI processed SECaTs for 2604 courses, involving 50,000 responses to the course questions and 93,000 responses to the teaching questions.
- Redesign of the online academic integrity tutorial first developed by the School of Geography, Planning and Environmental Management so that it could be used across the whole University. The tutorial allows UQ to take a consistent and proactive approach to educating all students about academic integrity and plagiarism.
- TEDI is designing a Certificate in University Teaching Practice that will be available to academic staff from 2012. Participation in the program will allow UQ academics to demonstrate their commitment to, and excellence in, teaching and learning.

Centre for Educational Innovation and Technology (CEIT)

Take technology, combine it with a group of innovative thinkers working with talented academic staff across disciplines at UQ, and you have CEIT, a group discovering new ways to enhance student learning using emerging digital tools.

With a focus on active learning and encouraging rich interaction between learners and teachers, CEIT (pronounced “see-it”) is actively changing the way members of the UQ community engage with each other.

Current projects include: online tools for collaborative learning in engineering; online high-quality music master-classes; frameworks for online video critiquing of student clinical practice; virtual simulations of laboratory experiments; iPad tools for audio and text annotations; online “real” laboratories; semantic analysis tools and peer-critique workflow tools for student journals.

CEIT is also involved in the Open Scholarship project (see page 42). CEIT practises and promotes open scholarship making its work freely available to the wider community through open source code and document repositories and in doing so actively encourages the development of technologically enriched learning communities at UQ.
It was a new university, in a new century, in a new country.

In 2011, the boundaries that defined us a century ago have shifted in amazing ways. Today, UQ is not just a higher education leader in Queensland, and within Australia, but across the world.

In 2011, UQ entered the top 100 for the first time in the prestigious Academic Rankings of World Universities and has again been ranked as one of the world’s top 50 universities for the eighth year in a row in the QS World University Rankings.

Today, our horizons and aspirations are truly global in scope and we measure ourselves as a world university – a community of scholars traversing a globalised planet.

To capture that vision – and guide us in its continued implementation – UQ has released its Global Strategy and Internationalisation Plan; our first-ever planning document to capture UQ’s full international dimension.

UQ’s global strategy drives a future that encompasses not only tremendous partnerships in research, but equally, a commitment to making the UQ teaching and learning experience one that is instinctively internationalised. Pertinent to this strategy is the UQ Advantage, which provides enormous opportunity and choice to our students, ensuring their global competitiveness.

Today, UQ educates global citizens – professionals with the skills and tools that can equip them to work anywhere in the world.

UQ’s Learning Plan 2012–2016 embraces a strategy to “promote and support opportunities for students to gain international experiences and develop global and inclusive perspectives.”

We are creating this global experience by embedding it in our curriculum and by offering opportunity and choice in degree structures.

Increasingly, students are able to undertake a semester abroad in one of our partner institutions as an integral part of their degree. It’s a system of partnerships that builds a bridge between UQ and other learning communities across the world.

For example, we have more than 30 student exchange programs between UQ and institutions in the USA alone. The Washington Uni-Capitol Internship Program gives our students an opportunity to work in the United States Senate and House of Representatives for eight weeks each year.

In September 2011, UQ created a new partnership with the Singaporean Agency of Science, Technology & Research (A*STAR), which will see UQ PhD students work for up to two years attached to the state-of-the-art A*STAR facilities in Singapore.

Through hundreds of such collaborations with our partners across the globe, the UQ teaching and learning environment is stretching to places our founders could not have imagined over a century ago.

Being a global university is also about attracting people from around the world to come and join us in Queensland.

This year we have advanced our Global Strategy priorities by further strengthening relationships with the Universitas 21 consortia, the Chinese Academy of Science, Tianjin University and universities in Indonesia.

As part of our USA Strategy, we have set up a UQ office in Washington, to support our Advancement agenda as well as facilitating strategic education and research partnerships.

As a result we continue to attract international postgraduate students in particular to study at UQ and their perspectives and experience from other countries deepens the learning environment for all of us.

Dr Anna Ciccarelli
Deputy Vice-Chancellor (International)
ENVIRONMENT ADVANTAGES

UQ aims to enhance the quality of all aspects of the student learning environment and address emerging issues.
The $16.2 million Learning Innovation Building (LIB) will provide a central hub for delivering advanced teaching and learning technologies and services to UQ.

Scheduled for completion at the end of 2011, LIB will co-locate multiple teaching, learning and innovation-based centres and institutes – providing a strong focus for the development and support of learning and technology innovations.

The LIB will bring together three units – Teaching and Educational Development Institute (TEDI), Centre for Educational Innovation and Technology (CEIT) and Centre for Innovation in Professional Learning (CIPL) – at a single, central campus location.

The Office of Undergraduate Education will also move to the LIB.

Designed by Richard Kirk Architects, the LIB will have a gross floor area of 2250m² over four levels.

Deputy Vice-Chancellor (Academic) Professor Deborah Terry says the building was devised as a concept that would bring together teaching and learning innovations of the University.

*LIB will become a hub for UQ’s mission to cultivate excellence in learning and
teaching through research, development and innovation," Professor Terry said.

“The new building will incorporate the latest technology studios to support the development of educational resources and digital tools that have the potential to transform teaching, learning and creativity.

“The collaborative work of TEDI, CEIT and CIPL will be enhanced and further research and scholarship in higher education will be supported through the co-location.

“Working together and incorporating world’s-best technology, pedagogy and people, the LIB will deliver exceptional teaching and learning innovations.”

Professor Terry says UQ is leading the nation with its provision of next-generation teaching and learning spaces.

“There is an increased focus both nationally and internationally on teaching and learning indicators and quality assurance,” Professor Terry said.

“UQ has made it a priority to further develop teaching scholarship and student outcomes and a key objective of the University is to provide a high-quality learning environment that encourages independent learning and peer-to-peer interaction.

“The LIB is part of this focus and it builds on the advanced concept teaching spaces and collaborative learning centres that are the result of UQ’s major investments in new teaching and learning spaces.

left: Inspecting the LIB construction site are, Professor Merrilyn Goos, Professor Bob Hendy, Professor Deborah Terry and Professor Phil Long.

“Creativity involves a large number of people from different disciplines working together to solve a great many problems…”

(Ed Catmull, President of Pixar Animation and Disney Animation Studios)
There have been some major new initiatives during 2011, including the launch of mobile access to UQ’s e-learning system, the expansion of wireless across campuses and the introduction of a new lecture capture system.

**eLearning goes mobile**

UQ’s e-learning system, Blackboard, is now available on smart phones and mobile devices, including iPhone, iPad, Android, Blackberry and Palm smart phones. Implementing mobile solutions was identified as one way to improve the learning experience for students and improve their ability to obtain course information.

Accordingly, a trial of Blackboard Mobile Learn was initiated, allowing students to access announcements, learning resources, discussion boards, and grades in Blackboard from their smart phones and other compatible devices.

During the three-month trial, which included the long mid-semester break, Blackboard Mobile Learn proved to be an instant success with students, who found this a better way to access Blackboard.

**New lecture capture technology launched**

Echo360 has replaced Lectopia as UQ’s A-V lecture recording system. Current installations are in lecture theatres with a seating capacity of more than 100, and progress is under way to investigate options to extend lecture-recording facilities to lecture theatres with seating capacities of more than 75 and smaller locations.

**Blackboard becomes central portal**

There has been ongoing implementation of the requirement for all undergraduate courses to have a minimum presence in Blackboard. This includes access to: announcements, links to electronic course profiles and the library, learning resources, and discussion boards.

Courses that use other online tools are also required to provide these links through Blackboard so that students can access all of their courses through a central portal.

**Wireless expansion**

The January floods had a serious impact on outdoor wireless coverage across St Lucia and Gatton campuses. Full coverage has been restored at the Gatton campus and repairs have continued at the St Lucia campus during 2011. New installations are also being undertaken and by the end of this year, it is projected that approximately 2000 wireless access points (WAPs) will have been installed throughout UQ. A further 1500 WAPs are required to ensure blanket coverage of all four UQ campuses. Future installations will focus on priority teaching and learning spaces, particularly lecture theatres with large seating capacities.

As UQ moves towards a blended learning environment, the use of technologies that are “fit for purpose” will become increasingly important in enhancing the student experience.
The 48-year-old desks from the Physiology Lecture Theatres have been saved for posterity in a new foyer art installation in the newly refurbished lecture theatres.

UQ Property and Facilities Project manager Iranthi Cabraal said the installation was among strong sustainability features incorporated in the $6.94 million project, which was completed this year.

The art installation entitled “Tree of Life” used salvaged 1960s lecture theatre desk tablets and chair frames.

And to finish off a great year, a learning facility at UQ’s Gatton campus won a State Commendation for Interior Architecture at the 2011 Australian Institute of Architects Awards.

The OHC will be located on Bramston Terrace at the Herston campus adjacent to UQ’s Mayne Medical School building. Completion is scheduled for late 2012.

The School of Biomedical Sciences completed a major refurbishment of its laboratories with an aim to facilitate greater opportunities for student-centred learning.

School of Biomedical Sciences Teaching Services Manager Stephen Moss said the new facilities provided students with an opportunity to learn and understand the real world application at the same time.

“We are not just teaching science, we are teaching students to think like a scientist,” Mr Moss said.

Located within the School of Biological Sciences at St Lucia, a new $3.5 million learning space combines modern computing with traditional wet lab facilities and the latest audio-visual technology.

School of Biological Sciences First-Year Coordinator Dr Louise Kuchel said the laboratories were designed to facilitate small group learning in the face of large classes.

While UQ’s teaching facilities are getting an overhaul, one lecture theatre has retained some of its history.

Construction has started on what will become Australia’s most advanced oral health facility.

UQ’s $120 million Oral Health Centre (OHC) project will incorporate dental clinics and research laboratories, state-of-the-art teaching and learning spaces and office space across seven levels.

Head of UQ’s School of Dentistry, Professor Laurence Walsh, said the OHC would feature general and specialist dentistry clinics, advanced medical imaging facilities and operating theatres.

“It will also include a special needs unit operated by Queensland Health for dental treatment of medically compromised patients and those with special needs,” Professor Walsh said.

“We are now bringing to reality ideas that have been formulating for two decades. This world-class facility will allow the school to grow its teaching and research programs and clinical patient care activities over the coming years.”

The quality of facilities for teaching and learning are critically important in providing an enriching learning experience at UQ.

The 48-year-old desks from the Physiology Lecture Theatres have been saved for posterity in a new foyer art installation in the newly refurbished lecture theatres.

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Ceccato Hall and Associates Architects, which designed UQ’s Gatton Lecture Theatre Room 106 in Building 8117, nominated the project for the Interior Architecture section in the Queensland awards.

UQ’s Director of Property and Facilities, Alan Egan, said the interior design had transformed a traditional lecture theatre into a modern learning facility with the latest audio-visual technology.

“It is an innovative reworking of the original lecture space, which has turned it into a welcoming and contemporary facility,” Mr Egan said.
The 10 first-year students under the mentorship of third-year social work student, Elle Henson, are thriving.

Ms Henson, who is one of the band of volunteer UQ Mentors, provides advice and support to her students who are following in her footsteps studying the social sciences.

In addition to being a friend and social support for the students, most of whom did not know anyone when they started at UQ, Ms Henson has also taken a further step by devising a handy survival guide.

“In first-year, everyone has similar worries and problems, so I decided to put together a list of survival tips,” Ms Henson said.

“They are simple, but handy ideas like how to handle the stress of assignments, how to stop procrastinating and how to sort your timetable out.”

Mentors are current UQ students in their second-year or above who provide guidance and advice.

An initiative of Student Services, UQ Mentors is a key component of Thrive@UQ, which supports more than 3000 first-year students.

Ms Harris said the staging of Mates@UQ social events and friendship activities was delivering on the promise to provide a more holistic and positive experience during the time of study.

“The program allows students to forge strong links with colleagues and actively builds the base for a growing and dedicated alumni,” Ms Harris said.

“Feedback from students is testament to the positive impact that building social networks across culturally diverse groups can have.”
The teaching and learning of foreign languages is being transformed at UQ with new engaging and fun technologies. Playing Chinese online games, blogging, conversing in virtual reality, creating podcasts and reviewing a Spanish soap opera are just some of the suite of innovative language learning approaches UQ has been integrating.

These cutting-edge technologies and practices were showcased to more than 70 university and high-school teachers from around Australia at the inaugural Technology Enhanced Language Learning (TELL) expo held at UQ’s St Lucia campus this year.

TELL expo organiser and UQ Research Fellow and ResTeach Affiliate at the School of Languages and Comparative Cultural Studies (SLCCS), Dr Caroline Steel, says the expo was designed to be highly interactive to allow discussions and sharing of experiences between school and university teachers.

“The 15 exhibitors from school and university sectors showcased state-of-the-art TELL practices and offered free tip sheets to participants with helpful hints on how to implement these TELL technologies in their own classrooms,” Dr Steel said.

Some SLCCS students who have been studying Dr Steel’s course “Introduction to Languages and Technologies” participated as exhibitors on the day and had the opportunity to provide student perspectives on the potential role of technologies in language learning.

The expo took place in partnership with Independent Schools Queensland and Brisbane Catholic Education, and was an initiative of the Brisbane Universities Language Hub (BULH), an alliance between UQ, Griffith University and Queensland University of Technology.
The investigation began with UQ staff and students being given an opportunity to have their say on “openness”, through the UQ Open Scholarship (OS) survey held in August 2011. Analysis of this survey and further discussions are continuing.

UQ is one of the first universities in Australia to address the idea of “openness” or “open learning”, which is when teaching and learning content is displayed more broadly both within and outside the university.

Leading tertiary education providers in the US and the UK are generating the discussion around open access to university materials, with Harvard, Tufts and the British Open University converting to an “Open CourseWare” (OCW) model.

More than 200 universities around the world, including less well-funded institutions such as the African Virtual University, have adopted this open-learning model.

The UQ campus-wide research is designed to investigate “openness” at the University and gain an understanding of staff and students’ beliefs and attitudes towards an “Open UQ”.

The research team sampled almost 1000 individuals over three weeks.

UQ is conducting a major investigation into whether the University should make information and knowledge, such as course content, free for anyone to publicly access.

The result will be reports and discussion documents, which will be distributed around the University for discussion and policy exploration.

“Open UQ” has the support of the Vice-Chancellor, Professor Paul Greenfield, and the Deputy Vice-Chancellor (Academic), Professor Deborah Terry.

Professor Terry said the OS research proposal would present an overview of a new and timely initiative for UQ.

“UQ has already established a commitment to ‘openness’ by placing some teaching and learning content on iTunesU,” she said.

“However, through this investigation, we aim to uncover more about the realities and opportunities of OS and take a leadership role in opening this issue up to public discussion.”

www.ceit.uq.edu.au
National and UQ Teaching and Learning Awards recognise teaching excellence, and raise the professionalism, visibility, and status of teaching and learning at UQ.
Recently described as having "a firm grip on the throat of education" by one of her students, Dr Jane Stadler is widely appreciated for her teaching knowledge and skills.

Dr Stadler encourages film and media students from first-year undergraduates to doctoral researchers to integrate complex theory with creative and practical projects.

The support and encouragement she provides her students is preparing them for leadership roles in society.

It was this encouragement that gave School of English, Media Studies and Art History valedictorian and current Honours student, David Faraker, the confidence to co-found The 500 Club film review website, which now has 11 reviewers – most of whom are UQ students or graduates (see story on page 17).

"I submitted an early draft of my first ever film review to Dr Stadler, my lecturer and tutor in first year, and she returned it with extensive feedback and the suggestion that I should pursue film criticism," Mr Faraker said.

"She has been so kind in encouraging us with The 500 Club and also working it into the Introduction to Film and Television Studies curriculum as part of the teaching of film review writing."

Dr Stadler not only provides a supportive educational environment, she also fosters critical rigour, creative use of technology, and collaborative, practical assessment tasks in all her courses.

UQ colleague and Lecturer in Film and TV Studies, Dr Lisa Bode, says Dr Stadler moves beyond the traditional essay/exam format.

"Instead she encourages students to learn through creative application of theory and the development of effective communication styles via film reviewing, presentations, storyboards, and audio-visual analyses," Dr Bode said.

"Dr Stadler is an exemplary and inspirational teacher, author and co-author of two accessible and influential textbooks.

"She excels at modelling presentation skills (for colleagues and students alike) and designing multi-modal assessment that caters to students as a group of diverse individuals with different learning styles and cultural backgrounds."

Dr Stadler says her integration of theory and practice is central to her educational philosophy, as is the development of students as future researchers and as active contributors to screen media culture.

"To this end I generate assessment, feedback, and teaching strategies that combine critical analysis and creative practice within and beyond the University, and I co-author student-centred textbooks that interweave media theory with multimodal learning and digital literacy skills," she said.

Dr Stadler is contributing significantly to teaching nationally and internationally through her research higher degree supervision and through co-authorship of the textbook Media and Society, now into its fourth edition.

It is one of Oxford University Press’ best-selling textbooks in the field, with significant sales in Africa, Canada, USA and UK as well as in 14 Australian universities.

She has also co-authored another textbook, Screen Media (2009).
Associate Professor Lydia Kavanagh is an innovative, enthusiastic and dedicated teacher and mentor who brings to her discipline a wealth of professional engineering experience.

Since returning to academia in 1998 after working for 13 years in industry, she has become a leader in engineering education in Australia and has used her background as a professional engineer to design both curricula and courses for active learning by combining real-world projects and specialist knowledge.

As UQ’s Director of First-Year Engineering, Dr Kavanagh has inspired students to develop the knowledge, confidence and capabilities essential for success in the engineering profession in the 21st century.

“As the world becomes more complex, I will continue to challenge the next generation of engineers so that they are able to take leading roles in solving global challenges,” Dr Kavanagh said.

“This requires more than just teaching content knowledge using traditional modes, and is a responsibility I take seriously.”

Dr Kavanagh illustrated this philosophy through her transformation of the Introduction to Professional Engineering course to provide deeper and more authentic learning that will prepare students for the industry challenges they will face after graduation.

As an introduction to the engineering profession, the course has a wide scope covering many different engineering disciplines and skills. This breadth makes it difficult to cover all the content in enough depth during one semester. Dr Kavanagh’s solution was to use collaborative and inquiry-based learning to engage students and provide both context and relevance to the material.

She did this by combining what were 13 different projects, done as “on-paper designs”, into four interdisciplinary projects that required both the construction and demonstration of the engineering design.

This year, the projects included the design and construction of an automated watercraft to remove flood debris, an emergency deployable bridge, a water treatment facility, and a long-wall support that can be expanded in underground mines.

“Each project required research and the application of knowledge and skills from multiple engineering fields,” Dr Kavanagh said.

“For example, with the automated watercraft, each team had to understand and apply knowledge from mechanical, electrical, electronic and software engineering.

“The students were engaged because they were able to apply their knowledge and skills to designing and building an engineering solution with real-world application.”

Another innovation Dr Kavanagh introduced to the first-year course was recruiting postgraduates from across all engineering disciplines as team leaders to support the student projects.

Dr Kavanagh is also playing a central role in the new engineering curriculum being introduced in 2012 that will better underpin engineering in the 21st century in response to industry feedback.

Dr Kavanagh says the EAIT Faculty and her colleagues across campus have been incredibly supportive and have given her encouragement at all times during her development as a tertiary educator.

“EAIT Executive Dean, Professor Graham Schaffer tells me to go for it when I come up with an idea for doing something new with teaching,” she said, “and people such as Associate Dean (Academic) Professor Caroline Crosthwaite, Professor Jim Litster (now at Purdue), and Professor Paul Lant amongst many others have been great teaching role models.”
A world-first, university-level program for improved management of rangelands (remote and very remote areas) is attracting remote students in droves. In response to a long-standing national need, UQ’s Rangelands Australia (RA) initiative has developed the only educational program specifically addressing current and emerging issues in Australia’s vast rangelands. RA’s curriculum and course development processes engaged more than 1000 stakeholders nationally and has been widely acknowledged as “best practice”.

Through highly strategic and innovative approaches, the Rangeland Management Postgraduate Coursework Program has comprehensively met the needs expressed by the stakeholders to:

• Build capacity for “triple bottom line” (ie economic, environmental and social) sustainability;
• Improve access to professional development in the region of highest educational disadvantage; and
• Nurture a learning community.

Professor John Taylor together with Patricia Andrews have introduced innovations to attract and retain mature-aged students, and especially under-represented groups.

“Participation in the program has grown strongly at a time when interest in agricultural education is waning, and it is changing attitudes to higher education,” Professor Taylor said.

“The participation of students was boosted by recognition of prior learning, increasing awareness of pathways for articulation from the VET sector to the higher education sector, and by facilitating and supporting these transitions.

“Our philosophy is to help nurture a life-long learning culture, and learning communities with a capacity for change and to change perceptions of higher/university education in remote regions of historically very low educational participation and attainment,” Professor Taylor said.

“We focused on participative, demand-driven and student-centred approaches in course development and providing ‘learning for a future in the bush’.”

Student evaluations and stakeholder surveys reveal that the courses are widely seen to be high quality, challenging, practical and relevant to current and emerging issues, and that industry and the wider community are deriving significant economic, environmental and social benefits from the program. The curriculum and course have attracted interest in the USA and Africa.

ALTC Award for Programs that Enhance Learning

Rangeland Management Postgraduate Coursework Program

PROFESSOR JOHN TAYLOR
School of Agriculture and Food Sciences

MS PATRICIA ANDREWS
Teaching and Educational Development Institute

Category: Postgraduate Education

$25,000
ALTC Strategic Priority Projects

Project title: Developing the foundation for a national assessment of medical student learning outcomes in Australia.

Project team: Professor David Wilkinson, UQ School of Medicine (Project Leader); Associate Professor Lindy McAllister, UQ School of Medicine; Dr Tracey Papinczak, UQ School of Medicine; Professor Ben Canny, Monash University; Associate Professor Hamish Coates, Australian Council for Educational Research; and Dr Daniel Edwards, Australian Council for Educational Research.

Project summary: As the recent national study of medical education in Australia has affirmed, growing internationalisation of the medical profession, increasing diversification of programs and curriculums, and ever-growing pressure to prove and improve academic standards heighten the need for robust and efficient assessment in medical education (DEEWR, 2008). This project responds to the need to prove and improve the standards of medical education by establishing an Australian Medical Assessment Collaboration (AMAC). The aim of AMAC is to set foundations of a national assessment to monitor the outcomes of later year medical students in Australia. This project will include scoping work, wide-ranging sector engagement, international involvement, faculty training, development of initial criterion-referenced assessment frameworks, and the compilation and validation of sample test items. This ALTC project will provide the foundation for what will be the ongoing development and implementation of an item library that will provide a sustainable and robust means of assuring the standards of medical education in Australia.

Funding: $220,000

Project title: Quality, learning spaces, social networking, connectedness and mobile learning: exploring the student voice in online education

Project team: Ms Trish Andrews, UQ’s Teaching and Educational Development Institute (Project Leader); Professor Belinda Tynan, University of Southern Queensland; Associate Professor Bobby Harrevel, University of Southern Queensland; and Professor Gilly Salmon, University of Southern Queensland.

Project summary: Over the past two decades, the adoption of ICT technology to support teaching and learning has created a blurring of the boundaries between different modes of learning. This has resulted in a loss of focus on the special needs of online distance learners. Adding to this, the majority of research into ICTs for teaching and learning focuses on first year on-campus students, providing little understanding of online learner’s experiences. This project intends to investigate the online learner’s voice in relation to the use of ICT for teaching and learning. It intends to develop an understanding of the spaces online learners use for learning and the ways in which they use technologies for learning in these spaces, including mobile and social networking technologies. The project intends to develop a Student Experience Kit (SEK), which will include policies, strategies and informed guidance for adopters and educators using ICTs for teaching and learning particularly in relation to online learners.

Funding: $219,000

Project title: Australian Indigenous Studies Learning and Teaching Network

Project team: Dr Katelyn Barney, Aboriginal and Torres Strait Islander Studies Unit (Project Leader) and Professor Cindy Shannon, Pro-Vice-Chancellor (Indigenous Education)

Project summary: The network aims to share and build models of good practice within the discipline of Australian Indigenous studies. It will share the outcomes of teaching and learning research within the discipline and explore and address national higher education priorities in teaching and learning. The project will build relationships between scholars within the broad disciplinary field.

Funding: $99,670

ALTC Discipline Networks

Project title: Occupational Therapy Academic Leaders Network (OTALN)

Project team: Professor Sylvia Rodger, School of Health & Rehabilitation Sciences (Project Leader).

Project summary: The Occupational Therapy Academic Leaders Network (OTALN) aims to capitalise on the substantive work already undertaken to date to develop the occupational therapy academy in Australia and New Zealand by building on and extending the emerging leaders network (ELN) developed as part of Professor Sylvia Rodger’s one-year ALTC Fellowship program. The involvement of new, emerging and established academic leaders will provide opportunities for mentoring, career development, and discussion of curriculum, teaching and learning matters across the academy. The network will draw on the expertise of past and current ALTC fellows and project leaders beyond the discipline of OT, especially in academic leadership development, work integrated learning, and establishing work ready graduates.

Funding: $99,583

Project title: Australian Indigenous Studies Learning and Teaching Network

Project team: Dr Katelyn Barney, Aboriginal and Torres Strait Islander Studies Unit (Project Leader) and Professor Cindy Shannon, Pro-Vice-Chancellor (Indigenous Education)

Project summary: The network aims to share and build models of good practice within the discipline of Australian Indigenous studies. It will share the outcomes of teaching and learning research within the discipline and explore and address national higher education priorities in teaching and learning. The project will build relationships between scholars within the broad disciplinary field.

Funding: $99,670
ALTC Citations for Outstanding Contributions to Student Learning

$10,000

1. ASSOCIATE PROFESSOR PHILLIP BODMAN
   School of Economics
   For sustained commitment, excellence and leadership in teaching economics, enabling and inspiring students to achieve outstanding academic and employment outcomes.
   Inform, engage, inspire ... Associate Professor Phillip Bodman is passionate about shaping tomorrow’s economists. A leading Australian macroeconomist and popular lecturer, Dr Bodman cultivates a deep understanding and love of economics in his students, encouraging them to reach their full academic potential. His inspirational approach to teaching is complemented by his dedication to mentoring his students. He has played a pivotal role in reforming and improving UQ’s School of Economics’ courses and programs.

2. ASSOCIATE PROFESSOR MATTHEW DAVIS
   School of Mathematics and Physics
   For implementing active learning methods that inspire, motivate and engage first-year physics students.
   Informed by the results of physics education research, Associate Professor Matthew Davis has encouraged a transformation in the style of first-year physics teaching at UQ. His enthusiastic lectures combined with a new active learning environment have resulted in lively classroom debates with a cohort that has developed a genuine thirst for a conceptual understanding of physics.

3. MR ALAN DUHS
   School of Economics
   For decades of inspiring students to learn through interactive “unsettling” teaching that illuminates the philosophical roots of economics, and for scholarly leadership in economics education.
   Mr Alan Duhs has heightened student motivation by applying economics to provocative social science topics and by highlighting assumptions commonly left implicit in the philosophical underpinnings of economics. By recognising the interdisciplinary dimensions of important social issues, he has developed students into better-rounded, more effective policy-makers. Through publications and scholarship, Mr Duhs has confronted misconceptions in staff development literature and stimulated widespread interest in researching both pedagogy and incentive issues in economics education.
ASSOCIATE PROFESSOR CLIFF MALLETT
School of Human Movement Studies
For creating an innovative, student-centred, and authentic online postgraduate program for national and international sport coaches and other sports leaders.

Associate Professor Cliff Mallett has consistently demonstrated respect and support for students as undergraduate and postgraduate learners and elite student-coaches. He has created a community of learners in sports coaching in an online environment through his appreciation of cultural diversity, inclusion and respect and independence that has enhanced students’ learning and professional practice pathways. Dr Mallett is passionate about teaching and coaching and his program has transformed students’ coaching practice and hence the profession.

DR LIZA O’MOORE
School of Civil Engineering
For enhancing the experience of engineering students in large classes through active engagement, providing effective feedback and embedding real world engineering into the curriculum.

Dr Liza O’Moore is an outstanding educator whose teaching helps students connect their university experience with their future profession. She thrives on the challenge of teaching large classes in ways that promote engagement and effective learning. Dr O’Moore inspires her students to engage with difficult concepts by embedding real world engineering into her classes and by highlighting the professional relevance of her teaching.

DR ROSLYN PETELIN
School of English, Media Studies and Art History
For providing a transformative experience for postgraduate students of writing, editing, and publishing through imaginative and inspirational teaching that allows them to fulfil their potential.

Dr Roslyn Petelin designed and initiated the postgraduate coursework program in Writing, Editing, and Publishing (WEP) at UQ in 2001 and has convened and taught intensively in it ever since. Her teaching has provided a learning experience that has been academically, culturally and vocationally transforming for more than 250 graduates, who have found employment in prestigious international institutions and in national and local organisations, or have progressed to higher-degree studies.

DR TONY WRIGHT
School of Education
For sustained excellence and leadership in science education as a practising scientist who is also a science teacher educator.

Students have identified the outstanding support Dr Tony Wright has been providing for the past 15 years for their learning in chemistry and science education. In science education, he works with primary, secondary and tertiary educators in undergraduate and postgraduate programs. He provides leadership and support through innovation in curriculum and assessment, within the University, and for the teaching profession at state, national and international levels.
UQ Awards for Teaching Excellence 2011

PROFESSOR ARNE DAHLE
School of Mechanical and Mining Engineering
$10,000

Professor Arne Dahle teaches materials engineering at UQ. He has taught undergraduate and postgraduate courses for more than 13 years, covering all year levels. He has successfully delivered a course to all first-year engineering students, which is a class of about 450–600 students. His teaching philosophy involves stimulating independent thinking by making the students participate actively in lectures. Professor Dahle creates a dynamic learning environment. He integrates one or more practical demonstrations in all his lectures to show the key points and also the cutting edge of ongoing research in materials. Professor Dahle is a prolific researcher with a large research group, a profile that actively feeds into his lecture content. His students clearly appreciate his efforts and their feedback on his teaching evaluations is spectacular.

ASSOCIATE PROFESSOR MASSIMO GASPARON
School of Earth Sciences
$10,000

As an educator, Associate Professor Massimo Gasparon believes that a teacher’s role is to make students aware of their potential and mentor them in their professional and personal journey. As a researcher, he is a geologist who is passionate about his discipline and the challenges of reconciling human needs and aspirations with the resources of the planet. Dr Gasparon believes that all students deserve “a fair go”, and takes particular pride in turning the more disadvantaged students into confident and competent professionals and scientists. He is convinced that “internationalisation” is a significant component of every student’s professional and personal journey, and has successfully established mechanisms to expose all of his postgraduate students to a significant international experience, preferably in a non-English speaking country. He also embeds research into undergraduate teaching.

UQ Commendations for Teaching Excellence
Dr Rowland Cobbold
School of Veterinary Science
Dr Jonathan Prangnell
School of Social Science
Each year The University of Queensland acknowledges a committed and inspirational group of academics at its annual teaching awards. In 2011, UQ awarded five individuals with UQ Awards for Teaching Excellence and one group with a UQ Award for Programs that Enhance Learning. Another 11 individuals and groups were recognised with Citations for Outstanding Contributions to Student Learning, Commendations for Teaching Excellence and a Commendation for Programs that Enhance Learning.

**DR DANIEL SCHULL**
School of Veterinary Science
$10,000
Dr Daniel Schull teaches into both the Bachelor of Veterinary Science and Bachelor of Applied Science (Veterinary Technology) programs. Dr Schull’s teaching philosophy is student-centred and underpinned by the principles of adult and experiential learning. He endeavours to engage students via an innovative curriculum designed with strong industry consultation and a focus on self-assessment, reflection and personalised experiential learning activities. His innovative approach includes the introduction of simulated client interview workshops for veterinary students. Dr Schull has proven to be a leader in the field of veterinary science education in Australia and internationally. He has revolutionised data collection, analysis and reflective review of students throughout the veterinary science program and led the transformation of the final year professional studies program for veterinary science students.

**DR PHILLIP ISAAC**
School of Mathematics and Physics
$10,000
Dr Phillip Isaac is a stimulating and generous teacher of mathematics who teaches large groups of students via a flexible and engaging approach. He takes pride in his inclusive methods of teaching, which cater for the diversity of student interests and aspirations. Since 2004, when he gave his first undergraduate lecture at UQ, students have appreciated his contagious enthusiasm for the topics he teaches. This is often realised through a positive change in student attitude toward the subject, which further motivates students to take control of their own learning – a core teaching principle that drives many of Dr Isaac’s inspirational teaching activities. His contributions to advancing knowledge in the field edify the technical aspects of his teaching of modern university mathematics. He makes effective use of technology to augment his teaching, and is continually developing a suite of teaching and learning resources for mathematics.

**DR WINNIFRED LOUIS**
School of Psychology
$10,000
Dr Winnifred Louis believes in the power of teaching statistics and social psychology to change the world. She demonstrates excellence in her undergraduate teaching and postgraduate mentoring, with the keen engagement, strong commitment, superior organisation, inspirational enthusiasm, profound respect for students and cheerful experimentation that motivates students to learn and perform at their peak. Dr Louis also demonstrates excellence via strong leadership in teaching about Indigenous Australians, and reforming approaches to the teaching of statistical methods away from computations towards conceptual understanding. She believes that students become life-long agents of positive social change as they learn to think beyond one single cause and one effect to multiple causes and effects. Dr Louis believes students’ lives change through education and they in turn become agents in feedback loops that change education.
UQ Citations for Outstanding Contributions to Student Learning

1. Miss Jacqueline Bond
2. Professor Michael Drinkwater
3. Professor Peter Dux

MISS JACQUELINE BOND
School of Pharmacy
$4000
For outstanding teaching and sustained excellence in the development of innovative e-learning approaches that enhance teaching and learning across multiple health science programs

Miss Jacqueline Bond has employed a wide range of teaching strategies to successfully engage diverse cohorts of undergraduate and postgraduate pharmacy and nursing students in both small and large face-to-face classes, as well as online. Her approach has improved the overall student experience and led to quality learning outcomes. She has been widely recognised as an excellent teacher and e-learning innovator through consistently exceptional student evaluations, awards, and invitations by colleagues to present and collaborate nationally and internationally.

PROFESSOR MICHAEL DRINKWATER
School of Mathematics and Physics
$4000
For role-playing activities in undergraduate courses that motivate students to engage with course material and develop high-level problem-solving skills

Bringing the wonders of scientific discovery into the classroom, Professor Michael Drinkwater has introduced open-ended projects to astronomy classes that give students a real experience of scientific discovery. The students become highly engaged in these projects, as demonstrated by intense discussion of the material, both in class and online, as well as increased class attendance.

PROFESSOR PETER DUX
School of Civil Engineering
$4000
For a life-long commitment to teaching that has inspired the present leaders of the profession and sustained leadership within civil engineering for over a decade

Professor Peter Dux is a leader in structural engineering education at UQ and within the profession of civil engineering. As Head of Department, Division and School, he has maintained a high teaching load. His contribution has been recognised within and outside the University. He is an outstanding educator of civil engineers during the formative stage at university and through their later development as professional engineers.
THE HEALTHFUSION TEAM CHALLENGE

Dr Monica Moran, School of Health and Rehabilitation Sciences; Associate Professor Rosalie Boyce, School of Pharmacy; Associate Professor Lisa Nissen, School of Pharmacy; Ms Jane Furnas, School of Health and Rehabilitation Sciences

$4000
For sustained excellence in developing and coordinating an innovative capstone experience that promotes inter-professional practice among students studying in the health sciences

The HealthFusion Team Challenge (HFTC) is an innovative, inter-professional, team-learning activity introduced in 2007. It inspires and motivates health science students to develop inter-professional team skills in order to improve patient outcomes. From a single university activity, it has become an internationally recognised learning opportunity, widely utilised across university and professional settings.

DR SIMON PERRY
School of Music

$4000
For sustained excellence in developing students’ understanding of key areas of the knowledge of music

Dr Simon Perry is recognised for an outstanding and sustained contribution to integrated student learning across the fields of music theory and historical musicology. His teaching has led students to understand the interconnectedness of ideas, facts and skills from areas of knowledge often perceived as independent. In this he passes on the gifts of his own inspirational teachers.

MR CARL SHERWOOD
School of Economics

$4000
For sustained teaching excellence in economics theory by stimulating student learning via a case-based teaching approach, innovatively linking theory with business applications

Mr Carl Sherwood has delivered sustained teaching excellence in economic theory by stimulating student learning via a case-based teaching approach, innovatively linking theory with business applications. He has helped to redefine economic theory, in particular statistics, teaching at the University – halving the failure rate for introductory statistics.

DR PATRICIA SHORT
School of Social Science

$4000
For the promotion and development of inclusive, collaborative and responsive teaching and learning environments; reflexive, self-directed learning; and professional engagement among students in the social sciences

Dr Patricia Short has provided strong leadership in the development of curricula, and teaching, particularly in the context of the multidisciplinary Bachelor of Social Science program. Across a range of programs, she has established and sustained highly valued research and practice-based learning opportunities for undergraduates, with numerous government, non-government and corporate partners.

DR APRIL WRIGHT
UQ Business School

$4000
For excellence in the development of integrated learning activities, assessment and feedback strategies that engage first-year business students and orient them into university scholarship

Dr April Wright has made an outstanding contribution to the UQ Business School by improving the learning outcomes in a large first-year course and orienting students into university scholarship through integrating learning activities, assessment and feedback. She has increased student motivation to prepare for and participate in lectures and tutorials.
Communication Skills Enhancement for At-Risk First-Year Pharmacy Students

UQ Awards for Programs that Enhance Learning

Pharmacy Oral Communication Skills Development Team:
Miss Jacqueline Bond, School of Pharmacy; Ms Mary Cole, Institute of Continuing and TESOL Education; Ms Leigh McKauge, School of Pharmacy; Dr Wendy Green, Teaching and Educational Development Institute; Associate Professor Kathryn Steadman, School of Pharmacy; Ms Terrilyn Sweep, Teaching and Educational Development Institute; Ms Michele Feinberg, Institute of Continuing and TESOL Education; Ms Margaret Cannell, Institute of Continuing and TESOL Education; Ms Alessandra Rossi, Institute of Continuing and TESOL Education; Dr Lynne Emmerton, School of Pharmacy

Pharmacy is a communication-based profession, and communication competencies are assessed in all four years of the Bachelor of Pharmacy program. Evidence of the academic and social challenges faced by Culturally and Linguistically Diverse (CALD) students prompted the implementation of a contextualised English Language Support Program for first-year pharmacy students in 2008. The program is co-curricular and skills-based, using pharmacy-specific exercises aligned with assessment tasks. This innovative approach is the result of multi-disciplinary collaboration between pharmacy academics and language and higher education experts. The initiative has demonstrated positive outcomes in terms of participants’ academic performance and engagement since its introduction. Further, reflective data from the student participants, teachers and placement supervisors indicate the value of the program. The outcomes have been presented at national and international academic forums, including one full reviewed paper and an award-winning presentation.

The UQ Teaching Fellowship Scheme aims to support emerging teachers and learning leaders to undertake a program of activities to advance teaching and learning in their faculty or discipline. Two teaching-focused academics have been appointed UQ Teaching Fellows in 2012.

Dr Gwen Lawrie
School of Chemistry & Molecular Biosciences
Exploring the factors that enhance the sustainability of embedded authentic assessment through a SoTL mentorship model.

Since 2008, Dr Lawrie and colleagues have developed and embedded a number of teaching and learning initiatives in a large first-year chemistry course at UQ, and there is substantial evidence to show that implementation of these high-impact teaching and assessment practices have had a positive effect on student learning outcomes and engagement. As a UQ Teaching Fellow, and in collaboration with TEDI academics, Dr Lawrie will mentor course coordinators in new first-year chemistry courses to facilitate academic engagement in T&L initiatives.

Dr Kirsten Zimbardi
School of Biomedical Science
Inquiring Minds – the impact of developing, implementing and evaluating inquiry-based curricula on coordinators, tutors and students in the sciences.

Over the past 30 years, science education has moved towards models of inquiry-based curricula to teach students the necessary cognitive and problem-solving skills to enable them to respond to the novel, complex, and unstructured challenges of the 21st century. Through this UQ Teaching Fellowship, and with guidance from CEIT academics, Dr Zimbardi will use an innovative, technology-enhanced approach to critique the teaching and learning initiatives that are embedded in science courses. This project is expected to produce documented evidence and data to facilitate analysis and understanding.
The Learning Plan 2012-2016 provides a framework to deliver on the UQ Advantage by ensuring that choice and opportunity genuinely characterise the UQ student experience.
LEARNING PLAN 2012-16

A number of significant external developments in 2011 are likely to have ongoing consequences for higher education funding and regulation, and teaching and learning priorities.

The UQ Learning Plan 2012–16 has been shaped by a commitment to supporting our staff and our students. By focusing on the strategies set out in the Learning Plan, UQ aims 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 success in achieving the goals set out in the Learning Plan is evidenced by strong showings in world university rankings and the number of national teaching excellence awards won by our academics, and is testament to the breadth and depth of the quality of our teachers and our teaching.

In a higher education environment that is characterised by increasing competition for quality domestic and international students, it is crucial to our reputation as a university of first-choice for high-achieving students and staff that the Learning Plan provides a framework to guide our actions to continue to deliver opportunity and choice as the hallmarks of a distinctive UQ student experience: the UQ Advantage.

UQ trains future leaders who can take their place in an increasingly globalised workforce, and graduates who are job-ready and who have the fundamental skills required to thrive in the 21st century. The UQ Career Advantage Award is aimed at enhancing the career prospects of our graduates. We will continue to refine the UQ Career Advantage Award (for undergraduate students and the RHD Advantage for research higher degree students), to extend the capabilities of our staff and our students, and to benchmark our performance against world-best practice to ensure that we deliver on our potential.

This year has seen a number of significant external developments that are likely to have ongoing consequences for higher education in general, and on the University’s teaching and learning priorities in particular. A significant change is, of course, the recognition that access to university should be available to anyone with the aspiration and capability to undertake tertiary study.

These challenges provide us with great opportunities to further differentiate UQ in an increasingly competitive environment. The strategies outlined in the Learning Plan around widening participation, access, and retention are aimed at supporting clear pathways to university study, and ensuring that all students, regardless of background, are successful in 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.

Professor Deborah Terry
Deputy Vice-Chancellor (Academic)
## THEME 1:
**DELIVERING ON THE UQ ADVANTAGE**

Deliver on the UQ Advantage by ensuring that choice and opportunity genuinely characterise the UQ student experience.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>ACTIONS</th>
<th>PRIMARY RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Enhance the shape of UQ’s offerings to support broad educational opportunities, ensure flexibility in pathways, and meet postgraduate growth targets.</td>
<td>DVCA; ADAs</td>
</tr>
<tr>
<td></td>
<td>Implement the recommendations of the 2010 review of postgraduate coursework awards.</td>
<td></td>
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<tr>
<td></td>
<td>Introduce a suite of dual undergraduate degrees &amp; professional-entry Masters programs.</td>
<td>ADAs</td>
</tr>
<tr>
<td></td>
<td>Explore possibilities for collaborative degrees with key international partners.</td>
<td>DVCI; ADAs</td>
</tr>
<tr>
<td></td>
<td>Provide support to promote, design and establish continuing professional development (CPD) programs that articulate to postgraduate qualifications.</td>
<td>Director, CIPL</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td>1.2</td>
<td>Support a suite of opportunities and experiences that foster key skills and prepare students for future leadership roles.</td>
<td>Director, OUE; Dean, Graduate School</td>
</tr>
<tr>
<td></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></td>
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<tr>
<td></td>
<td>Continue to expand the summer research scholarship program.</td>
<td>Director, OUE; ADAs</td>
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<tr>
<td></td>
<td>Continue to support an annual UQ undergraduate research conference as a key component of Research Week.</td>
<td>Director, OUE</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>Review UQ’s graduate attributes approach with reference to the evolving academic standards agenda.</td>
<td>Dean, Academic Programs</td>
</tr>
<tr>
<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; PVCIE</td>
</tr>
<tr>
<td>1.3</td>
<td>Promote and support opportunities for students to gain international experiences and develop global and inclusive perspectives.</td>
<td>PVCIE; Dean, Academic Programs</td>
</tr>
<tr>
<td></td>
<td>Recognise and reward student endeavours in internationalisation, and improve reporting on student mobility.</td>
<td>Director, OUE</td>
</tr>
<tr>
<td></td>
<td>Develop and implement an action plan to promulgate UQ’s education principles on Indigenous Australian matters.</td>
<td>Director, Student Services</td>
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<tr>
<td></td>
<td>Develop a strategy to facilitate high quality academic and non-academic interactions between international &amp; domestic students.</td>
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<td></td>
<td>Leverage technology-mediated strategies to facilitate global experiences for students.</td>
<td>ADAs; Directors, CIET &amp; TEDV</td>
</tr>
<tr>
<td></td>
<td>Expand opportunities for international summer research placements for undergraduates.</td>
<td>Director, OUE</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>1.4</td>
<td>Seek to attract, support and retain high-achieving students, and prioritise the need to improve the participation and success of students from low SES and Indigenous backgrounds.</td>
<td>CEO, UQ College</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>
## THEME 2: SUPPORTING AND REWARDING TEACHING EXCELLENCE

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.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>ACTIONS</th>
<th>PRIMARY RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> 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>
</tr>
<tr>
<td></td>
<td>Recognise and reward staff endeavours in internationalisation.</td>
<td>DVCI</td>
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<td></td>
<td>Recognise and reward staff innovation in challenging and new teaching contexts, e.g., large classes; short courses; collaborative programs.</td>
<td>ADAs</td>
</tr>
<tr>
<td></td>
<td>Promote UQ's teaching and learning achievements to alumni and the broader community.</td>
<td>DVCA; DVCER</td>
</tr>
<tr>
<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><strong>2.2</strong> Enhance the professionalism and quality of staff development opportunities for academic and sessional staff.</td>
<td>Introduce a Certificate of University Teaching that articulates with the Graduate Certificate in Higher Education for all staff new to teaching.</td>
<td>Director, TEDI</td>
</tr>
<tr>
<td></td>
<td>Continue to support the enhanced tutor training program.</td>
<td>Director, TEDI; ADAs</td>
</tr>
<tr>
<td></td>
<td>Identify ways to support, recognise and reward sessional staff, particularly those in clinical areas.</td>
<td>Director, TEDI; ADAs</td>
</tr>
<tr>
<td></td>
<td>Regularly review the new academic staff induction program to ensure its effectiveness.</td>
<td>PVC; Director, TEDI</td>
</tr>
<tr>
<td></td>
<td>Support the development of skills in program design particularly where one type of UQ educational offering articulates into another.</td>
<td>ADAs; Director, CIPL</td>
</tr>
<tr>
<td></td>
<td>Support and encourage increased involvement of institute and research only staff in undergraduate and postgraduate coursework teaching.</td>
<td>DVCA</td>
</tr>
<tr>
<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><strong>2.3</strong> 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>
</tr>
<tr>
<td></td>
<td>Continue to encourage and support applications for externally-funded teaching fellowships and grants.</td>
<td>DVCA; Director, TEDI</td>
</tr>
<tr>
<td></td>
<td>Ensure that support provided to teaching-focused academic staff is sufficiently targeted and effective.</td>
<td>Director, TEDI; ADAs</td>
</tr>
<tr>
<td></td>
<td>Continue the lunchtime seminar series to disseminate innovative teaching and learning practice.</td>
<td>Directors, TEDI, CIPL, CEIT</td>
</tr>
<tr>
<td></td>
<td>Expand the UQ Teaching Fellowship Program to include opportunities to focus on technology-enriched learning.</td>
<td>Directors, TEDI &amp; CEIT</td>
</tr>
<tr>
<td></td>
<td>Improve the assessment of learning outcomes and the understanding of key teaching and learning performance indicators.</td>
<td>DVCA</td>
</tr>
<tr>
<td><strong>2.4</strong> 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>
</tr>
<tr>
<td></td>
<td>Participate in the full trial of the Go8 quality verification system.</td>
<td>Dean, Academic Programs</td>
</tr>
<tr>
<td></td>
<td>Review implementation of new SECaT/s instruments, and plan shift to on-line student evaluations.</td>
<td>Director, TEDI</td>
</tr>
<tr>
<td></td>
<td>Continue to enhance the CTQA dashboard and implement revisions to the Learning KPIs in the SBPF.</td>
<td>DVCA; Director, Planning</td>
</tr>
<tr>
<td></td>
<td>Ensure effective dissemination and response to results of annual student surveys (CEQ, Student Barometer &amp; AUSSE).</td>
<td>DVCA; DVCI</td>
</tr>
</tbody>
</table>
## THEME 3:
**ENHANCING UQ’S STUDENT LEARNING ENVIRONMENT**

Enhance the quality of all aspects of the student learning environment and address emerging issues.

<table>
<thead>
<tr>
<th>STRATEGY</th>
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<th>PRIMARY RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> Develop strategies to ensure the retention and success of an increasingly diverse student body.</td>
<td>Implement and evaluate the expanded Thrive@UQ program and ensure a coherent and well-supported student transition strategy.</td>
<td>Director, Student Services</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>
</tr>
<tr>
<td></td>
<td>Improve understanding of student retention and effective intervention strategies.</td>
<td>Director, Student Services</td>
</tr>
<tr>
<td></td>
<td>Review orientation and “gateway” programs offered by faculties, and improve communication with new students.</td>
<td>DVCA; ADAs</td>
</tr>
<tr>
<td></td>
<td>Support strategies to assist with large class teaching including technology-mediated approaches.</td>
<td>Directors, TEDI &amp; CEIT; ADAs</td>
</tr>
</tbody>
</table>

**3.2 Prioritise support for the development of state-of-the-art teaching spaces and student learning facilities.**

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>PRIMARY RESPONSIBILITY</th>
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</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Investigate and pilot the use of new generation teaching spaces and evaluate their impact on learning.</td>
<td>Directors, CEIT &amp; TEDI</td>
</tr>
<tr>
<td>Enhance standards for appropriate provision and support of AV and ICT facilities in teaching spaces.</td>
<td>DVCA; Manager, Teaching Technology Support</td>
</tr>
<tr>
<td>Work with the Phoenix project to ensure wireless connectivity in high priority teaching spaces and student areas.</td>
<td>ADAs; Director, ITS</td>
</tr>
</tbody>
</table>

**3.3 Focus on the development and support of technology innovations to support high quality blended learning.**

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>PRIMARY RESPONSIBILITY</th>
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</thead>
<tbody>
<tr>
<td>Clarify roles and responsibilities in relation to e-Learning (ITS, TEDI, CEIT &amp; faculties).</td>
<td>DVCA</td>
</tr>
<tr>
<td>Develop a strategy on e-Portfolios and extend their use throughout UQ.</td>
<td>Directors, CEIT &amp; CIPL</td>
</tr>
<tr>
<td>Implement the requirement that all undergraduate courses have a Blackboard presence and assess its impact.</td>
<td>ADAs; DVCA</td>
</tr>
<tr>
<td>Evaluate and promote educational opportunities afforded by new technologies, tools and spaces.</td>
<td>Director, CEIT</td>
</tr>
<tr>
<td>Promote and support effective use of Blackboard and other online resources.</td>
<td>Director, TEDI</td>
</tr>
</tbody>
</table>

**3.4 Enhance the quality and rigour of assessment practices and ensure the provision of high quality and timely feedback.**

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>PRIMARY RESPONSIBILITY</th>
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</thead>
<tbody>
<tr>
<td>Continue to monitor and refine policies and procedures related to assessment, including undertaking a review of assessment policy.</td>
<td>Chair Assessment Sub-committee &amp; ADAs</td>
</tr>
<tr>
<td>Provide seed funding to implement alternative assessment practices, both formative and summative.</td>
<td>DVCA</td>
</tr>
<tr>
<td>Improve dissemination of best practice in discipline-appropriate mechanisms for feedback and assessment.</td>
<td>ADAs</td>
</tr>
<tr>
<td>Ensure training programs for tutors, sessional staff and new staff include modules on assessment, feedback and academic integrity.</td>
<td>Director, TEDI</td>
</tr>
<tr>
<td>Continue to support and encourage participation in the UQ Assessment Network.</td>
<td>Director, TEDI</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
- CEQ: Course Experience Questionnaire
- CIPL: Centre for Innovation in Professional Learning
- CTQA: Curriculum and Teaching Quality Appraisal
- DVCA: Deputy Vice-Chancellor (Academic)
- DVCIC: Deputy Vice-Chancellor (International)
- DVCER: Deputy Vice-Chancellor (External Relations)
- 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
- PVCIE: Pro-Vice-Chancellor (Indigenous Education)
- SBPF: School-Based Performance Framework
- SDVC: Senior Deputy Vice-Chancellor
- SECaTs: Student Evaluation of Courses and Teaching
- TEDI: Teaching and Educational Development Institute
Thank you to all academic and professional staff who have contributed to the production of Learning at UQ 2011.

Contributors
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Learning at UQ 2011 was prepared for the Deputy Vice-Chancellor (Academic) by the Office of Marketing and Communications.
Fast facts*
45,455 students
12,166 postgraduate students
33,299 undergraduate students
11,364 international students
Students from 134 countries
More than 370 degree programs
More than 5700 courses (subjects)
Graduate job rate (average full-time rate for Bachelor degree): 78.9% (national average is 76.2%)
Graduate salary (male/female average): AUD$46,625
4 campuses, 47 sites
7453 full-time equivalent staff
Won more national teaching awards than any Australian university: 85
Top 1% of universities in the world
Rank tied 83rd among 12,000 global higher education institutions in the Webometrics Ranking of World Universities
Good Universities Guide
Five-star rating for student demand, research grants and research intensity and four star rankings in the categories: getting a job, positive graduate outcomes, graduate starting salaries, student-staff ratios, staff qualifications, access by equity groups, gender balance, proportion of school leavers, and non-government earnings in the 2012 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

*As at June 2011