Teaching & Learning Profile 08
Learning, Discovery and Engagement
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UQ teachers are dedicated to delivering the UQ Advantage. That is evident from this publication, and undeniable for those of us who are fortunate to count these teachers as colleagues.

This document celebrates UQ’s achievements in teaching and learning by profiling just some of our remarkable teachers and new facilities.

It also details the Teaching and Learning Enhancement Plan (2008-2010), giving an overview of progress and of further work to be done.

Talented teachers give the enhancement plan added meaning, enabling students to take full advantage of UQ’s research strengths, new teaching and research infrastructure, and links with national and international employers.

To reinforce the high-level strategic commitment to outstanding teaching and learning, the University has this year made a number of important executive appointments, including that of Professor Deborah Terry to the new role of Deputy Vice-Chancellor (Teaching and Learning).

In 2009, Debbie’s position will be renamed Deputy Vice-Chancellor (Education) expressing a will to build the student experience at various levels – at high school, at UQ, and beyond graduation into the workforce and/or postgraduate research or coursework. The approach includes a new, integrated focus on engagement with high schools.

UQ has entered a new era, with recent developments in infrastructure, programs, scholarships, and benefits for high-achieving high school students. We have also recruited excellent new staff, who are attracted by the high standard of our existing community of teachers.

Awards are one mark of exemplary teaching, and special congratulations go to 2008 Australian Learning and Teaching Council (ALTC) Award recipients, Dr Marie-Louise Dick and Dr Lisa Nissen, ALTC grant winners, and 2008 UQ Teaching and Learning award winners and nominees.

In reality, every one of UQ’s fine teachers deserves commendation for enhancing a community that achieves high national and international standards of excellence in learning, discovery and engagement.
Q. After a year as Pro-Vice Chancellor (Teaching and Learning), you were appointed the inaugural Deputy Vice-Chancellor with specific responsibility for teaching and learning at the start of 2008.

A. Yes, a university like UQ is both research intensive and strongly committed to its learning and teaching mission. Having responsibilities at Deputy Vice-Chancellor level for both research and teaching and learning sends a very powerful message right across the University that these two major areas are core functions of the University and equally important.

Q. What have been your priorities so far in your portfolio?

A. Priorities for me this year have revolved around establishing our undergraduate scholarships programs, strengthening our relationships with high schools and introducing bonus ranks in an effort to encourage more high school students to study advanced maths and languages.

Following on from the revision of our Teaching and Learning Enhancement Plan (TLEP), we have also focused on identifying and strengthening the distinctive features of the UQ student experience – what we have been referring to as the UQ Advantage.

Q. What are the characteristics of a UQ education that are enshrined in the notion of the UQ Advantage?

A. What we want to do through our focus on the UQ Advantage is to ensure that the key strengths of UQ genuinely pervade the student experience. These strengths include our research, our global reach and global goals, our strong industry and professional links, the world class facilities and support provided by our Library and the strong network of residential colleges affiliated with UQ. The focus on the UQ Advantage is requiring us to be clear about our educational goals and aspirations, a process that is timely and essential if we are to meet our goal of being the destination of choice for the very best students.

Q. How is the UQ Advantage being delivered?

A. This year the focus has been on defining what we mean by the UQ Advantage, embedding it as an important goal of the University and putting in place some of the initiatives linked to the strategy. Summer research internships have been set up – this is a research scholarship scheme that will involve undergraduate students spending the summer working with a researcher or research group at the University. We will be introducing concurrent diploma programs in global issues, languages and music; we’ve launched a merit-based academic scholarship scheme that will support more than 300 students next year; and in 2009 we will undertake a thorough review of postgraduate coursework.

Q. What are the next steps in building the UQ Advantage?

A. In 2009 we will establish the Office of Undergraduate Education to co-ordinate and support key aspects of the UQ Advantage. We will be setting some ambitious targets. Ideally
we would like one in four students to be spending a period during their undergraduate degree overseas – and this new office will co-ordinate these activities. We'll also be putting an emphasis on increasing the capacity for students to have industry and professional placements during their undergraduate degree.

The new Office of Prospective Students and Scholarships will give a clear focus to our student recruitment, and will play a key role in strengthening our relationships with high schools and building our undergraduate scholarships. To further support teaching-focused staff, we will be introducing new staff and early-career grants which mirror those available for teaching and research staff, and we'll continue to encourage staff to apply for Australian Learning and Teaching Council (ALTC) grants and fellowships.

Q. What other initiatives are planned for 2009?
A. We're continuing to put emphasis on renewing learning space in a way that not only facilitates innovative and new-generation teaching but also helps to build a sense of community among our students that encourages collaboration and interaction. A strength of the University is its residential colleges. We plan to pilot a non-residential program in 2009 that will allow undergraduate students to be affiliated with a college and to have access to some of the benefits associated with college life.

Q: How is the implementation of the TLEP targets progressing?
A. We have made significant progress but there is still plenty to do to ensure that we genuinely deliver on the UQ Advantage. This is an exciting challenge that we will work on at the same time as enhancing both the physical and virtual learning environments for UQ students.

“ThIs year the focus has been on defining what we mean by the UQ Advantage.”
"The whole teaching and learning landscape in universities has changed dramatically in the last couple of years," says Professor Merrilyn Goos, Director of UQ’s Teaching and Educational Development Institute (TEDI).

"Teaching and learning centres in universities around Australia have slightly different functions and I think TEDI is unique in that we bring most of these functions together under one roof.

“We have a group of academic staff who are engaged in higher education research and scholarship, and they work with Faculties, especially Associate Deans (Teaching and Learning), to identify the Faculties’ teaching and learning priorities and to help achieve those priorities. Those academic staff specialise in different areas in higher education such as assessment, internationalisation, e-Learning, postgraduate supervision and the first-year experience. Collectively, they span the full range of scholarship in higher education."

In addition to teaching evaluations, TEDI’s Evaluation Services Unit manages and reports on a wide range of institutional evaluation processes.

“We also administer the University’s entire staff development program,” says Professor Goos. “TEDI doesn’t deliver all the staff development; we only deliver a component of it, but we compile the entire program for all staff, including enrolments, room bookings, catering and evaluations for about 10,000 course and teaching surveys a year.

“And we have an Educational Resources Unit, which specialises in developing print and digital learning resources that have won national and international awards.”

Professor Goos says external factors have boosted UQ’s strength in teaching excellence.

“The creation of the Carrick Institute, now called the Australian Learning and Teaching Council, has done a great deal to raise the status of teaching in universities and to reposition teaching as a scholarly activity, and the Learning and Teaching Performance Fund has made money available to universities to improve teaching and learning.

“My role has been to provide strong academic leadership of TEDI, to deliver on the University’s teaching and learning priorities so that we retain our pre-eminent position in Australia.”

Professor Goos says while TEDI has worked very successfully with individual academics, her priority in the past year has been to develop a more strategic relationship with other units in the University, to “build capacity in others around teaching scholarship”.

“In evaluation, we’ve tried to broaden our focus so that we’re not just doing the quality assurance, which is important from an institutional point of view, but we’re working with academic staff to support them in learning how to use the data to improve the quality of teaching.

“In the staff development area we have a very comprehensive program of workshops and we’re also developing different models of professional learning.”
In 2009 TEDI will establish “communities of practice”, groups of people at the University who might have a shared interest.

“Often, the most powerful thing you can do to progress people’s learning is to give them time and space to sit down together and talk to people who might be in another discipline and who might see a problem in a slightly different way. I guess what we’re trying to do is look at more flexible ways to bring people together and to look at what kind of support academics need to keep learning about teaching throughout their whole teaching career.”

TEDi is also working with staff who want to apply for teaching and learning grants, and supports them through that process.

Professor Goos brings to her position a personal understanding of teachers’ issues.

“I’ve gone from teaching students in school, to teaching people who are going to be teaching them, to now teaching university teachers. I still see myself as a teacher and a researcher, even though I no longer teach courses (I still have PhD students).”

She believes teachers need to “prepare students for their futures, not our past”.

“However, disciplinary context matters, the constraints within which teachers work matter. It’s really important for us to understand what it is like being an academic in law versus chemistry versus engineering.

“From a big picture perspective, our goal in TEDi is to ensure that research, policy and practice around teaching and learning are mutually informing each other.”

Networking

Dr Mia O’Brien
Co-ordinator, Higher Education, Research & Scholarship, TEDI

The UQ Teaching and Learning Network was established in 2008 to create a visible community of teaching scholars and teaching-focused staff.

Lecturer in Higher Education, Co-ordinator of the Higher Education, Research and Scholarship team in TEDI, and Network Convenor, Dr Mia O’Brien, said the Network “provides people with an opportunity to learn about teaching scholarship, to engage with like-minded colleagues of varying interests and experiences, to facilitate informal networking and mentoring opportunities, to discuss ideas and to bring people together for cross-School or cross-faculty and interdisciplinary collaborations”.

“We also hope it provides a springboard for the creation of disciplinary interest groups or special interest groups around particular teaching and learning themes.

“It is a collaborative initiative that will be jointly facilitated by academics within TEDI and the School of Education, and the Network is supported by the Deputy Vice-Chancellor (Teaching and Learning) and the Director of TEDI.”

The Network will bring scholars from around Australia and overseas to discuss issues and ideas in teaching scholarship.
The Advanced Concept Teaching Space (ACTS) is like a concept car at a motor show, according to Manager of Teaching Technology Support, Co-Principal Investigator of the Next Generation Learning Spaces Project and originator of ACTS, Derek Powell.

“It seeks to combine the best of new ideas into a working prototype so those ideas can be individually tested and evaluated.”

ACTS, a modern teaching theatre, was launched in October 2008. It has advanced IT and audio-visual systems – technology that is not expected to be in common use for at least a decade. Staff familiarisation will take several months and students will begin using the facility from the start of 2009.

“We expect that the space will be used by all Faculties and Schools,” Mr Powell said. “We already have interest from disciplines as diverse as religious studies and statistics.

“ACTS aims to take the practice of teacher-led instruction and improve it by enhancing with technology the communication channels available. It seeks to improve the three principal relationships in teaching: between student and teacher; among students; and between the student and the learning materials,” Mr Powell said.

Students have touch-screens at their desks that allow them to approach their learning in several ways. They can look ahead and review, respond to teacher questions and ask questions anonymously. Automated language translation is available for PowerPoint slides. Work that students bring on their own equipment can be projected on screen for the whole class.

Students can then capture the class content on iPods, laptops, personal organisers or mobile phones by downloading lecture recordings and by collecting content from the electronic whiteboards. Course content such as readings or references can also be downloaded.

Teachers can use three screens to show teaching material, two of which retract to reveal plasma displays that function as electronic whiteboards. Monitors at the front of the teaching stage allow the teacher to view material on the screens while facing the class. The “instant polling” function allows the teacher to view student responses to questions and monitor how well students understand what is being taught.

The physical space has been designed so that students can swivel in their seats and work in groups.

Mr Powell said ACTS would be, in effect, a laboratory for teaching technology. An observation room will allow researchers in teaching and learning to observe how students and teachers use the technologies.
High-achieving school students who have shown leadership skills will be eligible for 300 new University of Queensland scholarships to be awarded in 2009.

Deputy Vice-Chancellor (Teaching and Learning) Professor Deborah Terry said the University was looking for students who had achieved academically, and also contributed to their school or community.

The Academic Scholarships, valued at $4.5 million over five years, will be awarded in two categories: 125 UQ Excellence Scholarships, each valued at $6,000 a year for the Bachelor degree period, and 175 UQ Merit Scholarships, valued at $6,000 each for one year.

“It is the richest merit scholarship package for school leavers in Queensland,” Professor Terry said.

The scholarships will be awarded based on academic results demonstrated by the student’s OP rank or Entry Rank and leadership skills will be determined from the applicant’s personal statements and supporting documentation.

The University will award Academic Scholarships to students across a range of study areas. Interstate or regional applicants may receive financial assistance to help with relocation.

The UQ Summer Research Internship scholarship program, launched for the 2008-2009 summer period, will provide opportunities for students to engage with UQ researchers. The scholarships will give students a tax-exempt weekly stipend of $300 and research will be credited subject to degree requirements.
In the past year more than 20,000 health professionals have learnt something from The University of Queensland’s Centre for Health Innovation and Solutions (CHIS).

Established three years ago with UQ’s then industry partner Med-E-Serv to provide innovative solutions to the crisis in health care, CHIS is building on this success.

In June 2007 the University acquired Med-E-Serv and the first CHIS Director, Professor Lynn Robinson, handed over to Professor Robert Hendy. The two were primary shareholders in Med-E-Serv which had, for 15 years, offered continuing education for health care professionals. Professor Hendy said Med-E-Serv and CHIS were now run effectively as a single entity. The University creates short courses for continuing education. Med-E-Serv negotiates education solutions with very large organisations.

Health care sector staff shortages and demands to revise approaches have added impetus to the Centre’s continuing education program.

“The University wanted to be able to provide a systemic response to those challenges so CHIS was created as a vehicle for doing that. It is designed so the University, and the Faculty of Health Sciences more specifically, can respond to those big agendas,” he said.

“As we've had a shortage of health care professionals there has been a need to provide niche education programs to enable health care professionals to specialise or focus.”

He said CHIS had anticipated that centrally, and in very large organisations, there was the need for professionals to take on new ways of practising, for example, by adopting evidence-based practice. Also, a new type of health care professional was now being advocated.

CHIS has strategic alliances with a number of professional organisations. Apart from primary carers – general practitioners, community nurses and pharmacists – hospital clinicians are a significant client group. Programs are accredited by professional bodies and, increasingly, Professor Hendy said, studies would be recognised for postgraduate degrees.

CHIS and Med-E-Serv provide flexible continuing education for all clinicians in Queensland Health, with much of the content delivered online.

“Now you don't have to leave your workplace to build your skills,” he said. “The core model is a group-dynamic, collaborative learning model. We're creating an online venue where health care professionals can meet with each other to work on the educational program.

“There is no doubt the demands on the health care workforce over the next decade will increase. A key focus is to support clinicians in the early years of their career. The challenge is how we continue to extend the high-quality education they've been provided by the university environment. The second-tier agenda is how to capitalise on the successes we’ve had and the business models that have been demonstrated, to create a broader strategy in regard to professional learning within the University.”
Endless possibilities
Open source technology is creating new opportunities for education

The unlimited opportunities offered to education by open source technologies will be explored by The University of Queensland’s new Centre for Educational Innovation and Technology (CEIT).

Professor Phil Long, CEIT’s inaugural Director and Chairman, took up his appointment in October 2008, having moved to UQ from Massachusetts Institute of Technology (MIT). He has particular expertise in the research and development (R&D) of open source technologies and in restructuring delivery of support services for academic staff.

Professor Long first had contact with UQ through the iCampus Project, a Microsoft/MIT R&D partnership for which he acted as co-ordinator and outreach contact. UQ’s co-ordinator of the iCampus project, Dr Mark Schulz, has also joined the CEIT team.

The Centre is intended to have a core staff of between five and seven full-time researchers and academics.

“We hope also to have a CEIT Fellows program so UQ staff in different disciplines can explore opportunities with digital technologies in their areas of interest. We hope to have a regular core of at least 10 to 15 students who are developers and partners in the teams that will be working on projects. We aim to have an active external visiting scholars program that will bring people from around the world with expertise in digital technologies and learning to UQ.

“The work we’re going to do is taking digital technologies that are being developed in research laboratories around the world and applying them to learning challenges, applying them to collaborations and, in many ways, trying to make the process of research in humanities, in sciences, in engineering, more directly accessible to students.”

Professor Long sees technology as a valuable tool that complements traditional practices.

“Technology does not mean the death of the lecture. Where they exist, we ought to honour, celebrate and rejoice in those terrific performance artists also known as great lecturers and, where someone has that capability, hone it and provide tools that make it more widely accessible, use the distance-learning tools and the lecture capture. Students and individuals who are doing work in any discipline use a variety of techniques to wrestle with the problems of the discipline and we need to give them those techniques as well.”

Technology might provide a way for teachers to shift the teaching of a subject from a lecture with 800 students to small-scale, guild processes, small-group discussion or apprenticeship-type learning.

As a further example of how the Centre might introduce technology as an aid to learning, Professor Long cites a mechanism for searching digital recordings, whether MP3 or video.

“Let’s say you were watching a recording of a lecture. Today, what you have to do is kind of ironic because you have this digital recording, which is great, but you put the needle at the beginning and play it and if you’re lucky you can fast forward it. But that’s about all you can do. Yet the value of these things is if you can say, ‘Well, where did he say something about flux?’ or ‘Where was that comment about Aboriginal rights?’ and search the entire recording and bring back the hits that had those references in context. Then, if you click on that it would bring you right to that point in the video with perhaps a two-second buffer. That technology is available.”

Professor Long hopes to pilot its use early in 2009 and to study how students use it.
“Technology does not mean the death of the lecture.”

Professor Phil Long, Director CEIT

“There’s a lot of interesting research and theory that addresses questions of scaffolding – how much context and structure do you put around an idea for a student to best understand it?”

Professor Long is keen to explore the possibility of UQ making much more of its course content accessible online, in much the same way as MIT has done. He believes it has advantages for students and for teachers who can see what other teachers are doing.

“We can make our content in teaching better in the same way that science makes results more effective, by building on each others’ work.”

CEIT will also have an interest in, and engagement with, virtual worlds. Professor Long said the Centre would probably run a test environment for one of the virtual world platforms and would look at combining that with other technologies.

“Our focus on active learning and bringing the research process into the classroom and making an apprenticeship-like scale of learning possible is important but underneath that is a general embracing of open education and open source.

“The internet was based on this notion of access and we’re slowly trying to rekindle the economic value and opportunity that can be created with a new generation of technological and educational developments.”
**Program update**

New programs across three UQ campuses are driving innovation

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**Gatton**

The major project at Gatton Campus until 2010 is the relocation of UQ’s School of Veterinary Science from St Lucia.

“The actual building works start very soon and will continue through 2009,” said Gatton Campus manager Ms Janelle Zahmel, who is Faculty Executive Officer for the Faculty of Natural Resources, Agriculture and Veterinary Science.

She said the entire cohort of veterinary students would first be taught at Gatton in 2010.

“The School of Veterinary Science facilities at St Lucia are aged and no longer meet accreditation standard,” said Ms Zahmel. Also, it was logical to have the school in a regional location rather than in the city. “We have existing animal facilities here at Gatton which they currently use for a considerable portion of their large animal work.

“In terms of teaching and learning at the Vet School, it’s going to mean construction of state-of-the-art facilities incorporating the use of technology in the curriculum.”

Ms Zahmel said the Gatton Campus had completed major reviews of its programs in the past few years and was currently reviewing its postgraduate coursework offerings with changes to be implemented in 2010.

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**Ipswich**

New programs in medicine and health sciences will be introduced at the Ipswich campus for 2009. Pro-Vice-Chancellor (Academic) Professor Alan Rix said the first cohort of 40 students will be enrolled for the Bachelor of Medicine and Bachelor of Surgery (MBBS) at the campus.

Set up by the Faculty of Health Sciences and the UQ Medical School, the four-year postgraduate program arose from the School of Medicine’s goal to grow its intake in line with government and national priorities to train more doctors.

“The Ipswich campus was seen as a good location to address local needs and to develop a health sciences focus for the campus.”

Ipswich will also host Australia’s first program, a two-year Masters, to train physician assistants, a category of health professional common in the US that works under the supervision and direction of a medical doctor to deliver treatment.

“They will be able to do work that doctors currently do in relation to treatments and procedures,” said Professor Rix.

The campus will also introduce a Bachelor of Health Sciences (Nutrition) and a Master of Dietetics Studies to train practitioners in nutrition and dietetics.
“Physicians assistants will be able to do work that doctors currently do in relation to treatments and procedures.”

**St Lucia**

**Getting creative about arts**

A new popular music major will be one of the options in the mix at St Lucia’s Bachelor of Creative Arts, a degree offered for the first time in 2009.

Conceived by Professor Richard Fotheringham, Executive Dean of the Faculty of Arts, the degree will bring together several areas of study that have been available in the Bachelor of Arts with a new focus. It will initially offer majors in art history, drama, music, creative writing or film and television.

Professor Fotheringham said the Bachelor of Creative Arts would build on the strong programs offered in music, drama and creative writing. He said hundreds of students were currently taking courses that could be categorised as creative arts within their Bachelor of Arts studies.

“What we’ll try and do over the next few years is tighten the focus and expand this area. We think it’s very much the direction in which secondary education is going and that we need to recognise the kind of experience and expertise that new students coming to the University have had and build on that.”

Professor Fotheringham expects about 300-400 enrolments in the first year. The arts were a growing interest for young people, he said, and the Bachelor of Creative Arts would lead to a large number of career opportunities in the broad creative industries area, “everything from formal artistic practice to running cultural institutions”.

**New Bachelor of Primary Education**

Primary school teachers can shape a student’s lifelong attitude towards learning, says Associate Professor Julie Duck, Associate Dean (Teaching and Learning) in the Faculty of Social and Behavioural Sciences.

The University of Queensland has previously provided training for teachers in the middle years of schooling but in 2009 the new Bachelor of Primary Education offered at St Lucia will equip students to teach from Prep–7. “It’s quite a specialist area of training,” she said.

“We’re developing a new, four-year, fully integrated program that will span the range of key learning areas that any primary teacher needs to cover – arts, English, maths, science, SOSE, health, physical education and technology – and embedded in that is a very strong emphasis on numeracy and literacy.”

The program would also give prospective teachers “an understanding of the broad principles of education and a real knowledge of the learning needs and cognitive stages of development of young children”.

Associate Professor Duck said students would get exposure to the classroom context early on, initially as observers. Later in the course, they would undertake more practical experience.
A Greek temple rises on a mountain peak. Below, on this green and pleasant island, a mosque is just a stone’s throw from a synagogue, a Christian church stands serene and a Hindu temple reaches for the sky.

This island with its holy spaces exists in the cyber-world of Second Life, a virtual place in which any activity of the real world can be simulated and whatever can be imagined might take place.

Second Life has about 15 million users. The University of Queensland has bought an island in the New Media Consortium (NMC) precinct, which gives it some impressive neighbours. The NMC consists of 260 universities, including Harvard, MIT and Rice University.

Dr Helen Farley, a religious studies lecturer in the School of History, Philosophy, Religion and Classics, said although most universities used their space for teaching science or engineering based subjects, the virtual island had a very practical application in teaching religious studies.

“We want our students to experience religions and religious spaces first hand yet we live in a middle-class, white, Protestant neighbourhood so there are not all the different kinds of religious spaces that we would like. The other problem we have is it’s not ethical for us to send students to gawk at people worshipping. So that’s what made me start thinking about Second Life – that we could recreate those spaces and send students there to experience what those spaces are like. We can go even further and let students adopt a different identity and actually participate in rituals, to really get a good understanding and to gain empathy.”

A designer was hired to construct the virtual space. By the end of 2008 many functions and information caches will have been built in. The School is trying to create ties with religious communities already in Second Life so students can talk to people from different traditions. Students enter Second Life by way of a created on-screen avatar which can be manipulated. The avatar can communicate with other avatars by text chat, instant message or the student can speak through a microphone.

Dr Farley, who completed a course in teaching in Second Life through Boise State University, Idaho, in 2007, said the space was also useful for meetings, discussions and seminars.

“The other thing I use it for is postgraduate supervision. I have a student who lives in Melbourne and she was feeling very isolated. Now we meet every week in Second Life. It feels like a physical presence. Also, you can show files, PowerPoint presentations, that sort of thing.”

Research Assistant and PhD student Dan Walker said Second Life offered busy students the chance to take part in ceremonies or rituals “from home, or on campus, and there is no travel, no lost time, and no need to feel awkward about entering a real synagogue or church”.

“We can invite students from all over the world to take part in the class and the students can benefit from a world-wide knowledge base,” he said.
Laws affecting Indigenous peoples all over the world are changing rapidly as modern sensibility tackles history.

UQ’s Margaret Stephenson, a Senior Lecturer at the TC Beirne School of Law, has studied, written on and taught comparative Indigenous law for many years but for the past few, video-conferencing has allowed a truly international experience. Six universities in four countries collaborate to deliver courses through a series of weekly seminars coupled with video class time.

Canada’s Ottawa University and the University of Saskatchewan, the University of Oklahoma in the United States, The University of Auckland in New Zealand, and Monash University and UQ in Australia rotate leadership of the seminars. Teachers and students are connected in all venues via video link. Multiple cameras are used at most sites and screens show wide-screen or close-up views of teachers, students, PowerPoint presentations or other teaching aids.

Mrs Stephenson has had a long interest in Indigenous law. She has published two books on the High Court’s Mabo decision, co-developed an interdisciplinary subject on Indigenous issues at UQ and acted as a Visiting Professor in Law at Indiana University where she taught an international comparative Indigenous law course. In 2005, she was awarded the Canadian High Commission Faculty Enrichment Grant.

She says the internationally collaborative course offers valuable insights for students.

“All four countries have a similar history of British colonisation, Indigenous dispossession and share the legacy of English common law yet each country has evolved quite distinctly from that same origin,” she said.

Students consider “a global perspective on how domestic laws in these four jurisdictions have impacted upon Indigenous peoples and how Indigenous law in this field is rapidly changing”.

“An international approach to Indigenous rights is particularly useful for Australian students given that the landmark Mabo ruling recognising Native Title in Australia took place as recently as 1992. For students to study the ways governments in other countries have dealt with their Indigenous peoples’ rights allows us to look at these responses and policies – very critically in some cases – and to learn from the mistakes and successes that have been made.”

Mrs Stephenson said understanding the development of jurisprudence in relation to Indigenous rights in the US and New Zealand enhanced an understanding of issues in relation to Australian Indigenous issues and had the potential to translate into possible future interpretations.

“The adoption of the UN Declaration on the Rights of Indigenous Peoples in 2007 would influence Indigenous rights worldwide,” she said, “one more reason to adopt an international and comparative approach to the study of Indigenous law.”
2008 UQ Awards
For Teaching and Learning Excellence

Each year The University of Queensland recognises a dedicated and inspirational group of academics at its annual Teaching Awards. The 2008 UQ Awards for Excellence in Teaching and Awards for the Enhancement of Student Learning recognised five individuals and three program awards.

Awards for Excellence in Teaching ($10,000 each)

Associate Professor David Carrington is an international leader in software engineering and education. David has been a significant contributor to the educational community through course development, publication, participation and leadership in School activities, and membership of editorial boards of respected journals.

He has forged continuing significant links with the highly regarded Software Engineering Institute at Carnegie Mellon University and with Boeing.

David is a committed and innovative teacher who emphasises students’ individual responsibility for learning within a supportive teaching environment. David pioneered the use of open source software in a second-year course to develop students’ appreciation of the problems they would likely encounter in large industrial projects. He provides networking opportunities and a real-world perspective with guest lecturers, access to work experience and conferences.

David seeks to motivate and support students through feedback and consultation, and initiated the Software Engineering Laboratory Supervisor (SELS) scheme to provide out-of-class assistance to students in introductory courses.

Dr Joseph Grotowski, a Senior Lecturer in Mathematics within the School of Physical Sciences, is recognised for his outstanding dedication, imagination and passion for enabling his students to learn, and for introducing teaching innovations.

He has an excellent record in attracting financial support, including nationally and internationally competitive teaching development grants such as a 2006 Carrick Institute Competitive Grant and a 2007 HP Technology for Teaching Higher Education Grant.

Joe’s teaching philosophy and practice have always been guided by the principle of pastoral care. He is committed not only to teaching the content and developing important related skills such as teamwork and logical thinking, but to educating his students to be confident in tackling difficult and complex problems.

Joe shows leadership in his role as School Postgraduate Co-ordinator and has inspired many of the School’s best students to pursue mathematics at higher levels. Joe is an active researcher, contributing to new knowledge through his research projects, and maintaining currency with advances in his field and related application areas.
Dr Lydia Kavanagh is an innovative, enthusiastic and dedicated teacher and mentor who encourages students to expand their knowledge, adapt to challenges and take risks — principles she embraces in her own teaching. Lydia brings a wealth of professional engineering expertise to her discipline and shares her experiences with students to provide a real-world context for the material she teaches. She recognises the importance for engineers of the future to be facilitators and change agents and fosters these qualities in her students. Lydia has been instrumental in curriculum developments such as the introduction of business development marketing and entrepreneurship in product design courses. Lydia developed the PETS (Proactively Ensuring Team Success) process which supports student teams. Elements of the process have since been adopted by different cohorts across the University and Lydia also leads a significant national project on the process. She co-founded a Special Interest Group on Engineering Education (SIGEE) which facilitates communication within engineering education.

Dr Louise McCuaig is a committed and innovative teacher. She is responsible for delivering specialist health education curriculum and pedagogy courses and advanced physical education pedagogy. Louise contributes widely to the Faculty of Health Sciences through the Tutor Education Program and the Inter-Professional Education initiative. Louise draws not only on her own and others’ research, but on her considerable experience and excellent record as a teacher of health and physical education programs in the secondary school system. Louise’s sustained contribution to student learning is acknowledged in excellent teaching evaluations from students and feedback from the teaching profession on the competence of pre-service and graduate teachers. Invitations to present at national and international conferences and workshops and membership of many panels and advisory groups provide further evidence of her expertise. In 2006 Louise was recognised nationally with the award of a Carrick Institute Citation for Outstanding Contributions to Student Learning.

Dr Jane Stadler is a Senior Lecturer in Film and Television Studies whose dynamic presentation skills and creative approaches to content delivery have inspired her students and colleagues, and raised the discipline’s profile at UQ. Cross-fertilisation of theory and practice is central to Jane’s approach to teaching and assessment. Jane’s position as Deputy Director of Research Higher Degrees enables her to take an active role in building a research community and implementing the new milestones model of candidature to guide and track the progress of postgraduate research.
Awards for the Enhancement of Student Learning ($10,000 each)

Category 1: Assessment and feedback

Project Team: Associate Professor Leonie Callaway, Dr Jennifer Schafer, Patricia Rego, Associate Professor Ray Peterson, Professor David Wilkinson

Transformation of skill acquisition through a comprehensive program of competency assessment: Innovation driven by large student cohorts is an innovative model of assessing competence embedded in a highly structured clinical coaching program which results in outstanding outcomes for both students and tutors.

This distinctive program of rolling competency assessment provides opportunities for self and peer assessment, regular formative assessment with feedback, and five weeks a year dedicated to summative assessment.

This new approach has resulted in increasing numbers of students achieving high marks with one third of students achieving a perfect score for clinical skills acquisition in the two summative assessments held to date in 2008.

Category 2: Educational partnerships and collaborations with other organisations

Project Team: Dr Andrew Hindmoor, Professor Stephen Bell, Dr Richard Devetak, Dr Marianne Hanson, Cara Herington, Claire Pomery, Professor Emeritus Roger Scott, Dr Rae Wear

The School of Political Science and International Studies Internship Program is an innovative and highly effective learning and teaching activity in the School’s four undergraduate majors in the Bachelor of Arts. It is also available at the postgraduate level as Applied Fieldwork Experience (International Studies) and Internship (Governance and Public Policy) in Masters degrees in International Studies, Public Policy and Development Practice (International Development Stream). The program was developed in partnership with a range of state, national and international organisations, parliamentarians and civil society groups. Since 2005, over 150 students have completed internships within 114 organisations, giving students the opportunity to apply core academic and course-specific knowledge in an applied setting.

Category 6: Postgraduate education

Project Leader: Dr Bronwen Cribb

Module-based Teaching at the CMM, a program offered by The Centre for Microscopy and Microanalysis, provides theory and practice skills and guides students through a flexible series of training modules, mapped to a plan of progress for each student.

The module-based educational program offered by the Centre is recognised for its unique and valuable contribution to producing researchers capable of undertaking complex research projects using state-of-the-art microscopy and microanalysis technology. Teaching blocks, which comprise a two-week teaching period, are scheduled six times a year to provide the basic level skills. Advanced modules are presented between these blocks.

Commendations for Excellence in Teaching

Dr Andrew Fairbairn  Social Science
Dr Katie Makar  Education
Dr Greg Marston  Social Work and Human Services
Dr Margaret Wegener  Physical Sciences
The University of Queensland continues its success in being recognised for having Australia’s best teachers, adding two more national teaching awards to its portfolio.

UQ won two Australian Learning and Teaching Council Awards for Teaching Excellence, announced by Professor Richard Johnstone, Executive Director of the Australian Learning and Teaching Council.

The UQ winners of 2008 Awards for Teaching Excellence are Dr Mare-Louise Dick (Priority Area 2008 – Work Integrated Learning) and Dr Lisa Nissen (Early Career).

The result brings the University’s national teaching awards and citations to 53, and cements UQ’s record of winning more national awards for teaching than any other Australian university since the national awards system began in 1997.

UQ Deputy Vice-Chancellor (Teaching and Learning) Professor Deborah Terry congratulated the winners, whose accolades illustrate the high standard of teaching excellence at UQ.

“This result is testament to UQ’s award-winning teaching and learning staff whose tireless work continues to top the nation,” Professor Terry said.

ALTC Award for Teaching Excellence ($25,000)
Dr Marie-Louise Dick (Priority Area 2008 – Work Integrated Learning)

Dr Marie-Louise Dick is an inspirational and innovative teacher whose contributions to workplace learning in the field of general practice have been exceptional. She has demonstrated an outstanding breadth of involvement and commitment to teaching across UQ’s School of Medicine, playing a crucial role in the development and implementation of the graduate-entry Bachelor of Medicine and Surgery Program, a fully integrated teaching program using problem-based learning as a major teaching and learning modality.

Marie-Louise consistently demonstrates a commitment to reflective practice best illustrated by her leadership role in continual improvement of the general practice course. The supportive educational environment Marie-Louise has created is highly regarded by her colleagues and students. Her teaching and learning strategies are student-centred, innovative, and responsive to feedback, and her individual teaching evaluations are excellent, consistently rating her as one of the top lecturers in her discipline.

As a practising clinician she is a respected role model. She inspires students with her enthusiasm for their vocation and aspires to assist their development as valued individuals.

A 2007 UQ Award for Excellence in Teaching winner, she undertakes scholarly activities to enhance the delivery of work-integrated learning in medical education. She leads research projects in medical education, regularly attends and presents at national and international medical education conferences, and has published in the field of medical education.
Dr Lisa Nissen, Senior Lecturer in the School of Pharmacy at The University of Queensland, is an enthusiastic, committed, approachable and very effective teacher. Lisa is a pharmacy practice academic who teaches in both the undergraduate and postgraduate programs, and is the co-ordinator of the final year Social and Professional Aspects of Pharmacy course.

“Teaching is, I guess, why I get up in the morning. I like the contact with the students and the opportunity to make them love the profession. I like to make it an enjoyable experience for the students so that they feel invigorated and interested in their studies,” she says. Lisa is dedicated to providing a real-world experience for her students, particularly in the area of multi-professional education. “It’s important to put things into context for students, not just activities that they will do as health professionals and pharmacists, but to relate these back to day-to-day things.” Her own multi-professional teaching collaborations have influenced her curriculum development and research in this area, which has resulted in a number of teaching grants and several publications.

A 2007 UQ Award for Excellence in Teaching winner, Lisa believes that effective teaching is based on her relationship with her students. “In health circles it would be akin to the ‘therapeutic relationship’ clinicians have with patients. This relationship involves good communication and active participation.”

Lisa develops this relationship with her students through her enthusiasm and passion for pharmacy, her focus on making them interactive learners and by using her own clinical experiences. Lisa’s purpose is to help her students become life-long learners and critical thinkers in their future professional lives.
Dr Craig Engstrom will collaboratively lead research into eCAPS, an integrated system for the online clinical assessment of practical skills.

Crag will collaborate with fellow team leaders Dr Peter Hay and Professor Doune MacDonald, along with Clinical Project Officers Dr Anita Green and Dr Peter Fris from the School of Human Movement Studies, and Professors Karim Khan (University of British Columbia) and Peter Brukner (University of Melbourne) on the project.

Dr Engstrom said the research would help enhance the development of practical skill sets in an online environment, which lacked the “face-to-face” contact of traditional education programs.

Associate Professor Nancy Pachana, Dr Kate Sofronoff and Dr Mia O’Brien will undertake research to help improve and strengthen Australia’s clinical psychology profession.

The project will re-evaluate postgraduate training needs to help meet the profession’s growing client load and include joint collaborations from Griffith, James Cook, Macquarie and Swinburne universities.

“As with many professions, training in clinical psychology often lags behind cutting-edge content as well as pedagogical theory, so we are hoping to reinvigorate and reconfigure the clinical psychology training curriculum,” Nancy said.

Associate Professor Julie Duck, Associate Dean (Teaching and Learning) and her team Professor Susan Hamilton, Professor Sarah Derrington, Professor Merrilyn Goos, Associate Professor Peter Sutton, Dr Glen Coleman, Maureen Bowen and Keith Webster, will use the funding to look at University assessment policies.

“We will review the impact of assessment policy on practice at UQ over the past 10 years,” Julie said. The research will identify key issues with the formulation, implementation and interpretation of assessment policy.

ALTC Awards success

Three UQ teams received 2008 Priority Projects Program ALTC grants

Dr Mehmet Kızıl, School of Engineering – For outstanding teaching, dedicated commitment and leadership in innovative curriculum development through successful national and industry collaboration in Mining Engineering.

Dr David Jenkins, School of Human Movement Studies – For sustained excellence in teaching exercise science to large undergraduate classes with a focus on social and professional engagement.

Dr Clair Hughes, TEDI – For enhancement of assessment practice through effective and sustained institutional leadership and educational support of teachers and leaders.

Dr John Steen, School of Business – For excellence in business strategy case study teaching and coaching, resulting in exceptional performance by UQ in the Australasian Boston Consulting Group (BCG) strategy competition.

Associate Professor Sylvia Rodger, Dr Gail Woodyatt, Dr Julie Marinac, Dr Pauline Watter and Associate Professor Jenny Ziviani (team nomination from the School of Health and Rehabilitation Sciences) – For sustained excellence in provision of innovative learning experiences for allied health students in promoting inter-professional knowledge, practice and teamwork.
The University of Queensland is one of Australia’s leading research-intensive and comprehensive universities, with an enviable reputation for excellence in both teaching and research. In recent years, consecutive Teaching and Learning Enhancement Plans have reflected UQ’s commitment to quality in teaching and learning and underpinned significant achievements in this area.

UQ Advantage

Strengthening the distinctive features of the UQ student experience

World class research
High quality staff and students
International linkages and opportunities
Industry and professional engagement

Comprehensive range of teaching programs
Outstanding campus facilities, library and residential colleges

Underpinned by

Professionalism and excellence in teaching
Highest quality teaching and learning environment
The 2008-2010 Teaching and Learning Enhancement Plan is a substantially revised plan intended to secure UQ's position as a genuinely world-class higher education institution that is the destination of choice for the very best domestic and international students. The scope of this plan is broad and the goals are significant in an effort to lift UQ's performance in teaching and learning to the highest level of excellence.

Building on UQ's distinctive strengths, the 2008-2010 Teaching and Learning Enhancement Plan puts at its centerpiece, the need to identify, promote, and support the unique advantages of the UQ student experience – the UQ Advantage. UQ's strengths are considerable – they include world-class research infrastructure and research outcomes, high quality staff and students, a comprehensive range of programs offered across three campuses, strong international linkages and opportunities, a commitment to providing high quality on-campus facilities and experiences, the exceptionally well-resourced and highly regarded UQ Library, and an affiliated network of strong and well-established residential colleges.

The challenge is to ensure that these strengths underpin a distinctive UQ student experience that is genuinely enriched by the University's research capacity, and is global in its goals at the same time as being strongly engaged with industry and the professions. In turn, the pursuit and support of a distinctive UQ student experience needs to be underpinned by the highest standards of professionalism and excellence in teaching and a commitment to providing a high quality teaching and learning environment that is campus-based, student-centred and supported by state-of-the-art physical and technological infrastructure. In sum, the goals of the 2008-2010 Teaching and Learning Enhancement Plan are to:

- Build an understanding of and commitment to the distinctive features of the UQ student experience, and support initiatives to enrich this experience.
- Support and reward teaching excellence, and raise the professionalism, visibility and status of teaching and learning at UQ.
- Enrich all aspects of the teaching and learning environment.

TLEP status report

The following three pages show the status of the Teaching and Learning Enhancement Plan and its initiatives. These cover:

- Delivering on the UQ Advantage
- Supporting and rewarding teaching excellence
- Enriching the teaching and learning environment

Activities that have been commenced and are continuing are shown as
Activities that have been completed are shown as
Activities planned for 2009 are shown as
## Delivering on the UQ Advantage

<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGY</th>
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<tbody>
<tr>
<td>Build an understanding of and commitment to the distinctive features of the UQ student experience, and support initiatives to enrich this experience</td>
<td>Continue to review the shape of UQ’s offerings to ensure delivery of the “UQ Advantage”</td>
<td>Establish working party to enhance, promote and shape the UQ student experience and ensure relevance of offerings and UQ graduate attributes.</td>
<td>commenced and continuing</td>
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<td>Rationalise dual degree offerings and profile “flagship” dual degrees.</td>
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<td>Explore options regarding the role of Honours, models for the award of Honours and recognition of student achievement in undergraduate degrees.</td>
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<td>Review current postgraduate offerings and identify opportunities for new programs.</td>
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<td>Investigate the introduction of concurrent diplomas.</td>
<td>commenced and continuing</td>
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<tr>
<td>Enhance the quality of the UQ student experience through alignment with UQ’s research reputation and capacity</td>
<td>ContINUE TO REVIEW THE SHAPE OF UQ’S OFFERINGS TO ENSURE DELIVERY OF THE “UQ ADVANTAGE”</td>
<td>Promote and support research-led teaching and understanding of the research-teaching nexus.</td>
<td>commenced and continuing</td>
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<td>Establish a UQ summer research internship program.</td>
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<td>Provide seed funding to enhance opportunities for laboratory- and research-based learning.</td>
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<td>Develop guidelines to encourage research-only staff involvement in teaching through the ResTeach program.</td>
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<td>Enhance opportunities for higher degree research students to gain teaching experience and skills.</td>
<td>commenced and continuing</td>
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<tr>
<td>Strengthen engagement with industry and the professions in the delivery of and focus of UQ programs</td>
<td>Enhance the profile of the Career Hub.</td>
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<td>commenced and continuing</td>
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<td>Showcase examples of good practice in placement programs, and build UQ’s capability to offer such programs.</td>
<td>commenced and continuing</td>
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<td>Develop a strategy on ePortfolios and extend their use throughout UQ.</td>
<td>commenced and continuing</td>
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<td>Review undergraduate opportunities for industry placements and identify mechanisms to increase industry and the professions involvement in UQ programs.</td>
<td>commenced and continuing</td>
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<tr>
<td>Promote and support opportunities for students to gain international experiences and develop global and inclusive perspectives</td>
<td>Develop action plan to promulgate UQ’s education principles on Indigenous Australian matters and encourage student enrolment in courses offered by the ATSISU.</td>
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<td>Increase student participation in international programs and offshore fieldwork placements.</td>
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<td>Streamline approval processes for study abroad and exchange opportunities, and review the scholarships and bursaries to support these.</td>
<td>commenced and continuing</td>
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<td>Investigate participation in the U21 Global Issues program.</td>
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<td>Facilitate high quality academic and non-academic interactions between international and domestic students.</td>
<td>commenced and continuing</td>
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<tr>
<td>Seek to attract, support and provide opportunities for high achieving students</td>
<td>Forge stronger links with secondary schools and develop targeted articulation arrangements with TAFE.</td>
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<td>commenced and continuing</td>
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<td>Review and expand scholarship programs to attract high achieving domestic and international students and increase participation of DEST designated equity groups.</td>
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<td>Develop a bonus rank scheme for incoming students with specific Year 12 subject profiles and those involved in tertiary-level enhanced study and enrichment activities.</td>
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<td>Review and expand opportunities for accelerated progress through programs and Faculty initiatives to support and recognise excellent academic achievement.</td>
<td>commenced and continuing</td>
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### Supporting and rewarding teaching excellence

<table>
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<tr>
<th>GOAL</th>
<th>STRATEGY</th>
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<tbody>
<tr>
<td>Support and reward teaching excellence, and raise the professionalism, visibility, and status of teaching and learning at UQ</td>
<td>Maintain as key priorities the need to recognise and reward teaching excellence, and to recruit and promote staff with a commitment to high quality teaching practice</td>
<td><img src="#" alt="commenced and continuing" /> <img src="#" alt="completed" /> <img src="#" alt="planned for 2009" /></td>
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<tr>
<td>Ensure that University and Faculty level arrangements for the management of teaching and learning issues are optimal</td>
<td>Ensure that processes for appointment, confirmation and promotion of academic staff incorporate the need to demonstrate teaching excellence.</td>
<td><img src="#" alt="planned for 2009" /></td>
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<tr>
<td>Enhance the professionalism and quality of staff development opportunities for academic staff and ensure their fit with UQ’s teaching and learning priorities</td>
<td>Implement the recommendations of the review of the role of Directors of Studies.</td>
<td><img src="#" alt="planned for 2009" /></td>
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<tr>
<td>Build an institutional understanding of commitment to teaching scholarship and evidence-based teaching practice</td>
<td>Review and improve the new academic staff induction program.</td>
<td><img src="#" alt="planned for 2009" /></td>
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<td>Improve and streamline quality assurance and enhancement processes for teaching and learning</td>
<td>Support the introduction of the new teaching-focused academic appointments and establish a network of academics involved in teaching scholarship.</td>
<td><img src="#" alt="planned for 2009" /></td>
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<tr>
<td>Ensure alignment between Faculty-based and University teaching excellence award schemes and national schemes.</td>
<td>Incorporate targets for improvement on teaching and learning performance indicators into Faculty operational plans.</td>
<td><img src="#" alt="planned for 2009" /></td>
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<tr>
<td>Continue to encourage and support applications for UQ, national and international teaching awards.</td>
<td>Streamline teaching quality appraisal and curriculum review processes and consider focused budget incentives linked to teaching and learning outcomes.</td>
<td><img src="#" alt="planned for 2009" /></td>
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<tr>
<td>Support and promote the annual Teaching and Learning Week as a showcase for teaching and learning achievements.</td>
<td>Review and refine instruments used to assess teaching and learning outcomes, and improve the accessibility and usefulness of the results.</td>
<td><img src="#" alt="planned for 2009" /></td>
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<td>Establish a lunchtime seminar series to disseminate innovative teaching and learning practice.</td>
<td>Renew existing teaching and learning benchmarking MOUs and seek to develop such agreements with key international and U21 universities.</td>
<td><img src="#" alt="planned for 2009" /></td>
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commenced and continuing | completed | planned for 2009
## Enriching the teaching and learning environment

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<th>GOAL</th>
<th>STRATEGY</th>
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<tbody>
<tr>
<td>Enrich all aspects of the teaching and learning environment</td>
<td><strong>GOAL</strong>: Continue to place a high priority on teaching space upgrades and the development of state-of-the-art teaching and learning spaces.</td>
<td><strong>TARGET</strong>: Develop a three-year plan for upgrading teaching laboratories as part of an ongoing plan to systematically refurbish University teaching spaces.</td>
<td>![commenced and continuing]</td>
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<td><strong>TARGET</strong>: Prioritise plans to develop student learning centres and areas that encourage formal and informal student interaction and collaboration.</td>
<td>![completed]</td>
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<td><strong>TARGET</strong>: Promote and support the use of the Collaborative Teaching and Learning Centres and the Advanced Concept Teaching Space.</td>
<td>![planned for 2009]</td>
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<td><strong>TARGET</strong>: Ensure all campuses have the highest level of wireless connectivity possible for the location.</td>
<td>![planned for 2009]</td>
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<tr>
<td>Develop an e-Learning Strategy that facilitates an integrated ‘blended’ learning environment using new generation technologies</td>
<td><strong>TARGET</strong>: Establish a University-wide process to facilitate the development and review of e-Learning policy, and ensure alignment of University efforts in this area.</td>
<td>![planned for 2009]</td>
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<td><strong>TARGET</strong>: Enhance access to online teaching resources including e-Portfolios, and promote and support effective use of Blackboard and other online resources.</td>
<td>![planned for 2009]</td>
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<td><strong>TARGET</strong>: Implement the Enterprise Lecture Recording System and extend the use of videoconferencing capabilities.</td>
<td>![planned for 2009]</td>
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<td><strong>TARGET</strong>: Enhance standards for appropriate provision and support of AV and ICT facilities in teaching spaces.</td>
<td>![planned for 2009]</td>
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<tr>
<td>Enhance the quality and rigor of assessment practices and standards and ensure the provision of high quality and timely feedback</td>
<td><strong>TARGET</strong>: Finalise and implement the review of policies and procedures related to assessment.</td>
<td>![completed]</td>
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<td><strong>TARGET</strong>: Provide seed funding to implement alternative assessment practices both formative and summative.</td>
<td>![completed]</td>
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<td><strong>TARGET</strong>: Develop a mechanism to disseminate and showcase best practice in discipline-appropriate mechanisms for feedback and assessment.</td>
<td>![completed]</td>
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<td><strong>TARGET</strong>: Ensure training programs for tutors and sessional staff include modules on assessment and feedback.</td>
<td>![planned for 2009]</td>
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<tr>
<td>Improve retention rates and promote a focus on improving engagement between staff and students and developing learning communities</td>
<td><strong>TARGET</strong>: Review orientation and “gateway” programs offered by Faculties, enhance communication with new students and support structured transition programs.</td>
<td>![commenced and continuing]</td>
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<td><strong>TARGET</strong>: Evaluate the implementation of First Year Experience initiatives, develop a FirstYear@UQ website and review mechanisms for identifying and supporting at-risk students.</td>
<td>![commenced and continuing]</td>
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<td><strong>TARGET</strong>: Encourage and support the introduction of capstone experiences in undergraduate programs.</td>
<td>![commenced and continuing]</td>
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<td><strong>TARGET</strong>: Support discipline-based student organisations and initiatives that broaden students’ experiences and foster the development of leadership skills (such as The Bridge, UQ’s volunteer organisation).</td>
<td>![commenced and continuing]</td>
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<td><strong>TARGET</strong>: Monitor the impact of VSU on the provision of services to students.</td>
<td>![commenced and continuing]</td>
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<tr>
<td>Promote and support innovative teaching practices that actively engage students and provide the benefits of small group interactions</td>
<td><strong>TARGET</strong>: Review Faculty-based strategies designed to reduce staff-student ratios using ESC funds.</td>
<td>![planned for 2009]</td>
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<td><strong>TARGET</strong>: Seek to extend the use of Peer Assisted Study Sessions (PASS) across a broader range of programs, initiate a network of PASS coordinators and enhance PASS leader training.</td>
<td>![planned for 2009]</td>
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<td><strong>TARGET</strong>: Provide seed funding and support to enhance the use of active and student-centred learning opportunities in large undergraduate courses.</td>
<td>![planned for 2009]</td>
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<td></td>
<td><strong>TARGET</strong>: Support and promote the development of virtual environments to enhance small group and peer interaction.</td>
<td>![planned for 2009]</td>
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</tbody>
</table>