

INNOVATION AND DEVELOPMENT AND SEED GRANTS FUNDED BY THE AUSTRALIAN GOVERNMENT OFFICE FOR LEARNING AND TEACHING

2016 Grants

Innovation and Development grants

Deakin University

Title: Risk aware: enhancing students' clinical competence in risky environments through blended simulation-based learning

Lead institution: Deakin University

Partner institutions: Australian Catholic University, Flinders University, The University of Adelaide, University of New England, The University of Western Australia, University of Southern Queensland, Cabrini Health Ltd

Project Leader: Dr Jade Sheen

Abstract: The last decade has seen a global trend towards increasing workplace violence in healthcare settings. While staff are trained to manage aggressive encounters, students undertaking clinical placement face the same dangers, but without explicit training or experience. This exposes them to workplace danger and risk. This is particularly true for psychology students, who work autonomously. Authentic learning about the assessment and management of violence is urgently needed. This project aims to develop, implement and evaluate a blended simulation-based learning program to increase students' risk-related competency and consequently decrease their risk. The program will offer three distinct features. First, online modules to support students' theoretical knowledge of risk assessment and management. Second, a virtual clinic supporting students' concrete experience and reflective observation. Third, a simulation workshop supporting the application of newly acquired workplace skills. The proposed program, Risk Aware, addresses a gap in students' work readiness education and is linked to their future employability.

Funding: \$209 000

The University of Sydney

Title: The contribution of becoming reflective on the employability of teachers and social workers

Lead institution: The University of Sydney

Partner institutions: Charles Sturt University, Deakin University, University of the Sunshine Coast, University of Wollongong, University of Stirling (UK), Leeds Trinity University (UK)

Project Leader: Associate Professor Fran Waugh

Abstract: Whilst it is generally agreed that employability should be a key outcome of higher education, reflective capacities are almost universally regarded as important for the professional workplace. Professional practitioners must be adaptable in responding to increased complexities and uncertainties in the context of continual change in order to make a positive difference to children, schools, communities and society. Unfortunately reflection can be regarded as challenging to identify and measure, and difficult to integrate with the skills of employability. This project has a deliberate interdisciplinary (education and social work professions) and international (Australia, England and Scotland) focus to maximise the transferability of the project learning outcomes between different settings. The project comprises three stages: an audit on reflective practices; development of case studies; and development of online and multimedia resources. The development, trial and evaluation of an improved integrated curriculum will provide authentic links between reflective capacities in pre-service programs and practice in workplace settings.

Funding: \$283 000

Monash University

Title: Feedback for learning: closing the assessment loop

Lead institution: Monash University

Partner institutions: Deakin University

Project Leader: Associate Professor Michael Henderson

Abstract: Feedback (during and after) assessment tasks is critical for effectively promoting student learning. Without feedback students are limited in how they can make judgements about their progress, and importantly how they can change their future performance. Feedback is the lynchpin to students' effective decision making, and the basis of improved learning outcomes. However, feedback is under-utilised and often misunderstood by both students and academics. This project is about improving student learning (and experience) through improving institutional, academic, and student capacity to stimulate and leverage assessment feedback. This project aims to improve student learning by identifying and sharing effective feedback designs across a range of contexts including assessment types and disciplines. Our approach will deliver a pragmatic, empirically based framework of feedback designs to guide educators, academic developers, instructional designers, as well as institutional policy. This will be supported by large scale data highlighting patterns of success and 10 rich cases of feedback designs.

Funding: \$280 000

The University of Adelaide

Title: Transforming engineering students into student engineers: improving learning outcomes and employability

Lead institution: The University of Adelaide

Partner institutions: Queensland University of Technology, University of Canberra

Project Leader: Ms Bernadette Foley

Abstract: This project seeks to reduce the difference between the engineering work and learning environments by adapting industry protocols and processes for use in the learning environment. The premise of the project is that there is pedagogic merit in adapting the industry protocols due to the similarities between them and effective learning and teaching approaches. For example, design verification is an industry protocol which can be applied as a form of peer generated cyclical feedback, to encourage increased engagement with learning. The concept has been successfully applied at the local level and was the subject of an OLT seed project. This project upscales the previous work to refine and further develop the Management System for Engineering Education (MaSEE) framework, to create an evidence based teaching resource package. The work will be informed by industry engagement and collaboration to maintain applicability to industry needs, and to retain the authenticity of the adapted protocols within the learning environment.

Funding: \$225 000

University of Technology, Sydney

Title: Building a sustainable national approach for the development and governance of interprofessional education

Lead institution: University of Technology Sydney

Partner institutions: Central Queensland University, Curtin University, Griffith University, The University of Adelaide, The University of Notre Dame Australia, Victoria University, University of Derby (UK)

Project Leader: Associate Professor Roger Dunston

Abstract: The project addresses a national and global imperative to build health systems that are more effective, sustainable and, critically, person centred. Central to these developments is the ability of all health professionals to work effectively with colleagues from different professional backgrounds. The competencies required to achieve this are referred to as interprofessional and collaborative practice competencies (IPCP). Interprofessional education (IPE) is the strategy of choice in enabling the achievement of IPCP competencies. Whilst there is strong in-principle support for IPE across Australian universities, the provision of IPE across the university sector remains little developed. This project will address this major deficit by establishing a national IPE governance and development structure and process. In doing this it will bring all relevant stakeholders together to plan for and develop Australian IPE. The project will significantly add to health professional education and the employability skills of students graduating from Australian university programmes of health professional education.

Funding: \$449 000

Deakin University

Title: Successful WIL in science

Lead institution: Deakin University

Partner institutions: Curtin University, Monash University, The University of Newcastle, Australian Council of Deans of Science

Project Leader: Professor Elizabeth Johnson

Abstract: Our future national prosperity lies in an agile, educated workforce working together with existing industry and with industries yet to be conceived. Currently, science graduate training is largely disconnected from industry, as evidenced by declining graduate employment prospects. Work-integrated learning (WIL) is a key vehicle to achieve the outcomes of employable graduates with relevant employability skills and knowledge, and improved engagement between industry and universities. Science faculties need the what, where, when and how of WIL translated to their context so that they may rapidly implement change in this crucial area. Working collaboratively with the Australian Council of Deans of Science, Successful WIL in Science will build upon existing national networks to provide the tools, information, ideas and change agency necessary for broad-scale adoption of good practice in WIL. The project will incorporate the voices of students and recent graduates and will create the foundation for closer curriculum partnerships with industry.

Funding: \$383 000

Monash University

Title: Engaging and partnering with Aboriginal and Torres Strait Islander parents and community to improve student outcomes

Lead institution: Monash University

Partner institutions: Charles Sturt University, Edith Cowan University

Project Leader: Professor Simone White

Abstract: More than ever, teacher education needs to better prepare teachers to work more inclusively with parents/caregivers from diverse backgrounds to lift the achievements of all students. This is particularly the case in relation to Aboriginal and Torres Strait Islander students and their families. Outputs from this project will directly inform all teacher education providers, teachers and school leaders across Australia on the best ways to prepare graduate teachers to build effective school-community partnerships with families, key local Elders and Indigenous and non-Indigenous mentors. This project ultimately will improve the future outcomes for all Aboriginal and Torres Strait Islander people through a grounded model of addressing social and education inequality at the grass roots: namely starting with schools and teachers and building effective relational tools to maximise and create effective school-university- community links. This project brings together an expert team of Indigenous and non- Indigenous researchers and scholars well networked across Australia to achieve this goal.

Funding: \$210 000

Avondale College of Higher Education

Title: Owning the rubric: student engagement in rubric design, use and moderation

Lead institution: Avondale College of Higher Education

Partner institutions: Charles Sturt University, University of Technology, Sydney

Project Leader: Professor Anthony Williams

Abstract: This project builds on previous research of the educators' and the assessors' roles in rubric design, implementation and moderation. Identified in studies to date is the lack of student involvement in these processes, the students' role is a passive one. The key innovative value of this project is developing strategies which engage students in assessment construction, traditionally the domain of the teacher. The project investigates the innovative and collaborative use of assessment rubrics, developed in partnership between students and academic staff, in order to develop a model of collaborative rubric practice that can be applied across disciplines. The study employs an innovative two-pronged design using the Delphi technique followed by multiple case studies. The findings will inform development of an innovative participatory assessment design involving students in the construction, use and moderation of rubrics with their teachers, to enable assessment of learning to be extended into assessment for learning and assessment as learning.

Funding: \$202 000

2015 Round 2

Innovation and Development grants

Central Queensland University

Title: Addressing the gap between policy and implementation: strategies for improving educational outcomes of Indigenous students

Lead institution: Central Queensland University

Partner institutions: Charles Darwin University, James Cook University, The University of Newcastle, University of South Australia

Project Leaders: Professor Bronwyn Fredericks and Professor Denise Wood

Abstract: This project involving a partnership between five regionally focused and metropolitan universities with a regional outreach addresses the need to improve Aboriginal and Torres Strait Islander student access to and participation in post-compulsory education, as well as their success, retention and successful program completion. It does so through a mixed-methods approach involving semi-structured interviews with current and former students enrolled at the partner universities, and participatory action research (PAR) with Aboriginal and Torres Strait Islander students as participant researchers assisting project researchers in understanding the determinants of attrition and helping to identify culturally appropriate solutions to improving access and success through flexible re-entry arrangements. The outcomes will lead to improved pathways and success of Aboriginal and Torres Strait Islander students at regional and metropolitan universities, models of best practice in supporting pathways and success, and strategies for improving the ability of academic and support staff to implement best practice guidelines.

Funding: \$320 000

Title: Preparing undergraduate nurses for the workforce in the context of patient safety through innovative simulation

Lead institution: Central Queensland University

Partner institutions: Australian Catholic University, The University of Newcastle, University of the Sunshine Coast

Project Leader: Professor Kerry Reid-Searl

Abstract: The National Safety Quality Health Service (NSQHS) Standards indicate a need for students to have a greater understanding and regular practice in patient safety educational initiatives. The high proportion of clinical errors attributed to non-technical skills, necessitate a particular educational focus to address these areas and enhance employability. Simulation experiences are often restricted to classroom or laboratory settings with equipment such as manikins and task trainers that are not easily transported. There is a recognized lack of resources and teaching strategies that educators can use for preparing students in patient safety according to the NSQHS standards. This project therefore, aims to develop a toolkit to facilitate work-ready, employable graduates to acquire the requisite knowledge, skills and attributes to practice according to these standards and is based on a Tag Team Patient Safety Simulation (TTPSS) approach. This innovative approach allows simulation to occur in a variety of contexts and beyond the walls of a simulation laboratory.

Funding: \$300 000

RMIT University

Title: Design and architecture practice research: contemporary PhD (DAP_r)

Lead institution: RMIT University

Partner institutions: Bond University, Charles Sturt University, Deakin University, Monash University, Queensland University of Technology, The University of Adelaide, The University of New South Wales, The University of Newcastle, The University of Western Australia, University of Canberra, University of South Australia, University of Tasmania, University of Technology Sydney

Project Leader: Professor Richard Blythe

Abstract: DAP_r (Design and Architecture Practice research) provides a model that fills an internationally identified gap in postgraduate training. It is specifically aligned with the core teaching and learning components of design and architecture programs in Australia. Further, it provides a radically new way of connecting the academy with SME practitioners, locating the site of new knowledge discovery within SME studios, producing results with immediate industry impact and linking them with studio teaching. This new doctoral model involves the production of new works during the period of the PhD which are, in most cases, included in the final PhD material, and the placement of the work of the practice in a broader disciplinary context. Candidates examine and document the methods and techniques of practice as they relate to the existing and ongoing body of work. Thus, the work examines, and is also transformative of, the practice within which it is situated.

Funding: \$497 000

The University of Melbourne

Title: Design options for the future doctorate

Lead institution: The University of Melbourne

Partner institutions: James Cook University, La Trobe University, Macquarie University, Monash University, Queensland University of Technology, The University of New South Wales, The University of Queensland, The University of Sydney, The University of Western Australia

Project Leader: Professor Hamish Coates

Abstract: This project proceeds from a growing perception that the Australian doctorate, while effective, is not optimised to best serve the interests of industry, academia or candidates. This project is advanced as a landmark re-thinking of the doctorate. Working from current policy and practice, the project will help Australian universities fashion targeted and effective futures for the research and professional doctorates. This project delivers research-driven options for building the quality of the doctorate in Australia, as well as a suite of resources to inform institutions and candidates. The project engages leaders in the field and extends prior institutional, national, scholarly, and international investigations into the doctorate as well as academic and professional work. It involves research and environmental reviews, proposals for policy and strategy, surveys and interviews, and consultation with Australian and institutional stakeholders.

Funding: \$272 000

The University of Newcastle

Title: Developing pedagogical solutions to linguistic and cultural barriers in design education supporting Asian architecture students

Lead institution: The University of Newcastle

Partner institutions: Deakin University, Queensland University of Technology, RMIT University

Project Leader: Dr Ning Gu

Abstract: This project focuses on Asian design students in Australian higher education and sets out to understand the impact of native language on design pedagogy. Adopting a combined cognitive and linguistic approach, and focusing on architecture as a sample discipline, this project delivers a knowledge framework about the impact of linguistic and cultural differences on design. Based on this framework, the project proposes and tests guidelines and tools for curriculum structures and assessment methods that will better support effective learning for both international and domestic students.

Funding: \$229 000

The University of Western Australia

Title: Virtual work integrated learning for engineering students

Lead institution: The University of Western Australia

Partner institutions: Curtin University, Murdoch University, The University of Queensland, Australian Council of Engineering Deans, Engineers Australia, CingleVue International Pty Ltd

Project Leader: Dr Sally Male

Abstract: There is a vast gap between engineering education and practice. Recognising the transformative value of workplace learning, Engineers Australia requires that students of accredited engineering programmes are exposed to engineering practice. Traditionally, students have undertaken placements in industry. However, because these are difficult to secure, students are forced to delay graduation, and some universities now allow accumulated alternative exposure to practice such as attending industry seminars and interviewing engineering professionals. This project will complement the shrinking opportunities for exposure to practice. Using existing and new immersive simulated sites, the project will develop and test virtual work integrated learning experiences for students. Students will complete authentic engineering work by visiting an immersive learning environment that simulates an engineering site, working remotely with students from other universities, receiving feedback from industry-based engineers, and reflecting individually and with others.

Funding: \$270 000

University of New England

Title: SMARTfarm learning hub: next generation technologies for agricultural education

Lead institution: University of New England

Partner institutions: Central Queensland University, Curtin University, The University of Melbourne, The University of Sydney, University of Southern Queensland, University of Tasmania, University of Canterbury (NZ), New Mexico State University (USA)

Project Leader: Dr Mark Trotter

Abstract: The industry demands on higher education agricultural students are rapidly changing. New technologies are revolutionising the farming industry but the education sector is failing to keep pace. This project will develop a key resource, the SMARTfarm Learning Hub that will increase the skill base of students using a range of new technologies and innovations. The Hub will provide a combination of real-time data from a variety of sensors along with historical time series data from numerous current and developing sensors across a number of working properties. The data will be offered up through collaboration with a number of cloud based computing platforms providing students with immediate skills in the systems currently being applied and developed by industry. The SMARTfarm Learning Hub will increase the knowledge and skill base of existing agricultural students, increase the progression from secondary to tertiary study and attract and engage the next generation of experts in this field.

Funding: \$500 000

Seed grants

Avondale College of Higher Education

Title: Using online teaching threshold concepts in transformative professional learning curricula for novice online educators

Lead institution: Avondale College of Higher Education

Partner institutions: Australian Catholic University, Curtin University, Texas A&M University (USA)

Project Leader: Associate Professor Maria Northcote

Abstract: Educators who are new to teaching online represent a group who require professional development support and resources within tertiary education concepts. By exploring the threshold concepts held by experienced and novice online educators, and the perceptions of online learning by teachers and students, this project sets out to develop research-informed curriculum design guidelines that may be used by academic developers and university administrators to develop professional learning programs for novice higher education online teachers. These curriculum design guidelines will comprise pedagogical principles, practical applications and exemplars of effective online course design which will be made available through an open website.

Funding: \$40 000

Charles Darwin University

Title: Activating community-based Indigenous language and culture resources for university teaching

Lead institution: Charles Darwin University

Partner institutions: n/a

Project Leader: Professor Michael Christie

Abstract: There are currently few opportunities available for university students to learn Indigenous languages in Australia. Development of new courses and their delivery requires ongoing engagement with Aboriginal language authorities, as well as sufficient time and funding to properly negotiate the process, and to develop appropriate pedagogies, resources and administration. This project aims to develop a digital 'shell' through which Aboriginal language owners can share their languages, histories, art and other knowledge and culture forms with university students, on their own terms via the internet. Australian tertiary students could access on-line study resources, and engage with knowledge authorities, through arrangements negotiated by their own universities. A sample program will be developed in Bininj Kunwok, under the authority of traditional knowledge owners from Western Arnhem Land.

Funding: \$40 000

Charles Sturt University

Title: Enrolled nurse transition: development of a university preparation program for direct entry to 2nd year

Lead institution: Charles Sturt University

Partner institutions: James Cook University, University of Technology Sydney

Project Leader: Dr Patricia Logan

Abstract: The goal of this seed project is to design a website that would provide materials and resources for open access as needed by enrolled nurses undertaking pre-registration nursing degrees at any university to aid the VET to university transition and support revision of foundational science. Enrolled nurses (EN) seeking to upgrade their position to registered nurse (RN) are given direct entry to the second year of university pre-registration nursing degrees. Many of these students have experienced a gap since completing their VET program and/or worked in specialist units such as mental health. This distances them from their studies. Additionally, direct entry to the second year results in students missing well-resourced and well-established first year transition programs. Finally, the majority study by distance, are first in family to study at university and have work and family commitments, compounding the challenging process of transition.

Funding: \$40 000

Edith Cowan University

Title: Exploring the impact and national implementation of iPREP: a post-submission industry program for PhD candidates

Lead institution: Edith Cowan University

Partner institutions: Curtin University, Murdoch University, The University of Notre Dame Australia, The University of Western Australia

Project Leader: Dr Natasha Ayers

Abstract: iPREP is an industry engagement program helping PhD candidates engage and network with industry. The program has been trialled at the institute and state level, with positive outcomes for the PhD candidates, industry partners and the 5 collaborating Western Australian universities. The project will formally evaluate the long-term benefits of the program for career development of PhD graduates and also for supporting additional collaboration between universities and businesses. The project will develop a national implementation package to enable other universities to easily adopt the successful iPREP model. The outcomes from this seed grant will support future initiatives to embed industry engagement in the contemporary Australian PhD.

Funding: \$40 000

Flinders University

Title: The power of things: enhancing employability in higher education through object-based learning

Lead institution: Flinders University

Partner institutions: The University of Melbourne, TAFE SA

Project Leader: Ms Fiona Salmon

Abstract: The power of things is a collaborative project responding to the challenge universities face in graduating students who are work-ready. Addressing areas of curriculum design and assessment, the project will develop, trial and evaluate three subjects (one each in Arts, Science and Humanities) explicitly blending academic and practical learning experiences with objects to improve employability outcomes. This work will be approached through the frame of object-based learning (OBL), an evolving teaching method in tertiary institutions that offers a platform for building subject specific knowledge and developing core skills for work such as collaborative learning, creative and reflective thinking and cross cultural competence.

Funding: \$40 000

Title: Helping first year students flourish through languages: Integrating positive psychology, transition pedagogy and CLIL principles

Lead institution: Flinders University

Partner institution: The University of Sydney

Project Leader: Dr Antonella Strambi

Abstract: In the context of second language learning, increasing student attrition and lack of motivation to progress beyond introductory levels have been repeatedly noted. This project aims to: contribute to first-year University students' psychological, emotional and social wellbeing, by capitalising on the unique features of the second language (L2) learning experience; increase the perceived value of language studies; and sustain learners' motivation to study languages.

Funding: \$40 000

Macquarie University

Title: Aligning business education with industry expectations on employability and sustainability

Lead institution: Macquarie University

Partner institutions: n/a

Project Leader: Dr Yvonne Breyer

Abstract: This project provides a significant update of Australian business expectations on sustainability and employability in the context of changing industry priorities. A 'business expectations' report based on interviews with different sections of ten corporations will be produced and disseminated to all Australian Business schools through the Australian Business Deans' Council. Student researchers will collaborate with industry to develop teaching case study packages including short, introductory videos and discussion guides based on the local Australian context.

A teaching rubric for sustainability skills relating to employability will be developed and validated.

A guide will be created for marketing and careers offices to enhance communication of sustainability skills, knowledge and attitudes of graduates to employers.

Funding: \$40 000

Monash University

Title: Improving teacher education for better Indigenous outcomes

Lead institution: Monash University

Partner institutions: n/a

Project Leader: Mr Peter Anderson

Abstract: Remote Indigenous schools need to be staffed with teachers who are well equipped and know how to work more inclusively within and for diverse geographic communities. This project adopts a well-planned, long-term approach to improving Indigenous outcomes by focusing on improving teacher education. Initial Teacher Education (ITE) providers must be better informed and ready to embed culturally responsive strategies and resources into their ITE curriculum. This project will produce a capstone professional experience unit which will be housed with other key documents including: a set of key curriculum guidelines; partnership protocols and illustrations of practice with videos of exemplary practices of teaching. This project will ultimately contribute to the employment needs of remote Indigenous schools through the provision of highly trained confident culturally responsive teachers.

Funding: \$40 000

Queensland University of Technology

Title: Academic-industry integration in health: enhancing postgraduate professional learning

Lead institution: Queensland University of Technology

Partner institutions: Griffith University, Metro South Hospital and Health Service, Metro North Hospital and Health Service

Project Leader: Professor Alexandra McCarthy

Abstract: Universities and health services invest significant but separate energies into postgraduate health curricula. This project addresses an identified need for the health industry and universities to combine their discrete resources to develop superior postgraduate professional learning experiences within the health disciplines. The aim of this project is to co-create an industry-academic integration framework that enables the joint development of curricula and ensures curriculum compliance with regulatory and industry requirements. The integration framework will be piloted to develop a curriculum outline in one nursing specialty, in which mutually-agreed postgraduate curriculum content, teaching and assessment strategies will be developed.

Funding: \$40 000

Title: Assessment frameworks and teaching modules that promote student learning in immersive short-term international study experiences

Lead institution: Queensland University of Technology

Partner institution: The University of Queensland

Project Leader: Dr Debra Cushing

Abstract: Short-term study experiences are a growing format for international education, aligning with specific goals identified by Universities Australia to develop globally engaged university students and internationalise the curriculum. This project, using the Delphi method with community of practice experts will inform the development of a rubric of co-learning teaching modules with assessment frameworks, learning outcomes, and good practice recommendations. This approach will also enable broad dissemination and application to enhance graduate capabilities and employability skills in an increasingly globalised world. Further field-testing of the rubric after the completion of the grant will lead to national assessment guidelines to ensure quality control in this increasingly popular field of international education.

Funding: \$40 000

Title: Building supervisory capacity-working with Aboriginal and Torres Strait Islander HDR candidates to enhance completions

Lead institution: Queensland University of Technology

Partner institutions: n/a

Project Leader: Dr David Singh

Abstract: Sector reports have highlighted the need to address the quality of supervision of Indigenous Higher Degree by Research (HDR) candidates so that enrolments and completion rates can begin to move towards parity with non-Indigenous HDR candidates. Non-Indigenous supervisors preponderate and so form the majority of those supervising Indigenous HDR candidates. The project will build professional confidence by addressing identified supervisory skills gaps through the development of an Indigenous Supervisory Skills Framework (ISSF) that builds the cultural safety capacities of non-Indigenous supervisors, as well as their appreciation for Indigenous knowledges and research methodologies; and their understanding of the ways Indigenous students are racialised. The ISSF and accompanying best practice toolkit will be trialled at workshops with the aim of fostering a best practice approach that will have a sector-wide appeal and eventual adoption.

Funding: \$40 000

Title: Framing authentic assessment of service learning within an information technology curriculum

Lead institution: Queensland University of Technology

Partner institution: Griffith University

Project Leader: Associate Professor Peta Wyeth

Abstract: While the value of Service Learning is widely acknowledged, there is a need to advance Service Learning practice within the STEM tertiary curriculum. Focussing on the Information Technology (IT) discipline as a case study, this project investigates assessment approaches to project-based learning that are able to incorporate civic and social responsibility, accountability for personal outcomes and community engagement. The challenge is to embed authentic assessment into a curriculum that is typically focussed on specialised technical knowledge and good problem solving skills. This project seeks to trial assessment practices within IT-oriented Service Learning projects. The trial focusses on the design of Service Learning assessment to promote high quality student outcomes that, while acknowledging typical IT learning outcomes, are equally focused on personal growth in civic and social responsibility. Knowledge from the project will be embedded within an IT Service learning assessment model that will be trialled across multiple tertiary institutions in the next three years.

Funding: \$40 000

RMIT University

Title: Producing sustainability professionals: assessing graduate attributes in sustainability

Lead institution: RMIT University

Partner institutions: n/a

Project Leader: Dr Sarah Holdsworth

Abstract: This project will assess the extent to which graduates understand, and are able to apply, sustainability attributes in the workplace. Through collaboration between RMIT University and Monash University, the project will deliver and evaluate a tool for the sector to aid this assessment, and provide strategies for addressing curriculum gaps identified through its application. The application of this tool will provide a critical feed-back loop to enable academics to understand how their teaching relates to the needs of employers and help them to improve curriculum and graduate employability. The tool will be applicable across the sector for the measurement of sustainability attributes in Australian university graduates, with potential application to graduate attributes in other areas.

Funding: \$40 000

The University of Melbourne

Title: Determining students' assessment feedback preferences for personal analytics solutions

Lead institution: The University of Melbourne

Partner institutions: n/a

Project Leader: Dr Linda Corrin

Abstract: This seed project aims to investigate student preferences for the delivery of assessment feedback to improve their learning. In a mass and expanding higher education system we are seeing more participation of students. However, students have routinely said they don't get enough access to staff and feedback to support their learning. The increasing use of technology as part of teaching and learning could provide some solutions to this problem. The emerging field of learning analytics has potential to provide mechanisms for reducing some of the concerns students have about receiving feedback. The outcome of this project will be clear evidence of what students want when it comes to analytics-based feedback and guidelines for how such feedback can be designed.

Funding: \$40 000

The University of Newcastle

Title: Building resilience: developing a resilience toolkit for employability in built environment graduates

Lead institution: The University of Newcastle

Partner institutions: Deakin University, RMIT University

Project Leader: Professor Peter Davis

Abstract: The project aims to examine the curriculum design approaches in three university enabling programs across Australia, articulate the guiding principles underlying curriculum design in these enabling programs and facilitate the development of a strategic discussion on good practice in enabling curriculum design at a national level. Upon graduation from University to workplaces many students lose access to support structures such as peers; academic mentoring; time management advice; environmental familiarity; organisational understanding and culture. This may lead to tension, stress and failure to perform effectively in new workplaces, especially if the workplace itself is stressful. The ability to cope and draw on resilience skills provides answers for built environment graduates, which may be applicable to graduates in other settings. The development of resilience skills are not included as learning outcomes within courses, units of study or programmes of learning within the built environment discipline.

Funding: \$39 000

Title: Lighting the path(way): articulating curriculum design principles for open access enabling programs

Lead institution: The University of Newcastle

Partner institutions: Edith Cowan University, University of Tasmania

Project Leader: Dr Bronwyn Relf

Abstract: This project will collect data on three different institutional approaches to enabling curricula. It will articulate, and validate at a national level, a set of principles of enabling curriculum design, providing an evidence base for a national strategic discussion of enabling curricula. Addressing what constitutes the curriculum of the diverse enabling program offerings throughout Australia will provide enabling educators with a tool to assist in the design or redesign of courses and will inform assessment and improvement of quality in enabling programs.

Funding: \$39 000

University of Canberra

Title: Preparing accounting students for WIL success through a collaborative SME-supported model

Lead institution: University of Canberra

Partner institutions: n/a

Project Leader: Mr Mark Hughes

Abstract: This project responds to concerns raised by members of the accounting profession about the perceived lack of necessary technical and professional skills among students undertaking accounting internships. Currently, students find a willing industry host, enrol in the internship unit, complete industry placement, and submit various assessments. This approach implicitly assumes that the students have the relevant technical and professional skills to undertake the placement; signals from placement hosts and literature suggest otherwise. To address this apparent skills gap and facilitate student transition to the workplace, this project will develop a simulated face-to-face workplace unit. Students will complete this unit before undertaking internship. The specific skills will be identified from interviews with practicing accountants in SME firms and students/graduates who have completed their internships. Accounting professionals will play a hands-on role in the development of the unit and participate in its delivery.

Funding: \$40 000

University of New England

Title: Asynchronous critiques via video to enable studio collaboration for employability skills in distance education

Lead institution: University of New England

Partner institutions: n/a

Project Leader: Dr William Billingsley

Abstract: This project will produce a tool to support critiques via video, to make studio effective for distance students. The project will investigate its impact in two differing units of study with predominantly distance students: software engineering and educational psychology. Studio pedagogies, in which groups of students work collaboratively on design tasks, periodically present their work for critique, and critique the work of other groups, are an important way to teach employability skills. This poses a difficulty for distance students who may not be able to attend a studio session concurrently with their peers. In computer science, it is a professional accreditation requirement for degrees to teach professional skills, teamwork, communication, and project work. University industry advisory committees encourage collaborative reflective practice to produce more capable and employable graduates. In education, the professional body expects graduates to be skilled in communication, collaboration, and collegial professional learning. However, despite its professional focus, education has not traditionally used studios as a teaching method.

Funding: \$40 000

University of the Sunshine Coast

Title: The 'university place' and its influence on Aboriginal and Torres Strait Islander students

Lead institution: University of the Sunshine Coast

Partner institution: University of Southern Queensland

Project Leader: Dr Maria Raciti

Abstract: Enhancing the educational outcomes of Aboriginal and Torres Strait Islander peoples is critical to advancing Australian society. This project will discover and document the previously unexamined influence of the 'university place' on the engagement and retention of Aboriginal and Torres Strait Islander university students. In doing so, this project attends to recommendations of Behrendt et al (2012) Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People. This project will employ a case study approach comprised of two case universities. From the data a whole-of-university framework will be developed, accompanied by recommended approaches to re-thinking the 'university place' and suggested, research-informed tools for practice.

Funding: \$40 000

University of Wollongong

Title: Building capacity to scaffold online discussion: enhancing students' construction of knowledge and communication competencies

Lead institution: University of Wollongong

Partner institutions: Central Queensland University, University of the Sunshine Coast, Victoria University

Project Leader: Associate Professor Irina Verenikina

Abstract: Positive student interactions are important in online learning. The proposed project will develop and disseminate a Guide for Productive Online Discussion. The Guide will support lecturers to engage students in productive online discussion, and will be a theoretically sound web-based resource including principles of design, pedagogical rationale and exemplar activities that build the skills of productive online discussion across a range of disciplines. It will feature language-based strategies for sustained online interactions benefiting both lecturers and students. Discourse analysis will allow delineation of critical aspects of the online dialogue and provide an evidence-based account of the proposed Guide.

Funding: \$40 000

Victoria University

Title: Factors influencing Chinese students' academic success in an Australian university's pathway program: an empirical test

Lead institution: Victoria University

Partner institution: Liaoning University (China)

Project Leader: Ms Hong (Helen) Yang

Abstract: This pilot project empirically tests the impact of Chinese secondary study (known as the Gaokao) and location of study on Chinese students' academic success in an Australian university's undergraduate accounting course. Currently, a majority of Australian universities have accepted the Gaokao as an entry requirement of their undergraduate programs offered in Australia, and in China through partner institutions. But several important questions related to this have never been tested empirically. How well does the Gaokao, including its English language study, predict Chinese students' first year performance in Australian universities' courses? Are Chinese students better off completing an Australian degree in Australia or in China? The project will address these questions, and develop a reference table of the Gaokao and the Australian Tertiary Admission Ranking (ATAR). The table will provide a practical solution to Australian universities to better select Chinese students directly from China.

Funding: \$40 000

2015 Round 1

Innovation and Development grants

Griffith University

Title: Augmenting students' learning for employability through post-practicum educational processes

Lead institution: Griffith University

Partner institutions: Flinders University, Monash University, The University of Newcastle, The University of Notre Dame Australia, Gold Coast Hospital and Health Service, Queensland

Project Leader: Professor Stephen Billett

Abstract: Increasingly, universities are providing students with a range of work experiences (practicums). It is important to optimise their education worth in promoting graduate employability. Evidence from earlier work indicates that, if effectively enacted, post-practicum interventions can transform these experiences into knowledge for work. This includes understanding work requirements, developing and consolidating what students know, can do and value associated with work, and generating adaptable learning outcomes. In this project, staff from healthcare disciplines in five universities will identify the range of possible post-practicum interventions and trial and evaluate them over a 12 month period. Building on these initial outcomes, 30 participants from other disciplines and five more universities will subsequently select, trial and adapt these interventions to their courses and programmes. Through developing the capacities of teaching staff to use these interventions and preparing associated text resources for wider dissemination and engagement, this project directly promotes graduate employability.

Funding: \$467 000

Title: Enhancing student employability skills through virtual field trips in the hospitality industry

Lead institution: Griffith University

Partner institutions: Edith Cowan University, The University of Queensland, Blue Mountains International Hotel Management School

Project Leader: Dr Anoop Patiar

Abstract: The Australian hospitality industry requires work ready graduates with the skills and capabilities to cope with real world problems. Increasing student numbers, time limitations and demand for online alternatives to face to face learning experiences has led to an urgent need for technology enhanced solutions to practice-based learning in hospitality. This project will trial, evaluate and promote virtual field trips (VFT) and related pedagogies as tools to develop graduate employability skills and threshold learning outcomes (TLOs). Traditional hospitality fieldwork provides student-centred experiential learning and gives students an opportunity to establish authentic connections between course content and experiences. VFTs provide an alternative pedagogical approach to blending academic and practical learning by offering rich information, flexible access and an authentic learning experience. VFTs also provide an opportunity to showcase the operations of international hotels and independent restaurants to ensure that students are exposed to a variety of different designs, layouts and management practices.

Funding: \$273 000

Murdoch University

Title: VetSetGO: a collaborative outcomes and assessment framework building employability, resilience and veterinary graduate success

Lead institution: Murdoch University

Partner institutions: The University of Adelaide, The University of Queensland, The University of Sydney, The University of Edinburgh (UK), University of Nottingham (UK)

Project Leader: Associate Professor Martin Cake

Abstract: This project will make a distinctive contribution to the rapidly-evolving field of employability in the veterinary context. The approach is to use the employability construct, interpreted through the applied lens of preparedness-for-practice, to provide greater clarity, priority and effective feedback on the veterinary graduate capabilities that most influence employment and professional success.

Phase one will synthesise a wide body of existing research to inform a unique bi-national forum, and distil a veterinary employability framework solidly grounded in both evidence and multi-stakeholder consensus. Phase two will validate a multisource assessment approach that embeds and scaffolds these employability capabilities within formative feedback and assessment, particularly in work-integrated learning (WiL). This project is designed to achieve international disciplinary impact through enhancement of constructive alignment, student and WiL supervisor engagement, transition to practice, and graduate resilience.

Funding: \$349 000

The University of Melbourne

Title: Developing new approaches to ethics and research integrity training through challenges posed by creative practice research

Lead institution: The University of Melbourne

Partner institutions: Deakin University, RMIT University, The University of New South Wales, University of Wollongong, Federation University Australia

Project Leader: Associate Professor Barbara Bolt

Abstract: The aim of this project is to develop a robust, innovative and ethically informed research ethics culture in the creative arts and design through equipping our graduates with the ethical know-how for their real world professions as artists and designers. Firstly, it will equip creative art and design graduate researchers with ethical know-how and a space of discussion and dissemination of ideas and projects; secondly it will provide supervisors with the methodological tools and resources to engender ethical know-how in their students, provide them with a network of peers and enable them to share resources and approaches; and finally it will make available to ethics administrators a toolkit and resources to enable them understand and negotiate complexities associated with the emerging research discipline of creative practice research.

Funding: \$215 000

The University of Newcastle

Title: (Re)claiming social capital: improving language and cultural pathways for refugee students into Australian higher education

Lead institution: The University of Newcastle

Partner institutions: Curtin University, Macquarie University

Project Leader: Associate Professor Seamus Fagan

Abstract: Education is key to gaining social capital, especially for people whose lives, studies and careers are disrupted by political unrest. This project will identify the pathways taken by Humanitarian Entrant Background (HEB) students to enter higher education, and investigate how HEB students experience their transitions into and through undergraduate study. Adopting a qualitative, longitudinal methodology, this project has two primary stages. First, a nationwide audit of Australian higher education pathways available to HEB students will be conducted, followed by an in-depth examination of three distinct pathways: a school-based refugee mentoring program; a VET-to-enabling program and a community-based Intensive English Centre pathway; and two HEB transition-focused programs. Attention will be paid in particular to the language and cultural aspects of transition. From this the project will develop a set of best practice recommendations to facilitate HEB students' transitions through various institutional pathways and contribute towards HEB students' positive engagement with their education.

Funding: \$347 000

The University of Queensland

Title: Transforming exams across Australia: processes and platform for e-exams in high stakes, supervised environments

Lead institution: The University of Queensland

Partner institutions: Central Queensland University, University of Tasmania, The Australian National University, Edith Cowan University, Macquarie University, Monash University, RMIT University, University of South Australia

Project Leader: Dr Matthew Hillier

Abstract: This project will address a national gap in the pedagogical sophistication of high stakes supervised assessments by: (1) developing guidelines for students, educators and administrators to effectively prepare and undertake e-exams and (2) building an e-exam platform for supervised, bring-your-own laptop settings that provides a 'whole computer' environment, computer marked questions and secure electronic response reticulation.

As a comprehensive tool set for ICT enhanced high stakes assessment, the innovation is designed to be open, modular and as technology neutral as possible, making it applicable sector wide. E-exams will provide a greatly expanded pedagogical landscape for assessing students in ways consistent with the information rich contemporary society, while opening the opportunity to leverage learning analytical techniques to enhance our knowledge of student engagement in high stakes supervised assessments. Validation will take place via a national action research project across multiple institutional settings with an associate partner program helping to embed e-exams practice beyond the core project team.

Funding: \$500 000

The University of Sydney

Title: Reframing the PhD for Australia's future universities

Lead institution: The University of Sydney

Partner institutions: Deakin University, La Trobe University, The University of Western Australia, The University of Auckland (NZ)

Project Leader: Associate Professor Simon Barrie

Abstract: The project will deliver practical strategies and resources that re-frame and integrate (i) the PhD research project, (ii) its supervision, (iii) the disciplinary community the PhD occurs in, and (iv) universities' doctoral research skills and teaching development strategies, to better prepare graduates for employment in both academia and industry. The project addresses the role of the PhD in preparing the future academic workforce, especially in relation to higher education teaching. While it pays particular attention to the preparation of doctoral students for careers in academia, it does so in a way that will also better prepare them for careers in industry and elsewhere. As a result of collaborations with international researchers, the project brings a much-needed academic tenor to the national conversations about the PhD. Through the nation's Academic Boards, it will engage academic communities in shaping a different way of thinking about the research 'heart' of the PhD borrowing from, and extending, the Carnegie Foundation's idea of 'stewardship'.

Funding: \$349 000

Title: An interdisciplinary model and resources for culturally competent service learning in Aboriginal community controlled organisations

Lead institution: The University of Sydney

Partner institutions: The University of Notre Dame Australia, University of Technology, Sydney

Project Leader: Dr Gabrielle Russell-Mundine

Abstract: This project proposes a model for intercultural and interdisciplinary service learning placements for students in Aboriginal Community Controlled Organisations (ACCOs). The project aims to support university engagement, collaboration, coordination, teaching and student service learning with ACCOs as well as enhance graduates' employability skills by appropriately preparing students and monitoring and assessing cultural competence outcomes of their service learning in ACCOs. To achieve these aims the project will deliver: a) a cross-faculty interdisciplinary model for student service learning programs in ACCOs; b) a public website containing best practice learning resources to embed Aboriginal cultural competency skills based training in service learning programs; c) context specific learning units to prepare students to enter service learning in project partner sites; and d) a comparative analysis of two 'business as usual' models and the innovative model developed as an output of this project which will provide a business case for further development of service learning relationships between Australian universities and ACCOs.

Funding: \$435 000

University of South Australia

Title: What should I study? Improving tertiary pathways by improving support for prospective students

Lead institution: University of South Australia

Partner institutions: Flinders University, The University of Adelaide

Project Leader: Professor Julie Mills

Abstract: Choosing what to study at university is a major decision that significantly impacts a student's future. A poor choice can lead to dissatisfaction, lack of engagement and, ultimately, withdrawal from university study. But what support do students actually get at critical times to assist them to make this choice? How can the university sector better support students and secondary schools to enable students to make better choices? There is limited knowledge to date about how prospective students in Australia choose what program to study. This project will examine the ways in which Year 12 students determine what to study at university, and how universities, high schools and government organisations engage with them as they make this decision. The knowledge gained from this project will enrich our understanding of the prospective student experience and result in the development of a framework and process model that will be used to design better support and development strategies for prospective students.

Funding: \$240 000

2014 Round 2

Innovation and Development grants

Charles Sturt University

Title: Enhancing workplace learning through mobile technology

Lead institution: Charles Sturt University

Partner institutions: Deakin University, The University of Sydney, University of Western Sydney

Project Leader: Dr Franziska Trede

Abstract: Within the Australian university context, workplace learning (WPL) and technology-mediated learning have become major priorities. Both are fast changing practices providing new possibilities and challenges to conceptualising higher education programmes. This project will explore how students can make better use of personal digital devices in WPL situations to bridge different learning spaces (classroom, workplace and virtual), connect learning and work, and strengthen networked, collaborative, integrative communication processes between students, academics and workplace educators. This project develops and tests a set of resources which will be integrated into a mobile technology capacity-building framework in WPL to help all participants clarify their understandings of the main issues and opportunities, and improve their technology-mediated learning, practice and teaching skills. Collaborative approaches will be employed including interactive workshops, in-depth interviews, as well as surveys.

Funding: \$224 000

Flinders University

Title: Smart casual 2: promoting excellence in sessional teaching in law

Lead institution: Flinders University

Partner institution: James Cook University, The University of Adelaide, The University of New South Wales, The University of Western Australia

Project Leader: Dr Mary Heath

Abstract: Sessional staff deliver half of Australian tertiary teaching, rendering the quality of that teaching crucial to student learning, retention and progress. Yet national research suggests support and training for sessional teachers remain inadequate. Law confronts specific barriers in responding to this challenge. Discipline-specific skills and content form substantial components of law curricula, which must meet Threshold Learning Outcomes and professional admission requirements. Sessional law teachers are often time-poor legal practitioners weakly connected to the tertiary sector. This distinctive context demands discipline-specific sessional staff training. This project addresses this national need by (1) creating and evaluating a comprehensive programme of interactive teaching development modules, (2) integrating strategic themes of crucial importance to the administration of justice and hence to the law curriculum and law teaching, across all modules (3) creating an online support space for law sessional staff, and (4) designing and delivering resources and workshops for law schools to support best practice implementation.

Funding: \$225 000

James Cook University

Title: International social work student exchange: facilitating good practice in Australia and Asia Pacific

Lead institution: James Cook University

Partner institution: Queensland University of Technology, University of New England, De Paul Institute of Science and Technology (India), Nakhon Ratchasima Rajabhat University (Thailand)

Project Leader: Associate Professor Debra Miles

Abstract: The impact of globalising forces on social welfare services accentuates the importance of preparing social work graduates for practice in complex, intercultural local and global contexts. Currently, there is little guidance for Schools of Social Work in preparing students for exchange, in fostering positive exchange relations or in negotiating the genuine, two-way process that is central to the New Colombo Plan and reflective of social work values. This project will draw on data from Australian social work education providers and their international partners, to document and analyse current international student exchange practices. Merging this data with a critical literature review, the project will develop guidelines to embed improved practice in international student exchange within national social work curricula. Key deliverables of this project include the development of a resource document that incorporates guidelines, exemplars and strategies to embed learnings from international exchanges into the core social work curricula. Further, the establishment of a project website will allow for the ongoing dissemination of information and resources and serve as a hub for facilitating international exchange collaborations.

Funding: \$388 000

Queensland University of Technology

Title: Enabling competence in prescribing medicines across multiple healthcare disciplines through systematic assessment practices

Lead institution: Queensland University of Technology

Partner institution: The University of Sydney

Project Leaders: Prof Lisa Nissen, Dr Paul Bennett

Abstract: Prescribing is a complex task, requiring specific knowledge and skills, combined with effective, context-specific clinical reasoning. Errors associated with prescribing result in significant morbidity and mortality. Systematic reviews indicate medical prescribing errors range from 7 to 10.3% of medication orders. For both established and emerging professions with prescribing rights, there is a clear need to ensure graduates have well-defined prescribing skills, to enable competent prescribing. Essential to this outcome is the application of comprehensive, evidence-based assessment methods that effectively assess these skills. This project will make a key contribution to the development of students' prescribing competence in multiple health disciplines. The project will investigate existing strategies employed to assess prescribing competency, and develop and evaluate a consensus-driven, evidence-based toolkit to guide assessment processes. The toolkit will comprise overarching principles identified in the National Prescribing Competencies Framework and specific assessment methods applicable to multiple healthcare disciplines in university and clinical settings.

Funding: \$294 000

Title: Enabling connected learning via open source analytics in the wild: learning analytics beyond the Learning Management System

Lead institution: Queensland University of Technology

Partner institution: The University of Sydney, University of South Australia, University of Technology, Sydney, The University of Texas (USA)

Project Leader: Dr Kirsty Kitto

Abstract: As educators increasingly embrace social technologies to support learning, challenges arise in evaluating the quality and nature of student participation in activities using technology external to the institution's Learning Management System LMS. This project extends the field of Learning Analytics by developing an open source toolkit for performing sophisticated analysis of learners' engagement in connected learning environments. The toolkit will provide web-based forms and contextualised dashboards to enable both students and academics to explore and analyse student behaviour while learning is occurring (rather than after). This approach removes the requirement for highly developed technical skills to implement Learning Analytics and creates a bridge between technical developers and pedagogical experts. The toolkit will enhance teaching teams' ability to facilitate social learning, using state of the art measurement and intervention techniques. This will develop student awareness of their own learning processes, and enable teachers to intervene to facilitate enhanced, connected learning experiences using ubiquitous social media.

Funding: \$320 000

Title: Indigenous cultural competency for legal academics programme

Lead institution: Queensland University of Technology

Partner institution: The Australian National University, The University of Melbourne, University of Technology, Sydney

Project Leader: Ms Marcelle Burns

Abstract: Aboriginal and Torres Strait Islander completion rates within Bachelor of Law programmes are alarmingly low. Several major higher education reports have identified the need for Indigenous cultural competence to be fostered in staff, students and researchers within universities as a way of building institutional capacity to support Indigenous students' success. This project will build Indigenous cultural competency in legal academics through the development and delivery of a programme for embedding Indigenous knowledges in legal education. The project will operationalise Indigenous knowledges to build cultural competency as identified in the recommendations of the Behrendt Review (2012), Universities Australia's National Best Practice Framework for Indigenous Cultural Competency (2011) and Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities (2011). The project will create an Indigenous Cultural Competency for Legal Academics Programme which will be developed, piloted and evaluated across four universities. Project outputs will include a framework and set of principles for embedding Indigenous cultural competency in legal education, and a professional development module and teaching resources to facilitate implementation of Indigenous cultural competency in legal curriculum.

Funding: \$299 000

The University of Adelaide

Title: Translating concept into practice: enabling first-year health sciences teachers to blueprint effective flipped learning approaches

Lead institution: The University of Adelaide

Partner institution: Australian Catholic University, University of Tasmania

Project Leader: Ms Sophie Karanicolas

Abstract: Concurrent with rapid changes in higher education, the challenge of improving student engagement and outcomes through effective teaching practice remains. As enrolments grow and funding tightens, teachers can no longer just be content experts. Today's educators must have the capacity to create innovative learning environments, meeting the diverse needs of a new student generation. Flipped learning is commonly considered as the answer to these issues. This project will address a gap in the capacity of first-year health sciences teachers to effectively transfer this pedagogical concept into quality teaching practice through the collaborative development of a peer-reviewed Flipkit. The project will tackle the assumption that flipped classrooms in health sciences produce improved learning outcomes through comprehensively evaluating their effectiveness across a broad range of courses.

Funding: \$225 000

The University of Melbourne

Title: Stimulating curriculum and teaching innovations to support the mental wellbeing of university students

Lead institution: The University of Melbourne

Partner institution: La Trobe University, Queensland University of Technology

Project Leaders: Dr Chi Baik, Dr Wendy Larcombe

Abstract: Universities across Australia are increasingly aware of the need to mitigate and redress the high levels of psychological distress being experienced by significant numbers of their students. Activity to date has focussed on developing tools and resources to enhance students' mental health literacy and promote help-seeking. The challenge now is to build the capacity of academic educators to develop teaching and learning environments and practices that better support student mental health. The national resources produced by this project will be a significant initiative to address that challenge. By disseminating easily adaptable and transferable ideas for designing curriculum and assessment and for fostering teaching and learning practices that support student mental health, the national resources developed through this project and culminating in an open-access online course for university teachers will make an important contribution to innovation and development in curriculum design as well as to improving university student wellbeing.

Funding: \$222 000

University of Tasmania

Title: Immersive visualisation for field-based sciences

Lead institution: University of Tasmania

Partner institution: The Australian National University, The University of Melbourne, The University of Queensland, The University of Western Australia

Project Leader: Dr Michael Roach

Abstract: Field work is a cornerstone of education programmes in many science disciplines. However, financial, safety, legislative and logistic issues, together with trends towards increased flexible content delivery, mean that resources and strategies to complement conventional field-based teaching programmes are now required. This project will capitalise on recent major technological advances in digital imaging, photogrammetry, and Unmanned Aerial Vehicles, to create innovative photo-realistic three-dimensional digital models and deep zoom imagery that will provide engaging and immersive virtual experiences for undergraduate students. The project will develop and trial these resources for field geology using a methodology, procedures and evaluations that will be directly applicable to other field-based disciplines. The project will generate a suite of public domain digital teaching resources and investigate trial and evaluate strategies for effective incorporation of these new assets into field-based education programmes.

Funding: \$225 000

Seed Grants

Avondale College of Higher Education

Title: Students' responsiveness to adaptively released assessment feedback. When do I get my mark?

Lead institution: Avondale College of Higher Education

Project Leader: Professor Anthony Williams

Abstract: This project acknowledges the student as key to closing the feedback loop, and promotes metacognitive reflection on individual learning. The project extends previous research parameters by surveying students at undergraduate and postgraduate levels of study to identify qualitative shifts in attitudes to assessment feedback. The project culminates in the development of innovative strategies that both assist and empower students in changing attitudes and behaviours to assessment feedback.

Funding: \$50 000

Bond University

Title: Is participation in technology enhanced Model United Nations Conferences the employability skills solution for learners?

Lead institution: Bond University with Griffith University

Project Leader: Dr Mark Dinnen

Abstract: The Strategic Health Operations Centre (SHOC) is a simulation programme, created by the project team, which illustrates the rate and spread of an infectious disease pandemic. The project team will explore the proposition that participating in technology-enhanced Model United Nations Conferences (MUNCs) with SHOC will improve learners' skills in: engaging with world issues; thinking spontaneously; communicating with confidence and authority; interpreting and responding to digital information; and contributing appropriately to group process and mentoring / being mentored by others. The final project report and accompanying Teaching through MUNC MasterClasses will present recommendations for educators to assure graduate attributed for improved employability.

Funding: \$43 000

La Trobe University

Title: Capabilities for Ehealth education: developing undergraduate digital literacies for health professionals

Lead institution: La Trobe University with Bendigo Community Health Services

Project Leader: Associate Professor Amanda Kenny

Abstract: The emergence of ehealth systems creates significant pressure on universities to ensure graduates have the capability to join a workforce responsive to widespread change. Information and communication technologies are rapidly re-shaping work environments and clinical practice, with a shift to national systems of health and clinical informatics that enables practices that cross professional and geographic boundaries. This project will assist graduate work readiness, specifically graduate preparedness for the networked informatics of healthcare.

Funding: \$50 000

Queensland University of Technology

Title: Developing co-operative education in the built environment through post-occupancy evaluation

Lead institution: Queensland University of Technology

Project Leaders: Ms Lyn Alderman, Ms Monique Howard

Abstract: Co-operative education, where students acquire professional knowledge, skills and attitudes, offers a supportive pathway from study to employment. This pilot will establish an ongoing Co-operative Education Centre to offer paid WIL opportunities to built environment students to conduct Post-Occupancy Evaluations. This pilot will develop a prototype mobile app to aid in the consistent data collection and storage of information arising from the Post Occupancy Evaluations.

Funding: \$50 000

RMIT University

Title: Internationalising engineering degrees: the challenge of multiple accreditations

Lead institution: RMIT University

Project Leader: Associate Professor Firoz Alam

Abstract: Within Australia, engineering degrees must be accredited by the professional body, Engineers Australia. This results in many transnational qualifications being accredited by Australia as the home country, with accreditation by the host country's equivalent professional body not achieved. To ensure competitive advantage, Australian universities need to be able to produce qualifications recognised within Australia and the host nations. This project will provide a means for Australian universities to produce transnational qualifications which can obtain professional accreditation/recognition by both home and host nations.

Funding: \$50 000

The University of Adelaide

Title: Assessing the utility of an online adaptive learning tool in a large undergraduate programme

Lead institution: The University of Adelaide

Project Leader: Dr Matthew Dry

Abstract: In recent years there has been growing interest in the use of e-learning tools that are adaptable to the ability levels, needs, or preferences of individual learners. However, little robust empirical evidence is available that directly assesses the utility of adaptive e-learning tools in regards to academic outcomes. This project will test an online adaptive e-learning tool within the context of a large (N=700) undergraduate Psychology course to address this issue and strengthen the evidence base.

Funding: \$22 000

The University of Newcastle

Title: Modelling disaster resilience: enhancing student learning through trans-disciplinary simulation of wicked scenarios (RES-SIM)

Lead institution: The University of Newcastle, with RMIT University

Project Leader: Dr Jason Von Meding

Abstract: Societal systems and subsystems (e.g. health systems, transport systems, political systems) are increasingly vulnerable to a range of destabilising variables, from the immediate impacts of disasters (natural or man-made) to the subsequent responses of decision-makers. This project will deliver a conceptual disaster system model and scenarios for proposed educational simulation through stakeholder engagement (workshops and focus groups) and use case analysis.

Funding: \$50 000

The University of Sydney

Title: Walking in consumers' shoes: reshaping the pharmacy student placement curriculum via mystery shopping with feedback

Lead institution: The University of Sydney

Project Leaders: Dr Carl Schneider, Dr Rebekah Moles

Abstract: Experiential placements in community pharmacies are an essential requirement of pharmacy curricula. These clinical placements aim to integrate theoretical learning in a community pharmacy environment to develop clinical competence. This project will compare student academic performance, clinical competence, and engagement in research between students undertaking a supplemental redesigned placement and students undertaking a traditional experiential placement.

Funding: \$50 000

University of New England

Title: Developing resources for pre-service teachers to enhance online teaching expertise

Lead institution: University of New England

Project Leader: Dr Yvonne Masters

Abstract: Virtual formats for schooling is fast growing across primary and secondary levels. This project will provide pre-service teachers and higher education institutions with a range of resources that can be used to enhance the online teaching skills of pre-service teachers. As virtual classrooms become more common, these skills, currently neglected, will be more important for teachers, particularly those in rural and regional areas.

Funding: \$50 000

University of Tasmania

Title: Helping hands: an innovative tele-assistance system for clinical skill development with health science students

Lead institution: University of Tasmania

Project Leader: Associate Professor Anthony Barnett

Abstract: The safe and correct performance of clinical procedures is a critical component of the skill set required by all health care professionals. The development of competence in this area requires practice and repetition in different situations to improve confidence, performance and expertise. This project will make guidance and expertise more accessible to students in work settings. Through the application of innovative Augmented Reality technology and wearable devices Helping Hands will enable the learner to feel like they are working side-by-side with the instructor to improve skill acquisition and task performance though physically separated.

Funding: \$50 000

Title: Reskilling the manufacturing workforce and developing capabilities for the future

Lead institution: University of Tasmania

Partner institutions: Flinders University, TasTAFE, Tasmania Maritime Network

Project Leader: Dr Irene Penesis

Abstract: Australia's future depends on a stronger workforce with more qualified engineers and associated professionals with the high level skills capable of delivering the needs of growth industries, such as advanced manufacturing and the maritime sector. This project will focus on the engineering and associated skills required for the growing Tasmanian advanced manufacturing and maritime industries.

Funding: \$50 000

2014 Round 1

Innovation and Development grants

Charles Sturt University

Title: Students, universities and open education

Lead institution: Charles Sturt University

Partner institutions: University of Tasmania, University of Technology, Sydney

Project Leader: Professor Sandra Wills

Abstract: There have been many quality Open Education Resources (OER) projects undertaken since educators took to technology to educate a broader base of students than traditionally had access to universities. Urgent steps must now be taken to prepare Australian institutions to take advantage of advancements in technology. The project will prepare a National Policy Roadmap and evidence-based case studies to support universities in creating, adapting, and incorporating OERs in their technology-based curriculum. The project commences with the assumption that speculation in MOOCs has temporarily hi-jacked the broader open education agenda. The partners will work with their students and staff to develop case studies of open, online education including the contribution of our students to co-created curriculum design. In parallel, the OEP Policy Roadmap will recommend national actions for facilitating OEP in teaching within Australian institutions.

Funding: \$238,000

Flinders University

Title: Developing a national interdisciplinary educational framework for professionals working with children in the early years

Lead institution: Flinders University

Partner institutions: Charles Sturt University, Queensland University of Technology, The University of Queensland, University of South Australia, Telethon Institute for Child Health Research SA

Project Leader: Dr Julian Grant

Abstract: The first five years of a child's life are irrefutably important, establishing life-long health, social and economic outcomes. To optimise these outcomes, national and state policy is directing professionals from a range of disciplinary backgrounds involved with children to work more collaboratively than ever before. As pre-service education varies across the professions, such collaboration to support the early years has proven challenging. This project seeks to address this issue by developing a national interdisciplinary learning and teaching framework to inform higher education curriculum for preparing early years professionals across disciplines. The framework will attend to the diverse demands of multiple professions, qualification levels and workforce agendas.

Funding: \$223,000

Griffith University

Title: Transforming one-to-one learning and teaching in conservatoires: strategies and resources for improving pedagogical practices

Lead institution: Griffith University

Partner institutions: The University of New South Wales, The University of Queensland, The University of Melbourne, Guildhall School of Music and Drama (UK)

Project Leader: Dr Gemma Carey

Abstract: Research into music education conveys a strong sense that the one-to-one model of instrumental and vocal tuition plays a valuable role in the training of professional musicians. Conservatoires continue to display considerable respect for the one-to-one model, promoting its existence as an 'internationally recognised' standard of teaching, one that needs to be 'safeguarded' for a country to remain musically competitive on the international scale. This project will develop and implement pedagogical strategies and resources for instrumental and vocal teachers in tertiary music institutions with the aim of optimising teaching practices and student learning outcomes. The project builds on a pilot study at the lead institution to further develop a shared understanding with teachers on the value of transformative approaches to teaching and learning. Outputs will include a resource repository made available through a website with embedded dissemination and uptake for stakeholders across the sector.

Funding: \$225,000

Title: A cross-disciplinary, contextual approach to improving work placement for international students, their mentors and stakeholders

Lead institution: Griffith University

Partner institutions: Queensland University of Technology, Monash University, Deakin University, Curtin University, Southern Cross University

Project Leader: Dr Georgina Barton

Abstract: Much current research on international students describes the many challenges that they face when undertaking study in another country. There are additional challenges when these students participate in work environments. An understanding that international students have distinct needs, in particular during work placement components of study, is not present in existing learning, teaching and research studies. This project aims to improve the ways in which international students, as individuals, engage with their work placement as well as with their mentors or industry partner throughout the assessment process. The project will identify current procedures and practices; identify challenges and concerns, as well as successes for international students; and develop a working model of effective practice which will inform a website and accompanying supporting materials and resources.

Funding: \$220,000

Monash University

Title: Optimising direct entry success: an online transition course for students beginning university at second year

Lead institution: Monash University

Partner institutions: Charles Darwin University, University of South Australia

Project Leader: Dr Mark Symmons

Abstract: Universities increasingly offer diploma graduates for VET institutions direct entry into the second year of a widening range of bachelor degrees. Those students often have significant life and/or industry experience and their diplomas have direct relevance to their bachelor degree. However, reports from lecturers and students themselves indicate that these students are often not optimally prepared for the transition. Many direct entrants struggle and their early assessment results are indicative of this. Universities offer first-year pathways and some have discipline-specific programs for direct entry to second year. Through national collaboration, the project team will construct, evaluate and disseminate an online course that aims to smooth the transition, reduce anxiety and position students to achieve optimum success from their university studies. The course will be appropriate for a wide range of entry students and a wide range of destination degrees.

Funding: \$199,000

Title: Benchmarking quality assessment tasks to facilitate interdisciplinary learning in the creative arts and humanities

Lead institution: Monash University

Partner institutions: The University of Melbourne, The University of New South Wales

Project Leader: Dr Kit Wise

Abstract: Interdisciplinarity (ID) - the combining of two or more academic disciplines into one activity - has been described as one of the key features of contemporary knowledge production and is essential to professional life. It is important to understand how to use strong and effective assessment design to both teach ID and to improve current practices to enable students to become more ID, i.e, engage in ID thinking/learning by integrating knowledge from a variety of disciplines. This project will identify, describe and analyse aspects of assessment practices in ID contexts in the creative arts and humanities to determine the distinctive features of high quality ID assessment tasks. This project will provide benchmark statements, guidelines, workshops and exemplars to support and encourage educators to develop and implement quality ID assessment tasks; with the ultimate aim of improving students' professional skills and attributes.

Funding: \$199,000

Title: Improving visually impaired students' access to graphics in higher education

Lead institution: Monash University

Partner institution: Deakin University

Project Leader: Professor Kim Marriott

Abstract: Information graphics form an integral part of the university learning experience in many disciplines. However, for students who are blind or have severe vision impairment, access to such graphics is currently very limited. While tactile graphics are widely used in primary and secondary education, they are provided only rarely at university. Instead, blind university students must make do with a textual description of the graphic, limiting their opportunity to build independent interpretations, collaborate with sighted students, or to take advantage of the cognitive and educational benefits of graphical representations. This project aims to provide more equitable learning opportunities for blind and severely vision impaired higher education students by improving access to educational graphics. To do so, it will develop a new model for accessible graphics provision that takes advantage of recent technologies for creating and presenting accessible graphics.

Funding: \$225,000

Swinburne University

Title: Effective open licensing policy and practice for Australian universities: making online education really work

Lead institution: Swinburne University

Partner institution: University of Tasmania

Project Leader: Ms Robin Wright

Abstract: One of the greatest challenges to the development of open educational practices (OEP) in Australia is copyright and open licensing. Without clear information on open access licensing and its interaction with Australian copyright law, Australia's higher educational sector will be unable to effectively use, develop or distribute open online education material such as open educational resources and Massive Open Online Courses or be globally competitive in this market. This project addresses a critical need identified in previous OLT projects; to review the copyright and legal issues effecting OEP. It will survey current OEP in Australian universities and use the data collected to develop an Open Education Licensing Toolkit. The Toolkit will be a practical online resource for university teaching and learning and business planning professionals. The project aims to improve Australia's competitive strength in the international market for open education services.

Funding: \$222,000

The University of Melbourne

Title: Guiding assessment for learning in Indigenous health at level 9 of the Australian Qualifications Framework

Lead institution: The University of Melbourne

Partner institutions: Flinders University , The University of Queensland, The University of Sydney, The University of Auckland (NZ)

Project Leader: Associate Professor Clare Delany

Abstract: There is a worldwide move towards specifying learning outcomes to achieve higher education learning standards. The Australian Qualifications Framework (AQF) is an example of this trend. Emphasis on outputs of learning means assessment becomes a powerful driver of learning agendas and outcomes. Educators have autonomy to design curricula and develop assessment tasks. However, they require a sophisticated understanding of their own role and beliefs in relation to student learning and to their teaching and assessment practices. This project is a collaboration between key academics from five Australian universities to co-produce and trial a practical and theoretically informed guide: 'Assessment for learning in masters level Indigenous health curricula.' The project will address how academics can design assessment tasks (both formative and summative) to achieve AQF level 9 (Masters) learning outcomes in Indigenous health programs so that future health practitioners are able to effectively and sustainably influence determinants of health and better outcomes for Indigenous Australians.

Funding: \$223,000

The University of Sydney

Title: Assessing the assessments: evidencing and benchmarking student learning outcomes in chemistry

Lead institution: The University of Sydney

Partner institutions: Curtin University, Deakin University, Macquarie University, Queensland University of Technology, The University of Adelaide, University of Wollongong

Project Leader: Dr Siegbert Schmid

Abstract: The Australian higher education system faces a range of challenges as it moves towards a standards-based paradigm. A critical issue for consideration in this shift is assessment strategies and practices: they must be fit-for-purpose and provide evidence that students have met disciplinary threshold learning outcomes. Key outputs that will be delivered from this project are (1) a valid and reliable framework to determine whether an assessment item provides evidence of achievement of one or more Chemistry Threshold Learning Outcomes, (2) an extensive catalogue of exemplary assessment items covering all Chemistry Threshold Learning Outcomes that will benefit all chemistry teaching staff and (3) a proposal to enable recognition that international standards to receive due consideration given the demands that will be placed on our graduates and institutions to compete in a global marketplace. These outputs will be delivered by building on collaborative work within a broad coalition of chemistry academics and through international linkages.

Funding: \$217,000

University of Tasmania

Title: Building institutional capacity for peer leadership: informing strategic decision-making to enhance student leadership capabilities

Lead institution: University of Tasmania

Partner institutions: University of Wollongong, Monash University, Curtin University, University of Otago (NZ)

Project Leader: Dr Jane Skalicky

Abstract: Purposeful development of student leadership skills through intentionally designed programmes is a recent trend in higher education. Many Australasian universities incorporate student leadership programs into their strategic learning and teaching priorities due to the recognised contributions these programs make to achieving goals in student learning, student engagement and the development of future leaders. This project builds the capacity of institutions to develop leadership capability in students, and specifically in minority student groups, through the design and delivery of a national survey of peer leadership and the development of accompanying resources for the interpretation and use of that data. Specifically, this project will enable institutions to better engage in evidence-based decision-making about the design, delivery and continued improvement of their own peer leadership programs. Through engagement with international peer leadership networks, this project also offers the Australasian higher education sector an opportunity to contribute to international benchmarking and scholarship in the evaluation of peer leadership programs.

Funding: \$225,000

University of Western Sydney

Title: Using standardised vignettes to assess practicum competencies in psychology and other disciplines

Lead institution: University of Western Sydney

Partner institutions: Macquarie University, The Australian National University, The University of New South Wales, University of Newcastle, University of New England, University of Wollongong, University of Canterbury (NZ), University of Glasgow (UK)

Project Leader: Professor Craig Gonsalvez

Abstract: The reliability and validity of field supervisor ratings, a key part of the assessment of practicum competencies, is unsatisfactory. This project will take a new approach to address this issue. It will use a set of standardised vignettes in lieu of domain items on the conventional Likert rating scale to develop a new instrument - the Vignette Assessment Tool (VAT). This will comprise 41 vignettes that anchor different developmental stages for each of ten clinical psychology competency domains. The project will build on a recently completed pilot project that demonstrated superior results for the vignette method. The project will standardise and calibrate the catalogue of vignettes, develop an online platform to administer it, conduct a multisite trial of the VAT (including two international sites) and establish a normative data set that will inform its use and interpretation. The project will also pilot cross-disciplinary and international applications of the VAT.

Funding: \$220,000

Seed Grants

Bond University

Title: Enhancing graduate employability of business school alumni through establishing an Australian business case network

Lead institution: Bond University

Partner institution: Monash University

Project Leader: Assistant Professor Colette Southam

Abstract: The ability to solve complex, unstructured problems and to communicate effectively are essential attributes of business school graduates. However, recent studies report deficiencies in Australian graduate attributes in problem solving, judgement and communication. Using case studies helps students develop these skills by providing realistic scenarios to practice in, allowing them to make and defend their decisions by engaging with real-world problems identified as widespread concerns by industry, academics and professional associations. However, limitations in existing Australian cases and in trained case educators are significant impediments in this area. This project will enable Australian business school faculties to attend a Case Writing and Teaching Workshop and receive ongoing support in case teaching through the establishment of the Australian Business Case Network. The project will promote student learning by increasing the capacity of Australian business educators in using the case method and in turn, enhance the quality and relevance of business education for professional preparation.

Funding: \$50,000

Curtin University

Title: Quality in Australian outbound student mobility programs: establishing good practice guidelines for international work-integrated learning

Lead institution: Curtin University

Partner institution: n/a

Project Leader: Dr B-K Tan

Abstract: The Federal Government's *New Colombo Plan* highlights the importance of student outbound mobility in developing graduate work-readiness as well as Australia's engagement in the international arena. International fieldwork, in particular, can provide rich learning experiences that support the achievement of graduate capabilities. However, limited research has been conducted into quality assurance in international fieldwork where the complexities, risks and resourcing of fieldwork are elevated. Health is the most common field of education where students undertake an international placement but there is an absence of literature on quality management processes to ensure students achieve the desired learning outcomes. This project will identify the minimum academic standards for student preparation, supervision and assessment in health sciences international fieldwork. A major outcome from the project will be the production of a user-friendly guide for international fieldwork in health for both discipline specific and interprofessional learning.

Funding: \$50,000

Queensland University of Technology

Title: Supporting a new generation: development and transfer of pedagogical content knowledge in tertiary chemistry

Lead institution: Queensland University of Technology

Partner institution: The University of Queensland

Project Leader: Dr Madeleine Schultz

Abstract: Pedagogical content knowledge (PCK) encompasses carefully selected analogies, examples, explanations and demonstrations used by a teacher to make a topic comprehensible to students. It includes an understanding of what makes the big ideas difficult to grasp, along with an awareness of common misconceptions. PCK is developed by teachers through practitioner experience, and an extensive body of work has enabled articulation, documentation and dissemination of PCK at the secondary level. However, PCK has received less attention at the tertiary level. New academic staff in Australia are highly trained in their disciplines but typically lack experience in teaching. This project will develop a framework for the transfer of PCK from excellent teachers to junior staff and will implement activities to boost development of PCK by new staff. Accelerating the acquisition of PCK will improve teaching and therefore the learning outcomes of students. The project will be based in chemistry, however, the outcomes will be transferrable to other disciplines.

Funding: \$50,000

The Australian National University

Title: Collaborative development of a blended humanitarian engineering course for the Australian engineering sector

Lead institution: The Australian National University

Partner institution: Engineers without Borders (Australia)

Project Leader: Mr Jeremy Smith

Abstract: The role of contemporary engineering in responding to humanitarian crises, both short-term emergencies and long-term development, is becoming increasingly important and complex. Engineers require specific skills and expertise around humanitarian engineering when involved with disaster relief, climate change mitigation, sustainable development and overcoming social and economic disadvantage in addition to their existing traditional knowledge. This project will enhance the existing undergraduate engineering curriculum at ANU through the development of a dedicated humanitarian engineering blended course to provide greater depth around key material and prepare students for project work. As one of Australia's leading humanitarian engineering organisations, Engineers Without Borders Australia (EWB), will be involved throughout the project to provide input into curriculum and share and disseminate material and outcomes through its networks.

Funding: \$50,000

The University of Queensland

Title: Enhancing engagement of agricultural students in learning mathematics through innovative teaching and learning strategies

Lead institution: The University of Queensland

Partner institution: n/a

Project Leader: Dr Madan Gupta

Abstract: Arguably, the world is facing a perfect storm with concurrent increases in population, expected standard of living, energy costs and impacts of climate change. To feed the world over coming years, agriculture must be modern, flexible, high-technology and resourced by smart, qualified people. Fundamental mathematical and quantitative skills are critical for agricultural students to succeed in their studies and careers. Many students study agriculture remotely but learning mathematics in distance mode has unique challenges. It is highly abstract, fundamentally sequential and based on visual-spatial symbolic notation. Traditional online teaching methods are often unsuccessful in engaging agricultural students in mathematics so innovative approaches are required. This pilot study will develop adaptive e-tutorials for two of the most challenging topics: differential and integral calculus, using real-world examples from various agriculture disciplines. The outcomes of this study will underpin a future collaborative project with other Australian universities where similar mathematics courses are offered to agricultural students.

Funding: \$50,000

The University of Sydney

Title: Redefining tacit knowledge in music performance evaluation: preparing perceptually-aware music leaders

Lead institution: The University of Sydney

Partner institution: University of Wollongong

Project Leader: Dr Helen Mitchell

Abstract: Tertiary music students learn traditional performance skills for the music profession but do not learn to think critically about sound evaluation. Music assessors are generally not well prepared to assess sound, have limited vocabulary to describe what they hear and are influenced by visual and extra-musical aspects of performances. Traditional music training must incorporate perceptual and cognitive research into effective training programs for future music leaders. This project will enable music students to experience the complexities and pitfalls of performance evaluation, to learn from music industry experts and develop training strategies to advance their listening acuity for performance and performer evaluation. The results of this study will inform future curricula design to prepare future generations of music leaders to challenge tacit knowledge in the music domain. It will prepare tertiary music students to think beyond the craft of music performance, and to create and demand more robust creative assessments.

Funding: \$48,000

University of South Australia

Title: Developing a course handover tool to support new course coordinators

Lead institution: University of South Australia

Partner institution: The University of Newcastle

Project Leader: Dr David Birbeck

Abstract: The complexity and problematic nature of the role of a course coordinator is well established across the higher education sector. Often, course coordinators take on the role with little lead time before they are expected to teach. The OLT has funded a number of grants to support the information needs of course coordinators. However, there has not yet been a project that has looked at the development of a mechanism to communicate this information. Utilising a concept from the nursing profession called a clinical handover tool this project seeks to support course coordinators to identify, capture and communicate the information needed by a new course coordinator via the creation of a course handover tool. The project will use a case-based methodology, interviewing a range of stakeholders to identify what information is needed and how it can best be communicated.

Funding: \$50,000

Title: Ready for take-off: preparing students for intercultural learning in Asia

Lead institution: University of South Australia

Partner institution: n/a

Project Leader: Dr Tracey Bretag

Abstract: In the current policy setting, specifically the New Colombo Plan, it is important that educational institutions address the projected substantial growth in outbound student mobility to Asia. The third wave of international education must be more than a commodity and universities need to shift the focus from business to genuine exchange. Universities need to provide effective tools to help students successfully engage in intercultural learning activities. Drawing on the contributions of past OLT-funded projects, this project will address the less researched area of pre-departure support for mobility experiences. The project team will develop learning resources and practical tools underpinned by an evidence-based conceptual model for short-term overseas study tours to Asia. This project will serve as the foundation for a larger project in applying the conceptual model and resources across Australian higher education institutions.

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Funding: \$50,000

University of the Sunshine Coast

Title: The PIVOTAL leadership model: innovative curriculum design and enhanced postgraduate learning experiences for school leaders

Lead institution: University of the Sunshine Coast

Partner institution: University of Southern Queensland

Project Leader: Dr Susan Simon

Abstract: This proposal will address a national issue: the gap which education employers identify regarding the knowledge, skills and understandings of aspiring school leaders for promotion into increasingly demanding leadership roles. This study interrogates the suitability of current educational leadership programs, particularly in regional universities, where the needs of local principals are different and more complex. The project will deliver the PIVOTAL Leadership Model and accompanying set of guidelines impacting on the quality of leadership courses at the University of the Sunshine Coast and extending to regional universities such as Charles Darwin University and the University of Southern Queensland.

Funding: \$34,000

2013 Round 2

Innovation and Development grants

Deakin University

Title: Development and implementation of MathBench for Australian universities to improve quantitative skills of science and mathematics students

Lead institution: Deakin University

Partner Institutions: Griffith University, James Cook University, Monash University, The University of Queensland, The University of Sydney, University of Western Sydney, University of Maryland (USA)

Project Leader: Associate Professor Cenk Suphioglu

Abstract: There is international agreement that quantitative skills (QS), the ability to apply mathematical and statistical thinking and reasoning within a given external context, are an essential graduate competence in science. However, recent studies in Australia of science students' perceptions of their graduate learning outcomes reveal that while they acknowledge QS as important, they hold low levels of confidence in their QS, perceive QS will be of little future use to them, and report that QS are not emphasised in the science curricula. MathBench, a suite of online modules, has proved to be effective in improving QS among university students in USA.

This project brings together a team from the cross-disciplinary areas of mathematics and science to modify and implement MathBench as an innovative online resource to improve QS of science students at seven Australian universities, and evaluate and disseminate the findings by appropriate means.

Funding: \$298,000

Flinders University

Title: Reshaping curricula: integrating culturally diverse, mental health online content to prepare work ready health professionals

Lead institution: Flinders University

Partner Institutions: Central Queensland University, Edith Cowan University, The University of Newcastle

Project Leader: Professor Eimear Muir-Cochrane

Abstract: Health professionals need to be able to assess mental health problems, as well as communicate effectively with people from different cultures. Over 27 per cent of Australia's population is from migrant and refugee backgrounds with another 2.5 per cent being Indigenous. Interprofessional education that integrates mental health and culture has been lacking in undergraduate health programmes.

This project will develop, evaluate and disseminate online guided learning journeys to prepare health science students in the inter-professional mental health assessment and management needs of specific cultural populations. Undergraduate students from nursing, psychology and health sciences will gain clinical and cultural mental health competence as they engage in simulated online interdisciplinary communication to provide culturally sensitive care.

Funding: \$219,000

Title: Better judgement: improving assessors' management of factors affecting their judgement

Lead institution: Flinders University

Partner Institutions: The University of Adelaide, The University of Queensland;

Project Leader: Dr Lisa Schmidt

Abstract: Better Judgement will improve assessors' expertise in oral and practice-based assessment by delivering training resources to enable assessors to judge students' competence better. A particular challenge in oral assessment settings is their face-to-face nature which may lead to judgement biases. Judgement biases in assessment are not prejudices; instead they are incorrect representations in the assessor's mind of what has occurred during the assessment. Biases are natural and cannot be stopped from occurring but we can train assessors to recognise, name

and manage them.

The Better Judgement project will design, implement and disseminate a cross-disciplinary training programme for assessors on how to recognise, prevent and counteract the influence of judgement biases on the assessment process. The programme will be targeted at those assessors who are involved in oral and practice-based assessment so the project outcomes will contribute to the validity of assessing students in practice settings.

Funding: \$150,000

Murdoch University

Title: Improving educational opportunities for Aboriginal education workers through technology-based pedagogy

Lead institution: Murdoch University

Partner Institutions: Edith Cowan University

Project Leader: Ms Elizabeth Jackson-Barrett

Abstract: Aboriginal education is on the cusp of significant change, with Aboriginal studies increasingly mandated across the curriculum and teachers needing to demonstrate knowledge of Aboriginal perspective. This project will focus on enabling Aboriginal Education Workers (AEW) to play a critical role in Aboriginal education through authentic, technology-based pedagogy.

The project will use design-based research, informed by Indigenous research theories, to analyse the potential educational roles for AEW, enabled by e-learning and new technologies. The project provides opportunities for AEW to use such technologies in their work; to develop their own e-portfolios for career progression and further study accreditation; and to create authentic digital stories for use in teacher education.

Funding: \$220,000

RMIT University

Title: The STEM Ecosystem: building cross-disciplinary leadership capacity in science, technology, engineering and mathematics (STEM)

Lead institution: RMIT University

Partner Institutions: The University of Queensland, The University of Sydney, University of Southern Queensland

Project Leader: Professor Julianne Reid

Abstract: The importance of STEM (science, technology, engineering and mathematics) disciplines for the future economic and social well-being of all Australians cannot be under-estimated: 75 per cent of the fastest growing occupations require STEM skills and multi-disciplinary knowledge. The importance of tertiary staff who are able to lead STEM multi-disciplinary initiatives and prepare students for these future occupations is crucial.

This project advocates an ecosystem model of leadership that will transform opportunities for tertiary staff and thus enhance the learning experiences of students in STEM disciplines. The project will draw together existing communities of practice and single-discipline learning and teaching to expand multi-disciplinary opportunities. It will introduce multi-disciplinary courseware that connects industry and STEM staff and creates project leadership opportunities with industry mentoring for these staff. By encouraging multi-disciplinary industry activity in STEM, this project introduces a transformational leadership model for emulation across tertiary education.

Funding: \$217,000

The Australian National University

Title: A national language studies portal for Australian universities

Lead institution: The Australian National University

Partner Institutions: The University of Melbourne

Project Leader: Professor Jane Simpson

Abstract: This partnership between two leading language studies universities addresses the lack of access to languages at tertiary level. Universities are cutting out language teaching because it is costly. Consequently many language programmes are too small to offer a range of advanced courses. While language units are being put online, potential students have no easy way to find out which languages are taught where, and even if they can locate a suitable online unit, cross-institutional enrolment is often cumbersome and expensive.

This project will improve access to information for students, create greater co-operation across universities, and use web technology to increase online delivery through (a) developing a national languages portal with basic information: where specific languages are taught, whether they are taught online, how to enrol cross-institutionally (b) establishing a trial consortium to negotiate cross institutional enrolment and share advanced language studies courses and courses in lesser-taught languages, including Aboriginal languages, through joint on-campus and on-line teaching.

Funding: \$300,000

The University of Adelaide

Title: Online resources to support international students' English language development

Lead institution: The University of Adelaide

Partner Institutions: Edith Cowan University, Victoria University and Henan University (China)

Project Leader: Dr Julia Miller

Abstract: Concern over the English language proficiency of international students in Australia means that there is a need for language support to help them increase their intercultural competency and communicate more effectively with lecturers and peers. Online resources can meet the needs of large numbers of students but they should be appealing and user-friendly.

This project will create a series of five videos and accompanying exercises to be placed on an existing, freely available website. Evaluation of the first resource in this series, created with an OLT seed fund grant, was overwhelmingly positive, and the proposed project will build on this success by addressing five new areas. The new materials will have the potential to be placed on any learning management system and embedded into different disciplines, and are ideal for a flipped classroom approach.

Funding: \$220,000

The University of Melbourne

Title: Completing the loop: returning meaningful learning analytic data to teachers

Lead institution: The University of Melbourne

Partner Institutions: Macquarie University, University of South Australia

Project Leader: Associate Professor Gregor Kennedy

Abstract: The great diversity of the student body in Australian universities is reflected in students' ages, cultural and socioeconomic backgrounds, motivations and experiences with technology. University teachers are also increasingly reliant on (and expected to use) a range of technologies to support student learning both on and off campus. In designing and delivering online learning activities to meet diverse student needs, teachers commonly face educational challenges.

This project will identify common problems faced by teachers and students when learning online and determine the types of learning analytics teachers would find useful to effectively address these problems. The project will develop a web-based analytics tool that will support teachers to more easily interpret learning analytics to help them improve teaching and learning practices. Through an active dissemination programme, this project will help to realise the full potential of learning analytics by providing university teachers with a better understanding of how analytics can be interpreted, applied and actioned.

Funding: \$218,000

The University of Newcastle

Title: Learning and teaching academic standards: environment and environmental sustainability

Lead institution: The University of Newcastle

Partner Institutions: Flinders University, Macquarie University, The Australian National University, The University of New South Wales

Project Leader: Dr Liam Phelan

Abstract: TEQSA is looking to disciplinary communities to establish threshold learning outcomes through consultative processes to define minimum levels of student learning for higher education provision nationally. This project, endorsed by the Australian Council of Environmental Deans and Directors, will produce a learning and teaching academic standards (LTAS) statement for environmental programmes that complement other existing (and future) disciplinary LTAS statements.

Shared environmental and sustainability concerns are strongly evident across a wide range of disciplines spanning the humanities and the social and natural sciences. Drawing on experiences of already-completed LTAS demonstration projects, this project entails an extensive and sophisticated consultative process through 2014 comprising open space fora, interviews and online engagement to (i) strengthen a common sense of community amongst scholars from diverse primary disciplinary backgrounds and (ii) generate broad support for the environment and environmental sustainability LTAS statement. The consultation process will itself serve as the key project dissemination strategy and allow for ongoing, formative evaluation.

Funding: \$220,000

The University of Queensland

Title: Developing a 4-dimensional interdisciplinary learning environment for construction industry professionals

Lead institution: The University of Queensland

Partner Institutions: The University of Newcastle, University of South Australia

Project Leader: Dr Chris Landorf

Abstract: Increasing student numbers and concerns about safety on building sites have contributed to reduced access to live project sites for students in construction related professional disciplines. Contextualising the application of abstract knowledge to practical reality within this context is a constant challenge, particularly given the interdisciplinary nature of the construction industry.

Three Universities will collaborate on this project across four construction related professions - architecture, construction management, engineering and building surveying. The project will establish a suite of interactive and interdisciplinary problem-based learning activities that address this issue using 4-dimensional time-lapse digital images captured during the construction of the University of Queensland's Advanced Engineering Building. This interactive learning environment, together with the instructional activities and assessment methods developed to test the effectiveness of that environment, will form the basis of a construction library that can be expanded to over time with the view to it becoming a catalogue of different building types, construction methods and environmental conditions.

Funding: \$220,000

The University of Sydney

Title: Nationally shared curriculum resources for veterinary undergraduate learning in animal welfare and ethics

Lead institution: The University of Sydney

Partner Institutions: Charles Sturt University, James Cook University, Murdoch University, The University of Adelaide, The University of Melbourne, The University of Queensland, Massey University (NZ)

Project Leader: Professor Paul McGreevy

Abstract: This project will develop a new curriculum design for animal welfare and ethics that meets student and employer needs and provides the basis for ongoing personal and professional development for students. Using an online portal, it will build on medical ethics programmes to re-position and re-shape veterinary courses so that graduate veterinarians are competent in animal welfare and ethics. The new curriculum will not only introduce learning innovations, but also facilitate connections between the existing diverse curricula at all eight Australasian veterinary schools and, most importantly, dialogue between students from the various schools, promoting consistency in animal welfare and ethics teaching and how assessment focuses learning.

Funding: \$378,000

University of Tasmania

Title: Engineering pathways for regional Australia: viable learning platforms built by knowledge partnering

Lead institution: University of Tasmania

Partner Institutions: University of South Australia, University of Southern Queensland, University of Western Sydney, Engineers Australia, Tasmanian Polytechnic, TAFE SA

Project Leader: Professor Janelle Allison

Abstract: If Australia is to maximise the benefits from resource and manufacturing industries in regional Australia it needs a workforce with the necessary skills. Yet capable students in regions are often limited by their choices and access to higher education (HE). Regional HE campuses struggle with the viability of engineering courses in geographically scattered and thin markets.

This project focuses on developing a learning platform for engineering (LPE) which is structured around shared curriculum, a joint portal, blended learning and multi-model delivery. By partnering, regional campuses can reconfigure resources and reduce costs, resulting in broader access, coverage and choice in regional areas. Aligning these pathways with regional industries fosters participation, engagement and retention in education and up-skills the engineering workforce, improving productivity and regional futures.

Funding: \$324,000

Seed Grants

Bond University

Title: Measuring and improving student course engagement and learning success through online student evaluation systems

Lead institution: Bond University

Partner Institutions: Australian Catholic University, Central Queensland University, Charles Sturt University, Curtin University, The University of Western Australia

Project Leader: Dr Shelley Kinash

Abstract: Online student evaluation systems are an opportunity for student engagement and learning improvement but they are currently limited by low response rates. Educators tend not to trust them and students describe the activity of filling in multiple surveys as futile. Student feedback processes have largely become academic performance review instruments rather than evaluation and change catalysts. There are universities successfully using student evaluation to measure student course engagement and learning development and then involving students in improving the overall student experience.

This project has been designed to fully develop at least six such innovations into case studies. The project will pursue the questions: how can we measure student engagement and learning success using student evaluation processes? And how can students contribute to on-going improvement in university learning and teaching? The team will draw-out a cohesive set of key issues, strategies and recommendations, and disseminate to the higher education sector through a symposium.

Funding: \$49,000

Curtin University

Title: Flipped learning: lessons learnt and good practice for large first year health sciences classes

Lead institution: Curtin University

Partner Institutions: n/a

Project Leader: Professor Sue Fyfe

Abstract: This project investigates the effects of flipped learning pedagogy, whereby students study the content outside the classroom and concepts are then tested, applied and reinforced in the classroom. The project will explore its impact in two units in the inter-professional first year in health sciences at Curtin University. It will develop, implement and evaluate learning activities specifically designed using a flipped pedagogical model and will design, provide and evaluate professional development for academic and support staff and preparation for students for this model of learning.

The project changes the focus of the flipped classroom from technology to pedagogy by determining what is working well and what is not. It will evaluate the link between the on-line content and learning activities in the face-to-face classes, identify student and staff responses to the flipped model, and identify the key enablers and barriers to student engagement and learning. Good practice approaches, exemplars, guidelines and professional development needs of staff and preparation for students will be identified from the evaluation and literature.

Funding: \$50,000

Deakin University

Title: Demystifying 'grammar': rethinking language awareness for teacher training

Lead institution: Deakin University

Partner Institutions: n/a

Project Leader: Dr Roderick Neilsen

Abstract: The Australian Curriculum, Reporting and Assessment Authority (ACARA), requires teachers of all disciplines to provide pedagogy responsive to the language learning needs of non-English-speaking background students. A lack of confidence in grammatical knowledge has been identified in research on Australian teachers who are consequently inadequately prepared to incorporate grammar teaching in the more contemporary manner advocated in the new curriculum.

This project aims to identify what kind of language awareness training should be included in pre-service programmes, and will identify concrete ways in which to build confidence and the appropriate knowledge base. It will examine what current strategies for language training exist in a representative section of teacher training programmes nationwide, and review the opinions and experiences of both teacher educators and pre-service teachers regarding appropriate types of language awareness training. From the data collected an instrument will be developed that provides language awareness concepts accessible to all discipline areas.

Funding: \$50,000

Griffith University

Title: Planning studio in the 21st century: Educating leaders for a complex world

Lead institution: Griffith University

Partner Institutions: n/a

Project Leader: Dr Caryl Bosman

Abstract: This project will reposition studio-based planning courses at Griffith University. Planning studios are project-driven. Students use real-world problems to learn the processes and practices that professionals use to deliver successful outcomes. Studio pedagogy sits at the core of the revised architectural urban and environmental planning programme and this project is critical to establishing a discipline-specific curriculum framework for the delivery of all planning studios at both undergraduate and postgraduate level.

The project will review planning studio learning and teaching and design an innovative curriculum and studio model to be trialled in one of Griffith University's planning studios at undergraduate level. The project outcomes will be embedded in the planning programme and inform studio learning across all year levels. These outcomes will be transferrable to other planning disciplines and institutions.

Funding: \$49,000

Monash University

Title: The lesson observation on-line platform (LOOP): Enhancing the professional experience of initial teacher education

Lead institution: Monash University

Partner Institutions: University of New England, University of Wolverhampton (UK)

Project Leader: Associate Professor Shane Phillipson

Abstract: In Australia, pre-service teachers are required to complete 60 days of professional experience as part of their initial teacher education. The evidence that pre-service teachers have successfully completed Australian Professional Standards for Teachers is reliant on placement reports that document the competency of pre-service teachers. Acting as both mentor and judge, the supervising teacher has responsibility for evaluating the competencies. The potential role conflict places the relationship between pre-service teachers and supervising teacher at risk, and ultimately, the validity of the pre-service teachers' final grade.

Based on cohorts in two Master of Teaching (Primary) programmes, this project will test the objectivity of the placement reports that are used to measure competencies. Secondly, this project will develop video-recordings and e-portfolios to support and evaluate pre-service teachers against the Standards. Initially focusing on teacher education, the findings can be applied to professions with field, clinical or practicum placements.

Funding: \$50,000

Title: Developing actuarial skills with ACES resources

Lead institution: Monash University

Partner Institutions: Macquarie University, The University of New South Wales

Project Leader: Dr Colin O'Hare

Abstract: There is a gap between the skills held by university graduating actuaries and the skills desired from the actuarial profession. This gap lies in the application of actuarial theory in practice and in having a good understanding of the wider context within which an actuary operates.

With the development of actuarial capabilities enhancing success (ACES) resources, this project will engage with actuarial industry to identify the key skills that are lacking and create contextualised case studies that draw out those skills. By contextualising the theory the students will be able to gain more insight into how the theory is applied, the importance of wider leadership, business awareness and communication skills and in particular how actuarial advice fits into the wider field.

Funding: \$50,000

Title: Open for learning: using open data tools and techniques to support student learning

Lead institution: Monash University

Partner Institutions: n/a

Project Leader: Professor Neil Selwyn

Abstract: Universities generate a mass of data related to student learning. This project will explore the extent to which providing open access to this data through digital technology allows students to re-configure and re-use data in order to address real-world problems relating to their learning behaviours and learning decisions.

The project will take a participatory design approach to: (i) support small groups of students to build-their-own open data systems and practices; and (ii) then evaluate how these open data tools and techniques are adopted and adapted by wider student communities. The immediate outcome of the project will be a set of protocols that can be used by other institutions. More lastingly, the project will also develop realistic understandings of the opportunities and limitations of open data use within student cohorts.

Funding: \$49,000

Title: Enhancing tertiary Chinese foreign language learning through task-based language learning in 3D multiuser virtual environments

Lead institution: Monash University

Partner Institutions: National Taiwan Normal University (Taiwan)

Project Leader: Mr Scott Grant

Abstract: There is an increasing need for young Australians to learn foreign languages, especially regional languages like Mandarin Chinese. Currently, retention rates in beginner level tertiary language programmes are facing a range of challenges. These challenges can in part be met by increasing student motivation and engagement. 3D multiuser virtual environments and task-based language learning have been shown to positively affect student motivation and engagement, however, technical complexity and a lack of easily shareable and implementable resources have acted as a barrier to wider adoption.

This project will develop common design and development standards and a range of ready-to-use technical and pedagogical resources to reduce this barrier. It will also foster a community of practice and establish a central website and repository to sustain ongoing development and sharing of resources and ideas. An online 3D multiuser virtual environment region will also be established to showcase resources, conduct training and allow potential adopters to try out available resources.

Funding: \$50,000

The Australian National University

Title: INSIGNIA: an open badge system for research training and supervision at ANU

Lead institution: The Australian National University

Partner Institutions: n/a

Project Leader: Dr Inger Mewburn

Abstract: Through this project the Australian National University (ANU) will leverage expertise in research and innovative technologies to deploy a research tracking and development platform for higher degree research (HDR) students and supervisors: INSIGNIA.

Quality research training and HDR student completion are central to the mission of ANU as one of Australia's leading research institutions, and a compelling interest to the University and national economic viability. INSIGNIA brings together evidence-based practices in research supervision in a university-wide virtual learning environment to facilitate: connected knowledge network, multimedia supervisor training, educational research resources for students, a community of practice for peer review, and the opportunity for analytics of research training and supervision.

Funding: \$40,000

The University of Adelaide

Title: Development and evaluation of an iPad application as an e-learning tool for objective training in technical wine assessment.

Lead institution: The University of Adelaide

Partner Institutions: Charles Sturt University, Curtin University, The University of Melbourne, University of Southern Queensland

Project Leader: Dr Kerry Wilkinson

Abstract: The University of Adelaide is the Southern Hemisphere's premier wine research and teaching university. This project will develop and evaluate a prototype iPad application (app) to enable students to characterise the appearance, aroma, taste and mouthfeel (i.e. sensory attributes) of wine, to generate detailed tasting notes according to industry best practice, within a searchable, downloadable archive.

The proposed project will evaluate the app's impact on student learning and assessment; for example, by incorporating an online database to capture students' tasting experience (i.e. the range and frequency of tastings), thereby enabling convenient assessment of students' sensory skills and experience throughout their degrees. Additionally, the project team will workshop their experience in app design and development with others interested in developing apps as e-learning tools for higher education. In this way, the project represents a case study in the innovative use of technology in learning and teaching.

Funding: \$48,000

The University of Sydney

Title: Professional development for academics: evaluating a personalised mobile website for learning from student feedback

Lead institution: The University of Sydney

Partner Institutions: n/a

Project Leader: Dr Martin Tomitsch

Abstract: This project develops and evaluates a world-first mobile website for supporting early career academics professional learning from their student evaluation of teaching (SET) results. The traditional approach has involved individual face-to-face consultations, which is labour and time-intensive, and does not necessarily provide all academics with just-in-time support.

This project will use an interactive mobile website that anticipates academics learning needs and personalises recommended teaching strategies by harnessing SET database information. The website will provide networking opportunities for peer interaction, a key strategy recommended for enhancing traditional SET consultation. It is sustainable and scalable because it will initially focus on SET data in the key area of assessment quality. The project draws on design-based research methods to examine early career academics experiences of using the website and changing their practice over time. The deliverables include the mobile website, a project website featuring a blog for SET coordinators and administrators, and a project report.

Funding: \$50,000

The University of Western Australia

Title: Gender inclusivity of engineering students' experiences of workplace learning

Lead institution: The University of Western Australia

Partner Institutions: Curtin University, University of Technology, Sydney

Project Leader: Associate Professor Sally Male

Abstract: To the detriment of Australian society and people, women in Australia remain under-represented among engineering students and even more among engineers. Engineering workplaces have features that are gender non-inclusive. Therefore, efforts to improve engineering education by increasing industry engagement might further discourage female engineering students.

This project would contribute towards ensuring that industry engagement is gender inclusive. Focusing on personal interactions, this project will investigate the workplace experiences of male and female engineering students from three universities, using an online survey and student interviews. The project will use the framework of possible selves, in which students are motivated to achieve or avoid possible future selves. A workshop to help prepare students for the workplace would be developed, tested, and modelled.

Funding: \$50,000

University of Tasmania

Title: Developing Australian academics' capacity: Supporting the adoption of Open Educational Practices into curriculum design

Lead institution: University of Tasmania

Partner Institutions: University of Southern Queensland

Project Leader: Dr Carina Bossu

Abstract: This project aims to design, develop and test a free, open and online professional development course about curriculum design. The course will focus specifically on developing the capacity of academics in Australia to adopt and incorporate Open Educational Resources (OER) and Open Educational Practices (OEP) into curriculum development for more effective and efficient learning and teaching across the Australian higher education sector. This course will be a micro Open Online Course (mOOC) where 'micro' refers to a sub-component of a full course. The content of the mOOC will be primarily OER; will provide learning opportunities through hands-on activities; and will expose learners to different approaches of learning design. As a result, participants will have the skills needed to effectively adopt OER and OEP into learning and teaching. This will be a free opportunity for individual academics and other learners interested in this mOOC topic, not only in Australia but globally.

Funding: \$50,000

University of Technology, Sydney

Title: Matching demonstrators' backgrounds with those of their students: does it make a difference?

Lead institution: University of Technology, Sydney

Partner Institutions: Curtin University, University of Capetown

Project Leader: Professor Les Kirkup

Abstract: The laboratory is a rich learning environment accounting for up to 50% of contact hours in first year for students enrolled in physics subjects. This environment favours low student-to-instructor ratio and opportunities for one-on-one student-instructor interaction. As a consequence it might be anticipated that student engagement and satisfaction with the laboratory would be high. Regrettably there remains widespread student dissatisfaction of their laboratory experiences in physics leading to national calls for action in this area.

Through this project we will explore the extent of alignment of the backgrounds, attitudes and experiences of demonstrators with their students, and the consequences for student engagement and satisfaction. We anticipate critical insights into the nature and effectiveness of student-demonstrator interactions to emerge, leading to the development of strategies that demonstrators can adopt to maximise student engagement. Such insights will also inform the recruitment, induction and professional development of demonstrators and will be applicable to science disciplines other than physics.

Funding: \$50,000

University of Wollongong

Title: Breaking the barriers: supporting and engaging mature age first-in-family university learners and their families

Lead institution: University of Wollongong

Partner Institutions: The University of Newcastle, Open Universities Australia

Project Leader: Dr Sarah O'Shea

Abstract: This project will provide a more nuanced understanding of the university experience for older, first-in-family students. These students often have family commitments and so the project will explore the impacts of returning to education for both the students and their family members. The study is significant because mature age/first-in-family students are often at risk of attrition and they also represent a growing student cohort; hence higher education institutions need to be actively engaging with this group to improve retention and explore the possibilities for intergenerational educational participation.

This project builds upon a pilot study conducted at University of Wollongong and seeks to extend this preliminary study to University of Newcastle and Open Universities Australia. The project is innovative, as it not only focuses on the students' experiences but also, more significantly, their families in order to better conceptualise family discourses around how knowledge and learning are negotiated.

Funding: \$47,000

2013 Round 1

Innovation and Development grants

Curtin University

Title: StatTree: an interactive decision tree mobile application to guide students' statistical decision making

Lead institution: Curtin University

Partner Institutions: The Australian National University, University of New England, The University of Queensland

Project Leader: Mr Peter Allen

Project synopsis: This project will (1) harness mobile technologies to build students' statistical decision-making capacities; (2) develop, and embed within the university's teaching, a cross-platform mobile application and companion website that actively engage students with the key decisions needed to select and deploy appropriate statistics for common data and hypotheses; and (3) widely disseminate and evaluate the efficacy of the application and website.

Funding: \$161,000

Deakin University

Title: Realising the potential: assessing professional learning through the integration of e-portfolios in Australian business education

Lead institution: Deakin University

Partner Institutions: Macquarie University, University of Southern Queensland

Project Leader: Professor Kim Watty

Project synopsis: The project will develop an e-portfolio framework for assessing business students' professional learning capabilities; and supporting professional development resources and illustrative case studies. The project aims to realise the full potential of implementing e-portfolios in advancing the quality of the student learning experience in business education.

Funding: \$206,000

James Cook University

Title: Benchmarking the attainment of clinical competencies in Australian medical schools: an innovative collaboration

Lead institution: James Cook University

Partner Institutions: Deakin University, Griffith University, The University of Newcastle, University of Tasmania, University of Wollongong

Project Leader: Dr Peta-Ann Teague and Dr Bunmi Malau-Aduli

Project synopsis: This project will develop a national framework for the benchmarking and evaluation of attainment of clinical competencies by Australian medical students. The project allows for a national, flexible, collaborative approach to ensuring that medical graduates are clinically competent and safe to practice as junior doctors.

Funding: \$210,000

Monash University

Title: A framework for building teacher capacity and student achievement in STEM within school-university partnerships

Lead institution: Monash University

Partner Institutions: Deakin University, Griffith University, University of New England

Project Leader: Associate Professor Jennifer Mosse

Project synopsis: This project will produce an evidence-based framework to inform future design and evaluation of effective school-university partnerships to: 1) build the capacities of regional secondary school teachers to teach mathematics and science; and 2) support the achievements and aspirations of regional secondary school students to undertake senior secondary school mathematics and science subjects and STEM-related university courses.

Funding: \$220,000

Murdoch University

Title: BRiTE: Keeping cool by building resilience in teacher education

Lead institution: Murdoch University

Partner Institutions: Curtin University, University of Wollongong

Project Leader: Dr Caroline Mansfield

Project synopsis: This project will build on the *Keeping Cool* project by creating a series of resilience-based online learning modules for use in teacher education programs. The modules will be aligned with the new National Professional Standards for Teaching and will include structured authentic learning activities and implementation guidelines for teacher educators.

Funding: \$150,000

Title: Volunteering to learn: enhancing learning in the student volunteering experience in Australian universities

Lead institution: Murdoch University

Partner Institutions: Curtin University, Edith Cowan University, The University of Western Australia, Macquarie University, Volunteering WA, Volunteering Australia

Project Leader: Dr Megan Paull

Project synopsis: The project explores an important issue in higher education, that of volunteering by university students as a pathway to employability, and an avenue for community engagement. It will focus specifically on identifying the learning outcomes from various forms of volunteering taking place in universities and producing a good practice guide to enhance learning.

Funding: \$250,000

Queensland University of Technology

Title: Building institutional capacity to enhance access, participation and progression in work integrated learning (WIL)

Lead institution: Queensland University of Technology

Partner Institutions: Curtin University, Griffith University, Macquarie University, Southern Cross University

Project Leader: Dr Deborah Peach

Project synopsis: This project will translate inclusive education principles into the WIL context in order to improve student access, participation and progression. The project intends to use a strategic approach across four levels: principles, policies, guidelines, and procedures to support students from diverse backgrounds in the disciplines of built environment, business and health.

Funding: \$211,000

Swinburne University of Technology

Title: Valuing student voices when exploring, creating and planning for the future of Australian higher education

Lead institution: Swinburne University of Technology

Partner Institutions: University of Technology, Sydney

Project Leaders: Dr Simone Buzwell and Dr Jo McKenzie

Project synopsis: This project will use innovative techniques to assist students to imagine the future of higher education learning and teaching and to assist all stakeholders to choose their preferred and viable learning future. The outcomes from the project will inform educational and strategic thinking about learning and teaching futures in Australian universities.

Funding: \$212,000

The University of New South Wales

Title: The virtual design workshop: an online adaptive resource for engineering students

Lead institution: The University of New South Wales

Partner Institutions: Griffith University, University of South Australia, University of Tasmania, University of Western Sydney, University of Wollongong

Project Leader: Associate Professor Gangadhara Prusty

Project synopsis: The project will devise and implement a virtual design workshop to provide students of engineering and design-related disciplines with improved and personalised support on demand. Although based on an existing e-learning platform, the workshop's approach and educational design will be entirely new, in order to meet the challenges of the design environment where inputs are vague and solutions are not predetermined.

Funding: \$250,000

Title: Situational eLearning: a crowdsourcing approach to the definition and assessment of key practice-ready academic outcomes

Lead institution: The University of New South Wales

Partner Institutions: The University of Adelaide, University of South Australia, University of Western Sydney

Project Leader: Associate Professor Sidney Newton

Project synopsis: This project will combine hyper-immersive virtual reality simulation (The Situation Engine) with adaptive eLearning (Smart Sparrow) to provide an open and scalable platform that will support key academic, industry and student stakeholders in the definition and assessment of practice-ready learning outcomes in architecture and building.

Funding: \$217,000

The University of Queensland

Title: Radical transformation: re-imagining engineering education through flipping the classroom in a global learning partnership

Lead institution: The University of Queensland

Partner Institutions: RMIT University, The University of Sydney, Purdue University (USA), Stanford University (USA), University of Pittsburgh (USA)

Project Leader: Associate Professor Carl Reidsema

Project synopsis: The project will deliver to Australian university engineering programs openly accessible, qualitative and quantitative data representing the situational translation and cross-comparative analysis of national and international flipped classroom exemplars. A radically transparent research model will be adopted by a global learning partnership to explore the effectiveness of transferring practice in this way.

Funding: \$220,000

The University of Sydney

Title: Filling the social justice gap

Lead institution: The University of Sydney

Partner Institutions: Curtin University, The Australian National University, The University of Adelaide, The University of Melbourne, The University of Queensland, University of Technology, Sydney

Project Leader: Dr Susan Banki

Project synopsis: Researchers and teachers have identified a gap between theoretical learning and practical experience in university courses teaching social justice principles and practice. The aim of this project is to address this gap. The project will test, modify and disseminate a multi-institutional social justice simulation and associated deliverables among diverse stakeholders and study audiences throughout Australia.

Funding: \$220,000

The University of Western Australia

Title: Curricular approaches to increasing cultural competence and Indigenous participation in psychology education and training

Lead institution: The University of Western Australia

Partner Institutions: Charles Sturt University, Macquarie University, The University of New South Wales, The University of Notre Dame, Australia, Australian Psychological Society, Western NSW Local Health District

Project Leader: Professor Pat Dudgeon

Project synopsis: The project aims to design, implement and evaluate curricular and support frameworks in psychology and mental health programs in order to maximise (a) recruitment and retention of Indigenous students, (b) integration of Indigenous content and cultural competency training for all students, and (c) integration of relevant competency training for Indigenous mental health workers.

Funding: \$350,000

University of South Australia

Title: An evidenced-based approach to the design and redevelopment of inclusive, technology-enhanced learning environments

Lead institution: University of South Australia

Partner Institutions: Queensland University of Technology, The Australian National University, The University of Adelaide, Media Access Australia

Project Leader: Associate Professor Denise Wood

Project synopsis: This project will: 1) demonstrate the benefits of an evidence-based approach to the design of inclusive technology-enhanced learning environments; 2) provide guidelines for academics on the design and redevelopment of inclusive online curricula; and 3) develop a prototype of an open source responsive learning system which adapts to individual student needs.

Funding: \$211,000

Title: Using video annotation software to develop student self-regulated learning

Lead institution: University of South Australia

Partner Institutions: The University of New South Wales, The University of Sydney, The University of British Columbia (Canada), Athabasca University (Canada)

Project Leader: Associate Professor Shane Dawson and Dr Abelardo Pardo

Project synopsis: The project will investigate the application of the social annotation software, Collaborative Lecture Annotation System for: 1) leveraging the products of lecture-based instruction to engage students in social learning; 2) developing and evaluating self-regulated learning; and 3) establishing learning analytics to support teaching and learning practice.

Funding: \$208,000

University of the Sunshine Coast

Title: Expert in my pocket: a mobile-enabled repository of learning resources for the development of clinical skills in student health professionals

Lead institution: University of the Sunshine Coast

Partner Institutions: Deakin University

Project Leader: Associate Professor Bill Lord and Dr Florin Opescu

Project synopsis: The project will improve the acquisition and development of psychomotor clinical skills in students from multiple health disciplines using the creative application of video technology, rich media learning materials and innovative pedagogical practices.

Funding: \$180,000

University of Tasmania

Title: A consensus approach to defining standards for learning outcomes and informing curricula design for agriculture

Lead institution: University of Tasmania

Partner Institutions: Charles Sturt University, The University of Adelaide, University of Western Sydney

Project Leader: Dr Tina Acuna

Project synopsis: This project will develop a national academic standards statement for agriculture, aligned with the science standards statement, which will encompass: 1) the nature and extent of the agriculture discipline; and 2) threshold learning outcomes for agriculture. National consensus will be achieved through consultation with academics, students and industry stakeholders. The standards will be piloted across four Australian universities.

Funding: \$219,000

University of Technology, Sydney

Title: Data-mining of learning behaviours and interactions for improved sentiment and performance

Lead institution: University of Technology, Sydney

Partner Institutions: University of Canberra, University of South Australia

Project Leader: Professor Longbing Cao

Project synopsis: We will discover positive and negative learning behaviour and interaction patterns, and model the relations between performance and behaviour patterns. Early identification of low-performing behaviours will enable early intervention with poorly performing students and their transfer to high-performing status, thus increasing the rate of retention and progression.

Funding: \$218,000

University of Western Sydney

Title: Student leadership in curriculum development and reform

Lead institution: University of Western Sydney

Partner Institutions: La Trobe University, The University of Sydney, University of South Australia, University of Southern Queensland, National Union of Students

Project Leader: Professor Elizabeth Deane

Project synopsis: This project will deliver frameworks and good practice guidelines on how to achieve valid student contributions to improve curriculum, learning and teaching. This will entail a critical appraisal of governance, management and operational practices of Australian universities; a collection of examples of validated student roles and recommendations on models which deliver effective student leadership to enhance learning and teaching.

Funding: \$220,000

University of Wollongong

Title: Integrating Indigenous student support through Indigenous perspectives embedded in engineering curricula

Lead institution: University of Wollongong

Partner Institutions: Queensland University of Technology, The University of Melbourne

Project Leader: Mr Tom Goldfinch and Mr Jade Kennedy

Project synopsis: This project will develop and trial an approach to Indigenous student support that is integrated within existing engineering curricula through the incorporation of Indigenous perspectives and worldviews into curriculum developments. The approach will offer both Indigenous and non-Indigenous students opportunities to develop their appreciation of Aboriginal Australia.

Funding: \$212,000

Victoria University

Title: Setting the standard: establishing threshold learning outcomes for tourism, hospitality and events higher education in Australia

Lead institution: Victoria University

Partner Institutions: Southern Cross University, The University of Queensland, University of South Australia

Project Leader: Dr Paul Whitelaw

Project synopsis: This project aims to produce a set of nationally agreed threshold learning outcomes for tourism, hospitality and events higher education and pathway systems to facilitate successful transition from vocational education and training to higher education, in pursuit of these, focussing on Level 7 (undergraduate) and Level 9 (coursework masters) of the Australian Qualifications Framework.

Funding: \$193,000

Seed Grants

Charles Darwin University

Title: Development of web-based strategies to enhance undergraduate social work students' confidence in discretionary decision-making

Lead institution: Charles Darwin University

Partner Institutions: n/a

Project Leader: Associate Professor Margaret Pack

Project synopsis: This project aims to develop, implement and evaluate a new digital resource which will enable undergraduate social work students to understand, explore and practise the difficult work of discretion in everyday professional life in human services. This pilot project will test and evaluate a new web-based strategy for building capability in discretionary decision-making in child protection social work.

Funding: \$50,000

Charles Sturt University

Title: Exploring workplace learning in university education through a 'slow innovations' framework: co-creating sustainable interrelationships

Lead institution: Charles Sturt University

Partner Institutions: n/a

Project Leader: Associate Professor Maree Simpson

Project synopsis: This project will explore and examine workplace learning in higher education through a 'slow innovations' framework. The project aims to make real improvements in university education through identifying sustainable work-integrated learning initiatives. Such a study is vital within a complex environment increasingly under pressure amidst rapid change and diverse constraints.

Funding: \$33,000

Title: Exploring the role of technology in fostering a sense of belonging in students studying by distance

Lead institution: Charles Sturt University

Partner Institutions: n/a

Project Leader: Dr Andrea Crampton

Project synopsis: This project will identify if and how technological changes impact distance education students' sense of belonging/social isolation, academic performance and degree completion. This will be achieved by comparing program design, student perceptions and academic achievement for the purpose of informing sector-wide strategies and practices.

Funding: \$50,000

Macquarie University

Title: Ensuring the sustainability of an annual international conference of Australasian undergraduate research

Lead institution: Macquarie University

Partner Institutions: The Australian National University, The University of Western Australia

Project Leader: Professor Angela Brew

Project synopsis: The aims of the project are: (1) to create an organisational framework, appropriate documentation and other necessary support to ensure that an Australasian Conference of Undergraduate Research is held each year in different universities on an ongoing basis; and (2) to encourage national investment in undergraduate research by raising its profile nationally.

Funding: \$50,000

RMIT University

Title: Shared mastery: an international collaborative approach to masters in landscape architecture (LA)

Lead institution: RMIT University

Partner Institutions: The University of Adelaide, The University of Melbourne, The University of Western Australia, Lincoln University (NZ)

Project Leader: Dr SueAnne Ware

Project synopsis: This project will 1) develop models for a blended curriculum which emphasises partner programs' unique strengths; 2) develop common courseware for shared subjects via e-learning modes; 3) upgrade transferable LA curricula and pedagogy to an international level; 4) increase student and academic mobility and international expertise in a global market; and 5) establish an identifiable worldwide network, at the forefront of applied LA education

Funding: \$47,000

Title: A creativity skills MOOC for Australian coursework masters students

Lead institution: RMIT University

Partner Institutions: CQUniversity, Queensland University of Technology, Open Universities Australia

Project Leader: Associate Professor Kym Fraser

Project synopsis: This project will develop and trial the innovative use of technology for teaching and assessing Australian Qualifications Framework (AQF) required creativity skills for Australian coursework masters students.

Funding: \$50,000

Title: eTutor: building pre-service teachers' intercultural understandings and technological capabilities through online, cross-cultural school-university partnerships

Lead institution: RMIT University

Partner Institutions: n/a

Project Leader: Ms Nicky Carr

Project synopsis: New models for developing teachers' intercultural teaching capabilities are needed for them to meet Australian professional teacher standards and deliver curriculum outcomes to students. This project will model a creative approach to internationalising teacher education curriculum that builds pre-service teachers' capacity to teach inter-culturally through the innovative use of information and communication technologies.

Funding: \$40,000

Swinburne University of Technology

Title: Development of a research tool for investigating pedagogical affordances for engineering students' experimental learning

Lead institution: Swinburne University of Technology

Partner Institutions: Curtin University, Queensland University of Technology, The Labshare Institute

Project Leader: Mr George Banky

Project synopsis: This project aims to gain a better understanding of the pedagogy practised during face-to-face and remote engineering laboratory experimentations, using an innovative evaluation tool designed by the project team. The project will establish a community of best practice to facilitate the rethinking of teaching/learning in this context.

Funding: \$48,000

The University of Adelaide

Title: Smart casual: towards excellence in sessional teaching in law

Lead institution: The University of Adelaide

Partner Institutions: Flinders University, The University of Western Australia

Project Leader: Ms Anne Hewitt

Project synopsis: This pilot project will identify unmet needs in the professional development of law sessional teachers and will create, trial and evaluate discipline-specific development materials for use across Australia. The project will lay the foundation for a subsequent proposal to develop a comprehensive law-specific sessional teacher development program, embedding the use of materials developed in this project.

Funding: \$49,000

Title: Re-shaping veterinary business curricula to improve graduates' business skills: a shared resource for educators

Lead institution: The University of Adelaide

Partner Institutions: n/a

Project Leader: Dr Adele Feakes

Project synopsis: Our aim is to develop a case-based teaching package, including short films and flexible teaching resources, for use in re-shaping the business curricula of Australian veterinary programs. The resources, to be utilised and enhanced by Australian veterinary educators, aim to increase the perceived importance and acquisition of business skills amongst veterinary students.

Funding: \$50,000

Title: Promoting student engagement and continual improvement: integrating professional quality management practice into engineering curricula

Lead institution: The University of Adelaide

Partner Institutions: n/a

Project Leader: Ms Bernadette Foley

Project synopsis: The aim of this project is to introduce to engineering educators the use of professional quality management practice as a learning tool. The project will develop and evaluate an online design verification teaching resource as an exemplar practice, enabling engineering educators to trial the concept within their own teaching environment.

Funding: \$48,000

The University of Melbourne

Title: Designing and implementing interdisciplinary undergraduate subjects

Lead institution: The University of Melbourne

Partner Institutions: n/a

Project Leader: Dr Victoria Millar

Project synopsis: Drawing on case studies of successful interdisciplinary subjects and national and international literature on interdisciplinary curriculum and pedagogy, this project will develop a concise report and guide for academics wanting to incorporate interdisciplinarity into their undergraduate university curriculum.

Funding: \$50,000

The University of Notre Dame Australia

Title: Developing a culturally appropriate data quality framework for Aboriginal and Torres Strait Islander higher education statistics

Lead institution: The University of Notre Dame, Australia

Partner Institutions: Southern Cross University

Project Leader: Professor Neil Drew, Dr Judith Wilks

Project synopsis: The aim of this project is to develop a discussion paper on data quality issues in Aboriginal and Torres Strait Islander higher education statistics and to produce a draft data quality framework in response to Recommendation 35 of the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander people*.

Funding: \$50,000

The University of Queensland

Title: Processes and platform for e-exams in supervised bring-your-own-device (BYOD) environments

Lead institution: The University of Queensland

Partner Institutions: University of Tasmania

Project Leader: Dr Matthew Hillier

Project synopsis: This project will (1) develop guidelines to assist educators and students to effectively prepare and undertake e-exams; and (2) build and pilot a working prototype of an e-exam platform to be used in supervised, BYOD settings. The platform will include computer-marked questions and secure electronic reticulation of student responses.

Funding: \$50,000

Title: Improving educational outcomes and opportunities for Indigenous students begins at the cultural interface in the classroom.

Lead institution: The University of Queensland

Partner Institutions: n/a

Project Leader: Dr Kerryn McCluskey

Project synopsis: This project will develop, pilot and evaluate a teaching resource that: (1) builds teacher preparation students' awareness of issues faced by Indigenous students in schools; and (2) enables tutors, pre-service teachers and graduates to effectively cater for Indigenous school students to improve learning outcomes and access to tertiary education.

Funding: \$43,000

Title: Becoming, belonging and being in the profession: a pilot mentoring program for Aboriginal and Torres Strait Islander pre-service teachers

Lead institution: The University of Queensland

Partner Institutions: n/a

Project Leader: Associate Professor Elizabeth Mackinlay

Project synopsis: This project will evaluate the use and effectiveness of a mentoring program as a positive intervention for building and sustaining Aboriginal and Torres Strait Islander initial teacher education students' participation in tertiary education programs; their self-efficacy as teachers; their professional identity as teachers; and their readiness to teach.

Funding: \$44,000

University of Tasmania

Title: Redesigning the introductory statistics classroom to the inverted style to improve student experience and material retention

Lead institution: University of Tasmania

Partner Institutions: n/a

Project Leader: Dr Yuliya Karpievitch

Project synopsis: The goal of this project is to convert the flagship introductory statistics units to inverted style. The specific aims are to: (1) develop and evaluate a teaching model for inverting an introductory statistics classroom by creating video lectures, online assessments, and interactive activities; and (2) improve student experience in the introductory statistics unit and increase students' understanding and retention of the material.

Funding: \$34,000

2012 Round 2

Innovation and Development grants

Australian Catholic University

Title: Renewing first year curricula for social sciences and humanities in the context of discipline threshold standards

Lead institution: Australian Catholic University

Partner Institutions: Charles Sturt University, La Trobe University, University of New England, University of Southern Queensland, University of Tasmania, University of Western Sydney

Project synopsis: Curriculum renewal in the social sciences and humanities is needed to ensure that the sector is able to meet the discipline threshold standards that TEQSA will specify. This project focuses on the first year for key disciplines in the social sciences and humanities and will determine the discipline-specific skills and standards required to achieve the desired discipline threshold outcomes.

Funding: \$209,000

CQ University

Title: Assessing final year engineering projects (FYEPs): ensuring learning and teaching standards and AQF8 outcomes

Lead institution: CQUniversity

Partner Institutions: Curtin University, Deakin University, RMIT University, The University of Adelaide, University of Tasmania, University of Technology, Sydney

Project synopsis: FYEPs need to meet the AQF8 definition of research outcomes, provide adequate evidence of threshold learning outcomes, be assessed by reliable and valid assessment practices and meet industry requirements. This project will develop tools and guidelines for assessing FYEPs' threshold learning outcomes, provide definition of the purpose and expectation of FYEPs in terms of research skills and benchmark assessment practices with industry partners.

Funding: \$289,000

Curtin University

Title: Development of an authentic training environment to support skill acquisition in logistics and supply chain management

Lead institution: Curtin University

Partner Institutions: Murdoch University, University of New England, Tampere University of Applied Science (Finland), Technical University of Graz (Austria)

Project synopsis: There is increasing use of simulations to better prepare undergraduate students for real-world work experiences. However, the use of educational simulations is less common in the discipline. This project will develop and trial immersive virtual environments for practical skill acquisition, with integrated assessment and feedback.

Funding: \$220,000

Deakin University

Title: A web-based nutrition competency implementation toolkit for entry-level medical courses

Lead institution: Deakin University

Partner Institutions: Monash University, The University of Queensland, University of Tasmania, Dietitians Association of Australia

Project synopsis: The accreditation standards for medical courses in Australia state that medical practitioners need appropriate knowledge and skills in identifying nutritional issues for patients to prevent and treat common chronic disease. However, there is resistance to incorporating a comprehensive nutrition curriculum into the already-intensive medical curricula. This project will develop a web-based nutrition competency implementation toolkit for entry-level medical courses to build graduate competencies in nutritional practice and ease the burden of chronic disease.

Funding: \$220,000

Title: Enhancing collaborative learning in information systems business analytics using data visualisation and manipulation techniques

Lead institution: Deakin University

Partner institutions: The University of Sydney

Project synopsis: Business analytics refers to skills, methods and technologies that enable business managers to make swift, quality decisions based on large amounts of data generated and collected by their organisations. This project will develop a web-based visual business analytics where 3D visualisation techniques and immersive interfaces will allow intuitive learning of business analytics.

Funding: \$220,000

Title: Re-casting terra nullius blindness: empowering Indigenous protocols and knowledge in Australian university built environment education

Lead institution: Deakin University

Partner institutions: Griffith University, The University of Western Australia, University of Canberra

Project synopsis: Recent events in Australian history, including recognition of native title by the High Court in the Mabo case, have heightened recognition of the rights, interests, needs and aspirations of Aboriginal and Torres Strait Islander people in Australia and internationally. Yet little has changed in the Australian built environment discipline to integrate Australian Indigenous knowledge, cultural systems and protocols into the curriculum. This project will develop a nationally applicable cross-discipline educational module that will address the practical realities and complexities of Indigenous and non-Indigenous cultural literacy.

Funding: \$220,000

Title: School-based pedagogies and partnerships in primary science teacher education

Lead institution: Deakin University

Partner institutions: Australian Catholic University, RMIT University, The University of Melbourne, University of Tasmania

Project synopsis: There is increasing international concern about primary teachers' lack of science knowledge and confidence to teach science, and the effectiveness of traditional approaches used in pre-service teachers' training. This project will evaluate best practices in five universities to develop a framework for supporting school-based approaches to pre-service teacher education.

Funding: \$206,000

La Trobe University

Title: Bringing the social into accounting curricula: integrating a sociological approach into learning and teaching accounting

Lead institution: La Trobe University

Partner Institutions: Macquarie University

Project synopsis: The recent financial and economic controversies highlight the need for accounting curricula to have a social and ethical relevance. This project will supplement the traditional accounting focus on techniques and practices with a sociological approach by training students to think critically about accounting and its roles in the economy and society.

Funding: \$268,000

Monash University

Title: An innovative primary care program advancing competency to support family violence survivors

Lead institution: Monash University

Partner Institutions: The University of Melbourne, The Australian National University, The University of Newcastle

Project synopsis: Family violence has serious health impacts. Yet this area of undergraduate teaching of primary healthcare students has stagnated for a decade. This project will improve learning and teaching for undergraduate primary healthcare students in order to better equip graduates with skills to intervene and support patient/clients who experience family violence.

Funding: \$220,000

Murdoch University

Title: An innovative primary care program advancing competency to support family violence survivors

Lead institution: Murdoch University

Partner Institutions: Victoria University, Communication University of China (China)

Project synopsis: In 2012, about 41 per cent of international students studying at tertiary level in Australia come from China. The large number justifies a collaborative investigation into the best practices in the two countries. This project will develop a research-based, innovative model of best practice to maximise the academic success of Chinese postgraduate coursework students studying communication and media in Australia. The model will be implemented in Australia and China.

Funding: \$200,000

Southern Cross University

Title: Supervising the Doctor of Business Administration (DBA) thesis: addressing the needs of candidates and supervisors

Lead institution: Southern Cross University

Partner Institutions: Deakin University, University of Canberra, University of Western Sydney

Project synopsis: Professional business doctorates (DBA) are distinct from the Doctor of Philosophy as they aim to develop research professionals in business and management. While 21 Australian universities offer DBA programs, DBA supervision is under-researched and attrition is of concern. This project will examine the characteristics and learning needs of candidates, supervision delivery models and develop a measurement tool to analyse and improve supervisory practices.

Funding: \$220,000

The University of Melbourne

Title: Development of 4D farms to improve student learning and safety

Lead institution: The University of Melbourne

Partner Institutions: Murdoch University, The University of Queensland, The University of Sydney, Massey University (NZ)

Project synopsis: An understanding of how farms are managed and the impact of seasonal changes is vital in the education of veterinary and agricultural science students. This project will bridge the city and rural divide by developing ten virtual four-dimensional farms collaboratively in five Australasian veterinary schools.

Funding: \$220,000

The University of New South Wales

Title: Curriculum renewal to build student resilience and success: phase 1

Lead institution: The University of New South Wales

Partner Institutions: N/A

Project synopsis: In the context of widening student participation, increasing evidence of psychological distress in university student populations and a strong negative association between psychological distress and academic performance, there is a need for strategies that will help build resilience in students, curb course failure and reduce drop-out rates. This project will focus on developing resilience skills and psychological literacy to help more students successfully complete studies and join the workforce.

Funding: \$220,000

The University of Queensland

Title: Australian medical assessment collaboration: from proof of concept to proof of sustainability

Lead institution: The University of Queensland

Partner Institutions: Deakin University, Flinders University, Griffith University, Monash University, The University of New South Wales, The University of Notre Dame Australia, University of Wollongong, Australian Council for Educational Research, University of New England/The University of Newcastle (Joint Medical Program)

Project synopsis: It is widely accepted within the medical community that medical projects aimed at increasing assessment quality, providing comparisons of outcomes and facilitating collaborative approaches to fulfil these aims are essential. This project will deliver a series of resources for the design and establishment of a multi-institutional assessment collaboration. This collaboration of ten medical schools and a not-for-profit educational research organisation will focus on shared assessment for the purpose of comparative evaluation and quality improvement.

Funding: \$150,000

The University of Sydney

Title: Driving curriculum and technological change to support writing in the engineering disciplines

Lead institution: The University of Sydney

Partner Institutions: The University of New South Wales, University of Western Sydney, University of Wollongong

Project synopsis: Written communication skills are essential for Australian graduates to participate in their future work and lifelong learning. In engineering, there are continuing concerns about discrepancies between students' communication skills and those required in the workplace. This project will develop a model which addresses these needs through the use of online writing tools and supports the integration of written tasks in undergraduate engineering.

Funding: \$219,000

The University of Southern Queensland

Title: From access to success: improving the higher education learning experience for students without internet access

Lead institution: The University of Southern Queensland

Partner Institutions: Queensland Corrective Services, Serco Australia Pty Ltd

Project synopsis: Higher education institutions are increasing their reliance on digital technologies that require internet access, to support learning and teaching, particularly from a distance. This disadvantages student groups who struggle to afford technology and broadband access. This project will develop, trial and evaluate a sustainable and innovative learning management system called stand-alone moodle (SAM) that will operate without internet access in a Queensland correctional centre.

Funding: \$217,000

University of Tasmania

Title: Development of mathematics pathways for VET students to articulate to related higher education courses

Lead institution: University of Tasmania

Partner Institutions: Tasmania Polytechnic, Tasmanian Skills Institute, The University of Notre Dame Australia, Flinders University, James Cook University and their VET partners

Project synopsis: The national focus on widening participation in higher education (HE) includes strengthening pathways from vocational education and training (VET). However, VET students often lack mathematics skills necessary to articulate successfully into their chosen degrees and the existing support structures within HE are sometimes insufficient. This project will develop, implement and evaluate tailored mathematics pathways from VET to HE in four discipline areas with the relevant AQF compliant level of credit.

Funding: \$219,000

Victoria University

Title: Professional development program to embed inclusive and explicit teaching practices in higher education first year units

Lead institution: Victoria University

Partner Institutions: Edith Cowan University

Project synopsis: There are significant challenges in employing sessional staff with discipline expertise but no formal teaching qualifications to teach large, first year units in higher education. This project will determine if tutors equipped with teaching pedagogies will improve teaching quality and students' learning experience. Findings will be benchmarked against comparable studies in the United States.

Funding: \$220,000

University of Western Sydney

Title: Supporting school-university pathways for refugee students access and participation in tertiary education

Lead institution: University of Western Sydney

Partner Institutions: Charles Sturt University, University of Canberra

Project synopsis: Many refugee students in Australia aspire to tertiary education. However, many of these students need supporting pathways into tertiary education. This project will identify barriers to higher education for students from refugee backgrounds and describe pathways that enable the successful transition of refugee students from secondary school into tertiary study.

Funding: \$220,000

Seed Grants

Curtin University

Title: Developing academic staff capacity for agile teaching: a case study in implementing eMarking workflows for student assessment

Lead institution: Curtin University

Partner Institutions: N/A

Project synopsis: Information communications technology (ICT) tools for marking and providing feedback are attractive as they reduce workload and assist in moderation in units with large enrolments. However, staff attitudes, beliefs and confidence in adopting eMarking workflows can hinder the use of ICT tools. This project will trial professional development aimed at improving tutors' attitudes towards ICT and increase their confidence and capacity to adopt ICT initiatives.

Funding: \$47,000

Title: Pathways to tertiary education for Indigenous students from regional communities using study block readiness programs

Lead institution: Curtin University

Partner Institutions: N/A

Project synopsis: Some universities offer away-from-base (AFB) block-release study mode for undergraduate degrees in education, health and community management. This model of study is recognised as effective in its learning and teaching endeavours especially for regional and isolated Aboriginal and Torres Strait Islander students. This project will investigate the effectiveness of AFB block-release study mode for pre-tertiary and tertiary pathway programs for the proposed cohort of students.

Funding: \$50,000

James Cook University

Title: Supporting school-university pathways for refugee students access and participation in tertiary education

Lead institution: James Cook University

Partner Institutions: N/A

Project synopsis: Innovation, creativity and problem solving are ranked highly in the list of generic graduate attributes. Design thinking principles and frameworks are considered to be excellent scaffolds for supporting the development of creative and innovative mind sets but there is little empirical research to support this. This project will explore design thinking models as transformative cross-disciplinary pedagogy to develop desired graduate attributes.

Funding: \$49,000

Griffith University

Title: Using video to improve pre-service teacher understanding of children under three: renewing the curriculum

Lead institution: Griffith University

Partner Institutions: Deakin University, RMIT University

Project synopsis: Most early childhood teacher education courses focus on children aged three to eight years of age. As a result, pre-service teachers have limited theoretical and practical knowledge about infancy and early development. This project will align with the recent national Early Years Learning Framework for Australia to develop a learning resource for early childhood teachers to focus on the education and care of infants and toddlers.

Funding: \$50,000

Macquarie University

Title: Practice to academy transition

Lead institution: Macquarie University

Partner Institutions: The University of Queensland, University of Tasmania

Project synopsis: Industry professionals (practitioners) do move into academia and it is important to support these transitions to strengthen and replace the aging academic workforce. This project will explore three case studies and identify ways in which professional development, mentoring and other leadership models can assist the transition of industry professionals into academia.

Funding: \$35,000

Monash University

Title: Can eye-tracking technology improve situational awareness and student feedback during simulation?

Lead institution: Monash University

Partner Institutions: La Trobe University, The University of Queensland

Project synopsis: Nursing and paramedic undergraduates need to be exposed to situational awareness (an important cognitive process). This allows students to perceive and comprehend critical elements of information when performing a certain task. This is crucial when they practice in demanding situations later. This project will test whether eye-tracking technology can improve situational awareness in nursing and paramedic students and develop guidelines and resources for best practice teaching and learning using this new technology.

Funding: \$44,000

Title: Curriculum renewal for evidence-based practice: implementing a blended learning approach in medicine

Lead institution: Monash University

Partner Institutions: Bond University, University of Southern California (USA)

Project synopsis: Evidence-based practice (EBP) has been incorporated into medical curricula and now underpins medical practice. However, there is a lack of evidence in this field with respect to the effectiveness of EBP's teaching approach and assessment. This project will examine the effectiveness of utilising a blended learning approach to teaching EBP and develop an assessment tool to provide teachers and students with an instrument to assess competency.

Funding: \$49,000

Title: Reforming banking pedagogy with online simulation

Lead institution: Monash University

Partner Institutions: Bank of Melbourne

Project synopsis: Bank lending policies are under close scrutiny worldwide and a fundamental step to achieving reform is to ensure the attitudes and skills of banking staff will help provide efficient and safe markets and well-informed consumers. This project will develop a pilot online bank lending environment simulation for business students to equip them with appropriate skills.

Funding: \$50,000

Murdoch University

Title: Design of a participatory super-vision support platform for improving higher degree supervision: a feasibility study

Lead institution: Murdoch University

Partner Institutions: Curtin University

Project synopsis: There is a strong need to improve supervision of higher degree research students and their completion rates within the allocated time. This project will conduct a feasibility study to establish the needs of and criteria for a participatory research supervision framework. It will then design a technology-based support platform to improve the supervision pedagogy and completion rates of higher degree students.

Funding: \$50,000

The University of Melbourne

Title: Evidence based resources for overcoming algebraic misconceptions that inhibit students' progress in tertiary mathematical sciences

Lead institution: The University of Melbourne

Partner Institutions: N/A

Project synopsis: Successful student participation and progression in mathematical sciences require sound algebraic concepts. This project will pilot an online diagnostic assessment system to investigate students' conceptual understanding of algebra and understand how the use of advanced calculators at secondary school affects students' thinking. The online system will support educators' attempts to identify and correct key misconceptions across first year subjects in the mathematical sciences.

Funding: \$49,000

The University of Newcastle

Title: Improving students' writing in psychological science: an interactive digital workbook approach

Lead institution: The University of New Castle

Partner Institutions: N/A

Project synopsis: Undergraduates often enter higher education with poor scientific writing skills even though these are critical for success in higher education. This project will develop, deliver and evaluate an interactive digital workbook designed to assist students improve their written scientific communication skills.

Funding: \$48,000

University of New England

Title: Learning analytics: a bottom-up approach to enhancing and evaluating students' online learning

Lead institution: University of New England

Partner Institutions: N/A

Project synopsis: Learning analytics is the collection, analysis and reporting of data about learners and their contexts, to help in understanding and optimising students' learning and the environments in which it takes place. This project will use the data from the institutional learning management system to inform teaching practices for distance education students enrolled in core or compulsory subjects at the University of New England.

Funding: \$50,000

University of Western Sydney

Title: PASSwrite

Lead institution: University of Western Sydney

Partner Institutions: University of Technology, Sydney

Project synopsis: Given the explicit English language standards required by TEQSA and the increasing diversity of Australian university student cohorts, there is a need to improve students' English language proficiency and academic literacy. This project will produce a scalable and adaptable framework of academic literacy support which can be applied across the sector.

Funding: \$50,000

2012 Round 1

Innovation and Development grants

Australian Catholic University

Title: Educating nurse practitioners: advanced specialty competence, clinical learning and governance

Lead institution: Australian Catholic University

Partner Institutions: Queensland University of Technology, Queensland Health, Australian College of Nurse Practitioners

Project synopsis: The number of advanced and specialist clinical practice degrees at Master's level are increasing to meet the healthcare needs of the community. Institutions need to demonstrate that the skills and knowledge acquired by postgraduate students in the clinical domain (the workplace) are commensurate with the academic level of qualification awarded by universities. This project will improve the quality of workplace teaching at postgraduate level.

Funding: \$220,000

Curtin University

Title: Creating a collaborative practice environment which encourages sustainable inter- professional leadership, education and practice

Lead institution: Curtin University

Partner Institutions: Charles Sturt University

Project synopsis: Health service models and education practices need to include the ability to work in inter-professional teams and deliver client centred care. This project will develop a leadership development program for inter-professional education and practice which includes resources and facilitator's guide.

Funding: \$220,000

Monash University

Title: Creating a collaborative practice environment which encourages sustainable inter- professional leadership, education and practice

Lead institution: Monash University

Partner Institutions: The University of Melbourne, University of Western Sydney

Project synopsis: This project will assure standards within and across mathematics departments using agreed definitions of mathematics assessment criteria and standards expressed in terms of rubrics, and exemplars that demonstrate how judgements are made in the marking process.

Funding: \$218,000

Title: Improving assessment: understanding educational decision-making in practice

Lead institution: Monash University

Partner Institutions: The University of Queensland, University of Wollongong, University of Technology, Sydney

Project synopsis: Academics encounter a series of decision points when they create an assessment task, mark assignments or design a unit of study. This project aims to support university teachers' and course teams' decision-making processes through an assessment decision-making framework, annotated case studies of assessment decision- making, strategies and guidelines for good assessment decisions, policy, research and professional development.

Funding: \$220,000

Tabor College (SA)

Title: Developing and testing models for benchmarking and moderation of assessment for private higher education providers

Lead institution: Tabor College (SA)

Partner Institutions: Avondale College, Christian Heritage College, Tabor College (Vic)

Project synopsis: Benchmarking and moderation of assessment are recognised important quality assurance processes in education. This project will use existing information on quality assessment processes to develop systems and procedures that are appropriate to private higher education institutions, and evaluate the effectiveness of these systems and procedures in improving learning and teaching.

Funding: \$150,000

The Australian National University

Title: Coursework in Australian doctoral education: what's happening, why, and future directions?

Lead institution: The Australian National University

Partner Institutions: Avondale College, Christian Heritage College, Tabor College (Vic)

Project synopsis: The provision of coursework (including research skills training) in PhD programs is common in the United States, Canada and Europe. The introduction of coursework in the Australian PhD is a recent development which is being undertaken in the absence of a set of pedagogical, curriculum, organisational and funding principles relevant to the Australian context. This project will examine the issues around the implementation of formal coursework in the Australian PhD.

Funding: \$150,000

The University of Melbourne

Title: Building leadership capacity in university first year learning and teaching in the mathematical sciences

Lead institution: The University of Melbourne

Partner Institutions: Curtin University, The University of Adelaide, The University of Sydney

Project synopsis: The number of graduates in mathematics disciplines in Australia has been declining for many years. This project aims to improve the first year experience for undergraduates in mathematics and reduce attrition rates through building the leadership capacity of first year coordinators in mathematics, engineering, science and commerce.

Funding: \$220,000

The University of Queensland

Title: Developing and resourcing academics to help students conduct and communicate undergraduate research on a large scale

Lead institution: The University of Queensland

Partner Institutions: N/A

Project synopsis: While Australian institutions have adopted and implemented undergraduate research experience, students are still a long way from having large-scale access to undergraduate research experience and technological avenues for communicating their findings. This project aims to collect information about science undergraduates' research experience and provide guidance to academics and administrators on how to provide undergraduates with more opportunities for research experiences.

Funding: \$219,000

Title: Enhancing the secondary-tertiary transition in chemistry through formative assessment and self-regulated learning environments

Lead institution: The University of Queensland

Partner Institutions: Queensland University of Technology

Project synopsis: Students entering first year university have preconceived expectations of the tertiary learning environment. The reality is that they must quickly learn to manage their studies and schedules, master new concepts and skills, and demonstrate independent thinking. This project will identify 'at-risk' students and enhance their learning outcomes using formative assessment and feedback.

Funding: \$200,000

Title: Work-based assessment of teamwork: an inter-professional approach

Lead institution: The University of Queensland

Partner Institutions: Central Queensland University, Curtin University, The University of Sydney, University of Technology, Sydney, University of British Columbia (Canada)

Project synopsis: In their lists of desired graduate attributes, Australian institutions include the ability to work collaboratively within a team. This project will develop and deliver a package of work-based assessment tools for health professional students in diverse clinical settings as a means of testing their teamwork competencies and inter-professional collaboration in the workplace.

Funding: \$220,000

University of Wollongong

Title: Transnational teaching teams: professional development for quality enhancement of learning and teaching

Lead institution: University of Wollongong

Partner Institutions: INTI Laureate International University (Malaysia)

Project synopsis: Australian institutions are increasingly involved in “the delivery and/or assessment of programs/courses in a country other than Australia where delivery includes a face-to-face component”. Maintaining quality in learning and teaching practice has always been a challenge in transnational teaching teams. This project will develop, implement and evaluate a professional development program to enhance quality teaching and learning in transnational teaching teams.

Funding: \$220,000

Seed Grants

Curtin University

Title: Navigating student stresses in the interface between creative and technological competence: a case study in interior architecture

Lead institution: Curtin University

Partner Institutions: N/A

Project synopsis: This project will identify the factors which cause stress for students of creative professional courses and the effect on student engagement and motivation which hinders their learning and development. The project will start a partnership with Curtin’s counselling service as a model for a coordinated approach to student transition and support.

Funding: \$46,000

Flinders University

Title: UNBIASED: unmasking bias in assessment in education
Lead institution: Flinders University

Partner Institutions: N/A

Project synopsis: This project will produce an assessor training program to improve the validity of judgements in observation-based assessment, for example work-integrated learning and oral examinations.

Funding: \$50,000

Macquarie University

Title: Impact of accessible eBooks on learning outcomes for Indigenous students
education
Lead institution: Macquarie University

Partner Institutions: Batchelor Institute of Indigenous Tertiary Education, Charles Darwin University

Project synopsis: This project will develop and trial eBooks which will be customised to the learning needs of Indigenous students studying through the Australian Centre for Indigenous Knowledges and Education (Charles Darwin University) in association with Batchelor Institute NT and Warawara Indigenous Studies unit at Macquarie University.

Funding: \$50,000

Monash University

Title: Assessment as learning through conversation simulation

Lead institution: Monash University

Partner Institutions: N/A

Project synopsis: This project will show lecturers how to use a standard learning management system software to deliver content and conduct assessment simultaneously. The project will test existing conversation simulations, develop a manual for academics who want to create a simulation and pilot the use of conversation simulations across diverse disciplines.

Funding: \$37,000

Title: Enhancing the secondary-tertiary transition in chemistry through formative assessment and self-regulated learning environments

Lead institution: Monash University

Partner Institutions: N/A

Project synopsis: Assessing interdisciplinary content is often subjective. This project tests and evaluates a model for collaborative student-led event-based assessment practices in interdisciplinary teaching environments in the creative arts and humanities.

Funding: \$50,000

Queensland University of Technology

Title: Building distributed leadership for effective supervision of creative practice higher research degrees

education **Lead institution:** Queensland University of Technology

Partner Institutions: The University of Melbourne,

University of Western Sydney, The University of New South Wales, Auckland University of Technology (NZ)

Project synopsis: There has been an increase in higher degree research enrolments in creative practice disciplines at Australian institutions. However supervision in this field is unlike that of the established disciplines. This project will hold a symposium with key stakeholders to establish higher degree research reporting, a shared understanding of priorities, processes and roles in the area of supervision training and collection of exemplars and patterns as a research base.

Funding: \$50,000

The University of Adelaide

Title: Building distributed leadership for effective supervision of creative practice higher research degrees

education **Lead institution:** The University of Adelaide

Partner Institutions: N/A

Project synopsis: International students often struggle with English grammar. This project aims to use engaging teaching methods to make learning grammar more enjoyable and understandable. It will create the first in a series of online modules to explain grammar and other academic skills through an engaging video format.

Funding: \$37,000

The University of Queensland

Title: Fair go in the field: inclusive field education for international students in the social sciences education

Lead institution: The University of Queensland

Partner Institutions: N/A

Project synopsis: Increasing numbers of international students are enrolling in professional degrees in the social sciences requiring successful completion of work-based practicum. However, they face language and cultural challenges which are often compounded by prejudicial attitudes in the workplace. This project will identify the interventions required to make social science field education inclusive and develop a model of inclusive field education and a plan for addressing needs.

Funding: \$47,000

The University of Sydney

Title: Creating a collaborative learning community for Aboriginal and Torres Strait Islander health promotion students - enhancing access, progression and learning in higher education

Lead institution: The University of Sydney

Partner Institutions: N/A

Project synopsis: This project will increase access and engagement in the graduate diploma in Indigenous health promotion by establishing a collaborative learning community with the current student cohort, staff and alumni. The project will model how Indigenous students can develop through collaborative knowledge exchange with program alumni.

Funding: \$50,000

University of South Australia

Title: Investigating resource sharing in regional higher education and TAFE institutions to improve student learning experience

Lead institution: University of South Australia

Partner Institutions: Edith Cowan University, TAFE SA Regional Institute, Department of Further Education, Science and Technology (SA)

Project synopsis: The economics of education provision can compromise government policies for raising student participation rates in higher education for rural and regional populations, areas significantly populated by low SES students. The project will investigate how regional higher education campuses which are near TAFE facilities can work collaboratively with TAFE institutions to achieve individual institutional objectives.

Funding: \$49,000