



University of
Western Sydney

Bringing knowledge to life

Annual Report 2008
Teaching Development Unit



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Year in review

This annual report provides an overview of the teaching and learning initiatives led and supported by the Teaching Development Unit (TDU) in 2008.

Some of the key 2008 highlights for TDU were:

- ◆ the major contribution to the new Criteria and Standards-Based Assessment Policy, including policy development, resources and implementation processes;
- ◆ a major institutional project on developing an 'E-Learning Quality Framework', including Basic Standards for e-learning site design and Advanced Standards which provide a pedagogical framework for constructing learner focused e-learning sites;
- ◆ the continuing success of the Foundations program and the first graduation in August, and continuing contribution to Sessional induction;
- ◆ the successful upgrade and continuation of excellent service of the e-learning system for students and staff;
- ◆ the introduction of new fully online staff development modules on learning outcomes, assessment and introduction to Blackboard Campus Edition;
- ◆ successful support for teaching awards, both internal and external (ALTC);
- ◆ continuing contributions to conferences and journals and continuing research and scholarly outcomes; and
- ◆ UWS representation at the national committees (e.g., ACODE, CADAD, Blackboard) and contributions to ALTC projects and symposia.

As well as these highlights, TDU provided consistent and excellent ongoing work in many areas such as research supervisor development programs, staff development activities for all academics, and service desk enquiries and clinics to support e-learning development for staff.

We are very fortunate to have appointed key positions in both the academic and e-learning areas during 2008 and these new appointments will strengthen the skills and capabilities of the Unit in 2009.

The co-location of all TDU staff to Werrington South campus in September has provided opportunities for enhanced synergies across all areas of our work, and in 2009 we intend to offer staff development sessions from the new location. TDU staff also frequently travel to other campuses to provide workshops, project consultancy and clinics, and in 2009 we aim to further strengthen our presence on all campuses.

I would like to acknowledge the wonderful work of the staff in the Teaching Development Unit and the support of Professor Stuart Campbell, PVC Learning and Teaching, in all our endeavours.

Associate Professor Janne Malfroy
Head, Teaching Development Unit

1. Institutional learning and teaching initiatives

The Teaching Development Unit (TDU) is responsive to the key strategic objectives of the university and in 2008 supported the implementation of two key initiatives, the new assessment policy and the introduction of a lecture capture system. TDU also initiated an institutional project to develop basic standards for e-learning site design and advanced standards which provide a pedagogical framework for quality student e-learning. These initiatives will contribute to improving teaching practice across the whole institution.

Support for implementing the new assessment policy

In 2007 UWS began a review of the institutional Assessment Policy with the aim of improving assessment across the University. In particular, the University aimed to enhance the quality of student learning through clarifying expectations about assessment to students and providing quality feedback to students on their achievement in assessment tasks. Across the higher education sector, including at UWS, graduate Course Experience Questionnaire data over a number of years had shown that students rate clarity of expectations about assessment and the provision of feedback as critical areas that are most in need of improvement. Increasingly the sector is moving towards criteria and/or standards-based assessment as a framework for enhancing student learning through assessment.

The new Assessment Policy was approved in April 2008 and uses a criteria and standards-based approach to assessment. The policy is being implemented over two years from January 2009.

Assessment Guide: Implementing criteria and standards-based assessment

During the policy development process, it was recognised that institution-wide implementation of criteria and standards-based assessment (CSBA) would involve some staff in a significant shift in the way that they prepare and communicate their assessment tasks to students. TDU prepared a comprehensive 'Assessment guide: Implementing criteria and standards-based assessment' to support staff in implementing the new policy. The Guide explains key principles of quality assessment and contains research-led practical advice together with rich examples of local assessment practice that showcase CSBA in the UWS context. It articulates for staff a staged process of clarifying learning outcomes, writing criteria and standards, developing marking schemes, and engaging students and markers with standards. Examples provided from UWS teachers in the Guide include case studies and marking schemes from a range of disciplines and year levels. The Guide was published in May 2008 and has been disseminated to all academic staff members. It is also available electronically at http://tdu.uws.edu.au/qilt/01_teachinguws/resources.htm

School-based workshops for staff

TDU also designed and provided key workshops on implementing CSBA, primarily for School-based groups of staff. Workshops are face-to-face sessions that actively engage participants in applying their understanding of CSBA to their own assessment design. During workshops, participants use the Guide as a resource to begin developing criteria and standards for assessment tasks in a unit they teach and/or coordinate. Appendix B summarises the range of workshops that TDU provided for UWS Colleges and Schools in 2008.

Online modules

To extend opportunities for staff to learn about CSBA, TDU also developed online modules on writing clear learning outcomes, and developing criteria and standards. Further information about these modules is provided in Section 4, 'Teaching development activities'.



Launch of the new UWS Assessment Guide. Left to right: Rosemary Thomson (author), Graham Hendry, Aisha Slee, Stuart Campbell (PVC Learning and Teaching), Sandii Chan (author), Janne Malfroy (author), Jodie Clark, Susan Armstrong (author, School of Law).

Developing the E-Learning Quality Framework

At UWS there is a comprehensive uptake of e-learning technology into teaching practice however there is also wide variation in the quality of e-learning sites. TDU instituted a project team to develop an E-Learning Quality Framework designed to emphasise quality improvement in e-learning through the development of academic staff skills.

The E-Learning Quality Framework consists of three components: Basic Standards, Advanced Standards and a Staff Development Toolkit to enable academic staff to develop their own e-learning design skills from a basic level right through to advanced, pedagogical uses of e-learning. The framework provides explicit support processes for all three stages.

The project team included three School-based academic staff seconded into TDU and consisted of:

Associate Professor Janne Malfroy, Head, TDU

Lynnae Rankine, E-Learning Manager, TDU

Dr Helen Correia, School of Psychology (on secondment to TDU)

Dr Tim Griffin, School of Social Sciences (on secondment to TDU)

Jennifer Ireland, School of Law (on secondment to TDU)

The project team was also supported by an advisory group which provided feedback on the process and contributed to plans for wider dissemination in 2008 and 2009. The advisory group was chaired by Professor Stuart Campbell, PVC Learning and Teaching, and its membership included Associate Deans (Academic), the Library, and Student Learning Unit staff.

The aim is to support implementation of the Basic Standards through collaboration with Schools so that by the end of 2009, all e-learning sites are consistent with the standards. Implementation of the Advanced Standards will be integrated into curriculum re-design work over the next three years in line with the UWS Strategic Plan for Learning and Teaching 2009–2011.

Basic Standards

In 2008, the Basic Standards were trialed in a school-based pilot project. The pilot stage focused on working collaboratively with staff from the Schools of Biomedical and Health Sciences, Law, and Psychology to test the Basic standards framework and to evaluate the process for reviewing sites. The collaborative process was important to the project design as academic staff members are the primary designers of learning and teaching environments and content, and therefore need to have a basic understanding of online learning design principles. The project aims include building the skills of staff, at the same time as building an institutional profile of good quality e-learning experiences for students.

The pilot of the Basic Standards confirmed that staff found the self review framework easy to use and that in most cases e-learning sites were largely consistent, with only minor modifications required to make them 100% consistent. The pilot, which occurred in Spring session 2008, included a feedback and evaluation process to refine the Basic Standards before they are implemented across the University in 2009.

There are four Basic Standards under which twenty-one design criteria and principles are organised. Three inter-related processes are involved in Basic Standards review: self-review; a parallel peer review framework; and development strategies which provide tips and resources for site development aligned with the standards and criteria. A vUWS site has been developed for dissemination of the Basic Standards and a series of workshops has commenced to support implementation.

The four basic standards

1. Organisation and Appearance	Focuses on principles that support clear structure and presentation of the site (e.g., "Site design promotes ease of navigation")
2. Consistency and Compliance	Emphasises institutional and legal aspects such as copyright, privacy and consistency in documentation (e.g., "Information in the site is consistent with the Unit Outline")
3. Appropriate Use of Tools	Promotes using tools with clear purpose and responsible management (e.g., "Expectations about use of communication tools are clear to students")
4. Learner Resources and Supports	Focuses on ensuring students are appropriately directed to the types of supports and resources available (e.g., "Links to learning supports are contained in the site")

Advanced Standards

Building on implementation of the Basic Standards, TDU is developing a set of five Advanced Standards that incorporate pedagogical principles associated with good e-learning design. To enable staff to move from Basic Standards to Advanced Standards, a scaffolded process is being developed to build capacity and knowledge in e-learning design and development with sound underlying pedagogical principles.

The five draft advanced standards

1. Learner-centred pedagogy	Focuses on learner-centred pedagogical design and integration of e-learning technologies that are relevant to the discipline and unit level (e.g., "Site forms an integrated component of the unit")
2. Assessment activities and feedback processes	Promotes effective summative and formative assessment tasks and integrated feedback processes (e.g., "Students have access to formative activities in preparation for formal assessment tasks")
3. Student interaction and engagement	Focuses on interaction between students, between student and teacher and between students and content (e.g., "Interaction between students is facilitated in the site")
4. Quality learner resources and supports	Focuses on ensuring students have access to a range of quality learning resources and supports to enable them to engage in learning activities (e.g., "Resources used in the site cater to multiple perspectives")
5. Academic management of site benefits student learning	Emphasises the important role academic staff have in the design, management and coherence of the site (e.g., "Student tracking data is monitored to identify and action student learning needs")

Introduction of UWS Lectures online

In 2008, TDU partnered with the Information Technology Directorate (ITD) and the Office of the PVC Learning and Teaching to manage the introduction of a lecture capture system, known as 'UWS Lectures Online'. The system is designed to record the audio and visual presentations within an equipped lecture theatre. These recordings can then be added to a vUWS site for student access.

During Spring session 2008, this initiative was piloted with a number of UWS students and academics. The pilot included 12 lecture theatres (2 per campus). This smaller scale project gave staff and students the ability to provide feedback on the system prior to the full implementation. Student feedback included:

"For me, Lectures Online was invaluable. I work and have three kids so I need to make my time work for me. I would listen to the lectures again while I was doing other things."

"Lectures Online are a life saver. Not only great for when you miss a lecture, but when you need to revise the material. Being able to not only listen to the lecture but follow it along with the slides helped me absorb the information."

A broader pilot stage is planned for Autumn session 2009, with a full roll-out of the system by mid-year 2009.

TDU staff contributed to the project team, the support services and the development of resources for staff and students.

2. Formal programs in learning and teaching

UWS is committed to the development of the teaching skills of its academic staff, and programs in learning and teaching ensure that teachers at the University meet appropriate standards of professionalism. Major highlights of 2008 were the continuing success of the Foundations of University Learning and Teaching (Foundations) program for new academic staff and the continuing TDU contribution to Sessional staff induction.

Foundations of University Learning and Teaching program

The aim of the Foundations of University Learning and Teaching program is to help staff develop professionalism in their teaching. The key intended outcome is that staff will change from thinking that discipline expertise is sufficient for teaching at university to thinking that expertise in how to teach is also necessary to perform their role effectively.

Participation is compulsory for all new full-time teaching staff employed at the Associate Lecturer, Lecturer and Senior Lecturer levels where the appointment is for 12 months or longer.

The program is divided into three modules that run over two semesters and is equivalent in workload to one unit at the Masters level. It is offered twice a year in February and July. On satisfactory completion of the program staff receive a Certificate of Completion and are eligible for advanced standing equal to one unit in Deakin University's online Graduate Certificate of Higher Education <http://www.deakin.edu.au/arts-ed/courses/postgrad/higher-ed/>

Of 25 Foundations programs offered across the sector, the UWS Foundations program is one of 18 that articulate with a graduate professional qualification in higher education.¹

Key concepts

The key concepts taught in the program are student-focused teaching, constructive alignment and reflective practice. These concepts are the three most common and strongly interrelated concepts taught in academic development programs in Australia and the UK.² Staff develop expertise in how to actively engage their students in learning, including how to successfully plan and align their teaching. They learn that they can continue to develop their teaching through reflection on what works and why, and by engaging in scholarship of learning and teaching.

Evaluation

The program began in July 2007 and Module 1 – an ‘interactive’, intensive three day workshop – has been evaluated using a formal questionnaire each time the program has been offered. In July 2008 for example, on a 1-5 scale, the mean rating for the module supporting participants’ learning of key principles and deep thinking about important issues was 4.6. Comments from participants included:

“This module was great for people new to teaching/learning. I have learnt an immense array of skills/techniques that I am keen to put into practice this semester. I was initially hesitant at first to do this program but have found it to be an enriching and rewarding experience. Learning techniques/skills from others in the microteaching sessions was invaluable for me. A wonderful course that more academics should be encouraged to undertake in their career.”

¹ Australian Learning & Teaching Council's Preparing Academics to Teach in Higher Education (PATHE) Project.

² Kandlebinder, P. & Peseta, T. (2008). Key concepts for foundation subjects on higher education teaching and learning. *Presentation at Foundations Colloquium, Enhancing Quality*, 29-30 September, James Cook University, Townsville.

The inaugural graduation of the program was held in August 2008. Twelve graduates across six Schools received their Certificates of Completion. Ms Nikki Bromberger gave a Graduates' Address commenting that "Foundations taught me something much more valuable and of long term significance ... this process of reflection has enabled me, not to change my teaching style, but to use my particular style to improve my teaching".

Recently four graduates participated in an independently facilitated focus group about the quality of the Foundations program. Graduates highlighted the collegiality of the program, and thought that they had learned to focus less on simply covering discipline content and more on planning their teaching and making students' learning experience more active. As one participant commented:

"I was almost entirely content focused I think, I really didn't think about how I delivered information. And now I'm looking at the process and also planning ahead much more than I did."



July 2007 Foundations program graduation. Left to right: Michelle Moffitt, Aila Khan, Elizabeth Halcomb, Stuart Campbell (PVC Learning and Teaching) (back row), John Zhang (Head of Program, Engineering), Jacki Krahalov, Kathleen Peters, John Ingleson (DVC Academic and Enterprise) (back row), Nikki Bromberger (front), Elfriede Sangkuhl, Graham Hendry (Foundations coordinator) (back row), Marina Nehme, Mary Hardie (front), Rhonda Griffiths (Head of School, Nursing and Midwifery) (back row), John Juriansz, Aisha Slee (Foundations administrator), Steve Frost, Rosemary Thomson (Foundations facilitator), Janne Malfroy (Head, TDU). Not shown: Peter Cordina.

Based on data volunteered by Foundations graduates, early trends are that UWS Student Feedback on Unit evaluation surveys rose and remained high for these graduates during Foundations.

There are currently 18 staff completing the Foundations program, with a further 17 enrolled in February 2009. The program is well established as a successful induction for new UWS academic staff.

Induction to Learning and Teaching for new Sessional staff

To complement the Foundations program, Induction to Learning and Teaching for new Sessional teaching staff comprises a school-based mandatory three hour session focusing on:

- ◆ assessment;
- ◆ teaching large classes / teaching small classes; and
- ◆ student academic misconduct and minimising plagiarism.

Each of these topics is contextualised to the particular School concerned and to the group/s of sessional staff attending. New Sessional staff are paid to attend. Sessional Induction is conducted by teaching staff within the School, who bring their teaching experience and knowledge of the University to the induction.

TDU support for Sessional staff induction

TDU has prepared the following resources for distribution to each new Sessional staff member at Sessional Induction:

- ◆ **Teaching @ UWS 2008.** This booklet contains sections on: the learning and teaching environment at UWS; about learning and teaching; developing your academic career; and support services for learning and teaching.
- ◆ **UWS Tutors Guide.** The Tutors Guide contains sections on: getting started; understanding student learning; effective small group teaching and learning; e-learning; marking and giving feedback; evaluating and improving teaching, and evaluation resources.

Teaching @ UWS and the Tutors Guide are also available electronically, at http://tdu.uws.edu.au/qilt/01_teaching_uws/resources.htm

TDU has also prepared resources to assist School staff in preparing, conducting and evaluating Sessional Inductions:

- ◆ Framework for conducting School-based Induction to Learning & Teaching (developed collaboratively with School representatives);
- ◆ Evaluation form; and
- ◆ Participant list.

Additionally, TDU offers workshops in Autumn session each year to support School staff in planning Sessional Inductions, and provides consultations on request.

Distributed responsibility for implementing Sessional induction at UWS

Schools are responsible for organising Induction to Learning and Teaching, including notifying new Sessional staff about the Induction and organising payment to them. After the Induction is held, the School sends participant information (completed participant list and evaluation forms) to TDU for recording purposes. TDU reports to the PVC Learning & Teaching and to Heads of School on the number of staff attending Sessional Induction in each School.

3. vUWS management and support

A major role of TDU is the central management of the enterprise wide e-learning system at UWS. The e-learning system consists of Blackboard Campus Edition and integrated e-learning technologies such as voice-enabled communication and streamed lecture recordings. This environment is known as 'virtual UWS' or vUWS to students and staff, and over 90% of units have a vUWS presence. Figure 1 shows the number of taught unit sites per School in 2008. UWS students (in recent Student Satisfaction Surveys) have consistently rated their experience with vUWS as both high performance and high importance. Figures 2 and 3 show student hourly usage and weekly access rates for Spring session 2008.

Figure 1. The number of taught unit sites per School.

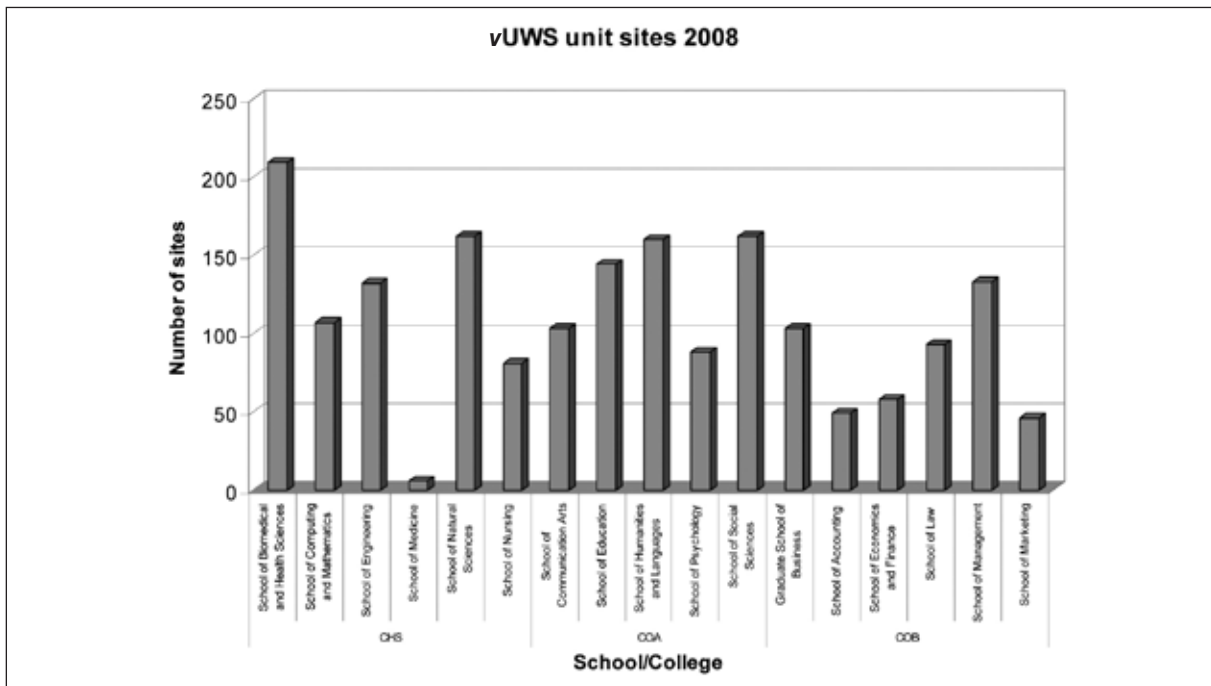


Figure 2. Student hourly usage of vUWS sites during Spring session 2008.

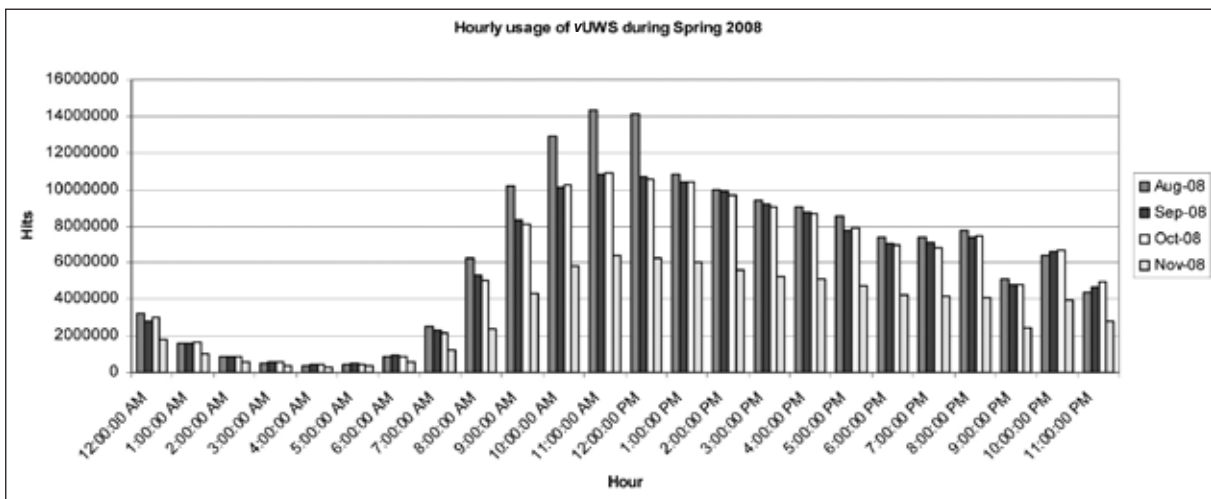
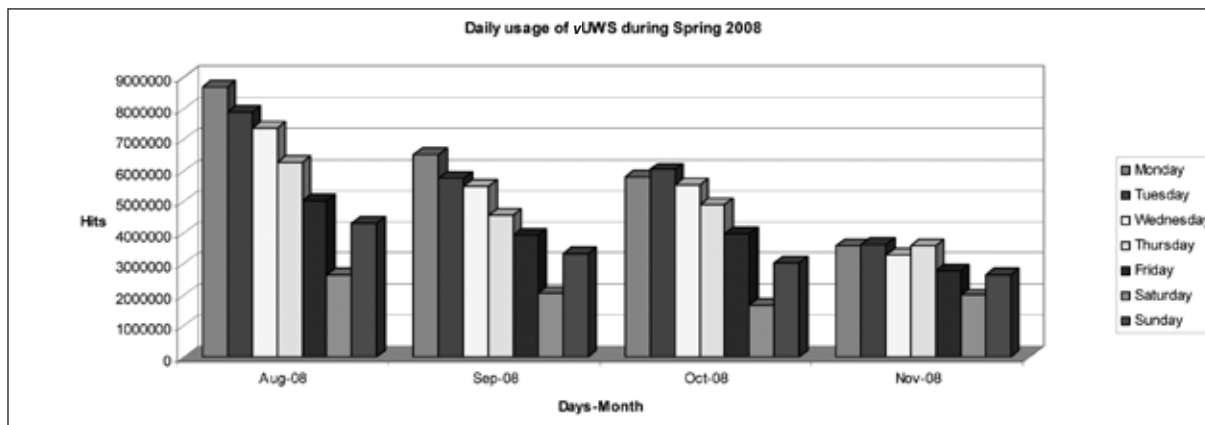


Figure 3. Student daily usage of vUWS sites during Spring session 2008.



The development, maintenance and management of the vUWS environment is performed by the E-Learning staff in TDU, in close partnership with key ITD staff and an external support agency who provide 24 hour, seven day priority support for vUWS. Given the depth of usage of the vUWS environment by staff and students, this partnership arrangement is critical to ensure ongoing reliability, robustness and capacity development to enable the vUWS environment to continue to meet the teaching and learning needs of the University.

System improvement

The upgrade to Blackboard Campus Edition version 8 was completed in December 2008 with all sites successfully migrated to the new environment. The vUWS environment now consists of three essential technical clusters:

- ◆ development environment where new technologies are trialed and evaluated;
- ◆ staging environment where testing of new releases is performed; and
- ◆ production environment which is the main vUWS system.

Built into these clusters is a disaster recovery facility resulting in greater stability and reliability for staff and students. As staff and students continue to use vUWS in collaborative and interactive ways, the capacity of the system to meet the demands is critical. In the course of 2008, new server nodes and a larger database server were deployed to the production environment providing greater stability to the system. The continual improvement of the e-learning system will provide opportunities for new initiatives and innovations in teaching and community partnerships.

As more and more programs and units blend face-to-face activities with effective use of ICTs and Web 2.0 technologies, the capacity and performance of vUWS needs to be carefully monitored to ensure the system provides high-level availability to students and staff. In April 2008, a support agreement was established with an external technology provider, NetSpot, to implement monitoring and measurement of the vUWS system, provide 24 x 7 priority system support and run regular health checks of the system in production.

The UWS Executive also endorsed two significant actions regarding the vUWS environment. Firstly, the establishment of a vUWS Capacity Management Plan that has been co-developed and implemented by TDU and ITD to match identified business goals and objectives with measurable targets that provide the impetus for service and system changes. Secondly, the establishment of a vUWS Advisory Group to lead and oversee the continual development and enhancement of e-learning at UWS.

Improving quality in e-learning

As discussed in Section 1 'Major teaching and learning initiatives', TDU has developed a set of Basic Standards and Advanced Standards to provide a usable framework for staff to self-review their vUWS sites and access staff development strategies to improve the quality of their sites. Additionally, a benchmarking study has been initiated late in 2008 with Griffith University to investigate, both quantitatively and qualitatively, a representative sample of sites from Autumn session 2008 to gauge the institutional uptake and quality of e-learning across UWS.

A key role of TDU is to develop the capabilities of academic staff in effectively integrating e-learning technologies into their units. Development activities use blended and fully online approaches that model good practice and allow lecturers to experience the system from a student's perspective. UWS is one of the leaders in adopting this approach which has been well received by staff. The approach also drew significant interest from other Universities when presented at the 2008 national Blackboard conference.

E-learning staff have also been working closely with academic staff on large scale e-learning initiatives:

- ◆ National Centre for Excellence in Islamic Studies (a consortium with Melbourne and Griffith Universities);
- ◆ Business Academic Skills (a large 2,000+ cohort of first year business students); and
- ◆ E-Nirimba (working with local high schools to improve the transition prospects of students to University using e-learning). Three workshops were run with a total of 12 secondary school staff.

TDU staff provide a comprehensive array of services to these initiatives including customised development activities, e-learning design expertise, and the graphic and web design of the vUWS sites.

Integral to the optimal use of e-learning technologies by students and staff is the availability of the E-Learning Service Desk and range of self-help resources. In 2008, the E-Learning Service Desk implemented a new telephony system which better manages the tracking and resolution of enquiries. New interactive resources were also developed in a range of formats such as instructional videos, podcasts and flash-based activities to provide flexibility in accessing support and assistance.

In 2008, a TDU staff member was appointed to the position of co-chair of a national body of Australian Universities who have implemented Blackboard Learning Management System. Overall, through the work of TDU, UWS is in a prominent position from which to lead and discuss issues relating to the technical, support, academic staff development and pedagogical aspects associated with an enterprise wide e-learning system.

4. Teaching development activities

Workshop program

The workshop program in 2008 focused on 'just-in-time' teaching development for academic staff, with many workshops provided in fully online or blended mode to maximise accessibility for staff located across the six campuses at UWS. Key areas of focus included e-learning and assessment.

E-learning workshops continue to support staff in acquiring and extending their e-teaching skills, with some offered in blended mode modelling online teaching practice, while other workshops were offered face-to-face. A summary of the e-learning workshop program is contained in Appendix B.

An important part of the workshop program has been providing customised workshops for School and program groups. These workshops supported School staff in implementing criteria and standards-based assessment, and planning or extending blended learning practice. School-based workshops are summarised in Appendix B.

A limited number of open-registration face-to-face workshops on assessment were also provided to academic staff in 2008, primarily for those who were unable to participate in School-based workshops. These workshops are also included in Appendix B.

TDU also designed and made available to staff two new fully online modules to support them in implementing the new Criteria and Standards-Based Assessment policy. The new modules: Module 1 'Writing clear learning outcomes' and Module 2 'Developing criteria and standards for assessment' have been used by 143 staff (Module 1) and 73 staff (Module 2), as at 31 December 2008. Further online modules on assessment (including 'Giving feedback on assessment tasks' and 'Designing assessment tasks') are currently being developed by TDU and will be released to staff in 2009.

Contributing to the Research Supervisor Development Program

TDU continued to work closely with the Office of Research Services to support the provision of the Research Supervisor Development Program, a mandatory program for all higher degree research (HDR) supervisors. In 2008, seven forums were organised and a total of 154 participants attended.

Professor Carey Denholm, University of Tasmania, led an excellent forum on 'Helping candidates to manage their distractions and maintain focus during candidature'. He also provided a complementary session for HDR candidates in the afternoon. Both sessions were very well received.

Four sessions were designed around critical issues facing HDR supervisors and were led by guest presenters from within UWS (see Appendix B). Topics covered included 'Effective writing feedback' (Claire Aitchison), 'Managing the confirmation of the candidature process' (Michael Atherton) and 'The socio-political context of the doctorate' (Christine Halse).

Two forums were organised to provide induction into HDR supervision practices and policies at UWS for new academics at UWS or for those new to HDR supervision.

Learning and Teaching Action Projects

Part of the UWS Action Plan for Learning and Teaching 2006–2008 was the provision of University funds for Learning and Teaching Action Projects (LTAPs) within the following five themes: 'Assessment for learning', 'Enabling initiatives', 'Engaged learning', 'Flexible and blended learning' and 'Transitions learning'. LTAPs that TDU continued to provide advice or consultancy for in 2008 included: 'Development of online level 1 language resources for the implementation of blended learning' (School of Humanities & Languages); 'Skilling clinical teachers to maximise learning for undergraduate nursing student clinical experiences' (School of Nursing and Midwifery); and 'Designing products to improve indigenous environmental health' (School of Engineering).

UWS Learning and Teaching Week

UWS Learning and Teaching Week was held in November 2008 across six campuses. The aims of the program were to highlight the achievements of teaching staff at UWS, to disseminate outcomes from LTAPs, and to showcase exciting new developments in teaching and learning practice at UWS. TDU staff presented 'Emerging technologies: Enhancing your vUWS site' at three campuses, with participants commenting that the most valuable things they gained from the session were an understanding of LAMS, Scholar, Wikis and how vUWS sites can be enhanced using freely available web-based software. TDU staff also contributed to the three sessions on 'Lectures Online'.

5. Engagement with the higher education community

One of the strategic priorities for TDU is to contribute, on behalf of the University, to several key organisations in the higher education sector. This interface provides opportunities for sharing excellent work, hearing from guest speakers and producing resources that address challenges in work practices by similar Units across the sector.

Australian Learning and Teaching Council (ALTC)

TDU has continued to play a key role in the University's relationship with the Australian Learning and Teaching Council (ALTC).

TDU contributed to the successful submission for a funded position through the 'Promoting Excellence Initiative' (PEI) and Associate Professor Janne Malfroy attended the inaugural meeting about the PEI functions in universities. The PEI position, taken up by Associate Professor Catherine Sinclair, is located in TDU but reports to the PVC Learning and Teaching. TDU continues to work closely with Associate Professor Sinclair to develop resources, provide workshops and support staff in applying for ALTC funding. TDU also contributes to the university advisory group that oversees submissions to ALTC and recommends capacity building activities.

On behalf of the University, Associate Professor Janne Malfroy has contributed to several ALTC funded activities including national surveys and projects, e.g., the National Graduate Attributes Symposium, and has also represented the University at the ALTC Teaching Award presentations.

Australasian Council for Open, Distance and E-Learning (ACODE)

TDU represented the University at each of the three meetings during 2008:

Theme	2008 Dates	Location	UWS Representative
Exploring open source for e-learning	27 – 28 March	University of Wollongong	L. Rankine
Institutional policies and frameworks supporting the effective use of technology for students, staff and the institution	19 – 20 June	Massey University	L. Rankine
Emerging technologies: Implications for policy and practice	17 – 18 November	University of Canberra	J. Malfroy

These meetings provide a forum to explore implementation issues associated with new e-learning initiatives and offer opportunities to review institutional resources, practices and policies. One of the substantial benefits is that staff from other universities often provide copies of newly developed resources which can be used in all institutions, saving considerable development time.

Council of Australian Directors of Academic Development (CADAD)

Theme	2008 Dates	Location	UWS Representative
Leadership and change	27 – 28 March	University of Tasmania	J. Malfroy
Evaluating effectiveness of Academic Development Units	24 – 25 November	ANU	J. Malfroy

For the March meeting at the University of Tasmania, Associate Professor Janne Malfroy recorded an interview with Professor Geoff Scott about his recent ALTC project on leadership. The November meeting, which included the AGM, worked on developing key performance indicators for academic development units.

Blackboard

Theme	2008 Dates	Location	UWS Representative
Australasian Vista & Campus Edition Users Group	2 May	Monash University	T. Bowring
Australasian Vista & Campus Edition Users Group	9 September	Blackboard Conference	K. Goldsworthy L. Rankine T. Bowring

At the September meeting of this group, elections took place for Chair of the Australasian Vista & Campus Edition Users Group. Kathie Goldsworthy was elected as co-chair with Paul Williams from Swinburne University of Technology.

Foundations Colloquium

Dr Graham Hendry attended the Foundations Colloquium hosted by James Cook University from 29-30 September in Townsville. This annual meeting aims to maintain a network for staff involved in coordinating institutional Foundations of University Teaching programs so that they can engage in constructive collaboration, share innovations and canvass common challenges. The Colloquium theme this year was Enhancing Quality and topics covered included sessional teaching (the RED Report), transition pedagogies for first year, web-based lecture technologies and key curriculum concepts for Foundations programs. At a session on the Preparation of Academics for Teaching in Higher Education project, Dr Hendry shared resources from our UWS Foundations program and these resources were adopted by the Colloquium as exemplars for the concept of 'student focused teaching'.

6. Research and Scholarship

In 2008 TDU staff engaged in a range of research and scholarship activities including publication in international refereed journals and national refereed conference proceedings. TDU staff are bolded in the following lists of author names.

Refereed journal articles

Hendry, G.D. Problem-based learning tutors' conceptions of their development as tutors. *Medical Teacher*, in press.

Hendry, G.D., & Ginns, P. Readiness for self-directed learning: Validation of a new scale with medical students. *Medical Teacher*, in press.

Hultberg, J., Plos, K., **Hendry, G.D.**, & Kjellgren, K. (2008). Scaffolding students' transition to higher education: Parallel introductory courses for students and teachers. *Journal of Further and Higher Education*, 32(1), 47-57.

Kjellgren, K.I., **Hendry, G.**, Hultberg, J., Plos, K. Rydmark, M., Tobin, G. & Saljo, R. (2008). Learning to learn and learning to teach—Introduction to studies in higher education. *Medical Teacher*, 30, e239–e245.

Lyon, P.M., McLean, R., Hyde, S., & **Hendry, G.** (2008). Students' perceptions of clinical attachments across rural and metropolitan settings. *Assessment & Evaluation in Higher Education*, 33(1), 63–73.

Nisbet, G., **Hendry, G.D.**, Rolls, G., & Field, M.J. (2008). Interprofessional learning for pre-qualification health care students: An outcomes-based evaluation. *Journal of Interprofessional Care*, 22(1), 57–68.

Thomson, R., & Wilson, G. (2008). Promoting staff learning about assessment through digital representations of practice: Evaluating a pilot project. *Australasian Journal of Educational Technology*, 24(2), 143–149.

Refereed conference papers

Correia, H., Malfroy, J., Griffin, T., Ireland, J., & Rankine, L. (2008). Quality in the e-landscape: A collegial and developmental approach. *Ascilite Conference, Melbourne, 30 November–3 December*.

Griffin, T., & Thomson, R. (2008). Evolution of blended learning in a large enrolment subject: What was blended and why? *Ascilite Conference, Melbourne, 30 November–3 December*.

Rankine, L., & Malfroy, J. (accepted). An institutional approach to embedding quality in e-learning: Developing staff capacity at UWS. *EDUCAUSE Australasia, Perth, 3–6 May 2009*.

Conference presentations

Bowring, T., Goldsworthy, K., & Rankine, L. (2008). Practicing what we preach: Empowering academic staff to be effective e-learning educators. *Bb World Asia Pac, Adelaide, 8–10 September*.

Halse, C., & **Malfroy, J.** (2008). The 'professional supervisor': (Re)describing the work of supervision. *Quality in Postgraduate Research Conference, Adelaide, 17–18 April*.

Rankine, L., & Malfroy, J. (2008). Implementing quality standards enterprise-wide using the CE Licence. *Bb World Asia Pac, Adelaide, 8–10 September*.

Stewart, L., Mannix, J., Goldsmith, M., Smith, A., Bourgeois, S., & **Thomson, R.** (2008). Skilling clinical teachers to maximise undergraduate nursing student clinical experiences. *Celebrating Professional Excellence in Nursing, RCNA Annual Conference, Perth, September 25–27.*

Thomson, R., Chan, S., & Armstrong, S. (2008). Developing an assessment resource: Providing for staff what we want them to provide for students. *Engaging Communities: HERDSA Conference, Rotorua, New Zealand, 1–4 July.*

Handbooks

Armstrong, S., Chan, S., Malfroy, J., & Thomson, R. (2008). *Assessment guide: Implementing criteria and standards-based assessment.* University of Western Sydney.

Thomson, R., & Goldsworthy, K. (2008). *UWS tutors guide.* University of Western Sydney.

Wilson, G., **Thomson, R., & Malfroy, J.** (2008). *Teaching@UWS.* University of Western Sydney.

Peer review of conference papers and journal articles

Additionally, TDU staff peer reviewed for the following conferences and journals:

- ◆ ASCILITE conference 2008
- ◆ HERDSA conference 2008
- ◆ Australasian Journal of Educational Technology
- ◆ Assessment and Evaluation in Higher Education
- ◆ Higher Education
- ◆ International Journal for Academic Development
- ◆ Journal of University Teaching and Learning Practice

7. Committees and Governance

TDU staff contribute to a significant array of University committees and other groups, as summarised in Table 1.

Table 1. TDU staff involvement in UWS committees.

Level	Committee name	TDU staff
UWS Committees	UWS Senate Education Committee	J. Malfroy
	UWS Research Studies Committee	J. Malfroy (observer)
	LTAP Steering Committee	J. Malfroy
	vUWS Advisory Committee	J. Malfroy, L. Rankine
	IT Desktop and Collaboration Committee	L. Rankine
	IT Management Committee	L. Rankine
	Vice-Chancellor's Excellence Awards Panel in the category of Teaching	J. Malfroy
	ALTC Liaison Group	J. Malfroy
College Committees	College of Health Sciences EAP Committee	S. Chan J. Malfroy
	College of Arts EAP Committee	R. Thomson
	College of Business EAP Committee	G. Hendry
	College of Arts Teaching Excellence Awards Panel	J. Malfroy
	College of Business Teaching Excellence Awards Panel	J. Malfroy
Divisional Committees	Academic and Services Division OH&S Committee	T. Bowring
	Teaching Fellows meetings	J. Malfroy
	E-Nirimba Working Party	L. Rankine, K. Goldsworthy, T. Bowring
	Developing Quality vUWS Sites Advisory Group	J. Malfroy, L. Rankine, T. Bowring, H. Correia, T. Griffin, J. Ireland

Appendix A

Staff profile

Teaching Development Unit	
Associate Professor Janne Malfroy	Head, Teaching Development Unit
Jodie Clark	Administration Officer
Aaisha Slee (casual, part-time)	Project Officer, Foundations
Maria Glaros (casual, part-time)	Research Assistant
Academic development	
Dr Graham Hendry (from April)	Senior Lecturer in Higher Education
Rosemary Thomson	Lecturer in Higher Education
Sandii Chan (until September)	Lecturer in Higher Education
Dr Helen Correia (seconded from School of Psychology)	E-Learning Lecturer in Higher Education
Dr Tim Griffin (seconded from School of Social Sciences)	E-Learning Lecturer in Higher Education
Jennifer Ireland (seconded from School of Law)	E-Learning Lecturer in Higher Education
E-Learning	
Lynnae Rankine	E-Learning Manager
Kathie Goldsworthy	E-Learning Systems Administrator
Elizabeth Black (from November)	E-Learning Projects Coordinator
Tom Bowring	E-Learning Staff Developer
Deney Bernacer	E-Learning Systems Officer
Daniel Collins	E-Learning Media Developer
Sheikh Faruque	E-Learning Systems Officer
Le Hoa Phan (from December)	E-Learning Designer
Pamela Nievas (casual, part-time)	E-Learning Services Officer
Hermey Cortez (from November)	Graphic Designer (Internship and contract)
Pauline Haber (until October, casual, part-time)	Learning Designer (Internship)
E-Learning Systems Project 2008	
Caroline Croxford (May - August)	Special Projects Coordinator
Stephen Vajnar (until December)	Services Officer
Elke Watson (until October, casual)	Services Officer

Appendix B

Workshop and session summary

Topic / Focus	Teaching Development Activities	No. Sessions	No. Attended
	2008 Advertised Program / Open Workshop		
Foundations of University Learning and Teaching	Foundations of University Learning and Teaching – Module 1 (February and July)	2	18
	Foundations of University Learning and Teaching – Module 2 (February and July)	2	18
	Foundations of University Learning and Teaching – Module 3 (July 2007 and February)	2	18
Research Supervisor Development (Forums)	RSF – Guest Speaker: Claire Aitchison	1	18
	RSF – Guest Speaker: Prof Carey Denholm	1	23
	RSF – Guest Speaker: Prof Christine Halse	1	18
	RSF – Guest Speaker: Prof Michael Atherton	1	49
	RSF – Induction to UWS HDR Supervision	1	16
	RSF – Inexperienced HDR Supervisors	2	30
Teaching Development (Small group sessions)	Developing Assessment Criteria and Standards	2	14
	Designing Assessment of Online Discussions	1	5
	Designing Assessment Tasks	1	5
	E-Moderating	1	5
Using vUWS (Includes small group sessions and campus-based clinics)	Designing Assessment of Online Discussions	1	5
	Designing for Communication in vUWS – BLENDED	2	10
	E-Learning@UWS – ONLINE	9	27
	Face-to-Face Service Desk Support Session	20	80
	Getting Started in vUWS: (New Users) – ONLINE	10	102
	Groups Assignments & Assessments in vUWS – BLENDED	2	11
	Introduction to Podcasting clinic	2	36
	Jazzing up your vUWS site	1	15
	Managing Student Data in vUWS	2	17
	Presenting & Managing Content in vUWS – BLENDED	3	17
	Sourcing Digital Content	1	8
	Understanding Basic vUWS Standards	2	16
Using HTML in vUWS clinic	3	17	

	2008 Customised College and School-based sessions		
Aligning assessment	School of Natural Sciences	1	8
Implementing Criteria and Standards-Based Assessment	<i>College of Arts</i>		
	Aboriginal Rural Education Program	1	3
	School of Communication Arts – Music	1	5
	School of Communication Arts – Communications	1	8
	School of Communication Arts – Design	1	10
	School of Education	1	40
	School of Humanities and Languages – Languages	1	5
	School of Humanities and Languages – Bachelor of Humanities staff	1	12
	School of Social Sciences – Heads of Program and coordinators of core units	2	15
	School of Social Sciences – Community and Social Work	1	6
	<i>College of Business</i>		
	School of Accounting	1	20
	School of Economics and Finance	1	16
	School of Law	3	20
	School of Management	1	8
	<i>College of Health and Science</i>		
	College School Learning and Teaching Fellows	2	22
	School of Computing and Mathematics	1	20
School of Natural Sciences	1	8	
Large group teaching	School of Medicine	1	10
Small group teaching	School of Marketing	1	5
Using vUWS	School of Education	2	22

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Teaching Development Unit
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