



University of
Western Sydney

Bringing knowledge to life

Annual Report 2009

Teaching Development Unit

teaching

UWS

learning

assessment

academic partnerships

supporting

workshops

initiatives

e-learning

programs

Teaching Development Unit
Building BXa, Werrington South
Penrith Campus
The University of Western Sydney
Locked Bag 1797 Penrith South DC 1797 NSW Australia
Telephone: 9852 5175 Facsimile: 9852 5191 Email: contact-tdu@uws.edu.au

Contents

Year in review.....	5
1. Institutional learning & teaching initiatives.....	6
Learning Guides / Criteria and Standards-Based Assessment project.....	6
Support for implementing the Assessment and Learning Guides Policies.....	7
College of Business Good Practice Guides.....	7
Basic Standards for E-Learning Sites.....	8
Lectures Online.....	8
E-Learning research studies.....	8
E-Nirimba Working Party.....	9
Education Technology Preparation program.....	9
Discussion Papers.....	10
Update of Quality in Learning and Teaching website.....	10
2. Formal programs in learning and teaching.....	11
Foundations of University Learning and Teaching program.....	11
Key concepts.....	11
Evaluation.....	11
Induction to Learning and Teaching for new Sessional staff.....	13
Academic Leadership program for UWS Heads of Program.....	14
3. vUWS management and support.....	15
System improvement.....	16
Benchmarking e-learning use.....	17
Improving quality in e-learning.....	17
4. School-based partnerships.....	18
School of Marketing.....	18
School of Biomedical and Health Sciences.....	18
School of Social Sciences.....	18
School of Computing and Mathematics.....	19
5. Teaching development activities.....	20
Online module: Introduction to blended learning.....	20
Workshop program.....	20
Contributing to the Research Supervisor Development Program.....	21
6. Engagement with the higher education community.....	22
Australian Learning and Teaching Council (ALTC).....	22
Australasian Council for Open, Distance and E-Learning (ACODE).....	22
Council of Australian Directors of Academic Development (CADAD).....	23
Blackboard Community.....	23
Foundations Colloquium.....	23
7. Research and Scholarship.....	24
Refereed journal articles.....	24
Refereed conference papers.....	24
Conference presentations.....	25
Handbooks.....	25
Peer review of conference papers and journal articles.....	25
Thesis examination.....	25
8. Committees and Governance.....	26
Appendix A.....	27
Staff profile.....	28
Appendix B.....	28
Workshop and session summary.....	28
2009 Advertised Program / Open Workshops.....	28
2009 Customised College and School-based sessions.....	29

Year in review

This Annual Report provides an overview of the teaching and learning initiatives managed by the UWS Teaching Development Unit (TDU) in 2009.

Some of the key highlights for TDU were:

- ◆ providing advice and feedback to support the ongoing implementation of the Criteria and Standards-based Assessment Policy and Unit Outlines and Learning Guides Policy, including School-based partnerships
- ◆ conducting a small research study into how assessment expectations were communicated to students in Level One units, in Autumn Session 2009
- ◆ leading the initial phase of School-based implementation of the Basic Standards for E-Learning Sites
- ◆ continuing success of the Foundations program and contributions to Sessional Induction and resources
- ◆ providing an excellent e-learning system for students and staff
- ◆ learning and teaching partnership projects with several Schools
- ◆ successful support for teaching awards, both internal and external (ALTC) with outstanding results by UWS staff
- ◆ redesigning the Quality in Learning and Teaching (QILT) website
- ◆ continuing our contributions to conferences and journals and continuing research and scholarly outcomes
- ◆ representing UWS at national committees (e.g., ACOE, CADAD, Blackboard), ALTC projects and symposia.

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

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

Associate Professor Janne Malfroy
Head, Teaching Development Unit

1. Institutional learning & teaching initiatives

The Teaching Development Unit (TDU) contributes to the implementation of key strategic objectives of the University, in alignment with the UWS Strategic Learning and Teaching Plan 2009 – 2011. In 2009, TDU continued supporting the implementation of the assessment and learning guides policies as well as initiating projects to improve the quality of e-learning experience for students and the quality of e-learning sites. These initiatives contribute to improving teaching practice across the whole institution.

Learning Guides / Criteria and Standards-Based Assessment project

In 2009, the Teaching Development Unit conducted a small research study to investigate how assessment expectations had been communicated to students via Learning Guides (LGs) in Level One units in Autumn Session 2009. Autumn Session 2009 was the first session of implementation of both the Assessment Policy – Criteria and Standards-Based Assessment, and the Unit Outline and Learning Guides Policy.

Ninety-five Level One Learning Guides from across the three Colleges were reviewed. These LGs contained 312 assessment tasks including exams, tests, essays, reports, journals, research tasks, translations, practical class tasks, presentations, class participation, and group projects.

Teaching and learning literature shows that assessment expectations are clearest when:

1. There is alignment between learning outcomes and type of assessment task;
2. Assessment briefing instructions are provided to students;
3. Criteria and standards are provided to students;
4. Exemplar(s) of student work are provided to students.

Selected findings from the study showed that:

- ◆ 66% of unit LGs had observable and measurable learning outcomes (specifying what students will be able to do at the successful completion of the unit);
- ◆ 66% of assessment tasks showed clear alignment between learning outcomes and type of assessment used (58% for tests and exams; 72% for all other types of assessment);
- ◆ 86% of assessment tasks provided briefing instructions for assessment tasks;
- ◆ 75% of assessment tasks provided criteria and/or standards;
- ◆ 48% of assessment tasks provided a rationale for the task;
- ◆ 17% of assessment tasks provided or referred to the provision of exemplars in the unit's vUWS site.

The extent of communication of criteria and standards showed a concerted effort to support student learning and a conscientious implementation of the two new policies. It is expected that as academic staff become more experienced with criteria and standards-based assessment, more learning guides will communicate a full range of assessment information. Continuing support from central and School teams will assist academics in refining and aligning learning outcomes and criteria and standards, and extending the range of ways in which assessment expectations can be conveyed to students, such as the use of exemplars.

Support for implementing the Assessment and Learning Guides Policies

In 2009, TDU continued to provide support to School staff for the implementation of two new policies relating to Criteria and Standards-Based Assessment (CSBA), and Unit Outline and Learning Guides (UOLG). TDU also worked with staff through organised School-based projects incorporating a focus on assessment and with School or Program groups developing or refining criteria /standards and learning guides for Spring Session 2009 and Autumn Session 2010 (see Section 4. School-based partnerships). TDU also continued the partnership with the College of Health and Science School Learning & Teaching Fellows initiative, focusing on supporting College staff to implement CSBA.

In addition, the TDU publication 'Assessment Guide: Implementing criteria and standards based assessment' was made available electronically through the Teaching Development Unit web site at www.uws.edu.au/tdu. Hard copies of the Guide were provided to all new academic staff commencing at UWS in 2009 and continue to be provided on request to Schools.

College of Business Good Practice Guides

Academics in the College of Business joined with Teaching Development Unit staff to develop guides describing easy to use teaching tips for new academics and sessional staff. These double sided handouts focus on simple strategies than can be adopted to improve teaching quality and complement the other more formal guides that TDU publishes. The guides are an excellent demonstration of quality in learning and teaching at UWS as they draw on some good practice examples from teaching staff in the College of Business. The project team finalised two guides in 2009 which will be made available to staff in 2010, when four additional guides will be developed and distributed.

College of Business & Teaching Development Unit 2009

UWS

College of Business
Good Practice Guide

Giving guidance and feedback for learning

How can you make the process of giving student feedback more efficient? How can your students actually use your feedback? How can you engage your students more? Here's how ...

Manage expectations: 'Feed forward'

- Select typical good and poor examples of past students' work – exemplars – and show them to students in class. (You will need past students' permission.) Discuss with the class the reasons why the exemplars are good or not so good.
- Set aside more time if you can, for groups of students to discuss and mark the exemplars in class, using your assessment criteria and standards in your Learning Guide. Discuss groups' marks, grades and the marks/grades that were actually given.
- Summarise your feedback from last year into key things that all students did well, and key things that all students could do to improve. Discuss this feedback with the class before they do their assessment task.
- Ask students to mark their own assessment in accordance with the 'marking guide' and hand this in with their assessment task. They can then compare this with the marker's results to help them identify 'expectation' gaps. This also encourages students to use the marking guide/assessment criteria & standards when completing their assessment task.

Rationale:
Exemplars convey to learners the quality of work that you expect the 'nothing else can'. Students are motivated to produce their own work when they see how others have successfully attempted the task. Through discussion students create a deeper understanding of your expectations.

Practical strategies that work

Use different methods of giving feedback

- For comments that you write often about important criteria for an assessment task, develop a code (e.g. a letter or symbol) that corresponds to each comment. Then, only write the code on students' work, and give students a glossary: the list of codes with the matched comments (including concrete suggestions about how to improve). This saves time and allows you to write individualised comments.
- Speak to the whole class about things that everyone did well and key things that all students can do to improve before you return their marked assignments. Record your feedback and make it available as a podcast on UWS. Email recordings of individual feedback to students.

Rationale:
Students make more use of feedback when it is delivered soon after the assessment.

Focus feedback on how students can improve

- Start a written feedback comment with a clear statement about an important criterion that a student did well. Then write a statement about an important thing in their work that they could improve, and suggest clearly how they might do this. Avoid being vague and overly critical.
- Stage your assessments so that the feedback you write on the first task can be used by students to improve their performance on the next task.
- Provide written feedback/possible solutions on UWS.
- Explain the answers in the tutorial/lecture.

Rationale:
Positive builds students' self-esteem and motivates them to engage with future tasks. Students value feedback that empowers them and helps them to improve.

Giving guidance and feedback for learning (front)

Case Studies

Case Study 1
Ian Hamilton, School of Accounting

Unit: Financial Statement Analysis: UG (80-100 students per session) & PG (25-35 students per session)

- Manages expectations by orally communicating summary feedback from previous sessions.
- Uses staged assessment tasks through graded progress checks throughout the semester. Feedback provided is used by students to improve performance on the next task.
- Students submit their assessment tasks electronically. Feedback is provided by inserting comments into the electronic document. The comments inserted are an abridged version of a lengthier explanation and are coded appropriately in a glossary which is distributed to all students. An example of an abridged explanatory comment may be "run-on sentence", with the glossary including the full explanatory comment: "The sentence may be too wordy and long-winded and/or discuss too many ideas. Break it up using a full stop or semi-colon".
- Feedback is provided electronically to students within two weeks of assessment submission.

Student Comments:

"I found all assessments valuable and learned a great deal that I will find helpful for my career."

"The teacher was also quick in marking the assessments and giving them back quickly."

"(Best aspect) Assessment tasks. A lot of the marks were spread out to learn different aspects with fair spread of marks."

Case Study 2
Girjeshankar Mallik, School of Economics and Finance

Unit: Introduction to Economic Methods. (200-300 students per session)

- Weekly tutorial questions assist in preparing students for major assessments such as mid-semester exam.
- Timely feedback of mid-semester exam (within one week).
- Puts the answers of the tutorial questions on uWS after giving proper feedback during the lecture/tutorial.
- Available to the students for consultation/additional individual feedback.
- Allocates one hour of tutorial time (the week the assessment is returned) to provide detailed feedback to students about each question in the mid-semester exam.
- Detailed feedback includes discussing common errors that students have made and working through the solutions to the mid-semester exam paper.

Student Comments:

"Well planned out, easy to understand and do the exams."

"Well taught, problems were worked through and explained."

"Fair assessment tasks not too challenging, not too easy."

References:

• Sadler R.D. (2002). Ah! ... So that's 'quality'. In P. Schwartz, & G. Webb (Eds.) *Assessment: Case studies, experience and practice from higher education* (pp. 120-130). London: Kogan Page.

• Hendry, G.D., Bromberger, N., & Armstrong, S. (in press). Constructive guidance and feedback for learning: The usefulness of exemplars, marking sheets and different types of feedback in a first-year law subject. *Assessment & Evaluation in Higher Education*.

• Ruet, C., Price, M. & O'Donovan, B. (2003). Improving students' learning by developing their understanding of assessment criteria and processes. *Assessment and Evaluation in Higher Education*, 28(2), 147-164.

• Carlisle, D. (2006). Differing perceptions in the feedback process. *Studies in Higher Education*, 31(2), 219-233.

• Nicco, D.J., & MacLachlan-Clark, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-210.

• Walker, M. (2009). An investigation into written comments on assignments: Do students find them usable? *Assessment & Evaluation in Higher Education*, 34(1), 67-78.

• Weaver, M.R. (2008). Do students value feedback? Student perceptions of tutors' written responses. *Assessment & Evaluation in Higher Education*, 31(3), 379-394.

• France, P. (2001). Using feedback to help students to learn. *The Higher Education Academy*. Retrieved 25 March, 2009, from <http://www.heacademy.ac.uk/assets/het/documents/resources/feedback/feedback/feedback.pdf>

• Roberts, S.J. (2006). Podcasting feedback to students: Students' perceptions of effectiveness. *The Higher Education Academy*. Retrieved 27 July, 2009, from http://www.heacademy.ac.uk/assets/het/documents/case_studies/case125_podcasting_feedback.pdf

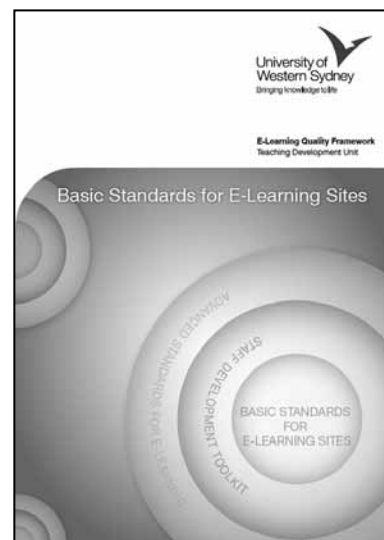
Version 1, 2009 <http://www.uws.edu.au/business/goodpracticeguides>

Designing 'in class' group work to promote intercultural learning (back)

Basic Standards for E-Learning Sites

In 2009, TDU continued an extensive project to improve the quality and standard of all e-learning sites. The implementation process is School based, requires Head of School sponsorship and relies on a range of implementation strategies, including information sessions, program workshops, small group meetings and follow-up evaluation of sites. The booklet 'Basic Standards for E-Learning Sites' has provided staff with tools and tips for self review to ensure consistency with the following four standards:

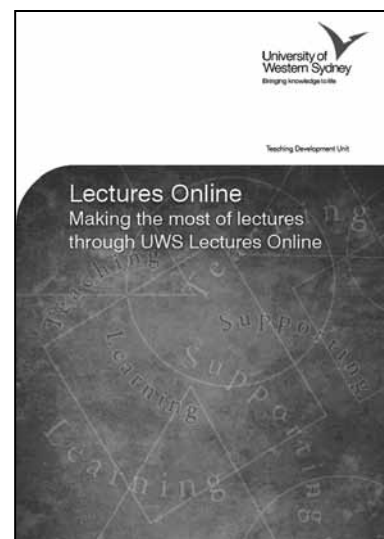
1. organization and appearance;
2. consistency and compliance;
3. appropriate use of tools;
4. learner resources and supports.



This project will continue in 2010 using similar rollout strategies. TDU will continue to conduct surveys of all UWS' online learning system (vUWS) sites to measure success in implementation of the Basic Standards.

Lectures Online

Lectures Online is a recently introduced technology at UWS that captures lecture theatre screen content and audio. After an initial pilot, this system was made available to the wider university community in 2009. There are now 47 locations across UWS enabled to use this lecture capture system and there is an increasing use by staff and access by students. With increased awareness of, and confidence with, the system, students will have added flexibility in their access to learning resources.



E-Learning research studies

The Teaching Development Unit commenced several studies in 2009 that will build a comprehensive picture about student experiences of learning and the role of technology in their university experience. TDU staff have been collating tracking data for several years and can report on the changing levels of use, range of tools used, and timing of use.

In order to build on this data and to obtain a richer picture of student use and engagement with technology enhanced learning, TDU commenced discussions with Macquarie University and the University of Technology, Sydney (UTS) to develop a new survey tool that explores the association between technology enhanced education and learning. This survey was trialled at Macquarie University late in 2009 and will be made available to UWS for use in 2010.

TDU also led a small research study, co-ordinated by Dr Guy Curtis (on secondment from the School of Psychology to TDU in 2009), into first year Psychology students' experiences of technology. Dr Curtis interviewed 50 first year students and the results will be made available as part of a larger report in 2010. TDU hopes to expand this study next year.

Education Technology Preparation program

In partnership with the Student Learning Unit, the Library, and Information Technology Services, a new program called Education Technology Preparation (ETP) was developed in 2009 to familiarise students with the technology environment at UWS in either a fully online vUWS site or through a facilitated workshop. Students in the program have the opportunity to engage in online library research tasks, understand how to use the computer lab facilities, understand how to use vUWS, and where to access additional support. The program includes broader academic skill preparation, such as hands-on practice in note taking whilst listening to an interview podcast on avoiding plagiarism and a lecture recording on sustainability, and writing a summary and peer review online via the discussion forum.

The ETP project is a new initiative funded by the UWS Higher Education Equity Program (HEEP) and highlights the collaborative work from key teams to provide quality first year transition programs to new students. Feedback from students in the pilot of this program indicates that a one-stop educational technology preparation program is valuable to new students. A poster on the pilot of the program was presented at the Ninth Biennial Conference of the Association for Academic Language and Learning, the University of Queensland, 26-27 November, 2009. The program will be available to all new UWS students from 2010.

The 2009 ETP Project Team



Left to right: Patrick Grierson, Cliff Mitchell, Margaret Pavincich, Kathie Goldsworthy and Dai Fei Yang

E-Nirimba Working Party

The E-Nirimba Working Party has been an ongoing partnership between institutions on the Nirimba Education Precinct for a number of years through a common focus on e-learning. The Teaching Development Unit has continued its commitment to the sharing of knowledge and skills in this area during 2009.

On 16 November 2009 an E-Learning Expo was held at the Precinct with sessions conducted by each of the institutions to demonstrate innovative ways that technology is being used to enhance student learning. E-Learning Manager Lynnae Rankine and E-Learning Systems Administrator Kathie Goldsworthy facilitated the Keynote session which included an overview of the status of e-learning at UWS and a panel

discussion with representatives from the four other institutions: Terra Santa College, Wyndham College, Nirimba College and UWS College. Staff from the Teaching Development Unit attended the Expo along with staff from the School of Education and the Office of the Pro-Vice-Chancellor (Learning and Teaching).

Discussion Papers

TDU staff researched and wrote several key discussion papers for senior UWS staff this year.

Title	Audience	Authors
Mid-career academic programs	Senior Executive	Janne Malfroy & Graham Hendry
Engaged Learning Framework-a response	Senate Education Committee	Janne Malfroy & Rosemary Thomson
iTunesU	vUWS Advisory Group	Lynnae Rankine & Ian Olney
E-Learning Futures	vUWS Advisory Group	Lynnae Rankine & Kym Morris

Update of Quality in Learning and Teaching website

The Quality in Learning and Teaching (QiLT) website is designed to showcase excellence in learning and teaching at UWS. This year TDU re-designed the appearance and structure of the site and reviewed and updated the content. The QiLT site has already been used to highlight the outstanding results in ALTC Teaching Awards, both at Citations level and at Teaching Excellence level, for UWS teaching staff.



The QiLT site at <http://tdu.uws.edu.au/qilt>

2. Formal programs in learning and teaching

UWS is committed to the development of the teaching skills of its academic staff and the formal programs offered at UWS in learning and teaching ensure that teachers meet appropriate standards of professionalism. Major highlights of 2009 were the continuing success of the Foundations of University Learning and Teaching 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 (Foundations) program is to help staff develop professionalism in their teaching. 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 Foundations program comprises three modules:

- Module 1: Teaching Skills Workshop, enabling academics to prepare their teaching and to begin their own exploration of teaching, learning and assessing in higher education;
- Module 2: Reflective Practice, based on cycles of peer observation, feedback and reflection;
- Module 3: Negotiated Project, focusing on the scholarship of teaching and learning applied to the participant's own teaching context.

The program runs over two semesters and is offered twice a year, commencing 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 (www.deakin.edu.au/arts-ed/courses/postgrad/higher-ed/).

Key concepts

The key concepts taught in the program are student-centred teaching and learning, constructive alignment and reflective practice. 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 each time the program has been offered a formal questionnaire has been used to evaluate Module 1, which is an interactive, intensive, three day workshop. The program is always highly rated and in 2009, the mean rating (on a 1-5 scale) for the module was: February 2009 – 4.4; July 2009 – 4.7.

Comments from participants included:

The aspects dealing with 'surface' versus 'deep' learning and the emotional effects of learning were extremely useful and relevant.

The session on 'microteaching', while challenging and nerve-wracking, was also extremely useful and transformative, teaching me the significance and value of peer feedback that is constructive.

Excellent module all round and extremely professional.

Based on data volunteered by Foundations graduates, early trends are that UWS Student Feedback on Unit (SFU) evaluation surveys rose and remained high for these graduates during Foundations. The program is well established as a successful induction to learning and teaching for new UWS academic staff.

In 2009, these graduates received their Certificates of Completion:

Peta Sharrock, School of Nursing & Midwifery
Sansnee Jirojwong, School of Nursing & Midwifery
Lucie Ramjan, School of Nursing & Midwifery
Cathy Attard, School of Education
Kerry Butler, School of Education
Jana Kokkinos, School of Education
Michael Tyler, School of Psychology
Liesel Spencer, School of Law
Megan Thompson, School of Marketing
Jann Karp, School of Social Sciences
Antonio Lauto, School of Biomedical & Health Sciences
Simon Myers, School of Biomedical & Health Sciences
Colin Stack, School of Biomedical & Health Sciences
Mark Temple, School of Biomedical & Health Sciences

There are currently 28 staff completing the Foundations program, with a further 22 enrolled in February 2010.



February 2009, Module 1, Foundations program

Left to right (back): Chyi Lin Lee; Shameran Slewa-Younan; Adrian Carton; Michael Kennedy; Quang Nguyen; Simon Chapple; Selim Akhter; Mamun Billah; Graham Hendry (then Foundations Coordinator); Joanne Ross; Alan Lem; (front): Janne Malfroy (Head of TDU); Elvianna Dorante-Day; Olayide Ogunsiji; Sabine Piller; Rosemary Thomson (Foundations Facilitator); Connie Vitale; Sharne Simmons; Kimberly Ferlauto, Ian Olney (Foundations Facilitator). Not shown: Heather MacDonald



July 2009, Module 1, Foundations program

Left to right (back): Xinqun Zhu; Daniel Johnston; Jennifer Marshall; Greg Hughes; Aaron Seymour; Graham Hendry (Foundations Coordinator); Markus Riegler; (front): Sharon Hillege; Katrina Sandbach; Irina Dedova; Milissa Deitz; Rosemary Thomson (Foundations Facilitator); Aisha Slee (Foundations Project Officer); Ian Olney (Foundations Facilitator). Not shown: Kathryn Nicholson Perry

Induction to Learning and Teaching for new Sessional staff

Each year, the Teaching Development Unit works collaboratively with Schools to provide an Induction to Learning and Teaching for new Sessional teaching staff, which is based on a School-based mandatory three hour session focusing on:

- ◆ assessment;
- ◆ teaching large classes / teaching small classes;
- ◆ 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. TDU prepares resources to assist School staff in preparing, conducting and evaluating sessional inductions:

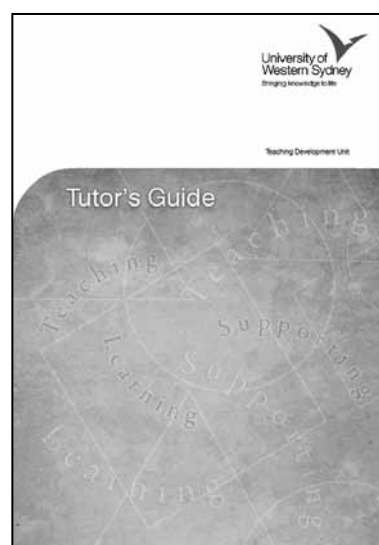
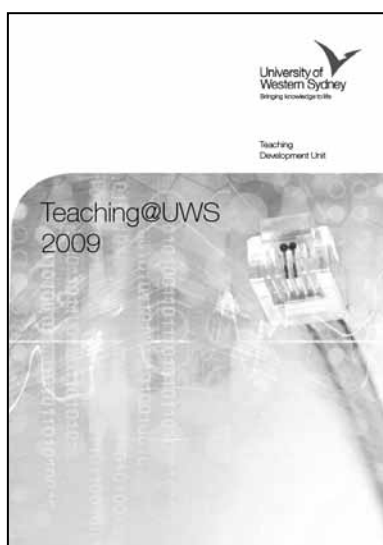
- ◆ Framework for conducting School-based Induction to Learning & Teaching (developed collaboratively with School representatives);
- ◆ Evaluation form;
- ◆ Participant list.

Additionally, TDU provides consultations on request to support School staff in preparing and conducting sessional induction. After the induction is held, the School sends participant information (completed participant list and evaluation forms) to TDU for recording purposes. In 2009, TDU provided a report to the PVC Learning & Teaching and to Heads of School on the number of staff attending sessional induction in each School.

In addition to other publications, TDU also provides the following resources for distribution to each new sessional staff member at sessional induction:

- ✦ **Teaching @ UWS** 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.
- ✦ **Tutor's 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 Tutor's Guide are also available electronically, at www.uws.edu.au/tdu



Academic Leadership program for UWS Heads of Program

The Teaching Development Unit is collaborating with the Professional Development Unit to provide the Academic Leadership program for Heads of Program (HOPs). The program was developed by Professor Tricia Vilkinas, Associate Professor Betty Leask and Associate Professor Richard Ladyszewsky, under the auspices of the Australian Learning & Teaching Council (ALTC).

Fifteen HOPs from across the three Colleges are participating in the inaugural program, which commenced in September 2009.

Participation in the Academic Leadership program involves attendance at three workshops, completion of the Integrated Competing Values Framework 360 degree feedback tool, and development of a personal action plan focused on working towards the achievement of a designated project. Personal action plans enable participants to build their strengths further and/or to work on strengthening some of the gaps in their leadership capabilities. A comprehensive resource book is provided for each participant. The Academic Leadership program will be evaluated by participants in 2010.

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 streamed lecture recordings and wikis. This environment is known as 'virtual UWS' or vUWS to students and staff, and over 93% of units have a vUWS presence. UWS students (in recent Student Satisfaction Surveys) have consistently rated their experience with vUWS as both high performance and high importance.

The following tables show overall site numbers and patterns of usage. Figure 1 shows the number of taught unit sites per School in 2009. Figures 2 and 3 show student hourly usage and weekly access rates for Spring session 2009, and are reflective of full year statistics.

Figure 1. The number of taught unit sites per School in 2009.

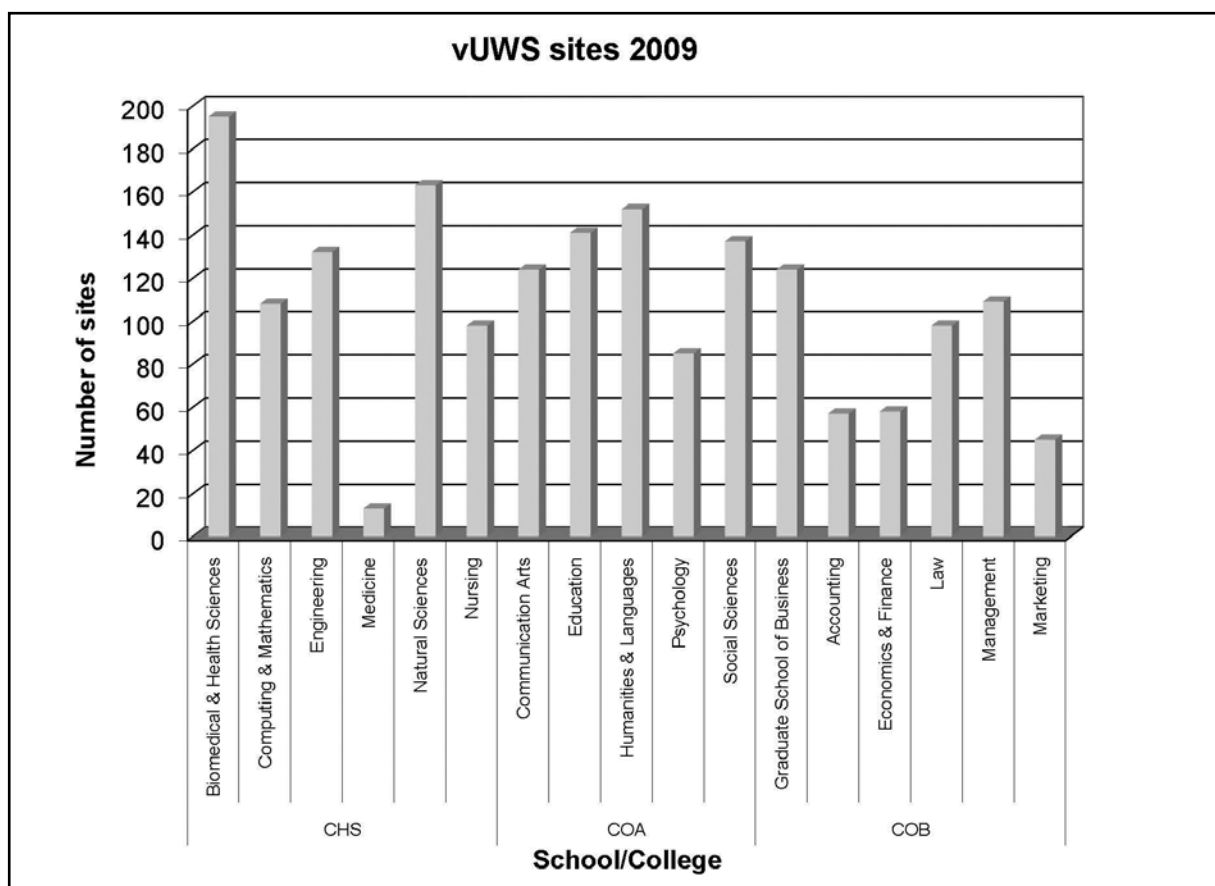


Figure 2. Student hourly usage of vUWS sites during Spring session 2009.

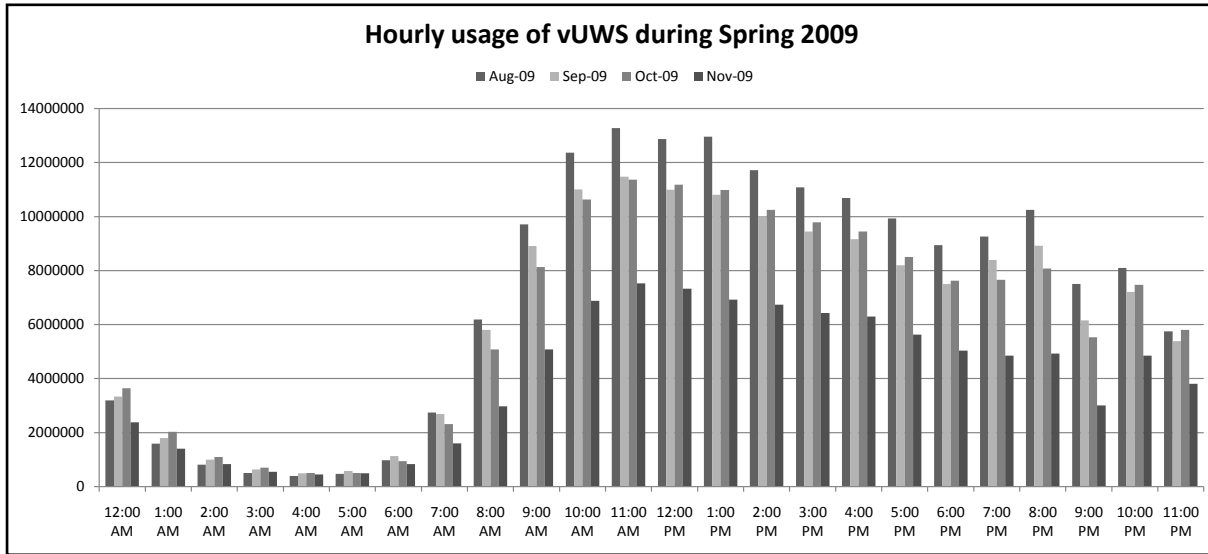
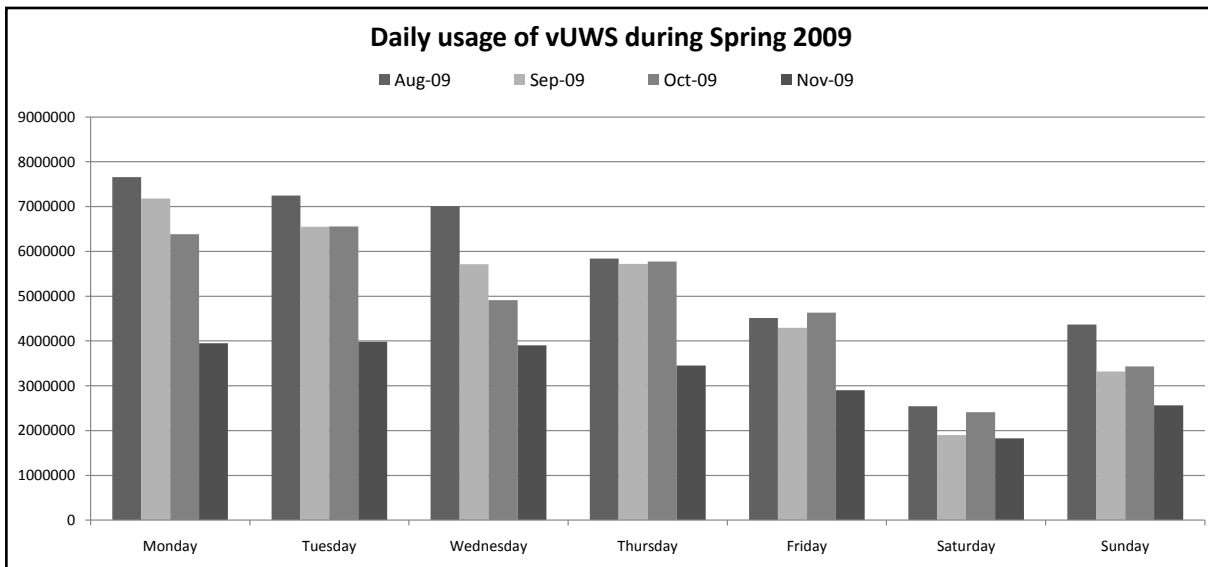


Figure 3. Student daily usage of vUWS sites during Spring session 2009.



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

System improvement

During 2009, a number of technical changes were made to the Blackboard Campus Edition environment making it even more robust and reliable. The production servers were moved to the Parramatta Data Centre in line with the UWS Disaster Recovery Plan. A system rearchitecture project increased the number of application nodes of the production system providing scalability to meet UWS current and future needs.

As part of a UWS-wide ITS strategy, TDU redesigned the vUWS login page so that access to information about MyUWSAccounts is easily accessible and meets the updated ITS technical standards.

To ensure a rapid response to any system issues, the Teaching Development Unit reviewed and updated the incident management plans. All test plans and technical investigation processes were completely revised and updated to ensure efficiencies in incident management and for upgrades and maintenance on the systems. During 2009, the priority support of vUWS provided by Netspot has continued to be an effective partnership with ITS and TDU and has resulted in the ongoing and increasing stability and dependability of the system.

In 2009 a project to identify and pilot an update LMS commenced, which will progress through 2010 and 2011. A number of products have been evaluated and recommendations put forward. This will require a focus on systems analysis, change management and staff development over the coming year.

Benchmarking e-learning use

To better understand the extent of e-learning usage, a benchmarking exercise between UWS and Griffith University was initiated in 2008. Both universities are predominantly face-to-face, multi-campus teaching institutions with similar size student bodies and academic communities using a single enterprise wide e-learning system. The project team developed a framework that provided regular, ongoing 'snapshots' of Learning Management System (LMS) usage. This enabled each university to track change over time, as well as provide useful data that can contribute to better LMS management, staff development and institutional planning. This benchmarking has continued throughout 2009 and a paper was presented at the Ascilite annual conference.

Improving quality in e-learning

The E-Learning Quality Framework (ELQF) developed by TDU has been an important focus during 2009, with e-learning sites reviewed for consistency with the Basic Standards for E-Learning Sites. There is considerable interest from School and Colleges about how the ELQF can help improve student learning, and productive partnerships have integrated these standards into existing and new courses. As well as strong relationships between different areas of UWS, this enthusiasm and professional application of methodology is expected to result in an increase in the quality of e-learning sites across UWS .

Work is continuing on the Advanced Standards, which focus on pedagogical design delivered through e- or blended learning, and on the Staff Development Toolkit, a scaffolding supporting academics and technical staff in understanding how to ensure their site is consistent with the ELQF. TDU also provided practical resources, including packaged site designs and consultancy, to assist staff in their development of sites meeting the framework criteria.

General and technical staff in Schools were invited to join the E-Learning Technical Officer Network (ELTON), which meets bi-monthly to share ideas and experiences. This network is facilitated by a staff development specialist in the TDU, and previews of new technology and tips are highlights of the meetings.

4. School-based partnerships

The Teaching Development Unit offers a distributed model of teaching development support. We believe that in order to support institutional teaching and learning initiatives and improvements, the unit needs to work in partnership with academic staff. The distributed nature of UWS campuses and staff means therefore that a distributed model for teaching development is more effective than a fully centralised approach. In 2009, TDU developed a partnership model with several Schools around specific and targeted projects that were embedded in School academic activity. These projects initially required dedicated support and leadership from the Head of School in sponsoring the work and helping establish communication and support from within the School. In most cases, the key academic staff member/s worked with the TDU member/s to develop the plans, facilitate the activities and provide resources.

Each project is discussed briefly below. In 2010, TDU hopes to expand this approach to include projects with more Schools.

School of Marketing

The School of Marketing (SoM) partnered with TDU in the 'Enhancing Learning and Teaching' project, a series of workshops designed to support School staff in developing their capacity for high quality teaching. Aila Khan and Sara Denize (Marketing) and Graham Hendry and Rosemary Thomson (TDU) led the project. Workshops supported staff in re-energising teaching, learning and assessment, and extending good practice throughout the School. Sessions were open to staff from across the College of Business and focused on areas such as: effective and efficient strategies for giving feedback on assessment; developing learning guides and standards based assessment criteria; redesigning units to reduce workload while maintaining academic standards; building rapport in large and small classes; and showcasing creative teaching and learning practices in the School of Marketing.

School of Biomedical and Health Sciences

During 2009 the School of Biomedical and Health Sciences (SBHS) embarked on a collaborative 'E-Learning @ SBHS' project with Ian Olney (TDU) to enhance e-learning across the School. The project used various strategies to provide awareness and further develop skills to improve the quality of online environments. These included general information sessions, hands-on workshops, working with small program groups and one to one individual consultations. The project also focussed on improving the quality of sites through the implementation of the 'Basic Standards for E-Learning Sites'. One of the outcomes of this Project has been the emergence of a key group of 'e-stars' who are enthusiastic and committed to improving their teaching using innovative and engaging technologies with their students.

With major changes to program delivery planned for 2010, this collaboration has provided an opportunity for staff to review how they might make better use of the range of learning activities available through vUWS and take advantage of tools such as podcasts to allow for more flexible learning environments for their students.

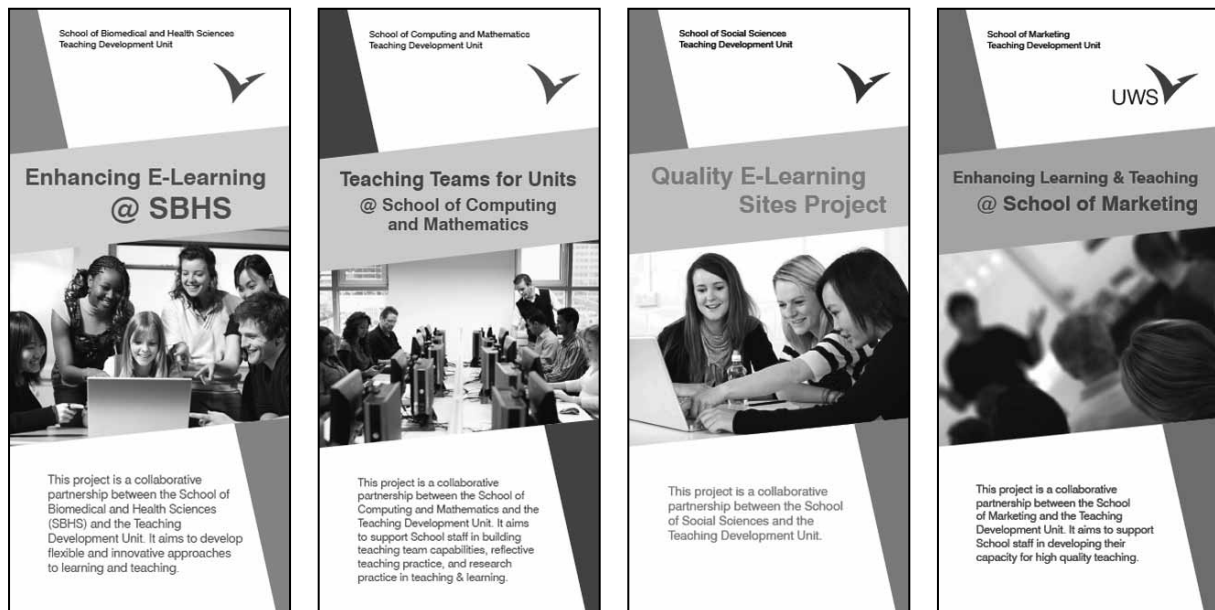
School of Social Sciences

The School of Social Sciences (SSS) partnered with TDU on the 'Quality e-Learning Sites' project. The aims of this project were to ensure all e-learning sites for the School met the Basic Standards and all units integrate e-learning with face-to-face classes, assessments and other learning activities. This is part of an overall school curriculum redesign process involving core, major and elective undergraduate units for 2010. The project was jointly led by Tim Griffin (SSS) and Janne Malfroy (TDU) chairing a project team

consisting of staff in the School as well as in TDU. In 2009, Staff in the School engaged in a self review process of their e-learning sites which identified the opportunity to enhance site quality through custom designed icons and banners for their 2010 e-learning sites. This suite of site designs will now form part of the School's e-learning site template.

School of Computing and Mathematics

The School of Computing and Mathematics (SCM) partnered with TDU in 2009 on the 'Teaching Teams for Units' project. The project supports School staff in building teaching team capabilities and developing reflective teaching practice and research practice in teaching and learning. The project is being led by Carmel Coady (SCM) and Rosemary Thomson (TDU), and commenced mid-year with a series of teaching team workshops for staff from across the School. Sessions focused on teaching team skills for curriculum review, and leadership in teams. Subsequent sessions supported teaching team members to review or develop new assessment criteria and standards and to start preparing learning guides for 2010. Project leaders, with assistance from SCM School Learning & Teaching Fellow, Yun Bai, developed examples of different ways to communicate assessment expectations for mathematical and computing work. A School template for learning guides was also developed in collaboration with senior School staff and has been made available for use by staff in 2010. Processes for collegial peer observation of teaching were explored in workshops with School staff and project leaders have prepared a short article 'Peer Observation – the first step towards Peer Review of Teaching?' for the College of Health & Science Teaching & Learning newsletter. The project will continue into 2010.



An important aspect of our partnerships is communicating what they're about. These brochures highlight the school partnerships and provide project and contact details.

5. Teaching development activities

The Teaching Development Unit recognizes that there is a need for a range of teaching development activities to support continuous improvement in teaching and learning. In 2009, TDU prioritised the development of School-based partnership projects in order to work collaboratively on specific and targeted teaching improvement agendas (see Section 4. School-based partnerships).

To balance this approach, we also offered a suite of workshops designed to support specific teaching demands, such as using the new Lectures Online system and developing skills to podcast material as well as enhancing skills in using vUWS. TDU also has a target to increase the production of fully online staff development modules to provide greater flexibility for staff, and in 2009 a very successful online module on blended learning was made available to all staff.

Online module: Introduction to blended learning

The interactive, fully online module 'Introduction to blended learning' was released to UWS staff in June 2009. The module provides an overview of blended learning to assist staff in thinking through how they could use blended learning in their own unit(s). The module is designed to be completed in 1.5 – 2 hours and is accessible to staff through the TDU web site at www.uws.edu.au/tdu

Sections of the module engage staff in a range of online activities and reflections that support them to plan a relevant and engaging blended learning activity for their unit. The module enables staff to:

- ✦ view a short movie and write a journal entry responding to a question about the differences between designing for e-learning and designing for classroom teaching;
- ✦ evaluate a list of features of blended learning activities which synthesises ideas from a number of sources;
- ✦ reflect on the usefulness to them of several frameworks for designing blended learning;
- ✦ select and view short movies which highlight a range of blended learning activities used by staff at UWS, and reflect on the usefulness of these to their teaching context;
- ✦ start planning a blended learning activity for their unit by responding to six questions that stage the planning process, and gain feedback on their initial planning through viewing sample responses;
- ✦ provide feedback on the module.

Since the release of this module, 154 staff from across the three Colleges at UWS have used the online module in 331 user sessions. This level of interest supports the need for a range of teaching development activities and resources.

Workshop program

Our workshop program in 2009 continued to focus 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.

The key area of focus for the workshop program was e-learning, supporting staff to extend and diversify the ways they use e-learning in their taught units. New workshops focused on areas such as podcasting, Lectures Online, and implementing the Basic Standards for E-Learning Sites. A summary of the workshop program is contained in Appendix B.

Two new fully online workshop modules were released to staff: the Introduction to Blended Learning module mentioned above, which supports staff in designing blended learning for their taught units, and vUWS Essentials, which familiarises staff with the capabilities of our e-learning system. Other components of the workshop program are offered in either blended or face-to-face modes, with face-to-face workshops used for workshops such as Podcasting, Managing Student Data, and Jazzing Up Your Site Using HTML.

Another component of the workshop program was providing customised workshops for School and program groups. Customised workshops supported School staff in implementing criteria and standards-based assessment, implementing the Basic Standards for E-Learning Sites, and planning or extending blended learning practice. Many of the customised workshops occur within the context of School-based partnerships, and are reported in Section 4. A summary of all customised workshops is contained in Appendix B.

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 2009, nine forums were organised and a total of 225 participants attended. Guest presenters included senior academic staff at UWS and an invited guest presentation from Professor Rod Wissler, Queensland University of Technology.

6. 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) and to contribute to the outstanding success of UWS staff in their submission for ALTC Teaching Awards. In 2009, UWS achieved eight Citations for Outstanding Student Learning Awards and two Awards for Teaching Excellence. TDU contributed to this success through close collaboration with Associate Professor Catherine Sinclair, in her role within the 'Promoting Excellence Initiative' (PEI), as a committee member of the ALTC Liaison group, and by providing individual support for applicants.

TDU staff have represented the university at several ALTC funded symposia in 2009, including:

- ◆ Assessment for learning in higher education, led by Professors David Boud and Dai Hounsell, held on 4 and 5 June 2009, at the University of Technology, Sydney.
- ◆ First Australian Summit on the Integration of Research, Teaching and Learning, led by Professor Angela Brew, held on 5 and 6 November 2009 at Bondi, Sydney.

Associate Professor Janne Malfroy was a successful partner in an ALTC Leadership grant 'Subject Coordinators: Leading Professional Development for Sessional Staff' for 2010 and 2011. The project is led by the University of Wollongong, in partnership with UTS, ACU and UWS. The focus of this project is to establish a cross-disciplinary framework to support subject coordinators in their role of leading and managing sessional staff. The developed framework will have a specific focus on the role of subject coordinators in leading the teaching team and will encompass both professional development and resource development. It is intended that the developed framework will be able to be used by subject coordinators to improve their own practice and that of their peers.

Associate Professor Janne Malfroy has also been invited to be an Assessor for the ALTC 2010 Competitive Grants Program.

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

TDU represented the University at each of the three meetings during 2009. These meetings are national meetings attended by nearly every university in Australia, and with a strong representation from New Zealand. 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.

Theme	2009 Dates	Location	UWS Representative
Student expectation/experience using Web 2.0	18 - 19 March	Victoria University and University of Melbourne	L. Rankine
Lost in Space	13-14 July	University of Queensland	L. Rankine

Online Assessment	16-17 November	Edith Cowan University	J. Malfroy
ACODE Institute 2009	30 August-3 September	Coolangatta	K. Goldsworthy

Council of Australian Directors of Academic Development (CADAD)

The CADAD meetings focus on sharing information about national agendas in learning and teaching development, hearing from invited international guests and developing resources that are useful and available to all members. The network is also extremely valuable for benchmarking activities.

Theme	2009 Dates	Location	UWS Representative
KPIs project, DAHEF project and Strategic Leadership project	19 - 20 March	QUT	J. Malfroy
KPIs project, Assessment 2020 project and International Perspective on Current Issues in Learning and Teaching	2 - 3 November	Adelaide Universities	J. Malfroy

Blackboard Community

In September 2009 Kathie Goldsworthy was re-elected as Co-Chair of the Australasian Vista & Campus Edition Users Group (ACEVUG) with Colin Lowe from University of Sydney.

Theme	2009 Dates	Location	UWS Representative
Blackboard Exemplary Course Program Reviewer	February	Online	K. Goldsworthy
ACEVUG	3 February	Hosted by University of Wollongong	K. Goldsworthy (Co-Chair) E. Black T. Bowring
ACEVUG	28 May	Hosted by Netspot, Adelaide	K. Goldsworthy (Co-Chair)

Foundations Colloquium

The Foundations Colloquium annual meeting provides a valuable opportunity for UWS' Foundations of University Learning & Teaching Coordinator to network with others involved in coordinating institutional Foundations programs. The Colloquium enables engagement in constructive collaboration, sharing of innovations and resources, and canvassing of common challenges. TDU's Rosemary Thomson attended the 2009 Colloquium which was held on 3-5 November 2009 and was hosted by the ALTC, Bond University, Flinders University and the University of South Australia. Themes explored in the Colloquium included assessment practices in Foundations programs, evaluating Foundations programs, and working with program alumni. On behalf of UWS, Rosemary shared an assessment resource used in our Foundations program, which will be made available to Foundations Coordinators through the PATHE (Preparing Academics to Teach in Higher Education) website.

7. Research and Scholarship

In 2009, 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

Griffin, T., **Rankine, L.** (in press). Affordances for academics: Using Learning Management Systems to effectively manage large-enrolment units in higher education. *International Journal on E-Learning*.

Halse, C. and **Malfroy, J.** (2009) Rethorising doctoral supervision as professional work, *Studies in Higher Education*, First published on: 08 December 2009 (iFirst).

Hendry, G. D., Bromberger, N. & Armstrong, S. (in press). Constructive guidance and feedback for learning: The usefulness of exemplars, marking sheets and different types of feedback in a first year Law subject. *Assessment & Evaluation in Higher Education*.

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

Hendry, G.D. (2009). Problem-based learning tutors' conceptions of their development as tutors. *Medical Teacher*, 31(2), 145-150.

Ireland, J., Correia, H. & Griffin, T. (2009) Developing Quality in e-Learning: A Framework in Three Parts. *Quality Assurance in Education*, 17(3), 250 – 263.

Refereed conference papers

Hendry, G. D., Armstrong, S. & Bromberger, N. (2009). Constructive guidance and feedback for learning: The usefulness of exemplars, marking sheets and different types of feedback in a first year Law subject. Presented at *12th Pacific Rim First Year in Higher Education Conference*, 29 June-1 July 2009, Townsville.

Bowring, T., Rankine, L., (2009) Increasing flexibility for staff development: a shift in practice at the University of Western Sydney. Presented at *ASCILITE Conference 'Same places, different spaces'* December 6-9 2009, Auckland New Zealand.

Goldsworthy, K., Rankine, L., (2009) Identifying the characteristics of e-learning environments used to support large units: An institutional case study. Presented at *ASCILITE Conference 'Same places, different spaces'* December 6-9 2009, Auckland New Zealand.

Griffin, T., Gilchrist, A., & **Thomson, R.** (2009) Role of the online tutor in a large-enrolment unit. *ASCILITE Conference 'Same places, different spaces'* December 6-9 2009, Auckland New Zealand.

Malfroy, J. (2009). The impact of workplace research on doctoral programs and practices. Presented as part of the Symposium *'Re-theorising the value and impact of the Doctorate'* at the *American Educational Research Association 2009 Annual Meeting*, April 13–17 2009, San Diego, California.

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

Rankine, L., Stevenson, L., **Malfroy, J.**, Ashford-Rowe, K. (2009) Benchmarking across universities: a framework for LMS analysis. *ASCILITE Conference 'Same places, different spaces'* December 6-9 2009, Auckland New Zealand.

Conference presentations

Halse, C. & **Malfroy, J.** (2009) Rethorising doctoral supervision as professional work. Presented at *Australian Association for Research in Education (AARE) Conference 30 – 3 December 2009*, Canberra.

Thomson, R., & Curtis, G. (2009) An institutional approach to standards-based assessment: Evaluating early-stage implementation. Presented at *ATN Assessment 2009 Conference 'Assessment in different dimensions'*. 19-20 November 2009, Melbourne.

Yang, D., **Goldsworthy, K.**, Pavincich, M., Mitchell, C., Grierson, P. (2009) First year experience: Education technology preparation at UWS. *Ninth Biennial Conference of the Association for Academic Language and Learning, the University of Queensland*, 26-27 November 2009, Brisbane.

Handbooks

Thomson, R., & Goldsworthy, K. (2009). *UWS Tutor's Guide*. University of Western Sydney.

Wilson, G., **Thomson, R., & Malfroy, J.** (2009). *Teaching@UWS*. University of Western Sydney.

Teaching Development Unit (2009). *Lectures Online*. University of Western Sydney

Correia, H., Griffin, T., Ireland, J., Malfroy, J., & Rankine, L., (2009) *Basic Standards for E-Learning Sites*. University of Western Sydney.

Peer review of conference papers and journal articles

TDU staff peer reviewed for these conferences and journals:

- ◆ Ascilite 2009 Conference: Same places, different spaces
- ◆ HERDSA 2009 International Teaching and Learning conference
- ◆ International Journal of Academic Development
- ◆ Centre for Excellence in Preparing for Academic Practice: Third conference, 13-15 December 2009
- ◆ Assessment and Evaluation in Higher Education
- ◆ Higher Education Research and Development
- ◆ Journal of University Teaching and Learning Practice
- ◆ Studies in Higher Education

Thesis examination

Associate Professor Janne Malfroy examined a PHD Thesis on doctoral education for Deakin University.

8. Committees and Governance

Level	Committee name	TDU Staff
UWS Committees	UWS Senate Education Committee	Janne Malfroy
	Learning Spaces and Technologies Committee	Janne Malfroy
	vUWS Advisory Committee	Janne Malfroy Lynnae Rankine Ian Olney
	IT Desktop and Collaboration Committee	Lynnae Rankine
	IT Management Committee	Lynnae Rankine
	Vice-Chancellor's Excellence Awards Panel in the category of Teaching	Janne Malfroy
	ALTC Liaison Group	Janne Malfroy
	Student Non-Academic Misconduct Committee	Lynnae Rankine
College Committees	College of Health Sciences EAP Committee	Ian Olney Janne Malfroy
	College of Arts EAP Committee	Rosemary Thomson
	College of Business EAP Committee	Janne Malfroy
	College of Arts Teaching Excellence Awards Panel	Janne Malfroy
	College of Business Teaching Excellence Awards Panel	Janne Malfroy
Divisional Committees	Academic and Services Division OH&S Committee	Tom Bowring
	E-Nirimba Working Party	Lynnae Rankine Kathie Goldsworthy

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
Dr Graham Hendry (until August)	Senior Lecturer in Higher Education
Rosemary Thomson	Lecturer in Higher Education
Dr Ian Olney	Lecturer in Higher Education (E-Learning)
Dr Guy Curtis (seconded from School of Psychology)	Lecturer in Higher Education (E-Learning)
Lynnae Rankine	E-Learning Manager
Kathie Goldsworthy	E-Learning Systems Administrator
Elizabeth Black	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	E-Learning Designer
Chloe Bradley (Fixed Term Contract)	E-Learning Services Officer
Hermey Cortez (Fixed Term Contract)	Graphic Designer

Appendix B

Workshop and session summary

2009 Advertised Program / Open Workshops

Topic / Focus	Teaching Development Activities	No. Sessions	No. Attended
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	1	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 (<i>blended</i>)	2	10
	E-Learning@UWS (<i>fully online</i>)	9	27
	Face-to-Face Service Desk Support Session	20	80
	Getting Started in vUWS: (New Users) (<i>fully online</i>)	10	102
	Groups Assignments & Assessments in vUWS (<i>blended</i>)	2	11
	Introduction to Podcasting clinic	2	36
	Jazzing up your vUWS site	1	12
	Managing Student Data in vUWS	2	17
	Presenting & Managing Content in vUWS (<i>blended</i>)	3	17
	Sourcing Digital Content	1	8
	Understanding Basic vUWS Standards	2	16
Using HTML in vUWS clinic	3	17	

2009 Customised College and School-based sessions

Topic / Focus	Teaching Development Activities	No. Sessions	No. Attended
Aligning assessment	School of Natural Sciences	1	8
Implementing Criteria and Standards-Based Assessment	College of Arts		
	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
	College of Business		
	School of Accounting	1	20
	School of Economics and Finance	1	16
	School of Law	13	20
	School of Management	1	8
	College of Health and Science		
	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

University of Western Sydney
Locked Bag 1797
Penrith South DC NSW 1797 Australia
www.uws.edu.au

Teaching Development Unit
Published March 2010