



## FELLOWSHIPS SCHEME 2008 REPORT

December 2008

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## 1.0 The ALTC Fellowship Scheme

### Overview

The ALTC Fellowship Scheme is one of the priority areas listed in Strategic Directions for 2008-2012, released by the Board in mid-2008. The aim of the Scheme is to advance learning and teaching in higher education by supporting a group of leading educators to undertake strategic, high profile activities in areas of importance to the sector. Through their activities, ALTC Fellows are to have a positive and lasting influence on higher education practice in Australia.

Selection is based on individuals' demonstrated leadership capacity in higher education. Fellowships are prestigious acknowledgements of individuals' expertise and influence and are highly valued by recipients' home institutions. Fellowships afford opportunities for individuals to undertake strategic programs of activities around identified educational issues, to develop their knowledge of the broader higher education environment in Australia, and to practice and further develop their leadership skills in this area.

The Fellowship Scheme involves two programs:

- ALTC Senior Fellowships
- ALTC Associate Fellowships

During 2008, the Board approved a change of names for both programs, to ALTC National Teaching Fellowship and ALTC Teaching Fellowship. These changes were adopted for the 2009 Guidelines. Although the 2008 Fellows have been styled according to the new names, the old terminology ('Senior' and 'Associate') is used in this report.

### Objectives

The ALTC Fellowship Scheme encourages excellence in learning and teaching in higher education by supporting individuals who have the educational expertise and leadership skills to:

- devise and undertake a significant program of activities that will advance learning and teaching in Australian higher education;
- identify educational issues across the higher education system and to facilitate approaches to address these issues;
- stimulate strategic change in higher education institutions;
- raise the profile of learning and teaching in higher education and the prestige associated with the pursuit of excellence in teaching;
- establish and build on national and international partnerships in learning and teaching in higher education; and
- foster national and international collaboration and collegial networking for sharing research, innovation and good practice in learning and teaching.



## Support

Fellowships support individuals and institutions through provision of funding to:

- allow time release from normal academic duties;
- support a range of fellowship activities;
- cover travel to designated ALTC events associated with the fellowship; and
- the home institution for infrastructure costs associated with the fellowship.

Fellowships are further supported through the provision of:

- tailored workshops and seminars to develop individuals' knowledge of the higher education sector, and advanced leadership skills; and
- a Community of Scholars network of colleagues and contacts, including the development of Fellowship Scheme alumni.

## ALTC Fellowship Scheme Standing Committee (as at October 2008)

Professor Margaret Gardner AO Chair (ALTC Board member)

Dr. Brian Millis (ALTC Board member)

Professor Paul Clark, Vice-Chancellor, Southern Cross University (Universities Australia nominee)

Professor Lynne Hunt, Pro Vice Chancellor (Learning and Teaching), University of Southern Queensland (ALTC Board nominee)

Professor Jan Thomas, Deputy Vice Chancellor Academic, Murdoch University (Universities Australia nominee)

## Nomination and selection

Each nomination is assessed by at least two assessors, selected for their senior leadership experience and expertise in learning and teaching. Nominations requiring particular discipline expertise are also assessed by a discipline assessor. Final selection rests with the Standing Committee. This year the Standing Committee's selections for Senior Fellowships were provisional upon the nominees successfully completing an interview.



## 2.0 ALTC Senior Fellowships

### Overview

Senior Fellows devise and undertake fellowship activities that foster excellence in teaching and the scholarship of teaching in Australian higher education institutions.

Senior Fellows normally undertake fellowship activities over a period of one year. In 2008, funding was available, by way of stipend, for release from all or most academic activities for a twelve month period, which could include up to three months overseas.

Senior Fellows actively contribute to the growing community of scholars supported by the ALTC, and play a significant role in the achievement of the Council's overall mission.

### Nominations

Five nominations were received from five universities by the closing date of Friday 8 February (see Table 1). This year nominations were received for Senior Fellowships for the first time from Charles Darwin University and Swinburne University of Technology. Table 5 in Appendix 1 lists all Fellowship nominations and recipients for 2006–2008.

**Table 1: 2008 Nominations for Senior Fellowships**

<b>University</b>	<b>Nominations</b>	<b>Recipients</b>
Charles Darwin University	1	1
Griffith University	1	0
Queensland University of Technology	1	0
Swinburne University of Technology	1	0
The University of Sydney	1	1
<b>Total</b>	<b>5</b>	<b>2</b>

### Recipients

The recipients of 2008 ALTC Senior Fellowships are listed in Table 2. Associate Professor Brew was appointed to a position at Macquarie University following her successful nomination.

**Table 2: Recipients of 2008 ALTC Senior Fellowships**

<b>Fellow</b>	<b>Institution</b>	<b>Fellowship Title</b>	<b>Fellowship monies</b>
Associate Professor Angela Brew	Macquarie University	Enhancing undergraduate engagement through research and inquiry	Up to \$330,000
Associate Professor Michael Christie	Charles Darwin University	Increasing the participation of Indigenous knowledge holders in tertiary teaching through the use of emerging digital technologies	Up to \$330,000



## 3.0 ALTC Associate Fellowships

### Overview

ALTC Associate Fellows devise and undertake fellowship activities that promote and enhance learning and teaching in their home institution and beyond. To fulfil this objective Teaching Fellows:

- identify learning and teaching issues, within or across disciplines, and facilitate an approach to addressing these issues;
- show leadership in promoting and enhancing learning and teaching in higher education, within and beyond their home institutions;
- establish and build on national partnerships in learning and teaching in higher education; and
- foster networks with recipients of ALTC Teaching Awards and with other ALTC Fellows and educators in higher education.

Associate Fellows normally undertake fellowship activities over a period of one year. The Fellowship provides for release from all or most academic activities for three months of the year. Outside this period, Teaching Fellows undertake fellowship activities with the support of their home institutions.

Associate Fellows actively contribute to the growing community of scholars supported by the ALTC, and play a significant role in the achievement of the Council's overall mission.

### Nominations

Eighteen nominations were received from 13 universities (see Table 3). This year nominations were received for Associate Fellowships for the first time from Batchelor Institute of Indigenous Tertiary Education, Charles Darwin University, Curtin University of Technology, University of the Sunshine Coast, and University of Tasmania. Table 5 in Appendix 1 lists all Fellowship nominations and recipients for 2006–2008.

**Table 3: 2008 Nominations for Associate Fellowships**

<b>University</b>	<b>Nominations</b>	<b>Recipients</b>
Batchelor Institute of Indigenous Tertiary Education	1	1
Charles Darwin University	1	0
Curtin University of Technology	1	1
Flinders University	1	1
Griffith University	2	1
Queensland University of Technology	2	2
The Australian National University	2	0
The University of Adelaide	1	0
The University of Queensland	2	0
The University of Sydney	2	1
University of the Sunshine Coast	1	0



University of Technology, Sydney	1	0
University of Tasmania	1	1
<b>Total</b>	<b>18</b>	<b>8</b>

## Recipients

The recipients of 2008 ALTC Associate Fellowships are listed in Table 4. Dr Asmar was appointed to a position at The University of Melbourne following her successful nomination.

**Table 4: Recipients of 2008 ALTC Associate Fellowships**

<b>Fellow</b>	<b>Host institution</b>	<b>Fellowship Title</b>	<b>Fellowships monies</b>
<b>Associate Professor Matthew Allen</b>	Curtin University of Technology	Learning in Networks of Knowledge (LINK): Improving student educational outcomes in online learning, using Web 2.0 concepts and a knowledge-networking approach	Up to \$90,000
<b>Dr Christine Asmar</b>	The University of Melbourne	Indigenous Teaching and Learning in NSW Universities: developing research-based guidelines for good practice	Up to \$90,000
<b>Professor Christine Bruce</b>	Queensland University of Technology	A pedagogy for supervision for technology disciplines	Up to \$90,000
<b>Professor Ross Guest</b>	Griffith University	Promoting classroom experiments in undergraduate economics teaching	Up to \$90,000
<b>Professor Mark Israel</b>	Flinders University	"Agents of Change": using awards for teaching excellence to identify and develop new generations of leadership in learning and teaching	Up to \$90,000
<b>Dr Heather Monkhouse</b>	University of Tasmania	Using assessment effectively: learning environments that work, for tertiary music performance students and staff	Up to \$90,000
<b>Dr Sandy O'Sullivan</b>	Batchelor Institute of Indigenous Education	Promoting strategies and creating opportunities for inter/multimedia practice as a culturally appropriate dissemination tool for Indigenous postgraduate research training	Up to \$90,000
<b>Dr Helen Partridge</b>	Queensland University of Technology	Library and Information Science Education 2.0: guiding principles and models of best practice	Up to \$90,000



## 4.0 Reporting

### Professor Erica McWilliam 2006 ALTC Associate Fellow

Fellowship title: Developing pedagogical models for building creative workforce capacities in undergraduate students  
Final report received: December 2007

This Fellowship sought to address the lack of clarity regarding the specific teaching practices that actively develop creative workforce capacity in undergraduate students, by identifying, documenting and disseminating pedagogical methods that can build this. Five project objectives arose out of this:

1. To understand the relationship between pedagogical work and creative workforce capacity building in formal learning environments;
2. To investigate examples of pedagogical processes and products that characterise a creativity-centred learning environment;
3. To identify barriers arising in pedagogical work for creative workplace capacity building;
4. To develop models of engagement that can overcome these barriers; and
5. To disseminate these models among key stakeholders in higher education teaching and learning

Professor McWilliam's report describes the following outcomes of her Fellowship:

1. Six conference papers
2. One blog paper and five further seminal papers for refereed publication
3. *Understanding creativity: A survey of 'creative' academic teachers* completed and submitted May 2007
4. National Creativity Showcase delivered 6–7 December 2007, [www.creativityshowcase.qut.edu.au](http://www.creativityshowcase.qut.edu.au)
5. Keynote addresses, media coverage, book contract and international scholarly reputation enhancement for McWilliam and ALTC

Professor McWilliam's final report is available on the ALTC's website:

[www.altc.edu.au/carrick/go/home/fellowships/pid/608](http://www.altc.edu.au/carrick/go/home/fellowships/pid/608)

### Associate Professor Jacquelyn Cranney 2006 ALTC Associate Fellow

Fellowship title: Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum  
Final report received: December 2008



This Fellowship drove a nationally focused project seeking to address issues raised by a prior scoping project and facilitate national uptake of sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum. In particular, the objectives of the Fellowship were to:

1. create curriculum structure resources, including student learning outcome guidelines, that are compatible with the Australian Psychology Accreditation Council Standards and that reflect educationally sound principles
2. establish a process for the selection and sharing of learning and teaching materials that are explicitly associated with the student learning outcomes
3. facilitate both the creation and adoption of evidence-based learning and teaching strategies in psychology, to improve student learning outcomes.

Associate Professor Cranney's report describes three key outcomes of her Fellowship:

1. Development of graduate attributes for psychology
2. Strengthening the community of practice and promotion of evidence-based teaching in psychology
3. Development of a vision for undergraduate education in psychology

Associate Professor Cranney's final report is available on the ALTC website:

[www.altc.edu.au/carrick/go/home/fellowships/pid/604](http://www.altc.edu.au/carrick/go/home/fellowships/pid/604)

## Professor Ron Oliver 2006 ALTC Associate Fellow

Fellowship title: Promoting the uptake of re-useable ICT based learning designs  
Final report received: December 2008

The purpose of this Fellowship was to investigate and explore factors influencing the sharing and reuse of technology-based learning strategies in higher education. Whilst there is increasing application of information and communication technologies (ICT) within universities worldwide, the use is often sporadic in its scope and extent. Many teachers use technology to support powerful learning settings alongside colleagues who make very little use of ICT-based learning and teaching tools.

There are many ways in which technologies can be used to support learning and teaching. There has been considerable research and development undertaken that has demonstrated the advantages and opportunities of technology-supported learning and teaching. Yet few tools exist that support teachers' uptake of technologies for learning.

This Fellowship sought to build on previous work exploring strategies for describing technology-based learning and teaching strategies. It investigated optimal forms for describing learning approaches using technologies in order to generate a collection of descriptions that could be easily accessed and understood by others. The Fellowship explored the ways in which technology-based learning strategies can be described in terms of their learning design and used these descriptions to explore factors influencing



their sharing and reuse. In particular the Fellowship explored the development of resources and implementation strategies to support teachers' adoption of ICT-based learning designs.

The Fellowship was undertaken in a series of discrete phases that included an exploration of learning design descriptions leading to the development of a learning design framework comprising a series of descriptors. An electronic database system for storing and accessing learning designs was designed and developed and tested, the technology-supported learning database (TSLDB). Volunteer university teachers used the framework of the TSLDB to provide examples of their effective technology-based learning approaches for others to access and potentially apply in their own teaching.

The utility and efficacy of the TSLDB was tested in a number of user trials to investigate the fidelity of the system for describing learning designs and its capacity to support teachers seeking to adopt approaches in their own teaching. Feedback from the trials was used to improve the functionality of the database and to enhance its capacity to showcase and share learning designs.

Further trials were undertaken to explore the capacity of the TSLDB to encourage teachers to share their learning and teaching approaches. At the same time, the trials explored the system's capacity to influence the application of the learning designs by other teachers (reuse). The outcomes from the trials demonstrated a number of key points that could guide and inform future work. The Fellowship confirmed the difficulty of describing learning approaches in ways which are succinct and unambiguous. It demonstrated the very personal nature of the teaching process and the many forms of just-in-time decision-making that teachers use that are difficult to describe in pre-planned forms. And, the Fellowship confirmed the need for organised and deliberate ongoing strategies to encourage teachers' participation in such sharing and reuse activities.

The TSLDB remains an accessible tool which teachers can freely access to share technology-based learning designs. A number of enhancements are planned for ongoing development of the TSLDB as well as continued exploration of the sharing and reuse of effective learning designs.

Professor Oliver's final report is available on the ALTC's website:

[www.altc.edu.au/carrick/go/home/fellowships/pid/610](http://www.altc.edu.au/carrick/go/home/fellowships/pid/610)

### Professor Geoffrey Crisp 2006 ALTC Associate Fellow

Fellowship title:	Raising the profile of diagnostic, formative and summative e-assessment
Final report received:	December 2008

This Fellowship sought to promote learning and teaching in Australian higher education by enhancing approaches to e-assessment through the articulation of an e-assessment design model and the collection of disciplinary examples of interactive e-assessments.

Professor Crisp operated on the premise that use of technology will not, by itself, lead to improvements in student learning outcomes. In order to achieve demonstrable



improvements in learning outcomes a design process that connects the three complementary assessment activities, diagnostic, formative and summative with learning and feedback, was needed. A simple model for diagnostic, formative and summative assessment tasks linked with learning activities was developed and used throughout. An integrated learning-assessment model facilitates appropriate feedback to students because of the inherent links between learning and assessment.

The widespread use of multiple-choice questions has led to a preponderance of selected response question types in e-assessments. Teachers would like to use questions that require more constructed responses, so that relational and extended abstract responses can be assessed. Examples of e-assessment questions were prepared that were more interactive and require students to use additional resources to construct their responses, without necessarily involving complex scenarios or sentence constructions. Professor Crisp promoted the use of java applets, QuickTime VR and interactive spreadsheets as tools that discipline academics could use in their own e-assessments with minimal training. The website <http://andy.services.adelaide.edu.au/moodle>, created as part of the Fellowship, contains discipline examples of interactive e-assessments under the ALTC project section. This website is one of the Fellowship's main outputs.

A number of presentations and workshops have been completed as part of the Fellowship. These presentations have included meetings with international experts in learning, teaching and assessment; presentations and workshops conducted at Australian, New Zealand and UK universities; as well as conference presentations. Many of the presentations promoted local activities directed towards improving assessment practices.

During the Fellowship Professor Crisp became aware of a convenient means of using mobile phones for students to provide feedback instead of using the more traditional personal response systems (clickers). This method is very convenient and significantly less time consuming for teachers, compared to the use of clickers. The system demonstrated in the Fellowship presentations was the freely available Votapedia system developed by CSIRO.

Professor Crisp's final report is available on the ALTC's website:

[www.altc.edu.au/carrick/go/home/fellowships/pid/605](http://www.altc.edu.au/carrick/go/home/fellowships/pid/605)



## 5.0 2008 ALTC Fellowship Scheme Events

The ALTC sponsors a series of events associated with the Fellowship Scheme. These provide opportunities for Fellows to join a community of scholars with shared interest and involvement in enhancing teaching and learning in higher education. These events contribute to the development of Fellows' leadership skills, and are therefore of value to individuals and their institutions beyond the duration of the fellowships.

### 2008 Fellows' Forum (11–12 March)

The 2008 Fellows' Forum was held in Sydney. All 2007 Fellows participated except one, who was overseas at the time. Nine of the 2006 Fellows participated and provided comment and advice on the programs of activities presented by the 2007 Fellows.

Discussion was held around the potential to develop the Fellows as a community of scholars and the leadership role they are able to take. The Fellows also identified a number of areas for the ALTC to pursue in strengthening the fellowships scheme.

Communication was a theme underpinning the discussion around development opportunities. Development of communication skills and support on how to engage with different audiences and reach wider audiences was identified.

Two other areas identified for development opportunities for Fellows were advice on the use of workshops/colloquia as part of dissemination strategies — what works and for what purposes — and ethics clearance. This is an area of complexity owing to different approaches in different institutions.

### 2008 Fellowships Workshop (1–2 September)

A workshop for all ALTC Fellows was held in Brisbane in September, primarily to continue to build a community of scholars amongst the Fellows. Twenty-five Fellows from 2006–2008 attended.

During the workshop, the Fellows discussed:

1. The challenges and opportunities they have faced as Fellows;
2. An idea and proposal of how to transition from teaching to learning;
3. A student view of what to change at universities to improve teaching;
4. Institutional change in learning and teaching, using systemic and embedded change;
5. Ways of acknowledging successful Fellowships and creating an Alumni of Fellows;
6. How Fellows might have a lasting impact on learning and teaching;
7. Solutions to challenges: reflections from those further into their Fellowships; and
8. Learning Networks: opportunities for community building and collaboration.



A Leaders' group and a Reference group were formed to continue development of ALTC Guidelines on Learning that Informs Teaching.

## 2008 New Fellows' Orientation (7–8 October)

The annual New Fellows' Orientation was held in Sydney. Seven of the ten new Fellows attended. The Orientation was an opportunity for new Fellows to share their programs, discuss evaluations strategies for their Fellowships, hear advice from existing Fellows drawn from their own experiences, and to discuss how to draw on ALTC resources more effectively.

## 6.0 Appendix 1

**Table 5: All Fellowship nominations and recipients for 2006–2008.**

University	2006		2007		2008	
	Noms	F'ships	Noms	F'ships	Noms	F'ships
The Australian National University			2	0	2	0
University of Canberra			1	0		
<b>ACT total</b>			<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>
Charles Sturt University	1	0				
The University of Sydney	1	0	1	1	3	2
The University of New England			1	0		
The University of New South Wales	3	1				
University of Technology, Sydney	1	1	3	3	1	0
University of Wollongong	1	0				
<b>NSW total</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
Batchelor Institute of Indigenous Tertiary Education					1	1
Charles Darwin University					2	1
<b>NT total</b>					<b>3</b>	<b>2</b>
Bond University			1	0		
Griffith University	2	0	4	3	3	1
Queensland University of Technology	5	3	3	1	3	2
The University of Queensland	8	3	5	2	2	0
University of Southern Queensland	1	0				
University of the Sunshine Coast					1	0
<b>QLD total</b>	<b>16</b>	<b>6</b>	<b>13</b>	<b>6</b>	<b>9</b>	<b>3</b>
Flinders University			1	0	1	1
The University of Adelaide	1	1			1	0
<b>SA total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>
University of Tasmania					1	1
<b>TAS total</b>					<b>1</b>	<b>1</b>
Monash University			1	0		
RMIT University			2	0		
Swinburne University of Technology			1	0	1	0
The University of Melbourne			1	0		
Victoria University	1	0				
<b>VIC total</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>
Curtin University of Technology					1	1
Edith Cowan University	1	1	1	0		
Murdoch University	1	0	1	0		
The University of Western Australia	1	1	1	0		
<b>WA total</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Grand Total</b>	<b>28</b>	<b>11</b>	<b>30</b>	<b>10</b>	<b>23</b>	<b>10</b>

The total number of Fellows is 33, as two Fellowships each have two Fellows.

