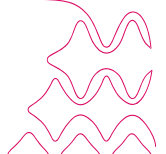




GRANTS SCHEME

2007 REPORT



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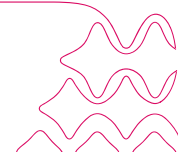
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Note: *The data presented in this report are based on the arrangements that existed at the time funding decisions were made. Some changes to data may have occurred since that time for example in the nominated partners or as a result of movements of staff.*



1.

OVERVIEW OF GRANTS SCHEME 2007

The Grants Scheme is one of the priority areas listed in *Strategic Directions for 2006-2008* released by the Board in the middle of 2005. It incorporates three programs:

- Leadership for Excellence in Learning and Teaching Program
- Competitive Grants Program
- Priority Projects Program

The priorities for each of these programs are also scoped in that document. The three programs were established to reflect these directions. Guidelines for each of the programs were approved by the Board and released in November 2006. The first round of applications for the various programs was processed between March and May.

Operational policy for the Grants Scheme was approved by the Board and released in the Grants Scheme Guidelines in 2005. Some minor variations to these policies occurred in response to the review of operations in 2006 and were released in the 2007 Guidelines. The operational policies cover all three programs.

Program values

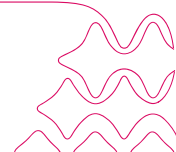
The Institute's ethos is framed in terms of five values and principles for action. Three of these have been particularly significant in developing the guidelines for the Grants Scheme Programs:

- *Long term change - through a focus on systemic change and capacity building*
- *Diversity - by recognising and valuing institutional and discipline differences and similarities, by ensuring an appropriate balance between generic and disciplinary approaches to the enhancement of learning and teaching*
- *Collaboration - through the programs it funds and in its work practices, respecting the existing strengths of the systems and of the people within the higher education sector nationally and internationally*

While the programs are distinct in the priorities they support, the values and principles for action listed above underpin the criteria that projects must demonstrate. The following criteria are found in all three programs, though not with this exact wording in the *Leadership for Excellence in Learning and Teaching Program*:

Project outcomes and rationale

- Clearly articulated outcomes and a clear argument demonstrating how the project will address one of the program priorities and contribute to the enhancement of learning and teaching in higher education



Approach

- A strong theoretical framework
- A set of strategies which is considered, coherent and appropriate to the outcomes the project is designed to achieve
- An approach that is in general alignment with the commitments of the Carrick Institute
- Plans for the dissemination/ embedding of the successful strategies and outcomes that are integrated within the project design

Value/need for project

- Potential usefulness of the project and its outcomes to any of the following:
 - the sector as a whole
 - particular kinds of organisations within the sector
 - the development of national approaches or policies related to learning and teaching in higher education
- Ways in which the project both utilises and advances existing national and international knowledge relevant to the program priority or priorities

Project management and budget

- A thorough approach to project management, and
- Budget justification appropriate to the project outcomes and importance.

Application and decision processes

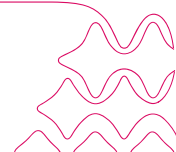
The Carrick Institute Board approved the terms of reference and appointments to three Board Standing Committees. These Committees decide on which projects to fund and also advise on changes to Program Guidelines and the operation of the programs. The decision making process is supported by an assessment of all applications by at least two assessors. The assessors provide advice on the compliance with the criteria specified in the guidelines and the quality of the application. Membership of the Program Standing Committees is found at Appendix 1 to this report. The terms of reference of the Standing Committees can be found on the Carrick Institute website at <http://www.carrickinstitute.edu.au/carrick/go/home/about/pid/182>

Applicants had an option to submit either a full project proposal or an expression of interest by the closing dates for each of the programs. Full project proposals were assessed and a decision regarding funding was made in the first funding round in 2007. In a few cases full proposals were asked to make some changes and resubmit for further assessment.

Expressions of interest were assessed and applicants advised as to whether they had been selected to prepare full proposals to go forward to the second round of funding. In each program funding was reserved for this second round.

Projects

Three projects were funded in 2007 in the Leadership for Excellence in Learning and Teaching Program, 28 projects in the Competitive Grants Program and 13 projects in the



Priority Projects. A list of the projects funded is provided under each of the Programs (see Tables 4, 6 and 7).

Some pilot projects were funded in late 2005, four in assessment and two in leadership capacity building. Three of the assessment projects have now reported. Forty eight projects were approved in total for funding in 2006. One of these has also reported. For the list of completed projects refer to Appendix 3. The current projects from 2005 and 2006 have been included in some of the analysis in this report to provide a sense of the development of the programmes. At the end of 2007, there were 95 projects operating under the Grants Scheme.

Institutions and applications

Forty five institutions are eligible to receive grants under the Grants Scheme. Table 1 provides a synthesis of 2007 Grants Scheme applications showing the number of times institutions were nominated as lead institutions in an application. Thirty-six institutions nominated as lead institutions in one or more applications; 9 institutions did not apply as a lead organisation. Seven institutions submitted 10 or more applications. The application rate for each institution indicates that there was strong interest in the Scheme this year.

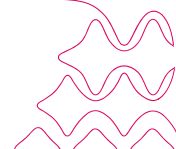


Table 1: Number of times institutions were nominated as lead in 2007 applications

Applications 2007 Grant Scheme	Lead institution
Australian Catholic University	2
Australian Maritime College	0
Avondale College	0
Batchelor Institute	0
Bond University	1
Central Queensland University	7
Charles Darwin University	0
Charles Sturt University	2
Christian Heritage College	0
Curtin University of Technology	5
Deakin University	3
Edith Cowan University	9
Flinders University	0
Griffith University	14
James Cook University	2
La Trobe University	1
Macquarie University	8
Melbourne College of Divinity	0
Monash University	8
Murdoch University	5
Queensland University of Technology	4
RMIT University	13
Southern Cross University	3
Swinburne University of Technology	3
Tabor College, SA	0
The Australian National University	7
The University of Adelaide	3
The University of Melbourne	11
The University of New South Wales	6
The University of Newcastle	6
The University of Notre Dame	3
The University of Sydney	13
The University of Queensland	16
The University of Western Australia	4
University of Ballarat	0
University of Canberra	4
The University of New England	11
University of South Australia	9
University of Southern Queensland	5
University of Tasmania	3
University of Technology, Sydney	13
University of the Sunshine Coast	4
University of Western Sydney	2
University of Wollongong	8
Victoria University	2

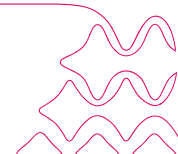


Table 2: 2005, 2006 and 2007 grants showing the number of times institutions are lead or partner institution in a project

Eligible Institutions	2007 Lead	2007 Partner	2005/6 Lead	2005/6 Partner	Total
Australian Catholic University	0	1	1	2	4
Australian Maritime College	0	0	0	0	0
Avondale College	0	0	0	0	0
Batchelor Institute	0	0	1	0	1
Bond University	0	0	0	1	1
Central Queensland University	0	2	0	0	2
Charles Darwin University	0	0	0	2	2
Charles Sturt University	1	2	0	3	6
Christian Heritage College	0	0	0	0	0
Curtin University of Technology	1	6	1	4	12
Deakin University	1	1	0	3	5
Edith Cowan University	0	5	2	1	8
Flinders University	0	3	2	6	11
Griffith University	0	2	2	4	8
James Cook University	1	0	0	4	5
La Trobe University	0	1	0	4	5
Macquarie University	1	4	2	3	10
Melbourne College of Divinity	0	0	0	0	0
Monash University	2	5	2	5	14
Murdoch University	2	2	1	2	7
Queensland University of Technology	1	5	2	7	15
RMIT University	0	6	3	4	13
Southern Cross University	0	2	0	1	3
Swinburne University of Technology	0	0	0	0	0
Tabor College, SA	0	0	0	0	0
The Australian National University	1	1	1	2	5
The University of Adelaide	2	2	0	2	6
The University of Melbourne	4	3	3	4	14
The University of Newcastle	3	7	1	4	15
The University of New South Wales	1	3	2	7	14
The University of Notre Dame	1	0	0	1	2
The University of Queensland	4	5	4	2	15
The University of Sydney	2	6	3	7	18
The University of Western Australia	2	2	0	2	6
University of Ballarat	0	1	0	0	1
University of Canberra	1	1	3	2	7
University of New England	3	1	3	1	8
University of South Australia	1	6	3	3	13
University of Southern Queensland	1	3	1	1	6
University of Tasmania	1	3	0	3	7
University of Technology Sydney	4	2	4	3	14
University of the Sunshine Coast	1	1	0	0	2
University of Western Sydney	0	2	1	1	4
University of Wollongong	1	3	4	2	10
Victoria University	0	1	0	2	3

Sessional teacher project (2006) not included (CADAD sponsored)

e-portfolio project (2007) not included. Six international partners are part of current projects

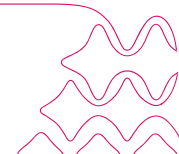


Table 2 is a synthesis of 2005, 2006 and 2007 grants showing the number of times institutions are funded as lead or partner institutions. By the end of 2007, 40 of the 45 eligible institutions were involved in current Carrick projects. Twenty-four institutions were funded as lead institutions on projects in 2007. Thirty-one percent of institutions were involved in 10 or more projects and 58% in five or more projects.

Disciplines covered in projects

Both the Leadership and Priority Projects Programs have priorities that target projects within a discipline framework. This is not the case in the Competitive Grants Program. Across all the 2007 programs approximately 60% of funded projects are discipline based. Table 3 provides an analysis of the disciplinary areas covered by the funded projects from 2005, 2006 and 2007. It shows the individual programs and the overall project total. Discipline areas are those defined by Department of Education Science and Training as Broad Fields of Education (Post 2000) in the Higher Education Statistical Collections. When examining this data, it should be noted that the Priority Projects Program Priority 1: *academic standards, assessment practices and reporting* was restricted to particular discipline groups, consequently different discipline groups were included in 2006 and 2007 under this program priority.

Table 3: Funded project categories

Discipline	2007 Leadership Program	2007 Competitive Grants Program	2007 Priority Projects Program	2005/6	Total
Natural & Physical Sciences	0	6	2	7	15
Information Technology	0	2*	0	3	6
Engineering & Related Technologies	0	0	0	4*	4
Architecture & Building	0	1	0	3	4
Agriculture, Environmental & Related Studies	0	0	0	0	0
Health	1	4	0	4	8
Education	0	0	2	1*	3
Management & Commerce	0	2*	2	3	7
Society & Culture	0	2	1	5	8
Creative Arts	0	0	0	4	4
Food, Hospitality & Personal Services	0	0	0	0	0
Mixed disciplines/general issues	2	12	4	20	38
Indigenous issues/approaches**	0	0	0	3	3

* linked to one other discipline

** not included in the mixed disciplines/general issues / one is included in the disciplines

The Broad Field of Education with the largest number of funded projects is Natural and Physical Sciences which includes Mathematics and Statistics, followed by Health and Society and Culture. All broad fields of education are covered by projects apart from 'Agriculture, Environmental & Related Studies' and 'Food, Hospitality and Personal Services'. The latter is a small area within university programs.

Projects funded which did not fit into a discipline framework are also listed in Table 3 as 'Mixed disciplines / general issues'.

Indigenous educational projects

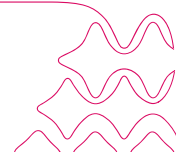
Indigenous education and perspectives are reported separately within Table 3 due to their importance in Australian higher education. While a number of projects were funded in 2006, no additional projects were funded in 2007. Seven institutions are lead or partners in the existing projects.

Other activities

During the year, a number of issues were identified as being important to the ongoing development of programs either to promote stronger applications and projects or to support more informed decision-making about projects in important areas. As a consequence, a number of activities took place in 2007 or are planned for early 2008.

These activities include:

- Forums and workshops related to programs (these are discussed under the various programs)
- A project scoping e-portfolios in Australian higher education with the intention of providing strategic advice on these developments
- A toolkit for planning project evaluation
- A project managers workshop (20-21 August 2007) in Adelaide



2.

LEADERSHIP FOR EXCELLENCE IN LEARNING AND TEACHING PROGRAM

The Leadership for Excellence in Learning and Teaching Program is designed to build leadership capacity in ways that promote and advance learning and teaching in Australian higher education.

There were three priorities for 2007, although only Priority 1 and 2 were scoped in the guidelines with a view to seeking project proposals.

The three priorities were:

- Priority 1: institutional leadership;
- Priority 2: disciplinary and cross-disciplinary leadership;
- Priority 3: work to better understand “leadership” in the context of teaching and learning in higher education.

Institutional leadership

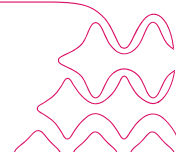
The Carrick Institute expects the major outcome from the **Institutional leadership projects** to be a demonstrable enhancement of learning and teaching through leadership capacity-building at the institutional level in Australian higher education.

Funding was available in the range \$150,000 to \$220,000 for projects which could be designed to take up to 2.5 years.

Disciplinary and cross-disciplinary leadership projects

The Carrick Institute expects the major outcome from the **Disciplinary and cross-disciplinary leadership projects** to be a demonstrable enhancement of learning and teaching through leadership capacity-building in disciplines structures, communities of practice and cross-disciplinary networks.

Projects should strengthen learning and teaching throughout the higher education sector within a discipline, national community of practice or cross-disciplinary area. Funding was available in the range \$80, 000 to \$220,000. Projects can take up to 2 years.



Leadership constructs and drivers

The third priority was to undertake work which assists the higher education sector and the Carrick Institute to better understand the drivers and leadership constructs that influence “leadership” in the context of teaching and learning in higher education.

2007 applications

A total of 25 applications (expressions of interest and full proposals) were received in the ratio of approximately 7:1. One proposal was approved for funding in the first round of decision making. From the expressions of interest, the Board Standing Committee approved 6 expressions of interest to submit full proposals. Of these, 2 proposals were approved for funding.

Funded projects

A list of the 2007 funded projects is found in Table 4. For a list of all participating institutions, including partners, see Table 8 in Appendix 2. Three projects were funded this year in addition to the 19 that were funded in the earlier years. No projects under this program have been finalised. There are now 22 leadership projects operating.

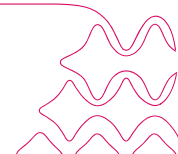
Table 4: Leadership for Excellence in Learning and Teaching Program - Projects funded 2007

Project Title	Lead Institution	Grant \$
Leading rich media implementation collaboratively: Mobilising international, national and business expertise	The University of New England	219,808
Using team management systems to identify and build leadership for quality learning in clinical health care teams	The University of Adelaide	216,916
Strategic leadership for institutional teaching and learning centres: developing a model for the 21st century	Deakin University	218,959
<i>Total Grants Approved</i>	\$655,683	

The types of projects funded could broadly be described as either institutional or disciplinary in focus.

Institutional projects address the following types of development:

- Structures, processes, programs and whole of institution frameworks
- Staff development around roles or skills



- Resources for staff appointment processes, succession planning and professional development
- Indigenous educational leadership
- Teaching and Learning Centre leadership role

Disciplinary areas covered are:

- Law
- Science
- Nursing
- Speech Pathology
- Maths and Statistics
- Business
- Health

Issues specific to the Leadership Program

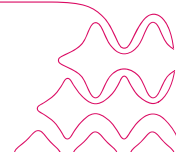
The number of applications dropped and was well below that of the other programs. The success rate was also low. Despite this, there was a strong dedication to improving teaching demonstrated in the applications to this program. The collaborative nature of the better applications was evident and the early preparation done by these applications strengthened the applications and influenced decisions. A good range of priority topics was covered.

The overall quality of applications was rated as “medium”. The weaknesses identified in proposals included:

- lack of understanding of approaches to leadership and clear definition of leadership outcomes
- projects directed to individual institution outcomes, with little evidence of value beyond the single institution
- lack of explicit focus on leadership
- too much jargon
- poor development of project thinking

While there is still strong support for the maintenance of expressions of interest, many expressions of interest failed to go beyond a good idea and did little to demonstrate clear thinking about the proposed project. This lack of development was evident in the failure to develop explicit outcomes, a coherent approach or to provide an engaging explanation of the need for the project.

This program appears to be the most challenging for applicants. Projects funded in earlier years have already provided evidence of interesting and important developments in leadership capacity building for learning and teaching. Most have also spent and continue to spend time exploring what ‘leadership’ means in the context of the particular work they are undertaking. Sharing of this ‘experiential learning’ will be very important to this program. Developments that arise from the work undertaken will assist in future planning. Understanding the potential to effect change and the importance of some roles for the development of learning and teaching in higher education is proving both challenging and rewarding for those involved in the current leadership projects.



Program response

In 2006, the Standing Committee identified a need to foster a focused discussion on the nature of leadership for learning and teaching to support those applying for grants within the program. Two of the initiatives to help foster that discussion were a national leadership workshop and forum. These were held in Sydney on 9 and 10 February 2007. The leadership workshop was attended by those involved in leadership projects. The forum was designed to cater to those interested in applying for grants under the Leadership Program and for those with a general interest in the development of leadership for learning and teaching in higher education.

The 44 participants at the workshop developed an understanding of the different projects and participants had an opportunity to form new networks of interest and expertise. The forum was attended by 108 participants. Papers from the colloquium and forum are available on the website at

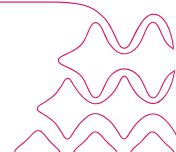
<http://www.carrickinstitute.edu.au/carrick/go/home/grants/pid/345>

Further opportunities to share thinking and approaches to support the development of leadership for learning and teaching have occurred through the projects themselves. A number of the projects have included national workshops and forums as part of the dissemination activities or data collection processes, these include:

- *Promoting learning & teaching communities* (ANU) - National Symposium held 28/29 June 2007
- *Quantitative diversity: Disciplinary and cross-disciplinary mathematics and statistics support in Australian universities* (QUT) - 2-day national symposium held 19/20 July 2007 (www.carricksymposium07.qut.edu.au).
- *Raising the profile of teaching and learning: scientists teaching scientists* (Flinders) - Conference 13/14 June 2007
- *Academic leadership capabilities for Australian higher education* (UWS/ACER) - National workshops with respondents and other interested parties. Victoria, WA, NSW, and Queensland in June – July 2007.

Implications for program guidelines and program development

There is a clear need to build understanding and thinking around the development of leadership for learning and teaching in higher education. The program plans to continue to address this and in 2007/08 will offer a number of opportunities for interested academics to meet to further develop this thinking. In December there will be a workshop to share project ideas and gain feedback on these ideas. The project: *Learning leaders in times of change*, a research project being led by Professor Geoff Scott, provides an empirical basis for development of leadership. Data and findings from this project will be finalised in time to be considered in applications. In February 2008 universities will have the opportunity to examine these findings at a national workshop in order to consider how the lessons might be implemented within universities. Leadership project holders will meet again in February 2008.



A report on the leadership projects has been commissioned to provide an overview of the leadership projects in action with a view to maximising the potential for institutions and the development of the program.

The report will:

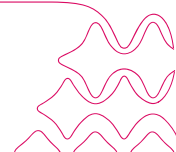
- present an overview of each project
- draw together the synergies and learnings from the projects
- identify areas of weakness and the limitations of approaches
- identify the potential for further development for the sector, individual institutions, policy developers, the Carrick Institute and other key groups
- examine implications in the context of a diverse sector
- propose strategies for building on the work undertaken in projects

In order to assist applicants, a checklist that addresses many of the weaknesses in applications has been prepared. It is now required as part of the submission of applications.

Standing Committee recommendations

The Standing Committee supported the retention of the current guidelines for 2008 with one addition. The Committee endorsed a new priority, *Consolidating leadership outcomes*, to encourage the use and embedding of work undertaken in projects.

The 2008 Guidelines were released in July 2007.



3.

COMPETITIVE GRANTS PROGRAM

The Competitive Grants Program supports innovation and research and development related to learning and teaching in higher education. The topics it covers are more broadly based than the other two Grants Scheme programs.

The priorities for 2006-2008 are:

- Research and development focused on issues of emerging and on-going importance, (e.g. the nexus between teaching and research; performance indicators for learning and teaching in higher education)
- Strategic approaches to learning and teaching that address the increasing diversity of the student body
- Development of robust methods of identifying and rewarding excellence in teaching (excluding awards schemes)
- Innovation in learning and teaching, particularly in relation to new technologies

Project funding is available in the range from \$60,000 to \$220,000. Projects can take between 1 and 2 years. Small projects should be completed in one year.

2007 applications

A total of 154 applications in the form of expressions of interest and full proposals were received in the ratio of approximately 4:1. From the expressions of interest, the Board Standing Committee approved 28 applications to submit full proposals and 3 full proposals to be further considered. In total in 2007, 29 full proposals were approved for funding.

As a program which offers the opportunity for academics and institutions to identify issues and challenges for learning and teaching in higher education, it is useful to examine the types of issues/themes identified through the applications. It was noted that many applications identified that they met more than one of the priorities and did little to argue for the relationship with any one of the priorities.

Under this program, approximately 68% of applications were related to a particular discipline or group of disciplines. The strongest representation was from Health and the Natural and Physical Sciences which includes Maths and Statistics. For the distribution of Competitive Grants funded projects against disciplines see Table 3. Table 5 shows the number of applications against the broad fields of education as provided by applicants and should be taken as indicative only as these data have not been verified.

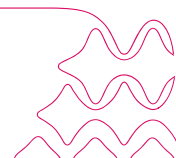


Table 5: Competitive Grants Program 2007 applications dealing with a specific discipline

Competitive Grants applications	Applications received
Natural & Physical Sciences	17
Information Technology	6
Engineering & Related Technologies	6
Architecture & Building	10
Agriculture, Environmental & Related Studies	0
Health	21
Education	10
Management & Commerce	13
Society & Culture	8
Creative Arts	4
Food, Hospitality & Personal Services	0

The number of applications and projects funded against each of the program priorities (number in brackets below) shows that all but Priority 3 were well represented in the applications. The list of priorities with frequency selected is found below:

- Priority 1: research and development focused on issues of emerging and on-going importance, (e.g. the nexus between teaching and research; performance indicators for learning and teaching in higher education) - Applications (73);
- Priority 2: strategic approaches to learning and teaching that address the increasing diversity of the student body - Applications (74);
- Priority 3: development of robust methods of identifying and rewarding excellence in teaching (excluding awards schemes) – Applications (6);
- Priority 4: innovation in learning and teaching, particularly in relation to new technologies – Applications (84);

It should be noted that many applicants selected multiple priorities.

Funded projects

Twenty-nine projects were approved. However one project approved did not proceed to funding. A total of 28 projects were funded in 2007 making the total number of projects funded under this Program, since its inception in 2006, forty-eight. A list of the 2007 projects is found in Table 6. For a list of participating institutions, see Table 9 in Appendix 2.

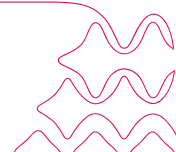
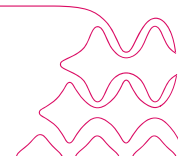


Table 6: Competitive Grants Program - Projects funded 2007

Project Title	Lead Institution	Grant \$
Enhancing frameworks for assuring the quality of learning and teaching in university offshore education programmes	The University of Western Australia	149,573
Measuring student experience: relationships between teaching quality instruments (TQI) and course experience questionnaire (CEQ)	The University of Melbourne	212,722
The whole of university experience: retention, attrition, learning and personal support interventions during undergraduate business studies	University of the Sunshine Coast	219,887
Engaging with learning: understanding the impacts of practice-based learning exchange	The University of Melbourne	218,246
Guest lecturers in disability education: investigating strategic use of communication technologies for specialist input	The University of Sydney	60,186
Tribes and Cultures: frameworks for shared language and intent to cost-effectively improve learning outcomes	Curtin University of Technology	203,420
Using threshold concepts to generate a new understanding of teaching and learning biology	The University of Sydney	191,400
The seamless integration of Web3D technologies with university curricula to engage the changing student cohort	University of Southern Queensland	215,368
Evaluation of teaching and learning resource delivery modes in Arts	Monash University	201,652
Investigating the application of IT generated data as an indicator of learning and teaching performance in higher education	Queensland University of Technology	138,883
Strategies and approaches to teaching and learning cross cultures	University of Technology, Sydney	140,095
LiFE – Learning interactively for engagement: meeting the pedagogical needs of refugee students in two Western Australian universities	Murdoch University	140,778
Making research skill development explicit in coursework: four universities' adaptation of a model to numerous disciplines	The University of Adelaide	215,488
Development and evaluation of resources to enhance skills in higher degree research supervision in an intercultural context	Macquarie University	218,790
Articulating lifelong learning in tourism: dialogue between humanities scholars and travel providers	The University of Western Australia	149,779
Developing and disseminating TEAM SKILLS capacities using interactive online tools for team formation, learning, assessment and mentoring	The University of Queensland	181,487
Interactive video analysis to develop learning and assessment of university students' practical and communication skills	The University of Notre Dame Australia	147,809



Virtual microscopy for enhancing learning and teaching	The University of New South Wales	129,790
Development of a computer-generated digital patient for teaching and assessment in Pharmacy	The University of Newcastle	149,292
A cross-disciplinary approach to language support for first year students in the science disciplines	University of Canberra	121,992
Addressing the on-going English language growth of international students	Monash University	219,490
Teaching Physics using virtual reality	The Australian National University	219,564
The virtual slidebox – a new learning paradigm for exploring the microscopic world	The University of Queensland	133,346
On-line student supervision training - accessible and cooperative learning in social work	Charles Sturt University	172,079
A national curriculum for entomology: capacity building through collaborative, web-based delivery	The University of Queensland	211,149
The development of an undergraduate nursing competencies assessment tool, for use across Australian Universities	University of Wollongong	205,150
Assessing and improving spatial ability for design-based disciplines utilising online systems	The University of Newcastle	196,331
Creating Accessible Teaching and Support – Extension Project	University of Tasmania	220,000

Total grants approved **\$5,203,746**

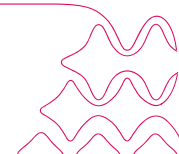
Events

In 2007 the following events related to projects or commissioned as part of the program occurred:

- *Psychology and indigenous Australians: teaching, practice and theory (Uni SA)* 12-13 July 2007 (Project event)
- A colloquium, *Collaborating to offer small courses/subjects* was held on 18-19 May at UNE. A report on this event is available on the Carrick Institute website.

Issues specific to the Competitive Grants Program

The number and variety of proposals suggested a high level of commitment to teaching. There were interesting and innovative ideas demonstrated as well as serious efforts to collaborate in preparing and planning projects.



The quality of applications varied with the overall assessment from “medium” quality to “good”. The strongest applications clearly outlined current problems and developed well grounded, multi-institutional methodologies to address the problems identified. In contrast, a significant number of applications lacked focus and were poorly structured and argued. Many did not specifically address the priority areas of the Competitive Grants Scheme.

The weaknesses identified in proposals included:

- single institution applications without clear applicability to the sector and wider community
- dissemination poorly understood and addressed
- requirements for project management not considered
- intellectual property issues not addressed

Many budgets contained simple errors, while a number did not use the template provided. In a number of cases the budgets appeared unrealistically high. These problems were not unique to this program.

The more general nature of the priorities when compared to the other programs resulted in applications that failed to convince that they addressed any one priority. Some applications should have been submitted to other programs as they met the criteria for these programs.

Program review

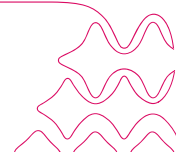
This year, there was again discussion as to whether accepting only full proposals might reduce the number of applications which did not strongly align with the Carrick Institute’s purpose. After some debate it was decided that expressions of interest were an important way to provide feedback at this early stage of development of the program.

Another challenge is that this program is the most likely to overlap with other Carrick Institute programs. This should be reduced under the proposed new administrative arrangements for the Discipline Based Initiatives Scheme. Within the Grants Scheme there is the potential for considerable overlap unless there is easy communication about what is happening in the different areas funded. Communicating this information simply is a priority for the ongoing development of the Scheme.

In the current guidelines there is a statement that:

It should be noted that the 2008 Guidelines may be modified to provide a stronger focus to the broad priorities defined for 2006-08. While the funding priorities will be maintained for the three years 2006-2008 there may be some revision of the types of projects within these funding priorities during the three years and not all priorities will necessarily be funded in each year.

Of the four priorities one priority No 3 *identifying and rewarding excellence in teaching* had few applications (6). It is the area of a wide ranging Carrick project and could be removed as a priority for 2008 given the small number of applications and the potential



for substantial overlap with the work being conducted as part of the *Teaching quality indicators* project.

The numbers of applications addressing the three other priorities are about equal, though many applications identify that they address more than one priority. This often results in an application that does little to argue a coherent case for any of the priorities. To address this issue the guidelines have been changed to ensure one priority is addressed and the case for selecting that priority is to be argued.

To overcome the Competitive Grants Program being targeted when other programs priorities seem too restrictive or a deadline is missed, the closing date will be before those of the other two programs. The closing date for 2009 will be in November 2008 and begin a pattern that ensures adequate time for decision making. The 2008 guidelines now specify that:

When an application meets the criteria for another Carrick program it should not be submitted under this program. Applications that address the criteria for another Carrick program will not be accepted under this program.

Implications for program guidelines and program development

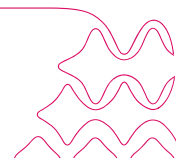
The strength and at the same time, the challenge for this program is the variety and creativity that is possible within the relatively open framework as it attracts large numbers of applications which compete for limited funding. The potential overlap between the types of applications developed under this framework and other Carrick programs, both those under the Grants Scheme and those funded particularly through the Discipline-Based Initiatives (DBI) is being addressed through the transfer of investigations funded under the DBI to the management and reporting under the Grants Scheme.

Now that a number of projects have been funded, there will be a requirement for all applicants to identify the relationship with projects currently funded, as well as to situate the proposal within other relevant work and literature in the field. This applies to both expressions of interest and full proposals.

Guidelines changes

The only substantive change to the guidelines for 2008 was the removal of priority 3 *identifying and rewarding excellence in teaching* to allow the large Carrick project to report. Information on *Teaching quality indicators* project is available at <http://www.carrickinstitute.edu.au/carrick/go/home/pid/370>

The 2008 Guidelines were released in July 2007.



4.

PRIORITY PROJECTS PROGRAM

The Priority Projects Program responds to priorities emanating from the Institute's designated responsibilities and some priorities identified by the Board.

The Institute's designated responsibilities which are supported through this program are:

- liaison with the sector about options for articulating and monitoring academic standards;
- improvement of assessment practices throughout the sector, including investigation of the feasibility of a national portfolio assessment scheme;
- facilitation of benchmarking of effective learning and teaching at national and international levels.

The funding priorities for 2006-2008 are:

- academic standards, assessment practices and reporting;
- teaching and learning spaces;
- peer review.

Project funding was available in the range \$80,000 to \$220,000. Projects could be designed to take between 1 and 2 years. Smaller projects should be completed in one year.

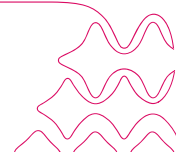
Academic standards, assessment practices and reporting (Discipline-based Projects)

The Carrick Institute expects the major outcome from this priority to be improvement in higher education assessment practices and student outcomes within a number of disciplines/ fields of study.

In order to manage the level of funding available for projects different disciplines were selected for 2006 and 2007 under this priority.

Disciplines/ Fields of Studies eligible in 2006:

- Health and Related Studies (includes Medicine, Nursing etc);
- Physical Sciences and Related Studies (includes Architecture, Building and Planning, Engineering, Computing and Information Science);
- Humanities and the Arts.



Disciplines/ Fields of Studies eligible in 2007:

- Law, Economics, Business and Related Studies;
- Biological Science and Agriculture;
- Social Sciences (includes Education).

Teaching and learning spaces

The Carrick Institute expects the major outcome from this priority to be designs/evaluations of leading edge, creative solutions and models for new and modified learning spaces to enhance learning and teaching in higher education. No applications were accepted in 2007. The focus of activity in 2007 was to disseminate good practice and develop and understanding of areas of need so that stronger applications could be developed.

Peer review

The Carrick Institute expects the major outcome from this priority to be development and modelling of systems of peer review of learning and teaching in a number of Australian higher education institutions.

2007 applications

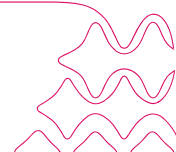
A total of 33 applications in the form of expressions of interest and full proposals were received in the ratio of about 5:1. From the expressions of interest, the Board Standing Committee approved 8 applications to submit full proposals and two full proposals to be further considered. Four full proposals were approved for funding in the first round and seven in the second round. In addition a project on e-portfolios was also commissioned. In response to a new initiative of the Board to consider large projects, one project was approved for stage one funding in this category.

Only four applications were submitted under Peer Review, with the rest of the applications addressing academic standards, assessment and reporting within a discipline context. No applications were sought under the Learning and Teaching Spaces as the plan for 2007 was to provide opportunities to share good practice. Assessment project proposals were in the majority and these had a strong focus on technological approaches.

Funded projects

Thirteen projects were funded in 2007. Twelve projects were funded in 2006 and four assessment projects were funded in 2005. These latter projects meet the criteria for this program and contribute to the outcomes designed for this program. One of the 2005 projects were completed during the year and one late in 2006. A list of 2007 projects is found in Table 7. A list of participating institutions, Table 10, can be found in Appendix 2.

Under Priority One: *academic standards, assessment practices and reporting* the projects funded in 2005, 2006 and 2007 cover the following disciplines:



- Biological Science
- Accounting
- Media and Communication
- ICT
- Speech Pathology
- Dance
- Physiotherapy
- Planning practice
- Architecture
- Archaeology
- Veterinary science
- Teacher education
- Business management
- Social Sciences

Details of the numbers in each Broad Field of Education can be found in Table 3. Three projects were funded under the Peer Review priority, making the total projects addressing that priority, four. Apart from the e-portfolio project, the remaining projects focus on assessment and standards.

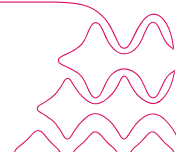
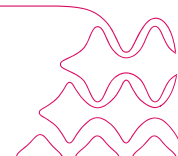


Table 7: Priority Projects Program – Projects funded 2007

Project Title	Lead Institution	Grant \$
Diagnostic assessment for biological sciences - Development of a concept inventory	The University of Queensland	200,846
Developing our staff: an eight university collaboration for mapping and delivery of a shared professional development programme for tertiary educators	The University of New England	219,593
Peer review of teaching in Australia higher education	The University of Melbourne	198,510
Facilitating staff and student engagement with graduate attribute development, assessment and standards in Business Faculties	University of Technology Sydney	203,544
Quality assessment: linking assessment tasks and teaching outcomes in the social sciences	The University of Newcastle	219,939
Practicum partnerships: exploring models of practicum organization in teacher education for a standards based profession	The University of Melbourne	147,035
Embedding peer review of learning and teaching in e- learning and blended learning environments	University of Technology Sydney	178,248
Peer review of online learning and teaching	University of South Australia	149,885
Curriculum development and assessment of methods to enhance communication and life skills in veterinary students	Murdoch University	218,075
Enhancing Assessment feedback practices in accounting education: issues, obstacles and reforms	James Cook University	217,206
Embedding performance management principles into business management subjects via self and peer assessment practices	University of Technology Sydney	119,110
e-Portfolio use by university students in Australia: informing excellence in policy and practice	Queensland University of Technology	227,900
ReMarks	The University of New England	250,000*
Total Grants Approved		\$2,549,891

* The Board approved a process to be oversighted by the Priority Projects Standing Committee for considering large projects up to the value of \$1,000,000. This project has been approved by the Board with the potential for consideration of further funding.



Events

As part of dissemination activities or data collection processes, projects may include national workshops and forums. These add to the activities undertaken in association with the various grants. The Carrick Institute also sponsors events to support program development.

In 2007 the following events, related to projects or commissioned as part of the program, occurred:

- *Designing next generation learning spaces* 4-5 July 2007 (Project website www.uq.edu.au/nextgenerationlearningspace for more details)

- In November 2007, a forum for all those undertaking assessment projects was hosted in association with the ATN Evaluation and Assessment Conference at Queensland University of Technology. This forum was facilitated by Professor Dai Hounsell, Professor of Higher Education, The University of Edinburgh. Professor Hounsell was a keynote speaker at the ATN conference courtesy of the Carrick Institute.

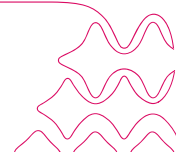
- A fortnight of activities, *Carrick Institute Places and Spaces - for learning* (17-28 September) which included:
 - seminars in five Australian cities which featured international expert Les Watson (A report on the seminars will be available on the Carrick Institute website once complete)
 - nineteen visits to innovative developments and renovations in universities were offered
 - an intensive learning environment design workshop for 20 participants was offered through The University of Melbourne and RMIT (A report on the workshop is available on the Carrick Institute website).

Program review

The number of applications in this program dropped by approximately half compared to 2006. This was in large part due to the removal of learning and teaching spaces as a priority for applications. The number of applications should be stronger in 2008 as there is likely to be considerable momentum from the events in 2007 on learning and teaching spaces.

Teaching and Learning Spaces has been re-opened to applications for 2008. Some modifications from the initial specification take into account the activities of the Places and Spaces fortnight to encourage developments from those events.

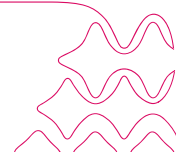
One of the issues to be addressed by the Carrick Institute is e-portfolios. Since there was little attempt in the applications to examine large scale systems of reporting an e-Portfolio project was commissioned to scope practice in Australian higher education in the context



of other activity both national and international. There has been considerable interest in this project which draws on international experience as well as local experience.

When planning the 2008 guidelines some eligibility issues needed to be addressed to ensure that all assessment projects could be captured within the criteria to prevent assessment projects being submitted under the Competitive Grants Program and the list has been broadened to accommodate these different interpretations. Another issue that needed to be addressed was whether to limit the discipline groupings which could apply under priority one. The Priority Projects Program Guidelines listed particular discipline groupings for each of the years 2006 and 2007. There was no statement about what would happen in 2008. The Standing Committee recommended that 2008 guidelines should remove all statements about discipline groupings and make some changes to the list of topics under Assessment Practices.

The 2008 Guidelines were released in July 2007.



5.

OPERATIONAL POLICY ISSUES

Background to program operations

There was an option to submit either a full project proposal or an expression of interest by the closing dates for each of the programs. Full project proposals were assessed and a decision regarding funding made in the first funding round. In a few cases applicants who submitted full proposals were asked to make some changes and resubmit for further assessment in the next decision round.

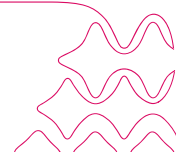
Expressions of interest were assessed and applicants advised as to whether they had been selected to prepare full proposals to go forward to the second round of funding. Each program reserved funding for this second round.

All applications (expressions of interest and full proposals) needed the endorsement of the PVC/DVC (academic) or equivalent. There was a debate about the need for partner institutions to endorse applications as well. It was decided to require this endorsement with the submission of proposals, though not for expressions of interest as the latter are signalling strong interest in involvement and not a commitment to providing expertise or resources.

Strong protocols exist to manage conflicts of interest and confidentiality for both the assessors and the Standing Committees. Assessors were not involved in assessment in a program under which they were party to or involved in the development of any application. As collaborations were encouraged, it was not always possible to ensure an assessor did not work in an institution involved in the application being assessed. A third assessor was available when any assessor declared a substantive or perceived substantive conflict of interest. There was little demand for a third assessor to address perceptions of conflict of interest.

It was clear that during 2006 many institutions had established systems to support applicants and to oversight the application process. To support these systems it is now essential for any changes to Carrick Institute guidelines, timelines or processes to be signalled well in advance. For this reason program guidelines for 2008 were finalised for Board approval at the June meeting and were released early in July. The Carrick Institute also worked on an online application system, the 'Grants Management System' which was available for the last round of applications under the Competitive Grants Program in 2007.

There was a great deal of last minute activity. Less than one sixth of applications in the Competitive Grants Program were received by midday on the day they were due and there were many requests to fix something after they were received.



The number of applications to the Competitive Grants Program is large. The program has been used to put in applications when other program deadlines were missed as this program had the last closing date of the three. To address this, guidelines now make clear that if an application meets another program's guidelines it is ineligible to be considered for Competitive Grants funding. The submission of applications for the Competitive Grants Program is earlier than the other programs in 2008 and for the 2009 funding year applications will close in November 2008.

Budget issues

In response to difficulties with budgets in 2006, a budget proforma and supporting information were provided for budgets. All budgets are checked and high numbers returned to have errors in calculation fixed or to ensure that an item such as independent evaluation was included. In response to the different approaches to the payment of levies to institutions for research offices and other infrastructure costs in the first year of operation, the 2007 guidelines allowed for a maximum 10% institutional levy to be applied. The maximum funding for projects was increased to allow for this. Most institutions applied this levy though a few did not.

Change of partners

During the year, there were a couple of instances where new partners wished to join projects or a partner to withdraw. Procedures needed to be clarified for this to occur.

The guidelines now state that:

Proposed changes in partner institutions eg withdrawal or addition of a partner during the project must be supported by the PVC/DVC (academic) or equivalent of the institution/s concerned and written notification of the change and endorsement be provided to the Carrick Institute.

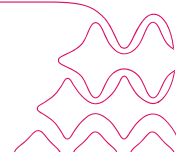
Restrictions on applicants

Multiple applications have been received from some academics. There are already academics involved in three Carrick projects, all of which require substantial time for the success of the project and there is some evidence of overload as people commit to projects and then find themselves in changed circumstances such as a promotion or gaining a new position or responsibility.

The guidelines now state that:

The project leader/s must take significant intellectual responsibility for the proposed project, its design, conduct and results. This requires a serious time commitment (usually at least 20% of the leader's time).

Individuals may not hold the substantive responsibility (eg project leader) for more than two Carrick grants concurrently unless the PVC/DVC (academic) approves a greater commitment and provides details of how the time will be allocated to enable the individual to acquit his/her responsibilities to the projects. While this restriction does not apply to project team members, care should be taken by individuals not to overcommit.

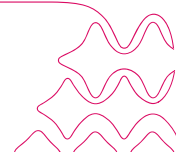


Evaluation planning

The guidelines require proposals to demonstrate how they plan to include evaluation as an integral part of the project. Only a few applications have developed a strong evaluation framework. A resource to assist applicants to plan project evaluation was commissioned and is available on the Carrick Institute website.

Other issues

Knowing what projects are operating is important for all applicants. The projects are listed on the website and a summary provided by the project team can also be found there. A booklet containing this information was published for the 2006 projects and will also be prepared for the 2007 projects and put on the website so that there is an overview of all projects in one location.



6.

APPENDICES

Appendix 1: Grants Scheme Board Standing Committees

Leadership for Excellence in Learning and Teaching Program

Professor Ian O'Connor (Chair) (Carrick Institute Board member)

Mrs Judith Wheeldon (Carrick Institute Board member)

Professor Anne Edwards, Vice-Chancellor, Flinders University (AVCC nominee)

Professor David Gardiner, Deputy Vice-Chancellor (Academic), Queensland University of Technology (AVCC nominee)

Competitive Grants Program

Professor Ian O'Connor (Chair) (Carrick Institute Board member)

Mr Tim Besley (Carrick Institute Board member)

Professor Belinda Probert (Carrick Institute Board member)

Professor Nick Saunders, Vice-Chancellor, The University of Newcastle (AVCC nominee)

Professor Rob Castle, Deputy Vice-Chancellor (Academic), University of Wollongong (AVCC nominee)

Priority Projects Program

Professor John Hay (Chair) (Carrick Institute Board member)

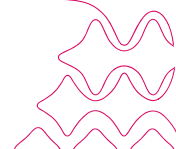
Professor Lynne Hunt (Carrick Institute Board member)

Dr Ken Rowe (Carrick Institute Board member)

Professor Ross Chambers, Deputy Vice-Chancellor (Academic), Charles Sturt University (AVCC nominee)

Professor Hilary Winchester, Pro Vice Chancellor and Vice President: Organisational Strategy and Change, University of South Australia (AVCC nominee)

Professor Richard Johnstone (Carrick Institute, Executive Director)



Appendix 2: Participating institutions in projects funded in 2007

Table 8: Leadership for Excellence in Learning and Teaching Program

Project Title	Lead Institution	Partner Institution (s)
Leading rich media implementation collaboratively: mobilising international, national and business expertise	The University of New England	University of Wollongong, The University of Queensland
Using team management systems to identify and build leadership for quality learning in clinical health care teams	The University of Adelaide	Flinders University, The University of South Australia
Strategic leadership for institutional teaching and learning centres: developing a model for the 21st century	Deakin University	Monash University, RMIT University, The University of Newcastle, Macquarie University, The University of New England

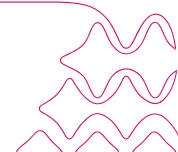
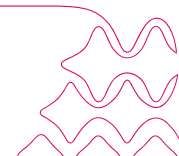
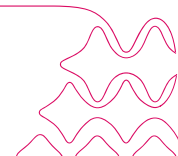


Table 9: Competitive Grants Program

Project Title	Lead Institution	Partner Institutions
Enhancing frameworks for assuring the quality of learning and teaching in university offshore education programmes	The University of Western Australia	Curtin University of Technology, University of the Sunshine Coast
Measuring student experience: relationships between teaching quality instruments (TQI) and course experience questionnaire (CEQ)	The University of Melbourne	University of Wollongong, University of Tasmania, Flinders University, Graduate Careers Council, Australian Council of Educational Research
The whole of university experience: retention, attrition, learning and personal support interventions during undergraduate business studies	University of the Sunshine Coast	The University of Sydney, Monash University, Griffith University, University of South Australia, Murdoch University, University of Southern Queensland
Engaging with learning: understanding the impacts of practice-based learning exchange	The University of Melbourne	The University of Newcastle, The University of Queensland
Guest lecturers in disability education: investigating strategic use of communication technologies for specialist input	The University of Sydney	The University of Newcastle, Macquarie University
Tribes and Cultures: frameworks for shared language and intent to cost-effectively improve learning outcomes	Curtin University of Technology	The University of New South Wales
Using threshold concepts to generate a new understanding of teaching and learning biology	The University of Sydney	University of Western Sydney, The University of New South Wales
The seamless integration of Web3D technologies with university curricula to engage the changing student cohort	University of Southern Queensland	University of Central Queensland, SenseGraphics (Sweden), Web3D Consortium (International)
Evaluation of teaching and learning resource delivery modes in Arts	Monash University	n/a
Investigating the application of IT generated data as an indicator of learning and teaching performance in higher education	Queensland University of Technology	University of British Columbia (UBC) - Canada
Strategies and approaches to teaching and learning cross cultures	University of Technology Sydney	The University of Sydney, Curtin University, Edith Cowan University, Southern Cross University
LiFE – Learning interactively for engagement: Meeting the pedagogical needs of refugee students in two Western Australian universities	Murdoch University	Curtin University of Technology



Making research skill development explicit in coursework: four universities' adaptation of a model to numerous disciplines	The University of Adelaide	Monash University, University of South Australia, Macquarie University, The University of Melbourne
Development and evaluation of resources to enhance skills in higher degree research supervision in an intercultural context	Macquarie University	The University of Newcastle
Articulating lifelong learning in tourism: dialogue between humanities scholars and travel providers	The University of Western Australia	n/a
Developing and disseminating TEAM SKILLS capacities using interactive online tools for team formation, learning, assessment and mentoring	The University of Queensland	RMIT University, The University of Melbourne, The University of Western Australia, The University of Southern Queensland, The University of Technology Sydney
Interactive video analysis to develop learning and assessment of university students' practical and communication skills	The University of Notre Dame	n/a
Virtual microscopy for enhancing learning and teaching	The University of New South Wales	n/a
Development of a computer-generated digital patient for teaching and assessment in Pharmacy	The University of Newcastle	Monash University, Charles Sturt University
A cross-disciplinary approach to language support for first year students in the science disciplines	University of Canberra	The University of Sydney, University of Technology Sydney, University of Tasmania, The University of Newcastle
Addressing the on-going English language growth of international students	Monash University	Deakin University, Edith Cowan University, The University of Melbourne, Macquarie University
Teaching Physics using virtual reality	The Australian National University	The University of Queensland
The virtual slidebox – a new learning paradigm for exploring the microscopic world	The University of Queensland	n/a
On-line student supervision training - accessible and cooperative learning in social work	Charles Sturt University	Australian Association of Social Workers, NSW Department of Community Services, Victoria University, The University of Newcastle, The University of Sydney, University of Western Sydney, Australian Catholic University



A national curriculum for entomology: capacity building through collaborative, web-based delivery	The University of Queensland	The University of Adelaide, The University of Western Australia, Charles Sturt University
The development of an undergraduate nursing competencies assessment tool, for use across Australian universities	University of Wollongong	The Council of Deans of Nursing and Midwifery (Australia and New Zealand), Curtin University of Technology, Queensland University of Technology, University of Technology Sydney, University of South Australia
Assessing and improving spatial ability for design-based disciplines utilising online systems	The University of Newcastle	Southern Cross University, La Trobe University, Edith Cowan University, Michigan Technological University
Creating accessible teaching and support initiative (Extension project)	University of Tasmania	Central Queensland University, Flinders University, La Trobe University, Macquarie University

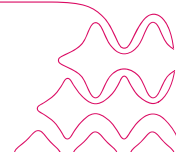
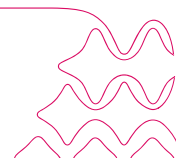
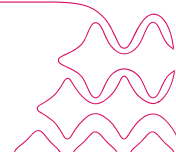


Table 10: Priority Projects Program

Project Title	Lead Institution	Partner Institution (s)
Diagnostic assessment for biological sciences - development of a concept inventory	The University of Queensland	The Australian National University, The University of Natal, The University of Oporto
Developing our staff: an eight university collaboration for mapping and delivery of a shared professional development programme for tertiary educators	The University of New England	University of Canberra, Flinders University, Central Queensland University, University of Newcastle, University of Ballarat, Edith Cowan University, Murdoch University
Peer review of teaching in Australia higher education	The University of Melbourne	University of Wollongong
Facilitating staff and student engagement with graduate attribute development, assessment and standards in business faculties	University of Technology Sydney	Queensland University of Technology, The University of Sydney, The University of Queensland
Quality assessment: linking assessment tasks and teaching outcomes in the social sciences	The University of Newcastle	n/a
Practicum partnerships: exploring models of practicum organization in teacher education for a standards based profession	The University of Melbourne	Victorian Council of Deans of Education, Victorian Institute of Teaching
Embedding peer review of learning and teaching in e-learning and blended learning environments	University of Technology Sydney	Curtin University of Technology, Queensland University of Technology, RMIT University, University of South Australia
Peer review of online learning and teaching	University of South Australia	Queensland University of Technology, Monash University, RMIT University, Griffith University, Edith Cowan University, University of Tasmania, University of Southern Queensland, Lancaster University (UK)
Curriculum development and assessment of methods to enhance communication and life skills in veterinary students	Murdoch University	The University of Sydney, The University of Queensland
Enhancing assessment feedback practices in accounting education: issues, obstacles and reforms	James Cook University	RMIT University, The University of Adelaide, The University of Melbourne, CPA Australia, Accounting and Finance Association of Australia and New Zealand



Embedding performance management principles into business management subjects via self and peer assessment practices	University of Technology Sydney	Curtin University of Technology, Queensland University of Technology, University of South Australia, RMIT University
ePortfolio use by university students in Australia: informing excellence in policy and practice	Queensland University of Technology	The University of Melbourne, The University of New England, University of Wollongong
ReMarks PDF	The University of New England	Deakin University, Monash University, Open Universities Australia, The University of Newcastle



Appendix 3: Completed projects

A small number of projects were completed in 2007. The programs are designed to maximise strategic change which requires time. The reason so few have been completed is that projects have been designed for the most part, to take up to two years so that there is the sufficient time for the outcomes to begin to be applied. A number of projects will report early in 2008.

Table 11: Completed projects

Project Title	Year Completed	Lead Institution
Assessing students unfamiliar with assessment practices in higher education - Accounting	2006	RMIT University
Physclips: multilevel, multimedia resources for teaching first year physics	2007	The University of New South Wales
Enhancing the assessment of learning in Australian higher education: Biological Sciences (Bioassess)	2007	The University of Melbourne
Online assessment feedback as an instrument of reflective learning practice in human biology	2007	The University of Western Australia

Project outcomes

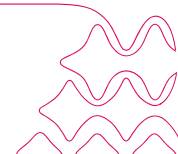
1. Assessing students unfamiliar with assessment practices in Australian universities (Accounting) – RMIT University

In 2004 one in every four students in an Australian university was an international student. This project aimed at determining how equivalency of student learning and assessment and attainment of the required skills could be ensured through assessment practices taking into account students' different cultural and learning backgrounds. Generic skills expected of accounting graduates as articulated by CPA Australia and the Institute of Chartered Accountants in Australia (ICAA), underpinned the study.

Assessment practices used in the RMIT School of Accounting and Law in Melbourne, Singapore and Hong Kong were examined to determine:

- how they measured students' attainment of the profession's generic skills,
- whether different approaches to assessment were taken across the three locations.

Data was compiled on the students participating in the programs - their cultural backgrounds, prior learning experiences, assessment practices and their performance in assessment. Consultations were held with teaching staff and with employers to determine their views



about assessment, and student and graduate quality. Finally a number of different approaches to assessment were trialed and evaluated.

A report on this project is available on the Carrick Institute website:
<http://www.carrickinstitute.edu.au/carrick/go/home/grants/pid/342>

2. Physclips: multilevel, multimedia resources for teaching first year physics - The University of New South Wales, RMIT University and the University of Melbourne

A collaborative effort between a physicist and an IT specialist working in educational support, this project was designed to produce a set of multimedia learning resources in mechanics, electricity and magnetism, with three (hyperlinked) levels: overview, investigative and deeper analysis mode. The project leaders had previously collaborated to create an award winning stand-alone multimedia presentation called 'Einstein Light' which is an introduction to special relativity using a multi-level, multimedia approach (<http://www.phys.unsw.edu.au/einsteinlight>). Physclips was designed as another multimedia presentation of introductory physics, using, improving upon and extending the techniques of the first successful collaboration.

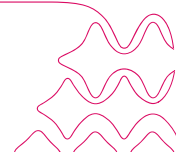
A set of multimedia learning and teaching modules for mechanics and electromagnetism are now live at www.physclips.unsw.edu.au (the principal entry site for students) with links to deeper and broader support material. For use in lessons, teachers may directly download the learning objects from http://www.physclips.unsw.edu.au/site_map.htm. Because it is mainly aimed at the syllabus for the first part of the year, Physclips has only had limited use so far. During the teaching session, Physclips received more than 1000 unique visitors per day, each visitor downloading typically 20 files. Overall, there were typically 30,000 hits per day. The project was presented at ED-MEDIA, Vancouver June 2006 and the UniServe Conference September 2007. In 2008, it is intended that Physclips will be used in a more extended teaching form.

3. Enhancing the assessment of learning in Australian higher education: Biological Sciences – The University of Melbourne and the University of Sydney

The project aimed to develop and strategically disseminate resources designed to enhance the assessment of learning in the biological sciences in Australian universities. Consultations involved biological science academics, students, and recent graduates, across eight Australian universities about assessment issues, current approaches to assessment and successful assessment practice. The wider disciplinary community were also consulted through round table discussion and national seminars.

The primary deliverable from the project is a website of ideas and resources for educators in the biological sciences: www.bioassess.edu.au

The website delivers:



- A detailed compilation and synthesis of the core learning outcomes in the biological sciences, including generic skills
- A rich dataset on contemporary assessment issues in biological sciences based on the views of practitioners
- A set of examples of best practice in assessment in the biological sciences in a range of institutional and program settings, including across year levels and fields.

The website was launched at the leadership project event: *Raising the profile of university teaching: scientists leading scientists* on 14 June. In the first six weeks there were 915 unique visitors to the website, and they accessed 28,674 pages.

A report on this project is available on the Carrick Institute website:
<http://www.carrickinstitute.edu.au/carrick/go/home/grants/pid/342>

4. Online assessment feedback as an instrument of reflective learning practice in human biology - The University of Western Australia, Curtin University of Technology and Edith Cowan University

The first aim of this project was to create brief, pertinent, explanatory feedback comments for immediate automatic delivery in online assessments in first year Human Biology. As an extension of the feedback, and to promote active engagement with it, the project's second aim was to create a very short, contextualised online reflective practice instrument to be administered in association with each piece of assessment.

The project was realised over three phases. The first consisted of a survey of student attributes and understanding of feedback. The second consisted of an analysis of patterns of error in past assessments, construction of a set of operational guidelines and the writing of appropriate feedback comments for fifteen topics in Human Biology. The third consisted of the evaluation of the appeal of the feedback-enriched assessments to students and analysis of summative assessment results for associated benefits to learning. Adjustments were made in the light of feedback and analysis of patterns of use after trial implementation of the whole cycle in relation to single topics before implementation was extended to other topics.

The enhancement of online assessments with explanatory feedback comments were highly appreciated by students in the trial implementation, and the reflective practice exercise valued by the majority. The tracking of the interaction of different classes of students with the feedback-enhanced assessments revealed the significant influences of age and experience, confidence, gender, language and particularly, involvement in paid employment. Engagement with the feedback-enhanced assessments was associated with learning gains at each implementation, under formative and summative regimes.

The approach used in this project is amenable to implementation in other first year courses. The feedback already written has the potential for application to other first year Biology and Human Biology courses.

