Learning and Teaching Performance Fund – 2007 Faculty Allocations

FINAL REPORT
This template is available on the web at http://www.teachingandlearning.uwa.edu.au/page/125055

1. Faculty: Architecture, Landscape and Visual Arts

2. Funds Allocated: $199,967

3. Projects Proposed:

   (a) Development of alumni database to be used to establish a mentor programme in the lower levels of all degrees with particular emphasis on establishing relations between first year students and recent graduates.

   (b) Refurnishing and re-equipment of studios, intended to re-vitalize the student experience through the provision of aesthetically pleasing, secure, safe and functional working spaces.

4. Summary of Outcomes

   Faculties are asked to provide a brief summary (no more than half a page) of outcomes for each project with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   (a) Project Summary: Development of alumni database to be used to establish a mentor programme in the lower levels of all degrees with particular emphasis on establishing relations between first year students and recent graduates.

This project comprises two parts: the development of an alumni database and the development of a mentor programme. Part one is in the final stage with the alumni database almost complete. A project officer was employed to develop the database and she has been working closely with the Office of Development and the Faculty’s Marketing Officer. To date, over 400 alumni have responded to a Faculty mail-out and details of these alumni are currently being entered on the database. Upon completion of the database a mentoring programme will be established with a particular focus on level one students.

(b) Project Summary: Refurnishing and re-equipment of studios, intended to re-vitalize the student experience through the provision of aesthetically pleasing, secure, safe and functional working spaces

This project is complete. Every studio has had new floor and window treatments installed, data projectors have been installed into every studio and most studios have been re-equipped with purpose-built drawing tables. These refurbishments have created more flexible teaching spaces and in turn this has helped to alleviate the shortage of teaching spaces. Additionally, the refurbishment has created teaching and learning spaces that are more appropriate to the professional education of architects and landscape architects and aligns our studio facilities with those of other GO8 Universities.

5. Dean’s Statement

   The Dean is asked to provide a comment on the overall impact on the student learning experience within the Faculty which has been achieved by use of the LTPF funds.

While the development of the alumni database is continuing, the refurbishing and re-equipping of the studio spaces has had a significant impact on the teaching and learning experience. Staff and students now have the facilities required to use a range of technologies in their teaching and learning...
and they are able to draw on a variety of teaching and learning modes to inform the education process. The removal of outmoded furnishings and their replacement by safe, modern and suitable teaching and learning tools has led to an improved teaching and learning experience.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Dean, and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M465A), no later than Wednesday 15th April, 2009. The reports will then be disseminated by the DVC (E), including to the University's Teaching and Learning Committee.
Learning and Teaching Performance Fund – 2007 Faculty Allocations

**FINAL REPORT**

*This template is available on the web at*


1. **Faculty:** Arts, Humanities and Social Sciences

2. **Funds Allocated:** $358,182

3. **Projects Proposed:**

   a) Improvements to the first year student experience and retention in relation to Arts students, using the Unite Arts project in order to address student isolation, provide strong academic and pastoral support for first years and provide academic peer group mentoring to students at risk.

   b) Increase and diversification of experiential learning and learning experiences for students in FAHSS, specifically through the enhancement of a range of practicums, study abroad and diversification of forms of experiential learning in particular the case study approach.

   c) Development of learning initiatives and strategies for those disciplines and teaching areas with weaker results in CEQ and/or SURF scores. Specifically through dedicated workshops for curriculum development and staff support for developing innovative approaches to teaching and learning.

4. **Summary of Outcomes**

   Faculties are asked to provide a brief summary (no more than half a page) of outcomes for each project with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   a) **Project Summary:** Improvements to the first year student experience and retention in relation to Arts students, using the Unite Arts project in order to address student isolation, provide strong academic and pastoral support for first years and provide academic peer group mentoring to students at risk.

   It is often assumed that students commencing studies in the Faculty of Arts, Humanities and Social Sciences (FAHSS) arrive at university able to critically analyse sources and write well-structured essays containing intelligent arguments. However, our experience indicates, many students do not possess these generic skills that lecturers take for granted and have no space in their units to teach. StudySmarter (a programme at Student Services at UWA) offers excellent workshops in such areas to all students across the campus; attendance by Arts students, however, is relatively low. In order to address this anomaly, the FAHSS introduced a lecture series for Arts Students, located in the FAHSS precinct during the common-free hour. The lectures are presented by: StudySmarter, the FAHSS Transition Coordinator, a Careers Advisor, and the FAHSS Arts Practicum Coordinator. This initiative will be funded through the LTPF until 2010.

   **Lecture Series for Arts Students (2008)**

   A lecture series designed for Arts students commenced in semester one, 2008, with 100+ students attending the lectures on:

   i) Study Skills ii) Essay Writing iii) Critical Analysis

   In Semester 2, 2008, it expanded to include these three lectures, plus iv) Grammar v) Primary and Secondary sources vi) Preparing for employment vii) What is the Arts Practicum?
The Transition and Student Experience Coordinator began the Arts Peer Tutoring program in second semester 2008 as a pilot study in two language units and one history unit, (the program has continued in first semester, 2009 in five beginners language units - Beginners French, Beginners German, Beginners Latin, Beginner Japanese and Beginners Chinese). Senior students, who have successfully completed the unit, lead a group of 8-12 students who are currently enrolled in the unit. Peer Leaders are selected by the unit coordinators because of their academic success and suitability as facilitators. They are required to attend a training workshop and receive ongoing support from the Transition Coordinator and receive financial remuneration.

The Peer Leaders meet their group once a week throughout the semester, with the emphasis being on student centred learning. Students discuss topics of interest, or difficulties related to the unit while the Peer Leader facilitates the session. This is an opportunity for students to discuss matters they do not have time for in their regular classes and does not replace the regular lectures or tutorials. The LTPF will continue to support the program in second semester 2009.

b) Project Summary: Increase and diversification of experiential learning and learning experiences for students in FAHSS, specifically through the enhancement of a range of practicums, study abroad and diversification of forms of experiential learning in particular the case study approach.

The FAHSS felt there was a defined need for continuity within the coordination of the Arts Practicum units and facilitation of student exchange. The Arts Practicum and Exchange Coordinator position (funded by the LTPF) was created to increase and diversify the experiential learning experiences for students in the FAHSS, specifically through the enhancement of a range of practicum and study abroad programs.

The Arts Practicum and Exchange Coordinator creates and maintains partnerships with private and public industry, coordinates the Arts Practicum units, liaises with academic staff and runs workshops to support students and staff involved in all aspects of the Practicum. The coordinator also liaises with the UWA Study Abroad office and the FAHSS, assists with student queries and runs workshops on student exchange. The coordinator also facilitates the Washington Internship and other similar schemes.

Throughout their degree, Arts students develop sophisticated analytical, research and communication skills, a capacity for innovation, and a high level of flexibility. The Arts Practicum encourages students to put these skills into practice, while giving employers the chance to tap into a pool of enthusiastic and highly able students who can work on a project to suit their organisational needs. It is a unit that aims to encourage students to sharpen their critical reflection skills and broaden their palate of experiential learning. 2008 saw 23 students enrolled in Arts Practicum I and II in semester one, and 42 students in semester two, while 38 students did a practicum over the summer break.

Students are also encouraged to bring forward their own ideas about placements, an example of this was when a Masters student, who was interested in journalism, secured a placement with TNT magazine in London and subsequently toured Europe reviewing music festivals as she went.

c) Project Summary: Development of learning initiatives and strategies for those disciplines and teaching areas with weaker results in CEQ and/or SURF scores. Specifically through dedicated workshops for curriculum development and staff support for developing innovative approaches to teaching and learning.
Research into ‘Improving Student Satisfaction’ was undertaken in 2008 to address consistently lower than average SURF scores in advanced language units. The initiative explored reasons for low SURF scores and developed recommendations to aid in improving student satisfaction in advanced language units. Facilitated discussion and plans of action were supported through teaching relief (where appropriate), administrative assistance and the consultation of expert staff. In addition, students were consulted through online surveys, discussion forums and focus interview groups about their experiences in advanced language units. Findings of this report were used to submit an article to the Teaching and Learning Forum 2009 titled “Language Teaching and Learning: Student Perceptions of Language Acquisition in Advanced Language Classes”.

The FAHSS has also identified, as a priority, the need to provide better support for sessional teachers. The Transition Coordinator has supported sessional teaching staff by: i) providing Teaching and Learning materials (induction packages), ii) offering a ‘Lecture Series for Arts Staff’ in Semester 2, 2008, which focused on tutor training, iii) improving communication with sessional staff by creating a sessional staff email list, iv) creating a webpage for sessional staff linked to the Teaching and Learning webpage.

Lecture Series for Arts Staff (2008)
A series designed for Arts teaching staff (specifically for casual tutors) commenced in Semester 2, 2008, and included: i) Info session for Arts Staff: IRIS, ACE, Arts Practicum, Exchange ii) Panel Discussion for tutors: managing tute groups iii) Tutor Training: teaching critical analysis/essay writing iv) Tutor Training: providing feedback/marking

The ‘Peer Review’ pilot project during 2007 was extremely successful and the recommendations of the trial have been implemented with an ongoing ‘Peer Reflection’ program imbedded within the FAHSS Teaching and Learning culture during 2008. This initiative has been created to improve the feedback cycle and to offer lecturing staff the opportunity to participate in a flexible and responsive professional development scheme.

The Competitive Grant Scheme has been established to encourage opportunities for teaching development through research-based projects in the priority areas of: eLearning, Research into Teaching or Teaching your Research, Research-based student projects. Applicants must present their findings in the form of a submission to the Teaching and Learning Forum, or submit a publication to a refereed/ peer-reviewed journal. Seven projects were awarded funding in 2008 and the scheme will run again in 2009.

5. Dean’s Statement

The Dean is asked to provide a comment on the overall impact on the student learning experience within the Faculty which has been achieved by use of the LTPF funds.

I am pleased to note the initiatives of the Faculty of Arts Humanities and Social Sciences Teaching and Learning portfolio during 2008. As indicated in the report above the projects are progressing in accordance with their specific aims and planned schedule. However as the projects are on-going and funded until the end of 2010, it is too early to comment confidently about their outcomes and overall impact.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Dean, and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than Wednesday 15th April, 2009. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.
Learning and Teaching Performance Fund – 2007 Faculty Allocations

FINAL REPORT

This template is available on the web at

1. Faculty: UWA Business School

2. Funds Allocated: $366,383

3. Projects Proposed:
   
a) Improving student engagement in tutorials by providing a greater opportunity for students to participate in tutorial discussions using the following strategies;
   • reducing the numbers of students in each tutorial group;
   • increasing the time allocated to tutorials (from 1 to 2 hour sessions);
   • introducing a ‘tutorial plus workshop’ model as is currently utilised in the first year accounting unit.

b) Peer Assisted Student Study sessions (PASS)

c) Revised orientation and transition program to include study skill sessions for all new international students.

d) Support for the Faculty-based Excellence in Teaching and Learning Awards.

e) Grants to support research into teaching and learning.

f) Support for staff to attend workshops and forums and other teaching and learning activities.

g) Support for staff initiatives aimed at improving teaching.

h) Appointment of a Postgraduate student experience coordinator.

4. Summary of Outcomes

Faculties are asked to provide a brief summary (no more than half a page) of outcomes for each project with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   a) Project Summary: Improving student engagement in tutorials by providing a greater opportunity for students to participate in tutorial discussions using the following strategies;
   • reducing the numbers of students in each tutorial group;
   • increasing the time allocated to tutorials (from 1 to 2 hour sessions);
   • introducing a ‘tutorial plus workshop’ model as is currently utilised in the first year accounting unit.

Within the Business School most of our first year classes are very large (>500 students) and so can inhibit interaction between lecturers and students. Over time, tutorials have also grown from 12 to 18 students per tutorial raising further concern about the level of student participation in class. The growth in the tutorial size has also made it more difficult for tutors to identify problems that individual students might be having with their learning. These combined factors increasingly create a very depersonalised environment for our students.

First year lecturers were given the opportunity to propose options to address this problem. Some proposed options were carried out within the existing school budget; for example, reduction of tutorial class size to 15 students and of frequency of class from 12 to 9 tutorials per semester. Two additional proposals funded through LTPF for two years are the use of workshops – for quite different purposes - in IREL1101 and MGMT1136.

MGMT1136 (Management & Organisations): Workshops were held for small groups of MGMT1136 students in Semester 1, 2008. These workshops were conducted in the mid semester and end of semester study breaks. Small groups (6) of students were given the opportunity of asking their tutors questions about essays, exams and the subject in general in the 1 hour allocated to each group. The idea of having small group workshops was to give “quieter” students the opportunity of participating.
Feedback from students and tutors (all of whom were asked for their opinion) indicated the workshops contributed positively to the student learning experience and that there was potential for improved outcomes with more structured workshop resources. Feedback also indicated that in future, these workshops should only be conducted during the end of semester study break and that they should essentially help first year students with preparation for the final exams. This is exactly what has been implemented for the workshops in the end of semester 1 study break 2009.

IREL1101 (Foundations in Industrial Relations): the challenge in tutoring first year industrial relations is the combination of teaching many new concepts as well as analytical skills. As the tutorials had grown in size it had become more difficult for students to raise questions individually about skills associated with their coursework such as essay writing. It was decided to separate skill learning into workshops so that the tutorials could focus on concept learning. The students were organised into groups of 30 and were offered five 2-hour skills-based workshops: critical thinking; identifying and reconstructing academic arguments; the process of research for an essay; developing well structured essays; and preparation for exam.

The workshops provided an additional small group learning forum for the students within the unit and in that sense contributed to a better student experience. The students’ reaction to the workshops varied from great enthusiasm and clearly grasping the opportunity to improve their own analytical skills and performance through to indifference and questioning whether attendance was compulsory. Two tutors who had taught in the unit in the previous year noticed a marked difference in terms of how much time they needed to spend on this skill development (much less) freeing them up to focus on content learning. While it would be difficult to argue that overall performance was improved, one noticeable difference was the absence of very poor assignments and very poor exam papers; clearly this learning was particularly assisting the weaker students. The workshops are being run again in 2009 although have been condensed to four.

b) Project Summary: Peer Assisted Student Study sessions (PASS)

The PASS program was introduced in 2008. Five units were available in the first semester and there were approximately 800 student enrolments in the program. In semester 2 three units were available and there were approximately 400 student enrolments. Student evaluations were very positive. One of the unexpected outcomes was the sense of community and belonging that PASS provided for new first year students. Elisa Birch and Ian Li from the Economics discipline conducted an analysis of the performance of students in the first year of the PASS program. There paper has been presented at a conference and is likely to be published. This paper provides a detailed examination of the impact of peer assisted study sessions on the academic performance of the first-year university students enrolled in all core business units. It finds that students who participate in PASS programs have higher marks than students who do not enrol in such programs. This mark advantage is more pronounced among students studying quantitative subjects and among students who are at the lower end of the marks distribution.

In 2009 the program has been extended to include MBA units as well as one second year unit in the undergraduate program. The demand from students is similar to 2008.

c) Project Summary: Revised orientation and transition program to include study skill sessions for all new international students.

The Business School undergraduate student experience coordinator (a position now funded from the LTPF) conducts a number of sessions for both domestic and international students. Orientation and transition activities are geared towards establishing clear understanding of course structure/course content; academic expectations; relevant administrative processes; and support available both within the Business School and university-wide.
Below is a summary of the numerous initiatives tailored to achieve these objectives:

Pre-Enrolment sessions for commencing UWA Business School students (Domestic and International student visa holders)

A critical opportunity to influence the early student experience within the Business School is provided by the pre-enrolment sessions. Each year pre-enrolment sessions are held in January; February and July. The primary objective of these sessions is the provision of clear and concise information in order to minimise uninformed enrolment choices. The amount of effort and resources dedicated to ensuring that the requisite enrolment information is provided on a timely basis to the commencing students make for more seamless enrolment days for all concerned. The Business School pre-enrolment sessions are planned to include a welcome by the Dean and a talk by the Sub-Dean about degree structures in SSLT; followed by access to academic advisors from the various Business School discipline areas (Accounting and Finance; Economics; Management; Marketing); and Business Law. Senior students are also available to provide advice to commencing students about configuring timetables/OLCR; Business IRIS and Academic Conduct Essentials. Professional staff from the undergraduate student centre answer enrolment queries and direct students to appropriate advisors. To complement the advice a commencing student receives at the pre-enrolment sessions the Undergraduate Student Experience Coordinator has developed a series of enrolment booklets which included templates for the two single degrees and twenty seven combined degrees. Approximately 900 commencing undergraduate students attend the Business School pre-enrolment sessions.

Faculty Day for commencing UWA Business School students

Another opportunity to influence the early student experience within the Business School is provided on Faculty Day. The Undergraduate Student Experience Coordinator has organised the Business School faculty day to contain three distinct components: a formal welcome to studying in the UWA Business School; information sessions pertaining to academic expectations, administrative processes, support available to commencing students; and familiarisation with the physical surrounds of the Business School. A formal welcome to commencing Business School students in the Octagon Theatre is the first component of Faculty Day. Associate Prof Iain Watson (Deputy Dean Operations) welcomes the commencing students; with further talks from Associate Professor Phil Hancock (Associate Dean Teaching and Learning); Paul Lloyd (Sub-Dean); ECOMS President; and AIESEC President. Following the welcome, information sessions about student exchange; Students In Free Enterprise; Business IRIS; Business School policies and procedures are held; which are complemented by a range of handouts. Finally, numerous senior student leaders are recruited to conduct familiarisation tours of the Business School. As part of the tour, small group guided discussions about ‘what to expect’ in the first semester studying in the Business School take place. Approximately 700 commencing undergraduate students attend the Business School Faculty Day.

Orientation/Transition information sessions and activities organised by the UWA Business School undergraduate student experience coordinator

Various orientation/transition sessions conducted in conjunction with academic staff; professional staff; senior students; and the Business School student society (ECOMS) are all designed to enhance student engagement during their transition to studying in the Business School.

‘Getting started’ in the Business School sessions

The ‘getting started’ sessions held at the start of each semester have a primary focus of informing commencing students of expectations and requirements during their first semester of study in the Business School. Sessions are degree specific which enables senior student leaders to be grouped with commencing students who are enrolled in the same degree. This allows commencing combined degree students to gain the benefit of a senior student’s knowledge about requirements and expectations pertaining to both sides of their degree. Senior student leader’s guide discussions
based around administrative and academic issues that commencing students were likely to encounter and flesh out possible solutions with reference to the handouts provided. Discussion points include issues such as: parking; OLCR; Biz computer accounts; changing enrolment; where to obtain assistance; PASS program; textbook options; ACE; Business IRIS; and core units in their degree.

Positive Self-Leadership Workshops

The positive self-leadership workshops are designed to assist commencing students effectively manage their studies in the UWA Business School. They introduce students to techniques and skills that sought to help students positively lead themselves rather than rely on others for direction and support. The UWA Business School program consists of online learning, attendance at a series of workshops and completion of a workbook. The workshops cover behavioural strategies which enable commencing students to constructively manage their study, work and personal life.

Link Week ‘get-together’

The primary objective of putting together a Business School Link Week function is to assist the transition to university for commencing students and to demonstrate a faculty commitment to enhancing student experience. A key component of this objective is to open the channels of communication between academic and administrative staff with first year students in an informal and inclusive environment; to this end, activities are conducted to facilitate student engagement with peers and staff. Approximately 250 commencing students attend the Business School link week ‘get-together’ function.

‘Getting Ready for Employment’ seminars

Employment planning seminars, conducted by careers centre personnel, provide a basis for students to acquire the knowledge required to develop a portfolio of employability skills during their time studying at UWA.

Degree Structure and Choosing Majors seminars

‘Choosing majors’ and ‘degree structures’ sessions are designed to afford students the opportunity to obtain in-depth discipline specific information from academic and professional staff relevant to their study plans for the duration of their degree.

Welcome Luncheon for Study Abroad and Student Exchange

Welcome luncheons are organised for incoming study abroad/exchange students. Tracey Horton (UWA Business School Dean) and Professor Ray Fells (Associate Dean International Relations) formally welcome the incoming study abroad/exchange students. Staff members from the International Centre, UWA Business School academic and professional staff are invited to the luncheon; this enables the commencing study abroad/exchange students to make an early connection with key staff at UWA.

First Year Support Site on WebCT

The Undergraduate Student Experience Coordinator has designed, and continues to administer, a first year support site on WebCT. The support site is a useful platform for students to access a range of guides and learning resources pertinent to their study in the UWA Business School. A variety of resource materials developed by the Undergraduate Student Experience Coordinator are uploaded onto the first year support site at strategic times during the orientation/transition period. Additionally, there is a Discussion Board on the first year support site that affords the students an opportunity to post queries pertinent to their studies in the Business School, which can be answered by Undergraduate Student Experience Coordinator on a timely
Another WebCT site the Undergraduate Student Experience Coordinator administers is that of the compulsory online unit BUSN1100: Business IRIS. Approximately one thousand commencing UWA Business School students are required to complete the Business IRIS unit within the first ten (10) weeks of their enrolment. The Undergraduate Student Experience Coordinator is responsible in ensuring commencing students complete BUSN1100 within the requisite timeframe.

Information sessions for prospective students

The Undergraduate Student Experience Coordinator is required to present information about studying in the UWA Business School at various prospective student events including Canning College Foundation orientation; Canning College Uni-Direct orientation; Stirling Highway Expo; Albany Expo; Business School Open day; UWA Expo; High School visits.

The above activities have certainly impacted positively on the student experience for both domestic and international students. The Associate Dean T&L is also exploring the possibility of starting a “buddy” system aimed at international students to complement the above activities and the successful PASS program.

d) Project Summary: Support for the Faculty-based Excellence in Teaching and Learning Awards.

The first year of the EIT awards in the faculty was very successful with 107 students nominating 60 staff from across the faculty. The student nominations were primarily for excellence in teaching categories but we did receive 3 student nominations for staff citations and 4 student nominations for program awards. This is a fantastic response and is evidence of strong student engagement with the faculty based awards as the number of nominations is far greater than what the school received under the previous university wide awards process. This supports the decision to locate the awards in faculties from 2007. The recipients of the 2007 Faculty Teaching awards were announced at a ceremony at UWA Club. In total we awarded 7 EIT awards and 4 commendations. Citations for Outstanding contributions to student learning were also awarded to Geoff Soutar, Ken Clements and David Plowman.

The school was very successful at the first UWA teaching awards under the new system with 3 staff receiving UWA awards for 2008. Professors’ Geoff Soutar and Ken Clements received an award for UWA Excellence in Postgraduate Supervision while Barb Wood received a UWA Excellence in Teaching as an Early career teacher.

The EIT awards have been a resounding success in the faculty with strong student engagement and many staff receiving nominations for an award. This was also the case with the 2008 awards.

e) Project Summary: Grants to support research into teaching and learning.

To date there have been 5 grants approved to a total of $35,000. The study by Birch and Li referred to in (b) above is an example of one study that has been completed and been very valuable in confirming the success of the PASS program. Another completed study has produced workbooks for the unit Quantitative Methods in Economics and the feedback from students suggest this has assisted them to do better in this difficult unit. The other studies are ongoing.
f) **Project Summary:** Support for staff to attend workshops and forums and other teaching and learning activities.

To date funds expended in this category have been to acquire copies of the HERDSA guide on Managing Student Teams for all academic staff in the school. The school is focusing on improving the use and management of group work and assignments as this issue was raised by one of the student representatives on the T&L committee. Managing group/team assignments is a constant challenge for many staff. Students involved in a group assignment where the group becomes dysfunctional have a very negative experience. Providing the HERDA guide to all staff is one strategy we have adopted and there has resulted in some positive outcomes. The school also subscribes to Turnitin and the fee for this was paid from this section. Turnitin is used in a formative sense as a way for students to get feedback on their assignments and whether they have correctly referenced materials. Where students continue to fail to observe proper referencing and if plagiarism is suspected, appropriate penalties are applied. Staff attending T&L workshops/seminars make use of monies received from receiving teaching awards and hence uncommitted funds remain in this category to support staff to attend future T&L workshops.

g) **Project Summary:** Support for staff initiatives aimed at improving teaching.

To date funds expended in this category have been on two major items. The first was for the purchase of 2,000 pre-coded Readiness Assurance answer sheets (IFAT or “scratchies”) which are integral to Team Based Learning (TBL). TBL was demonstrated at a workshop in 2008 by Professor Larry Michaeelsen who was a distinguished visiting teacher. A number of staff are using the IFAT’s with great success. Professor Hancock used TBL in his MBA class in trimester 1 and student evaluations were very positive. About ten other staff are making use of the IFAT’s and the feedback in all cases is very positive. This is one strategy for getting more engagement with students particularly in large classes. The school will demonstrate the use of IFAT at its teaching month event in May. Also given the huge success around the nation from his 2008 visit, Professor Michaeelsen is returning this year and will conduct another university wide workshop as part of teaching month. The second category of expenditure was for a trial of the automatic response system or “clickers” for 3 months in 2008. The trial was successful in gaining greater engagement with students in large classes. The school is keen to purchase the system but the cost and logistics present significant challenges. The school through the Associate Dean T&L has recommended that the university invest in the system and manage the use of the “clickers” through the library.

h) **Project Summary:** Appointment of a Postgraduate student experience coordinator

In July 2008, the Business School further demonstrated its commitment to enhancing the student experience for all its postgraduate students with the appointment of a dedicated Postgraduate Student Experience Coordinator. From Jan 2009, the role has been supported with additional resources - an Administrative Officer and an Administrative Assistant – the Postgraduate Student Experience Team.

The Team aims to build on the success of existing initiatives and look at developing a range of new ones targeting the following key areas:

- Student Learning Support Systems
- Personal and Professional Development (including career development)
- Social and Cultural Activities
- Streamlined Student Processes

**Achievements to Date**

1. **Student Transition and Orientation Program**

The program and associated support material have been reviewed to enhance the relevance and timely delivery to new postgraduate students. With the inclusion of study, research and team skills, the program sets students up to succeed in their first semester/trimester. Particular attention has been paid to those transitioning from overseas (Welcome to Perth session) and those returning to study. The
final program is the result of collaboration and input from students teaching staff, the business library, and language, research and learning advisers. Information is also more portable with all resources being given to students on a thumb drive.

**Outcome:** Smoother transition as students are better informed, have began to create friendships and have a greater awareness of and opportunity to practice the skills required to meet the expectations of the course. This has led to fewer students presenting with study difficulties.

**Personal and Professional Development Program**

The ‘Survival Skills Seminars’ have been enhanced to meet the needs of current personal and professional development needs of students and alumni. Securing high calibre speakers and the support of the Australian Institute of Company Directors, it has been possible to professionalise the offerings. As the program is planned for the whole year, students can see how each seminar builds on the previous one so that the series encourages greater participation and networking.

**Outcome:** Attendant numbers have increased significantly resulting in a more engaged and vibrant student body, which in turn, has led to speakers offering to come back and run additional ‘workshops’ for students. Eg the Chief Executive of Gerard Daniels delivered a seminar on ‘Headhunting’ and has agreed due to student demand to come back and run specific workshops for students on interview skills.

**Student Led Activities/Student as Volunteers**

An informal Student Steering Group is in the process of being set up to ensure that activities are student led. The body will supplement and support the work of the Student Representatives. First such event is ‘Speed Networking’ which will engage 40 Perth business people with 40 of our students. Other events in the planning include an international day.

**Outcome:** Increased participation, improved sense of community more effective communication channels.

**Relationship Building with Other Areas (on and off campus) to Support Students**

As it is difficult to organise all the activities and provide all the services which would enhance the student experience, there has been a significant investment of time spent in building strategic relationships with other groups on and off campus for the benefit of supporting students. These include:

- International Centre – work closely on providing a seamless service to students also and also the implementation of intervention strategies for international students at risk of failing or withdrawing.
- Student Support – referrals to Counselling Services, Diversity, Housing, Financial Aid, Learning Advisers etc to get students back on track.
- Careers Centre – promote Career Link Mentoring Program resulting with up-take from postgraduate business students for the first time
- Global Student Project – on-going promotion to encourage students to participate in the wiki.
- Postgraduate Student Association - promote recruitment breakfasts, family picnic, monthly Connect meetings etc. Invited to be a panel member on their welcome session for new postgraduate students at UWA.
- Graduate Management Association – co-organise VISA briefing, Family BBQ, end of trimester and end of semester parties.
- Language & Cultural Exchange – encourage our postgraduates to take part in the football tournaments, tours and social activities.
- CISWA – promote activities and day trips which our students have booked on.
- Marketing – Graduation Cocktail Party and Prize Giving Ceremony.

Outcome: Increased student awareness of the opportunities to engage and also the support services available to them resulting in a richer experience.
**Student Support**
- Identifying and advising students at risk of failing and/or withdrawing
- Interviewing and nurturing Graduate Diploma in Business students and making recommendation to GDB Program Director
- Piloting formalised study groups, similar to the PASS model, for postgraduate students.

**Streamlined Student Processes (on and off-shore)**
Managing the hygiene factors is fundamental to a student experience. The Team is constantly reviewing how it can make sure that students have access to reliable, timely and accurate information, so that they can focus on their studies. The areas which we manage include:

- Guiding students through the Appeals system.
- Advising students on the Applications for Special Consideration
- Facilitating deferred exams
- Handling student complaints and feeding back to Program Directors.
- Current student (re)enrolments – change of enrolments
- Invalids
- Approved Leave
- Advising students of unit cancellations
- Exit interviews with completing and discontinuing students

5. **Dean’s Statement**

The Dean is asked to provide a comment on the overall impact on the student learning experience within the Faculty which has been achieved by use of the LTPF funds.

Initiatives and positions enabled through the use of LTPF funds have significantly enhanced our ability to positively influence the student experience within the Business School.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Dean, and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than **Wednesday 15th April, 2009**. The reports will then be disseminated by the DVC (E), including to the University's Teaching and Learning Committee.
Learning and Teaching Performance Fund – 2007 Faculty Allocations

FINAL REPORT
This template is available on the web at

1. Faculty: Education

2. Funds Allocated: $186,275

3. Projects Proposed:
   a) Improvements to the curriculum resource collection in the Education, Fine Arts and Architecture Library.
   b) Upgrade and replacement of PCs and printers for postgraduate student rooms.
   c) Appointment of a part-time Partnership Co-ordinator (2 years) for Information and Communication Technology and Art in order to improve the quality of school partnerships.
   d) Digitisation of videos for use online.

4. Summary of Outcomes

   Faculties are asked to provide a brief summary (no more than half a page) of outcomes for each project with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   a) Project Summary: Improvements to the curriculum resource collection in the Education, Fine Arts and Architecture Library.

   All curriculum staff were provided with lists of resources most frequently ordered to support teaching in the primary and secondary curriculum areas. An audit was conducted of current materials and with the assistance of the EDFAA librarians out of date resources were culled from the collection. New resources were ordered and the students now have access to a range of resources which includes an update collection of DVDs. Feedback from the staff and students indicates that the wide use is being made of these and the students are prepared for their professional practice. The EDFAA library staff were very appreciative of the additional funding and have commented that the curriculum collection has been greatly improved, especially with the new audio visual materials.

   b) Project Summary: Upgrade and replacement of PCs and printers for postgraduate student rooms

   All PC and printers in the postgraduate student rooms were successfully replaced and upgraded. Students have commented favourably on the quality of new PCs and the increased speed of the machines. Space is a premium in a student rooms and the new compact (small form) CPUs have also provided additional space savings. The new printers have the added advantage of providing duplex printing ensuring more efficient paper use.

   c) Project Summary: Appointment of a part-time Partnership Co-ordinator (2 years) for Information and Communication Technology and Art in order to improve the quality of school partnerships.

   Coordinators of ICT and Art Education developed partnerships with the local schools. Access to the authentic content learning area specific materials and equipment and purpose specific learning spaces enhanced the delivery of these courses. Students of the GSE were also able to observe teachers in their classrooms on a more regular basis than through the traditional teaching practicum. The opportunity to interact with secondary students during these classes was invaluable in helping pre-service teachers make connections between theory and practice and gave them insight which enabled them to commence their practicum more competently and confidently, as reported by their mentor teachers. A number of conversations were initiated with other schools regarding possible future partnerships.
d) Project Summary: Digitisation of videos for use online.

The original plan of using the Arts Multimedia Centre was revised when staff turnover in the centre limited their ability to participate. DVD’s of teachers in classrooms were made and incorporated into teaching although the development of interactive commentary is yet to be undertaken.

An example of the use of the digitisation of the videos has been in the TESOL curriculum unit which had the videos made available through the iLecture system, which enabled them to be embedded into the unit’s WebCT module. This ensured that, in addition to the short excerpts watched during TESOL classes, students could watch longer segments and indeed entire lessons at their leisure, revisiting those parts which were of most interest or relevance. Student feedback on the videos was collected through SPOT surveys in 2007 and 2008, and comments were overwhelmingly positive. Typical comments included: “Videos were great. Was able to visualise teaching methods and strategies for my program” and: “Highlighted the need for planning, structure – extremely useful”.

5. Dean’s Statement

The Dean is asked to provide a comment on the overall impact on the student learning experience within the Faculty which has been achieved by use of the LTPF funds.

The overall aim of the projects was to improve the ability of the students to make the connection between theory and practice by improving the authentic learning experiences. All of the above activities have led to the enhancement and improvement of the quality of the student learning experience in the Faculty.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Dean, and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than **Wednesday 15th April, 2009**. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.
Learning and Teaching Performance Fund – 2007 Faculty Allocations

This template is available on the web at http://www.teachingandlearning.uwa.edu.au/page/125055

1. Faculty: Engineering, Computing and Mathematics

2. Funds Allocated: $448,043

3. Projects Proposed:
   a) Partial funding towards appointment of Associate Professor/ Professor in Engineering Education; responsible for teaching and learning leadership within the Faculty.
   b) Continuation of projects initiated in 2006 round and additional projects, including:
      - expansion of role and activities of the First Year Community Project;
      - expansion of support structures for international students;
      - expansion of support structures for women undergraduates and postgraduates within the Faculty;
      - development of a range of skills training workshops for teaching staff within the Faculty.
      - establishment of mechanisms for improved quality control of Engineering and Computer Science practicum placements;
      - progression of the detailed conceptualisation of the Integrated Learning Centre.

4. Summary of Outcomes

Faculties are asked to provide a brief summary (no more than half a page) of outcomes for each project with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

a) Project Summary: Partial funding towards appointment of Associate Professor/ Professor in Engineering Education; responsible for teaching and learning leadership within the Faculty.

Professor Caroline Baillie, currently the DuPont Professor of Engineering Education at Queen’s University, Canada, will be joining UWA as Professor of Engineering Education in July 2009. Her appointment has been made possible by using LTPF funding from both the 2007 and 2008 allocations. We believe that we will be the only Australian University with a Professor of Engineering Education; when Professor Baillie’s expertise is combined with that of the group at UWA studying engineering learning and practice, UWA will be in a unique position to be at the forefront of engineering education, both nationally and internationally.

b) Project Summary: Continuation of projects initiated in 2006 round and additional projects, including:
   - expansion of role and activities of the First Year Community Project;
   - expansion of support structures for international students;
   - expansion of support structures for women undergraduates and postgraduates within the Faculty;
   - development of a range of skills training workshops for teaching staff within the Faculty.
   - establishment of mechanisms for improved quality control of Engineering and Computer Science practicum placements;
   - progression of the detailed conceptualisation of the Integrated Learning Centre.

Expansion of role and activities of the First Year Community Project

Ms. Yola Szymakowski was appointed as First Year Coordinator on a part-time basis (0.6) in 2007. Due to an increased workload her position became full-time at the end of 2007. In her role, Ms Szymakowski is responsible for the general support as well as co-curricula and extra-curricula activities to support all First Year Engineering students. A short summary of her achievement for 2008 are as follows:
   - Establishment of Faculty Hour for First Year Fridays (GENG1004),
   - Introduction of “Thrival Guide”, a booklet which presents a big picture introduction to
upcoming engineering studies, with the aim of motivating and inspiring students to learn. It is full of success stories, hints on how to succeed, and presents the desired outcomes at the end of the studies.

- Establishment of First Year Web Page as a central place for all relevant information for the First Year Community;
- Office Fridays - a networking event for First Years, industry and staff, held on the last Friday of the month;
- Introduction of Peer Tutoring as a way to build community between First Years and more senior engineering students in an educational context;
- Organising the “First Year Course and Career Day”, where students, staff and industry meet to network; find out about the engineering programmes at UWA and find out about career opportunities.
- Creation of a set of outcomes for UWA engineering programmes (first step in a top-down approach to curriculum development). The outcomes have been accepted by the Faculty Teaching and Learning committee.
- Establishment of First Year Engineering Working Group, a forum for staff teaching across the First Year engineering course to discuss issues.
- First Year Centre (project underway). Leading Australia-based engineering firm Clough Limited supported funding of a First Year Centre for engineering students. The Centre, open 24 hours a day, seven days a week, will be a home base for Engineering First Year Students and form a crucial part of the pathway from university to the workplace, and from the eager first year student to the professional engineer.

Expansion of support structures for international students

Ms. Benita Hube was employed as full-time Project Officer in 2007. In 2008 she remained responsible for general support/pastoral care of international students and organising their social activities.

- The Faculty International Day, firstly introduced in semester 2/2007 has proved to be successful and since then has been offered at the beginning of each semester. The half-day session included introduction to the Faculty senior staff, IT session (covering computer facilities, important websites, IT support), introduction to library, diversity at University (session run by Equity & Diversity Office) and learning strategy (session aimed at demystifying the learning environment and preparing students for their courses at UWA).
- A series of Survival Skills workshops has been fine-tuned to the particular needs of Engineering, Computing and Mathematics international students. The cooperation with LLRS proved to be fruitful as shown in the students’ feedback. These were divided into three parts: “Learning at UWA” (a part of the Faculty International Orientation), “Your First Assignment” focused on issues of writing, research and assessment requirements, and “Exam Strategies” focused on preparing and revising for exams. The workshops have been offered every semester.
- Peer tutoring for diploma-to-degree transfer international students. Faculty has introduced free of charge peer tutoring in units identified as challenging. These sessions are being provided by an appropriate senior student, whose mark for that particular unit has to be higher than 80%. Peer tutors are required to submit timesheets for their tutoring.
- To improve students’ experience within Faculty and strengthen the informal “buddy system”, we have organized a series of social events: meet and greet afternoon teas, curry nights, BBQs, excursions to Caversham Wildlife Park, Diwali Festival of Lights etc. For the first time in 2008 we have invited all Indian students, who were graduating from their courses in FECM to a farewell dinner at Curry Hall. Approximately 70 students and VIP guests attended this event (including previous SVC Professor Margaret Sears).
- Informal “buddy system” has been initiated with the great results, especially in School of Mechanical Engineering.

Expansion of support structures for women undergraduates and postgraduates within the Faculty

- ‘Just for the Girls’ Morning Teas - for First Year female engineering students and any female engineering staff. It was in response of the request of female student, who said she was not able to communicate with her male fellow students, because they were not interested in what she was saying. She just wanted to talk with people who would listen and understand. “Just for the Girls” as a forum for women in Engineering has been run monthly in second semesters of the academic year.
- To increase visibility of female Engineers on the campus, Ms Yola Szymakowski attended first year lectures at least once every fortnight to briefly deliver a personal message and bulletin to the students.
- “Educating Engineers for an Ethical World” lecture by visiting Professor Caroline Baillie organised.
WIE Student Networking Event – Combined Campus Event.

Celebration of Women in Engineering event – a cocktail party to which all female engineering graduates were invited was held to celebrate the Year of Women in Engineering. 120 graduates attended, along with guests from the engineering industry and the University.

Establishment of mechanisms for improved quality control of Engineering and Computer Science practicum placements

A Professional Practicum Co-ordinator, Ms Roselynn Lang was appointed on a part-time basis. Ms. Lang has achieved the quality assurance through implementing a rigorous assessment model (employer notes, supervisor reports and certificate of work performed) and clearly defining learning outcomes. The achievements in brief are as follows:

- A database of Employers was established and is located in the Professional Practicum Folder on the Faculty Server
- An Online Professional Practicum Report Cover Sheet was created to capture Employer information automatically in future and to be used to strengthen industry links.
- A student survey regarding the Professional Practicum was developed and administered
- The Professional Practicum website has been extensively redesigned with information to assist students and prospective employers with the professional practicum requirements and procedures.
- A very successful Work Shadow Pilot Program for School of Civil and Resource Engineering was implemented. The aim of this project was to establish and supervise procedures for engaging industrial and government partners who provide vacation employment.
- In regards to addressing the accreditation requirements of the Professional Practicum, liaison was undertaken with Professor James Trevelyan and his research team to rework the learning objectives and learning activities of the Professional Practicum to be in line with up-to-date Engineering Practice and educational philosophies. The rules and guidelines were developed and presented to the Teaching and Learning Committee for endorsement. They were ratified by the Faculty Board on the 25th March, 2009.

Progression of the detailed conceptualisation of the Integrated Learning Centre

The Monadelphous Integrated Learning Centre is the result of an innovative alliance between UWA and leading national engineering group, Monadelphous. In this unique centre, world-class teaching and practical training in engineering will combine in a learning environment based on a simulated professional workplace. The centre will further strengthen interaction across the board; from academics to industry, to students in different years and disciplines of engineering study. The facilities will integrate the management of a 'real world' projects from design through to prototype development and final presentation to clients. The focus on integrated learning, management experience and communication skills will ensure UWA continues to produce engineering graduates with world class technical and project management skills.

Benefits to industry and investors

- For employers, the Monadelphous Integrated Learning Centre offers opportunities to work with, supervise and evaluate a broad range of students. The Monadelphous ILC will allow students to work in teams and meet industry partners at strategic project development stages. In addition, existing industry linkages such as the Cooperative Education for Enterprise Development (CEED) projects will be better integrated into the engineering curriculum.

Benefits to the community

- The Monadelphous Integrated Learning Centre will provide improved opportunities for outreach which: encourages prospective students and school groups to visit the centre; provides a safe environment for interesting and new hands-on activities; promotes engineering as a career to school students, teachers and the public; broadens the public understanding of technology and its role in society; providing an inviting and exciting environment for The University to showcase the engineering research developments and innovations in engineering; improving university and industry linkages

Benefits to students

- The Monadelphous Integrated Learning Centre (Monadelphous ILC) will provide students with an area where they can: work collaboratively and in interdisciplinary teams; increase opportunities to improve communication skills; utilise state-of-the-art design facilities; work with employers on real research projects, such as those undertaken through Cooperative Education for Enterprise Development (CEED); develop problem solving skills and project skills; develop life-long learning skills; broaden their knowledge of other disciplines
- This initiative will ensure our engineering graduates develop the skills they need to meet industry requirements.
5. Dean’s Statement

The Dean is asked to provide a comment on the overall impact on the student learning experience within the Faculty which has been achieved by use of the LTPF funds.

LTPF funding has allowed us to deliver very specific improvements to the student learning experience, and also make a strategic appointment to keep UWA at the forefront of engineering education. Specific improvements have been possible in the support of international students, support of first-year engineering students, and the promotion of women in engineering. The strategic appointment of a Professor of Engineering Education has been made possible by the LTPF allocations of 2007/2008. LTPF funding has also allowed the Faculty to pursue the development of an Integrated Learning Centre, and a dedicated First-Year centre, both of which will make a significant long-term contribution to the student experience in FECM.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Dean, and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than Wednesday 15th April, 2009. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.
Learning and Teaching Performance Fund – 2007 Faculty Allocations

FINAL REPORT

This template is available on the web at http://www.teachingandlearning.uwa.edu.au/page/125055

1. Faculty: Law

2. Funds Allocated: $225,892

3. Projects Proposed:
   a) Enhance the first year experience with changes to curriculum in order to reduce class sizes and to attain consistency with the University of Sydney and Melbourne University. Partial funding for new staff member to develop a new curriculum for Legal Process and to teach in both Legal Process and Criminal Law.
   b) Development of legal and generic skills through the contraction of external specialists to offer Negotiation and Forensic Advocacy units in both the first and second semester.
   c) Restructure of the LLB degree in order to reduce expectation that students ‘overload’ in each year in order to complete the degree in the designated time. The content of the curriculum will be modernised and more closely integrated along the lines with leading GO8 law schools.

4. Summary of Outcomes

Faculties are asked to provide a brief summary (no more than half a page) of outcomes for each project with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

a) Project Summary: Enhance the first year experience with changes to curriculum in order to reduce class sizes and to attain consistency with the University of Sydney and Melbourne University. Partial funding for new staff member to develop a new curriculum for Legal Process and to teach in both Legal Process and Criminal Law.

Amendments were made to the first year curriculum so that in Legal Process, the focus was on strengthening the connection of Legal Process with Criminal Law. The first installment of a special set of materials for students to use was therefore prepared. Students now use examples and issues drawn from Criminal Law to teach broader lessons about legal method which has encouraged consolidation of learning in one unit by requiring its application in the other. Development and teaching of legal skills was also enhanced (particularly in the areas of writing and research) and online materials were developed to assist this process.

Class sizes were reduced to 30 in 2008 for both Legal Process and Criminal Law 2, which is consistent with the methodology which as been adopted at the University of Sydney and Melbourne University. A legal consultant, Jacinta Sivyer, revised the old exercises, prepared new sets of materials and modified the curriculum in order to achieve these objectives.

b) Project Summary: Development of legal and generic skills through the contraction of external specialists to offer Negotiation and Forensic Advocacy units in both the first and second semester.

Negotiation and Mediation has been an extremely popular elective and ran three times in 2008 to meet student demand. The unit develops the important legal and generic skills of communication, listening, negotiation, mediation, conflict resolution and team work. The unit is taught intensively and is quota restricted to provide best practice in skills in teaching and learning; and will be offered four times in 2009 as demand grows. The mediation component of the course is run by nationally recognised external mediation trainers and is run to national accreditation levels. Forensic Advocacy, offered to final year students is currently meeting demand by being offered once a year. It too has provided important training in legal and generic skills; and has been co-ordinated and taught by Professor George Hampel of Monash University for the last two years.
c) **Project Summary:** Restructure of the LLB degree in order to reduce expectation that students ‘overload’ in each year in order to complete the degree in the designated time. The content of the curriculum will be modernised and more closely integrated along the lines with leading GO8 law schools.

Early in 2008 the Law School's Education Committee completed the first stage of its review of the undergraduate curriculum, and put forward two models for a new curriculum to be considered by Faculty. Faculty agreed to implement the model under which there would be a three year LLB degree consisting of 24 units, with no overloading. Under this option, a number of existing compulsory units were redesigned; the practice of dividing basic areas into two semester-length units, for example Criminal Law I and II, was abandoned in favour of a single integrated unit; and some important new compulsory units, such as Legal Theory and Ethics, and Remedies, were added.

The second stage of the process was to be managing the transition from the old to the new degree structure. It was originally envisaged that the new degree structure would be introduced in either 2010 or 2011, and that all students doing the existing degree would be moved to the new degree. However, this process has now been overtaken by the University's Course Structures Review and Future Framework, under which Law is to become a postgraduate discipline, with all students entering after completing a first degree and studying a three year JD. The process of transition from an undergraduate LLB to a postgraduate JD is more complex than under the original proposals, and it is now likely that the new degree will not be introduced until 2012, which is the expected starting date envisaged for the general university reforms.

The work done by the Education Committee in 2007 has still been most valuable in that the Law School already has a blueprint for the three year course it is required to introduce under the Future Framework. While some preliminary work was undertaken in 2008 concerning the implementation of the Law curriculum review, this was later superseded by plans to begin the process of aligning the revised Law course structure to that required by the new UWA framework.

Further changes will be implemented when the finer details of the UWA Future Framework are clarified in early 2009. This project will then enter a new phase which will still involve much time and effort by the Education Committee, particularly with finalising the details of the new JD, developing the process of how it will be offered and administered, and co-ordinating the complete transition to the new structure.

5. **Dean’s Statement**

The Dean is asked to provide a comment on the overall impact on the student learning experience within the Faculty which has been achieved by use of the LTPF funds.

The Law School has developed its new curriculum structure for the LLB/JD and is currently working on transition plans for the introduction of the postgraduate JD. The new postgraduate coursework subjects (e.g. Regulation) were offered for the first time in 2008 and are on offer again in 2009. Strengthening the skills-based units has proven to be very successful and they have been offered at least twice a year (with the exception of Forensic Advocacy) and have been fully subscribed. The course (including course materials) for Legal Process were rewritten in order to make much more explicit the link between Criminal Law and Legal Process and all the indications from SURF and SPOT are that this has worked exceptionally well.
1. **Faculty:** Life and Physical Sciences

2. **Funds Allocated:** $553,308

3. **Projects Proposed:**

   a) Enhancing the practical experience for first year students through the following measures:
      - purchase of BMG Fluorescence/Absorbance Plate Readers in order to give students experience with equipment that they are likely to use in their future careers and to reduce the time taken for each experiment;
      - revision of the laboratory courses for first year Chemistry – personnel, equipment and other expenses. Funding of a 0.5 x Level A position to revise the first –year laboratory courses;
      - upgrade of the first year Physics laboratories and improvement to the laboratory experience. Appointment of a 0.5 position to plan and coordinate the introduction of a suite of new ‘back to basics’ experiments;
      - establishment of a teaching facility for generic skills in Human Movement;
      - development of participatory laboratory experiments in first-year Psychology, appointment of a 0.5 position to plan and coordinate the introduction of a suite of new ‘back to basics’ experiments;
      - establishment of a teaching facility for generic skills in Human Movement;
      - development of participatory laboratory experiments in first-year Psychology, appointment of a 0.5 position to plan and coordinate the introduction of a suite of new ‘back to basics’ experiments;

   b) Projects to develop computer and web-based tools to enhance student learning:
      - appointment of a Research Assistant to develop WebCT based continuous assessment tools for Chemistry;
      - appointment of a programmer to develop the tools to provide a system of on line student learning multiple choice questions as used in the School of Anatomy and Human Biology;
      - trial, implementation and evaluation of the integration of webcam images and the LabVIEW system for recording physiological data.

   c) Generic skills for science students:
      - appointment of a 0.2 Level C position for a period of 6 months to assess the generic skills training offered at UWA and at other leading Universities within Australia and overseas and to recommend how generic skills can be embedded into existing course structures;
      - appointment of a 0.2 Level B position for a period of 6 months to create WebCT – based modules

   d) Development of closer ties with the science student body with a view to developing a communal study area for science students:
      - funding of activities of the Science Union including a careers night;
      - appointment of staff member to work with the Science Union to define its role and to strengthen ties with the Faculty.

4. **Summary of Outcomes**

   Faculties are asked to provide a brief summary (no more than half a page) of outcomes for each project with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   a) **Project Summary:** Enhancing the practical experience for first year students through the following measures:
      - purchase of BMG Fluorescence/Absorbance Plate Readers in order to give students experience with equipment that they are likely to use in their future careers and to reduce the time taken for each experiment;
      - revision of the laboratory courses for first year Chemistry – personnel, equipment and other expenses. Funding of a 0.5 x Level A position to revise the first –year laboratory courses;
- upgrade of the first year Physics laboratories and improvement to the laboratory experience. Appointment of a 0.5 position to plan and coordinate the introduction of a suite of new ‘back to basics’ experiments;
- establishment of a teaching facility for generic skills in Human Movement;
- development of participatory laboratory experiments in first-year Psychology, appointment of a tutor to continue the process of evolving the laboratory series into one of a participatory science and to increase computing resources available to students.

In BBCS, the purchase of plate readers for Biochemistry resulted in a far higher throughput of sample analysis, which has meant that students spend less time waiting for results and less time in the archaic practice of taking physical measurements off chart paper. The students are also learning more and are being exposed to more modern techniques. Students’ enjoyment of the learning process has increased as a result of this investment.

In BBCS, lab manuals for the four largest first-year Chemistry units were rewritten to reflect a change approach to practical classes in these units. A more structured approach uses short answer and multiple choice questions rather than longer answers. The changed lab courses are more popular with students and demonstrators. Students find the practical questions clearer, marking is easier and the workload on demonstrators has been reduced.

In Psychology, a large number of changes have been made to PSYC1101 in order to facilitate more participatory learning experience. The tutorials/lab classes have been redesigned by the creation of online labs (a quiz at the end is given to assess students’ learning) and ‘clickers’ are also being used as this encourages learning within the lab class. New PCs were installed in the Sanders labs as this allowed the lecturers to run in-class experimental study and to work through how to analyse and write up the results from this study (using SPSS, Excel etc) facilitated by tutors. Ad hoc advisory sessions are now run over lunchtime so that students can attend and work on these PCs supported by an experienced PSYC1101/2 tutor. These changes will be extended to PSYC1102.

Graduates today are continually being asked to present information in a visual (verbal) and written formats. Funds were used to refurbish computer labs in Human Movement (SSEH) to enable students from Level 1 to develop generic skills using integrated software. Classes at all levels within SSEH are required to produce written assignments (Microsoft Office), verbal presentations using Powerpoint, often incorporating statistical analyses (Excel). The establishment of this computer facility permitted ‘outcome measures’ to be better developed starting at Level 1. For instance, HMES1102 requires laboratory assignments that incorporate basic statistics. By Level 2 students are required through a series of ‘self-learning modules’ to become competent in Microsoft Office, Powerpoint and Excel and by Level 3, it is expected that these skills will become integrated into all unit assignments.

In Physics, funds were used to plan and coordinate a new suite of first-year experiments. This partly related to the costs of maintaining and upgrading such apparatus for very large first year classes, but more importantly related to the fact that such apparatus usually does not make transparent the fundamental principles underlying the experiment. “Real world” equipment is much better suited to second and third year, where numbers are smaller and students already have a better grasp of the basic physical principles and experimental techniques. One of the other goals was to eliminate as much as possible mains powered equipment so as to minimize safety risks to students. The planning phase of these new laboratory experiments will be completed by the end of second semester 2009.

b) Project Summary: Projects to develop computer and web-based tools to enhance student learning;
- appointment of a Research Assistant to develop WebCT based continuous assessment tools for Chemistry;
- appointment of a programmer to develop the tools to provide a system of on line student learning multiple choice questions as used in the School of Anatomy and Human Biology;
- trial, implementation and evaluation of the integration of webcam images and the LabVIEW system for recording physiological data.

In BBCS, the funds were used for a pilot project to develop WebCT-based continuous assessment tools for CHEM1104. An assessment of what on-line assessment tools were available and used elsewhere was conducted. Various options available from publishers of new and existing first-year Chemistry texts were evaluated and it became evident that it was not practical to link the assessment to a particular text-book. Instead it was decided to build up a large bank of tutorial questions “in house” and to deliver these via WebCT using the software Respondus. WebCT assessment was
developed for use in CHEM1104 in second semester 2008. A total of 13 weekly quizzes were put together (80-100 questions in each) and Respondus was used to randomly generate sets of 6-8 questions. Each quiz was opened at the end of the week where the topic was presented and left open for 10 days. Students were allowed 30 minutes to answer each quiz (open book) and were given the option of a second attempt at each quiz (which was not the same as the first). The final mark was generated from the ten highest marks from all 13 quizzes and corresponded to 25% of the total assessment for the unit. Feedback from students was mostly positive and the academic staff teaching in the unit found that students performed much better in a harder final exam than had been set in previous years. In particular, there was a pleasing change in the grade distribution. While the percentage of students achieving a grade of HD was unchanged, there was an increase in grades of D and CR, with a concomitant decrease in grades of P, N+ and N. This project is now being extended to develop WebCT-based continuous assessment tools for other large first-year Chemistry units.

In Anatomy and Human Biology, tools were developed to provide on-line learning Multiple Choice Questions. It has been tested by staff and now is in testing mode with first-year students. It will be applied to first-year students on a routine basis from Semester 2, 2009.

c) Project Summary: Generic skills for science students;
- appointment of a 0.2 Level C position for a period of 6 months to assess the generic skills training offered at UWA and at other leading Universities within Australia and overseas and to recommend how generic skills can be embedded into existing course structures;
- appointment of a 0.2 Level B position for a period of 6 months to create WebCT – based modules

Opportunities for more efficient generic skills teaching were identified and collaborative teaching of science communication between LPS and FNAS was initiated in 2008. As a result of discussions across the UWA campus, LPS communication units are now offered as electives to students in degree courses offered through various faculties including the Master of Clinical Research, BSc (Urban and Regional Planning), BSc (Nanotechnology) and Master of Infectious Diseases.

In 2007, the appointee attended a meeting of science communication academics from seven Australian universities hosted by the Centre for Public Awareness of Science at ANU. This meeting resulted in a network that shares resources and expertise and is currently preparing an ALTC competitive grant to develop communication activities that can be embedded into science units at various levels.

In 2007, the appointee also planned two international workshops that were held at the Public Communication of Science and Technology conference in Malmø, Sweden. At the workshops, 40 academics, students and science communication professionals from 16 countries met to discuss university teaching of science communication. The information gained has been incorporated into UWA’s science communication program and has informed the UWA Course Review

The second part of this project was the creation of WebCT-based modules in SSEH. These are in the process of being developed and are geared to better prepare students in a sport and exercise setting to understand components of mathematics and physics related to biomechanics taught at second-year level. The modules will be completed for implementation in 2010.

d) Project Summary: Development of closer ties with the science student body with a view to developing a communal study area for science students;
- funding of activities of the Science Union including a careers night;
- appointment of staff member to work with the Science Union to define its role and to strengthen ties with the Faculty.

Funding has been provided and continues to be provided to the Science Union for activities including a career’s night. Attempts made to work with the Science Union to better define its role and strengthen ties with the Faculty Office have not been successful up to this point. The Faculty continues to look for opportunities in which a communal study area can be developed for students.
5. Dean’s Statement

The Dean is asked to provide a comment on the overall impact on the student learning experience within the Faculty which has been achieved by use of the LTPF funds.

The Faculty continues to perform well in relation to CEQ results. There was a marked improvement in the experience of students between 2006 and 2007. Although there was a drop in satisfaction between 2007 and 2008, the Faculty is still performing well with 80.7% of students agreeing that they were satisfied with their learning experience. Feedback to lecturers, tutors and demonstrators on the changes implemented in each of the Schools through projects sponsored by LTPF monies has been positive. Although LTPF monies have been used to improve equipment in the Schools which has led to the creation of a better learning environment, it is still not up to the expected standards of laboratories in 21st Century.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Dean, and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than Wednesday 15th April, 2009. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.
Learning and Teaching Performance Fund – 2007 Faculty Allocations

FINAL REPORT

This template is available on the web at

1. Faculty: Medicine, Dentistry and Health Sciences

2. Funds Allocated: $416,945

3. Projects Proposed:

   a) Support for the Faculty-based Excellence in Teaching and Learning Awards.
   b) School teaching and learning project grants.
   c) Masters, Graduate Diploma and Certificate
   d) Maintain ‘Questionmark’ Perception.
   e) Staff development of teachers in assessment.
   f) Peer observation of teaching.
   g) Using feedback – training staff on giving feedback, and evaluating the success of different models implemented.
   h) Ongoing curriculum evaluation.
   i) Maintaining curriculum map database.

4. Summary of Outcomes

   Faculties are asked to provide a brief summary (no more than half a page) of outcomes for each project with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

   a) Project Summary: Support for the Faculty-based Excellence in Teaching and Learning Awards.

   There were a total of 14 award categories and 103 nomination forms received. A judging panel of 15 people scored individual applications separately and met to determine the winner of each category. 11 awards were given out on 4th March 2008 at the Faculty “Passion of Teaching” awards function held at Frasers restaurant in Kings Park.

   All nominators and nominees were invited to celebrate the excellent achievements of the winners. The purpose of the award function is to promote the importance and awareness of rewarding and promoting good teaching practice in this faculty.

   All winners have been invited to the annual student prize-giving ceremony scheduled in April 2008. A certificate and $500 will be given to winners at the ceremony. They will also be put forward as nominees from the Faculty as the ALTC nominees.

   This Faculty will continue using the same format to promote the Faculty Excellence in Teaching Awards.

   b) Project Summary: School teaching and learning project grants.

   Schools and disciplines within the Faculty of Medicine, Dentistry and Health Sciences were invited to submit teaching and learning related project proposals to the Faculty Teaching and Learning Committee to compete for School Teaching and Learning Project Grants of up to $36,000 each. It was made clear that at least one of the four grants were to be awarded to project proposals based on enhancing 1st year learning experience.

   A total of 13 applications were received before the deadline in July 2007. Members of the Teaching and Learning committee scored the applications individually and awarded the following projects:
   - Community partnerships program – Ms Helena Iredell, Dr Jane Heyworth
   - Developing critical analysis among Health Science Students – Dr Jane Heyworth, Dr Justin Leavy
   - Learning to learn in the clinical setting – Dr Lisa Caputo
c) Project Summary: Masters, Graduate Diploma and Certificate

In 2008, there were a total of 17 new students enrolled in the suite of Health Professional Education Course offered by the Faculty Clinical Training and Education Centre. The new cohort consisted of an interdisciplinary group of health professionals from Medicine, Nursing, Midwifery, Occupational Therapy and Kinesiology. The new enrolments are evenly split between Masters and Graduate Certificate courses. The courses are articulated and the Graduate Certificate holders have the option to continue on at a later stage to a Diploma or Masters level.

There were 13 continuing students from 2007, with many Masters by Research students beginning their research projects in 2008. All of the continuing students have completed a series of “core units” in Principles of Teaching and Learning, Principles of Assessment and Evaluation, and Research Methods, as well as a range of elective units. New units offered in 2008 included Programme Evaluation, and units in Simulation in Health Professional Education.

At the end of 2008, 5 students had successfully completed their Graduate Certificate in Health Professional Education.

d) Project Summary: Maintain ‘Questionmark’ Perception.

Questionmark Perception was implemented and a powerlink created between WebCT and the system to provide a seamless interface for the students, however, many issues were experienced with WebCT during the year which impacted on the connection between the two systems. Year 5 Medicine began using Perception and WebCT to provide case-based learning to year 5 medicine students (IMED5561). Students’ evaluations of the online cases were mixed with students reporting that although the cases were achieving their educational objectives and assisted in the development of their clinical thinking skills, SPOT results showed decreased scores on items ‘PBL (case based learning) encouraged me to think critically’ and ‘enjoy learning with PBL’. Written responses were also mixed, with some students preferring the flexibility and consistency of the online cases but others preferring clinician-run PBLs.

e) Project Summary: Staff development of teachers in assessment

A series of workshops and sessions have been arranged and attended by academics.

1. Orientation to assessment policy repeated two times per year
   The objective of this workshop is to acquaint academics with assessment policy and guidelines and has achieved maximum attendance.

2. Writing test items
   a. Objective
   b. Essay questions
   These workshops have been developed to discuss the principles of item construction and give participants an opportunity to critically review the test items.

3. Assessing the quality of examination
   The focus of this workshop is to analyse the examination using simple statistical techniques. This was also attended by academics from other faculties at UWA.

4. Newer trends in performance based assessment
   Workplace assessment is now considered to be a more authentic form of assessment within a health professions setting. This has led to the emergence of new tools for assessment.

5. Tools available for e-assessment.
   Three sessions arranged.

One session was arranged for the Dentistry assessment committee and one session for all the academics in the school of Dentistry demonstrating the use of assessment options in webCT™, Respondus™ and Perceptions™.

A similar session was arranged for the unit coordinator and school manager in Psychiatry.
f) **Project Summary:** Peer observation of teaching.

Following the pilot programme in 2007, during which documentation and processes were developed, a website was set up early in 2008 to provide access to information and forms for staff undertaking peer observation of teaching. A presentation was made at the ANZAME Conference in Sydney in July, which attracted considerable interest and feedback from other universities. The presentation focused on the problematic area of providing appropriate feedback to a peer. One of the main issues raised by participants was the difficulty in persuading staff to take the time to become involved.

Three Schools in the faculty agreed to participate in 2008: the School of Paediatrics and Child Health, the School of Surgery and the School of Dentistry. In each case a staff member agreed to assist in the coordination of the project within their School. The three Schools each took a different approach to the implementation of the project. In the case of the School of Paediatrics and Child Health, most of the observation of teaching was undertaken by personnel from CTEC. The School of Dentistry identified a list of staff teaching in second semester and they were asked to notify the coordinator when they had completed a session in which they were observed. The School of Surgery set their own roster and organised the project within the School. In 2009 the programme will be offered to other Schools within the faculty and workshops will be provided on a School by School basis.

g) **Project Summary:** Using feedback – training staff on giving feedback, and evaluating the success of different models implemented.

Several models of feedback were trialled in the Faculty for students and staff. In addition, staff development sessions related to giving written and verbal feedback to students on their performance have been developed and delivered to a number of staff. Attempts have been made to deliver these sessions locally within hospital sites.

<table>
<thead>
<tr>
<th>Course</th>
<th>Unit/Area</th>
<th>Feedback area</th>
<th>Ed Centre contact</th>
<th>Unit Contact</th>
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<tr>
<td>MBBS</td>
<td>Year 4 Psychiatry</td>
<td>Small group feedback (PBL setting)</td>
<td>Zarrin Siddiqui</td>
<td>Roland Kaiser</td>
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<td></td>
<td>• IMED4471_IMED4472 Medicine Specialties Part I &amp; Part II</td>
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<td>Joe Hung/Tim Davis</td>
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<td>Year 2 Operative Dentistry</td>
<td>Clinical Assessment One to one formative feedback (standard setting)</td>
<td>Zarrin Siddiqui</td>
<td>Jenny Bowman</td>
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<td>Health Sciences</td>
<td>Year 2 Health Science</td>
<td>Large group - face to face feedback on assignments</td>
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<td>Jane Heyworth</td>
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<td></td>
<td>• PUBH2206 Foundations of Epidemiology</td>
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h) **Project Summary:** Ongoing curriculum evaluation.

The aim of this project is to identify areas for educational development for medical, dental, health sciences and podiatric medicine students at UWA as part of an ongoing review and development of the curricula (in order to develop and modify the curriculum). Individuals will be coded in order to link their evaluations as they move throughout their respective courses.
The results will assist in the development and modification of the current curricula of the Faculty of Medicine, Dentistry and Health Sciences at UWA.

In late 2007 and early 2008 all undergraduate students in the Faculty were invited, via written consent, to take part in this study. The consenting participants (around 50%) have completed an annual course evaluation administered through the Faculty Evaluation Committee. Once the analysis is complete an annual report is disseminated to the relevant curriculum committees for comment and to action areas of the curriculum or educational environment attracting poor evaluation.

When students were asked to participate in the study, several were reluctant to consent to the study. It was determined by the Evaluation Committee that better verbal explanation of the study for students will be required during subsequent data collection periods. It is hoped this will increase the response rate above 65%. The surveys will be re-administered annually.

i) Project Summary: Maintaining curriculum Map database.

The curriculum mapping and outcomes database was named `MappEdOut' to reflect the purpose of the system. A Lecturer was employed to assist with the process of documenting the outcomes for Medicine, Dentistry, Podiatric Medicine and Health Sciences. An administrative officer was also appointed to assist with the specification and preparation of the thesaurus component of the database. The system specifications were completed and a contractor was hired to review the specifications and to build a prototype of the system.

5. Dean’s Statement

The Dean is asked to provide a comment on the overall impact on the student learning experience within the Faculty which has been achieved by use of the LTPF funds.

The outlined staff development initiatives, the initiatives to provide enhanced feedback to students, the development of an online curriculum map and online materials for enhancing evidence based learning have all enhanced the student learning experience.

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1. Faculty: Natural and Agricultural Sciences

2. Funds Allocated: $212,495

3. Projects Proposed:

   a) Support for the Faculty-based Excellence in Teaching and Learning Awards.
   b) Provision of support for teaching and learning initiatives which promote good teaching practices;
      ▪ instigate peer review of teaching;
      ▪ facilitation of adoption of WebCT and iLectures;
      ▪ development of resources for faculty-wide teaching of generic skills.
   c) Increase faculty CATLyst role to 1.0 FTE with a focus on 1st year teaching, student experience
      and generic skills;
   d) Provision of competitive funds to support teaching initiatives.
   e) Improve the students experience in selected units.
   f) Support for the salary costs of the Associate Dean for Teaching and Learning.

4. Summary of Outcomes

   Faculties are asked to provide a brief summary (no more than half a page) of outcomes for
   each project with the aim of disseminating good practice. These summaries will be put on
   the web and specifically referred to the AUQA audit team.

   a) Project Summary: Support for the Faculty-based Excellence in Teaching and Learning
      Awards.

      The 2007 Teaching Awards were awarded as follows:

      • FNAS EXCELLENCE IN COURSEWORK TEACHING AWARD
        (UNDERGRADUATE OR POSTGRADUATE) - Dr Guijun Yan
      • FNAS EXCELLENCE IN COURSEWORK TEACHING (EARLY CAREER
        TEACHER) - Dr Pieter Poot
      • FNAS EXCELLENCE IN TEACHING SUPPORT AWARD - Mrs Lorraine Wilson
      • FNAS EXCELLENCE IN POSTGRADUATE AWARD – PhD/MASTERS -
        Professor Zed Rengel

   b) Project Summary: Provision of support for teaching and learning initiatives which
      promote good teaching practices;

      ▪ instigate peer review of teaching;
      ▪ facilitation of adoption of WebCT and iLectures;
      ▪ development of resources for faculty-wide teaching of generic skills.

      Instigated peer review of teaching in BIOL1130 Core Concepts in Biology.

      Provided staff with information and guidance on the meeting student perceptions of the types and
      quality of information available on WebCT. These perceptions came out of the Student Staff
      Consultative Committee.

      Supplemented an ISS grant to purchase MathTutor, a computer-based web-tutoring system,
      which will be uploaded on WebCT for University-wide use.
Developed guidelines for the writing of Scientific Reports
(http://www.fnas.uwa.edu.au/studentnet/?a=77478)

Ensured that detailed unit outlines were uploaded in Calliope and subsequently in the Unit Management System (http://www.unitoutlines.science.uwa.edu.au)

c) See item f)

d) Project Summary: Provision of competitive funds to support teaching initiatives.

Examples of projects funded include:

Online Safety and Fieldwork Induction. Funds to develop an online safety and fieldwork induction facility, in collaboration with the UWA Centre for Software Practice, to streamline and maximise the efficiency with which students complete the safety induction course required before field work can be undertaken.

Earth Science Museum. Funds to upgrade the presentation of the displays (both as teaching tools and resources) and to refurbish teaching collections in the museum, making them more attractive and accessible to students.

Animal Biology 2nd Year Laboratory. Funds to upgrade the audio visual system in Animal Biology 2nd-year lab.

Conservation Biology Forums. Funds for forums that will help students in the Conservation Biology degree to identify topics of interest to them and establish contacts with researchers.

e) Project Summary: Improve the students experience in selected units.

Examples of projects funded include:

SCIE1110 Agriculture, Environment and Society. Funds to gather data during the Autumn Feed Gap Fieldtrip. In addition to being used to examine variability in pastures in this unit, the data also provide useful data sets for students in the various biometrics units.

BIOL1130 Core Concepts in Biology - Evolution module. Funds to develop a module containing text, illustrations and problems relating to the Evolutionary Theory and including links to external web pages and sites that present relevant material.

BIOL1130 Core Concepts in Biology - On-line quiz plus ’shell’. Funds for the implementation of a robust self-assessment quiz module and the establishment of a shell, in collaboration with the UWA Centre for Software Practice that could be used in other units where implementation of a self-assessment quiz facility was desired.

PLNT2201 Plant Physiology: Plants in Action. Funds to upgrade of materials for laboratory through the purchase of a set of histological slides illustrating concepts relevant to units in plant biology, especially PLNT2201 Plant Physiology: Plants in Action.

f) Project Summary: Support for the salary costs of the Associate Dean for Teaching and Learning and

c) Project Summary: Increase faculty CATLyst role to 1.0 FTE with a focus on 1st year teaching, student experience and generic skills.

Buying out time for the Associate Dean Teaching and Learning (Dr Patrick Finnegan) and extension of the CATLyst role (Dr Sue Miller) to full time has been very worthwhile. The Associate Dean, assisted by the CATLyst, worked closely with the Teaching and Learning Committee to improve the student learning experience, through providing leadership to the following initiatives:

- Implementation of Calliope and - with FLPS - the Unit Information Management System;
- Updating of guidelines for the marking of 4th year projects in 4-year degree;
- The introduction of a FNAS Report Writing Guide;
- Assistance to the anonymous assessment in examinations trial;
- Guidelines for the teaching units in block format outside of semester;
- Issues related to the teaching of MATH1050;
Changes to unit and majors offerings;
Changes to undergraduate and postgraduate programmes;
Student engagement with Programme Co-ordinators;
New entries for the Science Faculties’ Policy & Guidelines;
Student complaints of unprofessional behaviour by staff and inappropriate behaviour by students;
Staff and student responses to timetable clashes;
Encouraging student participation in an Exchange Program;
Level 1 Students Booklets;
Undergraduate Research Conference;
Teaching of core Biochemistry concepts report;
Ancillary Fees and Charges.

In addition the Associate Dean participated in:
Development of the Teaching and Learning section of the FNAS Operational Priorities Plan;
Assistance to CATL Teaching Internships;
The development of a new structure and guidelines for T & L Committee;
With the CATLyst, streamlining the FNAS Excellence in Teaching Awards;
Management of the Learning and Teaching Performance Funds
Provision of an informed response to the UWA Course Structures Review

The CATLyst and Associate Dean also worked closely with the Student/Staff Consultative Committee (on the use of Lectopia and WebCT; ancillary fees, etc) and organised the Faculty event for Teaching Month.

5. Dean’s Statement

The Dean is asked to provide a comment on the overall impact on the student learning experience within the Faculty which has been achieved by use of the LTPF funds.

Enhancing the quality of the student learning experience is a high priority for the Faculty of Natural and Agricultural Sciences. Developments in IT and recognising excellent teaching are key to delivery on this agenda. The projects and their successful completion have undoubtedly helped improve teaching and learning in the Faculty as evidenced by improved feedback scores. This is something we will continue to work to improve.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Dean, and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than Wednesday 15th April, 2009. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.
1. Faculty/School: Indigenous Studies

2. Funds Allocated: $32,509

3. Projects Proposed:
   a) Provision of grants to improve first year experience.
   b) Development of Indigenous first year student workshops designed to develop peer support networks to minimise feelings of isolation and alienation.
   c) Provision of grants to improve the student learning experience.
   d) Support of the School’s Excellence in Teaching and Learning Awards.
   e) Cultural learning and teaching development retreat, held over 1-3 days to affirm cultural practices and an Indigenous framework in teaching.
   f) Teaching and learning resources and infrastructure support.

4. Summary of Outcomes

Faculties/Schools are asked to provide a brief summary (no more than half a page) of outcomes for each project with the aim of disseminating good practice. These summaries will be put on the web and specifically referred to the AUQA audit team.

a) Project Summary: Provision of grants to improve first year experience.

The School of Indigenous Studies allocated funds to a workshop to improve the learning experience of first year (undergraduate and Orientation/Enabling) students. While the School already provides ‘orientation to university’ for new Indigenous students the workshop was designed to extend and consolidate the first year student experience with a greater range of formal and informal interactions.

The 2007 School ‘Orientation to University’ for the first year students was extended to two days and included:

- A one day formal orientation for both the Orientation/Enabling students and the first year undergraduate students which consisted of sessions that (a) information students about the operations, services, facilities and staff of the School of Indigenous Studies; (b) introduce students to their fellow students; (c) pair up students studying in the same faculties so that they can provide support to one another; (d) provide students with equipment that will assist them such as diaries and USB flash drives; (e) familiarise students with University website and email; (f) provide tours of faculties with tour guides being Indigenous students already studying in the relevant faculty and (g) inform students about scholarship and assist students in the completion of these scholarship application forms.

- A one day, informal session focussed around ‘getting to know you’ and team building exercises. The aim of this second day was to take the students (and staff) out of an academic/university setting and allow students to get to know each other and the participating staff in an informal ‘fun’ setting. Students participated in a variety of activities such as Absailing.

The outcomes of this activity were that students:

- Became familiar with, and established relationships, with staff and students thus lessening feelings of isolation and alienation in the University.
- Became familiar with the layout of the University layout and the location of lecture rooms and other facilities prior to the start of semester.
- Recognised that Shenton House (the School of Indigenous Studies) as a supportive and culturally safe place to which they could come at any time.
- Had an identified ‘study buddy’ they could turn to for help and guidance if required. This paired up first year undergraduate students with more experience (second or third etc) students studying in the same discipline areas.
- Became familiar with basic computer skills including logging onto Student Connect,
knowing how to use the email system, becoming familiar with course administrative requirements online and basic word processing.

b) Project Summary: Development of Indigenous first year student workshops designed to develop peer support networks to minimise feelings of isolation and alienation.

The following workshops were offered throughout 2007:

1. Information Sessions
   Various government departments and industry, such as the Department of Foreign Affairs and Trade and BHP, presented information sessions on cadetships, vacation employment opportunities and graduate programs that are available for Indigenous students. Fourteen such sessions were held throughout 2007.

2. Study skills workshops
   Several workshops were organised for Indigenous students, particularly first year students to better equip them to cope with University study requirements. The focus of workshops included general study skills and examination preparation.

3. Student peer networking workshops
   The School coordinated several peer networking meetings, with the aim of facilitating peer networks within student discipline groups with particular focus on linking and networking first year students with their peers in second and third years and so in their discipline areas.

4. Student Exchange seminar
   The School hosted an information seminar on student exchange opportunities that were available for students at UWA.

c) Project Summary: Provision of grants to improve the student learning experience.

Grants were allocated for activities that supported and improved students learning experiences.

These funds were expended against two activities:

Study Abroad Experience – In 2008 the School sponsored an Indigenous female law student to attend and study at the University of New Mexico for one semester in 2008 – this student was the first Indigenous student to participate in Study Abroad. This was a hugely beneficial experience for the student. An outcome has been the establishment of a formal exchange agreement between UWA and the University of New Mexico specifically for Indigenous students.

The National Indigenous Tertiary Education Student Games - In 2008 the School of Indigenous Studies hosted, for a second time, the National Indigenous Tertiary Education Student Games. The games aim ‘to celebrate and promote Aboriginal and Torres Strait Islander culture, unity, health, fitness, wellbeing and self-determination, initiate new communication networks and reinforce identify through positive role models’. The School allocated funds to the organisation of these games as student participation in these games greatly enhanced the student experience with the major outcome being the establishment of student networks between students from the Universities who attended; as well as a consolidation of internal relationships and networks between UWA Indigenous undergraduate and Orientation/Enabling students.

d) Project Summary: Support of the School’s Excellence in Teaching and Learning Awards.

The School of Indigenous Studies allocated funds as prize monies to the School-based teaching excellence awards. The School based teaching and learning awards established and trialed in 2007 within the School of Indigenous Studies did not generate any nominations in the first year. The allocated prize monies will be held over until such time as they can be awarded.
e) **Project Summary**: Cultural learning and teaching development retreat, held over 1-3 days to affirm cultural practices and an Indigenous framework in teaching.

The Schools Cultural Learning Workshop/Retreat was established in 2006 and will continue to be an annual event. The intention is to hold the workshop over 1 – 3 days to affirm cultural practices and an Indigenous framework in teaching. Where possible it will include all Indigenous and non-Indigenous staff in a community cultural field excursion. Funds from the LTPF have been used to implement the 2006 and 2007 workshops. The first workshop was held on 22 – 23 June 2006 at the Esplanade Hotel in Fremantle and the second workshop was held on 22 – 25 June 2007 in Yulara in the Northern Territory.

The cultural learning and teaching development workshop enables staff members to engage in discussions and activities that address current items and issues within the University, as well as contribute either the national agenda on Indigenous Education and/or establishing international networks and partnerships that benefit the Indigenous student learning experience and the overall operations of the School.

To date both workshops have been highly successful. The first in June 2006 had the themes of Knowing Who We Are, Knowing What We Do, and Knowing Where We Want To Go. The aims of the retreat were:

- To affirm our cultural practices and frameworks,
- To share information on current activities,
- To discuss future directions and plans, and
- To have some fun together to consolidate ourselves as a team of people working towards a shared vision.

During the retreat several matters were identified as strategic priorities requiring further action, these included indigenous Studies at UWA, Increasing Indigenous Access, Future Course Developments, Indigenous Governance within the University and Academic Workloads.

The second workshop was held in June 2007 in Yulara in the Northern Territory and built on the outcomes of the 2006 workshop, specifically the need for further cultural immersion and affirmation. In the 2006 Workshop evaluation staff members were asked to comment on how can the workshop be improved and in response it was strongly suggested that there was a need to incorporate a larger cultural aspect to the workshop and secondly that these types of workshops would be further enhanced if School staff members could stay together in a bush setting. With these suggestions in mind the 2007 workshops was organised with a greater focus on cultural affirmation, cultural frameworks and located at an appropriate and relevant bush setting, hence the selection of Yulara in the Northern Territory as the location for the 2007 workshop. This location was also chosen as the School of Indigenous Studies had an already established relationship with Aboriginal peoples from this area and had knowledge of established cultural tours that staff members could participate in. The aims of the 2007 Retreat were:

- To affirm Indigenous knowledge, frameworks and practices.
- To brainstorm issues associated with the introduction of Indigenous Studies within UWA courses.
- Through experience, to judge the degree to which cultural tours (and other cultural experiences) might assist students in understanding and empathising with Aboriginal people and culture.

This second workshop was also rated highly by staff as a very worthwhile and successful cultural and professional development activity.

f) **Project Summary**: Teaching and learning resources and infrastructure support.

Funds were allocated for the teaching and learning related resources and infrastructure to support and improve student learning and experiences. As such funds were expended against items such as the maths software licence for students, the purchase of video cameras (for student use when relevant to course work e.g. social science students had a filmmaking assignment), accommodation costs for student supervisors during the Indigenous Science and Engineering Camp for Year 9 students and the sponsorship of students to attend national forums such as the National Union of Students conference.
5. Dean’s Statement

The Dean is asked to provide a comment on the overall impact on the student learning experience within the Faculty/School which has been achieved by use of the LTPF funds.

The activities and initiatives funded from the LTPF funds have had an overall beneficial impact on the student learning experience within the School of Indigenous Studies. Student learning has been enhanced through the implementation of several strategies and activities that consolidate student’s feelings, particularly first year student’s sense of belonging at the University and within their peer group. Similarly the cultural learning and teaching development workshops that staff members participate in also has benefits to the student learning experience as it provides an opportunity for staff to discuss and debate various teaching and learning matters including the identification of good teaching and learning strategies within our Indigenous context.

Please note that a budget acquittal, in line with expenditure plans, is the responsibility of the Dean, and need not be included in this report. Please submit the final report to Ms Sally Jackson, Education Policy Services (M456A), no later than Wednesday 15th April, 2009. The reports will then be disseminated by the DVC (E), including to the University’s Teaching and Learning Committee.