Ms Katharina Wolf (Marketing) – Blackboard 9.1 blogs and interactive rubrics to encourage collaboration;

Mr John Harmsen and Mr Nigel Gribble (Occupational Therapy & Social Work) - iPads to facilitate remote student supervision, peer support and reflection in fieldwork placements;

The eScholars Program supports and encourages academic staff to implement new technologies in learning and teaching using action learning. The 2012 recipients are:

- Ms Jeannine Wishart and Ms Sonja Kuzich (Education) – Digital stories;
- Mr Jonathan Hallett (Public Health) - Collaboration with mind mapping and blogs;
- Dr Kyoko Kawasaki, Dr Yuko Asano, Dr Wai Ling Yeung, Mrs Grace Zhang, Ms Qian Gong and Dr Ian Chalmers (Asian Languages) – Student recordings and peer review;
- Dr Clare Lloyd (Internet Studies) – Apps for higher education;
- Mr Peter Allen (Psychology & Speech Pathology) - Authentic research experiences using experimental software;
- Dr Leslie Almberg (Applied Geology) - Record hands-on demonstrations and laboratory instruction and develop interactive activities for students;
- Ms Leah Irving and Dr Julie Hoffman (Health Sciences) - Story mapping using collaborative resources;
- Dr Nicoleta Maynard and Professor Moses Tade (Chemical and Petroleum Engineering) – Virtual Reality environments in learning activities;
- Ms Katharina Wolf (Marketing) – Blackboard 9.1 blogs and interactive rubrics to encourage collaboration;
- Mr John Harmsen and Mr Nigel Gribble (Occupational Therapy & Social Work) - iPads to facilitate remote student supervision, peer support and reflection in fieldwork placements

eScholar Program website

Upgraded iLecture Service Commences Semester 2, 2012

English Language Proficiency

A more cohesive approach is being taken with English Language support. This involves a three tiered approach:

i) An English language specialist curriculum developer is being employed to work with Faculties to embed English language across all courses and within all levels of study.

ii) Student need will be identified in bands for example:

   Band 1 = no additional assistance is required; Band 2 = self-paced learning support is required and will be provided by The Learning Centre; and Band 3 = students require intensive English as an additional language support.

iii) Students requiring intensive (Band 3) support will be assisted through existing Faculty specialist units or via Curtin English. It is anticipated that students will complete these as elective units and not increase their study load.
Aust ralian G overnment O ffice for L earning a nd T eaching ( OLT ) - A wards

In November 2011, following the closure of the Australian Learning and Teaching Council (ALTC), the Office for Learning and Teaching (OLT) in the Department of Industry, Innovation, Science, Research and Tertiary Education, was established.

The OLT has funding of $50 million over four years through the Promotion of Excellence in Learning and Teaching (OLT) in the Department of Industry, Innovation, Science, Research and Tertiary Education, was established.

In 2012, about $8 million has been allocated to Grants programs to provide funding for academics and professional staff to investigate, develop and implement innovations in learning and teaching. A summary of the Programs available, with deadlines for applications, is available on the Curtin Teaching and Learning website.

Programs include:

- Innovation and Development program
- Leadership for Excellence in Learning and Teaching Program
- Seed projects; and
- Extension Grants

National Teaching Fellowships, Mid-Career Fellowships and Secondments to the OLT are also available.

Awards for Programs that Enhance Learning, and Awards for Teaching Excellence, are available, with deadlines for applications, is available on the Curtin Teaching and Learning website.

The five Award programs include:

- Citations for Outstanding Contributions to Student Learning
- Awards for Programs that Enhance Learning
- Awards for Teaching Excellence
- Prime Minister’s Award for Australian University Teacher of the Year
- Career Achievement Awards

For further information, contact Dr Allan Goody (a.goody@curtin.edu.au) in Curtin Teaching and Learning, or telephone 9266 9181

T &L What’s Happening....

Blended Learning

Plug-in services offered by publishing companies providing digital content is being explored e.g. McGraw-Hill Publishing.

The iLecture service will be upgraded with a new product from Echo360. Faculty-based roadshows and other workshops will commence shortly.

Work Integrated Learning

A draft Curtin work integrated learning position paper has been developed. When finalised this will form an overarching framework for work integrated learning at Curtin.

A risk template has been developed to assist staff in identifying risks relating to fieldwork. This will be available from the revised website.

The Fieldwork website is being updated and a revised draft Fieldwork Manual is available on the Fieldwork website.

Curtin Research in Higher Education

Funding has been obtained to pilot the Educational Research for Early Career Academics program. This commenced on 9 March with 30 participants. The Program will assist staff in identifying where to start, how to choose their research (in teaching and learning) project, complete the research, and prepare material for publication.

Student reflections using podcasting technologies - Dr Cathy Cupitt

Dr Cathy Cupitt, Communication Skills Coordinator, conducted a Project via the eScholar Program which provided students with the opportunity to use podcasting technology to capture their reflections.

Cathy coordinates a large, first year, core communication skills unit in Humanities which has both internal and external students. Blackboard was selected because students were familiar with this software and it is easy to use.

The aim of the Project was to encourage students to become better reflective practitioners and to develop key peer networks as a cohort.

Students were given two written assessment tasks with the opportunity to choose audio or video options to make the tasks more lively and playful.

Those students who participated in the audio or video options benefitted from the vibrant online community and the external students in particular developed as a cohesive peer cohort. However Cathy’s advice would be that to work effectively audio or video task needs to be mandatory.

Find out more about Cathy’s eScholar Project and other eScholar Projects.