Teaching Excellence Development Fund

2015 Launch

26 June 2015
Agenda for today

- Welcome and Launch by Julianne Reid – Assoc. DVC, Education
- Overview of 2015 proposals and projects
- Testimonials from 2014 project participants
- Networking and refreshments
2015 TEDF Applications

- We received 81 proposals (total of $1,021,384)
29 Projects Successful in Funding (Total of $349,632)
2015 Funding by School/Dept

- Management: $19,902.69
- Curtin Law School: $19,778.00
- CBS Faculty Operations: $18,406.20
- Accounting: $18,312.00
- Schools of Public Health (PH), Psychology & Speech Pathology (PSP), OT and Social Work: $11,281.28
- Schools of Psychology, Nursing and Midwifery, Physiotherapy and Exercise Science: $11,281.28
- Schools of Physiotherapy and Exercise Science and Nursing and Midwifery: $11,281.28
- Public Health: $11,281.28
- Physiotherapy and Exercise Science: $11,281.28
- Occupational Therapy and Social Work, School of Physiotherapy and Exercise Science: $11,281.28
- Occupational Therapy and Social Work: $11,281.28
- Nursing and Midwifery: $11,281.28
- Nursing and Midwifery: $11,281.28
- Biomedical Sciences: $11,281.28
- Biomedical Sciences: $11,281.28
- Media and Creative Arts in collaboration with Research and Graduate Studies: $19,312.00
- Education: $19,676.00
- Built Environment: $18,268.00
- Built Environment: $18,268.00
- Science: $19,637.00
- Science: $19,637.00
- Medical Radiation Sciences: $15,265.06
- Medical Radiation Sciences: $15,265.06
- Mathematics and Statistics, School of Science: $15,265.06
- Mathematics and Statistics, School of Science: $15,265.06
- Environment and Agriculture: $14,590.00
- Environment and Agriculture: $14,590.00
- Engineering Foundation Year: $14,526.00
- Engineering Foundation Year: $14,526.00
- Electrical Engineering and Computing/Department of Electrical Engineering and Computer Science: $14,500.00
- Electrical Engineering and Computing/Department of Electrical Engineering and Computer Science: $14,500.00
- Electrical & Computer Engineering: $17,498.00
- Electrical & Computer Engineering: $17,498.00

Total: $19,923.17
Strategic Priorities across projects (of 11)

- External Review of Standards, 6
- Developing effective and sustainable Assurance of Learning practices, 2
- Developing challenging and practical assessment practices, 4
- Improving approaches to moderation, 1
- Developing initiatives for 1st yr experience, and strategies for retention, 4
- Supporting innovative, effective and sustainable teaching approaches, 8
- Developing student interaction and engagement within the course; 4
Community of Practice

- Opportunity to engage with other TEDF staff
  - Enable good (re)use of resources
  - Access to tools, templates, methods, sharing ideas, staff etc.
  - Mentoring, coaching, guidance, expertise, energy, motivation
  - Networking, marketing, dissemination of your project’s value

Contact us - your TEDF Team is a valuable Community of Practice
Brief Overview of Project

- Faculty of Health Sciences, School of Public Health
- Unit coordinators – Katherine Bathgate, Kelly Prandl
- Involved the whole teaching and coordination team for HHB 130 semester 2, 2014
- Strategic Priority project related to improvement of assessment practices and development of processes of peer review of teaching
- Funding $10,000 (sessional staff)
Aims of the Project

Recruit and support 5 experienced sessional tutors as team leaders.

The role of the team leaders worked with the unit coordinators in:

- Supporting new sessional teaching staff
- Staff development in team teaching and student feedback
- Pre- and intra-moderation activities
- A program of peer review
Outcomes Achieved

Outcomes for Unit

- Exceeded expectations around moderation - effective
- All moderation completed and marks returned to students within 3 weeks – time efficient
- All staff participating in peer review
- Fewer student complaints about marking
- Increased eVALUate satisfaction
Outcomes Achieved

Outcomes for Schools / University

- Presentation at T&L Forum, ISSOTL
- Evaluation currently underway for publication
- Interest from other large units around adopting the model

How the TEDF contributed

- Funding was necessary to pay for the sessional leader time to achieve all the above outcomes
Project 35: Development of an audio database for health science students at Semester 1 level

2015 TEDF Launch – 2014 Project Testimonial

26 June 2015
Brief Overview of Project

- Faculty of Health Science, School of Nursing, Midwifery and Paramedicine (SoNMP) & School of Biomedical Science.
- **Dr Hannah Crabb** - Unit Coordinator for Human Structure & Function & Director of T & L, School of Biomedical Science; **John Taplin** - Unit Coordinator for Applied Bioscience for Acute Conditions and Bioscience Stream Coordinator.
- Amount of Funding $1,880.
- Project commenced August 2015 and Audio Glossary introduced into HS&F in semester 1, 2015.
Brief Overview of Project

The project fits into the following TEDF priority areas:

1. Improved student outcomes and retention by linking the audio glossary to unit learning outcomes and assessable key terms.

2. Development of English language proficiency for tertiary students.

3. Development of engaging, interactive and personalised approaches to learning.

4. Advancement and scholarship of teaching and learning through the development of an innovative model of learning.

5. The development of teaching with a global reach by providing a learning resource that can be delivered to internal and external students, including students rural and remote locations within WA, interstate within Australia and international locations e.g. Singapore.
Background to the Project

- Health Science students at Curtin University are required to develop and acquire knowledge of numerous biomedical science key terms to satisfy unit and course requirements.
- Students are also required to describe and verbally communicate biomedical science key terms. Biomedical language is a low frequency specialist language.
- Health Science students often show difficulty with the phonological requirements of biomedical science terms and a frequent inability to identify affixes and (Latin) roots in medical words (Muller, 2012, p.7).
- Studies show that students prefer listening while reading over single modality input (Brown et al., 2008; Chang, 2009; Muller, 2012).
Aims of the Project

- This project aimed to develop an audio database of biomedical science key terms for Health Science students.
- Hard to pronounce key terms with descriptions will be available in a Blackboard based audio glossary for Human Structure and Function (HUMB1000) students in semester 1, 2015.
- The application of teaching and learning strategies including gamification, provision of student feedback and formative assessment using the audio glossary.
- In addition, this project will be extremely helpful when considering the rising participation of culturally and linguistically diverse (CALD) students in the Faculty of Health Science at both Curtin University and in Australia.
Outcomes Achieved

- A Quizlet based audio glossary (AG) for Human Structure and Function (HUMB1000) was introduced in semester 1, 2015 and delivered via Blackboard.
- A Quizlet based AG of key terms for Applied Bioscience for Acute Conditions (GMED2001) was introduced in semester 1, 2015 and delivered via Blackboard.
- TEDF Project 35 is linked to 2015 TEDF Project ‘Learning Analytics: Insights into student engagement and student enlightenment’.
Extended Development

- The Applied Bioscience for Acute Conditions (GMED2001) AG will also be available to GMED2001 Singapore Students and GMED5001 Nursing Bioscience for Acute Conditions, Master of Nursing Practice students in Sem 2, 2015.

- A Quizlet based AG of pharmacological terms for Applied Bioscience has been developed and will be introduced in Sem 2, 2015.

- A Quizlet based AG will be introduced into the Nursing Practice Stream in Sem 2, 2015.

- A SoNMP quality assurance project will be developed around administering audio glossaries to demonstrate outcomes in terms of aiding student learning.
Future Potential Projects

1. Add Curtin medical quality images to key terms and descriptions in the audio glossary.

2. Conduct audio glossary learning effectiveness research.
In the future there is the potential to add images to key terms in the audio glossary

- **Squamous**: Epithelial cells in a **flattened oval shape**, with a **flattened nucleus**. For example simple squamous epithelium in a blood vessel.

Figure 1. Adapted from Human Structure and Function Compendium Two Histology Images 2014
Student Feedback

I think it's an excellent resource (the Audio Glossary), especially good when you don't know where to start in terms of exam revision.

BSc Midwifery student in Applied Bioscience for Acute Conditions, Tutorial group received via e-mail on the 12 June 2015.
References


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Project 29: Feedback - What works? Using Group Action Research to enhance educative feedback in online units

2015 TEDF Launch – 2014 Project Testimonial

26 June 2015
Brief Overview of Project

- School of Education
- Project Leaders: Val Morey & Dr Audrey Cooke
- Team members: Gail Hardy, Judy Weggelaar, Trish Thompson, Holly Malpas, Chantel Saunders, Olivia Harnwell (sessional OUA tutors working in Common First Year units)
- Strategic Priority project relates to student retention, quality teaching, the first year experience
- Amount of Funding: $8,720
Aims of the Project

Why:

- Students often report low satisfaction with feedback in their units
- We wanted to address that – not simply advocating “more” feedback but considering what, when, how and why?
- We wanted online tutors and students to gain good understandings of how to give and how to use feedback

What:

- EOIs were called to form a group of interested sessional tutors working in our online programs and formal AR projects formulated
How:

- Team members had personal project plans with aims and milestones, and gathered evidence along the way – student and tutor posts, surveys, eVALuate feedback – and student results and retention rates.
- Regular meetings were held to track progress, share experiences, seek guidance and support from team members and project leaders.
Outcomes Achieved

- Tutors developed a rich understanding of how to structure and provide effective feedback and scaffold students to be able to identify and make good use of feedback given.
- The alignment between ULOs, assessment tasks, readings and weekly activities was seen to be critical and tutors are now able to be far more explicit about these.
- Project report showed significant improvement in student satisfaction with feedback via eVALuate.

How did the TEDF contribute?
We were able to pay sessional tutors for their time!
Project 11: Virtualisation of embedded systems and network labs for remote 24/7 access

2015 TEDF Launch – 2014 Project Testimonial

26 June 2015
Brief Overview of Project

- Dept. of Electrical & Computer Engineering
- Team Members:
  - Nazanin Mohammadi
  - Cesar Ortega-Sanchez
  - Lakmal Rupasinghe (SLIIT)
  - Veeramani Shanmugamm (Curtin Sarawak)
- Strategic Priority: The development of teaching with a global reach
- Amount of Funding: $20,000 (overall cost ≈ $28,000)
Aims of the Project

- “To transform and redevelop a large number ECE units so they may be delivered in a distributed, synchronous and collaborative manner to students irrespective of their location.”

- Based on the success of the “Cisco Academy for the Vision Impaired” where advanced ICT education is delivered to blind students worldwide.
Outcomes Achieved

- Expensive lab equipment is available 24/7
  - Constant in person lab supervision no longer required
- Incorporation of WebEx allows cross campus shared teaching
  - Work in progress, there are some connectivity issues
- Leading to remote authentication/invigilation of assessment
  - 2015 TEDF grant
- Funding from TEDF was key to undertaking this project