

**Griffith Institute for Higher Education
Externally Funded Projects
Current and Recently Completed**

Australian Learning and Teaching Council

A sector-wide model for assuring final year subject and program achievement standards through inter-university moderation

Project team members: Griffith University: Prof Kerri-Lee Krause. University of Western Sydney: Prof Geoffrey Scott

This proof-of-concept project will produce resources to guide inter-institutional moderation for assuring final year subject and program achievement standards. Eight universities will identify common final year subjects across eight disciplines aligned with the ALTC discipline standards project. The moderation process includes inputs (e.g., subject outlines, assessment tasks, marking criteria) and outcomes (i.e., assessment samples). External blind peer review of both inputs and outcomes will determine the consistency of subject-level standards and how these compare with comparable final year subjects in other universities. Where relevant, capstone subjects will be used and program learning outcomes considered to identify approaches for assuring program achievement standards through inter-university moderation. The project addresses the TEQSA imperative to demonstrate sector-level, self-regulated, robust approaches for assuring quality and standards and highlights the role of peer review. Guidelines for practice will be sustainable and owned by academic disciplinary communities.

Mapping and Evaluating of Educational Development for Australian academics: A review of current provision and outcomes and a framework for planning and evaluation

Project Team: Professor Marnie Hughes-Warrington, Monash University, Professor Richard James, University of Melbourne, Dr Calvin Smith, Griffith University

Provision of timely and effective professional development for a rapidly changing education workforce is a key issue for the sector. In addition, the relationship between professional development, teaching quality and outcomes for students needs to be placed on a firmer empirical footing for both accountability and continuous improvement purposes. This project aims to address these critical needs via the prompt provision of four key deliverables: Advice to ALTC, in the short-term, on the existing evidence available on the relationship between participation in professional development, teaching quality and student outcomes; A sector-tested 'Educational Development Framework' of education roles and professional development formats; an Educational Impact Toolkit for Heads of Information Units and Academic Development Units which outlines how the impact of various staff educational provisions might be quantitatively measured and reported, and causal factors understood, which can be used by senior management to report on institutional indicators for teaching quality in a confident, succinct and timely fashion; and technical advice to the Australian Learning Teaching Council about opportunities for the development of sector measures of professional development impact, which might be used to commission the development of an expanded suite of teaching quality indicators.

Internationalisation at home: enhancing intercultural capabilities of Business and Health teachers, students, and curricula

Project team members: University of Canberra: Prof. Anita Mak. Griffith University: Prof. Michelle Barker

The project is designed to enhance the intercultural capabilities of tertiary teachers and students in Business and Health, and develop adaptable curriculum resources for upskilling international and local students to be culturally competent in increasingly multicultural educational and work settings.

Developing Program Leader Networks and Resources to Enhance Learning and Teaching in Multicampus Universities December 2010 Project Update

Project team members: Griffith University: Prof Kerri-Lee Krause, Prof Alf Lizzio, Dr Debra Bath, Jo-Anne Clark. University of Western Sydney: Prof Geoff Scott, Prof Stuart Campbell. LaTrobe University: Prof David Spencer, Dr Jeanette Fyffe. University of Queensland: Prof Fred D'Agostino

This project focuses on the challenges of the Program Leader role in multicampus universities, where staff often face the added complexity of managing program quality across more than one campus. Using a systemic, organisational learning framework, key outcomes of the proposed project will be: identification of the qualities of effective Program Leaders in multicampus contexts that will inform sharing of good practice and succession planning, recruitment and induction for future Program Leaders; development and evaluation of a suite of institutional support models for capacity-building among early career and experienced Program Leaders in multicampus universities; and identifying generalisable strategies and resources for developing the broader organisational environment in which leadership for learning and teaching occurs.

The Academic's and Policy-Maker's Guides to the Teaching Research Nexus: A suite of resources for enhancing reflective practice

Project team members: Griffith University: Prof Kerri-Lee Krause, Dr Ali Green. University of Melbourne: Prof Richard James, Dr Sophie Arkoudis, Claire Jennings. Queensland University of Technology: Ros McCulloch

The purpose of this Carrick Institute for Learning and Teaching project is to develop a suite of resources designed to assist academics, academic leaders and policy makers to recognise and embed the teaching-research nexus (TRN) in learning, teaching and policy. The project is designed to encourage a broader conception among academics and policy-makers of the role of research in enhancing learning and teaching, using a range of strategies.

Educating the Net Generation: Implications for Learning and Teaching in Australian Universities

Project team members: Griffith University: Prof Kerri-Lee Krause. University of Melbourne: Dr Gregor Kennedy, Dr Kathleen Gray, Dr Terry Judd, Rosemary Levy Chang, Anna Churchward, Dr Jenny Waycott. University of Wollongong: Dr Susan Bennett. University of Sydney: Dr Karl Maton. Charles Sturt University: Dr Barney Dalgarno, Dr Andrea Bishop

This Carrick-funded project is designed to investigate how first year students and their teachers use traditional and emerging technology-based tools to support student learning. Drawing on the expertise of academic staff and the findings of a comprehensive student survey, the project team will develop empirically and pedagogically-based guidelines for enhancing student learning by proposing strategies for integrating emerging technologies into local learning and teaching environments.

Teaching Quality Indicators

GIHE project team members: Lynda Davies, Prof Sue Spence, Dr Heather Alexander, Prof Kerri-Lee Krause, Prof Royce Sadler, Dr Duncan Nulty, Margaret Buckridge

Griffith is one of eight pilot universities involved in this Carrick-funded project. The project examines approaches to defining and developing indicators and outcomes of quality learning and teaching. Griffith University has chosen to focus on assessment and will develop and pilot a framework that identifies indicators and outcomes of teaching quality as it relates to assessment at the institutional and local levels.

The National Graduate Attributes Project: Integration and Assessment of Generic Graduate Attributes in Higher Education Curricula (Discipline-based Initiatives)

Project team members: University of Sydney: Associate Prof Simon Barrie, Kate Thomson. University of Queensland: Dr Clair Hughes. Griffith University: Dr Calvin Smith

The National Graduate Attributes Project (National GAP) focused on the reinvigorating of the Graduate Attributes implementation processes and debate within Australian universities and the establishment of a network of discipline experts and strategic learning and teaching leaders with a shared scholarly basis from which to engage in curriculum renewal to foster graduate attributes.

Peer review of teaching

GIHE project team members: Margaret Buckridge, Prof Kerri-Lee Krause, Prof Royce Sadler, with collaborators from University of New South Wales (lead institution)

This project, funded by the Carrick Institute for Learning & Teaching and sponsored internally by the DVC (Academic), aims to develop a capacity within universities to recognise and reward teaching excellence by the development and trial of tools and a model whereby teaching, like research, may be externally peer reviewed, potentially for contributing to the evaluation of teaching for academic promotion purposes.

Building university leadership capacity in the teaching of implant dentistry to dental students and local professional communities

Project team leader: Griffith University Associate Prof Nikos Mattheos

The aim of this project is to support strategic change and develop collaborative, cross-disciplinary leadership capacity for universities in the field of implant dentistry. The leadership envisioned in this project involves the development of the long-term and sustainable capacity to design, produce and deliver cross-disciplinary education within implant dentistry, addressing the needs of the undergraduate curriculum and of communities of local practitioners.

Facilitating a whole-of-university approach to Indigenous curriculum development: leadership frameworks for cultural partnership

Project team members: Griffith University: Dr Chris Matthews, Associate Prof Keithia Wilson

This project aims to develop, implement and evaluate a leadership framework for a culturally appropriate and sustainable whole-of-university approach to Aboriginal and Torres Strait Islander curriculum development, based on a distributive model of leadership.

Australian Research Council Discover Grant

Disciplinary cultures and undergraduate education: how differing assumptions about the nature of knowledge create characteristic forms of teaching and learning

Project team members: Griffith University: Prof Kerri-Lee Krause. University of Melbourne: Prof Richard James, Associate Prof Gay Baldwin

This project examines the relationship between epistemologies and pedagogies in academic disciplinary cultures. It explores how disciplinary differences in assumptions about the nature of knowledge affect perceptions of the nature of learning in higher education, and therefore the characteristic pedagogical forms favoured by different disciplines.

Projects funded by External Grants

Systemic Factors Affecting Participation and Attainment in Tertiary Education by Queensland Students from LSES backgrounds

Project team members: Griffith University: Professor Kerri-Lee Krause, Jo-Anne Clark. James Cook University: Associate Prof Malcolm Vick, Dr Helen Boon. Queensland University of Technology: Dr Derek Bland

Improving tertiary education opportunities, participation and success of young people from Low Socio-Economic Status (LSES) backgrounds is not only an equity issue, but also an economic and social one. This project, funded by the Department of Education, Training and the Arts, seeks to identify potential systemic issues, including barriers, attractors and interventions that influence participation by LSES students in tertiary, and particularly higher, education. Findings from this project will inform policy development aimed at improving participation and attainment by students from LSES backgrounds, particularly through Government initiatives aimed at addressing professional skills shortages. Consequently, these findings could enhance Queensland's education and training system by maximising participation and attainment by LSES and improve their quality of life and future life choices and opportunities.

Student Induction into E-learning Project, formally known as Technology-Enabled Flexible Learning Project. Developing Best Practices for Prospective and New Student Introduction to E-Learning

Project team members: Griffith University: Prof Kerri-Lee Krause, Celina McEwen. University of Southern Queensland (Link Affiliates). IMS Global Learning Consortium Inc. and the Australian Commonwealth Department of Education, Employment and Workplace Relations

This project examines several areas of best practice to enhance the first year experience in online learning environments. The best practice areas will provide a framework to enable students and higher education institutions to level-set and establish their respective expectations for academic success, as well as address issues of completion, retention and persistence during this most vulnerable phase of the student life cycle. While this project focuses specifically on identification of best practices in online e-learning environments, many of the principles will apply equally to blended and hybrid learning contexts. GIHE's participation in this international project will help inform the development and promotion of the adoption of international best practice standards in the area of technology-enabled learning.

Griffith Funded Projects

Griffith Strategic Grants for Learning and Teaching

Griffith Graduate Statement Implementation and Communication Plan

The Griffith Graduate Statement was revised in 2009 to incorporate changing university-wide learning and teaching priorities. The revised Statement incorporates much of the previous Graduate Statement as well as new areas such as competency in culturally diverse and international environments.

GIHE will support the implementation of the revised Griffith Graduate Statement through: an implementation and communication plan; the development of resources to assist academics to incorporate the revised Griffith Graduate Statement into their course design and content; professional development activities. GIHE resources and professional development activities will be integrated with INS initiatives to assist staff with the use of EAGLe. For example, GIHE will provide guidance on implementing the revised Griffith Graduate Statement (GGS) to Course Convenors attending hands-on workshops on putting Course Outlines on the new Course Profiling System.

Promoting Good Practices in Assessment Project

GIHE Project Team: Duncan Nulty, Professor Royce Sadler, Dr Roger Moni, Dr Calvin Smith, and Lynda Davies

The primary strategy of the Project is to collaboratively develop a range of resources and tools that help to build staff capacity in the area of assessment practice. Working with teaching teams across the disciplinary Groups, the Project Team will help refine assessment practices at Program and Course level focussing on such issues as: assessment's role in curriculum design; improving clarity of purpose for assessment tasks; communicating with students about assessment; and understanding the alignment between assessment, course aims, the University's assessment settings in its policy and quality assurance measures.

Embedding internationalisation of the curriculum: A multilevel, capacity building process

Project Team: Professor Michelle Barker, Dr Ali Green, Dr Ray Hibbins, Mr Ian Johnson Dr Afshin A-Khavari

This project will assist academics to embed internationalisation principles in the curricula so that Griffith graduates have the skills, knowledge and attitudes necessary to prepare them to be global citizens. Project outcomes include: (1) the development of a toolkit of resources and good practice examples; (2) intensive work with selected program teams across the Groups to develop an internationalised curriculum mapping model; and (3) a dissemination process including targeted professional activities that facilitate adoption of the mapping model by program teams throughout the university. These activities will align with other current initiatives notably: the internationalisation of the curriculum program review tool; the Program Planning, Development, Approval and Review Process; and the alignment of assessment, course and program outcomes with the (revised) *Griffith Graduate Statement* graduate attributes. The project features relationship and capacity building with academics across the Groups.

Putting the “Principles” to Work in SEET: Developing Capability and Practice for Teaching Excellence Using Peer Review

This project will **develop and experimentally verify a set of observable “dimensions” for quality of teaching**, based on the Principles above. It will provide a clear path for individual professional development and selected criteria to guide assessments of attainment of excellence in teaching within the SEET group. Using the “Principles” and the “Academic Work @ Griffith: Clarifying Work Profiles” document as a guide it is planned to **generate a set of guidelines for exemplifying the Principles in practice and an evaluative framework** toolkit that may be used to help academic staff to document their teaching and scholarly practice in relation to teaching excellence. It is expected that the guidelines and toolkit will be adaptable in other Groups, using discipline-specific examples.

Assessment Project: Stage 1 and 2

GIHE project team members: Dr Heather Alexander, Prof Royce Sadler, Cecilia Arrigoni

The aim in this Griffith-funded project is to improve processes for assessing student achievement across the University. The first stage involved an audit of the assessment programs, loads for students, weightings of components, and assessment task structure in 64 first-year courses. The second stage involves further data gathering by interview as a means of clarifying how best to address the requirements for improved assessment processes.

Work Integrated Learning

GIHE project team members: Dr Calvin Smith, Vilma Simbag

This two-year project supports the University’s strategic goal of embedding Work Integrated Learning (WIL) opportunities into at least 70% of courses at Griffith. The project will produce a suite of staff development workshops, a website of resources and a symposium addressing key concepts of (WIL). It will also support a community of Practice for (WIL) curriculum development, all aimed at building capacity in conceptualising, designing, implementing and evaluating (WIL) curricula across disciplines and contexts.

Review of the Role of Program Convenors

GIHE project team members: Louise Horstmanshof , Dr Ali Green, Dr Lynn Burnett , John Swinton

This Project examines the role of the program convenor in terms of its leadership potential and identifies the training and support needs. This has been achieved through interviews with Deans Learning and Teaching and selected Program Convenors. It builds on the work undertaken in this area by Alf Lizzio in 2006. Further internal funding will be sought for Phase 2, to further develop the resources for distribution to the academic community.

Griffith Internal Competitive Research Grants

Development and validation of measures of key dimensions of work-integrated learning curricula

Project leader: Dr Calvin Smith

The aim of this project is to develop and test (for validity and reliability) scales (sets of questions), for measuring aspects of work-integrated learning (WIL) curricula. With many universities implementing WIL, and the recent interest shown by Universities Australia in a National Internship Scheme, this project will have potential usefulness across the whole higher education sector.

For more information about each project, please visit our website at:

www.griffith.edu.au/gihe