"Working with the university community to research, enhance and assure the quality of learning and teaching"
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Overview of the ITL Year

ITL continued to provide a service to the university in 2008 through courses for teaching development, through projects for teaching and learning development, and through committee work and working group membership. It also continued with a research and scholarship focus aimed at providing the university community with recent relevant information and ideas to inform development practice. The new ITL structure developed in 2007 that involved a closer working relationship between the Associate Deans (Learning and Teaching) in each faculty and the ITL has been put into effect in 2008. Engagement with strategic issues identified in faculty teaching and learning plans aimed at improving student learning has been achieved through joint work on a series of action points.

In 2008 major changes were made to the ITL expertise in academic development support. A previous focus on generic development expertise was shifted more towards discipline expertise. Four academic development staff left ITL in 2008 and at the end of the year four new staff, two with experience in teaching, and in leading teaching and learning development, in one or more of the University faculties, and two with more generic expertise, were recruited.

The two new staff with strong discipline teaching backgrounds, Dr Susan Thomas and Associate Professor Tania Gerzina, are working on ITL courses and projects, but with a focus more on clusters of faculties in the arts/social sciences and health areas respectively.

A third new member of staff, Dr Cynthia Nelson, has been appointed for two years to oversee the Promoting Excellence Initiative (PEI). This project, funded by the Australian Learning and Teaching Council (ALTC), involves working with various ‘communities of inquiry’ across the University to enhance teaching quality and student learning. It includes providing advice to those preparing ALTC award and grant applications or using ALTC resources, but the main aim is to enhance thinking and reflection on aspects of teaching within the communities of practice.

One of the areas that has been the focus of the PEI is the revamped Development Program for Research Supervision. During 2008, in consultation with the Dean of Graduate Studies and Associate Deans (Research Training), Dr Nelson developed a streamlined program for supervision development involving a mixture of online and discussion forum elements. The new program was successfully offered in late 2008.

The fourth new member, Kathryn Bartimote-Aufflick, moved from Pharmacy to the ITL and brought with her a series of teaching and learning development projects. Her more formal teaching contributions in ITL have been on the Principles and Practice of University Teaching and Learning course and the Graduate Certificate in Educational Studies (Higher Education).

The changes are anticipated to have significant effects on the ITL and on the way it works. In addition to the outcomes expected through the network of Associate Deans, collaborations between ITL and the faculties are expected to be enhanced, and the needs of the faculties are more likely to be met. While the research conducted in ITL is expected to continue to be internationally competitive, the changes could mean that the research topics and themes are likely to be more discipline-based or have more of a local ‘flavour’.

In each of the following sections of this report, contributions from ITL in teaching evaluation, in professional development programs, in projects to support teaching and learning development, in service to the University and community, and in research, have been strong, and often exemplary. The ITL worked with over 350 faculty staff on formal professional development courses and with many others on a variety of educational development projects, while maintaining significant research and service contributions. Moreover, the ITL processed over 110,000 Unit of Study Evaluation forms, and again achieved increased returns on the Australian Graduate Survey.
With the restructuring largely complete a unique opportunity now exists for ITL to make a major contribution to the next phase of professional and educational development at the University of Sydney.

Summary of Highlights

- Engagement with a restructuring process which has led to a stronger disciplinary and faculty-based focus in all development activities;
- Revised Principles and Practice program, Graduate Certificate in Educational Studies (HE) and the Development Program for Research Supervision;
- An increase of over 7% in response rates for the Australian Graduate Survey (incorporating the Course Experience Questionnaire);
- Increase of over 10% (to over 110,000) in evaluation forms processed for Unit of Study Evaluations and feedback for teachers;
- Completion of professional development courses by over 200 faculty staff and over 150 additional new enrolments;
- Maintenance of an Associate Deans (L&T) network and application of Action Points process;
- Service to 17 committees and working groups;
- Produced 12 publications, including book chapters and refereed journal articles; and
- New research and development income totalling over $330,000.

Table 1: Overview of the ITL Strategic Plan; Goals and Strategies

<table>
<thead>
<tr>
<th>ITL Activity/Strategy</th>
<th>GOAL 1: Support the Enhancement of Teaching Quality</th>
<th>GOAL 2: Further Develop the ITL’s Research Profile</th>
<th>GOAL 3: Evaluate Review and Enhance ITL Activities and Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1:</td>
<td>Academic Development Programs; P&amp;P, Graduate Certificate, Sessional Teaching Staff Programs, New Staff Orientation, Development Program for Research Supervision</td>
<td>Strategy 5: Staff Research and Grants</td>
<td>Strategy 8: Evaluation and Planning</td>
</tr>
<tr>
<td>Strategy 2:</td>
<td>Surveys; AGS, CEQ, PREQ, SREQ, USE, FFT</td>
<td>Strategy 6: External Leadership and Consultancy; External Service, Leadership in Professional Associations, Editorial Contributions</td>
<td></td>
</tr>
<tr>
<td>Strategy 3:</td>
<td>University and Faculty Planning and Development; ITL Associate Deans (L&amp;T) Group, University and Faculty Committees</td>
<td>Strategy 7: Doctoral Students Program</td>
<td></td>
</tr>
<tr>
<td>Strategy 4:</td>
<td>Strategic Projects and Working Groups; Promoting Excellence Initiative, Standards Based Assessment, Graduate Attributes and the Sydney Experience, Diversity and Inclusivity, Faculty Strategic Projects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ITL Goal 1:
Support the Enhancement of Teaching Quality

The ITL works across four key operational strategies to achieve this goal. These are the Institute’s:
Strategy 1: Academic Development Programs
Strategy 2: Student Surveys System
Strategy 3: University and Faculty Planning and Development
Strategy 4: Strategic Projects

Strategy 1 - Academic Development Programs
In collaboration with the various faculties of the university, the ITL offers a range of staff development programs to support the enhancement of teaching in different contexts. The programs are developed based on the research evidence as to what constitutes effective staff development strategies for university teaching. The various programs develop participants’ understandings of the current principles, debates and practices of higher education teaching and learning. The programs involve a combination of central programs and situated staff development strategies based in participants’ own faculty or teaching contexts. These programs include: Principles and Practice of University Teaching, The Graduate Certificate in Educational Studies (Higher Education), The Development Program for Research Supervision, Sessional Staff Development Programs, and New Staff Orientation activities.

1.1 Principles and Practice
Principles and Practice of University Teaching (P&P) is an introduction to teaching and learning at the University of Sydney. It covers basic principles of teaching and learning, practical teaching strategies and introduces new staff to the key university teaching and learning policies.

Completion of the P&P program is a condition of probation for all new academic staff on fixed and continuing appointments unless exempted by their appointment committee. While such members of academic staff were the main participants in the course, it is also available to any other interested members of University staff. A new feature of the program has been a revamped approach to the third day as an opportunity for contextualised professional development. Over 2008 the ITL worked with faculties to identify suitable existing staff development opportunities such as teaching and learning fora, mentoring programs or peer observation of teaching activities which could be recognised as the faculty component of the Principles and Practice program. During this development phase the ITL continued to offer alternative day three practical teaching activities for those faculties yet to develop contextualised activities. Over the next year the ITL will continue to work with those faculties to develop suitable contextualised day three activities for new staff.

In 2008 the program was run in March, June, October, and November and a total of 226 staff completed the program. Based on simple estimates of staffing levels (FTE) and using a cumulative six year total (2002 – 2008) this brings the proportion of the university’s continuing and fixed term contract staff who have completed P&P to approximately 43% (See Table 2). This figure assumes 100% retention of the staff who have completed the program and as such the actual figure is likely to be somewhat lower.

In response to increasing demand for the program in 2008 and to avoid delays for staff wishing to complete the program, the ITL removed the previous limit (40 participants) on the number of staff accepted for each intake and modified the program to run with approximately 70 participants. Evaluations of the program remained high; with 92% of the 2008 participants reporting that they agreed or strongly agreed that ‘what they had learnt would be useful in their work’, and with over 88% in agreement or strong agreement with the overall quality of the course (Table 3). Feedback on the revamped third day structure has been overwhelmingly positive.
### Summary of 2008 Programs and Courses Participation

**Table 2: Completions of the Principles and Practice Program of University Teaching and Learning (P&P) Program**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Faculty Total academic staff (fixed + cont.)</th>
<th>Faculty Total academic staff (including casual)</th>
<th># of Completions in 2008</th>
<th>% of fixed + cont staff of faculty undertaking P&amp;P in 2008</th>
<th>Total completions to date</th>
<th>Approximate % of faculty staff completed course*</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR</td>
<td>54.5</td>
<td>61</td>
<td>5</td>
<td>9.2%</td>
<td>21</td>
<td>39%</td>
</tr>
<tr>
<td>Archit D P</td>
<td>39.1</td>
<td>54.8</td>
<td>5</td>
<td>12.8%</td>
<td>35</td>
<td>90%</td>
</tr>
<tr>
<td>Arts</td>
<td>297.1</td>
<td>358.1</td>
<td>27</td>
<td>9.1%</td>
<td>132</td>
<td>44%</td>
</tr>
<tr>
<td>Dentistry</td>
<td>47.4</td>
<td>66.6</td>
<td>3</td>
<td>6.3%</td>
<td>23</td>
<td>49%</td>
</tr>
<tr>
<td>Econ and Bus</td>
<td>193.9</td>
<td>272.5</td>
<td>14</td>
<td>7.2%</td>
<td>98</td>
<td>51%</td>
</tr>
<tr>
<td>Ed and Soc wk</td>
<td>101.6</td>
<td>156.3</td>
<td>7</td>
<td>6.9%</td>
<td>36</td>
<td>35%</td>
</tr>
<tr>
<td>Engineering and IT</td>
<td>163.5</td>
<td>205.9</td>
<td>19</td>
<td>11.6%</td>
<td>78</td>
<td>48%</td>
</tr>
<tr>
<td>Health Sc</td>
<td>185.3</td>
<td>210.8</td>
<td>49</td>
<td>26.4%</td>
<td>128</td>
<td>70%</td>
</tr>
<tr>
<td>Koori Centre</td>
<td>2</td>
<td></td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>62.2</td>
<td>74.3</td>
<td>9</td>
<td>14.5%</td>
<td>31</td>
<td>50%</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td></td>
<td></td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>581.1</td>
<td>614.9</td>
<td>23</td>
<td>4.0%</td>
<td>84</td>
<td>14%</td>
</tr>
<tr>
<td>Nursing and Midwifery</td>
<td>28.9</td>
<td>48.9</td>
<td>4</td>
<td>13.8%</td>
<td>16</td>
<td>55%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>50.1</td>
<td>60.5</td>
<td>6</td>
<td>12.0%</td>
<td>48</td>
<td>96%</td>
</tr>
<tr>
<td>Rural mgt</td>
<td>0</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>441.1</td>
<td>501.6</td>
<td>28</td>
<td>6.3%</td>
<td>152</td>
<td>34%</td>
</tr>
<tr>
<td>SCA</td>
<td>31</td>
<td>37.6</td>
<td>2</td>
<td>6.5%</td>
<td>14</td>
<td>45%</td>
</tr>
<tr>
<td>Syd Con M</td>
<td>55.4</td>
<td>83.2</td>
<td>3</td>
<td>5.4%</td>
<td>13</td>
<td>23%</td>
</tr>
<tr>
<td>Vet Science</td>
<td>80.1</td>
<td>85.2</td>
<td>17</td>
<td>21.2%</td>
<td>63</td>
<td>79%</td>
</tr>
<tr>
<td>Other**</td>
<td>2</td>
<td></td>
<td></td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,411.90</strong></td>
<td><strong>2891.8</strong></td>
<td><strong>226</strong></td>
<td><strong>9.4%</strong></td>
<td><strong>1047</strong></td>
<td><strong>43%</strong></td>
</tr>
</tbody>
</table>

*This figure assumes 100% retention of staff. Staffing levels based on University of Sydney Planning Office data.

**(O/S visitors, central units, externals)**

**Table 3: Participant Evaluation Data 2008 Principles and Practice Program**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I have learnt in the P&amp;P program will be useful to me in my work</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>96</td>
<td>88</td>
</tr>
<tr>
<td>The facilitators of the P&amp;P program effectively supported my learning</td>
<td>2</td>
<td>6</td>
<td>23</td>
<td>116</td>
<td>54</td>
</tr>
<tr>
<td>Overall I am satisfied with the quality of the P&amp;P program</td>
<td>3</td>
<td>9</td>
<td>14</td>
<td>110</td>
<td>65</td>
</tr>
</tbody>
</table>
1.2 Graduate Certificate in Educational Studies (Higher Education)

The ITL also offers a Graduate Certificate in Educational Studies (Higher Education) through the Faculty of Education and Social Work. This formal qualification in university teaching is one of the University’s key academic development strategies for mid career teachers and aspiring teaching leaders. It is formally recognised in the University’s teaching Scholarship Index.

In 2008, 37 staff members, representing thirteen faculties of the university, graduated from the program. These graduations bring in the total completions to date to 217. The course has been integral to the successful teaching career development of many Sydney staff, for instance many graduates from the past six years have gone on to successfully apply for promotion, more than a third of the winners of the Vice Chancellor’s awards for outstanding teaching in the past six years are graduates of the program, and many more graduates are winners of faculty teaching awards.

Table 4: Graduate Certificate in Educational Studies (HE) Completions

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Total academic staff (fixed + cont.)</th>
<th>Total academic staff (including casual)</th>
<th># of Completions in 2008</th>
<th>% of fixed + cont staff of faculty undertaking GC in 2008</th>
<th>Total completions to date</th>
<th>Approximate % of faculty staff completed course*</th>
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<tbody>
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<td>61</td>
<td>3</td>
<td>5.5%</td>
<td>9</td>
<td>17%</td>
</tr>
<tr>
<td>Archit D P</td>
<td>39.1</td>
<td>54.8</td>
<td>2</td>
<td>5.1%</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td>Arts</td>
<td>297.1</td>
<td>358.1</td>
<td>4</td>
<td>1.3%</td>
<td>21</td>
<td>7%</td>
</tr>
<tr>
<td>Dentistry</td>
<td>47.4</td>
<td>66.6</td>
<td>1</td>
<td>2.1%</td>
<td>8</td>
<td>17%</td>
</tr>
<tr>
<td>Econ and Bus</td>
<td>193.9</td>
<td>272.5</td>
<td>2</td>
<td>1.0%</td>
<td>14</td>
<td>7%</td>
</tr>
<tr>
<td>Ed and Soc wk</td>
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<td>19</td>
<td>10%</td>
</tr>
<tr>
<td>Law</td>
<td>62.2</td>
<td>74.3</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
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<td>614.9</td>
<td>1</td>
<td>0.2%</td>
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<td>3%</td>
</tr>
<tr>
<td>Nursing and Midwifery</td>
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<td>48.9</td>
<td>1</td>
<td>3.5%</td>
<td>7</td>
<td>24%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>50.1</td>
<td>60.5</td>
<td>0</td>
<td>0.0%</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>Rural mgt</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>441.1</td>
<td>501.6</td>
<td>3</td>
<td>0.7%</td>
<td>22</td>
<td>5%</td>
</tr>
<tr>
<td>SCA</td>
<td>31</td>
<td>37.6</td>
<td>0</td>
<td>0.0%</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Syd Con M</td>
<td>55.4</td>
<td>83.2</td>
<td>1</td>
<td>1.8%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Vet Science</td>
<td>80.1</td>
<td>85.2</td>
<td>4</td>
<td>5.0%</td>
<td>23</td>
<td>29%</td>
</tr>
<tr>
<td>Other**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2,411.90</td>
<td>2891.8</td>
<td>37</td>
<td>1.5%</td>
<td>217</td>
<td>9%</td>
</tr>
</tbody>
</table>
While participants note the relevance of the program for their individual teaching practice (see Table 5 for participant evaluation of impact), faculties in which staff have been systematically supported in completing the course also report a positive impact on faculty teaching culture and the leadership of teaching.

Table 5: Participant Evaluation of Impact and Relevance of Graduate Certificate Course for their Teaching

<table>
<thead>
<tr>
<th>2008 Course evaluation data (combined data from for units of study)</th>
<th>% Agreement (SA+A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I have learnt in this unit of study will help me improve my students’ learning</td>
<td>80%</td>
</tr>
<tr>
<td>This unit has helped me take a more scholarly approach to my teaching</td>
<td>84%</td>
</tr>
</tbody>
</table>

1.3 Sessional Teaching Staff Programs

Sessional teachers are those employed on a casual basis and they fill a variety of important roles including: tutors (in classrooms, online/distance), lab demonstrators, clinical placement supervisors, other workplace placement supervisors, lecturers, etc. Sometimes sessional teachers also act as unit of study coordinators or degree coordinators. Recent years have seen an increasingly reliance on sessional teaching staff. These staff often have very specific staff development needs and are also often unable to access central staff development programs.

In 2008 the ITL commenced a new initiative aimed at further enhancing the staff development opportunities provided within faculties for these staff. Coordinators of faculty-based schemes now meet quarterly to share and enhance existing practice, e.g. tutor development programs, workplace placement supervisor training, teaching fellowship schemes, induction, mentoring, peer observation of teaching, etc. Over the next two years the ITL will build on this collaboration to develop new resources to support the establishment of new faculty-based schemes.

Further work will include consultation with faculty representatives to collaboratively develop University guidelines in relation to the staff development provided for sessional teachers. These might include recommendations for minimum requirements for induction and training; recommendations regarding training objectives and outcomes; and recommendations regarding articulation with other faculty and university staff development programs and support processes.

1.4 New Staff Orientation

Each month the ITL is provided with a list of new staff appointments by Sydney People. Based on this information the ITL writes to all new academic staff providing them with a Teaching Orientation package containing:

- Information on the ITL and an invitation to contact the Institute with any queries
- Information on the forthcoming Principles and Practice programs and information on how to register
- A list of available resources to support teaching
- A resource of best practice teaching strategies developed in collaboration with the First Year Coordinators group including resources to use with students eg “Orientation to University Life”.
- Information on the Higher Education Research and Development Society of Australasia, which staff interested in university teaching might consider joining.
- The latest issue of Synergy, the ITL’s publication on teaching and learning at the University.
- University of Sydney Map Guide – Camperdown, Darlington and inner city campuses.

In 2008 over 600 packs were provided to new staff. The ITL also contributes to the monthly Orientation Seminars run by Learning Solutions as some new academic staff also attend these events.
1.5 Development Program for Research Supervision

The ITL offers a Development Program for Research Supervision (DPRS) which is intended primarily for those who are new to research supervision. Completion of the program is an Academic Board requirement for new supervisors to be included on the University of Sydney Supervision Register.

The DPRS is offered by the ITL in flexible delivery mode and can be taken as an academic development program or, with additional assessment requirements, as a formal unit of study in the Masters of Education degree. The program was first developed in 1996 and since that time the supervisor development needs at Sydney have changed considerably. In 2008 the ITL worked with the (then) Dean of Graduate Studies and the Associate Deans Research in each faculty to plan and implement major changes to the program. These changes sought to improve the relevance of the program to different faculty supervision contexts, to make better use of the supervisory expertise across the university, to reduce the time required to complete the program and to remove the labour intensive individual assessment component.

In 2008 there were 100 new enrolments in the revised program and 124 completions. Over the previous six years of the program 90 staff members had completed the program. Of the 2008 completions, 38 participants enrolled and completed in the same year. This brings the total completions to date to 214. Feedback from participants and stakeholders on the revised program was excellent.

Of the participants who completed the revised DPRS program 76% indicated they found the revised format ‘useful’ or ‘very useful’. 94% of participants indicated they preferred the new option of completing the program through participation in a Supervision forum, with one participant noting: ‘Providing a forum to complete has made completion an insightful, thought provoking and useful medium’. Participants also provided additional helpful insights which will be incorporated into future fora, for example building in more time for participants to discuss issues with the A/Deans Research. In 2009 the ITL will work with faculties interested in establishing faculty-based Supervision fora for faculty staff seeking to complete the DPRS.

Table 6: Participation in Supervision Development Programs

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Total completions to date (2002-2008)</th>
<th>Faculty</th>
<th>Total completions to date (2002-2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR</td>
<td>8</td>
<td>Medicine</td>
<td>57</td>
</tr>
<tr>
<td>Archit D P</td>
<td>7</td>
<td>Nsg and MW</td>
<td>2</td>
</tr>
<tr>
<td>Arts</td>
<td>17</td>
<td>Pharmacy</td>
<td>4</td>
</tr>
<tr>
<td>Dentistry</td>
<td>3</td>
<td>Rural mgt</td>
<td>3</td>
</tr>
<tr>
<td>Econ and Bus</td>
<td>9</td>
<td>Science</td>
<td>16</td>
</tr>
<tr>
<td>Ed and Soc wk</td>
<td>19</td>
<td>SCA</td>
<td>0</td>
</tr>
<tr>
<td>Engineering</td>
<td>2</td>
<td>Sydney Con Music</td>
<td>1</td>
</tr>
<tr>
<td>Health Sc.</td>
<td>37</td>
<td>Vet Science</td>
<td>21</td>
</tr>
<tr>
<td>Law</td>
<td>3</td>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total number of completions:</strong> 213</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategy 2: Support the Enhancement of Teaching Quality

The ITL administered 6 types of surveys in 2008: The Australian Graduate Survey (AGS) which contains the Graduate Destination Survey (GDS) and the Course Experience Questionnaire (CEQ), or the Postgraduate Research Experience Questionnaire (PREQ); the Student Research Experience Questionnaire (SREQ), the Unit of Study Evaluation (USE) and the Feedback for Teachers (FFT) survey. In total 121,174 questionnaires from students and graduates were processed, with a return rate of over 50%.

This work accounts for about 25% of the ITL budget. The results are used to distribute a pot of government funds to Universities (Learning and Teaching Performance Fund), as KPIs for University of Sydney faculties, as a way of managing research training quality, as a means of monitoring the student learning experience, and to support arguments of the quality of teaching performance.

2.1 Australian Graduate Survey with Course Experience Questionnaire

The changes made by Graduate Careers Australia to the process for AGS collection in 2008 meant that two collection times (from April and from October) were conducted. The shift in timing saw more students included in the baseline, and additional printing, data entry and coding costs. As Table 7 indicates, higher return rates were again achieved through some enhanced procedures and sustained periods of reminders using phonecalls.

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
<th>GDS number</th>
<th>GDS %</th>
<th>CEQ number</th>
<th>CEQ %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 USyd</td>
<td>10,938</td>
<td>4,642</td>
<td>42.4</td>
<td>4,195</td>
<td>38.4</td>
</tr>
<tr>
<td>2005 all</td>
<td>191,998</td>
<td>107,385</td>
<td>55.9</td>
<td>85,994</td>
<td>44.8</td>
</tr>
<tr>
<td>2006 USyd</td>
<td>11,597</td>
<td>4,980</td>
<td>42.9</td>
<td>3,643</td>
<td>31.4</td>
</tr>
<tr>
<td>2006 all</td>
<td>198,607</td>
<td>111,997</td>
<td>56.4</td>
<td>91,327</td>
<td>46.0</td>
</tr>
<tr>
<td>2007 USyd</td>
<td>9,342</td>
<td>4,973</td>
<td>53.2</td>
<td>3,894</td>
<td>41.7</td>
</tr>
<tr>
<td>2007 all</td>
<td>199,111</td>
<td>113,059</td>
<td>56.8</td>
<td>96,773</td>
<td>48.6</td>
</tr>
<tr>
<td>2008 USyd</td>
<td>12,982</td>
<td>7,453</td>
<td>57.4</td>
<td>5,936</td>
<td>45.7</td>
</tr>
<tr>
<td>2008 all</td>
<td>205,049</td>
<td>115,494</td>
<td>56.3</td>
<td>97,920</td>
<td>47.8</td>
</tr>
</tbody>
</table>

2.2 Australian Graduate Survey with Postgraduate Research Experience Questionnaire

The Postgraduate Research Experience Questionnaire is administered annually to all research graduates of the University. In 2008 returns were received from 316 graduates (55%) which is also an increased return compared with recent years.

2.3 Student Research Experience Questionnaire

Responses from 2620 (69%) of the current higher degree research student population were also received through the Student Research Experience Questionnaire (SREQ). This service is conducted annually with results being distributed to the Dean of Graduate Studies and to Deans. The response rate achieved in 2008 is the highest since the survey was introduced in 2002.

2.4 Feedback for Teachers and Unit of Study Evaluations

The number of reports produced and forms processed for both the Feedback for Teachers (FFT) scheme, which included Teaching in Lectures and Teaching in Tutorials, and the Unit of Study Evaluations (USEs) for 2008 is shown by faculty/unit and by year in Table 8.
The aims of ITL work in this area are to (a) increase the percentage of returned survey forms, and (b) conduct a process that is sound in ethical and procedural terms.

In terms of (a) the return rates are up by a few percentage points in all major questionnaires, and the CEQ returns no longer threaten to exclude the university from eligibility for Learning and Teaching Performance Funds or from entry in The Good Universities Guide.

In terms of (b) the ITL processes are consistent with those required by GCA for collection of GDS data. In order to maintain this position, in mid 2008 a Survey Committee was established in ITL to monitor the quality of the ITL survey processes and outcomes. The committee met twice, in August and October.

In 2008 the Acting Dean of Graduate Studies, Associate Professor Bashford enhanced the use made of SREQ and PREQ results through the dissemination of a follow-up report to the trend analysis conducted by Dr Paul Ginns up to 2005, and particularly through meetings with Associate Deans, in clusters, to discuss these results.

### Table 8: Report and Survey Processing Data for FFT and USE for 2008

<table>
<thead>
<tr>
<th>Faculty</th>
<th>FFT Reports</th>
<th>FFT Responses</th>
<th>USE Reports</th>
<th>USE Responses</th>
<th>TOTAL Reports</th>
<th>TOTAL Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR</td>
<td>0</td>
<td>0</td>
<td>39</td>
<td>1033</td>
<td>39</td>
<td>1033</td>
</tr>
<tr>
<td>Archit D P</td>
<td>8</td>
<td>94</td>
<td>59</td>
<td>1544</td>
<td>67</td>
<td>1638</td>
</tr>
<tr>
<td>Arts</td>
<td>155</td>
<td>2318</td>
<td>530</td>
<td>20921</td>
<td>685</td>
<td>23239</td>
</tr>
<tr>
<td>Dentistry</td>
<td>3</td>
<td>73</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>73</td>
</tr>
<tr>
<td>Econ and Bus</td>
<td>482</td>
<td>7252</td>
<td>458</td>
<td>28259</td>
<td>940</td>
<td>35511</td>
</tr>
<tr>
<td>Ed and Soc wk</td>
<td>16</td>
<td>245</td>
<td>150</td>
<td>5042</td>
<td>166</td>
<td>5287</td>
</tr>
<tr>
<td>Engineering and IT</td>
<td>4</td>
<td>87</td>
<td>250</td>
<td>8369</td>
<td>254</td>
<td>8456</td>
</tr>
<tr>
<td>Grad Sch of Government</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>224</td>
<td>5</td>
<td>224</td>
</tr>
<tr>
<td>Health Sc</td>
<td>47</td>
<td>995</td>
<td>178</td>
<td>5238</td>
<td>225</td>
<td>6233</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>32</td>
<td>198</td>
<td>5987</td>
<td>199</td>
<td>6019</td>
</tr>
<tr>
<td>Medicine</td>
<td>13</td>
<td>611</td>
<td>29</td>
<td>918</td>
<td>42</td>
<td>1529</td>
</tr>
<tr>
<td>Nursing and Midwifery</td>
<td>6</td>
<td>87</td>
<td>49</td>
<td>1651</td>
<td>55</td>
<td>1738</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>10</td>
<td>151</td>
<td>29</td>
<td>2851</td>
<td>39</td>
<td>3002</td>
</tr>
<tr>
<td>Science</td>
<td>209</td>
<td>4845</td>
<td>197</td>
<td>7949</td>
<td>406</td>
<td>12794</td>
</tr>
<tr>
<td>SCA</td>
<td>2</td>
<td>30</td>
<td>42</td>
<td>864</td>
<td>44</td>
<td>894</td>
</tr>
<tr>
<td>Syd Con M</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>877</td>
<td>35</td>
<td>877</td>
</tr>
<tr>
<td>Vet Science</td>
<td>2</td>
<td>110</td>
<td>52</td>
<td>1876</td>
<td>54</td>
<td>1986</td>
</tr>
<tr>
<td>Winter and Summer Schools</td>
<td>2</td>
<td>96</td>
<td>63</td>
<td>1087</td>
<td>65</td>
<td>1183</td>
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<tr>
<td>Total</td>
<td>960</td>
<td>17026</td>
<td>2363</td>
<td>94690</td>
<td>3323</td>
<td>111716</td>
</tr>
</tbody>
</table>
Strategy 3. University and Faculty Planning and Development

The ITL supports university and faculty planning and development through its work with the ITL Associate Deans Group and its work on faculty and central university committees.

3.1 Associate Deans (Learning and Teaching) Group

The ITL Associate Deans Group includes the Associate Deans from each faculty, the academic staff of ITL and the DVC (Education). The work of the group supports the teaching enhancement work of the DVC (Education), the ITL, the Deans and others involved in teaching development in faculties. In particular in 2008 it supported the Deans, through the A/Deans Learning and Teaching, in identifying and acting on teaching and learning development priorities in the faculties. Meetings are convened and chaired by the Director of the ITL. In 2008 the eight meetings focused on a range of issues including:

- Developing a learning and teaching ‘action points’ strategy as a means of prioritising and supporting key targets in faculties’ learning and teaching plans.
- Collaboratively developing strategies to address specific learning and teaching action points
- Reviewing and developing faculty processes for considering and responding to student feedback, particularly on the USE
- Sharing existing practice in relation to ‘Sessional staff’ development strategies
- Identifying and developing faculty based activities for inclusion in Principles and Practice program and liaison to enhance faculty engagement in revised second semester learning and teaching inquiry projects in the Graduate Certificate
- Consultation on elearning support in the University
- Review and discussion of Teaching Improvement and Equipment Scheme (TIES) and the Scholarship Index (Sl)
- Consultation on planning and implementing the revised Development Program for Research Supervision.

The group was evaluated by the Associate Deans Learning and Teaching at the end of 2008. They identified the meetings as a highly valuable source of support for their work in their faculties and an excellent forum for communication and consultation on university wide teaching and learning issues. In particular most Associate Deans found the focus on action points useful in 2008 and all noted the value of the collegial input and sharing of ITL expertise at the meetings.

3.2 University and Faculty Committees

The ITL also contributes to University and faculty planning and development through many central and faculty-based University committees either as members, or through invited contributions where the ITL’s research and development work is used to provide an experiential and evidence base for policy development. In 2008 these committees included:

- Academic Board
- Academic Board Learning and Teaching Committee
- University Learning and Teaching Strategy Group
- Provost’s Working Group on Graduate Attributes and the Sydney Experience
- Provost’s Graduate Attributes Implementation Working Group
- ICT Committee, Access and Support Working Party
- Postgraduate Coursework Pedagogy Working Group
- University e-Learning Governance Committee
- University Management Reference Group for eLearning
- University Learning and Teaching Spaces Committee
- Sydney Welcome, Orientation and Transition (SWOT) Project Group
- Working Party on Cultural Diversity in Learning and Teaching
- First Year Experience Working Group
- Faculty of Arts Teaching and Learning Committee
Strategy 4. Strategic Projects and Working Groups

Members of the academic staff of the ITL also contributed to several other university wide strategic projects and Provost’s Working Group initiatives during 2008. These included the Academic Board Assessment Working Group and the Provost’s Working Group on Generic Attributes and the Sydney Experience as well as the Inter-professional Learning project in the faculties of Health. The ITL also led a new cross university Promoting Excellence Initiative (PEI). This initiative was supported by funding from the Australian Learning and Teaching Council (ALTC). It established and enhanced scholarly communities of teaching practice to improve teaching quality and support the University’s engagement with ALTC resources and initiatives including the ALTC competitive Teaching Awards and Grants Schemes. Amongst other initiatives in 2008, the PEI project contributed to the redevelopment of the Development Program for Research Supervisors (DPRS). The ITL has contributed expertise and/or leadership to these strategic university and faculty initiatives as requested.

4.1 Promoting Excellence Initiative (PEI)

This project is part of a national Promoting Excellence Initiative (PEI) funded by the Australian Learning and Teaching Council (ALTC). The University’s PEI project is entitled ‘Enhancement of reflective scholarly teaching in communities of inquiry’. It seeks to enhance the quality of teacher thinking and practice across the University by addressing the following aims:

- to develop higher quality grant/award applications internally and externally;
- to support communities of practice in reflective practice and inquiry; and
- to disseminate ALTC products in relevant communities of practice.

The PEI project coordinator (Dr Cynthia Nelson) has reviewed existing infrastructure and resources, and has been revising the award and grant application processes in order to improve their transparency and clarity to better support potential applicants. She has also been providing consultations to applicants from across the University, including a jointly-led session with Dr Elizabeth McDonald (ALTC), which was conducted as part of the Graduate Certificate in Educational Studies (Higher Education) seminar series. The session raised the profile of the PEI among the 41 academic staff learning about the scholarship of teaching through the Graduate Certificate.

Several ‘communities of inquiry’ have been selected for the pilot programs, involving over 120 academic staff. Working with academic staff across the University who are involved in research supervision was a major focus in 2008 (see Section 1.5 of this report). We are also working with the first year experience group to plan a University-wide website for the consolidation and exchange of scholarly approaches to enhancing the learning experiences of first year undergraduates. Elements of the PEI scheme have also been introduced into the action points for enhancing student learning being developed by Associate Deans (Learning and Teaching) in three faculties (Medicine; Nursing and Midwifery; and Engineering and Information Technologies). In addition, two of the proposed four ITL faculty cluster teaching development coordinators have been appointed to work with staff in the communities of inquiry. With each of the communities of inquiry, we are working in ways that suit individual contexts, and are building in discussions of how to best achieve effective dissemination and sustainability as the work progresses.

The ITL also supports faculty and university wide teaching and learning grants and awards schemes through the Promoting Excellence Initiative. The ITL contributes membership to selection committees for these schemes and provides support for university staff preparing applications. In 2008 this work included membership of award committees in the faculties of Economics and Business and Arts as well as membership of...
selection committees and support for applicants for the three Vice Chancellors award schemes for Outstanding Teaching, Excellence in Research Supervision and Support for the student experience. The ITL also contributed to the selection committees for applicants for the national Carrick (now ALTC) awards and grants and other staff in the ITL provided support for applicants in preparing successful applications.

- VC Awards for Outstanding Teaching
- VC Awards for Support of the Student Experience
- VC Awards for Excellence in Research Higher Degree Supervision
- University Selection Committee for Carrick (now ALTC) Outstanding Teaching and Programs Awards
- University Selection Committee for Carrick (now ALTC) Citations
- Wayne Lonergan Teaching Awards (E&B)
- Arts Teaching Awards
- TIES Committee
- Faculty of Science Education Research (SCIFER) Grants Committee

4.2 Standards Based Assessment
The ITL contributes to the Assessment working party of the Academic Board to foster debate and develop resources in relation to standards-based assessment, with a view to this work informing the revision of the University’s current assessment policy. In 2008 The ITL worked with groups of staff in different disciplines to host seminars, share examples of practice and to explore issues relating to the implementation of effective standards based assessment practice in the particular discipline context. The aim of this project was to identify barriers to implementation of standards based assessment in those contexts and develop and promote strategies whereby successful practices can be established and fostered within some pilot departments/ programs. Outcomes from the working group have been distributed to the University Learning and Teaching Committee for discussion and confirmation.

4.3 Graduate Attributes and the Sydney Experience
The Provost’s Working Group on Graduate Attributes and the Sydney Experience was formed and the 2008 report confirmed the 2004 Academic Board statement of graduate attributes and proposed implementation recommendations to better achieve the stated graduate attributes. The key recommendations relating to Graduate Attributes focussed on the Provost (via the Deans), improving the implementation of existing curriculum and teaching processes relating to graduate attributes and developing a suite of new, stand-alone, generic skills units of study.

A new Provost’s Working Group was established to support the implementation of some specific recommendations from the previous Group’s report. This group focussed on: 1) curriculum mapping – initially in the new Bachelor of Liberal Arts and Science (BLAS), 2) the development of foundation skills units of study within the BLAS 3) A strategy for supporting staff in embedding graduate attributes in existing curricula. Three curriculum groups were established to develop three foundation skills units for the BLAS on writing, inquiry and ethics. These units have been approved and will commence in 2010. The ITL developed a strategy for embedding graduate attributes in curriculum. An outline of this strategy, together with other resources and information on graduate attributes, can be found on a new website called The Sydney Graduate.

The ITL is leading The National Graduate Attributes Project, a scoping project funded in 2007-8 by The Australian Learning and Teaching Council. This project will reinvigorate graduate attributes implementation strategies across Australian universities through the establishment of a collaboration of discipline experts and strategic learning and teaching leaders across the country who will be well-informed and well-resourced to tackle the problems of embedding and integrating the assessment of generic attributes.
4.4 Diversity and Inclusivity
A website with strategies and resources related to teaching to diversities was created. The website includes the Guide for Reflective Practice: Cultural Diversity in Learning and Teaching. In 2008, while working at the ITL, Dr Christine Asmar was awarded a $90,000 National Teaching Fellowship by the Australian Learning and Teaching Council to carry out a program of activities across Victorian and NSW universities. The Fellowship program is titled ‘Indigenous Teaching and Learning in Australian Universities: Developing Research-based Guidelines for Good Practice’. The Fellowship project will be based at The University of Melbourne following Dr Asmar’s move to Melbourne during the year.

4.5 Developing Student Motivation and Interest
Colleagues from across various disciplines are collaborating on this project designed to improve student motivation and interest, and also university teachers’ understanding of student motivation and interest issues. This three year (2008 - 2011) action research project involves researchers and participants from Pharmacy, Education, Veterinary Science, Chemistry, Physics, Sydney College of the Arts, Biological Sciences, Art History, and the Institute for Teaching and Learning. Preliminary results have been presented at the 2008 meeting of the European Association for Research on Learning and Instruction (EARLI) Motivation Special Interest Group.

4.6 Faculty Strategic Projects
Arising from the ITL restructure the previous year was the appointment of the first of four Teaching Development Coordinator positions. This position further enhanced the ITL’s work on strategic faculty level initiatives particularly in the faculties of Arts, Education and Social Work, Sydney College of the Arts, and the Conservatorium of Music. These projects included the Cross-Cultural Rhetoric Project, a Virtual Exchange project on Internationalising Pedagogies of Academic Communication and Generic Skills, Teaching Literacy Through the use of Visual Stimuli and Systematising Quality Enhancement and Assurance Processes to better support student learning.

Systematising Quality Enhancement and Assurance Processes: to better support student learning in the faculty of Arts: Preliminary research indicates that USE data is collected, disseminated and regarded in widely disparate ways across schools within University faculties. This contributes to broadly diverse student and staff perceptions of the purposes of USE data and its role in developing student-centred learning and teaching practices. This project will establish a conceptual framework for administering USE, complete with clear guidelines for Heads of School, individual staff members and students on how USE data is collected and disseminated (to staff and students) and how this impacts on quality enhancement and assurance measures across the Faculty. A self-guided peer-observation component will also be developed to complement USE data. The framework will be used to develop a model of good practice for standardised uptake of the USE across the faculties, with a view to developing a model for Faculty clusters and the wider university community. The project will utilise two modalities, peer observation of teaching and mentoring.

Peer Learning in Pharmacy Teaching: Eighteen academics from 14 units of study are working in groups of 3 – 4 in this action research project. During Phase 1 each participant reviews three aspects of assessment in another teacher’s subject, and also has their own subject reviewed. These aspects are: (1) written intended learning outcomes; (2) verbal explanation of assessment task requirements to students; and (3) written assessment task instructions. Data gathered indicate that teachers see value in interaction across disciplines, are coming to realise differences between their intentions and others’ perceptions in communication about assessment, are thinking very practically and specifically about possible changes to subjects, and have a desire for more face-to-face dialogue to process thinking and develop ideas. It is expected that changes made to assessments in subjects as a result of peer feedback will be beneficial to student learning.

Cross-Cultural Rhetoric Project in Arts: In 2008 Dr Susan Thomas was awarded funding by the Wallenberg Global Learning Network to establish a physical Center for Cross Cultural Communication. The project involves
working with Stanford University and institutions around the world on a Cross-Cultural Rhetoric Project, which aims to increase global awareness within writing programs by developing cross-cultural curricula delivered in blended teaching environments.

**Internationalising Pedagogies of Academic Communication and Generic Skills through Virtual Exchange in Arts:** The aim of this on-going project is to introduce an international context to ‘local’ writing practices and teaching environments, while supporting the University’s three overarching generic graduate attributes; scholarship, lifelong learning and global citizenship. Modelled on the Stanford program, the project will develop a learning environment where students collaborate on written tasks not only with their own classmates in a ‘physical’ classroom situation, but also ‘live’ with peers in the United States, Europe and Asia in a ‘virtual’ classroom. Amongst outputs of the project will be the development of extensive resource for others who wish to set up similar programs. The ITL recognised the importance of adopting a research based approach to supporting teaching development at Sydney. Members of the ITL staff are recognised as leaders in their field of research.
ITL GOAL 2: 
Further Develop the ITL’s Research Profile

The ITL works across three key operational strategies in developing its research profile. These are the Institute’s:
Strategy 5 - Staff Research and Grants
Strategy 6 - External Leadership and Consultancy
Strategy 7 - Doctoral Students Program

Strategy 5: Staff Research and Grants
The Institute continues to maintain a high research profile both internationally and nationally. This is evident through our research publications, invited keynote addresses, supervision of doctoral students, and journal editorial work. Furthermore, ITL service to the international higher education research and academic development community reflects the ITL's research expertise and leadership.

In 2008, academic staff published 2 book chapters, 10 journal articles, made 19 conference and invited presentations, and gave 6 keynote addresses. (Please see page 16 for a list of publications.) This year was also the final year of a four year ARC Linkage Grant (with partner organisation the Department of Education and Training) on the project titled “Blended learning in schools, TAFE and universities: Experience, principles, patterns and practice”.

The research undertaken in the Institute is aimed at high quality research publication avenues and continues to be well cited. Looking forward to 2009, the Institute aims to further develop its research profile. Through its scholarly work the ITL seeks to contribute to the understanding of academic development.

This is evident in Amani Bell’s work on academic development (including mentoring and tutor development). Simon Barrie’s work on institutional constraints on efforts to foster graduate attributes through the student experience of research based learning provides understanding of and guidance on teaching structures. Factors associated with variation in teaching approaches are being considered through Keith Trigwell’s work on relations between teachers’ emotions in teaching and their approaches to teaching in higher education. Kathryn Bartimote-Aufflick is also exploring the higher education-educational psychology interface through her work on student motivation and interest and teachers understanding of it, and relating critical self-regulation of teachers to their students’ learning. A focus on the prime importance of the student in university teaching and learning is evident in the ITL’s research through the work of Tania Gerzina on inter-professional learning, problem-based learning and student perceptions. Susan Thomas is partnering with high schools to explore student learning gaps in the transition from high school to university. Robert Ellis continues to investigate the student experience of eLearning in campus-based research-intensive universities. Ana-Maria Bliuc complements this by examining students’ experiences of online and blended learning at university. Ana-Maria is also exploring social identity in learning. Cynthia Nelson’s work on sexual identities in education contexts adds to this identity understanding. Writing research is a focus-area in the Institute. Susan Thomas continues to focus on rhetoric and theories and practices of writing, and Cynthia Nelson examines research writing practices and research development strategies.
2008 Publications

Book Chapters


Journal Articles

- Goodyear, P. and Ellis, R.A. (2008). University students’ approaches to learning: Re-thinking the place of technology. Distance Education, 29, 2, 141-152.

Conference Presentations

- Bartimote-Aufflick, K., and Smith, L. (2008, July). Developing as academics through participation in learning...


Conference Proceedings


Keynotes


Trigwell, K (2008, November) The Scholarship of Teaching and Learning and Research-led Teaching’ Annual Teaching and Learning conference, University of Otago, NZ.

Other Invited Presentations and Seminars


Barrie, S.C. (2008, September). Using graduate attributes to win the curriculum culture wars: Developing practical...
strategies to achieve university wide curriculum renewal. Invited workshop at “Improving student learning through the curriculum” the 16th Improving Student Learning Symposium, University of Durham, UK.

Trigwell, K. (2008, April) Recent research on teaching-learning relations. Invited presentation, University of Alberta, Edmonton, Canada.


Strategy 6: External Leadership and Consultancy

In 2008, ITL academic staff served the national and international research community through consultancies, memberships in professional associations and contributions to Editorial Boards of prestigious journals such as Higher Education, Teaching in Higher Education and International Journal of Academic Development. In addition, most members of ITL academic staff are active as reviewers for the leading higher education journals.

6.1 Summary of External Service

Some examples of the consultation work completed in 2008 are detailed below.

• Member of the International Advisory Group for the establishment of an academic writing program at the University of Newcastle.

• Academic Partner to Concord High School’s DET-sponsored Quality Teaching, Action Learning Project on Visual Literacy.


• Represented the University of Sydney at the Oxford Network meeting in Helsinki

• Selection committee for ALTC Citations Awards

• Ongoing consultancy to Scottish Quality Assurance Agency, Using research led teaching to achieve graduate attributes.

• Member of the reference group for the University of Sydney Economics and Business Carrick (now ALTC) Project on Intercultural Competence.

• Member, Steering Committee of Carrick (now ALTC) project: NAGCAS (National Association of Graduate Career Advisory Services)

• Teaching Literacy Through the Use of Visual Stimuli

This last project is particularly interesting as it reflects the Vice-Chancellor’s aspirations for the university in attracting the most talented students to the University of Sydney in advancing collaboration into secondary education. In partnership with Concord High School in Sydney this project, “Teaching Literacy Through the Use of Visual Stimuli”, aims to improve the school’s teaching and learning practices across a range of disciplines by underpinning secondary school teaching with higher education theory and practice. The project is funded by the Department of Education as part of the Australian Government Quality Teacher Programme.

6.2 Leadership in Professional Associations

• Keith Trigwell is the Co-President of International Society for the Scholarship of Teaching and Learning, 2007-2009.

• Kathryn Bartimote-Aufflick served as Treasurer of HERDSA, and is a member of the Executive Committee 2007-2009 serving in the memberships and visiting scholars portfolios.

• Tania Gerzina is a member of the Australian Dental Council and the accreditation team for curricula for Australian Dental Schools; She serves as examiner for ADC and is a member of the Carrick (now ALTC) project group on Indigenous Communication.

• Susan Thomas served as Treasurer of the Australian Association of Writing Programs and is a member of the Executive Board of the American Council of Writing Program Administrators.
6.3 Editorial Contributions

- Keith Trigwell is a coordinating editor of the Higher Education journal.
- Simon Barrie is a member of the Editorial Board of Teaching in Higher Education.
- Susan Thomas is a member of the editorial board of Young Scholars in Writing journal.

Strategy 7: Doctoral Students Program

The ITL has an international reputation for adopting a research based approach to supporting teaching development and members of the ITL staff are recognised as leaders in their field of research. As a result, the ITL receives requests for research supervision from prospective doctoral students across Australia and internationally, and provides higher degree supervision and contributes to the examination of doctoral theses, within the constraints of the current staffing profile and resources. These students contribute to the University’s postgraduate education mission, support and enable collaborative research activities by ITL staff, contribute to a vibrant research culture within the unit and raise the research profile of the Institute and the University in the field of higher education and academic development.

In 2008 the ITL’s website was updated to provide information for prospective students, arrangements for a range of faculty enrolments were clarified and an effort was made to recruit new PhD students. Over the year the ITL contributed to the supervision or co-supervision of five Doctoral students enrolled in different faculties of the university and externally, providing primary supervision to four of these students (Table 9). Two new students were selected to enrol in the ITL’s PhD program in 2009.

Table 9. 2008 Current ITL Doctoral Students

<table>
<thead>
<tr>
<th>Due date</th>
<th>Student</th>
<th>Title of Thesis</th>
<th>Supervisor (First name= supervisor; other names = associate supervisor)</th>
<th>Student contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Kristine Sodersten</td>
<td>Student approaches to and conception of design and learning in design in an undergraduate course in Architecture.</td>
<td>A/Prof Simon Barrie, A/Prof Terry Purcell</td>
<td><a href="mailto:kristine@arch.usyd.edu.au">kristine@arch.usyd.edu.au</a></td>
</tr>
<tr>
<td>2012</td>
<td>Daniel Sze</td>
<td>PBL Medical Education in International Universities in different cultural contexts</td>
<td>A/Prof Rob Ellis, Professor Michael Prosser</td>
<td><a href="mailto:d.sze@pharm.usyd.edu.au">d.sze@pharm.usyd.edu.au</a></td>
</tr>
<tr>
<td>2012</td>
<td>Ann Applebee</td>
<td>Trainee teacher experiences of blended learning</td>
<td>A/Prof Rob Ellis, Professor Peter Goodyear</td>
<td><a href="mailto:a.applebee@mackillop.acu.edu.au">a.applebee@mackillop.acu.edu.au</a></td>
</tr>
<tr>
<td>2009</td>
<td>Sue Rice</td>
<td>Sketching to Learn, Learning to sketch; Students ways of sketching in architectural designing.</td>
<td>A/Prof Simon Barrie, A/Prof Terry Purcell</td>
<td><a href="mailto:suerice@bigpond.net.au">suerice@bigpond.net.au</a></td>
</tr>
<tr>
<td>2009</td>
<td>Susan Pell</td>
<td>Clinically-based Learning In Veterinary Science</td>
<td>A/Prof Rosanne Taylor, A/Prof Robert Ellis</td>
<td><a href="mailto:susanp@vetsci.usyd.edu.au">susanp@vetsci.usyd.edu.au</a></td>
</tr>
</tbody>
</table>
ITL GOAL 3: Evaluate Review and Enhance ITL Activities and Status

The ITL works in two key areas to achieve this goal:
Strategy 8 - Evaluation and Planning
Strategy 9 - Communication

Strategy 8: Evaluation and Planning
Academic Board reviews of ITL have noted the need for ITL to develop an overall evaluation mechanism to assess its own progress. The process of doing so has included several dimensions:

- An annual planning exercise
- Comparisons with similar universities
- Raising awareness of ITL within the institution

Each year ITL engages in planning for the following year, using the University Teaching and Learning Strategic Plan as a guide. In 2008 new elements introduced included work resulting from the Provost’s Working Groups, and grants and awards support through the Promoting Excellence Initiative.

The Oxford Network, an annual meeting of the senior manager responsible for teaching development, and the director of the academic development unit from each of 14 research-led universities, continues to be the main forum for ITL comparisons with like universities. The invitation to join the Oxford network group was made on the grounds that invited members had made, and would continue to make, substantial contributions to enhancing teaching quality in research-led universities. While learning from the group, it is also apparent that Sydney University continues to contribute significantly with new developments, such as the use of student feedback.

In working with Associate Deans on Action Points related to their strategic plans, the ITL is participating in a range of new activities associated with those Action Points, and working with individuals and groups in the faculties. This has led to a raised awareness of ITL activities. The evaluation of the ITL Associate Deans L&T Group by the participants noted the value of the group as a forum for facilitating communication between faculties and importantly, between the Associate Deans and the central Learning and Teaching Portfolio.

Strategy 9: Communication

9.1 Website
The ITL website continues to be the main vehicle by which the resources of strategic projects and various teaching and learning projects are made available to members of the university community and is a core ITL communication strategy. The website is also the means by which the university community orders and views the results of student feedback surveys including national quality assurance data. 2008 saw the development of additional web-based teaching resources in the ITL related to new strategic projects for instance the Diversity and Inclusivity website and the new Carrick (now ALTC) funded National Graduate Attributes Project website. Plans are in place to develop a new ITL website in early 2009.

The website attracted over 81,000 unique visitors over 2008 and these visitors spent an average of two and a half minutes on the site. There were on average 6750 visits per month, with most visitors coming from Australia, however with approximately 1375 visitors a month from the US and the UK. Approximately 1100 visits a month were from University of Sydney staff, with over 6800 page views and an average time spent on the site by Sydney staff of over five minutes. The most visited sections of the ITL site include Surveys (Eg USE, SCEQ), Synergy, and the pages about the ITL’s programs and courses.
9.2 Synergy
The ITL produces a teaching and learning magazine called Synergy as a strategy for fostering scholarly communication about teaching and learning within the University of Sydney community. Two editions were produced in 2008 and distributed to 5000 university staff and external academic development units. The magazine provides an important forum for university staff publications on teaching and learning and effectively promotes a recognition of the importance of scholarly teaching and learning in the university culture. There are plans to develop a new monthly electronic bulletin on teaching and learning in 2009. The new bulletin will provide an additional communication strategy for news and the timely dissemination of information which will complement the focus of Synergy as a forum for scholarly publications on teaching and learning.
## ITL Budget Report

### Budget

Table 10. Institute for Teaching and Learning Income and Expenditure Statement Year End 2008

<table>
<thead>
<tr>
<th>Class codes description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue</td>
<td>1,563,500</td>
<td>2,096,961</td>
</tr>
<tr>
<td>Total Salary Expenditure</td>
<td>1,442,309</td>
<td>1,434,838</td>
</tr>
<tr>
<td>Non Salary Expenditure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Related Costs</td>
<td>83,800</td>
<td>79,761</td>
</tr>
<tr>
<td>Consumables</td>
<td>44,222</td>
<td>45,197</td>
</tr>
<tr>
<td>Repairs and Maintenance</td>
<td>4,000</td>
<td>5,403</td>
</tr>
<tr>
<td>Equipment Purchases and Lease</td>
<td>44,664</td>
<td>23,332</td>
</tr>
<tr>
<td>Utilities and Communications</td>
<td>92,909</td>
<td>52,495</td>
</tr>
<tr>
<td>Consultants and Contractors</td>
<td>77,990</td>
<td>137,002</td>
</tr>
<tr>
<td>Insurance, Legal, Motor, Admin</td>
<td>2,500</td>
<td>37,392</td>
</tr>
<tr>
<td>Student, Printing, Library</td>
<td>75,437</td>
<td>102,734</td>
</tr>
<tr>
<td>Total Non Salary Expenditure</td>
<td>425,522</td>
<td>483,316</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
<td>1,867,831</td>
<td>1,918,154</td>
</tr>
<tr>
<td>Asset Additions &gt;$10,000</td>
<td>41,000</td>
<td>25,713</td>
</tr>
<tr>
<td><strong>Net Financial Performance</strong></td>
<td>(345,331)</td>
<td>153,095</td>
</tr>
</tbody>
</table>
Staff in the Institute

Director and Associate Director
Dr Keith Trigwell, Professor and Director
Dr Simon Barrie, Associate Professor and Associate Director

Academic Staff
Dr Christine Asmar, Senior Lecturer
Kathryn Bartimote-Aufflick, Lecturer
Dr Rob Ellis, Associate Professor and Director of eLearning*
Dr Tania Gerzina, Associate Professor
Dr Cynthia Nelson, Senior Lecturer
Dr Tai Peseta, Lecturer
Dr Michael Prosser, Honorary Academic*
Dr Susan Thomas, Senior Lecturer
* Research association with ITL

Research Staff
Dr Ana-Maria Bliuc, Research Associate
Robert Brezniak, Research Assistant
Amy Cruickshanks, Research Assistant
Fei Fei Han, Research Assistant

Manager
Jennifer Ungaro, Administration and Survey Manager, and Finance Officer

General Staff
Stacey Gentilcore, Research Administrative Assistant
Kelly Hong, Executive Officer (maternity leave)
Brooke Hughes, Administrative Assistant
Brad Ridout, Survey Officer
Sue Robinson, Administrative Assistant
James Tracy, Web and Publications Manager
Rachel Williams, Web and Publications Manager (maternity leave)