Working with the university community to research, enhance and assure the quality of learning and teaching.
CONTENTS

Page 1  OVERVIEW OF THE YEAR
Overview of the ITL Strategic Plan: Goals
and Strategies

4  ITL GOAL 1: SUPPORT THE ENHANCEMENT OF TEACHING QUALITY
4  Strategy 1: Academic Development Programs
   1.1 Principles and Practice of University Teaching
   1.2 Graduate Certificate in Educational Studies
      (Higher Education)
   1.3 Sessional Teachers
   1.4 New Staff Orientation
   1.5 Development Program for Research Supervision
   1.6 ITL Seminar Series

9  Strategy 2: Student Surveys System
   2.1 Australian Graduate Survey with Course Experience Questionnaire
   2.2 Australian Graduate Survey with Postgraduate Research Experience Questionnaire
   2.3 Student Course Experience Questionnaire
   2.4 Student Research Experience Questionnaire
   2.5 Unit of Study Evaluation and Feedback for Teachers surveys

11  Strategy 3: University & Faculty Planning & Development
   3.1 ITL Associate Deans (L&T) Group
   3.2 University and Faculty Committees

13  Strategy 4: Strategic Projects and Working Groups
   4.1 Promoting Excellence Initiative
   4.2 Graduate Attributes and the Sydney Experience
   4.3 Developing Student Motivation and Interest
   4.4 Peer Learning in Pharmacy Teaching
   4.5 Assessment Working Group
   4.6 Teaching Development Coordinator Projects

17  ITL GOAL 2: FURTHER DEVELOP THE ITL'S RESEARCH PROFILE
17  Strategy 5: Staff Research
22  Strategy 6: External Leadership and Consultancy
   6.1 Summary of External Service
   6.2 Leadership in Professional Associations
   6.3 Editorial Contributions
23  Strategy 7: Doctoral Students Program

24  ITL GOAL 3: EVALUATE, REVIEW AND ENHANCE ITL ACTIVITIES AND STATUS
24  Strategy 8: Evaluation and Planning
25  Strategy 9: Communication
   9.1 Website
   9.2 Synergy
   9.3 Teaching@Sydney

27  ITL BUDGET REPORT

28  STAFF IN THE INSTITUTE
OVERVIEW OF THE ITL YEAR 2009

The ITL’s mission is to work with the University community to enhance and assure the quality of teaching and learning. In 2009 the university community commenced a new phase of consultation and strategic planning under the leadership of the new Vice-Chancellor. New governance structures emerged, along with new ways of determining priorities and goals, all of which contributed to healthy debate and renewed attention to the educational mission of the University. The ITL contributed to that debate and discussion and supported faculty teaching and learning leaders to engage. National changes in learning and teaching funding, and accreditation processes were forecast with the replacement of the Australian Universities Quality Agency (AUQA) by the Tertiary Education Quality and Standards Agency (TEQSA) and the cessation of the Learning and Teaching Performance Fund. Internally 2009 saw the University recognise the need to exercise financial constraint in response to the global financial environment. Of particular significance for teaching and learning, the higher education sector began the process of implementing the recommendations of the Bradley review, including the Government’s new social inclusion agenda for Higher Education. The year saw the completion of the Institute’s restructure which positioned the ITL to make a major contribution to the next phase of educational development at the University of Sydney.

In 2009 the ITL fulfilled its mission through a range of activities. It continued to provide high quality professional development courses for university teachers. This included the renewal of some key programs and development of new initiatives to address emerging needs such as those of sessional teaching staff. The ITL led and contributed to university and faculty teaching and learning development projects. ITL academic staff supported educational initiatives in faculties using strategic ‘action points’ from faculty teaching and learning plans. The ITL supported the University through the provision of core operational systems such as the University’s student feedback system and the management of the University’s participation in national student surveys. The ITL also continued to provide a research base and scholarly resource to inform the University community’s decision making and policy development in relation to teaching and learning. Through its work with the ITL Associate Deans (L&T) Group, its contributions to the Senior Executive Group Education Committee and to Academic Board, as well as to many faculty Learning

and Teaching Committees, it supported the leadership of teaching and learning in the Education Portfolio and across the University.

SOME KEY ACHIEVEMENTS

During 2009, ITL contributions received positive feedback from many groups within the University community but perhaps most gratifyingly, from students and our vitally important colleagues, the Associate Deans (L&T).

The year saw increased impact of the ITL activities across and beyond the University with substantial increases in participation in professional development programs by university staff as well as increased student engagement with the ITL’s survey work. In addition to continuing to offer its existing professional development services, 2009 saw the launch of new initiatives and the renewal and enhancement of several programs. The outcomes described below were achieved within a reduced ITL budget and while maintaining the quality of other ITL services.

In 2009 the ITL supported over 850 new University of Sydney academic staff through the provision of teaching and learning orientation resources as well as through the ITL’s contributions to the University’s new staff orientation workshops. In addition to this, 163 university staff completed the ITL’s two day Principles and Practice of University Teaching course.

If all the participants of this course during the last six years were still employed by the University, over 50% of the total teaching and research staff at Sydney would now have this basic foundation in university teaching. In 2009 a further 38 staff completed the year long Graduate Certificate in Educational Studies (Higher Education) taught by the ITL. Since the Graduate Certificate was first offered in 2003, more than 230 staff have completed the course and gained a formal qualification in university teaching. In 2009 the ITL introduced a significantly revised second semester to this course. The revised units were developed following consultation with the Associate Deans (L&T) and past participants and received positive evaluations. Another significant achievement of 2009 was the successful completion by 90 university staff of the revised Development Program for Research Supervision (DPRS) with the program receiving excellent feedback from research supervisors. It is anticipated the final stage of revisions to this ITL program for new supervisors will be completed in 2010 along with the development of an additional strategy to support the ongoing development of more experienced research higher degree supervisors.
During the year the ITL also began a new initiative to support the work of colleagues providing professional development in the faculties for one of the largest and possibly least recognised communities of teachers in the University, Sessional Teachers. These teachers number around 3000 and, as well as teaching in lectures, tutorials and laboratories on campus; contribute to student learning in hospital clinics and professional placements across Sydney. This diverse group have one characteristic in common, their commitment and dedication to teaching our students, however there is considerable variation in the support and professional development the University currently provides. In 2010 the ITL will continue to work with colleagues in the various faculties to further enhance the quality and consistency of this local support.

The ITL’s survey work continued to grow and for the first time, the Institute achieved a University of Sydney response rate for the Australian Graduate Survey (incorporating the Course Experience Questionnaire) in excess of 52%. In the same year the use of the ITL’s internal survey systems increased by another 12%, with over 125,000 Unit of Study Evaluations and Teacher feedback questionnaires processed. Levels of use of the USE survey system have increased by over 60% since this service was established, yet funding remains at 2001 levels.

The research output of the ITL remains significant with new research and development income totalling over $330,000 and 32 research publications including a book, book chapter and refereed journal articles and over 10 invited presentations. This work further strengthens the ITL’s national and international reputation as a leader in the field. Throughout the year ITL academic staff provided supervision for 10 doctoral students across five faculties of the University.

The Promoting Excellence Initiative (PEI) project, funded by the Australian Learning and Teaching Council (ALTC), involved the ITL working with various ‘communities of inquiry’ across the University to enhance teaching quality and student learning. Significantly, the PEI project provided advice to academic staff preparing extremely competitive national Australian Learning and Teaching Council (ALTC) Citation Awards and Grant Applications. In 2009, six ALTC grants were awarded to teams representing the University of Sydney, bringing in excess of $1.3 million dollars in funding shared between collaborating institutions and five University of Sydney academics were awarded ALTC Citations.

The ITL also supported the leadership of teaching and learning in the Education Portfolio and across the University through its work with the Associate Deans (L&T) to complete their Faculty’s Learning and Teaching Action Plans in alignment with Faculty Strategic Plans. Over the year the ITL supported the Associate Deans (L&T) in their implementation of these plans and through the monthly meetings of the ITL Associate Deans (L&T) Group, supported their engagement and contribution to the University’s leadership of teaching and learning. In addition to its own committees and working groups the ITL contributed to the achievements of 17 other committees and working groups spanning almost all the University’s faculties.

In 2009 the ITL also launched a new initiative, Teaching@Sydney, a monthly email news bulletin included in the Staff News, which aims to engage the university community with developments in teaching and learning. This has proved a successful undertaking and it is amongst the most read sections of the staff news. Teaching@Sydney complements the existing ITL magazine, Synergy, which in 2009 continued to provide a much read forum for staff to communicate about the scholarship of teaching and learning at the University.

I’ve really enjoyed working with ITL this past year, especially on the showcase. You guys do amazing work, and it’s great to see so many talented and experienced people working so hard to improve students’ learning experiences.

SUPRA CO-PRESIDENT (2009)
The following sections of this Annual Report provide the detail of these and other contributions that have enhanced teaching and learning at the University of Sydney throughout the year, in relation to each of the goals in the ITL’s Strategic plan.

**OUR THANKS TO OUR COLLEAGUES ACROSS THE UNIVERSITY**

Enhancing teaching and learning is inherently a collaborative undertaking, and the achievements described in this annual report reflect the contributions not only of members of the ITL, but of the many colleagues, both staff and students, we have worked with across the University over the past year. The ITL gratefully acknowledges those collaborations and looks forward to continuing to work with the University community to enhance teaching and learning at the University of Sydney.

**OVERVIEW OF THE ITL STRATEGIC PLAN: GOALS AND STRATEGIES**

<table>
<thead>
<tr>
<th>GOAL 1: SUPPORT THE ENHANCEMENT OF TEACHING QUALITY</th>
<th>GOAL 2: FURTHER DEVELOP RESEARCH PROFILE</th>
<th>GOAL 3: EVALUATE, REVIEW AND ENHANCE ACTIVITIES AND STATUS</th>
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<td><strong>Strategy 1:</strong> Academic Development Programs</td>
<td><strong>Strategy 5:</strong> Staff Research</td>
<td><strong>Strategy 8:</strong> Evaluation and Planning</td>
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<td>- New Staff Orientation</td>
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<td>- ITL Seminar Series</td>
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<td><strong>Strategy 6:</strong> External Leadership and Consultancy</td>
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<td>- Australian Graduate Surveys (AGS)</td>
<td>- External Service</td>
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<td>- Leadership in Professional Associations</td>
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<td>- Postgraduate Research Experience Questionnaire (PREQ)</td>
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ITL GOAL 1: SUPPORT THE ENHANCEMENT OF TEACHING QUALITY

THE ITL WORKS ACROSS FOUR KEY OPERATIONAL STRATEGIES TO ACHIEVE THIS GOAL.

THESE ARE:

Strategy 1: Academic Development Programs
Strategy 2: Student Surveys System
Strategy 3: University and Faculty Planning & Development
Strategy 4: Strategic Projects

STRATEGY 1 - ACADEMIC DEVELOPMENT PROGRAMS

In collaboration with the various faculties of the University, the ITL continued to offer a range of Academic Development Programs to support enhancement of teaching in different disciplinary contexts. The programs are developed based on research evidence of 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 six programs are the: Principles and Practice of University Teaching, Graduate Certificate in Educational Studies (Higher Education), Development Program for Research Supervision, Sessional Staff Development Programs, New Staff Orientation activities and the ITL Seminar Series.

1.1 PRINCIPLES AND PRACTICE OF UNIVERSITY TEACHING

Principles and Practice of University Teaching and Learning (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 make up most of the participants in the course, it is available to any other interested members of University staff.

In 2009 it was run in February, April, June, and November and a total of 163 staff completed the program bringing the total number of academic staff who have completed the program since 2002 (the commencement of the program) to 1210.

Table 1 shows the cumulative number of academic staff (Teaching and Research) who have completed the “Principles and Practice of University Teaching” for each Faculty of the University. The Faculty with the highest proportion of completions of the program is Health Sciences. Participation rates ranged from approximately 3% of current staff in some faculties to 16.8% of current staff in Health Sciences. For a program designed primarily for new academic staff on continuing appointments, the overall uptake of the program is at a significant level, with an average of 6.3% of all current Teaching and Research staff participating in the program in 2009.

Participant evaluation remained very high; with 89% of participants in agreement or strong agreement that Principles and Practice was a quality course.

Being a relatively new teacher, the two days has highlighted the theory and rigour underpinning teaching not just in general but within the university. I feel better supported to teach not only in terms of strategies but a greater awareness of how my actions influence the learning experience and outcomes for my students.

Participant (2009)
In 2009 the ITL worked with faculties to support them in developing faculty-based activities to complement the existing central seminar component of the program. These faculty based activities included faculty teaching fora, seminars on faculty teaching and learning administration practices and observations of experienced teachers. Several faculties introduced these in 2009 as the final half day of the program and the ITL will work to support all faculties to introduce similar activities in 2010.

1.2 GRADUATE CERTIFICATE IN EDUCATIONAL STUDIES (HIGHER EDUCATION)

Some members of academic staff seek further engagement in their professional development as university teachers through the Graduate Certificate in Educational Studies (Higher Education).

The Graduate Certificate is offered as a formal qualification by the ITL through the Faculty of Education and Social Work.

In 2009, 38 staff members, representing thirteen faculties of the university, completed the program, bringing the total completions to date to 231. The course has been integral to the successful teaching career development of many Sydney staff and many graduates have gone on to successfully apply for promotion, more than a third of the recipients of the Vice Chancellor’s Awards for Outstanding Teaching in the past seven years have completed the course, and many more graduates have received faculty teaching awards.

Increasingly, a formal qualification is considered to be important for new university teachers and some faculties in the University have moved to make the course a mandatory requirement for new staff. A compulsory requirement to complete the course does raise significant barriers to engagement for some participants from those faculties. In most faculties, providing meaningful support and reward for voluntary engagement by staff appears to deliver better outcomes than compulsion in the current climate.
In 2009 the second semester of the course was significantly revised to ensure participants were able to engage in learning activities that were relevant to their academic practice. This included further broadening the scope of the group projects participants could undertake, and recasting a teaching portfolio project as authentic work tasks (such as writing a promotion or teaching award application). Participants noted the relevance of the program for their individual teaching practice and those 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.

1.3 SESSIONAL TEACHERS

Many teachers in the University are Sessional Teachers who provide essential tutoring and work-integrated teaching in highly variable forms depending on the discipline in which they teach. These teachers include tutors, lab demonstrators, clinical and adjunct appointments, workplace placement supervisors, and teaching fellows. These teachers are often unable to avail themselves of the usual academic

The Graduate Certificate offered teaching and student learning skills that I had never considered before... a delight to attend and participate in. A solid scholarly basis for content, activities and assessment.

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<th>TABLE 2: GRADUATE CERTIFICATE IN EDUCATIONAL STUDIES (HE) COMPLETIONS</th>
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<td>Other**</td>
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development opportunities because of the sessional nature of their work. Their professional development needs are also highly context specific and typically focussed on practical rather than strategic or leadership needs. As a consequence, much of the most effective professional development takes the form of practical advice provided in local contexts.

Recognising the need to support this sort of highly contextual professional development work, the ITL hosted forums for coordinators and facilitators of faculty-based development programs for Sessional Teachers across the University in 2009. The ITL forums provided, for the first time, an opportunity for these coordinators to share and further develop their understanding about support for advancing new and existing faculty-based initiatives. The forums engaged participants from nine faculties and three central units and facilitated developments in areas such as sessional staff induction and orientation procedures and the identification of shared professional development needs and expectations for this cohort of staff.

Through the forums the ITL was also able to offer significant input into the existing Pharmacy program for Problem-Based Learning Tutors, specifically in the area of assessment. We also worked closely with Arts colleagues to implement plans for a new orientation program for casual lecturers who teach in postgraduate coursework degrees, which will run for the first time in July 2010. Another exciting initiative involved working with Engineering and Information Technologies to develop a new award for tutors in the faculty.

1.4 NEW STAFF ORIENTATION

Every new academic staff member who joins the University is contacted by the ITL and provided with a Teaching at Sydney Resource pack. This pack includes:

- Information on the ITL and an invitation to contact the Institute with any queries about teaching or learning
- Information on the forthcoming Principles and Practice programs and information on how to register
- Information on the resources available from the ITL and other units (eg Student Support Services and the Learning Centres) - to support teaching and learning
- A set of best practice guidelines in the form of a series of Teaching Insights containing practical teaching advice on common challenges they may face
- Information on key teaching and learning policies
- Information on professional associations which staff interested in university teaching, might consider joining
- The latest issue of Synergy, the ITL’s publication on scholarly teaching and learning at the University
- University of Sydney Map Guide – Camperdown, Darlington and inner city campuses.

In 2009 the ITL supported over 850 new University of Sydney academic staff through the provision of teaching and learning orientation resources in this way.

Many of these staff also take up the invitation to participate in the ITL’s Principles and Practice Program described on page 4. The ITL also contributes to each Orientation Seminar provided by Learning Solutions for all new staff; however the proportion of academic staff who participate in these events is low.

1.5 DEVELOPMENT PROGRAM FOR RESEARCH SUPERVISION

The ITL’s Development Program for Research Supervision (DPRS) is intended primarily for those who are new to research supervision. Completion of the program is a pathway, set by the Academic Board, for new supervisors to be included on the University of Sydney Supervision Registry. The DPRS is offered by the ITL in flexible delivery mode and is taken as an academic development program or, with additional assessment requirements, as a formal unit of study in the Masters of Education degree. In 2009

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<tr>
<th>FACULTY</th>
<th>TOTAL COMPLETIONS 2009</th>
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<td>Agriculture, Food &amp; Natural Resources</td>
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<td>Economics &amp; Business</td>
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<td>Health Sciences</td>
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<td>Medicine</td>
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<td>Vet Science</td>
<td>3</td>
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<tr>
<td>Other**</td>
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Total number of completions: 90
the ITL worked with the SEG Research Training Committee to ensure the program further engaged with the needs of different faculty supervision contexts. Some faculties ran a forum or a discussion seminar about research supervision (in some cases, for the first time), with the ITL providing input in planning and or delivery. Faculty based elements of the program were run in Education & Social Work, Engineering & IT; Science and Sydney College of the Arts in 2009, in addition to central forums with increased Faculty participation as presenters.

Since the introduction of the new final module at the end of 2008, 123 staff completed the program that year and an additional 90 staff completed it in 2009, with 67 new enrolments in 2009.

1.6 ITL SEMINAR SERIES
This Seminar Series aims to complement the ITL’s formal professional development programs by providing an alternative forum for cross-disciplinary discussions and development of university teaching and learning. The Seminar Series involved informal, collegial discussions centred on short talks from invited speakers. The seminars are open to all, but are of particular interest to current and past participants in the Graduate Certificate in Educational Studies (Higher Education) and to those seeking to reconnect to teaching as an intellectual and practical endeavour of vital importance to society. The seminars attracted staff from across the University, and provided a valuable forum for discussing timely topics.

In 2009 the program included:

– Educating the Net Generation: Karl Maton (University of Sydney) and Sue Bennett (University of Wollongong)
– The consequences, costs, and challenges of standards-based assessment: Margaret Price (Oxford Brookes University)
– Lessons from students: Noah White, President of the Students’ Representative Council (SRC); Rashmi Kumar, President of Sydney University Postgraduate Representative Association (SUPRA); and Ruchir Punjabi, President of the University of Sydney Union (USU)
– Winning teaching and grants and awards: Elizabeth McDonald (ALTC) and Cynthia Nelson (ITL)
– Interprofessional education: the present and the future: Jill Thistlethwaite (Warwick University)
– Survey fatigue: Making the best use of student feedback: Keith Trigwell (ITL)
– Work integrated learning: educating or training?: Michelle Lincoln (University of Sydney)
– Online Learning: simulated education: Sandra Wills (University of Wollongong)

Between 40 and 50 per cent of teaching in Australian higher education is currently done by sessional staff... yet paid participation in compulsory professional development for sessional teachers is atypical.
ITL GOAL 1: SUPPORT THE ENHANCEMENT OF TEACHING QUALITY

STRATEGY 2: STUDENT SURVEYS SYSTEM
The ITL administers seven types of surveys on behalf of the University. These are: the Australian Graduate Survey (AGS) which contains the Graduate Destination Survey (GDS) and either the Course Experience Questionnaire (CEQ) or the Postgraduate Research Experience Questionnaire (PREQ); the Student Course Experience Questionnaire (SCEQ), the Student Research Experience Questionnaire (SREQ), the Unit of Study Evaluation (USE) and the Feedback for Teachers (FFT) surveys. In total 127,643 questionnaires from students and graduates were processed, with a return rate of over 52%.

2.1 AUSTRALIAN GRADUATE SURVEY WITH COURSE EXPERIENCE QUESTIONNAIRE
Changes made by Graduate Careers Australia (GCA) to the process for AGS collection meant that two collection times (from April and from October) were conducted in 2009. Higher return rates for the University of Sydney were again achieved through enhanced procedures and extended periods of data collection using phone surveys.

For the first time, in 2009, the University’s response rate for the CEQ exceeded the national average as a result of ITL initiatives.

2.2 AUSTRALIAN GRADUATE SURVEY WITH POSTGRADUATE RESEARCH EXPERIENCE QUESTIONNAIRE
The Postgraduate Research Experience Questionnaire (PREQ) is administered annually to all research graduates of the University. In 2009 the ITL sought to improve the accuracy of the data it was provided to contact students and returns were received from 332 graduates (69%) which was a marked increase in response rate compared with recent years.

Requests for course-level sampling increased the sample size by 3250 students. The ITL managed this with cost savings in other areas and improved efficiencies in survey procedures with no increase in the survey budget.

2.4 STUDENT RESEARCH EXPERIENCE QUESTIONNAIRE
Responses from 2444 (61%) of the current higher degree research student population were received through the Student Research Experience Questionnaire (SREQ). This survey is conducted annually with results being distributed to the Dean of Graduate Studies and to Deans.

2.5 UNIT OF STUDY EVALUATION (USE) AND FEEDBACK FOR TEACHERS SURVEYS
The USE is provided by the ITL to support of the University’s quality assurance requirements for the evaluation of Units of Study. The survey is designed to integrate with the data provided by the SCEQ on students’ experiences of their whole degree. The ITL manages the survey process using online and paper based surveys and web based reporting direct to Unit of Study coordinators’ desk tops. The ITL also works with Faculty leaders (Associate Deans (L&T) & Heads of School) and degree coordinators who receive the aggregated results for their areas, to support them in interpreting and acting upon the data. The Feedback for Teachers surveys is a confidential service provided by the ITL for staff who wish to gather additional feedback on particular aspects of their individual teaching. These surveys include Teaching in Lectures and Teaching in Tutorials, as well as surveys designed for Laboratory Demonstrators, Clinical Educators and online teaching. The ITL also offers support for staff who wish to use a range of non survey based feedback processes.

2.3 STUDENT COURSE EXPERIENCE QUESTIONNAIRE
Responses from 9178 of the current coursework student population were received through the Student Course Experience Questionnaire (SCEQ), a response rate of 56%. This survey is conducted biannually with results being distributed to the Faculty Associate Deans (L&T), Deans and Directors of relevant central units. As a new initiative to improve this service in 2009, the ITL provided faculties with the opportunity to nominate specific courses to be targeted in SCEQ sampling, in addition to the usual faculty level stratified sampling procedures already in place. Two faculties took up this option to ensure that a sufficient sample size to allow for analysis at the course level was achieved for specific courses of interest.
In 2009 the level of surveying using the Unit of Study Evaluations (USE) increased by a further 12% on top of the previous years’ increases. The use of the system has increased by 60% since it was introduced in 2001. Levels of use of USE and Feedback for Teachers surveys is shown by faculty/unit and by year in Table 4.

The aims of ITL work in this area are to ensure a valid response rate for national and institutional surveys so the results are useable for public reporting and university planning. It also works to ensure the survey process is sound in ethical and procedural terms and appropriately protects staff confidentiality and student anonymity.

The impact of the ITL’s work in 2009 to increase return rates by a few percentage points for all major questionnaires means that the Sydney’s previously low CEQ return rate no longer threatens to exclude the university from entry in The Good Universities Guide. The ITL achieved this within the increasingly stringent procedures required by GCA for collection of GDS data. In 2009 the ITL Survey Committee was established to monitor and further enhance the quality of the ITL survey processes and outcomes. In light of the increasing collection of USE data, the ITL continued its work with the Associate Deans (L&T) Group to improve the processes by which faculties consider and respond to USE data to ensure the increased collection of data was linked to meaningful improvements in the student experience.

In 2009 the ITL worked to identify effective methods for Unit of Study coordinators to communicate to students the actions taken in response to their feedback – a process referred to as Closing the Loop with students and staff. A range of effective strategies were identified, including using the timetabling website’s all-student email service. The ITL collected exemplars of how to respond to student feedback including excellent examples from the School of Information Technologies, the Faculty of Education and Social Work and the History Department. Information on these is available on the ITL website.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>FFT Reports</th>
<th>FFT Responses</th>
<th>USE Reports</th>
<th>USE Responses</th>
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</table>
ITL GOAL 1: SUPPORT THE ENHANCEMENT OF TEACHING QUALITY

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 ITL ASSOCIATE DEANS (LEARNING AND TEACHING) GROUP
The ITL Associate Deans Group includes the Associate Deans (L&T) from each faculty, the academic staff of ITL, the DVC (Education) and is chaired by the Director of the ITL. 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.

Significantly, in 2009, the Group considered the implications of the newly formed Education Committee of the Vice-Chancellor’s Senior Executive Group (SEG) with a view to ensuring productive synergies in the University’s efforts to enhance teaching and learning.

During the year, the Group identified faculty learning and teaching “action points” that prioritised and supported key targets in faculties’ learning and teaching plans. These points were developed during meetings and subsequent sessions were devoted to discussion and support for members in addressing these. The group provided strong support and interchange between the Associate Deans (L&T) that complimented the activities of both the University Learning and Teaching Committee and the newly formed SEG Education Committee. In 2009 the eight meetings focused on a range of issues including:

- Implications for this group in light of the formation of Education Committee of SEG
- Update on 2009 ITL survey processes including recommendations for revised SCEQ sampling and discussion on faculty and course SCEQ response processes and guidelines for using USE data
- The Scholarship Index and changes to Teaching Development grants
- Developing more effective internal faculty communication strategies to support learning and teaching planning, policy implementation and enhancement activities.
- Enhancing the judgement of the quality of teaching and writing successful teaching award applications, for example, the VC’s Teaching Awards
- Issues of national importance in learning and teaching, such as the National Agenda on Academic Standards
- Discussion on leading teaching issues as experienced by Associate Deans (L&T) such as leadership of teaching and the new academic staff promotion policy
- Special invited presentations were given on “Moving beyond quantitative survey data in judging teaching quality” (Michele Scoufis) and “Learning Solutions Leadership program” (Keith Trigwell)

The group was evaluated by the Associate Deans (L&T) at the end of 2009. 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 (L&T) found the focus on action points useful in 2009 and all noted the value of the collegial input and sharing of ITL expertise at the meetings. The Associate Deans expressed strong support for the retention of the Group into the future, seeing its work as being highly complementary to the activities of other committees such as SEG Education Committee.

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 2009 these committees included:

- Academic Board
- Academic Board Learning and Teaching Committee
- University Learning and Teaching Strategy Group
- ICT Committee, Access and Support Working Party
- University e-Learning Governance Committee
- University Management Reference Group for eLearning
- University Learning and Teaching Spaces Committee
- Orientation Project Group
- First Year Experience Working Group
- Faculty of Arts Teaching and Learning Committee
The opportunity to candidly discuss Faculty issues with teaching quality, teaching management and teaching practice – and the idea exchange that often follows, is invaluable.
ITL GOAL 1: SUPPORT THE ENHANCEMENT OF TEACHING QUALITY

STRATEGY 4: STRATEGIC PROJECTS AND WORKING GROUPS

Members of the academic staff of the ITL contributed to several other university-wide strategic projects during 2009. For example, the ITL 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 initiatives. Other strategic projects with which the ITL was involved in 2009 were the Graduate Attributes and the Sydney Experience, Developing Student Motivation and Interest, the Assessment Working Group and a range of Faculty based Strategic Projects.

4.1 PROMOTING EXCELLENCE INITIATIVE (PEI)

The University’s ALTC-funded PEI project is entitled ‘Enhancement of reflective scholarly teaching in communities of inquiry’. The project seeks to enhance the quality of teacher thinking and practice across the University by supporting communities of practice in reflective practice and inquiry; supporting applicants of internal and external teaching grants and awards; and promoting engagement with ALTC resources in relevant communities of practice.

In 2009, the PEI project aims were to streamline award and grant application processes and improve their transparency and clarity, in order to better support potential applicants. The initiative saw the ITL develop a seminar on teaching award support for the Associate Deans (L&T) as well as seminars for both intending applicants and those supporting applicants. The ITL also provided extensive individual consultations to applicants from across the University. Feedback on the seminars and support was excellent.

The ITL provided advice to academic staff preparing extremely competitive national Australian Learning and Teaching Council (ALTC) Citation Awards and Grant Applications. In 2009, six ALTC grants were awarded to teams representing the University of Sydney bringing in excess of $1.3 million dollars in funding shared between collaborating institutions and five University of Sydney academics were awarded ALTC Citations.

The PEI also involved working closely with several specific learning and teaching communities across the University. Most notably, this included those involved in research supervision (see Section 1.5 of this report). The ITL also worked with the First Year Experience group to support the development of a plan for a University-wide website for the consolidation and exchange of scholarly approaches to enhancing the learning experiences of first year undergraduates.

Another initiative in this area was the development of a new Vice-Chancellor’s award category that recognises ‘Systems that Achieve Collective Excellence in Learning and Teaching’, which was successfully launched in 2009. In addition to supporting applicants, other members of ITL staff also serve on selection committees for faculty and university-wide teaching and learning grants and awards. In 2009 ITL staff served on the following selection panels:

- VC Award for Outstanding Teaching
- VC Award for Support of the Student Experience
- VC Award for Excellence in Research Higher Degree Supervision
- VC Award for Systems that Achieve Collective Excellence in Learning and Teaching
- University Selection Committee for ALTC Outstanding Teaching and Programs Awards
- University Selection Committee for ALTC Citations
- TIES Committee Faculty of Economics and Business
- Wayne Lonergan Outstanding Teaching Awards Faculty of Education and Social Work
- Excellence in Teaching Awards Committee
- The University Cooperative Bookshop Excellence in Teaching and Community Award
- University selection committee for TIES and TIPS

4.2 GRADUATE ATTRIBUTES AND THE SYDNEY EXPERIENCE

The ITL contributed to the Provost’s Working Group which was established to support the implementation of specific recommendations from the 2008 Working Group’s report. The 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) identifying 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 which was developed to support future work in this area called The Sydney Graduate (sydney.edu.au/itl/graduateattributes/).

The ITL successfully led and completed The National Graduate Attributes Project, a scoping project funded by the Australian Learning and Teaching Council. This project established a collaboration of discipline experts and strategic learning and teaching leaders across the country who considered the problems of embedding and integrating the assessment of generic attributes. The success of this project in providing national leadership on this topic will also support the University of Sydney’s next stage of work on this topic, which will focus on embedding in curriculum, the signature learning experiences that support achievement of these ‘graduate attribute’ outcomes. The project developed a series of resources which are also being used to support better integration of graduate attributes in all Australian universities. These resources are available on the Sydney Graduate website.

4.3 DEVELOPING STUDENT MOTIVATION AND INTEREST
This project involves workshops and an inquiry project in which staff implement and evaluate teaching strategies to enhance student motivation. In 2009 twenty one academic colleagues from Physics, Chemistry, Education, Veterinary Science, Pharmacy, Sydney College of the Arts, ITL, Biological Sciences, and Arts participated. The inquiry project involves collection of survey data from the faculty groups using new teaching techniques and approaches based on a pre-post-test methodology. Approximately 3,400 students contributed to the project by answering surveys and attending focus groups to describe their motivation and interest in their units of study. Results indicate that student motivation (specifically the factors of content interest and self-efficacy) is higher in higher-achieving students. These findings have strong links to the students’ perceptions of workload issues that are so prevalent in SCEQ data. The findings also indicated that changes made to teaching as a result of participation in the project are having a positive influence on student motivation and interest. The design of a professional learning intervention as a collegial inquiry process supported by workshops was demonstrated to be very worthwhile.

4.4 PEER LEARNING IN PHARMACY TEACHING
This project trialled a peer learning structure in the Faculty of Pharmacy. The focus was on the design of assessment tasks, and the explanation (written and verbal) of requirements and purpose to students. Teachers participated in peer learning groups (of three or four). Each participant reviewed four aspects of assessment in another teacher’s unit of study, and in turn had these same aspects reviewed in their own unit of study by members of their group. Participants provided feedback via online discussion board postings, and face-to-face meetings. Participants developed a reflective statement regarding their experience of peer learning, and the influence it has had on their teaching (and ultimately student learning), at the end of each semester.

4.5 ASSESSMENT WORKING GROUP
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 2009 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.

4.6 TEACHING DEVELOPMENT COORDINATOR PROJECTS

Contributing to faculty based Strategic Projects is a focus of all members of the ITL especially the two Teaching Development Coordinators. In the Arts Cluster, these Teaching Development Coordinators 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. In the Health Cluster, a Learning and Teaching in Health Discussion group was established to support initiatives in several faculties.

Systematising Quality Enhancement and Assurance Processes: Preliminary investigation indicated that USE data was collected, disseminated and regarded in widely disparate ways across schools within the Faculty. 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 established 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 was developed to complement USE data. The project used two modalities, peer observation of teaching and mentoring.

Cross-Cultural Rhetoric Project in Arts: In 2009 the project continued work with Stanford University and institutions around the world on a Cross-Cultural Rhetoric Project, to increase global awareness within writing programs by developing cross-cultural curricula delivered in blended teaching environments. The project was funded through the Wallenberg Global Learning Network to establish a physical Centre for Cross Cultural Communication.

Internationalising Pedagogies of Academic Communication and Generic Skills through Virtual Exchange in Arts: This project sought to introduce an international context to 'local' writing practices and teaching environments. Modelled on the Stanford program, the project develops 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.

Learning and Teaching in Health Discussion group: This group consists of the Associate Deans (L&T) of each of the faculties of Dentistry, Health Sciences, Medicine, Nursing and Midwifery, Pharmacy, Education and Social Work and Veterinary Science. The meetings are held following the regular ITL Associate Deans (L&T) Group meetings and provide a forum to encourage and support coordination and cooperation in education across the health faculties. The discussions included invited speakers from the faculties representing cross-faculty research and scholarship projects and considered the specific challenges arising from teaching that is largely carried out by teachers located in very highly dispersed array of teaching environments across NSW, including hospitals, clinics, private health practices and clinical schools. Through these meetings the Teaching Development Coordinator was invited to engage with teachers in several health units and working groups including the Brain and Mind Research Institute, Discipline of Radiology (Westmead Hospital) and the Masters of Education (Health Professional Education) Proposal Working group. The meetings also kept the group informed about national changes in learning and teaching that were of relevance to the Faculties of Health, such as the Hospitals and Health Workforce reform, and national professional accreditation.

In 2009, the presentations included:

- Learning and Teaching in health: the SCEQ and LTPF (Keith Trigwell, ITL)
- Describing the Teaching Develop Coordinator Role (Susan Thomas, ITL)
- Learning and Teaching Academic Standards project- ALTC Discipline Scholars in Health, Medicine and Veterinary Science (Tania Gerzina, ITL)
- The Masters in Education (Health Professional Education) or MEd(HPE) (Elaine Blignaut, Dentistry)
- Sessional Teaching Staff Programs (Kathryn Bartimote-Aufflick, ITL)
- Project report: Interactive case-based learning in clinical medicine: Use of PDAs (Karen Scott and Dianne Campbell, Medicine)
- ALTC Project report: Communicating effectively with Indigenous people: Interprofessional learning and teaching resources for health care students to develop culturally safe interviewing practices (Tricia McCabe, Health Sciences)
The broad range of presentations was useful for gaining a greater perspective on the supervising processes throughout the University. Great to feel that as a supervisor you are not isolated – there are others out there too!
In 2009, academic staff published one book, one book chapter and 10 journal articles, presented 24 conference papers and delivered 8 invited plenary keynote addresses at international conferences, see below for details.

The research undertaken in the Institute is targeted at high quality research publications and continues to be well cited. Looking forward to 2010, the Institute aims to further develop its research profile and greater diversify its collaboration with colleagues across the University on emerging priority issues such as social inclusion.

Through their research, ITL staff broadly seek to contribute to the understanding of teaching and learning in higher education and academic development. In 2009 this was evident in Amani Bell’s work on academic development (including mentoring and tutor development) and Simon Barrie’s research on graduate attributes and exploring new ways of reconnecting academics with the intellectual endeavour of teaching enhancement. Factors associated with variation in teaching approaches were considered through Keith Trigwell’s work on relations between teachers’ emotions in teaching and their approaches to teaching in higher education. Kathryn Bartimote-Aufflick explored the higher education-educational psychology interface through her work on student motivation and interest and teachers’ understanding of it, as well as her explorations relating teachers’ critical self-regulation to their students’ learning. Tania Gerzina pursued her research through her work with doctoral and masters students on projects focussed on primary care, patient safety, pain curricula, ePortfolios and in diagnostic sciences. Susan Thomas partnered with high schools to explore student learning gaps in the transition from high school to university and continued her work on rhetoric based theories and practices of writing. Robert Ellis continued to investigate the student experience of eLearning in campus-based research-intensive universities. Ana-Maria Bliuc complemented this by examining students’ experiences of online and blended learning at university and her exploration of social identity in learning. Cynthia Nelson’s work on sexual identities in education contexts adds to this identity understanding and she also continued her examination of research writing practices and research development strategies.

2009 PUBLICATIONS

BOOK


BOOK CHAPTER

JOURNAL ARTICLES


PUBLISHED CONFERENCE PAPERS


CONFERENCE PRESENTATIONS


Hughes, C., & Barrie S.C. (2009, February). ePortfolios as a tool to articulate graduate attributes. Invited presentation at the Australia Learning and Teaching Council ePortfolio AEP2 symposium, QUT, Brisbane.


INVITED CONFERENCE KEYNOTE ADDRESSES


Trigwell, K. (2009, May). The Scholarship of Teaching and Research-led Teaching. Presentation (with Professor Michael Prosser) at University of Witwatersrand, Johannesburg, South Africa.

OTHER PRESENTATIONS


Our work as teachers should meet the highest scholarly standards of groundedness, of openness, of clarity and complexity. But, it is only when we step back and reflect systematically on the teaching we have done ... in a form that can be publicly reviewed and built upon by our peers, that we have moved from scholarly teaching to a scholarship of teaching.
ITL GOAL 2: FURTHER DEVELOP THE ITL’S RESEARCH PROFILE

STRATEGY 6: EXTERNAL LEADERSHIP AND CONSULTANCY

In 2009, ITL academic staff contributed to 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, ITL academic staff are active as reviewers for the leading higher education journals.

6.1 SUMMARY OF EXTERNAL SERVICE

In 2009 Keith Trigwell, with Michael Prosser (an Honorary Associate of the ITL and a staff member of the University of Hong Kong), received a Mellon Distinguished Scholar Fellowship to participate in academic development work on the scholarship of teaching and learning with the University of Witwatersrand, Johannesburg, South Africa. Keith Trigwell spent two weeks in May in South Africa on this consultancy.

Simon Barrie was invited to address several international university groups in 2009. In March, Simon presented Graduate Attributes for the 21st Century at the University of Dundee, University of Glasgow, and University of Strathclyde. In November, he was invited to present Engaging with Graduate Attributes as part of an institutional consultancy to Central Queensland University and in December, Simon gave an invited address and two staff development workshops on graduate outcomes led curriculum reform; assessment and teaching strategies for Hong Kong Polytechnic University.

Tania Gerzina was invited to chair the Accreditation Review Team for the Australian Dental Council Accreditation Review of the BDSc program at the University of Melbourne. She was also a member of the Australian Dental Council Accreditation Team for the review of the BHSc(Dent), MDent program at La Trobe University and was invited as an Assessor for the Australian Dental Council Assessor Team for the final examination of Overseas Trained Dentists in Sydney and in Brisbane.

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
– Susan Thomas served as Treasurer of the Australia 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
– Tania Gerzina is a member of the Editorial Board of the International Journal of Quality and Standards and a grant reviewer for the NH&MRC

All ITL academics are active reviewers for higher education journals.
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 its staffing profile and other activities. The work with Doctoral students contributes to the University’s postgraduate education mission as well as supporting and enabling collaborative research activities by ITL staff. Our students make a significant contribution 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. The ITL website provides information for prospective students and arrangements for a range of faculty enrolments. In 2009 the ITL contributed to the supervision or co-supervision of ten Doctoral students enrolled in different faculties of the university and externally, providing primary supervision to eight of these students and celebrated the successful and timely completion of two of these students; Dr Sue Rice and Dr Susan Pell (Table 5).

TABLE 5. 2009 CURRENT ITL DOCTORAL AND MASTERS STUDENTS

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<thead>
<tr>
<th>DUE DATE</th>
<th>STUDENT</th>
<th>TITLE OF THESIS</th>
<th>SUPERVISOR (First name is supervisor; other names are associate supervisors)</th>
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<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>
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<td>2009</td>
<td>Sue Rice</td>
<td>Sketching to Learn, Learning to sketch; Student ways of sketching in architectural designing</td>
<td>A/Prof Simon Barrie, A/Prof Terry Purcell</td>
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<td>Ann Applebee</td>
<td>Trainee teacher experiences of blended learning</td>
<td>A/Prof Rob Ellis, Professor Peter Goodyear</td>
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<td>2012</td>
<td>Clare McNally</td>
<td>Oral Hygiene- An analysis of education interventions in residential aged care facilities in Macarthur. (MPhil)</td>
<td>Prof Anthony Blinkhorn, A/Prof Tania Gerzina,</td>
</tr>
<tr>
<td>2012</td>
<td>Al Popp</td>
<td>Mapping Engineering Competencies</td>
<td>Prof David Levy, A/Prof Simon Barrie</td>
</tr>
<tr>
<td>2012</td>
<td>Tony Skapetis</td>
<td>Education in the management of dental emergencies for emergency medical teams</td>
<td>A/Prof Tania Gerzina, A/Prof Wendy Hu</td>
</tr>
<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>
</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>
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<tr>
<td>2012</td>
<td>Kate Thomson</td>
<td>The nature of informal academic discourse on university teaching</td>
<td>Professor Keith Trigwell, A/Prof Simon Barrie</td>
</tr>
<tr>
<td>2012</td>
<td>Brad Wuetherick</td>
<td>Developing academic dispositions</td>
<td>A/Prof Simon Barrie, Professor Keith Trigwell</td>
</tr>
</tbody>
</table>
ITL GOAL 3: EVALUATE, REVIEW AND ENHANCE ITL ACTIVITIES AND STATUS

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

ITL continues to regularly monitor its own progress and the perceptions of the community in which it works. The process of doing so has included several dimensions:

– Regular internal monitoring and planning exercises
– Comparisons with similar universities
– Collaborative planning and review and monitoring of perceptions of ITL within the institution through regular engagement with key stakeholders

Internally, monthly business meetings and academic staff planning meetings have formed the core of ITL day-to-day planning and monitoring. In 2009 a move from a single annual (long-term) planning meeting building on the University and faculty Teaching and Learning Strategic Plans to two half-yearly meetings, enabled flexibility and responsiveness to a rapidly changing institutional environment.

The Enhancing Teaching and Learning in Research-Intensive Universities 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 2009 meeting of the network was held at MIT in Boston, and was attended by Professor Derrick Armstrong (DVC Education) and Professor Keith Trigwell (ITL). The initial invitation to join the 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 and systems approaches to academic development.

The regular (monthly) meetings held between Associate Deans (L&T) and all ITL academic staff has been a valuable forum for monitoring both the directions in which ITL might move, and the responses to moves that have been made. In 2009 substantial revisions were made to the Teaching Improvement and Equipment Scheme grants process, and to the Scholarship Index. The Associate Deans (L&T) network was valuable in improving the outcomes of that process. The evaluation of the way the ITL uses the Associate Deans (L&T) Group in its planning continues to be extremely positive.
ITL GOAL 3: EVALUATE, REVIEW AND ENHANCE ITL ACTIVITIES AND STATUS

STRATEGY 9: COMMUNICATION

9.1 WEBSITE
A new ITL website was launched in 2009 to reflect advances in e-communications and to comply with new University of Sydney Branding requirements. The 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. In particular, the ITL’s magazine publicising the University community’s work on the scholarship of teaching and learning, and the new monthly e-bulletin Teaching@Sydney which was launched in 2009. 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 and is informed about and registers for academic development programs.

The website attracted over 91,000 unique visitors over 2009 and these visitors spent an average of three minutes on the site. There were on average 7583 visits per month, with most visitors coming from Australia, however there were also approximately 1250 visitors a month from the US and the UK reflecting the international profile of the unit. Approximately 1650 visits a month were from University of Sydney staff, with over 7000 unique 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 (for example, USE, SCEQ), Teaching@Sydney, 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 2009 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. A new e-bulletin, Teaching@Sydney was launched in 2009 (see section 9.3) providing an additional communication strategy for news and the timely dissemination of information which complements the focus of Synergy as a forum for scholarly publications on teaching and learning.

9.3 TEACHING@SYDNEY
In July 2009 the ITL launched Teaching@Sydney, a new monthly e-bulletin designed to keep the academic community up to date about developments and events pertaining to teaching and learning in higher education. The e-bulletin is included in the first Staff Bulletin each month and has proved extremely popular, receiving 335 unique hits on average each month.

The e-bulletin has, among other things, provided a means for raising the profile across the University of awards and grants recipients. Regular monthly features include a journal article review from an educational journal, teaching insights, upcoming conferences in teaching and learning, grant and scholarship opportunities in the area of educational research and review of new websites. Special features include profiles of Teaching Award recipients, reviews of recent conferences and special learning and teaching forums.
In 2009, the ITL, like many other areas of the University did not receive its full budget request. The ITL’s actual Internal income for the year was higher than expected due to staff successfully winning various grants. Not all academic positions were filled in 2009 resulting in budget savings although additional casual general staff were required to support increased survey work. Overall the actual salary expenses were maintained below budget. The increases in actual non-salary budget reported by the University in the category of ‘Insurance, Legal & Administration’ reflects grant expenditure transfers to other faculties.

### ITL 2009 BUDGET REPORT

<table>
<thead>
<tr>
<th>Income</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Operating Grant</td>
<td>$2,048,778.00</td>
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<tr>
<td>Research Grants</td>
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<td>Consulting and Contract</td>
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<td>$9,509.00</td>
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<tr>
<td>Internal Income</td>
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<td>$115,443.00</td>
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<tr>
<td><strong>Total Income</strong></td>
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<td>$2,158,312.00</td>
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<table>
<thead>
<tr>
<th>Salaries</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Academic</td>
<td>$1,294,183.00</td>
<td>$968,396.00</td>
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<tr>
<td>Part time teaching</td>
<td>$0</td>
<td>$1,218.00</td>
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<td>General</td>
<td>$556,783.00</td>
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<tr>
<td>Casual</td>
<td>$107,917.00</td>
<td>$212,380.00</td>
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<tr>
<td><strong>Total Salaries</strong></td>
<td>$1,958,883.00</td>
<td>$1,762,136.00</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure non salary</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee related costs (Travel, Conference, Staff Training)</td>
<td>$77,660.00</td>
<td>$95,560.00</td>
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<tr>
<td>Consumables (materials, office supplies, consumables general)</td>
<td>$45,068.00</td>
<td>$33,947.00</td>
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<td>Repairs and Maintenance</td>
<td>$5,000.00</td>
<td>$1,047.00</td>
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<tr>
<td>Equipment Purchases and Leasing (Leasing, software and equipment)</td>
<td>$35,280.00</td>
<td>$34,698.00</td>
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<tr>
<td>Utilities and Communications (Telecommunication, Postage and Freight, Catering, Internal services, rates and rents)</td>
<td>$105,922.00</td>
<td>$74,364.00</td>
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<tr>
<td>Consultants and Contractors</td>
<td>$122,615.00</td>
<td>$92,626.00</td>
</tr>
<tr>
<td>Insurance, Legal, Admin (Commissions, Memberships and Subs, Internal charges, Miscellaneous expenses, Spendivision unallocated, transfers)</td>
<td>$20,000.00</td>
<td>$95,489.00</td>
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<tr>
<td>Student, Printing, Library (Photocopying, Printing, mailing, Library)</td>
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<td>$9,199.00</td>
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<tr>
<td><strong>Total Expenditure non salary</strong></td>
<td>$495,693.00</td>
<td>$527,667.00</td>
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| **Total Expenses**              | $2,454,576.00 | $2,289,803.00 |
The ITL’s most valuable resource is its staff. While all academics in the ITL possess general expertise in educational development and higher education teaching and learning, the ITL intentionally develops specific expertise in its staffing profile to support the different needs of particular disciplines and emerging educational challenges.

Building on the previous year’s work, in 2009 the staffing profile sought to enhance its expertise in teaching and learning in the Health Professions and in January we welcomed A/Prof Tania Gerzina as a new member of the team. The University of Sydney faculties cover most of the health disciplines and professions. A/Prof Gerzina’s arrival complemented the existing disciplinary backgrounds of the ITL team with extensive experience in health discipline curriculum development, national accreditation and clinical education. She is also a practicing clinical professional in Dentistry. Dr Amani Bell also joined the ITL in March 2009. She previously worked in the Office of Learning and Teaching in Economics and Business at the University of Sydney. Dr Bell brought expertise in tutor development programs, mentoring programs for university teachers and the evaluation and quality assurance of learning and teaching and a track record of highly successful engagement with collaborative academic development. She has a background in biology and horticulture and has taught in both university and VET sectors. Dr Graham Hendry also joined the ITL in September 2009 to cover Dr Susan Thomas’ maternity locum. He had previously worked in the Teaching Development Unit at the University of Western Sydney, and he brought extensive experience of coordinating Foundations of University Learning and Teaching programs and in the institution-wide implementation of a new standards-based assessment policy.

### GENERAL STAFF
- Savannah Bao, Administrative Assistant
- Kelly Hong, Executive Officer
- Brooke Hughes, Administrative Assistant
- Brad Ridout, Survey Officer
- Sue Robinson, Administrative Assistant
- James Tracy, Web, Publications and IT Administrator
- Jennifer Ungaro, Manager ITL Administration, Survey Manager, and Finance Officer
- Rachel Williams, Web and Publications Manager

### ACADEMIC STAFF
- Dr Simon Barrie, Associate Professor and Associate Director
- Kathryn Bartimote-Aufflick, Lecturer
- Dr Amani Bell, Senior Lecturer
- Dr Tania Gerzina, Associate Professor
- Dr Graham Hendry, Senior Lecturer
- Dr Cynthia Nelson, Senior Lecturer
- Dr Susan Thomas, Senior Lecturer
- Dr Keith Trigwell, Professor and Director

### RESEARCH AFFILIATES
- Dr Rob Ellis, Associate Professor and Director of eLearning
- Dr Mike Prosser, Professor and Executive Director, Centre for the Advancement of University Teaching, University of Hong Kong

### RESEARCH STAFF
- Dr Ana-Maria Bliuc, Research Associate
- Robert Brezniak, Research Assistant
- Amy Cruickshanks, Research Assistant
- Fei Fei Han, Research Assistant
- Kate Thomson, Research Assistant