



Australian Government



Office for
Learning & Teaching

Office for Learning and Teaching (OLT) Fellowships

An Australian Learning & Teaching
Fellows (ALTF) Workshop



Australian Learning
and Teaching Fellows

2013 OLT National Teaching Fellow



Dr Lynne Roberts

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Curtin University of Technology
Western Australia



2012 OLT National Senior Teaching Fellow



Associate Professor Angela Carbone

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Monash University
Victoria



2013 OLT National Teaching Fellow



Professor Maree O'Keefe

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South Australia



2013 OLT National Teaching Fellow



Associate Professor Romy Lawson

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University of Wollongong
New South Wales



Why are you here?



A Message from OLT



- https://www.youtube.com/watch?feature=player_detailpage&v=zXbkJfsAVHU#t=538

OLT Fellowships –Overview

- Recognition of educational expertise and leadership
- Fellowships support leading educators to:
 - undertake strategic, high-profile activities
 - develop knowledge of broader higher education environment
 - practise and further develop leadership skills



OLT Fellowship website: <http://www.olt.gov.au/fellowships>



Types of Fellowships

- National Senior Teaching Fellowships **\$250k**
 - outstanding scholars
 - one year release academic duties
- National Teaching Fellowships **\$90k**
 - early to mid career scholars
 - 12 week release academic duties
- Academic secondments for strategic projects

Getting ready for a Fellowship

Angela's Stories

- Director of Education Quality, Faculty of Information Technology (2008-2010)
- Quality control processes :
 - *unit guides,*
 - *grade distribution reports,*
 - *lecturer reflective summary reports,*
 - *Student evaluations*

- Faculty targets
 - *Not more than 5% < 3.0*
 - *At least 75% of units >= 3.5*
 - *At least 25% >4.0*

Faculty Operational Plan (2008-2010)

Unit Evaluation Questions

- Item 1: The unit enabled me to achieve its learning objectives
- Item 2: I found the unit to be intellectually stimulating
- Item 3: The learning resources in this unit supported my studies
- Item 4: The feedback I received in this unit was helpful
- Item 5: Overall I was satisfied with the quality of this unit**

Two open-ended questions:

- What were the best aspects of the unit?
- What aspects of this unit are most in need of improvement?

University Targets

Colour Code	Interpretation	Unit Measure	Characteristics of unit response distribution	Targets
	Outstanding	"overall" item median ≥ 4.7	A considerable majority of responses are "strongly agree"	5% of units have medians ≥ 4.7
	Meeting aspirations	"overall" item median between 3.6 - 4.69	Responses are generally above "neutral", the great majority are "agree" or "strongly agree"	80% of units fall in this band
	Needing improvement	"overall" item median between 3.01 - 3.59	Responses are generally "neutral" or bimodal with no clear trend	10% of units fall in this band.
	Needing critical attention	"overall" item median ≤ 3.0	Responses generally below "neutral", majority "disagree" or "strongly disagree"	5% of units have medians ≤ 3.0

Angela's story continued

In fact,

- **National CEQ** results showed Engineering and Information and Communication Technology did not perform as well as other discipline areas on the good teaching scale
- **MEQ results** showed ICT and Engineering were ranked second lowest and lowest respectively on the good teaching scale 2005, 2007, 2009 data

Information Technology ranked 9/10

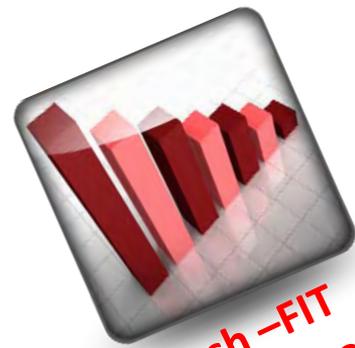


Faculty Rankings in Semester 1, 2008

Faculty	Response Rate	Median
Law	53.62%	4.01
Arts	55.94%	3.99
Art & Design	57.55%	3.91
Science	63.03%	3.83
Pharmacy	23.93%	3.81
University	52.20%	3.79
Medicine	49.94%	3.78
Business & Economics	50.74%	3.73
Engineering	53.47%	3.64
Information Technology	42.80%	3.61
Education	45.92%	3.60



CEQ



Monash-FIT High percentage of units in the RED

- Less than 15% of academic staff hold a degree in university teaching and less than 12% hold a general education qualification (Bexley, et al. 2011)
- More than 70% of the academic workforce have not undertaken any teacher preparation program, not even a short course (Norton, 2103)



Graduate Certificate of Academic Practice/Higher Education



Workshops/ Training



Peer Assisted Teaching Scheme



Getting ready for a Fellowship

Maree's Story

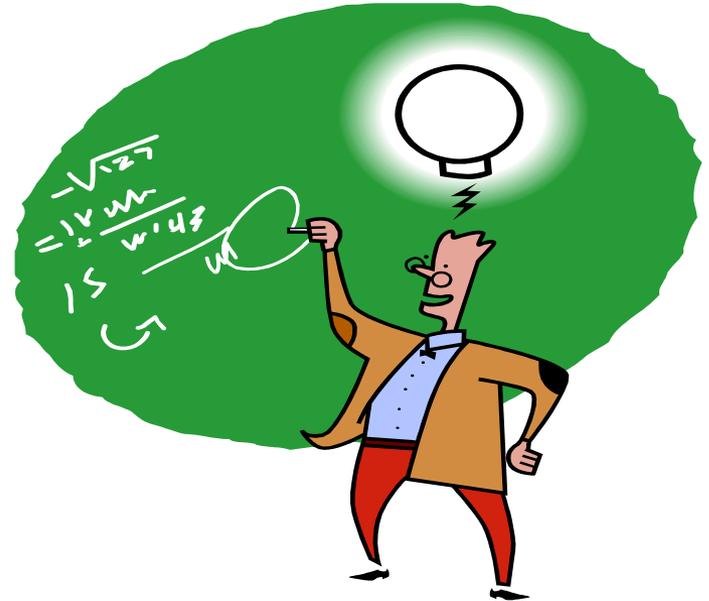
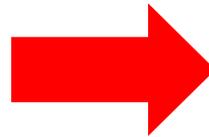


Getting ready for a Fellowship

Lynne's Story



Research Fellow
Evidence Based Practice



Lecturer
Evidence Based Teaching

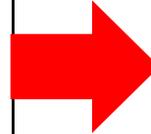
Initial 12 month contract to demonstrate teaching ability



Steps Along the Way

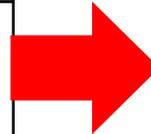
Teaching Roles

- Lecturing and tutoring
- Year Coordinator
- Honours Coordinator
- Director of Teaching and Learning



Teaching & Learning Research

- Small grants
- Conference presentations
- Book chapter
- Journal articles



Recognition of Teaching

- Grad Cert Tertiary Teaching
- Student Guild Teaching Nominations and Award
- Early Career Faculty Teaching Award
- University Teaching Award
- OLT Teaching Citation

Getting ready for a Fellowship

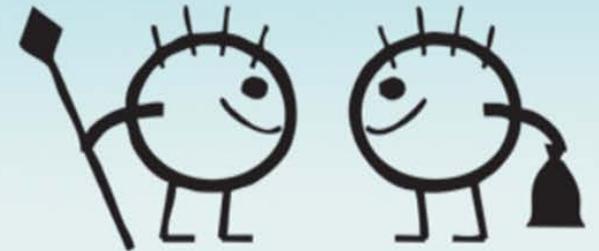
Romy's Story



Assuring Learning

OLT Strategic Priority Project: Hunters & Gatherers

funded by



Australian Government

Tertiary Education Quality and Standards Agency



Australian Government

Higher Education Standards

Australian
Qualifications
Framework



Papers, Chapters
Conferences, Workshops
Invites, Networking



Over to you . . .

Nomination

- **Written statement from nominee (3 pages max)**
- Nominees should include a description of previous and current activities and roles that demonstrate a record of leadership and influence in learning and teaching in higher education, and highlight the leadership and innovative and creative aspects of the proposal.



<http://www.olt.gov.au/fellowships-and-secondments/fellowships-and-nominations>



Over to you . . .

Selection Criteria

1. Capacity of the nominee to play a continuing, substantive leadership role in higher education learning and teaching

Which will be judged by such factors as the nominee's:

- record of leadership in teaching and learning;
- positive influence upon the Australian higher education community, within or across disciplines;
- record of achievement as an educator in higher education, including an ability to influence students positively and to influence and inspire colleagues;
- standing and academic record, including the influence on theory and practice in learning and teaching through academic publications in recognised journals or refereed materials.



**Brainstorm what evidence you would
put on your 3 pages**



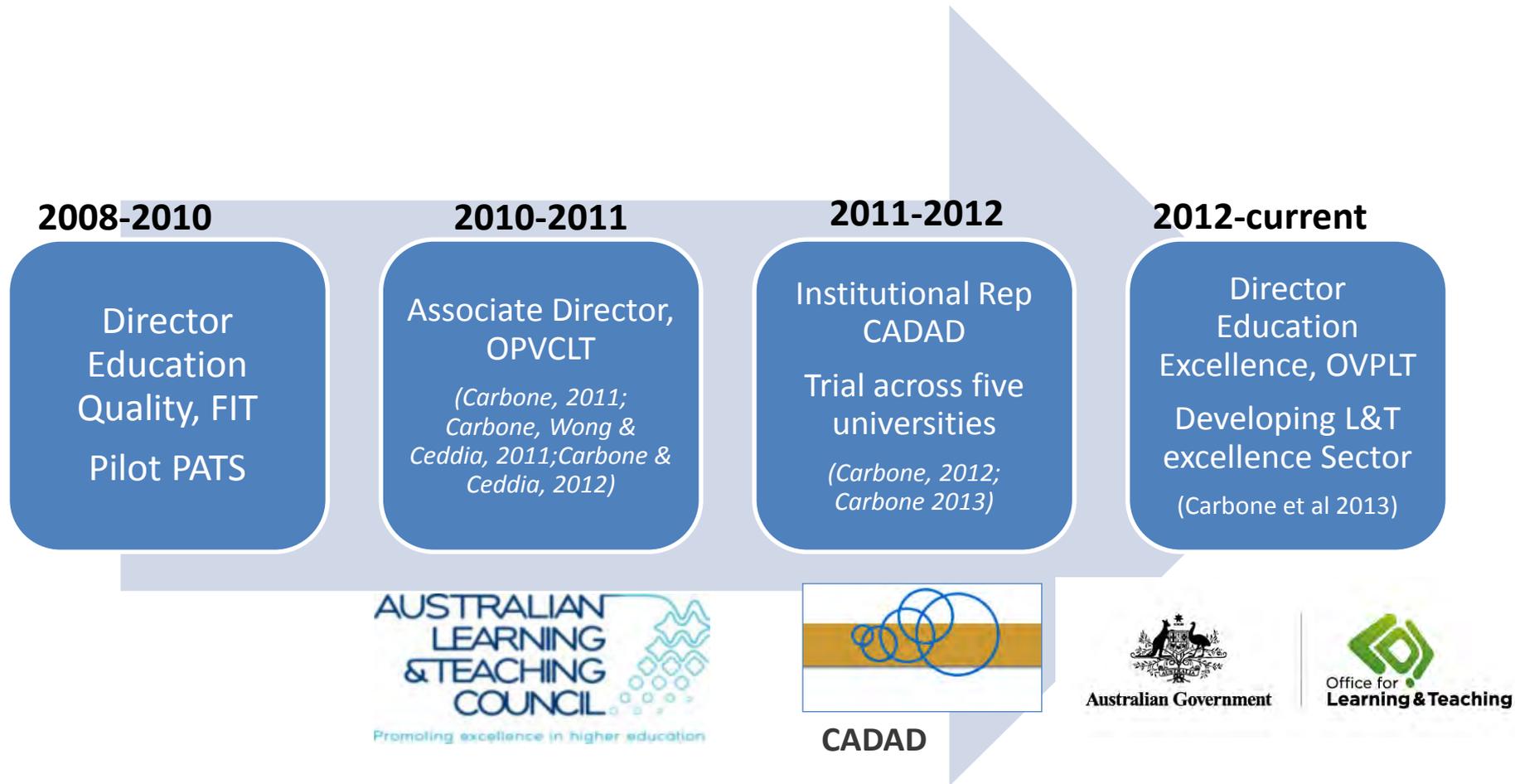
Applying for a Fellowship

Top Tips

- Attend application sessions (most states)
- Read previous successful applications
- Focus on campaign, not project
- Demonstrate how your campaign builds on previous research projects/fellowships
- Seek feedback before submitting



Being a Fellow - Angela's Story



Being a Fellow - Maree's Story



Being a Fellow - Lynne's Story

Campaign: *Identifying, developing and disseminating best practice in supporting honours and coursework dissertation supervision*



Best practices in supporting Honours and Coursework Dissertation Supervision

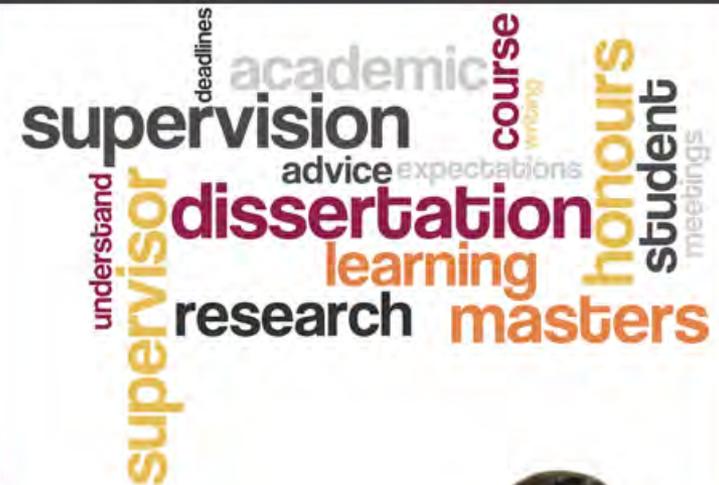
[Home](#) [Blog](#) [Project Materials](#) [Bibliography](#) [Related Projects](#) [Contacts](#)

Identifying, developing and disseminating best practice in supporting honours and coursework dissertation supervision

TAGS: [academic](#), [course](#), [writing](#), [supervision](#), [expectations](#), [student](#), [dissertation](#), [learning](#), [research](#), [understand](#)

There is a paucity of material available to support supervisors of honours and coursework dissertation students in Australian universities. Most universities provide policy and procedural documents relating to undergraduate, honours and master's dissertation supervision, but limited information is provided on the practice of supervision. Previous research suggests a mismatch between supervisor and student expectations of the supervisory relationship and uncertainties surrounding good supervisory practice.

In 2013 Dr Lynne Roberts at Curtin University was granted an **Office for Learning and Teaching National Teaching Fellowship** to identify, develop and disseminate best practice in supporting honours and coursework dissertation supervision. Lynne is currently working on the project identifying common supervisory issues. In 2014 she



Lynne Roberts

*B Sc(Hons)(CU) PhD(CU) GradCertTeach(CU)
School of Psychology and Speech Pathology
Curtin University*



How to get involved

Calling students, supervisors and coordinators!

1. [Email Lynne](#) with your stories, questions and comments
2. [Subscribe to updates](#) to this website
3. Join the discussion by leaving a comment on [the blog](#)

Recent blog posts

Being a Fellow - Romy's Story

Curriculum design for assuring learning in business education -
leading the way

Dissemination

Workshops

Rich conversations

Networking

Support

Opens Doors

Career Opportunities



Home Links

What is it?

Why do we do it?

Who we do it for?

How do we do it?

Acronyms

What is it?



In the Welsh language they have just one word that means both to teach and to learn "dysgu", this makes a lot of sense because can we really say we have taught something if our student has not learnt?



assuringlearning.com



What would you do . . .

Nomination

- **Description of proposed fellowship activities and outcomes (5 pages max)**
- The description must include:
 - a discussion of the issue to be addressed;
 - a plan of activities to address this issue;
 - an approach to identifying and involving other scholars in the field (including international scholars);
 - the strategy for profile-building and dissemination;
 - the intended outcomes from the fellowship, including a strategy for embedding these outcomes;
 - a description of the evaluation;
 - and a detailed timeline.



What would you do . . .

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What would you do . . .

Selection Criteria

2. Alignment of the proposed activities and outcomes with the background and scope of the program, and with the aims of the OLT Fellowships program more generally

Which will be judged by such factors as:

- the viability of the fellowship activities and the proposed methodology for achieving the planned outcomes;
- the leadership dimension of the fellowship activities;
- the evidence of the innovative and creative approach taken in the methodology and fellowship activities;
- the extent to which the fellowship activities build on, extend or add another dimension to existing work;
- and the overall value of the fellowship for the amount of funding sought.



What would you do . . .

Selection Criteria

3. Alignment of the proposed fellowship activities and outcomes with the Government's national priorities in higher education

Which will be judged by such factors as:

- how the proposed activities and outcomes inform the Government's higher education strategic priorities and the potential contribution to policy development.

Prospective nominees are advised to consult sources such as the Higher Education section of the Department's website, for news, policy papers, reviews and responses, other useful material, and links to the Minister's website and other relevant sites: www.education.gov.au.

In 3's outline your ideas for a fellowship – what is the CAMPAIGN? How does it contribute to higher education?

Provide feedback to each other



Opportunities Post Fellowship

- Currently we have 70+ fellows
 - well placed geographically, institutionally, meet once every year, well connected with discipline scholars
 - Positive impact profile (background, fellowship aims, and key outcomes)
- ALTF Community
 - President, project manager, state representatives, mentorship program, etc)
- Impact of community
 - national reference point and significant resource, advocating for the best possible learning outcomes for the 1.5 million students who engage every year in Australian universities.
 - Influence government policy, OLT conference, systemic change throughout the sector
- Showcase website (<http://www.altf.org>)

