

# LTSU Newsletter

## LTSU Newsletter June

### This issue:

- [What's New on the Learning and Teaching Website](#)
- [Date Claimer: Learning Technologies Roadshow!](#)
- [News from HR: Academic Promotion Round](#)
- [Teaching Excellence events](#)
- [Tips for Teaching: Questioning](#)
- [This Month's Featured Topic L&T Visiting Scholar Program](#)
- [LTSU Project Teams Report Summary](#)
- [Contact Us](#)

Welcome to the first edition of the LTSU Newsletter! This newsletter will be distributed every second month. The purpose of the newsletter is to let you know what's happening to promote learning and teaching at USQ.

### What's New on the Learning and Teaching Website



- [Online Induction Modules](#) are now available to all new sessional staff. Please work with sessional colleagues to engage them with this induction process.
- A new exemplar on [Internationalisation](#) is now available to view

Jennifer Bundy (LTSU) interviewing Petrea Redmond, FoEd about her work to internationalise the curriculum

### Date Claimer: Learning Technologies Roadshow!

Launch of the new lecture capture software for S2 'Camtasia Relay', plus an update on ePortfolios. **Thursday 16 July**, 12:00pm, in L209.

### News from HR: Academic Promotion Round

The 2008 Academic Promotion Round introduced a new application process. Candidates may now self-assess their applications by weighting each of the three promotion criteria: 1) Teaching and Related Scholarship, 2) Research and Original Achievement or 3) Service to the University, Community and Profession. Applicants were advised to give a heavier weighting to the criteria on which they performed best.

An analysis was completed at the conclusion of the promotion round to explore any relationship between applicants weighting 'Teaching and Related Scholarship' weighting (40% or above) and promotion success rates. The result of this analysis indicated that the average successful candidate improved their position in the 'Teaching and Related Scholarship'

category once the weightings were applied. The only exception to this finding was professorial candidates (D to E) who tended to have higher scores in the other categories. This finding highlights USQ's strong performance in promoting teaching and learning. As 2009 was the first promotion round using the weightings system, outcomes, with a particular attention to teaching and learning, will continue to be monitored to establish trends over time.

## Teaching Excellence events

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### Change Leadership Workshop

Attendees included Learning and Teaching Committee members and Teaching Academy members.

Facilitated by Professor Lynne Hunt, the workshop provided an overview of Professor Geoff Scott's study "Learning leaders in times of change" as well as identification of change leadership problems, a summary of leadership issues, and an opportunity to share solutions and identify future change leadership requirements.

### ALTC Fellowship workshop: wine and cheese evening

The aim was to encourage participation in ALTC initiative such as the fellowship program. This was attended by the Teaching Academy members. (Facilitated by Professor Lynne Hunt)

### USQ Fellows Lunchtime meeting

The purpose of the informal luncheon was to assess how the pilot Fellowship program is progressing. (Facilitated by Professor Lynne Hunt)

### Faculty Awards workshops

The purpose was to promote and encourage Faculty Award nominations from interested staff. All Faculty staff invited. (Facilitated by Ms Jill Young)

### ALTC Teaching and Program Awards meeting

The purpose was to support and assist with the development of nominations. Attendance was by invitation. (Facilitated by Professor Lynne Hunt and Ms Jill Young)

## Tips for Teaching: Questioning

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One aim of university learning is the development of critical thinking which, in part, entails the ability to develop and respond to questions. Students often find it difficult to formulate questions so consider using the 5WH strategy to scaffold the task for them. 5WH simply summarises the basic questioning words in the English language: Who, why, what, where, when and how.

Humour can help students to think about the formulation of questions. Consider giving students unanswerable surveys to identify common mistakes:

Do you not agree that double negatives disimprove questionnaires?
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Do you think double questions are effective because they reduce the overall number of questions or do they oblige respondents to think more deeply?
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As students progress through different levels of learning it is possible to develop critical thinking by asking questions that introduce higher order outcomes. The following adaptation from [Bloom's Taxonomy of Educational Objectives](#) provides key words that assist in extending students' skills.

Question Level	Key Words
Knowledge	State, list
Comprehension	Explain, identify
Application	Apply, demonstrate
Analysis	Compare, differentiate
Synthesis	Create, hypothesise
Evaluation	Judge, revise

## This Month's Featured Topic L&T Visiting Scholar Program

USQ has been organising a busy L&T Visiting Scholar Program for the last two years. Many scholars were interviewed for future professional development activities and to develop self-help resources. To access these, please visit the [Learning and Teaching Website](#).



Professor Glynis Cousin, Professor of Higher Education and Director of the Institute for Learning Enhancement at the University of Wolverhampton, was USQ's most recent visiting scholar. USQ staff, benefited greatly from her interest and knowledge of Researching Learning in Higher Education, particularly in regard to the first year curriculum, the student learning journey, and retention and progression. Please visit USQ's [Learning and Teaching Website](#) to access interviews and discussions held with Professor Cousin during her visit to USQ.

**Left: Professor Glynis Cousin**

## LTSU Project Teams Report Summary

Learning and teaching is one of USQ's nine, cross-institutional goal plans that inform and reflect [USQ's Strategic Plan 2009-2013](#). The ten projects in the [USQ Learning and Teaching Plan 2009 - 2013](#) are implemented through [LTSU plans](#) which shape annual Faculty Learning and Teaching Action Plans. An update on each of the LTSU Projects follows.

## 1 Course and Program Mapping

The Course and Program Mapping System (CPMS) is designed to provide quality assured processes for the maintenance of course specifications, the linking of graduate skills to course objectives, the systematic review of course materials and linkage with staff and student ePortfolios. The external contractors are now well into finalising the Business rules and the initial design of course and program templates will be demonstrated mid-July. Mapping of the graduate skills for the top 15 programs is now complete. These maps will soon start to appear on course specifications.

## 2 Assessment

Work on [resources](#) continues, including the development of a USQ Assessment Booklet and assessment flyers on matters such as moderation. Planning continues for faculty-driven initiatives such as the assessment event in September.

## 3 Vertically Integrated Curriculum

'Vertically Integrated Curriculum' is a summary concept that describes elements of the curriculum that must be included to respond to USQ strategic directions. These include graduate qualities, embedding academic skills, flexibility, sustainability, internationalisation, work-integrated learning and Indigenous perspectives.

Lindy Kimmins has worked with Adrian Stagg (DAIS) to develop referencing materials to assist staff to embed academic skills in curricula. These materials are accessed via the Study Desk in participating courses.

Programs for two Visiting Scholars on the topic of work-integrated learning are in preparation. Professor Jonathon Garnett, Middlesex University, will be visiting Fraser Coast and Toowoomba Campuses in August and Professor Sue Thompson, Liverpool John Moores University, will visit in October. Please contact [sandra.moat@usq.edu.au](mailto:sandra.moat@usq.edu.au) if you would like to meet the visiting scholars.

## 4 Learning and Teaching Evaluation

Considerable work has been completed to support the pilots of the new Course and Program Review (CPR) processes and the outcomes of the 'AUSSE' student engagement survey have been rolled-out across the University. A position paper on peer review of teaching has been developed. The paper details peer review of teaching as a formative and developmental process to improve the quality of teaching at USQ.

## 5 Technology Enhanced Learning

The goal of this project is to provide a cost-effective framework for technology-enhanced, flexible learning options in all USQ courses and programs. Major events in the last cycle of the Technology Enhanced Learning project include the following.

- The ePortfolio system is now a stable production system. At present some 200 new users are registering per week.
- The Learning Technology Roadshows (July 8, 10, and 16) will be used to showcase Camtasia Relay lecture recording and Mahara ePortfolios and answer questions about other projects.

## 6 Academic Professional Development

This project develops and implements a variety of professional development strategies including Communities of Practice, Tailored Professional Development, staff ePortfolios and online teaching resources.

USQ's integrated academic professional development program now includes facilitated online induction for sessional staff as well as mandatory induction for all new staff. Open source foundation modules are now available and these link to the Faculty of Education postgraduate qualifications in tertiary teaching for which USQ staff do not pay fees.

## 7 Learning and Teaching Scholarship

The goal of this project is to engage staff in reflective teaching practice and facilitate high-end learning and teaching scholarship. The project will develop a Learning and Teaching Scholarship Database and seek to embed learning and teaching scholarship as normal practice.

The Learning and Teaching Scholarship project is providing support to the DVC (Global Learning) Professor Philip Candy and the ADFI team to plan a Scholarship Summit later this year.

## 8 Teaching Excellence

The Teaching Excellence project is currently funded by a grant from the Australian Learning and Teaching Council (ALTC). Its purpose is to promote learning and teaching through the alignment of citation and award processes at faculty, University and ALTC levels. In this context, USQ is currently conducting a two-year pilot to ascertain the effectiveness of USQ Senior and Associate Teaching Fellowships. Announcements about the 2009 Fellowships will be made shortly. Processes for the expenditure of Learning and Teaching Performance Fund (LTPF) income are being managed through the Teaching Excellence project and we are pleased to report that the response to the call for expressions of interest for learning and teaching projects has been tremendous.

## 9 Learning Support

The goal of this project is to provide coherent and consistent systems of support for the development of academic skills for students, regardless of location.

Six additional [student flyers](#) have been developed in the mathematics area, and a number of embedded workshops have been conducted for students in the Faculty of Education and the Faculty of Business (Springfield), as well as more generic workshops for international students and IHEPP students.

## 10 Learning and Teaching Management and HR

This project is designed to get the context right for learning and teaching. It includes participating in Budget Model processes to ensure sustainable funding for teaching and working with HR to ensure that teaching is appropriately addressed in appointment, BUILD and promotion procedures. One outcome of Project 10 has been the development of possible [learning and teaching questions](#) for use during BUILD preparation and interviews.

## Contact Us

Learning & Teaching Support Unit

Website: <http://www.usq.edu.au/learnteach/default.htm>

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[www.usq.edu.au/learnteach/ltsu/](http://www.usq.edu.au/learnteach/ltsu/)

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