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FACULTY OF ENGINEERING AND SURVEYING

Engineering Education Research Group

SoTTL Summit

Lyn Brodie

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Engineering Education Research Group

FACULTY OF ENGINEERING AND SURVEYING

- Started in April 2007
- Now have 39 members
  - Faculty of Engineering and Surveying, Faculty of Sciences, the Library and LTSU
- Research outputs

	Conference (peer reviewed)	Journals	Books and Book chapters
2007	2	-	-
2008	11	6	-
2009 (to October)	30	7	3

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	Teaching awards, USQ fellowships and citations	ALTC grant applications* *does not include 'advisory panels'	External grants, L&T PF grants
2007	(1 National teaching award); 1 Associate and 1 Senior Fellowship	-	-, n/a
2008	1 ALTC Citation; 2 Associate Fellowships (6 staff)	3 applications	-, n/a
2009	1 ALTC Citation; 1 Associate and 1 Senior Fellowship (3 staff)	7 applications; 2 successful (1 lead and 1 team member)	1 external grant; 7 successful L&TPF grants (teams and leaders)

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Success of EERG

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- Support from Management
  - DEAN provides both carrot and stick - $$$$, encouragement, motivation
- Core group of 'enthusiasts'
- Mentoring, peer support
  - Moving into new research area
  - Interest but lacking documentation and investigation skills
  - Double dipping – make teaching innovations count
- USQ Fellowships - building capacity – you can and should be doing this; you do have something to contribute
- Co-ordinates L&T professional development -> (L&T) 'research' professional development activities

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Road Blocks

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- "Scholarship" vs Research
  - Must publish to make 'investment' worth while
  - Peer reviewed; DEST reportable = RESEARCH
  - Learning and Teaching is *real* research
    - Based in literature and theory; rigorous; validated
- Novice to Expert
  - Incentive and encouragement to start –
  - Secondary research area needs more support ($$$$)
  - Generally rewards are provided at end but assistance needs to be at beginning of journey
- EERG success dependent on management support
  - Little access or input to a Centre
  - L&T practice and research would benefit from cross disciplinary input
- Lacking a pool of research assistants/assistance
- Not a lot of avenues for external money – need help in finding sources

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