

Teaching & Learning Centre



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Annual Report 2010

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Introduction

From the Director

Following a refocusing of priorities in 2009, the Teaching and Learning Centre was able to concentrate its efforts in three core areas in 2010: Academic staff development and services; student learning and development support; and providing foundation skills/enabling pathways to future and potential students.

In 2010 TLC assumed responsibility for Australian Learning and Teaching Council (ALTC) matters (see page 26) and the final stage of the ALTC funded Pursuing Excellence Initiative (page 30).

2010 also saw accelerated engagement of TLC in the UNE Flexible and Online Project (page 12).

2010 was a highly productive year for TLC. This Report outlines the programs, services and projects undertaken to deliver core and emerging/developing functions. It also details TLC's other responsibilities and research activities.

UNE staff are encouraged to contact TLC staff if any further information about any function, program, project or research activity is required. Staff information is provided at the end of this Report.

Dr Robyn Muldoon
Acting Director

Academic Staff Development and Services

Academic staff development and services includes staff training, multimedia support, academic development programs and projects, production and despatch of learning resources, assignment handling and copyright support.

Training

Coordinated by Catherine Clarke

Blackboard

Training and development on the use and management of UNE's main Learning Management System in 2009-2010, Blackboard, was offered throughout the year. Hands-on laboratory group sessions in Blackboard Essentials, Effective Discussions, and the use of Online Quizzes were offered to 83 participants. TLC staff also provided consultations and development support to individuals and discipline groups on specific aspects of teaching with the Blackboard software.

Open2Learning

Sarah Thorneycroft, Brian Landrigan

The Staff eLearning Commons was a new initiative in 2009 and the Open2Learning program continued to offer a successful program of hands-on tutorials, demonstrations and one-to-one consultations throughout 2010. The Commons, equipped with 12 dual-boot (Mac/PC) computers and a state of the art Smartboard, is available to all UNE staff for group and individual workshops and tutorials in a wide range of teaching and information technologies.

In a series of monthly programs throughout 2010, TLC offered a program that included sessions on podcasting, social networking, video and image production, blogging and a wide range of other technologies that can be used in online teaching and learning. Some 242 staff took advantage of sessions that included:

- Online Collaborative spaces
- Chat Clients in Distance Education
- Social Media in Education
- Audio Podcasting
- Podcasting PowerPoint Lectures in GarageBand
- Vodcasting 101
- Using SmartBoards
- Skype and Google Docs Demonstration
- Understanding eSubmission and TurnItIn
- Wimba Create
- Scenario based learning in Comic Life
- Demystifying Technology
- Prezi: Escaping the Powerpoint Grind

- Web-based Media Creation
- Exploring Open-Source Software
- Basic HTML for Academics
- Blogs@UNE - Setting up and using Wordpress blogs
- Using Media Sharing Sites
- Creating a Professional Presence Online
- Online Productivity

Media

Coordinated by Catherine Clarke

Iain MacKay, Johl Sue

The media team continues to be an integral part of academic development at TLC. In 2010 the team supported teaching development projects and related activities throughout UNE, taking a major role in new initiatives, such as the Assessment in the Round Program, as well as in such tasks as the redesign and maintenance of the TLC web page. Staff also took an active role in preparation for the introduction of the new learning management system (Moodle) to be introduced in 2011. In addition, multi- or rich media developments were undertaken in the design and production of online ‘trailers’ for teaching units, enhanced podcasts, and rich media teaching features explaining and exploring key unit concepts. Other specific areas of media development, production and services comprise:

Audio

Michael Partridge, Mark Dollin

Centre staff continued to provide a dedicated service for audio recording and podcasting of lectures throughout the teaching period, with a total of 2037 files (939 in Semester 1 and 1098 in Semester 2) recorded and processed for podcast in online units. This is a 30% increase on 2009 work. In addition, audio staff undertook other tasks, such as recording and production of overviews, commentaries, debates, and interviews as well researching applications and performing post-production editing and providing fieldwork recording advice.

Video

Steve Di Luzio

A range of video recording, production and editing services continued to be provided during the report period. These included the recording and post-production of a wide range of educational presentations and teaching sessions. The types of work undertaken included video recording and editing of seminars, key note presentations, promotional video features for the Faculty of The Professions and Arts and Sciences, field trip exercises, sign language features, vocational information in the disciplines, vodcasts for selected teaching units in education and the social sciences, guest lectures and workshops in the sciences and education.

Graphics

Ivan Thornton

Work in graphics again supported the developments above in video, multi- and rich media and included graphics design and development for brochures, fact sheets, display boards, online teaching units, posters, seminar flyers, cultural diversity resource materials and conference materials.

Academic Development

Coordinated by Catherine Clarke

Melanie Fleming, Sarah Thorneycroft, Brian Landrigan, Helen Fraser, Mitch Parkes, Ingrid Wijeyewardene, Natalia Tobin, Martin Collins, Helen Pendreigh, Kerryn Reeves

Induction

This program offers a set of activities designed to help new and returning academic staff establish themselves in their academic role at UNE. Participating staff have found it very useful in informing themselves of new developments and processes. The program, offered in 2010 before the beginning of Semester 1, consists of an orientation session where participants are introduced to a range of the resources and services they can draw upon for teaching and research. The topics covered include the e-Submission system, online teaching software, Academic Skills Office resources and services, educational copyright, Library services, Information Technology Directorate services and Research services. Staff can follow up on the session by taking part in other programs and workshops or by seeking a consultation with TLC academic development staff.

Teaching Flexibly at UNE

Research project see page 31

Following the orientation session, staff were able to enrol in 'Teaching Flexibly at UNE'. This set of workshops offers a more detailed and in-depth coverage of topics and issues of importance for teaching at university level than can be provided in the induction session. It includes workshops on assessment, student support, teaching culturally diverse students, educational copyright and various aspects of online teaching.

Some new staff may be required to complete this series as part of their probationary requirements. The program was subject to a self-review evaluation project during the year and a revised approach based on the findings is being developed for 2011.

Assessment in the Round

Catherine Clarke, Melanie Fleming, Sarah Thorneycroft, Brian Landrigan

Research project see page 31

This major initiative offered a year-long program to academic staff, giving them the opportunity to consider assessment 'in the round', from first concepts to feedback and from fundamentals to fine tuning of assessment design and management.

The program was planned to result in solutions for immediate application, development projects, resources, research and publication around the common theme of assessment.

Included in the program were:

- An ‘Assessment Roundtable’ offered both face-to-face and online
- A workshop series, ‘Navigating the Assessment Ring Cycle’
- Online skills workshops and tutorials focusing on assessment
- Development projects to improve assessment, including scenario based learning modules for Corporations Law and developing online unit quality standards
- A series of Showcases:
 - Assessing Graduate Attributes: Team Work
 - Assessing Graduate Attributes: Peer Assessment
 - Assessing Online: Technologies for assessment
 - Assessing in Diversity: International students
 - Assessing in Diversity: Accessibility
- Seminars with visiting and expert scholars, included:
 - ‘Speaking and listening on the multicultural campus’ with Dr Helen Fraser
 - ‘Enhancing higher degree research supervision in an intercultural context’ with Dr Judi Homewood from Macquarie University
 - ‘What’s the point of feedback in assessment’, with Professor Marcia Devlin from Deakin University.

Consultation

Academic Development staff have continued to provide consultations to individuals and groups in a number of areas, including lecture technique, online teaching design and standards, management of online teaching, assessment, the provision and interpretation of feedback, accessibility, multimedia enhancements for teaching, teaching NESB and International students, embedding graduate attributes, managing groups and group work and devising marking criteria.

Academic Development Projects

Staff of the Academic Development unit were engaged in an extensive array of development projects in 2010, both on a collaborative basis and working individually with staff in the Faculties to manage and develop teaching and learning initiatives across the University.

UNE Flexible and Online

Catherine Clarke, Sarah Thorneycroft, Brian Landrigan, Ingrid Wijeyewardene, Melanie Fleming, Iain MacKay, Ivan Thornton, Johl Sue, Steve DiLuzio, Michael Partridge, Mitch Parkes

There was an accelerated engagement of TLC staff and resources in this unfolding initiative, particularly towards the latter part of the year. Staff skills and expertise in the critical areas of online teaching development and training, academic skills and general student support, as well as other physical facilities and office space, have been contributed by the Centre to date.

Areas in which staff took part in 2010 included:

- Moodle orientation and training
- Learning Quality
- Training and Support
- Eportfolios
- Course Portals
- Revitalisation of Learning Projects
- Rich Media RFQ Evaluation (tender process)
- Student Access and Equity in Relation to Electronic Teaching and Learning (see below)
- Related assignment submission processes
- CDs rationalisation
- Related working party/special interest group participation (see page 28).

Online Standards Development Project

Catherine Clarke, Brian Landrigan, Sarah Thorneycroft

An online standards rubric was developed and trialed with a number of units in the BCSS programs. The descriptors proved very apt, providing guidelines for online unit evaluation and design development.

Student Access and Equity in Relation to Electronic Teaching and Learning Environments

Mitch Parkes and Cath Le Breton (Student Assist)

Research project see page 31

This is a two year project that began at the start of 2009. The aim of project is to explore the experience of students from equity backgrounds of the online learning and teaching environment at UNE. The project is being implemented in four phases: *Scoping and Data Gathering; Development and Review; Student Experience Survey and Analysis; and Project Write-up*. The project is currently in its final phase with a final report due early next year.

Central to the project was the creation and delivery of a survey of student experience online. Over 700 students across a range of equity groups responded to a survey of their experiences of the UNE online learning and teaching environment. Qualitative and quantitative analysis of the survey results has almost been completed. However, some preliminary findings can be reported here.

One survey question asked students with a disability to identify what they considered to be the greatest barriers to accessing the online learning resources at UNE. In total, 95 students answered this question with 119 unique responses being identified and coded for analysis. The barrier identified by the largest proportion of students (16%) was gaining access to fast, reliable and cost effective Internet services. This is an issue that is especially relevant in the light of current political circumstances.

Although such an issue may be largely out of control of the university, there are implications for students particularly as more of the university's core business moves online. The emerging evidence suggests that sensitivity is required when making decisions or implementing practices that impact upon the amount of data UNE students might be expected to download. Such practices have the potential to impact upon our students because internet service providers tend to charge for Internet access by the amount of data downloaded.

Results from this project are being passed on to all relevant parties to ensure that the university's Virtual Learning Environment (VLE) remains accessible to all members of the university's learning community.

Inter-Institutional Benchmarking Project

Brian Landrigan, Robyn Muldoon

TLC is participating in the Pilot Inter-Institutional Benchmarking Project which is being facilitated by the University of Southern Queensland. There are seven universities involved in the project: University of Southern Queensland, Charles Stuart University, Massey University, Central Queensland University, Southern Cross University, and Sultan Idris Education University, Malaysia. The project is designed to assess the institutions e-Learning and teaching practices by using the Australian Council on Open, Distance and E-Learning (ACODE) Benchmarks. UNE is conducting self-assessments of four of the eight benchmarks. These are: Benchmark 1 Institution policy and governance for technology supported learning and teaching, Benchmark 5 Professional/staff development for the effective use of technologies for learning and teaching, Benchmark 7 Student training for the effective use of technologies for learning, and Benchmark 8 Student support for the use of technologies for learning.

The self assessment process will be completed by the 4th March 2011. All participating universities will attend a summit on the 16th-18th May 2011 to conduct peer assessment and evaluation exercises.

Academic Leadership Program

Melanie Fleming

Research Project see page 32

A second cohort of staff completed the Academic Leadership Program in 2010. This program is primarily intended for Course Coordinators and Discipline Convenors; however it also provides a handover or succession planning function for those about to take on the role of Course Coordinator. All materials are available online and several staff completed the program by distance. The facilitators of this program presented a workshop by invitation at the Australian Universities Quality Forum in June this year on the leadership issues confronting the Higher Education sector that were discussed by participants in the program. Plans are in place to make the program available completely by distance mode in 2011.

Graduate Attributes

Melanie Fleming

Research Project see page 32

The Graduate Attributes Project at UNE has a 5 year implementation plan and is progressing steadily, with many disciplines and subject areas (for example BEPP, Science and Technology) having completed the (UNE FOL) project. Many staff across both Faculties took advantage of advice on how to incorporate graduate attributes into their units. There is now an approved package of resources relating to Learning Outcomes and graduate attributes available on the web for staff (these can be accessed through the TLC resources pages). At the recent University Learning and Teaching Futures Colloquium, several students attended a panel presentation where they commented on the significance of the graduate attributes to their development as students and as part of their future careers. This project will receive added impetus when the Discipline Standards project led by the Australian Learning and Teaching Council (ALTC) becomes integrated into practice; a report noting the significance of the Discipline Standards project and their links to graduate attributes development was sent to Academic Programs Committee (APC) earlier this year as an initial discussion point prior to the review of UNE's Graduate Attributes Policy.

Spoken Communication on the Multicultural Campus

Helen Fraser

Research project, see page 32

Begun in 2009, this project continued throughout 2010. With well over 100 staff and 600 internal students identifying themselves as being of non-English speaking background, UNE's Armidale campus is a genuinely multicultural environment. Conversations and other forms of spoken communication between people of English-speaking and non-English speaking background (ESB and NESB) are a daily occurrence. When they go well, as they often do, these interactions are of great benefit. On the other hand, there are various kinds of problems that can arise in intercultural spoken communication that can act as a significant barrier to education, as emphasised by Australian Universities Quality Agency (AUQA) Good Practice Principles. The information gathered in this research project was used to develop workshops, materials and strategies to build on those aspects that are already working well, and bring about improvement where this is needed.

Underpinning Success in Corporations' Law

Catherine Clarke, Helen Fraser, Brian Landrigan, Iain MacKay,

Ingrid Wijeyewardene

Research Project see page 33

This project took a scenario- or problem-based curriculum approach designed to help students acquire the skills that underpin success in the assessment for LS 391 *Corporations Law*, and thus in their future work as professionals. The project saw the development of online learning scenarios but was broadened to include tutorial assistance with speaking and listening and with other academic and presentation skills. An associated research project, which included an online survey as well as focus group research helped disclose information about the student experience that will be incorporated into the unit teaching and learning design.

Navigating 21st Century Education: Interactive and Collaborative Online Learning

Sarah Thorneycroft

This project was designed to trial the incorporation of web-based interactive and collaborative media blogging in distance education units. Four pilot units incorporated rich-media blogs as part of their assessment, using either a reflective journaling approach or shared media resourcing. Students were surveyed at the beginning and end of the semester to gauge attitudes and levels of engagement, which can then be mapped against assessment outcomes. The project will function as a model for other staff, as rich use of technology, particularly web-based tools for collaborative learning, are traditionally under-utilised at UNE.

Rich Media Features Development for Online Teaching

Brian Landrigan, Sarah Thorneycroft, Iain MacKay, Ivan Thornton, Johl Sue, Steve DiLuzio, Michael Partridge

A number of additional multi- and rich media projects combining graphics, video and audio, were completed in the year, with staff in the Unit working to create teaching and learning features for use in teaching programs and units, such as the Graduate Certificate in Mental Health, QM 161 Quantitative Methods, MATH 120 Basic Mathematical Methods in Science and Economics, SOCY 382 Sociology of Sex and Sexuality as well as for a range of units in Health, Geography, Linguistics, Music, Chemistry, Politics and Archaeology.

Epigeum

Melanie Fleming

The final review and implementation phase of Epigeum, an online resource designed to provide academics with a self-paced development using online technologies to support teaching and learning was completed this year. This project was part of a joint initiative with universities in Britain and Australasia initiated in 2009. UNE contributed to the review and evaluation of these resources.

e-Submission/Turnitin

Garry Edmonds

The e-Submission system was further upgraded by ITD in 2010 to allow assignment printing to be managed by staff in the Printery and TLC. This made the system more efficient and has been a benefit for those staff wishing to mark in hardcopy as assignments are now distributed to schools as quickly as possible. TLC and Printery staff worked with ITD on the design of the interface and testing.

CDs no more

Garry Edmonds

The UNE Learning Materials Policy supports the use of CDs only where materials require high bandwidth media (including, excessively large PDF files, audio files, video files, animations, etc.). A joint project is underway with the UNE FOL to phase out the use of CDs. The phase out is expected to coincide with the introduction of Moodle in Semester 2, 2011.

Learning Materials Templates

Garry Edmonds

TLC maintains a set of Word templates used for creating learning materials. This year the templates have been updated to bring their look and feel in line with the latest UNE branding. Materials produced in these templates will be made available from Summer Semester 2010-2011.

Option to Purchase Printed Copies of CDs

Garry Edmonds

This year the Teaching and Learning Centre, in conjunction with the United Campus bookshop, offered for sale printed copies of selected learning material CDs. These books included all printable items from the CD including readings and were sold at cost price. Books for 187 units were made available for sale in Semester 1 and 199 in Semester 2. Sales for these semesters were 423 and 349 respectively. Total sales compared to the number of CDs distributed to students that were still enrolled by census date were 4 percent.

Teaching Development Grants

The objective of this scheme is to support the University's strategic objectives in teaching and learning. To that end, allocations of funds have been provided through the ProVice-Chancellor (Academic) for development projects aimed at: encouraging and fostering innovation in teaching, learning and assessment; improving teaching and learning through innovative projects which have practical outcomes; promoting scholarly teaching; and maximising the wider implementation of existing products or practices. Projects administered by TLC and successfully completed in this report period included:

- Research can be fun: Using an interactive environment for qualitative methods teaching (G. Hawkes, BCSS)
- Aligning teaching strategies with changes in learning styles (J. Wilkes, Environmental and Rural Science)
- Effective eLearning Design for GEPL 352/452 *Changing Communities: Development Planning* (B. Rugendyke, Geography and Planning).

Scholarship of Teaching and Learning

Talking Teaching

A special interest group was established in order to promote sharing of practice and establishment of Teaching & Learning research across UNE. The Talking Teaching sessions facilitated discussion about T&L research and created a network of researchers with similar interests across the institution. A subsidiary aim of the sessions was to encourage staff to present at the University Learning and Teaching Futures Colloquium.

Teaching & Learning Research Methods

Following on from the Talking Teaching sessions and the success of the University Learning and Teaching Futures Colloquium, a series of seminars on research methodologies applicable to T&L research was established in 2010 and will continue in 2011. The sessions to date have focused on Quality Criteria for T&L Research, and the use of multivariate statistics in T&L Research. A supporting research methodology workshop on Action Research was provided by Associate Professor Tom Maxwell.

New England Educational Research Group (NEERG)

The culmination of a range of projects at TLC, particularly the ALTC funded Promoting Excellence Initiative (see page 27), is the New England Educational Research Group (NEERG). This group has been established to acknowledge and support staff interested in developing their leadership in the areas of T&L. Foundation members from a range of Schools across UNE have joined the group. The group has affiliations with the Higher Education Research group (HERG, at Deakin University) and the Educational Research Group of Adelaide (ERGA located at the University of Adelaide).

Learning Resources

Coordinated by Garry Edmonds

Production

Culshi Woodward, Robyn Halloran, Trin Truscett, Coralie Rendalls, Leone Fuller, Guy Tinsey

The Learning Resources team continued producing materials in print and CD. During 2010 around 40 percent of units had learning materials provided on CD. Approximately 25 percent had an item supplied in print and the remaining 35 percent had the material provided online.

Materials for most online units were uploaded by school staff whilst printed material and CDs were processed by the TLC. As UNE moves away from supplying materials on CD or in print and the introduction of a new LMS (Moodle), the role of the team is changing and will include support and assistance for school staff for their online units in the future.

Despatch

Rosie Fuller, Tania Clarke, David Cameron

The TLC Assignments/Despatch team continued to record and distribute assignments that were received at UNE by post. UNE continued to provide a printing facility, whereby Unit Coordinators are able to have assignments printed and forwarded to them for marking. TLC distributes these assignments via the internal mail. Marked hardcopy assignments are returned by the team to students. While some markers chose to mark electronically, the majority of assignments were marked in hardcopy. With the implementation of Moodle for Semester 2, 2011 it is expected that the current e-Submission system will no longer be used. It is planned that it will be replaced with the assignment system built into Moodle and a UNE module that integrates with Moodle to allow the option for Unit Coordinators to print assignments in order to mark on paper.

The Flexible and Online Learning Project has plans underway to develop this module to facilitate assignment printing as well as allow for assignments that are received and/or returned in hardcopy.

Copyright Office

Berenice Scott, Sharon Marshall

The Copyright Officer routinely cooperates with sections of the University to provide copyright support. During 2010 this has included: the Library, e-Reserve, the Textbook Committee, Ruili and other sections of the University with specific copyright needs. Interaction with the Legal Office and the Deputy Vice-Chancellor (Research) is important, especially when a response is required to individuals and organisations seeking to make use of University of New England copyright, or when corporative agreements entered into by the University challenge the conventional ways in which third party copyright may be used under licence.

General copyright training sessions were offered throughout the year as required, to provide the opportunity for staff and students to learn about their copyright obligations and rights.

The Screenrights Survey was successfully completed in the first part of 2010.

In August 2010 the decision was taken to move the Copyright Office to Dixson Library. This move was completed in October 2010. As always the Copyright Office web pages are updated to reflect changes to copyright and specific requests can be directed to the Copyright Officer.

Student Learning and Development

Coordinated by Ingrid Wijewardene

TLC provides a wide range of learning support to suit specific needs of both UNE's on- and off-campus students. Our programs follow the study calendar and therefore provide relevant and varied types of academic support for both undergraduate and postgraduate students who require particular assistance with their academic skills or wish to further develop their tertiary literacy skills in general.

Academic Skills Programs

Ingrid Wijewardene, Natalia Tobin, Helen Pendreigh, Debby O'Brien, Martin Collins, Belinda Cutting, Yvette Cases-Brohmer, Esther Watt, Ken Fraser

tUNEup from Home

Research project, see page 37

In January, TLC commenced 2010 with its highly acclaimed and award winning *tUNEup from Home* University Preparation Course. *tUNEup from Home* is a free three-week online preparation course for commencing students and others as identified and referred by their lecturers. The course is designed to introduce students to university culture and the requirements of tertiary study, with particular focus on academic writing.

In August, 2010, Dr Jacques van der Meer from the University of Otago, NZ, visited the Centre to look at *tUNEup* as a good practice model for academic literacy preparation for commencing students with the intention of implementing a similar program at Otago.

Orientation Academic Skills Fair

In 2010, the TLC again coordinated the Academic Skills Fair during Orientation. The day-long program assists students with the transition to university. TLC staff also participated in the *Toolkit for Success* and the *Parents Information Panel* during the Orientation period, contributed to mid-year orientation and had a strong presence in the *International Orientation* program.

ASP Training and Support

TLC staff ran a two day training program in February for 48 Academic Support Persons in the UNE Residential System. This program is designed to support the growth and maintenance of learning communities in the residences and the promotion of the culture needed to sustain it. TLC staff provided ongoing support and guidance to the student leaders throughout the year in relation to learning support, study skills and study groups.

Academic Skills Workshops

In 2010, TLC ran a series of *Successful Assignment Writing* workshops on-campus and via video link to UNE's Access Centres as an extended academic skills orientation program. In the lead up to the examination period, an *Exam Preparation* workshop was also held.

Online Resources

TLC continues to maintain its already strong online presence. The academic skills website [www.une.edu.au/aso] offers a series of online tutorials (*tUNEup* your academic skills), fact sheets, relevant links, news and other online resources which all assist new and existing students achieve improved outcomes. In 2010, TLC staff also participated in the UNE's student blog (*Insider's Guide to UNE*).

24/7 Support

Throughout 2010, TLC continued its one-to-one student support delivered through in person (150), on the phone (22) and online (578) consultations. There was also a dedicated team for international students which conducted one-to-one and group consultations for both undergraduate and postgraduate international students. In 2010, TLC continued its use of UNE's SRM (Student Relationship Management) system (*Right Now*) which records interactions with students and transfers student enquiries in one official channel.

Related Academic Development

Throughout 2010 TLC provided support to academic staff through curriculum development collaboration aimed at embedding learning support, development of learning support resources for staff, and by delivering lectures to students in term time and intensive schools on academic writing and study skills. TLC learning support staff were also involved in the UNE FOL new and revitalised units development.

International Student Support

Ingrid Wijeyewardene, Natalia Tobin, Debby O'Brien, Yvette Cases-Brohmer, Esther Watt, Ken Fraser

In 2010, TLC continued its suite of support mechanisms for international students (NESB). The early intervention program, special tutorials, *tUNEup International* and the unit *FNDN 300* (see *Foundation Skills* below, page 25) continued in 2010. Ongoing related academic development activity is critical for the potential effectiveness of these programs to be fully realised as they need to be viewed by students as an integral part of their studies rather than an optional 'add-on'.

Support for academic staff working with international students continued in 2010, and TLC was able to deliver a number of lectures and workshops for both the students and academic staff to facilitate the process of making UNE a truly global classroom. In addition, in 2010 TLC staff continued to collaborate with the English Language Centre and the Schools to ensure an integrated and seamless approach to the English language policy, academic programs and teaching and learning of international students.

Early Intervention

UNE's *Early Intervention Program*, a joint strategy of UNE International, the School of Business, Economics and Public Policy, the School of Law and TLC, was coordinated by TLC staff who conducted classes in discipline-specific English and academic skills in Accounting, Economics, Management, Marketing and Law. In 2010, approximately 120 international students identified as being at risk of unsatisfactory academic performance were contacted by ASO staff.

Special tutorials, Academic Development and Staff Liaison

In addition to the *Early Intervention* classes, and in conjunction with the relevant Schools and unit coordinators, TLC conducted special unit-based classes for international students in Principles of Corporation Law, Taxation Law, Organisational Behaviour and Contemporary Management.

Tertiary Literacy Assessments

Robyn Muldoon, Martin Collins, Ingrid Wijeyewardene

Research project, see page 27

The Tertiary Literacies Assessments (TLA) continued to run in 2010. The TLA is a non-compulsory, self-assessment diagnostic tool provided to all beginning UNE students. The goal of the TLA is to help inform students of their academic strengths and weaknesses. In 2010 the TLA was conducted as a series of quizzes provided to students via the LMS (Blackboard). The quizzes comprised four sections: Academic Writing, Information Literacy, Numeracy and Computer Literacy. An academic integrity module aimed at assisting students to understand and avoid plagiarism has been developed in 2010 in readiness for 2011. This module will assist students to become aware of acceptable and unacceptable academic practices and engage with the policy as well as the numerous resources on plagiarism and academic misconduct available on the UNE website.

New England Award

Robyn Muldoon, Alicia Zikan

The New England Award is a program which encourages and recognises students' extra-curricular achievements. The objective of the program is the enhancement of personal and professional skills, including the UNE Graduate Attributes. 140 students have graduated with the New England Award with another 18 students listed to receive the Award at their Spring 2011 graduation ceremonies. There are currently 1062 students registered to participate in the program, with 582 of these being off-campus students. Our off-campus students are located across Australia. We also have students participating from Japan, Russia, Italy and the United States.

An ALTC Citation was awarded for the New England Award (see page 26).

Student Learning Support Projects

Referencing Styles

Natalia Tobin

In 2010, TLC developed online referencing resources as part of the student learning support website. These resources are designed to provide interactive online tools which will aid learning and applying the various referencing styles used at UNE and will assist students with their understanding of writing and citing conventions and academic culture and discourse. The work on the Referencing Website is scheduled to be completed by first semester 2011.

In November, 2010 Academic Board endorsed a proposal to move away from the UNE referencing style to established styles of referencing such as APA, AGPS, MLA or Chicago. Links and activities in the referencing resources reflect the referencing systems selected by each school/ discipline.

Academic Integrity Self-Test Module

Ingrid Wijeyewardene, Martin Collins, Natalia Tobin, Debby O'Brien, Esther Watt

The new UNE policy on Student Coursework Plagiarism and Academic Misconduct makes provision for a self-testing module for all coursework students. In second semester 2010, ASO staff began drafting this self-test module to be offered to students in tandem with the TLA from the beginning of Semester 1, 2011. The module, to be presented initially as a Blackboard quiz, will ensure students become aware of acceptable and unacceptable academic practices and engage with the policy as well as the numerous resources on plagiarism and academic misconduct available on the UNE website.

Foundation Skills/Enabling Pathways

Robyn Muldoon, Ingrid Wijeyewardene

TLC became involved in teaching foundations skills units with the launch of the Pathways Enabling Program in 2008. TLC coordinates and teaches two non-credit foundation units (FND101, and FND102) within the Pathways Enabling Course. A new foundations skills unit (FNDN 123: Digital Literacy: Learning to Learn with Computers) was developed in 2010 to be offered as an elective in the Pathways Enabling Program from Semester 1, 2011. In 2010, the upper-level academic literacy unit, PDL300 (Advanced Academic and English Literacy Skills), underwent a name change to FNDN300 (Advanced Academic Skills and Professional English). This unit is offered to international students.

Pathways Enabling Program

Coordinated by Ingrid Wijeyewardene

The UNE Pathways Enabling Program is a program of study for students without the educational background for admission to an undergraduate course at UNE. The program consists of four units of study: the foundation units described below and two electives which can be accredited to the destination degree.

Enrolments in 2010 have remained strong: 230 commencing in Semester 1, 2010 and 180 commencing in Semester 2, 2010. In 2010 the decision was taken to transfer the coordination of the Pathways Enabling Program to UNEPartnerships. 2011 will be a transition year in which the Program and core units (described below) will remain with the TLC whilst the units undergo a three year review.

FNDN 101

Foundation Skills for University Learning 1 covers aspects of academic literacy and the requirements of successful university study; basic information literacy related to finding, selecting and using information; essential computer and internet skills to facilitate effective learning; and the basic numeracy and statistical skills required in first year units of study.

FNDN 102

Foundation Skills for University Learning 2 builds on the literacies covered in FNDN 101: Academic Literacy, Information Literacy; Numeracy and Statistical Literacy, and Computer and Internet Literacy.

FNDN 123: Digital Literacy: Learning to Learn with Computers

Martin Collins

Digital literacy skills are essential to becoming an independent lifelong learner. This unit, under development in 2010 for 2011, will cover how to efficiently organise and manage electronic filing systems, use advanced features of a variety of communication tools, find and evaluate information on the internet, and participate effectively in a global community. This unit will be an elective in the Pathways Enabling Program in 2011.

Foundation Skills for International Students

FNDN300: Advanced Academic Skills and Professional English

Coordinated by Debby O'Brien

FNDN300 Advanced Academic Skills and Professional English is a 6-credit point elective unit specifically designed for all commencing international students. The unit focuses on development of both academic and English language skills with particular emphasis on professional English language skills. The relevance of the unit is further emphasised by the fact that it is closely related to the other units the students are studying in the same semester as it links the language, research, writing and critical thinking directly to those units. In addition, the unit provides pastoral care for those newly arrived students as it assists them to adjust to their new life in Australia and particularly to their new roles as university students. In 2010, 80 students were enrolled in the unit in Semesters 1 and 2.

Other Foundation Units

FNDN301: Advanced Academic Skills in Critical Contexts

Natalia Tobin

FNDN301 Advanced Academic Skills in Critical Contexts is a 6-credit point elective unit to be offered in the Bachelor of Training and Development and the Bachelor of Organisational Leadership. The unit will develop and contextualise cross-cultural communication, research, critical analysis, negotiation and academic skills within a wide range of academic and professional contexts. The unit will be offered to students from Semester 1, 2011.

International Pathways Enabling Program

Robyn Muldoon, Ingrid Wijeyewardene

The aim of this program is to equip international students with the language skills, tertiary literacy skills and confidence required for university study plus provide an enrolment pathway. Writing of the units has commenced, but was put on hold in Semester 1 due to implementation constraints.

Australian Learning and Teaching Council (ALTC) Activities at UNE

Cathryn McCormack, Melanie Fleming

The ALTC aims to promote and advance learning and teaching in Australian higher education. In 2010, UNE continued to actively engage with the range of ALTC programs, in particular the Citations for Outstanding Contributions to Student Learning, and the Grants Program.

Citations Awarded:

Dr Robyn Muldoon, Teaching and Learning Centre

For leadership in the development of the New England Award, an innovative program which fosters students' personal and professional development at university through extra-curricular activity.

Associate Professor Russell McDougall, School of Arts

For sustained commitment to and demonstrated excellence in creating innovative, empowering and challenging online learning communities to enhance students' distance learning in Literature Studies.

Grants Awarded with UNE as Lead Institution:

Dr Carina Bossu, DE Hub

Adoption, use and management of Open Educational Resources to enhance teaching and learning in Australia.

Sue Gregory and Yvonne Masters, School of Education

VirtualPREX: innovative assessment using a 3D virtual world for pre-service teachers.

Dr Laurence Tamatea and Dr Keita Takayama, School of Education

TKNe: a transnational knowledge network in education that facilitates internationalisation.

Professor Stephen Colbran, School of Law

ReMarks PDF markup editor Stage 3 (out of round funding).

Grants Awarded with UNE as Partner Institution:

Associate Professor Jennifer Clark, School of Humanities

After Standards: Engaging and embedding history's standards using international best practice to inform curriculum renewal. Led by the University of New South Wales.

Professor Graham Webb, Dr Robyn Muldoon and Deb Martin

Teaching Standards Framework.

Led by Macquarie University

Associate Professor Stephen Tobias and Dr Pep Serow, School of Education

Building the Culture of Evidence-based Practice in Teacher Preparation for Mathematics Teaching.

Led by the University of Tasmania

Dr Robyn Muldoon

Enabling retention: Processes and strategies for improving retention in university-based enabling programs.

Led by the University of Newcastle

Promoting Excellence Initiative (PEI)

Robyn Muldoon, Melanie Fleming, Cathryn McCormack

The aim of this ALTC funded project was to encourage engagement in the scholarship of teaching and learning. TLC took on responsibility for the completion of this project in 2010. The feature activity was the University Learning and Teaching Futures Colloquium (ULT-Futures). This highly successful event, held 8-9 September, brought together 75 people from UNE and externally for the purposes of presenting research, case studies and theoretical approaches into the scholarship of teaching and learning. Other PEI activities included developing support material and workshops for ALTC grant and citation applicants and in writing up teaching and learning research.

Other Responsibilities

School Review Administrative Support

Kerryn Reeves, Sue Rutten

TLC's administrative staff provide administrative support and coordination for the two school reviews held each year. In 2010, the School of Environmental and Rural Science was reviewed in June and the School of Law in November. This administrative support includes the arrangement of panel membership and associated travel, accommodation and catering requirements, and organisation of venue, interviews and timetabling.

Boards/Committees/Working Parties

- Australiasian Council for Open, Distance and E-Learning (ACODE)
Robyn Muldoon
- Council for Australian Directors of Academic Development (CADAD)
Robyn Muldoon
- Academic Board
Robyn Muldoon
- Teaching and Learning Committee (Academic Board)
Robyn Muldoon
- Academic Programs Committee (AB)
Robyn Muldoon
- University Project Management Panel
Robyn Muldoon
- Web Steering Committee
Robyn Muldoon
- Learning Outcomes Working Party (APC)
Melanie Fleming
- E-research Working Party
Melanie Fleming
- UNE FOL
 - SDVC-DVCA's FOL Project Group
Robyn Muldoon
 - UNE FOL Programme Working Group
Robyn Muldoon, Garry Edmonds
 - Revitalising Learning Program Advisory Group
Catherine Clarke, Ingrid Wijeyewardene

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- Flexible and Online Policy and Processes Working Party
Catherine Clarke
 - Moodle Project Team
Sarah Thorneycroft, Brian Landrigan
 - Moodle Staff Support
Coralie Rendalls, Martin Collins
 - Learning Design and Development Group
Sarah Thorneycroft, Brian Landrigan, Martin Collins
 - Course Portals Group
Melanie Fleming, Johl Sue
 - E-portfolio Design and Development Group
Brian Landrigan
 - FOL Change Champions
Garry Edmonds, Sue Rutten
 - Open Day / Life @ Altitude Working Group
Rose Cutts
 - Student Experience Prioritisation Group
Rose Cutts
 - Disability Working Group
Robyn Muldoon
 - ALTC Grants Committee
Robyn Muldoon, Cathryn McCormack
 - ALTC Awards Committee
Robyn Muldoon, Cathryn McCormack
 - ACODE
Robyn Muldoon, Catherine Clarke
 - CADAD
Robyn Muldoon
 - Enrolment Steering Group
Garry Edmonds
 - Learning Commons Management Committee
Ingrid Wijeyewardene
 - Student Access and Equity Committee
Ingrid Wijeyewardene

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- Orientation Committee
Ingrid Wijeyewardene, Martin Collins, Rose Cutts
 - Student Coursework Plagiarism, Academic Misconduct and Behavioural Misconduct Policies
Ingrid Wijeyewardene
 - JMP Monitoring and Evaluation Sub-Committee
Cathryn McCormack
 - Universities Australia Copyright Forum
Berenice Scott
 - Textbook Committee
Berenice Scott
 - IP Committee
Berenice Scott
 - Faculty of Arts and Sciences Teaching and Learning Committee
Melanie Fleming

Research Activity

Research Projects

Coordinated by John Evans and Alicia Zikan

Improving the Professional Development for University Teaching at the University of New England (Teaching Flexibly at UNE evaluation)

Catherine Clarke, Jacqueline Reid

There is extensive reporting of a range of academic staff development programs in the literature. However, there is limited research into the effectiveness of non-accredited short courses offered by many institutions in terms of long-term impact on the academic's approach to teaching and subsequently on student learning. An ongoing conundrum for staff involved in the induction and professional development of academic staff is the issue of attention and anxiety overload in the critical first period of their employment. This is a time when the challenges of teaching, research, administration and establishing oneself in a new collegial environment are most acute. This research project was designed to elicit the views of new (or newly returning) teaching staff with regard to the professional development they had received and, based on the findings, to redesign the Centre's program accordingly in 2011.

Assessment Both Ways

Catherine Clarke, Melanie Fleming, Brian Landrigan, Ingrid Wijeyewardene, Helen Fraser, Mitch Parkes, John Evans, Alicia Zikan

Some of the most significant components of an academic's workload are those of designing, managing and marking assessments. Assessment is also a prominent feature of the shared discourse of students and teachers, a discourse concerned with both strategy and anxiety — from both perspectives. Assessment plays a critical role in determining the quality of student learning, as does its necessary component, feedback. This project seeks to provide data to improve assessment practice at UNE by addressing a basic need for information about the respective views of teaching staff and students about the nature, purposes and usefulness of assessment and feedback. An online survey was designed which staff and students were invited to complete. The information that emerges from the analysis will be used to guide the design of professional development programs and academic research and development projects to improve teaching and learning in 2011.

Student Access and Equity in Relation to Electronic Teaching and Learning Environments

Mitch Parkes

This is a two year project that began at the start of 2009. The aim of project was to explore the experience of students from equity backgrounds of the online learning and teaching environments at UNE. The project has been jointly managed by Student Assist and the Teaching and Learning Centre.

The project has been implemented in four phases: Scoping and Data Gathering; Development and Review; Student Experience Survey and Analysis; and project write-up. The project is currently in the final Project Write-up stage.

During 2010, students from a range of equity backgrounds which included students with disabilities, indigenous students and students from rural and remote areas, were surveyed to in order to collect and assess their experience of the university's Virtual Learning Environment (VLE). One of the aims of this survey was to try to determine the main barriers affecting students' access to the university's VLE. Survey results indicated that these barriers fell into seven broad categories: connection issues external to the institution; connection issues internal to the institution; the formats of unit materials; issues associated with students' personal circumstances; issues associated with student confidence and competence in using technology; issues associated with the provision of support and issues associated with the implementation of the VLE. The final project report intends to address each of these categories of barrier and provide recommendations on how each might be overcome.

Academic Leadership Program

Melanie Fleming

Research into academic leadership indicates that staff have diverse views of leadership in higher education and attitudes about how to develop such skills. A series of interviews have been conducted that identify a range of activities where staff could regard themselves as leaders. The research also indicates that staff may not necessarily see themselves as leaders and that the ability to identify and develop leadership capability is complicated by ad hoc development efforts.

Information Literacy (Graduate Attributes)

Melanie Fleming

Research into information literacy examines the connection between study and practice. A critical incident approach to generating likely practice scenarios is used to inform curriculum design, development of instructional materials and assessment. A combination of survey, interview and observational research will explore the specific skills required of professional pharmacists when it comes to information seeking; this will create more real world examples for students.

Spoken Communication on the Multicultural Campus

Helen Fraser

This project seeks to improve spoken communication between students and staff of English-speaking and non-English speaking background (ESB and NESB) in lectures, tutorials and official and casual conversations.

Results of a survey run in late 2009 have been written up and accepted for publication (pending revisions currently in progress) in the *Journal of Academic Language and Learning*, and also used as the basis of workshops and other activities throughout 2010 to assist both ESB and NESB members of the university community to be more effective and confident communicators in intercultural speaking and listening situations.

Teacher Attitudes to International Students who have difficulties with English /r/ and /l/

Helen Fraser

This project uses the notoriously difficult r/l contrast as a test case for development of a new cognitively oriented theory of second language pronunciation teaching. It started with a survey to ascertain current teaching practices, and continued with an ongoing series of informal experiments to find what teaching practices are most effective for students of different backgrounds and with different learning styles. Two publications directly arising from this project are currently under review, while several others have referred to it indirectly.

Underpinning Success in the Real World of Corporations Law

Catherine Clarke, Helen Fraser, Brian Landrigan, Iain MacKay, Ingrid Wijewardene, Kip Werren

The aims of this project were to explore students' views of how parts of the unit LS391 Corporations' Law help them learn about the subject and to identify factors that might be improved to assist learning. Students were asked to participate in a focus group interview of about 45 minutes. One group interview was held at the beginning of the unit, with a further session close to the end of the semester. Complementary information was sought through online survey. The information and insights gained will contribute to guidelines for teachers of this and related subjects for best promoting student learning.

Pharmacy and Information Literacy Skills

Melanie Fleming

The information literacy skills of students studying in the pharmacy program and of practicing pharmacists are investigated as part of a study exploring the use of information in professional practice settings. This research project has previously focused on students' information literacy skills and has moved into the second stage of collecting "critical incidents" related to the use of information to support decision making in practice. The research is part of a collaborative project with staff teaching UNEs pharmacy program at UNE and staff at Griffith University.

Designing with Technology: Student use of BIM

Melanie Fleming

As part of a joint research project with colleagues in the design disciplines, this project explores students' use of Building Information Modeling (BIM) applications to support the design process. BIM is an industry standard method of designing for example, buildings and offers the opportunity to collaborate with other students or professionals to create virtual models or prototypes. The extent to which students capitalise on these features of the applications that support BIM is the subject of this study, as is designing effective learning environments to support student transition into professional practice.

tUNEup from Home Evaluation

Ingrid Wijeyewardene, Helen Pendreigh, Martin Collins

tUNEup from Home is an innovative, multi-skill, online university preparation program that enables on- and off-campus students to develop academic literacy, technical competencies and learning skills that prepare them for university studies. This project seeks to gain valuable feedback from students who have completed the tUNEup from Home course. Many of the students who have participated in the course have since completed some or all of their university studies. We will ask these students to reflect on how tUNEup from Home helped prepare them for their university studies and how it may have impacted on their learning and results.

Qualitative Research Methods

Brian Landrigan, Mitch Parkes, Gail Hawkes

This proposal seeks to develop a transferrable skills based unit to replace the traditionally taught teacher student model. A pilot will be conducted first semester 2011 to determine the effectiveness of the changes and whether any modifications are required for delivery in 2012.

An examination of Group Work in an Online Business Management Unit

Brian Landrigan, Mary-Louise Conway

A survey of student experiences with online group work was conducted to guide the future development of the unit. The results will be analysed as part of a consultative process and recommendations will be made on the most effective method for online group work.

Publications and Conference Presentations

Publications

Adlington, R., **Parkes, M.** & Unsworth, L. (in press), 'Herding cats: The collection, classification and analysis of web-based content for online researchers', in *Proceedings of the 5th Annual Faculty of The Professions Postgraduate Research Conference: Bridging the Gap between Ideas and Doing Research*, 5-9 July 2010, University of New England, Armidale.

Clarke, C., Wijeyewardene, I., Landrigan, B., MacKay, I., Fraser, H. & Werren, K. 2011, Underpinning success in the real world of Corporations Law, *The Law Teacher: The International Journal of Legal Education*, v. 46.

Fleming, M. 2010, Rethinking cultural awareness training in the health professions: insights from medical students' attitudes. In proceedings of ULT Futures Colloquium 2010 University of New England. Paper available at <http://www.une.edu.au/altc/ult-futures/documents/ULT-Futures-2010-Fleming.pdf>

Fraser, H. 2010, 'Cognitive Phonology as a tool for teaching pronunciation'. In *Fostering Language Teaching Efficiency through Cognitive Linguistics*, eds. Sabine De Knop, Frank Boers and Teun De Rycker. Berlin: Mouton de Gruyter.

Fraser, H. 2010, 'Transcripts in the legal system'. In *Expert Evidence (Chapter 100)*, eds. Ian Freckelton and Hugh Selby. Sydney: Thomson Reuters.

Fraser, H. 2010, Teaching suprasegmentals like the stars. *Speak Out! (LATEFL)* 43.

Fraser, H. (in press) 'Phonetics and phonology'. In *Routledge Handbook of Applied Linguistics*, ed. James Simpson. New York: Routledge.

Fraser, H. (in press) 'Language analysis for the determination of origin (LADO)'. In *Encyclopedia of Applied Linguistics*, ed. Carol A. Chapelle: Wiley-Blackwell.

Fraser, H. 2010, 'Speaking of speech: Developing metalanguage for effective communication about pronunciation between English language teachers and learners'. In *Proceedings of the International Conference on English Pronunciation: Issues and Practices, Chambéry, France 3-5 June 2009*, ed. Alice Henderson. Chambéry: Université de Savoie.

Muldoon, R. 2010, 'What does a Professional Doctorate look like?' *ergo: The Journal of the Educational Research Group of Adelaide*, 1(3): 35-43.

Muldoon, R. 2010, Tertiary student leadership training: A case study, in P. Cunningham & N. Fretwell (eds) *Lifelong Learning and Active Citizenship*. London: CiCe, pp593-601.

Muwanga-Zake, J. W. F., **Parkes M.** & Gregory, S. 2010, 'Blogging at university as a case study in instructional design: Challenges and suggestions towards professional development', *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 2010, Vol. 6, Issue 1.

Parkes, M., Reading C. & Stein, S. 2010, 'eLearning: How difficult can it be?' in Gronn, D and Romeo, G.I. (eds) *ACEC2010: Digital Diversity. Conference Proceedings of the Australian Computers in Education Conference 2010*, Melbourne, Australian Council for Computers in Education (ACEC) and Information and Communications Technologies in Education, Victoria (ICTEV), Carlton Victoria.

Wijewardene, I. 2010, 'Academic writing in Thai: The research article', in *Proceedings of the 4th Annual Postgraduate Research Conference*, Faculty of the Professions, University of New England, Armidale.

Conference Presentations

Collins, M. 2010, Australian digital divide: methods for deploying unit content. Workshop presented at the University Learning and Teaching Futures Colloquium, University of New England, Armidale, 8-9 September.

Fleming, M. 2010, Rethinking cultural awareness training in the health professions: insights from medical students' attitudes. Paper presented at ULT Futures Colloquium, University of New England, Armidale, 8-9 September.

Fleming, M. 2010, Best practice strategies for teaching and learning - diverse contexts and determining strategies. Roundtable discussion presented at ULT Futures Colloquium, University of New England Armidale, 8-9 September.

Fleming, M. 2010, The graduate of the future. Roundtable discussion presented at ULT Futures Colloquium, University of New England, Armidale, 8-9 September.

Fraser, H. & Wijeyewardene, I. 2010, Speaking and listening in the multicultural university, Workshop presented at the University Learning and Teaching Futures Colloquium, University of New England, Armidale, 8-9 September.

Gard, S. Kumarasuriyar, A. **Fleming, M.** & Nielsen D. 2010, Australian trends in the use of BIM technology and their implications for design education and research. Paper presented at the Design Principles and Practices 5th International Conference.

Landrigan, B. 2010, Using online scenario-based learning modules to assist NESB students studying Corporations Law. Paper presented at Ascilite, Sydney 2010.

McCormack, C. & Guppy, M. 2010, **What's your problem? Using a PBL approach to identify educational research problems.** Workshop presented at ULT Futures Colloquium, University of New England, Armidale, 8-9 September.

McCormack, C. & Prior, R. 2010, **What does teaching excellence mean in your discipline?** Workshop presented at ULT Futures Colloquium, University of New England, Armidale, 8-9 September.

Muldoon, R. 2010, The New England Award: Empowering and rewarding students' talents. Paper presented at the Fifth European Conference on the First Year Experience, 26-28 May, Plantijn Hogeschool University College, Antwerp, Belgium.

Muldoon, R. 2010, Tertiary student leadership training: A case study. Paper presented at the Twelfth Annual CiCe Network Conference: Lifelong Learning and Active Citizenship, 20-22 May, Universitat Autònoma de Barcelona, Spain.

Nielsen, D., **Fleming, M.**, Kumarasuriyar, A. & Gard. S. 2010, Digital Design Communication: Measuring Learner Technological Prowess and Self Efficacy in Problem Resolution. Paper presented at INTED, Valencia, 8-10 March.

Pendreigh, H. & Wijeyewardene, I. 2010, *tUNEup from Home* University Preparation Course: An innovative practice to support first year students. Paper presented at the First Year in Higher Education Conference, Adelaide, 27-30 June.

Pendreigh, H. & Wijeyewardene, I. 2010, *tUNEup from Home* University Preparation Course: Assisting students with learning in higher education, Paper presented at the University Learning and Teaching Futures Colloquium, University of New England, Armidale, 8-9 September.

Thorneycroft, S. 2010, Navigating 21st century education: A practical integration strategy for interactive and collaborative learning. Paper presented at ULT Futures Colloquium 2010, University of New England, Armidale, 8-9 September.

Thorneycroft, S. 2010, Practical integration strategies for developing interactive and collaborative learning experiences. Workshop presented at ULT Futures Colloquium 2010, University of New England, Armidale, 8-9 September.

Achievements

Awards

TLC Bilby Award 2010, awarded annually to a staff member or group who have contributed significantly to TLC during the year

Robyn Muldoon

ALTC Citation

Robyn Muldoon (see page 26).

2010 Staff

Director Robyn Muldoon (Acting)

Internal Support

Executive Officer	Sue Rutten
Administrative Assistants	Rose Cutts (0.8) Kerryn Reeves (0.6)
Copyright Officer	Berenice Scott (transferred to Library, Oct 2010)
Copyright Assistant	Sharon Marshall
New England Award	Alicia Zikan
Research Assistant	John Evans (to May)

Academic Unit

Academic Staff	Catherine Clarke (Academic Development Coordinator) Ingrid Wijeyewardene (Student Learning Support Coordinator) Melanie Fleming Helen Fraser (0.5) Sarah Thorneycroft Brian Landrigan Cathryn McCormack Mitch Parkes (0.8) Natalia Tobin (0.8) Debby O'Brien Helen Pendreigh Martin Collins (0.8) Belinda Cutting Yvette Cases-Brohmer (to Oct) Esther Watt (Oct-Nov) Ken Fraser (0.1)
Media	Iain MacKay (programming) Johl Sue (programming) Ivan Thornton (graphics) Steve Di Luzio (video) Michael Partridge (audio) (0.8) Mark Dollin (audio) (casual)

Learning Resources Unit

Senior Coordinator	Garry Edmonds
Administrative Assistant	Robyn Halloran
Learning Resources	Coralie Rendalls
	Trin Truscett (0.5)
	Guy Tinsey
Digipath	Culshi Woodward (0.75)
	Leone Fuller (0.5)
Despatch	Rosie Fuller
	Tania Clarke
	David Cameron



TEACHING



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