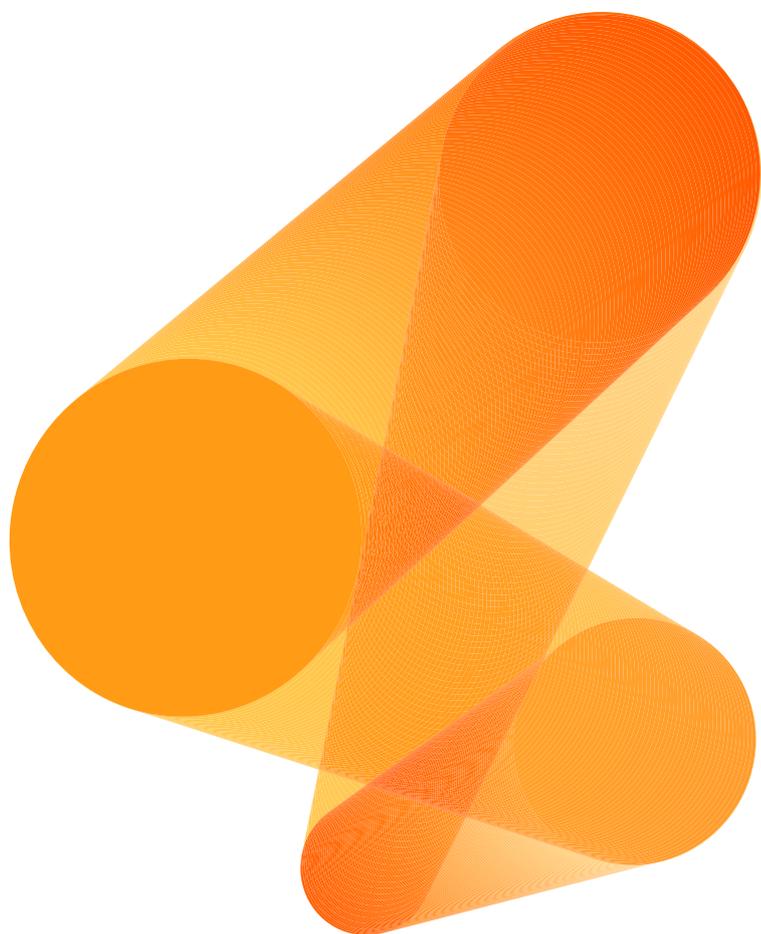


2019 ALTF Report

# Celebrating the legacy of Australian Learning and Teaching Fellowships

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Australian  
Learning &  
Teaching  
Fellows

We acknowledge Aboriginal and Torres Strait Islander Peoples, and their continuing relationship to the lands on which we work and live and recognise their significant contribution to education and knowledge-sharing. We pay our respects to their Elders, past, present, and emerging.

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# Acknowledgements

The Australian Learning and Teaching Fellows (ALTF) is a national community of practice through which the Fellows have maximised their impact and innovation across the Australian Higher Education sector.

The ALTF acknowledges 115 Australian Learning and Teaching Fellows who have been affiliated with the ALTF since its formation in 2011.

We particularly acknowledge the higher education students, leaders, academic and professional staff, industry and professional organisations, and the dedicated staff of the Office for Learning and Teaching, the Australian Learning and Teaching Council, the Carrick Institute for Learning and Teaching in Higher Education, the Committee for University Teaching and Staff Development (CUTSD) and the Council for the Advancement of University Teaching who have so generously and collaboratively supported the Fellows in their work.

We are grateful to the Commonwealth Government for funding this innovative and influential scheme and to the Department officials who have assisted in its management.



**The ALTF Network provides a national platform from which to enact innovative learning and teaching practice and research.**

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## President's Message

### A Rich Legacy: The ALTF and Peak Pedagogy

**If you'll excuse my reframing of great Shakespearean dialogue, I come to this bittersweet task not to bury the ALTF, but to praise it. And also to forecast a bright learning and teaching (L&T) future for Australian higher education, which now stands on the pedagogical shoulders of a deeply embedded culture of sector-wide collaboration and innovation for educational excellence, in part ALTF-enabled.**

When National Teaching Fellowships were first offered in Australia, briefly by the Council for the Advancement of University Teaching (CAUT) and the Committee for University Teaching and Staff Development (CUTSD) over 1994-1998, and then again with greater determination and longevity over 2006-2016 by the Carrick Institute for L&T in Higher Education (Carrick) and its successors, they were a bold and ambitious experiment. In their Carrick iteration, Fellowships were intended to “complement the teaching awards program” (Centre for the Study of Higher Education, 2005, vi), with an innovative conceptualisation of good L&T deeds being prosecuted by way of a synergistic coalescing of right person, with the right program of change, at the right time.

Specifically, the June 2006 Carrick Fellowship Scheme: Information, Guidelines & Nomination Instructions set out on page 1:

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*The aim of the Carrick Fellowship Scheme is to advance learning and teaching in higher education by supporting leading educators to undertake strategic, high profile Fellowship activities in areas that support the Mission of the [Carrick] Institute. Fellows are expected to develop a program that explores and addresses a significant educational issue; develop their personal skills and profile and to be ongoing advocates for excellence in learning and teaching. The Fellowships will involve collaborative activities and the building of national and international partnerships. Carrick Fellows will become part of a national group of experts and leaders in learning and teaching in higher education.*

Looking at those 2006 Guidelines through 2019 eyes, the prescience of the Scheme's proponents at that time, and the sectoral leap of capability-building faith they imagined, are matters for which Australian higher education, its teachers and students, will remain forever grateful.

As evidenced in the pages that follow, investment in the Fellows’ “significant educational issues”, and their ongoing advocacy as a national collective of pedagogical trustees, has borne a rich educational harvest. Concurrently with other funding schemes managed variously by CAUT, CUTSD, Australian Universities Teaching Committee (AUTC), Carrick and their successors—the Australian Learning & Teaching Council (ALTC) and the Office for Learning & Teaching (OLT)—two decades of modest, but ruthlessly strategic, investment in Australian L&T enhancement have delivered a golden age of pedagogical innovation and educational excellence, which now underpins Australia’s world class reputation for quality. And this is surely as befits a sector that contributes to Australia’s premier services export industry and is crucial to the national weathering of Industry 4.0’s waves of disruptive innovation.

The Google-age reality that knowledge is ubiquitous but quickly obsolete, together with the “new normal” of 21<sup>st</sup> century skills sets’ transience, have led to predictions that future workers will need to spend more time learning than any previous generation (AlphaBeta, 2019). Education generally, a reimagined tertiary education sector specifically, and higher education as a subset of them both, are vital to our national future, social cohesion, and citizens’ abilities to negotiate their future work and lives. As a result, our sector’s enduring value and continuing relevance demand nothing less than constant vigilance and a pedagogical restlessness to harness technological advancements for better individual and societal, economic and non-economic, benefits. These are benefits that must be assured of equitable distribution: “The Best Chance for All” as scholars at the National Centre for Student Equity in Higher Education have named such a nation-building imperative (Zacharias & Brett, 2019).

In higher education, we advance these common societal and individual goods by leveraging our contemporary, and increasingly sophisticated, understandings of integrative, inclusive curriculum design and enhanced personalisation of learner support. We strive constantly for better quality: for iteratively relevant and assured graduate outcomes; for better and more authentic (and authenticated) assessment; for enhanced flexibility and efficacy in online and blended learning design; for new and differentiated course architecture to accommodate shorter credentials, hyperspecialisation, multi-disciplinarity and other forms of learning; and for the L&T and assessment of the graduate and citizenship outcomes that Industry 4.0 has accentuated (for example: digital literacies; agentic career self-management; work-based learning; resilience; mental health and wellbeing; deep ethical engagement; the less-automatable human and relational skills; and the future-proofing capability of evaluative judgement (Tai, Ajjawi, Boud, Dawson, & Panadero, 2018)).

At the daily epicentre of all this disruption and innovative earnestness sit our students and their reliance on the conscientious discharge of our educational responsibilities to them. How are we tracking in these complicated and uncertain times? In 2019, I would answer modestly, really quite well. In a massified sector and for a globalised world, the quality of Australian graduates and their acquisition of contemporary knowledge, skills and dispositions are more assured than ever before. Exhibit A in this regard is the most recent Australian Employer Satisfaction Survey, which reports high levels of overall employer satisfaction with graduates’ capabilities as delivered by 2018 higher education courseware (Social Research Centre, 2019). Exhibit B: the most recent International Student Survey results that show 94% of international students choose Australia as their study destination of choice because of the reputation of our education system. In higher education specifically, over 90%

of international students are satisfied with Australia’s innovative learning strategies and over 93% are satisfied with our general support services (Australian Department of Education and Training, 2017).

These positive results are more than a happy coincidence. In very large part, they are due to the dedicated, evidence-based and research-informed enhancements of the past two decades. To be clear, our national quantum leap in higher education quality and teacher professionalism has been delivered as a direct result of the national enhancement funding delivered through the OLT and its predecessors, virtuously buttressed by inestimable institutional and sectoral in-kind support. This commitment has systemically emboldened Australian educators to innovate and pivot with enhanced agility on the world educational stage.

One only needs to look to the fields explored in the final years of OLT Fellowships and grants over 2012–2015 (Gardner, 2016) for evidence of this single-minded quest for improved performance, reading as it does like a modern pedagogical “To Do” list: graduate employability (22% of funding); pedagogy in higher education (20%); digital technologies and 21st-century learning (13%); assessment (12%); student experience (10%); global perspective (8%); diversity and equity (6%); higher education workforce (4%); quality and standards (3%); and discipline based L&T (2%).

While we are well positioned, I do not suggest that Australia’s learning leadership should rest easy. In truth, 2019 is both the best and the worst of times in this regard: an age of peak pedagogy thanks to enhancement investment, but susceptible to quick depreciation in the absence of dedicated, strategic development. Sustainability is doable, but without the nourishing sustenance of systemic national support for pedagogical R&D, the health of the symbiotic relationship between the future wellbeing of our nation and our higher education sector is vulnerable. Our answer

must be to become self-sustaining, but given disruption’s dynamism, the passage of (any) time is not our friend.

The good news here is that the Fellows’ legacy, both collectively and individually, is a bastion of sustaining learning leadership. Fellows have been such a welcome presence in Australian higher education for so long now that it is hard to recall a time when they were not so visible. Many of the Fellows whose work is profiled in these pages have gone on to attain and expand their formal leadership roles—a testament to our founders’ vision—and each Fellow has developed their own enduring cross-national, but always distinctively bespoke-Australian, Community of Practice. Numerous of these Communities have in turn become further enmeshed with other networks, forming a vast, interconnected, pedagogical ecosystem that has served Australian higher education well. Many Fellows continue their educational stewardship long beyond their formal, funded tenures, insisting on paying it forward with a generous passion, again to our sectoral benefit. As with all OLT (et al.) work, every Fellowship resource to have been developed is open access, housed now on the national L&T Repository (LTR)<sup>1</sup> and on the Fellows’ own site<sup>2</sup>, delivering another sustaining boon to perpetuate improvement and enhancement across curricula, student experience, teaching methods, policy and professional development offerings. Quite simply, Fellowships have expanded learning.

1. Learning and teaching repository, hosted by Universities Australia: <https://ltr.edu.au/>
2. Australian Learning and Teaching Fellows’ website: [www.altf.org](http://www.altf.org)

## With student learning and success in our hearts and minds

Our Fellows' gestalt: the broad, distributed meta Network of Practice, which has modelled collaborative enterprise for sustainable and relevant enhancement, has worked its tentacles deep into our sector's pedagogical psyche. In concert with the rich body of grant work, also on the LTR, this is the bedrock on and with which our educational excellence must now self-generate. Of all its many contributions, the collaboration and partnership ethos of the Fellowships Program, instilled through sector-wide learning leadership and advocacy, is the most salient for our future educational capital. In this aspect in particular, the Fellows espouse the epitome of what higher education engagement could or should be, when conceived virtuously for a public, not self-interested, good (Marginson, 2011) – sector leaders as connectors, collaborators, partners, clearing houses, advocates, mentors, enablers, professional conduits, and so such more.

We will need to be that which we wish for our students: resilient, critical and creative lifelong learners with entrepreneurial mindsets. And we will need to keep growing our patient capital, as those of us who have worked so long and hard in L&T have done for eons. The challenges are grand, but our foundations sturdy. Our next iteration depends on the agency of us all, but we are not alone in this endeavour. Our staunchest allies and supporters are our agentic co-creating students (ironically a program of activity that attracted one of the last Fellowships), while Industry 4.0 has brought industry, business and whole communities into closer orbit for engagement as partners and expert collaborators. Our educational future demands our full and collective resources, and the leveraging of national strengths across all sectors for the continuum of lifelong learning. We have it within our grasp, given our rich legacy; it is for us to eschew or embrace.

If a lofty call to arms does not resonate, pragmatic imperatives may suffice. To return to where I began: it is salutary to recall that Carrick was launched in 2004 following legislation to create a National Institute for L&T in Higher Education and the L&T Performance Fund, which Carrick Institute Planning Director, Professor Lesley Parker AM, called the “L&T twins” (Parker, 2004). As Australia faces the prospect of performance-based funding from 2020, as we prepare graduates for labour market precarity, and as we seek to learn from The Teaching Excellence and Student Outcomes Framework (TEF) awards exercise in the UK,<sup>3</sup> the quality of Australia's L&T in the global marketplace has never been more important. This is rudely reputational and past performance will count for little.

I thank each and every Fellow for their dedication, inspiration and pedagogical goodwill, and for their visionary and learning leadership, so capably and generously deployed. I acknowledge the immense trust the funders placed in each Fellow, by way of both government venture capital provided and expert, pro bono assessment and support so generously bestowed. On behalf of all Fellows, I am particularly grateful to our higher education advocates, colleagues and students for the sector's warm embrace, which embellished exponentially the long-term return on investment for all: returns for government, society and taxpayers; for employers, industries and communities; but most particularly, for the quality of Australian higher education and its students' success.

### Professor Sally Kift

President

Australian Learning & Teaching Fellows  
26 February 2019

3. The Teaching Excellence and Student Outcomes Framework (TEF): <https://www.officeforstudents.org.uk>



Professor Sally Kift

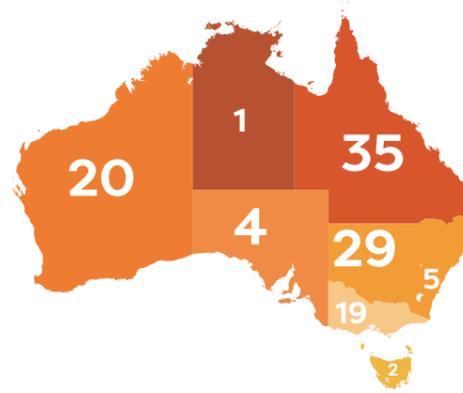
President, Australian Learning & Teaching Fellows

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**115** Fellows

Across all states and territories



**126** Fellowships

Across **34** Australian universities

working with **39** institutions, impacting education quality in Australia and internationally

Covering topics of:

- Academic workforce: Professionalisation and sustainability
- Assessment
- Higher education and Aboriginal and Torres Strait Islander peoples
- Industry interaction and practice-based learning
- Student experience
- Internationalisation of the curriculum
- Student engagement
- New curriculum models for the 21st century learner
- Students as partners
- Scholarship of learning and teaching in higher education
- Standards, competencies and assessment
- English language proficiency
- Sustainable change in learning and teaching practice
- Widening participation and retention
- Student mental health and wellbeing
- Digital technologies and online learning standards
- Graduate employability and graduate employment and more...

**9,335** unique visitors to [altf.org](http://altf.org) website since August 2017

**12** National ALTF fellows' forums

Engagement with ALTC Discipline Scholars Learning & Teaching Academic Standards (LTAS) Project and the National Centre for Student Equity in Higher Education (NCSEHE)

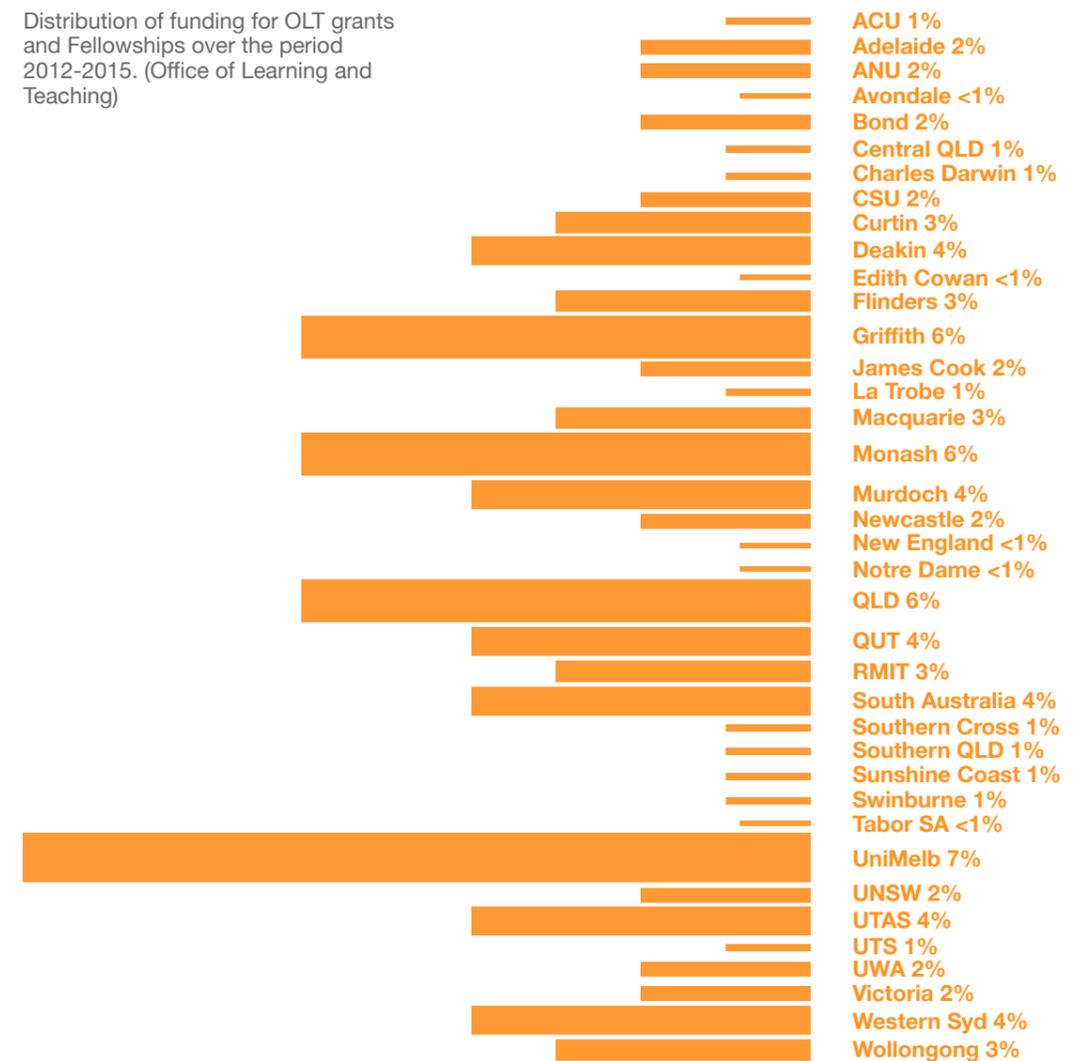


Bipartisan political support from five (5) funding bodies between 1992 and 2016

- 7x** Committee for the Advancement of University Teaching (CAUT) 1992-1995
- 3x** Committee for University Teaching and Staff Development (CUTSD) 1997-1999
- 59x** Carrick Institute for Learning and Teaching in Higher Education 2004-2008
- Australian Learning and Teaching Council (ALTC) in 2008-2011
- 55x** Office for Learning and Teaching 2012-2016 (30 June).

**OLT Grants & Fellowships 2012-2015:**

Distribution of funding for OLT grants and Fellowships over the period 2012-2015. (Office of Learning and Teaching)





**“Our Fellows’ gestalt: the broad, distributed meta Network of Practice, which has modelled collaborative enterprise for sustainable and relevant enhancement, has worked its tentacles deep into our sector’s pedagogical psyche.”**

– Professor Sally Kift

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**“The Fellowships Scheme recognises and promotes those amongst us who excel at teaching scholarship and provides us with an invaluable resource to improve the student experience.”**

– Professor Jane den Hollander (2013)<sup>1</sup>

1. Cited in Botwood, L., Cranney, J., & Bennett, D. (2013, May). *The Australian Learning and Teaching Fellows' Network: A collaborative resource for higher education*. Sydney: Australian Government Office for Learning and Teaching.



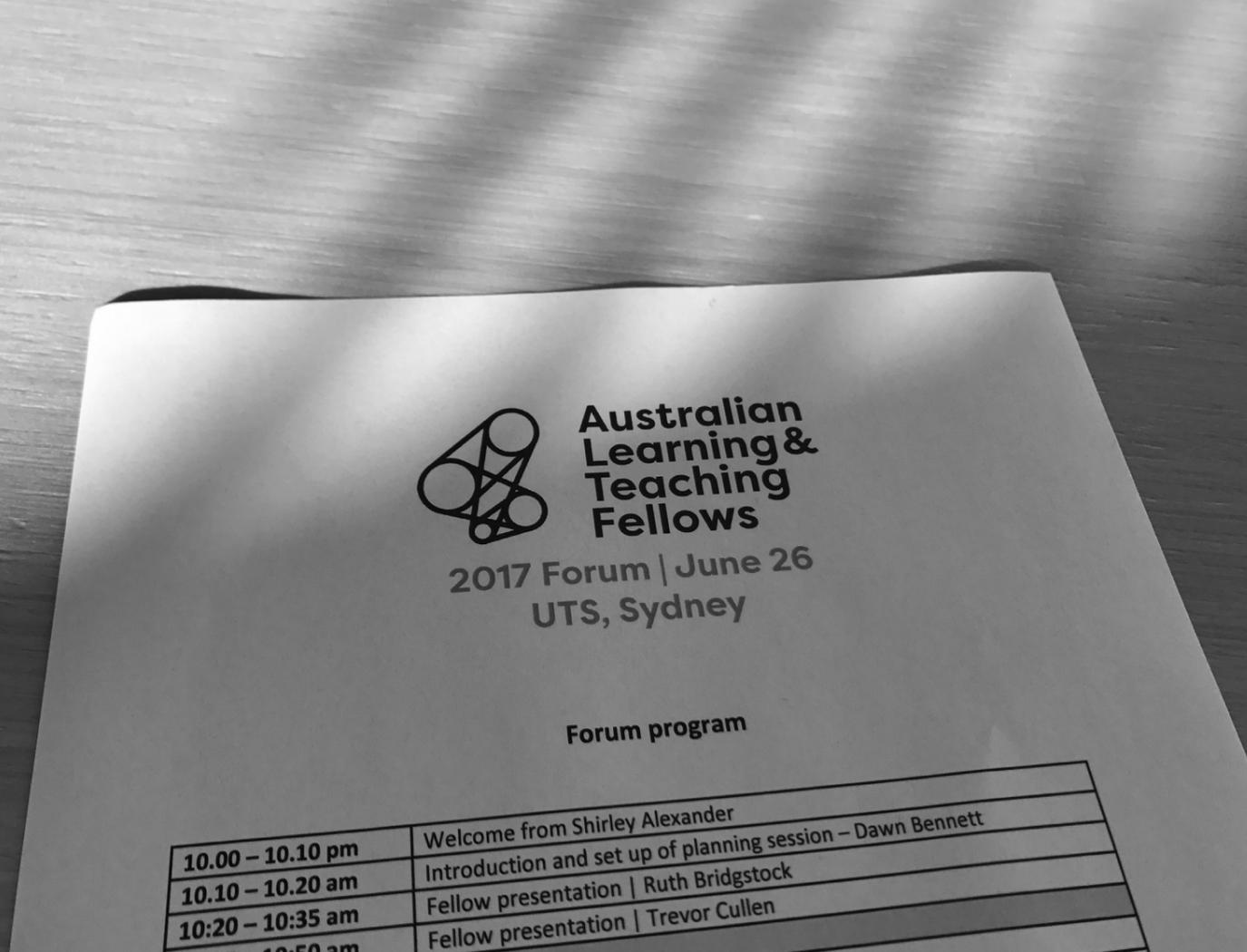
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Curtin University has been proud to host the Australian Learning and Teaching Fellows' Network since 2011. The network has been very effective in ensuring that the critically important work undertaken by the Fellows has continued to have an impact. The Australian Learning and Teaching Fellows have helped to drive learning and teaching innovation; embed a commitment to the scholarship of learning and teaching; and raise the profile of learning and teaching quality across our whole sector. But it goes further than these direct effects. Having a highly connected network of Fellows has facilitated the dissemination of best practice across the sector. The Fellows have also served as powerful role models for early career academics, particularly those in teaching-focused academic roles.

In a period of rapid change in learning and teaching and both student and employer expectation, Australia has been extraordinarily well-served by having such a strong group of leaders in learning and teaching. Our Fellows have helped to ensure that we've stayed at the forefront of innovation in learning and teaching. They have also taken their responsibility to impact on the sector beyond their own teaching environment very seriously. In sum, the network has been an enormously positive resource that has contributed very significantly to the success and reputation of Australia's higher education sector.

”

**Professor Deborah Terry**  
Vice Chancellor, Curtin University



**“The ALTF promotes new ideas that will help Australian universities to innovate and enable them to remain at the forefront of international higher education.”**

– Associate Professor Trudi Cooper

## Introduction

**The ALTF network has promoted, sustained and advocated for effective learning and teaching in Australia, addressing areas of contemporary challenge and change in higher education.**

### Background

Australian Learning and Teaching Fellows are leading educators and recognised experts in their field. Each of the 115 Fellows has received competitive Fellowship funding from national agencies including the

- Committee for the Advancement of University Teaching (CAUT) 1992-1995
- Committee for University Teaching and Staff Development (CUTSD) 1997 -1999
- Carrick Institute for Learning and Teaching in Higher Education 2004-2008
- Australian Learning and Teaching Council (ALTC) in 2008-2011
- Office for Learning and Teaching 2012-2016 (June)

The focus of Fellowship funding has been to:

- undertake strategic, high-profile activities in areas of importance to the sector;
- have a positive and lasting influence and impact on higher education practice in Australia; and
- build capacity through the development of leadership (see Hicks, 2016).

The impact has been significant.

Since 2011, the ALTF national network has provided a Community of Practice through which the Fellows have worked collaboratively to lead and promote quality learning and teaching in Australian universities and across the sector nationally and internationally. The diversity of the network across universities, disciplines and geographic regions has enabled it to lead, support and advocate for learning and teaching innovation and excellence at both the strategic and grass-roots level.

The need for networks such as the ALTF has never been greater, with almost half the Australian population engaging in higher education (ABS, 2017), over 430,000 international students choosing to study in Australia (Department of Education and Training, 2017), and the demise of a national body and associated grants with which to support and enhance Australia’s higher education learning and teaching. As our President, Sally Kift, wrote in *The Australian* (2017, February 16), Australia’s “reputation for educational excellence will count for little in the face of aggressive investment internationally and constant technical and sector disruption”.

The ALTF network has promoted, sustained and advocated for effective learning and

teaching in Australia, addressing areas of contemporary challenge and change in higher education. Many Fellows are key contributors both in their own institutions and across sector networks, adopting leadership roles that ensure Australia maintains its position as a world-renowned provider of excellence in education as befits the nation's third largest export industry and largest services export industry.

Professor Deborah Terry AM, Vice Chancellor of Curtin University, describes the Fellows as

... powerful role models that serve to demonstrate the key role that leadership in teaching and learning plays as a fundamental plank on which the success and the vitality of the sector is based. (Terry, 2013)

Through their leadership role, Fellows have impacted and influenced higher education thinking and practice far beyond their individual programs of change. With the future of our world class education system at heart, the Fellows create and share their research and scholarship with the sector, industry and policy makers. Individually and collectively, they have created a veritable "clearing house" of activities. Fellows continue to provide mentorship for academics and the next generation of Australian learning and teaching leaders.

Fellows were invited to create a profile for inclusion in this legacy document; these can be found later in the report, followed by the full list of Fellows who form part of our community. A significant body of Fellowship work including Fellows' research and scholarship, program outcomes and outputs is hosted on a dedicated [ALTF website](#). The site also hosts examples of the advocacy work that Fellows undertake on the sector's behalf. This impactful work has been sustained since the ALTF's inception.

Whilst the ALTF and its members have been saddened by the demise of the Fellowships Scheme, national network funding and Australia's national higher education learning and teaching body, the Fellows' work will continue. It is our hope that over time governments will better understand the economic and social value of higher education and quality learning and teaching.

**Professor Dawn Bennett**

Vice-President and Convenor  
Australian Learning & Teaching Fellows  
14 February 2019

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“

In 2012, a year after the network's formation, I remarked that the Australian Learning and Teaching Fellows were "key to catalysing and disseminating innovation and improvement in learning and teaching in higher education". Now in 2019 as I reflect on the achievements of the network, I can declare that the Fellows have indeed been remarkable contributors to improving learning and teaching in this country.

It remains sad that the ongoing program of innovation in learning and teaching, driven within and across Australian universities that funded the Fellows, had its funding cease in 2018. As we continue to pursue enhanced quality in learning and teaching, these networks of excellence persist in sharing innovation in practice.

This builds understanding about the current generation of university students. We have better insights into their expectations of a university degree; how they prefer to learn and interact; how we can prepare them for what the world will expect of them, and how they can influence the world.

There are many ways we can, and do, measure the value that the education sector brings to the lives of Australians. However, significant impact is not possible without the world-leading education happening within our institutions, and the strong desire to improve. Investment in universities and the education sector at large is vital for Australia's economic growth, just as it is for the continued enrichment of the nation's cultural capital.

Since 2011, the contribution of the ALTF network to learning and teaching practices in Australian higher education has been important. The Fellows have been influential in the evolution of education theory and practice and in creating programs of change. Their outputs are not static; their legacy will live on in the changes in education that have been given effect, the networks that have been established, through their many publications and their advocacy.

In time, we hope this legacy will be given the recognition it deserves and rewarded, especially by decision-makers in federal and state governments in Australia, by funding the next generation of Learning and Teaching Fellows.

”

**Professor Margaret Gardner AO**  
Vice Chancellor, Monash University



Sally Kift



Dawn Bennett



Angela Carbone



Nicolette Lee



Romy Lawson



Sarah O'Shea



Trevor Cullen



Rachael Field



Sandy O'Sullivan

## ALTF Organisation

The ALTF Network is run by an Executive Committee. The President is Professor Sally Kift, National Centre for Student Equity in Higher Education. All positions are honorary. Members of the ALTF Executive are detailed below.

- The Executive Committee's structure and membership is set out on the ALTF website at <http://altf.org/about/>.
- The Network Secretariat is located at Curtin University and led by the Vice President, Professor Dawn Bennett.
- The Committee meets regularly via teleconference and face-to-face meetings. During the funding period, the Committee convened annual or biannual forums and meetings of the broader Fellows' Network, usually in conjunction with a national conference such as HERDSA<sup>1</sup> or STARS<sup>2</sup>. Its last forum in 2018 was held in conjunction with Ako Aotearoa's national conference, in Christchurch, New Zealand.
- During the last year of operation (2018) the ALTF committee was comprised of the following members:
  - ALTF convener / Vice-President: Dawn Bennett, Curtin University
  - President: Sally Kift, National Centre for Student Equity in Higher Education
  - Mentorship convener: Angela Carbone, Monash University
  - Events convener: Romy Lawson, Murdoch University
  - Publications convener: Rachael Field, Bond University
  - Indigenous convener: Sandy O'Sullivan, University of the Sunshine Coast
  - Special members: Sarah O'Shea, University of Wollongong; Trevor Cullen, Edith Cowan University; and Nicolette Lee, La Trobe University

1. Higher Education Research and Development Society of Australasia [www.herdsa.org.au](http://www.herdsa.org.au)

2. Students Transitions Achievement Retention & Success <http://unistars.org>

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## First Nations' Statement

**Across the life-cycle of the ALTF, there has been an emphasis on the elevation of Aboriginal and Torres Strait Islander Peoples' voices within the Fellowships Program, as well as a recognition that university learning and teaching is always conducted on the land of First Nations' Peoples.**

2009 saw the appointment of the first cohort of Fellows who represented a directed, yet diverse focus on First Nations' Peoples. These included two non-Indigenous Fellows, who had worked extensively on the development of Indigenous inclusion in the academy. Michael Christie used his Fellowship, Teaching from Country, to argue for the need for Yolngu language lecturers; and Christine Asmar designed her Fellowship to provide much-needed resources to help staff support Indigenous learners in higher education. Sandy O'Sullivan, a Wiradjuri person, became Australia's first Aboriginal Fellow. Through their Fellowship, they developed a program to better support those engaged in First Nations' research training to create culturally appropriate points of dissemination.

Following a number of workshops led by Fellows and supported by the ALTC, there was a call to encourage First Nations' Fellows to apply and to further strengthen the national directive of engagement and representation. This work led to the appointment of three prominent First Nations' Fellows. Karen Martin, a Noonuccal woman from North Stradbroke Island with Bidjara ancestry, developed within her Fellowship a Framework for Aboriginal Studies in Higher Education in the 21st Century. Dennis McDermott, who draws family connections from Gadigal and Gamilaroi Country, focused on Having the Hard Conversations,

with workshops that supported academics to better prepare their students to support Indigenous agency in health. Chelsea Bond, an Aboriginal and South Sea Islander woman and descendant of the Munanjahli people of Beaudesert, examined cultural safety for Indigenous staff in the academy. Chelsea created workshops alongside her Fellowship cohort to hear and reflect those voices and concerns and to develop strategies. In the same year, and within this cohort, was also a non-Indigenous Fellow, Katelyn Barney, who brought Indigenous colleagues together to focus on Enhancing the transition to Higher Degrees. This group represented a strong commitment to enhancing learning and teaching for, and by, First Nations' Peoples, with the appointments reflecting a substantial shift of an open selection where the majority of those funded were Indigenous.

These Fellowship appointments reflected an ongoing commitment to acknowledge and support First Nations Scholars' contribution and commitment to learning and teaching. This created opportunities for Fellows to consider, learn, engage and better understand their own work with, and for, Indigenous Peoples. The work of these Fellows led other Fellows to incorporate First Nations participants, amplifying the learning and teaching work of Indigenous scholars.

**Associate Professor Sandy O'Sullivan**



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**“ALTF is an example of how important networked learning is for ensuring that the challenges facing Australia are not only effectively formulated but also successfully, consistently and sustainably implemented.”**

– Emeritus Professor Geoff Scott



“

It is with pride and regret that I write for the final ALTF Report. The regret stems from the short-sighted loss of funding to the OLT and its networks which means that a funded Fellowship of some 20 years has come to an end. I feel pride because I know of the powerful work that the Fellows have done individually and collectively for the betterment of Australian Higher Education and for the students we serve across our multiple institutions.

The ALTF scheme has been durable across the many iterations of the Australian learning and teaching infrastructure: OLT, ALTC, Carrick etc. It embraces individuals from many different settings at institutional, geographic, disciplinary and importantly, areas of specific innovation. What typifies all of these settings is generosity of spirit to share and learn from each other, as well as provide mentorship to emerging learning and teaching leaders. This generosity is a practical demonstration of what Wenger and others have articulated as the basis for Communities of Practice to ensure authentic and lasting change. The ALTF National Network shows even greater generosity from the various individuals who have undertaken key roles for the Network.

The benefits of this extend way beyond the Fellows as they are role-models for others and in many cases occupy senior institutional roles. This has showed that there are routes to leadership beyond research careers. At a sector level, Australian HE has a fine reputation for high quality teaching and innovation and the work of the ALTFs has been central to that. They have provided research to underpin evidence-based innovation and advocacy at institutional, sectoral and policy levels for excellence in learning and teaching.

We owe so much to this small group of 115 Fellows, many of whom are my friends and colleagues. Our need for their work, and for this Fellowship, is greater than ever. So, let's hope that this is not actually the final ALTF Report. For now let's just celebrate stellar generosity and achievement. Thank you all 115 Fellows and the ALTF Network.

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**Professor David Sadler**  
UK National Teaching Fellow (2005)  
Deputy Vice-Chancellor Education,  
University of Western Australia

## The ALTF as a community of practice: Impact and legacy



### Associate Professor Keith Willey

The ALTF provided an invaluable cross-disciplinary network whose members include excellent researchers, practitioners, policymakers and administrators. This provided a rich source of contacts, discussion and facilitated the exchange and challenging of ideas to influence and drive improvements in university education.



### Adjunct Associate Professor Wendy Beck

... a wonderful source of ideas with opportunities for discussions with colleagues from universities all over Australia, in a forum which does not exist within disciplines. ... There was also incredible support when I suffered a major illness which slowed my Fellowship progress.



### Associate Professor (hon) Beth Beckmann

ALTF meetings provided expert insights into so many diverse aspects of university teaching and learning that often, as I listened and shared, I felt immersed in a veritable encyclopedia of innovation surrounded by authoritative voices that knew whereof they spoke—authentic connoisseurs of Australia's higher education. Missing it already!



### Associate Professor Sandy O'Sullivan

The role of fellowship, connection, and the development of a meaningful community of practice across discipline areas gave me the capacity to grow my own learning and teaching areas...

...The Fellows provided every level of support access to multi-disciplinary, cross-sectoral processes and an outward reaching braintrust to mentoring me into more senior roles, all of which was instrumental in achieving more for our students.



### Associate Professor Jo Coldwell-Neilson

The ALTF has provided me with access to a group of like-minded academics who all have the aim of making a difference. ... I greatly value the support, advice, feedback, openness and encouragement that members have provided.



### Associate Professor Claire Palermo

I feel privileged to have been selected to a Fellowship and be part of this prestigious group.



**Associate Professor  
Lynne Roberts**

The resources produced by the ALTF Fellows are always my first point of call for high quality evidence-based resources for teaching and learning topics. ... These resources provide a wealth of information, ideas and teaching tools that can be implemented to improve teaching, and most importantly, student outcomes.



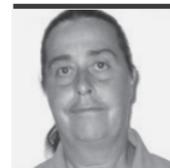
**Professor  
Ruth Bridgstock**

The ALTF is a supportive and engaged community of thought leaders, scholars and champions for higher education learning and teaching. National networks like the ALTF are vital to taking Australian higher education forward. How else will we ensure that we continue to foster the highest quality, innovative and evidence-informed teaching right across the sector?



**Professor  
Dawn Bennett**

In a sector where competition is the norm, the ALTF network has been a place of constant collegiality and support. ...The impact of my work has been far greater as a result of the network.



**Associate Professor  
Trudi Cooper**

The ALT promotes new ideas that will help Australian universities to innovate and enable them to remain at the forefront of international higher education.



**Dr  
Wendy Green**

The Australian Learning and Teaching Fellowship (ALTF) program enabled me to lead the development of innovative educational practices by engaging university students and staff as partners in global learning. Through my Fellowship, I contributed significantly to the internationalisation of higher education ... Being a Fellow meant that many doors were opened, and many opportunities were presented to engage with and influence key stakeholders at every level of the sector.



**Associate Professor  
Carmela Briguglio**

The excellence achieved by (ALTF) colleagues serves as a constant inspiration for all of us to continue to aim higher.



**Professor  
Sally Kift**

The list of ALTF Fellows reads like a 'who's who' of Australian higher education. It has been a great privilege and immense joy to have worked alongside so many learning leaders and to witness the collective impact on student learning and success ... to pursue the difficult pleasure of enhancing our students' experience of learning.



**Emeritus Professor  
Joy Higgs**

The ALTF has been, and its members will remain, a community of practice excellence in higher education with the capacity to make valuable contributions to shaping the direction and quality of Australian higher education. The community is also a place where the members themselves benefit from the collaboration, feedback, support and critique of their peers and leaders in higher education.



**Emeritus Professor  
Geoff Scott**

ALTF is an example of how important networked learning is for ensuring that the challenges facing Australia are not only effectively formulated but also successfully, consistently and sustainably implemented.



**Associate Professor  
Anne Gardner**

The moral support provided by the ALTF has been very valuable, but has been complemented by opportunities for me to extend my knowledge as well as skills in research and leadership. It has provided external validation of my contribution to teaching and learning, which has opened doors to other opportunities.



**Professor  
Ross Guest**

The ALTF to me serves at least two purposes. As a body not directly aligned with any particular institution, yet genuinely multidisciplinary, it provides impartial advice on higher education policy to government, regulators and representative bodies. Second, it is a unique network of scholars from a wide range of disciplines and institutions that can provide a mechanism for road-testing ideas and sharing approaches to challenges in L&T.



**Professor  
Sally Varnham**

It has provided for me a network and individuals who have been invaluable for support and mentoring.



**Professor  
Geoffrey Crisp**

Networking, source of informed expertise, passion for improving student experience and outcomes.



**Professor  
Cobie Rudd**

The ALTF network provided support and guidance, and a community of peers. It was highly visible in terms of its advocacy to enhance higher education quality and student success, and has undoubtedly left a legacy with wide-ranging and positive impacts for the higher education sector and beyond.



**Professor  
Sarah O'Shea**

The ALTF provided an independent and knowledge-based forum where individuals could both seek specific information and equally 'dip into' or explore key teaching and learning areas in a collegial and welcoming environment.



**Associate Professor  
Marina Harvey**

The ALTF is a network of recognised leaders of learning and teaching. Its strength lies in the diversity of innovation and expertise each Fellow brings, with many leading Australasia and the world in enhancing the quality of learning and teaching in the higher education sector.



**Professor  
Lynne Cohen**

The ALTF provided me with the opportunity to focus my research in a specific learning area. ... The collaboration and friendships have been invaluable as has the recognition of being an ALTF Fellow.



**Emeritus Professor  
David T Hill**

I benefited greatly from my ALTC Fellowship and the opportunity to work for a sustained period on a matter of national importance. ... I also appreciated the ALTF Fellows' network for bringing people together across disciplines and personal research interests to look at the broader issues to do with teaching and learning in Australian universities.



**Professor  
Peter Goodyear**

If ALTF hadn't existed, so much of the good work funded by Carrick, ALTC and OLT would have disappeared from view and people would have been working away in their own silos. The visibility of L&T innovation (etc) is really important and ALTF has helped enormously.



**Professor  
Wageeh Boles**

In the absence of government support and funding to the ALTC and then the OLT, the ALTF acted as the hub that kept its members of Fellows connected together. It continued to enable collaboration and networking, not only between its strong network of members, but also with government and other relevant national and international organisations.



**Professor  
Des Butler**

The ALTF network has been an invaluable community of higher education scholars and practitioners with a shared vision of enhanced learning by students and the advancement of education.



**Professor  
Maree O'Keefe**

The power of the ALTF rests with the connectivity with like-minded scholars, where the end of the Fellowship is just the beginning of the journey.



**Professor  
Helen MacGillivray**

The ALTF has been an outstandingly brilliant concept to bring together Australia's leaders in university teaching for genuine and humble sharing, for their continued development and taking inspiration back to their colleagues and students.



**Dr  
Jason West**

The ALTF is a supportive network of like-minded educators striving to deliver first-class education to students across a sector that is one of Australia's greatest exports. ... The ALTF has achieved great things on a shoestring budget and I am eternally grateful for the support I received over the past few years.



**Professor  
Angela Brew**

The ALTF provided me with a new career at a time when my work was in the doldrums. It enhanced my national profile in learning and teaching in higher education and provided me with opportunities and contacts to begin to change the research experiences of many undergraduates across the country. ... A transformation in university education is underway and I'm proud to have been part of it.



**Professor  
Trevor Cullen**

Networking, source of informed expertise, passion for improving student experience and outcomes.



**Professor  
Angela Carbone**

The ALTF have been an invaluable network of highly talented educators. ... I sincerely hope the Fellowship scheme can be re-instated.



“ Australian Learning and Teaching Fellows have been leaders in higher education learning and teaching for over two decades. They represent each stage in the history of support for learning and teaching in Australia through the various bodies that awarded Fellowships.

Having been involved with most of the funding bodies for learning and teaching in higher education, I have found it hard to accept the complete withdrawal of funding and engagement by the Commonwealth. I understand that fiscal restraint results in difficult decisions about funding priorities, but the Commonwealth’s move out of this space is about more than budget cuts. It represents a belief by influential politicians and bureaucrats that universities have ample resources to fund learning and teaching improvement and should not be provided with external funding to do so. Indeed, government believes that universities have a fundamental responsibility to do this because teaching and the achievement of appropriate learning outcomes are their core business.

I support this view, but we risk losing something that has been a defining characteristic of Australia’s international leadership in learning and teaching: collaboration between academics across universities. Australian universities continue to innovate in learning and teaching without external Commonwealth funding.

My fear, however, is that collaboration between academics and leaders in different universities will gradually decline.

Collaboration takes time and commitment, and in an academic world of competing priorities and pressures it also requires resources. Whilst a university may provide limited resources for staff to work on internal collaboration in teaching and learning, it is unlikely to facilitate cross-university collaboration.

Although sharing of initiatives and outcomes will continue via conferences, websites and professional associations, the collaboration that has produced change in every university in this country may become a thing of the past.

ALTF Fellows have benefitted from the network’s support for their work as change agents in, and advocates for, learning and teaching. They have prospered from engagement with others who are committed to teaching and learning and who experience similar challenges in their work. Advocacy can be lonely work and the ALTF has provided a professional network to nurture, support and sustain leaders in learning and teaching.

Congratulations to all Fellows on their personal achievements and on the collective achievement of the ALTF. Vale ALTF.

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**Professor Carol Nicoll PSM**  
Executive Dean, Faculty of Education, QUT

## Fellows





**Professor Matthew Allen**  
Deakin University

**Biography:** Matthew Allen is Australia's first Professor of Internet Studies, a former President of the Association of Internet Researchers, winner of an Australian Award for University Teaching (2000), and a leading innovator in online learning since 1995.

**2008 ALTC Teaching Fellowship**

**Fellowship title:** Learning in Networks of Knowledge (LINK) – improving student educational outcomes in online learning, using Web 2.0 concepts and a knowledge-networking approach

**Year completed:** 2010

**Expertise keywords:** Internet, discourse, leadership

**What did you achieve?** In my fellowship, I achieved a strong engagement with university educators and developers as to the importance of authentic uses of web and social media technologies, not just educational technologies. I was also able to undertake detailed research into the contingency of “the web” and the complexity of the life world of digital media users.

I have moved on to become a Head of School (2013–) and in that role am now appreciating the necessity of leadership in the academy, by academics, to manage the complexity of the teaching and research nexus, and the importance of listening to, working with, and creating partnerships with students.

**What does the sector need now?** Stronger reliance on discipline knowledge and research in development of effective and authentic teaching, with less formalist educational theory and apparatus.



**Professor Sophie Arkoudis**  
University of Melbourne

**Biography:** Sophie Arkoudis is a Professor in Higher Education at the CSHE, University of Melbourne. Her research program spans English language teaching and assessment in higher education, international students and student experience.

**2012 OLT National Senior Teaching Fellowship**

**Fellowship title:** Integrating English language communication skills into disciplinary curricula: options and strategies

**Year completed:** 2015

**Expertise keywords:** assessment, English language standards

**What did you achieve?** Worked with a number of universities to integrate English language communication skills into subject assessment.

**What does the sector need now?** We know that it is important to include communication skills as part of curriculum teaching, learning and assessment. The problem to address now is how to develop sustained practices across courses.



**Dr Katelyn Barney**  
The University of Queensland

**Biography:** Dr Katelyn Barney is a Senior Lecturer in the Aboriginal and Torres Strait Islander Studies Unit, The University of Queensland.

**2014 OLT National Teaching Fellowship**

**Fellowship title:** Pathways to postgraduate study for Indigenous Australian students: Enhancing the transition to Higher Degrees by Research

**Year completed:** 2016

**Expertise keywords:** Indigenous/non-Indigenous research collaborations; Facilitating pathways from undergraduate to HDRs for Indigenous students; pathways from undergraduate to HDRs for Indigenous students; Indigenous Australian contemporary music

**What did you achieve?** During the Fellowship I worked closely with an Indigenous advisory group to embed workshops for undergraduate Indigenous students to explain what a HDR is, the professional and personal benefits of undertaking HDRs, provide examples of research that benefits Indigenous communities, discuss enrolment and admission processes, research ideas and supervision. I assisted UQ's ATSI Unit to identify and nurture high-performing Indigenous Australian undergraduate students which increased the number of Indigenous Australian undergraduate students gaining research experience (e.g. summer/winter internships). During the Fellowship an increased number of universities began using my suggested strategies and website and this increased the numbers of Indigenous students continuing to HDRs.

Since completing the Fellowship, I began the role of HDR coordinator for Aboriginal and Torres Strait Islander HDR students at UQ and have assisted in developed strategies for increasing the number of Indigenous students undertaking HDRs and developed a program of capacity building events and workshops for current students. The website continues to have an increasing number of hits (measured through Google Analytics) and the numbers of Indigenous students undertaking HDRs continues to grow.

**What does the sector need now?** Continued Indigenous leadership in this area to further engage in discussions on increasing the number Indigenous students continuing to HDRs.



**Adjunct Associate Professor Wendy Beck**  
University of New England

**Biography:** Wendy Beck BSc (Melb) 1978 PhD (LaTrobe) 1986 is an Adjunct academic in Archaeology at UNE. Retired after 28 years in academia, she continues her research into education and archaeology working in partnership with local Aboriginal communities.

**2009 ALTC Teaching Fellowship**

**Fellowship title:** Improving Graduate Employability by implementing Subject Benchmarks

**Year completed:** 2014

**Expertise keywords:** benchmark, archaeology, standards

**What did you achieve?** The benefits that accrued from this program occurred in the following areas: through the Benchmarking we established a sense of community among archaeological educators (as well as what did and didn't work in achieving this); we achieved wider dissemination of the program aims and outcomes than originally envisaged (such as cross-sector application to consulting archaeology companies); we influenced the achievement of a Benchmarks exemplar project undertaken at the University of Queensland; and the project inspired further innovation in archaeological education, through my successful ARC Discovery application.

Since my Fellowship I have recently been involved in rewriting the Archaeology Benchmarks for a new generation of academics, and have been working in archaeological education for Indigenous students inside and outside the University.

**What does the sector need now?** We are currently within a period of increasing research audit culture in universities world-wide. Group peer-mentoring such as the Fellows' network needs to be encouraged to sustain us through this.



**Associate Professor Beth Beckmann**  
Beth Beckmann & Associates P/L

**Biography:** Beth Beckmann PFHEA SFSEDA CMALT is an independent higher education consultant. A biologist, writer and, above all, teacher, Beth has national and institutional awards for innovation in university teaching, academic development and gender equity.

**2014 OLT National Teaching Fellowship**

**Fellowship title:** Professional Recognition and Self-Efficacy in University Teachers as Tools to Enhance Teaching Quality

**Year completed:** 2016

**Expertise keywords:** professional recognition, academic development, university teaching

**What did you achieve?** In 2013, I established internationally-accredited professional recognition of ANU educators through the UK-based, standards-referenced Higher Education Academy (HEA) Fellowships. I led this pioneering strategy to spotlight a keystone of quality teaching—academics’ own beliefs (self-efficacy) that they teach effectively. My 2014-15 National Teaching Fellowship (NTF) spread this idea—of peers assessing educators on reflective, quantitative and qualitative evidence about their engagement in teaching and learning. I encouraged universities to acknowledge formally individuals’ experience, expertise and commitment to quality student learning beyond competitive teaching awards, extended equitably to academic, sessional and professional staff. Immediately I began my NTF activities, enthused university leaders asked me to support pilot institutional schemes. Modelling developmental mentoring, I made the HEA-accredited ANU program an Australian hub, supporting nine universities in successful pilots, and convened two acclaimed international symposia on professional recognition (2016, 2017). After the first, HEA established an Australasian Strategic Advisory Board. My NTF has influenced all Australian universities to review their approaches to educator recognition. By 2019 more than half Australia’s universities had established HEA (now Advance HE)-accredited programs or included HEA Fellowships in professional learning strategies. Thousands of staff across Australia already sport their HEA postnominals proudly. My research shows HEA Fellowship application/recognition increases self-efficacy, confidence and pride, with especially strong impacts on junior academics, professional staff and (at all career stages) women. Now an independent consultant, I am privileged to continue supporting Australia’s university educators to be recognised as professional, reflective and caring.

**What does the sector need now?** An Australian-contextualised strategy for professional recognition of university educators encompassing HEA/HERDSA Fellowships, AAUT/institutional/peak-body teaching awards, CMALT and others.



**Professor Iouri Belski**  
Royal Melbourne Institute of Technology

**Biography:** Iouri is a Professor of Engineering Problem Solving with the School of Engineering. He is a recipient of numerous awards including the Australian Award for Teaching Excellence. He is a Principal Fellow of HEA, Senior Member of IEEE and a TRIZ Master.

**2016 OLT National Senior Teaching Fellowship**

**Fellowship title:** Educating the Edisons of the 21st Century: embedding Tools of the Theory of Inventive Problem Solving (TRIZ) into the engineering curriculum

**Year completed:** 2018

**Expertise keywords:** Engineering creativity and problem solving, transformation from novices to experts, novel methods and technologies of education

**What did you achieve?** This Fellowship engaged Australian engineering academics including Deans and Deputy Deans as well as officers from Engineers Australia in discussions on changes to engineering curricula that are required for enhancement of graduates’ creativity skills.

The Fellowship has also Integrated existing educational resources that have been developed by leading world academics who have introduced the Theory of Inventive Problem Solving (TRIZ) at their universities. Sets of educational materials on TRIZ heuristics for self-learning have been developed (that contain introductory videos, Solution Templates (PDF and web-based) and Cheat Sheets) as well as PowerPoint slides for the teachers to introduce these heuristics in class. These materials can be downloaded from the Fellowship Repository (<https://edisons21.com>) that also offers research papers and case studies on TRIZ applications in academia and industry. Although the Fellowship Repository currently contains educational materials for seven TRIZ heuristics, it is anticipated that by the end of 2019 it will offer materials for five more heuristics. National and international presentations engaged over 400 engineering academics and over 6,000 engineering students. Hundreds of students studied TRIZ heuristics and applied these heuristics in their university projects.

The Fellowship Convention that was conducted during the AAEE 2017 conference (Sydney, December 2017) and attracted over 100 academics. It occupied four conference sessions that included 17 research presentations by academics and practitioners from nine countries as well as presentations by the student winners of the Edisons21.com Creativity Challenge.

Three case studies on successful embedding of TRIZ heuristics into discipline courses have been conducted. The outcomes of these studies have been published. More studies are planned to be conducted in 2019-20.

**What does the sector need now?** Engineering Deans, academics and Engineers Australia need to revisit engineering curricula and to devote more attention to development of creativity skills over the four years of engineering degree.



**Professor Dawn Bennett**  
Curtin University

**Biography:** Dawn has an extensive record of higher education leadership, teaching and research. Her research expertise is in the development of employability in higher education.

**2010 ALTC Teaching Fellowship**

**Fellowship title:** Reinvigorating student learning by embedding learning and teaching strategies that enhance identity development

**2016 OLT National Senior Teaching Fellowship**

**Fellowship Title:** Embedding employABILITY thinking across higher education

**Year completed:** 2018

**Expertise keywords:** graduate employability, graduate outcomes, student success

**What did you achieve?** My Fellowship goal was to create an approach with which employability development can be embedded within existing curricula without the need for any extra time, expertise or resources.

To achieve this I:

- Redefined employability in terms of metacognition and learner agency: “the ability to create and sustain meaningful work across the career lifespan”;
- Trialled and renewed the employABILITY thinking approach;
- Validated a measure of learners’ employABILITY thinking;
- Created an educator site with accessible guides and resources;
- Developed a Student Starter Kit containing an online self-assessment tool and resources;
- Fostered a community of practice for educators and scholars;
- Established an ongoing program of research and publications;
- Presented faculty development workshops across Australia and in Hong Kong;
- Engaged over 6,000 students and 900 staff;
- Supported whole-of-program and institution-wide adoption of employABILITY.

Since the Fellowship, I have supported research and practice to embed employABILITY at over 40 institutions. At Curtin University, all first-year students now create a personalised employABILITY profile and repeat the process each year. Students, careers practitioners and faculty engage regularly with this developmental resource.

As well as informing just-in-time support, the online profile data will eventually establish the datasets with which to predict and ameliorate multiple challenges including disadvantage in myriad forms.

I would be delighted to hear from colleagues interested in the learning and teaching, career development and research aspects of this work.

[www.developingemployability.edu.au](http://www.developingemployability.edu.au)

**What does the sector need now?** Employability development must focus on ability. It must develop the metacognition with which graduates are ready for work and ready to learn. This requires strong, consistent leadership and policy.



**Professor Stephen Billett**  
Griffith University

**Biography:** Stephen Billett is a Fulbright scholar, national teaching Fellow, recipient of an honorary doctorate from Jyväskylä University in Finland and elected Fellow of the Academy of Social Sciences of Australia.

**2007 ALTC Associate Teaching Fellowship**

**Fellowship title:** Developing agentic professionals through practice-based pedagogies

**2009 ALTC National Teaching Fellowship**

**Fellowship title:** Curriculum and pedagogic bases for effectively integrating practice-based experiences within higher education

**Year completed:** 2011

**Expertise keywords:** Learning through and for work, vocational education, professional development

**What did you achieve?** Providing students with experiences in practice settings to assist developing their knowledge required for effective professional practice is growing and widening trend across Australian higher education. These experiences aim to assist students to move smoothly and effectively into their selected occupational practice upon graduation. As such they are welcomed by government, industry, and students alike who all want applicable outcomes from higher education. Yet, achieving these outcomes requires informed educational purposes and processes, supported by appropriate curriculum and pedagogic principles and practices that can guide and assist those teaching in higher education to provide students with effective practice-based learning experiences and their integration into the overall curriculum.

Five key contributions were made through this Fellowship. Firstly, it is necessary to include the personal processes of experiencing and reconciliation what is experienced by learners in each of the settings, and, secondly, consider how students engage with the experiences and pedagogic practices is central to the richness of learning. Thirdly, merely providing practice-based experiences for students is insufficient unless those experiences are enriched through preparation, engagement and opportunities to share and reconcile what has been contributed by these experiences. Fourthly, the findings highlight the importance of enacting pedagogic practices that can most likely to develop engaged and critical practitioners. Fifthly, the need to engage, prepare and extend students as active and agentic learners is central to the effective integration of experiences across practice and higher education settings, their ability to engage in professional practice and their becoming effective critical and reflexive practitioners.

**What does the sector need now?** The sector needs to identify ways in which students’ experiences in workplaces can be effectively planned for, enacted and then integrated to assist students develop the capacities required for work.



**Professor Wageeh Boles**  
Queensland University of  
Technology

**Biography:** Expert Peer Reviewer of Educational Practice, QUT; Distinguished Member of the Australasian Association for Engineering Education; Principal Fellow, UK Higher Education Academy. Research: Assessing conceptual understanding using Textual analysis.

**2011 ALTC National Teaching Fellowship**

**Fellowship title:** Navigating a pathway between the academic standards and a framework for authentic, collaborative, outcomes-focused thinking in Engineering Education

**Year completed:** 2013

**Expertise keywords:** Curriculum design, assessment, mentoring

**What did you achieve?** The Fellowship emphasised the importance of strategic alignment of the program's objectives with those of the university, faculty and school, within the broad lines of the national and international imperatives. It highlighted the critical importance of working closely with the heads of schools or departments, based on the recognition that their role is the most influential in supporting academics and effecting change.

The Fellow-In-Residence-Engagement (FIRE) program developed and implemented through this Fellowship, provided a great opportunity to get close to the day-to-day issues facing the academics. As a result, valuable insights were gained and continue to be shared in a wide spectrum of areas including: Team teaching, Student evaluation of teaching, Assessment practices, and Resources and expertise utilisation. Ample evidence is provided to substantiate the positive impact of the Fellowship on individual participants, whole schools and faculties, and, to some extent, at the university level. This is supported by written comments from early and mid-career academics as well as those in key roles such as assistant deans and heads of schools.

Further, the different aspects of the Fellowship provided both the 'how to', with the 'why bother' for the academics themselves, along with advice on ways to work with change in a sustained manner for academic leaders. Bringing these components together provided a well-rounded approach to improving assessment in engineering. Despite the focus being engineering, the structure of many university faculties that incorporate some or all of science, maths, IT and engineering meant that the Fellowship did, in reality, reach beyond engineering.

The Fellowship was a catalyst for obtaining recognition as a Principal Fellow of the Higher Education Academy, leading change, and providing leadership in assessing educational practice.

**What does the sector need now?** Given the global social and environmental challenges, it is imperative to rethink how the higher education sector is resourced, and how its most valuable asset, people, are recognised and empowered.



**Associate Professor Carmela Briguglio**  
Curtin University

**Biography:** Carmela Briguglio has a long record in language and literacy education in WA. She was Manager of the Communication Skills Centre in the Curtin Business School until 2017, and is currently a Curtin Associate.

**2012 OLT National Teaching Fellowship**

**Fellowship title:** Embedding English language development into the disciplines

**Year completed:** 2013

**Expertise keywords:** language and literacy education, internationalisation of curriculum, English as a global language

**What did you achieve?** During the Fellowship I developed strategies and materials for staff involved in tertiary education in a variety of faculties, to embed English language development across the disciplines. I worked with staff across Curtin University and in a number of other universities by invitation, to develop and deliver staff development activities which raised staff awareness of the issue involved and provided them with a variety of strategies they could implement in their own specific teaching context. In particular, I developed a staff development module that could be adapted and used by academics in their own particular discipline. I promoted an interdisciplinary approach, particularly between discipline specialists and language staff, to create a 'third space' in which both groups of staff could create new activities and understandings. These mixed teams proved to be very creative in developing new approaches and strategies for student learning and for embedding English language development within disciplines.

Since the Fellowship I have disseminated findings and materials developed during the Fellowship at seminars, conferences and other academic gatherings and in academic publications. I have also delivered professional development on the topic of embedding English language development across the curriculum in a number of universities, by invitation. I continue to research and present in this area. Some of the academic teams created during the Fellowship continue to meet and have written academic papers about their experiences in this project.

**What does the sector need now?** Continued staff development is needed. English language instruction at the tertiary level is now a global issue carrying an increasing responsibility for those universities providing such instruction.



**Professor Ruth Bridgstock**  
Griffith University

**Biography:** Ruth Bridgstock seeks to foster future capability in learners, educators, and educational institutions. She is interested in how educational institutions can be more responsive and more transformative in an increasingly complex and changing world.

**2015 OLT National Senior Teaching Fellowship**

**Fellowship title:** Graduate Employability 2.0: Enhancing the connectedness of learners, programs and higher education institutions

**Year completed:** 2018

**Expertise keywords:** graduate employability, future of life and work, connectedness learning

**What did you achieve?** This Fellowship, Graduate Employability 2.0, set out to support the Australian higher education sector to foster learners' capabilities to make the most of digital and face-to-face relationships for success in life, learning and work. By embracing the centrality of social relationships to learning, collaboration and careers, the Fellowship sought to take a different and complementary approach to graduate employability to the dominant 'individual skills development' approach. The Fellowship established empirically the opportunity for connectedness learning in higher education—it asked which learning and teaching approaches are best suited to developing learners' social capabilities and networks, and in turn which institutional-enabling strategies are required to help universities be less siloed and isolated, and become more dynamic and connected with industry, community, alumni, learners, and educators. The Fellowship also engaged with stakeholders across the higher education sector to increase adoption of connectedness learning, and provided capacity-building opportunities and resources to support this.

The Fellowship has provoked change in the higher education sector. A few months after engagement, more than eight in 10 (81.5%) of participants across 34 institutions had implemented connectedness learning into their teaching practices and/or curricula. About 70% of participants surveyed wanted to adopt connectedness learning more deeply into institutional systems and curriculum. Extending beyond the funded period in 2017-2018, ten teams of educators from different Australian universities worked together to apply the connectedness learning model more deeply into their educational contexts. This phase culminated in the publication of the edited book 'Higher Education and the Future of Graduate Employability: A Connectedness Learning Approach' (Edward Elgar, 2019).

**What does the sector need now?** To be more responsive and influential in a constantly changing and complex world of work and society, higher education must be more dynamically engaged and open, and less siloed and bounded.



**Professor Des Butler**  
Queensland University of  
Technology

**Biography:** Professor Des Butler is currently a Professor of Law in the Faculty of Law at the Queensland University of Technology. He is a Senior Fellow of the Higher Education Academy and a Mentor Advisor of the QUT Academy of Learning and Teaching.

**2009 ALTC Teaching Fellowship**

**Fellowship title:** Using cost-effective multimedia to create engaging learning experiences in law and other disciplines

**Year completed:** 2011

**Expertise keywords:** authentic learning, simulations, machinima

**What did you achieve?** The Fellowship addressed the needs of two separate groups of learners: (1) students studying ethics, and (2) academics and other interested educators in higher education wishing to use ICT to create engaging learning environments for their students but lacking the capacity to do so. It demonstrated that multimedia can provide an effective alternative to real-life settings such as clinical exercises, without sacrificing the critical authentic context. Multimedia involving the use of virtual characters to present tasks and critical information in a simulated environment was shown to be an effective strategy in the creation of more authentic online learning environments. However, for many academics a significant obstacle to introducing multimedia innovations into their curricula is the prohibitive cost of computer software programming that is normally required. By contrast, 'machinima' – computer graphics imagery created without the cost of professional software or professional programming – can be an economical means of creating effective learning environments. The Fellowship created an exemplar blended learning program called Entry into Valhalla that combined realistic machinima-facilitated learning environments with instruction on the theoretical and philosophical underpinnings of legal ethics, enabling students to obtain an essential foundation for addressing the challenges posed by the complex real-world type scenarios.

A second outcome of the Fellowship was a program of professional development activities that constructed the knowledge, skills and techniques of producing cost effective multimedia projects in academics and other interested educators in higher education. An enduring component of that program is a how-to manual, which has now been downloaded nearly 3,000 times in 60 countries.

**What does the sector need now?** Higher education and power brokers need to recognise, and support, innovative techniques that produce positive student outcomes and which are transferable across disciplines.



**Professor Angela Carbone**  
Swinburne University of Technology

**Biography:** Professor Carbone is the Associate Dean Learning Innovation in the Faculty of Science, Engineering and Technology at Swinburne University of Technology. Prior to this role, Angela was the inaugural Director of Education Excellence at Monash University.

**2010 ALTC Teaching Fellowship**

**Fellowship title:** Peer assisted teaching scheme (PATS)

**2012 OLT National Senior Teaching Fellowship**

**Fellowship title:** Developing Excellence in Learning and Teaching through a Peer Assisted Teaching Scheme

**Year completed:** 2015

**Expertise keywords:** employability, education quality, mentoring

**What did you achieve?** The purpose of the National Senior Teaching Fellowship was to improve teaching and unit quality. This was achieved by trialling the Peer Assisted Teaching Scheme (PATS) across a variety of Australian and international institutions. PATS is organised around collegial engagement, guidance and mentoring in an informal yet structured process where partners are required to complete set tasks before, during and after a teaching semester. If universities are indeed serious about improving teaching quality there is a need for a common language to talk about and measure teaching and unit quality. A framework was developed to promote a common language and standard to discuss and improve unit and teaching enhancement.

**What does the sector need now?** Senior leaders in higher education should consider the appropriateness of their strategic programs aimed at improving units and teaching quality.



**Emeritus Professor Denise Chalmers**  
University of Western Australia

**Biography:** Denise Chalmers was awarded an OLT National Senior Teaching Fellowship in 2015 and an Australian Award for University Teaching Citation in 2014. For over 25 years she has demonstrated leadership and innovation in higher education.

**2015 OLT National Senior Teaching Fellowship**

**Fellowship title:** Recognising and rewarding teaching: Australian teaching criteria and standards and expert peer review

**Year completed:** 2019

**Expertise keywords:** Quality, indicators, standards in teaching and learning

**What did you achieve?** The program engaged with the Australian tertiary sector to support institutions to implement and embed criteria and standards in policy and practice. International interest in the framework and the fellowship program enabled the concepts to be trialled across several countries and cultural settings. The Fellowship program demonstrated that university teaching could be enhanced, rewarded and recognised in a manner that sustains a focus on teaching that delivers quality student learning experiences.

The Fellowship program has been timely, judging by the interest in Australian and international higher education institutions to engage in conversations about policies, processes and practices related to rewarding and recognising teaching. There is now considerable evidence that higher education institutions - whether research intensive or teaching intensive, public or private - are increasingly recognising that they need to engage in root and branch changes to their recruitment, mentoring and development and particularly their promotion policies and practices to ensure that excellent teaching is fostered, developed, recognised and rewarded.

The outcomes of the Fellowship have contributed to the Australia tertiary sector's engagement in an evidence and standards-based approach to rewarding and recognising teaching and informed international initiatives.

**What does the sector need now?** Teaching is a key pillar of all higher education institutions. Recognising and rewarding quality teaching must be embraced by university leaders at every level and demonstrated consistently.



**Professor Lynne Cohen**  
Edith Cowan University

**Biography:** Professor Lynne Cohen is a community psychologist, applied social psychologist and Fellow of the Australian Psychological Society (APS). Lynne was awarded the Order of Australia in 2016 for her services to Higher Education.

**2010 ALTC Teaching Fellowship**

**Fellowship title:** Building leadership capacity in undergraduate students

**Year completed:** 2012

**Expertise keywords:** Resilience, leadership, learning

**What did you achieve?** My research focused on developing leadership skills in undergraduate students. I developed and trialled a leadership program that was specifically designed to enhance the competencies and skills of undergraduate students beyond their discipline knowledge. The program initially refined a model which was trialled, modified and adopted by other universities which resulted in enhanced leadership capacity of teaching and professional staff in the universities. Students engaged better with their areas of study which led to better retention and completion rates. I have continually organised the program within different schools and faculties. However it requires commitment from staff to implement.

- The potential to enhance employability of graduates.
- Greater community engagement through the use of industry partners as mentors.

**What does the sector need now?** It would be useful to develop a leadership academy designed for undergraduate students. This would be a whole of university initiative.



**Associate Professor Jo Coldwell-Neilson**  
Deakin University

**Biography:** Jo's research and teaching focuses on engaging students in and with technology, digital technology uptake in education, and students' engagement with Career Development Learning and WIL. Jo is currently Associate Dean (T&L) in the Faculty of SEBE.

**2016 OLT National Teaching Fellowship**

**Fellowship title:** Unlocking the code to digital literacy

**Expected Completion Date:** end-2019

**Expertise keywords:** digital literacy, teaching and learning

**What did you achieve?** I have developed a universal understanding of digital literacy and am developing a model that underpins this. I am exploring the digital skills that university students bring to their studies and the skills that academics expect students to have. There is a significant mismatch of expectations, which needs to be addressed by Universities by contextualising and scaffolding digital literacy learning within curricula.

My digital literacy model is being piloted at Deakin University through the development of a framework to guide the inclusion of relevant digital literacy capabilities within curricula. The framework describes skills and capabilities for each element of the model in the context of AQF levels 7-10. I will also develop a benchmark, which defines foundation digital skills expected of students and provides the basis for scaffolding digital literacy learning.

My research has sparked interest in digital literacy at national and international levels, which I hope will continue and develop once the final Fellowship report is published at the end of 2019. My aim is to support appropriate digital literacy development in higher education curricula, thus ensuring future graduates are adequately prepared to engage with the digitally enhanced and disrupted world of Industry 4.0.

**What does the sector need now?** There is a need for a universal understanding of digital literacy underpinned by a framework that, when contextualised, captures skills and capabilities that make up digital literacy.



**Professor Geoffrey Crisp**  
University of Canberra

**Biography:** Chemistry discipline background, academic positions University Melbourne, University Adelaide, RMIT University, University New South Wales, University of Canberra. HERDSA Fellow, Principal Fellow HEA.

**2006 ALTC Associate Teaching Fellowship**

**Fellowship title:** Raising the profile of diagnostic formative and summative assessment

**Year commenced:** 2009

**2009 ALTC National Teaching Fellowship**

**Fellowship title:** Rethinking assessment in the participatory digital world – Assessment 2.0

**Year completed:** 2011

**Expertise keywords:** Online, assessment, leadership

**What did you achieve?** This Fellowship will develop strategies to assist teachers and higher education institutions to align their learning, teaching and assessment practices in a rapidly changing digital context. The assessment of student activities in collaborative and interactive digital learning environments and how to appropriately design assessment activities in a participatory web environment are major challenges facing universities. Students are using learning environments that include social networking, syndicated media-sharing services, collaborative editing, virtual worlds and digital portfolios; how are we going to provide valid and reliable assessments that align with skills developed in these new learning environments? The emphasis for this Fellowship will be on the appropriate, effective and productive assessment of activities in participatory Web 2.0 environments. Building local communities of practice around these issues is an important goal of the Fellowship activities.

**What does the sector need now?**

Changes to the way we assess students  
More formal approach to peer review of teaching



**Professor Trevor Cullen**  
Edith Cowan University

**Biography:** Professor Trevor Cullen is currently Associate Dean - Design Media, and Communication and Director of CREATEC research Centre at Edith Cowan University. He is acknowledged as an expert in journalism curriculum design and health journalism.

**2015 OLT National Teaching Fellowship**

**Fellowship title:** Journalism capstone units: Capstone units for journalism programs to facilitate the demonstration of graduate capabilities

**Year completed:** 2017

**Expertise keywords:** Journalism, Curriculum, Capstones

**What did you achieve?** The ambitious aim of the Fellowship was to produce an agreed statement of outcomes and standards which might usefully inform the development of capstone units in various types of journalism studies (degrees and majors). The Fellowship involved interviews with 30 journalism academics at 18 universities across five States in Australia. The approach was to mine the knowledge and experiences of those actually teaching the discipline of journalism to formulate a set of statements about what a graduate in journalism must know and be able to do. The strength of this approach is that it engaged a wide group of invested parties, it was inclusive and it is likely to have a long-term impact because the outcomes of the project belonged to those teaching the subject, not the researcher.

For a research project to have an impact, people need to know the findings, be able to access the relevant supporting information and then use the information to make changes to their own practices. I strove for maximum impact by engaging the support of the peak journalism education body in Australia.

The final part of the validation process was the submission of the statement of agreed standards, principles, models and skills to the Journalism Education and Research Association of Australia (JERAA). Acceptance of such by this influential, peak journalism education body was critical to ensuring that the project has an impact on curriculum design and teaching practice in journalism education in Australia. The Executive members of the JERAA accepted the report and recommendations for the use of journalism capstone units in Australian universities. "The documents and guidance you provided to us about journalism capstone units have been extremely valuable and we endorse them."

**What does the sector need now?** There is more useful work to be done on the issue of whether a capstone experience should be primarily either a learning experience or an opportunity to demonstrate accomplishments.



**Emeritus Professor Jenny Edwards**  
University of Technology Sydney

**Biography:** Jenny Edwards is an Emeritus Professor of IT at UTS. Following a teaching and research career in IT, she now contributes to the sector through University reviews and ICT program accreditations for the Australian Computer Society.

**2007 ALTC Associate Teaching Fellowship**

**Fellowship title:** Teaching novice computer programmers: bringing the scholarly approach to Australia

**Joint Fellowship with Raymond Lister**

**Year completed:** 2010

**Expertise keywords:** ICT, quality, education

**What did you achieve?** This was a joint Fellowship with Raymond Lister, which built on previous work by the Fellows, particularly the BRACElet project of Raymond and others. Leveraging off this work, by the formal end of the Fellowship in 2010, there were 46 active participants in our action research (2007 - 2010) from 14 Australian, 8 New Zealand and 8 other international universities and institutions.

In 2010, a number of these participants announced 4 spinoff projects across 4 countries. The outcomes of the Fellowship and its subsequent spinoff projects have been and continue to be promulgated through many workshops, papers, sets of exam questions and comparative research studies to computer education groups across Australia, New Zealand and internationally. This means that the many institutions in which the snowballing numbers of participants teach now take a much more scholarly approach to the learning and teaching of introductory programming via the use of well thought out and thoroughly tested assessment. The collaborative multi-institution, multi-participant action research approach means that scientific rigour in analysing approaches to teaching and assessing introductory programming replaced folk pedagogy. The extensive dissemination of all the results encourages many newcomers to participate in and apply the ongoing work.

Another aim of the Fellowship was to show how to eliminate gender bias in the teaching of novice programmers, a critical issue if more women are to be encouraged into IT careers. The extensive bank of resources which has been and is still being developed has been designed and carefully tested to be gender neutral. The result is actually better assessment for all students.

It takes a village to raise a child - it takes active network participants to promulgate and enhance a Fellowship.

**What does the sector need now?** Rather than one off teaching initiatives, individuals should use existing networks, in our case, Australian Computer Education, to conduct joint education projects to spread successful results widely.



**Emeritus Professor Christine Ewan Phillips**  
KPA

**Biography:** Christine completed MBBS, PhD and MA and worked at the Centre for Medical Education UNSW from 1976 to 1986. She was dean and PVC(A) at UOW and then DVC (Education) at UWS. Senior academic advisor to ALTC and the HESF Research Fellow 2010 to 2015.

**2014 OLT National Senior Teaching Fellowship**

**Fellowship title:** Higher Education Standards Panel Research Fellow

**Year completed:** 2015

**Expertise keywords:** Education, health policy

**What did you achieve?** I produced a seminal report to the Higher Education Standards Panel on the potential impacts of new technologies and developments in disaggregated learning in the context of the HESF. This work has been used as the basis for several succeeding activities of the HESP and TEQSA and has been considered in the reframing of the AQF and improved approaches to professional accreditation.

**What does the sector need now?** The review of the AQF is underway and is informed by a preliminary review I was commissioned to write. It promises to simplify and make the AQF more useable and up to date.



**Dr Deanne Gannaway**  
University of Queensland

**Biography:** Dr Deanne Gannaway currently coordinates Professional Learning in the Institute for Teaching and Learning Innovation at The University of Queensland. She is a leader in teaching and learning innovation and curriculum and a Senior HEA Fellow.

**2016 OLT National Teaching Fellowship**

**Fellowship title:** Making Connections: Future-proofing the generalist Bachelor of Arts program  
**Year completed:** 2018

**Expertise keywords:** curriculum, innovation, professional learning

**What did you achieve?** Between September 2016 and October 2018, a program of Fellowship activities aimed to re-imagine the place of HASS disciplines in the contemporary higher education context. Activities included facilitating curriculum-based consultation meetings or workshops at 18 universities directly leading to curriculum changes in 13 Australian and two international BA programs; engaging with bodies such as Australian Academy of the Humanities, Council for the Humanities, Arts and Social Science, Deans of Arts, Social Sciences and Humanities and Australian Council of Deans of Science; hosting think tank sessions to bring together students, senior executive, teachers and alumni across Australia to consider the value proposition of the BA; coordinating an international conference - the first ever to focus on BA curricula, teaching and outcomes; and developing a web-based repository (<http://www.hassfutures.org>) to host resources developed across the program.

These activities provided opportunities to consider BA curricula on a “whole-of-program” basis, rather than the traditional focus on disciplines and design at a unit of study level. The outcomes provide an opportunity to describe the BA curriculum as one that develops disciplinary knowledge but also vital life and work skills, innovative and creative mindsets and experiences that encourage individuation, independence and leadership. The think tanks and the BA conference enabled cross-discipline discussions, leading to sharing of practices by participants and to discussions regarding the benefits and strengths afforded by, and particular to, a BA degree program.

**What does the sector need now?** We need to establish whether there are distinctive features in Australian BA programs in comparison to international BA programs and in comparison to other, more focused programs.



**Associate Professor Anne Gardner**  
University of Technology Sydney

**Biography:** Anne Gardner is Head of School, Engineering and IT Professional Practice, Faculty of Engineering & Information Technology. Anne is an experienced engineering academic with a demonstrated history of working in the higher education industry.

**2016 OLT National Teaching Fellowship**

**Fellowship title:** Professional identity and agency: changing the way STEM students think about their learning and development  
**Year completed:** 2017

**Expertise keywords:** academic identity, learning frameworks, professional development

**What did you achieve?** Workshops and other learning activities with engineering students helped them develop a language to apply to their learning. Having a framework to describe different aptitudes or dispositions for effective learning facilitated their ability to think about how they currently approach their studies and what changes they can enact that might improve their ability to learn. I developed a series of engineering student personas for use in student workshops. The aim of using personas was that students would be able to identify with the different narratives and assess the impact of various characteristics on the developmental trajectory of each persona. This allows students to safely discuss and reflect on profiles that are similar to their own, and identify strategies for their own development, without needing to reveal their own profile or feel apprehensive that if they discussed themselves they may appear foolish or will be judged harshly by their peers. Although fictional the personas reflect authentic characteristics of real students. I also used the personas to illustrate the diverse range of people that can be successful in, ‘belong’ in, engineering. The group of engineering student personas has been used by academics at other universities as resource material in professional development workshops with their academic staff. I have also used a particular learning framework (CLARA) in workshops with engineering academics and postgraduate students. In these contexts I adopted coaching groups of three participants to provide them with practice in peer coaching in addition to becoming familiar with the learning framework and their particular profile. In the future I am planning to include this learning framework in the Professional Practice Program in the Faculty of Engineering & IT at UTS.

**What does the sector need now?** The scholarship of teaching and learning and educational research are still not regarded as valuable activity in most engineering departments/faculties across the country - they need sector support.



**Dr Wendy Green**  
University of Tasmania

**Biography:** Wendy Green, PhD is a senior lecturer (adjunct) in the School of Education, University of Tasmania, Australia. Her research focuses on the impact of globalisation on higher education, and its implications for learning and teaching.

**2016 OLT National Teaching Fellowship**

**Fellowship title:** Engaging students as partners global learning  
**Year completed:** 2019

**Expertise keywords:** global learning, internationalising curricula, students as partners

**What did you achieve?** My Fellowship program (December 2016 – January 2019) brought together students and staff from diverse cultural, national and disciplinary backgrounds to co-develop global learning practices in the formal and informal curriculum, at home and abroad. Key outputs include short case studies, a range of empirically tested and evaluated resources and a blog, which publishes original pieces and comments from students and staff around the world.

The Fellowship produced outcomes in five key areas: new understandings about student and staff engagement in global learning; new capacity for staff and students to work in partnership in order to enhance global learning; new connections through Fellowship events, presentations and a community of scholars; new practices in global learning, co-designed by staff and students; raised awareness and debate through Fellowship events, additional presentations, social media, the Fellowship website, blog and ongoing publications.

My Fellowship program sparked additional invitations, resource development and spin-off projects, many of which are ongoing. New contributions to the blog, continuing development of resources, and further publications will continue to foster engagement.

Post-Fellowship I am engaged in four areas of further development, namely; developing partnership approaches, which make global learning accessible to all students on the home campus, rather than the selected few who have historically benefited from international mobility programs; understanding the variations in the ways students and staff engage in global learning; exploring further the socio-cultural construction of ‘students as partners’ and its implications not only for global learning, but also other fields of inquiry; and addressing the enablers and blockers to a fuller engagement of students as agentic contributors to teaching and learning.

**What does the sector need now?** Changes need to occur at the institutional and societal levels to identify enablers and address blockers to the fuller engagement of students as contributors to teaching and learning.



**Adjunct Associate Professor Kym Fraser**  
Swinburne University of Technology

**Biography:** Kym Fraser worked internationally in the higher education sector winning development and research funding of over £850,000 (UK) and \$1,000,000 (Australia). She has a strong record of publication in academic development and retired in 2019.

**2016 OLT National Teaching Fellowship**

**Fellowship title:** National, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching  
**Year completed:** 2018

**Expertise keywords:** teaching professional development, academic development, promotion

**What did you achieve?** My Fellowship was a collaboration between 10 Australian universities partnering to develop a free, online teaching induction MOOC for higher education staff new to teaching. The MOOC, ‘Contemporary approaches to university teaching’ provides modules and resources to engage staff for two hours a week across a semester. The modules and resources were developed and reviewed by colleagues from 25 Australian universities.

Since January 2018, over 2200 people from 50 countries enrolled in the MOOC. Subsequently 1,254 (68%) enrollees have participated. Staff from 39 of the 42 Australian universities enrolled in the MOOC. Many participants returned in subsequent semesters to engage with modules they hadn’t participated in the semester before.

Testament to the quality of the MOOC, 12 months after the launch, one Australian college, 14 Australian and two New Zealand universities and the Malaysian campus of an Australian university, are using the MOOC. Eight universities and one college have imported the MOOC content into their LMS and have contextualised or are in the process of contextualising the content for their own institution.

In 2019, Hong Kong colleagues are translating the MOOC into Mandarin (Puthonghua) and Cantonese.

The Fellowship website is located here. The website includes information about the MOOC such as rationale, how universities are using it, and how to import the content, as well as an annotated teaching induction bibliography, publications and references.

The Fellowship developed a teaching induction research agenda. The Fellowship partners and I have had one article accepted for publication by the International Journal for Academic Development and have one article under review. We will conducting research into the teaching induction research areas that we identified.

**What does the sector need now?** The higher education sector needs to mandate and pay for substantive teaching induction for all staff who are new to teaching, including sessional staff.



**Professor Ross Guest**  
Griffith University

**Biography:** Ross Guest is Professor of Economics and Dean (Learning and Teaching) in the Griffith Business School, a Principal Fellow with the Higher Education Academy, and an adjunct professor at the Australia and New Zealand School of Government.

**2008 ALTC Teaching Fellowship**

**Fellowship title:** Promoting classroom experiments in undergraduate economics teaching  
**Year commenced:** 2008

**2012 OLT National Senior Teaching Fellowship**

**Fellowship title:** Embedding and benchmarking core knowledge and skills as the foundation for learning standards in the undergraduate economics curriculum  
**Year completed:** 2013

**Expertise keywords:** learning standards in economics, economics education, higher education

**What did you achieve?** As noted in the formal evaluation report, “The project has achieved a high level of engagement by various stakeholder groups and especially by the Economics discipline community and by key individuals and organisations within that community.” We raised awareness of the need for learning standards in economics through campus visits across the country, a national symposium presentation, and a refereed journal article: Guest, R. (2013) ‘Towards Learning Standards in Economics in Australia’, *Economic Papers*, 32, 1, 51-66. • The learning standards were developed and disseminated through a survey of Australian economists (mainly academics) through which over 800 respondents targeted and 137 responses received on the first draft of the learning standards. We produced a dedicated website which has details of the learning standards including the process and outcomes of the Fellowship:  
<http://www.economiclearningstandards.com/>

An extension project was conducted, a year after the Fellowship, which collaboratively piloted the building of a pool of assessment tasks, each of which was quality-assured and categorised under one or more of the five minimum learning outcomes that constitute the Economics Learning Standards. This project aimed to promote a deeper engagement with the learning standards and further embed them in the economics curriculum at institutions. We also continued to promote the learning standards through presentations at conferences and a refereed journal article: Guest, R. and Layton, A., (2016) ‘A Report on the Development of Learning Standards for Economics in Australia’, *Australasian Journal of Economics Education*, 13, 1, 1-12.

**What does the sector need now?** The commitment of the economics academic community to learning standards, by key bodies such as the Australian Business Deans Council, the Economics Society of Australia and Department Chairs.



**Associate Professor Marina Harvey**  
University of New South Wales

**Biography:** Director, Academic Development Services at UNSW. Marina’s research, using Participatory Action research, is in quality learning and teaching with sessional staff, distributed leadership and reflection for learning evidenced in over 80 publications.

**2014 OLT National Teaching Fellowship**

**Fellowship title:** Quality learning and teaching with sessional staff: systematising national standards  
**Year completed:** 2016

**Expertise keywords:** Reflection, Sessional staff, Distributed leadership

**What did you achieve?** The Fellowship enabled Australian universities to engage with the evidence-based National standards for quality learning and teaching for sessional staff through benchmarking activities ([blasst.edu.au](http://blasst.edu.au)). Benchmarking workshops in the UK and Spain demonstrated that the standards are transferable globally.

The BLASST online tool is designed to stimulate reflection and action, and to enable institutions, faculties, departments and individuals to work towards consistency in good practice with regard to sessional staff. The colour-coded report which is generated provides a foundation for reflective decision-making, and can be used to inform action plans for enhancing practices and priorities.

A national summit recognised and rewarded good practice of quality learning and teaching with sessional staff across the Australasian sector.

Following the Fellowship, dissemination focusing on good practice, case studies and research continues. This includes a special issue of the *International Journal of Academic Development*, a HERDSA guide and book chapters as well as ongoing benchmarking workshops.

**What does the sector need now?** Comprehensive and accurate data collection; Increased support for professional/career development; Further engagement by university executives (eg DVCA’s) and by private providers.



**Professor Amanda Henderson**  
Central Queensland University

**Biography:** Amanda Henderson has an extensive career in education, research and leadership in both academic and health care settings. Her interest is developing effective partnerships across university and industry stakeholders to advance learning in practice.

**2007 ALTC Associate Teaching Fellowship**

**Fellowship title:** Developing a model for interprofessional learning during clinical placements for medical and nursing undergraduate students  
**Joint Fellowship with Heather Alexander**  
**Year commenced:** 2007

**2015 OLT National Senior Teaching Fellowship**

**Fellowship title:** Stopping ‘Pass the Parcel’ with practice-based student learning: Establishing education governance frameworks between academia and industry to facilitate collaborative design of practice-based experiences and constructive alignment with discipline standards and targeted learning outcomes  
**Year completed:** 2019

**Expertise keywords:** governance, partnerships, leadership

**What did you achieve?** One key outcome is a collaborative governance framework (Henderson and Trede 2017), developed from a review of the literature, previous projects, and consultation with experts, to help academic facilities organise successful workbased learning. The framework can be used as a tool to guide, organise and check the structures and processes of university, industry and student to facilitate work based learning that supports the realisation of the desired student outcomes. Further to this the Fellowship piloted the advancement of Strong and Nuanced Stakeholder Partnership through the collaborative development of a post-graduate emergency nursing program; harnessed student agency through a check-in and check-out approach to work based learning; and assisted the development of authentic assessment tools for workbased learning across diverse disciplines.

Following the Fellowship I have been involved in developing guidelines for workplace supervisors to assist students to be pro-active in their learning (Perry, Henderson, Grealish 2018), examination of best practices to improve feedback that assists student involvement in workplace learning (Ossenber, Henderson, Mitchell in press), and further exploring authentic assessment that better engages students in effective evaluative judgement of their own performance.

**What does the sector need now?** If learning is to be contemporary and relevant it is paramount that academics and industry effectively collaborate to help students identify opportunities that assist them meet the desired outcomes.



**Emeritus Professor Joy Higgs**  
Charles Sturt University

**Biography:** Joy Higgs AM PhD PFHEA 35 years in higher education. Published over 40 books and 380 papers/chapters in professional practice, employability, research and higher education. Higher Education Consultant, Director of EPEN, and Emeritus Professor.

**2010 ALTC Teaching Fellowship**

**Fellowship title:** Practice-based education: enhancing practice and pedagogy  
**Year completed:** 2011

**Expertise keywords:** Professional practice, higher education

**What did you achieve?** During the Fellowship extensive staff and curriculum development activities were pursued within the home university (CSU) leading to curriculum enhancement of practice-based education (PBE), greater staff knowledge and capabilities in PBE and strengthened foundations for research and scholarship including doctoral research. Nationally a range of interstate seminars, a website and collaborative scholarship projects expanded national engagement with PBE. 3 books and over 90 chapters and papers were published from this collaborative work demonstrating the scope and value of PBE in an international arena. Key benefits from the Fellowship include building capabilities of academics in the use of the extensive range of PBE strategies to enhance curriculum design and students’ learning experiences and outcomes and a flourishing of research and scholarship in this field. The core products “Good PBE Practices – A Model of PBE Pedagogy” and “Practice-Based Education: A Framework for Professional Education” were widely presented and debated during the Fellowship events and via the website.

Following the Fellowship ongoing education and research activities continued through the Education, Practice and Employability Network I established ([www.epen.edu.au/](http://www.epen.edu.au/)) and doctoral research supervision and research have continued to expand and disseminate advanced knowledge and educational practice in this field. A key scholarship endeavour has drawn together leaders in PBE and evolving topics including employability. Currently three books arising from this collaboration involving ALTF Fellows, are in production: “Challenging future practice possibilities”; “Education for Employability I: The employability agenda”; “Education for Employability II: Learning for Future Possibilities”.

**What does the sector need now?** Commitment to good education amidst political, economic and survival imperatives.



**Emeritus Professor David T. Hill  
Murdoch University**

**Biography:** David T Hill, emeritus Professor at Murdoch University, was appointed Member of the Order of Australia ‘for significant service to international relations, as an advocate of Australia-Indonesia cross-cultural understanding, and as an educator’.

**2009 ALTC National Teaching Fellowship**

**Fellowship title:** The development of a national strategic plan for Indonesian in Australian universities

**Year completed:** 2012

**Expertise keywords:** Indonesia, in-country learning, language.

**What did you achieve?** The Fellowship supported a national survey of Indonesian language programs in Australian universities, the collection of detailed input from administrators, teachers and students, and the production of a strategic plan to strengthen Indonesian language in Australian universities. The material collected is, to a large extent, now publicly accessible for downloading, in the hope that other researchers may continue with this work.

Australia’s bilateral relationship with Indonesia is arguably our most important. Yet, the Fellowship found Indonesian language learning in Australian education was in crisis. In schools, there were fewer Year 12 students studying Indonesian in 2009 than in 1972. In universities, from 2001 to 2010, enrolments in Indonesian nationally dropped by 37%, at a time when the overall undergraduate population in universities expanded by nearly 40%. Between 2004 and 2009, autonomous Indonesian programs closed in six Australian universities. Only 15 of Australia’s 40 universities had autonomous Indonesian language majors, with five others offering Indonesian majors using staff and/or materials provided by another university. The Report made 20 recommendations.

The Fellowship focussed national attention upon this issue and challenged universities and governments to do more. The problem has not been solved. However, enrolments in Indonesian in Australian universities have largely stabilised and the rate of decline is flattening. One important government initiative which coincided with the release of the Report was the New Colombo Plan, which supports Australian undergraduates to study in Asia (including significantly, in Indonesia). In-country Indonesian study has been growing as a proportion of total student load in university Indonesian programs.

**What does the sector need now?** I think it would be timely for a follow-up survey to identify trends in Indonesian enrolments since the Report and to assess the impact of recommendations actually adopted.



**Professor Sally Kift  
National Centre for Student  
Equity in Higher Education, Curtin  
University**

**Biography:** Professor Sally Kift PFHEA FAAL GAICD is President, ALTF. Until 2017, she was DVC (Academic) at James Cook University. Sally is a National HE Career Achievement Awardee, National Teaching Awardee, Senior Teaching Fellow, and Discipline Scholar, Law.

**2006 ALTC Senior Teaching Fellowship**

**Fellowship title:** Articulating a Transition Pedagogy to scaffold and enhance the first-year learning experience in Australian higher education

**Year completed:** 2009

**Expertise keywords:** Transition Pedagogy, First Year Experience, Curriculum Design

**What did you achieve?** This Fellowship took a fresh look at First Year Experience (FYE) research and practice with the aim of lifting attainment and success for all first year students, and particularly for those from underrepresented equity groups. Its conceptualisation of a “Transition Pedagogy” (TP), and the six first year curriculum principles that underpin its implementation, drew HE in from the periphery of the curriculum where both students and professional staff interventions had been languishing for decades in the absence of contextualised transition mediation.

TP’s breakthrough innovation was to focus on what students have in common—their learning experiences moderated through curriculum— rather than problematising their diversity and difference. It harnesses curriculum as the engagement glue, and academic and social “organising device”, driving skills acquisition, identity formation, self-efficacy and a sense of belonging through discipline learning.

The distinctive features of TP’s integrative framework are thus threefold: first, an intentional and foundational curriculum focus to mediate the coherence and quality of the student experience cumulatively over the student lifecycle; secondly, a whole-of-institution and whole-of-student emphasis that delivers coordinated engagement and proactively intervenes to assure just-in-time, just-for-me support and sense of belonging; and, thirdly, the enabling capability of academic and professional staff working together in cross-institutional partnerships.

In the 15 years since Transition Pedagogy entered the FYE lexicon, it has been well received, adopted and adapted, impacting national and international policy, practice and processes, across many disciplines, institutions and aspects of the student lifecycle.

<http://transitionpedagogy.com>  
<https://web.archive.org/web/20170424191405/http://www.fyecd2009.qut.edu.au/index.jsp>

**What does the sector need now?** Despite great gains of recent years, we cannot rest easy nor ever leave student success to chance. Under-represented cohorts will always demand our full and collective focus and iterative expertise.



**Adjunct Professor Les Kirkup  
University of Technology Sydney**

**Biography:** Les holds honorary professorships at the University of Technology Sydney, and the University of Sydney. He has published widely in peer-reviewed science and science-education journals throughout his career and has written several textbooks.

**2007 ALTC Associate Teaching Fellowship**

**Fellowship title:** New perspectives on Service Teaching: Tapping into the student experience

**2010 ALTC Teaching Fellowship**

**Fellowship title:** Inquiry-oriented learning in science: Transforming practice through forging new partnerships and perspectives

**Year completed:** 2012

**Expertise keywords:** inquiry oriented learning, problem based learning

**What did you achieve?** Through this fellowship, I:

- engaged students, full time and casual academics, science policy makers and high profile national organisations including CSIRO and the Australian Council of the Deans of Science in this fellowship. In doing so, I shaped and broadened the national conversation on learning through inquiry in science;
- facilitated changes in practice at seven universities in five States through supporting the development, trialling and embedding of IOL activities into the curriculum in biology, chemistry and physics;
- captured and examined the student perspective of IOL through focus groups run in five universities in QLD, SA, NSW and TAS;
- presented 13 hands-on inquiry workshops in universities in the UK, New Zealand and Australia, including an invited workshop at the 2012 HERDSA conference in Hobart.

Since my fellowship I have continued to promote learning through inquiry both nationally and internationally in education at all levels. This is evidenced by papers published, for example in *The International Journal of Innovation in Science and Mathematics Education* (with M Braun and M Varadharajan) (2016) *A Comparison of Student and Demonstrator Perceptions of Laboratory-Based, Inquiry-Oriented Learning Experiences* <http://openjournals.library.usyd.edu.au/index.php/CAL>. Invitations to deliver keynotes, *Inquiry-Oriented Learning in Science: challenges and benefits* at International Conference on Science and Mathematics Education in Bandung, Indonesia, 12th May 2018).

**What does the sector need now?** The sector is not identifying the next generation of agents, drawn from universities, and working at a national level who can carry on the mission of the OLT/ALTC.



**Professor Nicolette Lee  
La Trobe University**

**Biography:** Professor Nicolette Lee is currently Executive Director, Quality and Standards at La Trobe University. She is a Principal Fellow of the Higher Education Academy and an internationally recognised expert in higher education curriculum and management.

**2013 OLT National Senior Teaching Fellowship**

**Fellowship title:** Capstone curriculum across disciplines: Synthesising theory, practice and policy to provide practical tools for curriculum design

**Year completed:** 2016

**Expertise keywords:** Curriculum, quality, capstones

**What did you achieve?** In the simplest terms, capstones are substantial culminating learning experiences that take place in the final stage of an educational course, offering closure and a focus for the sense of achievement that comes with completion. From a quality assurance point of view, capstones can provide a means of demonstrating course-level learning outcomes and as a transition experience, an opportunity for truly energising learning experiences that catapult students into their post-graduation lives with real evidence of their capabilities and potential.

My Fellowship was designed to work closely with teaching and curriculum design staff from across the sector to develop an evidence-based foundation for the design and delivery of capstones, providing professional development, tools, resources and a network of best practice across the disciplines over a period of three years. Working with more than 700 staff across all Australian universities and internationally, we were able to profoundly impact the sector capacity to provide undergraduate and postgraduate students with professionally relevant and positive educational outcomes.

In the period since the Fellowship completed, the calls for advice and professional development have continued. Three years on, the website receives 3000 visits a month dominated by Australia and New Zealand, I continue to deliver workshops for staff at all levels of Universities seeking to energise their final year curriculum and better support work-readiness in their graduates. Capstones continue to be designed and redesigned to meet the principles developed through the program, and many of the staff involved in the program have become leaders in their institutions.

**What does the sector need now?** If we are to continue to advance innovation, quality and the standard of our student outcomes, higher education requires wide-ranging recognition, research and development in the national interest.



**Associate Professor Raymond Lister**  
University of Technology, Sydney

**Biography:** Raymond Lister is an Associate Professor in the Faculty of Engineering and Information Technology at UTS. He specialises in teaching introductory programming. His primary research interest is the study of how people learn to program.

**2007 ALTC Associate Teaching Fellowship**

**Fellowship title:** Teaching novice computer programmers: bringing the scholarly approach to Australia  
**Joint Fellowship with Jenny Edwards**  
**Year completed:** 2010

**Expertise keywords:** Programming, Piaget, Developmental Epistemology

**What did you achieve?** This was a joint Fellowship with Jenny Edwards. The Fellowship project built on the pre-existing BRACElet project. By the end of the Fellowship in 2010, there were 46 active project participants, from 14 Australian, 8 New Zealand and 8 other international universities and institutions. In the lifetime of the Fellowship, 16 peer-reviewed papers were published by the participants. The Fellowship pioneered both a method for studying novice programmers and a way to organize multi-institutional collaborations that study students. Perhaps the most significant outcome of the Fellowship was an empirically derived model for the relationship between the ability of novice programmers to read, explain, and write code. The internationally accepted interpretation of the model is that a novice's ability to manually execute small pieces of code precedes their ability to read and explain small pieces of code and the combination of those two skills precedes a student's ability to systematically write small pieces of code.

Since the completion of the Fellowship, the 16 papers published during the Fellowship have received 660 citations worldwide, and Raymond Lister has gone on to publish 42 more education-related papers. The most significant outcome of his work since the Fellowship has been his development of a theory of how novices learn to program, based on neo-Piagetian theory.

**What does the sector need now?** Recent tertiary education reform has been dominated by top-down, whole-of-institution reform. What is needed now are discipline-based, multi-institutional projects led by people who teach.



**Professor Helen MacGillivray**  
Queensland University of Technology

**Biography:** Helen's expertise in authentic statistics teaching across disciplines and educational levels is recognized internationally. She is editor of Teaching Statistics and has been president of two international and two national professional associations.

**2006 ALTC Senior Teaching Fellowship**

**Fellowship title:** The teaching and assessment of statistical thinking within and across disciplines  
**Year completed:** 2009

**Expertise keywords:** statistics, inquiry-oriented, multi-disciplinary

**What did you achieve?** Statistics education is more important than ever within and across disciplines, with the proliferation of data, the demand for evidence, and the power of technology. Despite much advocacy, there is insufficient penetration of strategies in teaching and assessment incorporating authentic statistical enquiry. My Fellowship program was a journey of discovery, dissemination, collaboration, observation and interaction to inform reflection, analysis and synthesis across the statistics world. It included working with 21 collaborators in 16 universities across 6 countries, sitting in on 13 different courses; giving national and international seminars, forums, workshops, conferences; and disseminating findings and resources in presentations and papers. A highlight was the initiative of holding an Australian Conference on Teaching Statistics (OZCOTS) attached to the Australian Statistical Conference (ASC); this was so successful, that it has been requested for every ASC since.

During the Fellowship, I was elected President of the International Association for Statistical Education

2009-2011, during which I co-organized the 8th International Conference on Teaching Statistics, restructured the International Statistical Literacy Project (ISLP), and organised the "Statistics Education and Outreach" conference associated with the 58th World Statistics Congress in Dublin. In 2011, I received a Citation for Outstanding Contributions to Student Learning, and an Australian Educational Publishing Award. In 2011 I was elected a vice-president of the International Statistical Institute, and was elected its President for 2017-2019, only the second Australian and second female to hold this position. I have produced 3 other books, as well as papers, chapters and resources from a national grant, and am editor of Teaching Statistics (Wiley), with my editorials attracting global attention.

**What does the sector need now?** Despite world-class work by Australians in tertiary teaching of statistics, it is beset by problems, including the usual 'silo', 'research-above-all' and discipline-embedded, top-down approaches.



**Associate Professor Jacquelin McDonald**  
University of Southern Queensland

**Biography:** Jacquie McDonald is a Higher Education Community of Practice consultant. Since 2006 she has facilitated, researched, published, and coached the implementation of Higher Education Communities of Practice, both nationally and internationally.

**2010 ALTC Teaching Fellowship**

**Fellowship title:** CDP: community, domain, practice: facilitator catch cry for revitalising learning and teaching through communities of practice  
**Year completed:** 2012

**Expertise keywords:** Communities of Practice, Facilitation, Social Learning Leadership

**What did you achieve?** My Fellowship was designed to build the capacity of Facilitators of Communities of Practice (CoPs) at the University of Southern Queensland (USQ). Three essential CoP elements, building community, growing domain knowledge and sharing practice, provide the CoP organising structure, with voluntary participation and member driven agendas. Workshops, establishment of a Facilitators' CoP, Teaching Fellow coaching, and resources located on the USQ web page (since archived), supported CoP activities. Identified outcomes include - professional conversations and mentoring around learning and teaching, CoPs as reference groups and inspiration, a toolkit for first year course leaders and fostering reflection and scholarly practice. Up to 22 CoPs, including academic and professional, topic and cohort CoPs evolved, with CoPs becoming integral to the University's Faculty and USQ strategic plans. CoPs were recognised through an ALTC citation (2009) and USQ CoPs received a 2009 Australian Universities Quality Agency (AUQA) commendation.

I continue to build both my own and the social learning capacity of colleagues through workshops, invited keynotes, conference presentations and publications. The Office of Learning and Teaching Leadership Project, 'Identifying, Building and Sustaining Leadership Capacity for Communities of Practice in Higher Education' researched and developed a suite of CoP leadership resources. I published two edited books: McDonald & Cater-Steel (Eds.) (2017) Communities of Practice: Facilitating Social Learning in Higher Education, Springer, <http://www.springer.com/gp/book/9789811028779> (26781 downloads); and Implementing Communities of Practice in Higher Education: Dreamers and Schemers <http://www.springer.com/gp/book/9789811028656> (14908 downloads). I'm co-facilitating an online community Co-researching the facilitation of social learning launched 2018.

**What does the sector need now?** We need to create social learning spaces where both educators and students join together, engaging in collaborative learning to meet their personal, professional and societal needs.



**Professor Maree O'Keefe**  
The University of Adelaide

**Biography:** Professor Maree O'Keefe, a Principal Fellow of the Higher Education Academy, is currently Associate Dean Learning and Deputy Chair of the University Academic Board. She is an expert in academic governance and health curriculum development.

**2013 OLT National Teaching Fellowship**

**Fellowship title:** Collaborating across boundaries: a framework for an integrated interprofessional curriculum  
**Year completed:** 2015

**Expertise keywords:** governance, curriculum, interprofessional

**What did you achieve?** I had a clear and compelling vision for interprofessional learning to be embedded in the core health profession curriculum of every Australian university. Through the National Teaching Fellowship, I conveyed this vision to others, and gained the ideal platform to lead a national program of activities and collaborations.

Interprofessional learning describes a curriculum where students of different disciplines to learn 'with, from and about each other'. Despite being widely held as important, embedding interprofessional learning into standard health profession curriculum remains a significant challenge. The Fellowship work led to a curriculum implementation framework and a set of achievable, assessable, interprofessional learning competencies that were applicable to all health disciplines.

National recognition has included citation of my work in influential reports such as the Health Professions Accreditation Councils' Forum (HPACF) position statement (2015) and the Australian Health Ministers' Advisory Council (AHMAC) Independent Review of Accreditation Systems (2017). A requirement for interprofessional learning is now included in the professional accreditation standards for all individual health professions including medicine, nursing, dentistry, physiotherapy and pharmacy. Endorsement by national bodies, especially of the common interprofessional learning competencies, has ensured impact on accreditation practices nationally. Academics at other Australian universities are incorporating these competencies in their own curricula.

I continue to work nationally to realise a 'whole of system' approach to interprofessional learning including the establishment of a national governance framework to ensure leadership and promotion of interprofessional learning as a central component of all Australian health professional practice.

**What does the sector need now?** Implementation of optimal governance models for Interprofessional Learning in health care curriculum that bring disciplines together in effective and sustainable curriculum development and delivery.



**Professor Sarah O'Shea**  
University of Wollongong

**Biography:** Sarah O'Shea has spent nearly twenty-five years working to effect change within the higher education (HE) sector through research that focuses on the access and participation of students from identified equity groups.

**2015 OLT National Teaching Fellowship**

**Fellowship title:** "Engaging Families to Engage Students": Exploring how university outreach activities can forge productive partnerships with families to assist first in family students navigate their higher education journey

**Year completed:** 2017

**Expertise keywords:** HE access and participation, educational equity, sociology of education

**What did you achieve?** This Fellowship focused on those students who are the first in their families to come to university in order to explore approaches to retaining and engaging this cohort. Of particular interest was the ways in which the family and community of learners might be included in this university journey.

Whilst many university outreach and retention programs have been put in place to improve the participation rates of students from equity groups, arguably they are missing a key component that is essential to the success of these programs — meaningful engagement with family and community of learners. The consequence is that many outreach programs may not achieve their potential because family members lack awareness of what it means to go to university and how to effectively support students in this journey. In recognition of this, this Fellowship worked with university staff involved with the transition and retention of FIF students across Australia. In a series of workshops and also, through the development of an array of online resources, the Fellowship showcased approaches to fostering connections with the family/ community of learners in order to better sustain student engagement during transition into the university environment.

The Fellowship developed a number of online resources and tools to assist students' significant others in understanding the transition to further studies. These resources were complemented by both recommendations for the sector and an online toolkit for equity practitioners. All of these resources and more are available from:  
<http://www.firstinfamily.com.au/OLT.php>

**What does the sector need now?** My 2017 Churchill Fellowship continued my exploration of this area and the key recommendations are available here:  
<https://video214.com/play/TWTKaaZXAJuSqzDtEzXeTQ/s/dark>



**Associate Professor Sandy O'Sullivan**  
University of the Sunshine Coast

**Biography:** Wiradjuri (Aboriginal) person, Deputy Head of the School of Creative Industries at USC, working in First Nations' creative practice, identity (queer and diverse), technologies and across Aboriginal representation and engagement.

**2009 ALTC Teaching Fellowship**

**Fellowship title:** Promoting strategies and creating opportunities for inter/multimedia practice as a culturally appropriate dissemination tool for Indigenous postgraduate research training

**Year completed:** 2011

**Expertise keywords:** Creative Practice, Research Training, First Nations' HDR

**What did you achieve?** The Fellowship focused on a major issue for the sector: that Indigenous research students had significantly reduced participation in the academy compared to their non-Indigenous counterparts. Key issues that arose were the sector's understanding of the aspirations, needs and agency of First Nations' students, and especially of those engaging in research training.

A key recommendation of the Indigenous Higher Education Advisory Committee was the need to develop strategies pedagogically inline with Indigenous Knowledge practice, at the same time as promoting meaningful methods of merging the community experience of Indigenous research students with sound research training and appropriate outcomes that would reach Communities.

Through the Fellowship there were over 30 workshops where supervisory panels developed a better understanding of culturally appropriate dissemination research strategies to reach First Nations' Communities. The workshops also served to reinforce the need for greater agency and connectedness to Communities, and to mythbust ideas around research that we do in, and for, Communities as less rigorous. To do this, the Fellowship borrowed on some ideas from the newly developed identifier of non-traditional research outputs, and the research practices across creative industries to suggest alternative pathways to research than distanced engagement and a thesis-form.

As a learning and teaching exercise the focus was on providing supervisory panels with tools that could be explored in a comprehensive way with their higher degrees students, and that provided for non-Indigenous supervisors across disciplines a sense of the work being achieved across the First Nations' research space.

The lasting legacy of the Fellowship is a better understanding of the role of impact and engagement from research students into the Community.

**What does the sector need now?** A continued presence in understanding the role of supervision of, and by, First Nations' Peoples across the disciplines.



**Associate Professor Claire Palermo**  
Monash University

**Biography:** Claire is a dietitian whose work focuses on teaching and learning of the underlying issues to eating well and transforming assessment to support graduates to be prepared for practice.

**2014 OLT National Teaching Fellowship**

**Fellowship title:** Transforming competency-based assessment in nutrition and dietetics

**Year completed:** 2015

**Expertise keywords:** assessment; competency-standards; determinants of health

**What did you achieve?** I established, and continue to lead, a 44 member strong, trans-Tasman community of practice for dietetics educators to support best practice competency based assessment. My Fellowship has commenced an important dialogue on competency-based assessment in nutrition and dietetics, changing the perspectives of the profession. My work has supported increased capacity for understanding and application of a programmatic approach to assessment where that students are placed at the centre of assessment with multiple pieces of evidence used to inform judgement of competence. Improving competency based education and assessment is key for supporting the development of health professionals better equipped to improve the health of the population into the future.

**What does the sector need now?** Changes to accreditation of health professions programs.



**Associate Professor Lynne Roberts**  
Curtin University

**Biography:** Lynne Roberts is an Associate Professor in the School of Psychology at Curtin University. Lynne teaches advanced research methods to honours students, supervises honours, masters and PhD students, and conducts research on learning and teaching.

**2013 OLT National Teaching Fellowship**

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

**Year completed:** 2014

**Expertise keywords:** dissertation supervision, Scholarship of Learning and Teaching, educational psychology

**What did you achieve?** Based on my Fellowship activities I have developed guides for supervisors and students completing honours and coursework dissertation. The guides outline good practice and include a range of tools for use by students and supervisors. A website with further resources is also maintained.

Since completing the Fellowship I have published two academic papers on dissertation supervision, presenting the perspectives of supervisors and students. I regularly present to groups of new dissertation students on how to effectively work with their supervisors. My findings also inform my own supervisory practice and mentoring of new supervisors.

**What does the sector need now?** I would like to see training for new honours and coursework supervisors implemented in all universities.



**Professor Cobie Rudd**  
Edith Cowan University

**Biography:** Professor Cobie Rudd is the Deputy Vice-Chancellor (Strategic Partnerships) and Vice-President at Edith Cowan University. She has extensive experience across sectors, including leading a range of national capacity-building and research projects.

**2011 ALTC National Teaching Fellowship**

**Fellowship title:** Enhancing the uptake of learning through simulation in health

**Year completed:** 2013

**Expertise keywords:** simulation, learning, health

**What did you achieve?** I devised and led a national approach to using simulation-based learning to teach and learn emotional and social intelligence, and situational awareness. I delivered an expedient technology-based solution to deliver distributed simulation-based learning on a broad scale, at a low cost, without compromising the realism of the immersive environment. This was a disruptive innovation creating new markets and networks; I was the largest employer of actors in WA, also employing cinematography, sound, lighting, and costume and makeup professionals. Thus as the first National Simulation Teaching Fellow in this field, I positioned simulation as a single solution for the two major problems facing all university health programs: the lack of quality clinical placements and the growing concerns around patient safety. I used simulation to address the problem that communication and system failures account for the majority of near misses and adverse events. I influenced the regulators so that both universities and accreditation bodies grasped how simulation could be, and needed to be, vertically and horizontally integrated throughout curricula. As a result, in 2014, simulation was added to the competency standards required for program accreditation and in turn, student registration, for all health disciplines. Furthermore, simulation uptake grew rapidly in health disciplines in Australia during my Fellowship (2011-13) and there was a 115% increase in simulation education hours delivered on a national scale. My value-add was my vision for new opportunities to deploy simulation and the capacity to lever significant political and financial support. Since my Fellowship, I have forged a strategic alliance with Harvard Medical School faculty; positioning ECU as the first Australian university to become a formal Affiliate in the field co-teaching with the Center for Medical Simulation.

**What does the sector need now?** Clinical placement capacity enhancement and funding for related educational infrastructure, creativity, and translational research.



**Emeritus Professor Geoff Scott**  
Western Sydney University

**Biography:** Geoff Scott is Emeritus Professor of Higher Education & Sustainability at Western Sydney University. He has led changes in school, technical and higher education learning and teaching since the 1970s.

**2014 ALTC National Teaching Fellowship**

**Fellowship title:** Assuring the quality of achievement standards and their valid assessment in Australian Higher Education

**Year completed:** 2016

**Expertise keywords:** change, implementation, learning

**What did you achieve?** The focus of this senior Fellowship was on ensuring we are developing graduates who are not only work ready for today but work ready plus for an uncertain tomorrow. The FLIPCurric site (at: [flipcurric.edu.au](http://flipcurric.edu.au)) brings together the work of some 3700 higher education learning and teaching leaders from around the world on how best to tackle this issue.

The FLIPCurric site is currently being used by more than 12,000 higher educators around the world to review their curriculum and ensure that the capabilities developed in graduates are what are needed in the 'age of acceleration' and that the assessment of these outcomes is powerful.

**What does the sector need now?** Universities that are transdisciplinary, focused on STEAM not STEM, socially entrepreneurial, action oriented and committed to addressing the UN's 17 Sustainable Development Goals.



**Professor Jessica Vanderlelie**  
La Trobe University

**Biography:** Professor Jessica Vanderlelie is the inaugural Pro Vice-Chancellor Student Success at La Trobe University. Jessica is recognised widely for her expertise as an educator and innovative approaches to supporting student transition and graduate success.

**2015 ALTC National Teaching Fellowship**

**Fellowship title:** Partnering with alumni to enhance graduate success in the health science disciplines

**Year completed:** 2019

**Expertise keywords:** alumni, Student Success, Health

**What did you achieve?** To strengthen our connection with alumni, I believe we need to consider the 'world' of a new graduate, challenge our notions of having 'done our job' at graduation and facilitate connection beyond our requests for time, talent and treasure. My National Learning and Teaching Fellowship supported universities to enhance student employability and success by conceptualising and designing effective and evidence-based strategies to actively engage alumni.

Throughout the Fellowship, I connected deeply with the sector and engaged over 1900 individuals from 28 Australian and 27 international universities through research activities, presentations and workshops. This work led to the formation of the Graduate Lifecycle Leaders network that recognises academic colleagues from across the sector for their commitment to working with alumni in a mutually supportive way and the quality of their engagement activities.

The key outcomes of the Fellowship were a series of theoretical frameworks and resources to support universities to maintain authentic engagement with their alumni and leverage their knowledges to support student employability. These are presented on the Fellowship website and in the five Engaging Alumni for Employability Good Practice Guides. The latter include the inaugural National Principles for Engaging Alumni for Employability and a series of contextualised recommendations, frameworks and examples of practice to empower universities, academics and professional staff to authentically engage with alumni.

I continue actively advocate for stronger relationships between academic staff and alumni professionals and deliver workshops for staff at all levels of Universities seeking to authentically engage their alumni to improve student employability and support the graduate transition.

**What does the sector need now?** My Fellowship deepened awareness of the value of alumni engagement, it is imperative now that academic staff are supported to develop lasting connection to their graduates and embed employability.



**Sally Varnham**  
University of Technology Sydney

**Biography:** Sally Varnham is a Professor of Law, University of Technology Sydney. Her research on law and policy in education is widely published in Australia and abroad and she is co-editor of "Higher Education and the Law" (Federation, 2015).

**2016 ALTC National Teaching Fellowship**

**Fellowship title:** Creating a National Framework for student partnership in university decision making and governance

**Year completed:** 2019

**Expertise keywords:** student, partnership, law

**What did you achieve?** Following research (OLT Project) abroad and nationally which considered the 'what, why and how' of student engagement to partnership in tertiary institutions, the Fellowship enabled a sector-wide collaboration involving all - senior managers, academics, professional staff, students and national student bodies, and sector agencies such as TEQSA. The principles and framework, STEPUP (Students and Tertiary Education Providers Undertaking Partnership) for quality enhancement, were formulated. A wide program of dissemination enabled a collective understanding and a motivation to progress and sustain a culture of authentic student partnership within institutions and nationally. This led to the Student Voice Australia Pilot Project formed in October 2018 with a Project Manager hosted at UTS and involving ten participant institutions initially for one year. It is important to note that 'university' has been widened to embrace all institutions within the sector and it is significant that Holmsglen Institute is one of the pilot institutions. The Pilot continues after my Fellowship finishes in March 2019, and is commencing now undertaking a program of Institutional Analysis workshops, and working with participant institutions staff and students to develop student representative training programs and Partnership Agreements where appropriate. Working with student partnership agencies such as sparqs (Scotland), TSEP (UK) and NStEP (Ireland), the Pilot aims also to develop and sustain a national presence for student partnership across the sector.

I wish to widen a common understanding of the importance and centrality of student voice to all we do as tertiary institutions and for an ethos of effectively and authentically working with students for students to be embedded across the Australian sector.

**What does the sector need now?** For the Pilot Project to expand to a national organisation working across the tertiary sector on student partnership involving all national agencies and peak student bodies.



**Dr Jason West**  
University of New England

**Biography:** Dr Jason West holds a PhD in quantitative finance along with degrees in science, statistics and engineering. He has published two books and over 50 journal articles on quantitative analysis.

**2015 OLT National Teaching Fellowship**

**Fellowship title:** Approaches to learning and teaching in evolving technology fields to enhance graduate employability

**Year completed:** 2016

**Expertise keywords:** interdisciplinary, mathematics, finance

**What did you achieve?** Traditionally the structure of institutions of higher learning is such that students and staff from one discipline are not encouraged to freely interact with those from others, resulting in ideas and philosophies being confined to, and courses being conducted mainly by, one school. I developed a pedagogical framework for pluridisciplinarity with embedded cross-discipline consilience and project-based learning as an initial step for the construction of an integrated system for students engaged in cross-discipline programmes. Further, I produced a set of tools for the assessment and development of pluridisciplinary fields of study for educators and institutions to ensure access to the range of learning and teaching practices in use and promote continual improvement in these rapidly evolving fields. This includes an integrated e-learning repository and platform that hosts an integrated set of innovative technologies to support dynamic and agile modes of learning and teaching using an online curriculum validation tool. The program conducted masterclasses on pluridisciplinary course development at three Australian universities. Finally, four case studies were prepared for Big Data/Data Science learning and teaching development, based on interviews and workshops focused on graduate employability, strategies and successes.

Since the Fellowship I have published peer-reviewed research articles in various journals, developed additional case studies of good practice, conducted several masterclass and seminar presentations on cross-discipline pedagogy and boosted the profile of the online curriculum validation tool. Several US institutions who offer Data Science programs regularly use the online tool to help validate the quality of their programs.

**What does the sector need now?** Cross-discipline curriculum development must continue to mesh single-discipline boundaries with cross-disciplinary proficiencies that produce employable graduates with adequate skills and knowledge.



**Associate Professor Keith Willey**  
The University of Sydney

**Biography:** Associate Professor Keith Willey is the Professor in Engineering Leadership Education, Director of the Integrated Engineering Program and Co- director of the FEIT Educational Innovation Unit at the University of Sydney.

**2010 ALTC Teaching Fellowship**

**Fellowship title:** Improving Learning and Developing Professional Judgment in Large Classes Through Collaboration and Self and Peer Assessment

**Year completed:** 2012

**Expertise keywords:** Self and Peer Assessment, Engineering Education Research, Professional Skill Development

**What did you achieve?** Despite momentum for assessment to change from ‘assessment of learning’ to ‘assessment for learning’ many academics view assessment primarily as a means for students to demonstrate what they have learnt. Conversely, learning-oriented assessment embeds learning in assessment, reconfiguring its design to emphasise the function of learning. Students should also be involved in the assessment process to develop their judgement and receive feedback, to be reflectively feed-forward to improve subsequent contributions and learning.

My Fellowship enabled me to disseminate tools, resources, frameworks and methodologies developed through years of research to a broad audience across many academic institutions and disciplines. It assisted academics to adopt, design, and implement collaborative learning-oriented activities incorporating the innovative use of self and peer assessment. It also assisted academics to improve the quality of grading and feedback provided to students and to develop, construct and maintain academic standards.

A combination of workshops, presentations and individual support and resources were provided to disseminate and adapt tested practices to individual contexts. Particular emphasis was placed on the use of SPARKPLUS, a tool that facilitates self and peer assessment and provides feedback on an individual’s contribution to a team project, individual work or enables participants to benchmark their judgement and reasoning against their peers and/or an expert instructor.

Since my Fellowship, I have continued my educational research and advocacy for improvements in educational practice, student learning and their learning experience. I have extended my network and scholarship through activities associated with being a Principal Fellow of the HEA and a member of the International Federation of National Teaching Fellows.

**What does the sector need now?** Blended learning has helped STEM curriculum move beyond a focus on technical knowledge acquisition. However, developing students’ lifelong learning identity trajectory should also be mandatory.



“It is our hope that, over time, governments will better understand the economic and social value of higher education and quality learning and teaching.”

– Professor Dawn Bennett

# Australian Learning and Teaching Fellows

| Title                       | First name | Surname   | Current Institution            | Year commenced | Fellowship type                         | Fellowship title   |
|-----------------------------|------------|-----------|--------------------------------|----------------|---|--|
| Professor                   | Peter      | Adams     | University of Queensland       | 2006           | ALTC Associate Teaching Fellowship      | Embedding quantitative principles in life science education<br><br>Joint Fellowship with Professor Philip Poronnik   |
| Associate Professor         | Heather    | Alexander | Griffith University            | 2007           | ALTC Associate Teaching Fellowship      | Developing a model for inter-professional learning during clinical placements for medical and nursing undergraduate students<br><br>Joint Fellowship with Professor Amanda Henderson |
| Professor                   | Matthew    | Allen     | Deakin University              | 2008           | ALTC Teaching Fellowship                | Improving student educational outcomes in online learning, using Web 2.0 concepts and a knowledge-networking approach - Learning in Networks of Knowledge (LINK)                     |
| Professor                   | Sophie     | Arkoudis  | University of Melbourne        | 2012           | OLT National Senior Teaching Fellowship | Embedding English language learning in higher education curricula  |
| Dr                          | Christine  | Asmar     | University of Melbourne        | 2008           | ALTC Teaching Fellowship                | Indigenous Teaching and Learning at Australian Universities: Developing research-based exemplars for good practice   |
| Dr                          | Katelyn    | Barney    | The University of Queensland   | 2014           | OLT National Teaching Fellowship        | Pathways to Postgraduate Study for Indigenous Australian Students: Enhancing the Transition to Research Higher Degrees   |
| Adjunct Associate Professor | Wendy      | Beck      | University of New England      | 2009           | ALTC Teaching Fellowship                | Improving graduate employability by implementing subject benchmarks  |
| Associate Professor         | Elizabeth  | Beckmann  | Beth Beckmann & Associates P/L | 2014           | OLT National Teaching Fellowship        | Professional Recognition and Self-Efficacy in University Teachers as Tools to Enhance Teaching Quality   |
| Professor                   | Iouri      | Belski    | RMIT University                | 2016           | OLT National Senior Teaching Fellowship | Educating the Edisons of the 21st Century: Embedding tools of the Theory of Inventive Problem Solving (TRIZ) into the engineering curriculum   |
| Professor                   | Dawn       | Bennett   | Curtin University              | 2010           | ALTC Teaching Fellowship                | Reinvigorating student learning by embedding learning and teaching strategies that enhance identity development  |
|                             |            |           |                                | 2016           | OLT National Senior Teaching Fellowship | From theory to practice: Equipping and enabling Australia's educators to embed employability across higher education   |
| Professor                   | Stephen    | Billett   | Griffith University            | 2007           | ALTC Associate Teaching Fellowship      | Developing agentic professionals through practice-based pedagogies   |
|                             |            |           |                                | 2009           | ALTC National Teaching Fellowship       | Curriculum and pedagogic bases for effectively integrating practice-based experiences  |

# Australian Learning and Teaching Fellows

| Title               | First name | Surname    | Current Institution                 | Year commenced | Fellowship type                         | Fellowship title   |
|---------------------|------------|------------|-------------------------------------|----------------|---|--|
| Professor           | Wageeh     | Boles      | Queensland University of Technology | 2007           | ALTC Associate Teaching Fellowship      | Bridging the gap: Matching students and staff through discipline-based self-evaluation and co-creation of more appropriate pedagogies in engineering |
|                     |            |            | Queensland University of Technology | 2011           | ALTC National Teaching Fellowship       | Navigating a pathway between the academic standards and a framework for authentic, collaborative, outcomes-focused thinking in Engineering Education |
| Dr                  | Chelsea    | Bond       | University of Queensland            | 2014           | OLT National Teaching Fellowship        | Subject of Inquiry and Mode of Instruction: Indigenous bodies, Indigenous studies and cultural safety in Australian Universities.                    |
| Emeritus Professor  | David      | Boud       | University of Technology, Sydney    | 2007           | ALTC Senior Teaching Fellowship         | Student Assessment for learning in and after courses   |
| Professor           | Angela     | Brew       | Macquarie University                | 2008           | ALTC National Teaching Fellowship       | Enhancing undergraduate engagement through research and inquiry  |
| Dr                  | Adam       | Bridgeman  | University of Sydney                | 2015           | OLT National Teaching Fellowship        | Personalising learning using diagnostic and success data for large cohorts   |
| Professor           | Ruth       | Bridgstock | Griffith University                 | 2015           | OLT National Senior Teaching Fellowship | Graduate employability 2.0: building digital capabilities for lifelong career development  |
| Associate Professor | Carmela    | Briguglio  | Curtin University                   | 2012           | OLT National Teaching Fellowship        | Embedding English Language Development into the Disciplines  |
| Associate Professor | Mark       | Brimble    | Griffith University                 | 2013           | OLT National Teaching Fellowship        | Facilitating and promoting work-integrated learning in an emerging profession: the case of financial planning  |
| Professor           | Christine  | Bruce      | Queensland University of Technology | 2008           | ALTC Teaching Fellowship                | A pedagogy of supervision for the technology discipline  |
| Dr                  | Michael    | Bulmer     | The University of Queensland        | 2007           | ALTC Associate Teaching Fellowship      | Technology for Nurture in Large Classes  |
| Professor           | Des        | Butler     | Queensland University of Technology | 2009           | ALTC Teaching Fellowship                | Using cost-effective multimedia to create engaging learning experiences in law and other disciplines   |
| Associate Professor | Kathleen   | Butler     | The University of Newcastle         | 2015           | OLT National Teaching Fellowship        | Sociology teaching and Indigenous issues   |
| Professor           | Ian        | Cameron    | University of Queensland            | 2006           | ALTC Senior Teaching Fellowship         | Engineering Science and Practice - Alignment and Synergies in Curriculum Innovation  |
| Professor           | Angela     | Carbone    | Swinburne University of Technology  | 2010           | ALTC Teaching Fellowship                | Peer assisted teaching scheme (PATS)   |
|                     |            |            |                                     | 2012           | OLT National Senior Teaching Fellowship | Developing Excellence in Learning and Teaching through Peer Assisted teaching Scheme   |
| Emeritus Professor  | Denise     | Chalmers   | University of Western Australia     | 2015           | OLT National Senior Teaching Fellowship | Recognising and rewarding teaching: Australian teaching standards and expert peer review   |

# Australian Learning and Teaching Fellows

| Title               | First name  | Surname          | Current Institution                 | Year commenced | Fellowship type                         | Fellowship title  |
|---------------------|-------------|------------------|-------------------------------------|----------------|---|---|
| Professor           | Michael     | Christie         | Charles Darwin University           | 2008           | ALTC National Teaching Fellowship       | Teaching from Country: Increasing the participation of Indigenous Knowledge Holders in Tertiary Teaching through the use of emerging Digital Technologies |
| Professor           | Lynne       | Cohen            | Edith Cowan University              | 2010           | ALTC Teaching Fellowship                | Building leadership capacity in undergraduate students  |
| Associate Professor | Jo          | Coldwell-Neilson | Deakin University                   | 2016           | OLT National Teaching Fellowship        | Unlocking the code to digital literacy  |
| Associate Professor | Christopher | Collet           | Queensland University of Technology | 2009           | ALTC Teaching Fellowship                | Entrepreneurship education in non-business schools: best practice for Australian contexts of knowledge and innovation communities                         |
| Associate Professor | Trudi       | Cooper           | Edith Cowan University              | 2016           | OLT National Teaching Fellowship        | Achieving economic sustainability for niche social profession courses in the Australian higher education sector - a nationwide collaborative strategy     |
| Associate Professor | Jacquelyn   | Cranney          | The University of New South Wales   | 2006           | ALTC Associate Teaching Fellowship      | Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum  |
|                     |             |                  |                                     | 2010           | ALTC National Teaching Fellowship       | National standards for psychological literacy and global citizenship  |
| Dr                  | Christine   | Creagh           | Murdoch University                  | 2013           | OLT National Teaching Fellowship        | Work it out: enhancing students' problem solving skills by modelling how to "work it out" in a just-in-time learning environment                          |
| Professor           | Geoff       | Crisp            | University of Canberra              | 2006           | ALTC Associate Teaching Fellowship      | Raising the profile of diagnostic formative and summative assessment  |
|                     |             |                  |                                     | 2009           | ALTC National Teaching Fellowship       | Rethinking assessment in the participatory digital world – Assessment 2.0   |
| Professor           | Trevor      | Cullen           | Edith Cowan University              | 2015           | OLT National Teaching Fellowship        | A capstone unit for journalism programmes to facilitate the demonstration of graduate capabilities  |
| Professor           | James       | Dalziel          |                                     | 2011           | ALTC National Teaching Fellowship       | Success factors for implementing learning design  |
| Professor           | Jenny       | Edwards          | University of Technology Sydney     | 2007           | ALTC Associate Teaching Fellowship      | Teaching Novice Computer Programmers: Bringing the Scholarly Approach to Australian ICT degrees   |
|                     |             |                  |                                     |                |   | Joint Fellowship with Associate Professor Raymond Lister  |
| Emeritus Professor  | Christine   | Ewan             | Phillips KPA                        | 2014           | OLT National Senior Teaching Fellowship | Higher Education Standards Panel Research Fellow National consensus on higher education standards in a disaggregated learning environment                 |
| Associate Professor | Rachael     | Field            | Queensland University of Technology | 2010           | ALTC Teaching Fellowship                | Stimulating strategic change in legal education to address high levels of psychological distress in law students  |

# Australian Learning and Teaching Fellows

| Title                       | First name | Surname   | Current Institution                | Year commenced | Fellowship type                         | Fellowship title   |
|-----------------------------|------------|-----------|------------------------------------|----------------|---|--|
| Adjunct Associate Professor | Kym        | Fraser    | Swinburne University of Technology | 2016           | OLT National Teaching Fellowship        | A national, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching   |
| Dr                          | Deanne     | Gannaway  | University of Queensland           | 2016           | OLT National Teaching Fellowship        | Making Connections: Future-proofing the generalist Bachelor of Arts  |
| Associate Professor         | Anne       | Gardner   | University of Technology Sydney    | 2016           | OLT National Teaching Fellowship        | Professional identity and agency: changing the way STEM students think about their learning and development                              |
| Professor                   | Jeffrey    | Giddings  | Monash University                  | 2013           | OLT National Teaching Fellowship        | Reciprocal professional development: enhancing law student supervision in practice based contexts  |
|                             |            |           |                                    | 2007           | ALTC Senior Teaching Fellowship         | Teaching, technology and educational design: the architecture of productive learning environments  |
| Professor                   | Merrilyn   | Goos      | University of Queensland           | 2006           | ALTC Associate Teaching Fellowship      | Building capacity for assessment leadership via professional development and mentoring of course coordinators                            |
| Dr                          | Wendy      | Green     | University of Tasmania             | 2016           | OLT National Teaching Fellowship        | Engaging students as partners in global learning   |
| Professor                   | Ross       | Guest     | Griffith University                | 2008           | ALTC Teaching Fellowship                | Promoting classroom experiments in undergraduate economics teaching  |
|                             |            |           |                                    | 2012           | OLT National Senior Teaching Fellowship | Embedding and Benchmarking Core Knowledge and Skills as the Foundation for Learning Standards in the Undergraduate Economics Curriculum. |
| Professor                   | Scott      | Harrison  | Griffith University                | 2012           | OLT National Teaching Fellowship        | Promoting, acting on and evaluating quality teaching and learning in music higher degrees.   |
| Associate Professor         | Marina     | Harvey    | University of New South Wales      | 2014           | OLT National Teaching Fellowship        | Quality learning and teaching with sessional staff: systematising national standards   |
| Professor                   | Amanda     | Henderson | Central Queensland University      | 2007           | ALTC Associate Teaching Fellowship      | Developing a model for inter-professional learning during clinical placements for medical and nursing undergraduate students             |
|                             |            |           |                                    | 2015           | OLT National Senior Teaching Fellowship | Establishing education governance frameworks between academia and industry   |
| Emeritus Professor          | Joy        | Higgs     | Charles Sturt University           | 2010           | ALTC Teaching Fellowship                | Practice-based education (PBE): enhancing practice and pedagogy  |
| Emeritus Professor          | David T.   | Hill      | Murdoch University                 | 2009           | ALTC National Teaching Fellowship       | The development of a national strategic plan for Indonesian in Australian universities   |

# Australian Learning and Teaching Fellows

| Title               | First name | Surname      | Current Institution   | Year commenced | Fellowship type                         | Fellowship title  |
|---------------------|------------|--------------|---|----------------|---|---|
| Associate Professor | Garry      | Hoban        | University of Wollongong  | 2013           | OLT National Senior Teaching Fellowship | Explaining and communicating science: partnership with science and science teacher education academics to support implementation of student-created digital media assignments |
| Winthrop Professor  | Mark       | Israel       | retired   | 2008           | ALTC Teaching Fellowship                | 'Agents of Change': using awards for teaching excellence to identify and develop new generations of leadership in learning and teaching                                       |
| Associate Professor | Liz        | Johnson      | Deakin  | 2012           | OLT National Teaching Fellowship        | Changing the game: a national approach to learning and teaching for science and mathematics   |
| Professor           | Sally      | Kift         | National Centre for Student Equity in Higher Education, Curtin University | 2006           | ALTC Senior Teaching Fellowship         | Articulating a transition pedagogy to scaffold and enhance the first-year learning experience in Australian Higher Education  |
| Adjunct Professor   | Les        | Kirkup       | University of Technology Sydney   | 2007           | ALTC Associate Teaching Fellowship      | New perspectives on Service Teaching: Tapping into the student experience   |
|                     |            |              |   | 2011           | ALTC National Teaching Fellowship       | Inquiry-oriented learning in science: transforming practice through forging new partnerships and perspectives   |
| Professor           | Fiona      | Lake         | University of Western Australia   | 2006           | ALTC Associate Teaching Fellowship      | Application of a clinical staff development model (Teaching on the Run) to allied health and multi-professional audiences and to rural and remote settings                    |
| Associate Professor | Romy       | Lawson       | Murdoch University  | 2013           | OLT National Teaching Fellowship        | Curriculum design for assuring learning in business education - leading the way   |
| Professor           | Betty      | Leask        | La Trobe  | 2010           | ALTC National Teaching Fellowship       | Internationalisation of the curriculum in action  |
| Professor           | Nicolette  | Lee          | La Trobe University   | 2013           | OLT National Senior Teaching Fellowship | Capstone curriculum across disciplines: synthesising theory, practice and policy to provide practical tools for curriculum design   |
| Associate Professor | Raymond    | Lister       | University of Technology Sydney   | 2007           | ALTC Associate Teaching Fellowship      | Teaching novice computer programmers: bringing the scholarly approach to Australia<br><br>Joint Fellowship with Professor Jenny Edwards                                       |
| Associate Professor | Margaret   | Lloyd        | Queensland University of Technology                                       | 2012           | OLT National Teaching Fellowship        | Finding the balance: Managing tensions and synergies in whole-of-course degree  |
| Professor           | Helen      | MacGillivray | Queensland University of Technology                                       | 2006           | ALTC Senior Teaching Fellowship         | The teaching and assessment of statistical thinking within and across disciplines   |

# Australian Learning and Teaching Fellows

| Title               | First name | Surname   | Current Institution                 | Year commenced | Fellowship type                         | Fellowship title   |
|---------------------|------------|-----------|-------------------------------------|----------------|---|--|
| Associate Professor | Caroline   | Mansfield | Murdoch University                  | 2016           | OLT National Teaching Fellowship        | Promoting resilience in higher education: A collaborative approach to curriculum development for student resilience in teacher education   |
| Associate Professor | Karen      | Martin    | Griffith University                 | 2014           | OLT National Teaching Fellowship        | Aboriginal Studies In Higher Education In the 21st Century: a framework for learning; teaching; leadership and change  |
| Dr                  | Kelly      | Matthews  | University of Queensland            | 2015           | OLT National Teaching Fellowship        | Students as partners: reconceptualising the role of students in science degree programme curriculum development  |
| Professor           | Dennis     | McDermott | La Trobe University                 | 2014           | OLT National Senior Teaching Fellowship | Having the Hard Conversations: Strengthening pedagogical effectiveness by working with student and institutional resistance to Indigenous health curriculum.   |
| Associate Professor | Jacque     | McDonald  | University of Southern Queensland   | 2010           | ALTC Teaching Fellowship                | CDP: community, domain, practice: facilitator catch cry for revitalising learning and teaching through communities of practice   |
| Adjunct Professor   | Erica      | McWilliam | Queensland University of Technology | 2006           | ALTC Associate Teaching Fellowship      | Developing pedagogical models for building creative workforce capacities in undergraduate students   |
| Professor           | Geoff      | Meyer     | University of Western Australia     | 2009           | ALTC Teaching Fellowship                | Building a network of academics that collaborate to assemble content for an online, cost effective, histology learning and teaching resource for use by students attending Australian and overseas universities and colleges |
| Professor           | Cynthia    | Mitchell  | University of Technology, Sydney    | 2006           | ALTC Associate Teaching Fellowship      | Zen and the art of transdisciplinary postgraduate studies: identifying, encouraging and evaluation quality   |
| Associate Professor | Mauro      | Mocerino  | Western Australia                   | 2015           | OLT National Teaching Fellowship        | Enhancing learning in the laboratory: identifying and promoting best practice in the professional development of demonstrators   |
| Dr                  | Roger      | Moni      | Griffith University                 | 2007           | ALTC Associate Teaching Fellowship      | Programmatic approach to developing scientific writing embedded in BSc courses   |
| Dr                  | Heather    | Monkhouse | University of Tasmania              | 2008           | ALTC Teaching Fellowship                | Using assessment effectively: learning environments that work, for tertiary music performance students and staff   |
| Professor           | Maree      | O'Keefe   | The University of Adelaide          | 2013           | OLT National Teaching Fellowship        | Collaborating across boundaries: a framework for an integrated interprofessional curriculum  |

# Australian Learning and Teaching Fellows

| Title               | First name | Surname    | Current Institution                 | Year commenced | Fellowship type                         | Fellowship title  |
|---------------------|------------|------------|-------------------------------------|----------------|---|---|
| Professor           | Sarah      | O'Shea     | University of Wollongong            | 2015           | OLT National Teaching Fellowship        | Engaging families to engage students: exploring how university outreach activities can forge productive partnerships with families to assist first in family students navigate their higher education journey |
| Associate Professor | Sandy      | O'Sullivan | University of the Sunshine Coast    | 2009           | ALTC Teaching Fellowship                | Promoting strategies and creating opportunities for inter/multimedia practice as a culturally appropriate dissemination tool for Indigenous postgraduate research training                                    |
| Professor           | Ron        | Oliver     | Edith Cowan University              | 2006           | ALTC Associate Teaching Fellowship      | Promoting the uptake of re-usable ICT based learning designs  |
| Professor           | Beverley   | Oliver     | Deakin                              | 2009           | ALTC Teaching Fellowship                | Facilitating national benchmarking of achievement of graduate attributes at course level  |
|                     |            |            |                                     | 2011           | ALTC National Teaching Fellowship       | Assuring graduate capabilities: evidencing levels of achievement for graduate employability   |
| Associate Professor | Claire     | Palermo    | Monash University                   | 2014           | OLT National Teaching Fellowship        | Transforming competency-based assessment in nutrition and dietetics   |
| Dr                  | Mitch      | Parsell    | Macquarie University                | 2012           | OLT National Teaching Fellowship        | Standards for Distance Learning   |
| Professor           | Helen      | Partridge  | University of Southern Queensland   | 2008           | ALTC Teaching Fellowship                | Library and Information Science Education 2.0: Guiding Principles and Models of Best Practice   |
| Professor           | Phillip    | Poronnik   | University of Sydney                | 2006           | ALTC Associate Teaching Fellowship      | Embedding quantitative principles in life science education<br><br>Joint Fellowship with Professor Peter Adams  |
| Associate Professor | Lynne      | Roberts    | Curtin University                   | 2013           | OLT National Teaching Fellowship        | Identifying, developing and disseminating best practice in supporting honours dissertation supervision  |
| Professor           | Sylvia     | Rodger     | (Formerly University of Queensland) | 2010           | ALTC Teaching Fellowship                | Building capacity among emerging occupational therapy academic leaders in curriculum renewal and evaluation at UQ and nationally  |
| Professor           | Pauline    | Ross       | University of Western Sydney        | 2014           | OLT National Teaching Fellowship        | Reconceptualising the academic role in the Sciences   |
| Professor           | Cobie      | Rudd       | Edith Cowan University              | 2011           | ALTC National Teaching Fellowship       | Activating uptake of learning through simulation in health  |
| Emeritus Professor  | Geoff      | Scott      | University of Western Sydney        | 2014           | OLT National Senior Teaching Fellowship | Assuring the quality of achievement standards and their valid assessment in Australian Higher Education   |
| Professor           | Joe        | Shapter    | Flinders University                 | 2014           | OLT National Teaching Fellowship        | Developing tailored study plans for the new higher education environment  |
| Associate Professor | Manjula    | Sharma     | University of Sydney                | 2013           | OLT National Teaching Fellowship        | More active lecture approaches in science and mathematics: using expert cultural capital to drive change  |

# Australian Learning and Teaching Fellows

| Title               | First name | Surname     | Current Institution             | Year commenced | Fellowship type                         | Fellowship title  |
|---------------------|------------|-------------|---------------------------------|----------------|---|---|
| Dr                  | Helen      | Smith       | RMIT University                 | 2010           | ALTC Teaching Fellowship                | Improving tertiary pathways through cross-sectoral integration of curriculum and pedagogy in associate degrees                                  |
| Professor           | Ieva       | Stupans     | RMIT University                 | 2009           | ALTC Teaching Fellowship                | Supporting student transition to a futures-orientated professional identity   |
| Professor           | Roy        | Tasker      | University of Western Sydney    | 2014           | OLT National Senior Teaching Fellowship | Research into Practice: Evidence-informed, best practice visualisation for a deep understanding of science                                      |
| Associate Professor | Lisa       | Tee         | Curtin University               | 2016           | OLT National Teaching Fellowship        | Making curriculum visible: Engaging students in learning outcomes and career relevance through a multi-dimensional, interactive map             |
| Professor           | Jessica    | Vanderlelie | La Trobe University             | 2015           | OLT National Teaching Fellowship        | Partnering with alumni to enhance graduate success in the health science disciplines  |
| Professor           | Sally      | Varnham     | University of Technology Sydney | 2016           | OLT National Senior Teaching Fellowship | Creating a National Framework for Student Partnership in University Decision-Making and Governance  |
| Dr                  | Jason      | West        | University of New England       | 2015           | OLT National Teaching Fellowship        | Approaches to learning and teaching in evolving technology fields to enhance graduate employability   |
| Professor           | David      | Wilkinson   | Macquarie University            | 2012           | OLT National Senior Teaching Fellowship | From concept towards implementation: nationwide collaborative assessment of Australian medical students   |
| Associate Professor | Keith      | Wiley       | The University of Sydney        | 2010           | ALTC Teaching Fellowship                | Developing learning and professional judgement in large classes through collaborative self and peer assessment                                  |
| Dr                  | John       | Willison    | The University of Adelaide      | 2014           | OLT National Senior Teaching Fellowship | Realising research modes of learning for Masters by coursework using state-based clusters   |
|                     |            |             |                                 | 2016           | OLT National Senior Teaching Fellowship | Putting student research mindsets to work for a coherent higher education   |
| Professor           | Keithia    | Wilson      | Griffith University             | 2010           | ALTC National Teaching Fellowship       | Practical leadership for developing and sustaining first-year learning environments that facilitate the success of a diverse student population |
| Dr                  | Lisa       | Wynn        | Macquarie University            | 2012           | OLT National Teaching Fellowship        | Facilitating human research ethics review for student research  |

# Honorary Fellows

| Title               | First name | Surname    | Fellowship Institution  | Year commenced | Fellowship type   |
|---------------------|------------|------------|---|----------------|---|
| Professor           | Roy        | Ballantyne | Australian Catholic University                                | 1997           | CUTSD National Teaching Fellow and ALTC Honorary Fellow |
| Emeritus Professor  | John       | Dearn      | Purdue University Indiana, USA                                | 1994           | CAUT National Teaching Fellow and ALTC Honorary Fellow  |
| Professor           | Veronica   | James OAM  | Chattanooga State Community Technical College, Tennessee, USA | 1995           | CAUT National Teaching Fellow and ALTC Honorary Fellow  |
| Associate Professor | Marlene    | Le Brun    | The University of Queensland                                  | 1997           | CUTSD National Teaching Fellow and ALTC Honorary Fellow |
|                     | Siobhan    | Lenihan    | Deakin  | 1998           | CUTSD National Teaching Fellow and ALTC Honorary Fellow |
| Professor           | Robyn      | Lines      | Griffith University   | 1998           | CUTSD National Teaching Fellow and ALTC Honorary Fellow |
|                     | Judy       | Lowe       | Curtin University   | 1995           | CAUT National Teaching Fellow and ALTC Honorary Fellow  |
| Professor           | Richard    | Murphet    | The Australian National University                            | 1995           | CAUT National Teaching Fellow and ALTC Honorary Fellow  |
|                     | Eamon      | Murphy     | The Australian National University                            | 1994           | CAUT National Teaching Fellow and ALTC Honorary Fellow  |
| Professor           | David      | Radcliffe  | Purdue University   | 1995           | CAUT National Teaching Fellow and ALTC Honorary Fellow  |
| Professor           | Ruth       | Webber     | Curtin University   | 1996           | CAUT National Teaching Fellow and ALTC Honorary Fellow  |
| Professor           | Marjan     | Zadnik     | The University of Melbourne                                   | 1996           | CAUT National Teaching Fellow and ALTC Honorary Fellow  |



“

It is with great sadness that I write this commentary in the final ALTF report. During my tenure as Pro-Vice Chancellor (Education) at the University of New South Wales came Carol Nicoll’s paper, “Striving for quality: Learning, teaching and scholarship” (Department of Education, Science and Training, 2002). This was the first government paper that put Learning before Teaching! Out of the government review came the Australian Learning and Teaching Council (ALTC), formerly the Carrick Institute.

ALTC funding rewarded excellent teaching and helped academic staff to innovate by investigating how to help their students learn. As a result, academic staff who put effort into teaching felt valued and many brilliant young researchers were motivated to improve their teaching. Some universities even made it easier for staff to be promoted via excellence in teaching - radical stuff indeed! The ALTC and the Fellows made my task as PVC far easier.

Thus, I was devastated when a misguided decision to save money for Queensland flood damage relief resulted in the demise of the ALTC. In an outraged letter to the Prime Minister, I emphasised that government funding for the ALTC had:

- Recognised teaching excellence and outstanding contributions to student learning with a range of competitive awards.

- Supported teaching and learning at all 42 Australian universities.
- Funded projects involving thousands of staff and impacting tens of thousands of academics and hundreds of thousands of students.
- Established strong teaching and learning networks, notably the ALTF.
- Disseminated good practice by ALTC project teams and Fellows.

In summary, the ALTC helped thousands of Australian educators to enhance their teaching and create a more fulfilling and productive learning experience for students. Now, the government no longer funds these networks, including the ALTF. We are back to “research rules” in Australian universities and this is an indictment of government.

Maybe I was naïve to think that teaching students was as important as research in our hallowed halls of academe, but with the ALTC we had a chance. The OLT was never a satisfying substitute. Now in retirement, I think with fondness of the Fellows and other ALTC alumni who made such a difference.

”

Emeritus Professor Adrian Lee

## References

Australia. Department of Education, Science and Training (2002). Striving for quality: learning, teaching and scholarship. Dept. of Education, Science and Training, Canberra



“Advocacy can be lonely work and the ALTF has provided a professional network to nurture, support and sustain leaders in learning and teaching.

Congratulations to all Fellows on their personal achievements and on the collective achievement of the ALTF. Vale ALTF.”

– Professor Carol Nicoll PSM

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Fellows have an extraordinary breadth of experience and expertise in the sector, within and beyond the topics of their Fellowships; listed below are key areas in which Fellowship work has concentrated.

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“

I am pleased to contribute to this important legacy report of the Australian Learning and Teaching Fellows. Their strategic and scholarly work has had a significant and sustained impact on the Australian higher education sector and has been recognised nationally and internationally for its contribution to enhancing the quality of learning and teaching and the student experience.

The federal funding underpinning the Australian Learning and Teaching Fellows represents a time when the Australian government recognised the importance of a coordinated, national approach to strategically funded scholarship to inform best practice in university teaching. This work prioritised strategic, cross-institutional programs of national significance in such areas as embedding English language learning in higher education curricula, graduate employability and inventive problem solving in discipline-based curricula.

The Australian Learning and Teaching Fellows have developed a strong community of scholars who are recognised as expert thought leaders and change

agents in Australian higher education. They have been pivotal in building strategic collaborations and networks that have demonstrably enhanced the quality of learning and teaching policy and practice in Australia's universities. Changes in government funding and policy have meant that this national, coordinated investment in top quality learning and teaching has largely disappeared. A loss that continues to be keenly felt across the sector.

Nevertheless, the positive impact of the Fellows' work has left an indelible imprint on the Australian higher education sector. This landmark report is a reminder of the enduring value of sustained national investment in scholarly policy and practice that truly makes a difference to the quality of the student experience and outcomes both now and for years to come.

”

**Professor Kerri-Lee Krause (PhD)**  
Deputy Vice-Chancellor Academic, La Trobe University  
Chair, Universities Australia Deputy-Vice Chancellor Academic Committee



“The power of the ALTF rests with the connectivity with like-minded scholars, where the end of the Fellowship is just the beginning of the journey.”

– Professor Maree O’Keefe



—

**“The Fellows have been influential in the evolution of education theory and practice and in creating programs of change. ... I can declare that the Fellows have indeed been remarkable contributors to improving learning and teaching in this country.”**

– Professor Margaret Gardner AO



**Australian  
Learning &  
Teaching  
Fellows**