



Australian Awarded University Teachers Network

Welcome to the first newsletter



**Associate Professor
Angela Carbone,
Project Leader**

**Monash University Office of
Learning and Teaching (MU-OLT)**

Dear Colleagues,

The Australian Awarded University Teachers Network (AAUTN) was established by the Victorian Tasmanian Promoting Excellence Network (VTAS PEN) in late 2016 and supported by funding from the Federal Department of Education and Training. The network has been created to connect Australia's award winning, leading educators to discuss key issues and global challenges around learning and teaching. The network promotes learning and teaching innovations that will help students adopt a more engaged approach to their learning, and it provides opportunities to enhance development of Australia's future educational leaders.

In this first issue of the newsletter, we outline the mission and purpose of the AAUTN and illustrate the impact of the awards on recipients. We profile four national award winners describing the opportunities that followed from the award recognition. We also showcase recent fellowship program developments and grant holder projects providing an insight into their work. Given the transition of awards from the Department of Education and Training to Universities Australia (UA) we provide an update on the increased significance of the state-based PEN activities. Finally, we look abroad to see what developments are occurring in the international context particular with Canada's 3M Award recipients, NZ Ako Aotearoa and the UK HEA Fellowship scheme. National and international updates in the higher education landscape are also provided.

We plan to issue three newsletters per year and we welcome your feedback and comments along the way.

Last year we launched the 1997-2015 Profile Booklet of the recipients of the Australian Award for University Teacher of the Year. This booklet has been updated to include last year's award winner and will be distributed at the 2017 Dec AAUTN networking event on the 14th December at the Grant Hyatt in Melbourne. This event will be opened by Universities Australia (UA) chair, Professor Margaret Gardner AO, outlining the value of the refreshed awards and its transition to UA. There will be an opportunity for attendees to meet peer awardees, discover the value of a mentoring relationship, and have an opportunity to develop initial new connections with fellow award recipients across the country.

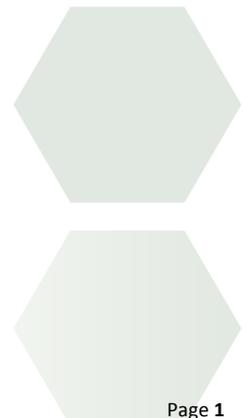
As AAUTN is a new group we are looking to establish a loose management structure going forward. The VTAS PEN members will each take on prime responsibility in an area but we are looking for voluntary support from the network members in the following areas: events organization, communication strategy, writing key column pieces, guest editors.

If you are interested in contributing to the AAUTN please email vtas-team@monash.edu

We hope you find this first issue valuable and that your interactions with other Award recipients enrich your learnings as a leading educator. I wish to express my gratitude for the interest and enthusiasm of a number of colleagues from all around Australia who have been involved in the establishing the network.

We hope you enjoy this newsletter, and we look forward to your engagement with the network.

Associate Professor Angela Carbone Recipient AAUTY 1998



Featured Award Winners and Citation Recipients



Professor Karen Burke da Silva
Flinders University

The Award has led to the invitations to present keynote presentations at both national and international events. The enhanced profile has provided me with opportunities to expand my networks and connect with a wider range of people interested in collaborating on various projects. The recognition gained from the Award has increased my credibility and authority amongst my colleagues and university leaders.

2016 Award for Australian University Teacher of the Year

Since receiving the Award, I have been promoted to Professor and have a new role as Dean, (Education) College of Science and Engineering. The higher profile has already led to an increased level of interest in me from other national universities. I have had increased interest from industry to present my approach to learning and teaching in science education.

I intend to continue to build on the science literacy work I was already doing prior to the Award, with non-science undergraduates and also with the public. It is very clear to me that this award will lead to new projects and expanding opportunities.



Associate Professor Catherine Attard
University of Western Sydney

The Award has provided new and interesting opportunities. Since 2016, I have presented several keynotes on teaching and learning in mathematics. I have been promoted to the Director of Academic Program in the Bachelor of Arts, Pathway to Teaching degree and continue as Director of the Education Knowledge Network, Secretary of the Mathematics Education Research Group of Australasia.

2016 Award for Teaching Excellence

Having the award on my CV is definitely an advantage when applying for research funding! I have been successful in securing several new research projects that involve the teaching profession and continue to play an active role in promoting quality teaching at tertiary and secondary level mathematics education.

In 2017 I have been invited to chair an academic governance working party at Western Sydney University providing feedback and advice to a major strategic initiative. I look forward to continued opportunities to be involved with AAUT and in promoting quality teaching and learning.



Dr Jaclyn Broadbent
Deakin University

The year 2016 was a big one for me. I was awarded the Vice Chancellor's University Teacher of the Year Award at Deakin University, and this was followed by a prestigious National Australian Award for University Teaching.

2016 Award for Teaching Excellence

I felt so lucky to have my work recognised by both my colleagues and peers, and to be part of such a supportive community. Both Awards have given my teaching practice and work increased exposure to a wider range of people. It also has given me a confidence boost, to push the envelope further, and to work to inspire others to do the same. Since winning the Award, I have been appointed Associate Head of School (Teaching and Learning) in the School of Psychology at Deakin University. I am looking forward to having opportunities to make a positive influence and impact across the School's suite of courses.



Professor Birgit Loch
La Trobe University

Since the Award in 2016, I was promoted to Professor at Swinburne University, and then accepted a new position at La Trobe University as inaugural Chair, Teaching & Learning La Trobe University in the College of Science, Health and Engineering.

In my new role I lead projects to support learning and teaching, innovation, and the Scholarship of Teaching and Learning within my College, and also across the university. Winning the Award has provided external validation that my work is valued and is having an impact. It's made me even more determined to take an evidence-based approach, to write up and disseminate any innovative approaches I undertake in teaching and learning, and to support others to do the same.

2016 Award for Teaching Excellence

The Award gave me a lot of credibility as an excellent teacher, leading positive and effective change in the teaching of those around me, so the perfect start into my new role at La Trobe. It's all come together in an amazing sequence of events, and I believe the best thing is that I still teach mathematics (although only a very limited number of hours).

OLT Grants and Fellowships Holders



Dr Jade Sheen
Deakin University – 2016 Grand Holder

Title: Risk aware: enhancing students' clinical competence in risky environments through blended simulation-based learning.

Abstract: The last decade has seen a global trend towards increasing workplace violence in healthcare settings. While staff are trained to manage aggressive encounters, students undertaking clinical placement face the same dangers, but without explicit training or experience, which exposes them to workplace danger and risk. Authentic learning about the assessment and management of violence is urgently needed. Risk Aware is an online, simulation-based education program designed to address these concerns. It includes online learning that provides students with theory and context in managing risk; quizzes and activities with real time feedback to enhance learning; and interactive virtual and filmed simulations to shape students' skill development and competence when managing risky situations. To date, 301 first year clinical psychology students across 7 Australian universities have completed Risk Aware as a compulsory component of their pre-placement training. A mixed methods evaluation of the program suggests that Risk Aware improves students' confidence in environments of risk, improves students' ability to identify risk and also improves students' competence in managing risk.

Enquiries: Institutions wishing to access this program can contact Chief Investigator Dr Jade Sheen (jade.sheen@deakin.edu.au) or Program Manager Belinda Graham (belle.graham@deakin.edu.au).



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Associate Professor Rhonda Hallett
La Trobe University – 2015 Grant Holder

Title: Preparing academics to teach in higher education; Measuring the effectiveness of academic professional development

Abstract: This project developed and disseminated a framework and processes with potential to recognise a range of disaggregated formal and informal professional learning activities across the Innovative Research Universities (IRU) Network. The project activities resulted in the formation of a Community of Practice of Academic Developers in the IRU network who continue to investigate options for sharing resources and the development of a comprehensive framework. The Community of Practice is currently investigating options for sharing in IRU Induction for Teaching programs.

Enquiries: r.hallett@latrobe.edu.au



Associate Professor Jo Coldwell-Neilson
Deakin University – 2016 National Teaching Fellowship Holder

Title: Unlocking the code to digital literacy

Abstract: Despite the widespread use of the term digital literacy, there is no common understanding of what is meant by it or what skills it entails. This Fellowship is developing a shared understanding of digital literacy and an underlying benchmark for students entering and graduating from Australian higher education institutions, bridging the gap between school skills and workplace skills. This understanding of digital literacy is underpinned by a framework which provides grounding and insight for disciplines to interpret digital literacy graduate learning outcomes in their context, and incorporates opportunities for students to extend their digital literacy understanding and capabilities through the curriculum, thus improve graduate employability. Resources relating to the Fellowship are being made available via <http://www.decodingdigitalliteracy.org/> as they are developed and validated.



Associate Professor Kym Fraser
Swinburne University of Technology – 2016 National Teaching Fellowship Holder

Title: A national, open access Learning and Teaching Induction Program for staff new to teaching

Abstract: On the basis of the evidence available in 2015, thousands of new sessional, contract and full-time staff are appointed to teach in the sector annually and many of those staff are new to teaching. In 2015 25 percent of 36 Australian universities did not provide more than a one day workshop inducting new staff into teaching and learning. The Contemporary Approaches to University Teaching Course, to be launched in January 2018, will provide key introductory learning and teaching concepts and strategies for those who are in their first few years of university teaching. More experienced teachers looking to advance their teaching with specialty modules will also benefit, as will institutions looking to embed components of the course in their professional development programs. The self-paced course, developed in collaboration with over 30 expert authors from 20 universities, is comprised of 11 modules (e.g. teaching your first class, feedback, diverse learners, curriculum design) and several specialty modules and resources (e.g. mathematics, WIL, sessional staff). To express interest in being notified once 2018 enrolments open, go to <https://goo.gl/forms/MKRTbONNs3cmQh243>.

Enquiries: kfraser@swin.edu.au



OLT state-based Promoting Excellence Networks (PENs) Update



VTAS PEN focused on establishing the AAUTN network. The network aims to connect award winning university educators to discuss key issues and global challenges around learning and teaching. In addition to running its first workshop this year, VTAS PEN developed its first AAUTN newsletter and updated the profile Booklet of recipients of the Australian Award for University Teacher of the Year to include the 2016 recipient.

Angela Carbone: angela.carbone@monash.edu



Key to QPEN's success is our biannual face to face meetings. As many of us work largely independently at our institutions, these meetings provide an invaluable opportunity to share information about our challenges and successes with grants, awards, and academes. This year we have been investigating and taking steps towards HEA Fellowships as a means of professional development for members, along with an awards benchmarking activity. In 2018 we will be repeating our successful conference, the Queensland University Educators Showcase (QUES).

Dionne Amato Ali: [damatoal@usc.edu.au](mailto:damotoal@usc.edu.au)



Activities of the West Australian Network for Dissemination (WAND) in 2017 included:

- Continued support for Learning and Teaching activities in Western Australia, including workshops, presentations and the annual Teaching and Learning Forum as shown on the WAND website.
- A dissemination event held on Friday 18 August 2017 for recipients of the 2016 WAND Small Grants Scheme (WSGS), which funded small innovative projects in learning and teaching at each of the West Australian universities.
- WAND Sharing Day on 31st October 2017, where recipients of Australian Awards for University Teaching member institutions.
- Submission of 2017 WAND Final Report and successful proposal for extension of WAND Project to December 2018.

Associate Professor Beatrice Tucker: B.Tucker@curtin.edu.au





Australian Awarded University Teachers Network



SANTPEN representatives met in Adelaide in late September 2017 to plan activities for the remainder of 2017 and into 2018. The main activities the group will undertake include:

- Representation at the National PEN meeting planned for 13 December 2017
- Update of SANTPEN's website (currently hosted by Weebly for an annual fee), followed by transition to a new website platform that is free, design friendly, open source and suitable for long term use. It will feature a range of existing and new resources related to the development of applications for teaching citations and awards;
- Developing and implementing an "Uplift Workshop" which works with successful institutional award applicants who are keen to further develop their materials for the national level;
- Writer's Retreats in Adelaide and Darwin for staff who wish to develop applications for local (institutional) citations and awards;
- HERDSA paper/workshop (July 2018);
- HERGA paper/workshop (Sept 2018), and;
- Independent evaluation of SANTPEN activities and resources.

Dr Jurg Bronnimann: jurg.bronnimann@batchelor.edu.au

**South Australian Northern
Territory Promoting Excellence Network**



Rebecca Reynolds from UoN has stepped down as chair of the NSW/ACT PEN while she takes some family leave. In July, the NSW/ACT PEN met with Adam Chapman from the Department of Education and Training, as well as Mike Teece from Universities Australia (UA) to discuss the transition of the Australian Awards for University Teaching to UA.

The NSW/ACT PEN was very willing to offer assistance with the development of the 2018 UA awards program, and to look at reviewing the awards guidelines. A possible workshop was discussed to be held in Melbourne on the day prior to the National Awards ceremony.

The NSW/ACT PEN is continuing to seek input from UA on the focus of this event, and is currently awaiting further advice as to where UA is at in their planning for next year, and their readiness for this workshop.

Brondalie Martin: bronm@uow.edu.au

NSW/ACT Promoting Excellence Network

International Contexts



The Academy of Tertiary Teaching Excellence was established in 2008 to bring together the past winners of national Tertiary Teaching Excellence Awards (up to 12 such awards are given each year).

On 27-28 November, it will host its tenth annual symposium entitled Talking Teaching: a conference on tertiary teaching practice and research. It is a conference for the whole tertiary sector and opens to the public.

The programme includes an exciting line-up of Academy members and other distinguished experts from the wider tertiary sector in Australasia, who will give presentations and workshops to foster excellence in teaching and learning. Ako Aotearoa is the parent organisation of the Academy, and works to support the entire tertiary sector in NZ – not only higher education. It engages in a number of activities to assist educators and organisations to enable the best possible education outcomes for all learners, including funding research, publishing resources, offering workshops and many others.

Selene Mize

Associate Professor of Law, President of the Academy



Professor Sally Brown is currently Chair of the Association of National Teaching Fellows, the UK network for the c800 NTFs who have been recognised through a competitive process for their individual excellence, their work in raising the profile of excellence across the wider community institutionally, nationally and internationally and developing excellence through their own Continuous Professional Development and reflection. The scheme is managed by the Higher Education Academy and has run since 2000. Fifty-five awards are now made annually.

Our Spring Celebration of Excellence event is open on Day 2 to people other than NTFs who work in higher education in other roles related to teaching learning support. The chair elect from Summer 2018 is Professor Becky Huxley-Binns.

Sally Brown NTF, PFHEA, SFSEDA

Chair of the Association of National Teaching Fellows Emerita Professor, Leeds Beckett University Visiting Professor at University of Plymouth, Liverpool John Moores University, Edge Hill University and University of South Wales.



3M Council
Conseil 3M

The 3M Council with its 394 3M Teaching and Students Fellows is keeping active with several initiatives to promote and strengthen educational leadership in Canada. A 2016 impact report celebrates a 30 year partnership with 3M and highlights the many realizations of the council. Outputs include a book and digital publications on Making a Difference, Silences in Teaching and Learning, Students Speak and Teaching Large Classes. Featured event at the STLHE annual conference included Welcome to My Classroom, facilitated by a 3M Fellow and the Human Library. The Council continues to support The Scholarship on Leadership in Education (SoLE) grant program to promote the importance of educational leadership, as well as new projects such as Making Teaching Stick and a 3M Disciplinary and Regional Chapters approach.



Higher Education News

ISSoTL Conference 2017

Four years ago, I started to engage with The International Society for the Scholarship of Teaching & Learning (ISSOTL), and in 2015 managed to bring this conference to Australia as a co-hosted event by Monash and RMIT. At the time we attracted just over 600 delegates. This year, I attended the ISSOTL Conference in Calgary from 11-14 Oct and the society has reached a record membership of 900+, which is extremely impressive since its beginning in 2004 with only 60 members.

One key theme at this year's conference was the increasing number of universities introducing education focused roles and the support for such roles. As this trend continues Boyer's Scholarship of Teaching is becoming more and more relevant, with educators and students treating teaching and learning as serious intellectual work. There were several presentations that discussed the challenges involved with the introduction of these roles. For example, one ongoing study by Tierney Anne from Edinburgh Napier University found that these roles are often poorly understood, rarely supported and valued. Catherine Rawn and Joanne Fox from the University of British Columbia in their study found that such folk are highly motivated, productive and engaged academic citizens who value their position, but are uncertain if their department or university value them as strongly.

They recommend that institutions continue to cultivate such roles but provide them with sense of value and support through opportunities such as participation in mentorship regarding teaching careers and clarity regarding promotion and tenure. It is therefore important that initiatives like the AAUTN are available to support education focused academics through their anxieties and as we expand our ranks we offer support to each other.

There were many great presentations at this conference, in fact too many to mention, I'll just name a few here: an excellent workshop discussing the difference between Educational Research (EdR) and SoTL led by Katerina Mårtensson from Lund University Sweden; a discussion about Measuring teaching impact from the ground up, led by a group of colleagues at McMaster University Canada and a project led by David Hinger from the University of Lethbridge, Canada that focused on designing optimal teaching environments to have a positive impact on student learning.

For those of you who are interested ISSOTL it has its own journal Teaching & Learning Inquiry. In 2018 the ISSOTL conference will be held in Bergen, Norway. I hope to see you there!

Finally, I wish to give a special thank you to Professor Carol Rolheiser from the UoT for presenting a session that adapted my Fellowship work to mobilise new research and practices at her institution, and A/Prof Andrea Carr and Dr Jo Kelder who also built on my fellowship work to produce a conceptual framework to evaluate curricula.

Angela

The AAUTN was proudly established by VTAS PEN



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