

JCU Learning and Teaching Innovation Grants

Purpose and eligibility

In 2022, learning and teaching grants will be available to support specific activities related to digital innovation. Funds will be directed to a College or Directorate account.

All staff (academic and professionals) are eligible to apply, either as teams or individuals, providing they have support of relevant ADLT, Academic Head and /or relevant Dean/Director.

Grants will be available to support projects to be delivered in 2023 that facilitate innovative learning, teaching, and assessment activities. Applicants can choose to apply for a small grant (up to \$5,000) or a larger grant (up to \$10,000) from the available categories.

All applications must demonstrate that projects have a sharp focus on enhancing student learning and are inclusive, equitable and accessible.

Due: LTSE 28 November 2022 (for College processes 14 November 2022).

Type 1 – Small grants of up to \$5,000 each (5 grants available)

Small grants are intended to enable individuals or small teams of educators to trial innovative practices at a small scale e.g., within a subject in a study period, focused on first year or capstone experience, enhancing a student support activity, etc.

Applicants must:

- provide a project plan that
 - identifies the 'problem' or enhancement you are seeking to make (including any supporting data)
 - intended outcome/s (see application form)
- identify the relevant literature base
- identify a relevant critical friend from LTSE
- identify a mentor (if new to grants)

If successful, recipients must:

- report on project progress and complete the grant acquittal

- participate in an Innovation Community of Practice
- disseminate their work through a centrally located poster session (can be e-poster) and exhibition in early 2024
- contribute to a video production describing the outcome/s of their respective projects.

The outcome/product of this project type should identify measured impact.

Type 2 – Larger grants of up to \$10,000 each (4 grants available)

Larger grants are intended to enable a whole course or clusters of relevant subjects to enhance quality of learning, teaching and assessment. Larger grants are expected to involve a team of staff (minimum of 3) that could be discipline or multi-disciplinary in nature. Staff may come together with a specific learning and teaching interest or as a discipline group.

The outcome/product of this project type should demonstrate measured impact on the course, a year level of the course, or identified key subjects within a course rather than impact at the subject level.

Applicants must:

- provide a project plan that identifies actions/stages and intended outcome/s (see application form)
- identify
 - a relevant critical friend (external)
 - the enhancements to be made
 - the relevant literature base
 - strategies to disseminate good practice.

If successful, recipients will be required to:

- actively disseminate their outcomes
- participate in an Innovation Community of Practice
- contribute to a video production describing the outcome/s of their respective projects.

Category A: Online and/or digital assessment and feedback

“Assessment lies at the heart of student learning (Sambal et al., 2012). Relevant, authentic and motivating assessment strategies together with individualized, nuanced and targeted feedback are powerful tools that ensure students’ active involvement in their own learning” (Brown & Race, 2021, p. 135).

Grants will be provided to enable educators or a team of educators to trial innovative and authentic online assessment and feedback practices that promote academic integrity.

Applications should focus on practices that:

- engage with the concept of assessment-as-learning, that is, “assessment that necessarily generates learning opportunities for students through their engagement in seeking, interrelating and using evidence” (Yan & Boud, 2022, p. 13); and/or
- support the development of feedback literacy, “a process through which learners make sense of information from various sources and use it to enhance their work or learning strategies (Carless & Boud, 2018, p. 1);
- promote (student) behaviours that support academic integrity; and/or
- advance programmatic assessment in support of assessment security (Dawson, 2021, pp 137-138).

Applicants considering the use of enterprise platforms or tools such as LearnJCU, Microsoft Office 365, or Analytics for Learn should first contact Dr Scott Bradey, Manager Learning Environments for information and advice.

Email: scott.bradey@jcu.edu.au

Applications must be informed by scholarly literature, such as:

Carless, D. & Boud, D. (2018). The development of student feedback literacy; enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43:8, 1315 – 1325, doi.org/10.1080/02602938.2018.1463354

Dawson, P. (2021). *Defending assessment security in a digital world: preventing e-cheating and supporting academic integrity in higher education*. Routledge. <https://doi.org/10.4324/9780429324178>

Pelletier, K., McCormack, M., Reeves, J., Robert, J., Arbino, N., Al-Freih, w.M., Dickson-Deane, C., Guevara, C., Koster, L., Sanchez-Mendiola, M., Skallerup Bessette, L. & Stine, J. (2022). *2022 EDUCAUSE Horizon Report Teaching and Learning Edition*. Boulder, CO: EDUC22. Retrieved from <https://www.learntechlib.org/p/221033/>.

Yan, Z. & Boud, D. (2022). Conceptualising assessment-as-learning. In Z. Yan and L. Yang (Eds), *Assessment as learning: maximizing opportunities for student learning and achievement* (pp 11-24), Taylor and Francis Group.

<https://ebookcentral.proquest.com/lib/jcu/detail.action?docID=6644571>

Useful websites:

Assessment Design: <https://www.assessmentdecisions.org/>

Educause: <https://library.educause.edu/topics/teaching-and-learning/assessment-and-evaluation>

Feedback for Learning: <https://feedbackforlearning.org/>

Phill Dawson <https://philldawson.com/>

Programmatic Assessment: <https://www.ceesvandervleuten.com/>

TEQSA What is academic integrity? <https://www.teqsa.gov.au/what-academic-integrity>

Transforming Assessment: <https://transformingassessment.com/>

Category B: Promoting active learning and student engagement

Grants will be provided to enable educators or a team of educators to trial practices or use of technologies that promote active learning, student engagement, or an enhanced student experience in the online and blended environment including, but not limited to,

- 'nudging' strategies (Brown, et al., 2022),
- strategies, activities and/or tools that build a sense of community,
- strategies, activities and/or tools that promote belonging and wellbeing.

Applicants considering the use of enterprise tools such as LearnJCU, MS O365, or Analytics for Learn should first contact Dr Scott Bradey, Manager Learning Environments for information and advice.

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Applications must be informed by scholarly literature, such as:

Brown, A., Lawrence, J., Basson M., & Redmond, P. (2022) A conceptual framework to enhance student online learning and engagement in higher education, *Higher Education Research & Development*, 41:2, 284-299, DOI:

[10.1080/07294360.2020.1860912](https://doi.org/10.1080/07294360.2020.1860912)

Brown A., Lawrence J., Basson M., et al. (2022). The creation of a nudging protocol to support online student engagement in higher education. *Active Learning in Higher Education*. doi:[10.1177/14697874211039077](https://doi.org/10.1177/14697874211039077)

Hehir, E., Zeller, M., Luckhurst, J. *et al.* Developing student connectedness under remote learning using digital resources: A systematic review. *Education and Information Technologies* 26, 6531–6548 (2021). <https://doi.org/10.1007/s10639-021-10577-1>

Pelletier, K., McCormack, M., Reeves, J., et al. (2022). *2022 EDUCAUSE Horizon Report Teaching and Learning Edition*. Boulder, CO: EDUC22. Retrieved from <https://www.learntechlib.org/p/221033/>

van Gijn-Grosvenor, E. & Huisman, P. (2020). A sense of belonging among Australian university students, *Higher Education Research & Development*, 39:2, 376-389, DOI: [10.1080/07294360.2019.1666256](https://doi.org/10.1080/07294360.2019.1666256)

Useful websites:

Educause: <https://library.educause.edu/topics/teaching-and-learning/active-learning>
<https://er.educause.edu/articles/2021/3/improved-student-engagement-in-higher-educations-next-normal>

WonkHE: <https://wonkhe.com/blogs/belonging-inclusion-and-mental-health-are-all-connected/>

Nudges: <https://unibuddy.com/global-perspectives/nudge-how-behavioural-psychology-can-and-cant-influence-students/>

Category C: Immersive learning

“Immersive learning is a highly experiential method of learning that uses technology to improve learning experiences and promote active participation. Immersive learning combines [virtual, augmented and mixed reality](#) with simulation learning, which allows students to practice critical work skills in a controlled environment” ([McIntosh, 2022](#)).

Educause, the leading professional association for information technology in higher education, has noted the surge in interest in XR technologies but has also cautioned that effective integration of such technologies will take careful planning and resources and attention to ethics, safety, and cyber security.

These grants will enable recipients to:

- Pilot innovative learning experiences that utilise AR/VR/MR tools to enhance teaching and learning
- Engage students as co-creators of knowledge
- Integrate AR/VR/MR experiences into subject learning designs and/or assessment activities
- Utilise AR/VR/MR to engage with the community and solve ‘real world’ problems

Applicants considering the use of enterprise platforms or tools such as LearnJCU, Microsoft Office 365, or Analytics for Learn should first contact Dr Scott Bradey, Manager Learning Environments for information and advice.

Email: scott.bradey@jcu.edu.au

Furthermore, applicants should discuss any proposed purchases with Technology Solutions Directorate or Learning, Teaching and Student Engagement as equipment may already be available for use or proposed purchases may be incompatible with existing supported platforms. Applicants will be required to confirm support for purchases from TSD and/or LTSE.

Email: felipe.duncan@jcu.edu.au (TSD)

Email: scott.bradey@jcu.edu.au (LTSE)

Applications must be informed by scholarly literature, such as:

Educause (2020). Exploring the future of extended reality (XR) in Higher Education. Retrieved from: <https://er.educause.edu/articles/2020/6/exploring-the-future-of-extended-reality-in-higher-education>

Makransky, G., Petersen, G.B. (2021). The Cognitive Affective Model of Immersive Learning (CAMIL): a Theoretical Research-Based Model of Learning in Immersive Virtual Reality. *Educ Psychol Rev* **33**, 937–958 (2021). <https://doi-org.elibrary.jcu.edu.au/10.1007/s10648-020-09586-2>

Useful websites and resources:

Educause article: <https://er.educause.edu/articles/2021/4/making-vr-a-reality-in-the-classroom>

Educause article: <https://library.educause.edu/topics/teaching-and-learning/extended-reality-xr>

Practera: <https://practera.com/immersive-learning/>

Diverse Issues in Higher Education:

<https://www.diverseeducation.com/institutions/article/15293003/what-could-the-metaverse-mean-for-higher-education>

Selection Criteria

1. Data-driven Rationale

Projects must relate to a demonstrable need. This may include defining a 'problem' to be solved through an innovative approach. Evidence of demand for reform may be provided using empirical evidence from university data sources, including, but not limited to:

- student achievement;
- student feedback;
- learner engagement;
- cohort diversity;
- retention and transition.

Further justification for particular projects may be provided using university and government policy initiatives, specific employment/industry requirements or meeting key graduate attributes.

2. Capacity to deliver project outcomes

The project must have **one** lead person who will coordinate the activities and ensure completion and all reporting requirements. The project needs to be endorsed by the Associate Dean Learning and Teaching and the Dean of College for academic staff or the Director or Dean for professional staff. Previous grant records will be taken into account in awarding funds. Staff new to grants should consider applying for a small grant to establish a track record (particularly for timely completion and active dissemination of outcomes) and are also encouraged to engage a mentor through LTSE or an experienced researcher within their respective College/work unit.

3. Budget – fit for purpose

The proposal budget must provide accurate costing for all proposed activities. Items that are funded include:

- Project officer/support staff;
- Teaching relief;
- Travel – for project related activities or dissemination only (max. \$1,000 for conference support);
- External reviewer;
- Equipment/software as approved by TSD or LTSE.

Venue hire, catering and equipment will not be funded. All items must be fully and realistically costed (please include quotes where applicable). It is recommended that College/Divisional Finance officers are consulted to ensure accuracy of budget.

4. Appropriate timeline

The proposal should identify clear and realistic timelines for each designated activity with tangible deliverables within a 12-month timeframe. It is suggested that each stage has a specific timeframe.

5. Focus on scholarly engagement

The proposal should demonstrate a clear engagement with relevant scholarly work in the priority area as necessary. A list of suitable literature that can provide an overview of each area is available. For large grants, an explicit dissemination strategy, including publications and presentations, and or links to further grants should be included. If applying for conference funding ONLY \$1,000 can be allocated. Where applicable, evidence of ethics approval (that is, approval citing HREC number) will need to be provided before funds will be disbursed.

Nomination, Accountability and Dissemination

1. Grant applications will close on **Monday, 28 November** and are to be submitted via email to ltse@jcu.edu.au. Colleges will have an internal deadline for ADLT and Dean approval which is usually 1 week prior to from LTSE deadline, please check with your College or Directorate.
2. Each project should indicate the support required from the Directorate of Learning, Teaching and Student Engagement. Other support personnel should also be listed.
3. The review panel will consist of Dean of Learning, Teaching and Student Engagement, the Directors of Academic Quality and Strategy, and Associate Deans Learning and Teaching. In addition, consultation with relevant staff may occur as required to make considered decisions.
4. All projects must commence in 2023 and be completed by 31 December 2023. Extensions will not be approved except in extraordinary circumstances.
5. All budgeted funds should be expended by Accounting Period 12 2023. Any unspent funds will be returned to LTSE for inclusion in future grant offerings.
6. All grant recipients will be required to disseminate project outcomes at a staff development activity as requested by the Dean of Learning, Teaching and Student Engagement. This assumes that ethics has been approved where applicable to the project.

7. A final report on the project will be submitted to Learning, Teaching and Student Engagement within three months of the completion of the project. The report will detail how the project has met the project outcomes. Please note that failure to meet stated project outcomes in a timely manner will jeopardise further funding possibilities.