JCU Learning and Teaching Innovation Grants

2023 Application Guidelines

Contents

JCU Learning and Teaching Innovation Grants

Purpose and eligibility

In order to continue its dedication to serving regional and remote communities into the future, JCU is committed to developing a culture that fosters idea creation and innovation across the University.

In 2023, the Centre for Education and Enhancement (CEE) will fund a program of grants designed to support projects specifically related to **digital innovation** in learning, teaching, and assessment activities at JCU.

All JCU staff, both academic and professional, are eligible to apply, either as individuals or teams, providing they have the support of the relevant ADLT, Academic Head, and/or Dean/Director. Staff must be employed at JCU at the time of application, either in a continuing role or with a contract end-date later than grant report due date,

Applicants may choose to apply for a small grant (up to $5000), or a larger grant (up to $10,000), selected from the available categories listed below.

Proposed activities must demonstrate true innovation, must display a sharp focus on enhancing student learning, and must be inclusive, equitable, and accessible. Applicants must also do the following:

- clearly identify a 'problem' that needs to be addressed, or an enhancement to be made, including any supporting data
- clearly outline anticipated outcomes/impact and closely link these to the proposed activities
- firmly ground their proposal in both data and a scholarly literature base
- provide a clear, realistic timeline for the project
- provide a clearly itemised budget
- have commenced the formal process for ethics approval for dissemination of all research projects involving human participants/student data (funding will not be granted without ethics approval)

Due date: Applications are to be submitted to grantsandawards@jcu.edu.au by **midday**, Monday 30 October 2023.

Type 1 – Small grants of up to $5,000 each (6 grants available)

Small grants are intended to enable individuals or small teams of educators to trial innovative practices at a small scale. For example, within a subject in a study period, focused on first year or capstone experience, or centred on a specific student support activity, et cetera.

In addition to the requirements listed above, applicants must do the following:

- provide a brief literature review firmly linking the proposed activities to a scholarly literature base (over and above the resources listed in the Annexure)
  - Why do I need a scholarly literature base? Please see our FAQs.
- identify a critical friend from within CEE
  - What's a critical friend and why do I need one? Please see our FAQs.
- identify a mentor if the applicant has not previously submitted a JCU grant
  - Why do I need a mentor? Please see our FAQs.

If successful, grant recipients must do the following:

- provide a project report, which should identify the measured impact of the outcome/product of the project
- complete the grant acquittal
- participate in an Innovation Community of Practice
- disseminate their work through a centrally located poster session and exhibition in early 2025 (ePosters are acceptable)
- contribute to a video production describing the outcome/s of their respective projects

Type 2 – Larger grants of up to $10,000 each (6 grants available)

Larger grants are intended to facilitate enhancing the quality of learning, teaching, and assessment across a whole course, or clusters of relevant subjects. Larger grants are expected to involve a team of staff (minimum of 3) that could be single- 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 individual subject level.

In addition to the requirements listed above, applicants must do the following:

- provide a project plan that clearly identifies actions and/or stages and their intended outcomes/enhancements
- provide a brief literature review firmly linking the proposed activities to a scholarly literature base (over and above the resources listed in the Annexure)
  - Why do I need a scholarly literature base? Please see our FAQs.
- identify a relevant critical friend *external to JCU*
  - What's a critical friend and why do I need one? Please see our FAQs.
- identify strategies to disseminate good practice
- identify a mentor (if the applicant has not previously submitted a JCU grant)
  - Why do I need a mentor? Please see our FAQs.

Please see the application forms for further details.

If successful, grant recipients must do the following:

- actively disseminate their outcomes
- provide a project report, which should identify the measured impact of the outcome/product of the project
- complete the grant acquittal
- participate in an Innovation Community of Practice
- contribute to a video production describing the outcome/s of their respective projects

Grant Categories

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

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 the following:

- '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.
Email: scott.bradey@jcu.edu.au

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 asset purchases with the Technology Solutions Directorate (TSD) or CEE, as equipment may already be available for use and/or the proposed purchases may be incompatible with existing supported platforms.

Applicants will be required to confirm support for purchases from TSD and/or CEE.

TSD Email: felipe.duncan@jcu.edu.au
CEE Email: scott.bradey@jcu.edu.au

Selection Criteria

1. Data-driven Rationale

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

- 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, identifying specific employment/industry requirements, or meeting key graduate attributes.

2. Focus on scholarly engagement

The proposal should demonstrate a clear engagement with scholarly work relevant to the selected category. The attached annexure provides a list of scholarly resources and useful websites that can provide an overview of each priority area as a jumping-off point for applicants to further develop their own relevant literature base.

3. Capacity to deliver project outcomes

The project must have **one** lead person who will coordinate activities, ensure completion, and meet all reporting requirements. The project must be endorsed by the Associate Dean Learning and Teaching (ADLT) and the College Dean 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 JCU grants should consider applying for a small grant to establish a track record (particularly with regard to timely completion and active dissemination of outcomes) and are also encouraged to engage a mentor through CEE, or an experienced researcher from within their respective College/work unit.

4. Budget – fit for purpose

The proposal budget must provide accurate costing for all proposed activities. Items that may be funded include the following:
- Project officer/support staff
- Travel – for project related activities or dissemination only (max. $1,000 for conference support)
- External reviewer
- Equipment/software as approved by TSD or CEE.

Venue hire, catering, and equipment that has not been approved by TSD or CEE will not be funded.

All items must be fully and realistically costed (please include quotes where applicable). If the proposal includes the employment of support staff, then information such as HEWL, oncost, key duties, recruitment costs et cetera must be provided. It is recommended that College/Divisional Finance officers are consulted to ensure accuracy of budget.

PLEASE NOTE: Buyout of teaching hours is not considered an approved use of the Grant Budget. However, it may be considered in exceptional circumstances if a strong case is made and is endorsed by the relevant College Dean/Director. Grant monies may only be used for teaching buyout under these circumstances.

<u>A rationale for the teaching buyout and relevant endorsement must be attached to the application form.</u>

5. Appropriate timeline
The proposal should identify clear and realistic timelines for each designated activity complete with tangible outcomes, and deliverable within a 12-month timeframe. It is suggested that each stage has a specific timeframe.

6. FOR LARGE GRANTS ONLY: Dissemination strategy
An explicit and achievable dissemination strategy, including publications and presentations and/or links to further grants, should be included. If applying for conference funding, $1,000 ONLY can be allocated. Where applicable, evidence of ethics approval (that is, approval citing HREC number) will need to be provided before grant funds will be disbursed.

Nomination, Accountability and Dissemination

1. Grant applications will close at **midday**, Monday 30 October 2023, and are to be submitted via email to grantsandawards@jcu.edu.au. *Please check with your College/Directorate for internal deadlines to ensure ADLT and Dean/Director approval is granted prior to the CEE deadline.*

2. Each project should indicate the support required from the Centre for Education and Enhancement. Other support personnel should also be listed.

3. The review panel will consist of Dean, CEE; the Director, Academic Program Quality; and College ADLTs. In addition, consultation with relevant staff may occur as required to make considered decisions.

4. All projects must commence in 2024 and be completed by 31 December 2024. Extensions will not be approved except in extraordinary circumstances.

5. All budgeted funds should be expended by Accounting Period 12, 2024. Any unspent funds will be returned to CEE 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, CEE. This assumes that ethics has been approved where applicable to the project.

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

Annexure: Scholarly resources for grant categories

Category A: Online and/or digital assessment and feedback

Useful resources for Category A:

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](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 for Category A:

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/

TEQSA What is academic integrity?: https://www.teqsa.gov.au/what-academic-integrity
TEQSA Artificial Intelligence: https://www.teqsa.gov.au/guides-resources/higher-education-good-practice-hub/artificial-intelligence
Transforming Assessment: https://transformingassessment.com/

Useful journals for Category A:

Assessment & Evaluation in Higher Education
Australasian Journal of Educational Technology
British Journal of Educational Technology (BJET)
Computers & Education
Higher Education Research and Development
Journal of Technology, Learning, and Assessment
Journal of Interactive Online Learning
Journal of Online Learning and Teaching
Issues in Educational Research

Category B: Promoting active learning and student engagement

Useful resources for Category B:

Bockorny, K. M., Giannavola, T. M., Mathew, S., & Walters, H. D. (2023). Effective engagement strategies in HyFlex modality based on intrinsic motivation in students. Active Learning in Higher Education. https://doi.org/10.1177/14697874231161364

Brown, A., & Lawrence, J. (2023). Five conditions to enhance on-line student engagement: HE students voting with their e-devices. *Campus Morning Mail*. Retrieved May 9, 2023, from https://campusmorningmail.com.au/news/five-conditions-to-enhance-on-line-student-engagement/?utm_source=sendgrid.com&utm_medium=email&utm_campaign=website

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

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

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

Pelletier, K., McCormack, M., Reeves, J., Robert., J., Arbino, A., Al-Freih, M., Dickson-Deane, C., Guevara, C., Koster, L., Sanches-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/

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

Useful websites for Category B:

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/

Useful journals for Category B:

Active Learning in Higher Education
Australasian Journal of Educational Technology
Australian Journal of Teacher Education
Australian Universities' Review
Journal of University Teaching and Learning Practice
Student Success

Category C: Immersive learning

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Useful resources for Category C:

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 for Category C:

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

Useful journals for Category C:

Australian Journal of Educational Technology
Australian Journal of Teacher Education
British Journal of Educational Technology (BJET)
Journal of Technology, Learning, and Assessment
Journal of Interactive Online Learning
Virtual Reality