

# JCU Learning and Teaching Grants

## 2018 Application Guidelines



### Purpose and eligibility

In 2018, learning and teaching grants will be available to support specific activities related to a range of project areas. Funds will be directed to a College or Division 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.**

**Due: LTSE 9 April, 2018 (for College processes 2 April, 2018)**

### Project Type 1 – Small grants of up to \$2,500 each

#### A. Blended Learning and Innovation Grants (BLING) – 10 grants available

In 2018, Blended Learning Innovation Grants (BLINGs) will be available to support projects that facilitate innovative learning, teaching and assessment activities.

The grants will be provided to enable individual and small-teams of academics to trial Next Generation Blended Learning technologies. Awards of \$2,500 will be distributed to up to 10 projects. Recipients will be provided with funds to purchase tools and/or technologies and will be supported from the Learning and Teaching Systems group to help integrate their chosen innovation where required.

Eligible purchases include equipment and software that provide innovative learning opportunities including (but not limited to):

- Next generation media: 360, 3D, Virtual & Augmented Reality, Immersive, live streamed;
- Adaptive Learning: data driven personalised learning e.g. Smart Sparrow, Knewton;
- Mini-Makerspaces: small format desktop technologies located in disciplines and colleges where people gather to create/fabricate prototypes or products in a collaborative, do-it-yourself setting. (e.g. 3D printing, laser cutting);
- Games/Gaming: Game design and development tools, software and services;
- Bring Your Own Technology (BYOT): Mobile Learning (e.g. phonelabs.com);
- Internet of things (connected devices for the lab, studio, field study that might connect students with the situated learning opportunities).

The purchase of any equipment remains the property of the College and not the individual academic and is to be made available for future use in learning and teaching.

Recipients will be responsible for developing and managing their own project plan, reporting on project progress and grant acquittal, participating in the BLING community of practice and disseminating their work through a centrally located poster session and exhibition at the end of 2018.

Find out more about BLING from <https://www.jcu.edu.au/transform/bling>

## **B. Using Learning Analytics to guide student engagement in courses**

The growth of Learning Analytics in higher education has been significant and at JCU we have been exploring various reports to assist subject and course review and development. The JCU Academic Plan 2018-2022 encourages the use of learning analytics software to investigate student engagement. Awards of \$2,500 will be distributed to up to 10 projects.

For this grant category the following priority foci or themes are:

- Student engagement patterns within a small group of related subjects across a course year and / or cohort, with a priority given to core subjects
- Assessment types and timing
- LMS content types, volume and student engagement
- Curriculum enhancement opportunities to maximise student engagement with subject and course content.

It is proposed that outcomes from this investigation of learning analytics across a related group of subjects or a course demonstrates impact on student engagement through, for example, revision and redesign of LearnJCU subject structures, feedback loops, year or discipline level review including types and timing of assessment.

Applications must refer to scholarly literature to assist them in the project. Examples are:

- [Penetrating the fog – see pages 34-35 about Learning Analytics](#)
- [Students LMS interaction patterns and their relationship with achievement: A case study in higher education](#)
- [Using learning analytics to assess student engagement and academic outcomes in open access enabling programs](#)

## **Project Type 2 – Larger grants of up to \$10,000 each – up to 8 Grants available**

The intention of larger grants is to enable course or clusters of 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 grant category should demonstrate measured impact on the course, or a year level of the course, rather than apply at the subject level. Applicants must provide a project plan, identify a relevant critical friend (internal or external), and identify the improvements to be made and the relevant literature base, as well as strategies to disseminate good practice.

## **A. E-Assessment – creating authentic assessment types and questions**

There is significant growth in electronic methods of assessment. We know that assessment practices impact significantly on student learning and the student experience. The JCU Academic Plan 2018-2022 asks for an extension of authentic assessment across the curriculum. This grant category promotes the use of electronic tools (e.g. quiz, multiple-choice questions, Collaborate, Respondus, Cadmus, Emma Identity) to achieve this. Respondus software has been trialed at JCU in CBLG and CPHMVS and a paper presented at Education Committee in 2017 provides purposeful insights for implementation.

These grants of up to \$10,000 will enable recipients to:

- Design and implement innovative and authentic e-assessment and feedback strategies
- Design and implement high quality MCQs and examinations using e-assessment tools, e.g. BB quizzes
- Design and implement student and peer assessment practices utilizing e-assessment tools

Applications must refer to scholarly literature to assist them in the project. Examples are:

## **eAssessment and Feedback**

### **Guides**

Crisp, G. (2011). *Teacher's handbook on e-Assessment. A handbook to support teachers in using e-assessment to improve and evidence student learning outcomes*. San Francisco: Creative Commons. Retrieved from [http://transformingassessment.com/sites/default/files/files/Handbook\\_for\\_teachers.pdf](http://transformingassessment.com/sites/default/files/files/Handbook_for_teachers.pdf)

JISC. (2015). *Transforming assessment and feedback with technology*. Retrieved from <https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback>

### **Web resources**

Educause. (2018). *Assessment and evaluation*. Retrieved from <https://library.educause.edu/topics/teaching-and-learning/assessment-and-evaluation>

Monash University, Deakin University, & University of Melbourne. (2018). *Feedback for Learning. Closing the assessment loop*. Project website. Retrieved from <http://newmediaresearch.educ.monash.edu.au/feedback/publicationsresources/>

## **Education Committee Report**

- Abbreviated version of Ed Committee Report 'Evaluation of exams using Respondus' available – please contact [grantsandawards@jcu.edu.au](mailto:grantsandawards@jcu.edu.au)

## **B. WIL – curriculum redesign to improve WIL**

The JCU Academic Plan 2081-2022 asks for a contribution to tropical communities through Work-Integrated Learning (WIL) programs.

For this grant category the following priority foci or themes are:

- Audit of WIL programs in Colleges or Disciplines and development of resources to strengthen WIL partnerships and curriculum integration
- Enhancing WIL pedagogy in courses through team workshops, reviews of literature and reflective practice.
- Establishing a Community of Practice across the courses/disciplines/divisions including academics, placement officers and industry partnerships

In particular, grants to develop WIL components in non-professionally accredited courses, integrate ePortfolios and reflective practice in WIL, and collaborate with industry and community partners to design WIL curricula will be prioritized.

Applications must refer to scholarly literature to assist them in the project. Key WIL resources are as follows:

### **Only dedicated WIL journal**

*Asia-Pacific Journal of Cooperative Education (online journal)* <http://www.apjce.org/>

### **Key professional association for WIL in Australia**

*Australian Collaborative Education Network* (see resources, webinars, case studies etc.) <http://acen.edu.au/>

## Selected scholarly literature

### *Pedagogy and assessment journal articles*

- Bosco, A., & Ferns, S. (2014). Embedding of authentic assessment in work-integrated learning curriculum. *Asia-Pacific Journal of Cooperative Education*, 15(4), 281-290.
- Ferns, S., & Zegwaard, K. (2014). Critical assessment issues in work-integrated learning [Special issue]. *Asia-Pacific Journal of Cooperative Education*, 15(3), 179-188.
- Mackaway, J., Winchester-Seeto, T., Coulson, D., & Harvey, M. (2011). Practical and pedagogical aspects of learning through participation: The LTP assessment design framework. *Journal of University Teaching & Learning Practice*, 8(3), Article 5.

### *Key Australian reports*

- Australian Workforce and Productivity Agency. (2014). *Work integrated learning: AWPA scoping paper*. Canberra: Author.
- Orrell, J. (2011). *Good practice report: Work integrated learning*. Surrey Hills, NSW: Australian Learning and Teaching Council.
- Patrick, C., Peach, D., Pocknee, C., Webb, F., Fletcher, M., & Pretto, G. (2009). *The WIL report: A national scoping study*. Australian Learning and Teaching Council Final report. Brisbane: Queensland University of Technology.
- Smith, C., Ferns, S., & Russell, L. (2014). *The impact of work integrated learning on student work-readiness*. Sydney, NSW: Office for Learning and Teaching.

## Australian National WIL Strategy

Universities Australia, Australian Chamber of Commerce and Industry, Ai Group, Business Council of Australia, & Australian Collaborative Education Network Limited. (2015). *National strategy on Work Integrated Learning in university education*. Retrieved from <http://cdn1.acen.edu.au/wp-content/uploads/2015/03/National-WIL-Strategy-in-university-education-032015.pdf>

## C. Career Development integration in courses

The JCU Academic Plan 2018-2022 asks for the promotion of Career Development learning for undergraduate and postgraduate students as a key part of their academic career. The integration of career development within courses is a national objective in higher education with links to employability and entrepreneurship. It also features as an enhancement priority within the JCU Curriculum Framework in line with legislative requirements.

For this grant category the following priority foci or themes are:

- Auditing, mapping and integrating career development learning activities across a course as per [JCU Career Plan for Curriculum](#) design tool.
- Development of resources that deepen students' understanding of the career development in disciplines/courses eg graduate testimonials videos, employer testimonials/snapshots; industry events.

Applications must refer to scholarly literature to assist them in the project. Please review the staff resources provided by JCU Careers and Employment under '[Career Development, Employability and Entrepreneurship](#)'.

### *Employability reviews and reports*

- Artess, J., Hooley, T., & Mellors-Bourne, R. (2017). *Employability: A Review of the Literature 2012-2016*. York: Higher Education Academy. Retrieved from <https://www.heacademy.ac.uk/knowledge-hub/employability-review-literature-2012-2016>
- Blackmore, P., Bulaitis, Z., Jackman, A., & Tan, E. (2016). *Employability in higher education: A review of practice and strategies around the world*. London: Pearson. Retrieved from <https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/about/news-and-policy/employability-models-synthesis.pdf>
- Kinash, S., Crane, L., & Judd, M. (2016). *Good practice report: Nurturing graduate employability in higher education. Learning and Teaching papers*. Paper 136. <http://epublications.bond.edu.au/tls/136>

*Higher Education Academy employability website*

<https://www.heacademy.ac.uk/individuals/strategic-priorities/employability>

## Selection Criteria – Project Type 1: Small Grants

The following criteria will be used to assess the Small Grant applications.

- A clear project plan, including identification of relevant personnel/journal/collaborator;
- A justifiable budget.

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

- Approved tools or technologies (1 A only);
- Teaching relief.

Venue hire, equipment and catering ***will not be funded***. It is recommended that College/Divisional Finance officers are consulted to ensure accuracy of budget.

## Selection Criteria – Project Type 2: Large Grants

### 1. Data-driven Rationale

Projects must relate to a demonstrable need. This may include defining a ‘problem’ to be solved through an innovative teaching approach. Evidence of demand for reform may be provided using empirical evidence from university data sources, including:

- 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 Dean of Division for professional staff. Previous grant records will be taken into account in awarding funds.

### 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. \$1000 for conference support);
- External reviewer.

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 at 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. An explicit dissemination strategy, including publications and presentations, and or links to further grants should be included. If applying for conference funding ONLY \$1000 can be allocated. Where applicable, the inclusion of an appropriate ethics application as part of the project plan is required as part of the grant application.

## Nomination, Accountability and Dissemination

1. Grant applications will close on **Monday, 9 April** and are to be submitted to via email to [grantsandawards@jcu.edu.au](mailto:grantsandawards@jcu.edu.au). **Internal 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.**
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 2018.
5. All grantees 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.
6. 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 will jeopardise further funding possibilities.