

2006 TEACHING DEVELOPMENT GRANTS SUMMARY REPORT

INDIVIDUAL CATEGORY

1. Dr Sharon Pittaway

School of Education

'Digital Classrooms CD-ROM Package'

Summary of Project

The project aimed to produce a CD-ROM package to be used as a teaching and learning resource for pre-service teachers enrolled in the 3rd year *Digital Classrooms* module. The package would allow students to work in a less time-dependent way in developing specific technical skills relating to the production of radio programs as well as developing their skills in problem-solving, thinking and communicating. This would be a significant innovation in light of one of the current initiatives in selected Tasmanian high schools of the Tasmanian Media Skills Strategy. The package aimed to provide specific examples of the implementation of inquiry based units of work in the classroom using the production of radio program as an assessment strategy. The package would include self-paced resources on technical tasks, software and computer resources, readings/course material, and examples of a variety of radio formats.

Outcomes

The expected outcomes of the proposed project were to produce a CD-ROM package that would effectively develop pre-service teachers' specialised technology and communication skills (this outcome was achieved and students were provided with a copy of the CD-ROM developed) and, provide a more informed view of the pre-service teachers' view of the usefulness of this type of learning to their future teaching career, plus evaluation of the effectiveness undertaken at the end of the module. The CD-ROM will continue to be used in the Digital Classrooms module.

2. Mrs Julia Crozier

School of Management

'Interpretation for Tourism Field Trip'

Summary of project

The project aimed to develop resources designed to support students' learning about and practice of 'interpretation activities' as a capstone experience in the Bachelor of Tourism degree in the Faculty of Commerce. The resources created as part of this project were designed to compliment and enhance existing lecture and practical based experiences. The proposed resource development would support students to enhance and build their capabilities for and with oral interpretation, mapping, personal and non-personal communication and planning for interpretation. The unit would not only provide a solid basis for students interested in pursuing a career in Interpretation but would also create a link between the other tourism units offered through the Bachelor of Tourism.

Outcomes

Several evaluation techniques were used to ask students about the unit. These included Modified Harvard 2 minute questionnaires; anonymous feedback through webCT, SETL evaluations and several evaluation questionnaires based on different aspects of the unit.

Outcomes included a broad understanding of face to face delivery within tourism and of the front-line role adopted by interpreters in bringing any tourist attraction to life. The method of teaching also introduced students to professionals within the field of interpretation who shared their experiences and knowledge with the students, resulting in a practical understanding of the theory of interpretation. The relationships between university and industry were strengthened and have since led to other areas of cooperation.

3. Dr Adele Holloway

School of Medicine

'Development of an integrated bioinformatics/laboratory module in molecular biology'

Summary of project

The aim of the project was to develop a student-directed module in 3rd year biochemistry which integrated bioinformatics with laboratory-based molecular biology techniques. The practical would represent an innovation in biochemistry teaching in an undergraduate laboratory in two respects; firstly combining a bioinformatics and laboratory approach and secondly by involving students in both experimental design and implementation.

Outcomes

The expected outcomes of the project have been achieved with the development of an integrated molecular biology/bioinformatics practical and design of an accompanying website (http://www.Medicine.utas.edu.au/teaching/bioinformatics_prac/). The project was implemented for the third year of the Bachelor of Science, Bachelor of Technology and Bachelor of Medical Research students in CBA 330 in 2006 (CBA342 in 2007) using a CD to guide students through bioinformatics data bases, data mining tools and experimental design. SETL results point to the educational benefits of this approach for students, with overwhelming agreement that it was a useful learning experience (89%) and well integrated (89%). Feedback from the students was then used in the modification of this resource and development of a website to replace the CD and allow online submission of assignments in 2007.

4. Ms Sue Whetton

Department of Rural Health

'Multi-layered teaching and learning resource website for different user groups'

Extension granted to August 2007

INTRA-FACULTY CATEGORY

1. Dr Kim Rooney

School of Medicine

'Patient database and evaluation tool to enhance Patient Partner teaching'

Summary of project

The project was divided into two parts. Part one of the project aimed to design and implement a computer database program which both supported and further developed the existing Patient Partner Program ("PPP"), a unique teaching program established by the Launceston Clinical School ("LCS") in 2005. Part two of the project aimed to develop a formal evaluation tool of the PPP addressing all aspects – students, patients, teaching staff and coordination.

The project represented an opportunity for the LCS and the University Department of Rural Health ("UDRH") to work collaboratively on the project and would provide an opportunity to showcase the strengths of both areas and collectively produce a teaching tool that would support clinical placement teaching with appropriately timed, curriculum aligned, quality patient exposure, delivered in an environment that was safe and assessable.

Outcomes

The team fulfilled its expectations of introducing this program into the wider UTAS community. The development of the National Junior Doctor Framework Curriculum, which mirrors the program, will see great potential for wider application nationally.

The development of the data base and the RICS instrument have become pivotal to the formative assessment process of year 5 and 6 at the LCS and is being adapted for use in the early years of the medical course. The program is also being considered as the learning template for the development of an interprofessional educational teaching ward within the hospital setting.

INTER-FACULTY CATEGORY

1. Ms Sue Whetton

Faculties of Health Science, Arts and Business

'Multimedia Healthcare Scenario for Problem Solving and Collaboration'

Summary of project

The aim of the project was to use multimedia to create the general scenario of a regional health service from which specific case studies would be developed. One case study focussed on health informatics/computing/information systems issues. Another explored specific health topics (mental health, drug and alcohol use, aged care) and/or professional issues (ethics, professional-client relationships) and/or a third in policy or social critiques. Each case study would incorporate successive problem situations, decision points and decision pathways, giving learners the opportunity to make alternative decisions and explore the consequences of these. Tasks would be structured to enable students from the Faculties of Health Science; Science, Engineering and Technology (Computing), Business (Information Systems) and Arts (Social Work, Government) to collaborate on complex interprofessional problems.

Outcomes

The framework for the regional health service has been developed and two case studies are being tested with students in semester 1 (Social Work) and 2 (E-Health) and feedback will be used to modify the final completed project. The scenario has been developed to enable case studies to be included. The CD is currently being tested however the structure of the case studies should meet the project aims of enriching the learning experiences of students by:

- Integrating learning process across individual units within a course. The use of successive, cumulative problem situations, linked within a broad scenario is intended to foster students' understanding of the interconnectedness of both issues and people within the 'community', and enable the transfer of learning across units.
- Offering opportunities for such inter-professional collaboration. For example, computing, information systems and health informatics students might work together to develop an electronic record for the 'region'.
- The development of enhanced case studies to enable students to explore multiple stakeholder views.
- Explore the consequences of alternative decision pathways. These case studies incorporate decision pathways and explore consequences of various options.

The project was organised and executed in 2006 and developed in early 2007. Case Study 1 is being trialed in first semester and Case Study 2 will be trialed in semester 2. The scenario and case studies will then be modified based on user feedback.

July 2007