2008 TEACHING DEVELOPMENT GRANTS
SUMMARY PROJECT REPORT

INDIVIDUAL CATEGORY

1. Ms Simone Bingham
School of Accounting & Corporate Governance
***'**Enhancing expertise in international corporate regulation through creating authentic case studies & assessment practices''*

Summary of project
1. Development of case studies to be used in three units: This project will develop a coherent series of case studies that will form the foundation experience in each of the three undergraduate units: These case studies will be used as part of the assessment strategies to guide students' development, practice and refinement of their skills in response to lecturer and peer mediated feedback mechanisms.

2. BFA202 Development of teaching resources: Creation of teaching resources for an individual assessment task that will provide to each student in the unit a unique set of facts and information on a business trading within a country with the purpose of negotiating a commercial relationship with another student in the unit who has his/her own distinct set of facts and information for another company within another country.

---

2. A/Prof Natalie Moltschaniwskyi
School of Aquaculture
'Learning how to use and present numerical information: an interactive learning and training resource for biologists'

Summary of project
The aim of this project is to build upon an existing learning and teaching resource that has been demonstrated as have considerable value for biology students learning how to use and present numerical information. The first aim is to extend the resource to include a 'how to use' the statistical package using video and audio explanations. The second aim is to move the resource from Powerpoint to HTML. This will provide into a more user-friendly and flexible environment, allowing the resources to be readily modified and updated. The proposed changes will substantially improve and enhance this resource, extending its usefulness for flexible learning and provide a valuable learning resource for learners at all levels – undergraduate, post-graduate, and research active academics and profressionals.

---

3. Ms Helen Bound
School of Education (BAVE)
'Developing high quality dialogue in online learning communities'

Summary of project
Across UTAS and within the Faculty of Education there is increasing recognition of the importance of flexible delivery and flexible learning. In the context of the 100% distance Bachelor of Adult and Vocational Education (BAVE) flexible delivery equates to blended learning with an emphasis on online learning. While there is now considerable literature about online learning there is a limited knowledge about how to create meaningful dialogue to support learning in online environments (Littleton & Whitelock, 2005). This project aims to identify learner's expectations for working in online learning environments; identify cultural norms with difference BAVE learning communities; trial different approaches to develop cohesion but encourage difference and use a range of different tools to extend and build on learners' experience.

---

4. Dr Jane Sargison
School of Engineering
'Balancing peer learning and team work skills with individual assessment in the Engineering curriculum'

Summary of project
Team work skills and peer learning are important parts of the Engineering degree program, but end of term assessment of these activities is mired in the issue of separating individual performances to meet expected mark distributions. The current practice in group work within the UTAS Engineering, in published literature and amongst other UTAS schools will be analysed. A research assistant will observe and interview students and staff to provide data for ongoing incorporation of team work into the curriculum. The outcomes will be shared with other staff in workshop sessions and support will be provided to assist in design of team work activities and their assessment.

---

5. Mrs Jenny Barr
School of Medicine
'Patient Partner Program (P3) staff training resource package, enhancing delivery to medical students'

Summary of project
At the Launceston Clinical School our Patient Partner Program (P3) has been implemented, delivered and further developed and evaluated over the past 3 years. It provides senior medical students with predictable, managed clinical encounters with real volunteer patients with conditions, focussing on learning skills which enable patient centred care. P3 is on the brink of adoption by other clinical schools both within UTAS and beyond. It is therefore necessary, to ensure successful delivery of the innovative program, to develop a training resource for staff who will be involved in its management and the teaching and learning of medical students. Such personnel will include the P3 Coordinator, GP tutors and associated clinical educators. The package will include information brochures for General Practitioners and their practices, who refer patients to the program.

INTRA-FACULTY CATEGORY

1. Dr Justin Walls
School of Medicine
'Breaking down the barriers: developing an online evaluation tool to enhance the interprofessional teaching approach across the Faculty of Health Sciences'

Summary of project
There is an increasing realisation both domestically and abroad that health professionals need better preparation and support for them to effectively collaborate in practice. This project will develop a transferable online evaluation tool to enable an interprofessional focussed evaluation of a common Unit delivered across different Schools in the Faculty of Health Science. The outcomes will inform the further development of the Unit, enhancing and supporting interprofessional learning within the Faculty, whilst also being transferable to the wider University community.

INTER-FACULTY CATEGORY

1. Dr Emma Pharo & Dr Aidan Davison
School of Geography and Environment Studies
'A climate of interdisciplinarity: cross-discipline student learning and climate change'

Summary of project
This project responds to the need, identified across the higher education sector, to pursue opportunities for collaborative teaching and interdisciplinary learning, especially in student experience of multidisciplinary study. Taking the complex and pressing issue of climate change, the ;project develops a collaborative on-line learning space to be implemented in units across three faculties and the AMC. Based upon an interfaculty teaching collaboration, we have three project aims. First, to better enable students to mediate between disciplinary cultures and pedagogies and to critically synthesise disciplinary contributions. Second, to improve the capacity of students to handle the real-world complexity of issues such as climate change. Third, to develop a broadly applicable model for cross-discipline teaching collaboration at UTAS.

---

2. Ms Tracy Douglas

School of Human Life Sciences

'Development of an interactive online resource linking foundation knowledge with content in anatomy and physiology and microbiology units at first year level''

Summary of project

The project involves the development of an online game enabling students to link content between successive HLS (Human Life Sciences) units in first year. Students studying HLS degrees study CXA171 in first semester which is a prerequisite for the second semester units, CXA172 and CXA176. Similarly, BHM (Bachelor of Human Movement) students study CXA161 in semester 1, a prerequisite for CXA172. The online game will incorporate content from the units in a tiered game system to engage students in the unit material and recognise cross unit content. It is anticipated that this resource will enable students to revise and apply foundation material from prerequisite units while engaging in a fun and stimulating learning environment.