Office for Learning and Teaching

Grants program

Year 1 / Stage 1 Report November 2012

State-based Promoting Excellence Networks – Victoria/Tasmania

Monash University

University of Tasmania, Swinburne University of Technology, La Trobe University

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Please refer to the document, *Project Management Information*, available on the OLT website, http://www.olt.gov.au/grants-and-projects/project-management, for information on completing and submitting reports.

1   Review of Progress

In this section, describe your progress against the specified outcomes and deliverables of your project based on the funding agreement.

At the Year 1 stage of a project, you would be expected to have achieved all of the following.

Quick check list   [✓ or n/a]

Project management and planning

Appointed a project manager/officer   [✓]

Developed a communications strategy   [✓]

Established a reference group   [n/a]

Established terms of reference   [n/a]

Approached an external evaluator   [✓]

Prepared an evaluation plan   [✓]

Prepared a dissemination plan   [   ]

Project implementation

Obtained ethics approval   [n/a]

Completed a literature review   [n/a]

Completed a positions paper   [n/a]

Completed interview/survey design   [✓]

Established focus groups   [   ]

Conducted a data collection   [✓]

Conducted a data analysis   [✓]

Run case studies/exemplars   [n/a]

Conducted a pilot/trial   [✓]

Considered dissemination of results/progress to date   [✓]

Please include further details in the appropriate sections below. Do not include details that were reported in the six-month report.

1.1 Progress against specified outcomes and deliverables

Outcome 1: The establishment of an active Victorian and Tasmanian (VTAS) network
The Victorian and Tasmanian Promoting Excellence Network consists of a project team (Monash University, La Trobe University, Swinburne University and University of Tasmania) and has two levels of membership: award and grant professionals in each institution who disseminate information and actively support academics engaging in OLT programs (which we call 'VTAS PEN'); and the wider network of mostly academic staff who engage in teaching and learning scholarship and who engage with OLT activities (who we call the 'VTAS Network').

Active communication and activity has occurred between both levels of the network over the last six months.

One meeting and one workshop have been held since March 2012. A VTAS PE Network project team meeting was held on 25 May with nine attendees from the four collaborating institutions. This meeting was hosted by Monash University and the main purpose was to plan for the next workshop. On 29 October, a VTAS Network workshop - 'Networking to Succeed' - was hosted by La Trobe University in line with the shared excellence in L&T aspirations of the network. This workshop was very successful with 78 attendees fairly evenly spread from nine universities and one TAFE across Victoria and Tasmania[1], as well as several Griffith University representatives. The day included:
- keynote address from Suzi Hewlett, General Manager OLT
- poster session
- learning & teaching grant writing table workshop
- panel discussion
- table discussion session.

The attendees were mostly made up of academic staff, 78 per cent of whom had not previously engaged with the network. See Appendix 1 - Networking to Succeed flyer.

The original Google site that was developed for the network was disabled in June 2012 and a new 'Posterous' website (http://vtasnetwork.posterous.com/) was created because we observed that members were not accessing the website at all due to the access rights imposed on visitors without a Google account. The free Posterous format is more user-friendly and has improved communication capabilities. As at 13 Nov 2012, this site has attracted 430 visits from 263 unique visitors. The majority of visits has been from Melbourne (69.7%), followed by Hobart (5.8%) and other cities. There was a significant spike in visits following the October workshop. See Appendix 2 - VTAS Network Google Analytics Report.

The Posterous website has also served as a communication channel to notify and promote relevant learning and teaching events to other institutions, for example, RMIT's 'Transforming the Learning Experience' event held in August 2012, and the 3rd Annual Learning and Teaching Forum held in September 2012. After each event, resources are uploaded for distribution across the whole network and the site will also serve as a further portal for dissemination of final grant reports and resources.

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[1] Attendees came from Monash University, La Trobe University, University of Tasmania, Swinburne University, Victoria University, RMIT, University of Ballarat, Deakin University, ACU, Holmesglen TAFE

Social media has also been used as a form of communication. Twitter and Facebook accounts attached to the Posterous site were set up, to varying degrees of engagement by the network.

Twitter - @VTASNetwork (http://twitter.com/VTASNetwork) - 72 followers
Facebook (http://www.facebook.com/promotingexcellence) - 8 friends

While these have not produced great results as yet, a sustained effort will be made to build our presence in this domain. In the next 12 months we will develop a communication strategy to improve links with organisations such as CADAD, HERDSA and other state-based networks such as Q-PEN and WAND and suggest that these bodies reciprocate with links back to our site. The impact of our communication methods will be evaluated at future VTAS PEN meetings and at the end of the funding period.

Outcome 2: PEI staff support and training/PD related to sharing of systems, knowledge and processes that contribute to optimising student learning
The October workshop included a number of sessions that contributed to the professional development of institutional PE support staff, such as:
- the grant writing table activity
- improving OLT guidelines/processes table discussion
- benchmarking teaching and learning scholarship in the category of awards and grants using the CADAD template
- finding partners to collaborate with
- writing awards applications - hot tips.

The panel session, chaired by A/Prof Angela Carbone, on national state-based PE networks provided an insight into how other PE networks and PE teams operate. Panel members included: Joy Whitton from Monash, Melody West from the University of Tasmania and Georgia Smeal from Griffith University. The panel discussed various aspects of how their institutions' PE teams operate, and how PE teams can operate effectively as a network, drawing from Q-PEN as an example. The format was open and it provided an opportunity for discussion and questions from attendees.

Following the October workshop, a debrief meeting was held with project partners by phone. At this meeting we discussed the need to have some events more targeted to PE staff.

While there is a mutual feeling that we have come a long way since before receiving OLT funding, we do not underestimate the challenges that remain in establishing and strengthening the state network, and breaking the isolation of each institution from the endeavours, challenges and strengths of the others. For example, one thing we have not yet had an opportunity to do is share resources among the group. We plan to host focused professional learning sessions just for PE staff as a way of sharing resources and working together to identify solutions to challenges that we all face in this domain.

Events planned for 2013 to support PE staff
We are presently planning to hold a one-day Professional Development workshop in February 2013, which will include Tilly Hinton's 'Supporting and Developing Influential Learning and Teaching Grants' presentation. Monash will host this on behalf of the VTAS PEN and it will be incorporated into a program that will include other sessions focusing on sharing systems, resources and processes. This would only be open to staff working in Promoting Excellence units; formal planning will focus on how this is to run.

A VTAS project team meeting will be held in late February after the PD session, and a third VTAS Network workshop is planned for June 2013. Swinburne University has provisionally agreed to host this event, possibly in collaboration with University of Tasmania. This event may also include some topics specifically related to Professional Development for PE staff. It is anticipated that planning for the June event will be done at the February project team meeting.

Outcome 3: Fostering collaborative development of learning and teaching research grant projects between VTAS institutions
This outcome needs to be amended as we now believe it does not reflect the reality of how faculty-based academics find partners to collaborate on projects, which is usually on the basis of their disciplinary and organisational networks. It is also not a key objective of the network which is fundamentally to create a vibrant and active network.

The exception to this, as our project team sees it, is the opportunity for VTAS PEN to collaborate on grant project proposals in which we share a common interest. For example, one discussion table at the October workshop, the Benchmarking Teaching and Learning Scholarship table, decided to apply for an OLT Extension grant to extend the NSW/ACT PEN Awards template as a direct result of the workshop. In addition, one of the topics at the table discussion session was about finding partners to collaborate with in OLT grants.

Therefore, we wish to amend this outcome to 'Fostering collaboration between VTAS PEN for mutually engaging projects'.

Feedback from the October workshop included a suggestion to enhance collaboration and mixing of research interests amongst participants, which may be incorporated into the June 2013 network seminar. We could also investigate what institutional processes are in place to enhance or inhibit the development of collaborative partnerships via our network.

To date, the activities which we have engaged in to achieve this outcome have been that the Posterous website lists all project team members, as well as 'friends' of the network, with contact details, enabling VTAS PEN members to make contact with support staff at all VTAS institutions. This could potentially provide people with a first point of contact as they plan their learning and teaching grant/award applications, or seek project collaborators.

Outcome 4: Enabling post-project dissemination, engagement and therefore impact of research project outcomes and resources
We are interested in fostering dissemination and impact of project outcomes throughout projects' lifetimes. To this end, the poster session held as part of the October workshop was a form of sharing results of grant activities and outcomes in the past six months. We have also uploaded the abstracts from the poster session to our website so that participants may follow up after the day or investigate those presentations they did not get a chance to visit due to lack of time. The February 2012 workshop had more of a focus on post-project dissemination, whereas at the October one, dissemination was entirely contained within the poster session. This is an area we will allow more time for at future events.

Twenty-seven per cent of attendees responded that they were happy with the opportunity to disseminate their project findings, and since for most staff this was not applicable (68%), this positive impact represents the majority of the attendees who *have* engaged with ALTC/OLT grants.

We plan to use the list of 2012 funded projects from Victoria and Tasmania and a list of completed projects to approach project leaders for the opportunity to present their findings at the June 2013 meeting.

Outcome 5: Catalysing initiatives that connect existing peer groupings – early career staff, faculty groups, to provide opportunities to share, encourage and value teaching excellence and innovation

As mentioned above, we are planning to hold a PD day for PE staff in February 2013 that will provide an opportunity to share systems and resources.

The project partners are promoting the VTAS network at their institutions in various ways.

Monash:
Presently Monash is disseminating information about network activities to its Monash Excellence in Education Research Group (MEERG) and to Monash Education-Focused staff, which collectively constitute a cohort of staff interested in pursuing learning and teaching scholarship.

Monash also runs a unit as part of its Graduate Certificate of Academic Practice called Developing Higher Education Innovations (HED5092). Participants in this unit are required to design a project which aims to improve or innovate an area of higher education and introduces the essential elements required to undertake a higher education project, with PE staff presenting several modules throughout the course. While most participants would not have known about OLT grants prior to undertaking the unit, upon completion they are given contact details for the Monash PE team and encouraged to develop an OLT proposal.

Swinburne University:
At Swinburne, information about network activities is disseminated primarily via the faculty Associate Deans (Learning and Teaching) who are charged with enhancing learning and teaching in their faculties and encouraging learning scholarship. In addition, as is the case at Monash, students (i.e. staff) in the Swinburne Graduate Certificate in Learning and Teaching (Higher Education) are encouraged in their learning scholarship unit to develop an OLT Citation application following completion of the unit. They will now be linked into the Posterous website to assist them with this endeavour, together with the support of the Swinburne PEN representative.

La Trobe University:
La Trobe runs a Scholarship of Learning and Teaching (SoLT) Research Network that coordinates a regular seminar program each semester, hosts workshops and events from visiting academics on aspects of higher education teaching and learning scholarship, facilitates a Reading Group, and provides opportunities for staff to publish their research.

In December 2012, under the auspices of SoLT, a Special Issue of the Journal of University Teaching and Learning Practice, *Promoting transformative and academic change in curriculum, teaching and learning: A case study of initiatives at La Trobe University*, edited by Dr Tai Peseta and Professor Tom Angelo will be launched. The Special Issue features the teaching, learning and curriculum research undertaken by members of the university community.

University of Tasmania (UTAS):
UTAS is using information and knowledge developed and enhanced via the network to inform their suite of professional learning programs (offered out of the Tasmanian Institute of Learning and Teaching) and to bolster existing processes associated with excellence in learning and teaching. Currently, they report on their participation in network activities in senior management meetings

and in their annual reports. The impact of the VTAS network has been quite significant on the learning and teaching culture at UTAS, particularly through an increased capacity to be collaborative with Victorian institutions.

1.2   Describe the involvement of partner institutions

La Trobe University hosted, developed the activities for and organised the October 2012 workshop to which other project team members contributed. One of the goals of the network is to share leadership and the benefits that accrue from that with partners. Planning was smooth and collaborative.

The University of Tasmania project team members contributed to the panel session on the national state-based network by sharing a grant proposal assessment rubric with the group, and by running a workshop table on award writing. Six staff members from the University of Tasmania travelled to Melbourne to attend the workshop.

Simone Buzwell, Associate Dean (Teaching Quality) at Swinburne University, is the new Swinburne representative for this project which has followed a period of restructuring and movement of personnel at Swinburne. The original contacts for Swinburne, Associate Professor Alex Stojcevski (lead) and Jaideep Chandran have both since left the university. Swinburne has provisionally agreed to host the June 2013 workshop.

A member of QPEN, Georgia Smeal (QUT), attended the October workshop in the place of our Critical Friend, Christine Grimmer, who was invited but could not make that day. Georgia spoke about Queensland PEN, its strengths, foci and challenges, which provided useful points of comparison. This communicated to the network that the VTAS state-based network is part of a national network of institutional professional support for learning and teaching and for staff participating in competitive grants, fellowships and awards. Two other staff members from Griffith University also attended the workshop to gain insight into our network, and communication has already continued between them and the Monash PE team on the First Year Report, which is an unexpected and welcome new connection.

Associate Professor Angela Carbone attended the Promoting Excellence Network Roundtable held at the HERDSA Conference in Hobart in July 2012 and gave a brief update on the progress of the VTAS Network. This strengthened relationships with other OLT funded networks (WAND, NNI, NSW/ACT, SANTPEN and Q-PEN).

1.3   Major achievements against schedule/project brief

1. **Building stronger and more supportive VTAS network connections**
   A project team meeting was held in May 2012. This meeting was hosted by Monash University and it had nine attendees from the four collaborating institutions. The main purpose of the meeting was to strengthen our connections amongst the VTAS PEN project team and to plan for the next workshop. We also had a debrief of the February 2012 seminar, discussion about the engagement of Christine Grimmer as a critical friend, an OLT update, and discussion about website and social media options.

   VTAS PEN also participated in a national network meeting at the HERDSA conference in July 2012 organised by Q-PEN which highlighted issues of relevance to each of the state networks.

2. **Training workshops/professional development**

   As discussed, the second VTAS Network Workshop was held on 29 October 2012 with nearly 80 participants in attendance. This represented a large increase in attendance from the February workshop. The sessions offered were beneficial for professional development of institutional PE staff, as well as academic staff interested in engaging in OLT programs.

   As mentioned above, Georgia Smeal, from Q-PEN, addressed the group about Q-PEN's foci and challenges, ways of engaging with each other and benefits, which were beneficial for VTAS project partners to hear.

3. **Strategy for sustainable communication via website/EDNA and social media**

   The group is engaging in discussions about sustaining and building a more effective communication strategy via web and social media. A new, more user-friendly Posterous website was created in June 2012. Twitter and Facebook accounts have also been created.

1.4   Lessons learnt

Following the February meeting, we decided to change the way evaluation data from workshops is collected in order to increase the response rate. Rather than emailing an online survey after the completion of the event, we used a paper-based evaluation form on the day of the October event which increased the numbers of respondents, and yielded more accurate information.

We now believe that instead of expecting individual institution staff to intuit the value of the state-based network, it needs to be demonstrated. The high involvement of academic staff from a variety of Victorian and Tasmanian universities in the October workshop and the strongly positive response to the activities which focused on skills indicates that academic staff who are interested in engaging in learning and teaching scholarship are keen to receive support and feel that it has not previously been supplied. This strong endorsement from teaching staff can be used to justify the value of the network to institutions and the time that their institutional support staff may put into running and/or being involved in the network.

As OLT grants will be receiving Category 1 ERA rating in 2013, we anticipate growing interest and participation of academic staff in its programs, and the value of the VTAS Network will further be enhanced, *if* it can demonstrate improved competitiveness in outcomes for institutions. For this reason, Tilly Hinton's presentation is of great interest, as we anticipate the expectations (and achievements) of quality and impact of funded projects to become higher over time.

1.5   Challenges met

The two major challenges we face are:

1. Connecting with the 'right' VTAS PEN staff and keeping up to date with staff movements and university restructures.

   • Keeping up with staffing and university changes has made connecting with the right people difficult (Outcomes 1 and 2) - for example at Deakin University, University of Ballarat and Swinburne, which have all undergone (or undergoing) recent restructures.
   • This could have also contributed to us not having as many opportunities for collaboration or dissemination as originally hoped for (Outcomes 3 and 4). As we are more aware of the challenges and we now have contacts at all VTAS institutions, there will be stronger focus on these at future events.
   • The October workshop has allowed us to connect with PE staff across most VTAS institutions.

2. Connecting with the wider academic and professional community to let them know about OLT awards and grants schemes/processes and to provide successful applicants with an opportunity to disseminate their work and have sector-wide impact.

- A communication strategy will be developed to enable better communication and engagement with the network.
- The original Google website was closed to users who did not have a Google account, so we changed to a Posterous site, which allows users to access the site directly without the hurdle/hassle of creating a Google account for this purpose only.
- The wide interest in the October workshop has been encouraging. A follow-up email was sent to all attendees with links to the Posterous site and Facebook and Twitter pages. Maintaining this interest and connection will depend on the returns they ascertain from the useful information and skills covered by future workshops.

1.6 Indicate if and how these challenges will have an impact on the outcomes, the timeline or the budget? Please specify.

As we are still working at the challenge of getting participation from the wider VTAS Network, the stated aim of creating a vibrant, active, self-sustaining network (Outcome 1) by the end of 2013 remains a big challenge. As mentioned above, Outcome 3 has not been a key focus of the network and should be amended to 'Fostering collaboration between VTAS PEN for mutually engaging projects'. Given that original figures in the Year 1 expenses for project activities were incorrectly totalled, this will result in a surplus in the budget allocated for this activity (see 7 below).

2 Formative Evaluation

2.1 What formative evaluation processes are being used?

The project team collects data at each of the network workshops in the form of survey responses from participants on which topics were of most benefit, the likelihood of directly engaging in activities that are covered by the sessions, opportunities for dissemination of projects, opportunities to connect with network members, etc. See Appendix 3 - evaluation form from October workshop.

Engagement of a critical friend, Christine Grimmer from Griffith University, has informed how we evaluate our state activities.

The VTAS network member meetings are a method for formative evaluation as well. We also use Google analytics to monitor usage of the website.

2.2 What have you learnt from these processes thus far?

We have learnt the following things:

1. In order to be inclusive there need to be tangible benefits to the members of the network to motivate them to engage in the network.
2. The high attendance at the October workshop and the subsequent feedback indicated that people are more likely to engage if we offer practical, hands-on sessions, such as how to write a learning and teaching grant.
3. We need to engage frequently (at least 4 times per year) to remain up to speed with staff movements and restructures.

4. In order to create a strong VTAS PEN, these engagements need to be planned and should be purposefully designed (i.e. PD training, knowledge building and sharing, planning and organisation, induction of PE staff).
5. The VTAS Network events can provide excellent opportunities to share L&T innovations, encourage dissemination and uptake, and promote impact.
6. Working together we can have a much greater impact across the sector than working as institutions in isolation.
7. We have not fully explored or exploited the capabilities of social media, nor explored other avenues which can help our academics disseminate their work for impact.
8. There is definitely interest in L&T innovations and both academics and professional staff are wanting to actively engage (seen from October workshop).
9. There are significant opportunities in being able to connect nationally with other PE networks with the aim of strengthening work at a localised level and also to enhance a national presence within the excellence in learning and teaching domain more generally.

3   Dissemination

3.1   What dissemination activities have you undertaken?

Online dissemination of information to both levels of the network has been done by Twitter, Facebook, and via the Posterous website. For example, videos of the sessions from the October workshop and key learning points from each of the table discussions have been uploaded to the website where they are available to participants and to non-participant members. In addition, meetings and events of interest to members have been promoted through the website.

Participating universities are also publicising the network by including its activities in their own academic development programs and by their involvement in learning and teaching organisations such as HERDSA.

Dissemination of our experience in Victoria and Tasmania to the Queensland branch has been initiated by engagement with the Q-PEN network.

4   Impact

4.1   Is there any evidence of the impact from your project?

Evidence of the impact of the project has so far been in the increasing participation in workshops and in the positive results from workshop evaluation surveys. Informal feedback from attendees has also been generally positive. Online traffic to our Posterous website had a significant spike in the week following the October workshop.

At the October workshop we connected with many staff from central administration units and other parts of the universities, and provided them with opportunities to explore teaching excellence and innovation. One discussion table at the workshop - the Benchmarking Teaching and Learning Scholarship table - agreed to apply for an OLT extension grant to extend the NSW/ACT PEN Awards template as a direct result of the workshop.

5   Events

Provide details of events held during the period. Events include workshops, forums or colloquiums involving participants outside of the project team.

Event Date	Event title, Location (city only)	Brief description of the purpose of the event	Number of participants	Number of higher education institutions represented	Number of other institutions represented
25 May 2012	VTAS State-based Network Project Team Meeting, Melbourne	VTAS Project Team Meeting	9	4	0
29 Oct 2012	Networking to Succeed – VTAS PEN Workshop, Melbourne	Networking, PD, L&T grant writing	78	11	1 (OLT)

Provide details of events planned over the next six months.

Event Date	Event title, Location (city only)	Brief description of the purpose of the event	Number of participants	Number of higher education institutions represented	Number of other institutions represented
Feb 2013	VTAS PEN Professional Development Session, Melbourne	PD, sharing resources & systems	TBC	TBC	TBC
Feb 2013	VTAS State-based Network Project Team Meeting, Melbourne	VTAS Project Team Meeting	TBC	TBC	TBC
June 2013	Workshop, Melbourne	VTAS wider network workshop	TBC	TBC	TBC

6   International collaboration
N/A

7   Requests for approval of proposed amendments

Given the extra commitment to the OLT facilitated workshop and the extra attendees expected at the mid-year workshop in Year 2, the left over funds from Year 1 of $4,837 will be quickly subsumed by these extra events.

In the original budget there was a miscalculation made in the amount requested from the OLT in Year 1. The sub-total for project activities was in fact $13,900 and therefore the total amount

requested should have totalled $20,300 and not $26,700. The project team hopes that this miscalculation in the original budget from Year 1 ($6,400) will be able to be used to 1) sustain the state-based network beyond the original funding period, and 2) invite successful OLT grant and fellowship recipients to deliver workshops for the benefit of the VTAS higher education sector.

8   Financial statement acquittal of funds

All expenditure should be reported in whole dollars, exclusive of GST.

| | Year 1 / Stage 1[1] | | | |
| | | Expenditure | | |
	Budget $	Actual $	Committed[2] $	Balance $
Personnel				
Project Support Officer	4700	0	4700	0
Research Assistant (Swinburne)	1700	0	1700	0
Sub Total	**6400**	**0**	**6400[3]**	**0**
Project Support In-kind contribution only				
Sub total	**0**	**0**	**0**	**0**
Project Activities *Network Meetings:*				
Venue Hire	400	505	0	(105)
Catering	900	0	0	900
Travel Expenses	1800	600	0	1200
Workshops: Venue Hire & Catering	6290	5461	0	829
Travel Expenses	1700	1690	0	10
Accommodation	310	0	0	310
Fees and Travel for Keynote Speaker	2500	807	0	1693
Sub total	**13900**	**9063**	**0**	**4837[4]**
Over calculation	6400	0	6400[5]	
Total Year 1 / Stage 1	**26700**	**9063**	**0**	**17637**

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[1] Where the report does not cover a full year of expenses, please note the timeframe of the report.

[2] Committed expenditure represents funds for purchases or personnel costs that have already occurred and are awaiting invoices/payments.

[3] The project support officer was appointed to the OLT assessment logistics project in 2012 but personnel will be appointed in 2013 to assist with organising project activities, engaging in social media and data gathering at both Monash and Swinburne.

[4] The majority of project activity surplus will be expended in Year 2 with the increased attendees at the state-based workshop and the extra OLT facilitated workshop not budgeted for.

[5] See justification under heading 7 - Requests for approval of proposed amendments

9   Revised budget for Year 2 / Stage 2

A revised budget is required if more than 10% of Year 1/Stage 1 funds are being carried forward.

All expenditure should be reported in whole dollars, exclusive of GST.

	Year 2 / Stage 2		
	Balance end of Year 1 / Stage 1 $	**Budget Year 2 / Stage 2 $**	**Balance Start of Year 2 / Stage 2 $**
Personnel	6400	6400	12800
Sub total	**6400**	**6400**	**12800**
Project support In-kind contribution only	0	0	0
Sub total	**0**	**0**	**0**
Project activities *Network Meetings:*			
Venue Hire	(105)	200	95
Catering	900	600	1500
Travel Expenses	1200	1200	2400
Workshops:			
Venue Hire & Catering	829	3945	4774
Travel Expenses	10	1450	1460
Accommodation	310	310	620
Fees and Travel for Keynote Speaker	1693	750	2443
Sub total	**4837**	**8455**	**13292**
Over calculation	6400	0	6400
TOTAL	**17637**	**14855**	**32492**

10 Appendices

Appendix 1 - Networking to Succeed flyer
Appendix 2 - VTAS Network Google Analytics Report
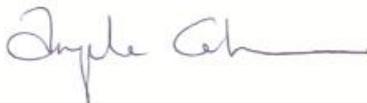Appendix 3 - Evaluation form from October workshop

11 Certification

Certification by project leader

I certify that this is an accurate representation of the progress of the project.

Project leader: Associate Professor Angela Carbone

Signature: _____ Date: ……22/11/2012…………………

Certification by DVC/PVC (Academic), or equivalent, or official delegate

I acknowledge submission of this Progress Report.

Full name: Professor Sue Willis

Position: Interim Pro Vice-Chancellor (Learning and Teaching)

Signature: _____ Date: ……22/11/2012…………………

Please submit report via the Grants online portal: http://www.olt.gov.au/grants-and-projects/project-management

NETWORKING TO SUCCEED
Promoting Excellence in Learning and Teaching

This Victorian/Tasmanian State-based Promoting Excellence Initiative Event is designed to promote and help participants to collaborate and establish successful networks to excel in their teaching and learning endeavours. It will provide an update on the activities of the Office of Learning and Teaching with a preview of programs to be offered in 2013. It will facilitate teaching and learning grant writing skills, and discussions on advancing your career in higher education built on teaching and learning, led by discipline leaders and OLT Fellows.

Who should attend? This event will be useful for academic and professional staff engaged in curriculum, teaching and learning, particularly staff who promote excellence in teaching and learning in their institutions and those interested in developing their career and promoting excellence in student learning.

9.00	Registration with tea & coffee
09.30-10.50	Introduced by John Hannon Key Note Speaker : Suzi Hewlett –Director Office of Learning and Teaching
10.50-11.15	Morning Tea Poster Session for both grants and award winners.
11.15-1.15	Teaching and Learning Grant Writing Workshop
1.15 – 2.15	Lunch
2.15 – 3.15	Panel discussion: National state-based PE network heads
3.15 – 4.30	Workshop table discussions facilitated by Teaching and Learning Fellows. 1. Improving OLT guidelines/processes 2. How can I improve/advance my career in teaching and learning? ◦ Publishing about Learning and Teaching ◦ Finding partners to collaborate in OLT grants ◦ Writing awards applications – hot tips ◦ Building your teaching portfolio 3. Benchmarking T & L Scholarship (CADAD)
4.30- 5.00	Bringing workshop discussion together Dr David Hirst - LTU Institutional Officer Close – Drinks

EVENT DETAILS

DATE:
MONDAY 29th OCTOBER 2012

TIME:
9AM -5PM

VENUE:
Room FS102/103
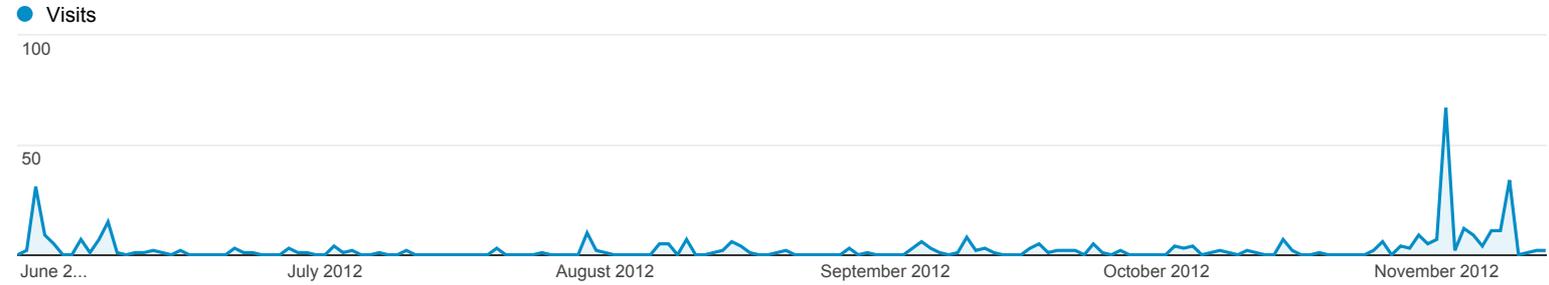City Campus
Franklin Street
La Trobe University

General enquiries
Dr Judith Lyons
Judith.Lyons@latrobe.edu.au
Ph: (03) 9479 3528
This event has no cost

UTAS SWiNBURNE MONASH University LA TROBE UNIVERSITY HERDSA

Audience Overview

May 28, 2012 - Nov 13, 2012

◑ % of visits: 100.00%

Overview

● Visits

100

50

June 2… | July 2012 | August 2012 | September 2012 | October 2012 | November 2012

263 people visited this site

Visits: 430

Unique Visitors: 263

Pageviews: 1,089

Pages / Visit: 2.53

Avg. Visit Duration: 00:03:05

Bounce Rate: 70.93%

% New Visits: 61.16%

■ **61.16%** New Visitor
263 Visits

■ **38.84%** Returning Visitor
167 Visits

	City	Visits	% Visits	
1.	Melbourne	300		69.77%
2.	Craigieburn	47		10.93%
3.	Hobart	25		5.81%
4.	Brisbane	12		2.79%
5.	Sydney	10		2.33%
6.	Canberra	8		1.86%
7.	Adelaide	7		1.63%
8.	Cranbourne	3		0.70%
9.	Geelong	3		0.70%
10.	Ballarat	2		0.47%

view full report

EVALUATION FORM

Workshop: Networking to Succeed – Promoting Excellence in Learning and Teaching

Date: **29 October 2012**

Please tick

Rate the level of engagement with the Vic/Tas State-based Promoting Excellence Network

☐ First time   ☐ Occasionally   ☐ Frequently

Tick the activities at the workshop which you have found useful:

☐   Key note speaker   ☐ Teaching and Learning Grant Writing Workshop

☐   Panel discussion   ☐ Workshop table discussions

How likely will you engage in collaborative learning and teaching grants as a result of the knowledge gained:

☐ Likely   ☐ Unlikely   ☐ Unsure at this stage

Do you feel you have had an opportunity to disseminate your project findings via the network?

☐ Yes   ☐ No

If No, why not: ....

Have you had an opportunity to connect with other members of the Vic/Tas State-based Promoting Excellence Network?

☐ Yes   ☐ No

If No, why not: ....

Any other comments you wish to make on the workshop:

....

....