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LTD ORGANISATION AND STAFFING

The development work of LTD is undertaken by 7.4 staff (3 academic appointments and 4.4 general staff appointments) in addition to the Director. The development team is supported by one administrative position (.5 finance and .5 general administration). In 2006 a contact position and a trainee have supported in the delivery of TAFE PD.

LTD programs address the following areas.

- Professional development for higher education and TAFE staff, both continuing and sessional, ranging from individual and small group consultation through workshops, formal qualifications, mentoring for workplace projects, to School based collaborations.

- Support for University wide strategic projects in areas aligned to the University Strategic Plan. In 2006 these focused on work integrated learning, teaching large classes and effective practice in the provision of student feedback.

- Recognition and reward initiatives including support for candidates for RMIT’s teaching awards and for the National Higher Education and State sponsored awards in TAFE including program promotion, administration and the dissemination of outcomes.

- Support for scholarship in teaching including assistance in project formulation and documentation for teaching grants and fellowships available through the Carrick Institute for Learning and Teaching in Higher Education.

- Support for the incorporation of indigenous perspectives in curricula at RMIT and for professional development for staff teaching Koorie students.

- The development and dissemination of resources to support innovation and improvement in learning and teaching.

Each area of program work is coordinated by a staff member, however, staff work across the various programs.

<table>
<thead>
<tr>
<th>Area Coordinators</th>
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</thead>
<tbody>
<tr>
<td>Professional Development HE</td>
</tr>
<tr>
<td>Professional Development TAFE</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Professional Development Sessional Staff</td>
</tr>
<tr>
<td>Strategic Projects</td>
</tr>
<tr>
<td>Recognition and Reward</td>
</tr>
<tr>
<td>Scholarship of Learning and Teaching</td>
</tr>
<tr>
<td>Indigenous perspectives</td>
</tr>
<tr>
<td>Communication and resource development</td>
</tr>
</tbody>
</table>
Learning and Teaching Development (LTD) was established in July 2005 following a review of learning and teaching support across RMIT. LTD works with the Academic Development Units in each of the Academic Portfolios and with People and Culture to provide a comprehensive range of support for academic and teaching staff designed to assist staff to improve the learning outcomes and experiences of RMIT’s students.

LTD work takes a wide range of forms including accredited courses, short courses and workshops, collaborative projects, individual and group mentoring, network coordination and dissemination activities. The following report summarises major activities undertaken in 2006.

It is difficult to quantify the work of LTD as it includes many incidental interactions, telephone consultations and conversations in addition to discrete events and projects. In 2006 LTD coordinated programs generated over 3000 interactions with RMIT staff across HE and TAFE as indicated below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal courses</td>
<td>63</td>
</tr>
<tr>
<td>Workshops</td>
<td>850</td>
</tr>
<tr>
<td>Forums/Events</td>
<td>770</td>
</tr>
<tr>
<td>Projects</td>
<td>240</td>
</tr>
<tr>
<td>Mentoring</td>
<td>56</td>
</tr>
<tr>
<td>Networks</td>
<td>200</td>
</tr>
<tr>
<td>Information/e-lists</td>
<td>915</td>
</tr>
</tbody>
</table>

A highlight of developments this year is the newly launched RMIT learning and teaching online magazine ED. This visually arresting magazine takes an innovative approach to the provision of learning and teaching information and professional development support for HE and TAFE staff. Underpinned by accessible information on the principles of good practice in learning and teaching, the web magazine features the practices and voices of RMIT’s academic, teaching staff and students though case studies, interviews, critical comment, letters and papers. Fifty-two members of RMIT contributed to the first issue. ED provides a vehicle for disseminating the range and richness of RMIT’s learning and teaching culture.

Associate Professor Robyn Lines
Director
Educational Developers Network (EDeN)
A network for RMIT Learning and Teaching support staff established in 2002 that focuses on key issues for academic development and educational design on a monthly basis. Online network space at: http://www.rmit.edu.au/tlporfolio/ltd/eden
Convened by Angela Nicolettou and Libby Tuckerman from LTD.

IDEArmit – Improving and Developing Education at RMIT
A network for staff researching quality and education issues which meets monthly. It discusses current educational research and works in progress. Topics in 2006 have included organisational improvement, teaching and learning and quality processes.
An online space for the network can be found at: http://idea.wikispaces.com/
Convened by Kate Patrick from the QCU and Judith Lyons from LTD.

Indigenous Education Network (IEN)
A network for staff involved in indigenous education in TAFE (teaching and administrative staff involved in Indigenous education in TAFE, School managers, senior managers, staff from the Aboriginal and Torres Strait Islander Unit and LTD members). The network’s activities are supported by the IEN list. Regular bulletins communicate professional development opportunities, upcoming events, important news in the field, and applications for funding open to program teams.

Early Career Academics Network
A network for ECA building upon the initial RMIT forum for early career academics in November 2006.
Convened by Julianne Beek (School of Fashion and Textiles), Dr Anthony Redford (School of Mathematical and Geospatial Sciences) with active support of John Milton LTD
Professional development for HE staff is targeted to sessional and ongoing academic and teaching staff at RMIT. It is aligned to the University’s strategic directions. The overall program comprises workshops with a primarily skills based focus, extended explorations of teaching and learning through accredited and non accredited programs and project based development and individual and group mentoring. Most events have been open to staff from both HE and TAFE sectors.

Graduate Certificate (Tertiary Teaching and Learning)
The Grad Cert (TTL) began in 2006 as a pilot project for a proposed RMIT strategic initiative in 2007 designed to extend the enrolment to all new commencing staff at levels A & B. A previous RMIT Graduate Certificate (TTL) program was renewed with four courses redeveloped to a capability based approach. The program commenced with intakes in each semester making a combined cohort of 30. The program delivery is a joint venture with the School of Education, where the LTD Group teaches two of the four courses that make up the qualification. These are Tertiary Teaching and Learning TCHE1032 and Technical Implications for Tertiary Teaching and Learning TCHE2063. In 2006, Tertiary Teaching and Learning was delivered twice and Technical Implications is due to run as an intensive course at the end of January 2007. LTD will be providing Program Leadership under the auspices of the School of Education during 2007.

Tutor Training - Exploring Teaching and Learning (etal)
etal is a tutor training program that has been running in the School of CS&IT since 2000. The program is delivered over a six week period, with two hours of contact per week. The focus is on developing teaching skills that are student centred in nature. In 2006 etal was delivered to CS&IT and Psychology. A total of 33 tutors completed etal in 2006.

T&L Workshop Series - Open Program & On-demand
LTD delivers two types of workshops - those that are coordinated through the RMIT Open Program and those developed as a result of requests from and in consultation with Schools or other groups.

T&L Workshop Series - Open Program & On-demand
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Sessional Staff Induction to Teaching and Learning at RMIT
Sessional induction to teaching and learning at RMIT has been supported through two streams: RMIT wide induction seminars (one at the beginning of each semester) where all new sessional staff (higher education and TAFE) and all new teaching staff are invited to attend a one day event and School based induction events in response to School requests.
Grants and prizes
Developing multi-level leadership in the use of student feedback to enhance student learning and teaching practice, Leadership for Excellence in Learning and Teaching Program 2006, Carrick Institute for Learning and Teaching in Higher Education, Leadership, $200,000 over two years.

Building leadership at the course level: Developing Course co-ordinators into academic leaders, Leadership for Excellence in Learning and Teaching Program 2006, Carrick Institute for Learning and Teaching in Higher Education, Leadership. RMIT is a partner with the ATN in this project led by Curtin University $198,500 over two years.

Preparing academics for their role as teachers, Carrick Institute for Learning and Teaching in Higher Education Tender, RMIT is a full partner institution for the bid under the auspices of the Foundations Colloquium led by Flinders University, UniSA, University of Tasmania, University of Queensland, University of Western Sydney. (Submitted)

RMIT 2006 Teaching Award for Student Centred Teaching in TAFE. Milton Nomikoudis, member of the team for the Diploma of Community Education.

Conference presentations


Workshop Details

T&L Workshop Series - Open Program & On-demand

The following table lists the workshops that were offered by LTD during 2006 as part of the Open Program workshop series and on demand. Overall, a total of more than 400 staff attended the workshops through the Open Program series and 80 through on demand provision. Popular workshops included: ‘Making the most of PowerPoint’, ‘Teaching large classes’, ‘Getting the most out of Course Experience Survey data’ and ‘Developing a teaching portfolio’.

<table>
<thead>
<tr>
<th>Semester 1, 2006 Workshop Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good Teaching</strong></td>
</tr>
<tr>
<td>Understanding learning</td>
</tr>
<tr>
<td>Planning classes</td>
</tr>
<tr>
<td>Facilitating small classes and tutorials</td>
</tr>
<tr>
<td>Teaching large classes</td>
</tr>
<tr>
<td>Obtaining targeted student feedback</td>
</tr>
<tr>
<td>Making the most of PowerPoint</td>
</tr>
<tr>
<td>An overview of online teaching and learning tools</td>
</tr>
<tr>
<td>Inclusive teaching and dealing with diversity</td>
</tr>
<tr>
<td><strong>Appropriate Assessment</strong></td>
</tr>
<tr>
<td>“Will this be on the exam?” - Designing and using different assessment tasks</td>
</tr>
<tr>
<td>Providing feedback on assessment</td>
</tr>
<tr>
<td>Group based assessment and peer assessment</td>
</tr>
<tr>
<td>Grading students’ work</td>
</tr>
<tr>
<td><strong>Using student feedback</strong></td>
</tr>
<tr>
<td>Getting the most out of Course Experience Survey data</td>
</tr>
<tr>
<td>Obtaining targeted student feedback</td>
</tr>
<tr>
<td><strong>Scholarship in T&amp;L</strong></td>
</tr>
<tr>
<td>Developing a teaching portfolio</td>
</tr>
<tr>
<td>Pathways and pitfalls to getting published in learning &amp; teaching</td>
</tr>
<tr>
<td><strong>Building Learning Partnerships</strong></td>
</tr>
<tr>
<td>Will @ RMIT - Educational Issues &amp; Opportunities</td>
</tr>
<tr>
<td>Building partnerships for successful programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2, 2006 Workshop Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective Teaching Series</strong></td>
</tr>
<tr>
<td>Planning and implementing tutorials</td>
</tr>
<tr>
<td>Planning and implementing large classes</td>
</tr>
<tr>
<td>Student Centred Learning - what’s the fuss all about?</td>
</tr>
<tr>
<td>Making your Power Point presentations effective</td>
</tr>
<tr>
<td>Strategies for team based learning activities</td>
</tr>
<tr>
<td><strong>Assessment &amp; Evaluation</strong></td>
</tr>
<tr>
<td>Grading students’ work &amp; providing meaningful feedback</td>
</tr>
<tr>
<td>Obtaining targeted student feedback</td>
</tr>
<tr>
<td>Assessment in large classes</td>
</tr>
<tr>
<td><strong>Others</strong></td>
</tr>
<tr>
<td>Getting the Most Out of Course Experience Survey Data</td>
</tr>
<tr>
<td>Confused students 2007? Handling transition issues</td>
</tr>
<tr>
<td>Developing a Teaching Portfolio</td>
</tr>
<tr>
<td>Learning Spaces seminar (with Property Services)</td>
</tr>
<tr>
<td>Indigenous education in TAFE: Current issues</td>
</tr>
<tr>
<td>Diversity, Anti racism and Organisational Change</td>
</tr>
<tr>
<td>Academic Publishing – Learning and teaching scholarship</td>
</tr>
<tr>
<td><strong>On Demand</strong></td>
</tr>
<tr>
<td>Medical Sciences:</td>
</tr>
<tr>
<td>Multiple Choice Questions Assessment</td>
</tr>
<tr>
<td>Assessing Large Classes</td>
</tr>
<tr>
<td>Assessing Practicals (postponed)</td>
</tr>
<tr>
<td>Visual Merchandising (TAFE)</td>
</tr>
<tr>
<td>2 x Full day Curriculum Development workshops</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Train the trainer for the implementation of a new system</td>
</tr>
<tr>
<td>IT Services</td>
</tr>
<tr>
<td>Train the trainer for internal development</td>
</tr>
</tbody>
</table>

An international RMIT conference on partnerships to prepare graduates for the globalised society

Learning and Teaching Development is a member of the organising committee for this conference, led by Professor Sylvester Abanteriba, to be held on the 28th-30th November 2007. The theme of the conference is: Academia, industry and community in partnership for the development of graduate attributes for the globalised society. The conference will involve active participation by a wide range of RMIT staff and students.

Blackboard Minimum Online Presence (MOP) Project

Participation within a cross portfolio project with the key deliverables being a DVD explaining the rationale for MOP and the design of training for all staff in MOP tools. This project was initiated from the Office of the Deputy Vice Chancellor. Further involvement is expected throughout 2007.

Life beyond the Googleplex Project

To provide learning and teaching leadership in a University Library initiative to create a high quality learning experience for first and second year undergraduates at RMIT, which helps them place public domain search tools in context. This project is to be completed by December 1, 2006.

Action Research Learning and Teaching (ARTL) Mentor Project (SET Portfolio)

Four LTD staff mentored Action Research in Teaching and Learning projects in the SET portfolio. These annual projects in SET focus on key elements of learning and teaching practice. Project findings were presented at the SET Learning and Teaching Conference in December.

School to University Pathways

The LTD Indigenous coordinator was part of a team from the Schools of GSSSP and Community Partnerships to submit an Expression of Interest for DEST funding to conduct a one year project that would involve working with Indigenous secondary students to raise their aspirations and confidence to pursue a tertiary education.

COMMITTEES

Chinese Medicine Registration Board of Victoria – external pedagogical expert
Editorial Board ED
Teaching and Learning Leadership Group
University Policy and Programs Committee
Academic Board observer
TAFE PD Working Group

PARTICIPATION IN CROSS UNIVERSITY PROJECTS
Staff in LTD are directly responsible for the organisation of major Learning and Teaching University wide events.

**April**
The Carrick Institute for Learning and Teaching in Higher Education Grants Scheme Seminar. Guest Speaker Dr Elizabeth McDonald Director of Grants Scheme and Secretary. Event attended by all Victorian Universities total attendees 83

**May**
Sessional and New Academic and Teaching Staff Forum. Attendance – 39
TAFE PD VIP Conference. Attendance - 220

**July**

**August**
Sessional and New Academic and Teaching Staff Forum. Attendance - 12
Teaching and Learning Forum. Attendance - 80

**October**
The Carrick Institute for Learning and Teaching in Higher Education Discipline-Based Initiatives Scheme Seminar. Guest Speaker Associate Professor Janice Orrell, Director of Discipline-Based Initiatives and Resource Identification Network Event attended by all Victorian Universities total attendees 75

**November**
Early Career Academics' Forum 3rd November (joint collaboration with two academic staff from SET and DSC portfolio). Attendance - 58
Annual University Teaching Award Ceremony, Storey Hall Auditorium. Attendance number – 150
Academic Publishing Workshop (with RMIT Publishing) Attendance 36
Carrick Institute for Learning and Teaching in Higher Education Grants feedback session. Guest Speaker Dr Elizabeth McDonald Director of Grants Scheme and Secretary. Event attended by all Victorian Universities total attendees 28
Capital goods funding from OTTE: Information on this opportunity was disseminated through the IEN. A meeting with program teams to discuss priorities for the submission and to negotiate items to be applied for was conducted, resulting in the drafting of the submission from the various academic areas that was sent to OTTE.

Projects

**Development of the Diploma in Community Education:** Ongoing support and assistance in the pedagogical development and evaluation of the Diploma is provided to the program coordinator. The 25 Indigenous students enrolled in the program, most of whom are experienced community workers seeking formal qualifications in their area of expertise, have shaped the program to suit their learning needs, working schedules and cultural requirements. The program team and LTD's Educational Developer supporting the program are the recipients of the University's 2006 Award for Student Centred Teaching in TAFE.

**Vietnam LearnScope Project:** The Wiki Vietnam Project aimed to provide professional development for its TAFE participants that included skill development in the use of Wiki as an effective e-learning tool, and ideas for the creation of flexible e-learning options for learners and the sharing of innovative approaches to teaching and learning with colleagues and project partners.

The Project Team, comprising TAFE teachers and an educational developer, partnered Australian Volunteers International (AVI) and local community development agencies in Vietnam in a project that used Wiki educational technology to establish collaborative links and partnerships between and across local and international stakeholder groups, and explored new and innovative ways of teaching and managing learners in a flexible learning environment.

Two members of the Project Team travelled to Hanoi to collaborate on community development education initiatives with the local partners, and to document the journey and the outcomes of the partnership building and learning activities through the project Wiki that focuses on learners planning and managing their community development projects.

**Indigenous education web resource:** This continuing project is to provide an RMIT Indigenous education web resource in collaboration with the Library and staff engaged building upon work developed in a LearnScope project group in 2005.

**Promotional video on RMIT’s Indigenous education:** This continuing project in collaboration with the Aboriginal and Torres Strait Islander Unit and Indigenous student Simon Rose to produce a promotional video for use in outreach activities with prospective students. A video sequence at the Koorie Heritage Trust has been completed.

RMIT TAFE receives external grants from the State Government, the Federal Government and other agencies which are responsible for supporting staff development activities in the TAFE Sector. LTD coordinates the development and implementation of programs as RMIT’s response to these initiatives. This is achieved through a mix of formal organisational structures (eg. through relationships between portfolio and central academic development units and People & Culture) and via less formal networks (eg. VET link and key portfolio staff).

Overall TAFE Professional Development helped 694 TAFE staff attend, develop or manage, 72 professional development projects and activities across RMIT for the 2006 period.

**Vet in Practice Program**

The aims of the VIP Program were to develop RMIT TAFE staff capability in offering high-quality vocational education and training within the national training system. It comprised forums, workshops, and a network. The program was designed to address RMIT TAFE's ability to respond in an agile and innovative manner to changes in work practices and industry; to support the needs of adult learners engaged in vocational education; to assist RMIT's leadership to develop their understanding of VET's crucial role in developing skills that underpin economic and social development (building upon RMIT's 2005 Reframing The Future project led by Helen Smith).

**VIP Forums and Workshops**

Five forums were conducted for managers and coordinators that were designed to develop broad, high level understanding of the VET sector in Australia and to explore RMIT’s role as a provider of quality education. Forum events addressed:

- Assessment in VET
- Cultural Diversity
- Strategic Planning
- Assessment and Reporting in VET
- Performance Improvement

VIP Workshops were delivered to Teaching and Administration staff in order to improve their knowledge of the VET regulatory system and support skill development in operational aspects of work at RMIT. Workshops included:

- Work planning
- Assessment design
- Working with disengaged youth
- Planning for the future
- Understanding Student Outcomes

**Review of Programs – Professional Development – TAFE**

- Understanding Student Outcomes
- Planning for the future
- Working with disengaged youth
- Assessment design
- Work planning

- Performance Improvement
- Assessment and Reporting in VET
- Strategic Planning
- Cultural Diversity
- Assessment in VET

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LTD provides support for staff who teach Koorie students and for all staff in incorporating Koorie perspectives in the curriculum.

**Staff support**

*Indigenous Education Network (IEN):* A network and email list of teaching and administrative staff involved in Indigenous education in TAFE, School managers, senior managers, staff from the Aboriginal and Torres Strait Islander Unit and LTD members has been created. Regular bulletins have been sent during 2006 to the list about professional development opportunities, upcoming events, important news in the field, and applications for funding open to program teams. One outcome from the network was LTD assistance to Robyn Blaikie with RMIT’s application for OTTE program funding.

**Workshops and forums**
The following workshops and forums have been organised and conducted.

- **TAFE professional development full day workshop, "Indigenous Education in TAFE: Current Issues"**, for TAFE staff involved in Indigenous education. Twenty five staff participated.
- **TAFE professional development full day workshop, "Diversity, Anti Racism and Organisational Change"**, for TAFE and other staff involved or interested in Indigenous education. Twenty five staff participated.
- Lecture to the University by Professor Bob Morgan, highly regarded indigenous academic. Seventy staff attended the lecture.

**Policy and Planning activities**

LTD’s Educational Developer for Indigenous education drafted the following reports in 2006:

- At the Request of the Deputy Vice-Chancellor (Academic), RMIT’s Position Paper on Indigenous Education, which complements the Academic Plan and the other University position papers.
- The Wurreker Implementation Plan 2006-2007, RMIT’s major planning document for Indigenous education in TAFE that is submitted annually to OTTE.
- The Wurreker Progress Report 2005 for OTTE, comprising a comprehensive evaluation of RMIT’s outcomes in Indigenous education in 2005 measured against proposed strategies and activities.
- The DEST Indigenous Education Statement, our major strategic document on Indigenous activities in higher education. This report is based on the goals set out by DEST in their Aboriginal and Torres Strait Islander Education Policy.

**Indigenous Education Partnership Group:** Responsibility for establishing and coordinating the Deputy Vice-Chancellor’s working group on Indigenous education. The group comprises teachers and academics from both sectors, and aims to build collaboration between Indigenous education practitioners within the University and to promote successful and innovative models for working in the area.

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**VIP Network**
The VIP network, targeted at program coordinators and managers, was developed to provide a space for VET practitioners to problem-solve issues relating to the delivery of TAFE programs at RMIT and provide a space for creativity and innovation in the delivery of TAFE programs. VIP Network members undertook a series of structured activities revolving around current work practice.

**VIP Conference**
The VIP conference was a professional development, networking and team building activity. The program included:

- Keynote addresses on emerging policy and priorities
- Workshops on a range of topics and issues arising from the keynote addresses
- Opportunities for participants to talk informally, and meet new colleagues

With over 220 staff in attendance on a regular teaching day and very positive post day feedback the conference was seen as a significant event in the TAFE at RMIT calendar.

![Number of VIP events/workshops delivered or coordinated by TAFE PD](image1)

| Number of VIP events/workshops delivered or coordinated by TAFE PD | 29 |
| Number of staff attended | 367 |

**Qualifications Training**
TAFE PD supports the subsidy of TAFE teaching staff requiring qualifications through MECA requirements and other areas of need. Subsidies were provided in 2006 for the following qualifications:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>No of staff subsidised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate / Graduate Diploma</td>
<td>41</td>
</tr>
<tr>
<td>Certificate IV in Workplace Training and Assessment</td>
<td>12</td>
</tr>
<tr>
<td>Diploma of Frontline Management</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total staff supported</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

**TAFE Development Centre at RMIT**
LTD through its TAFE PD function acts as the contact point for the TAFE Development Centre which is part of the Government’s vision for a reinvigorated public TAFE system, through initiatives to build staff skills, support effective recruitment, and focus on high quality people development for Victorian TAFE Institutes.

The TAFE Development Centre has specific areas of funding relevance.

**TDC Teaching Excellence – Recognising Excellence at RMIT**
The aim, over the two years of this project, is to establish a sustainable university wide and school/program based leadership framework and a series of extensible communities of practice around assessment for recognition of prior learning and current competency that will act as vehicles for the delivery of professional learning activities and programs. Project outcomes will include a set of good practice principles and exemplars that demonstrate how to apply good practice principles...
and pedagogical understandings in appropriately customised ways. It is anticipated that these materials will be made available to other RTOs.

**TDC Industry Skills Scheme**

Industry Skills Scheme projects at RMIT for the 2005/2006 period include:

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Purpose</th>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparel Technology</td>
<td>To assist staff skills development in Production Management techniques</td>
<td>Staff members undertake placements in apparel manufacturing company</td>
</tr>
<tr>
<td>Graphic Design – Industry Survey (RMIT)</td>
<td>To conduct and industry survey that advises training staff of strategic actions for their training development</td>
<td>Survey undertaken Staff workshop to promote findings</td>
</tr>
<tr>
<td>Advanced Manufacturing</td>
<td>To enhance staff capability in Advanced Manufacturing</td>
<td>Staff undertake formal training in Competitive manufacturing Staff present workshop to peers</td>
</tr>
</tbody>
</table>

**TDC Teaching Fellowship**

TAFE Teaching Fellowships are designed to support the development of teachers in the early stages of their involvement with TAFE. The program involves both financial support and direct engagement in the professional development of suitable staff employed in TAFE on a long-term basis. Over time, TAFE Teaching Fellows are expected to make a significant contribution to the growth of teaching professionalism in TAFE, improving outcomes for students, industry and the community.

RMIT’s TAFE Teaching Fellow for 05/06 was Sharon Koenig from the School of Fashion and Textiles. The fellow for 06/07 is Tom O’Regan from the School of Design (TAFE).

**TDC External Events**

TAFE PD coordinates the registration of RMIT Staff attending Professional Learning Series events conducted by the TAFE Development Centre. These events have specific target audiences of Educator, Leader and Specialist. There were 11 events in 2006 ranging from VET Pedagogy to Disability Standards.

**External Events**

TAFE PD coordinates individual activities for TAFE staff across RMIT.

<table>
<thead>
<tr>
<th>Number of staff at RMIT involved in TDC projects and activities for 2005/2006</th>
<th>110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of staff at RMIT involved in external events via TAFE PD</td>
<td>15</td>
</tr>
</tbody>
</table>
Learning and Teaching Website Project

A major project for 2006 was the redevelopment of the RMIT learning and teaching website. The new website is maintained by LTD. The project was handed over to LTD in January 2006 and the Deputy Vice Chancellor became the chief Project Sponsor.

The aim was to develop quality learning and teaching website that:
1. incorporated the Learning and Teaching Performance Fund requirements
2. consolidated and re-developed current web-based resources that support good teaching at RMIT
3. assisted communication and the sharing of knowledge across teaching areas and ultimately improve student learning.

In eight months, a new L & T website was created in collaboration with EMG and with contributions from a wide range of RMIT staff. The central component of the website is a Learning & Teaching journal called ED. In addition to providing information, support and the dissemination of good practices for 4624 RMIT teaching staff, the website journal is publicly available. A request has been received from the National Library of Australia to archive the journal in PANDORA, Australia's web archive.

This visually dynamic and groundbreaking resource combines the principles and guidelines around key teaching topics with interviews, case studies, feature articles and reviews. Sixty-two members of RMIT (staff, students, senior management, academics and educators) contributed to the inaugural edition of ED, which has been very well received. Three editions will be published each year, the next due in February 2007.

Comprehensive resources covering the principles of good practice have been developed in the areas of: teaching, e-learning, work integrated learning, assessment, evaluation, curriculum design, learning and teaching scholarship and TAFE.

LTD will co-ordinate the ongoing publication of ED in conjunction with the Educational Media Group and advised by an Editorial Board consisting of representatives of the Deans Academic Development and those interested in developing the magazine further. Further editions will support the RMIT strategic plan directions.

TAFE Course Guide Resources and Templates

As part of the redevelopment of the Part A and Part B course guides for TAFE, LTD has provided leadership through the TAFE Course Guide Working Group around the required learning and teaching focus for the documentation, supplying exemplar templates and developing a range of resources that will support teachers as they work through the course development process.
The TAFE PD Working Group

TAFE PD convenes the TAFE Professional Development Working Group. This working group was formed to provide leadership in the provision of professional development opportunities for staff who support the delivery of TAFE programs and services at RMIT (including teaching and administrative staff) and to advise the VET Committee on professional development issues and activities. The working Group has cross University membership. It develops the TAFE PD plan annually and coordinates the supervision of staff development programs across multiple organisational units within RMIT.
An e-mail list for RMIT staff active or interested in becoming active in the scholarship of learning and teaching which was established and is distributed to 140 academic staff. The list disseminates items of interest pertaining to the scholarship of learning and teaching including grant opportunities, calls for contributions for books, requests for referees, conferences and refereed publications. Nine bulletins have been distributed in 2006 to a list of 140 academic staff.

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- Grading

Early Career Academics

Forum

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Career academics with their career planning and management. It focused on the themes of:
- finding, creating and following up opportunities – in teaching, research and leadership,
- establishing priorities and engaging in workplanning,
- engaging in activities which provide evidence of impact.

Opened by Professor Jim Barber, the Deputy Vice-Chancellor (Academic), it featured current and recent early career academics reflecting on experiences and lessons learned. It marks the commencement of an early career academic network led by early career academics.

Large Class Teaching
Learning styles project
The aim of this project is to improve student learning and satisfaction in large classes by exploring the potential of a focus on learning styles to encourage students to reflect on their learning and take greater responsibility for it. LTD brought together and supported a group of course coordinators across schools and portfolios who are teaching large classes. These staff undertook a significant project on learning styles led by Dr Andrea Chester of the School of Health Sciences.

The team comprised Dr Sophia Xenos of the same school, Associate Professor Marian Dobos and Dr Richard Guy of the School of Medical Sciences, Melissa Simpson of School of Accounting and Law and John Milton of LTD.

The project has received funding support from the Science, Engineering and Technology Portfolio and has led to several dissemination opportunities including presentations at the Learning and Teaching Forum, several SET forums and IDEArmit.
Teaching Awards

The RMIT Teaching Awards are an annual University wide award system that recognises, rewards and celebrates excellence in teaching practice and exemplary support infrastructure services for learning and teaching. The Awards are open to staff from both sectors and acknowledge academics, teachers, researchers, and general staff involved in making the student experience meaningful and successful. The awards have three stages: the selection of Portfolio awards winners, their participation in the RMIT awards, where they present to a University wide panel of staff headed by a Chair from the Professoriate for each category, and support for those staff selected through this process to participate in national and state based awards programs. The RMIT Award categories are:

- Student Centred Teaching HE and TAFE
- Scholarship of Teaching
- Research Supervision
- Institutional Awards
- the new Early Career Academics Award from 2006 (aligned to the Carrick category)
- and the new Vice Chancellors Distinguished Teaching Award from 2007

Award administration and promotion

LTD provides advice to the nominated Portfolio awards coordinators for the Portfolio level awards and coordinates awards processes at the portfolio, RMIT and state or national stages of the process.

In 2006 the RMIT University Teaching Award criteria were aligned to the National Carrick Awards for Australian University Teaching (CAAUT) and to the Victorian State Training Awards for TAFE. A comprehensive website has been developed during 2006 and is maintained which details the awards categories, criteria and processes, provides a timeline and information about significant achievers at RMIT. To ensure effective and equitable selection of award winners, staff involved in selection are fully briefed. In 2006 three workshops were conducted for selection Panel staff and two for panel Chairs.

The awards have been promoted widely including posters, via the RMIT electronic update and through media releases/communication to PVCs and HOS concerning awards.

A database of award recipient data for RMIT has been collated back to 1998 and a repository of hard copy established.

New Awards

Though the RMIT Policy Committee, two new awards categories were established at RMIT by the LTD Awards coordinator which align with the national categories: an award for an Early Career Academic and the Vice Chancellor’s Distinguished Teaching Award. This new prestigious award will celebrate a sustained and committed body of learning and teaching work by an individual at RMIT and carries a trophy and prize of $20,000. In 2007 the Inaugural Vice Chancellor’s Distinguished Teaching Award winner will be announced following a process beginning in November 2006. Twenty nine staff have expressed interest in this award.
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Mentoring and support for applicants for state and national awards

LTD, through the Awards Coordinator, provides individual mentoring and support for the development and professional presentation of award applications for the state and national awards including support for the newly established Carrick Citation Awards. In addition to Portfolio based, library and Student Services workshops for all interested staff, eighteen staff were mentored for various award categories. In 2006 10 staff submitted Citation applications to a University Selection Panel and 4 submissions were chosen for submission to Carrick. Two RMIT staff received citations. Three staff submitted applications to the Carrick Institute Awards for University Teaching in the categories of Early Career Academic, Humanities and the Arts and Physical Sciences and related Studies.

Feedback will be sought after November 28 (as per Carrick Institute instructions) on the national Award applicant submissions to be disseminated to them, and to use for future improvements in submissions.

Dissemination of good practices in learning and teaching

An Annual Award Ceremony takes place in November to celebrate the academic and teaching staff achievements of award winners. At each ceremony 2 to 3 award winners speak about their approaches to teaching. Short videos of all RMIT award winners were screened at the ceremony and these and longer video interviews will be available at on the awards website in 2007.


Support for promotion – teaching and learning portfolios

LTD, through the Acting Director Annie Holdsworth, supported staff in developing learning and teaching portfolios for promotion. The Teaching Portfolio Guidelines were reviewed and updated by the Director. The Acting Director participated in the RMIT seminar for all staff on matters concerning learning and teaching.

Guidelines were developed and published on the People and Culture website as follows:

Guidelines for CV’s for promotion
Guidelines for writing for Promotion
Guidelines for choosing your referees.

Thirty eight individual consultations were held with staff preparing teaching portfolio summaries for promotion.
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Scholarship of Learning and Teaching - SoLT list

An e-mail list for RMIT staff active or interested in becoming active in the scholarship of learning and teaching which was established and is distributed to 140 academic staff. The list disseminates items of interest pertaining to the scholarship of learning and teaching including grant opportunities, calls for contributions for books, requests for referees, conferences and refereed publications. Nine bulletins have been distributed in 2006 to a list of 140 academic staff.

Subscription to the list is as follows:
email majordomo@rmit.edu.au with your name and global email address (eg firstname.lastname@rmit.edu.au) in the email body and "L&TNews SUBSCRIBE" in the subject field
The TAFE PD Working Group

TAFE PD convenes the TAFE Professional Development Working Group. This working group was formed to provide leadership in the provision of professional development opportunities for staff who support the delivery of TAFE programs and services at RMIT (including teaching and administrative staff) and to advise the VET Committee on professional development issues and activities. The working Group has cross University membership. It develops the TAFE PD plan annually and coordinates the supervision of staff development programs across multiple organisational units within RMIT.
Learning and Teaching Website Project

A major project for 2006 was the redevelopment of the RMIT learning and teaching website. The new website is maintained by LTD. The project was handed over to LTD in January 2006 and the Deputy Vice Chancellor became the chief Project Sponsor.

The aim was to develop a quality learning and teaching website that:

1. incorporated the Learning and Teaching Performance Fund requirements
2. consolidated and re-developed current web-based resources that support good teaching at RMIT
3. assisted communication and the sharing of knowledge across teaching areas and ultimately improve student learning.

In eight months, a new L & T website was created in collaboration with EMG and with contributions from a wide range of RMIT staff. The central component of the website is a Learning & Teaching journal called ED. In addition to providing information, support and the dissemination of good practices for 4624 RMIT teaching staff, the website journal is publicly available. A request has been received from the National Library of Australia to archive the journal in PANDORA, Australia’s web archive.

This visually dynamic and groundbreaking resource combines the principles and guidelines around key teaching topics with interviews, case studies, feature articles and reviews. Sixty-two members of RMIT (staff, students, senior management, academics and educators) contributed to the inaugural edition of ED, which has been very well received. Three editions will be published each year, the next due in February 2007.

Comprehensive resources covering the principles of good practice have been developed in the areas of: teaching, e-learning, work integrated learning, assessment, evaluation, curriculum design, learning and teaching scholarship and TAFE.

LTD will co-ordinate the ongoing publication of ED in conjunction with the Educational Media Group and advised by an Editorial Board consisting of representatives of the Deans Academic Development and those interested in developing the magazine further. Further editions will support the RMIT strategic plan directions.

TAFE Course Guide Resources and Templates

As part of the redevelopment of the Part A and Part B course guides for TAFE, LTD has provided leadership through the TAFE Course Guide Working Group around the required learning and teaching focus for the documentation, supplying exemplary templates and developing a range of resources that will support teachers as they work through the course development process.
and pedagogical understandings in appropriately customised ways. It is anticipated that these materials will be made available to other RTOs.

**TDC Industry Skills Scheme**

Industry Skills Scheme projects at RMIT for the 2005/2006 period include:

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Purpose</th>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparel Technology</td>
<td>To assist staff skills development in Production Management techniques</td>
<td>Staff members undertake placements in apparel manufacturing company</td>
</tr>
<tr>
<td>Graphic Design – Industry Survey (RMIT)</td>
<td>To conduct and industry survey that advises training staff of strategic actions for their training development</td>
<td>Survey undertaken Staff workshop to promote findings</td>
</tr>
<tr>
<td>Advanced Manufacturing</td>
<td>To enhance staff capability in Advanced Manufacturing</td>
<td>Staff undertake formal training in Competitive manufacturing Staff present workshop to peers</td>
</tr>
</tbody>
</table>

**TDC Teaching Fellowship**

TAFE Teaching Fellowships are designed to support the development of teachers in the early stages of their involvement with TAFE. The program involves both financial support and direct engagement in the professional development of suitable staff employed in TAFE on a long-term basis. Over time, TAFE Teaching Fellows are expected to make a significant contribution to the growth of teaching professionalism in TAFE, improving outcomes for students, industry and the community.

RMIT’s TAFE Teaching Fellow for 05/06 was Sharon Koenig from the School of Fashion and Textiles. The fellow for 06/07 is Tom O’Regan from the School of Design (TAFE).

**TDC External Events**

TAFE PD coordinates the registration of RMIT Staff attending Professional Learning Series events conducted by the TAFE Development Centre. These events have specific target audiences of Educator, Leader and Specialist. There were 11 events in 2006 ranging from VET Pedagogy to Disability Standards.

**External Events**

TAFE PD coordinates individual activities for TAFE staff across RMIT.

| Number of staff at RMIT involved in external events via TAFE PD | 15 |
| Number of staff at RMIT involved in TDC projects and activities for 2005/2006 | 110 |
LTD provides support for staff who teach Koorie students and for all staff in incorporating Koorie perspectives in the curriculum.

**Staff support**

*Indigenous Education Network (IEN):* A network and email list of teaching and administrative staff involved in Indigenous education in TAFE, School managers, senior managers, staff from the Aboriginal and Torres Strait Islander Unit and LTD members has been created. Regular bulletins have been sent during 2006 to the list about professional development opportunities, upcoming events, important news in the field, and applications for funding open to program teams. One outcome from the network was LTD assistance to Robyn Blaikie with RMIT’s application for OTTE program funding.

**Workshops and forums**

The following workshops and forums have been organised and conducted.

TAFE professional development full day workshop, "Indigenous Education in TAFE: Current Issues", for TAFE staff involved in Indigenous education. Twenty five staff participated.

TAFE professional development full day workshop, "Diversity, Anti Racism and Organisational Change", for TAFE and other staff involved or interested in Indigenous education. Twenty five staff participated.

Lecture to the University by Professor Bob Morgan, highly regarded indigenous academic. Seventy staff attended the lecture.

**Policy and Planning activities**

LTD’s Educational Developer for Indigenous education drafted the following reports in 2006:

- At the Request of the Deputy Vice-Chancellor (Academic), RMIT’s Position Paper on Indigenous Education, which complements the Academic Plan and the other University position papers.
- The Wurreker Implementation Plan 2006-2007, RMIT’s major planning document for Indigenous education in TAFE that is submitted annually to OTTE.
- The Wurreker Progress Report 2005 for OTTE, comprising a comprehensive evaluation of RMIT’s outcomes in Indigenous education in 2005 measured against proposed strategies and activities.
- The DEST Indigenous Education Statement, our major strategic document on Indigenous activities in higher education. This report is based on the goals set out by DEST in their Aboriginal and Torres Strait Islander Education Policy.

VIP Network

The VIP network, targeted at program coordinators and managers, was developed to provide a space for VET practitioners to problem-solve issues relating to the delivery of TAFE programs at RMIT and provide a space for creativity and innovation in the delivery of TAFE programs.

VIP Network members undertook a series of structured activities revolving around current work practice.

VIP Conference

The VIP conference was a professional development, networking and team building activity.

The program included:

- Keynote addresses on emerging policy and priorities
- Workshops on a range of topics and issues arising from the keynote addresses
- Opportunities for participants to talk informally, and meet new colleagues

With over 220 staff in attendance on a regular teaching day and very positive post day feedback the conference was seen as a significant event in the TAFE at RMIT calendar.

<table>
<thead>
<tr>
<th>Number of VIP events/workshops delivered or coordinated by TAFE PD</th>
<th>19</th>
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<tbody>
<tr>
<td>Number of staff attended</td>
<td>367</td>
</tr>
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Qualifications Training

TAFE PD supports the subsidy of TAFE teaching staff requiring qualifications through MECA requirements and other areas of need. Subsidies were provided in 2006 for the following qualifications:

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<thead>
<tr>
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<td>41</td>
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<tr>
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<td>2</td>
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<tr>
<td><strong>Total staff supported</strong></td>
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TAFE Development Centre at RMIT

LTD through its TAFE PD function acts as the contact point for the TAFE Development Centre which is part of the Government’s vision for a reinvigorated public TAFE system, through initiatives to build staff skills, support effective recruitment, and focus on high quality people development for Victoria’s TAFE Institutes.

The TAFE Development Centre has specific areas of funding relevance.

**TDC Teaching Excellence – Recognising Excellence at RMIT**

The aim, over the two years of this project, is to establish a sustainable university wide and school/program based leadership framework and a series of extensible communities of practice around assessment for recognition of prior learning and current competency that will act as vehicles for the delivery of professional learning activities and programs. Project outcomes will include a set of good practice principles and exemplars that demonstrate how to apply good practice principles.

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Capital goods funding from OTTE: Information on this opportunity was disseminated through the IEN. A meeting with program teams to discuss priorities for the submission and to negotiate items to be applied for was conducted, resulting in the drafting of the submission from the various academic areas that was sent to OTTE.

Projects

**Development of the Diploma in Community Education:** Ongoing support and assistance in the pedagogical development and evaluation of the Diploma is provided to the program coordinator. The 25 Indigenous students enrolled in the program, most of whom are experienced community workers seeking formal qualifications in their area of expertise, have shaped the program to suit their learning needs, working schedules and cultural requirements. The program team and LTD’s Educational Developer supporting the program are the recipients of the University’s 2006 Award for Student Centred Teaching in TAFE.

**Vietnam LearnScope Project:** The Wiki Vietnam Project aimed to provide professional development for its TAFE participants that included skill development in the use of Wiki as an effective e-learning tool, and ideas for the creation of flexible e-learning options for learners and the sharing of innovative approaches to teaching and learning with colleagues and project partners.

The Project Team, comprising TAFE teachers and an educational developer, partnered Australian Volunteers International (AVI) and local community development agencies in Vietnam in a project that used Wiki educational technology to establish collaborative links and partnerships between and across local and international stakeholder groups, and explored new and innovative ways of teaching and managing learners in a flexible learning environment.

Two members of the Project Team travelled to Hanoi to collaborate on community development education initiatives with the local partners, and to document the journey and the outcomes of the partnership building and learning activities through the project Wiki that focuses on learners planning and managing their community development projects.

**Indigenous education web resource:** This continuing project is to provide an RMIT Indigenous education web resource in collaboration with the Library and staff engaged building upon work developed in a LearnScope project group in 2005.

**Promotional video on RMIT’s Indigenous education:** This continuing project in collaboration with the Aboriginal and Torres Strait Islander Unit and Indigenous student Simon Rose to produce a promotional video for use in outreach activities with prospective students. A video sequence at the Koorie Heritage Trust has been completed.

**RMIT TAFE** receives external grants from the State Government, the Federal Government and other agencies which are responsible for supporting staff development activities in the TAFE Sector. LTD coordinates the development and implementation of programs as RMIT’s response to these initiatives. This is achieved through a mix of formal organisational structures (eg. through relationships between portfolio and central academic development units and People & Culture) and via less formal networks (eg. VET link and key portfolio staff).

Overall TAFE Professional Development helped 694 TAFE staff attend, develop or manage, 72 professional development projects and activities across RMIT for the 2006 period.

**Vet in Practice Program**

The aims of the VIP Program were to develop RMIT TAFE staff capability in offering high-quality vocational education and training within the national training system. It comprised forums, workshops, and a network. The program was designed to address RMIT TAFE’s ability to respond in an agile and innovative manner to changes in work practices and industry; to support the needs of adult learners engaged in vocational education; to assist RMIT’s leadership to develop their understanding of VET’s crucial role in developing skills that underpin economic and social development (building upon RMIT’s 2005 Reframing The Future project led by Helen Smith).

**VIP Forums and Workshops**

Five forums were conducted for managers and coordinators that were designed to develop broad, high level understanding of the VET sector in Australia and to explore RMIT’s role as a provider of quality education. Forum events addressed:

- Assessment in VET
- Cultural Diversity
- Strategic Planning
- Assessment and Reporting in VET
- Performance Improvement

VIP Workshops were delivered to Teaching and Administration staff in order to improve their knowledge of the VET regulatory system and support skill development in operational aspects of work at RMIT. Workshops included:

- Work planning
- Assessment design
- Working with disengaged youth
- Planning for the future
- Understanding Student Outcomes

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**REVIE W OF PROGRAMS PROFESSIONAL DEVELOPMENT – TAFE**

- **Understanding Student Outcomes**
- **Planning for the future**
- **Working with disengaged youth**
- **Assessment in VET**
- **Cultural Diversity**
- **Strategic Planning**
- **Assessment and Reporting in VET**
- **Performance Improvement**

VIP Workshops were delivered to Teaching and Administration staff in order to improve their knowledge of the VET regulatory system and support skill development in operational aspects of work at RMIT. Workshops included:

- Work planning
- Assessment design
- Working with disengaged youth
- Planning for the future
- Understanding Student Outcomes
Staff in LTD are directly responsible for the organisation of major Learning and Teaching University wide events.

April
The Carrick Institute for Learning and Teaching in Higher Education Grants Scheme Seminar. Guest Speaker Dr Elizabeth McDonald Director of Grants Scheme and Secretary. Event attended by all Victorian Universities total attendees 83

May
Sessional and New Academic and Teaching Staff Forum. Attendance – 39
TAFE PD VIP Conference. Attendance - 220

July

August
Sessional and New Academic and Teaching Staff Forum. Attendance – 12
Teaching and Learning Forum. Attendance - 80

October
The Carrick Institute for Learning and Teaching in Higher Education Discipline-Based Initiatives Scheme Seminar. Guest Speaker Associate Professor Janice Orrell, Director of Discipline-Based Initiatives and Resource Identification Network Event attended by all Victorian Universities total attendees 75

November
Early Career Academics’ Forum 3rd November (joint collaboration with two academic staff from SET and DSC portfolio). Attendance - 58
Annual University Teaching Award Ceremony, Storey Hall Auditorium. Attendance number – 150
Academic Publishing Workshop (with RMIT Publishing). Attendance 36

Carrick Institute for Learning and Teaching in Higher Education Grants feedback session. Guest Speaker Dr Elizabeth McDonald Director of Grants Scheme and Secretary. Event attended by all Victorian Universities total attendees 28
Workshop Details
T&L Workshop Series - Open Program & On-demand
The following table lists the workshops that were offered by LTD during 2006 as part of the Open Program workshop series and on demand. Overall, a total of more than 400 staff attended the workshops through the Open Program series and 80 through on demand provision. Popular workshops included: ‘Making the most of PowerPoint’, ‘Teaching large classes’, ‘Getting the most out of Course Experience Survey data’ and ‘Developing a teaching portfolio’.

<table>
<thead>
<tr>
<th>Semester 1, 2006 Workshop Program</th>
<th>Semester 2, 2006 Workshop Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good Teaching</strong></td>
<td><strong>Effective Teaching Series</strong></td>
</tr>
<tr>
<td>Understanding learning</td>
<td>Planning and implementing tutorials</td>
</tr>
<tr>
<td>Planning classes</td>
<td>Planning and implementing large classes</td>
</tr>
<tr>
<td>Facilitating small classes and tutorials</td>
<td>Student Centre Learning - what’s the fuss all about?</td>
</tr>
<tr>
<td>Teaching large classes</td>
<td>Making your PowerPoint presentations effective</td>
</tr>
<tr>
<td>Obtaining targeted student feedback</td>
<td>Strategies for team based learning activities</td>
</tr>
<tr>
<td>Making the most of PowerPoint</td>
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<tr>
<td>An overview of online teaching and learning tools</td>
<td>Assessing targeted student feedback</td>
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<tr>
<td>Inclusive teaching and dealing with diversity</td>
<td>Assessment in large classes</td>
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<tr>
<td><strong>Appropriate Assessment</strong></td>
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<tr>
<td>“Will this be on the exam?” - Designing and using different assessment tasks</td>
<td><strong>Assessment &amp; Evaluation</strong></td>
</tr>
<tr>
<td>Providing feedback on assessment</td>
<td>Grading students’ work &amp; providing meaningful feedback</td>
</tr>
<tr>
<td>Group based assessment and peer assessment</td>
<td>Obtaining targeted student feedback</td>
</tr>
<tr>
<td>Grading students’ work</td>
<td>Assessment in large classes</td>
</tr>
<tr>
<td>Getting the most out of Course Experience Survey data</td>
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<tr>
<td>Obtaining targeted student feedback</td>
<td></td>
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<tr>
<td><strong>Scholarship in T&amp;L</strong></td>
<td><strong>Others</strong></td>
</tr>
<tr>
<td>Developing a teaching portfolio</td>
<td>Getting the Most Out of Course Experience Survey Data</td>
</tr>
<tr>
<td>Pathways and pitfalls to getting published in learning &amp; teaching</td>
<td>Confused students 2007? Handling transition issues</td>
</tr>
<tr>
<td><strong>Building Learning Partnerships</strong></td>
<td>Developing a Teaching Portfolio</td>
</tr>
<tr>
<td>Will @ RMIT - Educational Issues &amp; Opportunities</td>
<td>Learning Spaces seminar (with Property Services)</td>
</tr>
<tr>
<td>Building partnerships for successful programs</td>
<td>Indigenous education in TAFE - Current issues</td>
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<tr>
<td></td>
<td>Diversity, Anti racism and Organisational Change</td>
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<td>Academic Publishing – Learning and teaching scholarship</td>
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<td></td>
<td><strong>On Demand</strong></td>
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<td></td>
<td>Medical Sciences</td>
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<td></td>
<td>Multiple Choice Questions Assessment</td>
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<td></td>
<td>Assessing Large Classes</td>
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<tr>
<td></td>
<td>Assessing Practicals (postponed)</td>
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<tr>
<td></td>
<td>Visual Merchandising (TAFE)</td>
</tr>
<tr>
<td></td>
<td>2 x full day Curriculum Development workshops</td>
</tr>
<tr>
<td></td>
<td>Library</td>
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<tr>
<td></td>
<td>Train the trainer for the implementation of a new system</td>
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<tr>
<td></td>
<td>IT Services</td>
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<tr>
<td></td>
<td>Train the trainer for internal development</td>
</tr>
</tbody>
</table>

Blackboard Minimum Online Presence (MOP) Project
Participation within a cross portfolio project with the key deliverables being a DVD explaining the rationale for MOP and the design of training for all staff in MOP tools. This project was initiated from the Office of the Deputy Vice Chancellor. Further involvement is expected throughout 2007.

Life beyond the Googleplex Project
To provide learning and teaching leadership in a University Library initiative to create a high quality learning experience for first and second year undergraduates at RMIT, which helps them place public domain search tools in context. This project is to be completed by December 1, 2006.

Action Research Learning and Teaching (ARTL) Mentor Project (SET Portfolio)
Four LTD staff mentored Action Research in Teaching and Learning projects in the SET portfolio. These annual projects in SET focus on key elements of learning and teaching practice. Project findings were presented at the SET Learning and Teaching Conference in December.

School to University Pathways
The LTD Indigenous coordinator was part of a team from the Schools of GSSSP and Community Partnerships to submit an Expression of Interest for DEST funding to conduct a one year project that would involve working with Indigenous secondary students to raise their aspirations and confidence to pursue a tertiary education.
Grants and prizes
Developing multi-level leadership in the use of student feedback to enhance student learning and teaching practice, Leadership for Excellence in Learning and Teaching Program 2006, Carrick Institute for Learning and Teaching in Higher Education, Leadership, $200,000 over two years.

Building leadership at the course level: Developing Course co-ordinators into academic leaders, Leadership for Excellence in Learning and Teaching Program 2006, Carrick Institute for Learning and Teaching in Higher Education, Leadership. RMIT is a partner with the ATN in this project led by Curtin University $198,500 over two years.

Preparing academics for their role as teachers, Carrick Institute for Learning and Teaching in Higher Education Tender, RMIT is a full partner institution for the bid under the auspices of the Foundations Colloquium led by Flinders University, UniSA, University of Tasmania, University of Queensland, University of Western Sydney. (Submitted)

RMIT 2006 Teaching Award for Student Centred Teaching in TAFE. Milton Nomikoudis, member of the team for the Diploma of Community Education.

Conference presentations


Lines, R. 2006, ‘Educating for learning transfer: curriculum and pedagogical approaches at RMIT’, Knowledge Transfer Symposium, the Royal Australian Chemical Institute Inc and RMIT School of Applied Sciences, RMIT University, Melbourne, Australia.


Refereed Publications

Qualifications completed
Master of Education (Teaching) Exploring a new orientation for staff development to promote good practice in indigenous education - completed: Milton Nomikoudis.
Master of Education (Teaching) Exploring professional development approaches to improve the teaching of large classes – submitted: Angela Nicoletiou

Consultancies
Lines, R. 2006, External review of the University of Tasmania Graduate Certificate in Tertiary Learning and Teaching: Report and Recommendations, commissioned review for the University of Tasmania.
Milton, J. 2006 Course Assessment Panel expert review of a provisional approval for Chinese Medicine Registration Board of Victoria

Expert Referees
Lines, R, Referee for the International Journal of Culture, Knowledge and Change Management (2)
Milton, John, for Carrick Institute for Learning and Teaching in Higher Education Fellowships (2)
Milton, John, review for Journal of Higher Education Policy and Management
Holdsworth, Annie, review for Journal of Higher Education Policy and Management

RMIT Reports
Holdsworth, A. August 2006: Interim report on work Integrated Learning and Work Based Learning in HE and TAFE. Submitted to DVC.

Professional development for HE staff is targeted to sessional and ongoing academic and teaching staff at RMIT. It is aligned to the University’s strategic directions. The overall program comprises workshops with a primarily skills based focus, extended explorations of teaching and learning through accredited and non accredited programs and project based development and individual and group mentoring. Most events have been open to staff from both HE and TAFE sectors.

Graduate Certificate
(Tertiary Teaching and Learning)
The Grad Cert (TTL) began in 2006 as a pilot project for a proposed RMIT strategic initiative in 2007 designed to extend the enrolment to all new commencing staff at levels A & B. A previous RMIT Graduate Certificate (TTL) program was renewed with four courses redeveloped to a capability based approach. The program commenced with intakes in each semester making a combined cohort of 30. The program delivery is a joint venture with the School of Education, where the LTD Group teaches two of the four courses that make up the qualification. These are Tertiary Teaching and Learning TCHE1032 and Technical Implications for Tertiary Teaching and Learning TCHE2063. In 2006, Tertiary Teaching and Learning was delivered twice and Technical Implications is due to run as an intensive course at the end of January 2007. LTD will be providing Program Leadership under the auspices of the School of Education during 2007.

Tutor Training - Exploring Teaching and Learning (etal) etal is a tutor training program that has been running in the School of CS&IT since 2000. The program is delivered over a six week period, with two hours of contact per week. The focus is on developing teaching skills that are student centred in nature. In 2006 etal was delivered to CS&IT Psychology. A total of 33 tutors completed etal in 2006.

T&L Workshop Series - Open Program & On-demand LTD delivers two types of workshops - those that are coordinated through the RMIT Open Program and those developed as a result of requests from and in consultation with Schools or other groups. The Open program organised by People and Culture is the main forum for staff development workshops at RMIT. LTD is responsible for developing and organising the delivery of the Teaching and Learning workshop series stream. In 2006, 28 T&L workshops were facilitated by LTD staff and overall, more than 400 participants have attended these.

On-demand workshops have been delivered to a number of Schools and work groups at RMIT in 2006. These include Medical Sciences, the RMIT Library and IT Services as well as Visual Merchandising (TAFE). Topics have ranged from assessment practices to teaching and training skills.

Sessional Staff Induction to Learning and Teaching at RMIT
Sessional induction to teaching and learning at RMIT has been supported through two streams: RMIT wide induction seminars (one at the beginning of each semester) where all new sessional staff (higher education and TAFE) and all new teaching staff are invited to attend a one day event and School based induction events in response to School requests.
Educational Developers Network (EDeN)
A network for RMIT Learning and Teaching support staff established in 2002 that focuses on key issues for academic development and educational design on a monthly basis. Online network space at: http://www.rmit.edu.au/tlportfolio/ltd/eden
Convened by Angela Nicolettou and Libby Tuckerman from LTD.

IDEArmit – Improving and Developing Education at RMIT
A network for staff researching quality and education issues which meets monthly. It discusses current educational research and works in progress. Topics in 2006 have included organisational improvement, teaching and learning and quality processes.
An online space for the network can be found at: http://idea.wikispaces.com/
Convened by Kate Patrick from the QCU and Judith Lyons from LTD.

Indigenous Education Network (IEN)
A network for staff involved in indigenous education in TAFE (teaching and administrative staff involved in Indigenous education in TAFE, School managers, senior managers, staff from the Aboriginal and Torres Strait Islander Unit and LTD members). The network’s activities are supported by the IEN list. Regular bulletins communicate professional development opportunities, upcoming events, important news in the field, and applications for funding open to program teams.

Early Career Academics Network
A network for ECA building upon the initial RMIT forum for early career academics in November 2006.
Convened by Julienne Beek (School of Fashion and Textiles), Dr Anthony Redford (School of Mathematical and Geospatial Sciences) with active support of John Milton LTD.
Learning and Teaching Development (LTD) was established in July 2005 following a review of learning and teaching support across RMIT. LTD works with the Academic Development Units in each of the Academic Portfolios and with People and Culture to provide a comprehensive range of support for academic and teaching staff designed to assist staff to improve the learning outcomes and experiences of RMIT's students.

LTD work takes a wide range of forms including accredited courses, short courses and workshops, collaborative projects, individual and group mentoring, network coordination and dissemination activities. The following report summarises major activities undertaken in 2006.

It is difficult to quantify the work of LTD as it includes many incidental interactions, telephone consultations and conversations in addition to discrete events and projects. In 2006 LTD coordinated programs generated over 3000 interactions with RMIT staff across HE and TAFE as indicated below:

- Formal courses: 63
- Workshops: 850
- Forums/Events: 770
- Projects: 240
- Mentoring: 56
- Networks: 200
- Information/e-lists: 915

A highlight of developments this year is the newly launched RMIT learning and teaching online magazine ED. This visually arresting magazine takes an innovative approach to the provision of learning and teaching information and professional development support for HE and TAFE staff. Underpinned by accessible information on the principles of good practice in learning and teaching, the web magazine features the practices and voices of RMIT's academic, teaching staff and students though case studies, interviews, critical comment, letters and papers. Sixty two members of RMIT contributed to the first issue. ED provides a vehicle for disseminating the range and richness of RMIT's learning and teaching culture.

Associate Professor Robyn Lines
Director
LTD ORGANISATION AND STAFFING

The development work of LTD is undertaken by 7.4 staff (3 academic appointments and 4.4 general staff appointments) in addition to the Director. The development team is supported by one administrative position (.5 finance and .5 general administration). In 2006 a contact position and a trainee have supported in the delivery of TAFE PD.

LTD programs address the following areas.

- Professional development for higher education and TAFE staff, both continuing and sessional, ranging from individual and small group consultation through workshops, formal qualifications, mentoring for workplace projects, to School based collaborations.

- Support for University wide strategic projects in areas aligned to the University Strategic Plan. In 2006 these focused on work integrated learning, teaching large classes and effective practice in the provision of student feedback.

- Recognition and reward initiatives including support for candidates for RMIT’s teaching awards and for the National Higher Education and State sponsored awards in TAFE including program promotion, administration and the dissemination of outcomes.

- Support for scholarship in teaching including assistance in project formulation and documentation for teaching grants and fellowships available through the Carrick Institute for Learning and Teaching in Higher Education.

- Support for the incorporation of indigenous perspectives in curricula at RMIT and for professional development for staff teaching Koorie students.

- The development and dissemination of resources to support innovation and improvement in learning and teaching.

Each area of program work is coordinated by a staff member, however, staff work across the various programs.

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