

2007/8 Major course redesign – Faculty grants scheme funded projects

Leader	Project	Funding \$	Project overview
Geoff Riordan	Connecting Learning: Enhancing professional experience in teacher education	25,000	This project has two components. The first component comprises the establishment of partnerships with schools, TAFE and other education providers in addressing the serious crisis in the provision of quality professional experience for adult and teacher education students. The second component addresses the way in which the professional experience programs in the Faculty of Education foster skills to primary and secondary teacher education and adult education.
Denise Dignam	Bachelor of Nursing Curriculum Renewal: developing a practice-ready graduate	50,000	This project aims to embed new technologies in the curriculum to ensure work-ready graduates. This will be achieved through the integration of simulated teaching approaches, and the incorporation of the education version of the state-based patient record software. These elements will ensure graduates will possess profession relevant attributes and that UTS becomes the leader in patient records education, development and teaching.
Katherine Gordon	Reinventing the Bachelor of Arts in Communication	100,000	This project aims to identify the graduate attributes that will underpin current and future offerings of the Bachelor of Arts in Communication and to identify better ways of helping students to achieve these graduate attributes. This will be achieved through focussing on four major areas: enhancing pedagogical practices; exploring collaborative spaces; identifying a "common core"; and addressing convergence.
Antoine Hermens	MBA Course Renewal: Embedding learning goals, integrating blended learning and enhancing graduate attributes	64,000	The objective of the project is to embed in the new EMBA degree more practice-oriented learning and teaching, and more relevant and robust graduate attributes. The success of this project will be evaluation in terms of student satisfaction, teacher development and course attractiveness relative to other Australian and international universities.
Tracy Taylor	An integrated and automated approach for enhancing student learning	65,000	The aim of this project is to enhance the quality of student learning in the Faculty of Business and Information Technology in relation to academic literacy. This will be achieved through the assessment of current practice in each faculty and the development of appropriate supplementary blended-learning pedagogies.

Andrew Litchfield	Improving students "work ready" knowledge and skills	72,375	The project aims to design, develop and implement into the curriculum a series of "work ready" modules to better prepare students for the professional literacies required in the contemporary workplace. The design of the modules will initially be generic and then customised to each course involved in the project by the requirements of each courses' Accrediting Professional Body.
Chris Bajada	An integrated and automated approach to enhance student learning	43,251	The aim of the project is to develop further sophistication of tutorial allocations and feedback and introduce a new system of automated and personalised study programs to cater for students with different levels of understanding of the subejct material. This also provides a method of enhancing the effectiveness of PAL by giving instructors information on topic areas students are likely to need. A library reserach/exercise and a tool for assessing poor writing skills will also be part of the project.
Guang Hong	Major development of the Mechanical Engineering program	24,200	The redevelopment of the Mechanical Engineering Program aims to update the course to be current with new and emerging developments in mecahnical engineering and enhance students technical competencies. This will improve the practice-based focus and design centred nature of the course and introduce greater flexibility for students.
Peter McLean	Major redevelopment of the Electrical Engineering program	25,000	The Review of the Electrical Engineering Program will seek to identify the adequacy of existing course work in preparing graduates for successful careers, areas where UTS graduates stand apart from other graduates, and likely demand areas over the next decade. The outcomes should include the curriculum design aspects such as subject outlines, topic threads, attributes, competencies, skills etc. within the frameworks of available resources and course structures.
David Lowe and Keiko Yasukawa	What should our students learn? Renewal of the Engineering undergraduate course outcomes to reflect the changing professional practices of engineering	37,290	The aim of the project is to re-engage Faculty staff with the development and renewal of the curriculum, and to ensure changes to professional practice are reflected in the curriculum design.

Stuart Nettleton	Supporting effective student learning during internships: using e-portfolios and online collaboration tools	30,860	<p>We are evaluating online e-portfolios, milestone-based collaboration and communication in two core engineering subjects, two internship subjects and one design subject. The Sakai open source system is being used to gain direct experience and as a benchmark for investigating other e-portfolio products. Sakai has been successfully deployed on Engineering's high availability Solaris cluster and we have built an eportfolio, which comprises XML forms and an XSLT stylesheet for the Sakai transformation engine to produce nice web-pages. With keen cooperation from subject coordinators, we have successfully introduced our eportfolio into the five subjects and find that we are already gaining useful insights from the students and faculty. Our model permits students to tag their experiences (and reflections) by graduate attributes across their lifelong learning pathways at University, during internships, co-curricular activities and as a graduate professional in the workplace. We are liaising with all Faculties for added insight and expect to report by the end of the current semester. An example eportfolio running in 48250 Engineering Economics & Finance can be seen at http://eportfolio.eng.uts.edu.au/osp-presentation-tool/viewPresentation.osp?id=21E39D61DEED5A6F7B5333DB765018CE&sakai.tool.placement.id=220685b3-1328-4011-00e4-01c8102b5a34</p>
Sandra Kaji-O'Grady	Architectural practice learning in the new Master of Architecture	48,000	<p>The project will embed and integrate profession-relevant personal and intellectual graduate attributes in the curriculum. Drawing on the knowledge and experience of key professionals, the project will reveal the activities that enable the realisation of architectural design. The project takes a longer-term view of graduate needs with the broader context of architectural business and management. This will result in an on-line study resource presenting new knowledge in an accessible and interactive mode.</p>

Darrall Thompson	Integration of ReView software in all subjects in the Faculty of Design	50,160	The ReView online criteria-based software, developed in the School of Design, has been acting as a catalyst for academic staff to integrate graduate attributes with the assessment of learning activities. Benefits evident from pilot studies include: time-saving (particularly for subject coordinators); explicit alignment between assessment criteria and graduate attributes; visual (colour-coded) displays of the assessment of attributes through different subjects and year levels of a course, and the enabling of tutor-moderated student self-assessment. This LTPF project builds on pilot studies by developing an interface between the ReView database and CASS for seamless access to data. The further roll-out of ReView will be supported through the development of online resources, the conduct of workshops for academic staff, and a user survey to evaluate its implementation.
Jill McKeough	Embedding graduate attributes, ethics and Indigenous perspectives in the core Law curriculum	60,000	This project will use assessment to drive/enhance embedding of graduate attributes, ethical considerations and indigenous awareness into the Law curriculum. It builds on the requirement of graduates to possess a strong set of legal skills and an appreciation of the social and moral context in which law operates.
Desley Luscombe and Theo van Leeuwen	Sound/music design	46,000	The principal objective of this project is to develop a new approach to course design that will allow the integration of a number of specialised disciplines currently taught in the Faculties of HSS and DAB. It will bring together aspects of, and contexts for, sound/music design. This will be a new approach to interdisciplinary learning without sacrificing focus and quality.
Elaine Jeffreys	Embedding internationalised academic and information literacy at UTS: preparing graduates for work in the global workplace	29,000	The project will embed academic and information literacy and staff development within a suit of courses and subjects offered by the IIS. This involves developing student awareness of good academic practice and referencing procedures, developing cultural competencies and improving graduate attributes.
Murray Pratt	Integrating podcasts within students blended language learning	27,537	The primary aim of this project is to enhance and evaluate students' use of podcasts as an integral part of their blended learning in language and culture programs. The success of this strategy will be evaluated and the findings disseminated with response to feedback before extending the project.

Mary Coupland and Anne Gardner	Teaching and learning of Mathematics and Science in Engineering programs: curriculum renewal for graduate capability enhancement in a practice-based engineering course	84,000	The project aims to renew the mathematics and science curricula in Engineering. As practice-based courses the curricula must show accountability to both current and future academic standards and also to standards and expectations of professional practice.
Donald Martin	Renewal of the curriculum for the physiology discipline to enhance educational outcomes for major courses in the faculties of Science and Nursing	47,000	The focus of this project is the integration of physiology education across several courses to ensure continuity of learning objectives. It will also rationalise teaching resources across the Faculties of Science and NMH emphasising physiology as a key interdisciplinary discipline.
Anita Piper	Renewal of the Science undergraduate curriculum	100,000	The Faculty of Science is restructuring its undergraduate degrees so that students can choose from one of three first year foundation streams, which articulate to a total of 12 different degrees. The first year streams are more broadly based than previously, with students not required to make their choice of major study until the end of first year. This gives students more flexibility and exposure to different disciplines from which to make a more informed choice. This change will require significant program and subject revision, and will include the integration into our teaching and assessment strategies of graduate attributes aimed at ensuring graduates are properly equipped for many different career paths.