



UNIVERSITY  
OF WOLLONGONG  
AUSTRALIA

# WATTLE ANNUAL REPORT 2017<sup>1</sup>

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<sup>1</sup> Prepared by A/Prof Sarah O'Shea on behalf of the WATTLE Executive Committee: December 2017



# Chair's Report

In September 2016, WATTLE was relaunched with a newly created executive committee comprised of members dedicated to improving teaching and learning (T&L) quality at University of Wollongong. WATTLE's first event '*Quick Connections with WATTLE*' aimed to both connect the Academy community and also, highlight the plans and vision that the Committee had for the Academy. A successful institution-wide forum followed this event (February, 2017), which outlined the Committee's ambitious plans for broadening WATTLE's impact both institutionally and nationally. In the last twelve months, WATTLE has worked towards meeting these objectives, which have broadly focussed on the following key areas:

- Improving the visibility and accessibility of WATTLE across the UOW community
- Increasing and diversifying membership across the institution
- Providing regular and high quality seminars and workshops on key topics within the university T&L field
- Increasing the profile of WATTLE outside of UOW and establishing a national presence
- Creating a collegial space where T&L issues can be discussed and suggestions for changes proposed
- Partnering with other units on campus to provide jointly badged activities, in order to avoid any duplication and also provide forums for disseminating results / new practices.
- Initiating a conference funding scheme to support T&L scholars to disseminate good practise

Whilst significant, these achievements do not truly reflect the extensive 'background' work that Committee members have undertaken to support the Academy. This has included drawing extensively on national and international networks to ensure high quality workshops and seminars, liaison across the university and its various campuses to maintain communication as well as the creative marketing of events to attract participation (such as *Warming up with WATTLE* in July complete with mulled wine or *BYO a Friend to Quick Connections with WATTLE*).

As Chair of the Committee, I have witnessed the Executive and the Hot Topic leaders continually go above and beyond the call of duty to ensure that WATTLE provides quality outputs. This has included each member taking responsibility to host and organise events, Hot Topic leaders initiating and leading activities across campuses and the WATTLE brand collectively championed via social media and events across the country.

Overall, as this report attests, 2017 marked the beginning of an exciting new phase of teaching and learning innovation at UOW, which WATTLE will continue to support and foreground. Plans for 2018 include a forum designed to showcase ESDF grant recipients, a more structured and scheduled approach to celebrating member's achievements / expertise as well as increased seminars/ workshops that focus on timely T&L issues. This annual report provides a snapshot of 2017 and provides details of WATTLE's plans for 2018 moving forward, equally acknowledging the input from those committed WATTLE members who make the Academy what it is.

(A/Professor Sarah O'Shea Chair, WATTLE Committee)

# Overview

In 2014, WATTLE was established to create a leadership community where teaching expertise could be recognised and utilised to further teaching and learning locally at UOW; nationally and internationally. The core objective of WATTLE is to provide a space for teaching and learning recognition, development, passion and dialogue.

With the closure of the Office for Teaching and Learning in June 2016, the need for institutions to deeply embed an Academy into their structure has become more of an imperative. In August 2016, a new UOW Executive for WATTLE was formed with the objective of galvanising the Academy and reengaging with the T&L community both within UOW and beyond.

This is important work. UOW's recent outstanding performance in [The Quality Indicators for Learning and Teaching \(QILT\)](#) combined with exceptional rankings in the 2017 Good Universities Guide is testament to existing quality T&L standards within the institution. However, maintaining such standards requires a collegial and supportive Academy (WATTLE) to usefully sustain ongoing recognition of expertise and coordinate the dissemination of our high quality practices.

## RATIONALE/PURPOSE

WATTLE addresses the Education Strategic Priorities for UOW (2016-2020), specifically the recognition of the need to develop staff culture to recognise excellence in teaching and academic practice. The DVC (A) strategy for this noted the need to **operationalise WATTLE and increase engagement between the Academy, the university and beyond**. Additionally, WATTLE addresses Goal (3) of UOW's current strategic plan, particularly as this relates to transforming our workplace by investing in staff.

The broad purpose of the Academy is to: **Promote excellence and leadership in teaching and learning at the University of Wollongong (UOW)**. WATTLE's key objectives are to:

- Build a higher education-focused community of expertise, scholarship and research to lead discussions and innovation in University teaching and learning, within and outside of the University of Wollongong
- Build networks of knowledge fostering national and international relationships with respect to teaching and learning
- Increase UOW's national and international reputation with respect to teaching and learning

For 2017, the WATTLE Executive Committee focussed on the following key functions:

- Support and encourage outstanding achievement in teaching and learning
- Provide opportunities for staff to further their knowledge of current best practise in learning and teaching
- Actively seek out opportunities to network with Teaching and Learning academies located at other universities, with a particular focus on the NUW Alliance.
- Provide a forum for the dissemination of outputs from internal and external funded projects

- Facilitate networking opportunities for taking thinking forward, with a focus on current global issues via the initiation of teaching and learning Hot Topic Groups, which will:
  - encourage best practise in teaching and learning in order to position UOW as a recognised T&L institution
  - develop and share good practice
  - facilitate and present guest lectures
  - host visiting scholars / speakers
  - locate forms of external funding to support academy work

## Organisational structure and membership

### STRUCTURE

WATTLE has adopted a distributed leadership model that seeks to empower others to initiate change. This leadership style is democratic and works to inspire and excite others through passion and a vision for the future. In order to enact this model, the WATTLE Committee has committed to broadening the scope of membership and to developing a scholarship community that is inclusive of all. Practically, some of the initiatives to enable universal participation in WATTLE have included improving the visibility and accessibility of the WATTLE website (such as enabling all UOW staff members to nominate events and provide feedback via online forms), additionally new membership criteria has been introduced with additional membership levels added.

The WATTLE Committee works collaboratively to enact positive change that embeds quality T&L practices whilst simultaneously creating a stimulating community of practise across UOW. Each of the Committee members brings different disciplinary strengths to the group, which has enabled WATTLE to grow in its impact and standing. The Committee is actively planning for succession by offering leadership opportunities through the Hot Topic groups and plans to develop a mentoring program between Fellows (Associate/Senior & Principal) in 2018.

The varied work of the WATTLE Committee is not only complemented by the diverse expertise of its members but also each person's willingness to take on additional specific roles and responsibilities, detailed below:

Name and affiliation	Role & Responsibilities	Dates of involvement
A/Prof Sarah O'Shea Faculty of Social Sciences	Chair, WATTLE Committee – responsible for providing oversight to WATTLE activities and direction.	July 2016 - ongoing
Dr Tracey Kuit Faculty of Science, Medicine and Health	WATTLE Committee Member – responsible for newsletter and marketing.	July 2016 - ongoing
Dr Simon Bedford Learning, Teaching and Curriculum	WATTLE Committee Member – responsible for memberships.	July 2016 - ongoing
Dr Kathryn Harden-Thew Learning, Teaching and Curriculum	WATTLE Committee Member – responsible for workshops and seminars	July 2016 - ongoing

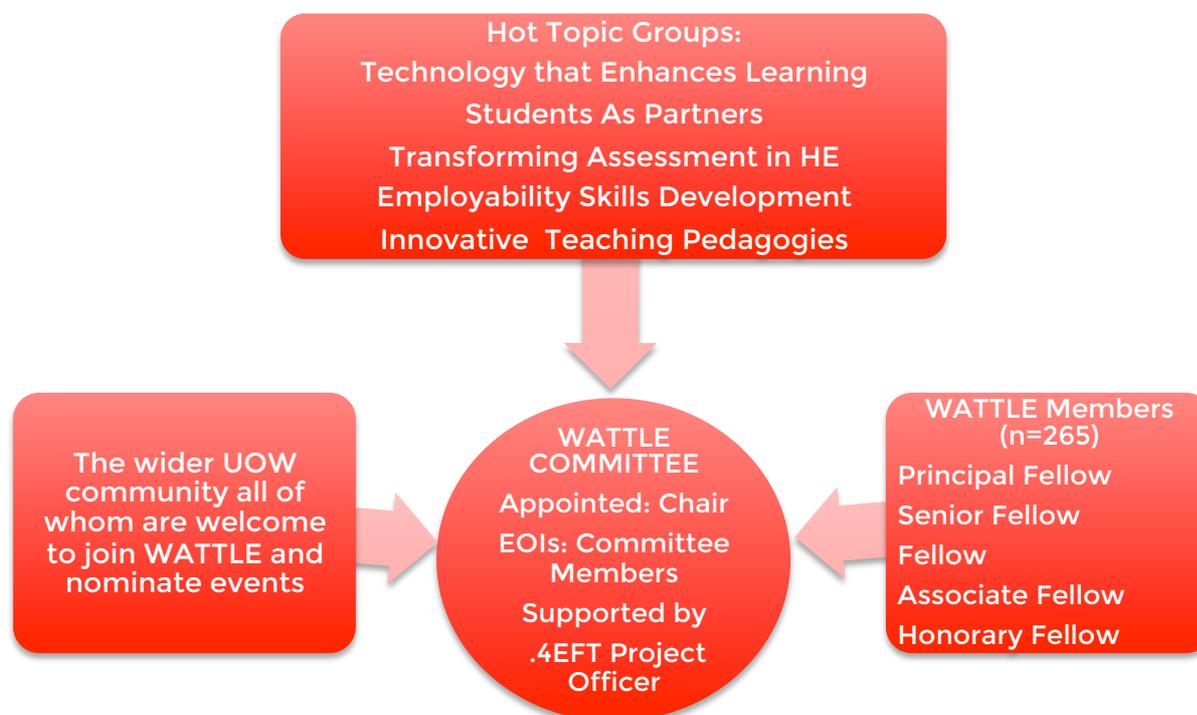
Curriculum		
Dr Ruth Walker Learning, Teaching and Curriculum	WATTLE Committee Member – responsible for conference funding	July 2016 – ongoing
Dr Brad Stappenbelt Faculty of Engineering and Information Sciences	WATTLE Committee Member	July 2016 – Jan 2017

In May 2017 a call for Expressions of Interest to join the WATTLE Committee was sent to additional Faculties where representation was required, including Faculty of Business, Faculty of Engineering & IS and Faculty of Law, Humanities and Arts. As a result of this call for EOIs the following committee members have recently been appointed:

Name	Affiliation	Date Commenced
Dr Belinda Gibbons	Business	August 2017
Dr. Montserrat Ros	Engineering and Information Sciences	August 2017

## MEMBERSHIP

The WATTLE committee has worked proactively to encourage a greater diversity of membership across the institution. This has resulted in a **40% increase** in membership numbers since 2016, currently the organisation has just under 270 members. Representation now includes staff from across the academic, professional and student sectors. This increased diversity has in turn enabled a greater range of perspectives to be incorporated into WATTLE activities, with a clear focus on celebrating and supporting staff initiatives as well as offering new learning opportunities across the institution. The Committee strives to respond to both the membership body and the wider institution, the structure of WATTLE represented in Figure (1) below:



From 2018, new membership criteria will be in place, which are designed to encourage current WATTLE members and new applicants to continue to evidence their teaching and learning excellence. WATTLE membership is now linked to progression within the UOW Continuing Professional Development (CPD) program, which previously did not link with WATTLE membership criteria. Membership will also include an additional category of Principal Fellow, which both reflects Higher Education Academy (UK) criteria and aligns with CPD Level 4 – Details of all membership levels (and the changes) can be found in Appendix 1.

## Key achievements: WATTLE 2017

### HOT TOPIC GROUPS

In order to galvanise the energy and passion of our UOW T&L scholars, WATTLE created five Hot Topic Groups that addressed the broad interests and specialisations of the membership community. With over 80 members, these Hot Topic groups provide networking opportunities at a local level and also have quickly become regarded as a source of expertise within the institution. For example, the Technology Enhanced Learning (TEL) group has attracted diverse membership from across disciplines / areas and offers regular training and workshop opportunities. The success of all the HTG was recognised at a recent *'Warming up with WATTLE'* event that showcased the work being done in each group and attracted 50 + registrations.

Summary detail of the Hot Topic groups is detailed below with a more comprehensive overview of their activities throughout 2017 provided in Appendix 2:

Name / Leader details	Members	Overview of Hot Topic group objectives
<p>Name: Students as Partners</p> <p>Leaders: Dr Anu Bissoonauth-Bedford (LHA) and Ms Natalie Cutler (SMAH)</p> <p>Mentor: A/Professor Sarah O'Shea (SOC)</p>	24	<p>Develop an active network through which students and staff (academic and administrative) can meet on a regular basis and identify opportunities to collaborate;</p> <p>Support small/ seed projects seeking to initiate and strengthen the Student as Partners initiative at UOW by having regular meetings and events;</p> <p>Act as a clearing house for Student as Partners projects currently under way across UOW;</p> <p>Disseminate and publish research outcomes on the topic of Students and Partners based on activities undertaken at UOW.</p>
<p>Name: Transforming Assessments in Higher Education</p> <p>Leader: Dr Pranit Anand (UOW College)</p> <p>Mentor: Dr Simon Bedford</p>	18	<p>To create a UOW network to support those directly involved in in this process of creating and designing innovative assessment and feedback.</p>

(LTC)		
<p>Name: Employability Skill Development (ESD) HTG</p> <p>Leader: Dr Venkata Yanamandram (BUS)</p> <p>Mentor: Dr Kathryn Harden Thew (LTC)</p>	10	<p>Share good practices – develop a community of practice in the intersecting domains of work integrated learning (WIL), employability and career development.</p> <p>Gauge staff and students’ understanding of employability skill development and how it is currently being developed in various courses.</p> <p>Develop skills matrix, incorporating a scaffolded approach across the learning journey.</p>
<p>Name: WATTLE Technology that Enhanced Learning (TEL) hot topic group</p> <p>Leader: Dr Sue Downie (SMAH)</p> <p>Mentor: Dr Ruth Walker (LTC)</p>	50	<p>To create a network and community of practice for TEL across the University, to be a central place for communication and dissemination of TEL happenings at UOW, and to allow access for IMTS to academic and professional staff who use TEL. Close links with the library, LTC, IMTS and the Educator Development Network are a key focus for this group.</p>
<p>Name: Innovative Teaching Pedagogies</p> <p>Leader: Dr Theresa Larkin (SMAH)</p> <p>Mentor: Dr Tracey Quit (SMAH)</p>	15+	<p>Explore innovative teaching pedagogies with respect to curriculum, teaching practice, learning activities, assessment, online learning, to determine the strengths of the group that we can build on.</p> <p>Design collaborations in terms of teaching and educational research</p>

## WATTLE BADGED SEMINARS AND WORKSHOPS

Since its September 2016 re-launch, WATTLE has created T&L development opportunities across UOW that have focussed on supporting colleagues and also, maintaining UOW’s position as a leader in the field of HE pedagogy. These activities have included hosting a suite of collaborative events with key national and international scholars that are designed to build upon existing T&L strengths at UOW. These workshops and seminars have been designed to challenge existing knowledge and also provide the opportunity for collegial collaboration as the following feedback on workshops indicates:

*The project was very interesting and I found some new ideas and resources for incorporating discussions in my classes. (Feedback on Supporting Online Learners Workshop, June 2017)*

*lots of people with differing views, chance to listen, discuss and get some answers. (Feedback on Assessment Workshop, July 2017)*

Overwhelmingly, the committee has experienced how the greater UOW community has appreciated and felt reinvigorated by the initiatives / activities that have been implemented. This theme has emerged repeatedly in evaluations and also, unsolicited email contact. For example,

*These type events are always useful in some way - networking, reflection, time with colleagues. Thank you for putting this on!* (Survey Respondent, July 2017)

*I just wanted to let the WATTLE executive know that this networking event is a great initiative.* (Unsolicited Email, Oct 2016)

Details of all the events hosted by WATTLE is provided in Appendix 3, the breadth of learning opportunities offered to staff again reflects the diversity of the WATTLE Committee and also its responsiveness to the Academy membership and feedback from the Hot Topic group leaders. Appendix 4 details the feedback from members on WATTLE activities during 2017 .

## **FUNDED OPPORTUNITIES FOR UOW STAFF**

In addition to workshop and seminar opportunities, WATTLE has also provided funding to support staff to attend key teaching and learning conferences within Australia. This unique conference sponsorship was offered for the first time in April 2017 and another round of sponsorship was offered in October 2017. A total of seven staff members were awarded funding and each presented on their T&L work at a key conference.

After their conference presentation, the recipients were each invited to host one of the monthly 'Wednesdays with WATTLE' events, relaxed BYO lunch seminars that are held on the first Wednesday of each month. These seminars are designed to enable further dissemination of this work and provide an opportunity for UOW staff to hear and benefit from the conference presentation. Additionally, each recipient of this funding has been asked to produce a written output that duly acknowledges WATTLE support.

## **ADDITIONAL ACTIVITIES**

- The WATTLE Committee is currently working with UNSW Scientia Academy to forge collaborations across the two institutions; we hope to include UON in this partnership in order to maximise potential under the NUW Alliance.
- WATTLE has liaised with Keith Brophy at UOW Scholars to explore how we might automatically reference WATTLE affiliation on each member's page at UOW Scholars – the idea of a central database with membership details is being explored (please see plans for 2018).
- Expanded our web presence to include audio-visual materials, online forms (including membership forms) and downloadable resources / materials including workshop presentations

- Utilised social media to increase the WATTLE presence, this included establishing a Twitter feed (@UOW\_WATTLE) which has nearly 150 followers (and growing) with daily Tweets on key areas within the HE teaching and learning landscape
- Networking events designed to celebrate staff achievements such as OCTAL and National Teaching Awards, as well as recognise the progress of the Hot Topic Groups since their establishment in February 2017.

## Plans for 2018

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In November 2017, WATTLE distributed a members survey in order to gain feedback on what we had done well and what we could do better (see Appendix 4 for summary feedback). This survey combined with a half-day planning meeting in December 2017, provided the basis for the following key goals for 2018:

- Apply for an ERDA grant to enable a WATTLE member's database to be developed; this will include a searchable functionality to identify membership status and also, skills base. Additionally, this database could be linked to UOW Scholars so that WATTLE affiliation is automatically recorded on staff scholar's pages as per discussions with Keith Brophy (see additional activities above).
- Plan for more regular celebration events that foreground the achievements of WATTLE members and also recognise new membership status.
- Ensure that succession planning is occurring within each of the Hot Topic groups and also, within the Executive Committee.
- Include a new Hot Topic group (Learning Analytics) to leverage existing and growing interest in this field and assist UOW to meet related teaching and learning strategic goals. This group would replace the Innovative Teaching Pedagogies group.
- Produce a bi-monthly e-newsletter that will both disseminate best practise in the field but also showcase members and their respective skills / achievements.
- Increase the number of events hosted by WATTLE but ensure that these are recorded, have video-conferencing capabilities (where possible) and draw on various technological modalities (i.e. webinars and online formats).
- Explore further partnership opportunities under the auspices of the NUW alliance including joint research and co-branded activities.
- Survey existing Senior and Principal fellows to identify individual skill sets and also, investigate the capacity for a mentoring program that traverses membership levels.
- Maintain good communication and also, collegial relationships with LTC so that T&L events can be co-branded and complement each other.

- Continue to work productively with the Teaching Grants and Awards team to ensure that ESDF grant holders are offered opportunities to disseminate their work – for example the next WATTLE Forum (Feb 2018) will showcase the work of 2016 ESDF recipients under the theme: *Showcasing Excellence in Learning and Teaching*.

## Appendices

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**APPENDIX 1: NEW MEMBERSHIP FRAMEWORK**

**APPENDIX 2: SUMMARY REPORTS FROM THE HOT TOPIC GROUPS**

**APPENDIX 3: SCHEDULE OF WATTLE SUPPORTED EVENTS AND ACTIVITIES**

**APPENDIX 4: QUALITATIVE FEEDBACK FROM MEMBER'S SURVEY**

**APPENDIX 5: BREAKDOWN OF EXPENDITURE FOR 2018**

APPENDIX ONE: NEW MEMBERSHIP FRAMEWORK

EXISTING WATTLE MEMBERSHIP CRITERIA		NEW CRITERIA FROM 2018
<b>ASSOCIATE FELLOW</b>	Members of UOW Community wishing to participate in the teaching and learning conversation or interested in developing their teaching and learning expertise.	NO CHANGE
<b>FELLOW</b>	<ul style="list-style-type: none"> <li>UOW Vice-Chancellor's Award Recipients of an Outstanding Contribution to Teaching and Learning (OCTAL)</li> <li><b>Higher Education Research and Development Society of Australia (HERDSA) Fellow (MOVED)</b></li> <li>HEA Fellow</li> <li>AAUT Citation Recipient (Individual or team member)</li> <li>External Category 1 Educational Grant Team Member where the grant has a significant focus on teaching and learning within Higher Education</li> <li>Staff with extensive teaching and learning publishing records, i.e. 5 quality SOTL journal articles</li> <li>Staff (substantive appointments) with significant teaching and learning leadership roles in Schools, Faculties or Divisions, for example:               <ul style="list-style-type: none"> <li>Associate Dean Education / Director, DVC(A) Portfolio Unit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>UOW Vice-Chancellor's Award Recipients of an Outstanding Contribution to Teaching and Learning (OCTAL)</li> <li>Higher Education Academy (HEA) Fellow</li> <li>External Category 1 Educational Grant Team Member where the grant has a significant focus on teaching and learning within Higher Education</li> <li>Staff with extensive teaching and learning publishing records, i.e. 5 quality SOTL journal articles</li> <li>Staff (substantive appointments) with significant teaching and learning leadership roles in Schools, Faculties or Divisions, for example:               <ul style="list-style-type: none"> <li>Associate Dean Education</li> <li>Director, DVC(A) Portfolio Unit</li> </ul> </li> <li><b>(CPD L2)*</b></li> </ul>
<b>SENIOR FELLOW</b>	<ul style="list-style-type: none"> <li>National Australian Senior Teaching Fellow</li> <li>National Australian Teaching Fellow</li> <li>National Australian Academic Secondee</li> <li>Higher Education Academy (HEA) Senior Fellow</li> <li>Australian Awards University Teaching (AAUT) Award Recipient (Individual)</li> <li>External Category 1 Grant Chief Investigator where the grant has a significant focus on teaching and learning within Higher Education</li> <li>Senior Executive Staff (substantive appointments) with significant teaching and learning leadership roles, for example: Deputy Vice-Chancellor (Academic)</li> </ul>	<ul style="list-style-type: none"> <li>National Australian Senior Teaching Fellow</li> <li>National Australian Teaching Fellow</li> <li>National Australian Academic Secondee</li> <li>Higher Education Academy (HEA) Senior Fellow</li> <li>Australian Awards University Teaching (AAUT) Citation Recipient Award</li> <li>Senior Executive Staff (substantive appointments) with significant teaching and learning leadership roles, for example:               <ul style="list-style-type: none"> <li>Deputy Vice-Chancellor (Academic)</li> </ul> </li> <li><b>Higher Education Research and Development Society of Australia (HERDSA) Fellow*</b></li> <li><b>(CPD L3)*</b></li> </ul>
<b>PRINCIPAL FELLOW*</b>	<b>This is a new category</b>	
<b>NEW CATEGORY</b>	<ul style="list-style-type: none"> <li><b>Higher Education Academy (HEA) Principal Fellow</b></li> <li><b>External Category 1 Grant Chief Investigator where the grant has a significant focus on teaching and learning within Higher Education</b></li> <li><b>Australian Awards University Teaching (AAUT) Award Recipient (Individual) (CPD L4)</b></li> </ul>	
<b>HONORARY FELLOW (UNCHANGED)</b>	Colleagues who have previously been professionally affiliated with the University of Wollongong and are endorsed by a current WATTLE Fellow and/or the WATTLE Executive Committee	
	Honorary memberships need to be renewed every 2 years	

**Name: Students as Partners (henceforth SaP) HTG**  
**Number of members: 24**  
**Leaders: Dr Anu Bissoonauth-Bedford (LHA) and Ms Natalie Cutler (SMAH)**  
**Mentor: A/Professor Sarah O'Shea (SOC)**

### **Main Objectives:**

- Develop an active network through which students and staff (academic and administrative) can meet on a regular basis and identify opportunities to collaborate;
- Support small/ seed projects seeking to initiate and strengthen the Student as Partners initiative at UOW by having regular meetings and events;
- Act as a clearing house for Student as Partners projects currently under way across UOW;
- Disseminate and publish research outcomes on the topic of Students and Partners based on activities undertaken at UOW.

### **Highlights of the year**

**March 2017:** Dr Christel Brost, senior lecturer in Graphic Design from the University of Malmö (Sweden) presented her projects that engage students as partners in particular those on: working with students and academic staff to re-design study sessions and courses, and facilitating students and external clients to work on solutions to real-world problems in design. Several UOW students presented their experiences in SaP projects in their disciplines at the workshops.

*Outcome:* This visit generated a groundswell of interest and gave impetus to the WATTLE Hot Topic group aimed at enhancing Students and Partners initiatives occurring at UOW.

**May 2017:** The first Students as Partners Hot topic Group meeting was held at UOW.

*Outcome:* An online survey was developed to map out SaP projects currently under way at UOW. The survey was promoted in Universe (30 May 2017). Results highlighted eight current projects across three faculties as well as Learning, Teaching and Curriculum (LTC):

- LHA (2)
- SMAH (2)
- Social Sciences (2)
- Engineering and Information Sciences (1)
- Learning, Teaching and Curriculum (1)

**July 2017:** Wattle HTG networking event where we showcased our progress to students and academics on an e-poster.

*Outcome: An increase in student membership to the Hot Topic Group.*

**September 2017:** Application for funding for Hot topic forum to be held in 2018 accepted.

*Outcome: Leading academic from University of Queensland accepted invitation to speak at a SaP forum in 2018.*

**December 2017:** Professor Sally Varnham from UTS presented at a WATTLE SaP forum the outcome of her National Senior Teaching Fellowship, focused on working with students as partners: creating a culture of partnership. Five students from LHA and SMAH engaged in SaP projects also presented at the event.

*Outcome: Professor Varnham stimulated some lively discussion about the potential for students as partners at multiple levels of the tertiary education institution, and has generously shared her SaP outcomes and resources to the WATTLE Hot Topic Group.*

### **Plans for 2018: An overview**

- Quarterly meetings for SaP Hot Topic Group to report on progress and explore further opportunities and developments at UOW;
- A series of expert forums and panel discussions, commencing in March 2018, with guest speaker, Dr Lucy Mercer-Mapstone from University of Queensland. A 'save the date' message has already been sent to Wattle members for 26 March 2018.
- Publication of a journal article providing an overview of the challenges and opportunities for developing SaP at UOW and beyond.
- Contribution to wider conversations regarding Students as Partners projects at UOW.
- Encourage and support School and Faculty-based SaP projects across UOW.

Last but not least, we wish to thank WATTLE for their support and assistance during 2017 and we hope to continue with SaP projects at UOW and enhance them further in 2018!

*Anu Bissoonauth-Bedford and Natalie Cutler*

Name: **Transforming Assessments in Higher Education HTG**

Number of members: **18**

Leader: **Dr Pranit Anand (UOW College)**

Mentor: **Dr Simon Bedford (LTC)**

### **Main Objective:**

To create a UOW network to support those directly involved in in this process of creating and designing innovative assessment and feedback.

### **Highlights of the Year:**

The group decided to focus on group work related assessments in 2017. Two main events were organised and was opened up to the greater UOW community, as well as, in the case of the second event, to other universities in NSW especially UNSW and UoN, under the auspices of the NUW alliance.

#### **1. Networking lunch with Prof. Chris Rust**

The group took advantage of Professor Chris Rust's visit to UOW to host a networking lunch. This event was attended by about 35 people from different areas of UOW. Attendees, in small groups, explored different aspects of the topic, with expert input from Chris Rust.

#### **2. Symposium on group work assessments**

A one day symposium was organised, and members of the UOW, UNSW and UoN community were invited to participate in the event, under the auspices of the NUW alliance. Over 45 attendees heard from some great presenters from UOW, UNSW and UoN. This event was core-sponsored by the National Association of Enabling Educators of Australia.

### **Plans for 2018: An overview**

One of the significant plans for 2018 will be to prepare a paper on group work assessments based on the activities and presentations during the events in 2017. This will wrap up the focus topic for 2017, and then the group will be able to identify a focus for 2018.

Name: **Employability Skill Development (ESD) HTG**

Number of members: **10**

Leader: **Dr Venkata Yanamandram (BUS)**

Mentor: **Dr Kathryn Harden Thew (LTC)**

### **Main Objectives:**

1. Share good practices – develop a community of practice in the intersecting domains of work integrated learning (WIL), employability and career development.
2. Gauge staff and students' understanding of employability skill development and how it is currently being developed in various courses.
3. Develop skills matrix, incorporating a scaffolded approach across the learning journey.

### **Highlights of the Year:**

1. In late-May 2017, Dr Deanne Gannaway from University of Queensland presented a seminar and participated in a panel discussion on WIL. As a HTG Lead, I facilitated the panel discussion. Michelle Eady from our HTG was one of the panel members. Some of the other HTG members active participants.
2. In late-June 2017, Chris Rust and Lorna Froud presented on employability skills and graduateness, followed by networking lunch, where some members from HTG raised many practical issues affecting employability.
3. UOW established a WIL Advisory Committee (WIL AC). Three members from HTG are members on this AC (Michelle Eady, Robbie Collins and I). The WIL AC thanked the Sub-committee, including explicitly thanking my contribution toward the development of draft WIL Principles.

### **Plan for 2018:**

The WATTLE ESD Hot Topic Showcase event will be held in late-February / early-March 2018 to showcase contemporary practices in the domain of WIL embedded in UOW degrees at subject and/or course level and its contribution to employability skill development.

Name: **WATTLE Technology that Enhanced Learning (TEL) HTG**

Number of members: **50**

Leader: **Dr Sue Downie (SMAH)**

Mentor: **Dr Ruth Walker (LTC)**

### **Main Objectives:**

To create a network and community of practice for TEL across the University, to be a central place for communication and dissemination of TEL happenings at UOW, and to allow access for IMTS to academic and professional staff who use TEL. Close links with the library, LTC, IMTS and the Educator Development Network are a key focus for this group.

### **Highlights of the year:**

- Two TEL showcase events in T&T Hub, 19th July, 29th November. 35-40 attendees at each event
- Two group meetings 4th May, 8th Sept
- TEL group representation on the AV Advisory group (DVC(A) Portfolio, LTC) by group Leader Dr Sue Downie
- Walkthroughs of the new Library Makerspace organised for group members 24th May and 28th June
- Group success in receiving \$2K funding from WATTLE to support a UOW wide research project on staff and student values and beliefs of TEL in teaching and learning
- Research workshop held 6th Dec for co-investigators of above project to draft questions to be included in surveys and focus groups
- Facilitation of IMTS and LTC 'Technology Enriched Assessment & Feedback Project' (TEAF), flyer attached
- WATTLE TEL hot topic group mentioned by group leader at the EdTechPosium conference held in Canberra Oct 30-31<sup>st</sup>
- 20<sup>th</sup> Sept – Alisa Percy gave a 'Wattle Wednesday' talk about support for research projects for the group and then established a community of practice group with Dr Sue Downie as lead due to her involvement as leader of the TEL hot topic group.

Outcomes/outputs of this group include establishment of new networks across the University, sharing of TEL practice and university resources and opportunities for professional development for staff (ie. showcasing at one of our events and/or participating in skill development opportunities relevant to TEL). Sharing of information from outside of UOW has also been achieved through report backs from various conferences attended by staff members. Research outputs are planned for 2018 directly through our group research project and indirectly through the TEAF project.

## **Plans for 2018:**

- Continuation of TEL showcase events in July and November
- TEL Group research project to be undertaken in Autumn Session
- Research outputs (presentations and publication) from group project
- TEAF project outputs to be shared with the TEL group

APPENDIX THREE: Schedule of events

2016- 2017 WATTLE Schedule of Events		
When	Presenter	Session type and title
Sept '16	WATTLE	Relaunch Event: <b>Quick Connections with Wattle</b>
October '16	Professor Ruth Bridgstock (UNISA)	Workshop: <b>Graduate Employability 2.0: Applying and adapting the connectedness learning educators toolkit for my context</b>
February	Dr John Willison (University of Adelaide)  WATTLE	Workshop : <b>Models of Engaged Learning and Teaching (MELT Workshop)</b>  WATTLE Inaugural Forum: <b>Hot Topics in Learning and Teaching</b>
March	Dr Christel Brost from University of Malmo, Sweden  Dr Ann Rogerson (University of Wollongong )	Symposium: <b>Students as Partners – International Perspectives</b>  Webcast:: <b>How to Interpret a Turnitin Similarity Report</b>
May	Dr Deanne Gannaway (University of Queensland)	Workshop: <b>WIL-ing HASS: Work integrated learning in the Humanities, Arts and Social Sciences</b>
June	Dr Cathy Stone (University of Newcastle)  A/Profs Irina Verenikina, Pauline Jones & Dr Janine Delahunty (University of Wollongong)	Seminar: <b>Improving participation, Success and Retention in Online Higher Education</b>  Fold Website Launch and Seminar: <b>Fostering Asynchronous Online Discussion in Higher Education</b>
July	Professor Chris Rust (Oxford Brookes, UK)  Lorna Froud (UK)  WATTLE	Workshop: <b>Shifting the focus from skills to 'graduateness'.</b>  Workshop: <b>Rethinking Assessment - An Academic Program Director's Guide</b>  Networking Event: <b>Heating up with WATTLE</b>

<p><b>September</b></p>	<p>Professor Barney Dalgarno (Charles Sturt University)</p> <p>A/Prof Chris Tisdell (UNSW) and academic staff from across UOW</p>	<p><b>Webinar Roundtable: State of Play in Digital Enabled Learning</b></p> <p><b>Symposium: Group / Team Work Assessments</b></p>
<p><b>November</b></p>	<p>Dr Michelle Eady (University of Wollongong)</p> <p>Dr Sue Downie (University of Wollongong)</p>	<p><b>Wednesday's with WATTLE: Making good teachers together: Implementing authentic learning through the third space</b></p> <p>Technology Enhanced Learning Showcase</p>
<p><b>December</b></p>	<p>Professor Sally Varnham (University of Technology)</p> <p>Dr Ann Rogerson (University of Wollongong)</p>	<p><b>Seminar: Working with students for students: creating a culture of partnership towards enhancement</b></p> <p><b>Wednesday's with WATTLE: 'It is not just about the method of assessment: The importance of the question asked and the instructions given to ensure integrity'</b></p>

**APPENDIX FOUR: Summary of Qualitative Feedback from Member's survey: November 2018**

If you attended any WATTLE events - can you explain which of these you benefitted from or enjoyed the most?	General Feedback or comments on WATTLE
I really enjoyed the events that brought a variety of people from different areas together, it was great to share information and find out what others are doing	
Well done to the new committee. You have done a great job with WATTLE this year!	
I have enjoyed all of the sessions that I have attended. They are well organised, start and finish on time and are relevant to the teaching and learning arena.	It would be good to receive information on how to move up the WATTLE ladder in terms of levels of membership. It also be good to have a "student member" option.
I like the networking. February Forum.	
Symposium at the start of the year. Exposure to new ideas and new people.	
N/A	WATTLE needs to have a full time core of staff that generates higher degree research into tertiary teaching and learning
The forums have been helpful to see what others are doing in their practice and having ideas to take back and share within my faculty/department.	
They were all unique and beneficial in their own way. I liked the showcase, the guest speakers and the forum. I really liked hearing student perspectives at the forum. But mostly, I like the opportunity to build new networks and share ideas. Thanks for this Wattle!	Such a great community to be involved in
I enjoyed hearing about great teaching ideas	I wonder if the T&L units on campus could make regular presentations about what they are working on and how they can support run-of-the-mill academics across the uni.
Hot topics - received a lot of benefit from this group. Some of the ideas I will be incorporating into my teaching in 2018	Thanks for everyone's hard work. It is appreciated.
The networking and meeting people.	I want to get more involved, but like anything time is an issue
International speakers, practical examples of teaching, updates on what other education institutions are doing.	
I enjoy hearing guest speakers	

<p><b>We are constantly trying to improve WATTLE and would welcome your thoughts on how we can create a 'successful' WATTLE in 2018</b></p>	<p><b>What activities / programs / support would you like to see WATTLE offer in 2018?</b></p>
<p>More presentations in the T&amp;T Hub with a chance to mingle afterwards</p>	
<p>This year was good. Well done. Just keep it up!</p>	<p>similar to this year</p>
<p>Would be great to have a group within WATTLE who publish together in the teaching and learning space. Perhaps we could think about hosting a larger conference in teaching and learning?</p>	<p>Funding support for teaching and learning conferences, and PD opportunities would be excellent (I dare to dream). Perhaps giving us a choice in what topics we would like to see covered at WATTLE sessions?</p>
	<p>loved the February forum - is there another coming up?</p>
<p>More clarity on what it is and how to be involved, maybe outreach at school meetings, not sending emails filled with acronyms!!</p>	<p>Mentorship / partnership program for ECRs, programs or sessions on turning teaching innovations into t&amp;l scholarly publications</p>
<p>Continue to build that sense of community and collegiality through the sharing of practice and relevant events.</p>	<p>The continued sharing of practice from colleagues within UOW as well as beyond. Hands on/interactive workshops on relevant topics. Informal gatherings to talk and build relationship.</p>
<p>The symposium at the beginning of the year was great.</p>	
<p>Have funds to deploy.</p>	<p>AR/VR in teaching</p>
<p>A successful WATTLE event for me is something that I can take away that is directly applicable to my practice.</p>	<p>I am definitely interested to see more about topics related to technology-enhanced learning, as that is my area of interest/specialisation. The hot topics groups have also been good to meet with and share ideas with others with similar interests. Has any thought been given to incorporating reflective practice groups for academics around their teaching and learning? I think there may need to be more offerings focusing on topics such as using rubrics, marking. Also interested in topics about where the sector is going and what impact that has on learning and teaching and getting discussion happening in this area and how we can better and more pro-actively respond to change in our teaching.</p>