The Faculty of the Professions (2013-14)
Learning & Teaching Report
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Welcome from the Executive Dean, Faculty of the Professions

Welcome to the 2013 to 2014 Learning & Teaching Report for the Faculty of the Professions. This report highlights a broad range of learning and teaching initiatives and achievements within the Faculty of the Professions including our achievement of Beacon of Enlightenment learning and teaching targets and a number of Professions’ specific initiatives. Just some of our most noteworthy achievements include:

**Small Group Discovery Experience**
Due to the great diversity of our Programs, the Faculty ran different Small Group Discovery Experiences in the various Schools in 2014. The following courses were the vehicles of this unique pedagogy: Principles of Public Law (for Adelaide Law School students), Economics Mathematics 1 Basic and Advanced (for Economics students), Design Studio (for Architecture and Built Environment students), Accounting Method 1 (for Accounting and Finance students), Foundations of Entrepreneurship (for ECIC students) and, Introduction to Marketing I (for Marketing students) and Introduction to Management I (for Management students). Plans are in place for program-specific SGDE 2nd year and capstone experiences in 2015 and 2016 respectively.

**Curriculum Renewal**
Building on the work initiated at the University level in the Bachelor of Commerce, the Faculty has undertaken in-depth curriculum renewal projects in the Bachelor of Commerce, Bachelor of Economics and Bachelor of Innovation and Entrepreneurship. Extensive curriculum reform has also been undertaken at the Masters' level in all Programs to comply with Australian Qualification Framework requirements and market demand, but more particularly to ensure the quality of our Professions educational proposition.

**Career Readiness**
The Faculty of the Professions is particularly proud of our career readiness offerings as encapsulated in the Adelaide Advantage suite of offerings and the Graduate Career Readiness courses at both undergraduate and postgraduate levels launched in 2014. The Faculty is determined to ensure the employability of our graduates both through the embedding of career readiness within all our programs as well as providing direct links to industry through the Adelaide Advantage.

We would like to thank our Heads of School, Professions Learning Committee and Learning and Teaching Faculty team for their dedication in driving forward University and Faculty initiatives. We would also like to formally wish the School of Education a fond farewell – the School’s staff have taken a leading role in Learning and Teaching in the Faculty and will be sorely missed.

Professor Christopher Findlay
Executive Dean, Faculty of the Professions
Introduction to the 2013-2014 Annual Learning & Teaching Report: Associate Dean, Learning & Teaching

It is with great pleasure that I introduce the 2013 to 2014 Faculty of the Professions Learning & Teaching report. The report represents the sterling work done within the Schools, Centres and Institutes and in particular by the Professions Learning Committee representatives and Learning portfolio as a whole. I would like to especially commend some of the Faculty specific work we have done within the Professions. This includes the development of a Sessional Staff program which is sufficiently generic and discipline-specific to meet the needs of all the disciplines. This is vital work as a large proportion of our teaching within the Faculty is conducted by sessional staff varying from Honours students to disciplinary professionals with many years of experience.

Another important achievement of the Faculty of the Professions this year and a half has been the restructure of the Professions Learning Centre (now called the Professions Learning Unit (PLU)) to a more disciplinarily embedded focus. Their work has included providing expert advice on assessment and course materials to academic staff, embedding workshops and small group interventions into core programs, developing and administering discipline-specific diagnostic English language assessments (DELAs) and providing follow up support to students at risk identified either through the DELA, or by academic staff. The PLU staff have also provided support to Singapore students through workshops and a MyUni course (Professions Academic Language and Learning).

We would like to commend our Office of Learning and Teaching grant and award winners in the Faculty who have provided an excellent example of discipline-relevant learning and teaching prowess.

Another significant achievement has been the running of a vibrant Community of Practice addressing both generic and Professions-specific topics. The Professions webpage and blog, ‘Pedagogical Possibilities’, has also contributed significantly to Faculty and University professional development. I would like to specifically thank the Faculty Learning and Teaching team of Mark Hopps, Stephanie Eglinton-Warner, Caitlin Senior, Kimberley Dwyer, Nishani Singh, Isabella Slevin, Marg Chapman and Athena Kerley who have supported me so well through my time in this challenging role. I would also like to thank Leah Hill and Professor Christopher Findlay whose dedication to learning and teaching matters is exemplary in senior management. The Faculty of the Professions Learning and Teaching Portfolio also wishes to thank the PVCSE (Professor Denise Kirkpatrick), DVCA (Professor Pascale Quester) and University Quality Assurance team who have provided us with support throughout the complex process of AQF accreditation as well as Colleen Ortega (our University provided e-learning advisor).

Dr Michelle Picard

Associate Dean (Learning & Teaching, Faculty of the Professions)
Faculty of the Professions Key Learning and Teaching Staff 2014

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Learning Development Grants

As part of capacity-building in the area of Learning and Teaching and support for staff towards University-level and Office for Learning and Teaching grants and awards, the Faculty of the Professions has awarded a record number of grants and teaching awards in the 2013 to 2014 period. The sections below include a description of the projects in the words of the recipients.

2014 Professions Learning Development Grant Winners

5 Minutes With…

Dr Phil Saj
Adelaide Business School

5 Minutes With… is a series of fifteen short films in which I interview practising auditors about matters that are covered in the courses Auditing III and Auditing and Assurance Services (M). Each film will cover a specific topic and will be shown at the commencement of the lecture (and also posted to MyUni) which deals with that topic. The films will operate much like the vignette case studies, or “scene setters”, that are often included at the beginning of chapters in textbooks. As such, I expect that the films will engage students in their studies by bringing the auditing profession into the classroom, thus providing a context for what is fairly technical course material and stimulating students’ interest in the subject of auditing.

All auditors participating in the films are staff of PwC Adelaide, with two staff, one senior and one junior, being interviewed for each film. PwC has embraced the project more than I originally anticipated such that it is proceeding with a high level of collaboration. Filming will take place in PwC’s offices. Production is by Caspian Design, a company that has made a number of films for the Faculty.

Developing student capabilities to engage in small group discovery and beyond - an online approach

Carolin Plewa (lead), Jodie Conduit and Jasmina Ilicic
Adelaide Business School, Marketing & Management

The current implementation of Small Group Discovery (SGD) in the first year Introduction to Marketing course has led to a number of significant benefits for student learning. As part of the SGD experience, students are required to participate in an online simulation game, which is supported by mentoring sessions with the lecturer-in-charge. The student groups are required to design a marketing strategy, seek and critically analyse information, and hence experience the complexity of a competitive real-world (albeit simulated) environment. However, an analysis of the process and mechanisms students applied to the SGD experience, and student feedback from the first iteration of the experience, suggested that students would benefit from more elaboration on the research required to assist them in making complex marketing decisions.

As a result, this project aims to develop student capabilities to engage in SGDE, by enhancing their skills to engage in the scholarship of discovery through research and generate meaningful decisions in a marketing context. It uses online tools and applications to develop students’ research skills, decision making skills, as well as creative and critical thinking skills, with a particular focus on SGD in a large course environment. The implementation of the project is currently in process, with results not anticipated until the evaluation can be completed at the conclusion of the semester.

Students are required to work collaboratively using a WIKI to develop of a suite of resources that support key marketing decisions and assist in their decision-making. While the resource folder is initially created collaboratively, at the completion of the course, we will engage each student to set up their own personalised resource page. This resource page can then be utilised and extended throughout their university studies, leaving them with a comprehensive resource folder on marketing decision-making, imperative for their career in marketing or business.
The Next Steps Program

Joanna Howe (lead), Leah Blyth, Rose Cecere, Priya Pavri, Annabelle McNeil
Adelaide Law School

This year the Next Steps Seminar Series has been a prominent feature of the Law School timetable. This Series is convened by Dr Joanna Howe, in conjunction with the Adelaide University Law Students’ Society, and seeks to provide our students with the inside knowledge on how to best pursue their professional careers post Law School and with crucial contacts and networking opportunities with legal practitioners. With three Law Schools in South Australia, this program aims to provide our students with an edge in the marketplace and with confidence on how to transition from Law School to the profession. So far, we have held seven seminars this semester, with each attracting a strong turnout of between 70-90 students.

The Faculty Learning Development Grant has enabled us to expand the Next Steps series in 2014 by enabling us to attract high profile and interstate guests, develop a networking component into some of the seminars, offer one-on-one or small group career consultations and build a set of online resources.

In semester one, we ran seminars on applying for clerkships, CV writing and working for government. Each of these seminars involved a panel presentation with a mix of career advice/experts and legal professionals.

In semester two we have run two special evening seminars on the topics of ‘Women and the Law’ and ‘Going to the Bar’. The former involved a panel of six eminent South Australian lawyers, including Judge Sue Cole of the District Court and the seminar on the bar involved four high profile South Australian barristers. Both sessions incorporated a networking component over wine and cheese which gave our students an invaluable opportunity to interact personally with the panel and to practise their networking skills.

In semester two we have also run two lunchtime sessions, the first of which, was on the topic of interview skills. We timed this session to coincide with when many of our students are embarking on clerkship and graduate interviews.

Another lunchtime seminar was held on the topic of ‘From Law School to Solicitor – Making the Transition’. This session sought to demystify the journey from Law School into the profession and provided practical advice on job seeking, the MCPD program and GDLP requirements. The Law Society’s Education Manager, Graeme Jobling provided crucial information on these topics, ably assisted by the Acting Dean of Law, David Brown who provided insight into how our graduates can be more career-ready at the time of their graduation. Two former Adelaide Law School graduates, Gabrielle Golding and Sam Hooper of Tindall Gask Bentley Lawyers, provided invaluable personal stories of their transition from Law School into the profession.

In addition to the seminars, we have also developed a set of online careers resources for students which follow-up on the topics covered in the seminars. Dr Howe has also offered to students a series of one-on-one and/or small group ‘careers consultations’ which involves providing personal and targeted career advice, and feedback on students’ CVs and cover letters.

The feedback from the student cohort has been overwhelmingly positive. The Next Steps seminars are usually booked out within 24 hours of an email going out to students advising them of the upcoming seminar. We have also had interest from Flinders and UniSA law students to attend. Following each of the seminars, we have received many thank-you emails from students, greatly appreciative of our efforts in putting this series together.
Modelling Teacher and Pupil Talk – An Online Tool

Robert Matthews (lead), Judith Thomas, Ursula McGowan and Bill Winser
School of Education

The project goal is to design and implement an online tool that dynamically engages beginning teachers for the complex and essential classroom context of personal and professional spoken literacy. Decades of research have identified key discourse characteristics of ‘teacher and pupil talk’ yet to our knowledge no-one has developed an online package to dynamically immerse beginning teachers in this literacy through an online medium. Thus we aim to develop and make available for beginning teachers a linguistically based platform that immerses and models those aspects of personal and professional spoken classroom literacy. The tool will be designed in accordance with National accreditation standards (AITSL) thus enhancing graduate employment opportunities. We see this tool as a pilot suitable for extension through ARC or OLT grant due to anticipated national and international application and interest.

Appointments of research assistant (Bronwyn Parkin) and software developer (Bronte Moran) and the welcome addition of Dr John Walsh (Department of Linguistics) to the research group all occurred shortly after project commencement. The project has since achieved a clear vision of the conceptual and theoretical framework necessary to underpin the design of the online tool. A paper of this framework is being prepared for publication and will be presented at the HERGA 2014 conference. The necessary resources for the tool have been identified. Primarily these include video, audio and written text each of which captures real-time, unscripted classroom discourse between teacher and pupil. These materials will form the empirical backbone of the online tool. Initial meeting with the software developer has taken place and formal scripting of the tool, slide by slide, has begun. We anticipate completion within the specified timeline.

The tool itself will be embedded into a core course (Student Teacher Interaction) within the 4th Year B Teach and GDE programs. After completion of the online tool, students will apply their insights by performing explicit aspects of dialogue in their own classroom simulation exercises. This is an intermediary step to their experience of school placement later in the semester. We also see spin-offs in the Beacon project as discourse in the small group discovery process will, in part, conform to the typical IRE model (teacher Initiates, student Responds, teacher Evaluates and responds - but at deeper levels of conceptual complexity) and so our tool should be adaptable to model these interactions also.

The project team gratefully acknowledges the financial support of the Faculty of Professions.

Live Streaming the Classroom - leaving no student behind

Roberta Crouch (lead), Jacqueline Stockley, Marziah Zarazillah, Catherine Cherry
Adelaide Business School, Marketing & Management

To date the live streaming project is being piloted in 3 classes, Australian Wine in the Asian Century, Winery Business Management and Advanced Wine Marketing. We are gathering quantitative data in only one course, Advanced Wine Marketing, but will be gathering qualitative data from students across all the courses named. For AWM students were asked to complete a pre-start survey outlining their expectations regarding on line materials and approaches and the recording of lectures, external students were also asked about their previous experience with remote learning. At the end of the course, students will be asked to report their post course experience including the opportunity to watch a video recording as opposed to just an audio ‘voice over slides’ and for those students that have joined the class in real time from a remote location their views on the approach and whether or not they found it useful. To date we have at least one student in the Hunter Valley in Advanced Wine Marketing who joins the chat at every opportunity and more students that join in during a live streamed ‘tutorial’ called ‘Top Up Tuesday’ that the lecturer is running every Tuesday evening from his home to allow students to join in and ask extra questions outside of the usual contact time allocation. That initiative is proving very engaging and may be something for us to consider ‘building in’ future courses.
Online modules to help academics and tutors facilitate SGDEs

John Willison (lead), Cally Guerin and Edward Palmer

School of Education

As academics at the University of Adelaide prepare for Second Year students to engage with SGDE in 2015 and Third Year students in 2016 there are many models of implementation that can be drawn on and lessons that can be learned from 2014. Chaplin (2004) warned that given discovery experiences across their undergraduate degree, Third Year students tend to apply the ‘same degree of sophistication as in their first year’, unless there is clear and coherent scaffolding of relevant student skills. Therefore not only are the lessons learned and specific examples important, but also a representation of how to enable educators to scaffold the development of student research skills within each semester’s SGDE and to articulate the linkages between each experience.

This project therefore has three aims:

- To enable coordinating academics and tutors to plan for the development of student research skills in advance of SGDE
- To enable senior academics leading small groups in the SGDE to develop a pedagogy appropriate for undergraduate discovery.
- To enable coordinating academics to facilitate a coherent SGDE experience across the undergraduate years

When completed, this project will provide interactive online modules to help educators think through the issues of planning and facilitating SGDEs that scaffold student research skill development across the undergraduate years.

Achieved to date:

- Video and photo capture of multiple SGDE sessions in Professions and Engineering
- Video editing of several sessions
- Website structure finalized and webdev version in progress
- Trial and commencement of using Articulate to design modules

Several more video capture sessions will occur after the break. Most of the remaining time will be spent on video-editing, story boarding and development of articulate modules.
Enhanced Analytics: Tracking Learning progress

Sivakumar Alagumalai (lead), Grant Rodwell, Francisco Ben, Judith Thomas, Colleen Ortega, Simon Skrodal
School of Education

The use of ICT for education, through MOOCs and blended learning, continues to provide learners opportunities and access to content. However, numerous research studies and reports continue to highlight the urgent need to ‘track learning engagement and interactions’ of content that is made available online. This content includes pdf documents, video recordings, sound clips and simulations.

‘Performance Dashboards’ on MyUni do not aptly capture the crucial engagement and understanding of online content. Pdfs and videos are ubiquitous multimedia assets, which could also have little (or no) interactivity or engagement (Skrodal, 2010). Linearity of information presented and accessed, with little opportunities to interrogate content and gauge student’s learning raise questions about the value and quality of online content. Basic access information on ‘performance dashboards’ which indicate dates/times are inadequate to support evidence-based curriculum reviews, renewal and redesign.

The project team has identified three Curriculum & Methodology courses (History, Languages and Science) offered to GDE/BTeach-4th Year students in the School of Education, to embed learning/pedagogical markers (rich-tasks and quizzes) in selected content, and to provide course lecturers with data (and metadata) on content engagement, interactions and understanding. Embedding rich tasks through ‘response required’ quizzes and activities, flips traditional online learning to one that provides learners understanding of their progressions in learning, and gives access to course lecturers information into how, when and what in regard to content use and associated learning processes.

Two learning modules have been extended with rich-tasks and quizzes, and synchronized with MyUni’s SCORM capabilities. Two prototypes (Science) have been tested successfully to generate SCORM Reports in MyUni. Students in the three Curriculum & Methodology courses will access these enhanced learning modules, and data generated used for the final phase of the project.

What’s next: The information collected will be used for the following:
> Gauge reading/engagement with online content
> Evaluate understanding of selected key concepts
> Identify uncovered (non-read / not-reached) content

In summary, the above sets of information will be used to extrapolate learning and to facilitate curriculum renewal, thus enhanced (or advanced) analytics.

Reference:
Moving toward a more fully blended learning environment in the ECIC through conversion of existing face-to-face courses

Wendy Lindsay (lead) and Simon Williams
Entrepreneurship, Commercialisation & Innovation Centre

This project converts 4 courses to a blended learning delivery model in line with the Beacon initiative to provide greater flexibility in meeting the mobile learning expectations of students. The schedule of conversions uses differing pedagogical approaches to combine effective learning and socialisation opportunities.

Over time instructors will continue to create modular, structured, mini key-concept video lectures which can be viewed multiple times. Interactive low-stakes formative assessments will be built into these videos and supporting interactive slide-decks to provide data to track student progress and identify gaps in their comprehension. Recorded in class lectures will provide a further learning resource for multiple viewing. Technology will be used as an enabler for students to more effectively share ideas, collaborate and curate content to produce mastery-based learning. Data collected will be used to improve the interactive learning and teaching elements within these courses to enable and focus in-class time on:

> collaborative application tasks so students derive deeper levels of learning through distributed group expertise to produce individual, shared and collective understanding of course content and graduate attributes
> student-centred, authentic learning activities that more closely mirror work practices
> producing enterprising capabilities and skills that will relate to industry needs.

After initial delivery, these first 4 course conversions will be evaluated and feedback sought to inform the remainder of the courses to be converted to a more fully blended learning delivery model.

Once all BIE courses are converted, it is anticipated that this program will become a viable option as an articulation pathway for students in regional and rural areas (online modularised content supported by regional practicums) who may not otherwise be able to attend regular University classes.
2013 Professions Learning Development Grant Winners

Enhancing visual literacy and critical analytical design capacity online: group sharing of visual urban data

Jo Russell-Clarke  
School of Architecture & Built Environment

The prime aim of the grant was to develop methods and media platforms to integrate and leverage the near-ubiquitous use of digital photography/visual recording as a sophisticated and engaging tool for visual critique and urban site analysis by students.

While the originally hope was to run the project in a live studio class (first semester 2014), a mock studio scenario was trialled in 2013, which proved valuable and ultimately preferable to familiarise staff with the technologies and their potentials. The original principal aim of the project remained: to research selected platforms and their tools and establish skills to set-up and guide students in use of visual-rich online platforms for organising, sharing and critiquing visual data. This work was subsequently applied in a 2014 O-Week activity and also then within the first-year studio as a small group discovery activity. The project explored three online social media sites: Facebook, Pinterest and Flickr, following an initial analysis of six sites/platforms selected as most appropriate to manage visual material.

The participants included myself as a studio (and project) co-ordinator, a skilled contract course coordinator and casual tutors, all of whom were likely to be involved in this or similar activity in 2014 SGDE. We were fortunate to also have the assistance of Alison Miller, a research support consultant with expertise in these platforms. She was able to bring the perspective of a non-design participant, as would be a commencing student.

The immediate outcomes were familiarity and confidence with establishing a presence in several online platforms, and an understanding of the particular advantages and disadvantages of working in each platform environment with reference to a list of typical needs regarding visual data recording, uploading, sharing and critique. In other words, the teaching staff learned how to make best use of three particular, free, online platforms to work and efficiently share visual material with students. This basic enhanced facility has potential application in many courses in design programs.

Teaching Critical Analysis in the Online Learning Environment and Increasing Teaching Efficiency with Online Content Delivery in Australian Constitutional Law

Gabrielle Appleby  
Adelaide Law School

The grant was used to develop a series of videos on important constitutional law cases covered in the course. The videos included the historical and political background and impact of the cases, a critical discussion of the reasoning, and a critical discussion engaged in between the lecturer and another person (who may be another lecturer in the course, an adjunct professor, or a legal practitioner who may have been involved in the particular case discussed, although the key here was that they brought a different perspective to the case). Created in 2014, these videos will be a resource that can be drawn on in later years and will allow large groups of students to see critical discussion modelled in an intimate setting. These changes have also allowed me to use creatively the time and spaces that I do have with my students. Lectures are now designed around modelling answers to critical discussion and problem questions. Student feedback on both the use of the videos and the more interactive lecture-style this has facilitated has been extremely positive. I am currently in the process of disseminating the project and student responses to a wider audience through seminars and publications.
Integrating an Academic and Professional Literacy Framework (APLF) in an Undergraduate Accounting Program

Nishani Singh and Lisa Powell

Professional Learning Unit and Adelaide Business School

In 2013 we implemented a pilot study in the Bachelor of Commerce in the discipline of accounting to further develop students’ academic and professional literacy practices. This pilot preceded the integration of an APLF in core courses of undergraduate programs across the Schools of the Faculty of Professions. We were awarded a Learning Development Grant of $9,946.11 in September 2013 by The Faculty of Professions to review the pilot and in particular, to improve the online support resources in the core courses.

The pilot involved developing students’ academic literacy practices through scaffolded learning activities in six core courses across the three years of the accounting major. The key features of the implementation were a high level of collaboration between academic teaching staff and learning advisors of the Professions Learning Unit (PLU). It involved a whole language approach where both student and teacher are on a continuum of learning. The implementation is informed by the theoretical framework of New Literacy Studies (NLS) (Gee 2012, 1990) and is identified as best practice in learning support (Buzzi, Grimes & Rolls, 2012; Dunworth & Briguglio, 2010; Purser, Skillen, Deane, Donohue and Peake, 2008).

Embedding graduate attributes in every program is a central focus of the University of Adelaide’s Beacon of Enlightenment 2013 (p. 10). In the Business School, academic and professional literacies have been identified by external and professional accreditation bodies (AACSB, ICAA and CPA Australia) as essential attributes for Business graduates. Further, this project is consistent with TEQSA’s requirement for developing five Threshold Learning Outcomes (TLO’s) for Accounting. The two TLO’s that are the focus of the project are self-management, communications and teamwork (ALTC 2010, pp.10-13), which are foundational for the development of the other three TLO’s of judgement, knowledge and application skills.

Initial findings based on students’ reflections and informal surveys indicate that most students perceived the integration of the ALF as positively impacting the development of their academic and professional literacy practices. The implementation and formal review of the ALF will continue throughout 2014.

References:


Purser E, Skillen J, Deane M, Donohue J, Peake K 2008 Developing Academic Literacy in Context www.zeitschrift-schreiben.eu

University of Adelaide, 2013 Beacon of Enlightenment
Designing an intercultural learning environment for first year students that encounter three aspects: a video demonstration, an e-learning and a face to face communication assemblage

Nina Maadad, Dr Igusti Darmawan and Ms Akiko Tomita
School of Education and Centre for Asian Studies

Previously a pilot study was conducted involving 1st year education students (approximately 300) which highlighted a lack of intercultural understanding amongst students and a failure to incorporate it in the classroom. Similarly, a study with 1st year Japanese students (approximately 250) was conducted to measure and assess the student’s engagement in language and culture.

With the assistance of the Faculty of the Professions Learning Development Grant, a questionnaire was sent out to all 1st year students enrolled in both education and Japanese language, asking them about their intercultural experience at the University of Adelaide. Further, an evaluation form was designed and distributed to students to elaborate on their experiences and comment on how they view interactions between them and others of differing cultural groups. This included their experience of online discussions on MyUni and face-to-face discussion in the classroom which was a part of the course designed to enhance the implementation of small group discovery as a part of assessment.

The questionnaires were processed, analysed and evaluated, and 8 students were invited to take part in a face-to-face interview session. The interviews were recorded and edited on video to demonstrate examples of student’s ideas and views towards strengthening the intercultural learning environment at the University. The video has been made available to view on MyUni for education and Japanese language courses. Having a video facilitates the ability to demonstrate to first year students’ scenarios within a diverse classroom and how trans-cultural and/or intercultural interaction may occur. The aim is establish an understanding of the importance of intercultural awareness and learning. It encourages the interaction between students of differing cultural groups and for them to learn from each other. Currently, the video is being re-edited by the University’s Marketing & Communication department to promote the intercultural environment at the University of Adelaide.

The result of student evaluations shows that having and promoting an intercultural learning environment within the courses for education and Japanese language improves student’s critical thinking. It also develops skills of interpreting and understanding one’s own point of view and others which is vital for fostering life-long learning.

E-Learning in the Academic Program of the Institute for International Trade

Uwe Kaufmann
Institute for International Trade

The student cohort of the Masters of International Trade and Development of the Institute for International Trade is diverse in nature. An internal review showed that the diverse background of students provided different levels of knowledge in the field of research and referencing. To successfully achieve the teaching goals, the lecturer in charge was forced to spend additional time explaining basic knowledge and skills to students to ensure that a standard level of knowledge and skills was met.

Therefore, to assist the lecturer in charge with his teaching and allow him to focus on crucial elements of the course, we decided to develop an e-learning component to our course TRADE 7003 Research Methods in International Trade which assisted the students in the undertaking of their research component. The e-learning course developed provided the students with the basic knowledge of how to undertake proper referencing, tailored to the field of research in international trade.

The e-learning program was designed in a manner to provide students with ongoing access to the resources throughout the program. As the e-learning course was uploaded onto MyUni, students were able to have real-time access. Being able to access the e-learning course anytime and anywhere ensures that the students have the required basic knowledge immediately to undertake their studies successfully.
The implementation of the online learning aligned well with the Beacon’s focus on small group discovery and provided a useful add-on to the face-to-face sessions. The online learning content ensured that students have the basic knowledge so that the focus of the face-to-face sessions can be on the application of the knowledge, dissection of case studies, and workings on the projects. Initial feedback provided from students and the lecturer was that the resource had assisted students and lecturer equally. A formal review and further enhancement of the course has been scheduled.

Writing School Reports – An Online Tool

Robert Matthews, Ursula McGowan, Judith Thomas, Bill Winser
School of Education

The project goal was to develop and implement an online tool through the MyUni system to instruct beginning teachers in the 4th Year Bachelor of Teaching and Graduate Diploma in Education Programs in the writing of effective ‘end of term’ school reports as part of their preparation for Teaching Practice. Incorporation of such a tool would fill an existing gap in the Bachelor and Diploma Programs. Upon completion of the tool, all students would apply their new knowledge by writing a self-report of their simulation classroom teaching (In the Student Teacher Interaction course all students practise teaching in small groups as a simulation of the real classroom) making use of the structures and vocabulary of the end-of-term reports encountered in the tool. Thus the application of the online report writing tool becomes an authentic assessment piece (applied in real context), comprehensively embedded into a core course.

The online tool - of 38 pages in articulate storyline format - was completed within the time frame of the research project. The tool provides examples of well-written school reports to serve as models at three levels (high, satisfactory and unsatisfactory) and contains activities where students interact with the tool to analyse and co-construct school reports scaffolded by the tool. All materials are based on authentic reports sourced from practising teachers that have been de-identified, linguistically analysed and pedagogically presented by the team experts in literacy and language education. Formal implementation of the tool was achieved in first semester 2014 through incorporation into the core course Student Teacher Interaction (220 students). Readily accessible through the course’s MyUni platform, the tool achieved 99% participation (completion of the tool was recorded and was a minor contribution to the course grade). Survey results from students indicated high support for the design and usefulness of the tool. Students then demonstrated their uptake from the tool through the self-appraisal of their practice in the classroom simulation (also a minor summative assessment). Thus, following effective pedagogic design, the tool became fully embedded into the course’s structure.

The project team gratefully acknowledges the financial support of the Faculty of Professions

Development of blended learning and small group discovery course materials and methodologies in order to create the eChallenge 3 unit course for undergraduate and postgraduate students

Dr Gary Hancock
Entrepreneurship, Commercialisation & Innovation Centre

The aim of this project was to produce supporting materials and methodologies for the eChallenge course that provide an enriched online environment for the newly created 3 unit courses (for both undergraduate and postgraduate students). It involved converting existing materials used in the eChallenge competition to address blended learning, specifically “flipped classroom” techniques and small group discovery experiences. Some specific aspects of the project resulted in addressing student preferences that include flexibility and innovation in learning which are ideally addressed by the flipped classroom and blended learning methodologies.
The eChallenge course engages extensively with business and industry professionals. This provides an excellent opportunity for experiential learning and developing research skills in a ‘real world’ context. The development of the materials and methodologies through this project assist students in their preparation for transferring to the business world by being exposed to small group learning, and in particular small group discovery. The course is structured around teamwork and students are required to engage with an industry expert in a small group interaction while they research and develop their opportunities. They also receive support by the lead academic in both a class environment and in their groups. These face-to-face learning experiences are enhanced through the use of newly developed online components that include quizzes, videos, and web-links.

The eChallenge course has proven very popular with 40 enrolments in 2014, up from 8 in 2013. We anticipate the course will continue to be popular, and more improvements will be introduced for next year.

SGDE for Introduction to Mathematical Economics I (Basic and Advanced courses)

Virginie Masson
School of Economics

The development of SGDE in Economics was mainly motivated by the need for our students to explore what economics is really about. Often, students enrolled in economic courses wrongly believe that mathematics are optional, thus having little to no interest in the mathematical foundations presented in Introduction to Mathematical Economics I (advanced and basic).

With the technical skills students acquire during the semester in mind, we developed a series of projects around some contemporaneous economic policy/news. Each project requires students to answer approximately 15 questions divided into three groups:

> The first group of questions requires some information to be gathered directly from the article
> The second group of questions leads students to extract new information from their previous answers. The aim is to deepen their understanding of the article.
> The last group of questions relates the article to the content covered in the course and illustrate how the analysis can be expanded.

Although SGDE has been challenging in the basic course, due mainly to a lack of knowledge of current economic issues and mathematical skills, students in the advanced course responded very well to the activity.

Students enrolled in the basic course have little to no mathematical background and it is thus understandable that such activity can be overwhelming. It is however important for them to understand that if they wish to continue in Economics, they need to develop those technical skills. SGDE has been very helpful in motivating them to do so.

Advanced students are naturally drawn to economic issues. With the SGDE, they were offered the opportunity to debate their opinions/ideas with others about current economic problems using a more rigorous approach. The interaction with them was different as they focused more on the economic content and less on the technical aspect.

Overall, SGDE has been a good addition to these courses’ activities.
Self-study interactive online modules for Intermediate Financial Reporting

Robyn Davidson  
*Adelaide Business School, Accounting & Finance*

A self-study interactive module was created using Articulate Storyline. The module covers fundamental material on the accounting Conceptual Framework and is divided into four segments each ending in an assessment task, contains over 150 slides, over 500 layers, has numerous interactive activities throughout, and takes students over two hours to complete.

The module was used in the class ACCTING 7020 Intermediate Financial Reporting for the first time in semester one, 2014. The module was embedded into MyUni and made available to students in the week leading up to what would have been the traditional lecture on this content. Students were required to complete the module before the normal lecture time. Over 400 students have used it in 2014. As students have self-learnt the fundamental concepts by using the self-study module the traditional lecture was replaced with an interactive question and answer session. Usually the traditional lecture would involve students listening to a presentation given by the lecturer. This lecture, accompanied by a PowerPoint presentation and student notes, basically followed the material presented in the relevant chapters of the prescribed textbook. Instead the two hour lecture time was used to give students questions that covered all of the key concepts from the Conceptual Framework. Questions were presented to students by way of a PowerPoint. Discussion revolved around what the questions were actually asking and how to approach answering such a question. Students were encouraged to provide ideas for the answer rather than just presenting them with an ideal answer. The effectiveness of this is limited by what can be achieved with a large class in a lecture theatre setting.

Accessing the effectiveness of online modules is currently being undertaken by an honours student. As of yet no empirical results are available to justify the effectiveness of its use, however, my initial perception is that it was received both positively and negatively. Students appeared to have a better understanding of the material in the tutorial in the following week than what they have had in previous years and some student provided positive feedback. However, the attitude of some students is that 'it is just another thing we have to do', and they do it in the fastest possible way without really embracing what they can learn from it.
Executive Dean Award Winners
2014 Professions Executive Dean Award Winners

*Nam Nguyen and Ockie Bosch*
Awarded for teaching in Systems Thinking courses.

*Anne Hewitt and Matthew Stubbs*
Awarded for the creation of a series of ten online learning modules which help students to learn professional legal skills.

*Ursula McGowan*
Awarded for work with Sessional Staff

*Julia Miller*
Awarded for work with the AusAid Introductory Academic Program and her Language online materials.
2013 Professions Executive Dean Award Winners

Nicholas Sim
Awarded for outstanding teaching in Economics and econometrics.

Bryan Howieson
Awarded for a major assessment task creation on oral communication skills conducted in the undergraduate subject Corporat Accounting III.

Christopher Graves
Awarded for progress made in the introduction and refinement of the undergraduate commerce course titled ‘Small and Family Business Perspectives.’

Nishani Singh
Awarded for support and development of students in the University Prepatory Program.

Robert Matthews
Awarded for progress made coordinating and teaching 4th year B. Teach and GDE Programs.

Uwe Kaufmann
Awarded for work with tutorials in first year economics courses and overcoming core challenges.
OLT Fellowship, Grant and Citation Recipients
Faculty of the Professions staff have been extremely successful in obtaining Office for Learning and Teaching grants and awards in the 2013-2014 period. The following descriptions on pages 24 and 25 are as recorded on the Office for Learning and Teaching web pages.

Office for Learning and Teaching 2014 Successful Fellowship Recipient

Realising research modes of learning for Masters by coursework using state-based clusters

Dr John Willison
National Teaching Fellowship

Universities in Australia and internationally are adopting research modes of learning to cognitively and socially engage students and to demonstrate how their research environments genuinely influence programs of study. For Masters by coursework, this pedagogical shift is accentuated by the research requirements of Australian Qualifications Framework level 9 (Masters) and the expected through-traffic to PhD studies. However, pedagogies that facilitate effective learning in research mode are currently underdeveloped at Masters level.

This fellowship will facilitate the development of research pedagogies appropriate for Masters by coursework degree programs. Using the Research Skill Development framework as a language in common, the fellowship will foster collegial networks in four states that act as points of crystallisation and action for developing these pedagogies and draw widespread attention to the project. Such clusters and emerging research pedagogies will be of particular importance in enabling international students to satisfy the research requirements of Masters study and all students to develop appropriate cognitive skills for employment or PhD study.
Online resources to support international students’ English language development

Project Leader: Dr Julia Miller
Lead institution: The University of Adelaide
Partner Institutions: Edith Cowan University, Victoria University and Henan University (China)
Funding: $220,000

Concern over the English language proficiency of international students in Australia means that there is a need for language support to help them increase their intercultural competency and communicate more effectively with lecturers and peers. Online resources can meet the needs of large numbers of students but they should be appealing and user-friendly.

This project will create a series of five videos and accompanying exercises to be placed on an existing, freely available website. Evaluation of the first resource in this series, created with an OLT seed fund grant, was overwhelmingly positive, and the proposed project will build on this success by addressing five new areas. The new materials will have the potential to be placed on any learning management system and embedded into different disciplines, and are ideal for a flipped classroom approach.

Smart casual: towards excellence in sessional teaching in law

Project Leader: Ms Anne Hewitt
Lead institution: The University of Adelaide
Partner Institutions: Flinders University, The University of Western Australia
Funding: $49,000

This pilot project will identify unmet needs in the professional development of law sessional teachers and will create, trial and evaluate discipline-specific development materials for use across Australia. The project will lay the foundation for a subsequent proposal to develop a comprehensive law-specific sessional teacher development program, embedding the use of materials developed in this project.

Shared mastery: an international collaborative approach to masters in landscape architecture (LA)

Project Leader: Dr SueAnne Ware
Lead institution: RMIT University
Partner Institutions: The University of Adelaide, The University of Melbourne, The University of Western Australia, Lincoln University (NZ)
Funding: $47,000

This project will 1) develop models for a blended curriculum which emphasises partner programs’ unique strengths; 2) develop common courseware for shared subjects via e-learning modes; 3) upgrade transferable LA curricula and pedagogy to an international level; 4) increase student and academic mobility and international expertise in a global market; and 5) establish an identifiable worldwide network, at the forefront of applied LA education.
Office for Learning and Teaching Citation for Outstanding Contributions to Student Learning 2013

Building numbers of Aboriginal and Torres Strait Islander law students and helping them succeed in their studies won national recognition in 2013 for Adelaide Law School Senior Lecturer Dr Matthew Stubbs. He was one of four University of Adelaide staff to receive a Citation for Outstanding Contributions to Student Learning from the Office for Learning and Teaching (OLT), a $10,000 national teaching award.

Dr Stubbs was recognised for his proactive pastoral care and inclusive academic support of the University’s Indigenous law students. He has also developed new entry pathways into Law and raised awareness about legal study among Indigenous communities.

“Legal education offers Indigenous students the opportunity to make a real difference in their communities,” says Dr Stubbs. “I feel really privileged to work with these fantastic students and help them develop the skills to become successful legal professionals and the next generation of Aboriginal leaders.

“By their first day of University, I usually know all the new Aboriginal or Torres Strait Islander students and am ready to help them in any way I can throughout their University life. I want to make sure that each and every one of them has the opportunity to shine in the University of Adelaide’s Law School.”

The OLT citations are awarded annually to individuals and teams who have made a significant contribution to the quality of student learning over a sustained period.

“This national award reinforces the University of Adelaide’s commitment to Indigenous education and widening access,” said Dean of Law Professor John Williams. “Matthew’s dedication and personal effort have made a tremendous contribution to Indigenous education in the Law School and enhancing the achievement of our students.”

Adelaide Law School has 20 Aboriginal and Torres Strait Islander students currently enrolled in undergraduate and postgraduate courses, and is a leader in Indigenous education at the University of Adelaide.
Celebrating Excellence

Professions Celebration of Learning and Teaching 2013

Former Business School Dean, Jerry Adams, Dean of Law Melissa de Zwart and Associate Dean Learning and Teaching, Michelle Picard

Virginie Masson and Executive Dean Christopher Findlay
Director of ECIC Noel Lindsay and Executive Dean Christopher Findlay

Executive Dean Christopher Findlay, Uwe Kaufmann, and Shoo Lin Siah
Sessional Teaching Program Graduates Angela Nyambura Gichaga and Fizza Sabir

Jo Russell-Clarke and Executive Dean Christopher Findlay
Pedagogical Possibilities

The Pedagogical Possibilities site is designed to assist academics improve the quality of their teaching and their students' learning. The Pedagogical Possibilities blog has two main purposes: to catch attention and direct educators to the website; and to stimulate thought about learning & teaching.

The current focus of Pedagogical Possibilities is to help academics in meeting the Beacon of Enlightenment strategic goals, particularly delivery of the Small-Group Discovery Experience (SGDE), regardless of discipline or class sizes. This is likely to be the predominant focus until the SGDE has rolled out across all year levels. After that the focus will broaden to other issues, but it's too early to predict what those will be.

Pedagogical Possibilities is broader, however, than just the SGDE. A change management framework for improving learning and teaching has been structured with three intersecting concepts: Macro, Micro, and Mecro. Macro approaches address the issues – design, delivery method, and even whole pedagogical approach – for whole course or program change (also needed when creating a course). Micro refers to a method of changing learning and teaching through tiny steps – any little change to any aspect of learning and teaching (delivery, design, assessment…) can be taken as an isolated micro step, as even the smallest micro improvement can have a big impact on our students' learning. Mecro is the use of a deliberately mechanical approach of constant implementation of micro changes in an ongoing process that will cumulatively cause macro level change (this can be a less painful method of achieving macro-level change than wholesale all-at-once redesign.) Following this Macro-Micro-Mecro concept, the website addresses broader Macro issues such as Pedagogy and Scholarship (including an interview with the VC on the Humboldt Model and how it influences the Beacon strategy, as well as some exploration of other scholarly pedagogical theories and models); through to Micro methods and tools. The Tips & Tools section is in early stages, but is designed to provide simple examples and descriptions of tools and methods – particularly in support of the SGDE.

Immediate future development will be focusing on tools for group development, group management and group assessment, as well as more tools and methods for dealing with Professions’ large classes (300 – 1000 students), particularly in flipped classroom design. The next development after that is planned around tools and supports for easier adoption of blended and eLearning, and will interface significantly with the materials being provided by the Learning Technologies teams. In fact, I am trying to provide links to each of the various learning support sites provided but distributed across all the different divisions, departments, faculties and schools in the university so that Pedagogical Possibilities not only provides a great deal of helpful material itself, but becomes a pivotal site for accessing all the pedagogical supports the university offers from one easily-found location. Nevertheless, although the site is currently usable with some breadth and specificity provided already, there is a lot of work left to be done to develop into the fully useful and usable tool it should be to support our academics in their learning and teaching efforts.
Indigenous Student Learning and Teaching

The Faculty of the Professions acknowledges the Kaurna people, the original custodians of the Adelaide Plains and the land on which the University’s main campus is located, and is committed to ensuring that Indigenous knowledge and perspectives are a defining element of the institution's strategic, teaching, research, and community engagement activities.

The University has implemented an integrated Aboriginal and Torres Strait Islander Education Strategy, the Tarrkarri Tirrka (Future Learning) (2013-2023). The Faculty of the Professions values diversity and inclusive learning and has prioritised Aboriginal and Torres Strait Islander Education according to Tarrkarri Tirrka recommendations. Within a decade the Professions aims to achieve a 2% Indigenous student participation and staff workforce. The Professions continues to meet all success indicators and timelines as outlined by the Tarrkarri Tirrka. More information on this strategy can be found at www.adelaide.edu.au/indigenous-education/education/tarrkarri-tirrka.pdf.

The Faculty congratulates Dwayne Coulthard for being awarded 2014 SA NAIDOC Scholar of the Year. The award recognises not only Dwayne’s academic achievements, but his work as a cadet at the Legal Services Commission, and his extensive community involvement including through the Australian Indigenous Mentoring initiative (AIME) and as Youth Ambassador for South Australia for the Recognise This youth campaign for Aboriginal and Torres Strait Islander constitutional recognition.

Associate Dean of Diversity and Inclusion, Laura Grenfell

The Faculty has now established the role of Associate Dean - Diversity and Inclusion. This role is aimed at improving the Faculty’s diversity in both its staff and student cohorts. Diversity is defined in broad terms, and the immediate interest is the participation of women and of members of Aboriginal and Torres Strait Islander communities in various areas and roles in the Faculty according to the targets outlined by the Tarrkarri Tirrka. In addition to increasing the diversity of our community, the Associate Dean also oversees the inclusion of diverse groups into the work of the Faculty and the development of cultural competency initiatives within our community. Support and retention of members of these groups is just as important as their recruitment.

Laura Grenfell was appointed to this position this year for a two year term. Dr Grenfell is a Senior Lecturer in the Law School and the Faculty’s representative on the University’s Gender, Equity and Diversity Committee. She has a LLM from the University of Toronto and a PhD from the ANU. She practised law with the SA Crown Solicitor’s Office before joining Adelaide Law School in 2002. Dr Grenfell teaches Human Rights Law, Public Law, Post-conflict Justice and Comparative Constitutional Law. Since 2002 she has established two internship programmes, the Human Rights Internship and the Public Law Internship, which enable students to gain practical experience in the fields of human rights and public law. Dr Grenfell’s research focuses on human rights and equality in Australia and the Asia-Pacific region.

Indigenous Student Mentor, Caitlin Senior

The Faculty has established the role of Indigenous Student Mentor. This role is aimed at improving support and retention for Aboriginal and Torres Strait Islander students and maintaining Faculty contact and communication with Wirltu Yarlu. The Indigenous Student Mentor is available to assist Aboriginal and Torres Strait Islander students with any issues that may be affecting their studies and facilitate introductions to other university support staff.
Learning and Teaching Highlights: Schools and Centres

Besides their achievements in Faculty, University and National grants and awards and their participation in University-wide initiatives, the Schools, Centres and Institutes have also initiated a number of local-lead projects relevant to their disciplines. The following sections consist of reports from each of the Schools, Centres and Institutes on local learning and teaching issues.

School of Architecture & Built Environment

The School of Architecture & Built Environment has been extremely busy over the past year in reorganising the School learning committee. Professor Jon Kellett has been appointed as convenor of the reorganised committee and meetings are scheduled monthly to immediately follow the Professions Learning Committee (PLC) meetings and deal with business flowing from PLC.

The committee has reached agreement on Honours equivalence requirements for a final year Architecture project that will allow for application to PhD.

A School teaching and learning day was held on the 24 of July 2014. The following issues were covered:

- Report on progress since program review 3 years ago
- Program learning outcomes
- Approaches to studio teaching
- Student retention
- Actions to address student literacy
- Future directions

The School was fortunate enough to obtain a Beacon Initiative award of $10,000 to fund two IT based learning projects:

Project 1: Electronic submission and marking of large format drawings and images.
Project 2: Production of a set of co-ordinated e-books and hard copy materials to inform future teaching on Adelaide.

The School has also been busy working on revisions to the Master of Planning and Master of Planning (Urban Design) Programs and developing a new Master of Property program. Documentation was prepared and submitted through the Faculty Learning Committee and Board and the M Property was submitted to PAEC in September and resubmitted in October. M Planning programs were submitted to PAEC in October.

The School has also refined its assessment policy to address student workload and retention issues.

Adelaide Business School

Among the most important Strategic Priorities of the Business School is to deliver our existing academic programs together with delivering new programs which are aligned to the shifting market for business education and provide greater choice and more flexibility of options and schedule at both the undergraduate and graduate level.

In the postgraduate area, we intend to move forward with concept proposals for new programs in areas including Management, Ag Business, Public Administration, Health Administration and Financial Management and a series of dual options (packaging the single masters into more doubles). The two most popular postgraduate specialised courses among many of our peer schools are 'Master of Management' and 'Master of Finance' but there is market demand in other areas such as health and public administration. Further, we recognise many international students may be interested in either 36 unit or 48 unit programs and combining will allow the school some differentiation as we have successfully done with Accounting & Finance. To be more competitive some students want two degrees. We will utilise as much as possible the common core approach to ensure economies of scale and enrich the learning experience so that students in our programs can interact with each other in the classroom.
And further, as we expand the masters portfolio to new markets more of our postgraduate courses will need be made available through selective online delivery and delivered in the trimester basis (allowing rolling admissions for some multiple times a year).

In addition, the undergraduate program will be based on a common core approach, and we intend to add more flexibility of options with some additional concentrations.

As the concept proposals are developed we will begin the process of presentation to our School learning and teaching (academic governance committee) for discussion and approval and provide market demand data as well as competitor information from G08 and AACSB peers. We would like to introduce new options for 2016. We will need to outline the process, timeframe, and support in the process to move to the final stage of Academic Board approval so that we are prepared to offer a number of additional single and dual discipline Master Programs in 2016.

**Current Single Master Programs**
Master of Applied Finance  
Master of Professional Accounting  
Master of Marketing  
Master of Commerce+ (+still requires AQF submission)  
Master of International Business  
Master of Business Administration  
Master of Wine Business  
Master of Accounting and Finance

**Current Dual Master Programs**
Master of Accounting and Finance  
Master of Accounting and Marketing  
Master of Finance and Economics

**Proposed additional Single Master Programs for 2016**
Master of Management (36 units)  
Master of Finance (36 units)  
Master of Public Administration (36 units)  
Master of Health Administration (36 units)  
Master of Agricultural Business (36 units)  
Master of Entrepreneurship (36 units)

**Proposed additional Dual Master Programs for 2016:**
Master of Marketing and International Business (48 units)  
Master of Management and Finance  
Master of Trade/Development and Finance  
Master of Marketing and Management

**Accreditation**
AACSB (Association to Advance Collegiate Schools of Business International) accreditation represents the highest standard of achievement for business schools as less than 5% of schools worldwide have earned this accreditation. In terms of learning and teaching, AACSB-accredited schools must pass very rigorous quality assurance standards so maintaining accreditation symbolises our commitment to providing world-class education. Accreditation also provides a concrete framework for our school to continually measure program and school quality, and allows us to continue improving our undergraduate and postgraduate programs. It challenges us to pursue excellence and find ways of improving the content and delivery of the business programs. AACSB accreditation ensures our programs will be recognised anywhere in the world and that our education meets the highest standards measured against the world’s top schools. It also provides enhanced recognition and strategic advantage as more schools seek accreditation, and more students, business and industry partners recognise its value.
Adelaide Law School

In 2013-14 Adelaide Law School academic and professional staff continued to work on teaching excellence, as well as a number of initiatives to enhance student wellbeing and academic achievement. Teaching activities covered an impressive spectrum from undergraduate to postgraduate level. The engagement of Law School academics within other university programs offered by the Faculties of the Professions, Health Sciences, Engineering, Computer and Mathematical Sciences and Humanities and Social Sciences continued to increase. Notably the School welcomed to the Law School a number of academic staff who formerly taught law courses in the Business School.

Integrated learning opportunities were a particular feature of the Law School’s activities with international study tours to Europe and the US providing particularly exciting and challenging options outside of the traditional classroom. Clinical Legal Education, Adelaide Law Reform, Adelaide Law Review and a variety of internship courses also provided undergraduate law students with excellent opportunities to apply their knowledge to practical legal problems. The Small Group Discovery Experience was rolled out to our first year students in Principles of Public Law.

While a number of Law School PhD students successfully completed their doctorates, the cohort of PhD students continued to grow. At the time of writing the total number of doctoral students was at an all-time high with 32 current enrolments. Moreover, in September 2014 the Law School hosted a postgraduate workshop, which attracted top students from interstate Universities.

The workshop exposed prospective students to our PhD program and also gave them the opportunity to work with prospective supervisors. This is just one of the strategies we are currently pursuing to sustainably grow the program.

The Law School’s emphasis on supporting student learning led to a particular focus on student wellbeing in 2013-14. The Lex Salus program offered a range of activities from table tennis, meditation, yoga and knitting. The highly successful Next Steps seminars supported career readiness. Topics covered included Women and the Law, Interview Skills, Transitioning From Law School to Solicitor and Going to the Bar. Dr Matthew Stubbs continued to provide targeted mentoring and support activities to the Law School’s community of Aboriginal and Torres Strait Islander students. The Associate Teacher program continued to support excellence for sessional teachers, as did the companion Teaching Fellowship program, for those PhD candidates who also took on teaching duties.

The Adelaide Law School continued to offer innovative and vibrant programs to students at a variety of levels of tertiary study. In addition it supported student wellbeing and achievement with new initiatives crafted to enhance student engagement and opportunity.

School of Economics

The Bachelor of Economics (Advanced) began by welcoming its inaugural cohort of students this year. We have 19 students enrolled in the degree and participating in a variety of events with academic staff. Moreover, 10 of them are studying their first of the three unique courses: Advanced Economic Analysis II. The unique courses have been designed with the Beacon in mind. A variety of delivery methods, lots of research content and exposure to our best researchers are the key features. The degree will be officially launched on October 14th, with a public lecture held by Prof Andrew Leigh, MP.

Small Group Discovery Experience has been implemented in Introduction to Mathematical Economics (Basic) and Introduction to Mathematical Economics (Advanced) using mathematical tools to analyse contemporary economics problems.

The Tutor Development Program has been updated and 7 new tutors are participating in the program in semester 2 to become Teaching Associates of the Faculty of the Professions.
Within-semester assessment in Principles of Microeconomics and Principles of Macroeconomics (approximately 1000 students take each subject each year) is now fully online with instant-feedback quizzes and assignments marked by tutors through turn-it-in. Within-semester assessment in Australia in the Global Economy is also fully online, with assignments, group projects and problems.

Academic literacy for students studying the Masters of Applied Economics degrees is being improved through a series of workshops offered in particular for students undertaking a Master thesis project. Workshops were developed with and conducted by Athena Kerley from the Professions Learning Unit. The intention is to improve the writing and presentation skills of students, including a particular focus on the requirements and challenges for non-native English speakers. This also allows academic supervisors to focus more strongly on the research component of the thesis.

**Global Food Studies**

Global Food Studies officially joined the Faculty of Professions in 2013. Our academic programs include the following: (i) Master of Global Food and Agricultural Business (MGFAB); (ii) Graduate Diploma in Global Food and Agricultural Business; and (iii) Graduate Certificate in Global Food and Agricultural Business. Our Master’s program is a 48 unit program with a volume of learning equivalent to two years. Between 2013 and 2014, there have been some significant developments in Learning and Teaching in GFS to respond to the growing number of MGFAB students. These include the following:

**The development of MGFAB Research Project Guidelines and supporting activities**

In 2013, we started developing the guideline for the 12 unit compulsory research project. This was motivated by an increased demand for a more structured program and a document that can provide detailed information about various aspects related to conducting a research project (e.g. types of research projects, available support, format of the final report, and grading assessment). The guideline was developed with consultations with a number of staff at the university to ensure our program’s compliance with the AQF and University of Adelaide Research requirements for Master’s Program. We also adopted the Research Skill Development (RSD) Framework developed by Dr John Willison. We have received very positive feedback from students on the use of this guideline and observed that the guideline can minimise the time required to respond to students’ enquiries.

Collaborating with Isabella Slevin and Marg Chapman from the Professions Learning Unit, we have also designed and delivered a series of workshops to MGFAB students covering topics such as academic literature review, writing a research proposal, editing final report, etc as well as GFS discipline-specific content run by Dr Risti Permani including data analysis, questionnaire design, the Structure, Conduct and Performance (SCP) concept and market analysis, etc.

**Internship and joint-supervisory programs**

In order to provide opportunities for students to get on-ground experience, we have worked with a number of institutions including the CSIRO, PIRSA, Harvestmoon, AlmondCo, etc developing internship programs and a joint-research project supervisory arrangement with Elders. Mr Craig Johns leads this initiative.

**GFS Program Review**

In the week beginning 22nd September, GFS conducted a program review. The review panel consisted of Professor David Suter (University of Adelaide), Professor Ellen Goddard (University of Alberta, Canada) and Mr Stephen Jeisman (Learning and Quality Support, University of Adelaide). The program review has provided an excellent opportunity for our program to review our alignment with the University’s strategic direction outlined in the 2013-2022 Strategic Plan, *Beacon of Enlightenment*. 
The Institute for International Trade

The Institute for International Trade (IIT) is a business unit within the Faculty of the Professions, undertaking training, teaching and research into the legal, economic and political issues associated with international trade and development. IIT currently offers a number of post-graduate programs, including the 36-unit Master of International Trade and Development (MITD), as well as Graduate Diploma and Graduate Certificate qualifications, and the Professional Certificate in International Trade (PCIT). Two academic staff have been recruited in 2014 to provide support in the delivery of academic courses and programs and related research.

The PCIT, first offered in 2005/06, currently consists of two courses: International Trade – Negotiations and Agreements (TRADE 5000), and International Trade – Strategies and Opportunities (TRADE 5001). Enrolments in these two courses have continued to grow steadily over the years, and attract students undertaking a range of programs including business, economics, and global food studies, as well as international trade.

The MITD was first introduced in 2010. IIT staff and associate experts deliver about three quarters of the courses making up the program, including 10 TRADE core courses and electives as well as International Trade Law (LAW 7070), with other law and economics courses also able to be undertaken as part of the MITD. In addition to TRADE 5000 and TRADE 5001, IIT currently offers the following courses:

- TRADE 7003: Research Methods in International Trade
- TRADE 7004: Principles of International Trade and Development
- TRADE 7005: Agriculture and Food in International Trade
- TRADE 7006: Research Project in International Trade (A)
- TRADE 7007: MNCs, Trade and Sustainable Development
- TRADE 7008: Services Trade and Developing World Labour Markets
- TRADE 7009: International Aid and Trade
- TRADE 7010: Research Project in International Trade (B)

As part of the AQF process carried out in 2013/14, IIT conducted light touch reviews of the core TRADE courses and research projects in the MITD program (TRADE 5000, TRADE 5001, TRADE 7003, TRADE 7004, TRADE 7005, TRADE 7006, and TRADE 7010). In future iterations of the program, the current Project A core course and the Project B elective will both become core courses, and will combine to make up a suite of at least 9 units of research related courses from 2016, including TRADE 7003, TRADE 7006, and TRADE 7010. In 2015, in accordance with interim decisions taken by the University, a 48-unit MITD program will be offered.

In addition, IIT has developed initiatives to cross-promote its international training programs for foreign trade officials and its academic offerings, as well as integrating wider government and University priorities. The PCIT is currently ‘embedded’ in its Australia Award program for African trade officials, funded by the Department of Foreign Affairs and Trade, providing successful candidates with two course credits towards future studies for an MITD. Trainees from IIT’s Pacific and Africa trade training programs have now commenced in the past year, or are applying to undertake, further research studies at M.Phil. or Ph.D. level at the University of Adelaide.

IIT is adding components of indigenous studies and gender awareness in its training programs and modules, including for trainees undertaking the PCIT, with a recent presentation provided in 2014 by the Dean of Indigenous Education from Wirltu Yarlu. Our teaching and training offerings also incorporate community engagement with industry, through site visits to a number of South Australian businesses and exporters.
Entrepreneurship, Commercialisation & Innovation Centre

Learning and Teaching projects and endeavours within the ECIC have largely been channelled towards meeting the blended learning initiatives contained in the Beacon of Enlightenment. Our work in progress during the year has been to diversify learning content, structure and environments to create situations and scenarios that are reflective of those in which students will practice. Our approach has been experimental with works in progress that can be continually evaluated and adjusted based on outcomes achieved and feedback received.

Specific examples of key learning and teaching activities and developments follow:

**Master of Applied Innovation & Entrepreneurship (MAIE)**
**Master of Applied Project Management (MAPM)**
**Bachelor of Innovation and Entrepreneurship (BIE)**
All courses within the three programs were evaluated and specific courses selected for an evolving conversion schedule to provide a final modularised structure that offers numerous variations of blended learning, adaptable to delivery on campus, online, in rural areas or regional centres. Measurement and evaluation of these initial courses will inform us in relation to the remainder of course conversions to be undertaken.

In addition to the structured conversions above, a number of other courses have been modified to move closer towards a more fully blended learning model. Examples of modifications include online simulations, online pre-work leading to research outcomes and projects undertaken during class time, online engagement during interim period between two teaching intensives, online quizzing and other low stakes online formative assessment, etc.

**eChallenge**
The online eChallenge course content has continued to be improved and enriched. The course is now offered in a superior full blended delivery with all content online, supported by facilitated workshops and team mentoring sessions with relevant industry and government professionals. This course will be further enhanced within the next two months in preparation to open enrolment to our partner French institutions.

A validation of the value-add that enrolled students gain from this eChallenge Competition course (compared to the public stream) is of the final six teams selected from the semi-finals judging, five of those teams include enrolled students.

**ThIncLab**
After a successful pilot in 2013, the Commercialisation Accelerator Program was launched mid-2014. This program offers fully online modularised content, facilitated practicums, and engagement with industry, government and university mentors.

The ThIncLab Incubator will move to Nexus 10 in 2015 providing students with value-add learning, teaching and mentoring resources offered within the Accelerator Program and improved access to the Incubator facility.

**Study Tour**
A new initiative is the ECIC’s first study tour which takes place in South Africa in November 2014. This Study Tour is constructed around a Small Group Discovery Experience regarding entrepreneurial leadership and establishing businesses in hostile environments.

If this first tour is as successful as we anticipate, 2 study tours will be offered in 2015:
> a slightly differentiated replication of the South Africa tour, and
> Silicon Valley/Boston – structured around creativity and innovation
OR
> France – to further build the partner relationships and linkages initiated through the licencing of the eChallenge
**Fully Online Delivery (Colloquy)**
The MAIE and MAPM offered wholly online through Colloquy’s LEARN Portal continue to reflect increased enrolments. These online offerings have been a good proving ground for better utilisation of MyUni in moving towards blended learning.

A number of these online courses are currently undergoing a revision process to ensure they mirror the modified on-ground blended course offerings, with the remaining courses receiving sequential attention during 2015.

**AdelaideX**
Early initial work has commenced on the second round course (Entrepreneurship) to be offered through AdelaideX in the second half of 2015.

We continue to view different pedagogical approaches that combine effective socialisation opportunities of the classroom with the greater flexibility of technological improvements to better enable access to content anywhere-anytime and shift the focus from time-based teaching to mastery-based learning.

We use metrics where possible from the improved MyUni courses to provide data on how students’ access and use course resources. This information will continue to inform the ECIC in producing different configurations of blended learning to meet students’ preferences and expectations.
Farewell to the School of Education

The School of Education has been extremely busy in the learning and teaching sphere over the past two years and has also made a significant contribution at both the Faculty and University level.

Structure
The School has restructured its learning committee to consist of a representative for Teacher Education, Higher Education, International, Assessment, Professional Staff and the Learning and Teaching Associate Head. The aim is to be more streamlined, but to invite all staff to relevant Program planning meetings. The School has also refocussed the Assessment Review Committee to ensure rigorous moderation and assessment of all courses on and offshore.

Teacher Education Program Activities
A major focus has been preparing for five yearly accreditation of our initial Teacher Education programs. This has been challenging as there is still no clarity around whether a Master degree will become the State standard for initial teacher education. The School is extremely proud of its Bachelor of Teaching undergraduate program which includes teaching related courses alongside a deep disciplinary background in Arts, Sciences, Mathematics, Computer Sciences or Economics. Alongside this process, we have been reviewing individual course offering within the degree as well as the composition of the practicum component. The School's Small Group Discovery Experience was ably led by Dr Anthony Potts in the Schools and Policy course where he led an examination of policies in the media and in practice in South Australian schools.

Practicum
We have once again placed large numbers (over 520 per year) of practicum students at 1st, 3rd and final year (BTeach and GradDip) within our partner schools and further enhanced our relationships by offering a tailored Master degree to teachers at Mark Oliphant College and other schools within the Peachy Road corridor. We have worked in consultation within our partner schools and set up a formal advisory group to receive advice on the structure and reporting on practicum. One particular achievement of our practicum has been to organise visits for students to Indigenous Schools in regional South Australia as an addition to the final year practicum. Based on feedback from the Schools, we have developed online reporting functionality and continue to enhance our students' ability to teach and conduct administration using online platforms.

Innovations
An important innovation within the School of Education teacher education programs has been the introduction of an E-portfolio through which students demonstrate their ability to meet Australian Professional Standards for Teachers (APST) at a Graduate and Proficient level before graduating. Students demonstrate their accomplishment of each standard with an online component. Our 2013 Graduates have lauded the Portfolio initiative and have stated that it has significantly assisted them in the process of applying for positions. The School of Education has also been asked to present on E-portfolios at a number of our partner schools to assist existing staff with their professional development. Another innovation has been the introduction of diagnostic academic language and literacy testing in conjunction with Dr Nishani Singh from the Professions Learning Unit. The testing has been followed up by a series of School-based workshops for students identified as ‘at risk’ in the semester breaks which have addressed language and literacy issues as well as the popular oral communication workshops entitled ‘Teaching with confidence’.

Higher Education Programs
Our MEd program and embedded Graduate Certificates, which mainly serve lecturers in Higher Education and senior teachers and educational administrators, have been under review to refine our specialisations to meet market demands and further enhance our researcher development within the Program in line with Australian Qualifications Framework requirements. We have also been working with our partners in Singapore to ensure the harmonization of the Master Program across campuses.

The University Preparatory Program has continued to go from strength to strength supporting and enabling entry for students from non-traditional academic backgrounds to enter into University and prepare them for demanding courses such as Nursing, other Health Sciences, Arts and Sciences.
The selection process has been reviewed and we have continued to receive University support for participants who attend free of charge.

The International Academic Program sponsored by AusAid has also been run three times since July 2013 with intensives of five weeks in January to February and in the July break. We had a record number of 90 participants in semester 1, 2014.

The Integrated Bridging Program-Research (IBP-R) which serves all international PhD students and local PhDs with English as an Additional Language also ran three times (over three semesters) in 2013 and has thus far had two semesters in 2014. This ground-breaking Program which regularly hosts international visitors and scholars who are interested in its role as best-practice model for researcher education celebrated its 20 year anniversary in April 2014. The IBP-R had 81 participants, 56 participants and 57 participants in Semester 1, 2 and 3 respectively of 2013 and thus far has had 65 and 62 participants in semester 1 and 2 of 2014. The program includes 12 workshops, 12 discipline-focussed seminars and individual appointments with each participant and involves feedback and participation of their research supervisors. The Researcher Education and Development Unit (RED) has also ran Faculty-specific writing and communication workshops twice a year in each Faculty and has facilitated approximately 20 writing groups in the disciplines (5 two hours sessions per group) over this time. RED has also provided numerous individual appointments for HDRs as well as staff programs including Supervision Inductions, the Exploring Supervision Program and the GO8 Future Research Leaders Program. Master level students across the University also attend the Research Design, Research Communication and Research Processes courses which are also a compulsory part of the MPhil program for international students who have not been exempted.

Higher Education staff have also contributed to learning and teaching initiatives across the University. Most notably, Dr John Willison and Dr Edward Palmer have assisted the PVCSE in Small Group Discovery Experience Workshops and Dr Willison has also contributed significantly to the development of Program structure and pedagogy for the Professions Research courses at a Masters level. Dr Cally Guerin and other RED team members have also provided workshops on demand on a range of issues across the University. Julia Miller and Richard Warner have also contributed to language and academic literacy in general with their OLT project focussing on humorous videos and resources supporting English at University.

The Higher Education team are also key members in the Higher Education community with Dr Edward Palmer leading the Higher Education Research Group of Adelaide (HERGA) conference in September/October of both years, the RED team co-chairing the 2014 Quality in Postgraduate Research conference and the School of Education Higher Education team hosting the Learning in Higher Education (LIHE) international symposium in November of this year.

We have enjoyed working within the Faculty of the Professions and appreciated the support we have received in all our endeavours. We hope to continue to contribute in our new Faculty, the Faculty of Humanities and Social Sciences (soon to be Faculty of Arts).
Small Group Discovery Experience (SGDE)

Although achieving the goals of Small Group Discovery Experience as identified in the Beacon of Enlightenment was particularly challenging in the Faculty of the Professions with large classes, a large international cohort and professional accreditation requirements, the initiative was enthusiastically embraced by academics in all our Schools and Centres. We believe that we have achieved the goals of meaningful interaction for undergraduate students with senior research active academics around research skills development in small groups. As the Faculty is so diverse, we needed to implement a separate SGDE in most of the Programs. Our 2014 1st year SGDEs were as follows:

School of Education: The SGDE was implemented in Schools and Policy I by Dr Tony Potts and Dr Nina Maadad. The experience focussed around how educational policies are reported in the media and their practical application in South Australian Schools.

Accounting and Finance: The SGDE for these disciplines focussed around 3 weeks of tutorials in Accounting Method I with Dr Tony McMurtrie facilitating all tutorials in this period. Students worked with the senior academic on accounting issues as identified in newspaper articles and the analysis of research questions around these articles.

Marketing: The SGDE was implemented in the Marketing I course where students participated in a simulation of a marketing research activity around designing and marketing a backpack under the guidance of Dr Carolin Plewa and Dr Jasmina Ilicic.

Management: The SGDE was implemented in the Management I course. Mentoring sessions were held with small groups outside of class times and were facilitated by a number of senior academics in the discipline. Students were guided through a real life management issue and had to produce a report.

Economics: The SGDE in Economics was delivered in Mathematics for Economics I in both the basic and advanced courses by Dr Virginie Masson. The focus was on identifying economics issues and their application in newspaper articles.

Architecture and Built Environment: This SGDE was implemented in the Design Studio I course and was initiated and facilitated by Dr Jo Russell-Clark and Dr Amit Srivastava. The experience focussed on students using social media to simulate the interactions of architects around solving a technical design program.

Law: The SGDE was implemented in the Principles of Public Law course by Dr Matthew Stubbs. The experience involved sessions in the library under the guidance of a senior academic where students had to research important cases and apply these to a question.

Entrepreneurship, Commercialisation & Innovation Centre: This SGDE was delivered in the Foundations of Entrepreneurship. The course focussed around researching and building a resource base for a new venture.

The Faculty has evaluated these experiences in a SWOT analysis meeting and two Community of Practice meetings where the staff involved in 2014 SGDEs provided advice and support to those developing the 2015 second year SGDEs. Academics involved noted that the SGDE helped to make professional research skills explicit to the students and highlighted the importance of group work.
eLearning Initiatives and Faculty Contribution

E-learning has remained a dynamic area of learning and teaching within the Faculty throughout 2014. Across the Faculty, we are continuing to stride forward to meet the online learning targets laid out by the Beacon of Enlightenment. 96.5% of Undergraduate Courses and 85.5% of Postgraduate courses in Professions have an active online presence in MyUni (semester-based courses, 18 of the 19 ‘offline’ courses have eight or less students enrolled). As a Faculty, we are above the University average in our use of MyUni (in 9 out of 12 areas).

We have continued to expand our eLearning practice through MyUni and other eLearning tools and enhance the student experience during 2014. Innovation and sharing good practice have defined the eLearning space across the Faculty.

In addition to eLearning innovation encouraged through Faculty Learning and Development Grants, staff have continued to participate in School, Faculty, and University-based eLearning events and initiatives. Many of these have been supported by the Learning Technologies Team.

From March to September, 2014, over 150 instances of eLearning support were sought by Academic staff in the Faculty across four categories.

Events

The Power of Learning Analytics, presentation and workshop by Dr. Grace Lynch (Executive Member at SoLAR Society for Learning Analytics Research)

Expanded Practice in MyUni Showcase, Learning Technologies Team
Presenters from Faculty: Sivakumar Alagumalai (School of Education) and Chelsea Liu (Accounting & Finance)

Blended…irresistibly good learning, Learning Technologies Team
Workshop presenter and panellist from Faculty: Dr Gabrielle Appleby (Law School), Tweeting the Law

Creating Technology Enhanced Learning (2 part series), facilitated by Ms. Colleen Ortega, eLearning Adviser

> Part 1: 21st Century Learning Design
> Part 2: TPACK Framework
Workshops
MyUni for You, over 50 workshops run throughout the year customised for the Faculty
Articulate Storyline, four introductory sessions run within the Faculty

eAssessment by Design, program run by the Learning Technologies Team
Faculty Participants: Dr Tony McMurtrie (Accounting and Finance), Dr Lisa Powell (Accounting and Finance), Dr Nishani Singh (Professions Learning Centre)

Storyline
Academics involved in the University trial of the software program Articulate Storyline are continuing to produce eLearning modules to support their students varied learning styles. The types of modules created include: lecture replacement (flipped classroom), School-specific skills development for use during a program, decision making practice, and knowledge self-check.

eMarking and eFeedback
With the expansion of online assessment and electronic submission of student work, many Course-Coordinators are continuing to explore eMarking and eFeedback for students. This includes courses that do not use the ‘traditional written assignment’ – courses that have math, drawing, or presentation-based assessments are also exploring this area.

Voice Tools
A trial of MyUni Voice tools (to be completed in October in the School of Architecture & Built Environment) uses Voice Podcaster in the course Design Studio III to record in-class student presentations and instructor critique. The recordings are made available in MyUni for students to reflect on their own presentation and feedback - and learn from other students presentations. Course Coordinator, Mr. Gavin Chow.

The Faculty of the Professions wishes to thank Colleen Ortega for her sterling role in leading e-learning in the Faculty and her strategic advice to Heads of School and the Learning and Teaching Portfolio and wish her all the best with caring for the new addition to her family. We also wish to thank Mary Hill (our e-learning advisor from October onwards) for her support thus far and look forward to a productive relationship in future.
Diagnostic Testing

Professions Assessment of Academic Literacies (PAAL)

Nishani Singh and the other Professions Learning Unit team members worked with the Schools to develop diagnostic tests that were first taken by students this year. The diagnostic test was set-up to identify issues in professional and academic literacy development. Each student receives feedback on their results and actions to take to improve areas where test results highlight the need for further development.

**Semester I 2014**

**School of Accounting & Finance**

A total of 588 students took the test in the Accounting for Decision Makers (ADM) course. Approximately 50% (324 out of 588), 45% (267 out of 588) and 30% (173 out of 588) of the students did not meet the requirements in writing for commencing undergraduate study in organisation, content and language use, respectively. Organisation (i.e. structure, coherence, development of argument) was not met by approximately half of the group.

A workshop titled “Structuring and communicating an argument in writing in a short answer format” was delivered in the ADM course which 22 students attended. The student evaluation of the workshop found that all of the 22 students perceived the workshop to be useful to their learning, 21 perceived it to be relevant to their coursework and one student was unsure if the workshop was relevant to her/his coursework.

**School of Marketing & Management**

In total 304 students took the test in the Introduction to Marketing (IM) course. Approximately 29% (88 out of 304), 24% (72 out of 304), and 10% (29 out of 304) did not meet the requirements in writing for commencing undergraduate study in organisation, content and language use, respectively.

A workshop titled “Structuring a short and long essay exam question” was delivered within lecture time in the IM course which 152 students attended. The student evaluation of the workshop found that 149 students perceived the workshop to be useful to their learning and 148 students perceived the workshop to be relevant to their coursework.

**Semester 2 2014**

**School of Accounting & Finance**

In total 296 students took the test in the ADM course. The decision was taken to specifically identify students who had not met requirements for writing for commencing undergraduate study in all three criteria organisation, content and language use. Although the workshop was opened to the entire cohort, these twelve students were specifically invited to attend. The student evaluation of the workshop found that all of the 21 students perceived the workshop to be useful to their learning and relevant to their coursework.

Across both semesters, for all workshops the most important benefit that students gained from attendance was the use of materials, analysis of issues and questions taken from their coursework. The test was administered in the IM course in semester 2, 2014.
Communities of Practice

The Faculty has been running an array of energetic Communities of Practice addressing both generic and Professions-specific topics. Below is a list of Community of Practice themes from 2013 and 2014.

Community of Practice Sessions 2014

12 February: Guest presenter Grace Lynch workshop and presentation on “Using Data to Improve Student Engagement and Outcomes”

26 February: Grant and Award Writing Retreat

19 March: Sessional Staff - Ursula McGowan provided a synopsis of the Professions Sessional Teaching Program, Parts 1, 2 & 3. Anne Hewitt gave an overview of the Law School’s Sessional Staff Program. Michelle Picard outlined the Faculty’s initiatives and strategies

21 March: SGDE - Jo Russell-Clarke gave a 20 minute presentation on "The Eventful and the Eventual: Immediacy, Indeterminacy and Idiocy" as related to SGDE. Tony McMurtrie gave a 10 minute presentation on current SGDE practices

21 & 23 May: AQF 9 and Capstones with John Willison and Stephanie Eglinton-Warner

13 & 15 August: Career Readiness with Anna Cosentino, Jen Clark and Olga Muzychenko

17 & 19 September: Small Group Discovery Experience follow-up

23 October: Faculty Celebration of Learning and Teaching

19 & 21 November: Student satisfaction, student experience and curriculum renewal

Community of Practice Sessions June-November 2013

12 & 14 June: Small Group Discovery Experiences

10 & 12 July: Enhancing MyUni project with Mark Wittervan, eLearning advisor for the Faculty of Professions

30 August: Aligning SGDE to Explicit Program Intentions

26 September: Celebration of Learning and Teaching

16 & 18 October: Academic and Professional Literacies

30 October & 1 November: Standards and Professional Development for Sessional Staff

7 November: Corinne Hahn, guest presentation. Corinne is an Associate Professor at the Information and operations Management Department of ESCP Europe Paris campus. She holds a Doctorate in Mathematics and Applications and teaches Statistics. Her research focuses on issues related to teaching and learning on cooperative education programmes.

13 November: Workshop on Publishing in Higher and Professional Education with Professor Malcolm Tight, a professor in the Centre for Higher Education Research and Evaluation at Lancaster University in the United Kingdom. He is a major contributor to all areas of Higher Education research.
Sessional Teaching Development

In 2013, the Professions Learning and Teaching committee collated information on the recruitment, induction, training and ongoing professional development of sessional staff in the Faculty of the Professions. Sessional Staff can be defined as academic staff who are not on permanent or continuing contracts. This includes any academic staff member on a casual or short-term contract. The role of sessional staff can vary from a tutor or demonstrator to someone entirely responsible for teaching and even, in rare cases, coordinating of a course. Sessional staff are extremely important to the Faculty as over half our teaching is conducted by sessional staff. Also, sessional staff who have professional experience are of great importance for work-relevant expertise in this career-focussed Faculty. The experience and qualifications of sessional staff members is also extremely varied. They can be new graduates with little or no teaching or professional experience, but equally can be highly experienced professionals and/or university teachers. SELTS and Course Experience Questionnaire (CEQ) results in this Faculty suggested that issues with sessional staff form one of the most regular comments in the open-ended response questions. These include requests for the following:

- Better qualified staff
- Staff with better teaching skills
- Friendly approachable staff
- Staff who care about the students
- Staff who more clearly articulate learning, assessment, course and program outcomes
- Better communication skills from sessional staff
- Staff with the ability to explain concepts and relate them to the real world
- Staff with professional experience
- Staff who are able to cope with group work and assessment
- Staff who provide feedback

However, on the other hand, in focus groups held by the Professions Hub, almost diametrically opposite information has been collected with students praising the following features of sessional staff:

- Industry/field experience
- Enthusiasm
- Approachability
- Good pedagogy

Therefore, the Faculty wanted to ensure a consistent and effective sessional staff development program for this diverse cohort. The Faculty of the Professions has had various iterations of sessional staff development, most recently the Professional Sessional Teaching Program (PST1, 2 and 3) run by Ursula McGowan from the Discipline of Higher Education (School of Education). These three workshops focussed on Learning as Guided Discovery; 2, Learning as Discovery and 3, Discovery as Research. From 2013 to date 41 staff have completed the full Program. However, with the retirement of Ursula, and based on the identified need by staff for a more flexible and discipline-focussed delivery, a new sessional staff program was implemented in July 2014 by Dr Nishani Singh and Dr Michelle Picard. This program has also been extended to sessional staff at Ngee Ann Adelaide in Singapore.
The Sessional Teaching Development Program now consists of the following components:

a) A School/Centre induction run by Professional and/or academic staff in the discipline.

b) A workshop run by Faculty Learning and Teaching focussing on expectations of quality of teaching and student support and providing examples of how sessional staff can provide evidence that they meet these expectations.

c) Engagement with a mentor. Sessional staff are appointed a discipline-relevant mentor who observes and provides feedback on their teaching. The mentee also observes the mentor’s teaching and has productive discussions around teaching in the discipline.

d) A portfolio of evidence. The Sessional staff member collates and provides evidence (e.g. materials, feedback from students and mentors and reflection on own teaching) in a portfolio that they meet the Faculty expectations for quality teaching and student support.

e) The portfolio is evaluated and feedback is provided by Dr Singh or a discipline delegate.

Thus far, we have delivered five Faculty-based workshops for sessional staff; two in the Business School, one for Economics staff, one for Architecture and Built Environment Staff and one in Singapore. We will be running an additional workshop for ECIC staff in November as well as an additional one in Singapore. The Adelaide Law School has their own parallel program which has been awarded an Office for Learning and Teaching Grant. Approximately 30 participants are currently completing the programs. The Faculty workshop feedback was extremely positive with participants enjoying the practical and applicable activities and interactions with Dr Singh and Picard as well as the clarity of expectations and how they can meet them.

We hope to continue this Program in 2015 and ensure that all sessional staff in the Faculty can demonstrate the quality of their teaching and engagement with the students.
profSupport

At the end of 2013 the University made the decision to disband the Transition & Advisory Support unit. With this decision each Faculty was tasked with absorbing the responsibility of providing transition support to new students. The Undergraduate Hub, in its ongoing commitment to improving the student experience, launched the profSupport program in response to this change.

Our Faculty had been fortunate to secure some funding for this project which provided an opportunity for us to reflect on our current services, and determine how a program could be implemented to best service the students’ needs and compliment the support services already provided by areas such as Counselling, Maths Learning Centre, etc.

The principle behind profSupport is one of a peer to peer approach as opposed to a staff to student approach. It is envisioned that students will be more comfortable and forthcoming with a peer than they are with a staff member as there is hierarchy. While Hub staff determine the list of students to be contacted (by various triggers that avoid overlap with Hobsons), it is the Student Leaders who make contact with their peers and offer assistance where appropriate. It must be stressed that Student Leaders are not expected to act as counsellors and solve problems, but rather to refer students onto the relevant support area.

Thus far, the program has made 2989 single contacts with students, with 1179 single contacts in semester 1 and 1810 in semester 2. Semester 2 is still ongoing with Student Leaders due to contact students before the commencement of SWOTVAC. Students are asked various questions in relation to their academic, personal, social and financial situation which may be currently affecting their studies. With the students who have responded to these particular areas of concern we have been able to identify some trends. Academically most students struggled with understanding of materials in tutorials and lectures (36%) followed by keeping up with the pace of coursework. The most common referral to academic support was to lecturers and tutors (25%) followed by study coaches (24%), PASS (16%) and the maths and writing centres (18%). It has been found that students are not forthcoming about personal issues, which is expected, with only a total of 27 students identifying some form of personal issue. Although these are small numbers, our Student Leaders continue to make referrals to personal support services to ensure that students are aware that they can use them. Of students who identified some form of personal issue, 82% were being referred to Counselling and Disability and 12% were referred to the Professions Hub for further referral. Finally, of the students that identified social issues, 52% identified that they had cultural or language barriers. This was closely followed by students struggling to connect with peers at University (42%). The main referral points for social issues were to profConnect social and academic events (33%) and to the Adelaide Advantage program (20%).
The concept of profSupport was implemented with a vision to be part of the Hub’s core service to both undergraduate and postgraduate students. A longitude approach will truly enable the Faculty to see the positive effects of this program during the full cycle of each student who is contacted. The way in which the data is collected enables the Hub to view student support from both a micro and macro level. Gaps can be identified where students feel they are lacking support and this feedback will enable these particular support services to better cater to the current needs to students. The data and information collected from the program also brings the various schools and areas in the Faculty closer together as it enables them to bridge the gaps in teaching, communication, and other support.

In light of the change to the tertiary education sector profSupport will become an important part of the Faculty’s value proposition to students. In addition to this the Hub identifies that student needs are forever changing and are influenced by various factors, therefore the program has been designed to change with them. Review is conducted on a semester basis to determine what changes need to be made both from an operational and systems perspective to best engage with the students, provide the best training to the Student Leaders and collect the data through contact with students.

Curriculum Renewal

An important focus in the Faculty of the Professions has been curriculum renewal. In this process, we have appreciated the ongoing support of Stephanie Eglinton-Warner, Curriculum Renewal Director.

We have implemented the following preferred curriculum renewal process:

> Map PLOs (write or revise PLOs as necessary) to AQF, University Graduate Attributes, Professional Standards/expectations (where relevant), Accreditation requirements (where relevant) program, National Threshold Learning Outcomes (where relevant)
> Determine courses required (write or revise as necessary) and program structure required to achieve PLOs and to ensure all University, Faculty and School strategic and L&T priorities are addressed
> Use a mapping process to check that everything is in alignment
  - PLOs to AQF, Graduate Attributes, Accreditation etc (some but not all of this has been done)
  - PLOs to Course Learning Outcomes (this is OK unless there are further changes to course learning outcomes)
  - Course learning outcomes to Assessment and learning and teaching approach (partially completed in some cases)
  - Making sure the PLOs are being assessed in appropriate courses
> Seek approval for changes.

The following is a brief description of the work completed by the Curriculum Renewal Director in 2013-2014:

Through the work on ensuring AQF compliance of masters programs the principles of effective curriculum renewal have been promoted and elements of the preferred process have been undertaken.

Assessing research workshops have been held, facilitated by John Willison. Course coordinators and Lecturer’s in charge for masters by coursework programs were invited. Approximately 15 attended.

Bachelor of Commerce Concept Proposal for revised structure has been submitted to ULC and work will begin shortly on preparing Program Major Revision Proposal with a view to deliver from beginning 2016.

Planning has been initiated with relevant L&T leaders in ECIC and School of Economics to begin work on Bachelor of Innovation and Entrepreneurship and Bachelor of Economics respectively.
Draft Course Review templates have been developed and circulated among representatives on the Professions Learning Committee and other key academics and professional staff for feedback.

Collaboration has been ongoing with the staff from the Professions Learning Unit and the e-learning advisor to ensure consistency of message around curriculum design.

Collaboration has been ongoing with Accreditation Manager, Business School, in relation to assurance of learning (this concept is aligned closely with preferred curriculum renewal process).

Collaboration with Quality and Compliance Project Officer to ensure issues of educational quality are considered as part of compliance activities.

Advice has been given to Business Manager and School Managers in Business School and School Manager in ECIC in relation to application of assurance of learning principles and preferred curriculum renewal process.

Advice has been provided to Heads of School in Business School, School of Economics and ECIC relation to principles underlying and application of preferred curriculum renewal process.

Ad hoc advice has been provided to the School of Law and other academics revising programs in relation to principles underlying and application of preferred curriculum renewal process.
Adelaide Advantage

Launched this year in Semester 1, the Adelaide Advantage offers opportunities designed to enhance the personal and professional development of students from the Faculty of Professions.

The program provides both an “umbrella identity” and a means of recognising the learning that occurs when students challenge themselves to participate in activities such as study tours, exchanges, volunteering, community events, professional and career development workshops, and internships. These experiences not only encourage the students to seek new environments in which to test their leadership skills and emotional intelligence, they also provide valuable opportunities for putting theory into practice, and enhance the career ready qualities that our industry partners have identified as critical for success.

While study tours, exchanges and a wide range of activities are already covered by other portfolios in this report, some highlights from the Adelaide Advantage program this year include:

> 705 students are now registered in the Adelaide Advantage program, gaining recognition for study tours, exchanges, volunteer work, and community and industry engagement.
> 284 student registrations in career readiness workshops
> 100+ students completing a personal development plan with a registered psychologist, to assist in planning those activities that will enhance their experience and prepare them better for the transition from University to work and career
> 51 students (excluding 2014/15 summer school enrolments) currently undertaking or completed internships
> The launch of a pilot 3 x credit unit Professions elective “Graduate Career Readiness” course.

With a registration target of 1000+ students for the Adelaide Advantage in 2015, we look forward to supporting more students in their quest to develop skills that will assist them in their careers and life choices, and which will create lasting memories of their time at the University of Adelaide.
THE Adelaide Advantage

Job Ready career workshop

Student delegates at Humanitarian Affairs international Congress, Manila
Launch event for The Adelaide Advantage at Government House, February 2014

USA Leadership Study tour – July 2014
Internships

The Faculty runs a structured and official Internship Program for students. These internships, once registered, are undertaken for learning purposes and any contribution a student makes to the organisation is designed to build on their existing studies within their chosen field.

The internships are formally assessed and the students record their duties in a professional journal which is submitted, and monitored by, a University appointed Internships Coordinator on a fortnightly basis for the duration of the internship.

With the growing skills shortage and fierce competition for talent, employers can utilise the program to build their brand among students, gain access to high-calibre interns in a variety of specialist educations fields in business, and make the most of additional resources.

This fantastic learning opportunity also allows students to gain first-hand experience and apply the knowledge and skills related to their studies in a workplace setting and build industry networks to assist them when they begin looking for employment.

As of September 2014, 53 students have participated in the Internship Program at companies such as the Department for Education & Child Development, the Royal Adelaide Showgrounds, and the District Council of Yankalilla. Domestic and international students participate in the Internship Program.

Some additional Internship Program Statistics as of September 2014:

> 23 internships running
> 32 out of 53 are enrolled for course credit
> 14 internship are student sourced
> 4 international internships
> In total, an additional 20 opportunities (if filled, will bring internships to date to 70+ placements)

**Out of the 53 internships:**
> 34 Marketing internships
> 11 Accounting/Finance internships
> 4 Economics internships
> 2 Global Foods
> 1 Architecture internship
> 1 ECIC internship

65 internships completed in 2013:
> 27 more than 2012 (+71%)
> 29 for course credit, 36 voluntary
> 19 were international internships (29%)
> 12 were through Absolute Internship (2 were for credit)

Our Faculty’s Internship program ensures that internship options are available to our Faculty and serves as a tool for Career Readiness in line with the *Beacon of Enlightenment* Operational Plan 2013-2015.

For credit internships will count as Category A under Adelaide Advantage. Not for credit internship will count as Category B under Adelaide Advantage. Work experience that doesn't fit into an 'internship' will likely count as Category C under Adelaide Advantage.
Global Experiences

The Professions Global Team continues to engage in activities that reflect the priorities as earmarked in the Beacon of Enlightenment Strategic Plan. Of particular interest is the team’s steadfast effort to support the University’s commitment to developing global citizenship and intercultural competencies amongst our graduates.

**Promoting a culture of knowing “the other”**

The team embraces a broad base definition of global citizenship and intercultural competency to include “global mindedness”. This means the team endeavours to ensure that we develop activities that would make our graduates more globally employable and the ability to win jobs around the world. With this in mind, the following three-pronged approach to supporting the notion of global citizenship and intercultural competences amongst our graduates (and staff) were formulated:

- Social integration amongst our local, international and indigenous students.
- Opportunities for short term mobility such as study tours.
- Opportunities for overseas studies at partner institutions.

In the area of social integration, the Global Team has facilitated the following activities to date:

**Music in the Hub / Reconciliation Week Event**

An event to recognise Reconciliation Week 2014 was held in the Nexus 10 Foyer. The event was supported by Musicians (students) from CASM. Staff and students were able to enjoy live music, try complimentary Bush Tucker Ice-Cream and show their recognition by placing a hand on our Reconciliation Tree.
**Mid-Autumn Festival Event**
Mid-Autumn festival celebration supported by ProfCONNECT Student Leaders and one student volunteer from Xiamen University, China. The event included lantern lighting, Gu Zheng instrument, traditional music and food, including moon cake tasting. The event attracted 120 local and international students.

**Welcome Lunch for Overseas Students**
Several welcome luncheon events were organised for new overseas students from Professions’ strategic partner institutions and scholarship bodies. These lunches provided a great opportunity for staff to bond with new overseas students.

**Student Exchange Forum**
Piloted the first exchange connect forum in which the team facilitated networking/social events between outgoing study tour students and incoming exchange students from University of Chile and Xiamen University, China.
In the area of short term mobility, the followings outcomes have been achieved:
Interest amongst students for the short term study tour modules continues to grow. To date, the Faculty has slightly more than 200 students who have enrolled for courses under the short term mobility structure. The Faculty have also been successful in various short term mobility grants from the Federal Government. Grants have been awarded to students in Business, Economics, Law and Architecture.

Opportunities for overseas studies enrich students’ study experience and there are substantiative research evidence suggesting that overseas studies enhance career opportunities upon graduation. Soft skill sets acquired during mobility period such as tolerance, global citizenships and cultural competency are viewed as increasingly important for employers. The Faculty Global Team has worked with schools to develop new student exchange arrangements, double degrees and to promote existing arrangements.

Within the area of Business and Economics (serviced by the Global Team), the key outcomes are as follows:

<table>
<thead>
<tr>
<th>Period</th>
<th>Outbound Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1 2014</td>
<td>60</td>
</tr>
<tr>
<td>Sem 1 2015</td>
<td>66</td>
</tr>
<tr>
<td>MBA Trimester 2 2014</td>
<td>6</td>
</tr>
<tr>
<td>Self-reporting 2014 Overseas Studies (Professions-wide)</td>
<td>26</td>
</tr>
<tr>
<td>2015 (Scribe 21 Double Degrees in Business)</td>
<td>3</td>
</tr>
</tbody>
</table>

The following table provides a summary of successful grant applications in 2014:

<table>
<thead>
<tr>
<th>Area</th>
<th>Type</th>
<th>Amount</th>
<th>Lodged by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>New Colombo Plan Trench 2 (Indonesia)</td>
<td>$19,800</td>
<td>Architecture</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>New Colombo Plan Trench 1 (Japan) &amp; 2 (Indonesia)</td>
<td>$67,600* (estimated)</td>
<td>Global Team</td>
</tr>
<tr>
<td>Law</td>
<td>Asia Bound Grant (China)</td>
<td>$31,500</td>
<td>Global Team and Law School</td>
</tr>
</tbody>
</table>
Australasian Conference of Undergraduate Research

The Australasian Conference of Undergraduate Research is held each year in different universities on an ongoing basis.

See Weng Leong and Jonathon Tsianikas, both from the Adelaide Law School were the two representatives from the University of Adelaide, Faculty of the Professions at this year's conference.

See Weng Leong, a final year Law student at the University of Adelaide, won the HERDSA Award for Best Poster Presentation 2014. The topic of the presentation was 'Is section 105.4 of the Criminal Code Act 1995 (Cth) constitutionally valid?'
Judicial Review of Ombudsman Reports: Advantages, Disadvantages, and the Legal Position

Jonathon Tsianikas, The University of Adelaide

Who is the Ombudsman?
- An independent Parliamentary officer.
- Receives complaints about government administration.
- Uses the power of persuasion.
- There are no fees and legal assistance is not required.

What is Judicial Review?
- Involves the scrutiny of government action according to legal principles.
- Can only be performed by superior courts.
- Expensive and requires legal representation.

What is the Purpose of Judicial Review?
- Enforces the jurisdictional limits of public power.
- An integrity mechanism.

What is the Purpose of the Ombudsman?
- Protects the citizen and mends flaws in the system.
- An integrity mechanism.

Case Study: City of Port Adelaide Enfield v Bingham
- A local council engaged a company to dispose of thousands of tyres.
- It did not have the licenses it claimed to have.
- The Ombudsman recommended that the council remove the tyres from the rented land they had been dumped at.
- The council issued proceedings for judicial review in the SA Supreme Court.
- Stanley J said that the Ombudsman’s opinion was manifestly unreasonable and quashed it.