STUDENT FEEDBACK AND LEADERSHIP: RESOURCE PORTFOLIO

A Resource to support the Development and Implementation of the P.A.C.E.D. Distributed Leadership Model in the Use of Student Feedback to Enhance Student Learning and Teaching Practice 2009

http://emedia.rmit.edu.au/altclgp/

Project Leader
Professor James Barber
Deputy Vice-Chancellor (Academic)

Project Manager
Associate Professor Sandra Jones
Director Learning & Teaching Unit

Project Officer
Brenda Novak

AUSTRALIAN LEARNING &TEACHING COUNCIL

RMIT UNIVERSITY

Resource Portfolio

Student Feedback and Leadership

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Abbreviations

ALTC .... Australian Learning & Teaching Council
(formerly Carrick Institute for Learning and Teaching in Higher Education)

AQTF .... Australian Quality Training Framework

AR .... Action Research

ART .... Action Research Team

ATN .... Australian Technology Network of Universities

AUQA .... Australian Universities Quality Agency

BUS .... College of Business

CES .... Course Experience Surveys

CEQ .... Course Experience Questionnaire

CoP .... Community of Practice

CRS .... Classroom Response System

CSF .... Critical Success Factors

DAD .... Dean of Academic Development

DLS .... Distributed Learning System (online)

DSC .... College of Design & Social Context

DVC(A) .... Deputy Vice Chancellor (Academic)

GTS .... Good Teaching Scale

HE .... Higher Education

HoS .... Head of School

IT & AV .... Information Technology & Audio Visual

L-EIG .... Learning Environment Improvement Group

L-SAG ...... Learning Space Advisory Group

L&T .... Learning & Teaching

LTC .... Learning & Teaching Committee

LTIF .... Learning & Teaching Innovation Fund

PAR .... Program Annual Review

PD .... Professional Development

PM .... Project Manager

PT .... Project Team

SET .... College of Science, Engineering & Technology

SSCC .... Staff Student Consultative Committees

TAFE .... Technical & Further Education (see also VET)

VCE .... Vice-Chancellors Executive

VET .... Vocational Education and Training (see alsoTAFE)

Executive Summary

This project aimed to develop a distributed leadership approach to using student feedback to enhance student learning and teaching practice.

Using a **Distributed Action Research Model**, the project engaged leadership from multi-levels across the university in Action Research Teams, Project Teams and Plenary sessions designed as a Community of Practice.

The **P.A.C.E.D Distributed Leadership Model** to enhance student learning that has been developed from the project highlights the need for Leadership that is:

Participative – involves all stakeholders in two-way communication and consultation.

Accredited – recognises the need to recognise and reward staff and to provide professional development support.

Collaborative – top down, bottom-up and middle-out.

Engaged – provides opportunities to network and share lessons learnt within an agreed pedagogical framework.

Devolved – involves all leaders across the University acting in a congruent way to implement university policy.

This P.A.C.E.D. Distributed Leadership Model is adaptable across universities, and capable of adaptation to a variety of issues.

A Resource Framework to support the implementation of the P.A.C.E.D Distributed Leadership Model has been developed to assist dissemination and adaptation of the model across the university sector.

A central factor is the **R.E.A.L.I.S.E.D. Change Management Model** that highlights the need to support individual academics with:

Recognition – through awards and promotion opportunities.

Encouragement – through time and financial support.

Acknowledgment – of the link between individual action and university strategic plans.

Leadership – support from all levels of the university.

Integration with student service providers.

Systems – IT and AV support.

Environment – appropriate for learning and teaching.

Dissemination – across various disciplines of the university.

Associate Professor Sandra Jones and Brenda Novak

Foreword

If leadership is genuinely distributed then, though there may be a single institutional context, a variety of priorities and issues will be identified by participants and a variety of solutions will be proposed and attempted. It is appropriate then that support for distributed leadership allows for a variety of situations rather than providing a single prescription.

This Resource Portfolio for the P.A.C.E.D Distributed Leadership Model provides support for a range of elements of distributed leadership through the provision of resources that will assist in actioning initiatives. These resources include templates for role identification, reflection, provision of feedback, presentations, posters and websites. The Resource Portfolio provides integrated examples of distributed leadership in action, based on experience in the RMIT Student Feedback and Leadership Project. The examples reinforce the diversity possible when a single project is actioned through distributed leadership.

One critical role the Resource Portfolio performs is to lengthen the life of the RMIT University Student Feedback and Leadership initiative. As a member of the Reference Group for this project I have been impressed by the breadth of involvement of stakeholders, the engagement of many staff, the variety of contributions made, in response to one focal issue – the use of student feedback to enhance student learning and teaching practice. As an outsider this project strikes me as not only worthwhile in respect to the matter addressed, but as providing consultative and engaging approaches to leadership applicable to many other issues at RMIT University and indeed to approaches to leadership across the university sector.

I congratulate the authors of the Resource Portfolio and the many participants in the Student Feedback and Leadership Project. The Resource Portfolio fulfils the project aim of developing resources to support academic leadership with a focus on the use of student feedback. Beyond this it provides a sound theoretical base for development of distributed leadership; an approach that has been tried and tested through the Student Feedback and Leadership Project.

I commend this Resource Portfolio to all those engaged in the management of change in universities.

Associate Professor Peter Ling

Associate Dean Academic Liaison
Swinburne Professional Learning
Swinburne University of Technology

Photographer: Terry Young

Associate Professor Peter Ling

Introduction

As outlined in the project report: Student Feedback and Leadership – **'Developing Multi-level Leadership in the Use of Student Feedback to Enhance Student Learning and Teaching Practice'** two aims of the Project were to:

– Develop resources to support academic leadership with a focus on the use of student feedback.

– Disseminate project results and resource material across the Higher Education sector nationally and internationally.

Reflection on the project identified a number of Critical Success Factors in the provision of resources to improve student feedback including:

– The willingness of participants to take time to share their reflections on the Action Research Process. This was particularly evidenced in meetings of Action Research Team (ART) Facilitators and ART Leaders with the Project Management Team in which discussion, re-development and refinement of resources developed to assist the Action Research Process occurred periodically over the life of the project.

– The opportunity to network and share resources across the University sector.

– The importance of the Reference Group of internal and external experts not involved in the project as a forum for discussing action taken as part of the Action Research Process and to evaluate the usefulness of action taken before resources developed from these actions were finalised.

– The value of providing members of ARTs who have no formal leadership in learning and teaching with time and resources to dedicate to the topic.

The major Resource developed as a result of the project is a **P.A.C.E.D Distributed Leadership Model** for Student Feedback.

This Resource Portfolio presents an overview of the P.A.C.E.D Distributed Leadership Model. The Resources designed to assist development of the five key leadership elements are presented under each of these characteristics, together with examples of how these tools were used in this project.

Resources developed to support implementation of this P.A.C.E.D Distributed Leadership Model include:

– an Action Research Process Plan.

– a Change Management Framework.

– a series of Templates to assist implementation.

– a Diagnostic tool to assist planning and analysis.

– Self and Group Reflection tools.

– Proforma's for Dissemination purposes.

These Resources differ from traditional professional development resources in that they were developed as a result of active participation in the project rather than in a passive learning environment. This is a consequence of the Action Research nature of the project in which leadership capability in student feedback resulted from direct engagement of staff in activities and initiatives associated with the process of improving student feedback. The Resource Portfolio is provided to assist the implementation of similar Action Research approaches to building Leadership capability across the Higher Education sector.

Part 1:

An Action Research Framework

1. An Action Research Framework

The project used a collaborative, broad-based participatory approach to leadership capacity building across the University.

The Action Research methodology adopted for the project used a participatory and inquiry-based approach of reflexive inquiry. This provided the opportunity to implement and research change simultaneously using the action-research cycle. Action based on evaluation of student feedback aimed at improving the student experience was planned and implemented by three school based Action Research Teams (ARTs). This was followed by observation of the effects of the changes. Reflection on the implications of this action for leadership in student feedback was then possible. The continuous nature of action research accords with the plan, act, evaluate and improve process of quality improvement.

– A number of Resource Templates for implementing an action research approach were developed during this project as listed below.

– Examples of Resources developed for this project are also provided.

Table 1 Action Research Resources and Project Examples

Template	Resource	Project Example
Action Research Cycle	R1	ER1
Action Research Role Identification Template	R2	ER2
Timetable of Activities	R3	ER3
Action Research Cycles – Reflection	R4	ER4
Appreciative Inquiry Template	R5	ER5

The Action Research Template used is illustrated below:

Resource R 1 Action Research Cycle
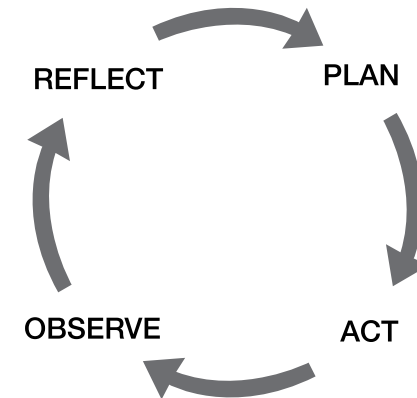
Project Example ER 1 Action Research Cycle
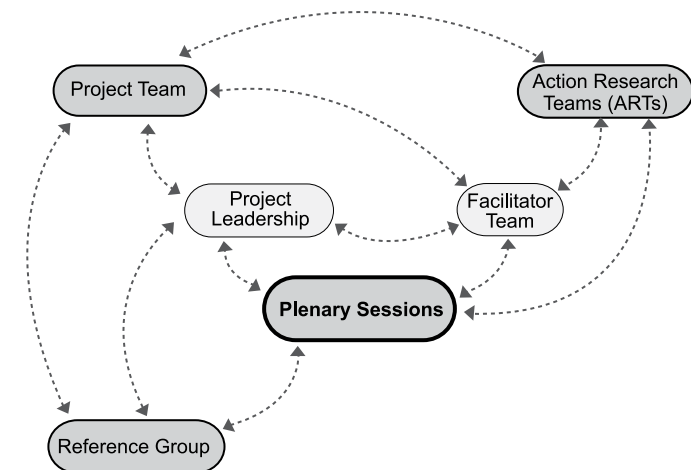
Resource R 2 Action Research Role Identification Template

	Plan and Scope Project	Governance of Project, Stakeholder and Resource Management	Organisational Change Management	Risk and Quality Management, Progress and Evaluation
Project Manager				
Project Sponsors				
Experts Internal & External				
Project Team				
Community of Practice				
Action Research Teams				
Facilitators				

Project Example ER 2 Action Research Role Identification

	Plan and Scope Project	Governance of Project, Stakeholder and Resource Management	Organisational Change Management	Risk and Quality Management, Progress and Evaluation
Project Manager (PM)	Develop overall project action and evaluation plans. / Develop guidelines for, and recruit, facilitators. / Co-ordinate activities support ARTs & Communities of Practice (CoP).	Report on ethical and management issues. Manage budget expenditure. Manage activities of project stakeholders.	Ensure that different levels of leadership work are reported appropriately for strategic decision making.	Ensure: - Timely project progress. - Quality of project processes and resource materials. - Compliance with RMIT AQTF and AUQA framework. - Audit of project budget. - Reports completed. - Development, conduct and report of evaluation plan. - Project dissemination.
Project Sponsors		Coordinate Project Team meetings. Develop and action key dates and milestones.	Promote project involvement and leadership capacity building among Sen. Exec in RMIT and other Unis HE sector.	
Experts Internal & External	Oversee progress of project.			Discuss progress with PM.

Project Example ER 2 Action Research Role Identification (continued)

	Plan and Scope Project	Governance of Project, Stakeholder and Resource Management	Organisational Change Management	Risk and Quality Management, Progress and Evaluation
Project Team	*Assist PM in planning and scoping project details.* *Develop criteria for, and select, ARTs.*	*Assist PM in management. Discuss reports from PM on ethical and management issues.*		
Community of Practice	*Assist scoping, planning and implementing action plans.* *Needs analysis of PD concerning leadership and use of student feedback.*	*Enable ARTs to evaluate and redefine goals and refocus activities.*	*Build leadership capacity. Provide opportunity for leadership to share and reflect on issues specific to their roles and responsibilities in L&T around student feedback. Analyse and apply models of institutional leadership emerging from practice.*	*Disseminate cases. Evaluate individual projects.*

	Plan and Scope Project	Governance of Project, Stakeholder and Resource Management	Organisational Change Management	Risk and Quality Management, Progress and Evaluation
Action Research Teams	*Investigate student feedback examine educational problems and emerging issues* *Develop and implement strategies to inform the quality of L&T practice.* *Evaluate strategies to provide evidence of improvement.*	*Use benchmarks and target research on possible approaches to teaching improvement.*	*Use inquiry-based approach to encourage and evaluate collective responsibility for student learning that breaks down positional separation. Ensure student feedback is used to inform decision and practice.*	*Write case studies and exemplars. Conduct individual evaluations of projects. Publish and disseminate findings. Network colleagues. Attend conferences.*
Facilitators	*Advise and contextualise local developments to address particular needs of ARTs.* *Assist ARTs in developing individual action plans. Ensure projects are conducted successfully and achieve stated aims.* *Provide assistance, advice, observation and support teams to link project development to local and national priorities.*	*Ensure local developments reflect and complement RMIT strategic priorities.*	*Ensure individual improvements are linked to leadership project's objectives.*	*Assist in development of evaluation frameworks and criteria.*

Resource R 3 Timetable of Activities

Clearly defining all project activities in advance is a key to ensuring participation by staff.

Event / Meeting	Date	Frequency
Project Team		Monthly
Reference Group		3 per year
Facilitators & ART Leaders		Monthly
Plenaries		2-3 per year

Project Example ER 3 Events Calendar

A comprehensive Event Calendar of all project activities was distributed
at the commencement of each year of the project and appointments were
sent to all participants. Each ART set their own meeting schedule
so are not included in this planner.

Resource R 4 Action Research Cycles: Reflection Template

CYCLE ONE	Confirm	Leadership	Participation
Plan	Act	Observe	Reflect

CYCLE TWO	Commence	Change	
Plan	Act	Observe	Reflect

CYCLE THREE	Transfer	Lessons	
Plan	Act	Observe	Reflect

CYCLE FOUR	Consolidate	Change	
Plan	Act	Observe	Reflect

CYCLE FIVE	Acknowledge	Contribution	Improvement
Plan	Act	Observe	Reflect

Project Example ER 4 Action Research Cycles

CYCLE ONE	Confirm	Leadership	Participation
Plan	*Act*	*Observe*	*Reflect*
Senior Executive Support for Project.	*Establish DVC(A) as Champion/Sponsor.*	*Link Institutional strategy to project focus.*	*Value of DVC(A) as sponsor.*
Confirm multi-level leadership.	*Membership as university-wide project.*		*Leadership congruence tested.*
Confirm leadership approach.	*Set up ARTs.*	*Use of CES.*	*Theoretical model of leadership.*
	Individual team action plans.	*Data that is systematic and congruent.*	*Responsibility for improving student feedback beyond individual teacher*
Confirm CoP approach.	*Multi-Level leadership in student feedback.*	*Consider various roles.*	*Reflect on emerging issues.*

CYCLE TWO	Commence	Change	
Plan	*Act*	*Observe*	*Reflect*
Facilitate reflections and analysis.	*ARTs identification of issues.*	*Discussion in Project Team (PT).*	*Bottom-up.*
Facilitate sharing of ideas.	*Add multi-functional level of leadership*	*PT - communication aimed at understanding.*	*Participative and collaborative leadership approach developing.*
Embed CoP .	*Share experiences from 'bottom-up'.*	*Consideration of various contributions to student feedback.*	*Middle out leadership.*

Project Example ER 4 Action Research Cycles (continued)

CYCLE THREE	Transfer	Lessons	
Plan	*Act*	*Observe*	*Reflect*
Facilitate sharing of ideas.	*Project website.*	*Involve pedagogy experts.*	*Active engagement.*
Facilitate reflections and analysis of leadership CSFs.	*Heads of School presentations.*	*Multi-disciplinary approach.*	*Systematic approach to networking.*
Develop evaluation tools, data collection and analysis.	*Mid project review.*	*Is evaluation singular or group think?*	*How to avoid a 'blame' culture.*
CYCLE FOUR	**Consolidate**	**Change**	
Plan	*Act*	*Observe*	*Reflect*
Facilitate understanding of student feedback challenges.	*Support Services leaders attend commencing classes.*	*Need for regular, centralised, systematic process to inform.*	*Joint process for shared meaning.*
Facilitate reflections and analysis of leadership CSFs.	*Establish L-SAG.*	*Discussion across Colleges.*	*Centrally managed system, locally provided L&T support.*
ARTs.	*LTIF grants Proposals for change.*	*Increased focus in Schools on L&T.*	*Link local action to central policy and process.*
Student feedback process.	*Students attend plenary.*		*Engage students more actively.*

CYCLE FIVE	Acknowledge	Contribution	Improvement
Plan	*Act*	*Observe*	*Reflect*
Facilitate understanding of student feedback challenges.	*ART Presentations.*	*LTIF student feedback projects.*	*Formal and informal leader network-central and decentralised.*
ARTs.	*Present achievements.*	*Development of interest in L&T in schools.*	*Reward and recognise staff.*
Student feedback process.	*Extension L-SAG.*	*Closer interrelated work with student services.*	*Link all initiatives on student feedback.*
Provide resources for leadership PD.	*Plenary – presentation from People And Culture.*		*Promotion L&T focus. Teaching Awards.*

Resource R 5 Appreciative Inquiry Template

Issues from student feedback	DISCOVERY Appreciating the best of what is	DREAM What might be? What is being called for? Envision results	DESIGN What should be the ideal? Co-constructing	DESTINY To empower, learn adjust & improve. Sustaining
Student Feedback Evaluation Tool				
Own Teaching Practice				
Assessment Practices				
Issue under analysis				
Academic Leadership in Learning and Teaching in the school.				

Project Example ER 5 Appreciative Inquiry

Issues from student feedback	**DISCOVERY** *Appreciating the best of what is.*	**DREAM** *What might be? What is being called for? Envision results.*	**DESIGN** *What should be the ideal? Co-constructing.*	**DESTINY** *To empower, learn adjust & improve. Sustaining.*
Student Feedback Evaluation Tool. Not an appropriate tool for measuring specific context. Results used as performance appraisal of lecturer instead of review of course/ program quality. Results not used for critical self reflection and professional development needs around L&T.	*Examined student feedback evaluation tools from LaTrobe, Monash, Melbourne, Deakin and RMIT Universities. RMIT tool comparable. Best feature Monash which uses a different scale.*	*Designing questions that evaluate specific requirements of service teaching. Taking shared leadership in this Consultations with colleagues.*	*Will design the specific questions with peers to input into 2nd semester evaluation. Will liaise when this has to be actioned.*	*No need to change entire tool. Look for further developments of student evaluation tool with work of ATN and Carrick .*
Own Teaching Practice. Taking note of collective qualitative and quantitative student feedback. Owning problems and issues relating to lecturers and tutors exists and need improvements. Different disciplines and diversity of student cohort. Needing better teaching resources ie examples relevant to disciplines. Top ten concerns.	*Have collated and shared what works well in individual classroom teaching practices. Have noted many positive feedback related to lecturers eg, enthusiastic, helpful, knowledgeable, motivating etc. Have noted areas that need improvements including tutors. Detailed analysis.*	*Each team member taking self leadership to improve teaching practice. Will implement strategies from colleagues' practice with peer support in S2. Will examine teaching practices from literature and other Institutions. Examine tutor programs. Examine innovative maths course delivery vs traditional maths teaching. Literature review.*	*Co design from lessons learnt from others eg Queensland Universiter Tutor program. Co design Teaching courses using literature from the National Centre for Academic Transformation. Needing better teaching resources ie examples relevant to disciplines. Top ten concerns.*	*Evaluate. Review and continue to improve and embed. Evaluate leadership capacity. Involve whole school – dissemination re project work. Have noted areas that need improvements including tutors. Detailed analysis.*
Assessment Practices.	*Have collated and shared what works well and what does not work in individual assessment practices.*	*Each team member taking self leadership to improve teaching practice.*		
Service teaching large classes.	*Have collated and shared what works well and what does not work in individual teaching practices.*	*Literature review.*		
Academic Leadership in Learning and Teaching in the school.	*Need to communicate to colleagues.*	*Literature review.*		

Part 2:

The P.A.C.E.D Distributed Leadership Model

2.   The P.A.C.E.D Distributed Leadership Model

The P.A.C.E.D Distributed Leadership Model developed from this project is made up of five key leadership elements as identified in Figure 1.

–   Participative Leadership.

–   Accredited Leadership.

–   Collaborative Leadership.

–   Engaged Leadership.

–   Devolved Leadership.

Figure 1 P.A.C.E.D Distributed Leadership Model
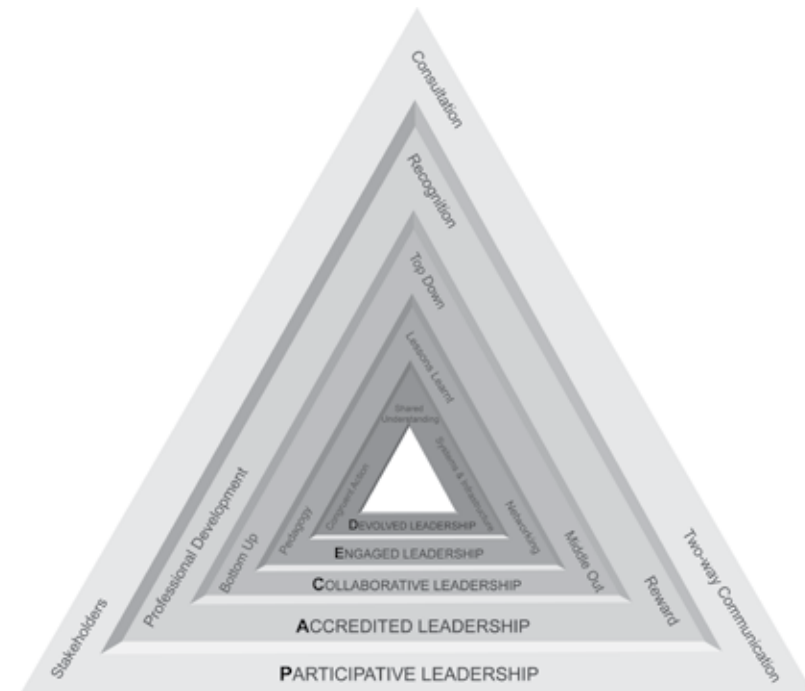
Each of the five elements of the P.A.C.E.D. Distributed Leadership model has, in turn, three defining characteristics with resources associated with each. The Resources designed to assist the development of each of these characteristics are identified in this Resource Portfolio in (Table 2 and Fig 2).

Table 2 P.A.C.E.D Distributed Leadership Model Resources

Elements	Characteristics	Resources
Participative Leadership	Consultation	Terms of Reference Consultative body
	Two-way Communication	Observation Template
	Stakeholder Involvement	Feedback Template
Accredited Leadership	Recognition	Template Teaching Award
	Reward	Promotion Criteria
	Professional Development	Template Leadership Training
Collaborative Leadership	Top down Policy	Template Policy Commitment
	Bottom-up implementation	ART Funding and Project Plan
	Middle-out support	Change Management Model
Engaged Leadership	Share lessons learnt	Template Case Study
	Networking opportunities	Template - Website
	Pedagogical support and analysis	Template – Interview and Focus Group Feedback
Devolved Leadership	Shared understanding for Meaning	Reflective Tool
	Systems and Infrastructure support	Diagnostic Tool
	Formal Leadership support and encouragement	Template – IT/AV Information

Figure 2 Resource Framework for P.A.C.E.D. Leadership Model
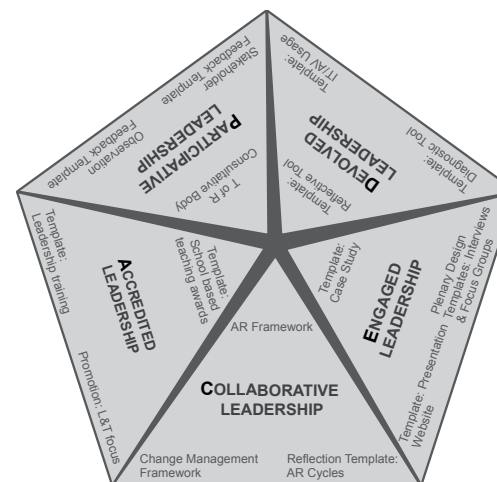
This framework summarises the resources developed to support each element of the P.A.C.E.D Distributed Leadership Model.

2.1   Participative Leadership

The Participative Leadership element required all stakeholders (academics, formal leaders, service providers and students) involved in improving student feedback to be included in two-way communication and joint consultative processes.

The Resources and Project Examples as identified in Figure 3 and Table 3, have been designed to develop the three characteristics of Participative Leadership.

– Consultation.

– Two-way communication.

– Stakeholder involvement.

Note

As a result of the project an innovative permanent consultative group was established that includes academic and support services staff. This is providing an ongoing process to engage academic and support staff across the university in a participative process to improve learning and teaching.

Figure 3 Resource Framework to Support Participative Leadership
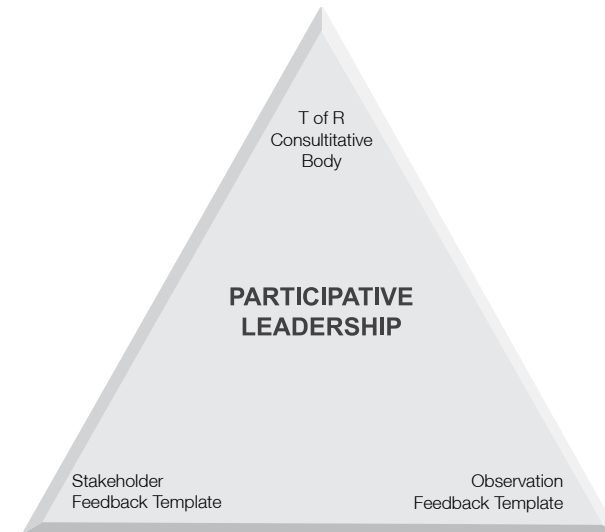
Table 3   Resources for Implementation of Participative Leadership

Element	Characteristics	Template	Resource	Project Example
Participative Leadership	Consultation	Terms of Reference Consultative body	R6	ER6
	Two-way Communication	Observation feedback	R7	ER7
	Stakeholder Involvement	Stakeholder feedback	R8	ER8

Resource R 6 Terms of Reference: Formal Consultative Body

Preamble University Learning and Teaching Context (of the issue).

Purpose of Consultative Group in relation to Learning and Teaching Strategy Plan.

Aims of the Consultative body.

Role of the Consultative body.

Membership of the Consultative body.

Principles to be used in consultative process.

Project Example ER 6 Terms of Reference L-EIG

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Learning - Environment Improvement Group L-EIG

Proposal

To use a multi-level leadership framework, as the basis for the establishment of an ongoing Learning Environment Improvement Group L-EIG in 2009.

Rationale

– *A significant learning from the RMIT- ALTC Leadership Grant Project:, has been the value of using a multi-level leadership framework in the form of Project Team as an integrating space, to facilitate shared discussions to solve university wide issues related to responding to student feedback. In addition the action research model has provided a useful operational model.*

– *Beyond the life of the project (due to report in March 2009) it is planned to use this framework as a model to ensure continued monitoring and improvement of the learning environment. Clearly this framework is also transferable to other university wide issues.*

– *According to priority 5 of The RMIT strategic plan, – "Creating an experience for students which is stimulating and satisfying and which celebrates diversity" – a key is the development of a strong service culture which responds to feedback and also ensures that feedback is used to improve the student experience and convey its effectiveness to students.*

– *It is envisaged that the establishment of L-EIG will greatly facilitate this process and allow it to be embedded as part of RMIT operations.*

Aim

– *To monitor and improve the learning environment across RMIT.*

– *To respond to feedback to improve the student experience.*

Role - the role of L-EIG is to:

– *Provide an ongoing university wide group for the discussion of issues related to maintaining and improving learning environments.*

– *Work as a collaborative group to facilitate and provide support for the improvement of learning environments.*

– *Act upon and implement changes in response to feedback from students and or staff.*

– *Monitor improvement processes that are implemented.*

</div>

– *Communicate outcomes to interested groups.*

– *Liase with and have input into other relevant university committees including L-SAG.*

– *Report to the DVC (Academic) on issues related to improving learning environments.*

Meeting Schedule

A minimum of 4 meetings per year – one at the start & end of each semester, others to be scheduled as required.

Membership

A multi-level leadership framework

    — *DVC (Academic) or representative; representative from E-TAG*
    — *AV/IT Manager, Timetabling Manager, Property Services Manager*
    — *College Representatives – DAD & L&T Staff; College Resource Directors*
    — *Director Learning & Teaching Unit*
    — *Representative from Student Services*

Operating principles

The L-EIG's operating principles will be based on the action research methods of plan, act, observe and reflect.

– *Develop action plans.*   *PLAN*

– *Implement.*   *ACT*

– *Monitor improvements.*   *OBSERVE*

– *Reassess effectiveness & communicate changes.*   *REFLECT*

Resource R 7 Observation Feedback Template

VENUE:	
DATE:	VISITED BY:
OBSERVATIONS: How do students respond to the learning environments? Eg noise levels, acoustics, student engagement.	
PROBLEMS: Identify any major or minor issues.	
SUGGESTIONS: How can the environment be adapted to be more conducive to student engagement?	
SUPPORT: What support may be available or needs to be organised?	
SOLUTIONS: Identify short term and long term solutions.	
OTHER COMMENTS:	

Project Example ER 7 Observation of Lecture

VENUE:	
DATE:	VISITED BY:
OBSERVATIONS: *How do students respond to the learning environments? Eg noise levels, acoustics, student engagement.*	*Great academic, holds the students attention well.* *Very comfortable space with good audio coverage and large screen.*
PROBLEMS: *Identify any major or minor issues.*	– *Lighting level not suitable for interactive lecture.* – *No Internet access.* – *Not using lapel mic (lecturer advised at the end of the class it has feedback problems if used while walking around the venue).* – *Laptop not set up on lectern was set up on the ground.* – *Staff advised video was only possible if one weeks notice provided.* – *Could not hear student feed back due to "dead" acoustic space designed for movies.* – *Screen was too large and lecturer notes were sometimes unreadable due to small text losing definition on such a large screen.* – *Students at rear were too far back & disengaged.* – *Hard to find the location.* – *No simple way for the lecturer to give handouts.* – *No laser pointer made it hard to know which item, on a 15 meter screen.*

SUGGESTIONS: *How can the environment be adapted to be more conducive to student engagement?*	– *Wireless network installed.* – *Teaching venues should be matched with the lecturer's requirements.*
SUPPORT: *What support may be available or needs to be organised?*	– *Internet access.* – *School needs to ensure lecturers have laptops if teaching in this venue.* – *Rope off rear of theatre to bring students closer.* – *Shrink screen size to provide higher definition presentations which will be more easily read.* – *Better signage.* – *Hand out stand at door.* – *Laser pointer at lectern.*
SOLUTIONS: *Identify short term and long term solutions.*	– *Guidelines provided for venue, ie what is available, how is it organised, who to call for help.* – *Lecturers to clearly communicate the type of teaching facility they need that will suit the delivery of their class. If it is an interactive class don't schedule them in a lecture theatre.* – *Shrink screen size.* – *Don't use this space for interactive lectures.* – *Large portable signs to direct students.*

Resource R 8 Stakeholder Presentation Feedback Template

PLENARY THEME

Stakeholder needs in relation to learning environment

Stakeholder perceptions of university receptivity to suggestions

Further actions recommended by stakeholders
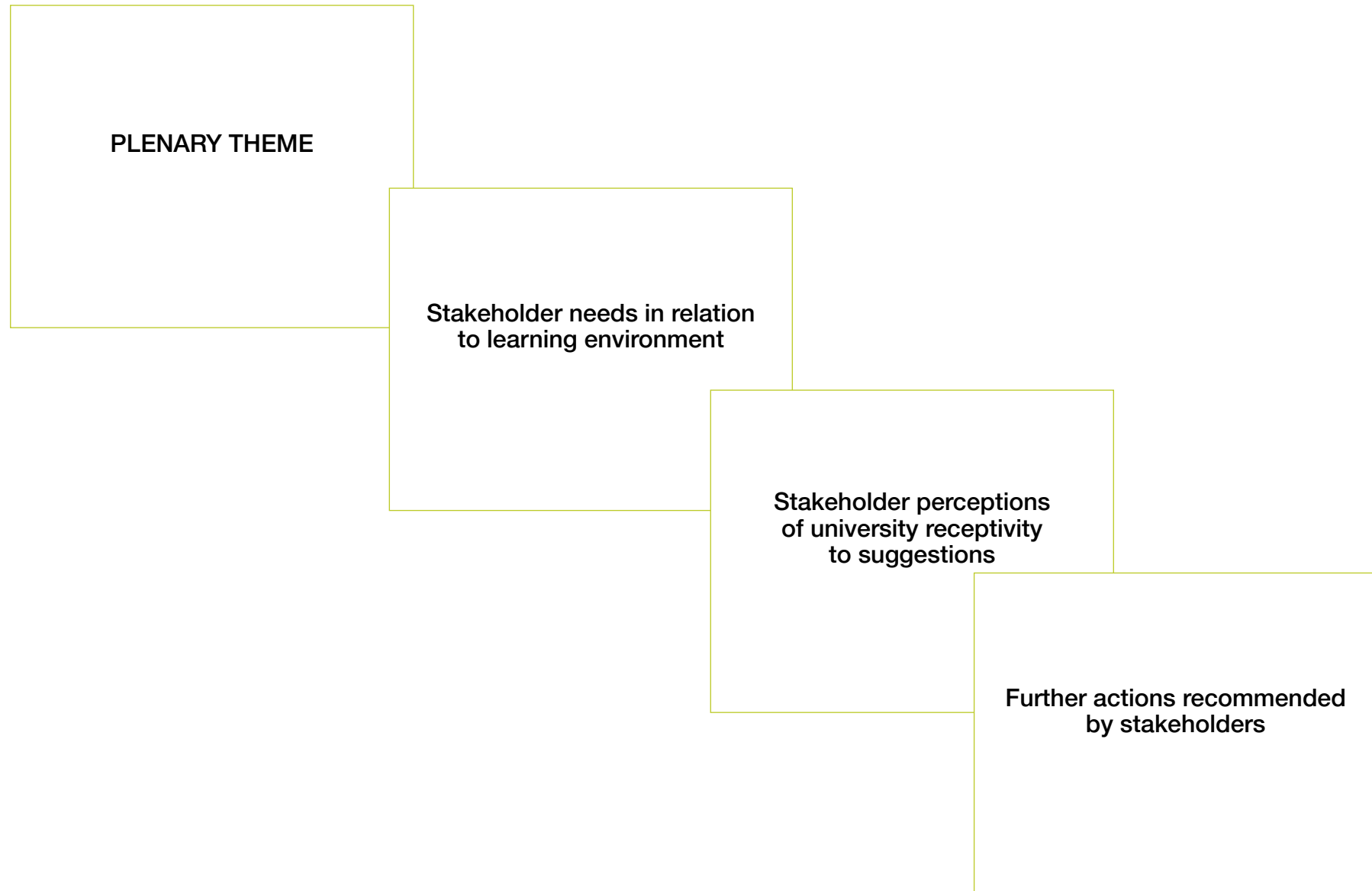
Project Example ER 8 Stakeholder Presentation Feedback

Plenary 4
"Listening and Responding to issues raised in Student Feedback - Facilities & Services"

A forum to respond to concerns raised in student feedback regarding the provision of suitable spaces and services that enhance and improve the student learning experience.

Student Perspectives:

Two students from Engineering had offered to provide feedback from their perspectives. The two students were second year Civil Engineering students. They are both located on the City campus. Student presentation included the following points:

Student perceptions of university receptivity to suggestions

- This forum has demonstrated that RMIT is trying to work together as a team to create an effective learning environment
- Focus on designing environment for the needs of students & teacher
- Surveys every semester to gauge how course is running

Student needs in relation to learning environment

- Students need feedback on their work – comments on how to improve
- Interactions with lecturers are important – catch up and drop in classes help enormously, short sessions (eg 10 minutes) with lecturers are very helpful
- Students prefer theory being linked to real life situations with lots of examples
- Feedback on lecture theatres
  - Capitol theatre – good seating
  - Hard to concentrate when students don't listen
  - Seats are too close together, can't store your bag and still be comfortable
  - Split large classes into smaller ones – better interactions
  - Storey hall – uncomfortable, noise levels make it hard to hear lecturer

Further action recommended by students

- Perhaps staff can consider optional assignments to gain extra marks, many students are keen on gaining extra marks
- Student response to the suggestions of on-line classes:
  - Most students want the interaction with class mates
  - Would affect learning, would learn but perhaps not as effectively
  - Variety in format for classes is positive
  - It would be useful if class notes were posted on the learning hub a few days before the face to face class
  - A 2hr lecture video – would be good as you could stop & rewind it!
  - If lectures were not held it would take away the UNI experience
  - Could new technologies ie Lectopia,& Podcasts be used instead?
- Know these are available but not really told about them – just use DLS

2.2   Accredited Leadership

The Accredited leadership element required that staff and students who are leaders in the improvement of student feedback be Recognised (through awards and certificates), Rewarded (through promotion) and provided with Development opportunities (through leadership professional development and other training opportunities).

The Resources and Project Examples as identified below in Figure 4 and Table 4, have been designed to develop the three characteristics of Accredited Leadership –

–   Recognition.

–   Reward.

–   Professional Development Leadership Training.

Note:

As a result of their involvement in this project and the innovations to learning and teaching they developed, academic members of ARTs achieved the following:

–   A member of the ART established in Economics, Finance and Marketing was awarded a School-based teaching award and an RMIT Teaching Award.

–   One of the members of the ART established in Mathematics and Geospatial Sciences was promoted to the position of Learning and Teaching Director for the School.

–   Several ART Leaders have been included in Stage 2 Leadership Development training.

Figure 4 Resource Framework to Support Accredited Leadership
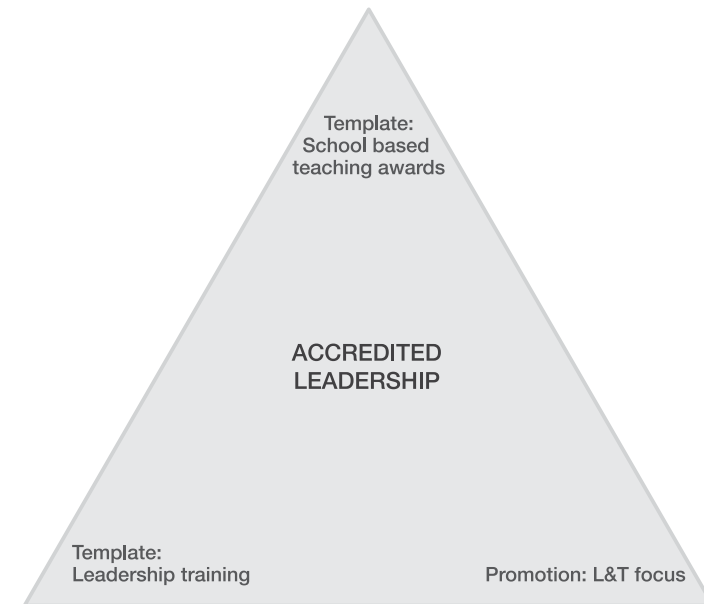
Table 4   Resources for Implementation of Accredited Leadership

Element	Characteristics	Template	Resource	Project Example
Accredited Leadership	Recognition	Teaching Award	R9	ER9
	Reward	Promotion Criteria	R10	ER10
	Professional Development	Leadership Training	R11	ER11

Resource R 9 Template Application Criteria for Teaching Award

Project Example ER 9 Application Criteria for Teaching Award

AIM:

INCENTIVE PROPOSAL:

CRITERIA FOR SELECTION:

SUBMISSION PROCESS:

SELECTION PROCESS:

Aim

To improve teaching by providing an incentive to achieve better CES scores.

Introduction

A sum of money will be set aside in the school budget. The money will be distributed to scholarship groups in proportion to their relative teaching performance as measured by CES scores. The use of the money will be at the discretion of each group. For example, it can be used for employing casuals to provide assistance to staff with tutorials or other tasks or for staff development purposes such as attending a conference.

Let si be the CES GTS score obtained by a lecturer for a particular course.

Let r be a reference level for an average performance.

A lecturer will receive pi points for teaching course i where pi=si - r

Let C be the set of all courses taught by a lecturer over a year, then the total number of points earned by lecturer j for the year is given by:

Method

$$P_j = \sum_{i \in C} p_i$$

Let P_{total} be the total number of points obtained by all lecturers over all courses.

The reward to the scholarship group from lecturer j's teaching activities is then given by :

$$w_j = \frac{P_j}{P_{total}} M$$

The reference level (r) may differ by course or groups of courses. For example, a higher reference level might be appropriate for teaching a small Honours course compared with a large first year course. To ensure continued improvement r (for each group of courses) might be recalculated each year according to some sort of moving average or simply specified by the Head of School.

Discussion

Awards are made to scholarship groups rather than individuals. This provides an incentive for a group to mentor a weak link in the team and so improve their teaching. It also provides an additional filter on the way in which the money is used.

It is possible for the scheme to be administered at any level or multiple levels of the hierarchy eg DVC to Portfolios, Portfolios to Schools, Schools to Disciplines, etc.

The scheme is simple to administer as CES scores are available anyway. The goal posts are clear and no subjective peer evaluations or politics can intrude. Rewards are received without the cumbersome documentation required for teaching prizes.

Resource R 10 Promotion Criteria with Learning and Teaching Focus

Teaching	Leadership	Scholarship
Defined as:	Defined as:	Defined as:
Evidence for Promotion Purpose	Evidence for Promotion Purpose	Evidence for Promotion Purpose
% contribution	% contribution	% contribution

Project Example ER 10 Promotion Criteria

Teaching	Leadership	Scholarship
Defined as: *The practice of teaching.*	*Defined as:* *motivating, influencing and inspiring others to achieve the goals of the University.*	*Defined as:* *the generation of knowledge and its application to the solution of real world problems.*
Evidence of excellent performance in student outcomes, such as: – *progression rates,* – *student feedback measures,* – *success in higher degree supervision (where applicable).*	*Evidence leadership aligned with the emphasis the applicant has placed on his or her teaching, research or both.* *For those wishing to emphasise teaching, there should be solid evidence of leadership related to teaching, such as performance in course or program innovation, design and/or co-ordination; or in mentoring or supervising teaching staff.*	*Excellence in Research for Australia (ERA) indicators and/or learning and teaching inputs and outputs.* *Learning and teaching inputs and output can be operationally defined as those that would be accepted by Australian Learning and Teaching Council such as:* – *teaching citation,* – *Australian Learning and Teaching grants,* – *new courseware,* – *website,* – *presentations,* – *dissemination strategies.*
Self identify % out of 100.	*Self identify % out of 100.*	*Self identify % out of 100.*

Resource R 11 Leadership Training Feedback Template

Project Example ER 11 Feedback on Training for Distributed Leadership

Current PD Leadership Development Opportunities	

Additional PD opportunities that would assist formal leaders to support initiatives to improve student feedback	

Current PD Leadership development Opportunities.	*Senior leaders forums.* *Master-class training program.* *Leaders Program.* *Open Program.*
Additional PD opportunities that would assist formal leaders to support initiatives to improve student feedback.	*The RMIT Leaders Program 2008-2009 was expanded to include over 300 leaders across the university.* *The program focuses on enhancing leadership, equipping the managers within their areas with tools for leading others and achieving outcomes. It also provides an opportunity to network with colleagues across the university.*

2.3   Collaborative Leadership

The Collaborative Leadership element required the establishment of opportunities for formal leadership strategy, practices and policy (Top-down) to be designed for implementation that suits different disciplines, contexts and circumstances (Bottom-up) and to be supported by systematic service provision and infrastructure support (Middle-out).

The Resources and Project Examples as identified below in Figure 5 and Table 5, have been designed to develop the three characteristics of Collaborative Leadership –

–   Top-down policy.

–   Bottom-up implementation.

–   Middle-out support.

Note

As a result of their involvement in this project and the innovations to learning and teaching they developed each ART was successful in obtaining funding for Learning and Teaching Innovations Funds Grants (LTIF) in 2008.

Figure 5 Resource Framework to Support Collaborative Leadership

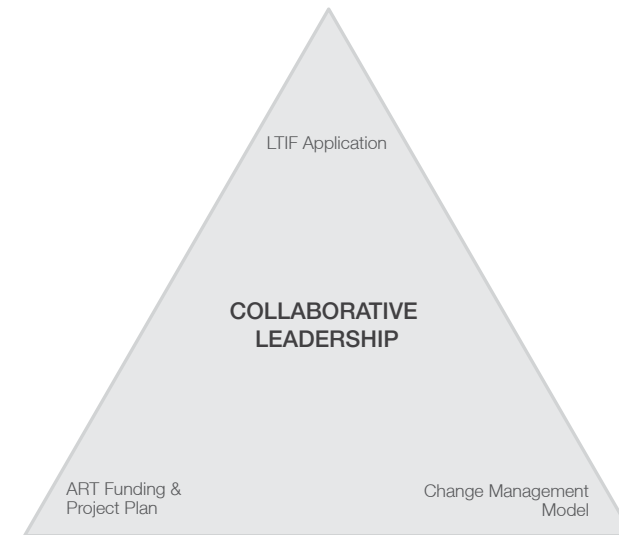**Table 5 Resources for Implementation of Collaborative Leadership**

Element	Characteristics	Template	Resource	Project Example
Collaborative Leadership	Top down Policy	LTIF Application	R12	ER12
	Bottom-up implementation	ART Funding and Project Plan	R13	ER13
	Middle-out support	Change Management Model	R14	ER14

Resource R 12 Learning and Teaching Investment Fund (LTIF) Application

The Learning & Teaching Innovations Fund Program
Application Form

Project Name:

Project Contact:

1. Project Description:

2. Project Rationale:
   2.1 Improved student learning experiences, outcomes and employment opportunities.
   2.2 Strategic alignment.
   2.3 Innovation.
   2.4   University wide application.
   2.5 Value for money.

3. Project Outcomes:

4. Project timelines:
   (include steps, milestones and key deliverables of project)

5. The evaluation framework you will use during and in the final stages of the project.

6. Funding Requested.

7. Project Participants (RMIT and external).

8. Implications for other groups and consultations undertaken.

9. Commencement Date.

Project Example ER 12 Successful LTIF Application

Project Name: Enhanced Teaching and Learning Interactivity in a Large Enrolment Course: Marketing Principles
Project Contact: Course Coordinator Marketing Principles, School of Economics, Finance and Marketing

1. Project Description

This project introduces a new level of interactivity to lectures and feedback in a large enrolment, first year course: MKTG1025 Marketing Principles. A new application of technology will be used in lectures to enable students to respond to carefully crafted multiple choice questions with immediate feedback to the lecturer on collective responses and then lecturer response, reflections and tailored feedback to the students. In addition, students receive immediate feedback on their understanding of the concepts and how well they are performing compared to their colleagues. The use of this technology encourages more active listening and involvement with the lecture material. These activities and feedback will be accommodated within the lecture thereby engaging students with the material being covered, encouraging reflection by students (and lecturer!) and providing an extra spark of interest in student experiences of lectures.

The proposed technology to be used in a full scale trial in first semester classes is mobile phone enabled classroom response system (CRS). This raises a number of issues including equity and the modest cost which will demand attention and be addressed in the project. It will be thoroughly evaluated so the lessons learned can be shared across the university. It is currently planned to hold a second application in second semester to iron out issues of application and to engage greater staff participation as part of our Carrick project on leadership - to aid with dissemination and wider uptake.

The second technology being applied in the course is a podcast – whereby the course coordinator and other teaching staff provide weekly commentary on the lectures and student work. The teaching staff will be highlighting key points arising from (1) student questions (elicited in classes and using the DLS) and (2) their observations of students' work in progress including student performance on DLS administered MCQs. This is based on the successful experience in this discipline of a winner of a Carrick Citation for Outstanding Contributions to Student Learning). The aim of the podcasts is to provide additional feedback to students in a form they can readily access and assimilate. They will be delivered through the DLS using multiple technologies.

The podcasts will be implemented in second semester 2008 again with thorough evaluation. At least three other School staff will be involved in at least one podcast to help expose a wider group of staff to the potential of the technology (interviewing a staff member for their key insights).

These project initiatives follow a long personal history of innovation and change aimed at student learning improvement on the part of the course coordinator including in this course. A small scale trial of the mechanical version of the CRS (or clickers) was trialled in 2006 with excellent outcome. Marketing Principles is conducted twice each year as well as online and in Vietnam. The initiatives proposed here will be applied in the Melbourne campus delivery though the podcasts will also be available to online students.

In this application we refer to the LTIF assessment criteria by number 1 (relevance to the funding priorities...) to 7 (proposal to disseminate the project ...). Refer to section 4.1 of LTIF Call for Expressions of Interest.

Project Example ER 12 Successful LTIF Application (continued)

2. Project Rationale

MKTG1025 Marketing Principles in Melbourne has 800 students with contact hours comprising a two hour lecture and a one hour demonstration tutorial (100 to 120 students). In addition students undertake an online simulation game, sets of multiple choice quizzes (with feedback) and write submissions on issues of marketing based on local press. An active online presence is maintained via the DLS. The course has students from each undergraduate discipline as well as a high proportion of onshore international students.

While the GTS scores have improved in recent semesters the failure rate has remained the same. We attribute this to lack of engagement and motivation of students in the course. A focus group of students in the first year core units as part of the Carrick project confirmed the need for more feedback as one of the common themes across all the core courses.

This proposed LTIF project has emerged as a result of our School's participation in the Carrick funded Academic Leadership project entitled "Developing multi-level leadership in the use of student feedback to enhance student learning and teaching practice.". The Business Action Research Team has identified a number of issues associated with the student learning experience in the four common core courses (including Marketing Principles) delivered by our School. These issues include poor student motivation and engagement as well as students' desire for more feedback and support.

In addition, this project is consistent with the academic priorities within the Business Portfolio, which include increasing the GTS in the Common Core Courses and enhancing the student learning experience in those courses. These courses are also a key focus for the Portfolio in a project focusing on 'at risk' students, the majority of whom are in first year.

This proposed LTIF project aims to explore the enhanced learning opportunities provided by the new technology of electronic response systems: "when used as part of a wider effort to support active engagement with learning there is evidence that they [electronic response systems or 'clickers'] can support increased motivation and attainment, at least in part as a result of their ability to provide rapid feedback on the learning process."

Simpson, V. and Oliver, M. (2007). Electronic voting systems for lectures then and now: A comparison of research and practice. Australasian Journal of Educational Technology, 23(2), 187-208. http://www.ascilite.org.au/ajet/ajet23/simpson.html

This project addresses the priorities of the LTIF: Teaching Large Classes (incorporating educational technologies), eLearning (improves student experience), Assessment and Feedback (improving feedback) – LTIF Assessment Criterion 1. Of particular significance is the contribution this project can make toward RMIT's priorities by trialling the use of mobile phone technology to engage students in active learning and provide timely feedback to both student and lecturer in large classes. In a local context – our School will be trialling the use of technologies to provide aural general feedback to all students.

3. Project Outcomes

(include reference to assessment criteria described in Section 3 of Information Sheet)

Our expectations are for a higher student satisfaction with the course, as measured by the CES, as well as increased class attendance and more active learning which should be reflected in a higher student pass rate and higher average final mark.

These teaching and learning objectives will be evaluated from two points of view:

a) aiming to achieve sustained improvement of teaching and student learning in the course and b) aiming to help others in the university learn from and, where appropriate, take up the opportunities of this innovative use of technologies, particularly in large enrolment courses.

The evaluation will provide the basis for reports and presentations to disseminate good practice within RMIT. The experiences will be documented in several peer reviewed journals. With successful implementation a short easy-to-read guide will be prepared and placed on the RMIT website for reference by others.

This project is closely associated with the Carrick project on distributed leadership. In this case the outcomes will be shared within the local context - with others in the School's Action Research Team as well as the broader School environment. In addition the project findings will be actively disseminated to the other two Action Research Teams.

Finally, the project will identify opportunities associated with wider take up of the technology in teaching across the university and, potentially, barriers which restrict widespread adoption – these may be associated with cost or technical support, for example. The Carrick Project Team provides the ideal opportunity to bring other areas of the university together to remove the barriers and facilitate adoption. The evaluation reports from first and second semesters will be a key vehicle for raising these issues with the Project Team.

4. Project Timelines

(include milestones and key deliverables for each stage of project)

Feb 08 — Meeting and negotiations with alternative providers of CRS systems.

*Feb 08 — Selection of a CRS and pilot testing
Design the curriculum to adopt it to the use of CRS's.
Submit application for ethics approval.*

*Mar–May 08 — In-class Implementation, monitoring and evaluation.
Focus group and Surveys of students.*

May 08 — LTIF Presentation on the project.

Jun–Jul 08 — Refresher course on Podcasting and broadcast of first Podcast in June 2008

Aug 08 — LTIF Progress Report

Oct 08 — Collection and analysis of feedback on CRS and Podcasting.

Nov–Dec 08 — Preparation of report.

Feb 09 — LTIF presentation of project outcome to peers.

7. Project Participants (RMIT and/or external)

– *Course Coordinator, School of Economics, Finance and Marketing*
– *Director of Teaching and Learning, School of Economics, Finance and Marketing*
– *Learning and Teaching Development, Teaching and Learning Portfolio*

8. Consultation

The Director Educational Technology who also is Director of Educational Media Group has been consulted on this project. The project will involve regular consultation and communication with him to ensure the needs of the university are met.

Resource R 13 ART Project Plans and Budget Statement

PORTFOLIO:

SCHOOL:

ART LEADER:

FINANCIAL OFFICER:

PROJECT TITLE:

PROJECT SUMMARY:

PROJECT TEAM MEMBERS:

PROJECT AIMS:

PROJECT METHOD:

ACTION PLAN – Year 1, 2007

Action	Key Milestone	Timeline

PROJECT OUTCOMES for 2007

PROJECT BUDGET STATEMENT (total $10,000)
Items are examples only – please complete with items relevant to your project.

Item	Description + purpose	Cost
Consultancy Services		
Catering		
Facilities hire		
Consumables		
Travel expenses		
Conference Registrations		
Time release		
TOTAL		$

Project Example ER 13 ART Project Plans and Budget Statement

COLLEGE: Business

SCHOOL: Economics, Finance and Marketing

PROJECT TITLE: The Use of Student Feedback to Enhance the Student Learning Experience in Large Common Core Business Courses

PROJECT SUMMARY:

This project is using student feedback from a number of sources (CES – quantitative and qualitative, SSCC, teaching staff discussion forum, focus groups) to identify opportunities to improve the student learning experience in the 4 Common Core courses which the School offers: Business Statistics, Macroeconomics, Prices and Markets, Marketing Principles. These classes have annual enrolments in excess of 1000 students, with lectures of up to 500 students. The project is also identifying the strengths of recent and current practices and drawing on wider experiences and practices. This analysis leads to the implementation of initiatives in these courses aimed at improving the student experience and learning outcomes. The impact of these initiatives will be evaluated.

PROJECT AIMS:

To develop initiatives to enhance student learning experiences and improve student feedback.

PROJECT METHOD:

Quantitative and qualitative analysis from a number of sources of data will be used to develop and implement initiatives over the 2 year period of the project. In Semester 1, 2007, the CES data (both quantitative and qualitative) was analysed and a literature review was commenced. The data was used to develop a guide for a discussion forum with teaching staff on the courses of interest and to add to the understanding of the student experience in the core courses. As a result of the analysis, a pilot project involving drop in sessions was launched in one of the core courses, Business Statistics, in response to student feedback relating to the need for more feedback and for opportunities to discuss the difficulties they might be having with the work. These sessions will be promoted and monitored throughout Semester 2, 2007 and evaluated at the end of semester. During semester 2, 2007, focus groups will be conducted with students to enrich the data analysis from semester 1, 2007 in better understanding both their expectations and experiences in these core courses. It is anticipated that the outcome of this research will provide the ART with direction as to the specific aspects of the core courses that could be improved to better enhance the student learning experience. Strategies can be developed by the team in the latter part of 2007 for implementation in Semester 1, 2008.

Project Example ER 13 ART Project Plans and Budget Statement (continued)

These strategies will then be monitored during Semester 1, 2008 and evaluated during and following the end of semester. Semester 2, 2008 will be used to refine improvements and evaluate the student experience in the courses of interest. Recommendations will be made by the team regarding the future of these initiatives with a view to developing longer term strategies which can be developed and support sought through LTIF.

ACTION PLAN – Year 1, 2007

Action	Key Milestone	Timeline
CES Quant and Qual Analysis & development of pilot for Sem 2, '07.	*Presentation of analysis of 6 semesters of CES data for 4 Common Core Courses as well as analysis of qualitative feedback.*	*Sem 1*
Pilot drop-in sessions as support to Business Statistics to address CES feedback.	*Evaluation of sessions through ongoing monitoring and inclusion of items on CES for end of semester.*	*Sem 2*
Student Focus Groups and Semester 2 evaluation.	*Analysis completed and documented. Key themes, lessons learned and initiatives identified.*	*Sem 2*
Project and teaching team development of strategies for semester 1, 2008.	*Strategies in place for semester 1, 2008.* *Potential proposal for LTIF funded project in 2008.*	*December*
Development of relevant materials and other changes associated with semester 1 initiatives.	*Materials, course plan changes, course guide changes, operational support developed and completed prior to Semester 1 start.*	*Nov 2007 Feb 2008*

PROJECT OUTCOMES for 2007:

Completion of analysis of CES data as outlined in the action plan by the end of Semester 1, 2007. Conduct and analyse focus group data by mid to late semester 2, 2007. Pilot undertaken of 'drop in sessions' in Business Statistics to be launched and monitored in Semester 2, 2007, and evaluated at the end of the Semester. Strategies developed by the end of 2007 for implementation in Semester 1, 2008.

PROJECT BUDGET $10000

Resource R 14 R.E.A.L.I.S.E.D. Change Management Model to Enhance Student Feedback
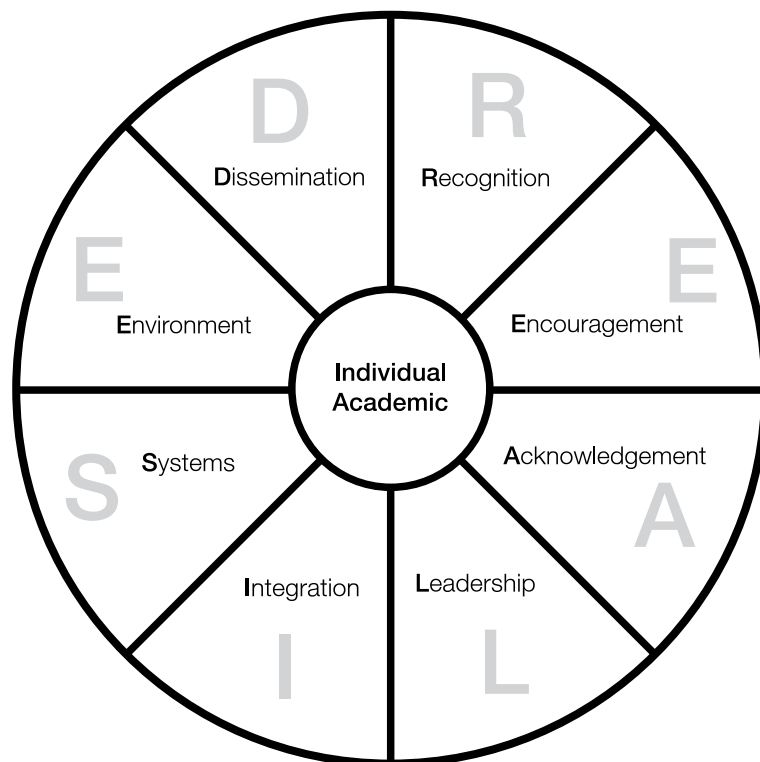
The Change Management Model has eight elements required to support the individual academic in attempts to improve the student experience and thus student feedback.

Recognition: Recognition and reward of individual and team contributions to accord learning and teaching excellence to be considered equal to research.

Encouragement: Resource support (time and finance) for individuals and teams to design and develop innovative approaches to improving the student learning experience.

Acknowledgement: University Policy and Practice that acknowledges the importance of clearly articulated university commitment to supporting improvements in the student experience.

Leadership: Multi-level leadership support for staff to engage in learning and teaching innovations.

Integration: Integrated support through services that more actively engage students in their own learning, particularly in the transition into Higher Education.

Systems: Cross-functional systems support from multi-functional services across the university.

Environment: Appropriate learning environments that are supportive of the student learning experiences. This requires a collaborative approach in which the demands on, and needs of, all participants are recognised and addressed.

Dissemination: Opportunities to disseminate ideas to underpin collaboration through participative approaches to knowledge sharing as a fundamental value and principal that underpins the university approach to leadership. This includes developing opportunities for all parties to have their 'voice' heard.

Project Example ER 14 Change Management Model for RMIT Leadership Project
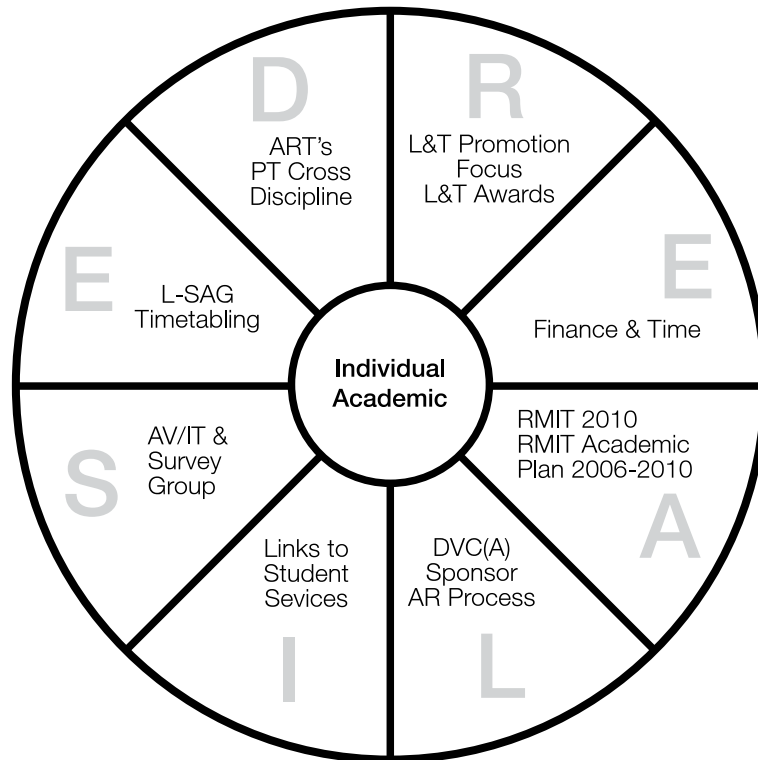
Recognition: RMIT Promotion emphasis on evidence of exemplary learning and teaching and introduction of School-based learning and teaching awards.

Encouragement: Finance and time provided for ARTs to explore innovations in teaching practice.

Acknowledgement: RMIT Strategic and Academic Plans that link centrally determined policy with School-based implementation.

Leadership: Support of DVC(A) and multi-levels of leadership in this project.

Integration: Involvement of student services through the PVC (Student Services) and integration of Student Experience Surveys with Course Experience Surveys.

Systems: Inclusion of representatives of service providers in the Project Team.

Environment: Establishment of a Learning Space Advisory Group (L-SAG).

Dissemination: Opportunities for ARTs to disseminate ideas across the university in Plenary sessions and College-based seminars as well as at external conferences.

2.4   Engaged Leadership

The Engaged leadership element required a systematic approach to networking that enabled all leaders in pedagogy (formal leaders and recognised experts) in learning and teaching delivery to transfer lessons learnt from learning and teaching experience and innovations to be shared so that they can be transferred through their adaptation to different environments.

The Resources and Project Examples as identified below in Figure 6 and Table 6, have been designed to develop the three characteristics of Engaged Leadership –

–   Share lessons learnt.

–   Network.

–   Link practice to pedagogy.

Note

As a result of their involvement in this project several papers from ART teams and members have been accepted as peer-reviewed publishable articles for Conferences and Discipline-related academic and professional publications.

Figure 6 Resource Framework to Support Engaged Leadership
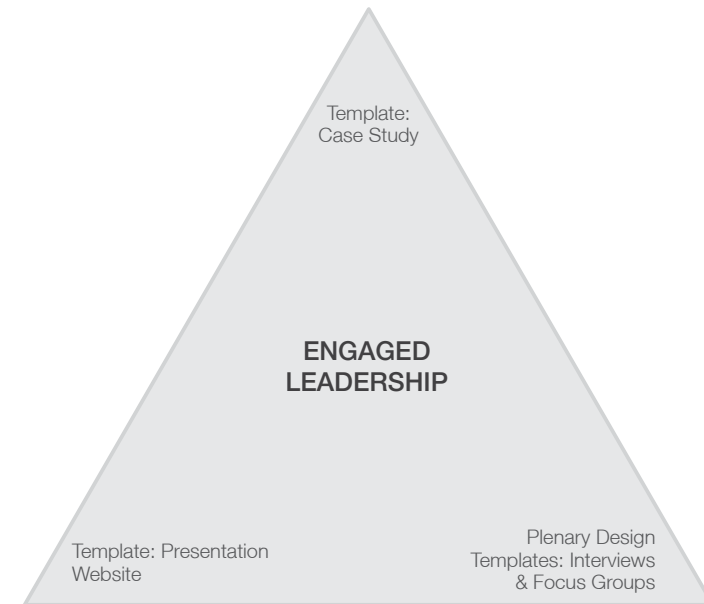
Table 6 Resources for Implementation of Engaged Leadership

Element	Characteristics	Template	Resource	Project Example
Engaged Leadership	Lessons learnt sharing	Case Study	R15	ER15
		Plenary Design	R16	ER16
		Plenary Presentation	R17	ER17
		Poster	R18	ER18
	Networking opportunities	Website	R19	ER19
	Pedagogical support and analysis	Interview and Focus Group Feedback	R20	ER20

Resource R 15 Template - Case Study

1.0 Introduction

    1.1 Participants

2.0 Background and Project Focus

3.0 Project Description

    3.1 Stage 1: Planning

    3.2 Stage 2: Action – Course Development

4.0 Outcomes

    4.1 Stage 3: Observe and Evaluate

    4.2 Stage 4: Reflect

5.0 Critical Success Factors

6.0 Resources

7.0 Sustainability and Transferability

Resource R 15 Template - Case Study

This template was used to develop the Case Studies from each Action Research Team involved in the project. These can be read in full in the Project Report. The following example showcases progress made by each of the ARTs and was developed for the RMIT on-line Learning & Teaching Journal.

THE REPORTING PROCESS

We are asking each ART to contribute to the final project report to be submitted to Carrick* in 3 parts:
now known as ALTC (Australian Learning & Teaching Council)

    PART A: A report on progress to 30 June 2008,
    First draft for comment due: FAC ART Leaders Meeting Tuesday 24 June
    Submit PART A: due: FAC ART Leaders Meeting Tuesday 15 July

    PART B: An addendum to finalise the report.due in first week of November

    PART C: Full financial acquittal due in last week of November

We hope that this will enable you to forward plan. Your first draft will be the basis for discussion and comment at the June Facilitator & ART Leaders meeting. We would also welcome any further suggestions for inclusion in the report.

DESCRIPTION

In PART A of the report we are interested in gaining an understanding of what your ART has been doing and why, and the progress that has been made. It is a gathering of information and lessons learned to date. It is important for this to be a report from the ART team, not just the Project Leader.

PART B will provide the opportunity for a final update and should also include an evaluation from the ART's perspective. It will be at this stage that your reflections on leadership issues and developments, observed in the project should be included.

PART C: A full financial acquittal will also be required by the end of November.

Resource R 15 Template - Case Study (continued)

REPORT HEADINGS for PART A

We have listed a number of questions below to help clarify the contents of each section. The document can use dot points. Attachments can be used but note that any information the team shares as part of this document may appear in the final report to ALTC and appear on their website – unless specifically requested otherwise.

Focus

– What courses were the subject of this project? Give total student numbers and breakdown how it was taught at the start of the project. Include any other relevant information about the profile of the students and the context of delivery.

– What were the central themes or issues being addressed in the project?

– How do these relate to student feedback?

Actions

– How did the team structure itself, how has this changed during the project?

– What did course teams do to improve student feedback and why?

– What changes occurred in each course? – detail changes before and after.

– Outline the stages of action taken and how it was reflected in the action research cycle process (Plan, Act, Observe, Reflect).

– How have students been involved in the project?

Outcomes

– What outcomes did the project achieve? Expected and unexpected?

– What was the impact on student feedback?

– Were there changes in student learning and experiences?

– How are the students being taught differently? Eg teaching strategies, structure & size of classes etc.

– What other impacts (including long term outcomes) were there?

– Were there any tangible outcomes eg Grants, scholarship etc.

Strengths and weaknesses

– List separately.

Critical success factors

– What were the contributors to success?

– What were the impediments to success?

Other issues, challenges and suggestions.

– What issues, challenges have been faced by the team members in this project?

– Which issues and challenges remain?

– What suggestions for further improving impact on student feedback – at course team, program, discipline, School and university levels?

Resources

– What resources have you accessed and found useful? Eg journal articles, case studies etc.

– What external expertise have you enlisted or accessed? How useful and in what ways has this been beneficial to your ART project?

– What other resources eg people, finance, internal university funding etc have been available?

– Have you developed any resources that may be useful for others to achieve these outcomes? Describe or list or append.

Sustainability and transferability

– Has this project achieved a sustainable change in practice to improving student feedback?

– What is planned in the School to extend the impact of the project beyond this team?

– Have you observed changes/initiatives in your School, Portfolio or University wide that are attributed (directly or indirectly) as a result of your ART project?

– Are the outcomes of this project transferable to other parts of RMIT and / or the higher education sector?

Project Example ER 15 Case Study Ed Article Developed from
RMIT Leadership Project

The Carrick funded Institutional leadership project has been identified as playing a significant role in assisting RMIT to develop a multi-level, distributed leadership approach to the use of student feedback to enhance student learning and teaching practice.

Action in 2007 has been principally within the three Portfolio Action Research Teams (ART's) established to explore various elements affecting student feedback. The ART Projects are providing the means by which "bottom up initiatives" are being used to trial different methods of analysing, and reflecting on practices to respond to and improve student feedback. In this way staff are being empowered at a variety of leadership levels.

On behalf of the Action Research Team in the School of Mathematics & Geospatial Sciences, Mali Abdollahian emphasised how open sharing of experiences and ideas and adoption of different methods of capturing student attention has led to improve student feedback by 12% between 2006 and 2007.

Mali explained:

Photographer: Gordon Flynn

"Our focus is on improving our teaching and assessment practices for large service courses. Given our mathematical disciplinary focus, our first action was to analyse a sample of 700 student feedback responses to summarise and classify teaching practices that have, and have not, worked well. It was, however, the next step we took to share each others student feedback that was even more valuable. Although there was some reticence to share negative feedback, once trust began to be established between members of the ART, valuable ideas for changing approaches to teaching started to emerge".

Mali went on to discuss how the sharing of feedback within the ART led to a collaborative team-work approach in which staff work together effectively to support and plan improvements. She stated:

"This was effective in removing the 'blame the teacher' mentality to a more shared approach in which staff can experiment with ideas for improvements suggested by colleagues".

Mali Abdollahian

One simple but effective example of change in teaching practice cited by Mali was the adoption of a practice at the start of each lecture to briefly recap the last lecture and to foreshadow what will be covered in the current, and the next, lecture. This provided students with the opportunity to link the various concepts and knowledge they are developing. She pointed out that this was especially effective in large classes in which students come from a number of different disciplines, with students not always able to make connections with the mathematical technique being taught and their home discipline.

On behalf of the Action Research Team in the School of Property, Construction & Project Management, Geoff Outhred outlined how the ART is exploring the link between student satisfaction and the learning environment in which students are placed.

This is leading to greater levels of staff engagement as they observe action being taken to improve teaching spaces rather than all responsibility for improving student feedback being placed on individual lecturers.

Geoff explained that the ART has completed an analysis of past CES & SES data with a focus on identifying any relationship between student comments on teaching practice and the facilities in which they learn.

Photographer: Ian McBean

This has led to two major changes. First, the development of a protocol to enable staff to assess existing teaching facilities. Second, to a pilot study to be undertaken in Semester 2 2007 in which interactive whiteboards would be installed and new seating arrangements trialled.

In summarising the major change that has occurred, Geoff stated:

"This project has empowered the staff, we are starting to see that changes we need to implement to improve student feedback are being supported by RMIT infrastructure.... We anticipate that the provision of more flexible teaching spaces will enable staff to use a wider range of teaching strategies. This should enhance the student learning experience significantly, which consequently will improve student feedback"

Geoff Outhred

**Project Example ER 15 Case Study Ed Article Developed from
RMIT Leadership Project (continued)**

Photographer: Rod McCrohan

Kate Westberg

On behalf of the Action Research Team in the School of Economics, Finance & Marketing, Kate Westberg described the focus for this team as enhancing the student experience for the large and diverse number of students enrolled in the four common core business courses (Business Statistics, Macroeconomics, Prices and Markets, Marketing Principles) that are offered by the School.

Student numbers of between 1000-1200 per year from all business disciplines (and some outside business) attend these courses, with lecture sizes of 300-500 students and 2 hour demonstration lectures/feedback sessions of approximately 100 students.

ART members have analysed both qualitative and quantitative student feedback. This has revealed student concerns such as:

–   Improving the physical conditions for learning.

–   Provision of greater learning support

–   The need for more 'personalised' feedback and more opportunities for interaction with lecturers.

–   more interaction in tutorials.

The ART also held a Teaching Team discussion forum to explore different views of the student learning experience, and particularly to capture the informal feedback that teaching staff have received.

Additional issues that are emerging from the ART investigations to date suggest that students are experiencing a number of difficulties related to transition from School and there appears to be a general lack of student motivation and accountability for their learning.

Kate explained that in order to probe for further depth regarding student feedback, focus groups of students are being held. She stated:

"Early findings suggest that students have clear ideas of what the teaching staff should be doing i.e. be enthusiastic about their topic, to clearly explain and to be organised. But when asked about what their role is as students in the teaching and learning equation, they don't appear to have considered it".

*I*n response to student comments suggesting they want more feedback and more interaction with teaching staff, the ART is trialling 'drop in sessions' (3 per week, 2 of which are staffed by lecturers and 1 by a tutor) in one of the courses. Sessions are being monitored in terms of number of students attending and types of queries. A survey will be undertaken to get feedback on this initiative.

Kate stated that the main advantage to emerge from this project to date is:

'It is allowing us time and space to reflect on how we can create a better experience for staff and students in large classes. It will enable us to implement initiatives in these courses aimed at improving the student experience and learning outcomes'.

Resource R 16   Plenary Design

Plenary Program				
AIM	PURPOSE	OUTCOME	ACTIVITY Mix large and small group activity	LEADERSHIP REPRESENTATIVE
1.				
2.				
3.				
4.				

Project Example ER 16 Plenary Sessions from RMIT Leadership Project

PLENARY 1 PROGRAM April 2007			
AIM	OBJECTIVES	ACTIVITY	LEADERSHIP REPRESENTATIVE
The aim of the project is to explore, document and disseminate a framework for the development of distributed leadership in teaching and learning by developing such a leadership using projects based on the effective use of student feedback as a vehicle.	*To encourage discussion about the effective use of student feedback.*	*Presentation by Project Management team.*	*Prof Jim Barber. A/Prof Sandra Jones. ART Facilitators. All participants.*
	To allow Action Research teams (ART) to share experiences to date.	*ART Updates Future Directions.*	*ART Leaders. ART Facilitators.*
	To identify emerging issues and to facilitate future planning of the project.	*ART identification of emerging issues.*	*ART Leaders. ART Facilitators.*
	To explore leadership concepts - as it applies to the project in relation to the effective use of student feedback.	*Small Group Activity –Multi-level leaders.*	*All participants. Facilitated by ART Facilitators.*
	Share information – between participant groups, and discuss emerging issues.	*Large group feedback.*	*All participants. Project Management Team.*
	Facilitate future planning.	*All activities.*	*All participants. Project Management Team.*

Project Example ER 16 Plenary Sessions from RMIT Leadership Project (continued)

PLENARY 2 PROGRAM August 2007			
AIM	**OBJECTIVES**	**ACTIVITY**	**LEADERSHIP REPRESENTATIVE**
Provide update on how information obtained in Plenary 1 on student feedback is being addressed by Project Team.	*Identify the opportunities created by the expansion of Project team to include IT, Property & Support services as a vertical discussion forum on these issues.*	*Update from Plenary 1 issues related to student feedback and the design of short term action projects to address issues.*	*Prof Jim Barber. A/ Prof Sandra Jones.*
Allow each Action Research Team (ART) to outline progress to date and to identify current issues.		*ART Updates current actions and key issues.*	*ART Leaders.*
Enable senior leaders to support discussion and planning of projects.	*Make progress towards: developing an understanding of roles of all leaders in achieving project outcomes. Further development including the role of the next plenary.*	*Whole group discussion. Common themes and actions. Useful connections and possible links.*	*All Plenary participants.*
Enable ART's to discuss and share experiences with other ART's. Provide the starting point for ART's reflections about leadership in Semester 2.	*Identify what assistance/ information is needed?*	*Discussion in small mixed ART groups to facilitate discussions on what multi-level leadership means as applied to an ART. To consider how to build leadership aspects into the ART projects.*	*ART Facilitators. ART members. A/Prof Sandra Jones.*
Provide time for ART's to plan.	*Confirmation of an action plan for semester 1. Defining projects for trial in Sem 1, 2008.*	*Reflection on Leadership in one ART. To share how the SET ART is working from a leadership perspective.*	*ART Facilitator.*

PLENARY 3 PROGRAM November 2007			
AIM	**OBJECTIVES**	**ACTIVITY**	**LEADERSHIP REPRESENTATIVE**
Provide an opportunity for a cross section of the RMIT community to find out about recent developments and plans to improve student feedback in the 3 portfolio based action research teams.	*Consider how ideas developed in the project can be further developed into LTIF submissions so that effective processes can be further embedded into RMIT practice.*	*Explore future directions for building ART practices into LTIF submissions.*	*Prof Jim Barber. A/Prof Sandra Jones. All participants.*
Enable Heads of Schools involved in the project to share perspectives on how the project has impacted on planning to improve student feedback and GTS scores.	*Encourage other Heads of School to consider the establishment of similar ARTs across more Schools.*	*Heads of School presentation: How the project has assisted HoS to plan to improve student feedback. How it has influenced future planning in each school. Key issues and successful strategies identified. Future directions.*	*Heads of School in which ARTs are established.*
Facilitate the interchange of ideas between action research teams by considering critical success factors & barriers to improving student feedback.	*Action Research Team Updates.*	*Mixed Group Activity sharing ART perspectives, common themes, Barriers & critical success factors in improving student feedback.*	*ART Leaders.*

Project Example ER 16 Plenary Sessions from RMIT Leadership Project (continued)

PLENARY 4 PROGRAM: May 2008
Theme: 'Responding to Student Feedback – Facilities & Services'.

| AIM	OBJECTIVES	ACTIVITY	LEADERSHIP REPRESENTATIVE
Forum to respond to concerns raised in student feedback regarding the provision of suitable spaces and services that enhance and improve the student learning experience.	*Enable RMIT Facilities & Services providers to outline plans being developed to respond to the identified issues.*	*Plenary split into two shorter themed.*	*Manager Property Services – Capital Program Planning. Manager Timetabling. Manager AV & IT.*
	Further progress discussions and gain feedback to facilitate planning related to these issues.	*Second 1.5 hour forum in small group activity.*	*Prof Jim Barber A/ Prof Sandra Jones.*
Enable Schools and Portfolios (Colleges) to consider how the plans outlined will impact on their ability to respond to and further improve student feedback.	*Develop plans to improve student feedback in Schools.*	*Small group discussions to explore the issue that impediments to progress are often identified as: the management of the actual physical teaching space, The dynamics of appropriate timetabling of spaces related to staff teaching methodologies The provision of adequate AV IT resources.*	*All participants.*

PLENARY 5 PROGRAM: October 2008
Theme: 'Responding to Student Feedback by improving feedback to students – A snapshot of RMIT projects and their implications for Leadership'.

AIM	OBJECTIVES	ACTIVITY	LEADERSHIP REPRESENTATIVE
Provide an opportunity for projects related to student feedback to be present as an overview of various approaches.		*Action Research Team Projects.*	*ALTC Leaders. LTIF Project Leaders. Student Services.*
Facilitate the sharing of these ideas and approaches.		*Small group activity.*	
Explore the transferability of these initiatives across RMIT.	*Develop a list of actions to improve student feedback across RMIT.*		*Prof Jim Barber. A/Prof Sandra Jones.*
Identify leadership issues arising from this.	*Determine a profile of professional development needs to support these actions.*	*Participant Activity to identify perceived leadership needs.*	*People and Culture All participants.*

Resource R 17 Template Plenary Presentations

In the final Plenary of the project all speakers used three common slides for their presentations. This was a valuable tool that enabled synergies between the presentations to be more easily explored.

What was done?

What was learnt?

What is relevant and transferable?
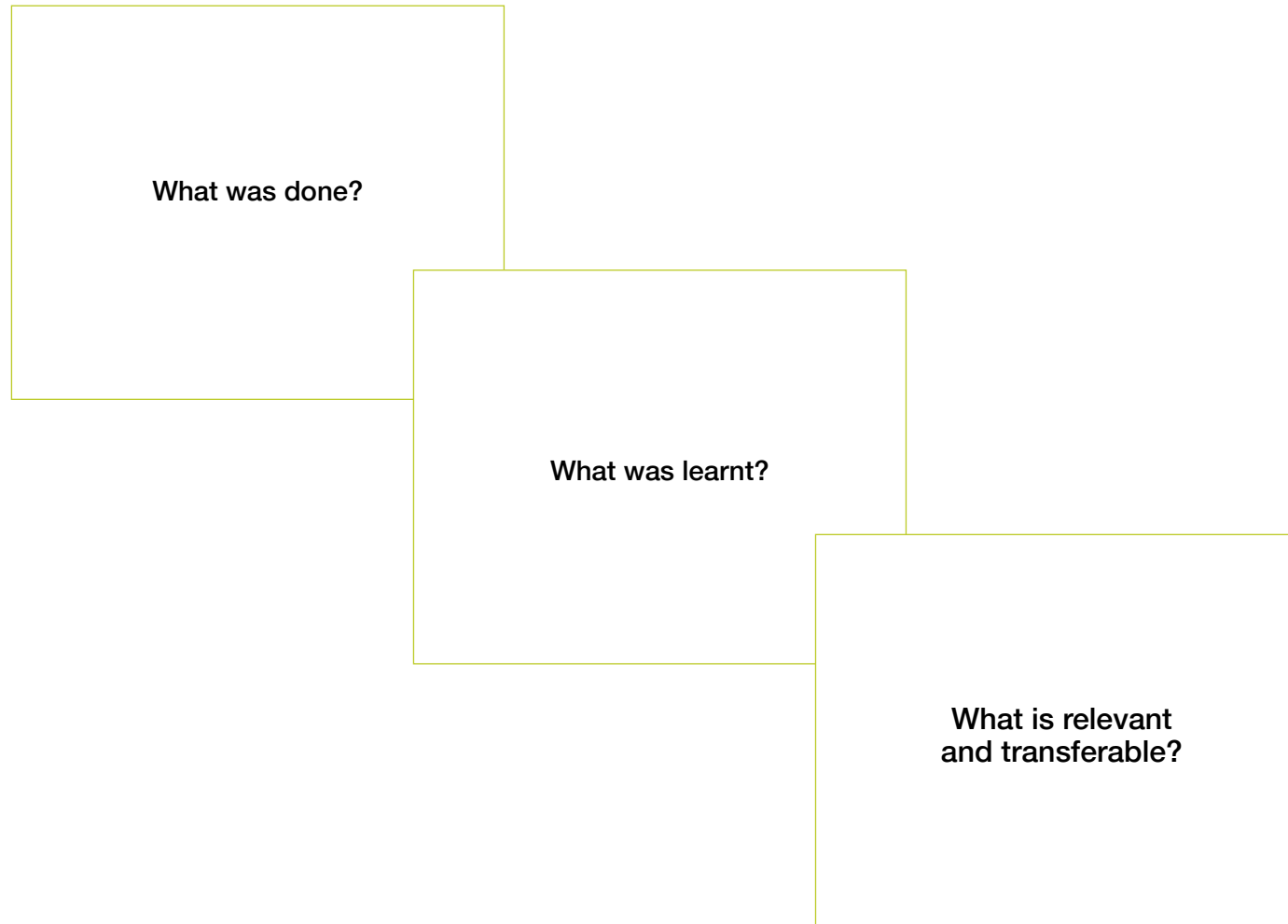
Project Example ER 17 Plenary Presentation

Embedding Initiatives -
what is relevant & transferable to other schools?

- Students should be informed fully by their course coordinators about the importance of their responsibility in the learning process.
- Students should be informed fully by their course coordinators about the importance of the feedback surveys and its impact on the teaching budget that RMIT receives from the Federal government and how to differentiate between teaching practices (Good Teaching Score) and environmental or IT issues.
- Addressing student diversity in multi-discipline large classes by providing relevant disciplinary context-related exemplars in teaching service classes.
- Provide group feedback on their assessments on a weekly basis and recapture on the problematic topics through extra assessment (if possible) before moving to the new topics (it is very effective for first year and the weaker groups).
- Encourage teaching staff to share their success and failures in teaching large classes and use it as a mentoring guide for all the new and less experienced staff.

Project Findings - what we have learnt

- Students do not recognize their responsibilities in the learning process.
- Students want very well organized lecture notes and continuous assessment (probably on a weekly basis) and feedback (preferably individual) throughout the term.
- Each lecture should begin with a review of the material covered in the previous lecture and an indication of what will be covered next .
- Students prefer to have multiple attempts at online tests rather than practice with online quizzes and then have only one attempt at the tests (gives them confidence when they do the test and provides a more effective learning environment).
- Lecture notes should be placed online so that students can focus on the material being presented in class. The amount of online material should not be excessive.
- Appreciate an optional assignment worth an additional 5-10 marks (due towards the end of term) on "designing" a project from their own discipline (Civil, Environment, Food Science) that addresses the application of the topics that were covered in their course using real data from their discipline.

Project Outline - what we have done

- We used a sample of 700 student feedback surveys (from 2006) to summarize and classify their written comments (qualitative data).
- Have shared what works well and what does not work well in individual teaching and assessment practices in large classes.
- Have examined teaching practices from the literature and other institutions.
- Have examined student feedback evaluation tools from other universities in Melbourne (RMIT tool is comparable but the Monash survey uses a more appropriate grading system in place of "satisfy", "not satisfy",...).
- Members implemented the improvements to teaching practices that work well and managed to improve the average CES score in the first semester of 2007.

Resource R 18 Template Poster
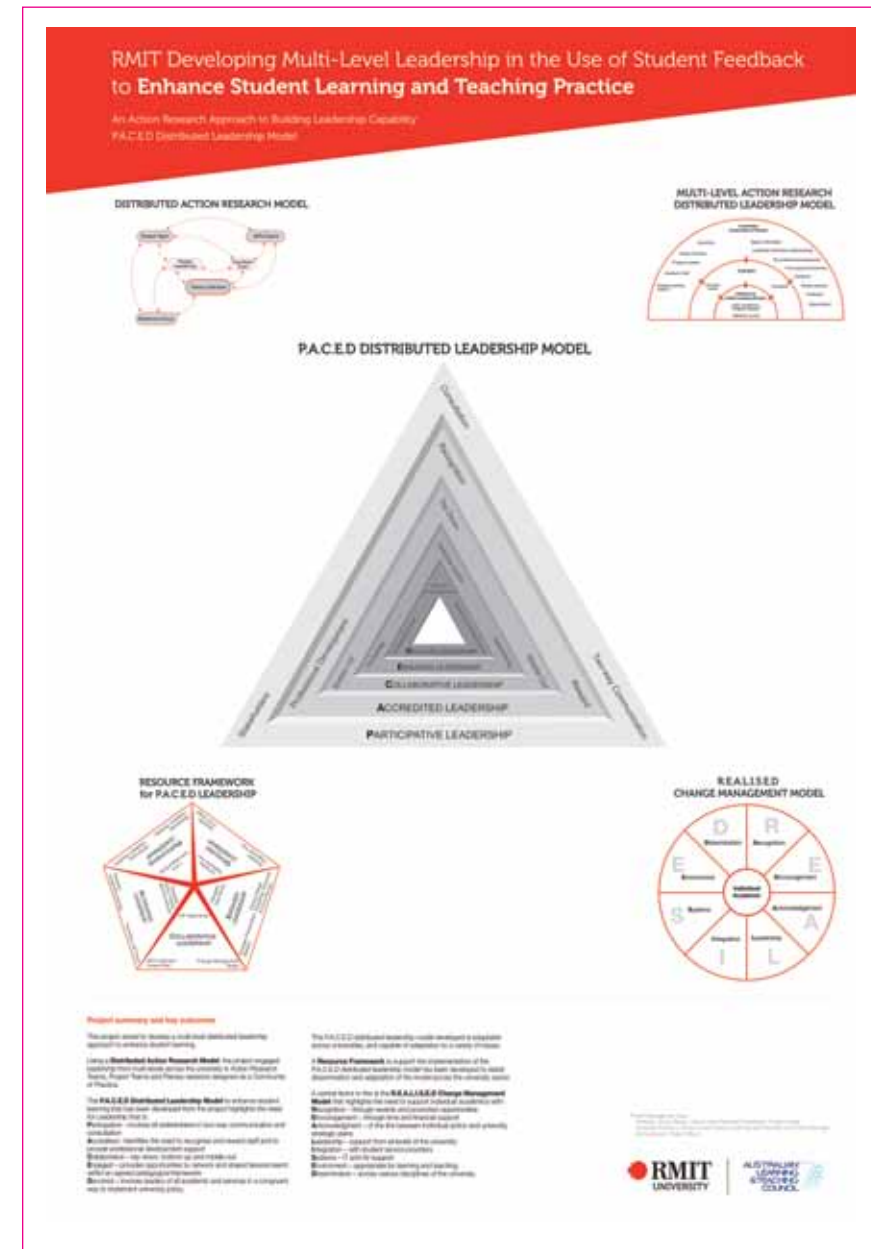
PROJECT AIM:

PROJECT OBJECTIVE:

PROJECT PROCESS:

PROJECT MEMBERS:

PROJECT OUTCOMES:

RESOURCES DEVELOPED:

Project Example ER 18 Poster

Resource R 19 Website Template

PROJECT TITLE:

PROJECT OVERVIEW:

PROJECT MEMBERSHIP:

PROJECT DOCUMENTS:

CALENDAR:

CONTACTS:

LINKS:

Project Example ER 19 Project Website Homepage

Resource R 20 Template Interview and Focus Group Feedback

	Interview 1	Interview 2	Focus Group 1	Focus Group 2
What has your participation in this project enabled you to achieve?				
What are the key factors that enabled you to achieve this?				
How has your participation in this project increased your knowledge about this issue?				
Do you see what you have done (or enabled your staff to do) as leadership?				
How will the knowledge and experience you gained affect your future practice in this issue?				
What would you like to see happen across the university as a result of the knowledge and skills you have learnt and the improvements you have made on this issue?				
What future contribution, role, would you like to have in the ongoing process related to this issue?				

Project Example ER 20 Interview and Focus Group Feedback

	Interview 1 HoS	Interview 2 ART Leader
What has your participation in this project enabled you to achieve in regard to improving student feedback?	*The project has provided a focal point for the development of the quality of L & T in the school.* *It has encouraged the active involvement of staff, providing leadership opportunities in monitoring improvements to L&T.*	*An increased focus on investigating ways of improving & responding to feedback issues.* *Exploring the influence of facilities & the use of new technology on student feedback and learning.* *An increase in the CES scores for the applicable courses.*
What are the key factors that enabled you to achieve this?	*Time.* *Freedom for staff to think through issues and actively experiment.* *Support from facilitators.* *Opportunity to actively engage staff in discussions on improving L&T.*	*The hard work of the team to determine alternative solutions.* *Availability of internal School resources to undertake minor upgrading of facilities.* *Co-operation of staff in the VET sector.* *The framework of the ART project to concentrate our efforts.*
How has your participation in this project increased your knowledge about how to enhance student learning and improve learning and teaching practice?	*Targeting areas for improvement actively engaged staff in L&T review.* *Provided an essential focus for the development of a proactive L&T Committee.* *Need to recognise staff involvement resulted in development of School Teaching Awards system.*	*The ART project has provided us with a strong focus on student learning as opposed to a major focus on what we were teaching the students.* *Opportunity to share experiences and strategies to improve L&T with the other two ARTs.*
Do you see what you have done as a form of leadership?	*HoS can give legitimacy to L&T by participating actively to support & encourage initiatives.*	*Engagement with the School L&T Committee and the ART project were voluntary by all team members. Clearly this is part of the informal leadership that takes place in the School.*

	Interview 1 HoS	Interview 2 ART Leader
How will the knowledge and experience you gained affect your future practice in enhancing student learning and teaching practice across the university?	*Appointment of L & T Leaders/ establish L&T Committee.* *Importance of communicating feedback to students. effectively, not assuming it is done through existing structures.*	*The knowledge and experience gained from the ART project has encouraged team members to think more deeply about their learning and teaching practice and given them the confidence to try new ideas to improve student learning.*
What would you like to see happen across the university as a result of the knowledge and skills you have learnt and the improvements you have made to improve the student learning experience?	*Retain the networking opportunities with Service providers that was provided by Project Team to assist in developing shared solutions to improving student feedback.* *Extend learnings from project to other HoS via presentation at Leadership team meetings.*	*Establish a central, web-based repository of student learning improvement tips. The Learning and Teaching body in each College could seek contributions and promote use of the facility.*
What future contribution, role, would you like to have in the ongoing process of improving student feedback?	*Prioritise and support the development of first year academic transition programs. Put students rather than research first!*	*The ART leaders will actively promote student learning within the School. Often effective innovations aren't communicated to the wider lecturing community. The ART project catalysed actions and helped disseminate useful results.*

Project Example ER 20 Interview and Focus Group Feedback (continued)

	Focus Group 1 ART	Focus Group 2 Service Providers
What has your participation in this project enabled you to achieve in regard to improving student feedback?	*The opportunity to run a whole lot of things differently in the course – new projects and assignments.* *It has enabled lecturers to trial new technologies in a risk free environment – allowing any problems experienced to be dealt with as part of the project trial, and refinements to be made.*	*Involvement in this Project has enabled us to hear first hand for the first time some of the problems that lecturers are experiencing and enable us to assist in proactively solving problems that are within our domain.*
What are the key factors that enabled you to achieve this?	*Time and assistance in developing and running new initiatives with students.* *The recognition that improving student feedback is a shared responsibility – that it is the things that support lecturers like the technology, and also the facilities.*	*Being invited to attend Lectures in the first week of Semester gave valuable insights into environmental issues.* *Participation in Project Team Meetings.*
How has your participation in this project increased your knowledge about how to enhance student learning and improve learning and teaching practice?	*The project and initiatives trialed have provided valuable insights.*	*Understanding the importance of achieving a responsive approach to the provision of services to meet the needs of staff and students.*
Do you see what you have done as a form of leadership?	*It has been recognised by the school that we are being proactive in this area and that improvements are being made.*	*Yes. It is enabling us to open communications with academics and timetablers in Schools.*

	Focus Group 1 ART	Focus Group 2 Service Providers
How will the knowledge and experience you gained affect your future practice in enhancing student learning and teaching practice across the university?	*Course developments will continue based on building on the experience from this project.*	*Communication with Learning & Teaching Directors in Schools is important and will be an avenue that will be used Standardisation of AV/IT resources will enable better service and support to be provided.*
What would you like to see happen across the university as a result of the knowledge and skills you have learnt and the improvements you have made to improve the student learning experience?	*The project has identified the need to develop a program to assist students in developing the skills to become independent adult learners as a part of a broader transition program for first year students.* *Workplans for staff should be designed to enable all staff members to gain experience with all levels of students. This is particularly important as feedback is being seen as an important factor linked to promotion.*	*It is important that the communication channels established through this project are maintained.* *It is essential that L-SAG organise the consultation forums with L&T staff so that issues can be raised for discussion. Effective consultation with staff in regard to resource & space provision is a priority.* *Ensuring that PD support is provided for academics to teach in newly designed co-operative learning spaces.*
What future contribution, role, would you like to have in the ongoing process of improving student feedback?	*Course development is an ongoing endeavour and critical as technologies, student expectation and discipline specific content evolves.*	*Continued involvement in being part of a shared responsibility for providing support for effective learning environments.*

2.5   Devolved Leadership

The Devolved leadership element underpins all other elements through a commitment across the university to develop systems, infrastructure and formal leadership action that is congruent such that shared understanding is achieved.

The Resources and Project Examples as identified below in Figure 7 and Table 7, have been designed to develop the three characteristics of the theoretical model of leadership that underpins Devolved Leadership.

–   Shared understanding for meaning.

–   Systems and Infrastructure support.

–   Formal Leadership support and encouragement.

Note

As a result of their involvement in this project changes have been made to prioritise responses to academics in teaching locations by AV/IT professionals thus improving support for learning and teaching.

Figure 7 Resource Framework to Support Devolved Leadership
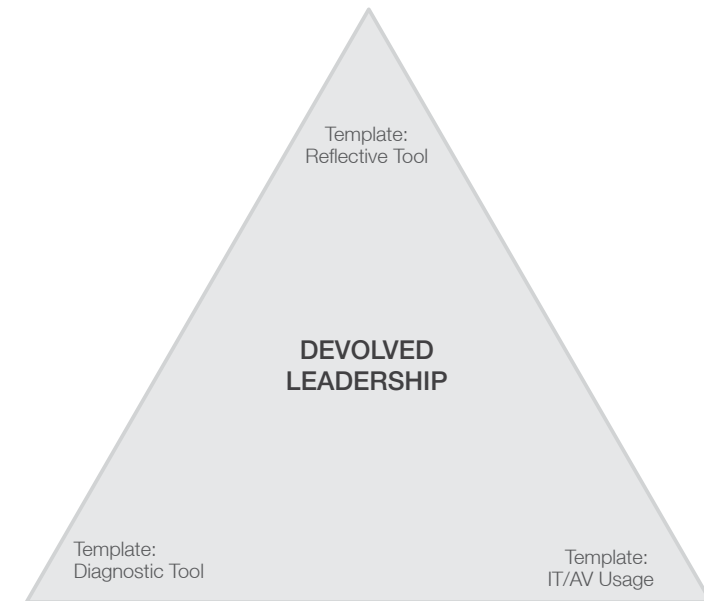
Table 7 Distributed Leadership Implementation Resources

Element	Characteristics	Template	Resource	Project Example
Devolved Leadership	Shared understanding for Meaning	Reflective Tool	R21	ER21
	Systems and Infrastructure support	Diagnostic Tool	R22	ER22
	Formal Leadership support and encouragement	IT/AV Information	R23	ER23

Resource R 21 Reflective Tool Template

Self Perception of Leadership Roles (in student feedback).

	Leadership Level 1	Leadership Level 2	Leadership Level 3	Leadership Level 4
ROLE: In reference to your position in the University, what do you think are the responsibilities of your role? [in ensuring the effective use of student feedback?]				
KEY ACTIVITIES: Identify key activities that you use to do this.				
OBSTACLES: Identify any major obstacles in this process.				

Project Example ER 21 Reflections on Roles and Responsibilities for

Student Feedback

	Heads of Schools	Program Leaders	Academic Staff
ROLE: What do you think are the responsibilities of your role in ensuring the effective use of student feedback?	Ensure feedback is collected. Teachers - take it seriously. Do something – Act!	Increase staff. awareness and appreciation. Results. Implement strategies.	Broader view of feedback: formal and informal. Address positive and negative feedback.
KEY ACTIVITIES: Identify key activities that you use to do this.	Ensure learning and teaching issues are discussed. Workplans create targets. Encourage staff to try different methods. Communities of Practice – models of good practice. GTS questions – teaching teams.	Student – Staff Consultative Committee discussion. Acting as a sounding board for staff.	Reflect on feedback from all sources. Managing expectations - students and professional bodies. Use action research cycle. Use of reflective learning reports (active learning & reflective).
OBSTACLES: Identify any major obstacles in this process.	University facilities Learning and Teaching – driven by resources available rather than the opposite. Student survey, fatigue and lack of follow up. Staff criticism of the instrument. Diversity of student group – hard to address all. Not all staff focus on Learning & teaching issues.	Point in semester (week 4) for early, formative feedback needed. Various definitions of feedback understood by students. Diverse student groups. Resources – classroom facilities – individual teacher's taking responsibility for problems of university.	Large classes contribute to poor feedback. Many students no self leadership capacity. Need to change this culture. Resources, time and physical, IT Surveys, - poor timing, poor survey response. The questions in survey tools, one size doesn't fit all.

	Senior Leaders	Support Staff
ROLE: In reference to your position in the University, what do you think are the responsibilities of your role in ensuring the effective use of student feedback?	Ensure adequate resources Reflect in policy and planning. Systemic issues. Assist staff in mentoring. Quality assurance.	Raising awareness. Informing practice and policies. Supporting curriculum development.
KEY ACTIVITIES: Identify key activities that you use to do this.	Using committees such as VCE to ensure resources are available. Head of School work plans in relation to learning and teaching. Relationships with DADs. Focus on PARs- important! Close loop. Report back to students. Networking.	Mentoring academic staff: interpretation of feedback. Compliance and support for PARs. Using feedback as evidence for quality assurance. Interviews with staff and students about feedback process & experience.
OBSTACLES: Identify any major obstacles in this process.	Capacity, human and material- constraints due to infrastructure. Divided pressures Prioritising time. Is there a central email point for students. Staff: too much time looking at data. Not doing something about it.	Survey Tool. Lag time of CEQ and low response rate.

Resource R 22 Diagnostic Tool Template

Classifying leadership perceptions of their role in student feedback into three theoretical domains.

	Management	Systems	Meaning
Current Policy			
Emerging Issues			
Future Directions			

Project Example ER 22 Diagnostic Tool Implementation in RMIT Leadership Project

	Management	Systems	Meaning
Current Policy	*Need to move away from a culture of blame that can be associated with student feedback. The project allows a space to do this.*	*Needs to be a university wide analysis of CES data. Are Survey services doing this?*	*High performing (financially) schools also have large classes and are not rewarded with resources to support quality teaching practices.*
	It takes time to change culture. Leadership issues around dealing with this. *DAD's look at GTS scores of Schools and take profile off schools – encourages blame culture.*		*Should compare GTS scores with year level of students across the school.* *Not a good comparison to compare Sem 1, 1st year with 3rd year feedback data.*
	There is a culture at RMIT of taking power away from teachers. This project gives an opportunity for teachers to embrace topic for change, create change and then inform management of this.		*Needs to be a balance between the research & action sides of the Carrick project.*

**Project Example ER 22 Diagnostic Tool Implementation
in RMIT Leadership Project (continued)**

	Management	**Systems**	**Meaning**
Emerging Issues	*No forums for sharing good teaching practice in some schools.*		*The student body needs to develop leadership in its own learning.*
	Mentoring programs for new academics not in place currently but used to exist.		
Future Directions	*More communication between ART.*	*Shorter half day is too long.*	
	Need to include more staff in Schools.		
	Invite teachers from schools who teach large classes.		*Getting together to hear what the ART groups have done.*
	Will get senior leaders to commit to shorter plenary.		

The diagnostic tool was found to be more useful in identifying the interconnections and linkages between domains than in clearly differentiating roles and responsibilities into separate domains. This suggested the need to design a holistic model for multi-level leadership in student feedback issues that enables possible linkages between management, systems and shared meaning to be mapped against each other rather than treated as separate and distinct entities. This led to the expansion of the initial theoretical framework into a holistic multi-level (including multi-function) Leadership Framework for Student Feedback, as illustrated in Figure 8.

Figure 8 Holistic Theoretical Model for Student Feedback
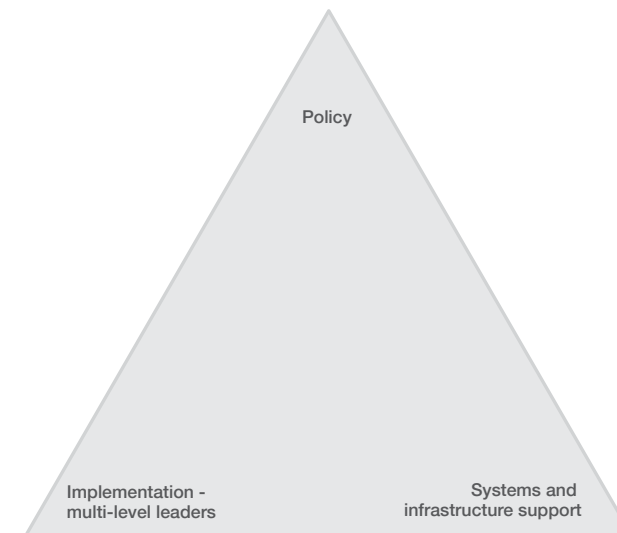
Resource R 23 Template IT / AV Teaching Venue Infomration

Location of Room –

   Building:

   Floor:

Room Capacity:

Room set-out:

Equipment Available in Room:

Instructions for Use of Equipment:

Equipment required by Academic:

Important Information:

Support Contact details:

Project Example ER 23 IT / AV Teaching Venue Information

<u>**Venue Information**</u>

Room Number: Hoyts Cin 3 and Hoyts Cin 7
Room Name: Melbourne Central Hoyts Complex, Cinemas 3 and 7

Location - The Hoyts Cinemas are located on level 4 of the Melbourne Central complex. Level 4 can be accessed from the train station via the internal escalators or from the escalators on the corner of Swanston and LaTrobe St. Hoyts place signage each morning within Melbourne Central to direct staff and students.

Photo:

What equipment is available in the venue:

☒	Fixed tiered seating	☐	White Board
☒	Data Projection	☐	Document Camera
☒	DVD	☐	Slide Projection
☒	VCR	☒	16mm Projection
☒	Lectern	☒	35mm Projection
☒	Lapel Microphone	☐	Lectopia
☐	Overhead Projector	☐	Computer
☐	Internet Access	☒	Laptop Connection

What do you need to provide:
- Laptop if showing a presentation

Capacity:
- Cinema 3 seats 300
- Cinema 7 seats 206

Points to Note about the Venue:
- The cinemas are available to RMIT during semester Monday to Friday 8.30am to 12.30pm. They can be booked via your school timetabler in conjunction with Property Services Timetabling and Venue Hire Office.
- There is no whiteboard or overhead projector available in this venue.
- If showing a Video or DVD during your class please provide tape or disk to Hoyts Usher on your arrival and they will pass onto the technical staff in the projection box.
- If you are planning to show a 16mm or 35mm film please provide to Hoyts 3 days before your class.
- RMIT Wireless Internet is currently not available in the venue. ITS are looking to expand the service to the cinemas.
- Food and Drinks (water and coffee is ok) are not permitted in the cinemas. Please assist Hoyts staff in overseeing this.
- Visits to the cinemas before semester can be arranged.

Contacts:

          RMIT Property Services

When In the Venue   Hoyts Facilities Manager
                      Hoyts Technical Manager

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