

Fellowship rationale

Research completed across a 14 year period from and including 2002 to 2015 has shown that approximately 25 percent of Australian universities do not provide more than a day of teaching induction professional development for new teaching staff (Dearn, Fraser and Ryan, 2002; Fraser, K., Ryan, Y., Bolt, S., Copeman, P., Cottman, C., Fisher, M., Fleming, J., and Luzeckyj A. (2019) Contemporary Induction to teaching in Australian universities. *International Journal for Academic Development*. 24 (3), 286-300.)

Teaching is a complex task and the partners in this Fellowship believed that a substantive teaching induction would help both to improve teaching practice and student learning and their experience (Gibbs and Coffey, 2004). We also believed that a free, online program would allow for expert developed materials to be accessible by any individual or university, so reducing the need to 'reinvent the wheel' at great cost, in universities across the sector. The approach also has the added benefit of introducing staff to the potential of new technologies for teaching purposes.